BOE Governance Goals

Goal 1: Safety for Students and Staff

Goal 2: Alignment of Strategies, Initiatives, and Resources to the FCS Learner Profile

Goal 3: Effective and Efficient Financial Planning

Goal 4: Making our Large Schools Feel Small

What is Accreditation and Why Do We Need It?

- Process by which schools or school districts are certified as having met minimum quality standards

- Focused on continuous improvement and ensuring that the institution supports a culture where conditions, practices, and processes promote effective teaching and learning

- Extensive review every 5 years conducted by a third party to analyze documentation, interview stakeholders, and provide feedback

- Students who attend unaccredited schools may have difficulty transferring credits, applying to colleges, and receiving financial aid, including the HOPE scholarship

Cognia Accreditation Engagement Review

- January 23-26, 2022 (virtual review)

- 9 team members on the Cognia Review Team with 237 years of experience in education

- Interviewed 353 stakeholders comprised of the governance team, district leaders, school leaders, certified staff, classified staff, parents, students, and community members

- Rated us in 3 domains (Leadership, Learning, Resources) and on 31 total standards

Accreditation Standards Ratings

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Each standard is rated and color-coded based on the district's overall performance in that standard. Yellow denotes approaching standards. Green denotes meeting standards. Blue denotes exceeding standards.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Each standard has 5 elements that are individually rated from a 1-4 based on a rubric. We conducted a self-assessment and uploaded documentation to support those ratings. The review team reviewed our documentation and included the interviews and other data to provide the final ratings.

Leadership Capacity Domain

Leadership Capacity Standards											Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	4	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
41.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Impacting
	EN:	3	IM:	4	RE:	3	SU:	4	EM:	3	
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

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FORSYTH COUNTY SCHOOLS

Leadership Capacity Domain

The dedicated and highly-qualified governing board, superintendent, and system leaders provide focused leadership with a clear direction and commitment to the school system's continuous improvement.

The governance team is committed to the establishment and adherence to policies that promote the system's effective operations.

The BOE and Superintendent were recognized as the 2019 Governance Team of the Year in Georgia.

Interviews and documentation revealed system and school leaders who always seek to find ways to better serve children.

Leadership is actively cultivated within the system as artifacts and interviews revealed such formalized leadership development programs as Aspiring Leaders Program, Aspiring Principals Program, and the Class A Program to support leadership development in classified staff.

The laser focus on continuous improvement is substantiated through the documentation of the collaborative, formalized process implemented to develop the strategic plan.

The team commends the system on its strong leadership and encourages the ongoing commitment to using systems thinking principles and planning so that it is deeply ingrained and protected throughout the operations of the school system.

Learning Capacity Domain

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Impacting
	EN: 4 IM: 4 RE: 4 SU: 4 EM: 4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.	Impacting
	EN: 4 IM: 3 RE: 3 SU: 3 EM: 4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.	Impacting
	EN: 4 IM: 4 RE: 3 SU: 3 EM: 4	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Impacting
	EN: 4 IM: 3 RE: 3 SU: 4 EM: 4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Impacting
	EN: 4 IM: 4 RE: 3 SU: 4 EM: 4	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Impacting
	EN: 4 IM: 4 RE: 3 SU: 4 EM: 4	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Impacting
	EN: 4 IM: 4 RE: 3 SU: 4 EM: 3	
2.8	The system provides programs and services for learners' educational futures and career planning.	Impacting
	EN: 4 IM: 4 RE: 4 SU: 4 EM: 4	
2.9	The system implements processes to identify and address the specialized needs of learners.	Impacting
	EN: 4 IM: 4 RE: 4 SU: 4 EM: 3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Improving
	EN: 4 IM: 2 RE: 2 SU: 3 EM: 3	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.	Impacting
	EN: 4 IM: 4 RE: 4 SU: 4 EM: 4	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Impacting
	EN: 4 IM: 4 RE: 4 SU: 4 EM: 4	

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FORSYTH COUNTY SCHOOLS

Learning Capacity Domain

A supportive learning culture based on strong positive relationships exists in the school system.

The words family, supportive, dedicated, encouraging, accepting, teamwork, and "large system with a small system feel" were used to describe the school system.

Community members, parents, and staff shared how the Learner Profile outlines the expectations for learning outcomes across the system and serves as the basis for every initiative.

Document reviews and interviews revealed focused efforts on preparing students for post-secondary options. Evidence divulged AP courses, increased numbers of CTAE courses and pathways, increased numbers of students taking dual enrollment courses, internships, and work-based learning opportunities.

Staff members shared with pride how connected the schools and community are to ensure all are focused on making Forsyth County the best in all areas and a place where people want to live and grow.

The system is applauded for the programs and practices that are yielding results in building strong, positive relationships and is encouraged to continually collect, analyze and use data to determine the effectiveness of the programs and practices to ensure learners develop positive relationships with adults and peers that support their educational experiences.

The team commends the school system on its concentrated efforts at assessing and communicating learning progress and encourages the continuation of this work to consistently support and protect grading practices that represent attainment of content knowledge and skills across all classrooms and programs.

Resources Capacity Domain

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Impacting
	EN: 4 | IM: 3 | RE: 3 | SU: 3 | EM: 4	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Impacting
	EN: 4 | IM: 3 | RE: 3 | SU: 3 | EM: 4	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Impacting
	EN: 4 | IM: 4 | RE: 4 | SU: 4 | EM: 4	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Improving
	EN: 4 | IM: 3 | RE: 3 | SU: 2 | EM: 2	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Impacting
	EN: 4 | IM: 4 | RE: 3 | SU: 4 | EM: 4	
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Impacting
	EN: 4 | IM: 4 | RE: 4 | SU: 4 | EM: 4	
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Impacting
	EN: 4 | IM: 4 | RE: 4 | SU: 4 | EM: 4	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Impacting
	EN: 4 | IM: 4 | RE: 4 | SU: 4 | EM: 4	

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FORSYTH COUNTY SCHOOLS

Resource Capacity Domain

The school system demonstrates strategic resource management that includes long-range planning and wise use of resources to support the system's mission and vision.

Excellence in financial management was exemplified by the system earning the Highest Financial Efficiency Rating (5/5 Stars) and being the only school system in Georgia to receive this rating for six consecutive years. The system is one of only three school systems in Georgia to receive the highest possible bond rating, AAA, from both Moody's and S&P, which was recently reassigned in 2021.

The district has a sound fund balance with the net worth of the school system increasing by $10.5 million in FY2020. The district operates on a $520 million budget, with 72% of the expenses tied directly to instruction. The FY21 budget was built maintaining the same millage rate for the last seven years.

Interviews and artifacts substantiated the system's integration of digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

The team commends the school system on its commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests. The system is encouraged to continue a formalized process to collect, analyze, and use data to evaluate the use of digital and informational resources for improving organizational effectiveness.

The team applauds the school system on its formalized processes to identify personnel needs and attract, recruit, and retain highly qualified staff. However, the team encourages a focused approach on recruitment to build a more diverse applicant pool.

Index of Education Quality (IEQ)

- A holistic measure of overall performance based on a comprehensive set of standards and review criteria

- Comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity

- Reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria

An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Forsyth County IEQ: 381.13

Range of Average IEQ: 278.34-283.33

Next Steps

ASSESSMENT AND GRADING

Continue our work with developing consistent guiding principles related to assessment and grading. Focus on the Instructional Framework and monitoring phase - aligning learning targets, success criteria, and feedback based on mastery of standards.

DATA DRIVEN DECISIONS

Continue to use data to drive our institutional decisions. Specific focus will be on professional learning, technology, and instructional resources. Measuring the effectiveness of our training and resources will show we are good stewards of the financial and human resources with which we are entrusted.

STRATEGIC PLANNING

Use the results from the Accreditation Engagement Review as part of the strategic planning process to ensure we maintain and enhance the high quality standards we have achieved while continuing to grow and improve as a system.