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# Montgomery County Board of Education

## Engagement Review Report Findings

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**Regional Services**

# We Know Schools Because We're in Schools

## What we do for the education community

Accreditation & Certification

Assessment

Professional Learning & Consulting

# What is Accreditation?

An international protocol for institutions committed to systematic and sustainable improvement:

- Builds capacity of your institution to improve and sustain student learning

- Stimulates and improves effectiveness and efficiency throughout your institution

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# MPS Engagement Review

**Date**

February 2-5, 2020

**Team Composition**
Comprised of 10 educators trained for the Engagement Review

# Montgomery County Board of Education

- Systems Accreditation, 5/2013
- State Intervention, 2/2017
- Substantive Change, 1/2018
- Special Review, 3/2018
- Monitoring Review(1), 12/2018
- Monitoring Review(2), 5/2019
- Accreditation Engagement Review 2/2020

# The role of the Engagement Review team

- Gather first-hand information to evaluate your institution's performance against the Cognia Performance Standards:

  - Interview stakeholder groups

  - Review documentation you provided

  - Observe and assess the quality of learning environments to gain insights about teaching and learning

- Provide feedback to your institution that helps to focus and guide your continuous improvement journey

# Interviews

| Stakeholder Group | Number of Participants |
|---|---:|
| School Board | 7 |
| School Leaders | 104 |
| Instructional Staff | 153 |
| Students | 240 |
| Support Staff | 29 |
| Parents/Community | 13 |
| | TOTAL 546 |

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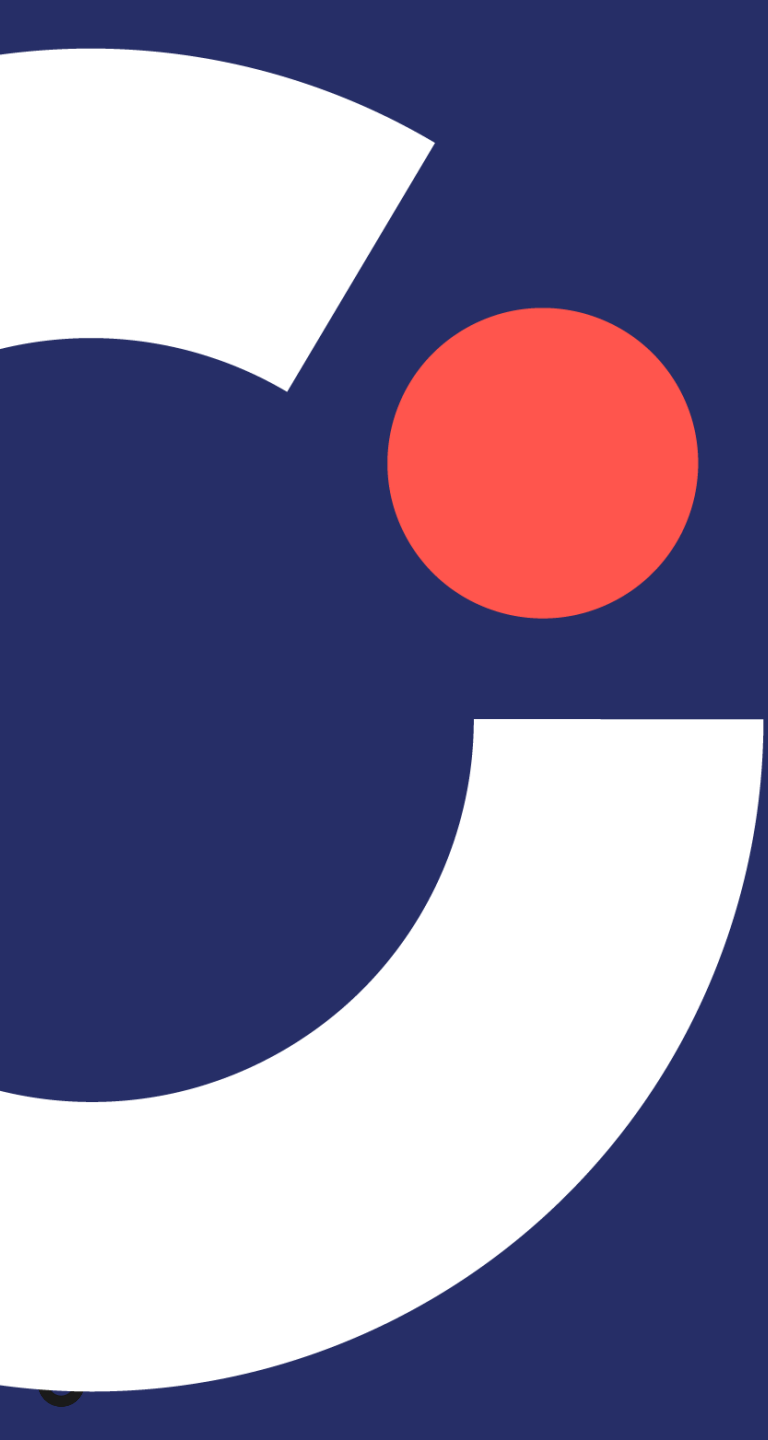
# General Findings

# Key Findings From Observations

*Team conducted 90 eleot® observations

| Learning Environment | Ratings Average |
|---|---|
| Equitable Learning | 2.92 |
| High Expectations Learning | 2.88 |
| Supportive Learning | 3.12 |
| Active Learning | 2.84 |
| Progress Monitoring Feedback | 2.69 |
| Well-Managed Learning | 3.26 |
| Digital Learning | 1.65 |

*Please see the Montgomery County Board of Education Engagement Review Report for more details regarding observations.

# Performance Standards Results- Reported in four ratings

| RATING | DESCRIPTION |
|---|---|
| **INSUFFICIENT** | Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement |
| **INITIATING** | Represents areas to enhance and extend current improvement efforts |
| **IMPROVING** | Pinpoints quality practices that are improving and meet the Standards |
| **IMPACTING** | Demonstrates noteworthy practices producing clear results that positively impact the institution |

# Leadership Domain

| | LEADERSHIP CAPACITY STANDARDS | RATINGS 3/2018 | RATINGS 2/2020 |
|---|---|---|---|
| 1.1 | The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. | NEEDS IMPROVEMENT | IMPROVING |
| 1.2 | Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners. | EMERGING | IMPROVING |
| 1.3 | The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | NEEDS IMPROVEMENT | INITIATING |
| 1.4 | The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness. | NEEDS IMPROVEMENT | IMPROVING |
| 1.5 | The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | NEEDS IMPROVEMENT | IMPROVING |
| 1.6 | Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. | NEEDS IMPROVEMENT | IMPROVING |
| 1.7 | Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | NEEDS IMPROVEMENT | INITIATING |
| 1.8 | Leaders engage stakeholders to support the achievement of the system's purpose and direction. | EMERGING | IMPROVING |
| 1.9 | The system provides experiences that cultivate and improve leadership effectiveness. | NEEDS IMPROVEMENT | IMPROVING |
| 1.10 | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. | NEEDS IMPROVEMENT | I IMPROVING |
| 1.11 | Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency. | NEEDS IMPROVEMENT | IMPROVING |

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# Learning Domain

| | LEARNING CAPACITY STANDARDS | RATING 3/2018 | RATING 2/2020 |
|---|---|---|---|
| 2.1 | Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. | NEEDS IMPROVEMENT | IMPROVING |
| 2.2 | The learning culture promotes creativity, innovation and collaborative problem-solving. | NEEDS IMPROVEMENT | IMPROVING |
| 2.3 | The learning culture develops learners' attitudes, beliefs and skills needed for success. | MEETS EXPECTATIONS | IMPROVING |
| 2.4 | The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | NEEDS IMPROVEMENT | IMPROVING |
| 2.5 | Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. | EMERGING | IMPROVING |
| 2.6 | The system implements a process to ensure the curriculum is aligned to standards and best practices. | EMERGING | IMPROVING |
| 2.7 | Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations. | EMERGING | IMPROVING |
| 2.8 | The system provides programs and services for learners' educational future and career planning. | EMERGING | IMPROVING |
| 2.9 | The system implements processes to identify and address the specialized needs of learners. | EMERGING | IMPROVING |
| 2.10 | Learning progress is reliably assessed and consistently and clearly communicated. | EMERGING | IMPROVING |
| 2.11 | Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | EMERGING | IMPROVING |
| 2.12 | The system implements a process to continuously assess its programs and organizational conditions to improve student learning. | EMERGING | IMPROVING |

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# Resource Domain

| RESOURCE CAPACITY STANDARDS | | RATING 3/2018 | RATING 2/2020 |
|---|---|---|---|
| 3.1 | The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness. | EMERGING | IMPROVING |
| 3.2 | The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness. | NEEDS IMPROVEMENT | IMPROVING |
| 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. | NEEDS IMPROVEMENT | IMPROVING |
| 3.4 | The system attracts and retains qualified personnel who support the system's purpose and direction. | NEEDS IMPROVEMENT | IMPROVING |
| 3.5 | The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness. | NEEDS IMPROVEMENT | INITIATING |
| 3.6 | The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system. | NEEDS IMPROVEMENT | IMPROVING |
| 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. | NEEDS IMPROVEMENT | IMPROVING |
| 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. | NEEDS IMPROVEMENT | IMPROVING |

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# Performance Standards Ratings from Special Review and Engagement Review

| LEADERSHIP CAPACITY STANDARDS | | SCORE<br>SPECIAL REVIEW<br>3/2018 | SCORE<br>ENGAGEMENT REVIEW<br>2/2020 |
|---|---|---|---|
| 1.4 | The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness. | NEEDS IMPROVEMENT | IMPROVING |
| 1.5 | The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | NEEDS IMPROVEMENT | IMPROVING |
| 1.8 | Leaders engage stakeholders to support the achievement of the system's purpose and direction. | NEEDS IMPROVEMENT | IMPROVING |
| LEARNING CAPACITY STANDARDS | | SCORE | SCORE |
| 2.1 | Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. | NEEDS IMPROVEMENT | IMPROVING |
| 2.2 | The learning culture promotes creativity, innovation and collaborative problem solving. | NEEDS IMPROVEMENT | IMPROVING |
| 2.6 | The system implements a process to ensure the curriculum is clearly aligned to standards and best practices. | NEEDS IMPROVEMENT | IMPROVING |
| 2.7 | Instruction is monitored and adjusted to meet individual learner's needs and the system's learning expectations. | EMERGING | IMPROVING |
| RESOURCE CAPACITY STANDARDS | | SCORE | SCORE |
| 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. | NEEDS IMPROVEMENT | MEETS EXPECTATIONS |
| 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. | NEEDS IMPROVEMENT | MEETS EXPECTATIONS |

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# Key Themes

- **Montgomery County Board of Education**
  - Engaged Stakeholders for strategic planning through multiple strategies.
  - Used Cognia's eleot to identify areas within the learning environments that were used effectively and those that were in need of improvement.
  - Improved fiscal accountability in system operations.

- **Additional Themes**
  - A lack of longitudinal data analysis for long-term planning was a recurring theme in the areas of curriculum, instruction, and student performance.
  - Stakeholders expressed widespread support and confidence in the leadership provided by the superintendent.

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# Accreditation Status

- In accordance with Cognia Policy, Montgomery County Board of Education accreditation status is that of:

## *Accredited*

*Accredited means a status conferred to an institution or system in good standing, and based on the most recent Engagement Review, meets all or a substantial number of Standards and criteria and has documented performance results and an Index of Education Quality® (IEQ®) score at acceptable levels.*

- Since the system is a member of the Cognia Network, Cognia will continue to support district during its continuous improvement journey.

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*By making the realities and complexities of schooling visible, we make improvement possible.*

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Knowledge is Opportunity

Thank you for your commitment to improvement through Cognia accreditation!