



Accreditation Engagement Review

October 24, 2022 - June 30, 2023

Oconee County School System

Institution #215176

P.O. Box 146

34 School Street

Watkinsville, Georgia 30677-0146

United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose and strategic direction.

Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

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 Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes
8.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity 	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆

Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents’ attendance at institution functions). Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution’s mission
- Learners’ academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.

YOUR RATING
★★★★

LEVEL DESCRIPTION



4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------



4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff



members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
---	--

3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
---	---

2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
---	---

1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.
---	--

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:



- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.

2 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.

1 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
---	---

3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
---	--

2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
---	---

1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.
---	---

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
---	---

3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING
★★★★☆

LEVEL DESCRIPTION

4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING
★★★★☆



LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Standard 14



Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners’ personal interests.

YOUR RATING


LEVEL DESCRIPTION

4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners’ personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners’ personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners’ personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners’ personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners’ needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING


LEVEL DESCRIPTION

4	4 - Professional staff members engage in a systematic process to analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners’ needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners’ needs or to ensure equity for learning.

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the



learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual



needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

2

2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

1

1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------

4

4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

3

3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

2

2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

1

1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING



LEVEL	DESCRIPTION
-------	-------------



4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.



3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING


LEVEL	DESCRIPTION
-------	-------------

4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING


LEVEL	DESCRIPTION
-------	-------------

4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning

process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25



Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING



LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING



LEVEL DESCRIPTION

4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING



LEVEL DESCRIPTION

- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING



LEVEL DESCRIPTION

- 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills.



Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.
-

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING
★★★★☆

LEVEL DESCRIPTION

4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.

3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.

2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.

1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
★★★★☆

LEVEL DESCRIPTION

4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.



2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.

1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Leadership in the Oconee County Schools (OCS) has developed and sustained a culture of learning where stakeholders feel valued, respected, and connected. Interviews and the review of artifacts found the decision-making processes throughout the institution consistently align with the mission and vision of the system. The OCS's Balanced Scorecard reflects key objectives that focus on supporting the well-being of all students. Longitudinal data reveal an increase in the percentage of students at elementary and secondary schools who reported they have an adult they can talk to if they need help. Positive trends have also been noted in discipline and attendance data that are routinely collected and analyzed. Results from a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis conducted in June 2022 identified the system recognizes diversity as a major strength. The SWOT analysis also repeatedly acknowledged the presence of dedicated and supportive students, staff, parents, and community. Parents, based on stakeholder survey results, emphasized the system consistently demonstrates the belief that all students will be prepared for life after high school. Survey results revealed students overwhelmingly feel cared for and supported by teachers and staff. Responsive classrooms, a student-centered social and emotional approach to teaching and discipline, have been implemented in all

kindergarten through 5th-grade classrooms. The master schedules at the middle schools include advisement time weekly, while at the high school, students participate in advisement on a daily basis. To further support the academic as well as social and emotional growth of students, the board approved the hiring of an additional counselor for each high school. Additionally, a mentoring program has been implemented, pairing students with adults both in the school building and within the community as a means of enhancing not only students' academic performance but also their social, emotional, and psychological development. Continuing to collect, analyze, and use data on initiatives focused on ensuring the presence of a healthy and positive learning environment can only enhance the opportunities for each child in the building to be successful not only in the classroom but also in life.

Leadership has established numerous ways for stakeholders to engage in the processes of decision-making in support of the learners' academic growth and well-being. According to the information included in the Stakeholder Feedback Diagnostic, the system's continuous improvement process included a "Deep Dive" where stakeholders engaged in an in-depth conversation about the mission and vision of the system. Over 700 stakeholders participated in the process of revisiting and reviewing the purpose and direction of the system to ensure all subsequent activities and initiatives aligned with those guiding principles. Over 52% of families in the system completed the survey process providing feedback on their perceptions of the work of the system. The consistent message from stakeholder surveys was that the mission statement clearly focuses on student success. The superintendent routinely meets with student, staff, and parent advisory councils that are comprised of representatives from the respective stakeholder group. Internal staff is also provided opportunities for input through the completion of surveys as well as through involvement on system committees that have generated recommendations for curricular changes and initiatives that have served as the impetus for improvement in student performance. For example, the minutes from the Action Team meeting, an artifact shared by the system, referenced science teachers collaborating to make decisions about resources to support student learning. Most importantly, students have a direct voice in the decision-making process.



Artifacts shared by the district included a Pear Deck that denoted student-specific feedback and response on critical issues and initiatives in the system. Recent results of the student survey indicated a need to enhance social-emotional support and services throughout the district. As a result of the feedback from students as well as other data sources, the board approved an additional counselor at each high school, special programming was added at the elementary level, and specific time was allotted in the middle and high school master schedules for advisement. Additionally, the superintendent carefully listened as students expressed concern about the complexity of the new Canvas platform that had been introduced into the system. As a result, focused professional learning was designed for teachers to enhance their knowledge of the platform so they could address student concerns effectively and efficiently. Organizational effectiveness increases as leadership provides viable opportunities for stakeholders to take ownership of the results of the system's efforts through routine participation in the decision-making process.

Leadership has created an environment where stakeholders throughout the system feel mutually respected and included. Such an environment is a necessity in establishing the foundation for continuous improvement. Continuing to provide viable activities that promote stakeholder involvement and support will only enhance the successful mastery of identified goals.

Leadership for Learning

Leadership continuously promotes a spirit of collaboration and collegiality as stakeholders are consistently engaged in initiatives that support the mission and vision of the system. The information included in the OCS's Standards Self-Assessment referenced the theme "Everyone is accountable for excellence," stressing the role each stakeholder plays in ensuring the mastery of established goals. At both the system and school levels, the strategic planning process has included representatives of all stakeholder groups as goals and initiatives are established, implemented, and monitored. Input is gathered through various modalities, including surveys, school council meetings, leadership team discussions, and advisory group sessions. Through district-led action teams in each content area, K-12 teachers are heavily involved in numerous activities during curricular decision-making.

The governing authority consistently demonstrates its support of the district's vision by participating in focused professional learning that fosters knowledge and understanding of their roles and responsibilities. In addition to actively engaging in training sessions facilitated by the Georgia School Board Association (GSBA), board members also spend time with departmental leadership at the system level as they learn more about the realm of responsibility of each respective division. Evidence of these professional learning sessions included the presentation of the Teaching and Learning department for new board members that included topics such as Student Achievement Highlights, OCS Powerful Practices, Cognia Engagement Review and Accreditation, and Strategic Plan & School Improvement Plans. Board members routinely engage in the responsibility of policy review, revision, and adoption, as evidenced by an examination of the OCS Board Policy Manual, available in an electronic format for ease of accessibility. According to information included in the Executive Summary, the OCS school board has been named an "Exemplary Board" by the GSBA each year and was also named the "Governance Team of the Year - Medium District" in 2020. Both of these designations recognize premier school board governance that invariably focuses on student learning and achievement.

Recruitment efforts throughout the district consistently result in the hiring of highly qualified staff members to support the teaching and learning processes. Interviews revealed the school district consistently has a large applicant pool for vacant positions and is consequently able to be highly selective in the hiring process. Information shared during the review process revealed during the 2022 recruitment season, "1494 applications were received, of which the top 5% were hired." Many of the teachers hired in the system have completed their university field experiences in classrooms in the system, so principals have had previous opportunities to observe their interactions in the building prior to the hiring process. Once hired, new staff members are supported by mentor teachers. Implementation of the Teacher Keys Effectiveness System (TKES) also provides a venue for school leaders to observe in classrooms, provide feedback, and develop professional growth plans for teachers in the building.

The presence of robust professional learning opportunities provides support for professional staff in the development, implementation, and evaluation of instructional lessons that align with the mandated



curriculum of studies. Topics for system-level professional support are generated based on a needs assessment that allows staff members to rate their level of proficiency in key areas. The comprehensive listing of current professional learning opportunities includes site-based sessions such as action team meetings, collaborative planning in identified focus areas, technology integration, content-based instructional strategies, and coursework that leads toward endorsements in critical areas. Additionally, each school is responsible for developing its own professional learning plan focusing on job-embedded and data-driven opportunities to enhance the work done at each respective facility.

Interviews and artifacts only referenced monitoring instructional delivery when discussing the results of the 2022 data collection using the eleot[®] as compared to the results from the 2018 observations using that same tool. Information reported in the Learning Environment Observation Analysis stated the system completed 413 eleot observations during Fall 2022. The observations were conducted in various grade levels and content areas and during different times in the instructional day. The results gathered during the 2022 observation cycle were compared to those compiled in 2018, five years ago at the time of the system's last accreditation review and the last time the eleot[®] observation tool was used. The narrative from the 2022 observations did not reflect any disaggregated data based on content areas, grade levels, time of day, or classroom composition. Interviews revealed that, even though the eleot[®] tool has not been consistently used since the 2018 accreditation cycle, administrators are still in the classrooms on a regular basis as a means of monitoring instructional delivery. However, the discussions during interviews indicated limited systemic processes had been used to capture and analyze data from these observations and to utilize these data as part of the improvement process. District-level administrators stated plans are in place to review resources readily available in the system as well as to conduct thorough research on observation resources as a means of determining the most effective tool and process to routinely gather data on student engagement and other learner-centric behaviors in the classroom. Interviews focused on leveraging already accessible resources while also closely examining "scalability."

Leadership in the system has routinely provided guidance to ensure staff members are supported during the processes of continuous improvement.

Such efforts serve to increase the overall effectiveness of the organization as it strategically plans, implements, and evaluates initiatives focused on student achievement. Collecting, analyzing, and utilizing data on instructional practices that occur on a daily basis in the classroom can support the identification and refinement of professional learning strengths as well as needs.

Engagement of Learning

The presence of engaging learning environments throughout the system has resulted in high levels of student achievement. High expectations and student engagement are common features in classrooms in the system. Results from surveys completed by parents, staff, and students all rate these areas as definite strengths in the system. Instruction in all classrooms is based on the Georgia Standards of Excellence (GSE) to promote a rigorous, standards-based curriculum. Advanced content classes are offered in English/Language Arts, Math, Science, and Social Studies in grades 2-8. Accelerated learning opportunities are provided at the high school through Advanced Placement (AP) classes and Dual Enrollment programming. Within the classroom setting, students have the opportunity to set individualized goals for their learning. Many of the students who are enrolled in special education programming also participate in Active Student Participation Inspires Engagement (ASPIRE), where they actually lead the conversation when discussing Individualized Education Plan (IEP) goals and progress.

Opportunities for student engagement are also available through extracurricular activities for students in grades K-12. Elementary school students have the opportunity to participate in clubs such as Lego, sign language, and cooking. Middle and high school students have both club and athletic opportunities as extensions of their daily school programming. Recently, flag football, Esports, and bass fishing were added to the listing of sports activities in which students can participate. The focus on high expectations and student engagement has resulted in commendable levels of achievement in various areas. The information included in the Standards Assessment Diagnostic noted areas of achievement such as 88% of students scoring three or higher on at least one Advanced Placement (AP) exam and overall district College and Career Readiness Performance Index (CCRPI) score of 92.5, ranking the system third in the state, and performing higher than the Regional



Education Service Agency (RESA) and the state in 3rd-8th grade English/Language Arts (ELA), 3rd -8th grade Math, 5th grade Science, 8th grade Physical Science, and 8th grade Social Studies on the Georgia Milestones Assessment (GMA). End of Course (EOC) results in American Literature, Algebra I, Biology, and United States History also revealed students in the system scored higher than students throughout the RESA district and the state. Artifacts also revealed a 2022 graduation rate of 97.91% with the following disaggregated subgroup completion rates-Asian (100%), Black (100%), Hispanic (95.83%); White (97.7%), Economically Disadvantaged (68%), English Learners (EL) (100%) and Students with Disabilities (94.5%). These data truly can be attributed to the strength of the academic programming throughout the system. Athletic programming has also noted areas of high success. The system attributes the low rate of disciplinary infractions and the high attendance rate to the level of engagement of students in the classroom.

However, ratings on the Standards Self-Assessment did note professional staff occasionally select and integrate digital resources that add value to the learning process. Interviews and evidence from eleot[®] observations revealed instructional strategies where digital tools are used as resources do not always foster students' thinking or spark their curiosity. Even though digital tools are readily available in all school buildings, these resources are not always used effectively to maximize student learning.

When students actively participate in their learning, their work tends to reflect a stronger desire to perform as a means to reach established achievement goals. The combination of active engagement and rigorous lessons tends to result in high levels of student performance. Enhancing the effective use of digital resources may serve to promote even higher levels of student engagement in the classroom.

Growth in Learning

Data collection, analysis, and use are processes that occur on a routine basis throughout the school system. An extensive collection of sources are utilized to capture data as a means of monitoring progress toward meeting school and system-level goals. Students in grades K-8 complete a Measures of Academic Progress (MAP) assessment three times per year. Results from summative assessments such as the Georgia Milestones, the End of Course Tests (EOCTs), the ACT, and the SAT are routinely collected and used in planning. Through the Multi-Tiered System of Supports (MTSS), students are

administered universal screeners and other assessments to measure performance. The system also collects data on attendance, discipline, and other factors that may serve as root causes of performance. Perception data are collected through surveys that are distributed to staff, parents, and students. County-level action teams meet on a monthly basis to analyze data that have been collected and to make recommendations on initiatives and interventions that may support student learning. Examples of agendas and minutes from a sampling of action team meetings were included as artifacts for the accreditation process. Three times a year, members of the Teaching and Learning Department meet with school representatives to discuss and analyze data that align with site-based improvement goals. The school provides data on each of the topics, which serve as the basis for the deliberations. These discussions often lead to the identification of resources and supports to address specific needs and to further enhance the improvement process.

The OCS's Balanced Scorecard reflects targets and actual performance data for goals and initiatives included in the system's strategic plan. Entrees on the scorecard reflect data that have been collected since the 2019-2020 school year, which helps to provide a historical perspective on performance while also identifying emerging trends. Throughout the year, district team members meet to review established annual targets and discuss progress being made toward meeting system goals.

As part of the system's work to prepare students for college and career readiness, data are also captured on the interests and aptitudes of students to ensure coursework and pathways are available to support future endeavors. Information shared during interviews as part of the accreditation process indicated over 90% of students enrolled in the school say they are going to a two-four year college or university. Because of this aspiration, OCSs has enhanced the dual enrollment programs with Athens Technical College and the University of Georgia and have expanded areas where students can earn industry certification.

However, other than graduation data, the overall performance of subgroups within the school system was rarely referenced in the documentation provided by the system. The focus of improvement tended to center around the combined population of students. Data from recent testing revealed an emerging gap between the performance of English Language



Learners (ELL) and other student populations in the system. The performance of small groups can have a tangible impact on the collective performance of students throughout the system. Discussing and analyzing data on the progress and achievement of subgroups clearly aligns with the system's vision for the success of each student.

The themes identified by the Engagement Review team should be considered along with the rest of the findings from the review as a part of the institution's continuous improvement process. They provide the next steps to guide the improvement journey to improve quality and opportunity for all learners.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards

Noteworthy Practices

In conducting the review, the team identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflect the greatest strengths of the institution.

-
- 1 OCS has established and sustained an immersive culture of mutual respect, equity, and inclusion that focuses on the well-being of learners throughout the system. Both internal and external stakeholders routinely articulate a sense of fairness and inclusion during decision-making and during the implementation of identified initiatives.**

Standard 1 Standard 2

Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

-
- 1 Develop, implement, and evaluate processes for conducting informal walkthroughs as a means of guiding faculty and staff in the processes of enhancing professional practices.**

Standard 11 Standard 22 Standard 7

RATIONALE When professional staff members routinely implement valid protocols to skillfully monitor and adjust lessons based on learners' responses to instruction, then learners have a greater opportunity to meet instructional goals.

- 2 Design professional learning opportunities to enhance teacher awareness of instructional strategies to support rigor and relevancy in the classroom through the effective use of digital resources.**

Standard 23

RATIONALE When digital resources are effectively used to foster knowledge and understanding of key concepts and to support learners' pursuit of interests, then thinking can be deepened as curiosity is fostered and stimulated.

- 3 Expand the data analysis processes to include a closer examination of the performance of subgroups of student populations enrolled in the system.**

Standard 24 Standard 27

RATIONALE As leaders demonstrate skill and insight when interpreting data, particularly data on emerging trends within subgroups, then systemic decisions can be made in support of learners' growth and well-being.



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

326

SCORE	DESCRIPTION
Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
Above 300	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elite certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

TEAM MEMBER NAME	BRIEF BIOGRAPHY
Cynthia Anderson Lead Evaluator	Dr. Cynthia Anderson is a public school educator who has served as an elementary school teacher, instructional lead teacher, elementary school principal, director of professional learning, director of elementary curriculum, and director of middle grades curriculum. She holds degrees from Auburn University, the State University at West Georgia, and the University of Georgia. Dr. Anderson retired after 36 years in public school education. She has served as a Cognia field consultant and lead evaluator for numerous school and system-level engagement reviews. Additionally, she has served as the lead evaluator for several diagnostic reviews and as a team member on numerous special reviews. In the past, Dr. Anderson taught undergraduate and graduate classes for Clark-Atlanta University, Clayton State College and University, and the University of Georgia. Currently, she serves as an assistant professor for Mercer University, where she teaches coursework in curriculum and instruction and assessment.
Jay Wansley	



References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/continuous-improvement-and-accountability/>
- Bernhardt, V., & Herbert, C. (2010). Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program. New York: Routledge.
- Chester, M.D. (2003), Multiple Measures and High-Stakes Decisions: A Framework for Combining Measures. Educational Measurement: Issues and Practice, 22: 32-41. <https://doi.org/10.1111/j.1745-3992.2003.tb00126.x>
- Christenson, S., Reschly, A., & Wylie, C. (2012). Handbook of research on student engagement. Boston, MA: Springer.
- De Smet, A., Lurie, M., & St. George, A. (2018). Leading agile transformation: The new capabilities leaders need to build 21st-century organizations, McKinsey & Company, Retrieved from <https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/leading%20a%20gile%20transformation%20the%20new%20capabilities%20leaders%20need%20to%20build/leading-agile-transformation-the-new-capabilities-leaders-need-to-build-21st-century-organizations.pdf>
- Dulak, J., Domitrovich, C., Weissberg, R., & Gullotta, T. (2015). Handbook of social and emotional learning: Research and practice. New York: The Guilford Press.
- Elgart, M. (2015). What a continuously improving system looks like. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/what-continuously-improving-system-looks/>
- Elgart, M. (2017). Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Ford, T., Lavigne, A., Fiegenger, A., & Si, S. (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. Review of Educational Research: 90 (2).
- Fullan, M. (2014). Leading in a culture of change personal action guide and workbook. San Francisco: Jossey-Bass.
- Fullan, M. & Quinn, J. (2016) Coherence: The right drivers in action for schools, districts, and systems. Thousand Oaks, CA: Corwin.
- Hamedani, M. G., Zheng, X., Darling-Hammond, L., Andree, A., & Quinn, B. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth—Cross-case analysis.
- Haladyna, T. & Hess, R. (1999) An Evaluation of Conjunctive and Compensatory Standard-Setting Strategies for Test Decisions, Educational Assessment, 6:2, 129-153, DOI: 10.1207/S15326977EA0602_03
- Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco: Jossey-Bass.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement. Review of Educational Research, 86(2), 531-569. <https://doi.org/10.3102/0034654315614911>
- Jaeger, Richard M. (1991). A comparison of compensatory, conjunctive, and disjunctive models for weighing attributes of school quality. Paper presented at the Annual Meeting of the American Educational Research Association. (Chicago, IL, April 3-7, 1991)

- Kim, W., & Mauborne, R. (2017). Blue ocean shift: Beyond competing. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). Continuous improvement in education. San Francisco: Carnegie Foundation. Retrieved from <https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation-continuous-improvement-2013.05.pdf>
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). General systems theory. New York: George Braziller, Inc.
- Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Rotherham, A., & Willingham, D. (2010). 21st century skills: Not new but a worthy challenge. American Educator, Spring, 17-20. Retrieved from <https://bellwethereducation.org/publication/21st-century-skills%E2%80%99-not-new-worthy-challenge>
- Thompson, C. S. (2017). Teachers' expectations of educational leaders' leadership approach and perspectives on the principalship: Identifying critical leadership paradigms for the 21st century," Journal of Organizational & Educational Leadership: 2 (2).