

Cognia Engagement Review

November 16, 2021



What is a Cognia Engagement Review?

- ▶ **Accreditation** Engagement Review

- ▶ **Purpose**

Determine to what degree your institution meets the [Cognia Performance Standards](#)

Provide **feedback** to our institution concerning next steps in the improvement journey

What is a Cognia Engagement Review?

► Outcomes

Recognition as an accredited institution

A report that presents findings about the institution related to the Standards and other measures along with **suggestions for next steps** in the institution's improvement journey

Cognia Engagement Review Structure

- ▶ Engage in a Remote Review Visit
- ▶ The Visit Components:
 - Institution Overview
 - Focus Group Interviews
 - Review of Documentation/Evidence
 - Concluding Meeting with District Leaders

*The review is a **helpful** appraisal... Cognia looks for what [we] are doing well and helps [us] identify ways [we] can do even better.*

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The Key Tasks

- ▶ Executive Summary
- ▶ Data/Evidence Collection and Analysis
- ▶ School/District Assurances

*The most important thing to remember is
the quality of evidence is most important —
ALWAYS quality over quantity.*

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What *IS* the i3 Rubric?

- A taxonomy
- A performance assessment rubric
- A great tool to measure the degree of impact of practices, programs, or procedures
- A tool the Accreditation Engagement Review Team uses to measure the degree to which your institution meets the Cognia Performance Standards



**Levels
(Phases) of
Impact**

**Elements and
Descriptions**

**4-Level
Rubric**

INITIATE		IMPROVE		IMPACT
Engagement	Implementation	Results	Sustainability	Embeddedness
<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

3 Groups of Performance Standards with Multiple Key Concepts

- ▶ **Standard One — 11 Key Concepts**
(Vision, Mission, School/District Processes)
- ▶ **Standard Two — 12 Key Concepts**
(Student Learning, Curriculum, Instruction)
- ▶ **Standard Three — 8 Key Concepts**
(Professional Learning, Human Resources, Instructional Technology, Resource Management)

ONWARD

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