Accreditation Report

GOAL Academy

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

GOAL Academy, formed in 2009, is a public, multi-district charter high school authorized by District 49. GOAL Academy provides anytime, anywhere learning opportunities to over 3,200 Colorado students located in over 30 counties throughout Colorado. GOAL Academy describes its model as "high-tech high-touch," signifying the school's delivery of curriculum via school-issued, Wi-Fi capable laptops coupled with a high level of in-person resources (tutoring, mentoring, academic advisement, ESS services and social and emotional support) delivered in-person in urban, rural and suburban communities throughout the state. Our school's flexibility allows students to access their customized digital curriculum, local licensed instructors and support team members, including life coaches, academic and social-emotional counselors when it is most convenient for them, including evenings and weekends.

In the 2014-2015 school year the student population of GOAL Academy has the following student representation: 54.7% Females and 45.3% Males. The racial and ethnic composition is 49.9% Latino, 50.1% White, 6.9% African American, and 5% other/Multi-racial (total is more than 100%, as some students are multi-racial). Eighteen of GOAL Academy Students qualify for McKinney-Vento and 68.1% qualified for Free/Reduced lunch. GOAL Academy implements a schoolwide Title I program. 10.5% of students are English Language Learners and 7% qualify for Exceptional Student Services.

GOAL Academy has grown significantly each year of it's operation, from a starting student enrollment of 170 to over 3000 students. The constant throughout the growth of GOAL is a focus on serving students who meet the criteria for "high-risk." GOAL Academy is designated by the Colorado Department of Education (CDE) as an Alternative Education Campus (AEC), signifying that at least 95% of all current students indicated upon enrollment they are experiencing one or more of the 14 CDE recognized risk factors in their daily lives. Historical trends surfaced through analysis of student data indicates a significant percentage of GOAL students have dropped out previously, exhibit high levels of absenteeism in their former school environments, experienced repeat suspensions with resultant expulsions, and demonstrate a history of child abuse, gang involvement and teen pregnancy.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

GOAL Academy was created specifically for students who want and need a different approach to their education. The school design is centered around a whole-student approach incorporating a proprietary system leveraging best practice and research in three distinct domains of learning: social-stability, emotional well-being, and cognitive learning. All three domains integrate into a highly customized and individualized school experience. The mission of GOAL reflects this overarching philosophy: GOAL Academy students will graduate with life skills, postsecondary and workforce readiness, ensuring they will become productive members of society. The Vision also reflects this primary focus: GOAL will be the premier provider of high-tech quality education utilizing customized, flexible, and supportive learning environments, engaging online and face-to-face instruction, and other cutting edge educational philosophies and tools.

One organizational core value is the desire to ensure each student and their family is treated with respect, dignity, and professionalism. It is understood every student is a unique individual with individual strengths, gifts, passions, and needs. It is a strong belief throughout the organization that the one-size-fits-all approach does not work; therefore we customize an Academic, Career and Life Plan for each student ensuring their educational experience is relevant and tailored to meet their specific needs. Many of our students did not find the academic or emotional success they were desiring prior to choosing GOAL Academy for their high school experience.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The result of extended learning opportunities, combined with a personalized program, enabled GOAL Academy to realize increased student enrollment of 40% over the last three years, largely through word of mouth from current students. Although growing dramatically, the overall Colorado State Performance Framework composite ranking for GOAL, which integrates multiple forms of data, rose by 11.2% from 2013 to 2014. The most dramatic gains in the last three years were made in the areas of Post Secondary/Workforce Readiness with an increase of 21.2% and Academic Growth which improved by 12.5%.

A significant percentage of students enter GOAL Academy both critically credit deficient and having experienced traumatic social / emotional life events. To best meet these needs, GOAL Academy is focused on the academic and social / emotional growth of our students, and is committed to providing highly personalized learning opportunities for each and every student. There are no academic ability assessments used in determining enrollment or for retention. Each student is given a diagnostic assessment to determine the most appropriate individual academic, career, and life plan. Student plans are dynamic and are based on the student profile which employs a broad range of curricular and academic supports.

A notable achievement is the number of GOAL Academy students participating in dual-college enrollment. In the 2013 - 2014 school year, 254 students were dually enrolled in 19 different colleges and universities; 93% of participating students passed their college classes and earned college credit, for a total of 607.5 college credits earned. Notably, five students graduated with an Associate's Degree and a few of our students were on track to attain their B.A. within two additional years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The learning environment for a GOAL student is markedly different from many comprehensive alternative high schools in that it provides a safe refuge for students who typically have experiences rooted in highly traumatic events. This is accomplished with a high-tech, high-touch model providing 24/7 access to life-coaches who have access to multiple resources within the community. The drop-in centers also provide a safe-environment for our students who are teen parents by providing a child-friendly and safe study space, allowing the parent to concentrate on his or her studies. An exemplar of the success of the program is the graduation marked by teen parents accepting their diplomas with their children in their arms.

Often students have various circumstances contributing to an unhealthy and unsafe existence outside of the typical school day. At GOAL, there is not a delineated school day, for example, if a student needs to contact a school therapist at 2:00am in the morning, they are able to, often interrupting a potentially life-threatening event. Additional therapy resources are available in-house as well as through connected community programs and partnerships.

Central to the school's work in this domain is our student-centric personalized approach. Each student is assigned a life coach who builds a personal relationship with the student. The life coach is tasked with connecting the student to wraparound services, encouraging and supporting academic engagement, and facilitating remedial and advanced academic assistance. Additionally, the curriculum provides supportive learning opportunities for enhanced physical and mental well-being. As an example, through coordinated care, several of our students who were on suicide watch were able to rebuild a positive sense of self-efficacy leading to a return to normalcy.

As a commitment to ensuring a model wrap-around program, GOAL is in the process of creating a Health Coordinator (HC) position to oversee the development of a school culture focused on the health, well-being and educational achievement of every student. This licensed school professional will evaluate existing programs and practices and develop plans to either initiate critical resources, or where possible, improve coordination and delivery of services. The HC will facilitate collaboration between the school and other community agencies and organizations. The HC will also establish and coordinate a school health referral protocol for students in need of medical, dental or mental health services.

Self Assessment for Digital Learning Schools

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.	The process for review, revision and communication of the institution's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success in the digital learning environment.	•Minutes from meetings related to development of the institution's purpose •Survey results •Purpose statements – past and present •Examples of communications to stakeholders about the institution's purpose (e.g., website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the institution's purpose •Documentation or description of the process for creating the institution's purpose including the role of stakeholders	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	Commitment to shared values and beliefs about online teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and personnel. Challenging and adaptable educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve digital literacy, learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices in the digital learning environment that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Leadership and personnel hold one another accountable to high expectations for professional practice of digital education.	•Documentation that overviews methodologies used in the institution, instructional practices and expected outcomes •Institution philosophy about online teaching and learning •The institution's statement of purpose •Agendas and/or minutes that reference a commitment to the components of the institution's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.	Leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions in the digital environment that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the institution's purpose and direction. Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and institution performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and online instruction that are aligned with the institution's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. Personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•Historical data about implemented processes and systems •The institution continuous improvement plan •The institution data profile •Communication plan and artifacts that show two-way communication to personnel and stakeholders •Survey results •Agenda, minutes from continuous improvement planning meetings	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Understanding the need of any organization to have processes that lead to clear direction and purpose for both internal and external stakeholders, we have committed to continuously maintaining a multiple communication tools that strengthen the commitment to high expectations of our purpose, beliefs and shared values.

Every week an internal newsletter called the "Monday Memo" is sent via email to each staff member. This internal newsletter contains information of the review and revisions of processes when needed. Additionally, this communication tool ensures the institutional values and culture are strengthened and reinforced on a continuous and systematic basis.

We recognize the importance of maintaining effective external communications. In addition to frequent personal communications with parents and families, the institution creates several external communications products that communicate the purpose and direction in an interesting and informative manner to external stakeholders.

Multiple levels of the organization are involved in the analysis of a broad range of data that lead to goals, revisions, and action planning of measurable objectives.

The institution prides itself in ensuring that that staff members and students have a systematic comprehensive process to communicate the purpose for student success. An area that can be improved upon involves our ability to communicate outside of the organization. This would include how the organization conveys its mission and vision to create stronger strategic partners, while gaining access to more resources to help both the students and develop organizational capacity. GOAL Academy plans to accomplish this through hiring a Volunteer

Coordinator to assisting in finding local resources that will grow into community partnerships. Every community that the institution serves will be afforded the opportunity to participate in the Education Zone, allowing every student and local families the ability to come in and receive everything from tutoring to wrap around services.

The institution is can also commit to increasing the frequency of the current external communication "The GOAL Post." The GOAL Academy Website will also need constant revision and up-to-date relevant information that will provide information pertinent to stakeholders as well as potential students and families seeking an educational option.

GOAL Academy has done well to support students, initiate new and exciting programs and having staff and students meeting and exceeding milestones. The school has not done a good job in relaying to the community the great things that are happening. An increase in press releases to local and national media outlets will allow GOAL Academy to promote their efforts and school pride.

Standard 2: Governance and Leadership

The institution operates under governance and leadership that promote and support student performance and institution effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing authority establishes policies and supports practices that ensure effective administration of the institution.	Policies and practices clearly and directly support the institution's purpose and direction and the institution's effective operation within the digital learning environment. The institution has a systematic, inclusive and comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. Policies and practices require and have mechanisms in place for monitoring effective online instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth that include professional practice of digital education for all personnel. The institution has clear policies and practices for maintaining safe and secure digital and onsite environments and has shared these expectations with all stakeholder groups. Policies and practices provide clear requirements, direction for and oversight of fiscal management.	•Personnel handbooks •Institution handbooks •Institution crisis plan •Communications to stakeholder about policy revisions •Student handbooks •Policy for selecting course, instruction and service providers •Governing authority policies, procedures and practices	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing authority operates responsibly and functions effectively.	The governing authority has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing authority member(s) are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and member(s) and professional practice of digital education. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.	•Historical compliance data •Governing authority training plan •Governing authority minutes relating to training •Communications about program regulations •Communication plan to inform all personnel on code of ethics, responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations and policies •Governing authority policies on roles and responsibilities, conflict of interest	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively.	The governing authority protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and online instruction and to manage the continuous, digital operations of the institution. The governing authority maintains a distinction between its roles and responsibilities and those of leadership.	•Communications regarding governing authority actions •Agendas and minutes of meetings •Roles and responsibilities of institution leadership •Maintenance of consistent academic oversight, planning and resource allocation	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.	Leaders and personnel align their decisions and actions with professional practices in digital education and toward continuous improvement to achieve the institution's purpose. They expect all students to be held to high standards in all courses of study and in digital literacy. All leaders and personnel are collectively accountable for the student experience, student engagement and learning in the digital environment. Leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community within the digital learning environment.	•Academic policies and practices •Examples of decisions aligned with the institution's statement of purpose •Examples of collaboration and shared leadership •Examples of decisions in support of the institution's continuous improvement plan •Digital literacy requirements for students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the institution's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups consistent with professional practice of digital education. Leaders provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on continuous improvement efforts and provide and support meaningful leadership roles for stakeholders. Leaders' efforts result in measurable, active stakeholder participation; engagement in the digital learning environment; a sense of community; and ownership.	•Involvement of stakeholders in development of continuous improvement plan •Minutes from meetings with stakeholders •Examples of communication with stakeholder groups •Stakeholder participation in events	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Supervision and evaluation documents with criteria for improving professional practice and student success noted •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing authority policy on supervision and evaluation •Representative supervision and evaluation reports •Job specific criteria	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.7	The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma.	The institution implements established policies and procedures through multiple, documented methods to verify the authenticity of student work on key assessments per course that include the visual verification of the student. The institution systematically collects, monitors and evaluates data on student engagement that includes the frequency of student logins, time spent on coursework, student achievement of course requirements and course completion results. The institution has evidence that the criteria for awarding grades, credits and/or the diploma are research-based, aligned with professional practice of digital education and are comparable to state or national norms. The institution annually reviews and updates policies, procedures and criteria.	•Course grading summaries •Grading requirements and practices to include grading scale and teacher grading expectations •Course completion and passing rate reports •Transcript review processes •Reports aligned with attendance policies that include student attendance logs, time on task, log-in history, completed assignments and grades earned •Student course expectations •Credit transfer policy and procedures •Policies related to student authenticity of work, student integrity code, proctoring, student behavior and plagiarism	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.8	The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.	All operating procedures of the institution are clearly supported by truthful and ethical practices. All communications to all stakeholder groups consistently provide truthful, accurate, clear, timely and relevant information.	•Grievance policy and practices •Website •Admissions policies and procedures •Marketing campaign artifacts to include brochures, advertisements, signage and direct mail pieces	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

GOAL Academy exhibits exceptional strength in the area of governance and leadership. More specifically, the school's governing body, an independent volunteer school board, allows senior administration to craft and implement policies and practices that clearly and directly support the school's purpose and direction. Policies and procedures are codified in board policies, personnel and student handbooks, and other forms of easily accessible communication. Furthermore, the school has established systematic, inclusive and comprehensive processes and clearly defined criteria for internal and external operations.

The school's governing authority and senior leadership have regularly sought out, and actively engaged in high quality board and leadership training focused on establishing both the mechanisms and culture needed for ethical and conflict free decision making and action. Additionally, considerable effort has gone into creating appropriate leadership training for staff at all levels of the organization. The work will continue with the implementation of the school's Level Up program.

GOAL Academy has benefitted from strong and consistent support from the Colorado Department of Education's Schools of Choice Division. During the first three years of operation the school participated in department's Charter School Support Initiative program, which provided mentoring to leadership, professional development for administration, business office staff, and instructional and support staff. It was during the year's formative years that the school's governance structure adopted the responsible and effective practices that are still being implemented with success.

Student achievement, online instructional success, and increased enrollment have resulted from the high degree of autonomy school leaders have been able to exercise in the day-to-day and long term operation of the school. Throughout the school's five years of continuous operation, an organizational culture that is consistent with professional practice of digital education has been nurtured.

The school has recently contracted with a new authorizer and is receiving unprecedented support in all areas of operation. It is a particular significance that the relationship has resulted in a high level of coordination of policies and procedures for data collection, analysis, validation of student engagement and course completion, awarding credit and grades, and graduation requirement.

Understanding the high level of scrutiny digital/blended learning institutions are subject to, GOAL Academy has makes every effort to promote, market and operate with truthful and ethical practices in the fulfillment of its purpose, the creation of productive members of society. These practices will continue.

The most obvious area of need is in the area of supervision and evaluation resulting in improved professional practice of digital education

and student success. Although a strong, comprehensive plan is in the development phase and will soon be launched, it is not yet in place.

School leaders are confident that with the school wide implementation of the Level-Up program this need for improvement will be addressed.

Standard 3: Teaching and Assessing for Learning

The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Course catalog including prerequisites •Descriptions of instructional methodologies and techniques •Course syllabi with learning expectations •Course enrollment patterns •Teacher expectations •Course of study •Course learning guides	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education.	Using data from student assessments and an examination of professional practice, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student mastery and demonstration of learning is consistent with course objectives, inform the ongoing modification of instruction and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.	•A description of the systematic review process for curriculum, instruction, and assessment •Assessment overview and results •Curriculum revision process •Curriculum guides •Curriculum development process •Common assessments	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations.	All teachers use online delivery and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers plan and use online delivery and instructional strategies that require self-reflection, development of critical thinking skills and the integration of content and skills with other disciplines. Student collaboration is evident throughout the instructional program and is incorporated in most courses or curricular areas. Teachers monitor student progress, provide feedback that is specific and immediate and provide instructional strategies and interventions that address student learning needs.	•Examples of teacher communication and feedback with students •Teacher expectations and evaluation criteria •Professional development focused on professional practice of digital education •Examples of student use of technology and media resources in their coursework •Interdisciplinary projects •Agenda items addressing professional practice of digital education •Examples of teacher use of technology and media resources in their teaching practices •Authentic assessments	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Leaders formally and consistently monitor teachers' instructional practices through supervision and evaluation procedures to ensure that they are aligned with the institution's values and beliefs about online teaching and learning, are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning, use content-specific standards, and use professional practice of digital education. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process.	•Curriculum guides •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Peer or mentoring opportunities and interactions •Reports containing classroom evaluation data •Administrative classroom audits and observation protocols •Supervision and evaluation procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.	A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in online delivery, instructional practice and student performance.	•Examples of improvements to content and instructional practice resulting from collaboration •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Peer coaching guidelines and procedures •Transcripts of asynchronous collaboration sessions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Students work in a digital learning environment that supports success in learning expectations.	The content management system (i.e., learning management, student management or course management system) drives the comprehensive instructional program, connects students with multiple digital resources and tools and supports students in achieving learning expectations. Course navigation is logical and coherent. Exemplars are provided to guide and inform students. The institution assesses the effectiveness and measures the reliability of the digital content management system. Personnel use data results to make certain that the management system is responsive to student learning needs.	•Documentation about how technology system implementation and changes are made •Survey results •Examples of learning expectations and standards of performance •Course navigation flowchart •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the institution's values and beliefs about teaching and learning.	Personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning in the digital learning environment. Induction programs include expectations, online teaching and learning methodologies and the use of specified technology systems. Mentors, coaches and trainers have expertise in the professional practice of digital education. These programs set expectations for all personnel and include measures of performance.	•Descriptions and schedules of mentoring, coaching and induction programs with references to institution beliefs and values about teaching and learning •Descriptions of instructional methodologies •Mentor/coach expectations •Personnel manuals with information related to new hires including mentoring, coaching and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Systematic processes are in place to encourage families to contact teachers, administrators and personnel members in support of their children's learning. The institution provides families with continuous access to their children's learning progress. For adult students, the process provides the students with continuous access about their learning.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails) •Schedule of when and how adult students are made aware of academic progress •Calendar outlining when and how families are provided information on child's progress •Parental/family/adult student involvement plan including activities, timeframes and evaluation process •Survey results •Communication logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student's digital educational experience.	Personnel participate in a structure that gives them consistent interaction with individual students, allowing them to build strong relationships throughout the student's educational experience. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety within the digital learning environment.	•Description of formal adult advocate structures •Recordings of synchronous sessions with adult advocate •Communication logs •Curriculum and activities of formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.	All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all curricular departments, levels and all courses. All stakeholder groups are systematically informed of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.	•Sample report cards and progress reports for each grade level and for all courses •Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •Policies, processes and procedures on grading and reporting	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	Professional and support personnel participate in a continuous program of professional learning.	Most professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on an assessment of needs of the institution. The program builds capacity among personnel who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Schedules and agendas of professional learning activities	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The institution provides and coordinates learning support services to meet the unique learning needs of students.	Personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences and personality type indicators) and provide or coordinate related learning support services (such as tutoring, digital resources and online success strategies) to all students.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Training and professional learning related to research on unique characteristics of learning •Examples of implementation of student success strategies •Tutoring schedules	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

GOAL Academy's three school wide goals are focused on a systems approach that allows for an end product of individualized student success. Guided by the mission to create productive members of society and driven by a continuous improvement systems approach to:

- School Wide Goal 1: 100% of ALL GOAL students will graduate with college credits and/or workforce certificates.
- School Wide Goal 2: 100% of ALL GOAL students will grow 1.5 years in Reading, Writing, and Math.
- School Wide Goal 3: GOAL will operate with EFFECTIVE and EFFICIENT Systems.

GOAL Academy, since its inception, has worked to develop and implement with fidelity a systems approach allowing for data driven decision making, effective strategic planning, and 100% commitment to student success. In order to accomplish this, the artifacts contained within Standard 3 have been through a continuous improvement process. This process allowed GOAL academy to focus on individualized learning, a customized student experience, and a clear set of pathways to a career of the student choice.

In order to effectively and efficiently create customized pathways of success for students, GOAL recognized in its infancy that the growth of the WHOLE student was necessary. It was evident in the early data sets that were collected about students that a traditional education experience was not sufficient for the diverse student population that enrolled at GOAL Academy. To implement the philosophy of the growth

of the WHOLE student a division dedicated to Social Emotional Growth was developed and titled GOAL Wrap Around Services. This department worked hand in hand with the operational and academic teams at GOAL to create synergy between systems that supported the Three School Wide Goals.

When considering multiple indicators and metrics around academics, finance, and social emotional development; it was clear systems and innovation needed to be developed in-house by using a multitude of tools. These tools ranged from various curriculum platforms, school information systems, dashboards, and processes designed to create consistent expectations yet flexible enough to allow for customization of the student experience. MyGOAL was created out of these efforts and is an onboarding, orientation, and relationship building process and in combination with the EOTS (Every Opportunity to Succeed) process, the GREAT (GOAL Rewarding Effective Achievement Together) Matrix Dashboard, and the movement toward a truly Competency Based Academic system, a comprehensive system incorporating these components ensure a student-driven, career-aligned learning experience.

The myGOAL course employs the high tech-high touch theme and innovative digital tools allowing a student to navigate a continuous improvement cycle of their own throughout their experience with GOAL. The course is specifically designed to develop a capacity for relationship building, identifying students needs (social emotional and academic) through a battery of assessments, and establishing a career pathway that includes the premise of Structured Flexibility (the student identifies when the best times throughout a week a student can be expected to work, to meet with their Life Coach, attend webinars, and complete competency clusters). In addition to developing a student lead schedule, the use of College In Colorado also helps the students identify careers of interests and clearly articulates what skill sets and competencies students will need to acquire to complete their career pathway. In the spirit of continuous improvement, students and GOAL personnel can modify the plan as needed.

EOTS is GOAL's answer to a customized Response to Intervention Plan that takes into account metrics from both academic and social emotional data sets and systems. It guides a continuous improvement cycle specific to the student in terms of customized interventions that a team of people (Life Coach, Individual Career and Academic Plan Counselor, Education Zone Director, Site Coordinator, and State Wide Support staff) centered around the student their family. This process is designed to help establish SMART (Specific Measurable, Attainable, Realistic, and Timely) goals for each student with the intent of removing any possible barriers to success and identifying any needs that student or family may have as analyzed and reported via the GREAT Matrix Dashboard.

The goal of the GREAT Matrix Dashboard is to allow for GOAL personnel to receive real time data that is used to monitor daily how the student is progressing through their customized learning experience developed out of MyGOAL. The dashboard will immediately notify the Life Coach when a student is not successfully navigating through their pathway at an appropriate pace to meet their prescribed graduation date. The real time data indicator initiates the EOTS process so that a student can be navigated back on the right track in a timely manner.

GOAL Academy's move to a Competency Based Academic system allows the student and GOAL personnel to accelerate through their customized pathway toward the career of their choice. It is designed to identify students strengths and opportunities for growth so that GOAL personnel can provide prescribed interventions and academic content tailored to the students career choice and opportunities for growth. The philosophy behind this initiative comes out of the fact that a majority of our student population is between the ages of 18 and 21. GOAL recognized that students that are extremely deficient in credits from their traditional high school experience needed a more efficient model that would support GOAL's mission of creating productive members of society. In short, online curriculum with formative and summative assessments create a body of evidence that allows us to identify specific skill sets that a student needs to acquire to successfully complete their pathway to a career of their choice.

The overarching storyline of GOAL academy from inception to present incarnation encompasses a vision becoming a reality. However the needs of students being met in an online learning narrative at this scale have their own inherent challenges. While we have in place systems

to address student needs as they arise, and designed procedures to keep professional and support staff in communication, our students are in need of a more efficient way to infuse academics with social emotional engagement. Many students are in need of academic support and we would like to get this support service to the student in a more efficient manner. Outreach by professional staff to the students in need must be strongly fostered by support staff. Currently there is an inverse relationship of time spent by GOAL staff, largely manipulating the learning management system versus the lesser amount of time spent directly teaching/tutoring students. Creating a more efficient system that allows a collaborative identification process of students in need, involving the collaborative efforts of both a student's Life Coach and support staff is a priority for GOAL Academy.

Academic professional staff are largely comprised of very experienced individuals as pertains to the unique realm of online education and learning strategies. These experienced staff have grown in their ability within the creation and advancement of GOAL Academy. New academic professional staff are brought through an intensive training program designed to encourage best practices and measurable results. However a constant recorded mentoring program is not standardized and systematically improved upon based on student learning results and growth data.

Collaboration with paraprofessional staff regarding student needs and leveraging their ability within the online learning platform. GOAL is currently developing the Level Up process that is designed to address these opportunities and we are confident upon completion that we will have a great foundation for more continuous improvement.

Standard 4: Resources and Support Systems

The institution has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success in the digital learning environment.	Policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution's purpose, educational programs, delivery of online instruction and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the institution.	•Policies, processes procedures and other documentation related to the hiring, placement and retention of professional and support personnel •Assessments of staffing needs •Institution budgets for the last three years •Documentation of highly qualified personnel •Documentation of student to teacher ratios	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment.	Technology, instructional, student support and fiscal resources are focused on supporting the purpose and direction of the institution and student success in the digital learning environment. Requirements for student engagement and course completion are protected in policy and practice. Leaders work to secure student support resources and fiscal resources to meet the needs of all students. Leaders demonstrate that technology support systems, instructional resources, student support resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of online delivery and instruction and digital operations include achieving the institution's purpose and direction and student success.	•Alignment of budget with institution purpose and direction •Technology system reliability reports •Examples of leadership efforts to secure necessary material and fiscal resources	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.	Personnel implement a comprehensive process to assess the learning and safety needs of students. The institution has a documented plan to address the learning needs of students who are not demonstrating success in the digital learning environment. The institution has procedures for monitoring internet safety and safeguarding students from cyber bullying. Measures of effectiveness of support service programs are in place. Personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students	•Overview of internet safety and cyber bullying education program •Learning inventory tools and results •Reports with student retention rates, course passing and completion rates and student engagement data •Placement tests and results to include student course assignments •Examples of student success plans •Student 'netiquette' policy	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and personnel use a range of information, media and technology to support the educational programs.	Students and personnel have access to information, media and technology resources necessary to achieve the educational programs. Documented evidence shows that students and personnel make judgments about the quality of information and media accessed online. The institution has systematic procedures for reviewing, monitoring and approving internet-based sites and resources that support the educational programs. Qualified personnel are available to assist students with information retrieval and in the use of media and technology.	•Budget related to technology, media and information resource acquisition •Directory of personnel contact information and availability to assist students and personnel in using technology and media and in finding and retrieving information •Technology security and usage policy and practices •Instructional process for teaching students how to review and rate media sources •Data on media and information resources available to students and personnel	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution.	The technology infrastructure meets the instructional, learning and operational needs of all stakeholders. Personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to support innovation in curricular design and delivery of instruction, technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments and results to inform development of technology plan •Policies relative to technology use •Overview of technology services and personnel	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.	The institution has a clearly defined admissions process. A systematic induction program is available to all students. Information from the induction program informs student placement in courses and/or academic programs for all students. The institution provides all students with an orientation of the technology and digital literacy requirements, learning resources and strategies for successful online learning.	•List of support services available to students(e.g., technology training, internet safety and cyber bullying education, tutoring and support in applying online learning strategies) •Overview of student induction program •Admissions policies and practices •Assessment system for identifying student learning needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	The institution has processes and procedures to identify the counseling, assessment, referral, educational and career planning needs of all students. Personnel provide programs for monitoring, advising and planning for student success in the digital learning environment. The institution fosters partnerships and utilizes resources to support student learning needs. Measures of program effectiveness are in place, and personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of all students.	•Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •List of extracurricular activities and services available to students related to educational and career planning •List of services available related to counseling, assessment, referral, educational and career planning	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

GOAL Academy has a sufficient amount of qualified professional and support personnel to support the purpose and direction effectively while ensuring the success of it's student's in the digital learning environment.

GOAL ensures that staffing levels remain consistent to meet the needs of the students by continuing to use the evidence items as measurement tools to ensure that current amounts of personnel are recruited and retained.

GOAL has sufficient fiscal and technological resources to support the purpose and direction of the school. While providing the technological and fiscal resources, GOAL also provides quality support services to meet the needs of the students in crisis and other situations. Students are also supported through the academic planning and career planning processes.   GOAL follows state and federal guidelines when it comes to the ESS/ELL services, and continues to support students socioemotional well being. A variety of platforms are used to engage students and staff on many levels throughout the school to ensure that students and staff are well informed. These platforms are also used

to ensure that students and staff members are well versed in the enrollment process and to orient students into the digital learning environment.

Improvement in consistency in hiring procedures is an opportunity for growth in conjunction with Summit Education Group. Summit Education Group and GOAL will work to improve upon current policies that will be followed by all leadership to ensure a consistent procedure throughout the organization.

GOAL with the support of Summit Education Group will work to improve the current technology plan to better meet the needs of all GOAL constituents.

Standard 5: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The institution establishes and maintains a clearly defined and comprehensive student assessment system.	Personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and institution performance. The system ensures consistent measurement across digital classrooms, curricular departments and/or levels and courses. Most assessments, especially those related to student learning, are proven reliable and bias-free. The system is regularly evaluated for reliability and effectiveness in improving online delivery and instruction, student learning, the organizational conditions of the institution and the digital environment that supports student learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and institution performance •Evidence that assessments are reliable and bias-free •Documentation or description of evaluation tools/protocols	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement.	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support personnel. Data sources include comparison and trend data that provide a complete picture of student learning, online delivery and instruction, the effectiveness of programs and the digital learning environment that supports the student experience. Personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, online delivery and instruction, the effectiveness of programs, the organizational conditions of the institution and the digital learning environment.	•Examples of use of data to design, implement and evaluate continuous improvement plans •List of data sources related to student learning, instruction, program effectiveness and conditions that support learning •Survey results •Written protocols and procedures for data collection and analysis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support personnel are trained in the evaluation, interpretation and use of data.	All professional and support personnel are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas/minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.	Leaders monitor comprehensive information about student learning, organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Sample communications to stakeholders regarding student learning conditions that support learning and achievement of institution improvement goals •Executive summaries of student learning reports to stakeholder groups •Leadership monitoring process of information about student learning, conditions that support learning and the achievement of institution improvement goals •Communication plan regarding student learning, conditions that support learning and achievement of institution improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The institution was created on the premise that all students can learn regardless of situational conditions. Recent data suggests that more than 8500 students per day in America are dropping out of school. GOAL Academy was developed to address the specific academic needs of these students whom find themselves disenfranchised by traditional school systems.

In direct support of the underlying pillars of the school's mission and vision, we are committed to ensuring our data systems are as real time as possible and staff are using these data sets on a continuous basis to help guide decisions and adjust interventions (both academic and

social-emotional) that lead to students developing into productive members of society. This prevailing idea is that this multi-layered process encompasses quantitative and qualitative data to address the whole student will result in a enriching, more robust educational experience.

In order to sustain our strengths in this area, the school has committed to developing comprehensive data systems to help guide the continuous improvement process. Specifically in areas of student growth, we are continuously employing cutting edge, key performance indicators (KPI's) for each member of the organization. These dashboard indicators provide a basis to ensure everyone is working toward the overarching goals of student improvement and achievement. Additionally, these indicators provide a detailed early warning framework in which staff collaborate to ensure every student has every opportunity for success.

The institution utilizes a variety of consistent assessments to help monitor and guide student achievement success (both formative and summative). In addition to completing the state-mandated assessment, every student takes the Accuplacer early in their high school career and then again for yearly pre- and post-growth measures. Special populations are also assessed appropriately for pre- and post-skills attainment.

Realizing a high school diploma simply is not enough to guarantee success in today's competitive world markets, the organization determined the need to value Life Skills as an important part of becoming productive members of society. To gauge the students' improvement in these skill sets we embarked on a five-year plan to ensure every one of our graduates obtains either college credit and/or verifiable workforce skills. To date, the organization is meeting this five-year goal and will continue to ensure our students have the skill sets they need to have the self-efficacy to gain meaningful employment and continue their education beyond the secondary level. We would not be meeting the lofty goal of having 100% of our students graduate with Workforce Readiness Certificates and College Credits without the comprehensive assessment systems that deliver a broad range of data about the students' learning, coupled with the human capital resources to analyze and apply what is learned from the data to guide continuous improvement.
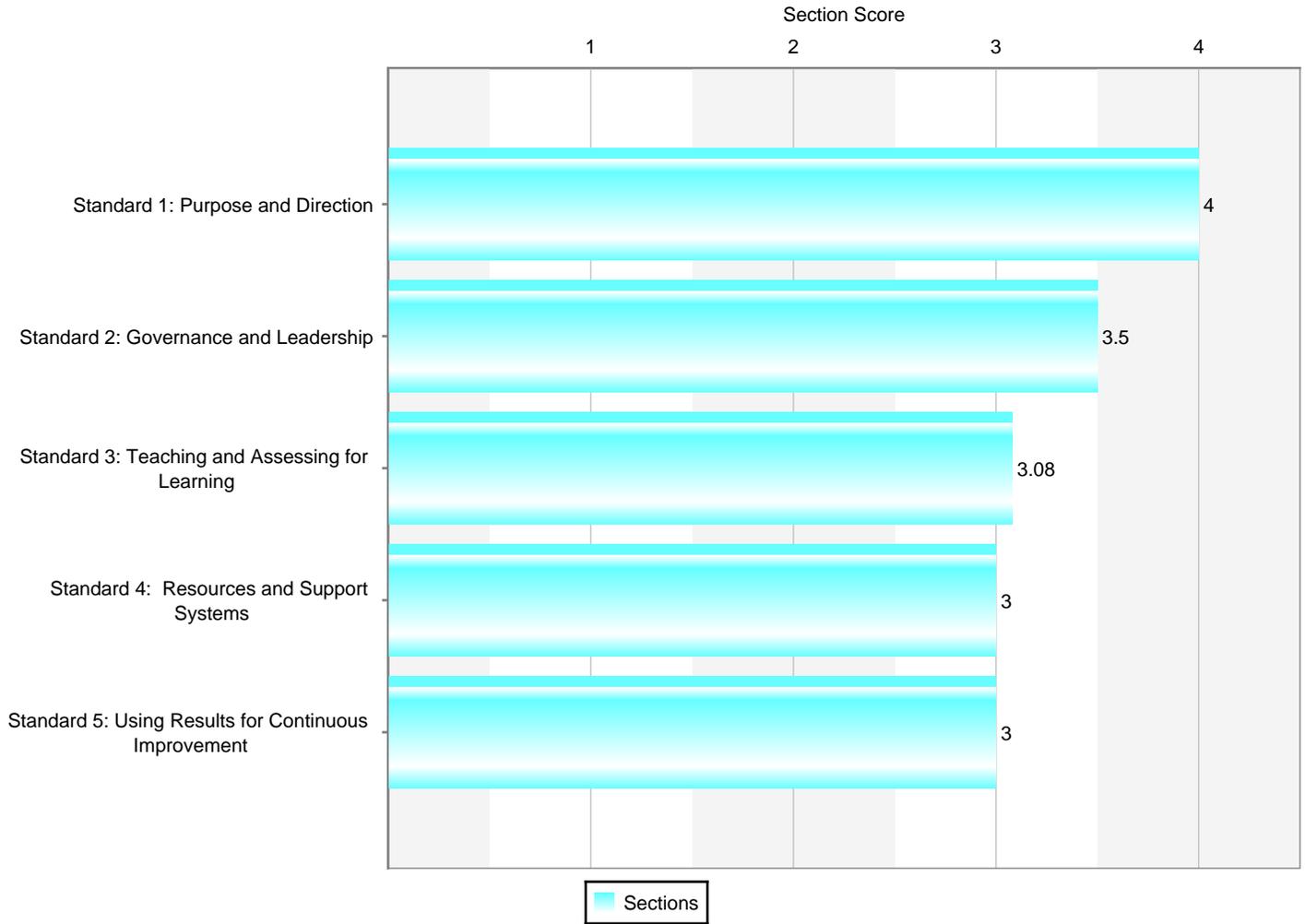
As data is readily available for use, the organization can improve in the areas of training its staff to evaluate, interpret and apply this information. While all of the evaluation tools/dashboards utilized by the organization contain encrypted data, some staff members are not afforded the opportunity to understand the way the data is collected, where it is located, and how it feeds to the specific tools. This is an area where the continuous improvement processes have identified an opportunity to increase the skill-level and knowledge base of how to use and implement data more effectively.

As a commitment to ensuring personnel have top quality professional development around the collection and use of data as comprehensive individual professional development is being implemented to ensure each member has systems in place to identify areas of weakness and is afforded the opportunity to improve in areas involving data analysis. An example of this area of improvement tool is the "Level Up" program. Within the "Level Up" program just-in-time professional development resources and tracking processes are being developed to help improve every level of personnel understand of data collection, usage, and then reward those who make a concerted effort to show mastery with these concepts.

We are also committed to exploring best practice academic growth measurement tools that will help in a more aligned formative metric to ensure our students success.   We are currently in the implementation process of using Renaissance Learning STAR Assessment which can be used on as needed basis that meshes well with GOAL Academy's customized learning experience. We are also in the development phases of utilizing Project: Be Ready/Pairin Social Emotional Learning Assessment tool to help monitor social emotional learning progress. Both tools will be immersed in the MYGOAL curriculum platform (a gamified learning experience for students). We anticipate full implementation for the 2015-2016 school year.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 4

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes technology infrastructure security measures, emergency evacuation procedures and appropriate training for stakeholders.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan that includes academic goals.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution employs administrative and instructional personnel who are qualified in their assigned grade levels, subject areas, and fields and meet all applicable governmental regulations.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Qualified teachers provide instructional guidance and oversee the progress of students within each course.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a policy that defines the expectations related to class size and student-to-teacher ratios aligned to the educational programs, digital learning environment, and instructional support provided within the institution.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The institution ensures that students graduating from the institution complete at least 25% of the courses required for graduation at the institution.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The institution has written policies for instructional time for each course that includes the requirements for student engagement, student progress, course completion, eligibility for accessing the next course, and documentation of student's work/progress.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	The institution grants secondary course credits based on defined course criteria and sufficient instructional hours to meet international college and university entrance requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The institution implements a written policy that ensures the authenticity of student work.	Yes		

GOAL Success Plan

Overview

Plan Name

GOAL Success Plan

Plan Description

GOAL Academy will work to ensure that students are provided with a customized learning experience that will lead to future career success.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Systems will be created that merge data sets for Social and Emotional Learning with Academic Learning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$200000
2	All GOAL Students will engage in data driven academic learning plans based on academic screener assessment data.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$150000
3	Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$20000

Goal 1: Systems will be created that merge data sets for Social and Emotional Learning with Academic Learning.

Measurable Objective 1:

collaborate to develop an integrated system using metrics that measure social, emotional, and cognitive learning. by 08/17/2015 as measured by the creation of the (Ecosystem) demonstrated by customized, integrated, student life plans ..

Strategy 1:

Ecosytem - 1. Teams will work collaboratively to construct this Ecosystem embedded in the School Management System.

2. Professional Development will be conducted to implement the model with appropriate workflows

3. Life Plans will be a direct product of the work and will reflect alignment based on social, emotional, as well as academic metrics

4. Continuous improvement cycle will be utilized to review and monitor implementation and fidelity of use

Research Cited:

Barab, S., MaKinster, J., & Schecker, R. (2004). Designing System Dualities: Characterizing an Online Professional Development Community. In S. Barab, R. Kling & J. Gray (Eds.), Designing for Virtual Communities in the Service of Learning (pp. 451). Cambridge: Cambridge University Press.

Dede, C. (2004, December 4 - 6, 2003). A Call to Action for the National Commission on Teaching and America's Futures: Enabling Distributed-Learning Communities for Educators Via Emerging Technologies. Paper presented at the NCTAF Summit Two: Transforming Schools into Strong Learning Communities, Wingspread Conference Center, Racine, Wisconsin.

Activity - MyGOAL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders will be immersed in the Ecosystem Model through a multileveled learning experience, which for the staff will guide their professional learning and for the student will result in the creation in the student life plan.	Academic Support Program, Professional Learning, Policy and Process, Behavioral Support Program, Tutoring, Technology	04/01/2015	04/01/2016	$200000	General Fund	Chief Academic Officer, Chief Officer for Support Services, Department Directors, Team Learnovation, Summit IT Department, GOAL Operations Team.

Goal 2: All GOAL Students will engage in data driven academic learning plans based on academic screener assessment data.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in Literacy foundational skills in Reading by 06/10/2016 as measured by Internal Academic Metrics.

Strategy 1:

Literacy Achievement - All GOAL students will be placed appropriately into Literacy curriculum based on a body of evidence of assessment, transcript analysis, and formative data sets. Remediation will be embedded within the Student Life Plan and progress will be monitored on a daily basis utilizing GOAL dashboards.

Research Cited: Foote, M. (2007). Keeping accountability systems accountable. Phi Delta Kappan. 88 no. Pages 359 – 363.

Pardini, P. (2000) Data well done. Journal of Staff Development. 21 no. 1 Pages 12 – 18.

Starkman, N. (2006) Building a better student. T.H.E. Journal. 33, 14. Pages 40-42. Moller, L., Prestera, G., Harvey, D., Downs-Keller, M., & McCausland, J. (2002). Creating an Organic Knowledge-Building Environment within an Asynchronous Distributed Learning Context. Quarterly Review of Distance Education, 3(1), 47-58.

Activity - Cognitive Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Cognitive Learning Support System recognized the importance of foundational literacy skills to the success of multiple curriculums, therefore, GOAL stakeholders will have full access to systems that will customize the student learning experience and meet those students where they are academically.	Academic Support Program	05/01/2015	06/10/2016	$150000	Title I Part A	Chief Academic Officer, Chief Officer of Support Services, Reading Interventionist team.

Goal 3: Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity.

Measurable Objective 1:

demonstrate a proficiency in GOAL Academy's Student Intervention Model/Systems (Every Opportunity to Succeed). by 12/14/2015 as measured by an increase in data sets related to levels of service in combination with student completion of customized academic plans..

Strategy 1:

EOTS Fidelity - Staff at all levels will receive on-going professional development on the EOTS process, specifically, appropriate interventions at each level of the process and concise documentation of these interventions will be uploaded into the School Management System. A Data Based Inquiry cycle will routinely guide the

movement toward success of the objective.

Research Cited: Balfanz, Robert, and Nettie Letgers. "Locating the Dropout Crisis." John Hopkins University,

Baltimore, n.d.

Activity - EOTS Fidelity Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site Training on EOTS Fidelity and Methodology	Professional Learning	06/17/2015	06/30/2016	$20000	General Fund	Chief Officer of Support Services, Chief Academic Officer, Director of Corporate Talent, Regional Directors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cognitive Learning	The Cognitive Learning Support System recognized the importance of foundational literacy skills to the success of multiple curriculums, therefore, GOAL stakeholders will have full access to systems that will customize the student learning experience and meet those students where they are academically.	Academic Support Program	05/01/2015	06/10/2016	$150000	Chief Academic Officer, Chief Officer of Support Services, Reading Interventionist team.
				Total	$150000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EOTS Fidelity Training	Site Training on EOTS Fidelity and Methodology	Professional Learning	06/17/2015	06/30/2016	$20000	Chief Officer of Support Services, Chief Academic Officer, Director of Corporate Talent, Regional Directors

MyGOAL	All stakeholders will be immersed in the Ecosystem Model through a multileveled learning experience, which for the staff will guide their professional learning and for the student will result in the creation in the student life plan.	Academic Support Program, Professional Learning, Policy and Process, Behavioral Support Program, Tutoring, Technology	04/01/2015	04/01/2016	$200000	Chief Academic Officer, Chief Officer for Support Services, Department Directors, Team Learnovation, Summit IT Department, GOAL Operations Team.
				Total	$220000	

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The Colorado State Performance Framework (SPF) provides an annual ranking based upon composite scores in the following four areas: Academic Achievement, Academic Growth, Student Engagement, and Postsecondary and Workforce Readiness. GOAL met and surpassed the expected level of performance through attaining the ranking of "meets" in the following three areas: Academic Achievement, Student Engagement, and Postsecondary and Workforce Readiness. In the areas of Reading, Math, and Writing measured in the composite of Academic Achievement, GOAL Academy attained the ranking of "meets." GOAL attained the level of "meets" in the area of Attendance, a primary component of the Student Engagement metric. For Workforce Readiness, the school's ACT composite score met the expected level of performance contributing to a ranking of "meets." GOAL SPF 2014

Describe the area(s) that show a positive trend in performance.

ACT and the overall completion rate both demonstrate a positive trend in performance. As evidenced in the document: GOAL SPF 2014.

Which area(s) indicate the overall highest performance?

Which area(s) indicate the overall highest performance? Of the three areas assessed for academic achievement, Reading has the highest performance proficiency level. As evidenced in the document: GOAL SPF 2014.

Which subgroup(s) show a trend toward increasing performance?

English Learners (EL) in 10th grade are demonstrating an increased trend in performance as measured in Reading and based upon state standardized assessment data. As evidenced in the document: GOAL Unified Improvement Plan (UIP) 2013-2014.

Between which subgroups is the achievement gap closing?

As a Title I Focus school, we address the low achievement of identified disaggregated groups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities and English Learners). While the performance of most of the sub groups is slightly lower than our whole population, it should be noted that in some cases, these groups are performing better than the whole, as seen with the students with disabilities in reading, math, and graduation rate. As evidenced in the GOAL Academy Unified Improvement Plan: 2013-2014.

Which of the above reported findings are consistent with findings from other data sources?

We are seeing a positive correlation between students that are utilizing with fidelity our remediation tools (Reading Plus, Odysseyware Coordinated Math, and Think Through Math) and an increase in their academic growth and achievement. We know a significant percentage of our students come to us at least 3 plus grade levels behind in reading and at least 4 grade levels behind in math as measured by the diagnostic components of Reading Plus, Think Through Math, and Accuplacer.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The Colorado State Performance Framework (SPF) provides an annual ranking based upon composite scores in the following four areas: Academic Achievement, Academic Growth, Student Engagement, and Postsecondary and Workforce Readiness. GOAL Academy did not meet the expected level of performance in the area of Academic Growth and attained a ranking of "approaching" versus "meets." 2013-2014 UIP

Describe the area(s) that show a negative trend in performance.

here is an opportunity for more academic growth in reading, writing and math: Although GOAL Academy made a concentrated effort on fidelity of use of our remediation interventions in the area of reading and math over the last four years, the growth achieved in other internal assessments has not been reflected in the current measures for AEC norms. This maybe attributed to student effort on state mandated tests during a specific window versus a more formative structure that exists in our remediation platforms. Additionally, the truancy rating of 11.08% is short of AEC norms of 7.69%. 2013-2014 UIP

Which area(s) indicate the overall lowest performance?

The area with the overall lowest performance is math, which is consistent with the Colorado AEC cohort data. 2013-2014 UIP

Which subgroup(s) show a trend toward decreasing performance?

Hispanic students have decreased performance levels in reading and math in comparison with non-Hispanic students. 2013-2014 UIP

Between which subgroups is the achievement gap becoming greater?

English Learners have a lower Median Growth Percentile (MGP) in reading and a lower graduation rate than the rest of the disaggregated groups. 2013-2014 UIP
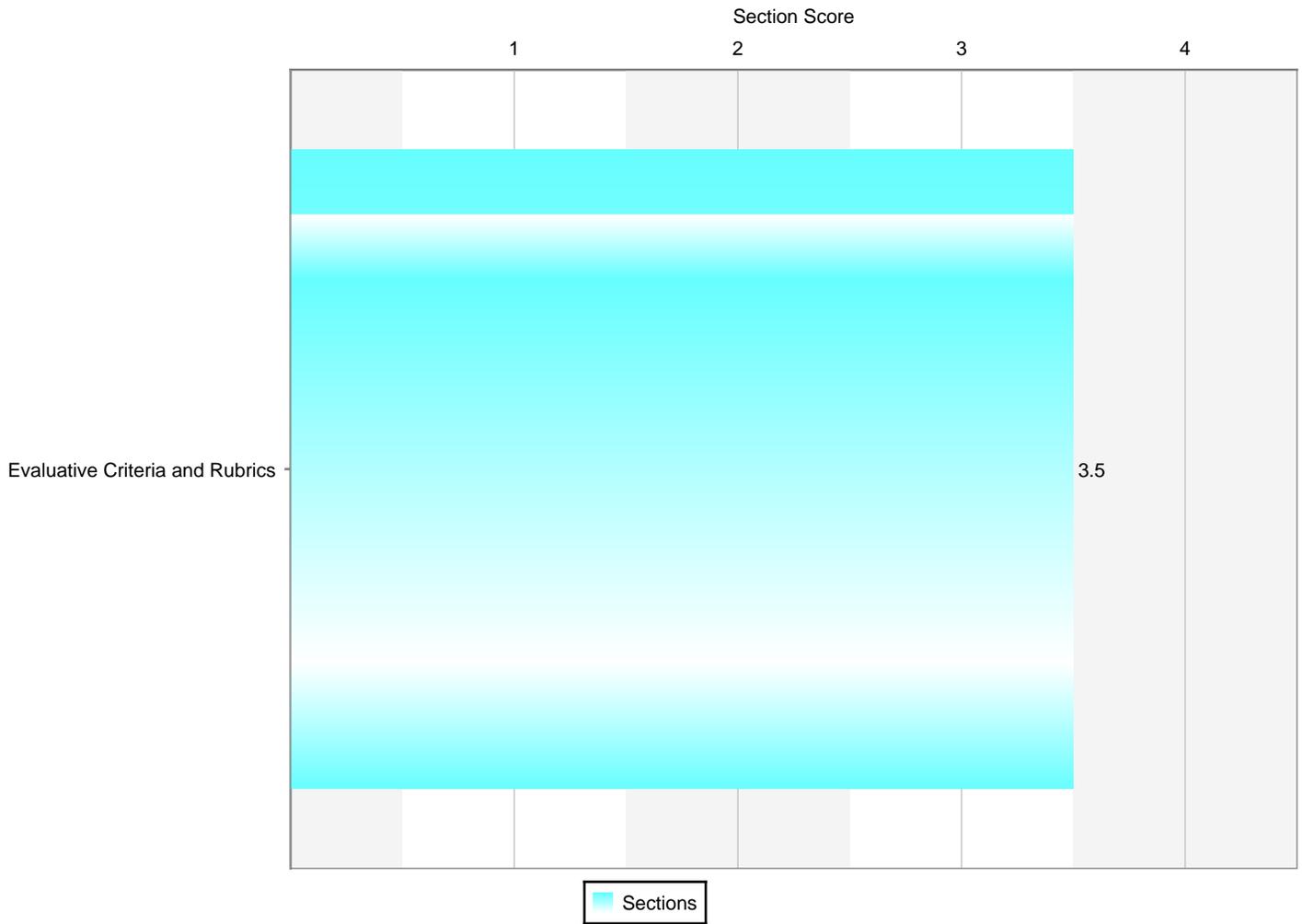
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diagnostic components of Reading Plus, Think Through Math, and Accuplacer.

Report Summary

Scores By Section

Section Score

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		GOAL Stakeholder Feedback Data Report

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
Questionnaire Administration	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

 Parents:

(Indicator 3.9) Each student is well known by at least one adult advocate (Highest at 4.45)

(Indicator 4.3) The institution provides support services for learning and social emotional (Second Highest at 4.34)

(indicator 1.3) Leadership improvement process (Third Highest at 4.3)

(Indicator 5.5) Communication about student learning and the organization (Fourth Highest at 4.29)

(indicator 2.8) Truthful and Ethical Practices in fulfillment of Purpose (Fifth Highest at 4.18)

Staff:

(Indicator 3.9) Each student is well known by at least one adult advocate (Highest at 4.34)

(Indicator 4.4) Organization uses a wide range of information media and technology to support learning (Second Highest at 3.89)

(Indicator 2.7) The Governing Authority ensures authenticity of student performance (Third Highest at 3.82)

(Indicator 5.1) Clearly defined and comprehensive student assessment system (Fourth Highest at 3.81)

(Indicator 1.2) Commitment to a culture based on shared values and beliefs about online teaching and learning and equitable outcomes for students (Fifth Highest at 3.69)

Students:

(Indicator 1.2) Commitment to a culture based on shared values and beliefs about online teaching and learning and equitable outcomes for students (Highest at 4.31)

(Indicator 2.1) GOAL establishes policies and supports practices that ensure effective administration (Second Highest at 4.26)

(Indicator 3.9) Each student is well known by at least one adult advocate (Third Highest at 4.2)

(Indicator 5.4) GOAL engages in a continuous process to determine improvement in learning including readiness and success at the next level (Fourth Highest at 4.2)

(Indicator 4.6) The institution provides support systems to enable learning success (Fifth Highest at 4.17)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The area showing a significant percentage of approval from all stakeholder groups is related to support. Followed by the continuous improvement to better instructional practices.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings communicated in the Surveys and validated by additional data sources indicates support services is highly valued.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parents:

(Indicator 2.5) Engagement of stakeholders in support of the institutions purpose and direction (Lowest at 3.59)

(Indicator 2.3) Leadership has autonomy to meet goals and achievement (Second Lowest at 3.63)

Staff:

(Indicator 5.3) Professional and support personnel are trained in the evaluation and interpretation use of data (Lowest at 3.11)

(Indicator 2.5) Stakeholders are engaged in support of the purpose and direction of the organization (Second Lowest at 3.22)

Students:

(Indicator 2.5) Stakeholders are engaged in support of the purpose and direction of the organization (Lowest at 3.73)

(Indicator 5.5) Communication to Stakeholders about student learning and conditions of the organization (Second Lowest at 3.86)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Communication and engagement in decision making are areas that indicate further opportunities for improvement.

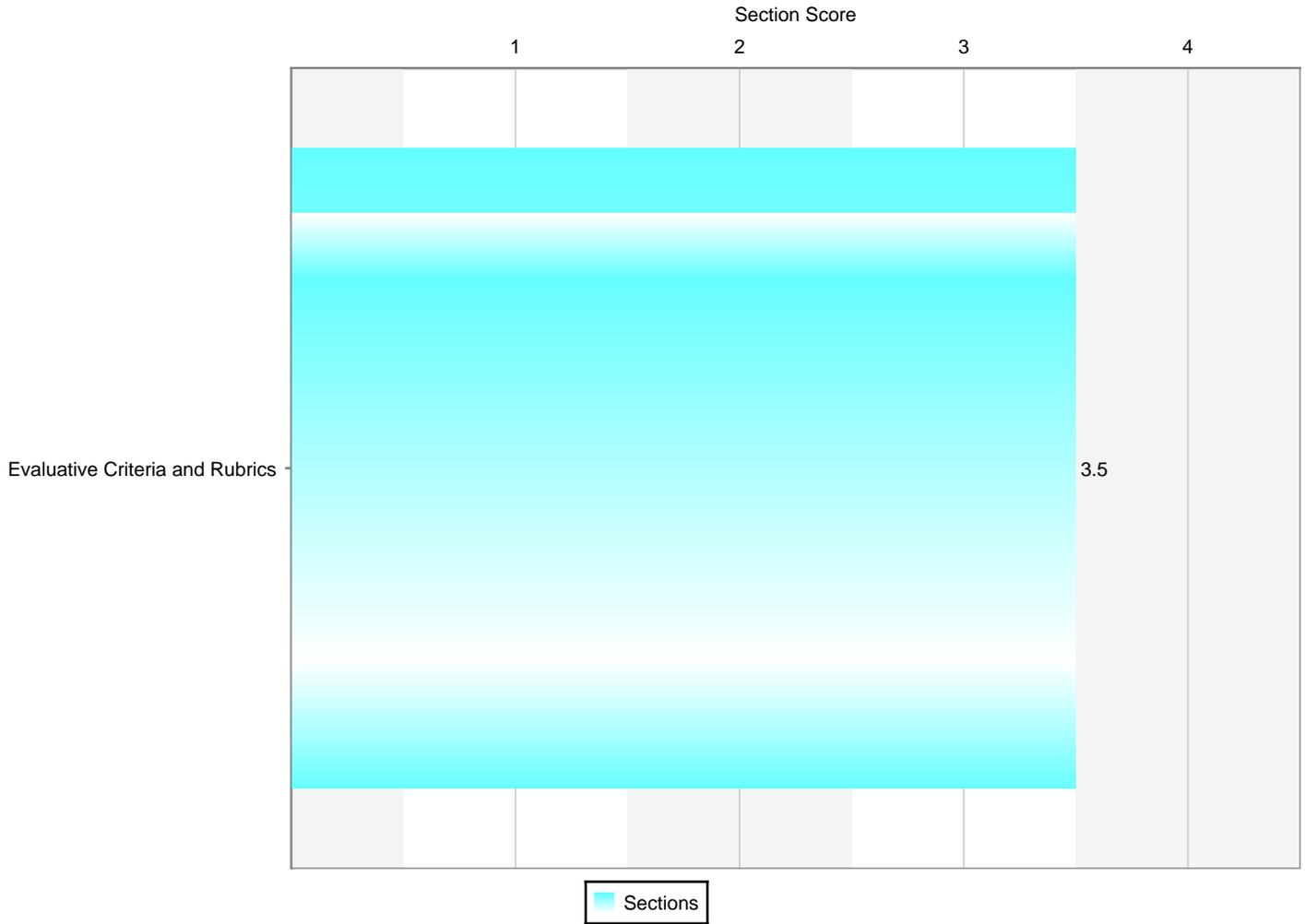**What are the implications for these stakeholder perceptions?**

Opportunity to broaden outreach and ensure that systems that support engagement in decision making are better communicated to ALL stakeholder groups.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

General feedback is consistent with the findings of the AdvancED survey data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections

Stakeholder Feedback Diagnostic

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	Statement or Question	**Response**	**Rating**
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Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Communication and engagement in decision making are areas that indicate further opportunities for improvement.

What are the implications for these stakeholder perceptions?

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Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections