



Accreditation Engagement Review

July 01, 2024 - June 30, 2025

Bibb County School System

Institution #215073

484 Mulberry St
Macon, Georgia 31201-7906
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
8.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> • meet the applicable governmental requirements of the school's location; • meet the Cognia Accreditation and Certification Policies and Procedures; • meet the Cognia Accreditation and/or Certification Standards and Assurances and • implement its required education programs with fidelity 	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments 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 <table> <tr> <td>Your Institution</td><td>4.0</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	4.0	Cognia Network Avg.	3.1
Your Institution	4.0				
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 <table> <tr> <td>Your Institution</td><td>4.0</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.2</td></tr> </table>		Your Institution	4.0	Cognia Network Avg.	3.2
Your Institution	4.0				
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				
Network Comparison for Leadership for Learning <table> <tr> <td>Your Institution</td><td>3.8</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	3.8	Cognia Network Avg.	3.1
Your Institution	3.8				
Cognia Network Avg.	3.1				

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				
Network Comparison for Engagement of Learning <table> <tr> <td>Your Institution</td><td>4.0</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	4.0	Cognia Network Avg.	3.1
Your Institution	4.0				
Cognia Network Avg.	3.1				

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
-------	-------------

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
-------	-------------

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
-------	-------------

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
-------	-------------

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
-------	-------------

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
-------	-------------

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
-------	-------------

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



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

- 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

- 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
-------	-------------

- | | |
|---|---|
| 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
-------	-------------

- | | |
|---|---|
| 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

- 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

- 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

2.9

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

The system's guiding principles establish the foundation for a collaborative learning environment centered on mutual respect. Respect and equity are two acknowledged guiding principles identified in the Bibb County School District's (BCSD's) listing of core values. Information included in the Executive Summary further defined these core values as "developing a culture of respect that includes equitable treatment, honesty, openness, and integrity." To foster this core value, information shared during the leadership interviews stressed the philosophy of "pushing and loving" as stakeholders are all expected to maintain high expectations for learners while also demonstrating passion for keeping students at the heart of the work. To support a culture centered on mutual respect and openness, leadership has engaged stakeholder representatives on advisory councils that meet monthly to discuss key issues and to offer insights for continuous improvement. Members of the Engagement Review team learned of decisions that have been rendered and programmatic initiatives that have been implemented based on advisory council discussions. Recently, because of the stress that often aligns with standardized testing, the student advisory council recommended having a mental health week and specified that the week should occur before spring break and state testing.

Once the idea was formally approved, the student advisory council was responsible for developing a listing of potential activities for the week from which each school could select. Activities that were recommended included having a safe space, identifying the color of the week, and providing professional development for both students and teachers on topics such as relaxation techniques. As conversations with the parent advisory council centered around communication, the idea was presented to provide a "Meet Me at the..." series where meetings were held at different community locations during various times of the day to address parental and family scheduling needs. One such event was "Meet Me at the Mall," which focused on system and community resources available to help parents support their child's learning needs.

Information in the system's Self-Assessment detailed the activities of ad hoc committees composed of students, school and system level staff members, parents, community representatives, and representatives from the faith-based community. Selected through an open invitation process, the ad hoc committees have helped in developing the system's strategic plan, served as budget and finance advisors, and participated in the exploration of school consolidation.

Even though guiding principles establish the foundations for a culture of learning that is girded by openness and mutual respect, perception data reveal that the intended outcomes have not always been achieved. Results from the Gallup Employee and Engagement Survey revealed that 83% of staff members agreed that someone at work encouraged their development. However, only 40% of staff reported receiving regular recognition for their work. When examining teamwork and accountability, only 35% of staff members expressed that they feel a sense of workplace camaraderie. While 70% of students believe they will graduate, 40% of middle and high school students stated they could recall receiving praise for their efforts, and only 34% feel that adults in their school truly care. Results from the Title I Engagement Survey revealed that 80% of families indicated opportunities existed to provide input on policies and goals, but did not feel their input led to meaningful change. After the review and analysis of data, system leadership concluded that this dichotomy in perception indicates an apparent gap in feedback, follow-up, and transparency. Perceptions may become reality and may impede the



development of the culture of learning depicted in the institution's guiding principles. Acknowledging these critical data points, according to information referenced in the system's Executive Summary, leadership has already planned a comprehensive wellness program for staff to enhance a sense of being appreciated. The system's analysis may serve as the forerunner for additional opportunities to engage stakeholders in researching the root cause of perceptions and beliefs. Leadership may want to facilitate courageous conversations to determine initiatives and actions that can foster learning environments where stakeholders all feel a sense of inclusion and ownership in preparing students for their futures.

Leadership for Learning

Leadership implements a variety of initiatives to ensure the availability of human, fiscal, and material resources to support instruction.

Information included in the system's Key Characteristic: Leadership for Learning outlined an extensive listing of initiatives and events purposed at enhancing the recruitment, hiring, and retention of effective educators throughout the system. These educator support actions include initiatives such as mentors, sign-on bonuses, and VISA sponsorship. The system described recruitment efforts as "recruiting in the digital world," as it frequently incorporates virtual hiring fairs and utilizes social media to attract educators. Utilizing the support of community partnerships, the system facilitates events in collaboration with local colleges and universities, such as the Bears in Bibb program with Mercer University and Fort Valley State University Day. On average, it was noted that the system hosts 150 student teachers per year from ten universities. To support certification for teachers who do not already meet state mandates, the system has partnered with local universities to address coursework requirements and pays for the first year of tuition for teachers enrolled in the Georgia Teacher Academy for Preparation and Pedagogy (Ga TAPP) program for alternative teacher preparation. Information shared by the system also highlighted the fact that monthly trainings focused on curriculum, instruction, assessment, and behavior management are offered

Leadership skills are identified and nurtured through roles such as instructional coaches, department heads, mentor teachers, and assistant principals. Members of the Engagement Review team learned about the system's leadership development program that includes monthly training sessions and the Builder Series, an online development program for

aspiring leaders. Interviews revealed there are currently 19 participants in the aspiring leaders program. Activities completed through the program include job shadowing, working in the summer school program, and completing a problem-based learning project to address a work-related issue or concern. To further support the development of leadership skills, the system also partners with the Georgia Department of Education (GaDOE), the Middle Georgia Regional Educational Service Agency (RESA), and Georgia State University's Principal Center.

Data shared by the system to measure the impact of initiatives revealed fluctuations in the percentage for teacher retention that ranged from 76% in 2019 to 73% in 2023. When examining clarity around work responsibilities, staff ratings on the Gallup survey increased from 4.35 in 2022 to 4.38 in 2024. Likewise, the results in response to the prompt "someone at work encourages my development" increased slightly. Staff perceptions about the availability of resources and materials to support their work have also increased over time. However, results from the Gallup survey revealed that only 42% of employees felt their colleagues were committed to quality work. In analyzing these data points, leadership in the system concluded that strong systems exist around role clarity, but there is a need for further work in the areas of peer collaboration and team accountability. During leadership team interviews, members of the Engagement Review team learned about a partnership with Upbeat, a company that focuses on teacher retention and was piloted in eight schools in the system. After the pilot program, interviews revealed that 90% of staff members at the selected schools indicated they felt respected and appreciated. A review of the system's Built 4 Bibb (B4B) strategic plan revealed a specific goal on staff effectiveness that focuses on employees excelling daily as they perform roles and responsibilities. Initiatives listed under this strategic goal included implementing a comprehensive wellness plan, providing differentiated professional learning, increasing employee recognition and celebrations, and implementing performance measures for accountability. Leadership may want to consider prioritizing this goal area and the accompanying initiatives as a means of ensuring the ongoing presence of qualified staff in all positions who not only understand their roles and responsibilities, but also possess a keen sense of understanding as to how their job performance impacts the learning of students and the overall effectiveness of the entire organization.

Engagement of Learning



The system offers an extensive array of learning environments where students can grow and thrive. To support student interests while also providing opportunities for choice, the BCSD provides instructional delivery in various settings including elementary math, science, and fine arts magnet schools, communication and fine arts magnet programs at the middle school level, and high school advanced learning opportunities through the International Baccalaureate (IB) program and career-related options for fine arts, health science, law, government and justice, and pre-engineering. Additionally, according to information shared in the Executive Summary, the system includes a center specifically focused on social-emotional and blended personalized learning as well as a college and career training facility that provides hands-on training, dual enrollment, and industry certification. Data shared in the Key Characteristic: Engagement of Learning noted that enrollment in classes in the fine arts curricular area reached over 17,040 students and that students enrolled in the fine arts career pathway have a 99.25% graduation rate. Similar successes were reported in career, technical, and agricultural education (CTAE) classes, where during the 2023-2024 over 11,596 high school students were enrolled in career-related classes and a graduation rate of 97.18% was achieved. Success in these classes has been fostered through the immediate real-life application of the knowledge and skills students gain through their learning experiences.

To monitor student engagement in the classroom, the system utilizes an Instructional Rounds Rubric, which is used as members of the system's executive leadership conduct monthly walkthroughs in the schools. Modeled after the GaDOE's High Impact Practices Implementation Rubric and developed in collaboration with the BCSD's Department of Teaching and Learning, the template includes three categories that specifically focus on student engagement, including the student demonstrates active engagement (75% or more of students are engaged in independent or collaborative learning from start to finish), the student can communicate the learning aligned to the rigor and intent of the standards, and the student is actively engaged in tasks that align with grade level standards. The tool, according to information shared by the system, is intended to monitor student participation, lesson effectiveness, and differentiated instructional strategies. Recent observations using the rubric revealed that engagement was high in science, technology, engineering, and math (STEM) classes and elementary literacy classes. Data reported in the

system's Learning Environment Observation Analysis revealed that 67 instructional rounds were conducted during the fall of the current school year. On a four-point scale, fall observation results revealed that 52 observations received ratings from zero to two. Information included in the system's analysis and confirmed during leadership team interviews indicated that a vast amount of instructional delivery did not integrate real-world connections, including the relevancy and authenticity of learning. The disaggregation of the data from classroom observations also noted the lack of rigor, especially in classes for gifted learners, students with disabilities (SWD), and English Language Learners (ELL). During leadership team interviews, reference was made to "false engagement," often referencing students completing work more from a point of compliance as opposed to engaging in the learning process. Reference was made in the Self-Assessment to student-led conferences as a means for students to have a voice in their learning. Included in the Accreditation Portfolio was a sample agenda from a conference-led session that could serve as a checklist for what students should do before, during, and after the conference. However, limited data were provided on the impact of this initiative in terms of goal setting and mastery, or opportunities for students to provide input on instructional strategies to enhance their improvement journey.

Based on an analysis of the results from classroom observations, leadership in the system identified the need to prioritize professional learning in the areas of authentic engagement and rigor, and higher-order thinking skills. Additionally, the system's narrative outlined plans to better ensure active student engagement would be routinely and consistently observed in the classroom. These plans included enhancing the instructional leadership capacity of administrators in the building, using a strengths, weaknesses, opportunities, and threats (SWOT) analysis to identify high leverage instructional strategies, strengthening planning during professional learning communities (PLC), expanding co-teaching training, and conducting monthly data reviews and analysis with the GaDOE. The steps outlined in the system's plan may indeed enhance the level of student engagement in the classroom and may ultimately have a positive impact on student performance. As leaders in the system identify the high-leverage strategies expected to be implemented in the classroom, they may consider providing focused professional learning on each strategy, including providing opportunities for teachers to implement their learning in the classroom and then to reflect on the

impact on student engagement. Leaders may then want to consider revising the Instructional Rounds Rubric to ensure these strategies are evident on the tool that will be utilized to measure the impact of professional learning on student engagement.

Growth in Learning

Leadership utilizes valid and reliable data from multiple sources in making decisions regarding continuous improvement initiatives. Throughout the review process, references were continuously made to the system's strategic plan and how it serves as the cornerstone for making decisions and instructional improvement. Data referenced as critical sources of information used in making decisions regarding the plan include the graduation rate, student achievement results, climate surveys, and operational efficiency reports. Commonly known as the B4B plan, the document was approved after a series of stakeholder input opportunities, including feedback from 51 summit participants, 929 survey responses, and 49 focus group attendees. Three goal areas identified in the strategic plan included student achievement, staff effectiveness, and stakeholder engagement. The plan is further expanded with the 4ME Framework, which identifies expectations that all students will be "matched and enrolled" in post-secondary opportunities aligned with their interests and skills, "motivated to enlist" in programs or organizations that foster their personal and professional growth, "molded for entrepreneurship" by being equipped with skills and mindset necessary for future career endeavors, and "meaningfully employed" in careers that are fulfilling and aligned with their passion.

To support the work in alignment with the strategic plan and the 4ME Framework, leadership referenced increases in student achievement, noting an increase in the percentage of students moving from the "beginning" level on standardized measures and areas where student performance was above the state averages. Information included in the system's Student Performance Analysis revealed the four and five-year graduation rate for the BCSD was 87.3% as opposed to the state's average of 85.7%. Three elementary schools in the system outperformed the state's overall scoring in the area of content mastery, demonstrating strong academic achievement across the content areas of English language arts, math, science, and social studies. Data analyses have also revealed a positive trend in the overall percentage of students reading at or above grade level, as the number increased from 41.1% in 2021 to 52.9% in 2024. Twelve schools in the system earned the

maximum score of 100 points in the College and Career Ready Performance Index (CCRPI) closing gaps measure, indicating progress in narrowing achievement disparities among subgroups.

Engagement Review team members learned that the system utilizes district unit assessments (DUAs) as formative measures in all grades and subjects to identify students' mastery of standards before the mandated testing period. Results from these formative assessments are used to identify interventions for remediation as well as acceleration.

The pockets of improvement and growth noted based on analyses of standardized test results indicate an upward trajectory during the initial phases of the system's current improvement efforts. The system intends to make this progress more pervasive in all schools. A close review of the B4B plan reveals a listing of topics under each strategic goal. Labeled as results, this listing tends to be more statements of initiatives or deliverables as opposed to actual measurable results targeted to assess the impact on student learning. According to information shared with the Engagement Review team, the system is currently in Phase II of the plan, focusing on the implementation of identified initiatives. This phase is scheduled to last from July 2023 to June 2028. Even though performance measures and targets were included in the Phase II timeline, there was limited evidence of either of these critical components in the documents shared with the team. Leadership may want to strategically identify target levels for improvement in each of the goal areas, as well as specific performance measures to benchmark mastery of goals. Prioritizing the listing of initiatives along with identifying a specific timeline for introducing, implementing, and monitoring each item may also provide a systematic means for organizing the plan. Expanding the planning process to ensure these critical components are evident may also enhance mastery of the goals outlined in the plan and, ultimately, systemic and pervasive progress in student achievement.

Stakeholders in the BCSD have approached the Self-Assessment process with clarity, honesty, and intentionality. The results of the system's work served as a confirmation of many of the theme areas that had already been identified as strengths and areas of needed improvement. The collaborative efforts throughout the process also included the identification of plans for improvement. The findings in this report may help in refining those plans to develop a systematic approach to celebrating areas of success while also addressing needed areas of growth. These



collective efforts may truly maximize student achievement while building a sense of community in a safe learning environment.

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	Facilitate stakeholder conversations to address perceptions regarding inclusion during decision-making.
	Standard 3 Standard 7
RATIONALE	When stakeholders feel a sense of ownership in the decision-making process, then goals for student learning and organizational growth may be more easily achieved.
2	Design and implement focused professional learning on identified high-leverage instructional strategies to enhance student engagement.
	Standard 21 Standard 27
RATIONALE	If teachers routinely implement research-based instructional strategies in the classroom, then students may be more actively engaged in their learning journey.
3	Review and revise the Instructional Rounds Rubric to ensure high-leverage strategies are evident as measures of student engagement.
	Standard 22 Standard 24
RATIONALE	When clear expectations for monitoring student engagement are evident, then data collected through classroom observations may be immediately used to enhance professional practices.
4	Review and update the strategic plan to include critical components to better ensure mastery of goals.
	Standard 7 Standard 30
RATIONALE	When the continuous improvement process includes components to enhance stakeholders' knowledge and understanding of the system's efforts and direction, then collaboration in achieving established goals may be enhanced.



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
303	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
Cynthia Anderson Lead Evaluator	Dr. Cynthia Anderson is a public school educator who has served as an elementary school teacher, instructional lead teacher, elementary school principal, director of professional learning, director of elementary curriculum, and director of middle grades curriculum. She holds degrees from Auburn University, the State University at West Georgia, and the University of Georgia. Dr. Anderson retired after 36 years of public school education. She has served Cognia as an accreditation field consultant and lead evaluator for numerous school and system-level engagement reviews as well as a team member on international reviews. In the past, Dr. Anderson taught undergraduate and graduate classes for Clark-Atlanta University, Clayton State College and University, and the University of Georgia. After 12 years of work, she recently retired from the position of assistant professor at Mercer University where she taught coursework in curriculum and instruction and assessment, served on numerous committees, supervised field experiences, and served as the liaison for a university partnership with a local school district. Since retirement, Dr. Anderson has continued to work with Mercer on the Dominican Republic partnership through the McDonald Center for the Advancement of Global Education. She also currently serves as a co-investigator for Georgia Educators Networking to Revolutionize and Transform Education.
Rosemary Burton	
Jennifer Hernandez	



References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/continuous-improvement-and-accountability/>
- Bernhardt, V., & Herbert, C. (2010). Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program. New York: Routledge.
- Chester, M.D. (2003). Multiple Measures and High-Stakes Decisions: A Framework for Combining Measures. *Educational Measurement: Issues and Practice*, 22: 32-41. <https://doi.org/10.1111/j.1745-3992.2003.tb00126.x>
- Christenson, S., Reschly, A., & Wylie, C. (2012). Handbook of research on student engagement. Boston, MA: Springer.
- De Smet, A., Lurie, M., & St. George, A. (2018). Leading agile transformation: The new capabilities leaders need to build 21st-century organizations, McKinsey & Company, Retrieved from <https://www.mckinsey.com/~media/mckinsey/business%20functions/organization/our%20insights/leading%20agile%20transformation%20the%20new%20capabilities%20leaders%20need%20to%20build/leading-agile-transformation-the-new-capabilities-leaders-need-to-build-21st-century-organizations.pdf>
- Dulak, J., Domitrovich, C., Weissberg, R., & Gullotta, T. (2015). Handbook of social and emotional learning: Research and practice. New York: The Guilford Press.
- Elgart, M. (2015). What a continuously improving system looks like. Alpharetta, GA: AdvancED. Retrieved from <https://source.cognia.org/issue-article/what-continuously-improving-system-looks/>
- Elgart, M. (2017). Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools. Alpharetta, GA: AdvancED. Retrieved from <https://www.cognia.org/wp-content/uploads/2020/09/Meeting-the-Promise-of-Continuous-Improvement-White-Paper.pdf>
- Ford, T., Lavigne, A., Fiegner, A., & Si, S. (2020). Understanding district support for leader development and success in the accountability era: A review of the literature using social-cognitive theories of motivation. *Review of Educational Research*: 90 (2).
- Fullan, M. (2014). Leading in a culture of change personal action guide and workbook. San Francisco: Jossey-Bass.
- Fullan, M. & Quinn, J. (2016) Coherence: The right drivers in action for schools, districts, and systems. Thousand Oaks, CA: Corwin.
- Hamedani, M. G., Zheng, X., Darling-Hammond, L., Andree, A., & Quinn, B. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth—Cross-case analysis.
- Haladyna, T. & Hess, R. (1999) An Evaluation of Conjunctive and Compensatory Standard-Setting Strategies for Test Decisions, *Educational Assessment*, 6:2, 129-153, DOI: 10.1207/S15326977EA0602_03
- Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco: Jossey-Bass.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement. *Review of Educational Research*, 86(2), 531-569. <https://doi.org/10.3102/0034654315614911>
- Jaeger, Richard M. (1991). A comparison of compensatory, conjunctive, and disjunctive models for weighing attributes of school quality. Paper presented at the Annual Meeting of the American Educational Research Association. (Chicago, IL, April 3-7, 1991)

- Kim, W., & Mauborne, R. (2017). Blue ocean shift: Beyond competing. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). Continuous improvement in education. San Francisco: Carnegie Foundation. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf
- Schein, E. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). General systems theory. New York: George Braziller, Inc.
- Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Rotherham, A., & Willingham, D. (2010). 21st century skills: Not new but a worthy challenge. American Educator, Spring, 17-20. Retrieved from <https://bellwethereducation.org/publication/21st-century-skills%E2%80%99-not-new-worthy-challenge>
- Thompson, C. S. (2017). Teachers' expectations of educational leaders' leadership approach and perspectives on the principalship: Identifying critical leadership paradigms for the 21st century," Journal of Organizational & Educational Leadership: 2 (2).