



# **Accreditation Report**

**Hawkinsville High School**

**Pulaski County Schools**

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

## Description of the School

**Describe the school'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 serves?**

Hawkinsville High School (HHS) is a small, rural high school located on the outskirts of Hawkinsville, Georgia in Pulaski County. Pulaski County is located in the southern central section of Georgia about 50 miles south of Macon. Interstate 75 is approximately 20 miles west, with the Golden Isles Parkway running through. This allows easy access to recreational areas as well as medical centers and shopping areas. Pulaski County has had an average population of 10,900 over the last three years with a decline in the number of people residing here. The closing of major employers in Hawkinsville and also in Cochran, a town ten miles east of Hawkinsville, has contributed to the decline in population of the community. Mostly an agricultural community, Pulaski County's largest employers are the Pulaski Prison, Taylor Regional Hospital, and the Pulaski County School System.

HHS's population is also on the decline with the average number of students enrolled being about 380 over the last three years. Our ethnicity make-up has averaged 40% black students, 56% white students, and 4% other. Our Free or Reduced Lunch rate average is 65%. This year we serve 16% students with disabilities, 14% gifted, and 1% English Language Learners.

## School's Purpose

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

The vision of Hawkinsville High School is: Learning for a Lifetime.

The mission of Hawkinsville High School is to provide quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students.

The beliefs of Hawkinsville High School are:

- Education is a shared responsibility among students, parents, school personnel, and community members.
- Quality instruction should be provided through a rigorous and relevant curriculum.
- The school environment should be safe, orderly, and conducive to learning.
- Academic success can be achieved through active engagement in a variety of learning experiences.
- Extracurricular activities offer opportunities to enhance the physical, academic, and social development of our students.

Hawkinsville High School promotes and supports the implementation of researched-based instructional strategies, innovations, and activities that facilitate achievement for all students. Our teachers use strategies that support the Common Core Georgia Performance Standards (CCGPS) and encourage student engagement with an emphasis on higher-order thinking skills. Technological innovations and activities are promoted by the school as a means to differentiate instruction and to encourage active learning in the classroom. Teachers use data to determine if interventions are needed for students who have not met expectations.

CCGPS provide a rigorous curriculum from which student work is created. Teachers are looked upon as leaders in their classrooms as well as designers of meaningful learning experiences for their students. In order to further support student learning, additional time is scheduled during the day for students to receive help and remediation or to be accelerated in their classes. Teachers have transformed their classrooms into Standards-based classrooms to support learning for all students through the implementation of differentiated learning strategies. Performance tasks that require deep understanding are designed as culminating activities to assess student understanding of the standards.

Learning and teaching environments that support positive behaviors is needed to increase student achievement. Positive Behavioral Interventions & Supports (PBIS) was implemented to give us a decision making framework that helps guide the selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavioral outcomes for all students. This program provides the data we use to make decisions and solve behavioral issues.

## Notable Achievements and Areas of Improvement

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

Hawkinsville High School has been involved in prescribed school reform for many years which began with the implementation of Accelerated Schools Plus through the Comprehensive School Reform Grant. This was a process for increasing the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction. Our staff studied the data and formed four cross-curricular learning communities, cadres, which have continued to work on data driven identified school needs. Shared leadership has been established with all stakeholders involved in major decisions made at HHS. Also for the past five years, we have been fortunate to have been granted access to the expertise of the Schlechty Center through the Professional Association of Georgia Educators' (PAGE) High School Redesign Initiative. Every teacher has been trained in the Working on the Work framework which has helped with our implementation of using engaging lessons based on the design qualities.

A true transformation of HHS has occurred over the past three years with the help of the School Improvement Grant 1003(g) (SIG). We have been able to employ academic coaches, in the areas of literacy and mathematics, who guided the transformation of our traditional classrooms into standards based classrooms. Our teachers received extensive training in standards based instruction, assessment to drive the instruction, instructional strategies to engage all students in their learning (differentiated instruction), and the management skills needed for this transformation to happen. They have also been trained in the effective use of diagnostic data, formative data, and summative data to address the needs of individual students and to assess their own teaching.

Teachers continue to meet twice weekly during common planning to have high quality, job-embedded, differentiated professional learning, plan collaboratively for instruction, and analyze student data. The school leadership team meets twice monthly to continuously and effectively gather, analyze, use, and share a variety of data used to drive school improvement planning and decision making. Our cadres continue to meet regularly to work on areas of improvement for the school. Because of increased rigor in our classes and focus on mastery of standards, our End of Course Tests scores have increased steadily along with significant gains in our SAT scores over the last three years.

When the expectations of the teachers are transformed, student expectations will follow. Our goal for the next three years is to continue all of the initiatives we have in place and improve our use of data to totally drive the instruction of our 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.**

With Georgia's ESEA waiver and because we were a SIG school, Hawkinsville High School was designated a Priority School for 2012-2013. This designation was to be for three years. After reviewing our data and seeing the kinds of gains we have made, the Georgia Department of Education took us off the list. Our 2012 College and Career Ready Performance Index score has been another cause for celebration. With a CCRPI score of 77.1, we led the 42 SIG schools in Georgia. We are most proud of our Achievement Gap Assessment. We earned 15 out of 16 possible points in closing the gap for our subgroups on the End of Course Tests.

# 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.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction 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 school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school'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>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff 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. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders 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. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school'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. School leaders hold all school 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 instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement 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 External Review team members may be interested in reviewing.**

Learning for a lifetime...is the Vision of Hawkinsville High School. Faculty and staff members of HHS hold high the expectations for learning for our students. It is this phrase that drives the work behind our Mission to provide quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students. HHS makes apparent the Vision, Mission, and Belief Statements to stakeholders and requests feedback with questions, comments, concerns, or suggestions for changes. This document is available on our website, has been sent through email, and is presented in the parent/student handbook. Faculty and staff use the Vision, Mission, Belief statements to drive all decisions and implement all plans each school year, and it is important that all stakeholders have say in the its yearly revisions.

88% of the faculty and staff strongly agree/agree our school leaders expect staff members to hold all students to high academic standards. As a result, faculty and staff members of HHS participate in Cadre Teams purposed with a focus related to the school's values and beliefs, monitoring of student achievement, learning experiences, and strategies for effective instruction through current literacy related curriculum and subject area technology. Cadres keep agendas and minutes to redeliver to the school's leadership which in turn is shared with the faculty.

Parents of HHS students strongly agreed/agreed (70%) that education is a shared responsibility among all stakeholders. Teachers meet twice a week with Instructional Coaches and/or the Assistant Principal of Instruction to analyze student data and to discuss best practices ensuring students' success on their ability level. In order to identify these needs and monitor progress, teachers give formative assessments and use such computerized programs as the Standardized Test for Assessment of Reading (STAR) Math test, Classworks, N-Spire technology and Thinkgate. Once students have strengths or weaknesses identified, they are placed in enrichment groups, academically advanced classes, intervention classes, or small groups for more individualized instruction. Some students may also be referred to the After-School Learning Program for further help. Teacher survey data shows 92% of teachers believe our school has a continuous improvement process based on data, goals, actions, and measures for growth.

In order to ensure teachers provide quality instruction through rigorous and relevant curriculum, teachers participate in job embedded

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professional development and are monitored by administrators through the Teacher Keys Effectiveness System (TKES). The administration and instructional coaches use the teachers' TKES self-assessment surveys to drive the planning and collaboration among teachers to match their needs. HHS also takes advantage of workshops offered through our local Heart of Georgia Regional Educational Service Agency (HGRESA) in order to best prepare teachers and students for success with the continuous changes in standards and curriculum.

Hawkinsville High School will strive to prepare students for life beyond high school by continuously improving their Vision: Learning for a Lifetime!

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school 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 school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote 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.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</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>•List of assigned staff for compliance</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders 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 collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li><li>•Professional development offerings and plans</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school'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 school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Communication plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice 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 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>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Representative supervision and evaluation reports</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 External Review team members may be interested in reviewing.

Hawkinsville High School operates under shared governance. Our leadership team, called the Dream Team, is the center of our structure. This team contains representatives from each department, instructional coaches, the school counselor, and the transformation specialist, as well as the principal and both assistant principals. Members meet bimonthly to set goals, discuss policies and procedures, and analyze assessment, attendance, and discipline data. All staff are stakeholders in decision making through one of four small learning communities called Cadres. These groups are titled by their intended focus: Internal Processes, Stakeholder Involvement, Instructional Strategies, and Mentoring. Cadre chairs are members of the leadership team, and most Cadres have more than one member who serves in both groups.



We use the school improvement plan to drive the focus of all meetings.

All faculty and staff are aware of and comply with all policies, procedures, code of ethics, and laws and regulations of the state of Georgia, Pulaski County School System, and Hawkinsville High School. At the beginning of each school year the principal provides teachers with and reviews the teacher and student handbook. Employees of the Pulaski County School System are required to annually complete four modules in Compliance Director on the topics of mandated reporting, sexual misconduct reporting, ethical use of social media, and the code of ethics.

Administrators use the Teacher Keys Effectiveness System, TKES, as an evaluative tool to assist teachers to improve instruction. Teachers have been trained on the ten standards included in this evaluation tool, and weekly professional learning is built to include agenda items that address these standards. Because of the School Improvement Grant (SIG), our school was involved in the pilot prior to statewide implementation of TKES. Administrators and teachers were able to give feedback to the state about their experiences with the evaluation tool.

According to surveys, parents, students, and staff feel that students are held to high expectations at our school. The area of high expectations was rated with the highest average within the Governance and Leadership standard by all three groups. Parents indicated that the school has high expectations for students in all classes by giving this statement an average score of 3.92. The average score of 4.01 from students demonstrates that they feel the principal and their teachers have high expectations for them. The staff agreed that the school leaders expect them to hold all students to high academic standards as indicated by their average rating of 4.32.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
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.	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. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school'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>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers 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>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <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> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	School personnel participate in a structure 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 adult advocate</li> </ul>	Level 2

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>Sample report cards for each grade level and for all courses</li> <li>Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

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 school's purpose and direction. Professional development is based on an assessment of needs of the school. 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>Survey results</li> <li>Brief explanation of alignment between professional learning and identified needs</li> <li>Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•List of learning support services and student population served by such services	Level 2

**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 External Review team members may be interested in reviewing.**

Hawkinsville High School teachers use the Common Core Georgia Performance Standards as our curriculum along with the state frameworks to guide our instructional practices and procedures. Emphasis is placed on rigor and relevance, creating engaging lessons, and differentiation to ensure that all students can be successful. 71% of students marked strongly agree/agree on the SACS student survey when asked if they feel that the school provides them with challenging curriculum and learning experiences. Having high expectations, insisting our students be able to apply their learning, and using technology as a learning tool are essential in preparing our students to be college and career ready. 76.51% of students report that the principal and teachers have high expectations of students.

Three years ago, our schedule did not allow common planning time. This created a system of isolation and produced stagnant growth. Since then, we have modified our schedule to allow time for teachers in like subject areas have common planning periods. This has afforded us the opportunity to collaboratively plan like courses to ensure all students receive the same level of instruction, discuss student work, analyze data, and have job-embedded professional learning. Teachers document topics discussed during the collaborative planning meetings. Recently teachers have begun identifying departmental strengths/weaknesses while searching for causes and solutions. In addition, the content-rich discussions have led to a vertical alignment of the curriculum. Teachers feel that they are a part of a collaborative learning community as evidenced by the 82.98% of teachers who responded strongly agree/agree on the staff survey.

The work of teaching at Hawkinsville High School has changed over the past several years. Rarely do teachers have "summers off" anymore. Teachers end one year and begin planning for the next. There is excitement in the classrooms at HHS. Students are engaged in learning. Many work on differentiated projects based on their readiness level or learning style. Teachers make an effort to get to know their students and build positive relationships with them of a daily basis. In addition, teachers use a multitude of various instructional strategies to grab students' attention. We have recently begun allowing students to bring their own devices to class to use for instructional purposes. Technology is constantly changing and we feel that we must move with the times and embrace the opportunity to reach our students in new ways. 91.49% of teachers indicated that they use a variety of technologies as instructional resources.

Our teachers are consistently monitored and supported through the use of the Teacher Keys Evaluation System (TKES). This is one way we ensure that teachers are using the best instructional practices and processes vital to student learning. Teachers are required to update curriculum maps yearly and have up-to-date lesson plans that reflect high expectations for all levels of learners. Instructional coaches have played an invaluable role supporting teachers as we transitioned over to a standards based classroom approach. They have helped gather resources as well as provided feedback to teachers and modeled the use of innovative instructional strategies. In addition, teachers participate in peer mentoring/modeling to promote positive growth and interdependency as a faculty.

We use a variety of ways to communicate with our stakeholders. All forms of technology including a school and system web page, updated constantly to have available the most recent information, along with email and texts are used to communicate with parents and community members. A marquee sign outside advertises all upcoming events. Monitors in the lobby and cafeteria are constantly displaying all pertinent information and activities. We also have the standard open house and early release days for conferences along with grade specific meetings at night.

According to the staff survey, 74% of our teachers use multiple types of assessments to modify instruction and to revise the curriculum. The use of data to drive instruction is an area we are continually trying to improve. With the use of clickers and Thinkgate, we can quickly determine if the students have met the standards being assessed. We will continue to support students as they learn how to analyze their test data and set goals for improvement. It is important that students learn to self-reflect in order to make positive changes happen. We will continue to push forward daily to ensure that we are providing the best educational experiences for our students.

## Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
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.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 2

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 school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. 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 school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	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. School personnel and 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>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> </ul>	Level 3



# Accreditation Report

Hawkinsville High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</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></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Survey results</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of 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>•Description of referral process</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 External Review team members may be interested in reviewing.

Hawkinsville High School (HHS) systematically ensures that highly qualified staff members are in place. Additionally, support staff is also in place throughout HHS as required by Individual Educational Plans (IEP). The administration determines the required number of staff at the end of each school year to meet the needs of students at HHS.

At HHS, an Instructional Learning Time (ILT) period has been added to our school day as part of instructional time. The ILT period is thirty minutes and has been implemented to support and reinforce student learning. This is in addition to the twenty minutes that have been added to the school day as required by the SIG grant. In order to maintain optimal seat time, ILT has also been utilized for assemblies and club meetings so that instructional time is not disturbed. Generally announcements are made at the beginning and end of the school day to try to minimize disruptions to class. With the help of the SIG grant, fiscal and material resources have been obtained. The math classes use new calculators, many of the core classes have new SmartBoard technology and student response systems, and the English department has purchased new textbooks and novels that are aligned with the new frameworks of CCGPS.

In the last three years, we have had major renovations to our facilities at HHS. The floors in the halls have been redone, the lunchroom has been remodeled, and infrastructure has been updated. All of these improvements have increased stakeholder pride in our building. Teachers at HHS are responsible for turning in property inventories at the end of each school year, which helps the administration maintain the building.

We maintain a safe environment for all students and staff by having frequent fire drills, tornado drills, and lockdown drills. These are practiced so that all of the staff and students are aware of our safety procedures. Moreover, visitors must check in the front office and can only enter through the front doors of HHS. All other doors remain locked during the school day and the school is monitored by cameras.

HHS has a range of media and information resources available. Our media center is always open for students and teachers to access the information and media that is housed there. The media specialist is very knowledgeable and helpful in all aspects. Flat screen TVs, in the lobby and lunchroom, have been recently added to increase communication. The electronic sign out front is also utilized to broadcast updates and announcements.

As technology changes, HHS strives to keep up with these changes. The technology department has recently created a technology blog to help answer technological questions that the staff might have. The technology department is available and timely when correcting any technological issues that teachers and staff may have. Technology PL is also in the works at HHS with PL being directed toward educational goals inside the classroom and the PL will be led by teachers.

HHS provides many support services to meet the physical, social, and emotional needs of the student population. HHS has a very active counselor's office that reaches out to students, parents, and the community. The counselor's office is in charge of transitional parent and student meetings for upcoming freshmen and outgoing seniors each year. Co-taught classes and resource classes are offered at HHS to meet the needs of the portion of our student body that are in need of special education. 504 plans are also monitored and implemented for students who fit the criteria. HHS also has a school nurse who is available to meet the physical needs of our students. The Mentoring cadre also monitors the at-risk students at HHS and offers support to ensure their success. In addition to these services, the hospital homebound program is available to those students who can't physically attend school for a medical reason.

The school provides services that support counseling, assessment, referral, education and career planning needs of all students. The counselor's office is in charge of taking students to the Probe fair in Perry each year (college fair), Job Shadowing Day, Apply to College Week, and many other initiatives to get students thinking about their future. The ASVAB is offered at HHS and military recruiters are frequent visitors to talk to interested students about a career in the military. Through our CTAE department, students are exposed to several different

career tracks and can earn a seal on their diploma if they complete a pathway. HHS also has a Work Ready program that allows students who are eligible to go to work during the school day to begin training in their field of interest. These programs are all monitored and discussed through cadre, faculty, and Dream Team meetings.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The 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>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	Level 3

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. 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. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, 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>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> </ul>	Level 2

## Accreditation Report

Hawkinsville High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school 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 school personnel consistently 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 growth</li><li>•Evidence of student success at the next level</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Survey results</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</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 External Review team members may be interested in reviewing.**

Hawkinsville High School gathers data from various assessment programs. Assessment programs used are the Georgia High School Graduation Test (GHSGT), Online Assessment System (OAS), Student Learning Objectives (SLO), End of Course tests (EOCT), Thinkgate, Benchmark tests, the Fitness Gram Assessment, and Performance based tasks. The data used at Hawkinsville High School is both standardized assessments and locally developed assessments. Some of these assessments are not considered to be valid and reliable, so it is crucial that multiple sources of data are used.

With the purchase of Thinkgate, our system and schools have the ability to analyze assessment data on any assessment we give our students. Thinkgate provides teachers and students a detailed standard and element breakdown summary of the formative and summative assessments. It also gives data that helps teachers evaluate what remediation concepts are needed for differentiation strategies. This has been extremely helpful to target areas of weakness before major summative assessments and standardized assessments are given to students. Students, therefore, know which elements of the standards should be studied in more depth than others.

The Student Learning Objective (SLO) test is a state mandated test that is created by teachers and other team members that are trained in the content area. We are using SLOs to pre-test and post-test our students in order to show growth. Students are given these pretests to show what depth of knowledge they have incurred throughout their academic years. These tests are broken down by standard and element which will showcase their strengths and weaknesses. Teachers, therefore, can highlight areas that are known to the students and which areas the student may not have a good comprehension as of yet. The posttests are used as a measurement to show the growth that the student has achieved while in the classroom, as well as, the teacher growth according to TKES. The SLO test evaluates student growth and

academic achievement.

Our teachers have been trained in using the data available on the Student Longitudinal Data System (SLDS) and have found it very helpful when determining what specific help a student needs. This system provides information regarding state test scores from previous years from any school in the state of Georgia. This information is vital in knowing what areas of study are the highest and the weakest for each student. SLDS also shows socioeconomic status, disabilities, as well as gender, race, etc.

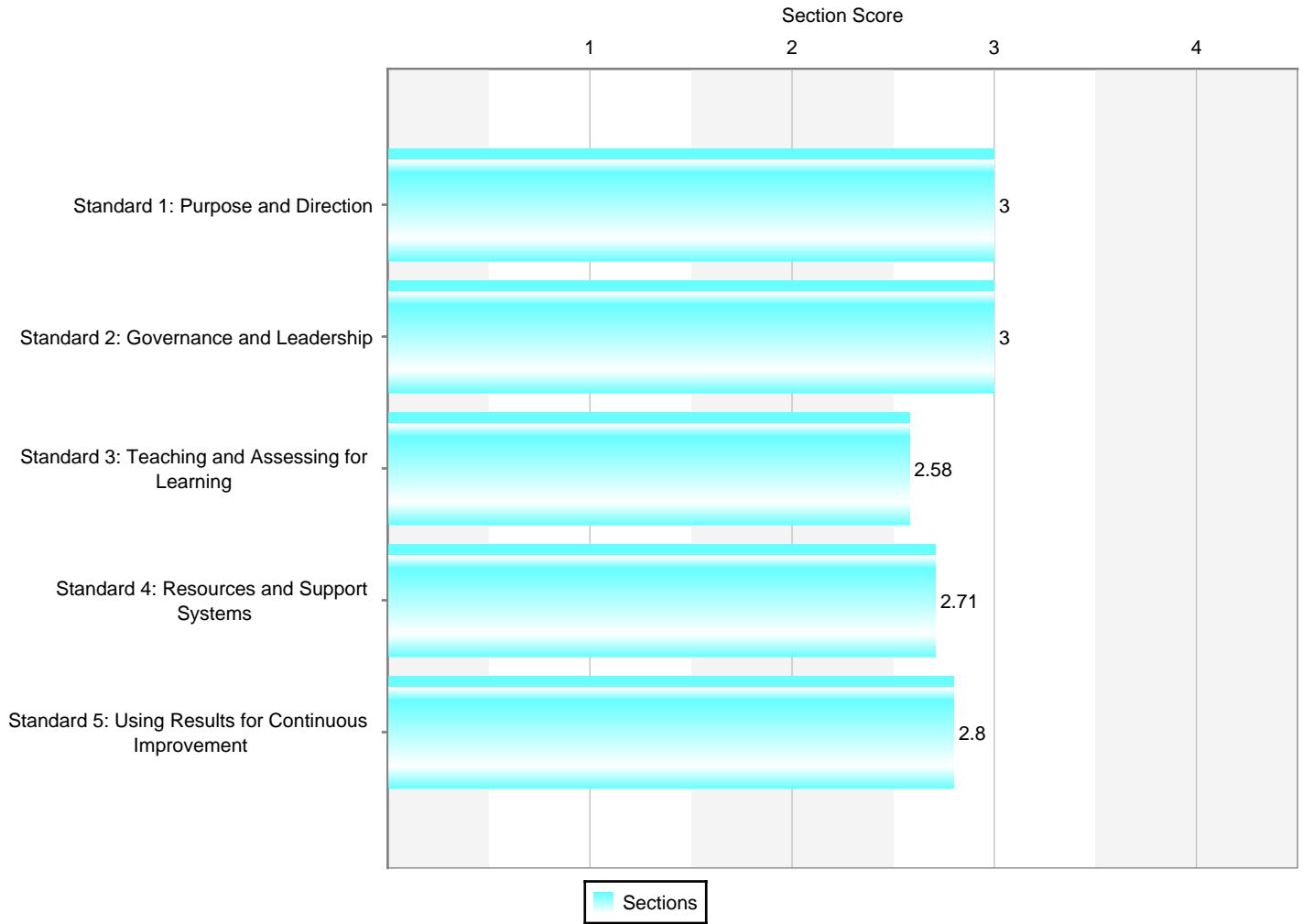
Data on grades, attendance, discipline, and classroom and school needs are shared in leadership team meetings which are comprised of stakeholders from all grade levels and subject areas. This information is shared to all school stakeholders by the department chair and by email. According to the 2013 staff survey, over 93% agree or strongly agree that Hawkinsville High School used multiple assessment measures to determine student learning and school performance. Over 76% of the staff at Hawkinsville High School agree or strongly agree that all teachers monitor and adjust curriculum, instruction, and assessment based on data from students assessments.

Hawkinsville High School is working to improve student success. According to the 2013 teacher survey, over 93% of staff members agree or strongly agree that our school has a continuous improvement process based on data, goals, actions, and measures for growth. All data is reported to departments and the leadership team. Teachers report data from formative and summative assessments to their departments during weekly meetings. This data is also discussed and analyzed to guide differentiation and readiness.

All comprehensive information about students is either shared with the Leadership Team and then to the departments or either to the faculty as a whole.

## 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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No		

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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 acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

At Hawkinsville High School, all of our stakeholders rated Standard 1, Purpose and Direction, as their highest level of satisfaction: Students - 4.6; Staff - 4.21; Parents - 3.93. The students and parents agreed on the issue of high expectations. The students gave a 4.01 to "in my school, the principal and teachers have high expectations of me" and the parents gave a 4.09 to "my child knows the expectations for learning in all classes."

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

This AdvancED Stakeholder Survey was the first and only administration of this survey. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In-house stakeholder surveys have been completed in the past. They have been used for strategic planning and determining needs at the school and district level.

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

In-house stakeholder surveys have been completed in the past for specific plans and issues. The results from these have been used for strategic planning and determining needs at the school and district level.

## Areas in Need of Improvement

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

The students at Hawkinsville High School scored the question, "students respect the property of others," low with a rating of 2.68. The HHS staff rated the question, "all school personnel regularly engage families in the children's learning process," low with a score of 3.43. A low scoring question for the HHS parents was "all of my child's teachers keep me informed regularly of how my child is being graded" with a 3.49.

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

This AdvancED Stakeholder Survey was the first and only administration of this survey. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In-house stakeholder surveys have been completed in the past. They have been used for strategic planning and determining needs at the school level.

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

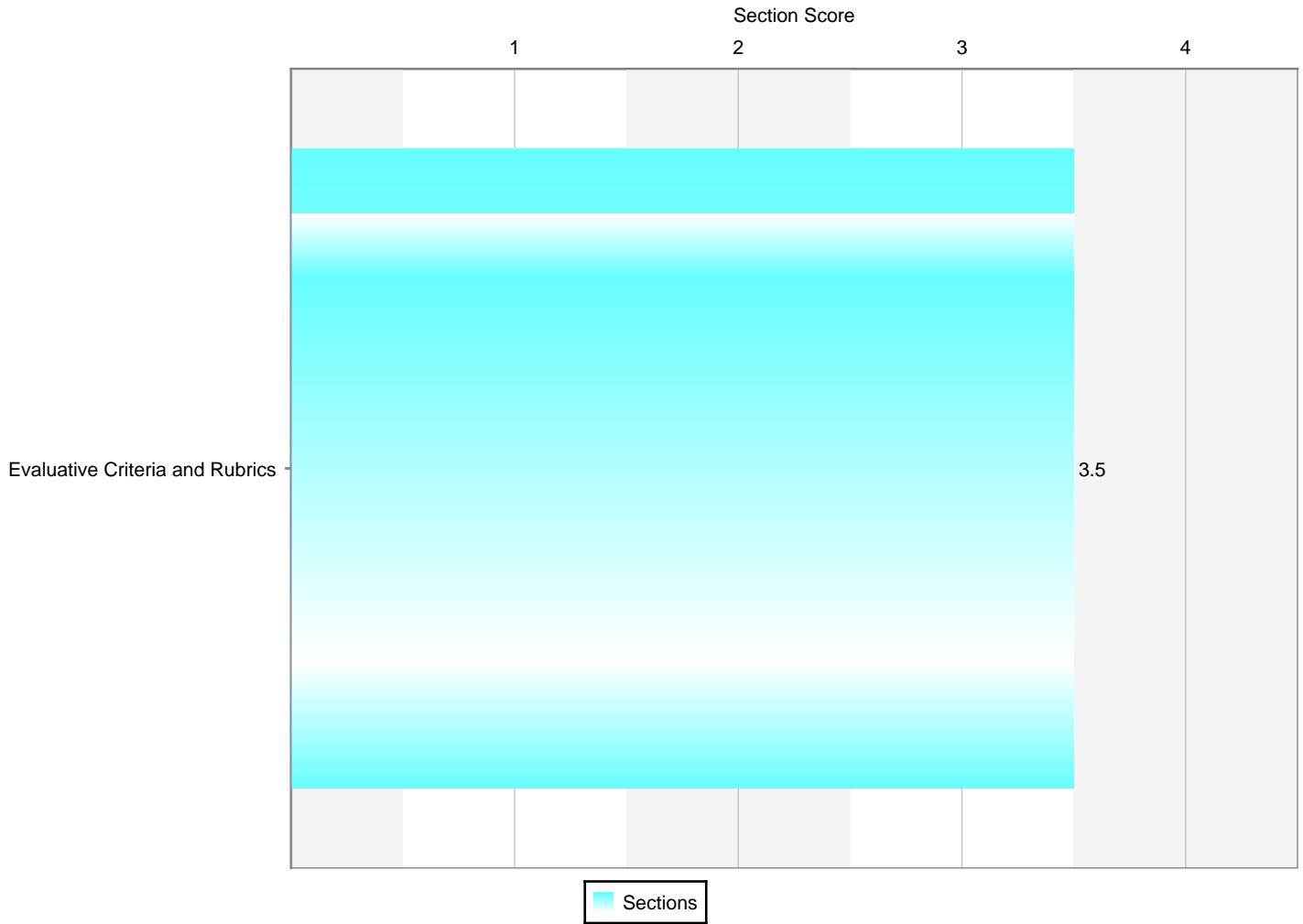
Student stakeholder perceptions show a need for students to respect each other's property. The perception of staff and parents is the need to regularly engage parents in their children's school activities and learning process.

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

The 2012-13 AdvancED Stakeholder Surveys were the first and only administration of these surveys. Therefore, we cannot accurately determine any trends at this time from AdvancED data. In-house stakeholder surveys have been completed in the past. They have been used for strategic planning and determining needs at the district level.

## 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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Balanced Scorecard 2013

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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 have noticeably declined.	Level 3

## Areas of Notable Achievement

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

The new accountability measure for the state of Georgia, the College and Career Readiness Performance Index, CCRPI, was first published in 2012. The 2012 CCRPI results demonstrate system level achievement as indicated on 2011-2012 state standardized assessments. Published CCRPI results for the 2012-2013 school year will be released in December 2013.

On 2012 End-of-Course Tests, Hawkinsville High School outperformed the state average in 4 areas and the RESA District in 6 of 8 areas.

On the GHSWT, 95 percent of 11th graders met or exceeded standards, compared to 93 percent statewide.

On 2013 End-of-Course Tests, Hawkinsville High School outperformed the state average in 2 areas. Areas of notable achievement include American Literature with 91 percent meeting state standards, compared to 90 percent statewide, and Math I with a 40 percent pass rate compared to the state percentage of 29 percent. There was a curriculum change in Mathematics for FY13. Students who took Math I in 2012-2013 were repeating the course due to a prior course failure. Similar patterns were noted statewide.

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

At the high school level, trend data was analyzed for 2010-2013 for 9th grade Literature, American Literature, Math II, Biology, Physical Science, US History, and Economics. Trend data for Math I spans a shorter three year period, 2010-2012, due to the elimination of the Math I course.

All EOCT exams show a positive trend in performance over time. Most notably, the Math I End-of-Course Test, EOCT, shows a 22 percent increase. The Math II EOCT shows a 16 percent increase. Both Physical Science and Economics EOCTs show a 33 percent increase.

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

Hawkinsville High School's overall highest performance areas assessed on the 2013 EOCT are 9th Grade Literature and American Literature. Ninth Grade Literature and American Literature scores in 2013 are 82 percent and 91 percent, respectively.

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

At the high school level, trend data was analyzed for 2010-2013 for 9th grade literature, American Literature, Math II, Biology, Physical Science, US History, and Economics. Trend data for Math I spans a shorter three year period, 2010-2012, due to the elimination of the Math I course.

All subgroups demonstrate significant growth in performance. Black high school students show an increase in 9th grade Literature, American Literature, Math I, Math II, Physical Science and Economics. White students demonstrate growth in all core academic areas. Male students show gains in all areas with the exception of Biology. Female students exhibit positive trends in all areas with the exception of US History.

SWD students show an increase in performance in American literature, Math I, Math II, Physical Science, US History, and Economics. Economically disadvantaged students show gains in all areas with the exception of US History. Over time, the overall trend for ED students in American Literature has remained constant.

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

Results indicate that the achievement gap is closing at the high school level between white and black students in the areas of American Literature, Math I and Economics. There is also evidence of the closing of an achievement gap in the SWD population in the areas of American Literature, Math I, Math II, and Physical Science, US History, and Economics.

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

Evidence of higher performance similar to the English/Language Arts and Mathematics End of Course Tests can also be seen in 2011-13 Scholastic Aptitude Test, SAT, results. Total scores improve from 1469.6 in 2010-11 to 1502.5 in 2012-13. This is a 32.9 point increase over time.

## Areas in Need of Improvement

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

On 2012 End-of-Course Tests, HHS scored lower than the state average in 4 areas (Physical Science, Biology, American Literature, and US History) and the RESA district in 2 of 8 areas (Physical Science and Economics).

On 2013 EOCTs, HHS scored lower than the state average in 9th Grade Literature, Biology, Physical Science, US History, Coordinate Algebra, and Math II.

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

The area that shows a negative trend in performance is Math I for the year 2012-2013. As previously stated, there was a change in curriculum from Math I to Coordinate Algebra for the year 2013. Therefore, students who took the Math I EOCT during 2012-13 were repeaters who had previously failed the course. True 9th grade students were required to take the Coordinate Algebra EOCT in 2012-13.

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

Hawkinsville High School's lowest overall performance areas assessed on the 2013 EOCT were Coordinate Algebra, Math I, and Math II. The scores in 2013 were 27 percent, 40 percent, and 58 percent, respectively. It is important to note that the decline in performance for these areas is reflective of statewide performance, whereas similar decreases can also be observed.

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

At the high school level, trend data was analyzed for 2010-2013 for 9th grade Literature, American Literature, Math II, Biology, Physical Science, US History, and Economics. Trend data for Math I spans a shorter three year period, 2010-2012, due to the elimination of the Math I course.

A decrease in performance is noted in the Students with Disabilities subgroup in the areas of 9th Grade Literature and Biology. Interestingly, this is the same group of students. Also noted is a decrease for black students in the areas of Biology and US History. Male students exhibit a downward trend in the area of Biology, while female students show a decrease in performance in US History.

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

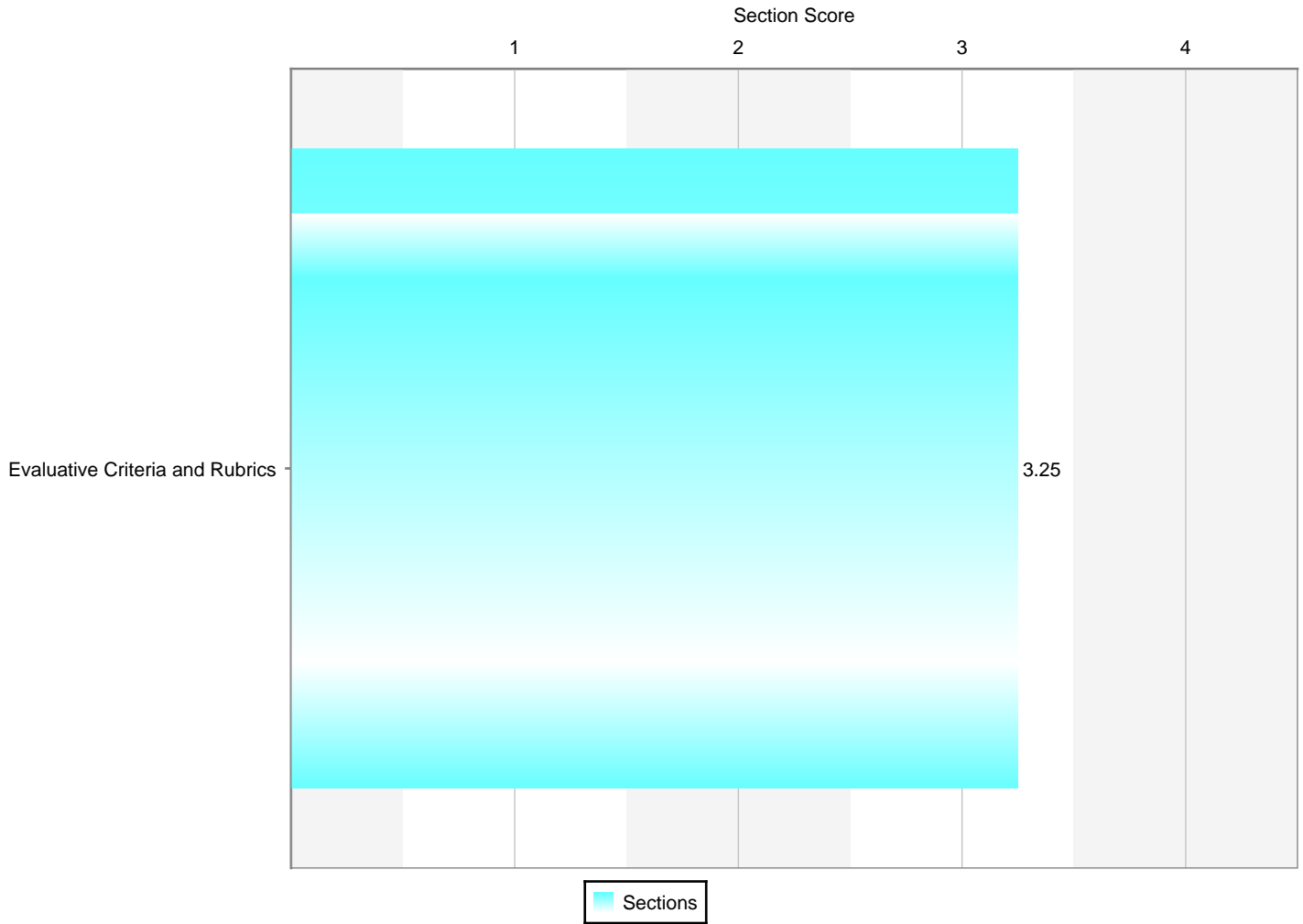
HHS trend data indicates that the achievement gap is becoming greater between black and white students in the areas of 9th Grade Literature, Math II, Biology, Physical Science, and US History. There is also evidence of an increasing achievement gap in the SWD population in the areas of 9th Grade Literature and Biology.

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

There was a decline on Advanced Placement exams for HHS students scoring a 3 or above for 2012-13. Of the five US History exams, 0 percent scored a 3 or higher. In AP Statistics, one student out of 12 (8.3%) scored a 3 on the exam. Results indicate that one student out of 9 (11.1%) scored a 3 on the English Literature & Composition exam.

## 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		School Safety Plan 2013-2014

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

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		School Improvement Plan 2013-2014