Chavez-Huerta K-12 Preparatory Academy

Pueblo, Colorado

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact,** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

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Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity,** and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	4	**EM:**	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	4	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	3	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Improving
	EN:	3	**IM:**	3	**RE:**	2	**SU:**	2	**EM:**	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Impacting
	EN:	4	**IM:**	4	**RE:**	2	**SU:**	2	**EM:**	4	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	2	**EM:**	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	2	**EM:**	4	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	2	**EM:**	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
2.8	The system provides programs and services for learners' educational futures and career planning.										Impacting
	EN:	4	**IM:**	4	**RE:**	2	**SU:**	2	**EM:**	4	
2.9	The system implements processes to identify and address the specialized needs of learners.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Improving
	EN:	4	**IM:**	2	**RE:**	2	**SU:**	2	**EM:**	2	

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	**IM:**	3	**RE:**	2	**SU:**	2	**EM:**	2	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	3	**IM:**	2	**RE:**	2	**SU:**	2	**EM:**	3	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	2	**EM:**	4	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	**IM:**	3	**RE:**	4	**SU:**	2	**EM:**	4	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	**IM:**	4	**RE:**	2	**SU:**	2	**EM:**	4	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	2	**EM:**	4	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	4	
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	3	**EM:**	4	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.									Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	2	**EM:**	4	

Resource Capacity Standards		Rating
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Impacting
	EN: 4 **IM:** 4 **RE:** 3 **SU:** 3 **EM:** 4	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	**NO**	**If No, List Unmet Assurances by Number Below**
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	348.23	CIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that support the continuous improvement process for Chavez-Huerta K-12 Preparatory Academy. These themes address the academy's culture, leadership, professional development, focus on data, and formalized processes, presenting strengths and opportunities to guide the improvement journey.

Within the fabric of the academy exists a culture of support, encouragement, welcoming, and acceptance for all students, school personnel, and community. The vision of the system is to ensure the academy is "the best school of choice to develop college-ready students who will become scholars, leaders of great character, and productive citizens of the world." The team heard repeatedly from parents and students that all students were encouraged to grow academically, emotionally, and socially. A student spoke of enrolling at the high school, Dolores Huerta Preparatory High, as the best decision, because the student found "a place to belong and a place of success." Another student said the student found a place that was "a judgment-free zone." Parents repeatedly used terms such as "heart, family, community, encouraging, and supportive" when describing the relationships among students, school personnel, and the parents. Teachers indicated that the school leaders were visible in the schools, were available for consultations and conversations, emphasized a spirit of collaboration, and supported the teachers' desire to try new and innovative instructional practices. The students also spoke of the varied academic opportunities they have at their school. From the Early College Program, Career and Technical Education opportunities, and courses that lead to internships with community partners, the academy has an academic plan for each student. These plans begin with an interest inventory to ensure students are guided into the most appropriate program for them. Students spoke specifically of the welcoming and accepting environment of the schools. One parent spoke specifically about the academy's support for her children during a struggling time in their lives. From elementary to high school, students praised teachers and administrators for support, nurturing, and guidance. Guided by the academy's mission, "To provide students a challenging, high-quality, diverse K-12 learning environment that develops lifelong learners," the academies provide opportunities for academic development, meet physical needs, give emotional support, and promote social engagement. Documentation and interviews revealed numerous events for the academy's community to celebrate successes, explore new initiatives, and collaborate on improvement projects. In interviews with all stakeholders, conversations repeated that the thread of community weaves through all stakeholder groups. The team encourages the academy to continue to provide a safe, welcoming, and accepting culture for all stakeholders.

The academy has a progressive, collaborative, empowering, effective, and transparent leadership team, who is committed to continuous improvement and the future of all students.

The members of the Board of Directors (Board) establish, review, and revise the policies, procedures, and practices which guide the system. Interviews with board members indicated that the group is in continual two-way communication with the chief executive officer (CEO), participates in all Colorado-mandated trainings, and adheres to the conflict of interest and code of ethics, which guide professional responsibilities. Members alluded to the trusting, collaborative relationship with school leaders and the community. The Board completes an annual self-reflection document to ensure alignment of the Board's focus on the system's goals. One stakeholder described the Board as "representative of the entire community, visible, and committed to the academy." Interviews with focus group stakeholders, representing several groups, noted that the Board members, the CEO, and leadership team members were supportive and helpful in long-range and day-to-day decisions. Board members indicated they continued to look at the "Big Picture" and confine their work to governance and not operations. Documentation and stakeholder interviews indicated that the Board and the CEO work closely with building-level leadership when making budget allocations, reviewing continuous improvement plans, revising standard operational procedures and practices, and determining needed informational resources and materials. The Board is comprised of five voting members, three faculty non-voting representatives (one from each school), and a student non-voting representative. The Board members and academy leadership are frequent visitors in all three academies. The leaders indicated that the primary consideration was "what's best for the needs of our students." In addition, one community member emphasized the actions of the leaders "model the academies' core values." Stakeholder interviews indicated that the CEO leads by example and inspires the academy personnel and community to "find their place of service" in the academy's environment.

Even though the consistent use of survey data is limited, leaders have begun to use surveys to elicit information from all stakeholders to guide the academy. Staff members repeatedly emphasized the visibility of the CEO and the academy personnel in schools and at many school activities. As one staff member stated, the teachers have "a voice that is not only heard but also respected." The Board and system leadership were very transparent about challenges with improving student academic performance, consistent two-way communication, and the daily uncertainties of educating during a pandemic. The Board, CEO, and building leaders work tirelessly to ensure total support from all stakeholders to ensure the academy is effective and consistent in efforts to fulfill the system's purpose. In interviews with multiple stakeholders, the term "collaboration" was reiterated, especially in conversations regarding the highly-effective and highly-respected Early College Program. The early college provides students with a rigorous, college-level curriculum and access to college-level courses through their partnerships with Pueblo Community College (PCC) and Colorado State University-Pueblo (CSU-Pueblo). The community stakeholders specifically praised the vision and progressive decisions of the Board of Directors and leadership as routinely one-third of the seniors graduate with an associate degree, and many continue their education at the nearby university. In addition, PCC has programs, which appeal to students interested in career and technical (CTE) courses. Many students earn certificates in vocational trades and are provided internships with local business and industry professionals. The academy is encouraged to continue seeking pathway tracks for all students through either the Early College Program or CTE courses.

The academy developed a comprehensive professional development plan, a consistent process for professional learning structures (PLCs), and a well-defined induction mentoring and coaching program for new and veteran academy personnel. In determining the professional development needs for the staff, stakeholder interviews and documents of planned opportunities offer evidence of the use of staff surveys and needs assessments. As one teacher indicated, "Academy leaders are supportive of specific professional learning for all teachers." Teachers indicated if they need specific training, that training is available to them. Through PLCs, the school leaders and faculty weekly renew their commitment to continuous improvement and improvements in student academic growth by

analyzing student assessment data, revising intervention plans, and adjusting classroom instruction when needed. Even though these procedures are in place, limited longitudinal data from mentoring, coaching, supervised observations, and faculty growth plans were used to demonstrate growth in student learning. The system developed an academy-wide mentoring, coaching, and induction program to ensure new and early-career teachers develop their skills to the fullest potential. In addition to mentoring logs, the mentor program protocol includes monitored activities, such as guides for lesson planning, interventions, and classroom management. The support of the mentoring program through the allocation of fiscal and human resources is evident in the mentor-mentee process and the addition of an instructional coach and school psychologist, which allows targeted support to improve teaching practices. To attract and retain qualified staff, the academy implemented a robust program for supporting faculty in their quest for additional educational courses. Documentation indicated that the academy offers 50% tuition credit for up to six hours of coursework each semester. Faculty members spoke of this opportunity to take graduate courses, complete licensure, or add areas of certification. The Board of Directors and CEO have also worked to ensure salaries for personnel are comparable to surrounding systems. These actions demonstrate to the faculty, staff, and community the commitment to ensure high-quality faculty are attracted and retained by the system. The academy is encouraged to continue these initiatives to ensure the longevity of qualified faculty members.

The system's intentional focus on data collection, analysis, and results interpretation, including gaps in longitudinal data relating to student academic achievement, is limited. The leadership uses data in decision-making, planning and reporting, and making adjustments to current programs; however, gaps in academic achievement exist in the results of formative, summative, and standardized assessments. Stated in the system's Readiness Diagnostic for Accreditation document is the understanding that collecting and reviewing data does not lead to foundational changes needed in instruction. The academy has implemented the PLC process at all schools. A focus on disaggregating assessment information, interpreting classroom observation data, and using shared planning time for team work could provide opportunities to analyze and interpret data on an academy-wide basis. Following the interpretation of the results with an in-depth overview of gaps in student achievement could intensify efforts in planning interventions and ensuring the success of all students. Even though the academy has multiple data sources, the consistency of using the results of the data to inform classroom instruction was not clearly evident. The academy's Strategic Plan for 2021-24 identifies the goal of improving academic achievement at all three schools. An intentional focus on the use of formative and summative data, classroom observation data, the Multi-Tiered System of Supports (MTSS) initiative, the implementation of a curriculum based on high expectations, and the reliable assessment of learning progress could produce the improvement in student achievement and the narrowing of academic gaps which the academy is addressing.

The system lacks formalized processes used to document collected and analyzed longitudinal data to address gaps in students' academic progress, formally monitor the progress of programs and initiatives, and adjust all modalities of learning. As stated in documented evidence, this statement revealed, "We are great at collecting data, but not at using the result." The collection, analysis, and communication of data provide information for necessary adjustments to curriculum, instruction, and assessment. Formalizing those processes at the system level could provide more consistency and reliability in the use of data, provide opportunities for adjusting instruction to meet the needs of specialized learners, and ensure the MTSS plan is structured to meet the needs of all students. In data derived from the Colorado Measures of Academic Success (CMA), several grade-level scores were at low levels, and students were making minimal academic growth. The addition of system instructional coaches at each school level, the use of Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and i-Ready data, and the implementation of the Observation Feedback model provide a firm foundation for in-depth instructional coaching and mentoring, improved student academic

growth, and collaboration among faculty members. As the system leaders measure the results of these initiatives and make adjustments to system-wide instruction, the gaps in students' academic progress are addressed, and reliable learning progress can be effectively communicated. Formalizing these processes and actions to move from qualitative data to quantitative data could allow teachers a process in measuring student achievement over time and evaluating their instructional effectiveness. In addition, even though documentation and interviews confirmed that the curriculum is aligned to standards, high expectations are established norms. Student learning is regularly assessed, and measurable gaps in student academic achievement exist. With the system adhering to specific student-learning targets, recognizing gaps in student academic achievement, continuing to personalize instruction for each student, and providing interventions for struggling learners, these actions provide opportunities for system and school leaders to ensure complete focus on all students' academic needs. As the system develops a working document to identify current and new initiatives and programs, the leaders are encouraged to assess the fidelity of implementation and the data-driven success of these programs. When the complex issues of teaching and learning in a virtual environment became evident, the system took immediate steps to ensure students had devices, connectivity, and access to remote informational systems. This seamless transition from in-person learning to hybrid models and virtual learning resulted from system-wide collaboration, connectivity, and support of all personnel. Formalized processes for the use of data could reveal trends in longitudinal data in areas of academics and all areas of standard operating procedures. The system is encouraged to maintain those discussions, review and revise current plans for learning, and provide timely communication to all stakeholders.

In conclusion, the reputation of Chavez-Huerta K-12 Prep Academy, as a system established to ensure the academies are "the best school of choice to develop college-ready students who will become scholars, leaders of great character, and productive citizens of the world," stands firm yesterday, today, and tomorrow. The system is commended for its commitment to the mission and vision, visionary leadership, unwavering focus on students, and transparency in identifying the successes and challenges of the academy. The quest for sustained academic growth, the assurance of a supportive and welcoming environment, and the commitment to the continuous improvement journey are visionary and progressive goals for the system. The Chavez-Huerta K-12 Prep Academy motto remains to "Build a Legacy of Success."

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and eleot certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography (Lead Evaluator Only)
Donna Wear, Lead Evaluator	Donna Wear holds a Bachelor of Science, Master of Arts, and Rank I (MA +30) certification from Murray State University. She began her career as a secondary English and social studies teacher, followed by serving as a middle and high school assistant principal and principal. She actively led curriculum, instruction, and assessment initiatives at the school level. Ms. Wear served as the principal/director of the Commonwealth Middle College. In this position, she was the supervisor and college counselor for dual-credit students from several school systems. Currently, Ms. Wear is a clinical supervisor for the Murray State University Teacher Quality Institute and serves as an adjunct faculty member for MSU. She teaches practicum courses and observes secondary education practicum students and student teachers. Ms. Wear serves as a Cognia Field Consultant, Lead Evaluator, and team member for system, school, and corporation reviews, Quality Assurance Coach, and member of the Cognia KY Advisory Council.
Vickie McCullough, Superintendent, ICON Schools	
Gaye McNeil, Special Education Teacher, Billings West High School	
Dr. Kelley Mayr, Director of Accountability, Fusion Education Group	
Trina Weaver, Accountability Director, Georgia Cyber Academy	

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