Dawson County School System

Dawsonville, Georgia

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Cognia Continuous Improvement System

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." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. 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 the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact,** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia 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 accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity,** and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

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

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

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

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

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:**	3	**RE:**	4	**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:	3	**IM:**	4	**RE:**	4	**SU:**	3	**EM:**	3	
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:**	4	**RE:**	4	**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:**	4	**SU:**	3	**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:**	3	**SU:**	3	**EM:**	3	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	3	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.										Improving
	EN:	3	**IM:**	2	**RE:**	2	**SU:**	2	**EM:**	2	
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:	4	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3	

Leadership Capacity Standards										Rating
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	3

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

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:**	3	**RE:**	3	**SU:**	3	**EM:**	4
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Improving
	EN:	3	**IM:**	3	**RE:**	2	**SU:**	2	**EM:**	2
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**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:**	4	**RE:**	3	**SU:**	3	**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:**	3	**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:**	3	**RE:**	3	**SU:**	3	**EM:**	4
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	3	**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:**	3

Learning Capacity Standards											Rating
2.9	The system implements processes to identify and address the specialized needs of learners.										Impacting
	EN:	4	**IM:**	4	**RE:**	3	**SU:**	3	**EM:**	3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**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:**	3	**SU:**	3	**EM:**	4	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.										Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

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:**	4	**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:**	4	**RE:**	3	**SU:**	4	**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:**	3	**SU:**	3	**EM:**	3	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.										Impacting
	EN:	4	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3	
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:**	3	**EM:**	3	

Resource Capacity Standards											Rating
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:**	3	**SU:**	3	**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:**	3	**SU:**	3	**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:**	3	**SU:**	3	**EM:**	4	

Assurances

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

Assurances Met		
YES	**NO**	**If No, List Unmet Assurances by Number Below**
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. 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.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	359.35	CIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) identified six themes from the review that will support the continuous improvement process for Dawson County School System. These themes present both strengths and opportunities to guide the improvement journey. The identified themes focus on stakeholder involvement in continuous improvement, governance and leadership, data analysis to improve curriculum and instruction, processes to address individual student needs, creativity, innovation, and collaborative problem solving, and technology within the culture of the system.

Extensive stakeholder and community involvement, coupled with opportunities for leadership development, highlight the shared pride in and support of the identified vision, purpose, and goals for the improvement journey. Review of the Executive Summary clearly identified multiple opportunities for stakeholder participation in numerous facets of the school improvement journey. The overview presentation provided a look at a successful learning institution that has embraced striving to meet the needs of individual students and to achieve a 100 percent graduation rate for all students. Focus interviews with district leadership, school administrators, faculty, and parent groups verified knowledge, involvement, and support for the school improvement plans (SIP) and the system Strategic Plan. Surveys are frequently used with stakeholder groups, with results utilized to address concerns and/or to adjust system programs and processes. Students, parents, and staff verified that the schools' and system's personnel provide regular communication. Stakeholder groups described the annual comprehensive needs assessment at school sites and system level. District leaders and school leadership monitor the Strategic Plan and have clear processes for utilization of needs assessment results for adjustments.

Parents and community partners described their volunteer roles to support school and system activities, including service on school and district councils and parent organizations. Teachers described participation in teacher forums at each school site. Teachers described opportunities for participation with colleagues in professional learning communities (PLCs) by subject and/or grade level, as well as school data teams for learning. The team identified extensive teacher participation and support for the identified goals, vision, and mission. Evident also is a very stable certified staff, as well as ample paraprofessionals who are fully certified and available to fill vacancies that may occur.

The team did not identify a specific system-wide formal plan for leadership development of teachers. Focus interview groups discussed the expected growth of the surrounding county and the school system in the coming years, as well as the need for the school system to prepare for such growth. Acknowledged also was the growth occurring in surrounding school districts. Discussions with students in focus interview groups verified student participation in student council, athletics, clubs, Junior Reserve Officers' Training Corps (JROTC), and band programs; all of these offer some leadership development opportunities. Youth Leadership Dawson provides a formal structure for limited student leadership at the high school. Based upon available information and discussions, student leadership development opportunities lack system organization and appear limited in scope and substance to provide for the development of strong student leaders. Cultivating multiple opportunities for external and internal stakeholder input and feedback enables the system to increase communication with all stakeholders and enhances the message that feedback from the community, parents, students, and teachers is valued support to enhance achieving the goals identified for the improvement journey.

As the system grows, stakeholder input will ensure that the system is ready to address the changing needs identified by possible population changes and changing student needs. The team suggests examination of models for establishing a formal structure to enhance and ensure teacher leadership development. While current needs appear to be handled, future growth and long-range planning for replacement of leadership personnel and encouraging professional leadership growth for teachers are vital to prepare for system growth. Identifying specific student leadership opportunities that exist across the system could provide an excellent base for examining and evaluating the scope and substance of student leadership opportunities and may serve as a springboard for a progression of leadership opportunities as students mature within the system. Ongoing evaluation of the level of involvement of all stakeholder groups will continue to provide real-time feedback and encourage the high level of stakeholder engagement that makes this system unique and a great source of pride for the "ONEDAWSON" family.

The system fosters a culture that is supportive and adheres to policies and procedures for continuous improvement based upon strong leadership and governance. Focus interviews with administrators and board members and the review of artifacts verified that policies and procedures are consistent with current state regulations and are effective in part because the board members maintain their code of ethics, work well with the administration, and have a clear understanding of their respective roles. Documentation and focus interviews verify Exemplary School Board Status designation spanning multiple years. Board members seek current training beyond that required. Board members participate in retreats annually to discuss and interpret system assessment results provided by staff. They use these results to ensure that programs are monitored and/or adjusted for quality and fidelity of implementation.

Interviews with system leadership and board members verified that the board defers to educational leadership recommendations regarding academic decisions related to policy and processes within the day-to-day operation of the system. Board members related participation in various school functions and activities, emphasizing that their expectation is that the superintendent would be in the schools on a regular basis. Review of the current budget and audit report verified long-term financial planning based clearly on support for identified long-range goals. Expectations established by the superintendent and district staff, supported by the policies and procedures approved by the board, foster a culture that is supportive and establishes high expectations to best meet the needs of the students served. There are clearly documented expectations for all personnel. Stakeholders identified and expressed support for established standard operating procedures. Research shows that a systemic, comprehensive improvement plan will result in increased student learning. Clearly defined and implemented long-range goals identified through the district Strategic Plan and incorporated within the School Improvement Plans (SIPs) provide a focus for student achievement. Highly-functioning governance and leadership allow for

effective day-to-day operation within the system and support financial stability that strengthens the district vision and mission. The momentum established by defining roles and establishing clear expectations for excellence propels the system to greater likelihood of achieving its goals.

Data analysis from multiple sources is incorporated into decisions regarding all levels of operation of Dawson County School System. The overview of improvement presentation provided multiple examples of data collection and the incorporation of data analysis within the operations of the system. Reviewed SIPs and district plans incorporated training and described processes to be utilized by teachers to improve student performance. The system effectively utilizes Northwest Evaluation Association Measured Academic Progress (MAP) data, incorporating it with data on student performance standards. School leaders and faculty described the use of MAP assessments to determine student progress. The system administers the MAP three times per year and uses it for planning and remediation, as well as to provide parents with information regarding student progress. Teacher focus groups report that they consistently use data to inform and develop instructional strategies within departments and grade levels. Teachers and administrators described the use of formative and summative evaluations to refine programs, practices, and organizational conditions that impact student learning. Secondary teachers described the use of formative and summative assessments. Focus interviews with elementary teachers and administration revealed that the alignment of curriculum standards is complete for kindergarten through grade three. This is an ongoing process for the system, with faculty sharing progress by grade and subject area. Focus interviews with leadership, the Executive Summary, and documents reviewed verified a concerted effort to improve instruction for all grade levels.

The system has invested in multiple resources to provide teachers and leadership the necessary professional development and tools to support data analysis based upon the integration of multiple sources of data and the application of data analysis into all decisions relating to curriculum improvement. Support personnel described documentation identified processes and programs to strengthen organizational effectiveness and to support instruction including maintenance, student transportation, usage logs, duty station assignments, supply request, and technology requests and support. Teachers, students, parents, and administrators verified the common use of Schoology as a source for shared information regarding student progress, assignments, and other information. Dawson's implementation of Data Teams for Learning (DT4L) provides teachers opportunities to work together in data interpretation and application to improve instruction. Teachers shared their participation in PLCs, supported with common planning time. They report that PLCs provide opportunities for sharing best practices and plans for instructional improvement and promote an understanding of data analysis and usage.

A culture of collaboration is clearly established, promoted, and protected to improve professional practice and organizational effectiveness. Incorporating system-wide data analysis for curriculum improvement provides a solid base for curriculum evaluation and for building a curriculum that will continue to prepare students for world-wide success built upon 21st century skills, thus achieving the vision and supporting the identified core school values. The team commends the opportunities for professional growth available to teachers through the efforts for common planning to support PLC development and the implementation of Data Teams for Learning. Consistency with this framework over time is both powerful for adult learning and impactful for student learning.

The system identifies and implements processes/programs to address individual needs. Review of the system's Strategic Plan, SIPs, and handbooks provided the team with written verification of processes and programs to address individual needs. The overview presentation addressed Positive Behavioral Interventions and Supports (PBIS), adult advocates, and college and career readiness. Focus interviews with district staff and school faculty explained that the system has purchased a mental health screener, which will assist in addressing goals identified in the Strategic Plan but will also provide

direct support for identifying student needs. Training is in the third year for Sources of Strength at secondary level. Training for adults and sixty students per school is complete. The challenge now is to create time for the trainees to meet and organize programs to support individual student's mental health. Efforts are underway to continue training based upon current COVID-19 restrictions. Utilized also are programs in anti-bullying, drug awareness, and character education, including Riding the Wave for fifth grade, Students Protecting all Rights for Kids (SPARK) at Riverview Elementary, and Second Step for elementary grades beginning in 2021-2022. Programs differ by school and grade but are present across the system to address student needs.

Teachers addressed the use of MAP assessments to evaluate student progress and described adjusting individual plans to meet identified student needs. Focus interviews with school leadership teams and faculty described the college and career readiness opportunities which allow students to identify and pursue information on three career paths. District staff described the review of and incorporation of the Teachers as Advisor program to provide more direct student information in the areas of college and career choices. Faculty and leadership focus interviews described the use of the Multi-Tiered Systems for Support (MTSS), which expands and aligns with the process of Response to Intervention (RtI) and identifying and supporting individual student needs. The individual needs of learners at all levels within the system are being addressed. Program success/effectiveness is being evaluated and evidenced by the identification of new programs that may better fit student needs. The system clearly recognizes the need to address social/emotional needs as demonstrated by the programs currently in place and the priority of mental health within the system goals. The system is strongly encouraged to continue the review of possible avenues for full implementation of programs such as Sources of Strength for secondary students. Incorporation of digital resources to enhance planning opportunities for students trained in this process may provide a vehicle during the restrictions of Covid 19. Beneficial also may be greater implementation of adult advocates via programs such as Teachers as Advisors, as it is currently being considered to enhance college and career opportunities.

The learning culture promotes creativity, innovation, and collaborative problem solving. Schools provided evidence of using the eProve™ Effective Learning Environments Observation Tool® (eleot®) observations in classrooms across the system to provide support for a learning culture that promotes creativity, innovation, and collaborative problem solving. Teachers described benefits of eleot training and of peer observations, both as an observer and recipient of classroom observation feedback. Project-based lessons were not specifically identified at elementary level. Secondary teacher and student focus interviews described projects where learners created podcasts that were shared with other students. Teachers described teaching Macbeth with plans to utilize robots to perform character roles. Teachers discussed Mini Grants for Innovation that allow them to expand classroom projects, experiments, and activities beyond those normally available through the system's budget. Full commitment to the 1:1 mobile device initiative provides students and teachers valuable resources for active student involvement in the learning process. The Learning Technology Survey provides teacher response to the integration level of technology within the classroom and student work. Students verified that they do review the MAP results and may develop individual goals from the progress reports. The system-wide initiative of Active Student Participation Inspires Student Engagement (ASPIRE) is encouraged across the system. The creation of the College and Career Academy provides secondary students with an extensive venue to pursue their career interest. Full implementation of the numerous programs in place to promote creativity, innovation, and collaborative problem solving will enhance student learning, program effectiveness, and a fully student-centered learning process. The team encourages the continuation of Mini Grants for Innovation, as this provides enriched learning experiences for students and creates a positive culture and encourages teachers to stretch their personal growth. The system is encouraged to consider utilizing the standardization of curriculum as a tool to assist in developing project-based lessons for elementary and for expanding student-directed learning at all levels. In

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addition, the system could continue to solicit feedback from teachers regarding technology in learning and full utilization of the 1:1 mobile device for all levels.

Dawson County School System incorporates digital resources/technology into teaching, learning, and daily operations to improve student performance, enhance organizational effectiveness, and support the strategic plan. The overview presentation specified a school system whose vision, mission, and goals are permeated with technology. Budget information reflects long-range planning and use of resources in support of the institution's purpose and direction. The system Strategic Plan and SIPs provide documentation of the importance and value of technology to support achievement of long-range goals. Teacher and administrative focus groups verified extensive professional development opportunities to support digital learning as a part of the instructional program.

Implementation of the 1:1 mobile device initiative for all students, coupled with technology coaches for elementary schools and support personnel for upper grades, along with system oversight and support for students and staff, has served the system well. With the current COVID-19 restrictions and the initial requirement that all learning was remote, every student had a mobile device at hand. Students currently benefit from Internet access on buses during travel to and from school. Replacement provisions on a three-year cycle have allowed new upgrades and the provision of keyboards. Digital capability has allowed various support departments the capability of streamlining services to support teachers, thus improving student learning and organizational effectiveness. The system currently utilizes a Learning Technology Survey for teacher input. By using technology in the classroom, both teachers and students can develop skills essential for the 21st century and to be successful in a global economy/workplace. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. In addition, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are important skills that are being developed in the classrooms at Dawson County.

In conclusion, Dawson County School System embodies a long history of passion and dedication for inspiring students to become independent, critical thinkers with identified core values and a sense of responsibility who will succeed in the 21st century. The Engagement Review Team commends the extensive involvement of stakeholders and the strong supportive leadership provided throughout the system. This system clearly represents "ONEDAWSON" as expressed during the review. Pursuing the identified goals within the Strategic Plan and closely monitoring the numerous programs and processes that are in place and/or planned will certainly provide strong support for the improvement journey, the goal of graduating all students, situating them to compete successfully in the 21st century world, and enabling system support for the expected growth.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.

- Develop plans to address the areas for improvement identified by the Engagement Review Team.

- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.

- Celebrate the successes noted in the report.

- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Virginia Massey, Lead Evaluator	Virginia J. Massey has extensive classroom and administrative experience, having worked thirty-three plus years in the Hillsborough School District in Florida. Ms. Massey has a degree in social science from Florida State University (FSU) and from the University of South Florida (USF). Additional course work at the University of South Florida completed qualifications in educational leadership certification. She served as a classroom teacher, assistant principal, a middle school principal, and high school principal. Professional experiences include serving as site coordinator for the Southern Regional Education Board project and member of State Advisory Committee for Vocational Teacher Certification project at FSU. She was fortunate to serve as a presenter for multiple Southern Regional Education Board Conferences, as well as the Florida State Conference on Career Development. She served as a facilitator for Florida State Conferences for Teachers as Advisors. Following her official retirement, Ms. Massey served as a mentor for teachers seeking alternative certification avenues. Her affiliation with AdvancED/SACS CASI began early in her teaching career and provided extensive opportunities for professional growth and development as a team member for many school reviews. She has had the opportunity to lead engagement reviews for schools, systems, and early child education throughout the United States. She is expanding her experiences as Lead Evaluator Mentor.
Joseph Goodroe	Dr. Joseph Goodroe joined Madison County schools in 2018 as the assistant superintendent of teaching and learning. Dr. Goodroe's professional career spans 19 years as a teacher (secondary math), assistant principal, and high school principal before becoming assistant superintendent. He has served on different committees throughout his career in the state of Georgia. Dr. Goodroe earned his degrees in secondary mathematics education, workforce development and educational leadership from the University of Georgia.
Jeffery Hand	Dr. Jeffery Hand, supervisor of secondary education and technology at Zachary School System, began his tenure as a teacher in East Baton Rouge Parish School System in 2003. His career includes experience at the classroom, school administration, district administration and state levels. He obtained his Ph.D. in educational leadership from Louisiana State University and has participated on multiple educational committees that assisted in the development of local, state and national grant opportunities. Dr. Hand has served on an Cognia review team within Louisiana.

Team Member Name	Brief Biography
Sonatra Henry	Sonatra Henry is a middle grades English language arts teacher in Duval County Public Schools, located in Jacksonville, Florida. She started teaching high school at an alternative school in Duval County for three years and transitioned to a middle school for her fourth and fifth years of teaching. She obtained her bachelor's degree from the University of Central Florida and is in the process of completing her master's degree.
Lynn Seay	Dr. Lynn Seay is the Professional Learning Director for Forsyth County Schools in North Georgia and has been an educator for 35 years. Ms. Seay entered the field of professional learning after having taught both high school and middle school for over ten (10) years. She received her Ed.D. and Ed.S. from Piedmont College and M.Ed. and B.S. degrees from Georgia State University. She is the Executive Director of Learning Forward Georgia, an affiliate of Learning Forward international, and proudly served on Georgia's Professional Standards Commission Task Force for Professional Learning. Additionally, Ms. Seay serves as secretary for the Board of Directors of Leadership Forsyth, a local organization committed to empowering and connecting diverse leaders who serve as catalyst for a vibrant community.

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