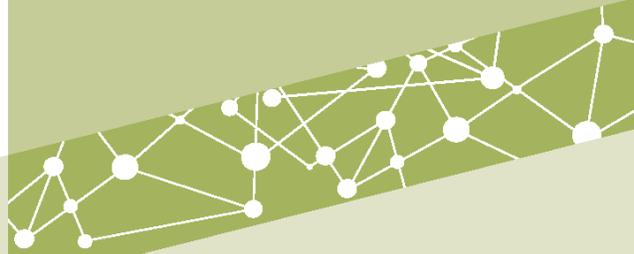


October 1-4, 2017



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Bibb County School District
484 Mulberry Street
Macon, Georgia 31201

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Introduction

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 that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Superintendent	1
School Board Members	8
School and District Leaders	88
Parents and Community Members	30
Teachers	44
Students	62
Total	233

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

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

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

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. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

The system’s continuous improvement efforts are based on the *Bibb County School District Victory in Progress* strategic plan. The plan is closely aligned with recently revised mission, vision and value statements and includes five strategic priorities. Those priorities are related to student achievement, teacher and leader effectiveness, post-graduation success, organizational effectiveness, and student and family engagement. Each strategic priority is supported by comprehensive and measurable Initiative and Action Step statements. The system has also adopted quality assurance processes to ensure that strategic plan activities and strategies are in compliance with state law and with school board policy.

In support of district leaders’ commitment to creating a culture of accountability, progress towards the plan’s priorities are closely and routinely monitored using the Balanced Scorecard which is available to all stakeholders on the system’s website. In addition to the Balanced Scorecard, monthly Victory in Progress (VIP) meetings ensure that district and school leaders are involved in the review of data connected to plan’s goals and activities. VIP meeting agenda items are directly connected to the strategic plan

Accountability is also enhanced by the district’s definition of four non-negotiables: Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RTI), Formative Instructional Practices (FIP), and the use of Teacher Keys Effectiveness System and Leaders Keys Effectiveness System. Each non-negotiable supports a VIP goal and is monitored through the Balanced Scorecard.

Through review of individual school improvement plans and interviews with school leaders and staff, team members found convincing evidence of the close alignment of school and system continuous improvement processes. All school leaders shared in detail the ways in which their schools are supporting the system’s improvement initiatives. One principal, for instance, has formed collaborative teacher teams connected to each of the VIP five priorities. The alignment of continuous improvement at all levels is further enhanced by the ongoing monitoring of school improvement efforts by district leadership staff.

The Team also found strong evidence that budgeting and resource allocation decisions directly and consistently

support the system’s improvement efforts. Each component of the *2017-18 BCSD Performance Pay Plan* is connected to a strategic plan goal such as percentage of schools implementing a RTI framework, teacher attendance, student attendance, and students reading on grade level. In addition, a three-tiered transportation schedule was initiated to increase the on-time performance measure for bus arrivals and to decrease the number of bus disciplinary issues.

The Team was highly impressed by the strong level of commitment found among all stakeholders for the continuous improvement process and specifically to the “Victory in Progress” motto. Staff at all levels demonstrated knowledge of the plan’s goals and priorities. VIP logos are conspicuous throughout the district. VIP lapel pins, which can be earned by district employees after completing one year of service, are coveted by both staff and stakeholders.

The motto also presents strong evidence of system leaders’ understanding that continuous improvement is a journey, not a single event. Progress towards all five of the VIP priority areas has been documented. Perhaps most important, system leaders and staff take great pride in the dramatic increase in the district’s four-year cohort graduation rate. Gains have also been achieved in state testing results on most grade level and content area assessments. Similar gains have been earned in some measures of operational and organizational effectiveness.

While they are justifiably proud of that documented progress, leaders recognize that additional work remains. Stakeholder engagement continues to be a priority as does the full implementation in all classrooms of current instructional initiatives.

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**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

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.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system’s purpose and desired outcomes for learners.	Meets Expectations

Leadership Capacity Standards		Rating
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets 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.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets 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.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Emerging

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

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.	Emerging
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.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Emerging
2.8	The system provides programs and services for learners' educational future and career planning.	Exceeds Expectations
2.9	The system implements processes to identify and address the specialized needs of learners.	Exceeds Expectations

Learning Capacity Standards		Rating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
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 align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

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.	Meets 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.	Exceeds 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.	Meets Expectations
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Meets 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 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. 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. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot® are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	119
Environments	Rating
Equitable Learning Environment	2.63
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.78
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.27
Learners are treated in a fair, clear and consistent manner	3.42
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	2.04
High Expectations Environment	2.44
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.65
Learners engage in activities and learning that are challenging but attainable	2.71
Learners demonstrate and/or are able to describe high quality work	2.25
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.45
Learners take responsibility for and are self-directed in their learning	2.16
Supportive Learning Environment	3.02
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.95
Learners take risks in learning (without fear of negative feedback)	2.93
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.07
Learners demonstrate a congenial and supportive relationship with their teacher	3.13
Active Learning Environment	2.46
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.64
Learners make connections from content to real-life experiences	2.03
Learners are actively engaged in the learning activities	3.00
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.16
Progress Monitoring and Feedback Environment	2.46
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.16
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.88
Learners demonstrate and/or verbalize understanding of the lesson/content	2.82
Learners understand and/or are able to explain how their work is assessed	1.97
Well-Managed Learning Environment	3.17
Learners speak and interact respectfully with teacher(s) and each other	3.34
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.27
Learners transition smoothly and efficiently from one activity to another	2.92
Learners use class time purposefully with minimal wasted time or disruptions	3.13
Digital Learning Environment	1.46
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.51
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.42

eleot® Observations	
Total Number of eleot® Observations	119
Environments	Rating
Learners use digital tools/technology to communicate and/or work collaboratively for Learning	1.44

eleot® Narrative

The eleot® observation results are based on 119 observations completed in twelve of the system’s schools. Environment averages ranged from a high of 3.17 in Well-Managed Learning and 3.02 in Supportive Learning to lows of 1.46 in Digital Learning and 2.44 in High Expectations.

Within those environments, the highest averages were earned in indicators connected to equal access to classroom discussions activities, and resources, learners’ knowledge of classroom rules and behavioral expectations as well as the respectful manner in which learners interact and speak with each other and with their teachers. Conversely, the lowest averages were earned indicators assessing learners’ engagement in differentiated learning opportunities and students’ use of digital tools and technology.

As suggested by those averages, the Team observed classrooms throughout the system that are efficiently managed and supportive learning environments. In many, if not most, elementary classrooms, it was evident that all teachers had a consistent process for instructional planning. The plans were organized and included “I can statements” as well as instructional strategies. Classroom management was positive and teachers demonstrated and articulated the importance of the day’s instruction.

Those observations also provided evidence that the system’s initiatives intended to improve instruction across the system have not yet resulted in a consistently high level of rigorous instruction in all schools and all classrooms.

Many elementary classrooms appear to be in the first stages of implementing differentiated instructional strategies. In particular, in first and fourth grade classrooms, students were working at stations during the language arts block. The stations appealed to a variety of learning styles, however it wasn’t evident that students were intentionally placed at the stations based on their learning style. Differentiated guided reading groups were part of a primary grade literacy block.

Observations of the high school classrooms indicated well-planned lessons that offered students the opportunity to participate, however, missed the potential to extend the students’ learning. As an example, one high school class included student presentations that had small groups present, while the remaining student were passive participants in the activity. Other classrooms included student participation but instruction in those classrooms was not differentiated to meet the individual student needs.

A majority of middle school classrooms observed included small group instruction. However, it was evident that differentiation was not taking place. Rather the classrooms were focused on teacher modeling and teacher-led direct instruction. Differentiated instruction took place in one co-taught English classroom that offered students station rotations, blended learning opportunities, and direct instruction through teacher coaching and guidance.

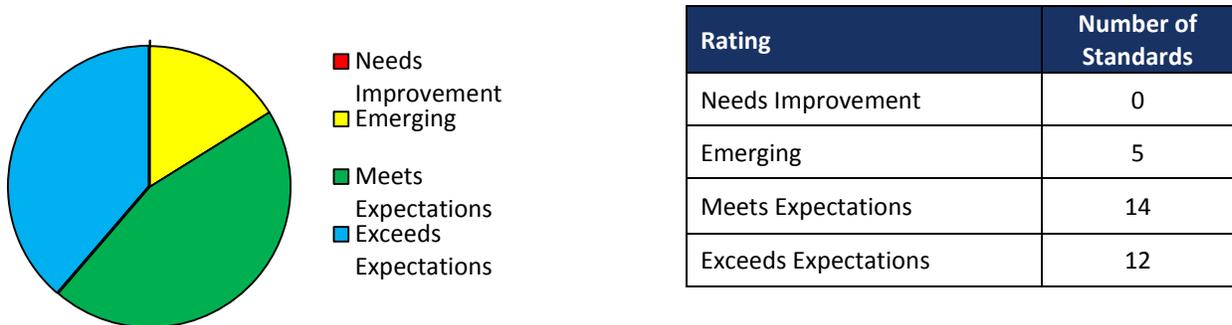
The system has recently made a significant investment in technology equipment including interactive white boards as well as video and audio systems for all classrooms. Teacher use of interactive white boards was found in virtually all classrooms observed by the Team. However, only limited evidence of student use of technology tools was part of observations completed by the Team as indicated by the Digital Learning Environment average of 1.46.

The system’s comprehensive continuous improvement efforts include several initiatives intended to enhance teaching and learning in all schools and classrooms. To date, some but not all students benefit from classrooms

marked by high expectations and rigorous instruction that is differentiated to meet individual student needs. The Engagement Review findings and feedback are designed to support leaders' efforts to ensure high quality instruction for all students.

Findings

The chart below provides an overview of the institution ratings across the three Domains.



Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1

The system's comprehensive strategic planning and monitoring efforts ensure that district and school resources, as well as the efforts of all staff and stakeholders, are tightly aligned with the system's vision, mission, and values. (Standards 3.7, 3.8)

Primary Standard: 3.7

Evidence: System leaders, with input from a wide range of stakeholder groups, recently revised and adopted vision, mission, and values statements. Those statements form the basis of the *Bibb County School District Victory in Progress (VIP)* strategic plan

System leaders routinely evaluate, monitor, and align resources to meet the identified needs of the system in its entirety as indicated by VIP's five Strategic Priorities. Progress towards those priorities are closely and routinely monitored using the Balanced Scorecard which is available to all stakeholders on the system's website. In addition to the Balanced Scorecard, monthly Victory in Progress (VIP) meetings ensure that district and school leaders are involved in review of data connected to plan's goals and activities. VIP meeting agenda items are directly connected to the strategic plan. Interviews with system leaders revealed a formal budgeting process that includes stakeholder input, is based on student success, and is aligned to the system's mission, vision, and core values. This process demonstrates organizational effectiveness that ultimately has a positive impact on student achievement.

The system's intentional emphasis on its core beliefs begin with the district leadership's commitment to continuous improvement by engaging stakeholders, and ensuring internal processes that are centered on student achievement. These processes promote a shared accountability and include increasing student and staff attendance, utilizing the Balanced Scorecard, and implementing the Pay for Performance initiative.

The system's effective allocation of resources is evidenced through its budgetary process, VIP Strategic Priorities, a focus on student achievement, stakeholder input, and their equitable distribution of local sales tax funding. Bibb County's powerful practices in the area of strategic planning demonstrate its commitment to long-term sustainability.

Powerful Practice #2

District and school leaders have proactively engaged a wide range of community and stakeholder partners who provide an equally wide range of supports to the system, its schools, students and families. (Standards 1.2, 1.8)

Primary Standard: 1.8

Evidence: District leaders have initiated the Business Education Partnership (BEP) to involve local businesses in the education of the students at all levels. The partnership produces monetary, in-kind, and volunteer services. One of note is the United Way Read United program which trains business partners to read weekly in classrooms. One volunteer stated that his time in a classroom was "time well spent" as he enjoys reading his favorite childhood books. The system recognizes its business partners in a monthly luncheon.

In an effort to remain transparent and gain feedback from all stakeholders, the superintendent has initiated monthly Listening Sessions. These sessions allow groups of students, teachers, and community members opportunities to voice any concerns, praise and opinions on topics related to education. As one parent volunteered, the sessions provide them "a voice in the system" as they are able to speak directly to the system's leader knowing that they are heard.

The system has developed a continuous improvement plan that is focused on developing students who are college or career ready. District and school leaders have expanded opportunities for stakeholder involvement in recent years, including those for families, businesses, and organizations. Through the Career Technical and Agricultural Education program, the system offers twenty-six pathways that provide students with a wide-range of employment opportunities when they graduate from high school. Through the work-based learning program, the system provides the community with a pool of skilled and motivated potential future employees. Along with the premiere Hutchings Career Academy, these programs have helped increase the economic base in Bibb County by creating a young work force with a skill set ready to enter the job market.

Throughout the system and Bibb County, the VIP logo can be seen. Victory in Progress is a motto of the school system that is used as a symbol to connect the community and the school. The coveted pins that sport the logo are earned after a year of dedicated service. It is evident that those who have one have truly dedicated themselves to the mission and vision that prevails within the system. These stakeholders are not just employees, but are community members, business partners and volunteers. The leaders within the system are to be commended for proactively engaging a wide range of community and stakeholder partners who do truly believe in and support the system and its vision that each student demonstrate strength of character and is college and career ready.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Establish, monitor, and evaluate processes to ensure all students have equitable access to rigorous and differentiated instruction that includes active student engagement. (Standards 2.1, 2.2)

Primary Standard: 2.1

Evidence: Classroom instruction throughout the system is based on and supported by a comprehensive collection of curriculum documents, such as reading and math frameworks and content areas pacing documents that include guidance in whole group and small group instruction. However differentiation is not detailed or included as part of the instructional activities. District leaders have initiated a number of processes intended to enhance classroom instruction including the Formative Instructional Practices, Instructional Rounds, and implementation of Professional Learning Communities at all schools. The Effective Learning Environment Observation Tool™ (eleot®), interviews, and a review of artifacts indicated, though, that those efforts have not yet resulted in all students having access to equitable learning opportunities. While there are pockets of excellence within which rich and challenging lessons are occurring, a high level of rigor and an environment of high expectations were not found in all classrooms. For instance, the High Expectations Environment average was 2.45. Collaborative work groups were found in many classrooms where students were engaged in the same work and direction as other students including multiple use of worksheets. Little or no differentiation or individualized learning activities were observed as indicated by the eleot® average of 1.78 for “Learners engage in differentiated learning opportunities and/or activities that meet their needs.” Improved student learning at all levels, with a pervasive, systematic and equitable access to opportunities that develop learning, thinking, and life skills will lead to an even greater degree of success at the next level, with strategies frequently monitored for fidelity of implementation.

Improvement Priority #2

Define, implement, and monitor a process that increases the integration of technology as a learner tool in all classrooms. (Standards 3.5, 2.2)

Primary Standard: 3.5

Evidence: The system’s most recent, but now expired, technology plan states that the vision is to “allow students virtual and blended learning opportunities which extend learning beyond the physical classroom.” Additionally, Goal 4: Teaching and Learning is to “enhance student learning experiences by offering 21st century learning opportunities using digital technologies.” Based on eleot® observations, leadership and student interviews, and district documentation, the Team identified a gap between the plan’s mission and goals and current classroom practice.

The eleot® observers consistently noted the absence of digital learning strategies in classrooms at all grade levels and almost all subject areas. Students were rarely seen using technology for active, authentic learning. Small numbers of students were occasionally seen participating in computer-supported reading practice, for example, but were rarely observed using computers to compose, analyze, or present information. Although almost all classrooms have ClearTouch boards, teachers tend to use them to display static information (similar to overhead projectors,) rather than to engage students in high-impact interactions with target concepts.

The leadership interviews consistently pointed to the integration and use of technology as a site-based decision rather than being a system-wide component of the district’s Technology Plan. The interviews also reflected a desire for site-based decision-making in regards to bell schedules. It was suggested that the current schedule has resulted in lack of time for implementation of rigorous and innovative practices to fully engage students, including the integration of technology as a learning tool. Student interview data suggested that use of digital devices as a learning tool is not a common practice among students. Students indicated that the interactive whiteboard is used in some classes but not all. In classes where the interactive whiteboard was more commonly used, students indicated that it was primarily used by teachers as an instructional tool but was rarely used by students to demonstrate learning.

Documents related to Formative Instructional Practice (FIP) walk-throughs, Instructional Rounds, and other observation methods lack emphasis on student use of technology as a best practice to be observed. Documents such as Formative Instructional Practices with Fidelity, Teaching and Learning Updates, the Observation Tracker, and Professional Learning Plans provided only limited evidence that integration of digital learning and use by students is emphasized as a priority in achieving the goal of “offering 21st century learning opportunities using

digital technologies” as described in the district’s most recent Technology Plan. Implementing and monitoring a process for increasing student use of technology tools will ensure that students fully benefit from the district’s recent technology investments.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the 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 and the results of eleot® classroom observations. 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.

Institution IEQ	342.79
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Conclusion Narrative

Located in Macon, Georgia, the Bibb County School District (BCSD) employs 1,500 teachers and a total of 3,000 employees to serve approximately 24,000 students enrolled in 39 schools and programs. The mission of the Bibb County School District is to “...develop a highly trained staff and an engaged community dedicated to educating each students for a 21st century global society.” In addition to the mission statement, a vision statement and five values form the basis of the system’s comprehensive goal for each child to demonstrate strength of character and to be college or career ready.

Hired in April, 2015, the superintendent found challenges related to governance, trust, and student achievement. The system’s current improvement process, defined by the *Bibb County School District Victory in Progress* strategic plan, addresses each of those concerns directly and aggressively. In interviews with all stakeholders, as well as in school visits, the Engagement Review team found evidence of progress in each of those areas.

The board is governed by an eight-member, elected school board. Two of the eight members took office for the first time in January. Each board member was interviewed individually by an Engagement Review Team member. While one experienced member described previous boards as occasionally “divisive,” each current member described the current board as unified in support of the superintendent and the system’s mission and vision. A new board member described the board as “very collegial” and expressed great appreciation for ways she has been supported by her colleagues on the board. The *Effective Board Governance Observation Tool* produced evidence that the board demonstrates respectful, ethical and professional behavior, that it engages in a manner that creates a healthy and effective governance climate, that it conducts healthy dialogue with stakeholders and that it demonstrates transparency in decision making. The board was recognized as a 2016 Distinguished School Board by the Georgia School Boards Association.

Throughout the system, interviews and observations indicated a consistent use and implementation of district-developed and commercially purchased instructional materials and a comprehensive collection of curriculum documents. Interviews with various stakeholders indicated that a process for evaluating supplemental resources

existed and that school-level instructional decisions were made using student data review. The system's classrooms are consistently well-managed (eleot® average of 3.34) and supportive (eleot® average of 3.02) learning environments. While district documents and conversations indicated the district focus is on high expectations of rigorous and differentiated lessons, the Team found only limited evidence of differentiated instruction (eleot® average of 1.78) and rigorous coursework (eleot® average of 2.45). The Team, though, is confident that the system's Formative Instructional Practices initiative will produce enhanced measures of teaching and learning in all classrooms.

The system invests in professional development and instructional training for teachers and principals to improve teaching and learning on an individual basis. Professional development is designed, implemented and evaluated at the system level for all grade levels and core content areas. Multiple types of professional development in the system and schools were noted and discussed in interviews and observations. Job-embedded professional development is routinely provided for support and non-certified personnel.

Instructional staff members engage in robust Professional Learning Communities (PLC) that are institutionalized and structured to promote student success. The school PLCs are used, in part, to implement the school improvement plans (SIP). School plans set clear goals which are closely aligned with the system's strategic plan and are reviewed and updated in monthly and quarterly meetings at the school and district. Site based coaches are in place at each school to coordinate and connect the work of the PLCs articulating the alignment of goals across the grade levels and content areas. District leaders have produced PLC protocols to ensure that consistent structures are followed even when staff changes. These PLCs focus on analysis of student performance data, collaboration, and improvement of teacher practice.

District leaders have taken advantage of revenue from a local sales tax (eSPLOST) to make significant investment in technology including enhanced audio systems and cameras in all classrooms. That technology creates the potential for teachers to record themselves, for instance, for self-assessment and reflection purposes. Classroom observations produced only limited evidence, though, of student use of technology tools. Updating the district's technology plan to include instructional use of technology will ensure that the district's investments are reaching their full potential for enhancing teaching and learning.

District and school leaders and staff proactively and routinely reach out to parents, community members, and business partners. The Business Education Partnership (BEP) ensures that the Bibb County business and non-profit communities are supporting the efforts of the district and has resulted in monetary and in-kind contributions as well as a significant number of volunteer hours. The BEP has adopted its own strategic plan that is tightly aligned with the VIP strategic plan. Partnerships have been established with a number of organizations and businesses including the Peyton Anderson Foundation and One Macon.

The system has adopted a wide range of communication strategies in efforts to both inform and engage parents. The superintendent delivers a State of the District address throughout the community and holds Listening Sessions throughout the year. Social media, including the Superintendent's Blog and a district Facebook page, are used to provide ongoing update about school and system events and developments. An online platform, *Let's Talk*, is available for parents to provide input and ask questions. Family Engagement Facilitators are employed to increase the level of parent engagement and involvement at the school level.

The Engagement Review Team was truly impressed by so much of what it heard and observed during its time in the Bibb County School District. Compelling evidence of the system's commitment to a culture of accountability in support of students was found at both the district and school levels. District leadership's equally strong commitment to strategic planning and continuous improvement ensures that staff and stakeholders are focusing their efforts and energies in a consistent, student-centered direction. Those efforts have produced increases in a variety of measures of student achievement, perhaps most notably the on-time graduation rate. The Team is equally hopeful that the feedback provided through the Engagement Review process will provide tangible support to the efforts to ensure that "Each student demonstrates strength of character and is college or career ready."

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their 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 their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

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 Improvement Priorities 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 your 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 eleot® 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
Bill Craig	<p>Bill Craig recently completed a career in several public school districts in and around Richmond, Virginia. His positions included classroom teacher, instructional specialist, elementary school principal, and assistant superintendent. Bill is a contractor with the Virginia Department of Education Office of School Improvement and an on-site supervisor for Liberty University student teachers. In addition, he has served AdvancEd as a Lead Evaluator, Associate Lead Evaluator, and team member for early learning, school and system accreditation. Bill is a graduate of The College of William and Mary and holds a masters degree from Virginia Commonwealth University and an educational specialist degree from William and Mary.</p>
Carol Barnett	<p>Carolyn Barnett serves as Director for Charter System and School Governance for Atlanta Public Schools. She is responsible for the overall management of the Charter System implementation for the district; this entails ensuring operational tools and processes are effective; stakeholders are kept informed; schools and principals feel supported; every school has an operating governance team; and training is taking place at every level of the organization. She is also responsible for coordinating the superintendent’s teacher, student, principal and charter system advisory committees. Previously working in the District as Special Assistant to Chief Strategy Officer with oversight for policy compliance, the ethics program and accreditation. Carolyn spent most of her career in higher education in strategic planning, research and analysis, compliance, fundraising and accreditation.</p> <p>Carolyn is a board member for the Georgia Accrediting Commission (GAC) and serves as a peer reviewer for AdvancED (K-12) schools and systems. She received her J.D. from Miles Law School and a B.S. from Tuskegee University.</p>

Team Member Name	Brief Biography
Dr Bonnie Burns	Bonnie Burns has worked in both private and public education for over thirty years. She has served as an elementary school teacher, an instructional coach, an assistant principal, and as a principal. She is currently the Director of Special Services for a public school system in Alabama. Bonnie has served on multiple AdvancED teams within her school district; and during the district’s most recent accreditation cycle, she served as the district’s AdvancED internal facilitator. Additionally, she has served on several AdvancED review teams as a team member for both school and system accreditation. Bonnie earned her undergraduate degree from Southeastern University, her Master’s degree from the University of New Orleans, and her doctoral degree from Auburn University.
Joseph “Keith” Carter	Keith Carter is currently serving as the principal of Oconee Middle School in Oconee County Georgia. Mr. Carter has served as a principal for eight years in Oconee County. His previous positions included elementary school principal, elementary school assistant principal, and elementary school teacher. Mr. Carter has worked in the field of education for 18 years. Keith is a graduate of Jacksonville State University and the University of Georgia. Mr. Carter holds a Bachelor of Science in Education, Masters of education, and a leadership degree.
Sonja Coaxum	Mrs. Sonja L. Matthews-Coaxum has been an educator for twenty six years. She was a classroom teacher for eleven years. She has been an administrator for fifteen years. Mrs. Matthews-Coaxum is currently on the Board of Directors for Georgia Secondary School Principals representing District D. She was a 2015 Top 3 Finalist for Principal of the Year for the State of Georgia. She was selected as the Teacher of The Year for the National Model Teenage Parenting Center for school year 2002-2003. She was selected as the Most Outstanding Young Educator for Macon and Bibb County her first of teaching in 1992. Currently, Mrs. Matthews-Coaxum is the Proud Principal of Fort Service Learning Magnet Academy (FSLMA); “The Best Middle School in the World!” located in Columbus, Georgia – Muscogee County School District. FSLMA is a Title I High Progress School for 2014, a Breakout Middle School for the State of Georgia for 2014-2015, a National Kindness Certified School, a 2013 Georgia Family Friendly Partnership School Award Finalist and 2016 State of Georgia Family Friendly School Winner. FSLMA is a 2016 National PTA School of Excellence. Mrs. Matthews-Coaxum has served as a former member of the Principal Advisory Board for the State of Georgia. She attended Savannah State University and Georgia College and State University where she received a Bachelor’s of Science Degree in Special Education. She has a Master’s Degree in Human Resource Management from Troy State University. She holds an Educational Leadership Specialist Degree from Georgia College and State University and is currently working towards a Doctoral Degree in Educational Leadership from Walden University.

Team Member Name	Brief Biography
Linda Erzah	<p>With over 15 years of experience in information technology, Linda Erzah works with AdvancED in the Alpharetta Office with the product management team to facilitate the delivery of the eProve applications and other product and services used by institutions and individuals participating in Engagement Reviews. Her experience spans many industries including the technology education (TechEd) industry where she managed the delivery of a math web application for K-5. She also worked in the public health, software, healthcare, hardware, retail technology industry facilitating the process improvement efforts and the delivery of software systems that support efficient processes. Linda holds a bachelor of science in Information Technology from Kennesaw State University. She is a Certified Business Analyst Professional and a Certified Scrum Master.</p>
Lisa Norwood	<p>Lisa Norwood is beginning her 26th year as an educator. She has spent eleven years as a fourth then fifth grade teacher, six years as a high school math teacher, four years as an instructional coach and five years as an Assistant Principal. She has worked closely with the Teacher Development Group in Portland, Oregon helping teachers across the nation learn best instructional practices in teaching mathematics. She has a Master's Degree in Educational Leadership and an Educational Specialist Degree in Curriculum and Instruction.</p>
Dexter Peeples	<p>Dexter Peeples has been in the teaching profession for nine years. Dexter's professional career started in education as an inclusion secondary teacher. Later Dexter became a self-contained autism, multi-abilities, and emotional/behavior units teacher. Currently, Dexter is the Special Education Facilitator and numerous other roles in his building. Dexter has an undergraduate degree in special education K-12 from the University of Alabama. Dexter also has one master's degree in special education from the University of West Alabama and another master's degree in educational administration/instructional leadership from the University of Alabama. Dexter is projected to start a doctoral program Fall 2018.</p>
Dang Phan	<p>Dang Phan is currently the Director of Digital Learning for AdvancED. Over the past fifteen years, he has had numerous experiences working with programs within the public school system, including high school and higher education, and the private sector. He has served a classroom teacher, department chair, Adjunct Faculty, Senior Instructional Specialist, Senior Program Coordinator, Curriculum Manager, and Director of Curriculum Development Support Services. Dang is a graduate of Arizona State University and Grand Canyon University and has an undergraduate degree in Mathematics Education and a graduate degree in Education Administration.</p>
Leslie Poythress	<p>Leslie Poythress is currently serving in her seventh year as the principal of Gray Elementary School in Jones County. During her twenty-two years in Jones, she has been an assistant principal, a parent coordinator, teacher of gifted students, Early Intervention teacher, and third grade teacher. Leslie is a graduate of Georgia College and State University and holds a specialist's degree in Educational Leadership with an undergraduate degree in Early Childhood Education. She has an add-on gifted certificate that was obtained at the University of Georgia.</p>
Giselle Rodriguez	<p>Giselle Rodriguez is the Director of Innovative Learning for the City of Pembroke Pines Charter School System. She has had more than ten years of experience as an educator, curriculum specialist, and educational consultant. As Director of Innovative Learning for the largest municipally run charter system in Florida, Giselle oversees system wide initiatives that impact student achievement and prepare students for the possibilities of tomorrow.</p>

Team Member Name	Brief Biography
Dr. Peter Straker	<p>Before coming to Dr. Straker's present job, most of his life has been spent in Great Britain where he was born. He was employed for 15 years in the Royal Navy as an Electrical Air Engineer. While serving he gained a British Diploma in Aeronautical Electrical Engineering. After leaving the Navy he completed his Bachelor of Education in Secondary Mathematics at Leeds Metropolitan University in Yorkshire, England and taught mathematics in an inner-city school in London, England for 3 years. Whilst there, he gained a Master of Science in Computing and Mathematics Education from South Bank University London. On relocated to Florida in 1997 and since that time he has had experience as a Mathematics Teacher, Technology Specialist, Middle School Administrative Dean, New School High School Planning Administrator, High School Assistant Principal, High School Principal. Presently he is a Doctoral Adjunct Professor and Doctoral Dissertation Committee Member and his current position in his district is Administrator on Assignment for School Improvement and District Accreditation. Dr. Straker has been a team member of AdvancEd for schools and districts accreditation since 2004. His academic credentials are as follows: Bachelor of Education Secondary Mathematics, Master of Science in Mathematics Education and Computing, Educational Specialist Degree in Education Leadership, and Doctor of Education in Education Leadership. Dr. Straker's experiences within a school system include Professional Learning Communities, school safety, grant management, testing, NCLB compliance, Advanced Placement, IB, FTE, CTE, differentiated accountability reporting and compliance, curriculum, resources, school improvement, and data analysis.</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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