November 29 – December 1, 2017
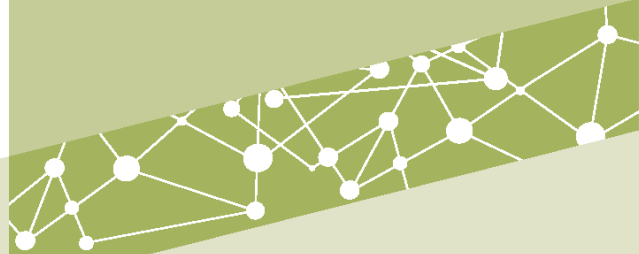
AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

Results for:
BlueSky Online School
33 Wentworth Ave. E. Suite 100
West St. Paul, MN 55118

Table of Contents

Introduction

AdvancED Performance Accreditation and the Engagement Review

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 AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

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

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	2
Director	1
Administrators	2
Teachers	12
Support Staff	10
Parents	11
Students	3
Total	41

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

BlueSky stakeholders include students, teachers, support staff, administrators, and parents. The charter school is governed by a Board of Directors that includes community partners. Students are clearly at the forefront of the vision and mission of this organization. Most decisions are made collaboratively by the appropriate stakeholders with the student outcomes in mind. Curriculum and management processes are clearly defined and aligned with Minnesota state standards. Data are an integral part of the decision-making process at the school, and are effectively used to continually improve student experiences and outcomes. BlueSky uses a variety of data collected, monitored, and analyzed from all stakeholders, assessments, and its student information system. The school is adept at using its data to conduct root cause analysis to identify areas for improvement including key measures of success.

It is clearly evident that BlueSky has a commitment to continuous improvement. It is also clear school leadership has the capacity to implement improvement initiatives. However, its continuous improvement process is governed by the requirements of the agencies with whom the school must comply, such as the Minnesota Department of Education and BlueSky's charter authorizer. Improvement strategies are embedded in the reporting formats of each agency as opposed to being collectively documented in a unique, over-arching school improvement plan. In this format, it is difficult for the school to champion and communicate school improvement efforts with its stakeholders. School leadership is keenly aware of the benefits of developing a unique school improvement plan that is predicated on its internal needs and desires, while incorporating state and authorizer requirments; yet, it struggles with how to effectively do so.

BlueSky will benefit from the development of a formal continuous improvement process which incorporates the provisions of required reporting and establishes a platform for the school to design a school improvement plan which clearly defines the school's beliefs about learning, meets the unique needs of BlueSky, and includes measures to determine performance. Such a plan will support BlueSky's leadership as they continue to provide clear direction, effectively communicate with their stakeholders, and maintain collective responsibility and accountability for student success.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

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

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders utilize ethical marketing and communication practices.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships,

high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

| Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners are supported during their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Exceeds Expectations
2.8	The institution provides programs and services for learners' educational future and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations
2.13	The institution ensures authenticity in student learning in a digital learning environment.	Meets Expectations

Resource Capacity Domain

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

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Exceeds Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations

Resource Capacity Standards		Rating
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations
3.9	The institution provides an effective Learning Management System.	Meets Expectations
3.10	The institution's technology infrastructure supports teaching, learning and operational effectiveness.	Emerging

Findings

The chart below provides an overview of the institution ratings across the three Domains.
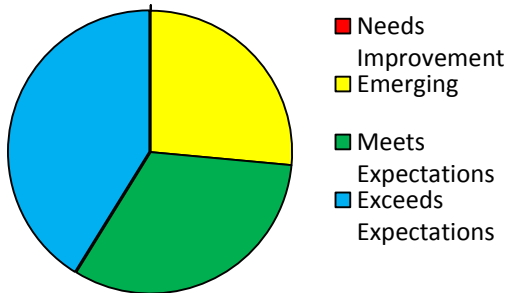
Rating	Number of Standards
Needs Improvement	0
Emerging	9
Meets Expectations	11
Exceeds Expectations	14

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
The school has created an exceptional student-centric culture based on shared values and beliefs about student dignity, ability and potential. (Standards: 2.1, 2.3, 2.7, 2.8)

Primary Standard: 2.3
The learning culture develops learners' attitudes, beliefs and skills needed for success.

Evidence:
Interviews, observations, and the review of artifacts supported the exceptional focus BlueSky has on its students. A review of the school website and descriptions of the support programs for students described how every student has a network of adults who proactively engage with them in a variety of ways. From an enhanced student orientation program to the daily monitoring of student progress, everyone was focused on students. The use of student and teacher dashboards within the student information system allows all staff to monitor learner progress. Teachers, counselors, advisors and social workers work well together to interpret the data used to determine how to best support each student. Samples of communication logs showed regular and frequent engagement of students in a variety of communication methods. The school diligently monitors individual student pace, quality of work and communication, as well as overall attendance and passing rates. These indicators of student progress help the school identify the programs and services required for student success. Q Comp designed collaboration results in a team approach throughout the organization to discuss individual student personal and academic success. One teacher summed it up with the following: "I value the personal connections we have with students and how we all make it a point to get to know them."

Every student has a documented learning plan that includes course, college, and career planning. Students have many choices on how to complete their courses. The Team reviewed descriptions and observed both Group Pace and My Pace courses. Interviews with teachers reflected a common theme with a clear focus on students. Within each course, teachers constantly monitor student progress and design one-on-one online sessions as needed. Teachers expressed great pride and satisfaction in their one-on-one work.

Parents also commented on the attention given to their children. "Teachers are highly responsive and my child received way more individualized attention than when in the public school - and this is an online school!"; "We like that you don't have to go to school one way - each of my kids does it a different way."; "Teachers are always available for my child."; "Staff is immediately available and they have created real relationships with my kids."; "Communication is awesome!"

"Ours is a staff with a heart for its students" is a clear reflection of the shared beliefs of the entire BlueSky community.

Powerful Practice #2
The curriculum development and review process ensures rigorous standards-based learning opportunities for all students. (Standards: 2.5, 2.6)

Primary Standard: 2.5
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Evidence:
The examination of the Curriculum Revision and Adoption Process revealed the school has an extensive process for evaluating and modifying curriculum. A robust mapping tool called Build Your Own Curriculum supports the work of individual teachers, departments and the curriculum committee. Within this mapping tool, each course is mapped to one or more set of standards. The development of a course is based on backwards design to assure alignment with appropriate standards. The Teacher Expectations Checklist includes comprehensive instructions regarding curriculum development and links to both the curriculum process and the mapping tool. The Q Comp process is the underlying framework for the school's Professional Learning Community (PLC) work. Interviews with the leadership team and teachers as well as the review of sample Q Comp plans, agendas and meeting notes clearly evidence the quality of the curriculum process.

Powerful Practice #3
Leadership empowers the school community to achieve at high levels through sound operational and financial management, and the development of a collaborative and collegial environment. (Standards: 1.7, 3.2, 3.8)

Primary Standard: 3.2
The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Evidence:
Through interviews with stakeholders and a review of artifacts, the Team concluded the school exercises sound financial management. Resources are allocated with care and are focused on providing students and teachers what they need to succeed. Stakeholders described, and artifacts reflected policies and practices that provide clear direction and expectations. Interviews and observations evidenced a culture of collaboration. Teachers expressed a deep appreciation for the professionalism of the administration and their colleagues, as well as the great feedback they regularly receive from both groups. Teacher interviews included comments such as: "The staff is amazing, administration is proactive, and we serve students who need us."; "Collaboration shines in our school, which is incredible given we are a virtual school!"; "This is a great place with great people who always challenge me."; "I like the support I get from administration, other teachers, and teams."; and, "Our leaders are good at using input from everyone to drive decisions." Parents expressed exceptional levels of satisfaction with the school. Interviews with parents included comments such as: "I believe this is the best school in the state."; Everyone is so happy and happy teachers equal happy students."; "The progress my daughter made is incredible!"; "My kids are thriving in this school!"; and, "They walked us through everything and made it so easy!" The success of students, the satisfaction of parents, and the commitment of teachers are a clear reflection BlueSky's strong, focused, passionate and skilled leadership!

Opportunities for Improvement
Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Identify a niche market in which to target, attract, and cultivate intentional organizational growth and development to ensure long-term viability. (Standard 1.11)

Primary Standard: 1.11
Leaders utilize ethical marketing and communication practices.

Evidence:
During the on-site review, the Team heard from a number stakeholders who shared their passionate commitment to the school's beliefs and values. One parent indicated, "I tell all my friends with children who have special needs to send them to this school." Another parent shared her belief that she would have to monitor her daughter's homework and progress, as well as be her tutor. She exclaimed, "I was so wrong!" and further expressed her delight that she didn't have to do anything, as her daughter's support team did it all. A review of artifacts revealed there was not a current marketing plan, and the leadership team confirmed this. During one interview, the leadership further explained the school is transitioning to a new marketing vendor and anticipates a written plan to be developed once the new organization had been secured. Notably, the school does have a support staff member ensure social media is monitored and information communicated through this platform. The Team also noted the school's website had a special section devoted to displaying testimonials, although it was unclear how these were monitored to assure they are relevant and fresh.

While this information is powerful, it's important to ensure testimonials and communication messages are tailored to targeted populations in a focused approach. Determining the niche market of the school will help customize

these outreach efforts and ensure resources are allocated to focused strategies which may have the greatest potential to yield the highest returns.

Opportunity for Improvement #2
Formalize the process to integrate digital resources to improve instruction and enhance student engagement. (Standards: 3.5, 3.6)

Primary Standard: 3.5
The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Evidence:
Team members observed live classes while they were on-site, as well as recorded sessions. During these observations, the team found limited evidence of innovative technology in use and pedagogical practices being demonstrated. The team observed during the live sessions students were focused on chatting with each other, rather than the instruction. During a one-on-one conversation, a teacher shared that as a classroom management technique, sometimes the chat feature has to be shut down to help students focus on the instruction. During multiple interviews, the team learned the school was highly supportive of new ideas and innovation. Leadership shared there was a form staff could use to request new technology, and this would be vetted through appropriate committees, such as the curriculum committee and/or professional development committee. The team did not find evidence that this process was written and shared broadly throughout the school community.

Opportunity for Improvement #3
Develop and communicate a written technology infrastructure safety, crisis, and security management plan. (Standard 3.10)

Primary Standard: 3.10
The institution's technology infrastructure supports teaching, learning and operational effectiveness.

Evidence:
A review of the artifacts revealed a technology plan for 2013-15, and staff confirmed there was not a current plan in existence. Additionally, Instructional Technology (IT) support staff indicated, and leadership confirmed, that while there was not a formal written technology safety, security and crisis management plan, contracted third party vendors did have these critical elements in place. Leadership further validated the school's insurance policies also covered liability issues. In the Student Handbook, the school addressed policies for "Student Internet Use, Records, and Files." The school's organization chart provided positions for both a Student Information Specialist and an IT Department. Multiple stakeholders confirmed the Help Desk was very responsive to any issues.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Formalize and document a school continuous improvement plan focused on the school's vision and mission. (Standard 1.3)

Primary Standard: 1.3
The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Evidence:
During its on-site review, the Engagement Review Team heard about many steps and processes that the school utilizes to improve its programs and services to students. Through interviews with a number of stakeholders, the Team heard comments that demonstrated a commitment to continuous improvement. A formalized written continuous improvement plan is necessary to document this commitment. A specific board policy outlining the steps of the plan will provide evidence that the governing board confirms the importance of continuous improvement. The inclusion of action steps and measures to assess the success of those steps will intentionalize the school's spirit of continuous improvement.

Improvement Priority #2
Develop and implement strategies to increase learner engagement in both Group Pace and My Pace courses, including measures to determine their impact on student achievement. (Standard 2.2)

Primary Standard: 2.2
The learning culture promotes creativity, innovation and collaborative problem-solving.

Evidence:
The Team had the opportunity to observe Group Pace classes. It was noted that during group work several of the students were distracted, not on task. Staff indicated this was an issue, partially attributed to student lack of social opportunities. In discussions with leadership, it was learned that in My Pace courses levels of engagement are primarily determined by the teachers' familiarity with student ability and past performance. Interviews with parents corroborated that they share responsibilities for their children's engagement. In a review of artifacts provided by the school, the Team learned of resources currently being used to increase and monitor engagement, such as each student's Personal Learning Plan, the Student Support Plan for those not meeting academic or attendance expectations, and the Student Services Advisor Handbook. These documents and processes indicated the school has a foundation of resources from which to expand strategies for increasing engagement.

Improvement Priority #3
Implement a consistent practice of utilizing formative and summative assessments to enable teachers to improve their teaching and students to improve their learning. (Standard 2.10)

Primary Standard: 2.10
Learning progress is reliably assessed and consistently and clearly communicated.

Evidence:
Communications about students' progress are numerous and shared with learners and parents as evidenced in interviews with parents and teachers. However, information from interviews with teachers and members of the school's leadership team indicated while some formative and summative assessments are used to determine student academic strengths and weaknesses, the practice is not consistent across all grade levels and across all courses. School leadership indicated some of this inconsistency is rooted in the need to complete work on the development of common assessments aligned with learning standards. Additionally, while assessment data are collected, a consistent practice of utilizing the data to inform instruction to enhance student engagement and achievement was not evident. The school's Professional Learning Community (PLC) structure provides opportunities for all staff to discuss student work and assessment data and is an arena which can be leveraged for job-embedded professional development in data informed instruction.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	342.39

Conclusion Narrative

BlueSky has demonstrated through collaborative leadership that it manages operations and solves problems well. The school had made remarkable progress from an institution that had been on the brink of closure to a vibrant and viable leader in the field of digital learning. It is an example of an organization that has established strong leadership, hired highly qualified educators and support staff, and leveraged talents and abilities through collaborative decision-making models. Staff corroborated that they not only have opportunities to participate in decision-making, but they are invited to initiate issues for consideration. Leadership is fostered and nurtured across the staff. The success of each student is the major goal of BlueSky. There is the recognition that online learning is not for everyone, and the leadership and staff see a part of their responsibility is to assist students to find their best fit, even if it is not BlueSky.

The school has committed to teaching excellence through embracing the Minnesota Q Comp tenets. The decision to make an application for this grant was made after considerable collaborative study among leadership and staff. By attaining the designation as a Q Comp school, grant resources from the state are focused on the improvement of instruction through comprehensive coaching, evaluation, and professional development.

The governing board of BlueSky committed to going to great lengths to improve teaching and learning through the support of its leadership and staff in challenging circumstances. This included oversight by state agencies which continued to judge the school poorly based upon issues with its previous administration. Following considerable legal processes, the school prevailed in achieving recognition for the substantial improvements made by new governance and leadership. BlueSky is to be commended for embracing continuous improvement.

As the Team reviewed documentation and interviewed leadership and staff, a culture of cooperation and collaboration by talented educators clearly dedicated to a common purpose became clear. The governing body, leadership, and staff of BlueSky share a focus on learning. In discussions with stakeholders, this commitment to the learner was loudly heard. Staff members voiced their feelings of ownership in decision-making at all levels from course design to administrative processes; they felt heard and valued.

BlueSky is to be commended for its success in providing quality online education and exceptional support to a broad array of students. Data indicated that the school works with the full spectrum of students' abilities and interests in providing exceptional online learning opportunities for the State of Minnesota. Care is taken to assure learners are prepared for their next levels through the faithful creation and review of extensive Individual Learning

Plans. Every student has an Individual Learning Plan which is monitored regularly and adjusted accordingly. The plan serves as a basis for determining learner progress toward course and program completion. A sophisticated Learning Management System (LMS) was developed to serve as a storehouse of data and provide data dashboards to inform teacher, leadership, student, and organization decisions. Students are well supported through an array of academic, social, and emotional supports provided by a team of talented and caring professionals who also tend to their college and career planning needs. A clear focus on learners is testimony to the commitment of leadership and staff to work together to provide their learners with a high-quality education.

While the school has embraced great advancements over the past several years, they acknowledge challenges exist which need to be addressed if the system is to move further on its journey. In the world of online education, meaningful and regular engagement of parents and students is difficult. This is especially true of a school whose students are distributed across an entire state. While noting that BlueSky had made efforts to engage its families, such as the SeaLife fieldtrip and regional group activities, there will always be more that could be done. Parents and students indicated their appreciation for such events and a desire for more similar opportunities.

Another challenge for online learning is that of providing students opportunities to collaborate on assignments and projects. While the Group Pace classes allow for interactions among students, rather than strictly teacher-led instruction, accomplishing such strategies for those in My Pace courses is difficult. Perhaps strategies applied in the virtual PLCs for distance staff interactions could be adapted for learners providing opportunities for student collaboration, creativty, and innovation.

By addressing the Improvement Priorities cited in this report, developing and following a continuous improvement plan, and considering the Opportunities for Improvement, BlueSky will achieve a higher level of performance and function more effectively to the greater fulfillment of the school's mission "to bring quality online education and diverse learners together."

The Engagement Review Team is grateful for the fine review preparation completed by school leadership and staff. The School Quality Factors report was well-developed with substantial supporting documentation reflecting the thorough process the schoolconducted prior to the review. The transparency with which both the achievements and challenges of the school were presented is gratefully appreciated. The Team wishes BlueSky continued success inpursuing its vision to: "Defining education for the 21st Century by creating an individualized, dynamic education for all students. We are committed to empowering our community by facilitating relevant learning, skills, hopes and relationships."

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

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

Team Member Name	Brief Biography
John Sedey Lead Evaluator	John Sedey has been a teacher, school and district administrator, and educational consultant. Since retiring from public school administration, he has been in private practice, primarily consulting to career and technical education, alternative schools, and charter schools. He has provided leadership in program planning and development, student systems, environmental education, assessment and testing, state and federal program administration, student support systems and education-business partnerships. John has been a senior developer for one of the eleven New American Schools Development grants. In his advocacy for college and career readiness, he has consulted to federal and state departments of education. John holds a bachelor's degree in history and business, a master's degree in education administration, and has done additional graduate work, including that as a Bush Public School Executive Fellow. He has led more than a hundred AdvancED reviews in 28 states since 2008.
Becky Densmore	Becky Densmore is the Vice President for AdvancED North US. She was appointed to this leadership role in 2017. Prior to this appointment, she served AdvancED for over nine years in the roles of associate director and director for the Illinois Operations office. Becky's past roles have included senior consultant in organizational development and change management, training and organizational development manager, and executive director for school-to-work initiatives. Becky holds a M.S. in training and organizational development from Eastern Illinois University. She completed her undergraduate work with concentrations in management and leadership disciplines.
Julie Garofalo	Ms. Garofalo has over 40 years of experience in corporate and academic environments. For over 30 years she has been engaged in teaching and administrative roles from elementary through graduate and adult professionals, and has significant administrative experience in secondary and higher education. She holds a BA in Economics and a Masters in Business Administration with concentrations in Finance and Human Resource Management. Ms. Garofalo's areas of expertise include strategic planning, information systems technology, systems analysis/development/implementation, management, continuous improvement, instructional coaching, curriculum development/implementation, college planning, academic advising, and student support services. She has served as a Lead Evaluator since the inception of AdvancED, is certified to lead school, early learning, and STEM reviews, and has participated in over 90 Engagement Reviews. Ms. Garofalo served as the Illinois Team Staffing coordinator from 2014 – 17, and is the recipient of the 2014 Illinois AdvancED Quality Performance and the 2015 AdvancED Quality Leadership Awards. She currently serves as Client Engagement Specialist for AdvancED North USA.

Team Member Name	Brief Biography
Dr. Dean Ryerson	Dr. Dean Ryerson earned his BA and MA in Education from University of Northern Iowa, and Ed.D in Education Leadership from Edgewood College in Madison, Wisconsin. He completed his graduate work for administrative licensure from the University of Wisconsin-Madison. He served in administrative positions in the Middleton-Cross Plains Area School District, Beaver Dam School District, Wisconsin Rapids School District, and Port Edwards School District, all in Wisconsin. He served as school counselor, assistant high school principal, director of human resources, and superintendent. Now serving on faculty in Dept. of Education Leadership, Edgewood College, Madison, teaching and advising doctoral students. Dr. Ryerson has served on numerous AdvancED external review teams as team member and lead evaluator.

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.