

System Accreditation Engagement Review

April 18 – 21, 2021

Continuous Improvement Process

- **Phase 1 – Initiate**
 - *Initiating* actions to cause and achieve better results
- **Phase 2 – Improve**
 - Gathering and evaluating the results of actions to *improve*
- **Phase 3 – Impact**
 - *Impact* is achieving improvement, where desired practices are deeply entrenched

Diagnostic Results KEY

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

Leadership Capacity

- 11 Standards
 - 11/11 IMPACTING



Impacting

Learning Capacity

- 12 Standards
 - 10/12 IMPACTING

Impacting

- 2/12 IMPROVING


Improving

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

The learning culture develops learners' attitudes, beliefs, and skills needed for success.

Resource Capacity

- 8 Standards
 - 8/8 IMPACTING



Impacting

Index of Education Quality Score

- The IEQ score is a holistic measure of overall performance based on a comprehensive set of standards and review criteria.
 - Reported on a scale of 100 – 400
 - Provides information about how the institution is performing compared to expected criteria.
- An IEQ score 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.

Index of Education Quality Score

- The IEQ score for Fort Thomas Independent Schools is **387.42.**
- The average range of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the past five years is **278.34 – 283.33.**

FINDINGS

- **Commendations:**

- The commitment to stakeholder involvement is reflected in all aspects of district and school improvement.
- The vision, *Rich in Tradition with a Focus on the Future*, is embraced by all stakeholder groups and is embedded in all aspects of school and district programs and operations.

- **Next Steps:**

- A common research-based instructional framework utilized throughout the system is lacking.
- Fort Thomas has not yet created/developed a systematic process to understand graduate experiences as aligned with the Portrait of a Graduate (POG) to inform the impact of current practices and ultimately improve strategies that prepare students for post-secondary success.
 - Affirmations of effective programming that should be continued include Social Emotional Learning, Inclusive Excellence practices, and the Portrait of a Graduate.

Rich in Tradition Focused on the Future

FORT THOMAS

INDEPENDENT SCHOOLS

