



The Role of the School Board in Continuous Improvement

Dr. Ashraf Farrag

Educational Quality Official, Cognia

Lead Evaluator, Cognia

Strategic Consultant

Knowledge is Opportunity



Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.

Our Vision

To impact and inspire education providers to advance and enable pathways for success for all learners.

Our Mission

To serve as a trusted partner in advancing learning.

We know schools because we're in schools



Accreditation
& Certification



Assessment



Improvement
Services



Professional
Learning

Celebrating **125** years of excellence • 1895–2020



Learning targets

- **Describe** the essential roles and responsibilities of the School Board.
- **Identify** the essential functions of the resources and tools on the Cognia Improvement Platform to support the district's continuous improvement efforts.



Every institution,
regardless of where
they are today,
can be better tomorrow.

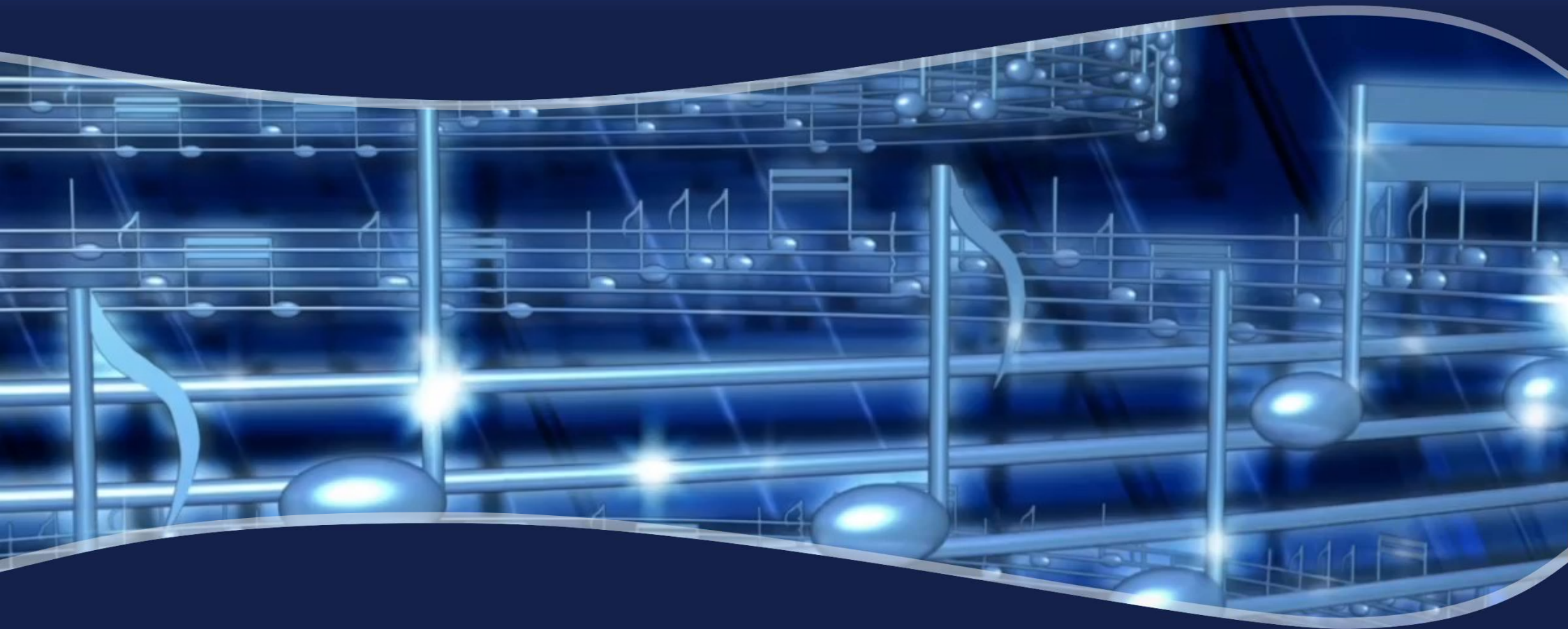


Essential roles and responsibilities of the School Board

Creating Common Language

What we mean by Common Language is words or phrases that are commonly understood by a group of people. It often relates to introduced words or phrases that help people communicate more effectively and efficiently in a workplace. There is power in creating a common language around anything we do.





Schools Orchestra

All Comes Together

Questions to consider

- What do you consider as the primary functions of the School Board of Education?
- Currently, do you feel that you, as a board member, understand your role and responsibilities?
- What is the difference between the Board Members' responsibilities and the Superintendent's responsibilities to ensure the system is moving forward?
- As a Board Member, what are the ways you collaborate with the Superintendent and fellow Board Members?

Primary responsibilities for most school boards

- Hire and evaluate the superintendent.
- Adopt policies that give the district direction to set priorities and achieve its goals.
- Set the vision and goals for the district.
- Adopt and oversee the annual budget.

(Great Schools, 2009)

Eight characteristics of effective school boards

Effective School Boards...	
1.	Commit to a vision of high expectations for student achievement and quality instruction, and they define clear goals toward that vision
2.	Share strong beliefs about what is possible for students to achieve and their ability to learn, as well as the capability of the school system to teach all children at high levels.
3.	Are accountability-driven. They spend less time on operational issues and more time focused on policies to improve student achievement.
4.	Have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5.	Are data savvy; they embrace and monitor data, even when the information is negative, and use data to drive continuous improvement.
6.	Align and sustain resources, such as professional development, to meet district goals.
7.	Lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8.	Participate in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitment for their improvement efforts.

"Eight characteristics of effective school boards," © Center for Public Education, National School Boards Association, January 28, 2011. Accessed March 18, 2017 at <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html>.



Effective school board members

- Have a clear vision for the district.
- Communicate their actions to the community.
- Work as a team.
- Adopt a fiscally sound district budget.
- Focus on what is best for all students.
- Advocate at the local, state, and national level for public education.
- Collaborate and work closely with the Superintendent for the betterment of the system.

(Great Schools, 2009)





The promise of continuous improvement

Achieving, sustaining, and embedding
change in a generation

©Glasbergen
glasbergen.com



“I want you to find a bold and innovative new way to do everything exactly the same way we’ve been doing it for 25 years.”

Key questions to consider

- Why should governing or advising boards engage in continuous improvement?
- How important is it to improve our schools so that the results are consistent, equitable, sustainable, and scalable?
- Is improvement a one-time or once every few years transactional event or a continuous developmental process?
- Do policies, processes, and practices support improvement as compliance or as efforts toward growth?
- How do we ensure our actions help our schools improve?

Continuous Improvement System

Reflect, evaluate, and adjust

- Determine action effectiveness
- Hold collaborative discussions to discuss results
- Make decisions to continue or change action

Imagine the possibilities

- Gather data to understand current reality
- Identify trends to imagine the future
- Determine the connections between current reality and future trends

Build momentum and capacity

- Implement the strategies
- Monitor and adjust action
- Ensure stakeholder participation

Communicate with stakeholders

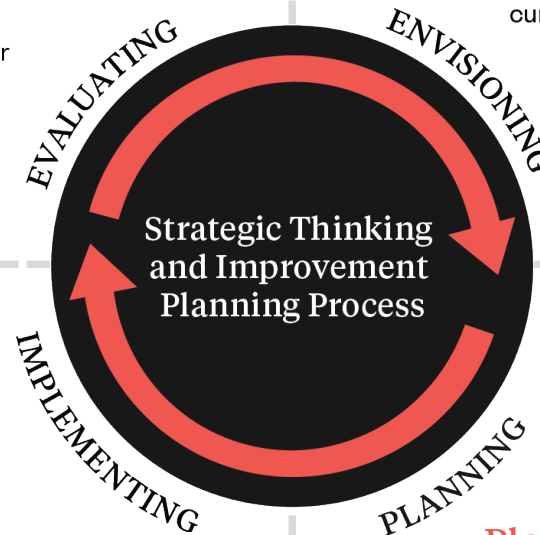
- Share what you've learned with your stakeholders
- Collaborate to determine priorities
- Ensure the vision aligns to priorities

Initiate the journey

- Engage in training
- Build acceptance and stakeholder buy-in
- Deploy the plan

Plot the journey

- Align priorities with goals
- Develop a plan to improve and sustain practices
- Identify strategies to fulfill the priorities



The four phases of the Continuous Improvement System



“

Continuous improvement is an embedded behavior within the culture of a school that constantly focuses on the conditions, processes, and practices that will improve teaching and learning.”

Mark A. Elgart, Ed.D., *Meeting the Promise of Continuous Improvement*



What is true continuous improvement?

Continuous improvement is **not**:

- Isolated
- Chasing initiatives
- Random attempts
- Without input of those who must implement action and other stakeholders
- A quick fix

Continuous improvement is:

- **HOPEful**
- Sustained
- Focused on learning of and for every student
- Problem-solving
- Informed by data
- Based on what research says works

Change in a generation

- All learners will be college and/or career ready upon graduation
- Set the vision
- Define measures
- Establish a coherent, sustainable system
- Invest in capacity building
- Monitor and support movement

How do we educate the digital student of today for a future where most jobs have yet to be created, using technologies that have yet to be invented, to solve problems we do not even know exist?

Continuous Improvement has its challenges...

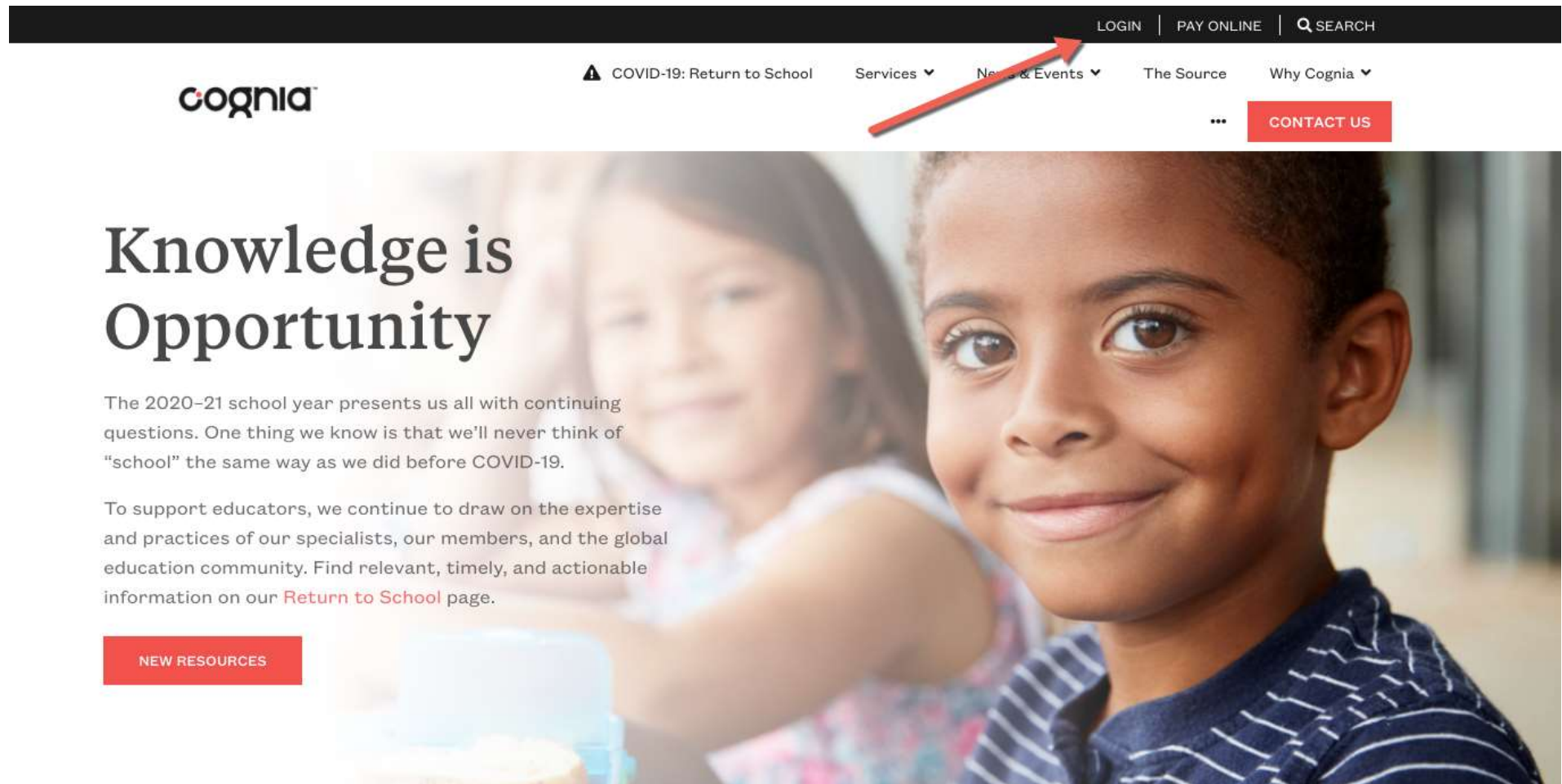


- Fixing the present vs. creating the future
- Shifting and vitalizing key resources
- Responding to and expanding services that meet the needs of diverse learners



Cognia tools to support continuous improvement

Access the myJourney Portal



Log In



The image shows a login interface for 'myJourney'. The page has a white background with a blue header area. The title 'Login' is centered at the top. Below it, there are two input fields: 'Email Address' containing 'kelissa@advanc-ed.org' and 'Password' with masked characters. A red arrow points to the password field. Below the fields is a blue 'Login' button. At the bottom of the form area, there are links for 'Forgot Password' and 'Contact us for login help'. The background of the page is a blurred image of a hallway. The 'myJourney' logo is overlaid on the right side of the page. At the bottom left, there is a link to 'or log in to ASSIST'.

Login

Email Address
kelissa@advanc-ed.org

Password
.....

Login

[Forgot Password](#) [Contact us for login help](#)

or log in to
ASSIST

myJourney™

Select the Institution

The screenshot shows the 'myJourney' interface for selecting an institution. The page title is 'Select Institution' and the user is logged in as 'SSOAdmin'. The main heading is 'Which institution would you like to view?' with a subtext 'Search by Institution name, location or customer number'. A search bar contains the text 'Search'. Below the search bar, two institutions are listed: 'Lee County Middle School West' and '> Michigan Educational Choice Center'. A large red arrow points from the left towards the search results area.

myJourney™

Select Institution

Welcome, SSOAdmin ▾


Which institution would you like to view?
Search by Institution name, location or customer number

Search

- Lee County Middle School West
- > Michigan Educational Choice Center





 eProve eleot

An observation has not been created for this institution

[Go to eProve eleot](#)

[Learn More](#)

 eProve eleot

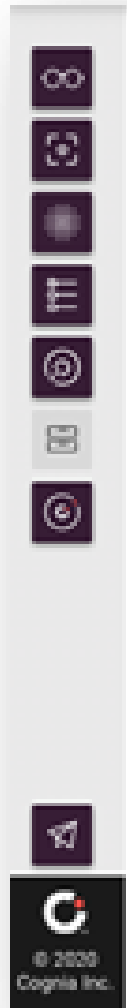
An observation has not been created for this institution

[Go to eProve eleot](#)

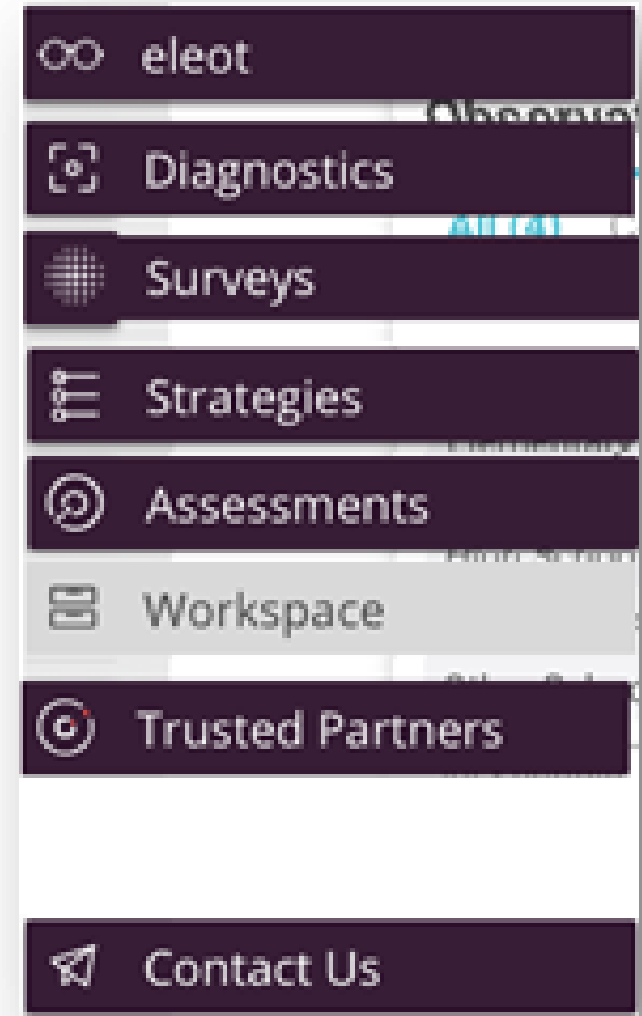
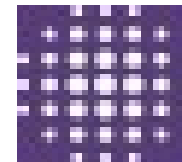
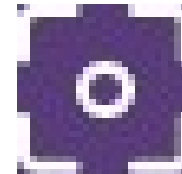
[Learn More](#)



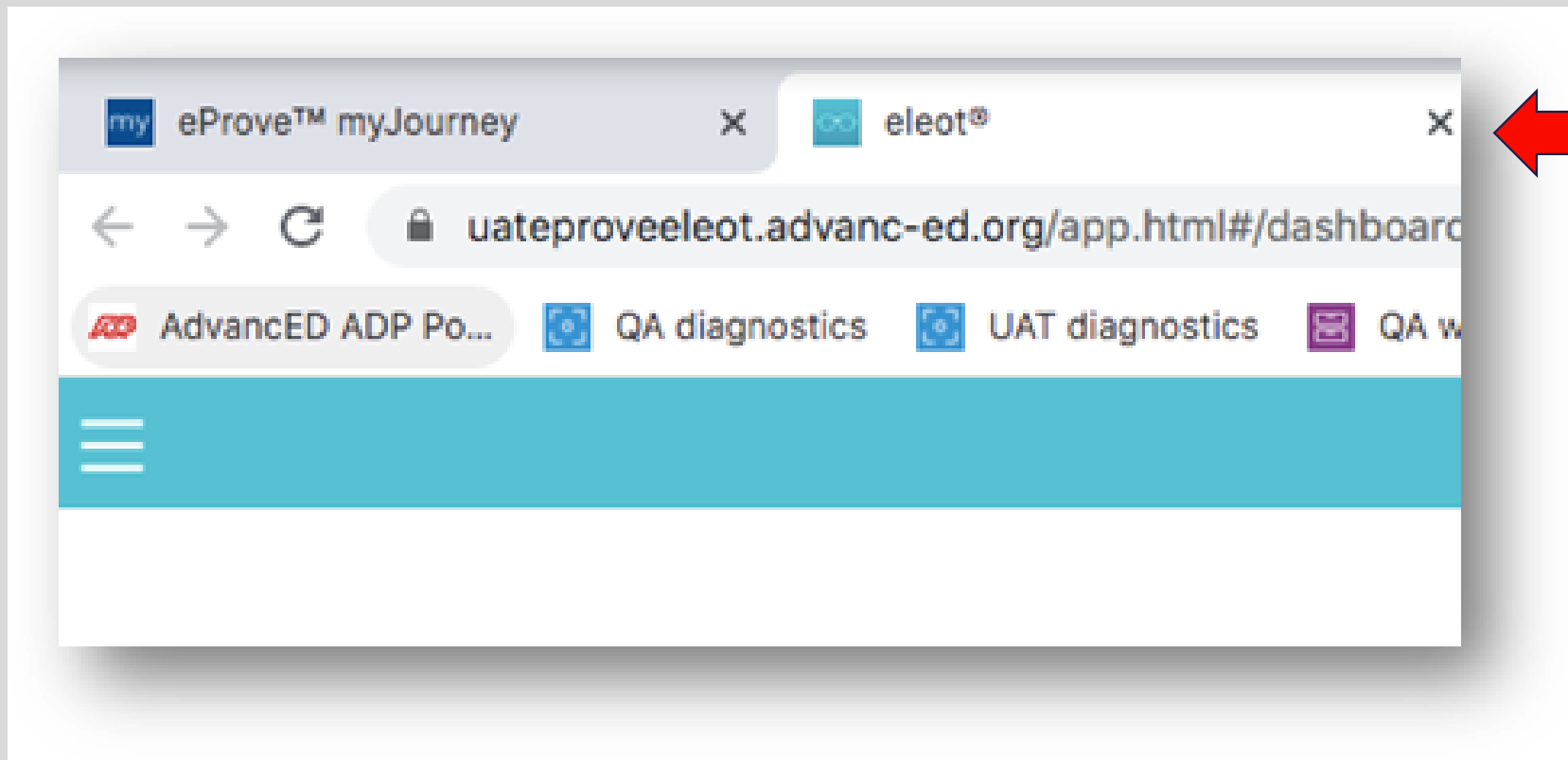
Navigation Panel



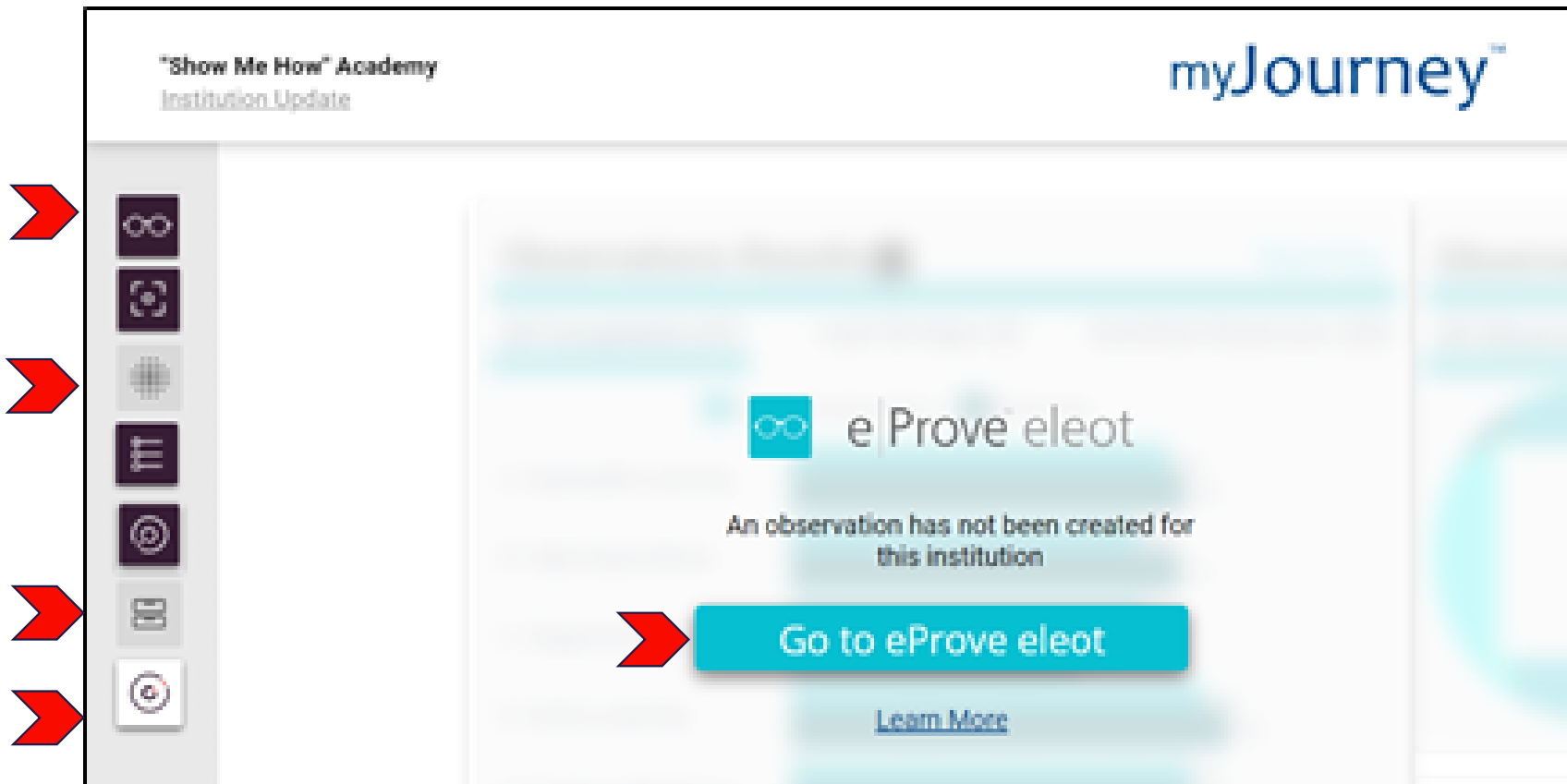
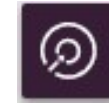
**Cognia Module
icons and
additional
functionality**



Select a module icon, and the module will open in a new browser tab (window).



Module Access Indicators



The screenshot displays the "myJourney" interface for "Show Me How" Academy. The header includes the text "Institution Update" and the "myJourney" logo. A vertical sidebar on the left contains six icons, each with a red arrow pointing to it from the left. The main content area shows a blurred background with a central message: "e Prove elect" with a Cognia logo icon, followed by the text "An observation has not been created for this institution". Below this is a prominent blue button labeled "Go to eProve elect" with a red arrow pointing to it from the left, and a smaller blue link labeled "Learn More".

Single Sign-On (SSO)

Login

Email Address

Password

[Request Password](#) [Contact us for login help](#)

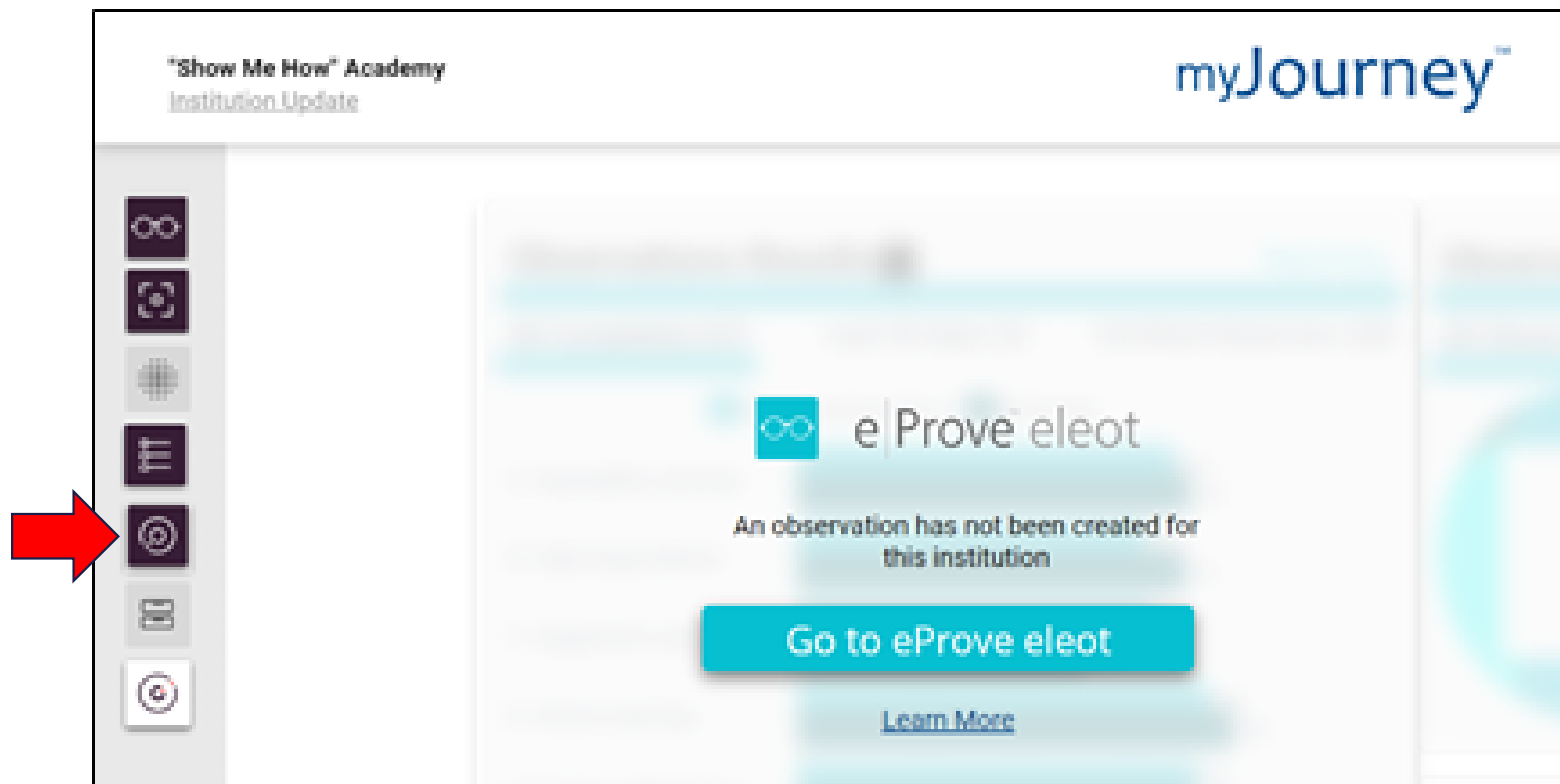
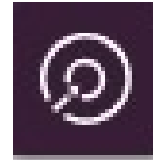
or log in to
ASSIST™

All Legacy eProve links will be redirected to the myJourney™ login page

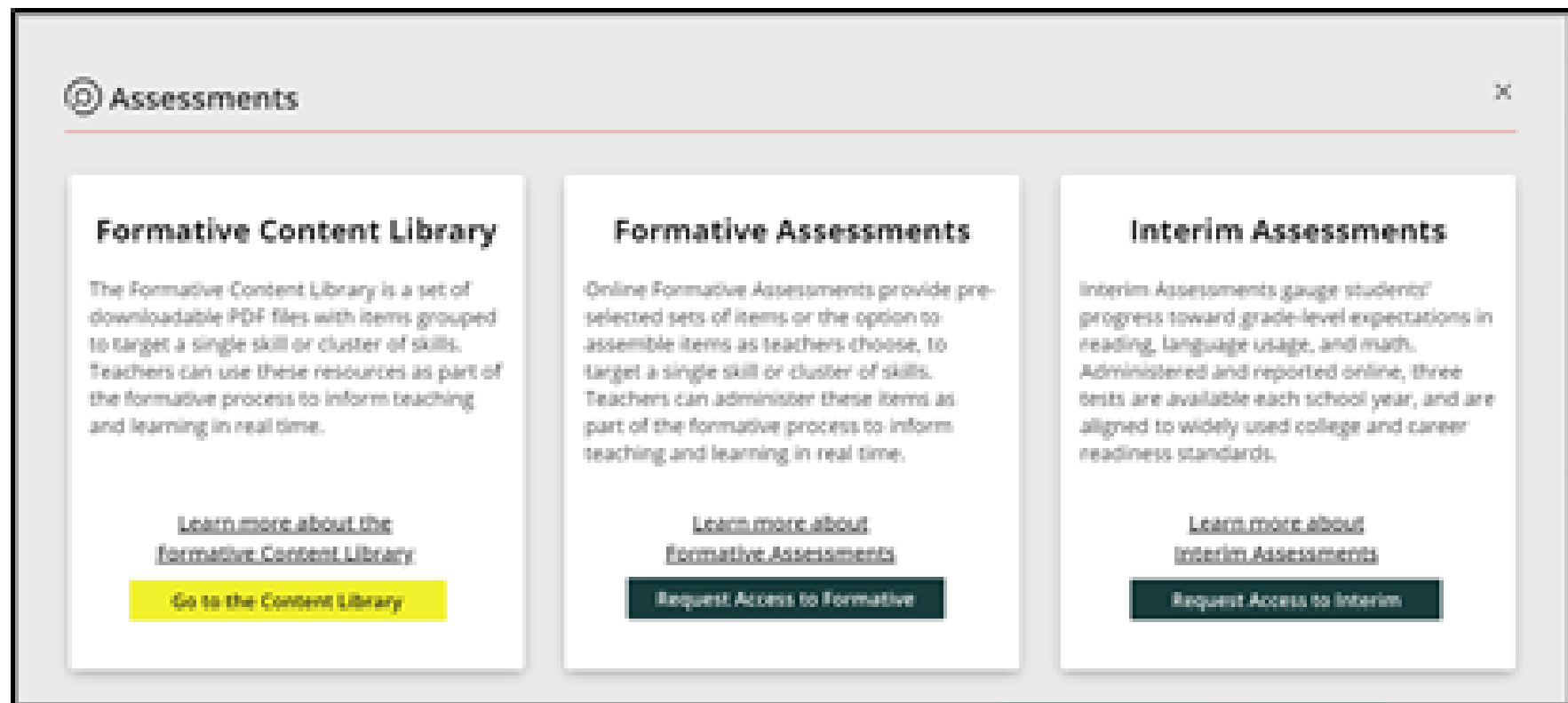
Any bookmarked individual eProve links will redirect to the myJourney login page



New Assessments Icon:



Assessments Navigation



The image shows a screenshot of a web interface titled "Assessments". It features three main content cards arranged horizontally. Each card has a title, a descriptive paragraph, a "Learn more about" link, and a primary action button. The first card is for the "Formative Content Library", the second for "Formative Assessments", and the third for "Interim Assessments". The interface is clean with a light gray background and white content boxes.

Assessments

Formative Content Library

The Formative Content Library is a set of downloadable PDF files with items grouped to target a single skill or cluster of skills. Teachers can use these resources as part of the formative process to inform teaching and learning in real time.

[Learn more about the Formative Content Library](#)

[Go to the Content Library](#)

Formative Assessments

Online Formative Assessments provide pre-selected sets of items or the option to assemble items as teachers choose, to target a single skill or cluster of skills. Teachers can administer these items as part of the formative process to inform teaching and learning in real time.

[Learn more about Formative Assessments](#)

[Request Access to Formative](#)

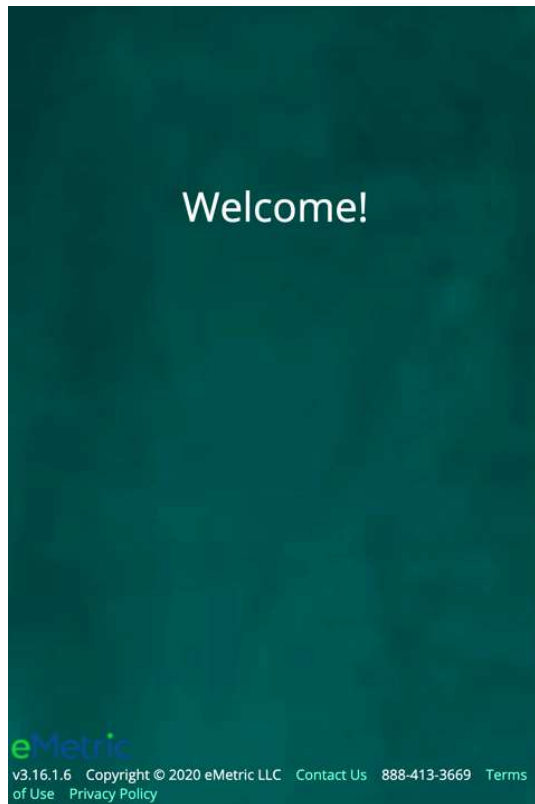
Interim Assessments

Interim Assessments gauge students' progress toward grade-level expectations in reading, language usage, and math. Administered and reported online, three tests are available each school year, and are aligned to widely used college and career readiness standards.

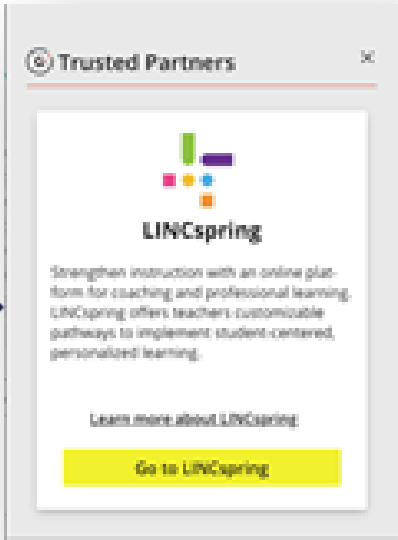
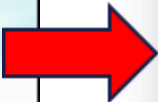
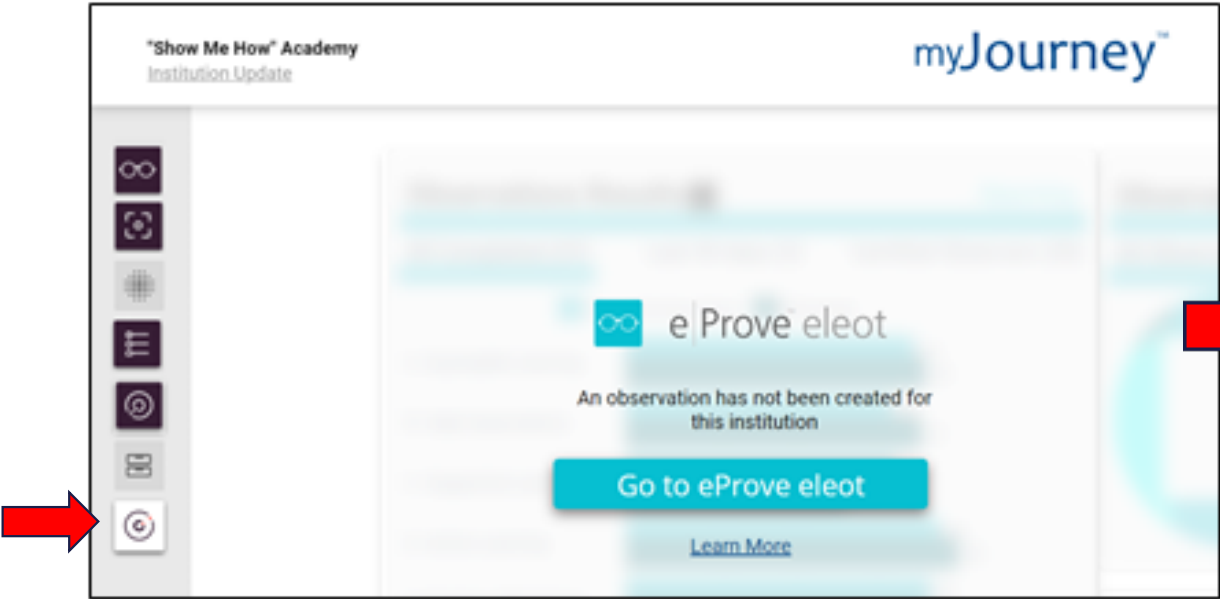
[Learn more about Interim Assessments](#)

[Request Access to Interim](#)

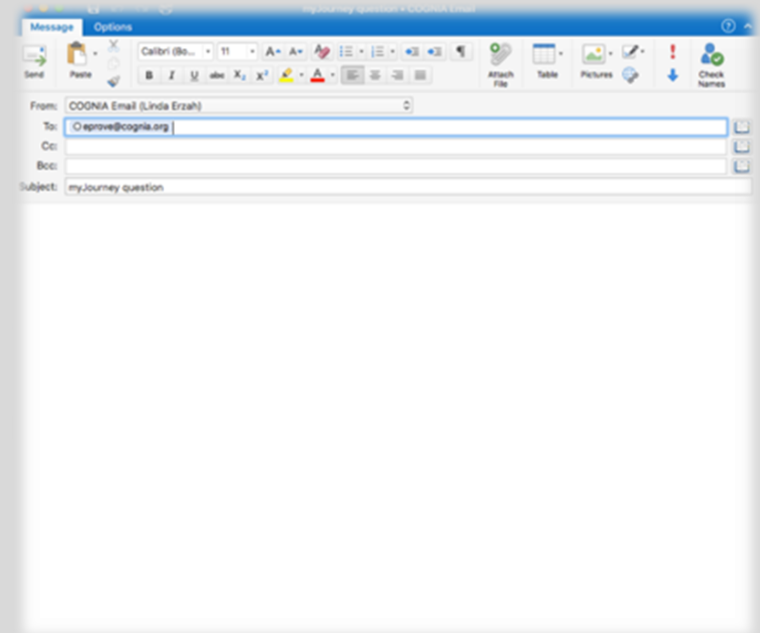
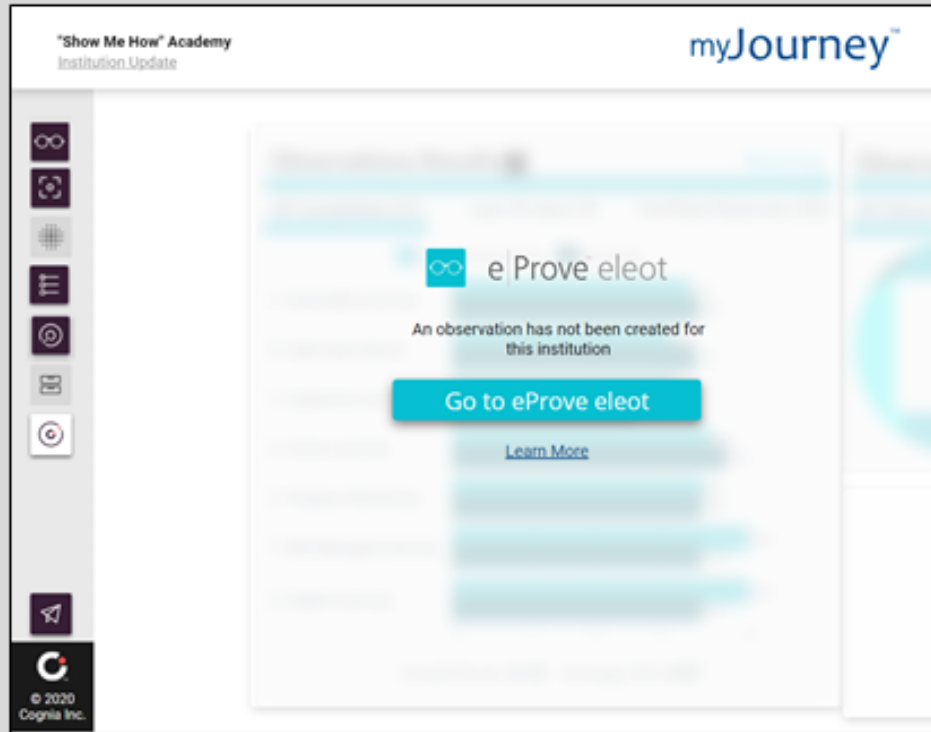
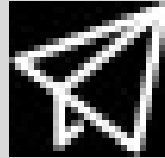
Cognia Assessments Log in



Trusted Partners



Contact Us



Resources

Alabama Department of Education (ALSDE) myJourney™ Welcome, Abigail ▾
Institution Update

Observations Results Reporting

All (13166) Certified Observers (32) Download

	A	B	C	D	E	F	G
Early Learning Schools	3.64	3.79	3.96	3.89	3.84	3.94	1.91
Elementary Schools	2.85	2.92	3.25	3.04	2.91	3.24	1.88
Middle Schools	2.71	2.78	3.04	2.93	2.74	3.09	1.80
High Schools	2.76	2.81	3.01	2.94	2.76	3.02	1.90
Unit Schools	2.67	2.71	2.95	2.90	2.67	2.95	1.87
Other Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Schools	2.80	2.86	3.15	2.99	2.84	3.15	1.87
AIN Average							


Overall Score: **2.86** AIN Average: **2.75** ⓘ

A. Equitable Learning, B. High Expectations, C. Supportive Learning, D. Active Learning,
E. Progress Monitoring, F. Well Managed Learning, G. Digital Learning

Observations Observations

All (14157) 30 Days (0) 2020-21 SY (0)

	Observations Completed	Observations In Progress
Early Learning Schools	32	0
Elementary Schools	7235	523
Middle Schools	2448	202
High Schools	2868	214
Unit Schools	583	52
Other Schools	0	0
Total:	13166	991



Go to elect

[Administrations](#)

[Surveys](#)

[Surveys Taken](#)

[Reporting](#)

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- Resources
- Professional Learning Catalogue
- Source
- Logout



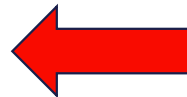
Extranet Resources



Resource Pages

As you engage in your continuous improvement journey, we have the resources and tools to help you manage the process. Some available resources and tools include access to policies and procedures, Performance Standards, Diagnostics, Engagement Review details and eProve tutorials.

- Catholic Schools and Systems
- Charter School Authorizers
- Corporations/Corporation Systems
- Digital Learning Institutions
- Early Learning Institutions
- Education Service Agencies
- Extended Learning
- Postsecondary Institutions
- Schools
- School Systems
- Special Purpose Institutions



Extranet Resources Cont'd



Schools



Accreditation Resources [eProve Resources](#) [Webinars & Tutorials](#) [General Resources](#)

Accreditation Support

Document Name	Last Updated
Accreditation and Certification Policies and Procedures	09/08/2020
Accreditation Handbook	09/11/2020
Assurances - Early Learning	09/08/2020
Assurances - International	09/08/2020
Assurances - School	09/08/2020
Educational Practices Reference Guide	10/18/2019
Executive Summary Template	09/10/2020
Glossary of Terms	09/10/2020
Glossary of Terms - Arabic	08/24/2020
Glossary of Terms - Spanish (Glosario de Términos)	09/08/2020
I3 Rubric	09/10/2020

Schools

[Accreditation Resources](#) [eProve Resources](#) [Webinars & Tutorials](#) [General Resources](#)



[eleot](#) [Diagnostics](#) [Surveys](#) [Assessments](#) [Strategies](#)

Name	Last Updated
01. myJourney Login	10/05/2018
02. The Dashboard	10/05/2018
03. Observations	10/05/2018
04. eleot Ratings	10/05/2018
05. Providing Feedback	10/05/2018
06. Downloading the App	10/05/2018
07. Systems Solution	10/05/2018
08. Manage Users	10/05/2018
09. eleot Certification	10/05/2018
10. Purchase Additional Training	10/05/2018
11. Create a Report	10/05/2018
12. Summary Reports	10/05/2018
13. eleot Support	10/05/2018



Cognia Improvement Platform

Login







Email Address

Password

[Request Password](#) [Contact us for login help](#)

or log in to
ASSIST™



-  eleot
-  Surveys
-  Diagnostics
-  Workspace
-  Strategies
-  Assessments



Effective Learning Environments Observation Tool[®]





eleot

eleot Learning Environments

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed
- Digital Learning





Teacher Observation Tool[®]

Teacher Observation Tool

Teacher Observation Tool

Date _____ Teacher Name _____ School _____ State/Province _____ Country _____ Grade Level(s) _____
 Time In _____ Time Out _____ Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____



Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers (revised statement)	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1

Dimension overview

Culture & Climate

- What behaviors does the teacher demonstrate that cultivates a positive learning culture and climate?

- ✓ Equity
- ✓ Positive environment
- ✓ Curiosity
- ✓ Risk-taking

Learning

- What teacher demonstrated behaviors ensure students are learning at his/her level that also pushes the student?
- How does the teacher ensure the student is learning and making progress towards an individual student's learning goals?

- ✓ Progress monitoring
- ✓ Critical thinking activities
- ✓ Differentiated instruction
- ✓ Relevant lessons/topics

Essentials

- What teacher behaviors demonstrate competency of craft, content, and management of the learning environment?

- ✓ Positive disposition
- ✓ Pedagogical and content knowledge
- ✓ Time management
- ✓ Resources for learning

•Agency

- What behaviors does the teacher demonstrate that promotes student responsibility for learning, etc.?

- ✓ Student choice/voice in learning
- ✓ Teacher facilitates
- ✓ Internal locus of control
- ✓ Self-efficacy
- ✓ Growth mindset

•Relationship

- What behaviors does the teacher demonstrate that ensures students are respected and respect each other?

- ✓ Respectful interactions Knows students' needs
- ✓ Collaboration and inclusivity
- ✓ Student needs and dignity



Surveys and Inventories



Gather stakeholder input

- Culture and Climate Survey
- Student Engagement Survey
- Custom Surveys
- Inventories (found under Surveys)
- Other

Communication is critical



- Share what you have learned with your stakeholders
- Collaborate to determine vision
- Define strategic goals in support of the vision



Assessments



Cognia's formative resources

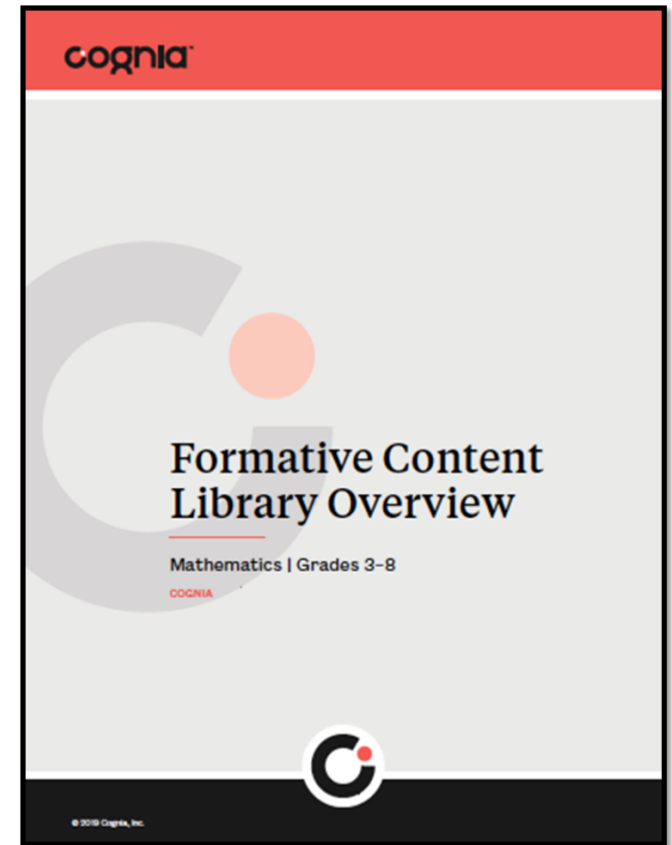
Reading, Mathematics, and STEM

Grades 3–8

Content library

Teacher guides

Printable Student item sets



The future

- Learners will progress at their own pace, not based on age
- “Credit” will be based on competency, not seat time
- Learning expectations will be explicit, measurable, and transferable, and will empower students to manage their own education and success
- Assessment will be a learning experience, not a “test”
- Learning outcomes will include not only content, but also dispositions



Strategies



Guiding principles

- Move to **strategic thinking**.
- Engage in **futures thinking**.
- Align to Cognia's **continuous improvement process**.
- Use a **theory of action** to continuously evaluate.

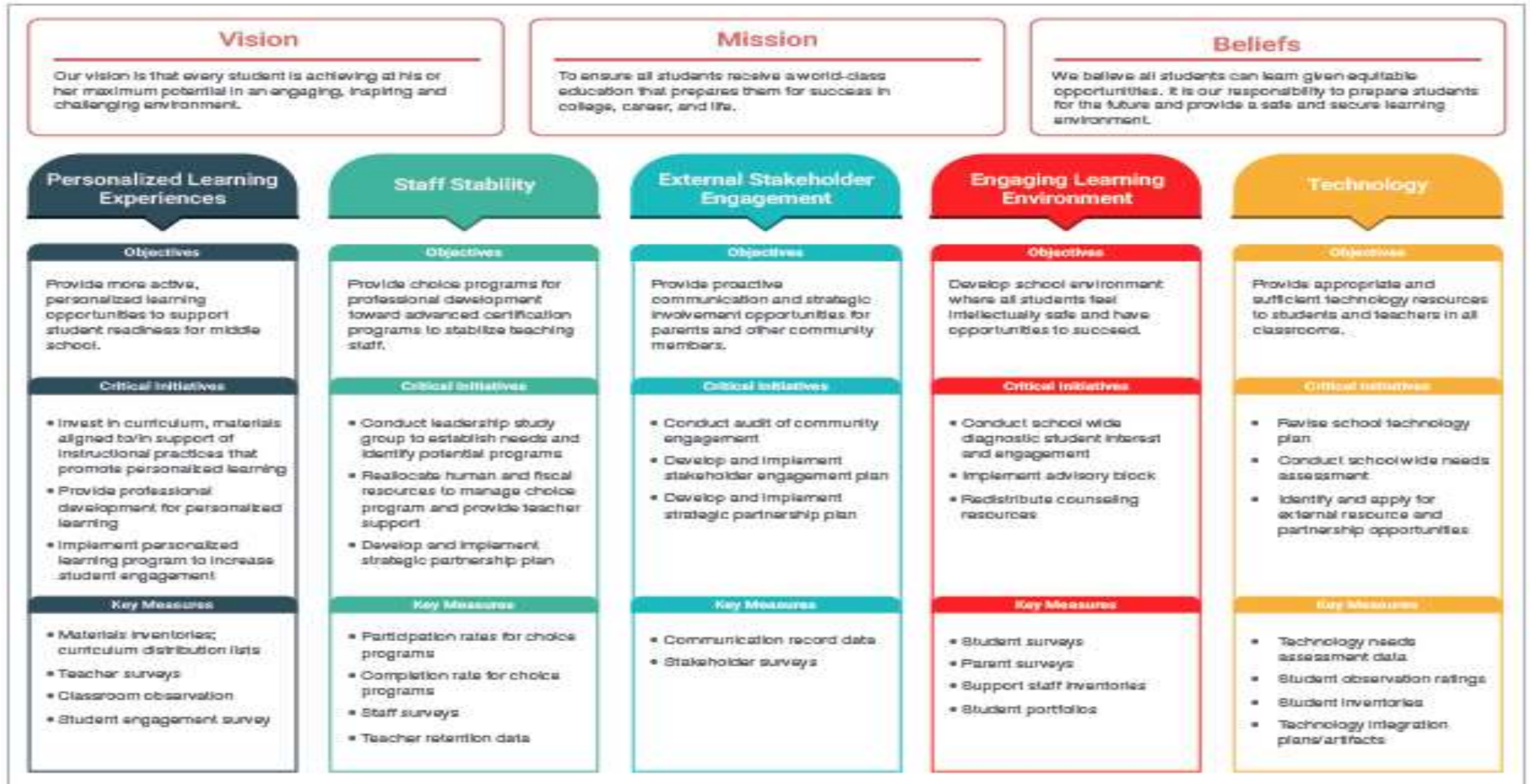
Continuous Improvement System





Outputs

Example: Lincoln Elementary School



Operational definitions

- **Data:** Reports, charts, graphs, tables that present results of student assessments, surveys, and other collection tools for one or more years of data with no analyses provided
- **Information:** Syntheses and analyses (written and verbal) of data
- **Sources:** Interviews, observations, documents, including media

Operational definitions

- **Evidence:** Selected information used to base decisions on standards ratings and themes.
- **Findings:** Statements reflecting your review and analysis of evidence. These are statements of facts and the analysis of those facts.
- **Suggestions:** Statements that provide direction on possible next steps.

The review works best when it is perceived as:

- An opportunity to learn
- A chance to “see the forest”
- A helpful appraisal
- Not a “gotcha”
- Not a “we have to be perfect” situation

Selecting relevant, authentic data and information

- Aligned to learning expectations
- Accurate
- Up-to-date
- Disaggregated
- Longitudinal
- Referenced
- Valid
- Bias-free

Resource: Institution and System Evidence Guide



What should system information contain?

Current descriptions of:

- Student performance
- Institution effectiveness
- Context for learning
- Identified gaps between reality and expectations, with analyses
- Impact of programs, processes, and practices



Analysis and Interpretation

- **Analysis:** Process of examining information in order to find something or help with decision-making
- **Interpretation:** Process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings



Quality evidence

Institutions are expected to present quality evidence that is linked to the process and progress of their improvement effort and:

- Is clearly aligned to improvement efforts
- Validates/verifies results of improvement efforts or actions
- Is representative of actions over time
- Includes perspectives and input from all stakeholders

“A wise man proportions his beliefs to the evidence.”

-David Hume, 18th Century Philosopher of Enquiry

What information do system leaders have?

- Demographic
- Attendance
- Discipline
- Student performance
- Financial
- Instructional staff and other personnel
- Program evaluation data
- Instructional data (curriculum, observations, resources)



What information
is shared with the
team?

Assurances for schools and systems

School Improvement Plan	✓
Safety/Emergency Plan	✓
Substantive Change	✓
Cognia Policies	✓
Budget Review Process	✓
Quality Assurance	✓

An abstract graphic on the left side of the slide. It features a large white shape that resembles a stylized 'C' or a partial circle. Inside this white shape, there is a smaller red circle. The background is a solid dark blue color.

Prepare and plan
for the review

What happens during a review

- Team members will:
 - Interview focus groups and individuals
 - Conduct classroom and ad hoc observations
 - Review documentation
 - Review evidence that is in eProve workspace or presented on-site
 - Conduct deliberations
- The Lead Evaluator will provide a concluding meeting with leader(s).

Accreditation Engagement Review schedule



|
<SYSTEM NAME>
System Accreditation Engagement Review

DATE
(Hotel check-in begins at 3:00 p.m.)

Time	Event	Where	Who
2:00 p.m. (1 hour)	Lead Evaluator/Associate Lead Evaluator Meeting (Optional depending on size of school and review team)	Hotel Meeting Room	Lead Evaluator and Associate Lead Evaluator
3:00 p.m.	Team Deliberations Session #1 Refer to Work Session Guide for Teams for the agenda and activities for Work Session #1	Hotel Meeting Room	Engagement Review Team
6:00 p.m.	Team Dinner	Catered to hotel meeting room if Team Deliberations Session continues	Engagement Review Team

- Your Lead Evaluator will work with district leaders to develop the final Accreditation Engagement Review schedule and any accommodations for special circumstances.
- Finalizing the review schedule generally means several conversations between your Lead Evaluator and the district and sharing multiple drafts of the schedule.



Serious Success Factors



Collaboration

Consensus/Trust

Communication

Mobilization

Dynamics

Timeline & Deadline

Rhythm

“

The great aim of education is not
knowledge but action.”

Herbert Spencer



Homework: Reflection

How might district data from the Cognia Improvement Platform help inform board members as the board makes decisions about policies and budgets?

We Know Schools Because We're in Schools

Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.

Thank you for your commitment to
improvement through Cognia accreditation!

