



# **Accreditation Report**

## **Bremen City School System**

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# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School System

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

The Bremen City School System is an independent city system and 1 of only 21 city school districts in the State of Georgia. Established in 1893, the Bremen school system has an immensely rich tradition of excellence. At its core, the foundation of the school system is the community of Bremen. Throughout its history, the community has repeatedly elected Board of Education members who truly serve in the best interest of the students and school system. Continuity is an important part of the Board's success. The current Board Chairman, Daryl Sellers, has been on the Board for 28 years, serving as Chairman for 16 of those years. Remaining members of the Board have served a collective 34 years. Through the years, the Boards of Education have selected Superintendents who invest their professional and personal lives into the town and community. In fact, including the current Superintendent, there have only been 7 Superintendents since 1945. There is a high level of relational trust between the community, the Board of Education members, and the faculty and staff.

Bremen City Schools serve the students of Bremen, a small town of approximately 6,300 residents. According to the 2010 Census, the racial composition within the city is 89% Caucasian, 8% African-American, and 3% representing other racial identities. The median family income is \$39,674 annually. The city of Bremen is largely residential. Once largely dependent upon the textile and clothing industry, Bremen has transformed into a bedroom community. The school system is one of the largest employers within the city of Bremen. There are 252 people employed by the school system. The gender composition among employees is 81% female and 18% male. Racial composition is 98% Caucasian and 2% African-American. Among certified staff, 35 people have a 4 year degree, 74 have a Master's degree, 41 have Specialist certification, and 6 have a Doctorate degree. There is one elementary school that serves grades Pre-Kindergarten through 3rd grade (731 students), one 4th and 5th grade Academy (356 students), which shares a facility with one middle school (523 students). In addition, there is one high school (675 students). The current free/reduced lunch rate for the school system is 25%. Student enrollment for the 2016-2017 school year is 2,285 students, with a racial composition of approximately 90% Caucasian, 6% African American, and 4% representing other racial identities. Also, 32% of the student population lives outside the city of Bremen and pays tuition to attend. Since the first District Accreditation visit in 2006, student enrollment has increased from 1,776 to 2,285.

Bremen students perform well in relation to area and state comparisons in most all achievement measures. Almost without exception, on average, the Bremen students well exceed State averages in every subject and grade on the Georgia Milestones Assessment. Regarding Georgia's accountability measure, the College and Career Ready Performance Index (CCRPI), the numerical scores of each school have been repeatedly among some of the highest in the state. Although very proud of collective achievements, the school system fully recognizes the true measure of success is the individual growth of each student. Continuous improvement is emphasized and that will continue until every Bremen student shows high growth in every area. The purpose statement for the school system is "excellence in all we do." More than an accomplishment, it is a challenge to the entire Bremen family to continually work and reach toward excellence in everything.

As a means of continuous improvement, the school system chose, in 2015, to enter into contract with the State Department of Education under the Strategic Waivers School System (SWSS) accountability/flexibility model. Through a collective effort, the goals and accountability measures were selected with an emphasis on continually improving the CCRPI score of each school. The explicit goal is to increase the CCRPI score by 3% each year at each school using 2015-2016 as the baseline year. In return for specifying accountability goals, the State allowed widespread flexibility of Title 20 (Georgia law which governs education) and State Board of Education rules. This higher level of autonomy enables the school system to structure its educational programs around what is truly in the best interest of Bremen students and

the community.

The rapid student population growth over the last 2 years is the most dramatic change the school system has faced in recent years. Teachers have been added to ensure classroom size does not exceed what is manageable on a daily basis. The growth primarily has come from within the city as new home construction has been increasing. With 32% of the student population being non-resident, there is concern that uncontrollable growth will inevitably lead to a decrease in the number of non-resident students. The ability to add teachers is not as much of a concern as the financial capability to build more classrooms. With existing long term bond indebtedness, viable solutions are scarce.

Despite challenges ahead, there is abundant faith and trust in the school system and community that any challenges will be met with solutions. Through the years, the school system has remained a beacon of light for the city of Bremen, and that will continue long into the future as long as the collective focus remains on making decisions in the best interest of the students.

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

In the fall of 2011, it was decided that one purpose statement which embodies the purpose of the school system would be better than a separate vision and mission statement. The leadership team reviewed different ideas for a purpose statement and decided upon three options. The three options were placed on a survey and stakeholders were asked to decide which option best reflected what our purpose should be as a school system. Students, faculty/staff, parents, and community members responded. The purpose statement, "excellence in all we do" was the clear winner.

### Our Belief Statements

- ~ We believe a priority of our community is to educate its young people.
- ~ We believe success in education can best be attained in a small school setting where more individual attention can be given and where students are recognized as people and not mere numbers.
- ~We believe decisions within the school system should be based upon what is best for our students.
- ~We believe our school must have structure and discipline.
- ~We believe all students can learn.
- ~We believe all students have the right to a healthy and safe environment.
- ~We believe all people have a need for self-worth and self-esteem.
- ~We believe high expectations result in high achievement.
- ~We believe teaching is the key to the educational process.
- ~We believe we as educators should always be seeking avenues to improvement.
- ~We believe the development of good character, integrity, moral soundness, and work ethic is essential to community success.
- ~We believe learning is a life-long process.
- ~We believe cooperation and success of educators, parents, businesses, churches, and community and government leadership determine the ultimate success of the community.
- ~We believe the learning environment is enhanced by adequate facilities.

These core beliefs have served us well as we engage in strategic planning efforts. Our purpose is to reach toward "excellence in all we do." Those five words are pervasively used together throughout our schools and system. Over the last five years, it has truly become ingrained into the fabric of our Bremen students, faculty, and community. We believe our students reach excellence in many different ways but we also recognize we have much work to do if we are going to continuously move closer to "excellence in all we do" in every aspect of our educational program. Throughout the schools, on websites, and on many written documents, we have "excellence in all we do" displayed. Our intent is for students, parents, and faculty to understand excellence is our ultimate goal for every area associated with the school system. Although our purpose statement and belief statements have not changed, our system's strategic planning efforts have certainly transformed with each passing year.

Strategic planning begins with the Board of Education. The timeline below is closely followed:

January:

The Board of Education evaluates the Superintendent based on agreed upon goals and evidence of accomplishment from the previous year.  
SY 2016-2017

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The evaluation instrument is modified, if needed.

June:

The Board of Education meets in a retreat setting with system leadership to review accomplishments from the previous school year and areas for improvement going into the new school year.

August:

The Superintendent recommends the system strategic plan to the Board of Education at the Board of Education meeting. Within the plan are the goals of the school system for the coming year. Goals are developed based upon discussions from the June retreat as well as discussions throughout the year. Additionally, goals are developed through the use of a system strategic planning committee.

August:

The Board of Education approves the Superintendent evaluation instrument again at this point to address identified areas of school system improvement, if needed. After approved, the Superintendent's evaluation instrument is shared with all employees of Bremen City Schools.

August-September:

A school system improvement survey is distributed and available to students, parents, staff, and community. Survey questions are based upon the identified goals and strategic plan of the school system. Results are reviewed by the system strategic planning committee, leadership team, and Board of Education to inform and modify, if needed, the system strategic plan.

Ongoing:

All standardized test results for students as well as other student achievement information is shared with the Board of Education throughout the year.

Ongoing:

The system strategic planning committee meets during the year to receive reports and discuss progress being made in regard to the identified goals and strategic plan of the school system. Adjustments to the strategic plan are made as needed to reflect a continuous improvement approach to school system improvement. Decisions about changing the strategic plan is based on student data, survey information, and observations from the committee members. The strategic planning committee is comprised of 8 faculty members, 9 parents, 4 system departmental directors, and 7 administrators.

The strategic planning goals and strategies guide the work of the district as well as inform the school improvement plans. An overview of the district's objectives and goals is as follows:

Academic:

Objective Statement: To continue and improve upon best practices that will enhance the academic experience of all Bremen City Schools students.

Goals

1. Formal and informal student assessment results drive instructional planning.
2. Professional Learning is ongoing and dominates teacher/staff meeting agendas with an emphasis on Georgia Standards of Excellence (GSE), Literacy, Writing, Mathematics, Technology Integration, assessment development and differentiated instruction with subgroup emphasis.
3. Expand and strengthen understanding of Response to Intervention (academic and behavior) and effectively implement the Pyramid of Interventions at all schools.

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4. Continue to maintain and/or increase student achievement.

### Operations:

Objective Statement: To leverage resources to the maximum benefit of all Bremen City Schools students.

### Goals

1. Continually monitor Special Purpose Local Option Sales Tax (SPLOST) revenue from both Haralson/Carroll to plan for future facility needs.
2. Continue to follow and improve upon all recognized good practices related to expenditure controls at each individual school site as well as at the system level.
3. Strategically plan for technology needs into the future.
4. Continue to improve upon offering quality breakfast options, break items and well balanced lunches to students and staff.
5. Collectively maintain clean school facilities.
6. Collectively maintain safe schools.

### Public Relations/Communication:

Objective Statement: To continually foster positive communicative relationships with all persons associated with Bremen City Schools for the betterment of its students.

### Goals

1. Collaboratively involve stakeholders in shaping the direction of Bremen City Schools.
2. Continue and improve upon information dissemination among employees and the community by fully utilizing all technology available.
3. Continue and improve upon maintaining an open organization where differing professional opinions are valued and discussed with the understanding that decisions are driven by what is in the best interest of the students.

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Bremen City Schools tirelessly works to ensure continuous improvement occurs in all areas. Excellence is the standard for the school system and when we are not excellent in an area, it motivates our students and faculty to improve. There is tremendous pride in the school system, and we embrace the community expectation that the school system will do well.

As the community dynamic has changed economically over the years, it has required the school system to change with it. For many years, the free/reduced population averaged approximately 10%. In the last 15 years, that percentage has increased, and now, it averages 25%. Although still comparably small to many other systems, it still requires a different approach to meeting the needs of all students. Representatives from each of our four schools attended a poverty simulation activity and redelivered what they learned to each of our faculties during the 2012-2013 school year. During pre-planning of 2013-2014, every single employee of Bremen City Schools participated in a poverty simulation on site. Outside trainers assisted us with setting up stations where "families" moved through and had to make tough decisions regarding budget spending with very limited resources. Law enforcement officials and representatives from outside agencies participated as well. During pre-planning of 2013-2014, four Bremen City Schools teachers, who went to school here and grew up in poverty, gave personal testimony of what they experienced and how they were able to work their way out of poverty and become educators. This extremely powerful message from each of them reinforced to our staff that they do make a difference. A better understanding of what students from poverty experience was clearly expressed to our staff. During the 2012-2013 school year and continuing this year, faculty is engaged in subgroup data analysis with specific emphasis on student achievement results of economically disadvantaged students. Student achievement results of this subgroup are correlated to specific domain analysis to see where student weaknesses exist relative to various standardized testing domains. School and system improvement plans are modified as varying student subgroup needs are identified. During the 2012-2013 school year, our high school staff were taken by bus to our community's more impoverished neighborhoods. Staff were able to personally see the types of homes and poverty some of our students experience to create a better understanding of what the students face daily. Additionally, we have a food pantry at the high school. Our teacher sponsor, as well as students, works to make sure the pantry stays stocked with basic essentials. We have received donations and help from alumni as well. Specifically, the Class of 1945 donated a substantial amount of money to help us purchase supplies. In addition to the high school food pantry project, each of the four schools operates a backpack program for our students who need it. This program supplies food to make sure our kids in need are taken care of over the weekend. Local churches and community groups help us supply the backpacks, and it is truly a joint community effort. For the past two summers, we have implemented a free breakfast and lunch program for students. Funded through a grant, this program is open to anyone in the community who has need for food. Finally, each homecoming, our grades partner with one another to bring in items for Haralson County Ministries (HCM). Instead of a traditional float, each grade has a float of essential items which have been collected during homecoming week. Once complete, those items are turned over to HCM for distribution into the community. All of these programs provide for our students in need but even further, it teaches our students, who help with the programs, to learn a valuable lesson of helping others in need. The required action from the last external review pushed us toward this important work, and we are very proud of the collective effort put forth toward better serving the diverse economic needs of our students.

In June of 2015, Bremen City Schools was awarded the Darkness to Light Partner in Prevention distinction. This distinction represents our ongoing commitment to the prevention of child sexual abuse and to helping our students grow healthy and whole.

students, children from poverty who have need of additional intervention strategies benefit from having this person in place. Specifically, this position works directly with teachers to provide extensive interventions where needed to assist our students.

In 2013, the College and Career Ready Performance Index (CCRPI) combined school scores for the school system was the single highest score among all 180 school systems in the state of Georgia. First Lady of Georgia Sandra Deal helped celebrate the achievement with the school system in April of 2014. The school system enjoyed a 2015 graduation rate of 97.1%. All schools have been positively recognized for student achievement. In 2014, Bremen High School received "best in state" through the College Board for having 82% of the students who took an Advanced Placement exam score a 3, 4, or 5. Jones Elementary has every year been named a Title One Reward School for being among the top 5% in the state for student performance. Bremen Academy has enjoyed having the highest mean scale score among the 180 school districts in Georgia in 4th grade Science and Social Studies for the last 2 years. Math scores in 4th grade have placed 2nd in the state over the last two years. Bremen Middle School enjoyed having the highest mean scale score in the state in 8th grade Science. The Bremen Academy/Bremen Middle School Media Center was named a 2013 Georgia Exemplary School Library Program. For 2015, Bremen Academy was recognized through the Governor's Office of Student Achievement by winning the "silver award" for "highest performing" under Georgia's Single Statewide Accountability System. Although very proud of collective achievements, the school system fully recognizes the true measure of success is the individual growth of each student. The school system emphasizes continuous improvement and will continue to do so until every Bremen student shows high growth in every area.

The quality of instruction depends first and foremost on the quality of the teacher in front of the students on a daily basis. We believe strongly that we only succeed if we strive to hire the best possible teachers for our students. Although not state required at the moment, we are proud to have a 100% highly qualified faculty. For most vacancies, we are fortunate to have a wide pool of applicants. This enables our Principals to truly select the best possible teachers for our students. Our stated and understood mode of operation is that Principals are in the best position to select their teachers. The Superintendent and Board of Education trust the Principals and empower them to make hiring decisions. In turn, Principals are held accountable for those decisions and are expected to ensure those teachers hired meet the expectation of being student-centered, quality educators. In an age where some school systems don't operate this way, we believe it's truly an achievement to have such a functional process in place.

Extensive communication with parents and students is highly valued within the schools and school system. Teachers are required to utilize a texting system called REMIND. Parents and students are informed of upcoming tests, quizzes, important projects due, and any other information deemed important by the teacher or administrators. Additionally, a parent email directory is utilized by the Superintendent to inform parents of upcoming events each week and any other important events/activities occurring within the school system. Currently, there are 1,173 parent email addresses registered. Also, there is an alumni email directory which is periodically utilized for announcements. A REMIND texting account is also used by school Principals and system-level leadership to share information with students and parents. Social media is extensively used to highlight student accomplishments and to share important announcements. With just a few clicks, an image or announcement can be shared to the system website, Instagram, Twitter, and Facebook simultaneously. Finally, weekly newsletters and flyers, developed by teachers, are sent home to inform students and parents of upcoming assignments, assessments and events.

The school system chose in 2015 to enter into contract with the State Department of Education under the Strategic Waivers School System (SWSS) accountability/flexibility model. Through a collective effort, the goals and accountability measures were selected with an emphasis on continually improving the CCRPI score of each school. The explicit goal is to increase the CCRPI score by 3% each year at each school using 2015-2016 as the baseline year. In return for specifying accountability goals, the State allowed widespread flexibility of Title 20 (Georgia law which governs education) and State Board of Education rules. This higher level of autonomy enables the school system to structure educational programs around what is in the best interest of Bremen students and the community.

Bremen City Schools enjoys tremendous success in a multitude of ways but our work is never done. Our community simply won't allow us to

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not be one of the premiere school systems in the state. This expectation drives us to continuously reflect on the job we are doing and focus on strategies which will better meet the needs of our students. Over the next three years, we will continue to focus on our primary academic objective which is to continue and improve upon best practices that will enhance the academic experience of all Bremen City Schools students. Specifically, we have four primary academic goals.

First, we will utilize formal and informal student assessment results to drive instructional planning. We expect our teachers to continue improving upon the way they use assessment results to drive their instructional decisions. They must have the data at their fingertips if we are going to be able to accomplish this goal. Monthly data reviews and annual data reviews help us stay focused on the ongoing strengths and weaknesses of our students. We have implemented a system-wide benchmark/progress monitoring calendar which helps formalize assessment expectations but we know it is a continuous process of working together to ever increase the way we examine and use data to inform the way we teach our kids.

Professional Learning needs to be ongoing and should dominate teacher/staff meeting agendas with an emphasis on Georgia Standards of Excellence (GSE), Literacy, Writing, Mathematics, Technology Integration, assessment development and differentiated instruction with subgroup emphasis. It is important to support professional learning communities as an ongoing process, by maintaining a monthly schedule for professional development, as well as, routinely scheduled vertical and horizontal team meetings at the school and system level to discuss curriculum alignment, assessment development, and data results. Our challenge is to habitually focus on professional learning and ensure it is relative to what we expect of our teachers. We charge our Principals with being the instructional and professional learning leaders in the building.

We have worked to expand and strengthen understanding of Response to Intervention (academic and behavior) and effectively implement the Pyramid of Interventions at all schools. A tremendous stride in the right direction occurred with the hiring of an interventionist. She is particularly adept at working with teachers on helping students with individualized needs. The interventions are research-based and embedded into daily schedules. Truly knowing the academic and emotional needs of every student under our care is the goal. Although immensely hard to attain deep understanding of each child, we believe that should be our continuous goal and thus, an area for improvement.

Finally, we will continue to maintain and/or increase student achievement. We will accomplish this through ongoing data review (with emphasis on subgroup results), monthly data meetings, daily schedules with math and reading interventions embedded to support differentiation, writing across the curriculum, Science, Technology, Engineering, and Mathematics (STEM) collaboration, planning and implementation, professional learning to support differentiated instruction, flexible grouping, higher order thinking skills, depth of knowledge, vertical alignment meetings (building and system level), extended day, Blue Devil Block (BHS), Extended Learning Time (BMS), Acceleration Period (BA), Early Intervention Program, Remedial Education Program, Title I services, Connection Classes, and Support classes. The work is never ending and can be quite overwhelming. However, the true implementation of all support mechanisms is our focus, and it's an ongoing process to fully accomplish.

As stated before, we are proud of what we have accomplished but we absolutely refuse to rest on past accomplishments. We are vested in our schools and community, and we embrace the expectation that we will always provide an "excellent" education for our deserving students.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Bremen City Schools has and will continue to remain committed to continuous improvement. The state measures used to determine student academic levels often change. For that reason, it is imperative we develop and utilize our own informal and formal measures of student achievement. We will continue to use both state measure as well as our own measures to inform our instructional practices.

Our primary goal is to graduate every single child entrusted to our care but further than that, we want every student fully prepared for the next step in their lives after graduation. Education has truly become more and more individualized to the specific student. The one size fits all approach is long gone, and our system has to evolve with this reality of what providing a quality education really means in today's world.

An additional challenge to meeting every child at their current education level is the fact that our school system is growing an approximate average of 100 students every year. We have begun the process of adding teachers to accommodate this growth but the more we grow, the more challenging having shared beliefs might become. We never want to become a system that has to scurry to find people to fill spots. Our shared understanding of what it means to work in Bremen City Schools must continue.

Although challenges will always exist, we believe there is no better combination of students, faculty, parents, and community who can grow together to ensure the continued academic and emotional needs of students are met.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Documentation or description of the process for creating the district's purpose including the role of stakeholders</li> <li>•Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> <li>•In the fall of 2011, it was decided that one purpose statement which embodies the purpose of the school system would be better than a separate vision and mission statement. The leadership team reviewed different ideas for a purpose statement and decided upon three options. The three options were placed on a survey and stakeholders were asked to decide upon which option best reflected what our purpose should be as a school system. Students, faculty/staff, parents, and community members responded.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school</li><li>•Examples of school purpose statements if different from the district purpose statement</li><li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Statements or documents about ethical and professional practices</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> <li>•Purpose Statement Belief Statements Strategic Waiver School System Contract Special Education Processes and Procedures Manual Federal Programs Manual Gifted Manual Response to Intervention Manual</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Examples of schools continuous improvement plans</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Survey results</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The district data profile</li> <li>•The district strategic plan</li> <li>•Response to Intervention Meetings</li> <li>Data Team Meetings</li> <li>Progress Monitoring</li> <li>Calendars</li> <li>Benchmark Calendars</li> <li>Vertical Team Meetings</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

The strategic improvement process is highly valued in Bremen City Schools. In 2010, a new strategic planning process began. Since that time, stakeholders have consistently met to reflect upon student data, as well as survey data, to continuously revise the strategic plan. Each of the four schools develop their school improvement plans aligned to the system strategic plan. The primary emphasis is academic improvement but within the strategic plan, there are also goals related to operations of the school as well as public relations and communication.

Widespread involvement and understanding of the direction of the school allows Bremen City Schools to align improvement efforts, identify strategies for improvement, and allocate necessary resources to meet the mutually agreed upon goals of the schools and system. The now embedded processes of improvement serves to sustain this area of strength. By continuing high levels of open dialogue with stakeholders, areas of need identified through observation and surveys are more easily addressed and remedied.

In an effort to expand participation beyond just the system strategic planning teams, there are local school advisory teams which serve to review the school improvement plans and advise the Principals and school leadership regarding the direction of the school. Through the use

of the school level advisory teams, the purpose statement "excellence in all we do" is embedded into discussions and documents. It's a definite strength of the school system that so many of the stakeholders know the purpose statement and have frequently heard or seen it used. A great deal of pride exists among stakeholders, and the mantra of excellence is taken very seriously and is expected.

The Superintendent of the school system is evaluated annually based upon continued improvement of the schools and system. The mutually agreed upon evaluation instrument has components aligned to goals contained within the strategic plan. To emphasize the importance of continuous improvement, each year, once the Superintendent's evaluation instrument is established, it is shared with all faculty and staff of Bremen City Schools. Additionally, it is posted on the system website for the public to review as well. This helps ensure everyone understands that accountability to the purpose and direction of the school system is expected from everyone.

Although continuous improvement is the norm for the school system, there is always room for improvement. Greater parent understanding of the varied strategies contained with the strategic plan is a need. There is a high level of parent trust for the teachers and school system to do what is in the best interest of the students served but there is seldom parent questions related to specific academic strategies implemented for students. An opportunity for improvement would be to create avenues to engage parents more in these discussions so they can better understand how the strategies implemented serve to meet the system purpose and direction.

## Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> <li>•Professional development plans</li> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•eBOARD Policies Posted for Public Board Minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing authority minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Governing authority training plan</li> <li>•Assurances, certifications</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Continuity of Board Service Quality Board Recognition</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•Communications regarding governing authority actions</li> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Social media</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> <li>•High Community Referendum Pass %</li> </ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the district's strategic plan</li> <li>•Professional development offerings and plans</li> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's purpose statement</li> <li>•Survey results</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> <li>•Examples of decisions aligned with the district's purpose and direction</li> <li>•Strategic Planning Documents</li> <li>•School Improvement Documents</li> <li>•Academic Offerings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•System-wide Meeting Annually to Kick-Off Year</li> </ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li><li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li><li>•Representative supervision and evaluation reports</li><li>•TKES LKES Evaluation Plan</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Within Governance and Leadership, indicator 2.3 stands out as a definite strength of the school system. The governing body ensures all leadership has the autonomy in making critical decisions relative to goals for achievement and instruction as well as the autonomy to manage the day-to-day operation of the school and/or area of responsibility. One of the most obvious examples of this practice is in the area of personnel. It is expected that Principals and Directors will decide who should be recommended for positions. This important value is shared by the Superintendent and the Board of Education (BOE). There is a high level of trust that leadership will make good personnel decisions but if they don't, leaders are given the authority to remedy hires which prove to be not in the best interest of students. To sustain this functional approach, new Board members are required to attend a local new Board orientation with the Board Chairperson and Superintendent, which details the proper role of a Board member. Further evidence of stability is the low turnover of Superintendents and Principals as well as the long term tenure of Board members.

At the beginning of each summer, the Bremen City Schools (BCS) Board of Education and all school and system leaders meet in a retreat setting. This time is set aside for administrative presentations to review accomplishments from the previous year and identify areas of focus for the coming year. Additionally, the budget is discussed, with administrators present, before it is finalized. This allows for higher levels of understanding and setting of priorities between the BOE and administrators. Further, this time allows for open dialogue and social interaction which further strengthens bonds of trust and collegiality between the Board and leadership.

The Board of Education annually participates in a Georgia School Boards Association training in December as well as whole board governance training during the second day of the annual Board retreat. This time allows the Superintendent and Board to spend time together in training as well as provides reminders of the appropriate roles each plays towards high levels of system functionality. Each summer, the Board of Education training plan is written and officially approved during a board meeting.

Leadership and staff supervision and evaluation is clearly defined with a Board approved evaluation plan. It is understood and expected that every employee of Bremen City Schools will be annually evaluated. The Board of Education clearly understands that their role is to evaluate

and hold accountable the Superintendent and not other employees. The Superintendent is entrusted with making sure everyone employed is supervised and evaluated by the appropriate person.

Governance and Leadership is a clear strength for the school system but there is room for improvement. With the implementation of Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES), complete and comprehensive utilization of the instruments in the most effective way possible is still a work in progress. Tremendous gains have been made and greater familiarity with the instruments has been improved. School and system monthly leadership meetings often involve collaborative discussion of ways to manage and implement TKES and LKES with precision.

## Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses and programs</li> <li>• Course, program, or school schedules</li> <li>• Student work across courses or programs</li> <li>• Course or program descriptions</li> <li>• Survey results</li> <li>• Lesson plans</li> <li>• Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>• Posted learning objectives</li> <li>• Pacing Guides</li> <li>• Differentiation Practices</li> <li>• Technology Utilization</li> <li>• Gifted Program</li> <li>• Response to Intervention</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Progress Monitoring Calendar</li> <li>•Benchmark Assessment Calendar</li> <li>•Data Meetings</li> <li>•STAR</li> <li>•AIMSweb</li> <li>•GoMath</li> <li>•American Reading Company</li> <li>•Google Read &amp; Write</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> <li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>•Interdisciplinary projects</li> <li>•Teacher Keys Effectiveness System Leader Keys Effectiveness System Collaborative Planning Horizontal/Vertical Alignment Planning</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Supervision and evaluation procedures</li><li>•Documentation of collection of lesson plans, grade books, or other data record systems</li><li>•Peer or mentoring opportunities and interactions</li><li>•Surveys results</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li><li>•Teacher Keys Effectiveness System Leader Keys Effectiveness System Pacing Guides Data Meetings</li></ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Survey results</li> <li>•Professional development funding to promote professional learning communities</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects</li> <li>•System Improvement Meetings System Leadership Meetings Data Meetings Horizontal/Vertical Alignment Meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Thinking Maps Training Data Meetings Horizontal/Vertical Alignment Meetings</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"> <li>•New Teacher Induction Program Informal Teacher Mentoring</li> </ul>	Level 2

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Title 1 Parent Involvement Meetings Open Houses Scheduled Parent Conferences System-Wide Progress Reports Report Cards</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adults who advocate on their behalf</li> <li>•Master schedule with time for formalized structure</li> <li>•Blue Devil Block at BHS Blue Devil PRIDE Program at BA and BMS</li> </ul>	Level 2

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•District quality control procedures including the monitoring of grading practices across all schools</li> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Student Advisement Student Handbooks Faculty Handbooks Administrative Handbook Student Release Parent Conferences</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•District professional development plan involving the district and all schools</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Professional Learning Title II-A Budget Professional Learning Calendars</li> </ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•Gifted Manual Pyramid of Interventions Response to Interventions Guidelines Federal Programs Manual Special Education Processes and Procedures Manual 504 Plans Student Support Team Data Meetings</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

Indicator 3.8, "the system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress," is a definite strength of Bremen City Schools. One way this is accomplished is through Title 1 Parent Involvement nights at Jones Elementary. At all schools, high parent attendance is common throughout the year. Regardless the activity, a large majority of parents attend events. One such event is the "STEAM Family Expo Night" which is held annually. This interactive experience occurs at the high school, and representatives from each school set up STEAM-related, hands-on activities which reinforce STEAM standards.

Extensive collaborative work has occurred to develop a curriculum that provides equitable and challenging learning experiences. Within the buildings, frequent horizontal and vertical planning occurs. Vertical alignment meetings occur where representative teachers from each school attend. There are alignment committees for writing, reading, math, special education, Career Technical Education (CTE), STEM, science, and health/physical education. Additionally, there are email distribution lists for each so a free exchange of ideas and professional learning opportunities can be frequently shared across the group.

The creation and use of pacing guides as well as progress monitoring and benchmark assessment calendars helps ensure curriculum, instruction, and assessment occurs in a frequent and structured way. Data analysis meetings occur to review assessment results and inform instructional practices. Frequently, the analysis occurs collaboratively so higher levels of continuity can be accomplished throughout the system. Additional data points utilizing programs such as AIMSweb and STAR enable a systematic and substantive approach to first identifying individual student weaknesses, and then, addressing the weaknesses through instructional differentiation.

School administrators are expected to monitor and support the improvement of instructional practices through attendance in the data meetings as well as collaborative planning meetings. Additionally, the Principals, Assistant Superintendent, Director of Special Programs, and Superintendent are expected to attend vertical alignment meetings with the teachers to show the importance of the work and provide necessary resources for students to be successful. One positive example of this work involves the area of writing. The writing vertical alignment committee was the first one created in 2010 due to perceived weaknesses in the writing of Bremen students. Teachers and administrators came together to identify specific strategies to address the weaknesses and create greater consistency of writing expectations system-wide. The end and continued result has been substantial improvement in student writing on standardized measures. Even more important, teachers report they receive much better prepared student writers with each passing year.

Professional learning programs are led primarily by building level Principals. The central office staff support the work and ensure resources are available but school-centered professional learning is the norm. This ensures staff participate in a continuous program of professional learning. Professional learning topics are discussed at system improvement meetings among all leadership and are aligned to goals and strategies for improvement from the system strategic plan and school improvement plans.

Indicator 3.12, "the system and its schools provide and coordinate learning support services to meet unique learning needs of students," is an area which has vastly improved in the last three years. This is due to a variety of reasons but a significant change has been the addition of an Interventionist. She works directly with classroom teachers on addressing the complex needs of some of our most challenging students. The creation and implementation of the Response to Intervention Guidelines has served our students well. As a single point of contact readily accessible to teachers, the Interventionist has greatly enhanced the strategies our teachers use in meeting the unique needs of our students.

Indicator 3.7, "mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning," is an area identified as a weakness. At the beginning of each new school year, there is a formalized induction program for new employees. A wide array of topics are covered with the group. Once in the buildings, faculty have the benefit of working alongside other staff who support them in a multitude of ways. However, the formalized assignment of a mentor and program evaluations for that process do not occur at high levels. As we have grown and hired more staff, there is a need to further define mentoring and coaching roles. That process is in the works and will be fully implemented with the new year in 2017-2018.

Indicator 3.9, "the system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience," is an area in need of improvement. Our children are well known and loved by our staff. However, a formalized structure for creating and evaluating those interactions is not pervasive system-wide. There are programs such as Blue Devil Block at the high school and the newly designed Blue Devil PRIDE program at Bremen Academy/Bremen Middle School which serve that purpose. Future work will involve the design of a program which can be implemented or modified at each school. Included in that design will be an evaluative component to measure the effectiveness of those important adult interactions with students.

## Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•District budgets or financial plans for the last three years</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> <li>•Board Policy Title II-A Equity Report Professional Standards HiQ Report Letter of Intent Professional Learning Plans</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•District strategic plan showing resources support for district</li> <li>•System Strategic Plan School Improvement Plans No Furlough Days</li> </ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments</li> <li>•Example systems for school maintenance requests</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•Example school records of depreciation of equipment</li> <li>•Beck Janitorial Contract Total Outdoor Image Contract School Nurse Reports Maintenance Requests Technology Requests</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments</li> <li>•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Strategic Plan in Area of Operations</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Evaluation procedures and results of education resources</li> <li>•Survey results</li> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Media Plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Policies relative to technology use at the district-level and school-level</li> <li>•Survey results</li> <li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li> <li>•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level</li> <li>•Assessments to inform development of district and school technology plans</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Technology Plan</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Student Health Survey Guidance Lessons Parent Involvement</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•District quality assurance procedures that monitor program effectiveness of student support services</li> <li>•Description of referral process</li> <li>•Response to Intervention STAR/AIMSweb Data IEP Goals Graduation Rate</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

## Accreditation Report

Bremen City School System

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Bremen City Schools is committed to a continuous plan of improvement which includes an analysis of data, process for identifying strengths and weaknesses, and planning strategic initiatives through collaboration of stakeholders. Emphasis on continually striving towards excellence allows the school system to remain a school of choice for many of the students. With an approximate third of the student population choosing to attend Bremen schools, it is essential that educational programs are frequently evaluated and improved upon in order to continue to offer an exemplary education for all students of Bremen City Schools.

Substantial student growth has occurred over the last two years. An approximate 200 more students are currently attending Bremen City Schools compared to two years ago. The percentage of non-resident students has remained proportionately the same over the last two years as well. Additional teachers have been hired to accommodate the student growth in order to maintain manageable class sizes. Future commitments to hiring teachers will have to occur if the student growth rate continues. Traditionally, the school system has enjoyed relatively low teacher turnover. The ability to find and employ highly qualified teachers was not difficult as open positions generally received a tremendous amount of applications. Currently and continuously in the past, the school system has enjoyed a 100% "Highly Qualified" staff. However, if student growth continues and teacher shortages continue, this could change in the future. A more defined teacher recruitment plan will need to be written and implemented. Facility availability, in regard to classrooms, is also being considered in long term facility and financial planning. Increasing numbers of students enables additional funding to hire teachers but it does not necessarily equate to adequate funds to build classrooms. Predominately, the funding of additional classrooms rests with the local community and with current long-term bond indebtedness already in place, viable financial solutions to address short term student growth is scarce. Indicator 4.3, "the system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff," could prove to be particularly challenging.

The school system is committed to continually offering exemplary programs for its students regardless of student growth. At the high school, there is an ongoing commitment to maintaining and growing the Advanced Placement and Dual Enrollment opportunities for students. A centralized focus on STEM education continues, and each school collaboratively plans to offer students STEM-related instructional and assessment lessons. At Bremen Middle School, students in 8th grade are allowed the opportunity to earn high school credits through a more rigorous course of study, and there are plans to extend those opportunities into the future. A vibrant gifted education program exists at each school, and students are provided opportunities to expand their critical thinking skills through challenging courses of study. A high percentage of Bremen teachers have earned their gifted certification, and the school system pays for the courses.

There is an ongoing commitment to high degrees of fidelity regarding the Response to Intervention (RTI) process. Support structures abound through greater understanding and implementation of the Pyramid of Interventions. A dedicated interventionist is employed and works directly with teachers at each campus to ensure the level of help needed is provided the students. The interventionist is expected to spend her time in the classroom working directly with teachers, and it is understood that she will not be pulled for ancillary administrative duties. Extensive, thoughtfully-created RTI guidelines are utilized in order for all involved to have a detailed point of reference for full implementation of the RTI process.

The Bremen Board of Education committed to an annual budget allocation, of a substantial amount, in relation to annual planning for technology infrastructures and support. It is a challenge to maintain the increasing demands of technology with ever changing demands from a more advanced technological world. While adequately providing for student technology needs currently, it will require additional resources be allocated into the future, which could prove to be an increasingly challenging task. This is further complicated by an ongoing push and requirement that 100% of standardized student testing will occur online in the future. The system is working toward full implementation of this requirement but again, it will continue to be a challenge to meet.

Despite challenges ahead, the school system has always managed to meet and exceed the resource and support system needs necessary for Bremen students to be successful. The Bremen community will continue to highly value its school system and thus, provide the necessary

support to keep the school system vibrant and a shining star of the community.

## Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Progress Monitoring Benchmark Assessment STAR Reading and Math AIMSweb Data Analysis Meetings</li> </ul>	Level 3

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•List of data sources related to district effectiveness</li> <li>•Survey results</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of changes to the district strategic plan based on data results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•TKES LKES System Strategic Plan School Improvement Plans Survey Data</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> <li>•Progress Monitoring Benchmark Assessment TKES LKES Data Analysis Meetings</li> </ul>	Level 2

**Accreditation Report**

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•SAT/ACT Scores Advanced Placement Promotion/Retention Data TKES LKES</li></ul>	Level 3

# Accreditation Report

Bremen City School System

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of meetings regarding achievement of student learning goals</li><li>•Survey results</li><li>•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>•System Strategic Plan School Improvement Plans BOE Goal Setting Model Superintendent Evaluation Instrument</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

The utilization of data to inform instructional and assessment practices has substantially improved over the last few years. Data meetings occur at each school and more standard measures of assessment have been implemented to enable our teachers to specifically identify strengths and weaknesses. Beyond just knowing where student weaknesses exist, the teachers and administrators have implemented a wide array of support to address student weaknesses. Some examples include extensive before and after school help, Blue Devil block at the high school, homework help opportunities, extended learning time, and greater understanding of the RTI process. Professional learning, led by the Principals, regarding differentiation of instruction, has also occurred. System-wide training on how to utilize technology has enabled teachers to utilize more tools to differentiate at higher levels as well.

Faculty have actively engaged in analysis of standardized results. Improvement initiatives within the system strategic plan and school improvement plans are driven by student performance on standardized assessments. Parents are involved with the work through representation on the system strategic planning committee. Additionally, survey results from stakeholders inform the goals and initiatives within the system and school improvement plans. The Board of Education is updated monthly at Board meetings as well as yearly at the annual Board retreat regarding student performance on varying assessments. This greater depth of knowledge and understanding has led to greater resource allocation to address any identified weaknesses. One such example is the allocation of funds to employ a full time interventionist focused on helping teachers meet the individual needs of students.

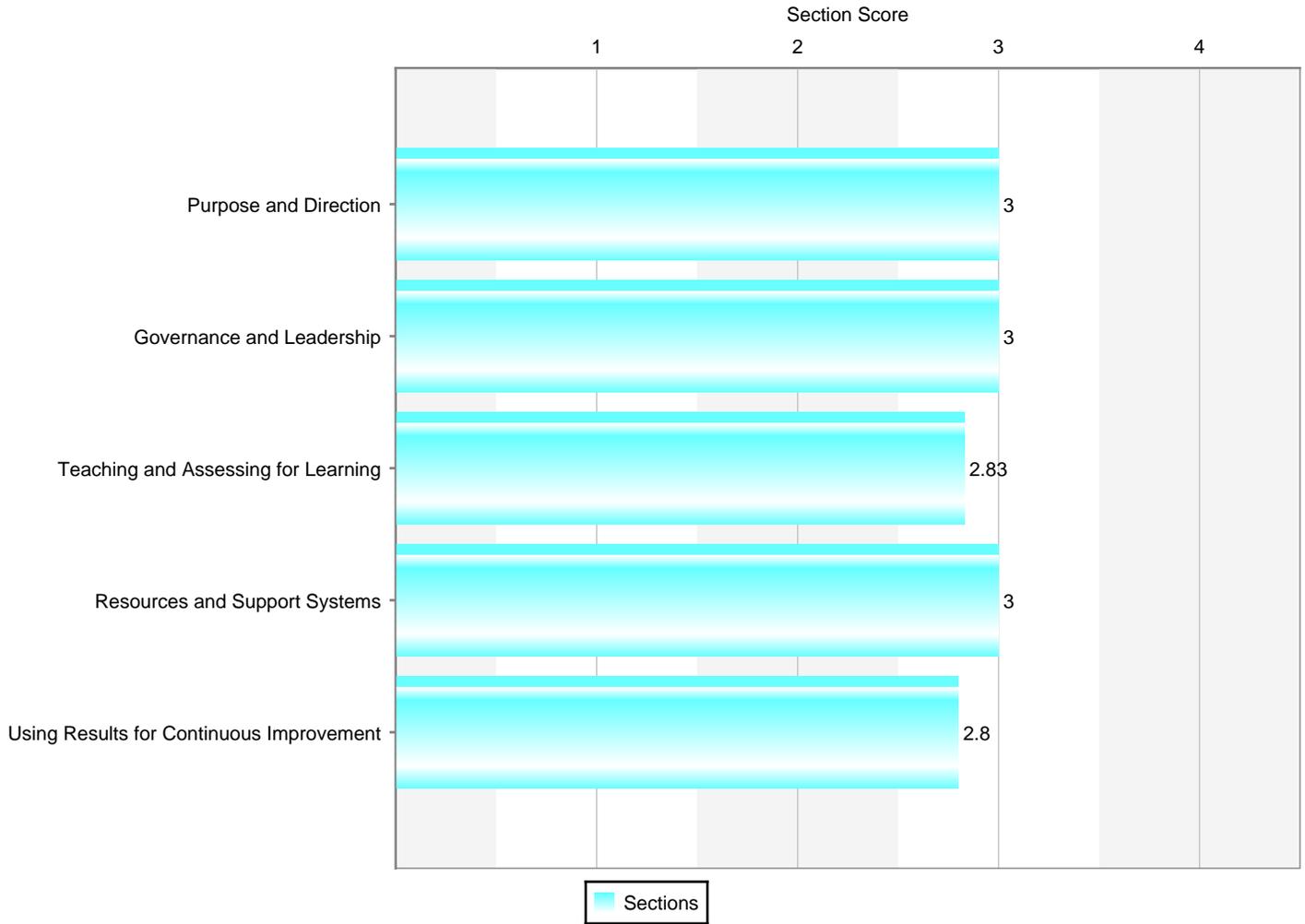
There are mutually agreed upon and published progress monitoring and benchmark assessment calendars. This formalized approach to assessment has aided the school system in making sure critical assessments occur. Collaborative data analysis meetings occur at the school level which helps ensure horizontal and vertical alignment planning is occurring within each school. Further, vertical alignment meetings occur at the system level to ensure critical data analysis and planning is occurring throughout and at every grade level. Student achievement results reflect this important collaborative work is having a positive impact.

Although tremendous improvement in data analysis and the process of utilizing data to improve instruction has occurred, the system self-rated Indicator 5.3, "throughout the system professional and support staff are trained in the interpretation and use of data," as a 2. More formalized and specific data analysis plans need to be written and understood by all faculty in the school system. Demands on teachers and their time is increasing. Accountability for the work is greater than its ever been. There is a need for creative ideas to streamline the work for teachers and create more efficient systems of data analysis. Just simply expecting more from teachers will not produce the desired results. Additionally, the Georgia Milestones Assessment has been given over the last two years. As a new assessment system in Georgia, there is a need for greater understanding of the assessment.

The individualization of education for all students has become necessary. Bremen teachers are particularly adept at knowing their students and strong relational ties are evident throughout. Beyond that dynamic is the necessity for teachers to have immense clarity of specific student strengths and weaknesses. Observation alone will not lead to such high levels of substantive understanding. Thus, having strong, articulated assessment systems directly aligned to the standards taught is critical. Those detailed processes are more and more evident in the school buildings on a daily basis. Although not quite where we want to be, we believe substantial gains in understanding student assessment and applying results to inform our teaching has grown tremendously.

## Report Summary

### Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

## Stakeholder Feedback Data

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		StakeholderSurvey SummaryData

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

In reviewing the feedback from parent, student, and staff surveys administered in August of 2016, two indicators emerged as most often rated higher. When reviewing the responses from each group, both parents and staff rated indicator 1.3, "the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning," as high. Indicator 4.4, "students and school personnel use a range of media and information resources to support the school's educational programs," was rated high by both parents and students.

Indicator 4.3, "the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff," was rated high at all schools and as one of the two highest at three of the four schools. Students rated indicator 4.5, "the technology infrastructure supports the school's teaching, learning and operational needs," as high, especially at Bremen Academy and Bremen Middle School. Staff rated governance and leadership indicators 2.1, "the governing body establishes policies and support practices that ensure effective administration of the school," 2.2, "the governing body operates responsibly and functions effectively," and 2.4, "leadership and staff foster a culture consistent with the school's purpose and direction," as all high.

In summary, survey results generally support that there is a focus on continuous improvement, students utilize a wide range of media and technology to support learning, a functional governing body is in place, and the facilities remain conducive to support student safety and learning.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

In reviewing areas demonstrating an increase in stakeholder satisfaction, the results were mixed between stakeholder groups. Though varied, some commonalities emerged.

Among parents at Bremen Academy and Bremen Middle School, indicator 3.1, "the school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level," was trending upward.

Students at Jones Elementary, Bremen Academy, and Bremen Middle School indicated, through their survey selections, indicator 1.1, "the school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success," was on the increase.

Staff responses at Jones Elementary, Bremen Middle School, and Bremen High School revealed indicator 4.1, "qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program," was on the increase, and Bremen Academy rated this indicator as one of the highest areas.

The statistical differences between these indicators, in general, were slight. Therefore, it was reasonable to deduce that stakeholders generally viewed the school system as either doing well or improving in the areas of providing an appropriate curriculum to students, comprehensively utilizing the purpose statement toward student success, and hiring/retaining ample professional staff to support student

learning.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Surveying has become a frequent tool utilized by the school system to gauge stakeholder satisfaction with the schools and system. For the last four out of five years, a fall survey has been administered to parents, certified staff, classified staff, and community members. Each spring, the Title II-A survey is given to parents, community, teachers, paraprofessionals, and leadership. The Georgia Student Health Survey, Georgia School Personnel Survey, and Georgia Parent Survey are all administered annually as well. Additionally, student and teacher surveys within the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) are also administered annually.

Collectively, survey results indicated a high level of satisfaction among stakeholders. With the most recent survey (other than AdvancED surveys), the Title II-A survey administered in March of 2016, parents responded very favorably regarding questions asked (213 parents responded). For example, when prompted with the statement "my school/ district provides students with a well-rounded education, including access to an enriched curriculum and educational experience," 70.89% of respondents strongly agreed. Of the respondents, 26.29% agreed with that statement, 1.88% disagreed, and .47% strongly disagreed. Another noteworthy statement, "my school/district offers a clean and safe school environment," was positively rated with 69.63% strongly agreeing, 26.17% agreeing, 2.8% disagreeing, and .93% strongly disagreeing.

The parent results from the Title II-A survey coincided with parent results from the AdvancED surveys. Specifically, indicator 3.1, "the school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level," was closely aligned to the first statement above as part of the Title II-A survey. Additionally, indicator 4.3, "the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff," was very similar to the second statement listed in the previous paragraph.

Additional information in support of the findings from the stakeholder feedback was in relation to non-resident students. Each year, non-resident students and parents are given a form asking them to indicate whether they plan to return the following year or not. Every year in recent memory has yielded a 100% "yes" return rate from every student/parent. With an approximate third of the student population being non-resident to the city of Bremen, student/parent satisfaction with the educational program is high. The curriculum and programs offered, as well as the educational environment, must remain exemplary to retain all students who attend by choice. This coincides well with results from indicators 3.1 and 4.3.

Further triangulation of the results is through data from the Georgia Student Health Survey for the 2015-2016 school year. For example, when elementary students (3rd, 4th, 5th grade) were presented the statement "my school wants me to do well," 92.8% indicated "always", 8.06% responded "often", 1.85% said "sometimes", and .42% checked "never." Middle and high school students (6th through 12th grade) were presented the statement "I feel successful at school." Among the respondents, 48.76% strongly agreed, 45.91% somewhat agreed, 5.75% somewhat disagreed, and 5.18% strongly disagreed. The elementary students were presented "I feel safe at school." Among the survey participants, 67.62% said "always", 16.19% indicated "often", 14.28% responded "sometimes", and 1.9% checked "never." Middle and high school students were given the statement "my school building is well maintained." Of the respondents, 34.60% strongly agree, 35.55% somewhat agree, 14.40% somewhat disagree, and 6.44% strongly disagree.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

In reviewing responses to the AdvancED parent, student, and staff surveys, indicator 2.3, "the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively," was rated as relatively low from parents at each of the four schools.

Among students, indicator 3.8, "the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress," and indicator 3.9, "the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience," were areas rated as relatively lower.

Staff at Bremen Middle School concurred with a lower rating for indicator 3.9 but staff at all four schools rated indicator 3.7, "mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning," as an area in need of improvement.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

In reviewing areas demonstrating a relative decrease in stakeholder satisfaction, the results were mixed between stakeholder groups. Though varied, some commonalities emerge.

Among parents at Bremen Academy, Bremen Middle School, and Bremen High School, indicator 3.3, "teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations," was relatively lower.

Students at Jones Elementary and Bremen Academy indicated, through their survey selections, indicator 3.10, "grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses," as an area in need of some improvement. Staff responses at Jones Elementary, Bremen Middle School, and Bremen High School also rated indicator 3.10 as relatively lower.

The statistical differences between these indicators, in general, were slight. Therefore, it was reasonable to deduce that stakeholders viewed the above mentioned indicators as being in need of improvement.

### What are the implications for these stakeholder perceptions?

Among parents, indicator 2.3, "the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively," there is a need for greater communication to explain the appropriate roles of the governing body relative to the day-to-day operations. It is encouraging that students and staff did not rate this indicator as especially low. The implication is that there is greater understanding among students and staff of how the school operates on a daily basis. Further, defining for parents exactly who is the governing body might provide additional clarity. Speculatively, there is a need to make sure parents don't define governing body as the State Department of Education or other government entity and that they know the governing body is in fact the Board  
SY 2016-2017

of Education.

Indicator 3.9, "the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience," was an area in need of improvement. Blue Devil Block at the high school is the only initiative in place which comes close to full implementation of this indicator. The recently created Blue Devil PRIDE program at Bremen Academy and Bremen Middle School is a move in the right direction as long as there is continual follow through for years to come. Jones Elementary is in need of a more formalized program to satisfy this indicator.

Finally, indicator 3.7, "mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning," was an area in need of vast improvement. Though informal support occurs among teams, grade levels, and departments, there is not a consistent, on-going, formalized support program for new teachers. Much of this can be at least partially attributed to the infrequency with which new staff are hired. A formalized program will also allow for periodic program evaluations to occur to ensure the intended purpose is being accomplished.

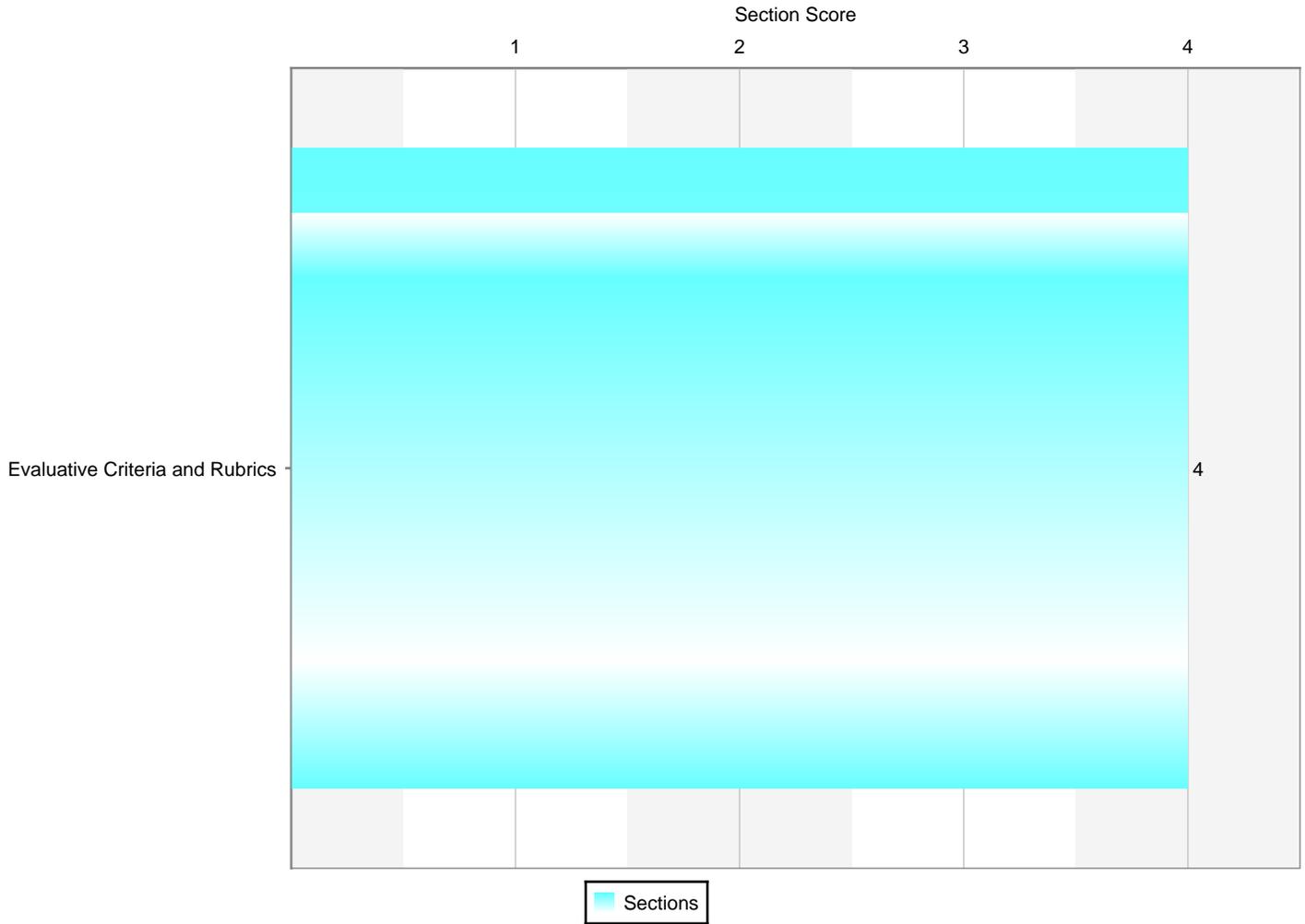
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The degree of triangulation of the results discovered through the AdvancED surveys varies depending upon the indicator being examined. In regard to indicator 2.3, "the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively," there were no other data points discovered that indicate the governing body (Board of Education) should be rated lower in this area. Though hard to quantify, Principals would report tremendous empowerment to recommend personnel, establish programs, and identify areas for improvement to continue to meet achievement goals.

Indicator 3.9, "the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience," and indicator 3.7, "mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning," were consistent with what is in place in our schools and system. In varying degrees, activities related to these indicators occur but by administrative observation, we know improvement is needed in these areas.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

## Student Performance Data

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		StudentPerformanc eDiagnostic

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Bremen City Schools is data-driven, and a high value is placed upon utilizing data to inform the instructional practices across the school system. To accomplish that objective, the school system depends upon multiple sources of data to progress monitor and inform instruction accordingly.

We believe continual adjustments in instruction result in incremental gains each year. The school scores on the College & Career Readiness Performance Index (CCRPI) is one such example. When analyzing school and district performance data, the data demonstrates the system is remaining toward the top of the state in comparison to other CCRPI scores.

In 2013, the district CCRPI score was 90.5. Among the 180 school districts in Georgia, the Bremen City District score of 90.5 was the highest in the state. First Lady Sandra Deal visited and helped us celebrate this significant accomplishment. In 2014, the CCRPI district score was 88.3. For 2015, the district CCRPI score was 85.1, and the state average score was 75.5.

At the school level, CCRPI scores at both Jones Elementary and Bremen Academy have remained above 90 in 2013 and 2014. Due to changes in CCRPI calculations, Jones Elementary didn't have a CCRPI score to report in 2015 but Bremen Academy's score remained above 90. Bremen High School remained in the mid-80's for 2013, 2014, and 2015, which is comparatively a strong score for a high school. Bremen Middle School remained in the mid-80's for 2013 and 2014 but did fall below 80 in 2015.

In 2015 and 2016, on the End of Grade (EOG) State Assessment, in each core academic area, right at or above 50% of Jones Elementary 3rd graders scored at Level 3 (Proficient) or Level 4 (Distinguished). Also, in 2015 and 2016, on the EOG assessment, in each core academic area, right at or well above 50% of Bremen Academy 4th and 5th graders scored at Level 3 or 4. Particularly strong was 4th grade Math as 80% and 81%, in 2015 and 2016 respectively, scored at Level 3 or 4. At Bremen Middle School, with the exception of 8th Grade Social Studies in 2015 and 7th and 8th Grade Social Studies in 2016, at or above 50% of the students scored Level 3 or 4 in each core academic area. In 2015 and 2016, near or above 50% of Bremen High School students, on the End of Course (EOC) Assessments, scored at Level 3 (Proficient) or Level 4 (Distinguished).

In regard to graduation rates, Bremen High School's 4 Year Graduation Rate is consistently toward the top in the state of Georgia.

Bremen High School  
4 Year Graduation Rate  
Class of 2012 - 91.8%  
Class of 2013 - 93.2%  
Class of 2014 - 94.7%  
Class of 2015 - 97.1%

Georgia High Schools  
4 Year Graduation Rate  
Class of 2012 - 69.7%  
Class of 2013 - 71.8%

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Class of 2014 - 72.5%

Class of 2015 - 78.8%

### **Describe the area(s) that show a positive trend in performance.**

Bremen City Schools has relied heavily on the STAR assessment system to help gauge student growth in both reading and math. A system benchmark and progress monitoring calendar is in place to ensure STAR benchmark and screening windows are established and followed at grades 1st through 10th. In continual review of the data, some positive trends emerge.

We primarily use scale scores to gauge progress as they provide a good source of data over time. In particular, extensive data analysis, in grades 1st through 8th, reveals positive gains in regard to percentile rank in almost every grade in reading and math. During the 2015-2016 school year, from the fall to spring STAR administration, there was a positive percentile gain in every grade in the area of math. In regard to reading, two grades, sixth and seventh, showed a -1 decrease but the remaining grades all showed gains from fall to spring. There was a +19 gain in 2nd grade reading, 2nd grade math, and 4th grade math. This is promising data which helps reinforce that excellent instruction and assessment is occurring in our classrooms daily.

Another area of positive performance is in regard to Advanced Placement (A.P.) and Dual Enrollment at Bremen High School. In 2010-2011, there was a concerted effort to continually increase Advanced Placement offerings at BHS. Since then, there have been A.P. classes added and in many instances, student performance has been exceptional. Currently, there are A.P. offerings in Language, U.S. History, Micro and Macro Economics, Psychology, Calculus, Biology, Statistics, Literature, Environmental Science, and Computer Science. For 2014, BHS was 1 of 4 Georgia schools named to the College Board Advanced Placement Honor Roll for increased offerings, and students scoring 3 or higher on A.P. exams. Additionally, in the same year, BHS was named "Best in State" for 82% of students scoring a 3, 4, or 5 on Advanced Placement exams. In addition to A.P., there has been particular emphasis placed on increasing Dual Enrollment participation as well through the University of West Georgia and West Georgia Technical College. The percentage of students who took a class through dual enrollment and/or at least one A.P. course is 50.4% of the total student population for 2015-2016 year.

We've also had success in encouraging more students to take the Scholastic Aptitude Test (SAT) and/or ACT in preparation for post high school work. Through those efforts, 77.4% (non-duplicated) of the Class of 2016 took the SAT and/or ACT while in high school.

In addition to increasing rigor at Bremen High School, there is also a push for increased rigor at Bremen Middle School. One way that is being accomplished is by offering Carnegie Unit credit for 9th grade Literature and Spanish 1 while students are in 8th grade. The student and parent demand to take these courses was so great, we could not meet it this first year. Once more established, we will plan accordingly to be able to provide this opportunity to more students.

### **Which area(s) indicate the overall highest performance?**

End of Grade (EOG) and End of Course (EOC) Georgia Milestones Assessment in 2015-2016, the following content areas and grade levels had a minimum of 60% of the students scoring a Level 3 (Proficient) or 4 (Distinguished):

4th Grade English/Language Arts - 60%

4th Grade Math - 81%

4th Grade Science - 71%

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4th Grade Social Studies - 72%  
5th Grade Math - 60%  
5th Grade Science - 64%  
6th Grade Science - 60%  
7th Grade Math - 64%  
8th Grade English/Language Arts - 68%  
8th Grade Math - 63%  
8th Grade Science - 67%  
9th Grade Literature - 65%  
Algebra 1 - 71%  
Biology - 61%  
Economics - 62%

Also of significance is the most recently released CCRPI (2015) score. When comparing district scores across all school systems in Georgia, Bremen City Schools' 85.1 score was the 7th highest in the state. Additionally, in 2013, Bremen City had the highest CCRPI score of 90.5 in the state of Georgia among all school systems.

### **Which subgroup(s) show a trend toward increasing performance?**

In reviewing our data, it's clear we have an achievement gap among our students. As a result, the district has been working continuously to close the gap, and some improvements have occurred. The district's black subgroup performance, when comparing End of Grade (EOG) achievement levels from 2015 to 2016, has improved. In regard to specific system progress, the following content areas, among our black subgroup, have revealed the most improvement using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

Math Level 1 Performers - 31% to 28%  
Math Level 2 Performers - 36% to 34%  
Math Level 3 Performers - 31% to 32%  
Math Level 4 Performers - 2% to 6%  
ELA Level 1 Performers - 36% to 34%  
ELA Level 2 Performers - 38% to 34%  
ELA Level 3 Performers - 20% to 26%  
Science Level 1 Performers - 40% to 23%  
Science Level 4 Performers - 7% to 13%  
Social Studies Level 1 Performers - 36% to 32%  
Social Studies Level 3 Performers - 20% to 21%

Economically Disadvantaged - Science Level 1 Performers - 23% to 17%

When comparing End of Course (EOC) achievement levels from 2015 to 2016, the increasing performance has been more dispersed among the three subgroups of black, economically disadvantaged, and students with disabilities. In regard to specific system progress, the following content areas have improved using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

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American Literature Level 1 Performers - 50% to 0% (Black Subgroup)  
Analytic Geometry Level 1 Performers - 44% to 0% (Black Subgroup)  
Analytic Geometry Level 3 Performers - 11% to 33% (Black Subgroup)  
Economics Level 1 Performers - 60% to 0% (Black Subgroup)  
Economics Level 3 Performers - 40% to 75% (Black Subgroup)  
Biology Level 1 Performers - 50% to 0% (Black Subgroup)  
Biology Level 3 Performers - 10% to 75% (Black Subgroup)  
U.S. History Level 1 Performers - 40% to 0% (Black Subgroup)  
U.S. History Level 4 Performers - 0% to 22% (Black Subgroup)  
Analytic Geometry Level 1 Performers - 32% to 23% (Economically Disadvantaged Subgroup)  
Economics Level 1 Performers - 48% to 35% (Economically Disadvantaged Subgroup)  
Biology Level 1 Performers - 36% to 21% (Economically Disadvantaged Subgroup)  
Biology Level 3 Performers - 25% to 38% (Economically Disadvantaged Subgroup)  
U.S. History Level 1 Performers - 30% to 18% (Economically Disadvantaged Subgroup)  
U.S. History Level 3 Performers - 37% to 58% (Economically Disadvantaged Subgroup)  
9th Grade Literature Level 1 Performers - 64% to 45% (Students with Disabilities Subgroup)  
Analytic Geometry Level 1 Performers - 50% to 25% (Students with Disabilities Subgroup)  
Analytic Geometry Level 3 Performers - 17% to 25% (Students with Disabilities Subgroup)  
Economics Level 1 Performers - 75% to 38% (Students with Disabilities Subgroup)  
Economics Level 3 Performers - 8% to 25% (Students with Disabilities Subgroup)  
Biology Level 1 Performers - 47% to 30% (Students with Disabilities Subgroup)  
Biology Level 3 Performers - 5% to 30% (Students with Disabilities Subgroup)  
U.S. History Level 1 Performers - 39% to 27% (Students with Disabilities Subgroup)

### **Between which subgroups is the achievement gap closing?**

The district's black students, as measured by the End of Grade (EOG) Georgia Milestones Assessment, have experienced the greatest improvements. In regard to the End of Course (EOC) Georgia Milestones Assessment, from 2014-15 to 2015-16, there have been achievement gains in all three of the school system's primary subgroups (black, economically disadvantaged, and students with disabilities) in most of the subjects tested. Extensive resources have been appropriated and professional learning has occurred to lessen the gap with all subgroups but there is still much progress to be made in especially these two areas.

### **Which of the above reported findings are consistent with findings from other data sources?**

Classroom performance and STAR reading and math performance results are consistent with what Georgia Milestones Assessment results. In regard to specific subgroups, many of the students are the same students being recommended for additional academic support and interventions. Additionally, discussions within data analysis meetings often reveal that the same students are being discussed as needing more support to experience more success.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The faculty of Bremen City Schools works tirelessly toward "excellence" in every aspect, and there is a great deal of pride in offering an exemplary education to ALL students of BCS. We often compare our student achievement results with our Regional Educational Service Agency (RESA), and the state. It is our expectation that our students will outperform the RESA and state averages in all areas. When we fall short of "excellence" for all students, we recommit ourselves to further data analysis and strategic planning to improve. Using 2016 End of Grade (EOG) and End of Course (EOC) Georgia Milestones Assessment data at Level 3 (Proficient) and Level 4 (Distinguished), we exceeded RESA and state averages across the board. However, the following areas were the closest to not exceeding RESA and state averages:

3rd Grade Science - 49% (RESA-35%, State-35%)  
3rd Grade Social Studies - 46% (RESA-27%, State-30%)  
5th Grade ELA - 52% (RESA-40%, State-41%)  
5th Grade Social Studies - 45% (RESA-31%, State-30%)  
7th Grade ELA - 49% (RESA-37%, State-38%)  
7th Grade Social Studies - 39% (RESA-37%, State-39%)  
8th Grade Social Studies - 44% (RESA-37%, State-38%)  
Analytic Geometry - 59% (RESA-50%, State-56%)

### Describe the area(s) that show a negative trend in performance.

When analyzing data, we are monitoring our student's performance closely in American Literature and Composition. Using the 2015-2016 End of Course (EOC) Georgia Milestones Assessment information in regard to Level 3 (Proficient) and Level 4 (Distinguished), 53% of our students tested at Level 3 and 4. This is compared to 32% in the RESA and 32% in the state. Although well ahead of RESA and state averages, 53% of students tested performing at Level 3 and 4 does not meet our level of performance expectations.

### Which area(s) indicate the overall lowest performance?

Using the 2015 and 2016 End of Grade (EOG) Georgia Milestones Assessment data, we are most concerned with our results in 7th and 8th grade Social Studies. The results are:

2015 8th Grade Social Studies Level 3/4 Performers - 42% (RESA-34%, State-33%)  
2016 8th Grade Social Studies Level 3/4 Performers - 44% (RESA-37%, State-38%)  
2016 7th Grade Social Studies Level 3/4 Performers - 39% (RESA-37%, State-39%)

### Which subgroup(s) show a trend toward decreasing performance?

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In reviewing our data, we have an achievement gap among our students. As a result, the district has been working continuously to close the gap, and some improvements have occurred. The district's black subgroup performance, when comparing End of Grade (EOG) achievement levels from 2015 to 2016, has experienced the most improvement. However, we are concerned with the performance level of the subgroup "economically disadvantaged" from End of Grade (EOG) Georgia Milestones Assessment data from 2015 to 2016. Specifically, the following content areas, among our economically disadvantaged subgroup, have revealed decreases in performance using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

Math Level 1 Performers - 15% to 17%

Math Level 3 Performers - 38% to 35%

ELA Level 4 Performers - 6% to 3%

Science Level 3 Performers - 31% to 29%

Science Level 4 Performers - 13% to 11%

Social Studies Level 1 Performers - 22% to 27%

Social Studies Level 3 Performers - 29% to 19%

Social Studies Level 4 Performers - 10% to 7%

When comparing End of Course (EOC) achievement levels from 2015 to 2016, the decreasing performance has been within the economically disadvantaged subgroup and one area of concern among students with disabilities. Specifically, the following content areas have decreasing performance using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

American Literature Level 2 Performers - 37% to 53% (Economically Disadvantaged Subgroup)

Physical Science Level 1 Performers - 24% to 43% (Economically Disadvantaged Subgroup)

American Literature Level 1 Performers - 46% to 56% (Students with Disabilities Subgroup)

### **Between which subgroups is the achievement gap becoming greater?**

In reviewing our data, we have an achievement gap among our students. As a result, the district has been working continuously to close the gap, and some improvements have occurred. However, we are concerned with the performance level of the subgroup "students with disabilities" from End of Grade (EOG) Georgia Milestones Assessment data from 2015 to 2016. Specifically, the following content areas, among our students with disabilities subgroup, have revealed greater gaps in performance using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

Math Level 1 Performers - 38% to 51%

Math Level 3 Performers - 28% to 16%

Math Level 4 Performers - 4% to 3%

ELA Level 1 Performers - 59% to 62%

ELA Level 2 Performers - 21% to 26%

ELA Level 3 Performers - 18% to 13%

ELA Level 4 Performers - 1% to 0%

Science Level 1 Performers - 42% to 45%

Science Level 2 Performers - 32% to 36%

Science Level 3 Performers - 17% to 14%

Science Level 4 Performers - 9% to 5%

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Social Studies Level 1 Performers - 46% to 56%

Social Studies Level 2 Performers - 26% to 29%

Social Studies Level 3 Performers - 18% to 12%

Social Studies Level 4 Performers - 9% to 3%

When comparing End of Course (EOC) achievement levels from 2015 to 2016, there are three areas, within the black subgroup, with greater gaps of achievement and one area of concern among students with disabilities. Specifically, the following content areas have decreasing performance using Level 1 (Beginning), Level 2 (Developing), Level 3 (Proficient), and Level 4 (Distinguished):

American Literature Level 2 Performers - 50% to 80% (Black Subgroup)

Analytic Geometry Level 2 Performers - 33% to 67% (Black Subgroup)

U.S. History Level 1 Performers - 20% to 44% (Black Subgroup)

Physical Science Level 1 Performers - 27% to 71% (Students with Disabilities Subgroup)

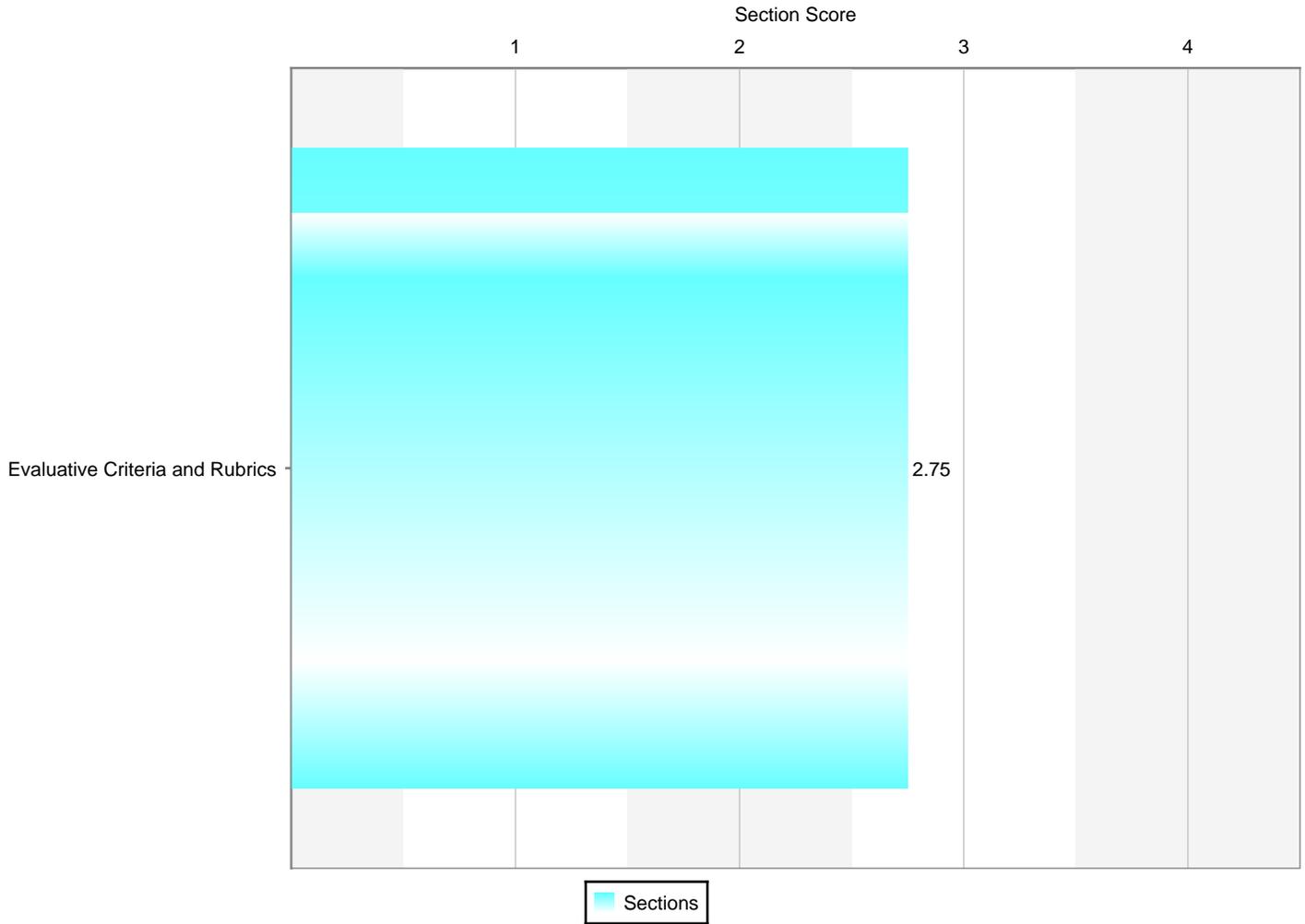
Extensive resources have been appropriated and professional learning has occurred to remedy this gap but there is still much progress to be made.

### **Which of the above reported findings are consistent with findings from other data sources?**

Classroom performance and STAR reading and math performance results are consistent with what Georgia Milestones Assessment results. In regard to specific subgroups, many of the students are the same students being recommended for additional academic support and interventions. Additionally, discussions within data analysis meetings often reveal that the same students are being discussed as needing more support to experience more success.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

## AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		BCSDisasterRecoveryPlan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		FY15AnnualFinancialAudit

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		SystemStrategicPlan

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		QualityAssuranceProcess