DISTRICT: **Lane County School Districts**
SCHOOL YEAR: **2018-19**
ALTERNATIVE EDUCATON PROGRAM: **Looking Glass, Riverfront School**
CHECK ONE:
___ Public Program
__X__ Private Alternative Program

PROGRAM EVALUATION BY DISTRICT: OAR 581-022-1350(2)

	Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
1	The school district has policies and procedures for the at least annual evaluation of alternative education programs under ORS 336.615-665 that receive public funds. Evaluation of this program ensures the following.	C	(OSBA Sample Policy References: IGBHA, IGBHA-AR(1), IGBHA-AR(2))

The Private Alternative Program

		Status	Explanation(s)
2	Prior to contracting with or distributing public funds to a private alternative program, the district confirmed that the program is registered with the Oregon Department of Education as required by OAR 581-021-0072.	C	• Program is listed on ODE website • See exhibit A
3	The private alternative program's annual statement of expenditures has been reviewed consistent with ORS 336.635(2). See the ODE alternative education webpage for model expenditure statement formats.	C	• See exhibit B
4	Before contracting with a private alternative program for special education services, the district confirmed that the private program is approved by the ODE to provide those services.	C	• See exhibit A
5	The private alternative program enhances the ability of the district and its students to achieve district and state standards.	E	• See exhibit C, D & E • Low teacher/ student ratio • Wraparound Mental Health and

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain

			Drug/Alcohol services are a part of program • See comments and recommendations
6	Consistent with OAR 581-023-0006(8), Private Alternative Programs, the contracted private alternative program: • Maintains records of school attendance, group sizes, and other information required by the contracting district.	C	• Exhibit F & G • Attendance reported weekly
	• Reports required school finance accounting information to the district at least twice yearly, once each for October 1 through December 31 and for ten days after the end of the school year.	C	• Exhibit B • Program provides quarterly financial reports to district(s)
	• Retains student attendance records for at least two years.	E	• Maintains for seven years
7	The contract between the district and the private alternative education program states that suspension or revocation by the ODE of the private program's registration will suspend or terminate the district's contract with and distribution of public funds to the program for the term of the suspension or termination of the registration.	NC	• Exhibit H • This may be implied in the contract but is not explicitly stated
8	The contract between the school district and the private alternative education program states that non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of the contract.	NC	• Exhibit H • This is not explicitly stated
9	The private alternative program is in compliance with its contract with the district, including each statute, rule, or school district policy that is specified in the contract.	C	• Exhibit H

The Public Alternative Program (NA)

10	The public alternative program complies with all state statutes and rules and federal laws that apply to public schools.	NA	

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain

Each Public or Private Alternative Program

	Standard	Status	Explanation(s)
11	The program implements an education plan and education profile for each student that meets the requirements of OAR 581-022-1120(3)(a) and (b) and 581-022-1130 (3)	C	• Exhibit I
12	Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	• Exhibit I • For most students, the plan is to graduate from the Alt Ed Program
13	A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	• The Program has LTD bus passes for students • Students from outside Eugene/Springfield are transported by the District
14	The program complies with each eligible student's IEP.	C	• The Program employs a special education coordinator
15	The program assists the district in meeting its comprehensive K-12 instructional program.	C	• See Box #5
16	The program ensures that students receive adequate instruction in the educational standards adopted by the State Board of Education for the grade level(s) the program serves for students to meet state and local benchmark standards.	C	• (OSBA Sample Policy References: IGBHG, IGBHB-AR) • Evidence via Curriculum Notebook • Articulated curriculum by subject • Alignment with Common Core
17	The program ensures that each student participates in district and state assessments of student achievement.	C	• (OSBA Sample Policy Reference: IGBHA-AR(2)) • Exhibit J
18	The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	• Exhibit J

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
19	The program collects and reports to the district each student's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state.	C	• Exhibit F • Exhibit J
20	The program serves students who are in one or more of these subgroups. Students • who are suspended, expelled, or considered for suspension or expulsion. • whose attendance is so erratic that they are not benefiting from school. • who have not met or who have exceeded benchmark academic standards. • whose parent or legal guardian applies for a student's exemption from compulsory school attendance on a semiannual basis consistent with OAR 581-021-0075, Exemption From Compulsory Attendance. • who are under 21 prior to the start of the district's school year and who need additional instruction to earn a diploma; or • who are individually approved for placement consistent with the district's board policies regarding the placement.	C	• Exhibit G
21	Activities provided by the alternative education program and claimed for state school funds, and the diploma credits allowed for those activities, are only those approved by the district consistent with OAR 581-023-0008, Accountable Activities for Alternative Education Programs. The allowable activities are listed in the contract with the private alternative program.	C	• Exhibit H
22	Students receiving online instruction are accounted for consistent with reporting	NA	

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
guidelines published in the Oregon Student Personnel Accounting Manual.		
23 Each claim of state school funds is made consistent with OAR 581-023-0006, Student Accounting Records and State Reporting, and with the Oregon Student Personnel Accounting Manual.	C	• Exhibit H
24 Consistent with ORS 336.635 (2) and OAR 581-022-1350(3), the alternative education program in which the student enrolls with the districts' approval notifies the student's resident district. It may bill the district for tuition. The billing is annually or at the end of each term or semester of the program. For each full-time equivalent student enrolled in the alternative education program, the school district pays the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure, whichever is lesser. Each alternative education program is accountable for the expenditures of all State School Fund and other local school support moneys. It provides the school district with an annual statement of such expenditures. See the ODE alternative education webpage for model expenditure statement formats.	C	• Exhibit H
25 The program and district include data for each student in reports required by the ODE.	C	• Interview with principal

Example Indicators of Compliance for Use Above:
- Current district policies
- Minutes of school district or education service district board
- Contract(s) with the private alternative program/school
- Written evaluations of the public and private program/school

- Reviewed financial statement(s) from the private alternative program/school
- Curriculum mapping/alignment documents from the alternative program/school
- Reports of state and local assessment administration schedules
- Student performance results on state and local assessments
- Student attendance and behavior records
- Interviews and focus groups with students, parents, staff
- Other indicator(s) required by the contract between the district and the private alternative program/school.

DISTRICT: **Lane County School Districts**
SCHOOL YEAR: **2018-19**
ALTERNATIVE EDUCATON PROGRAM: **Looking Glass, Riverfront School**
CHECK ONE:
___ Public Program
__**X**_ Private Alternative Program

Date of approval by District Board:

Date(s) of Evaluation(s): March 22, 2019

Evaluator(s): Reta Doland, Superintendent, Oakridge School District
           Tony Scurto, Superintendent, Lane Education Service District

EVALUATION: COMMENTS AND REOMMENDATIONS

This program receives commendations for emphasizing establishing strong educational relationships with students. The program understands that most of these students are facing trauma in their lives and are coming here because they have not been successful in their resident district school settings. In addition to academics, the program offers Mental Health Services and Drug/Alcohol Counseling. This is possible because Riverfront is part of the broader Looking Glass organization and student assistance is brought into the school so students can receive these wrap-around services as part of their normal school day.

To further demonstrate the program's commitment to creating a safe and welcoming learning space, PBIS and Restorative Practice systems are firmly in place. The principal's emphatic desire to keep students enrolled in the program was the main reason behind the implantation of Restorative Justice.

Two items (box #7 and #8) were found to be out of compliance. Both relate to contracts the program has with local districts. To achieve compliance, contracts for the 2019-20 school year merely need to insert the appropriate statements regarding registration with ODE and its rules/statutes.

Overall, we found the school to be very welcoming and student-centered. It was calm and engaging. Student art and photos adorn the walls throughout the building. Students are able to participate in relevant activities such as Culinary Arts and Crew—working on actual projects in real world settings. All seniors do a project and from posters we saw on bulletin boards it is evident these are underway. In addition to this review, we have also included the latest Accreditation Report from 2017.

Evaluation of Looking Glass Riverfront School and Career Center

Comments and Recommendations:

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Oregon

Kate Brown, Governor

OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves ... together!

Colt Gill
Deputy Superintendent of Public Instruction

June 14, 2018

Looking Glass Riverfront School & Career Center
1666 W 12th
Eugene, OR 97402-3716

RE: Registration of Private Alternative Education Program

Pursuant to ORS 336.635 and OAR 591-021-0072, the application for Looking Glass Riverfront School & Career Center at 1666 W 12th, Eugene, OR, to be registered as a private alternative education program for 2018-2019 has been approved.

Subject to the approval if each contracting district, a registered alternative education program is eligible to receive public school funds from the school districts on contractual, per student basis during the 2018-2019 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by visiting the Institution Identification web page at http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the program.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at bob.salazar@state.or.us or (503) 947-5981.

Sincerely,

Bob Salazar

Bob Salazar, Education Specialist
Office of Teaching, Learning & Assessment

Exhibit A

Looking Glass Community Services

048 RIVERFRONT SCHOOL
Cost Center Budget Report 048
Fiscal Period 12
ENDING 6/30/2018

	MONTHLY REVENUE	Y.T.D. REVENUE	Y.T.D. BUDGET	UNDER BUD. (OVER)BUD.	ANNUAL BUDGET	PERCENT COLLECTED	BALANCE TO COLLECT
EXTERNAL RESOURCES:							
ODE NUTRITION	470	10,282	11,913	1,631	11,913	86%	1,631
4 J SCHOOL DIST. FEES	6,005	80,562	79,013	(1,549)	79,013	102%	(1,549)
SPRINGFIELD SCHOOL DIST.	3,262	46,600	54,226	7,626	54,226	86%	7,626
BETHEL SCHOOL DISTRICT REVE	25,828	244,190	226,870	(17,320)	226,870	108%	(17,320)
UNITED WAY	0	265	133	(132)	133	199%	(132)
DONATIONS	833	11,833	11,833	(0)	11,833	100%	(0)
FEES FOR SERVICE	7,224	100,195	104,246	4,051	104,246	96%	4,051
SALSA SALES	0	810	0	(810)	0	0%	(810)
MISC. GRANTS/FEES	72	547	190	(357)	190	288%	(357)
Total	43,694	495,285	488,424	(6,861)	488,424	101%	(6,861)
INTRA AGENCY RESOURCES:							
Carry-Over	0	43,996	43,996	0	43,996	100%	0
Total Intra Agency	0	43,996	43,996	0	43,996	100%	0
Total Resources	43,694	539,281	532,420	(6,861)	532,420	101%	(6,861)

	MONTHLY EXPENSE	Y.T.D. EXPENSE	Y.T.D. BUDGET	UNDER BUD. (OVER)BUD.	ANNUAL BUDGET	PERCENT SPENT	BALANCE REMAINING
EXPENDITURES:							
Payroll Expense:							
Salaries-Staff	13,480	245,339	266,070	20,731	266,070	92%	20,731
Salaries-Temporary	231	10,140	14,551	4,411	14,551	70%	4,411
Performance Bonus	6,233	6,233	0	(6,233)	0	0%	(6,233)
Performance Award	0	174	0	(174)	0	0%	(174)
Total Payroll	19,944	261,886	280,621	18,735	280,621	93%	18,735
Fringe Benefits:							
Payroll Taxes-Staff	1,785	23,324	25,818	2,494	25,818	90%	2,494
Payroll Taxes-Youth	0	(375)	0	375	0	0%	375
Employee Benefits	2,857	33,417	38,991	5,574	38,991	86%	5,574
Pension Expense	866	3,797	3,303	(494)	3,303	115%	(494)
PTO Expense	(1,231)	(6,765)	(4,000)	2,765	(4,000)	169%	2,765
Total Fringe Benefits	4,277	53,399	64,112	10,713	64,112	83%	10,713
Contract Services:							
Contract Services-Firm	343	7,937	8,299	362	8,299	96%	362
Total Contract Services	343	7,937	8,299	362	8,299	96%	362
Office Expenses:							
Office Supplies	19	1,449	1,579	130	1,579	92%	130
Copying	190	2,725	2,418	(307)	2,418	113%	(307)
Telephone	291	3,637	2,966	(671)	2,966	123%	(671)
Postage and Shipping	100	1,204	830	(374)	830	145%	(374)
Dues,Membership,Publications	0	150	351	201	351	43%	201
Printing	30	154	75	(79)	75	206%	(79)
Office Equipment Expense	0	132	1,035	903	1,035	13%	903

Exhibit B

	MONTHLY EXPENSE	Y.T.D. EXPENSE	Y.T.D. BUDGET	UNDER BUD. (OVER)BUD.	ANNUAL BUDGET	PERCENT SPENT	BALANCE REMAINING
Computer Hardware Expense	0	64	50	(14)	50	128%	(14)
Software Expense	0	844	800	(44)	800	105%	(44)
Other Office Expense	0	16	0	(16)	0	0%	(16)
Total Office Expenses	631	10,375	10,104	(271)	10,104	103%	(271)
Operations:							
Taxes & Fees	0	1,950	2,314	364	2,314	84%	364
Insurance	23	285	293	8	293	97%	8
Meeting Expense	207	652	436	(216)	436	149%	(216)
Staff Recruiting	15	382	225	(157)	225	170%	(157)
Program Equipment Exp.	21	22	50	28	50	45%	28
Advertising	0	204	204	(0)	204	100%	(0)
Total Operations	266	3,495	3,522	27	3,522	99%	27
Facilities & Equipment:							
Rent	6,362	75,763	65,296	(10,467)	65,296	116%	(10,467)
Utilities	695	9,205	9,417	212	9,417	98%	212
Repairs & Maintenance	0	945	1,569	624	1,569	60%	624
Household/Program Supplies	347	3,004	2,607	(397)	2,607	115%	(397)
Total Facilities	7,404	88,916	78,889	(10,027)	78,889	113%	(10,027)
Travel and Education:							
Education and Training	0	72	165	93	165	44%	93
Business Travel	17	278	218	(60)	218	128%	(60)
Total Travel & Education	17	350	383	33	383	92%	33
Client Services:							
Food	382	7,084	8,953	1,869	8,953	79%	1,869
Transportation	(85)	(411)	136	547	136	-302%	547
Clothing	16	59	75	16	75	78%	16
Incentives, Allowances	194	2,738	2,704	(34)	2,704	101%	(34)
School Fees	0	696	395	(301)	395	176%	(301)
Instructional Materials	72	2,524	2,294	(230)	2,294	110%	(230)
Misc. Client Services	(14)	1,094	236	(858)	236	464%	(858)
Total Client Services	565	13,784	14,793	1,009	14,793	93%	1,009
Miscellaneous:							
Indirect Charge	3,414	50,933	51,839	906	51,839	98%	906
Total Misc.	3,414	50,933	51,839	906	51,839	98%	906
Capital Expenditures:							
Depreciation	173	2,088	2,124	36	2,124	98%	36
Total Capital Expenditures	173	2,088	2,124	36	2,124	98%	36
Total Expense	37,034	493,164	514,686	21,522	514,686	96%	21,522
Net Resources	6,660	46,117	17,734	(28,383)	17,734		(28,383)
Less Carry-Over	0	(43,996)	(43,996)	(0)	(43,996)		(0)
Net Income (Loss)	6,660	2,121	(26,262)	(28,383)	(26,262)		(28,383)

Riverfront School and Career Center

School Improvement Plan 2018-2019

Riverfront has developed and implemented a comprehensive School Improvement Plan (SIP) that is reviewed and revised on an ongoing basis. The results of school improvement are identified, documented, and used to improve student performance. Goals targeted for student improvement include the following:

Goal Statement – To achieve a minimum of 50% graduation rate

Goal Statement – To achieve 55% of students meeting essential skills in reading

Goal Statement – To achieve 55% of students meeting essential skills in writing

Goal Statement – To achieve 55% of students meeting essential skills in math

Goal Statement - To improve science scores by 15% as measured by science pre-and post-tests and achieve a minimum 80% of students going from a failing grade to a passing grade in science as measured by pre- and post-tests administered by the classroom teacher.

Goal Statement - To improve math scores by 15% as measured by math pre-and post-tests and achieve a minimum 80% of students going from a failing grade to a passing grade in math as measured by pre- and post-tests administered by the classroom teacher.

Riverfront staff use the Professional Learning Community (PLC) model to collaboratively set student achievement goals, measure progress using data, and make corrections where progress has stalled. Each teacher is expected to analyze their students' outcomes and design interventions for improvement. To further school improvement, staff participate in a variety of in-service training sessions including: writing and math across the curriculum, integration of media resources in the classroom, and cresting a positive school culture conducive to learning, to name a few.

Exhibit C

Looking Glass Riverfront School and Career Center

Mission Statement

The mission of the Looking Glass Riverfront School and Career Center is to provide youth with a safe and respectful environment in which they are empowered with the knowledge and skills necessary for success in life.

Beliefs

Youth thrive in an environment where everyone feels safe, respected, valued, listened to and recognized for positive behavior.

Youth participation increases when they are involved in developing their own plan for services.

Their ability to succeed increases when youth develop a consistent relationship with a positive role model.

Experiential work-based activities can be effective in preparing youth to enter the labor force.

Youth learn responsibility when they are held accountable for their actions and are recognized for their achievements.

Youth are empowered through opportunities to make safe, respectful, and responsible choices.

Personal issues including drug and alcohol involvement, mental health, physical needs, and parenting skills must be addressed in order for youth to achieve their full potential.

Providing a variety of opportunities for academic success helps youth remain committed to their education.

Retention of what has been learned increases when youth are provided opportunities to apply their knowledge.

Their ability to succeed increases when youth are provided clear and consistent expectations.

Academic success increases in smaller classes with individualized instruction that considers a youth's learning style and culture.

By increasing cultural awareness, youth learn to accept those who are different than themselves, and to respect diversity.

Youth are more likely to become self-sufficient when they have a consistent support system and access to stable housing, education, employment, and health care.

Youth develop a connection to their community and explore their interests through volunteer opportunities, partnerships, and participating in local events.

Referring youth to appropriate community services outside the scope of Riverfront assists youth to reach their goals.

Restorative Justice helps youth understand harm that has been caused, holds them accountable, and helps build relationships.

Updated 1/19

Exhibit D

Riverfront School and Career Center Cultural Awareness Plan

OVERALL GOAL: To Become a More Culturally Aware Program

OBJECTIVES:

1. To hire, train and operate as a staff team that has the knowledge and skills to provide culturally competent services to diverse populations.

2. To create a climate of tolerance and respect for persons of all races, color, religion, national origin, ethnicity, sexual orientation, gender, age, and abilities. To establish an atmosphere and environment at Riverfront School and Career Center where diversity is honored and respected.

3. To educate all youth about issues related to values, culture and diversity. To help youth explore how their behaviors reflect their values and the benefits of knowing what their values are and how they are formed. To teach youth how values can be a tool for making responsible decisions.

4. To give youth opportunities to learn more about their own culture and to learn about cultures that are different from their own.

OBJECTIVE 1:   To hire and train and operate as a staff team that has the knowledge and skills to provide culturally competent services.

Actions:

1. A Riverfront staff will serve as program representative and will regularly attend agency Cultural Awareness and Equity Committee meetings.

2. The quarterly PQI Committee will review progress on the implementation of the program Cultural Awareness plan. This information will be reported quarterly to the agency PQI Committee.

3. Job Descriptions will include cultural sensitivity as a qualification and applications will be screened for diversity and cultural awareness.

4. The interview process will involve question(s) to assess candidates' experience with youth from diverse backgrounds.

5. Program expectations for respect will be included in the program new hire orientation.

6. Supervisors will coordinate trainings in cultural awareness for staff.

Exhibit E

7. The program and agency will evaluate our efforts in delivering culturally aware services by administering semi-annual surveys to both youth and staff.

8. Staff will receive annual Performance Reviews that include evaluation of their knowledge in Cultural Awareness and their ability to work effectively with diverse populations.

9. The results of youth and staff surveys will be evaluated and reviewed by the agency Cultural Awareness and Equity Committee, PQI Committee, and by staff.

OBJECTIVE 2: To create a climate of tolerance and respect for persons of all races, color, religion, national origin, ethnicity, sexual orientation, gender, age, and abilities. To establish an atmosphere and environment at Riverfront School and Career Center where diversity is honored and respected.

Actions:

1. Riverfront staff will consistently role model values that Looking Glass is dedicated to in all their work-related interactions with youth and their families. These values include:
   - Providing quality services to all of our clients regardless of their age, sex, race, color, religion, national origin, ethnicity, gender, sexual orientation, mental or physical disabilities, or ability to pay.
   - Showing sensitivity and caring
   - Being accountable and responsive
   - Pursuing professional excellence

2. Staff will strive to maintain an emotionally and physically safe environment for youth, staff, and community members.

3. The program expectations of respect will be discussed at orientation. Youth will be informed of possible outcomes for disrespectful or abusive behavior towards others.

4. The Riverfront staff will plan and implement activities that teach and encourage cultural awareness and respect for diversity.

5. Riverfront will strive to provide meals that integrate foods from different cultures. If staff members or students have recipes from their culture the Culinary Arts instructor will try to incorporate these into the menu when possible.

6. Whenever possible, Riverfront will offer classes in ethnic studies or specific cultures to foster cultural awareness and respect for differences.

7. Riverfront staff will evaluate the décor of the program annually to assess that the program reflects and affirms the cultural backgrounds of youth that we serve.

OBJECTIVE 3: To give youth opportunities to learn more about their culture and to learn about cultures that are different from their own.

<u>Actions:</u>

1. Riverfront will encourage students and staff to participate in activities in the community which introduce them to other cultures. These may include:

   - Concerts, Plays, Dance/Ballet performances in the community.
   - Speakers, films, slide shows discussing various topics related to diversity and culture.
   - Local cultural events such as: Pow-wows, The Asian Celebration, Fiesta Latina, The Eugene Celebration, The Scandinavian Festival, The Art in the Vineyard, Black History Month events, Dia de los Muertos, and others.
   - Sporting events at the University of Oregon
   - Art gallery tours.
   - Martial Arts competitions or exhibitions.

2. Riverfront staff will role model honoring and celebrating culture and diversity in their interactions with youth and by engaging youth in discussions about values and culture.

A.P.

February

Class	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1 Algebra	-	-	-	-	-	-	L	-	-	-	A L	A	T	T	-	-	-	-	T	L	P	-	-	-
2 Algebra	-	-	-	-	-	-	P	-	-	-	T	A	P	P	-	-	-	-	P	T	T	-	-	-
3 Global Studies	-	-	-	P	T	P	P	-	-	-	P	A	A BH	P	-	-	-	-	P	P	A LE	-	-	-
4 Global Studies	-	-	-	P	P	P	P	-	-	-	P	A	T	T	-	-	-	-	P	P	A	-	-	-
5 Algebra	-	-	-	P	P	P	T	-	-	-	A LE	A	P	P	-	-	-	-	T	A	A	-	-	-
6 Algebra	-	-	-	P	P	A	P	-	-	-	T	A	P	T	-	-	-	-	P	A	A	-	-	-
7 LA Growth Mind Set	-	-	-	P	P	A	A LE	-	-	-	P	A	T	P	-	-	-	-	P	A	A	-	-	-
8 Senior Prep	-	-	-	A LE	A	A	A	-	-	-	P	A	P	P	-	-	-	-	P	A	A	-	-	-
Friday 1	-	-	-	-	-	-	-	A	-	-	-	-	-	-	P	-	-	-	-	-	-	L	-	-
Friday 2	-	-	-	-	-	-	-	A	-	-	-	-	-	-	P	-	-	-	-	-	-	P	-	-
Friday 3	-	-	-	-	-	-	-	A	-	-	-	-	-	-	A BH	-	-	-	-	-	-	P	-	-
Friday 4	-	-	-	-	-	-	-	A	-	-	-	-	-	-	P	-	-	-	-	-	-	P	-	-

Exhibit F

March

Class	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
1 Algebra	-	-	-	L	-	-	-	-	-	-	-	-	-	-	-
2 Algebra	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
3 Global Studies	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
4 Global Studies	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
5 Algebra	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
6 Algebra	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
7 LA Growth Mind Set	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-
8 Senior Prep	-	-	-	T	-	-	-	-	-	-	-	-	-	-	-
Friday 1	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friday 2	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friday 3	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Friday 4	A	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Riverfront School Career Center
2017 - 2018 Program Profile - School

Total Served: 117

Males: 69   **Females:** 47   **Non Report:** 1

Ethnicity:

White (non-Hispanic)	89	
Hispanic or Latino	8	
Asian	1	
Am Indian/Alaskan Native	2	15 - 12
Black or African Am.	1	16 – 33
Multi-racial	15	17 - 25
Hawaiian Native/Pac Is.	1	18 - 25
No response	0	19 - 10
		20 - 4
		21 – 0
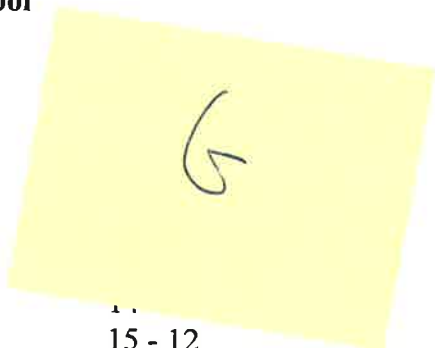
Rural: 24 (20%)
Minority: 28 (24%)

Juvenile Offenders: 18
Free Lunch Eligible: 78 (67%)
Culinary Arts: 21
Lane-Metro Youth Corps: 23

Disabled: 52 (44%)
Substance Abuse: 11
Physical: 0
Mental Health: 52

IEP: 48 (41%)
(Individualized Education Plan)

Teen Parent: 2
Homeless: 2

Left Program: 63
Graduates 15
Attendance 29 (46% of those who left)
Behavior 10
Returned to High School 5
Moved 2
Treatment 1
Pregnancy 0
Medical 1

Family Status:
2-biological parents 24
Single parent 59
Lives independently 4
Other family member 17
Ward of the court 8
Step-family 5

Student Referrals by District

4-J	22	Junction City	3	Fern Ridge	4	Stepping Stone	1
Bethel	62	South Lane	0	Pleasant Hill	13	Center Point	1
Marcola	0	Springfield	7	Creswell	4		

Middle School: 8

3 graduates

Exhibit G

THIS AGREEMENT is between the PLEASANT HILL SCHOOL DISTRICT, hereinafter referred to as District, and LOOKING GLASS RIVERFRONT SCHOOL, hereinafter referred to as Looking Glass.

WHEREAS the District desires to contract for educational services to meet the learning needs of District resident students who are not currently attending school, but who are enrolled in the Looking Glass Riverfront School and Career Center, in order to comply with State requirements to provide alternative education programs in certain circumstances (ORS 339.240 (6) and ORS 339.620),

WHEREAS Looking Glass will provide these educational services under the terms and conditions set out herein, and

WHEREAS it is the purpose of this agreement to formalize understanding and process through which the District and Looking Glass will provide alternative services to non-attending students who are in need of such services.

NOW THEREFORE it is hereby understood and agreed as follows:

1. Looking Glass will provide educational services for District students who are not currently enrolled in school, but are enrolled in the Looking Glass Riverfront School and Career Center on a space available basis, that is Looking Glass shall determine the number of students to be admitted to the program based upon space available as determined by Looking Glass.

2. Looking Glass will provide case management services (not limited to student contact), counted as large group instruction and contribute up to ten percent of equivalent ADM in accordance with OAR 581-023-0006.

3. Looking Glass reserves the right to make all final decisions concerning acceptance of students in the program.

4. The Looking Glass Riverfront School and Career Center will be registered with the Oregon Department of Education.

5. The Looking Glass Riverfront School and Career Center will be registered with the Oregon Department of Education as an approved Special Education site.

6. The Looking Glass Riverfront School and Career Center will provide all the services per ORS336.640(1)(b) and (d) to pregnant and parenting teens, and will bill at an additional 1.0 times the ADM per ORS336.640(4).

7. a) The District will pay Looking Glass upon billing, the actual cost per student, or an amount at least equivalent to 80% of the District's estimated current year average per pupil net operating expenditure (currently $6236), whichever is less in accordance with ORS 339.620. Looking

Exhibit H

Glass will bill the district quarterly based on average daily membership (ADM) as reported to the Oregon Department of Education.

    b) If the student's IEP needs exceed the usual level of services, an amount up to 120% of the amount in 7(a) may be paid on a case-by-case basis if the services as mutually agreed upon by the District and the Provider are being rendered by the Provider. (Estimated for 2018-19 to be $9354, 120% of $7795 = $9354).
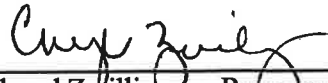
8. The Provider shall comply with the Oregon Educational Reform Act by implementing all statewide testing and required work samples for eligible students. There is a shared responsibility between the Provider and the District for identifying students eligible for testing and retesting. The District and the Provider will identify contact persons to coordinate testing procedures (ORS329.485).

9. The terms of this agreement shall be from the 1st day of July, 2018 to the 30th day of June 2019. The term of this agreement may be extended as mutually agreed upon between the parties in writing.

10. The parties agree that the terms of this agreement may be amended as mutually agreed upon between the parties in writing.

11. The parties acknowledge that no relationship is established by this contract beyond the scope of those rights and obligations specified herein. The District is not responsible for the acts of Looking Glass and assumes no specific responsibility to Looking Glass except for those specified under the terms of this agreement.

12. The District and Looking Glass shall indemnify, defend and hold harmless the other from all suits or actions of every nature and description brought forth on account of any damage, injury (including death), or loss which may have been caused or may have resulted from the other's performance of this agreement.

13. If suit or action is brought for the purpose of enforcing the terms of this agreement, the prevailing party in such suit or action shall be entitled to attorney's fees and costs in said suit or action at trial or upon appeal.

14. At the time of referral, the District shall be responsible for informing Providers in writing of a student's at-risk status (discipline, suspension or expulsion for misconduct) as defined in ORS 339.250, ORS 339.240, ORS 339.250, & 339.260/OAR 581-021-0055, OAR 581-021-0065, OAR 581-021-0070.

PLEASANT HILL SCHOOL DISTRICT #1
Lane County, Oregon
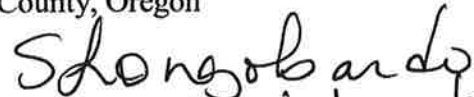
By: _____
Scott Linenberger, Superintendent

Date: _____22Aug18_____

Looking Glass Community Services
Lane County, Oregon

By: _____
Cheryl Zwillinger – Program Director

Date: _____9-4-18_____

PLEASANT HILL SCHOOL DISTRICT #1
Lane County, Oregon

By: ~~Cindy Smith~~ Sheri Longobardo

Date: 8/21/18

c:\contract\pleasanthill

Looking Glass Riverfront School College and Career Plan

Student Personal Information

Name_____ Date Enrolled_____ District_____

Main Teacher_____ Graduation Year_____

Academic Goals

Smarter Balanced_____

Writing Sample_____ Reading Sample_____ Math Sample_____

Work Keys/NCRC_____Reading_____Math_____Info.____Bronze Silver Gold Platinum

College Choices_____ _____ _____

Career Goals

Career Interests_____ _____ _____

Career Fair_____ Guest Speakers_____ Business Tour_____

College Tour_____ Work Readiness_____ CIS_____

Resume_____ Mock Interview_____ Application_____

Cover Letter_____

School/Community Activities

LMYC_____ Culinary Arts_____ Job_____

Health Occupations_____ Volunteer/Work Exp._____

Post-Secondary Planning

LCC Placement Testing_____ I-Match_____ FAFSA_____

Certifications

Food Handler's Card_____ CPR_____ First Aid_____

Other_____

CRLS & Senior Project

CRLS 1_____CRLS 2_____CRLS 3_____Senior Project_____

Senior Project Proposal_____ Senior Project Reflection_____

Grants_____Scholarships_____

Revised: 12/6/2016

Exhibit I

Looking Glass
Community Services

Riverfront School & Career Center

Looking Glass Programs

Counseling Services
Counseling Program
Crisis Response Program

Runaway & Homeless Services
Station 7 Program
New Roads Program
Rural Program

Education & Vocational Services
Riverfront School & Career Center
Center Point School
New Roads School

Residential Services
Pathways Boys Program
Pathways Girls Program
Kyanite Program
Stepping Stone Program
Parole Revocation Diversion Program

July 20, 2019

Dear Parent/Guardian,

Enclosed are the results of your son/daughter's Smarter Balanced Assessments from the 2018-2019 school-year.

A key component of Oregon's Education Reform Act is to measure student's progress toward achievement standards at various grade levels. These standards define what students are expected to know and be able to do in mathematics, science, reading and writing at the different grade levels.

A student must earn the following minimum score to demonstrate they meet the standard.

Passing	Rose's Scores
English/Language Arts 2583	2726
Math 2543	2398
Reading 2515	2744
Science 240	238

As a condition of our contract with school districts, Riverfront School is required to administer the Smarter Balanced Assessments. Results on the assessments will not affect your son/daughter's academic standing in our school. Students with an expected graduation date of 2018 must meet the minimum standard in reading, math and writing to graduate. Seniors may take the Work Keys assessments in math and reading, and complete two writing samples if they have not passed the Smarter Balanced Assessment.

If you have further questions about the Assessments, or your child's results, please give me a call.

Sincerely,

Cheryl E. Zwillinger
Program Director

A United Way Agency

Riverfront School &
Career Center
1666 West 12th Ave.
Eugene, OR 97402
Phone: (541) 302-2554
Fax: (541) 302-3767

Exhibit J

Report of the
External Review Team
for
Riverfront School and Career Center

1666 W 12th Ave
Eugene
OR 97402-3716
US

Ms. Cheryl Zwillinger

Date: May 4, 2017 - May 5, 2017

AdvancED

Table of Contents

This report is pending final approval by the AdvancED Accreditation Commission.

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

In preparation for the external review scheduled for May 4, 2017, the Lead Evaluator (LE) first contacted Riverfront School and Career Center on June, 21, 2016, to confirm the dates of review and establish a productive working relationship. The first on-site visit was made on August 26, 2016, during which the LE and members of school leadership discussed specifics of completing stakeholder surveys and other required documentation. Additional guidelines and planning tools were supplied. A second on-site check-in meeting was conducted on January 4, 2017, to answer questions and review materials already in development. Frequent email communication continued between the LE and the Riverfront School Director prior to the review visit.

The three-member External Review Team was supplied with all necessary documents prior to the review date and an individual on-line meeting was conducted with each team member after which clarifying materials were forwarded for his/her review. Each team member completed all necessary certifications and had ample opportunity to review his/her assigned standard(s) and supportive materials. The External Review Team arrived well prepared to conduct a thorough and comprehensive review on May 4-5, 2017. The Lead Evaluator delivered an Exit PowerPoint to the School Director and members of the leadership team on the second day of the review.

Preparation for the external review was a shared responsibility among the leadership team and staff of Riverfront School. Due to the nature of the school population, parent surveys presented a significant challenge and the school took extraordinary steps to meet minimum requirements for survey completion numbers. The report represented honest, reflective, and well-evidenced materials that illustrated the thoughtful approach given to its completion.

The school leadership organized a full and efficient schedule for the Review Team, provided evidence in support of the standards, and began the day with a brief overview of the school's history, management structure, and relationship with the Looking Glass Community Services organization.

The team wants to thank the Riverfront school community for making the day an enjoyable, productive one, and for all they did to assist the team in the completion of their work.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Administrators	1
Instructional Staff	6
Support Staff	1
Students	27
Parents/Community/Business Leaders	5
Total	**40**

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.33	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.33	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.00	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.00	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	4.00	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	2.00	2.71
3.11	All staff members participate in a continuous program of professional learning.	2.33	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.33	2.63

Standard 5 - Using Results for Continuous Improvement

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

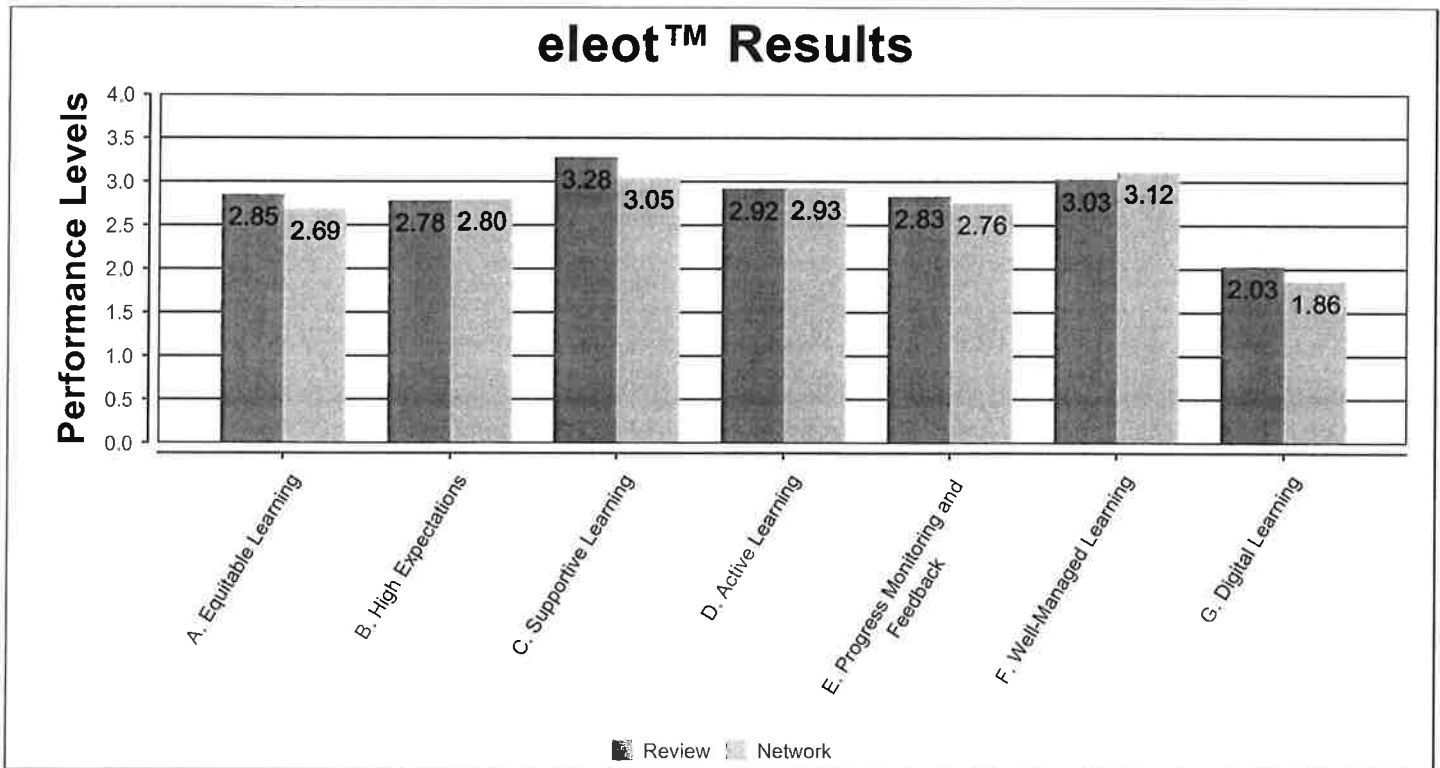| Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	2.00	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	2.33	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.00	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	2.00	2.68

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.11
Test Administration	3.00	3.46
Equity of Learning	3.00	2.75
Quality of Learning	3.00	2.93

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.

eleot™ Results

Environment	Review	Network
A. Equitable Learning	2.85	2.69
B. High Expectations	2.78	2.80
C. Supportive Learning	3.28	3.05
D. Active Learning	2.92	2.93
E. Progress Monitoring and Feedback	2.83	2.76
F. Well-Managed Learning	3.03	3.12
G. Digital Learning	2.03	1.86

The External Review Team completed 12 classroom observations including at least one observation of every Riverfront classroom instructor in every core academic subject area. As indicated above, the highest rating observed was in the area of "Supportive Learning Environment" with a rating well above network averages; the lowest Riverfront eleot result was in "Digital Learning Environment" with a rating still above the network average. "Well-Managed Learning Environment" showed the most significant below-average rating.

The small enrollment allows for small class sizes in which every student has consistent access to the teacher, has multiple opportunities to ask questions for clarification, and can participate frequently in class activities. Predominately, in classes observed students were reading aloud from texts with regular pauses to check for understanding. Students were consistently and frequently encouraged to engage and attend to the topic at hand. Students and teachers were patient with hesitant students who, without fear of negative reaction, volunteered to take their turn to read aloud. These are attributes of a supportive learning environment and illustrative of how classes are conducted to accommodate the wide range of learning styles and personal and academic learning challenges.

A significant amount of observed class time was spent in gentle prompting concerning student behavior. Students at the school enroll at Riverfront because their home schools recognized that the traditional high school setting was not providing these students with the best learning environment to succeed. It is a large part of the school's mission to help students develop self-regulating behaviors that will help them succeed in school, work, and life ahead. Instruction is consistent in developing these skills necessary to gain knowledge and demonstrate/use learning.

The posting of learning targets, availability of exemplars, and collaborative work outside of group discussions were not observed with the exception of hands-on classes such as culinary arts and crew. Students were highly engaged and saw meaning/relevance for their learning in these classes in which they were busy producing work that was consistently evaluated for progress, where examples were given of goals of accomplishment, and when knowledge/skills were applied. Behavior issues were less evident, respect was given and earned, and students were engaged and motivated. Students shared their enthusiasm for this type of learning.

This classroom observation data relating to teaching effectiveness and observed impact on student engagement should assist the Riverfront staff in analyzing current practices relating to learning environments in all classes. This information can identify areas central to student learning where improvement can be made and focus areas for professional skill building. Recognizing the areas in which effective learning is taking place, identifying methods that produce these learning outcomes, and purposefully seeking ways to incorporate these practices in all classes/courses can positively affect professional and student success.

eleot™ Data Summary

A. Equitable Learning				%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.67	Has differentiated learning opportunities and activities that meet her/his needs	25.00%	33.33%	25.00%	16.67%
2.	3.50	Has equal access to classroom discussions, activities, resources, technology, and support	50.00%	50.00%	0.00%	0.00%
3.	3.33	Knows that rules and consequences are fair, clear, and consistently applied	50.00%	33.33%	16.67%	0.00%
4.	1.92	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	25.00%	0.00%	16.67%	58.33%

Overall rating on a 4 point scale: 2.85

B. High Expectations				%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.17	Knows and strives to meet the high expectations established by the teacher	25.00%	66.67%	8.33%	0.00%
2.	3.00	Is tasked with activities and learning that are challenging but attainable	16.67%	75.00%	0.00%	8.33%
3.	2.50	Is provided exemplars of high quality work	16.67%	41.67%	16.67%	25.00%
4.	2.67	Is engaged in rigorous coursework, discussions, and/or tasks	16.67%	50.00%	16.67%	16.67%
5.	2.58	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	16.67%	50.00%	8.33%	25.00%

Overall rating on a 4 point scale: 2.78

C. Supportive Learning

Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.25	Demonstrates or expresses that learning experiences are positive	33.33%	58.33%	8.33%	0.00%
2.	3.50	Demonstrates positive attitude about the classroom and learning	50.00%	50.00%	0.00%	0.00%
3.	3.00	Takes risks in learning (without fear of negative feedback)	16.67%	66.67%	16.67%	0.00%
4.	3.50	Is provided support and assistance to understand content and accomplish tasks	50.00%	50.00%	0.00%	0.00%
5.	3.17	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	33.33%	50.00%	16.67%	0.00%

Overall rating on a 4 point scale: 3.28

D. Active Learning

Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.08	Has several opportunities to engage in discussions with teacher and other students	41.67%	33.33%	16.67%	8.33%
2.	2.50	Makes connections from content to real-life experiences	33.33%	16.67%	16.67%	33.33%
3.	3.17	Is actively engaged in the learning activities	25.00%	66.67%	8.33%	0.00%

Overall rating on a 4 point scale: 2.92

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.83	Is asked and/or quizzed about individual progress/learning	33.33%	25.00%	33.33%	8.33%
2.	3.08	Responds to teacher feedback to improve understanding	33.33%	41.67%	25.00%	0.00%
3.	3.25	Demonstrates or verbalizes understanding of the lesson/content	25.00%	75.00%	0.00%	0.00%
4.	2.42	Understands how her/his work is assessed	25.00%	33.33%	0.00%	41.67%
5.	2.58	Has opportunities to revise/improve work based on feedback	41.67%	16.67%	0.00%	41.67%

Overall rating on a 4 point scale: 2.83

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.58	Speaks and interacts respectfully with teacher(s) and peers	75.00%	16.67%	0.00%	8.33%
2.	3.33	Follows classroom rules and works well with others	58.33%	25.00%	8.33%	8.33%
3.	2.58	Transitions smoothly and efficiently to activities	25.00%	33.33%	16.67%	25.00%
4.	2.08	Collaborates with other students during student-centered activities	25.00%	8.33%	16.67%	50.00%
5.	3.58	Knows classroom routines, behavioral expectations and consequences	58.33%	41.67%	0.00%	0.00%

Overall rating on a 4 point scale: 3.03

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G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.08	Uses digital tools/technology to gather, evaluate, and/or use information for learning	25.00%	8.33%	16.67%	50.00%
2.	1.92	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	25.00%	0.00%	16.67%	58.33%
3.	2.08	Uses digital tools/technology to communicate and work collaboratively for learning	8.33%	33.33%	16.67%	41.67%
Overall rating on a 4 point scale: 2.03						

Findings

Improvement Priority

Train staff and implement teaching practices that inform students of daily learning expectations and their continual progress in reaching those learning goals.
(Indicator 3.6)

Primary Indicator

Indicator 3.6

Evidence and Rationale

Classroom observations revealed that the day's topic for the class was posted in almost every classroom. Students were informed of the topic to be covered, but there was an absence of learning goals and exemplars given to indicate to students what their learning should include. As classes ended, it was observed that students were not informed/reminded of what their "take away understanding" should be. Interviewed students could not verbalize what the point of the lesson was, what they should remember from the lesson, or how their knowledge/retention/application of the information might be assessed. In interviews with staff members they primarily spoke of the outcomes and success of the class in terms of student behaviors rather than if student-learning expectations had been met. Although almost every Riverfront student has some form of a learning modification plan in place, classes observed did not reveal any material/lesson/delivery differentiation. Giving clear learning goals for the day helps students focus on what is important for them to know and how that knowledge would be assessed, as well as the impact it might have on their future personal success.

Opportunity For Improvement

Develop and institute methods and standards of measurement for assessing student performance, and

communicate the achievement of student and school improvement goals to stakeholders.
(Indicator 5.1, Indicator 5.5, SP1. Assessment Quality)

Primary Indicator
Indicator 5.1

Evidence and Rationale
At Riverfront virtually every student has an individual plan in place based on educational challenges.
Modifications are described in terms of what cannot be done, but there was little indication of what positive
learning expectations are in place. Professional development activities, although extensive, appear lacking in
training in student assessment methods, data tracking and interpretation, and appropriate modifications
emphasizing expectations rather than limitations. Instructors indicated that there were no agreements in place
about assessment standards and reporting to students. Building staff agreements on appropriate assessments
and levels of achievement would help teachers perform their jobs and assess the effectiveness of their own
teaching while identifying curriculum revisions indicated. Development of the proposed school website through
which parents and students could access timely student academic progress information would greatly assist in
keeping them informed of achievement data. Knowing the level at which a student is currently performing can
generate confidence and pride in accomplishment, increase motivation, and positively influence goal setting.

Powerful Practice
Every Riverfront school student is well known and personally supported by a number of caring staff members
daily.
(Indicator 3.9)

Primary Indicator
Indicator 3.9

Evidence and Rationale
A the time of enrollment, the director takes care to assure each student and family that she takes a personal
interest in that student's success.   Each student is assigned to a Main Teacher who, if possible, remains in the
role as the primary adult contact for the student's time at Riverfront. Every instructor serves as a Main Teacher
for 5-10 students. The Main Teacher is made aware of all pertinent information concerning each particular
student's personal and academic challenges, and communicates with families regularly concerning
attendance, behavior issues, and student successes. Because the school is small, most staff members
encounter each student in some way every day. Success of the Positive Behavior Interventions and Supports
(PBIS) program, Restorative Justice Program, and Weekly Star Student and Student of the Month programs
are shared responsibilities among the staff. Staff members sit with students at lunch. There is an obvious
camaraderie among students and staff, and this personal relationship-building helps students learn how to
treat each other respectfully and interact socially. The only affirmations some students hear are at Riverfront,
and many are motivated to succeed due to their respect for the adults at the school.   Such personal interest by
the staff is vital to student success in this school community and is one of the hallmarks of the program upon
which students and families rely.

Powerful Practice

Riverfront School and Career Center is one of eleven components of the Looking Glass Agency which offers extensive support services dedicated to assisting children and families build a better future for themselves. (Indicator 3.12, Indicator 4.6, Indicator 4.7)

Primary Indicator

Indicator 3.12

Evidence and Rationale

The Looking Glass Agency offers services ranging from prevention to treatment including services in a variety of counseling areas, assistance in accessing health services, support for the runaway and homeless population, educational and vocational programs, and residential services. All of these services are available to Riverfront School students as well as IEP monitoring through the eight districts with whom the school contracts. In addition, Riverfront operates specific programs for its students in job training/placement and independent living skill building. If there is a need, there is an agency within the Looking Glass Agency that can help. This extensive level of commitment to meeting needs is vital in giving every Riverfront student the support and opportunity to overcome challenges for their future success.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards 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 enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

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

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	2.00	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.33	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.52

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.95
2.2	The governing body operates responsibly and functions effectively.	3.00	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	3.67	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	2.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.00	2.71

Stakeholder Feedback Diagnostic

This report is pending final approval by the AdvancED Accreditation Commission.

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	2.00	3.08

Findings

Improvement Priority
Formalize a regular schedule and complete a yearly review of foundational documents conducted by a representative group of all stakeholder groups and communicate the outcomes.
(Indicator 1.1, Indicator 2.5, SF1. Questionnaire Administration)

Primary Indicator
Indicator 1.1

Evidence and Rationale
The mission statement of Riverfront School has served the school well in gaining community support, fundraising efforts, and winning grant fund backing. School leadership verifies that presentation of the mission statement/school purpose is part of the staff hiring process and beginning of the year activities. The statements appear in the student handbook. There is no regular or systematic review/revision process of these foundational documents in place. An ever-changing student enrollment and high turnover in the teaching staff make it more important to regularly review the mission and vision statements to assure that these guiding principles continue to represent the shifting demands of a changing student population, and remain effective objectives for the school. Representative involvement of all stakeholder groups will provide an opportunity for a variety of perspectives to be considered. Communication of the outcomes and the assurance that the "voice" of each group was heard will assure the population at-large that the mission of the school meets the needs and expectations of the entire Riverfront community. Once these global statements are established, the foundation exists upon which to build action plans to fulfill the mission of the school to impact student success and their readiness for the future.

Improvement Priority

Utilize professional development time regularly to focus on instructional practices and develop agreements on teaching and learning goals and strategies upon which to base evaluation of student performance, teaching effectiveness, and specific program value.
(Indicator 1.2, Indicator 3.10)

Primary Indicator
Indicator 1.2

Evidence and Rationale
The school schedule and contractual obligations of the staff include structured professional development time each Friday. The closeness of this small school community allows multiple times daily for staff to have conversations about individual student progress. Leadership and teachers agree that the primary focus of these informal meetings, as well as the focus for Friday professional development time, concerns student behavior management and staff safety training. In general, every Riverfront School student has his/her own behavioral issues that impact learning. Staff turnover is high as many new teachers are drawn to the school to gain experience in order to move to higher paying positions elsewhere. These facts contribute to the importance of using the professional development time to increase teacher effectiveness, build skills beyond those centering on behavior management, develop agreements and shared commitments based on the school mission to meet student academic needs, lesson development, and assessment methods. The deeply caring and supportive staff could find that the skills presented in these types of professional development activities would be effective in increasing student engagement and be professionally gratifying. Both of these outcomes might contribute to an increase in student academic success and classroom effectiveness, as well as lowering staff turnover by increasing professional satisfaction.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.00	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	4.00	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	4.00	2.75

Findings

Powerful Practice

Riverfront provides a safe, well equipped, and pleasant learning environment in which students and staff can learn and grow.

(Indicator 4.3)

Primary Indicator

Indicator 4.3

Evidence and Rationale

Riverfront School enjoys the support of the larger Looking Glass organization in fundraising, grant writing, budget management, program development, and maintenance of the building and grounds. The school operates with fiscal responsibility and has a long history of presenting well-developed requests and program advocacy to the parent organization which seeks to meet student needs. The respect between the larger organization and the school is mutual, and Riverfront has shown, throughout the years, that it manages and maintains the facility and equipment with care.

The BEAST program was instituted school-wide and posters outlining the program's codes cannot be missed: Be ready to learn, Expect respect, Act safely, Show responsibility, Take pride. Students are consistently encouraged to take these directives seriously. Students act respectfully in the lunchroom, the classrooms, and the hallways leaving the areas orderly, and they encourage each other when lapses occur. It is clear that this vital part of learning to take responsibility has had impact on the pride and care students take in their school home. Such pride in the maintenance of their environment can influence personal and professional satisfaction, encourage organizational skills, and develop an appreciation of a well-kept environment.

Conclusion

Riverfront School and Career Center is one of the eleven programs operated by Looking Glass Community Services whose overarching mission is to "build a better future for children, youth, adults, and families by helping them navigate the challenges of childhood, adolescence and adulthood." The Riverfront School began as an adolescent career center. In working with young people who were seeking to gain foundational personal and employment skills and find viable work it became evident that traditional schooling opportunities were not meeting the needs of these young people, most of whom had dropped out of school and were seeking some way to develop a realistic plan and attain of the necessary skills to look to a productive future. Most were facing personal challenges that were being served by other services at Looking Glass, yet still needed academic skills and proof of basic education attainment to get into entry level jobs, into skills training, and/or avail themselves of further educational opportunities. Thus, the career center expanded into Riverfront School and Career Center with the mission "to guide and support youth in developing the knowledge, responsibility, and social skills necessary for productive citizenship." Accredited since 1993, the now middle and high school program contracts with eight school districts and serves students from grades 6-12. Students can now attain a high school diploma or prepare and complete a GED, gain experience in several workforce partnerships, and continue after graduation to develop independent life skills and access employment assistance. Students can enroll after they have acquired release from their home school district where they have proven that their specific challenges could be best served at Riverfront. Each Riverfront student has a unique situation that presents a challenge to success.

Riverfront offers an exceptionally caring and supportive learning environment. With the availability of the other Looking Glass services, students have access to a broad range of support for multiple challenges. The Riverfront facility in total is funded by partial district ADA, grants, and support from the Looking Glass agency. The school is adequately equipped and provides a well-maintained and pleasant learning environment. Parents speak with gratitude for the opportunities offered at Riverfront for their child(s), and members of the community at large feel fortunate that such a program exists to support youth in the area. Referring schools are grateful that the Riverfront school offers an alternative to students they cannot best serve and make special education specialists and ESD services available to the school.

Pride in the accomplishments and successes of graduating students is obviously shared by the Riverfront staff who each make a personal investment in each student in their care. Those staffers who have years at the school are deeply committed to the Riverfront community and give generously of themselves on a daily basis. The students generally find this type of personal investment by the adults at Riverfront to be a powerful influence in their lives and use that as motivation to do well.

Enrollment is rolling and ever changing which means that consistency in day-to-day programs is a challenge as many students enter without the goal of continuing through graduation. Attendance is a constant issue, and self-eliminates students on a regular basis. Staff turnover is high because the professional challenge is great and compensation is, by necessity, lower than what area public schools can offer. Funding is a constant challenge, while the parent agency and administration does work diligently to provide the necessary funds and equipment necessary to offer quality programs.

The unique school population does not lend itself to consistent parent/guardian involvement and presents communication challenges. The planned development of a well-maintained website will assist in these efforts and will help keep parents informed of school improvement goals and improvements, additional opportunities for parent involvement, and be a resource for needed information.

High staff turnover demands that the administration provide professional development opportunities to train staff in the consistent collection of meaningful data upon which to develop documented teaching agreements to be universally used to improve classroom practices, inform program effectiveness, and monitor student achievement. This specific information then provides the basis for a dynamic and effective school improvement plan.

The Riverfront staff completed this work with honesty and integrity and found the true value of the accreditation process while preparing for the external review. The work encouraged the school to evaluate all aspects of vision and direction, governance, teaching and the assessment of learning resource management, support systems, and current processes for using the results of available data in the light of student achievement. Evaluation by an outside team of knowledgeable, professional educators gives insight and direction for improvement that is difficult for a school to achieve from within. In addition, outcomes contained in this report allow the school to further analyze how their current policies and practices compare to the network of AdvancED accredited schools worldwide.

Continuation of these strong, reflective, and collaborative activities encourage a staff to keep focused on high student achievement and to do all they can to increase their personal and program effectiveness. Analyzing these results and then developing and implementing plans addressing areas for improvement will result in the school's continued success and commitment to their vision of guiding and supporting youth in developing the knowledge, responsibility, and social skills necessary to become productive citizens.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Formalize a regular schedule and complete a yearly review of foundational documents conducted by a representative group of all stakeholder groups and communicate the outcomes.
- Train staff and implement teaching practices that inform students of daily learning expectations and their continual progress in reaching those learning goals.
- Utilize professional development time regularly to focus on instructional practices and develop agreements on teaching and learning goals and strategies upon which to base evaluation of student performance, teaching effectiveness, and specific program value.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	286.32	278.94
Teaching and Learning Impact	269.84	268.48
Leadership Capacity	281.82	293.71
Resource Utilization	342.86	286.27

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

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

Addenda

Team Roster

Member	Brief Biography
Mrs. Cynthia Carol Roelofs	Holds a MEd in Instructional Design from the UO, and an administrative credential from Portland State University. Has taught in classrooms and served in administrative positions with students from the ages of three through community college at College of the Siskiyous, Lane Community College, and American River Community College. Twelve years service at Marist High School (grades 9-12) as college counselor and vice principal in Eugene followed most recently serving as principal of Ashbrook Independent School (pre-K through 8th) in Corvallis Oregon where she continues to serve as the Board Chair of Ashbrook. Looks forward to assisting schools through their accreditation review process working to make stronger schools and successful students.
Ms. Kay Graham	Kay Graham taught high school science classes for 15 years before becoming an administrator in 2003. She was a high school administrator at North Eugene High School for seven years and the principal of Cottage Grove High School for three years. Currently she is the K-12 principal in the Lowell School District.
Mr. Daniel Hedberg	Dan Hedberg is an Assistant Principal at Willamette High School in Eugene, Oregon. He has been in education for fifteen years as a high school basketball coach, teacher and administrator. Dan earned an undergraduate degree in Political Science from the University of Oregon, a Master of Arts in Teaching Degree from Pacific University and an Administrative License from the University of Oregon. In 2013, Dan was recognized as the A Champion in Education award recipient for the Bethel School District's.

This report is pending final approval by the AdvancED Accreditation Commission.

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Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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