

We are so Proud to Announce: We Are Validated!

Superintendent's Message:

The Cognia Engagement Review Team validated our hard and impressive work on Continuous Improvement in Europe West District and our schools. Over the past three years, we have embraced our "Theory of Action" around district organizational goals (BIG 4): Focused Collaboration, College and Career Readiness Standards, and The Learning Walkthrough Tool, from beginnings and implementation toward Results, Sustainability, and Embeddedness, defined by Cognia's i3 Rubric. We raised the bar from our three organizational goals to refined targeted math/ literacy goals and strategies, developing processes to support the needs of every student, every day, everywhere in Europe West. **I could not be more proud of our district staff, leadership and educators in every school whose hard work has made this part of our journey so very successful.**

Mr. Kent Worford, Europe West District Superintendent



Outbrief Findings: DoDEA Europe West District Continuous Improvement Cognia Accreditation Blended Engagement Review: 14-23 March 2021

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards...Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

Outbrief: 23 March 2021 by Dr. W. Darrell Barringer, Lead Evaluator & Dr. Maria Ojeda, Associate Lead Evaluator

Role of the Remote Engagement Review Team

- Gather remotely first-hand evidence and information pertinent to evaluating an institutions performance against the research-based Cognia Performance Standards for School Systems.
- Using the Standards, assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning.
- Provide valuable feedback to institution that helps to focus and guide the district's improvement journey.



Cognia Conversations by the Numbers:

Constructive Conversations

Brigadier Generals
Colonels
Lt Colonels

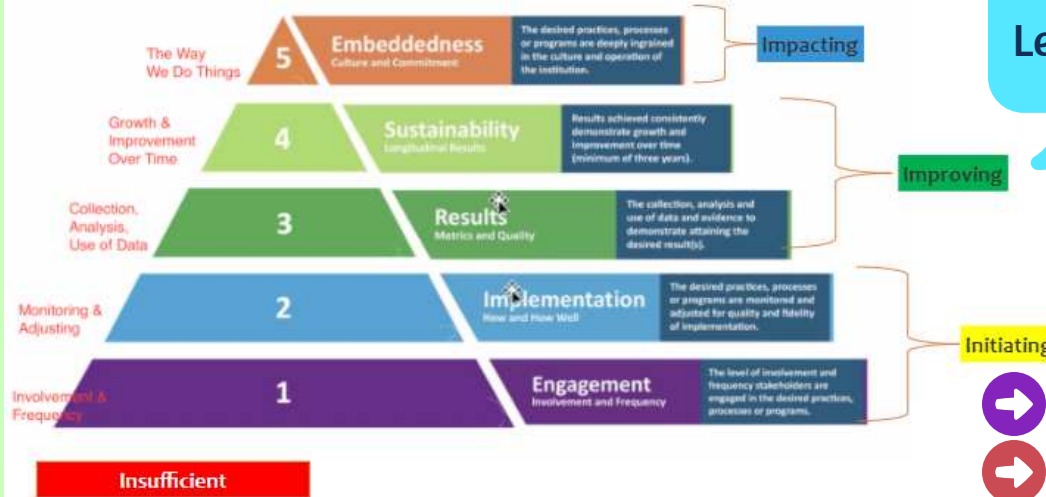
Stakeholder Group	Number of Participants
Students (add KB)	217
Administrators (Alpha, Bravo, Charlie, Delta)	31
Administrators (Zulu Company)	21
Teachers	363
Parents	95
Commanders/Military Leaders	19
School Liaison Officers	6
System Leadership/Support	22
Superintendent	1
TOTAL Conversations	775





How does Europe West measure up? (i3 Rubric Levels of Impact)

Levels of Impact



"Europe West:
Top Three
Levels of Impact"



Lower Levels of Impact:
➔ # INITIATING Ratings? ZERO!
➔ # INSUFFICIENT Ratings? ZERO!

Findings: “Caring, responsive, and committed leadership propels the organization to greater likelihood of achieving its mission...”

A clearly articulated continuous improvement process and quality assurance practices ensure accountability and ultimately move the system to higher levels of student success.



- ✓ Demonstrated:
 - Challenge, Content, Action & Results (CCAR)
 - Plan of Action & Milestones (POAM)
 - Complex COVID Assessment Teams
 - Validation Visits
 - ISS Buddy System
 - Learning Site Guidance, Digital Learning Support Plan, Digital Support Team
 - Big Four
 - Theory of Action
 - SAP/DAP
 - ORID protocol



The system is committed to a comprehensive instructional monitoring process that impacts learning.

- ✓ Demonstrated:
 - Learning Walkthrough Cycles
 - Ladder of Feedback
 - Focused Collaboration Implementation
 - Calibration & Validation Visits
 - Data Protocols (ORID)



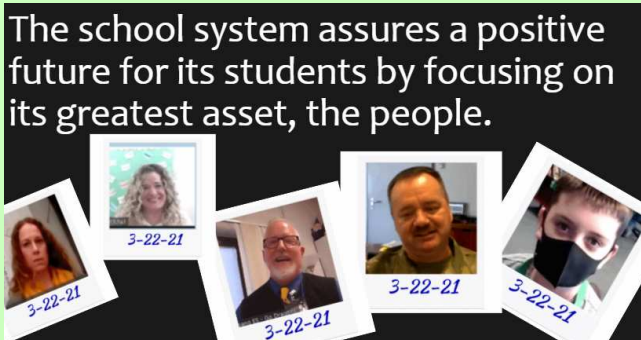
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Findings: “ The DoDEA Europe West District has developed and maintains a solid and targeted focus on student learning. ”



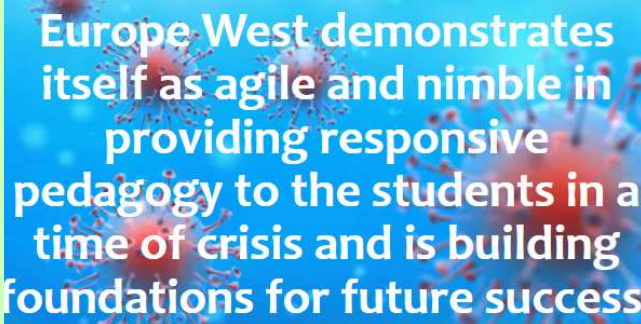
✓ **Demonstrated:**

- Focus on differentiation
- Providing equitable learning opportunities
- Supports for effective instructional practice:
 - *AVID *AAP
 - *AAPS *RTI *PBIS
- Initial Implementation of REDI program
- Multiple feedback loops to gather implementation and student outcome data



✓ **Demonstrated:**

- Professional Learning opportunities
- Feedback cycles for improvement
- ISS development
- ISS support
- Leadership Development (ILT)
- Student Support Teams
- “Whole Child”
- Digital Learning Plan



✓ **Demonstrated:**

- Ability to pivot
- Digital Learning Support Plan
- Tech Bytes
- Parent University
- Complex COVID Assurance Teams



“ I will also tell you perhaps one of the most telling and significantly impacting experiences has been engaging with the Commanding Officers from each of the bases...

...this is the MOST engaged that we have been...

... If I could give you an award (and I don't have the power), I would give you this Cognia Partnership Award!

[Europe West District] is so highly connected to the military offices at each one of your bases. ”



“ The supportive relationships between the school district, the local schools and various military commands are solidly established and enhance the system's ability to ensure quality learning experiences for every child. ”



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Growth Opportunities-Continuous Improvement Journey



Findings:



“The district has instituted rich and sophisticated applied data analysis and systemic evaluation to inform instruction, individualize support, plan interventions and institute curricular reform across core academic areas, **however some identified processes, procedures and programs unique to some schools included in Europe West demonstrated less consistent systematic formal evaluation.**”



Areas for Further Study & Review

A couple of areas that you may wish to examine (more loosely bound [in the image above] include a more systemic, programmatic process:

- **School Initiatives (PBIS, Discipline approaches)-How do we evaluate programs that are not system wide?** (PBIS, discipline approaches, for example)
- **Stakeholder Engagement-how can we evaluate to make sure we are getting those voices from across our schools?**
- **Mentoring & Coaching-How are we inducting people into Europe West [in a systematic way]? Are we evaluating how effective that is?**



Challenges

The Cognia Team acknowledged challenges that may be beyond our control, and encouraged our continued improvement efforts to mitigate student transience, consistency and change in leadership, time zones & country specific requirements, travel, CoVID 19, and staffing.

“Mr. Worford, It’s been a journey that none of us will forget...and we want to thank you for providing us an improved understanding of what quality teaching and learning looks like...Mr. Brady, Dr. Dell McMullen...we want to thank you, not only for providing this experience for us, but greater than that for providing an amazing learning experience for our military connected families. ”

Dr. Barringer, Cognia Lead Evaluator