

Describe your organization. What is your mission?

Momentum Strategy & Research is a national organization focused on advancing the quality, effectiveness, and accountability of Alternative Education Campuses (AECs). Momentum has built and continually improves the nation's only comprehensive database dedicated to alternative schools, incorporating measures and assessment data alongside relevant public policy elements. This database, combined with extensive expertise in alternative education accountability systems, enables Momentum to support schools, districts, and policymakers with data-driven insights tailored to the unique missions and student populations served by AECs.

Momentum's focus is to strengthen alternative education by ensuring schools are evaluated using fair, relevant, and mission-aligned measures that accurately reflect student progress, instructional quality, and program impact. Central to this work is Momentum's ongoing commitment to continuous improvement support — partnering directly with schools and districts to translate evaluation findings into actionable strategies, monitor implementation progress, and build the internal capacity needed to sustain meaningful change over time. Through research, analysis, accreditation, and hands-on continuous improvement support, Momentum works to improve outcomes for students served by alternative education and to inform policy and practice nationwide.

In support of this mission, Momentum provides the following core services:

- **Measure Alignment:** Ensuring that measures and assessments are appropriately aligned to a school's mission and the needs of its student population.
- **Performance Frameworks:** Supporting schools and authorizers/ districts with performance data analysis and the development of meaningful performance frameworks.
- **School Performance Evaluation and Accreditation:** Conducting comprehensive diagnostic reviews that include accreditation evaluations, application of established standards, and use of best-available comparison data to support both compliance and continuous improvement.
- **Policy Analysis:** Conducting alternative school policy analysis using Momentum's national database, with a focus on AEC accountability systems and policy alignment.
- **Demonstration Projects:** Supporting pilot initiatives that test alternative measures and assessments for schools seeking to document the viability and impact of approaches not currently included in existing accountability systems.

Through these integrated services, Momentum Strategy & Research serves as a national leader in alternative education research, accreditation, evaluation, and continuous improvement.

What is your rationale for applying to become an accrediting body for DC public charter schools?

Momentum Strategy & Research is applying to become an accrediting body for DC public charter schools based on its long-standing experience and commitment to supporting alternative public charter schools through high-quality, mission-aligned evaluation and improvement processes. Accreditation is a great way to bring Momentum's extensive data and expertise to improve traditional accountability or accreditation models for AECs and other charter schools serving diverse student populations.

Momentum seeks to support DC public charter schools by providing a comprehensive accreditation process that emphasizes best practices specific to alternative education. The accreditation model is designed not only to ensure schools meet established standards, but also to produce meaningful, actionable results that reflect instructional quality, student-centered practices, and organizational effectiveness within alternative education contexts. This approach ensures that schools receive evaluation outcomes that are relevant, fair, and reflective of their mission and student population.

In addition to evaluation, Momentum's accreditation process integrates improvement planning and implementation support aligned to the framework standards. Momentum's process identifies priority areas for growth and implementation of evidence-based strategies that promote continuous improvement over time. This combination of comprehensive evaluation and ongoing support strengthens school performance and outcomes, while maintaining fidelity to the unique purposes of alternative public charter schools.

Through its accreditation program, Momentum aims to serve as a supportive partner to DC public charter schools, helping ensure that accreditation functions as both a rigorous quality assurance process and a catalyst for sustainable growth and improvement.

How will adding your organization to DC PCSB's list of accrediting bodies benefit DC public charter schools?

Adding Momentum Strategy & Research to DC PCSB's list of approved accrediting bodies would expand the available options to include an accreditor specializing in alternative education. This provides DC public charter schools—particularly those serving non-traditional student populations—access to an accrediting body with deep expertise in

alternative education models, best practices, and accountability considerations not always addressed through traditional accreditation approaches.

Momentum offers a comprehensive accreditation process that goes beyond evaluation alone. While rigorous program evaluation is a core component of accreditation, Momentum also prioritizes systematic on-going support to ensure schools are positioned for meaningful growth following the initial review. Schools receive actionable feedback aligned to framework standards, as well as guidance focused on implementation and continuous improvement.

This dual focus on evaluation and improvement benefits both DC PCSB and charter schools by ensuring accreditation functions as a tool for quality assurance and sustained growth rather than a one-time compliance exercise. By supporting schools in strengthening practice after accreditation decisions are made and throughout the accreditation cycle, Momentum helps promote improved instructional quality, program effectiveness, and ultimately stronger student outcomes.

Through this partnership, DC PCSB would gain an accrediting body that enhances choice, increases alignment for alternative education programs, and contributes to long-term improvement across the DC public charter school sector.

Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.

Momentum Strategy & Research, as the accrediting agency, developed its accreditation standards in direct collaboration with educational leaders, state agency personnel, and AEC practitioners to ensure they reflect best practices for evaluating and improving Alternative Education Campuses. Momentum's standards are grounded in the Colorado Department of Education (CDE) Diagnostic Rubric — which is rooted in the Four Domains for Rapid School Improvement framework — and aligned to the National Association for Alternative Education (NAAE) Standards, both of which provide a structured, research-based approach tailored to the unique contexts and needs of AECs. The frameworks were initially reviewed and validated by education leaders and practitioners, then subsequently reevaluated and refined in direct collaboration with AEC practitioners and state agency personnel — reinforcing their alignment to effective practices, practical application, and the real-world needs of the students and schools alternative education serves.

Momentum's framework has also been actively implemented over the past five years through its diagnostic review process, providing a proven and practical foundation for accreditation. This sustained implementation across numerous Colorado Alternative Education Campuses has ensured that the framework moves beyond theory into meaningful action — informing the prioritization of improvement recommendations and

guiding the implementation of targeted improvement strategies at the school level. This extensive on-the-ground experience has strengthened the framework's applicability and reinforced its value as a reliable tool for driving continuous improvement in alternative education settings.

Appendix A: Momentum Accreditation Standards

Self-Study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.

Participating schools prepare an in-depth Self-Study as a required component of Momentum's accreditation process, providing a systematic and evidence-based evaluation of performance against Momentum's established standards. Schools begin the Self-Study process by gathering and organizing documentation providing direct evidence of how they meet each standard and associated indicators. Throughout this phase, schools receive ongoing guidance and technical support from Momentum's team to ensure alignment, clarity, and consistency in how evidence is collected and presented.

Following document collection, each school convenes a Self-Study evaluation team composed of key school stakeholders. Prior to beginning the program analysis, the team receives a detailed quantitative data report prepared by Momentum's analytics staff — providing an objective, data-driven picture of the school's performance. The team then conducts a comprehensive analysis that integrates both this detailed quantitative report and the school's own self-reflected qualitative documentation, ensuring a complete and balanced picture of the school's strengths, challenges, and overall performance. Examining both objective data and internally reflected evidence together positions the team to develop a thorough and accurate understanding of current practices and outcomes in relation to the accrediting standards. Team members collaboratively assess evidence, discuss findings, and assign performance scores for each indicator based on established criteria. The Self-Study team then begins (with facilitation) a structured prioritization process to identify targeted recommendations for areas of growth with the greatest potential to impact student outcomes.

The Self-Study process unfolds over a three-month period prior to the site visit, providing adequate time for thoughtful review, reflection, and meaningful analysis by the school and its stakeholders. Through this rigorous and collaborative process, schools not only measure their performance against Momentum's accrediting standards but also develop a clear, evidence-informed foundation for prioritizing next steps and driving continuous improvement.

On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.

Momentum assembles evaluation teams whose professional backgrounds and expertise align with AEC programming. Its extensive national work and network enable it to identify reviewers with relevant experience. Team members are skilled at gathering on-site evidence of instructional quality, student-centered practices, and program effectiveness in alternative education settings.

Prior to the visit, the on-site evaluation team reviews the institution's completed Self Study to develop an understanding of the school's context, self-identified strengths, and areas for growth. During the visit, the team collects first-hand evidence to validate the Self Study findings and determine alignment with the established accreditation standards. The team also utilizes Momentum's unique AEC quantitative data findings to inform and contextualize their on-site observations within the broader landscape of alternative education programming.

The on-site evaluation includes classroom and learning environment observations, in-person interviews with staff and stakeholders, and a review of instructional practices and student-focused evidence. These activities allow the team to directly observe implementation, verify documentation, and assess the degree to which the institution meets each standard in practice.

Through this structured, first-hand review process, the evaluation team determines whether the institution can verify the findings from the self-assessment process. This on-site evaluation process fulfills the standard by providing direct, objective evidence to support accreditation decisions.

Attached, please see a redacted schedule from a recent on-site review as an illustrative example of what a visit agenda may look like in practice. Appendix B: SAMPLE High School On-Site Evaluation Schedule

Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.

Momentum Strategy & Research monitors each accredited institution throughout the full period of accreditation to verify continued alignment with established standards and support ongoing improvement. Monitoring is designed not only to ensure compliance, but also to strengthen institutional performance in prioritized areas identified through the Self Study and on-site

evaluation processes. Importantly, the improvement process and monitoring framework not only support the accreditation process, but also align with, and reinforce the school's improvement plan as required by district, state, or authorizing agencies. This intentional alignment ensures that accreditation monitoring serves a dual purpose — fulfilling accreditation expectations while simultaneously supporting the broader accountability and improvement requirements already applicable.

Accredited institutions participate in a structured progress monitoring process that includes multiple check-ins throughout the year. These check-ins support the proper implementation of improvement strategies and assess progress toward addressing areas for growth. The Momentum team provides guidance and feedback during these check-ins to help schools stay aligned with accreditation expectations, improvement goals, and the requirements set forth by their respective district, state, or authorizing agencies.

The monitoring process emphasizes data connected to adult actions and implementation practices related to the identified improvement strategies. Institutions engage in intentional self-reflection, reviewing evidence of progress, analyzing implementation effectiveness, and making revisions as needed. To further inform and deepen this reflective process, Momentum provides a revised qualitative report (again, using Momentum's robust database of AEC-specific quantitative data). This report integrates quantitative findings unique to alternative education campuses and Momentum's research base alongside the qualitative evidence gathered throughout the monitoring process, providing institutions with a comprehensive, data-rich foundation for reflection, decision-making, and continuous improvement. This combined approach ensures that the reflective cycle is grounded in both the lived experiences of the institution and the broader patterns and benchmarks drawn from Momentum's extensive AEC data, making monitoring more precise, meaningful, and actionable.

As a critical component of the monitoring process, Momentum provides sustainability support to ensure that improvement strategies and accreditation-aligned practices withstand the test of time and staff turnover. Because AECs experience leadership and staff transition at a significantly greater rate than traditional schools, sustainability planning is embedded throughout the monitoring process to protect institutional knowledge, preserve implementation fidelity, and ensure that progress is not lost during periods of change.

Through this ongoing progress monitoring, structured sustainability support, and integrated quantitative and qualitative data-driven reflection process, Momentum verifies that accredited institutions continue to meet accreditation standards while advancing meaningful and lasting improvement that extends beyond accreditation and into the full scope of each school's institutional growth and accountability obligations.

Appendix C: Momentum Accreditation Monitoring Tool Summary

Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or pre-accredited status is warranted.

The Momentum process includes periodic reevaluation of accredited institutions to determine whether continuation of accredited or pre-accredited status is warranted. Reevaluation occurs when determined appropriate, typically within a three to five year cycle, ensuring that accreditation status remains reflective of current practices and performance.

The reevaluation process includes an internal review using the established accreditation standards and indicators. Institutions' current performance is assessed against these standards to determine ongoing alignment and adherence. Results from the reevaluation are then compared to findings from the initial Self Study.

As part of this comparison, changes in scores for applicable indicators are examined, and reflections are developed to understand differences in performance over time. This analysis helps identify areas of sustained strength, progress, or emerging need since the previous accreditation cycle. The reevaluation draws upon Momentum's robust AEC-specific database to ensure that performance is contextualized within the broader landscape of alternative education, providing institutions with meaningful benchmarks against which to measure their growth and continued alignment.

The results of the reevaluation inform next steps for the accredited institution, including decisions related to continuation of accreditation status and recommendations for ongoing improvement. To communicate these findings in a meaningful and accessible way, Momentum uses a comprehensive reevaluation report designed for leadership, governance bodies, stakeholders, and marketing purposes. This report is intentionally crafted not only to reflect the institution's current accreditation status, but also to tell the full story of the school's growth over the course of its accreditation cycle. By presenting an improvement narrative alongside achievement data, the report highlights progress made, challenges overcome, and the sustained commitment to quality that defines the institution's journey — providing a powerful tool for transparency, advocacy, and community engagement.

Through this structured and periodic reevaluation process, Momentum ensures that accreditation status remains appropriate, evidence-based, and aligned to established standards, while honoring and elevating the full arc of each institution's accreditation story.

Appendix A: Momentum Accreditation Standards

Accreditation Framework Rubric for Alternative Education Campuses

A. FOUNDATIONAL SUPPORTS				
	Unsatisfactory	Basic	Proficient	Distinguished
A1. Relationships	Few students identify relationships with peers and staff as a source of support and strength.	Some students identify relationships with peers and staff as a source of support and strength.	The school provides a safe environment built on relationships. The majority of students identify relationships with peers and staff as a source of support and strength.	The school provides a safe environment built on relationships. All students consistently identify relationships with peers and staff as a primary source of support and strength.
A2. Individualized graduation plan	The school does not provide an individualized pathway for all students to reach graduation or a GED. The school loses students due to a lack of flexibility and individualization.	The school provides a somewhat individualized pathway for all students to reach graduation or a GED, regardless of their previous educational history. There is room for more flexibility and individualization.	The school provides an individualized pathway for all students to reach graduation or a GED, regardless of their previous educational history. Course offerings are flexible and students can make up missed credits through diverse course options.	The school provides an individualized pathway for all students to reach graduation or a GED, regardless of their previous educational history. Course offerings are flexible and students can make up missed credits through diverse course options. Students identify this as a key tool that attracted them to the school and that has helped them succeed.
A3. Transition support / orientation	The school does not provide orientation / transition support for new students.	The school provides some orientation / transition support for new students, but it is informal or inconsistently	The school intentionally provides a strong orientation / transition support process to ensure that new students	The school intentionally provides a strong orientation / transition support process to ensure that new students start strong, succeed in school, and

		implemented.	start strong, succeed in school, and graduate on time.	graduate on time. The majority of students identify this as a helpful foundational support strategy.
A4. Equity and inclusion	The school does not define equity and inclusion, nor does it explicitly commit to these values. Equity and inclusion are not reflected in the school's model, its day-to-day practices, and school-wide policies. Instructional, technology, and communication tools are not culturally proficient and accessible. The school's physical environments do not reflect and respect the community's history and culture	The school defines equity and inclusion, but does not explicitly commit to these values. Equity and inclusion are somewhat reflected in the school's model, its day-to-day practices, and school-wide policies. Some staff have a commitment to equity and inclusion, but this is not consistent among classrooms. Some instructional, technology, and communication tools are culturally proficient and accessible. Some of the school's physical environments reflect and respect the community's history and culture.	The school defines equity and inclusion and explicitly commits to these values. Equity and inclusion are reflected in the school's model, its day-to-day practices, and school-wide policies. The school's leader champions equity and inclusion, and the school dedicates time to developing and deepening a diverse, equitable, inclusive culture. Staff share the school's commitment to equity and inclusion and this is reflected in the majority of classrooms. Most instructional, technology, and communication tools are culturally proficient and accessible. Most physical environments reflect and respect the community's history and culture.	The school defines equity and inclusion and explicitly commits to these values. Equity and inclusion are reflected in the school's model, its day-to-day practices, and school-wide policies. The school's leader champions equity and inclusion and the school dedicates regular and consistent time to developing and deepening a diverse, equitable, inclusive culture (not just once a year). Staff share the school's commitment to equity and inclusion and this is reflected in all classrooms. All instructional, technology, and communication tools are culturally proficient and accessible. All physical environments reflect and respect the community's history and culture.

B. SCHOOL SUPPORTS AND SERVICES				
	Unsatisfactory	Basic	Proficient	Distinguished
B1. An individualized pathway with flexible programming to meet students with varying needs, including credit recovery.	The school does not offer a curricular and instructional system that accommodates students entering at varying skill and credit acquisition levels. There are at least two opportunities to enroll throughout the year. There are credit recovery options for students who are behind with credit options, though they are not effective (based on student success rate below 60%).	The school offers a curricular and instructional system that somewhat accommodates students entering at varying skill and credit acquisition levels, and moving forward regardless of entry point. There are at least two opportunities to enroll throughout the year and the school builds a somewhat individualized plan for credit accrual for each student based on their needs. There are credit recovery options for students who are behind with credit options, though they are only somewhat effective (based on a student success rate of 60 - 80%).	The school offers a curricular and instructional system that allows students to enter at varying skill and credit acquisition levels, and move forward regardless of entry point. There are at least three opportunities to enroll throughout the year and the school builds an individualized plan for credit accrual for each student based on their needs. There are effective credit recovery options (based on student success rate of 70% or higher) for students who are behind with credit options.	The school offers a highly flexible curricular and instructional system that allows students to enter at varying skill and credit acquisition levels, and move forward regardless of entry point. Students call out the flexibility of the program as a strength of the school. There are more than three opportunities to enroll throughout the year and the school builds an individualized plan for credit accrual for each student based on their needs. There are effective credit recovery options (based on student success rate of 80% of higher) for students who are behind with credit options.
B2. Post-secondary planning and support.	The school does not have adequate resources dedicated to post-secondary planning and support.	The school has some resources dedicated to post-secondary planning and support. Scheduled time is not built into the monthly schedule	The school has adequate resources (such as a guidance counselor) dedicated to post-secondary planning and support. Time is built into the	The school has significant resources (such as a guidance counselor) dedicated to post-secondary planning and support. Time is built into the weekly or biweekly

	Scheduled time is not built into the monthly schedule for post-secondary planning; students must seek out support on their own time. Very few students can articulate their post-secondary goals and a realistic pathway to achieve those goals.	for post-secondary planning; students must seek out support on their own time. Some students can articulate their post-secondary goals and a realistic pathway to achieve those goals.	monthly schedule for post-secondary planning. Students can articulate their post-secondary goals and a realistic pathway to achieve those goals.	schedule for post-secondary planning. Students can articulate their post-secondary goals and a realistic pathway to achieve those goals. The school provides post-secondary support for students after they graduate (e.g. college or technical school registration support, job placement support, etc.).
B3. High expectations coupled with strong support services to meet those expectations.	The school does not hold high expectations for student outcomes. There is little evidence of critical thinking, communication, creativity, and collaboration in classrooms. The school offers inadequate support services to help students meet the school's expectations.	The school is working towards holding high expectations for student outcomes through graduation requirements and/or successful completion of an equivalency exam. There is some evidence of critical thinking, communication, creativity, and collaboration in classrooms. The school offers some support services to help students meet the school's expectations.	The school holds high expectations for student outcomes, either graduation requirements that are aligned with the school district and/or successful completion of an equivalency exam. There is evidence of critical thinking, communication, creativity, and collaboration in at least 80% of classrooms. The school offers multiple support services - both academic and non-academic - to help students meet the school's high expectations.	The school holds high expectations for student outcomes, either graduation requirements that exceed the school district and/or successful completion of an equivalency exam. There is consistent evidence of critical thinking, communication, creativity, and collaboration in all classrooms. The school offers multiple support services - both academic and non-academic - to help students meet the school's high expectations. Student testimony affirms the effectiveness of the school's support services.

B4. High-quality universal / tier 1 instruction.	High-quality, consistent instruction is not observable in 65% of classrooms. There is not a common instructional framework identified or implemented effectively. In many classrooms, teachers are not aligning instruction with standards, daily learning targets are not observable, students are not actively engaged in learning, curriculum and instruction do not reflect the school's mission and beliefs about learning, and teachers are not using formative assessments to ensure that learning targets are met.	High-quality, consistent instruction is observable in at least 65% of classrooms. In some classrooms, teachers are aligning instruction with standards and a common instructional framework, daily learning targets are observable, students are actively engaged in learning, curriculum and instruction reflect the school's mission and beliefs about learning, and teachers frequently use formative assessments to ensure that learning targets are met.	High-quality, consistent instruction is observable in at least 85% of classrooms. Teachers are usually aligning instruction with standards and a common instructional framework, daily learning targets are observable, students are usually actively engaged in learning, curriculum and instruction reflect the school's mission and beliefs about learning, and teachers frequently use formative assessments to ensure that learning targets are met.	High-quality, consistent instruction is observable in all classrooms. Teachers are aligning instruction with standards and a common instructional framework, daily learning targets are observable, students are actively engaged in learning, curriculum and instruction reflect the school's mission and beliefs about learning, and teachers consistently use formative assessments to ensure that learning targets are met.
B5. Robust MTSS process with effective tier 2 and tier 3 supports.	The school does not have a structured MTSS process for students who are not making adequate growth. School does not have data or the data the school	The school has a structured MTSS process for students who are not making adequate growth, but it is not understood by all instructional staff and leaders or is	The school has a well-designed, clearly articulated MTSS process for students who are not making adequate growth that is understood by all instructional staff and leaders.	The school is a well-designed, clearly articulated, and consistently implemented MTSS process for students who are not making adequate growth that is understood by all instructional staff and

	has shows that tier 2 and tier 3 interventions and supports are not effective.	not being implemented consistently. School has data to show the effectiveness of tier 2 and tier 3 interventions and supports for at least 60% of students.	School has data to show the effectiveness of tier 2 and tier 3 interventions and supports for at least 75% of students.	leaders. School has data to show the effectiveness of tier 2 and tier 3 interventions and supports for at least 90% of students.
B6. Mental and behavioral health support.	The school does not have a system for determining when students need mental and behavioral health support. The school provides some mental and behavioral health support, though it is not always provided by professional or trained staff.	The school has an informal system for determining when students need mental and behavioral health support and provides mental and behavioral health support through professional, trained staff. When more intensive, therapeutic support is needed, the school provides a list of other options for services.	The school has a system for determining when students need mental and behavioral health support (e.g. screener) and provides adequate, accessible mental and behavioral health support through professional, trained staff. When more intensive, therapeutic support is needed, the school has a partnership with a local provider where referrals can be made.	The school has a consistently implemented system for determining when students need mental and behavioral health support (e.g. screener) and provides adequate, accessible social-emotional support through professional, trained staff. When more intensive, therapeutic support is needed, the school has a partnership with a local provider where referrals can be made. Ongoing coordination of care is provided with local community provider(s).
B7. Access to community resources and services.	The school does not offer support for students who need access to community resources and services such as housing support, TANF, etc.	The school offers informal support for students who need access to community resources and services such as housing support, TANF, etc.	The school offers structured support for students who need access to community resources and services such as housing support, TANF, etc.	The school offers structured support for students who need access to community resources and services such as housing support, TANF, etc. Resources are organized and accessible to students

				at all times. The school teaches students and families to navigate systems so they can eventually access resources independently.
B8. Attendance support – positive incentives, bus passes, etc.	The school does not offer support around student attendance.	The school offers informal support and encouragement around student attendance, but it is not structured or consistent.	The school offers at least three supports to encourage strong attendance, including a structured attendance reward system, bus passes, other transportation options, home visits, attendance agreements, etc.	The school offers more than three supports to encourage strong attendance, including a structured attendance reward system, bus passes, other transportation options, home visits, attendance agreements, etc.
B9. System for student-driven goal-setting and progress monitoring that provides frequent opportunities to celebrate growth and progress.	Students do not engage in their own goal-setting or progress monitoring. The primary celebration of student progress towards goals is at graduation.	Some students engage in goal-setting and monitor their progress towards goals, but it is done at a classroom level or by a counselor, so it is not consistent across the school. There are occasionally opportunities to formally celebrate student progress towards goals.	The school builds self-efficacy in students by having students set their own goals and monitor their progress towards goals. There are opportunities to formally celebrate student progress towards goals at least three times per year.	The school builds self-efficacy in students by having students set their own goals, identify strategies for success, and monitor their progress towards goals. There are opportunities to formally celebrate student progress towards goals more than three times per year.
B10. Curriculum and instruction that is relevant to students and culturally	The school does not implement a culturally responsive curriculum and/or instruction that both challenges students effectively and	The school implements some culturally responsive curriculum and instruction that both challenges students effectively and embraces and	The school intentionally implements culturally responsive curriculum and instruction that both challenges students effectively	The school intentionally implements culturally responsive curriculum and instruction that both challenges students effectively and embraces and reflects their cultural backgrounds. The

inclusive and responsive.	embraces and reflects their cultural backgrounds. The environment in only a few classrooms creates an inclusive culture that reflects students' cultural backgrounds. Some students feel culturally safe and supported at school.	reflects their cultural backgrounds, but it is largely teacher driven. As a result, it is not consistent across all classrooms. The environment in some classrooms creates an inclusive culture that reflects students' cultural backgrounds. Some students feel culturally safe and supported at school.	and embraces and reflects their cultural backgrounds. The classroom environment in most classrooms intentionally creates an inclusive culture that reflects students' cultural backgrounds. There is evidence that most students feel culturally safe and supported at school.	classroom environment in all classrooms intentionally creates an inclusive culture that reflects students' cultural backgrounds. There is evidence that all students feel culturally safe and supported at school.
B11. Programming to address other barriers to success (e.g. childcare, substance abuse B12. recovery support, mental health services, gang recovery, etc.).	The school does not have supports or programs for other key needs that its students face.	The school has informal supports for other key needs that its students face. Most students are familiar with these supports and find them accessible. The supports address some barriers to student success.	The school has effective programs for other key needs that its students face. All students are familiar with these programs and find them accessible. The programs effectively address barriers to student success.	The school has robust and effective programs for other key needs that its students face. These programs are so strong and/or intentional that they are often what attract students to the school. All students are familiar with these programs and find them accessible. The programs effectively address barriers to student success.
B13. Positive, inclusive, and safe school culture.	The school does not feel safe to a number of students, families, and/or staff.	The school feels safe to some students, families, and staff. The school has policies and practices to address behavioral	The school feels safe to the majority of students, families, and staff. The school has policies and practices to	The school feels safe to all students, families, and staff. The school has consistently-implemented policies and practices to address behavioral

		concerns in a restorative manner while maintaining a commitment to student safety, though they are not implemented effectively or consistently.	address behavioral concerns in a restorative manner while maintaining a commitment to student safety.	concerns in a restorative manner while maintaining a commitment to student safety.
B14. Ongoing mentorship / supportive relationship.	Each student does not have at least one adult who is a point person for support and mentoring - either formally or informally.	Each student typically has at least one adult who is a point person for support and mentoring, though it is an informal arrangement. As a result, some students might fall through the cracks without a formal system. Students typically meet adult mentor or advisor at least weekly.	The school ensures that each student has at least one adult who is a point person for support and mentoring (e.g. an advisor). Students meet with this individual at least weekly. The adults who serve as mentors/advisors have a system for monitoring grades, attendance, and other social-emotional needs to ensure additional support or interventions can be put in place if the student is getting off track towards his/her goals.	The school has a robust advisory or other support structure, which ensures that each student has at least one adult who is a point person for support and mentoring (e.g. an advisor). Students meet with this individual at least weekly. The adults who serve as mentors/advisors have a system for monitoring grades, attendance, and other social-emotional needs to ensure additional support or interventions can be put in place if the student is getting off track towards his/her goals. The advisor/mentor proactively communicates with colleagues and the student's parent/guardian about the student's needs.
B15. Social emotional learning explicitly	The school does not teach or incorporate social-emotional	The school teaches some social-emotional learning (SEL) though it is	The school teaches social-emotional learning (SEL) through an advisory	The school embeds social-emotional learning (SEL) into all curriculum and

taught or embedded into day-to-day practices.	learning (SEL). The school does not have evidence of the effectiveness of its social-emotional support.	typically teacher- or counselor-driven and therefore not consistently implemented school-wide. The school does not have evidence of the effectiveness of its social-emotional support.	block or another structure. The school has evidence that the social-emotional support is effective for the majority of students.	instruction, as well as explicit instruction through an advisory block or another structure. The school has evidence that the social-emotional support is effective for the vast majority of students. The SEL offerings align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework (https://casel.org/sel-framework/).
B16. Restorative practices to address behavioral needs.	The school does not use restorative practices to address behavioral issues in the school.	The school uses some restorative practices to address behavioral issues in the school, but it is not always consistent. Some staff and students indicate understanding of and support for the use of restorative practices.	The school uses restorative practices to address the majority of behavioral issues in the school (not including behavioral infractions where state law mandates the response, such as bringing a weapon to school). Most staff and students indicate understanding of and support for the use of restorative practices. Students and staff have been trained and most indicate that restorative practices are consistently and equitably used when conflicts or	The school uses restorative practices to address the majority of behavioral issues in the school (not including behavioral infractions where state law mandates the response, such as bringing a weapon to school). All staff and students indicate understanding of and support for the use of restorative practices. Students and staff have been trained and they all indicate that restorative practices are consistently and equitably used when conflicts or behavioral issues arise.

			behavioral issues arise.	
C. EFFECTIVE LEADERSHIP AND RESOURCES				
	Unsatisfactory	Basic	Proficient	Distinguished
C1. School Leadership	The school leader does not have a clear vision - academically and non-academically - for the school and /or does not identify the highest impact strategies to support implementation of that vision. The leader does not effectively deploy resources and staffing to meet the school's mission, vision, and goals.	The school leader has a vision - academically and non-academically - for the school and sometimes identifies the highest impact strategies to support implementation of that vision. The leader sometimes deploys resources and staffing to meet the school's mission, vision, and goals. When appropriate, the leader may use collaborative decision-making to involve a variety of stakeholders in setting the school's direction.	The school leader has a clear vision - academically and non-academically - for the school and identifies the highest impact strategies to support implementation of that vision. The leader deploys resources and staffing to meet the school's mission, vision, and goals. When appropriate, the leader uses collaborative decision-making to involve a variety of stakeholders in setting the school's direction.	The school leader has a clearly articulated vision - academically and non-academically - for the school and effectively implements the highest impact strategies to support implementation of that vision. The leader deploys aligned resources and staffing effectively to meet the school's mission, vision, and goals. When appropriate, the leader defaults to collaborative decision-making to involve a variety of stakeholders in setting the school's direction.
C2. Governance	If an independent public charter school, the school has a governing board, but it does not provide effective oversight, meet all of its governing responsibilities, and/or does not	If an independent public charter school, the school has a governing board that provides some oversight, meets some of its governing responsibilities, and usually ensures that the school is	If an independent public charter school, the school has an active governing board that provides effective oversight, meets its governing responsibilities, and ensures that the school is effectively meeting its mission,	If an independent public charter school, the school has an active governing board that provides effective oversight, meets its governing responsibilities, and ensures that the school is effectively meeting its mission, vision, and goals. Both the board

	consistently ensure that the school is effectively meeting its mission, vision, and goals. The board struggles to strike the right balance between providing accountability and support for the school leader.	effectively meeting its mission, vision, and goals. The board sometimes strikes the right balance between providing accountability and support for the school leader.	vision, and goals. The board strikes the right balance between providing accountability and support for the school leader.	and the school leader indicate confidence in the other to do their role effectively. The board strikes the right balance between providing accountability and support for the school leader.
C3. Professional Development	The school offers professional development, but it is not cohesive. The school only offers occasional staff-wide training. Some teachers indicate that they would like additional professional development to meet their professional needs.	The school offers professional development, but it is not cohesive. The school offers some staff-wide training and limited individualized support based on each teacher's unique needs. Only one or two types of professional development are typically offered. Some teachers indicate that they feel the school's professional development offerings meet their professional needs.	The school offers a thoughtful and cohesive approach to professional development. This includes staff-wide training, as well as more individualized support based on each teacher's unique needs. A variety of types of professional development is offered including training, coaching, independent study, etc. Most teachers indicate that they feel the school's professional development offerings meet their professional needs.	The school offers a thoughtful and cohesive approach to professional development that is clearly aligned with the school's annual goals and improvement strategies. This includes staff-wide training aligned with the school's short- and long-term goals, as well as more individualized support based on each teacher's unique needs. A variety of types of professional development is offered including training, coaching, independent study, etc. All teachers indicate that they feel the school's professional development offerings meet their professional needs.
C4. District Relationship	The school and district do not	The school and district have a	The school and district have a	The school and district have a positive and

and Oversight	have a positive working relationship. The school district is not aware of the school's strengths and challenges or their current goals and strategies to meet those goals. The school is in serious danger of closure or non-renewal.	working relationship. The school district is somewhat aware of the school's strengths and challenges and is somewhat supportive of current goals and strategies to meet those goals. The school is in some danger of closure or non-renewal.	positive and open working relationship. The school district is aware of the school's strengths and challenges and is supportive of current goals and strategies to meet those goals. The school is not in danger of closure or non-renewal.	open working relationship. The school district is aware of the school's strengths and challenges and is supportive of current goals and strategies to meet those goals. The school district indicates that the school is an important part of the educational ecosystem within the district.
C5. Use of Time	The school does not use time effectively and/or in alignment with its mission and goals for students. The schedule does not always allow students to earn credits as needed and/or when enrolling mid-year. The schedule does not provide adequate time for teachers to plan for instruction, grade student work, collaborate with one another, and provide students with one-on-one support as needed.	The school somewhat uses time in alignment with its mission and in support of its goals for students. The schedule allows most students to earn credits as needed and allows for some flexibility when students enter mid-year or behind in credits. The schedule provides adequate time for some teachers to plan for instruction, grade student work, collaborate with one another, and provide students with one-on-one support as needed.	The school uses time in alignment with its mission and in support of its goals for students. The schedule allows most students to earn credits as needed and typically allows for adequate flexibility when students enter mid-year or behind in credits. The schedule provides adequate time for teachers to plan for instruction, grade student work, collaborate with one another, and provide students with one-on-one support as needed.	The school uses time in alignment with its mission and in support of its goals for students. The schedule allows students to earn credits as needed and allows for flexibility when students enter mid-year or behind in credits. The school uses the schedule and annual calendar creatively to ensure that students' needs can be met. The schedule provides adequate time for teachers to plan for instruction, grade student work, collaborate with one another, and provide students with one-on-one support as needed.
C6. Staffing	The school does not define professional	The school defines professional competencies for	The school defines professional competencies for	The school defines robust and well-rounded professional

	competencies for staff aligned to its mission and the unique needs of its student body. The school does not have written performance expectations for staff and / or teachers do not typically receive feedback on whether they are meeting expectations. Some staff share the school's values, reflect its community, and demonstrate strengths relevant to meeting students' needs. The school has a retention rate below 65%.	staff aligned to its mission and the unique needs of its student body. The school has written performance expectations for staff and teachers occasionally receive feedback on whether they are meeting expectations. Some staff share the school's values, reflect its community, and demonstrate strengths relevant to meeting students' needs. The school has a retention rate of 65% or higher.	staff aligned to its mission and the unique needs of its student body. The school has written performance expectations for staff and teachers receive regular feedback on whether they are meeting expectations. Most staff share the school's values, reflect its community, and demonstrate strengths relevant to meeting students' needs. The school has a retention rate of 80% or higher by creating systems and structures that promote diversity, equity, and inclusion, effective compensation, staff access to resources needed to do their jobs, and by creating a student-centered and improvement-focused culture.	competencies for staff aligned to its mission and the unique needs of its student body. The school has clearly defined performance expectations for staff and teachers receive frequent feedback on whether they are meeting expectations; staff indicate that this feedback is helpful. All staff share the school's values, reflect its community, and demonstrate strengths relevant to meeting students' needs. The school has a retention rate of 90% or higher by creating systems and structures that promote diversity, equity, and inclusion, effective compensation, staff access to resources needed to do their jobs, and by creating a student-centered and improvement-focused culture. The school values authentic staff leadership, so provides regular opportunities for staff to exercise voice and leadership in school decision-making.
C7. Adequate Resources	The school does not budget in alignment with its mission and resources are not consistently	The school budgets somewhat in alignment with its mission and ensures that resources are	The school budgets in alignment with its mission and ensures that resources are deployed to ensure	The school budgets in alignment with its mission and ensures that resources are deployed to ensure strong student

	deployed to ensure strong student outcomes. Enrollment has been declining for multiple years, leaving the school with inadequate resources to effectively implement its mission, vision, and core programs.	deployed to ensure strong student outcomes, though it is difficult for the school's leadership to articulate the alignment. Enrollment targets are not always met, sometimes leaving the school with inadequate resources to effectively implement its mission, vision, and core programs.	strong student outcomes. Enrollment targets are usually met, ensuring that the school has adequate resources to effectively implement its mission, vision, and core programs.	outcomes. Demand for the school is high so enrollment targets are consistently met, ensuring that the school has adequate resources to effectively implement its mission, vision, and core programs.
C8. Other Tools to Support Student Success	The school does not have adequate technology, curriculum, online services, and other tools needed to effectively work with students and for students to effectively meet their goals.	The school has partially adequate technology, curriculum, online services, and other tools needed to effectively work with students and for students to effectively meet their goals.	The school has adequate technology, curriculum, online services, and other tools needed to effectively work with students and for students to effectively meet their goals.	The school has robust technology, curriculum, online services, and other tools needed to effectively work with students and for students to effectively meet their goals.
C9. Continuous Improvement Cycle	The school does not engage in a continuous improvement planning process or does it in a superficial manner that is managed by a single person.	The school engages in continuous improvement, but it is more of a compliance exercise rather than a thoughtful process that reflects an honest assessment of the school's needs and correlating improvement	The school is committed to continuous improvement as evidenced by a thoughtful improvement plan that reflects an honest assessment of the school's needs and correlating improvement strategies that are	The school is committed to continuous improvement as evidenced by a thoughtful improvement plan that reflects an honest assessment of the school's needs and correlating improvement strategies that are actively being implemented. The

		strategies that are actively being implemented. The improvement planning process involves minimal collaboration and limited data.	actively being implemented. The improvement planning process is collaborative (involving leadership, staff/teachers, parents, and students) and uses data from multiple sources.	improvement planning process is collaborative (involving leadership, staff/teachers, parents, and students) and uses data from multiple sources. All stakeholder groups can articulate the school's key goals / focus areas for the year.
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Appendix B: Sample On-Site Evaluation Schedule

<u>DAY 1: (Name of School)</u> Address: WIFI: Day 1: (Date) <i>School in Session 7:45 AM - 3:35 PM</i>	
Time	Activities
7:45-8:15 AM	Arrive at School-Team Review of Day
8:15-9:00 AM	Student Led School Tour Team Check-in with School Admin
9:15-10:30 AM	(WHOLE GROUP INTERVIEW – District Leadership)

10:45-11:15 AM	Teacher Interview (Team Member 1)	Classroom Observation (Team Member 2)	Student Interviews (Team Member 3)	Alternate Option: Classroom Observation
11:15-11:45 AM	Classroom Observation (Team Member 1)	Student Interviews (Team Member 2)	Classroom Observation (Team Member 3)	Alternate Option: Student Interviews
11:45-12:15 PM	Team - Capture information in notes from morning			
12:15-12:45 PM	Lunch			
12:45-1:30 PM	Student Interviews (Team Member 1)	Alternate Option: Classroom Observation	Teacher Interview (Team Member 3)	Teacher Interview (Team Member 2)
1:30-2:05 PM	Teacher Interview (Team Member 1)	Teacher Interview (Team Member 2)	Student Interviews (Team Member 3)	Alternate Option: Classroom Observation
2:10-2:50 PM	Teacher Interview (Team Member 1)	Counselor Interviews (Team Member 3)	Alternate Option: Student Interviews	Teacher Interview (Team Member 2)
2:50-3:30 PM	Alternate Option: Classroom Observation	Teacher Interview (Team Member 1)	Classroom Observation (Team Member 3)	Student Interviews (Team Member 2)
3:30-4:15 PM	Team Meeting to Debrief and Plan for Day 2 (All)			

6:00 PM	Team Dinner (off campus)
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<u>DAY 2 Location: (School Name)</u> Address: WIFI: Day 2 Date) <i>School in Session 7:45 AM - 3:35 PM</i>				
Time	Activities			
7:45-8:10 AM	Team Check-In			
8:10-9:10 AM	Teacher Interview (Team Member 1)	Office Manager Interview (Team Member 2)	Teacher Interview (Team Member 3)	Alternate Option: Classroom Observation
9:15-10:30 AM	Alternate Option: Classroom Observation	Teacher Interview (Team Member 1)	Teacher Interview (Team Member 3)	Classroom Observation (Team Member 2)
10:30-11:00 AM	Student Interviews	Alternate Option: Classroom Observation	Classified Interviews (Team Member 3)	Teacher Interview (Team Member 2)
11:00-11:45 AM	Parents/Guardians Interview (ALL)			
11:45-12:30 PM	District Leadership Interview (ALL)			

12:10-12:45 PM	Leadership Lunch: Questions/Clarifications with Leadership (Site Admin) Notes - Opportunity for Follow Up and Clarification
12:45-1:30 PM	Team Documentation
1:30-3:00 PM	Team Debrief • Prioritization Protocol ○ Individual Overall Strengths and Areas for Growth • Development of Recommendations for Final Report
3:00-3:45 PM	Debrief with school leader and other key stakeholders, including sharing of high-level findings and recommendations.

Appendix C: Momentum Accreditation Monitoring Tool

Momentum Strategy & Research

Accreditation Monitoring Tool

Summary & User Guide

Overview

The Momentum Accreditation Monitoring Tool is a structured Excel workbook designed to guide accredited schools through a continuous improvement cycle following their accreditation evaluation. It provides a comprehensive framework for tracking performance data, planning improvement strategies, monitoring implementation, and sustaining progress over time.

The tool is organized into 10 interconnected sheets, each serving a distinct function in the monitoring process. Together they form a complete improvement management system aligned to Momentum's accreditation standards and the school's broader accountability obligations.

Tool Structure: Sheet-by-Sheet Summary

1. School Information

Captures the school name and school year to contextualize all data entered throughout the workbook.

2. Accreditation Results

Records the outcomes of the initial accreditation evaluation, including:

- Date of the diagnostic review and name of the facilitator
- Up to three prioritized recommendations from the evaluation team
- Indicator-level scores from the accreditation rubric

This sheet serves as the foundation from which improvement priorities are identified.

3. Data

Tracks the school's School Performance Framework (SPF) ratings across four years (2022–2025) in five categories:

Category	Description
Overall	Composite performance rating
Achievement	Student proficiency on assessments
Growth	Academic growth relative to peers
Engagement	Attendance, persistence, re-engagement
PSWR	Postsecondary & workforce readiness

This longitudinal view allows schools and Momentum to contextualize improvement work against objective performance trends.

4. Performance Priority

Documents the school's primary improvement focus. Key fields include:

- Performance Priority statement
- Process/tools used to select the priority (Accreditation Evaluation, Data Analysis, 4 Domains Framework, Root Cause Analysis)
- Problem statement describing the root issue
- Major Improvement Strategy (MIS) — including the strategy name, description, rationale, and research/evidence base
- Target group and required resources

- Areas of impact across the SPF and 4 Domains of School Improvement
- Outcome areas: Student Growth, Instruction, School Climate, Curriculum, Social Emotional Learning, Behavior Interventions
- Implementation monitoring plan — specifying data sources such as Fidelity Tools, Student Data, Walkthrough Data, and Surveys

5. 3-Year Plan

Provides a multi-year roadmap organized by quarterly milestones across three school years (Year 1, Year 2, Year 3). Each year is divided into four quarters:

- August–October
- October–December
- January–March
- April–June

Each year concludes with an end-of-year goal, giving schools a long-range view of where implementation should lead.

6. Timeline

A month-by-month implementation calendar that maps recommended tasks to the school year. Key tasks tracked include:

Phase	Tasks
Planning (July–Aug)	Priority Planning, MIS Development, Data Collection Plan, PD Plan, Grant Budgeting
1st Quarter (Sep–Oct)	SPF Analysis, Share Improvement Plan, UIP Submission, Baseline Data Collection, End-of-Quarter Reflection
2nd Quarter (Nov–Dec)	Data Collection, End-of-Semester Reflection, PD Plan Update, Stakeholder Update
3rd Quarter (Jan–Mar)	Plan Revisions, Data Collection, End-of-Quarter Reflection, PD Update, Stakeholder Update
4th Quarter (Apr–Jun)	AEC Renewal, Data Collection, End-of-Quarter Reflection, Stakeholder Feedback, Optional Measure Submission, End-of-Year Reflection, Sustainability Plan Update

7. MIS (Major Improvement Strategy)

The most detailed sheet in the tool. For each quarter, schools document:

- Specific implementation tasks with due dates and professional development requirements
- Completion status for each task
- Interim goal reflections with milestone review and next steps

- Data review — including self-assessment and walkthrough data
- Stakeholder updates — tracking date, method, and completion

This cycle repeats for all four quarters, ending with a full end-of-year reflection and next steps.

8. Stakeholder Input

Tracks engagement with key stakeholder groups across three phases of the improvement process: Exploration, Improvement Planning, and Progress Monitoring. Groups tracked include:

- School Leadership
- Staff
- Parents/Guardians
- Students
- Community Partners

Each phase includes a space for capturing stakeholder input and updates, ensuring continuous communication and buy-in.

9. PD Plan (Professional Development Plan)

Logs all professional development sessions tied to the improvement strategy, capturing:

- Date, topic, and facilitator
- Next steps following each session
- Completion status

The sheet also includes guiding questions to strengthen PD planning, such as who needs the training, what resources are required, how effectiveness will be assessed, and how fidelity will be ensured.

10. Sustainability Plan

Addresses the long-term durability of improvement work — particularly critical in alternative education settings where staff turnover is higher than average. The plan is structured across three horizons:

- Year 2 Onboarding Plan — skills/knowledge new staff will need, who will train them, and when
- Year 3 Onboarding Plan — same structure, updated for the following year
- Full Implementation for New Staff — ongoing onboarding requirements
- Recurring Resource Costs — identifies the ongoing cost of the improvement strategy and how those costs will be sustained

How the Tool Connects to Accreditation Monitoring

The Momentum Accreditation Monitoring Tool directly operationalizes the monitoring requirements described in Momentum's accreditation process. Specifically:

- Accreditation Results and Data sheets connect monitoring to the initial evaluation findings and SPF performance.

- Performance Priority and MIS sheets document the improvement strategies schools are expected to implement between accreditation cycles.
- The Timeline and 3-Year Plan ensure improvement work is structured, time-bound, and multi-year in scope.
- Quarterly reflections and stakeholder updates provide the structured check-in evidence Momentum reviews during monitoring visits.
- The Sustainability Plan ensures progress is protected against staff turnover — a risk Momentum explicitly acknowledges for AEC settings.
- The PD Plan ensures adult learning is purposeful, documented, and tied directly to implementation goals.

Key Takeaway

The Momentum Accreditation Monitoring Tool is not a compliance form — it is a living improvement management system. Schools use it throughout the full accreditation cycle to plan, implement, reflect, and sustain progress. It integrates accreditation standards, performance data, stakeholder engagement, and professional development into a single, cohesive structure that supports both the school's improvement goals and its broader accountability obligations to district, state, and authorizer agencies.

Appendix D: Momentum Reevaluation and Reflection Record

Momentum Reevaluation and Reflection Record

Initial Accreditation Rating: The most recent accreditation review points should be entered in this column for each indicator.

Reevaluation Rating: The current internal accreditation review results should be entered into this column.

Change in Indicator: Use this column to identify a difference between the previous two reviews. Identify if the indicator results have: Improved, Declined or remained the same.

Reflection: Use this column to reflect on each area changes over time.

FOUNDATIONAL SUPPORTS				
Indicator:	Initial Accreditation Rating:	Reevaluation Rating:	Change in Indicator:	Reflection

A1: Relationships				
A2. Individualized graduation plan				
A3. Transition support / orientation				
A4. Equity and Inclusion				
Total Points:				
SCHOOL SUPPORTS AND SERVICES				
Indicator:	Initial Accreditation Rating:	Reevaluation Rating:	Change in Indicator:	Reflection
B1. An individualized pathway with flexible programming to meet students with varying needs, including credit recovery				
B2. Post-secondary planning and support.				
B3. High expectations coupled with strong support services to meet those expectations.				
B4. High-quality universal / tier 1 instruction.				
B5. Robust MTSS process with effective tier 2 and tier 3 supports.				
B6. Mental and behavioral health support.				
B7. Access to community resources and services.				

B8. Attendance support – positive incentives, bus passes, etc.				
B9. System for student-driven goal-setting and progress monitoring that provides frequent opportunities to celebrate growth and progress.				
B10. Curriculum and instruction that is relevant to students and culturally inclusive and responsive.				
B11. Programming to address other barriers to success (e.g. childcare, substance abuse B12. recovery support, mental health services, gang recovery, etc.).				
B13. Positive, inclusive, and safe school culture.				
B14. Ongoing mentorship / supportive relationship.				
B15. Social emotional learning explicitly taught or embedded into day-to-day practices.				
B16. Restorative practices to address behavioral needs.				

Total Points:				
EFFECTIVE LEADERSHIP AND RESOURCES				
Indicator:	Initial Accreditation Rating:	Reevaluation Rating:	Change in Indicator:	Reflection
C1. School Leadership				
C2. Governance				
C3. Professional Development				
C4. District Relationship and Oversight				
C5. Use of Time				
C6. Staffing				
C7. Adequate Resources				
C8. Other Tools to Support Student Success				
C9. Continuous Improvement Cycle				
Total Points:				

Overall Reflection: