



Accreditation Engagement Review

July 1, 2024 - June 30, 2025

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Institution #322077

2750 University Park Blvd
Layton, UT 84310
United States of America

Accreditation Is Continuous Improvement

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." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. 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 analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the 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 Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

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

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes
8.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity 	☑ Yes







Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.





Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis



Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9

Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 2.9
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.8

Network Comparison for Learning Environments Analysis



Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Culture of Learning.	★★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★★ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.8

Network Comparison for Culture of Learning



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Leadership for Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.7



Network Comparison for Leadership for Learning



Engagement of Learning

CRITERION	YOUR SCORE
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The narrative provides evidence for standards related to Engagement of Learning.

★★★★★
Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.

★★★★★
Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.

★★★★★
Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.

★★★★☆
Network Average: 2.8

Network Comparison for Engagement of Learning



Growth in Learning

CRITERION	YOUR SCORE
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The narrative provides evidence for standards related to Growth in Learning.

★★★★★
Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.

★★★★★
Network Average: 3.0

The institution has identified areas of noteworthy achievement and areas in need of improvement.

★★★★☆
Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.

★★★★☆
Network Average: 2.8

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported



Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

YOUR RATING
★★★★
Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING
★★★★
Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.



Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING
★ ★ ★ ★
Network Average: 3.1

LEVEL	DESCRIPTION
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4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.



Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING
★★★★
Network Average: 3.0

LEVEL	DESCRIPTION
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4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.



Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING
★★★★
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision-making that improve learning and engage stakeholders.



Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING
★★★★
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.



Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING

 Network Average: 3.1

LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.



1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to ensure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles.



Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING
★★★★
Network Average: 3.0

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
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3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
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2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
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1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.
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Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING
★★★★
Network Average: 3.0

LEVEL	DESCRIPTION
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4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
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3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
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2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.

1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING

Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING

 Network Average: 3.0

LEVEL	DESCRIPTION
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4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
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3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
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2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
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1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.
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Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success.
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Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.6

LEVEL DESCRIPTION

- 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
- 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
- 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
- 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.



1 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING



Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
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3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
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2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
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1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.
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Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING



Network Average: 2.7

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
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3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
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2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
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1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.
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Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
 ★★☆☆
 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING
★★★★
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING
★★★★
Network Average: 2.5

LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
★★★★☆
Network Average: 2.7

LEVEL DESCRIPTION

4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.

2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.

1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of



their stated goals.

- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
★ ★ ★ ★
Network Average: 2.8



2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision-making, and modification of curriculum and instruction.

1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision-making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards



Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Northern Utah Academy for Math, Engineering, and Science (NUAMES) provides a safe and healthy environment for learning. Through its commitment to the mission of being the school of choice for those seeking a rigorous and supportive early college experience, the institution serves a diverse population of students. The school fosters a strong academic culture by ensuring equitable access to advanced coursework and implementing support systems that promote student success. The Executive Summary notes that the institution's mission is to provide a rigorous and supportive early college experience on a university campus. The school serves students from eleven Utah school districts and 48 feeder junior high schools, reinforcing its dedication to broad educational access. The school culture survey indicates that 80.4% of students agree that instructional materials reflect students' cultural backgrounds, ethnicities, and identities, and 89.6% agree that adults working at the school treat all students respectfully. Both schools in the NUAMES system provide special education services, 504 plans, and healthcare plans for students who qualify, ensuring that diverse learning needs are met. Parent and administrative interviews indicate that no student is turned away from the school, regardless of their

needs. Anecdotal stories were shared about individualized support put into place for specific students. A blind lottery system determines attendance, and accommodations are made for all students. All students, including low-income students, at NUAMES participate in early college coursework, including Advanced Placement (AP) and Concurrent Enrollment (CE), at rates higher than state averages, and economically disadvantaged students at the school participate at 93%, compared to the state's 22%. These data points highlight the institution's commitment to an inclusive learning environment where students from all backgrounds and ability levels can access academic rigor and support. When schools implement policies and procedures that align with their mission, learners experience a healthy culture of learning, as evidenced by this institution's equitable academic opportunities, support, and inclusive practices.

NUAMES support structures are integral to maintaining its strong culture of learning. With two full-time school social workers, one at each school, and robust intervention programs such as the "D/F Blitz" - which provides targeted academic assistance to struggling students—students receive ongoing support for their educational progress. Weekly counseling team reviews ensure students' social-emotional and academic needs are continually assessed and met. Parent interviews highlighted the positive impact of the counseling team, praising their academic guidance and social support for students. The institution also incorporates mentorship and career readiness programs, such as the First Year Experience course and senior capstone projects, which foster positive relationships and prepare students for future success. NUAMES has been recognized as the Safest School District in the Nation in 2020 and 2021 by niche.com, underscoring its commitment to a safe and supportive environment. In a student survey, 81.2% of students reported that they have an adult at school they feel comfortable talking to about concerns, demonstrating that students feel connected and supported by faculty and staff. Parent interviews suggest a desire for more ways to connect with the school, considering the lack of sporting events, indicating a potential area for growth in stakeholder engagement. When schools provide support for students and integrate practices that promptly identify and address students in need, then robust academic and advisory support services may



become more visible and accessible, enhancing overall learner success.

To continue strengthening its Culture of Learning, the team suggests that the NUAMES refine its stakeholder engagement strategies and expand community understanding of its targeted support programs. The school has an exceptional academic performance record, with 98% of students enrolled in CE or AP courses and a 99% graduation rate, including 100% graduation for Hispanic and special education students. If the institution implements a comprehensive marketing and communication strategy, the broader community may gain a better understanding of the school's mission, achievements, and opportunities, potentially attracting more prospective students. When schools develop and employ clear, positive messaging to the community, their robust academic and advisory support services become more visible and accessible, enhancing overall engagement. If NUAMES develops structured communication plans to improve parent and student engagement with educational resources, misconceptions, such as the school is "only for smart students," could be addressed, reinforcing the message of inclusivity and support. If teachers provide consistent and meaningful positive feedback to parents about their students, relationships between teachers, parents, and students will be strengthened, fostering a more collaborative and supportive educational environment. By refining stakeholder communication, reinforcing student engagement initiatives, and maintaining its rigorous and equitable academic environment, the institution may continue to sustain and enhance its strong culture of learning.

Leadership for Learning

NUAMES provides leadership opportunities for educational staff, fostering a culture of continuous improvement and professional growth. The school's expansion to a second campus in 2019 reflects the institution's responsiveness to community needs and the ability of leadership to adapt to evolving educational demands through continual improvement. This growth was driven by positive feedback from the north campus and increasing public demand for expanded educational opportunities. NUAMES demonstrates its commitment to student-focused continual improvement through strategic partnerships, such as collaborating with the state's Automotive Tech Department. Initially offering a single course as a pilot, the institution anticipated 30 student participants but received an overwhelming 135

enrollments. Leadership quickly adapted by increasing course offerings to meet the demand, illustrating flexibility and attentiveness to student learning needs. Further supporting its mission to provide an authentic early college experience, the governing board adjusted the academic schedule to align better with college coursework, ensuring students are prepared and have increased access to higher education opportunities. The institution's commitment to refining processes is also evident in the restructuring of FLYBY Night, a new student and parent information event. By adjusting its timing, NUAMES created a more productive experience, reducing class changes and fostering meaningful engagement between students, parents, and faculty. Effective responses to incremental and sudden change may occur when an institution's leadership demonstrates dedication to refining its structures and processes to support students and faculty in a dynamic educational environment.

Leadership development among faculty is a priority, with initiatives designed to empower staff and build collective leadership capacity. The teacher survey results highlight the NUAMES's success in fostering a supportive work environment—100% of adult stakeholders report feeling competent in their roles, and 93.1% feel appreciated. Notably, only 21.1% of staff members reported feeling overwhelmed or stressed at work, a remarkable statistic that contrasts with national trends in educator stress. In addition to a robust 3-year teacher mentoring program, the administration has implemented a rotating department head model in which leadership roles shift at the semester, promoting shared ownership and increasing leadership capacity across the faculty. This practice not only distributes leadership responsibilities but also provides professional development opportunities for educators. Following the last accreditation cycle, seven teachers have either completed or are in the process of earning their administrative endorsements, a direct response to a previous accreditation recommendation. The administration took the feedback seriously and actively encouraged faculty to pursue leadership roles, demonstrating its commitment to faculty development. Collaboration between administration and faculty extends beyond leadership roles to instructional improvement, with dedicated faculty meetings and counseling referrals supporting students with individual education programs (IEP) and 504 plans. This culture of shared leadership and continuous professional growth strengthens the school system's ability to navigate



educational challenges while maintaining high standards of learning and instruction.

NUAMES's leadership remains committed to refining operational processes to enhance student learning experiences. One key area of focus has been the early college enrollment process. A decade ago, this process involved seven steps and required 4-5 days for completion. Over the past five years, with input from stakeholders, leadership streamlined this process to four steps, reducing the timeframe to 48-72 hours. This improvement, mentioned by both students and parents in interviews, has increased accessibility, reduced frustration, and created a smoother experience for students and families. Instructional leadership is further strengthened through a structured course evaluation process: formal observations take place biannually, complemented by frequent informal observations. Leadership ensures instructional effectiveness and curricular relevance by continuously analyzing student performance data and teacher feedback. The ability to collect, analyze, and apply data is a noteworthy institutional strength. When leadership effectively leverages data-driven decision-making, faculty members are empowered to make informed instructional choices that directly benefit student outcomes.

The team encourages leadership at NUAMES to maintain its commitment to refining operational processes, curriculum, and instructional practices. The institution may sustain its reputation as an adaptive, high-performing learning environment by continually evaluating and adjusting its systems based on stakeholder feedback and data analysis. Working to build the infrastructure to streamline the early college enrollment process to achieve a 24-36 hour turnaround with a reduced three-step procedure may enhance accessibility, foster trust among students and families, and reinforce the institution's mission to provide accelerated learning opportunities. Through these ongoing efforts, the institution may continue cultivating a culture of leadership and innovation, ensuring long-term success for students and faculty.

Engagement of Learning

NUAMES educational staff effectively foster student engagement through differentiated instruction, hands-on STEM learning, and structured academic support systems. Classroom observations and student interviews provided clear evidence of rigorous coursework, well-managed classrooms, and students actively participating in the learning process. Teachers employ various

instructional strategies to ensure all learners are engaged, including small group work, project-based learning, and inquiry-driven instruction. Each school provides two math boot camps for incoming students, free of charge, to reinforce key concepts and reduce anxiety before the academic year begins. This proactive approach to help learners build confidence and develop foundational skills before their coursework begins was implemented after data review and collective problem-solving with the educational staff. Student data are continually reviewed and analyzed through the Response to Intervention (RTI) framework and Multi-Tiered System of Supports (MTSS) model to ensure that struggling students receive timely, targeted interventions delivered through collaboration between teachers, counselors, and administrators. Through these strategic initiatives, an institution may cultivate an environment where all students are encouraged to take academic risks, explore new concepts, and develop self-confidence in their learning.

The hands-on science, technology, engineering, and mathematics (STEM) initiatives and structured problem-solving approaches further demonstrate the institution's commitment to engagement in learning. Students participate in engineering design challenges, science inquiry projects, and real-world problem-solving experiences that connect classroom learning to future career paths. Course catalogs and lesson plans confirm that all students are introduced to the engineering design framework, a structured, iterative process that fosters creativity, critical thinking, and decision-making. Observations of STEM classrooms revealed that students engage in bridge and rocket design projects, applying theoretical knowledge to tangible, hands-on challenges. These experiences support academic learning and develop transferable skills applicable across various disciplines and career pathways. Stakeholder feedback also strongly supports the school's STEM programming, with 80.4% of students reporting that instructional materials reflect diverse backgrounds and perspectives. Faculty interviews and environmental observations suggest that interactive, technology-driven learning opportunities could be further expanded, particularly in digital integration and student voice in curriculum design. Student engagement may deepen when schools intentionally integrate student voice and choice opportunities.

To strengthen student engagement and learning outcomes, the team encourages the expansion of technology-driven instructional strategies and



increased student involvement in curriculum design. Providing ongoing professional development for teachers in digital learning tools, interactive assessments, and innovative instructional strategies will deepen engagement and promote active participation. Developing a culture of digital innovation by encouraging teachers to pilot new technologies and share best practices during professional learning communities (PLCs) will enhance instructional effectiveness. The team also recommends developing a structured internship tracking system to monitor student participation in work-based learning experiences and measure career pathway success. By implementing these strategies, NUAMES could continue to align with best practices in the engagement of learning while preparing students for academic and professional success.

Growth in Learning

NUAMES provides learners with rigorous academic programs, data-driven instruction, and personalized learning pathways. NUAMES administration employs a comprehensive assessment system to track macro and micro student performance. Leadership monitors key indicators such as AP pass rates, CE pass rates, graduation rates, scholarship awards, and credits earned to inform instruction and academic planning. This data-driven approach allows the institution to meet students where they are and support their progress toward college and career readiness. The NUAMES school system has achieved a remarkable 48% associate degree attainment rate among seniors, demonstrating its commitment to academic growth and excellence. Consistent, structured collaboration allows faculty to analyze student data, redesign curriculum, and enhance instructional effectiveness. These strategic efforts ensure that students are adequately prepared to transition into post-secondary education or the workforce with the necessary academic and non-academic skills. NUAMES sustains a culture of academic excellence and improvement by regularly evaluating instructional programs and organizational conditions.

NUAMES administration's commitment to data-driven decision-making is evident in its ability to leverage various reports and feedback mechanisms to enhance student learning experiences. Data from Career and Technical Education (CTE) reports, Early College Program summaries, and surveys conducted with teachers, students, and administrators inform strategic adjustments to optimize instruction. The institution has

led Utah in learning growth rates for math, English, and science, particularly among the lowest 25% of learners in the 2022-2023 academic year. Student performance data demonstrate exceptional proficiency rates: 82% in English, 71% in math, and 74% in science, all significantly exceeding state averages. The educational staff and administration's efforts to provide targeted interventions and academic support, including mentoring programs and a redesigned AP Biology curriculum, further enhance student learning opportunities. Despite these successes, challenges remain, particularly in meeting student demand for computer science and cybersecurity courses due to a lack of available qualified teachers. To address this, NUAMES has implemented mentoring programs and scheduled collaboration time for faculty to discuss program improvements and support student learning. Understanding learners' needs and interests is central to designing and delivering professional learning experiences, ensuring high instructional quality.

The team suggests that the administration take proactive steps to address the shortage of computer science teachers by exploring partnerships with universities and industry professionals. A collaborative approach may provide a sustainable solution, such as cost-sharing a computer science educator with a university. Strengthening tracking mechanisms for students pursuing Certificates of Completion will ensure greater follow-through and achievement in post-secondary readiness. Furthermore, a longitudinal analysis of student performance trends should be conducted to identify areas for continuous improvement. Expanding access to early college opportunities and reinforcing intervention strategies for struggling learners could ensure that all students have equitable access to rigorous and challenging coursework regardless of background. The institution may sustain its academic excellence and student success trajectory by continuing to refine and adapt educational practices based on data and research.



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

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- 1 NUAMES educational staff engages in a comprehensive Multi-Tiered System of Supports (MTSS) that ensures all students, regardless of need, receive the necessary academic, behavioral, and social-emotional support to succeed. The MTSS systems in place foster an inclusive, data-driven, and collaborative approach that proactively addresses student needs through early identification processes and individualized interventions, ensuring equitable access to high-quality education for every learner.**

Standard 17

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

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- 1 Develop and implement a program evaluation system for student work-based learning and internship programs to support ongoing improvement, fostering self-confidence and a lifelong love of learning.**

Standard 22

RATIONALE When learners' experiences are monitored and adjusted to deepen knowledge and increase interest, then learners may show heightened motivation, curiosity, and excitement about learning.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ	SCORE	DESCRIPTION
364	Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 296	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Celina Poppe Lead Evaluator	Celina Poppe is a Cognia regional evaluator working with public, charter, and private schools and systems. Her 30-year career encompasses teaching and leadership positions in diverse educational settings, including rural, suburban, and urban environments. Her career began as a secondary teacher of chemistry, physics, math, and marine biology, but her professional journey led her to specialize in faith-based education. She recently concluded a 25-year tenure within the Catholic education system, where she progressed from teaching to holding administrative positions, overseeing academic, organizational, and spiritual initiatives. Celina Poppe holds a B.A. in chemistry from the University of San Diego and a M.Ed. in educational leadership and policy from the University of Utah, where she is currently a doctoral candidate researching the impact of positive psychology and instruction on student learning.
Joette Hayden	



References and Readings

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