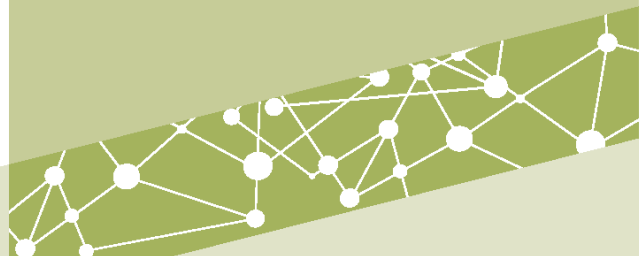


March 31 – April 3, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Bryan County School System
8810 Highway 280
Black Creek, GA 31308

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AdvancED Performance Accreditation and the Engagement Review

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 AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

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

AdvancED Standards Diagnostic Results

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

| Color | Rating | Description |
|--------|----------------------|--|
| Red | Needs Improvement | Identifies key areas that need more focused improvement efforts |
| Yellow | Emerging | Represents areas to enhance and extend current improvement efforts |
| Green | Meets Expectations | Pinpoints quality practices that meet the Standards |
| Blue | Exceeds Expectations | Demonstrates noteworthy practices producing clear results that exceed expectations |

Leadership Capacity Domain

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

| Leadership Capacity Standards | | Rating |
|-------------------------------|--|----------------------|
| 1.1 | The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. | Exceeds Expectations |

| Leadership Capacity Standards | | Rating |
|-------------------------------|--|----------------------|
| 1.2 | Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning. | Exceeds Expectations |
| 1.3 | The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | Exceeds Expectations |
| 1.4 | The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness. | Exceeds Expectations |
| 1.5 | The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. | Meets Expectations |
| 1.6 | Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. | Exceeds Expectations |
| 1.7 | Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. | Exceeds Expectations |
| 1.8 | Leaders engage stakeholders to support the achievement of the system's purpose and direction. | Exceeds Expectations |
| 1.9 | The system provides experiences that cultivate and improve leadership effectiveness. | Exceeds Expectations |
| 1.10 | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. | Exceeds Expectations |
| 1.11 | Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency. | Exceeds Expectations |

Learning Capacity Domain

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

| Learning Capacity Standards | | Rating |
|-----------------------------|--|----------------------|
| 2.1 | Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system. | Emerging |
| 2.2 | The learning culture promotes creativity, innovation and collaborative problem-solving. | Needs Improvement |
| 2.3 | The learning culture develops learners' attitudes, beliefs and skills needed for success. | Meets Expectations |
| 2.4 | The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. | Exceeds Expectations |
| 2.5 | Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. | Emerging |
| 2.6 | The system implements a process to ensure the curriculum is clearly aligned to standards and best practices. | Emerging |
| 2.7 | Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations. | Exceeds Expectations |

| Learning Capacity Standards | | Rating |
|-----------------------------|--|----------------------|
| 2.8 | The system provides programs and services for learners' educational future and career planning. | Meets Expectations |
| 2.9 | The system implements processes to identify and address the specialized needs of learners. | Exceeds Expectations |
| 2.10 | Learning progress is reliably assessed and consistently and clearly communicated. | Needs Improvement |
| 2.11 | Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning. | Emerging |
| 2.12 | The system implements a process to continuously assess its programs and organizational conditions to improve student learning. | Meets Expectations |

Resource Capacity Domain

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

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

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based

on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

| eleot® Observations | | |
|--|---------------|-------------|
| Total Number of eleot® Observations | 77 | |
| Environments | Rating | AIN |
| Equitable Learning Environment | 3.07 | 2.86 |
| Learners engage in differentiated learning opportunities and/or activities that meet their needs | 2.58 | 1.89 |
| Learners have equal access to classroom discussions, activities, resources, technology, and support | 3.61 | 3.74 |
| Learners are treated in a fair, clear and consistent manner | 3.82 | 3.77 |
| Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions | 2.27 | 2.06 |
| High Expectations Environment | 2.93 | 3.02 |
| Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher | 3.00 | 3.17 |
| Learners engage in activities and learning that are challenging but attainable | 3.16 | 3.14 |
| Learners demonstrate and/or are able to describe high quality work | 2.74 | 2.83 |
| Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) | 2.71 | 3.06 |
| Learners take responsibility for and are self-directed in their learning | 3.03 | 2.89 |
| Supportive Learning Environment | 3.53 | 3.61 |
| Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful | 3.42 | 3.66 |
| Learners take risks in learning (without fear of negative feedback) | 3.34 | 3.49 |
| Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks | 3.61 | 3.66 |
| Learners demonstrate a congenial and supportive relationship with their teacher | 3.77 | 3.66 |
| Active Learning Environment | 2.78 | 3.08 |
| Learners' discussions/dialogues/exchanges with each other and the teacher predominate | 3.01 | 3.34 |
| Learners make connections from content to real-life experiences | 2.40 | 2.80 |
| Learners are actively engaged in the learning activities | 3.49 | 3.43 |

| eleot® Observations | | |
|--|---------------|-------------|
| Total Number of eleot® Observations | 77 | |
| Environments | Rating | AIN |
| Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments | 2.21 | 2.74 |
| Progress Monitoring and Feedback Environment | 3.07 | 3.14 |
| Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored | 2.65 | 3.20 |
| Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work | 3.40 | 3.37 |
| Learners demonstrate and/or verbalize understanding of the lesson/content | 3.39 | 3.37 |
| Learners understand and/or are able to explain how their work is assessed | 2.83 | 2.63 |
| Well-Managed Learning Environment | 3.51 | 3.58 |
| Learners speak and interact respectfully with teacher(s) and each other | 3.74 | 3.86 |
| Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others | 3.61 | 3.83 |
| Learners transition smoothly and efficiently from one activity to another | 3.26 | 3.09 |
| Learners use class time purposefully with minimal wasted time or disruptions | 3.44 | 3.54 |
| Digital Learning Environment | 1.81 | 1.50 |
| Learners use digital tools/technology to gather, evaluate, and/or use information for learning | 2.13 | 1.60 |
| Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning | 1.74 | 1.46 |
| Learners use digital tools/technology to communicate and/or work collaboratively for learning | 1.56 | 1.46 |

Assurances

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

| Assurances Met | | |
|----------------|----|--|
| YES | NO | If No, List Unmet Assurances By Number |
| X | | |

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

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

Improve

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

Impact

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

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

| I3 Rubric Levels | STANDARDS |
|---|--|
| Initiate Priorities for Improvement | Standards: 2.2, 2.10 Standard: 3.5 |
| Improve Opportunities for Improvement | Standard: 1.5 Standards: 2.1, 2.5, 2.6, 2.11 Standard: 3.3 |
| Impact Effective Practices | Standards: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 Standards: 2.3, 2.4, 2.7, 2.8, 2.9, 2.12 Standards: 3.1, 3.2, 3.4, 3.6, 3.7, 3.8 |

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

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

| | | | |
|-----------------|--------|----------------------|-----------------|
| Institution IEQ | 349.19 | AIN 5 Year IEQ Range | 278.34 – 283.33 |
|-----------------|--------|----------------------|-----------------|

Insights from the Review

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

The team for the Bryan County School System (BCSS) identified several themes from the review that will support the continuous improvement process. These themes include both strengths and opportunities to guide the improvement journey.

Leadership, including all stakeholder groups at all levels of the institution, are exceptional. The system has done much work since their visit five years ago to develop tiered processes and the intentional use of relevant data in conjunction with monitoring to make decisions. The school board attends a two to three day board retreat that includes the following: update on the state of the system from the superintendent, update from the Finance Department (2018 Financial Efficiency Star rating is 4.0 out of 5.0, for every \$1 budgeted, \$.89 is spent on personnel, 72.5% of the budget is spent on instructional support); update from the Operations and Student Services Department (Technology Department added internet connections and bandwidth at South Bryan Schools, security cameras were updated at 3 schools, 34% of student body receive free and reduced lunch, social workers serviced 711 students and their families, system has over 1,500 students participating in middle school and high school athletics and over 1,000 students participating in middle school and high school fine arts); update from the Human Resources Department (hosted first Educator Interview Day in 2018 and out of 100 interviews, 20 individuals were hired for the 18-19 school year, salary reviews are occurring on a cycle for all positions, 16 vendors are online as a part of the system's Employee Perks Program); update from the Teaching and Learning Department (enrolled 100 new students requiring ESS [Exceptional Student Services], 2018 graduation rate is 88.12% which is an increase from 2017, in April 2015, the system began operating as a Strategic Waiver System.) The system has contracted with the Georgia School Board Association (GSBA) to do a complete policy audit as well as provide training relative to school board members' responsibilities, system legal obligations and honoring 'lanes' in the organization. During interviews with board members it was stated that the board works hard to maintain a 30,000 foot view of the system and embraces a "pay and get out of the way (of leadership)" mindset.

Hiring in the system is a rigorous, multi-step process that is intentional in not only getting the right people on the bus, but also getting those individuals in the right seat on the bus. Prospective candidates are screened, and professional references are contacted. A phone interview is conducted to determine if the candidate should sit for the written portion of the hiring process. Interviewees who are selected, participate in a lengthy written assessment that requires narrative responses to scenarios. Their responses are then given to five readers and scored using a system rubric to determine the candidate who is the best fit for the needs of the system. The process for hiring leadership provides evidence of succession planning in the organization, therefore assuring that

the system can move forward as leadership positions change. Through strategic planning that involves all stakeholders, the system has established the BCS Theory of Action based on fiscal accountability, organizational and operational effectiveness, high performing workforce, parent and community partnerships and student achievement and success. Financially, the system allocates human and fiscal resources strategically. As a community that is experiencing massive growth, financial resources are needed for building new schools, maintaining and hiring new personnel and providing for the educational needs of all students. Despite adding over 2500 new students in ten years, the system has not had to increase taxes.

While the system does have processes and procedures in place in many areas, these are not necessarily 'in writing' to the full extent necessary to ensure smooth transitions in personnel and at this point, are reliant on 'institutional memory.' The superintendent shared that in order to have more funds available for teachers and instruction, he had not hired additional staff at central office and was operating with an exceedingly small staff. It is his plan to add four to five additional positions during a restructuring of system level staff. The task of articulating policy, in writing, in all areas, will be assigned as part of the job description in one of those new positions. Additionally, as leadership is cultivated within the system, this area may be an opportunity for new leaders to gain experience in policy by taking on this task as a capstone project. Young leaders can have the opportunity to experience policy review, articulation and implementation at the system level and the learning can benefit the system.

A data-driven culture with a focus on student success is pervasive throughout the system. An intentional process to ensure data are used in decision-making was observed by the team. A common data collection system monitored at all levels is pervasive. All levels of the organization aggregate data from student achievement, behavior, attendance and growth and make those data readily accessible to all leaders and instructional staff. Data are used to inform decisions regarding financial issues, facilities, resources and staffing. Student demographics are maintained to enable corporation and school leaders to meet the needs of an ever-changing student population. The Bryan County School System is unique in that the county is divided in half by Fort Stewart military base impacting 16-19 percent of the student body as children of military personnel. This results in essentially managing two distinct school systems under one organizational structure. This unavoidably results in some duplication within the system (i.e., a transportation department for north Bryan County and a second transportation department for south Bryan.) In addition, this structure creates a demographic where the free and reduced lunch percentage for the system falls from a low of 6.17 percent to a high of 69.91 percent. During the overview presentation, it was stated, "Fair is not always equal." The system recognizes the need for equity system-wide and is actively planning for such as the system strategizes for the future. Leadership is intentionally working to unite stakeholders from north Bryan and south Bryan in order to maximize resources to benefit all.

Time is allotted for teams to analyze data and to apply the information gained from the analysis to inform decisions regarding curriculum and instructional practice (common planning time, regularly scheduled data meetings.) Data are used as a rationale to support recommendations for change, and interviews indicated change is made in response to those recommendations. Data are reviewed with a focus on research-based best practices and an analysis of the needs of the students served. The system focuses on both student achievement and student growth. Regular formative and summative tests administered throughout the school year enable staff to develop interventions and adjust instruction in a timely manner. Targeted remediation and enrichment interventions are designed to meet the learning needs of the individual student.

In addition to a culture rich in quantitative data, the system also embraces and fosters a culture that is focused on the monitoring of data that supports the incorporation of social skills, community and collaboration. The system implemented Positive Behavior Interventions and Supports (PBIS) in 2015 which significantly reduced office

referrals system-wide. In 2018, the *Seven Mindsets*, social-emotional curriculum, was added to reinforce the PBIS framework. While the PBIS/ *Seven Mindsets* are implemented system wide, the program appears to be much stronger in the lower grades. Student interviews at the high school level indicate that the program may need to be revisited to address perceptions of students at the secondary level. High school students validated and verified that they understand the constructs and importance of the programs; however, there was significant discussion around the fact that students who do not have behavior issues, do not get rewarded. As one student stated, “Students are being rewarded for having bad behavior, while students who do not have bad behavior are ignored.” Stakeholders at all levels shared that the system is a ‘family.’ This was perpetuated by several monikers prevalent and repeated during interviews and observations: One Bryan, Wildcat Way, Be the Tribe and “It’s all about the kids!” Parents indicated that communication with the system is exceptional. One parent stated, “Things are actually over-communicated, but I don’t mean that in a bad way. If you don’t know what is happening in this school system, you simply don’t want to know.” Parents shared that regardless of a child’s needs, whether it included exceptional education services or gifted services or any level in between, each child is viewed as an individual and as such, their education is planned and adjusted to meet those needs. During the overview presentation, it was reported that the state of Georgia reports school climate ratings that include four components: student, teacher and parent perceptions of a school’s climate; student discipline; a safe and substance-free learning environment and; school-wide attendance. In 2016, the system had ratings from two to five out of a five point scale. In 2018, the system boasts six out of ten schools receiving a five, and four schools receiving a four.

In 2018, BCSS went through a curriculum audit and determined at that time, the system would commit to the development of a guaranteed and viable curriculum (GVC) utilizing a Rigorous Curriculum Design (RCD) process. The superintendent stated during the system overview, “As many teachers as we are hiring, we want to set them up for success.” The system has committed \$1.5 million to the initiative. The curriculum is being developed by staff with support from multiple sources addressing alignment, rigor, summative and formative assessments, benchmarking and instructional resources system-wide. The system has several frameworks in place to monitor the impact of instruction including data teams/professional learning communities (PLCs), an established literacy framework, phonics action teams, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), guided reading, math content academies, Multi-Tiered Systems of Support (MTSS) for student success, College and Career Ready Performance Index (CCRPI) and added this year, READ 180 and System 44.

During eleot observations, it was noted that the Active Learning Environment (2.78) and the High Expectations Learning Environment (2.93), were the system’s lowest scores. Within the Active Learning Environment, the subcategory of “Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)” was scored at a 2.71, significantly below the AdvancED Improvement Network (AIN) international average of 3.06. Similarly, the subcategory “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments” located under the High Expectations Learning Environment was scored at a 2.21, significantly below the AdvancED Improvement Network (AIN) international average of 2.74. It is imperative that all students be exposed to the four C’s of 21st century skills: collaboration, creativity, critical thinking and communication. Generally, instruction at the secondary level was teacher-centered with very little opportunity for students to collaborate. Building authentic learning, problem-based learning and authentic assessment into the curriculum framework being developed through the RDC project will provide a consistent model to support instructional practices addressing these areas. This information supports the system’s findings from the curriculum audit and can potentially be used to support the work occurring in curriculum development and design.

Students use personal data to set goals and monitor their progress. Students voiced a familiarity with their

personal data and indicated that targets for improvement provided an incentive for personal growth. Collaboration was observed in some classrooms but was not pervasive systemically. There was little evidence of the implementation of problem-based learning except in some lab classes and Career, Technical and Agricultural Education (CTAE) classes which lend themselves to this type of learning naturally. Observations and stakeholder interviews revealed that the system engages and implements programs that impact teaching and student achievement. Results clearly reflect that stakeholders are very satisfied with the learning gains their students are making and recognize the need for teachers to implement a curriculum that is based on high expectations and prepares learners for success. The students indicated that teachers encourage them to be successful and that teachers hold data chats with them to provide goals and explain what their scores should and could be three times per year. Teacher interviews indicated that the school supports them in their professional development and that they feel appreciated by the administration and parents. The system has hired an Instructional Lead Teacher (ILT) in every building. This individual works with every teacher in the building on improving instruction, modeling strategies and supporting staff as they work to strengthen pedagogy. Without hesitation, all teacher focus groups stated that the ILT position was one of the most important and strategic hires made in the system. As a result of the schools' concentration on academic focus and student achievement, processes to implement interventions to help struggling students have been in place for many years. Parents indicated that they value the impact the teaching has on their children's success.

During interviews with community partners, stakeholders shared that the system and businesses have just recently started a dialogue into what employers want from students exiting from BCSS. During the course of this discussion, it was shared that there is a Career, Technical and Agricultural Education program in the system that has potentially been underutilized. Discussion with the system verified that with the massive growth taking place in the system and extensive restructuring of positions, the CTAE program had not been a prime concern. By verifying alignment of CTAE courses with the needs of the community and businesses as well as working to solidify certification programs for students, the system will be providing students who are workforce ready. From a strategic perspective, business and community stakeholders have expressed a strong interest in partnering with BCSS to support a relationship with the CTAE program. System leaders are encouraged to cultivate this potentiality by partnering with Workforce Development, business owners, manufacturing representatives and the military to provide opportunities for BCSS students and support for the business community at large.

Inclusive, within the RCD project should be further dialogue relative to teaching and learning in regard to assessment and grading. During the previous AdvancED accreditation visit, the system was given an improvement priority to address grading. In the intervening five years, the system has developed a Grading Task Force, approved a board policy regarding grading, received focus group feedback on grading, provided a grading policy update, articulated grading procedures in system and school handbooks and created a grading PLC for feedback. The system is also in the very beginning phases of implementing a standards-based report card in the early grades. Interviews with parents and students at the middle school and high school levels endorse that grading practices are not consistent systemically. Often, students in one class will have an opportunity to retest after receiving additional instruction, but this opportunity is contingent upon the teacher. In some schools, the results of both summative and formative assessments are included in grades while in other buildings, grades are based only on summative assessment data. As a system, the institution has embarked on a massive curriculum project that lends itself to deep discussion around 'what is the purpose of grades?' If that purpose is to reflect the level of learning, then the system is encouraged to have those difficult conversations to determine the elements reflected in the grades: summative, formative or both. If reteaching and reassessing are considered to be a demonstration of learning, what will that look like in the gradebook? Will students receive full credit for a retake or partial? Will the retake grade replace the first score or be averaged into the final grade? Bryan County Schools are at the point to

have these deep and challenging conversations and tie the resultant decisions into the RCD process for rollout in the fall of 2019.

Continuing to develop the implementation of the system's current technology/digital learning plan will ensure all learners use digital tools for gathering, evaluating and using information for learning, both individually and collaboratively. For several years the system has continued its commitment to digital and technology growth for each student, a significant financial investment. The Engagement Review Team reviewed the technology plans/continuous improvement plans. It is apparent through these documents and leadership interviews that technology implementation is making some progress and has been for the past few years. To date, there is one high school that has a 1:1 ratio of technology devices. All other buildings have access to devices either as classroom sets, portable devices on carts or access to labs. A review of documents, surveys and interviews indicated improvement efforts could be realized by an increased emphasis on the future of technology in the system. Student and parent comments in focus interviews confirmed that technology and digital learning had been increased over the years but should also be a priority moving forward, especially as new construction will be taking place due to the massive growth occurring in the system. While eleot data showed scores above the AIN, classroom visits showed devices being widely used at the elementary level for programs addressing individual student needs, but rarely being used at the secondary level. Additionally, students used very little technology to conduct research, solve problems and/or create original works for learning at any level.

Interviews with some high school students indicate that wireless accessibility within the school was exceedingly inconsistent. Students were unable to incorporate their own devices through a Bring Your Own Device (BYOD) framework as their access to wi-fi had been disabled. The technology department may benefit from looking into ways to actively manage device type connection to the Wi-Fi system to help mitigate improper student use. The technology department may also need to review and update its Acceptable Use Policy to include language about BYOD. Student perception was that the wi-fi had been turned off due to some students using the access inappropriately. The system does have a Director of Technology who is responsible for hardware, software, connectivity and repairs for system equipment. During leadership interviews, he shared that technology actually has two components in the system. He and his team take care of equipment, but technology is also under the teaching and learning umbrella and there is support from that area for instructional technology and professional development for technology integration for learning. It is important that the system ensures that teachers and staff continue to have training to integrate technology into their instruction. The system currently provides professional development around educational technology and integrating technology into learning. As very little technology was observed in use, except at the elementary level for programs supporting individualized learning, this training is not translating into the classroom. The system is encouraged to develop a protocol to monitor the implementation of technology into the classroom as well as establish system norms and expectations for integration. The eleot scores for the Digital Learning Environment verify the need for increased student use of technology. Expanding student access to digital resources can allow more opportunities for them to use the digital resources for collaborative problem-solving, researching and responding to information for learning.

Bryan County School System is strategically poised to significantly impact the community, stakeholders and above all, the students. Excellence in all levels of leadership, strategic and intentional leveraging of assets and a commitment in both time and finances to develop a rigorous curriculum places the system in a position to move to the next level of excellence in continuous improvement. The Bryan County School System is to be commended for the many excellent programs and practices that are occurring for learners, their families and staff. The Engagement Review Team wishes the school community the best as it proceeds on its journey of continuous improvement. It is expected that these insights may provide guidance as the system and schools consider next

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| steps on their achievement of stated goals. |
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Next Steps

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

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

| Team Member Name | Brief Biography |
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| Dr. Phyllis Harner-Gilworth, Lead Evaluator | Dr. Phyllis Gilworth has a bachelor's degree in music education, a master's degree in guidance and counseling and a Ph.D. in education with a specialization in leadership in educational administration. She has teaching experience at all levels, pre-k-16 in rural, suburban and urban settings. Dr. Gilworth's counseling experience includes elementary school students and at-risk students in the alternative school setting as well as adults in the community setting. Dr. Gilworth's administrative experience includes assistant principal in charge of all discipline and curricular issues at a high risk, urban middle school, assistant principal in charge of guidance, director of instructional programs and assessment and assistant superintendent for curriculum and instruction at an affluent suburban district in Northwest Indiana. Dr. Gilworth has extensive experience serving on school improvement teams and particularly enjoys issues relative to curriculum, teaching and learning. She has participated on numerous AdvancED Engagement Review teams, serving in multiple roles, both in her home state of Indiana, as well as nationally and internationally. |
| Logan Evans | Mr. Logan Evans is the instructional technology coordinator for the Coffee County School System in Douglas, Georgia. Mr. Evans holds a bachelor's and a master's degree in science. He comes to the AdvancED review team with 15 years of experience in education. He spent eight years teaching high school sciences and transitioned to information systems at the end of 2012. In his current role, Mr. Evans manages the Teacher Keys Effectiveness System (TKES)/Learner Keys Effectiveness System (LKES), the district data and assessment system, and supports all staff through training and technology support. He also serves on the Statewide Longitudinal Data Systems (SLDS) Governance Board of the Georgia Department of Education. This team of educators provides insight and feedback to help improve SLDS as a whole. Mr. Evans has a strong interest in assessment best practice and the use of data to guide instruction, and to make informed decisions about curriculum and instructional programs. Mr. Evans sees great opportunity in professional collaboration and innovative practices, which can allow groups of stakeholders to contribute to the common goals of local communities and society as a whole. |

| Team Member Name | Brief Biography |
|--------------------------|--|
| Madeline Hall | <p>Madeline Hall is a retired educator from Georgia with thirty-four years of experience. She has a Bachelor of Science from the University of Florida, Master of Arts in early childhood from Piedmont College and an Educational Specialists in teacher leadership from NOVA Southeastern University. She taught grades K-8. Twenty-two years were in gifted education and she was selected as Georgia's Gifted Teacher of the Year in 2000. While in the gifted program, she also wrote and received four grants for her school to help fund an art program, two outdoor garden projects, and an archeology dig project. The last five years of her educational career, she served as the media specialist of Clark Creek Elementary STEM Academy. While at Clark Creek, she served on the committee that assisted her school to become the 11th State Certified STEM school in Georgia. She also wrote and received four grants for her school to help fund Little Free Libraries for their community, a MakerSpace and books for the media center. She has worked as a consultant and adjunct professor at the University of West Georgia since 2015 in the Department of Educational Technology and Foundations. She has also served as an AdvancED volunteer since 2016.</p> |
| Dr. Shandy Porter | <p>Shandy Porter is the assistant administrative superintendent and federal programs coordinator for the Winston County Board of Education in Double Springs, Alabama. In that position, he coordinates the curriculum implementation process and the professional development activities for four elementary schools, one middle school, one technical center, and four high schools in the district. Dr. Porter holds an Ed. D. in educational leadership from Nova Southeastern University. He also holds a bachelor's degree in marketing education from Auburn University and a master's degree in educational leadership from the University of Alabama at Birmingham. Dr. Porter has twenty years of experience in education. Prior to taking his current position, Dr. Porter spent fifteen years at Winston County Technical Center serving as the marketing teacher for five years and the career technical director for ten years.</p> |
| Rachael Schofield | <p>Rachael Schofield is a doctoral candidate at the University of North Florida with a research interest in school climate and culture. She holds a master's degree in educational leadership and a bachelor's degree in Spanish language and culture, and American Sign Language. Currently, Ms. Schofield teaches American Sign Language at Fleming Island High School in Clay County, Florida. She is an active participant in leadership at her school and works with school administration to promote a climate of positive school spirit and collaboration.</p> |

| Team Member Name | Brief Biography |
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| Judy Spurgeon | <p>Judy Spurgeon is the assistant superintendent for Oglethorpe County School System in Lexington, Georgia. In that position, she coordinates curriculum and instruction, continuous improvement, and professional learning for the system which is made up of one primary school, one elementary school, one middle school and one high school. In addition, she supervises the implementation of federal programs and the provision of special education and related services. Mrs. Spurgeon has her specialist degree from Piedmont College in teaching and learning. Her M.S. in educational administration and policy and her B.S. in mental retardation are from the University of Georgia. Mrs. Spurgeon has experience as a K-12 special education teacher and a district administrator.</p> |

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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