



# Cognia Accreditation Engagement Review

March 2025

## Why district accreditation?



“Accreditation is the launchpad for **school improvement**. Based on rigorous research-based **standards** and evidence-based criteria, the process probes the whole institution—from policies to learning conditions and cultural context—to determine how well the parts work together to meet the needs of every learner.”

*FCS first received district accreditation in 2019. The re-accreditation process occurs every 5 years.*



# Evidence for Accreditation

- Process started in June 2024
- All evidence was due by February 1, 2025. FCS final submission was December 13.
- In addition to the written responses:
  - 349 classroom observations
  - 1591 survey responses
  - Board of Education interview
  - Leadership Overview

# Evaluations of Institution Analyses

Stakeholder Feedback Analysis	4.0 (3.2)
Student Performance Analysis	4.0 (3.2)
Learning Environment Analysis	4.0 (3.1)
Culture of Learning	4.0 (3.2)
Leadership for Learning	4.0 (3.1)
Engagement for Learning	4.0 (3.1)
Growth in Learning	4.0 (3.1)
FCS Score(Cognia Average)	

# Culture of Learning Standards



## Keys to Culture of Learning:

- 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.

Rating: 3.3

*Network Average: 3.1*



# Leadership for Learning Standards



## Keys to Leadership for Learning:

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

Rating: 3.1

*Network Average: 3.0*



# Engagement of Learning Standards



## Keys to Engagement of Learning:

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

Rating: 2.9

*Network Average: 2.8*



# Growth in Learning Standards



## Keys to Growth in Learning:

- 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

Rating: 3.1

*Network Average: 2.8*





## Summary of Findings



### NOTEWORTHY PRACTICES

Franklin County Schools leadership team, staff members, and stakeholders effectively prioritize learners' well-being by integrating it into their core principles and practices. In doing so, the leadership team, staff, and engaged stakeholders, demonstrate their collective commitment to fostering a positive school culture in which students, families, and community members feel valued, supported and safe. *(Standard 2 and Standard 3)*



# Summary of Findings



## AREAS FOR IMPROVEMENT

1. Establish and implement equitable learning opportunities to address disparities in class inclusion. (*Standard 17 and Standard 21*)
2. Implement and monitor targeted interventions to address student achievement gaps. (*Standard 22 and Standard 27*)



# Accreditation Status



## INDEX OF EDUCATION QUALITY (IEQ)

FCS IEQ: 333

Average IEQ: 296

*Scores over 300 indicates that the district meets expectations for accreditation.*

