



# Valdez City School District

Valdez, Alaska

**May 9 – 12, 2022**

**System Accreditation Engagement Review**

228625

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# Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

## Initiate

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

## Improve

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

## Impact

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

# Cognia Performance Accreditation and the Engagement Review

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

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

## Cognia Standards Diagnostic Results

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

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

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

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

## Leadership Capacity Domain

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

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Insufficient
	EN:	1	IM:	1	RE:	1	SU:	1	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Insufficient
	EN:	2	IM:	1	RE:	1	SU:	1	EM:	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Insufficient
	EN:	2	IM:	1	RE:	1	SU:	1	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Improving
	EN:	2	IM:	3	RE:	3	SU:	2	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Improving
	EN:	2	IM:	3	RE:	2	SU:	1	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	3	IM:	3	RE:	1	SU:	1	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Improving
	EN:	2	IM:	4	RE:	2	SU:	2	EM:	

Leadership Capacity Standards										Rating
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	

## Learning Capacity Domain

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

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Improving
	EN:	3	IM:	3	RE:	3	SU:	1	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Improving
	EN:	3	IM:	3	RE:	2	SU:	1	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Improving
	EN:	3	IM:	2	RE:	3	SU:	1	EM:	
2.8	The system provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	1	EM:	

Learning Capacity Standards										Rating
2.9	The system implements processes to identify and address the specialized needs of learners.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	

## Resource Capacity Domain

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

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	1	EM:	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	

Resource Capacity Standards											Rating
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	2	

## Assurances

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

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

## Accreditation Status and Index of Education Quality®

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

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

Institution IEQ	286.77	CIN 5 Year IEQ Range	278.34 – 283.33
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## Insights from the Review

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

Valdez City School District completed a Cognia on-site Readiness Review for Accreditation for Systems in 2019. This review identified several Standards and one Assurance for the school district to address prior to the virtual Cognia Accreditation Engagement Review. The Engagement Review Team identified four themes aligned to the Cognia's Performance Standards. These themes present both strengths and opportunities to guide the district's improvement journey. The team reviewed documents provided by the district and remotely interviewed stakeholders to complete the Engagement Review Report. The team's report provides direction as the school moves forward.

**The district has not collectively developed or committed to a common purpose about teaching and learning, measurable expectations, or a process to review and communicate these expectations to stakeholders that guide the continuous improvement process.** The Engagement Review team found two vision statements, one on the website and one on a separate district document. Stakeholders told the team they were either unaware of the vision statements or they were not current or used to define beliefs about teaching and learning. The district has experienced significant superintendent turnover in recent years which has resulted in an inconsistent vision for the district. This instability has caused schools to work independently and the district to operate in disarray, or as one stakeholder described, "We've been putting out fires for the past several years." While the team found student learning at the center of each school, there was little evidence to suggest they were working in tandem on a common district-wide goal. The elementary school chooses a building-wide theme that focuses on its literacy goal and guides the decisions of the school's leaders, teachers, and staff. The middle school's motto, "Success is the only Option," supports its focus on student achievement with the opportunity for students to explore other interests. The team found the Valdez High School mission, "Everything we do serves a greater purpose for what comes next," in the Performance Standards Worksheet that the school prepared for the Engagement Review. However, most high school teachers were unaware of the mission and could not describe how it is used to guide the school's continuous improvement efforts. While there is little alignment between the schools and the district, interviews with stakeholders found a culture of caring and deep respect for each other as professionals and for the work each school does for its students. District and school leadership, teachers, staff, and parents reported a need for a common district vision and mission. Several board members told the team that it hopes the new superintendent will lead them through a process for identifying a district vision and mission with measurable goals during the upcoming summer retreat. Teachers and parents told the team developing a common district purpose is a high priority for them,

and that they too hope the newly hired superintendent can help guide them through a collaborative process that leads to a common purpose that all stakeholders can support. They believe this would not only provide a focus but would help with communication among buildings, district office staff, parents, and the community.

The Engagement Review Team suggests the district develop a process to include representatives from all stakeholder groups to develop vision and mission statements that defines its purpose and includes measurable expectations for learners based on shared beliefs about teaching and learning. The district is poised to begin this process with the hiring of a new superintendent. Engaging school board members, district and school leaders, teachers, students, parents, and the community in the process of creating a common district-wide vision will build collective capacity that gives everyone a common rallying point. The district is also encouraged to formalize a process to monitor, and communicate to stakeholders, its purpose and goals on a regular basis to ensure a unified effort in reaching its targets for students.

**A formalized continuous improvement process is not fully realized at the district level.** The district is genuinely committed to the success of its students, teachers, and staff. Results from the state assessment, AK STAR, indicate Valdez City School District students score at or above the state average in reading and mathematics. Some stakeholders told the Engagement Review Team that while this success is to be celebrated, it has also caused some complacency within the system and some skepticism about the need for a formal plan to guide their ongoing improvement efforts. Upon the recommendation of the district's Readiness Review team conducted in 2019, a strategic plan was developed at the district level by the acting superintendent. The team found that the strategic plan did not contain specific goals, strategies, or measures based on a thorough analysis of the district's achievement or survey data. Instead, the plan identified five areas with several ideas and activities recommended by the Readiness Review Team. A document review and interviews with district leaders and teachers revealed the district has worked on or completed several of the activities listed in the strategic plan. One activity includes the development of a comprehensive curriculum review process. This was fully applied this year with the review of the English Language Arts standards, curriculum, and resources needed for implementation. Another activity outlined in the strategic plan includes the use of data. Principals and teachers described how they use results from the Measures of Academic Progress (MAP) assessment three times each year to monitor student learning progress, make adjustments to instructional practice, identify students needing interventions or enrichments, and gauge progress in meeting grade level or department standards. Teachers reported they would like additional assessment training to bolster their use of formative assessments in the classroom and how to use summative data. Other activities or projects being addressed are study skills taught at all grade levels, technology integration, and a protocol for school safety. The Engagement Review Team reviewed many school documents in an effort to identify how the district supports the schools in meeting Cognia's Performance Standards. The team found limited evidence of the implementation of a school improvement plan or efforts from the district to support schools with its continuous improvement efforts. Each school provided the team with broad and nebulous school goals that were not directly linked to anything beyond the school. These goals are often determined annually with little data evidence to support the reason for keeping or dismissing a goal. In addition, there was little to no evidence to suggest the school used a systematic process to review achievement or perception data to monitor or adjust its goals. When asked, most teachers were unaware there were school goals. Many teachers and staff could not describe how the district's strategic plan influenced their school or content area.

As the district moves forward, developing a comprehensive continuous improvement plan that is directly aligned to the vision, mission and purpose of the district will provide consistency and stability within the district and provide professional development and training to leaders, teachers, and staff that are aligned

to district and school goals. The plan should contain specific measurable goals, strategies, activities that were identified from the analysis of student achievement data, survey data, and other data the district deems important, such as classroom walkthrough data. It will be critical for the district to develop processes that define how the plan will be implemented, monitored, and updated after reviewing both formative and summative data. Formalized processes provide stability and when, or if, district leadership changes, the district can continue working on the priorities they've identified as critical to the success of the district. It can also become a valuable document when searching for leaders and staff whose vision aligns with the district. In addition, communicating the district's progress in meeting district goals to the governing board on a regular basis gives them reason to support the important work the district and schools do to meet the learning needs of all students.

**The focus on technology as an instructional tool and as an organizational tool to be used daily by students, teachers, and administrative staff is implemented and monitored throughout the district.** Students are using technology to enrich their learning opportunities and experiences on a regular basis. Teachers use technology as a teaching and learning tool and all students have access to iPad Pros or laptops that they use daily. Teachers told the Engagement Review Team that the district helped train all teachers with Google Classroom during on-line learning. They also reported that the district has created a list of English Language Arts technology apps that they find helpful for meeting the individual learning needs of their students. As students returned to schools after in-home learning, teachers found the use of technology much easier to navigate within the classroom and when communicating with parents. The team found students engaging in rigorous projects requiring the use of high-level thinking while using technology. Middle school and high school students told the team about how they've used technology and how it has added rigor to their learning. A middle school student described working with a partner and developing an iMovie on the Exxon Valdez oil spill. One high school student told the team that his economics class created on-line businesses and used simulations to help them understand the nuances of owning a business. Another student described researching the influences of propaganda, afterwards creating a commercial using propaganda techniques and then presenting his findings to the class. Elementary students told the team they use IXL and other learning applications that their teacher provides for them. A systematic process for collecting data on the use of digital programs and applications is kept to monitor what teachers use most with students in their classrooms. Parents of students with Individual Education Plans reported one of the strengths of the district is providing technology and technology support to students with different learning needs, including assistive communication devices. While there is not a formal technology plan, the district has a technology refresh plan for upgrading computers, software, and other digital systems. The district's technology director told the team a technology survey is distributed to teachers and staff to determine their technology needs or wishes. From that information a professional learning calendar is developed and teachers and staff are invited to participate, with college credit available. Many stakeholder groups told the team that communication has improved since the adoption of PowerSchool, Seesaw, and Clever. However, some parents noted digital communication varies from teacher to teacher and school to school. They noted that most teachers keep these digital communication portals current, but they become frustrated at times when there are discrepancies among teachers. Parents also found the district's website difficult to navigate and that it often had out-of-date information posted. They reported they tend to rely on their child's teacher or the school for information. The district office is using Black Mountain software which has helped them meet their goal of a paperless process that allows classified staff to maintain time cards and to monitor requisitions. In addition, the district has invested in Frontline Education as an administrative software to manage leave and substitute teaching requests. Hiring protocols, employee applications, and district required forms are also managed through Frontline Education.

The team encourages the district to develop a formal technology plan that includes current protocols, technology budget, professional learning, procurement processes, survey results, and other applicable information that improves professional practice, student performance, and organizational effectiveness. In addition, the district is encouraged to update its website on a regular basis.

**The district's formal budget policy and protocols guarantee its financial resources are directed to curriculum, programs, and the needs of students, teachers, and staff as it works toward achieving high levels of student performance.** The district's policies and budgetary procedures ensure its resources and materials support curriculum and programs. The district is financially solvent and demonstrates good stewardship with the money and resources they receive. Members of the governing board told the Engagement Review Team that the budget is primarily driven by the needs identified by the superintendent, district level staff, and school principals. District and school leadership, teachers, and parents reported the district has been blessed with financial resources to support their schools. The district partners with the city who provides funding for special education, technology, lunches, and after school activities. Some of these include updated and current technology, tuition reimbursement for teachers, and transportation services. The team found a formal curriculum review cycle and adoption policy. The district is currently reviewing and updating English Language Arts curriculum. Teachers told the team that they have input into the text, material and on-line resources that support and supplement new curriculum. District leaders reported the curriculum process has provided some vertical articulation with standards resulting in the purchase of some common on-line resources. Stakeholders reported that while funding is a strength of the district, not having a common purpose or direction has caused the district and schools to operate in silos and that they unilaterally purchase supplies and materials, and monitor their own budget spending with limited data to demonstrate the effectiveness of the programs in which they have invested.

As the district moves forward, time should be dedicated to aligning its resources to the district's vision, mission, and goals. This will ensure students have consistent and seamless access to all resources and materials as they move from grade-to-grade and school-to-school. It will also provide opportunity for all internal stakeholders to collaborate and communicate what resources are needed to develop and graduate a successful Valdez City High School student.

In conclusion, the team found that not all recommendations made from Cognia's Readiness Review Team had been successfully completed. However, there was evidence that the district had made some attempt to address these suggestions. While there is overwhelming support from most stakeholder groups to collaboratively create a common district focus that defines the districts beliefs about teaching and learning with clearly defined measurable goals, interviews revealed a lack of understanding and commitment to the continuous improvement process by some internal stakeholders. Should the district desire additional information regarding the continuous improvement process, the team encourages the district to contact their regional or state Cognia representative. The themes identified by the Engagement Review Team should be considered along with the rest of the findings from the review. These findings provide next steps to guide the improvement journey to improve quality and opportunity for all learners. Leaders are encouraged to refer to the key concepts in the Cognia Performance Standards to guide improvement. In addition to the ratings for the Standards, ratings for each key concept should be reviewed.

## Next Steps

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

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

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>Jill Bramlet,</b> Lead Evaluator	Jill Bramlet is a Field Consultant for Cognia and provides support to schools in Colorado. She serves as a Lead Evaluator and team member for Cognia on system and school Engagement Review Teams throughout the United States and worldwide. Her professional career includes serving as an elementary principal for 17 years in rural Wyoming and teaching kindergarten and elementary special education. In addition, she served as an executive coach and project coordinator for the Wyoming Center for Educational Leadership, District Coach for the Wyoming Department of Education, and Executive Director for the Wyoming P-16 Education Council.
<b>Billeen Carlson</b>	Secondary generalist, Nikolaevsk, Alaska
<b>Nicholas Mills</b>	Nicholas Mills, Teacher, Anchorage, Alaska
<b>Thaddeus Ochs</b>	Thaddeus Ochs, Teacher, Anchorage, Alaska

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