Cognia System Accreditation
Engagement Review

Conducted January 24 – 28, 2021

System Accreditation

» Systems Accreditation is based on a set of rigorous research-based standards and evidence-based criteria.

» The accreditation process examines the whole institution–its policies, programs, practices, learning conditions, and cultural context.

» The process determines how well the parts work together to carry out the institution's vision and meet the needs of every learner.

» The findings and data from the report will be used to guide and strengthen the districts continuous improvement efforts.

Review Team Interviews

- Superintendent
- BPS Board Members
- BPS Cabinet Members
- District Leadership Team
- All School Principals
- Teachers
- Students
- Parent and Community Members
- Virtual Site Visits with 18 BPS Schools

Over 500 stakeholder interviews were conducted virtually.

The Cognia Performance Diagnostic is used by the External Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards:

» Leadership Capacity

» Learning Capacity

» Resource Capacity

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Leadership Capacity Results

Standard	Engagement	Implementation	Results	Sustainability	Embeddedness	Standard	
1.1 Purpose	1 2 3 [4]	1 2 3 [4]	1 2 3 4	1 2 3 [4]	1 2 3 [4]	1.1	Impacting
1.2 Stakeholder actions	1 2 3 [4]	1 2 3 [4]	1 2 3 4	1 2 3 [4]	1 2 3 [4]	1.2	Impacting
1.3 Cont Improvement	1 2 3 [4]	1 2 3 4	1 2 3 4	1 2 3 [4]	1 2 3 [4]	1.3	Impacting
1.4 Policies (GA)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1.4	Impacting
1.5 Roles (GA)	1 2 3 4	1 2 3 4	1 2 3 [4]	1 2 3 4	1 2 3 4	1.5	Impacting
1.6 Supervision	1 2 3 4	1 2 3 4	1 2 [3] [4]	1 2 [3] [4]	1 2 3 [4]	1.6	Improving
1.7 Stand Operating Proced	1 2 3 [4]	1 2 3 4	1 2 3 [4]	1 2 3 4	1 2 3 [4]	1.7	Impacting
1.8 Engaging Stakeholders	1 2 3 [4]	1 2 3 [4]	1 2 3 [4]	1 2 3 [4]	1 2 3 [4]	1.8	Improving
1.9 Leader Effectiveness	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 [4]	1.9	Impacting
1.10 Feedback/Stakeholders	1 2 3 4	1 2 3 4	1 2 3 [4]	1 2 3 [4]	1 2 3 [4]	1.10	Impacting
1.11 Quality Assurance	1 2 3 [4]	1 2 3 [4]	1 2 [3] [4]	1 2 [3] [4]	1 2 3 [4]	1.11	Improving

Learning Capacity Results

Standard	Engagement	Implementation	Results	Sustainability	Embeddedness		
2.1 Equitable Learning	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.1	Improving
2.2 Culture Innovation	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.2	Improving
2.3 Culture Beliefs	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.3	Impacting
2.4 Relationships	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.4	Impacting
2.5 Curric High Expectations	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.5	Improving
2.6 Curriculum Alignment	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.6	Impacting
2.7 Instr Monitor/Adjust	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.7	Impacting
2.8 Futures/Career	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.8	Impacting
2.9 Specialized Needs	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.9	Impacting
2.10 Progress Assessed	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.10	Impacting
2.11 Data (formative/sum)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.11	Impacting
2.12 Program Evaluation	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	2.12	Improving

Resource Capacity Results

Standard	Engagement	Implementation	Results	Sustainability	Embeddedness	Rating	
3.1 Prof Learning -Learners	**1 2 3** 4	**1 2 3** 4	**1 2** 3 4	**1 2** 3 4	**1 2 3 4**	3.1	Improving
3.2 Prof Learning-Collab	**1 2 3 4**	**1 2 3** 4	**1 2** 3 4	**1 2** 3 4	**1 2 3 4**	3.2	Improving
3.3 Induction/Mentor/Coach	**1 2 3 4**	**1 2 3 4**	**1 2 3** 4	**1 2** 3 4	**1 2 3 4**	3.3	Impacting
3.4 Qualified Personnel	**1 2 3 4**	**1 2 3 4**	**1 2 3** 4	**1 2** 3 4	**1 2 3 4**	3.4	Impacting
3.5 Digital Resources	**1 2 3** 4	**1 2 3** 4	**1 2** 3 4	**1 2** 3 4	**1 2 3** 4	3.5	Improving
3.6 Information Resources	**1 2 3** 4	**1 2 3 4**	**1 2** 3 4	**1 2** 3 4	**1 2 3** 4	3.6	Improving
3.7 Strategic Resource Mgt	**1 2 3 4**	**1 2 3 4**	**1 2 3 4**	**1 2 3 4**	**1 2 3 4**	3.7	Impacting
3.8 Allocation of Resources	**1 2 3 4**	**1 2 3 4**	**1 2 3** 4	**1 2 3 4**	**1 2 3 4**	3.8	Impacting

Index of Educational Quality®

The Index of Education Quality® (IEQ) is a holistic measure of overall performance based on a comprehensive set of standards and review criteria. The IEQ results are reported on a scale of 100 to 400.

Accreditation Year	Overall BPS IEQ Score	CIN Range/Average*
2016	250.00	278.34
2021	345.81	278.34 – 283.33

*Average (range) of all Cognia Improvement Network (CIN) Institutions evaluated for accreditation in the last five years.

Insights From The Review

» Brevard Public Schools has created a culture permeated by a growth mindset, where trust defines relationships.

» A strong commitment to vision and mission was evident to the Review Team in all interactions.

» Sustained and committed leadership propels the organization to a greater likelihood of achieving its mission and purpose.

» Active and informed leadership by the board (Champions).

» Structures are in place to engage stakeholders in a variety of ways.

Insights From The Review

» Clear purpose supported by Vision for Excellent Instruction.

» The strategic plan emphasizes the need to meet the needs of every student.

» The continuous improvement process is well-defined by the state of Florida and the district ensures that these procedures are followed and that each school receives the support it needs.

» Leadership development is a key priority for the system to ensure planned successions and to further develop the skills of its leaders.

» Parents indicated a strong trust element has been built with the community.

Insights From The Review

» Program evaluation and data disaggregation by subgroups will be valuable resources to inform future planning.

» A system-wide common vocabulary, definitions, and valid metrics will assist the district in determining progress toward the attainment of the mission "to serve every student with excellence as that standard."

BPS Earns Cognia System Accreditation

Based on the findings and recommendation of the Cognia Engagement Review Team and Cognia Accreditation Office, a five-year accreditation term was approved and conferred by the

Cognia Global Commission on

March 31, 2021