



Accreditation Engagement Review

July 01, 2024 - June 30, 2025

Webster County Elementary/Middle/High School

Institution #217154

7168 Washington St
Preston, Georgia 31824-5232
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. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward 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. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, 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 evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators 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, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help 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. 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

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and 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.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis







Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9





Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4
The institution has analyzed and synthesized information.	 Network Average: 2.9
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8
Network Comparison for Learning Environments Analysis	
Your Institution	2.5
Cognia Network Avg.	3.1

Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Culture of Learning.	 Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	 Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8
Network Comparison for Culture of Learning	
Your Institution	3.5
Cognia Network Avg.	3.2

Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Leadership for Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★☆☆ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.7
<p>Network Comparison for Leadership for Learning</p> <div> <div>Your Institution</div> <div>2.5</div> </div> <div> <div>Cognia Network Avg.</div> <div>3.1</div> </div>	

Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Engagement of Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★☆☆ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.8
<p>Network Comparison for Engagement of Learning</p> <div> <div>Your Institution</div> <div>2.5</div> </div> <div> <div>Cognia Network Avg.</div> <div>3.1</div> </div>	

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Growth in Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.8

Network Comparison for Growth in Learning



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 are 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 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.	
<div>YOUR RATING</div> <div>★★★★★</div> <div>Network Average: 3.3</div>	
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
★★★★☆
Network Average: 3.4

LEVEL	DESCRIPTION
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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
★★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
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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

 Network Average: 3.1

LEVEL	DESCRIPTION
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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

 Network Average: 3.0

LEVEL	DESCRIPTION
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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	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	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	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
 ★★☆☆
 Network Average: 2.9

LEVEL	DESCRIPTION
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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.

Network Comparison for Culture of Learning Standards



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
 ★★☆☆
 Network Average: 2.8

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
 ★★☆☆
 Network Average: 3.2

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



Network Average: 2.9

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



Network Average: 2.9

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



Network Average: 3.1

LEVEL	DESCRIPTION
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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



Network Average: 2.9

LEVEL	DESCRIPTION
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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



Network Average: 3.0

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
 ★★☆☆
 Network Average: 3.0

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
 ★★☆☆
 Network Average: 3.0

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.

Network Comparison for Leadership for Learning Standards

Your Institution

2.8

Cognia Network Avg.

3.0

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



Network Average: 2.9

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

 Network Average: 3.0

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

 Network Average: 2.9

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



Network Average: 2.6

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 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



Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 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

 Network Average: 2.8

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

 Network Average: 2.7

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

 Network Average: 2.8

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	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	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.

Network Comparison for Engagement of Learning Standards



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

 Network Average: 2.9

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

 Network Average: 2.5

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
★ ★ ★ ★
Network Average: 2.7

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 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 | 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
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 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 | 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 | 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 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



Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 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 | 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 | 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 | 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



Network Average: 2.6

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 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 | 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 | 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 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



Network Average: 2.8

LEVEL DESCRIPTION

-
- 4 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 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 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 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.
-

Network Comparison for Growth in Learning Standards

Your Institution

2.4

Cognia Network Avg.

2.8

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

Leaders foster a culture at Webster County Elementary/ Middle/ High School that is collaborative and demonstrates respect among all stakeholders. Due to the small size of the district, leaders explained to the Regional Accreditation Evaluator (RAE) and the Associate RAE that they have a very familial culture where faculty and staff work together for the betterment of all students. Leaders started the Positive Behavioral Interventions and Supports (PBIS) framework last year and are completing the second year of implementation. Through the PBIS program, all students are known by at least one adult who supports them regularly with academic and non-academic support and encouragement. These positive relationships have led to the culture of respect that leaders explained exists throughout the district. Because all grades are in a single building, teachers frequently collaborate informally and formally in vertical and horizontal planning every month. Leaders also attributed the culture to the mentoring program in place for new teachers and the ongoing coaching support they receive. Teachers receive coaching from specialists at the local Regional Education Service Agency (RESA) on new Georgia standards and instructional strategies. Additionally, new teachers meet with their assigned mentors monthly as they begin their careers

in the district.

Effective leaders understand the importance of working with all stakeholders to gather community perceptions regarding school improvement. During interviews, leaders at the institution explained how they work with community members to gain support for creating a culture where everybody feels welcome and valued. Through partnerships with community members, leaders have been able to demonstrate the well-being of students, which is what drives the institution. For example, through their partnerships, leaders have been able to create assistance for students needing school supplies and/or tennis shoes. They are also supported by community members providing mental health services and a community group that comes into the district twice a year to put on plays, based on popular books, for students.

Leaders stated they administer the annual Georgia Health Surveys as required by the state. They also explained how they began implementing the Cognia™ surveys last year and will do so again this year. The Engagement Review Team (team) encourages leaders to continue using the Cognia surveys along with the Georgia Health Surveys. Once leaders have a minimum of three years of data from the Cognia surveys, they will be able to perform trend analysis. The team suggests looking at trend data in two ways. First, to see if stakeholders have similar perceptions about the same topics. Second, they will be able to see if strengths continued to be strengths over time and if areas for growth have been mitigated over time. These analyses can serve as data points for planning initiatives and also for program evaluations.

Leadership for Learning

Webster County School System retains a significant number of teachers and staff each year. Research indicates how a positive school climate and culture contributes to high retention rates among faculty and staff. Leaders at the institution have worked to create this environment as they have developed their continuous improvement process over the last few years. They explained to the team that they have retained high numbers of faculty and staff as a result of intentional efforts in their continuous improvement process. The current strategic plan in evidence guided actions from 2020-25, the current academic year. Leaders explained how they have reviewed numerous pieces of data, conducted stakeholder meetings, and created SMART goals as they are moving toward creating a new strategic plan



this year. The planning process includes input from the Webster County School Board, the five-member board that oversees the district. The Georgia School Boards Association recognized the Webster County School Board of Education as an Exemplary School Board in 2023. In conjunction with stakeholder meetings to inform planning efforts, the leadership explained the board members also participated in a SWOT analysis of the district at the beginning of this process in developing the new strategic plan. Research indicates steps taken by district leadership such as looking at attendance data, achievement data, disciplinary data, and equity data, along with holding stakeholder meetings have greater chances of making meaningful impacts on the planning process.

Leaders establish expectations for stakeholders through student handbooks, and the faculty/staff handbook along with board policies. During interviews, leaders explained to the team when they have to hire faculty, they follow all guidelines and hire highly qualified faculty for whichever position is open. They recruit at local job fairs and provide faculty with mentors as previously stated. Leaders explained how they conduct formal teacher evaluations as required by the state. They also explained how they do classroom observations and provide feedback, but there was no data for these activities. The team encourages leaders to continue doing frequent, non-evaluative walkthroughs to understand the capacity of instructional delivery within the district. These data will help inform professional learning that could result in increased student achievement. Research indicates that teachers feel less threatened by non-evaluative observations, which may result in more open conversations about instructional practices.

Leaders spoke about how teachers decide what to teach daily. They explained they use the Georgia state standards and access the Georgia Department of Education Inspire platform, created by state leaders to provide resources for content areas. Leaders also work with the local RESA to provide training on instructional practices two times per month with specialists coming on site to work with individual teachers and unpack the new standards for content areas. The team encourages leaders to develop their own scope and sequence tables, at a minimum, based on the state standards. They may use some provided in the Inspire platform, but the team suggests working through each unit to add specific instructional strategies teachers may use, resources, prerequisite standards, and specific assessments. Research indicates these missing variables can enhance instruction by providing key items that will be

horizontally taught across all sections, but more importantly, will help align the vertical curriculum and provide formative checkpoints along the way so that teachers may adjust instruction as necessary for students to better understand their learning.

Engagement of Learning

Leaders provide regular opportunities for teachers to collaborate and plan. Due to the small size of the district, leaders have implemented formal times for teachers to collaborate on a regular basis. This practice allows teachers to learn about curriculum development, overall student learning, and the use of technology within instruction. Through these collaborative efforts, teachers and leaders have identified areas where they are doing well and areas where they can improve.

District leaders explained some of the goals of the new strategic plan are direct results of continuous collaboration among teachers and using that paired with the limited classroom observations. Additionally, they explained other areas in which they wanted to improve, but there are no specific goals in the strategic planning. One of these areas that is a direct result of classroom observations is the use of technology. Technology was rated as the lowest environment during the first round of observations using the Effective Learning Environments Observation Tool® (eleot®). The team suggests considering a technology model that will quantify how technology is being used in classrooms by teachers and students. A research-based model will allow leaders to expend funds on professional learning that is directly connected to enhancing productivity in instructional capacity by teachers and in learning by students.

District leaders also expressed concerns about students not being exposed to diversity in their work. While the state standards may address diversity with specific historical figures or events, they, in and of themselves, will not necessarily bring enough diversity so that students learn to value the diversity they have in their district. The district is a majority-minority district. The team encourages leaders to address diversity as they create their own scope and sequence tables noted earlier. In addition to the other items mentioned, leaders can explore how to incorporate diversity in historical figures, historical movements, people, perspectives, and thoughts. These intentional additions to the written curriculum should add to the limited aspects of diversity within the state standards and may result in students learning to appreciate and value diversity even more than they currently do.

Leaders spoke about student engagement and the learning environment within the system. They spoke of faculty working through assessment data, classroom observations, and conversations to tailor learning experiences to each student. This narrative is too ambiguous for the team to understand if this process has been an ongoing process for a few years or if this process is something new just started this academic year. There is no evidence to support the statement that education is being tailored to individual students. On the contrary, student surveys paint a classroom that is teacher-centered with students passively listening and taking notes. While teachers are working to remove learning barriers from students in their classrooms, the evidence does not support this as a long-standing practice. The team encourages district leaders and faculty to intentionally work through their protected curriculum time in either vertical or horizontal planning to include engaging instructional strategies. One aspect of this practice will be for leaders and teachers to clearly define what student engagement looks like in their classroom. This may include some technology work also mentioned earlier. Using the agreed-upon definition of student engagement, the team also suggests incorporating measurable aspects of engagement into the non-evaluative observations noted earlier. These efforts may lead to a learner-centered classroom where students have a voice in their learning and develop a love of learning as they use content in ways that interest them most. Additionally, the team recommends using the eleot on a regular, semester basis to collect data on instructional practices.

Growth in Learning

Leaders provide academic and non-academic supports to help each student be successful.

During interviews, leaders explained how they provide supports for students in addition to academic support. They provide the PBIS, but they go beyond that to provide other systems of support as part of the Multi-Tiered System of Supports (MTSS). These supports provide career planning in the form of job shadowing, counseling, and supplies in addition to academic support. Leaders stated in the Executive Summary they follow Maslow's Hierarchy of Needs and said providing some of the physiological and safety needs will better help their students feel a sense of belonging.

Concerning growth in learning, leaders spoke about the abundance of data within the system. Even so, there did not appear to be a formal process to utilize the data regularly. Evidence illustrated how leaders used data to make decisions regarding the planning

efforts, but the use of data to examine trends and develop a program evaluation model is too ambiguous for the team to clearly understand the process. The Student Performance Analysis narrative speaks to several data points that are used to measure student learning. Some of these include valid and reliable instruments such as DIBELS that provide literacy development information. Other data points are too subjective and should not be considered with the same weight such as pass/fail rates of courses. The narrative stated some modest increases in formative testing results with beginning-of-year results compared to middle-of-year results, but due to low enrollments, these modest gains could very well reflect one or two students who may have been on the bubble and moved to the next level of proficiency. While district leaders included end-of-course (EOC) and end-of-grade (EOG) assessments as evidence, the narrative did not address these high-stakes assessments. The team not only suggests including the EOC and EOG data in all discussions but to view trends. While leaders provided three years of data, the minimum for trend analysis, they did not include any analysis. The analysis should include looking at annual progress in addition to cohort data. Cohort data can be very impactful to see if interventions are having an effect on student learning as students progress from one grade to another. The team encourages leaders to develop a well-balanced assessment system that takes all assessment data into consideration and will help provide data to make program evaluations and other data-driven decisions. Research shows that high-stakes assessments such as EOC and EOG assessments are directly linked to state standards. Consequently, if students are not performing at a level leaders desire or if they wish to increase overall performance, there needs to be a direct link from the state standards to formative assessments to daily instruction in the classroom. As leaders and teachers work on developing the written scope and sequence noted earlier, the team encourages them to consider the deep connection from the state standards to daily work in the classroom.

Finally, the Engagement Review Team noted leaders discussed that professional learning is linked to teacher surveys along with EOC and EOG data. The team encourages leaders to also add regular classroom eleot observations to the decision-making process for professional learning. Research on professional learning indicates that some professional learning should be more individualized as teachers are at various places in their careers and have developed different abilities to deliver instruction. By

using individual data, leaders can see where some teachers may need individual professional learning whereas other areas may be able to be accomplished with the faculty as a whole. It is also through individualized professional learning that teachers can begin doing action research on how they are improving their practice and documenting what works with their students in their classrooms.

Overall, the evidence submitted by the leaders of the Webster County School System and the narratives for the Key Characteristics along with the required analyses provided the team with enough background information to make their ratings. Through interviews, a review of evidence, and a review of the narratives, leaders indicated they have been able to identify strengths in the system and some areas for potential growth as they work to develop long-range planning. The themes identified by the Engagement Review Team, when taken holistically, should be considered along with the rest of the findings from the review as part of the institution's continuous improvement journey. They provide the next steps to guide the improvement journey to improve opportunities 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.

Areas for Improvement

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

1	Develop and implement a communication plan that will provide leaders and stakeholders clear processes to provide open lines of communication involving the district.	Standard 3
RATIONALE	If leaders operate from a formal communication plan that includes modes of communication and annual dissemination of surveys and a calendar of onsite events, then stakeholders may be more likely to share their perceptions of district initiatives and engage with the district.	
2	Enhance and monitor the curriculum review cycle each month to develop a district scope and sequence for all content courses.	Standard 12 Standard 14
RATIONALE	If teachers develop and work from a scope and sequence document for their courses, they may better align daily instruction to state standards and student learning may increase and endure as they move from one grade to another.	
3	Develop and implement student engagement strategies as part of the curriculum review cycle so teachers will have effective strategies from which they can choose during daily lessons.	Standard 19 Standard 20 Standard 21
RATIONALE	If teachers have a repertoire of effective student engagement strategies as part of their scope and sequence, student engagement may increase and student learning may improve as well as their love of learning.	
4	Develop and implement an assessment plan that will track formative and summative assessments, determine how and when data will be collected, and how the data will be analyzed on an annual basis.	Standard 24 Standard 26 Standard 30
RATIONALE	If leaders and teachers include all assessment data and have a clear understanding of how to use the data to make data-informed institutional and instructional decisions, then data-informed decision making may improve the productivity of the institution.	



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of 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	SCORE	DESCRIPTION
264	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 Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 296	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include 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 Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include 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 Report due three years following the review. Additional progress monitoring may be required if satisfactory progress 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 is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Jim Ferrell Lead Evaluator	Jim Ferrell currently serves as department chair for the Educational Leadership Department at Northeastern State University in Tahlequah, Oklahoma. He also serves as program chair for the School Administration Program within the Educational Leadership Department. He worked as a classroom teacher for 12.5 years teaching social studies and Spanish in grades 6-12. After leaving the classroom, he worked as a middle school principal for six years. Dr. Ferrell earned a B.A. in history from Oklahoma City University, an M.A. in history from the University of Central Oklahoma, and an Ed.D. in school administration along with a graduate certificate in statistical methods and analyses in education and behavioral sciences, both from Oklahoma State University. Dr. Ferrell has served on the Oklahoma Council for Cognia and has participated as part of a Cognia accreditation team, and/or done education consulting, in more than half of the states around the country.
Travis Nesmith	

References and Readings

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