Accreditation Report

Pulaski County Middle School

Pulaski County Schools

Mr. Larry Faulk, Principal
851 Broad Street
Hawkinsville, GA 31036

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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?

Executive Summary
Pulaski County Middle School

Pulaski County Middle School is a Federal funded Title I school, located in Hawkinsville, Georgia; it is a small, rural school located approximately 50 miles south of Macon, Georgia. Over the last 3 years PCMS has averaged 312 students. Our student population has fluctuated over the years from 319, 302, to 315 respectfully for school years 2011, 2012, and 2013. There has been a steady increase in our percentages of free/reduced lunches: 65.5%-2011, 67.5%-2012, 71.4%-2013. Our school ethnicity breakdown is 53% White, 44.5% Black, 1% American Indian, and 1% Asian.

The median household income for Pulaski County from 2007-2011 was $32,424 which was lower than the state level of $49,736. Agribusiness is the number one industry in the county followed by employment from the hospital/state prison, and the school system.

For school years 2011 and 2012 all teachers at Pulaski County Middle School were highly qualified. For the present school year 2013, there is one teacher who is not highly qualified, but this teacher is taking the required steps to become highly qualified. Teacher retention rate for PCMS is 78.3% compared to the system average of 80.7%.

Hawkinsville is a close-knit small town that proves to be an asset to PCMS; "Everyone knows everyone," which contributes to the school's success. Many of the students I taught 20, 30, or 40 years ago have remained in or returned to Pulaski County. Parents know what you stand for and expect their children to act accordingly. Some challenges facing our community are lack of transportation and internet connections in our students' homes. Pulaski County Middle School suffers because of our close proximity to private schools, both of which siphon-off students from our enrollment.

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.

Vision:
Learning for a Lifetime

Mission:
The mission of Pulaski County Middle School is to provide quality educational experiences that are meaningful, challenging, and engaging is a safe and supportive environment for all students.

Beliefs:
- 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.

In order to ensure the successful transition of PCMS students through the middle school and to the high school level and beyond, a variety of instructional and extra-curricular experiences are provided: After-school Instruction, access to Instructional and Graduation Coaches, Gifted and Advanced Content classes, High School Spanish Course offerings in 8th Grade, high school Career, Technical and Agricultural Education (CTAE) pathway exposure for 8th Graders in agriculture, health science, and family consumer science, a variety of Special Education Classes, Anti-Bullying programs, Student Clubs, Cultural Events at the Opera House, and a full complement of Athletic programs.

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.

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By far our most notable academic achievement has been in the areas of mathematics and reading. In a 3 year span our mathematics CRCT scores of those meeting/exceeding have risen 13 percentage points: 69% (2011), 78% (2012), and 82% (2013). Our Reading CRCT scores, which were already high, have increased or have remained the same: 93% in 2011, 95% in 2012, and 95% in 2013.

Over the next 3 years PCMS will focus on increasing Criterion-Referenced Competency Tests (CRCT) Scores in Science and Social Studies. Initially Science scores were lower than Social Studies, but Science scores have increased 10 percentage points over the past 3 years: 57% for 2011, 62% for 2012, and 67% for 2013. Social Studies scores increased 3 percentage points over the same time period: 69% for 2011, 69% for 2012, and 72% for 2013.

Our College Career Readiness Performance Index Score (CCRPI) of 81.4 has been a main source of celebration at PCMS. This score was the 3rd highest in our RESA district, composed of 15 schools. Our score was the highest in the county and exceeded the state average for middle schools. We at Pulaski County Middle School will be working to increase our CCRPI Score even higher.

Additional Information

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

For the last 4 years Pulaski County Middle School has been involved with Professional Association of Georgia Educators' (PAGE) High School Redesign Initiative. PAGE, in collaboration with the Schlechty Center, has stressed designing engaging lessons for all students.

Creation of "Increasing Motivation and Promoting Achievement through Collaborative Teams" (IMPACT Teams) in 4 areas of Student Achievement, School Processes, Community Stakeholders, Student Engagement, has allowed our teachers a process for which they are able to share governance in the school. Data drives the IMPACT Teams; the IMPACT Teams present their proposals to the Leadership Team, which either accepts it or asks for additional information. If 75% of the Leadership Teams approves the proposal, the entire school is allowed to vote for or against it.

Our Leadership Team is composed of the Principal, Assistant Principal, Counselor, 3 Grade Chairs, a Special Education teacher, and 2 Academic Coaches and 1 Graduation Coach. This team meets on the average of every 2-3 weeks to discuss school issues, such as IMPACT Team proposals, and data on discipline, student attendance, and student achievement.

2012-2013 school year is our last year in "Race to the Top." For two years PCMS was the primary recipient of these funds. RT3 provided funds for staff development and our academic coaches. In this last year of RT3, funds are being distributed among all three schools in the county and our instructional coaches are being utilized by both the high school and middle school. In our attempt to build capacity and sustainability, we are thinking of other ways to maintain these positions in the future.

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: 2.67

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 2

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.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Extra evidence not listed in checked boxes above.	Level 3

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.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	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.

The Mission of Pulaski County Middle School is to provide quality educational experiences that are meaningful, challenging, and engaging in a safe and supportive environment for all students. Parents, faculty, and staff largely agree that the Purpose and Direction for PCMS is clearly written and focuses on improving student learning. This year PCMS disseminated its Vision, Mission, and Belief Statement to stakeholders and requested feedback with questions, comments, concerns, or suggestions for changes; based on low ratings from the parent surveys, PCMS will continue this as a yearly practice. It is this document that our school leadership team, faculty, and staff use to drive all decisions and implement all plans each school year, and it is important that all stakeholders have say in the its yearly improvement.

Our first belief is that education is a shared responsibility among students, parents, school personnel, and community members - is demonstrated through the meeting of our School Council, the gathering of stakeholders during Parent-Teacher Organization meetings, listening to parent feedback in parent-teacher conferences, and interpreted through the results of system and school surveys. Our second belief is that quality instruction should be provided through a rigorous and relevant curriculum is monitored by our school's administration. The administration uses the Teacher Keys Effectiveness System (TKES) standards as a guide for the staff ensuring the implemented curriculum and instruction are rigorous and relevant. Administration also plans professional learning to enrich teachers' educational practices. The administration and instructional coaches use the teachers' TKES self-assessment surveys to drive the planning and instruction to match teachers' needs. PCMS also takes advantage of workshops offered through our local Heart of Georgia Regional Educational Service Agency (HGRESA). According to parent surveys, the majority of PCMS parents agree that the faculty and staff strive to demonstrate exemplary teaching and assess students' learning in effective ways.

"In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." This statement, marked as 'agree' by the majority of students, parents, and staff members, typifies the learning for students at PCMS. This statement directly links to another of our beliefs stating academic success can be achieved through active engagement in a variety of learning experiences. We also ensure our students understand the faculty and staff at PCMS have high expectations for their learning. As a result of this belief, various methods for remediation and enrichment for students are offered. In order to identify these needs,

such computerized programs as the Standardized Test for Assessment of Reading (STAR) Reading and Math test, Classworks, Georgia Online Assessment System, and Thinkgate are used. According to the surveys, the majority agree that "In our school, all staff members use student data to address the unique learning needs of all students." Once students have strengths or weaknesses identified, they are placed in enrichment groups, academically advanced classes, intervention classes, or small groups for instruction. Through this identification, students are provided with work allowing their work to be enriched. They may also be referred to the After-School Learning Program.

In the future, the faculty and staff of PCMS hopes to increase two-way communication with stakeholders by developing a plan to increase parents' awareness of their student's expectations for learning and their progress in subject areas. Currently, teachers and administration are discussing assurances that students and parents receive regular feedback maximizing their understanding of specific areas of strength and weakness.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

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 generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions	Level 2

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.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Historical compliance data	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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 2

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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses	Level 2

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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	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.

Pulaski County schools operate under a responsible and effective governing body. Through their guidance, staff members at Pulaski County Middle School comply with all policies, procedures, laws, and regulations. All employees undergo yearly training modules in Compliance Director, including a module over the Code of Ethics. Teachers are also supplied with copies of employee and student handbooks.

Although the governing body was rated higher in areas of compliance, responsibility, and effectiveness by parents (3.72) and staff (3.54), there seems to be concern that there may be interference between this body and the school-level leadership. Parents rated governing body

interference with school leadership as the area of concern as indicated with an average score of 3.47. Only 53% of the parents surveyed agreed or strongly agreed that the governing body does not interfere with the operation or leadership of the school. Staff surveys also indicated that governing body interference may be a weakness. While this was not the area with the lowest average score on the staff survey, it was only rated with a 3.27 average.

Less than half of staff members agreed or strongly agreed that the school's leaders engage effectively with all stakeholders about the school's purpose and direction. In order to address this weakness, leadership has requested feedback from all parents and staff on the school's vision, mission, and beliefs. They have considered the feedback, made improvements, and posted the written vision, mission, and belief statements around the school.

The staff average score (3.81), parent average score (3.93), and student average score (4.15) from surveys were highest under the governance and leadership standard for questions relating to high expectations for students. Over 75% of parents surveyed agreed or strongly agreed that the school has high expectations for students in all classes. Likewise, over 80% of the staff feels that leaders expect staff to hold students to high academic standards. Eighty-two percent of the students agreed or strongly agreed that the principal and teachers have high expectations for them.

The school's leadership team is comprised of representatives from each group of stakeholders at the school level. This team meets bimonthly in order to give input into daily operations of the school and analyze discipline, attendance and achievement data.

Stakeholders also participate in shared governance through collaborative teams known as IMPACT teams (Increasing Motivation and Promoting Academic Achievement through Collaborative Teams). The four IMPACT teams are Community Stakeholders, Student Achievement, Student Engagement, and School Process Improvement. These teams have been in place for two years. While there have been some successes in these teams, they have struggled overall to find a focus. This year, each IMPACT team was given at least two suggestions for areas of focus by the school's leadership team.

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: 2.67

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.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course descriptions	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.	•Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2

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.	•Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations	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 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.	•Curriculum maps •Supervision and evaluation procedures •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results	Level 3

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.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	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 all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

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 their children's education are available. School personnel provide information about children's learning.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 2

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.	•List of students matched to adult advocate •Survey results	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.	Teachers 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 consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	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 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.	•Survey results •Class on differentiation	Level 3

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.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	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.

Pulaski County Middle School (PCMS) feels that our strengths in teaching and assessing for learning are in the areas of curriculum and collaborative learning. We provide 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. In addition, we also operate as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

All PCMS teachers follow the Common Core Georgia Performance Standard's curriculum in English/Language Arts and Math along with the GPS curriculum in all other subject areas (academic and otherwise). This curriculum was written to challenge students to think critically which better prepares them for success in post-secondary education and their careers. According to the staff survey, over 70% agree or strongly agree that our school has a challenging curriculum. Over 80% of parents agreed or strongly agreed with this statement. The average score from students addressing the curriculum on the survey was a 4.01. These statistics support our belief that providing a challenging curriculum is a strength at PCMS.

Our common planning times and opportunities for collaboration cause us to have the same expectations for all classes. During this time, teachers, in addition to academic coaches, use student data to guide their instruction. Our curriculum allows our top students to be challenged with enrichment activities while struggling students are afforded remediation, when needed. According to the staff survey, 75% of staff agree or strongly agree that collaborative learning is being practiced at PCMS. Over 75% of parents feel that their child's teachers work as a team to help the student learn. This is an area that we have worked on for the last few years. Schedules were modified and shared common content was introduced so that collaboration could flourish in our school.

Our teachers identified an opportunity for improvement in the area of differentiation on the Teacher Keys Effectiveness System (TKES) self-assessment. Parents had an average rating of 3.69 while the students' average rating was 3.42 regarding meeting individualized instruction for our students. This was one of the lowest ratings from students. While we believe that using data is a strong point for our school system, teachers still find it difficult to individualize instruction to meet students' unique learning needs. In an effort to improve, we have begun a differentiation class at our school that meets once a week to share strategies to increase teachers' comfort levels with this area.

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: 3.29

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 4

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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar	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.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 3

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •District level. Books to students. Media Plan	Level 4

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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •System Technology Plan.	Level 3

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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Family Connections and PBIS	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.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process •Georgia College 411	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.

Pulaski County Middle School (PCMS) has secured highly qualified staff needed to operate an effective and efficient school. The school leaders systematically determine each year the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Twenty additional minutes of classroom instructional time was added last school year due to the requirements of the SIG grant.

PCMS maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Students are accountable for maintaining these expectations through the use of Positive Behavioral Interventions and Supports. PCMS has an established and implemented written emergency plan that includes procedures for fire drills, tornado drills, lockdown, and evacuation. The safety plan is reviewed and updated annually. Fire drills are conducted monthly and can be viewed at the Georgia Office of Insurance and Safety Fire Commissioner's website https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx . PCMS participates in the yearly severe weather awareness program and drills.

School leaders work to secure materials and fiscal resources to meet the needs of all students. The Pulaski County District Technology Department provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs. The technology department authors a three year plan that is submitted to the Pulaski County Board of Education and to the Georgia Department of Education. This ensures that equipment and infrastructure is up-to-date and is of the type and quantity to accomplish the school's goals. PCMS has four computer labs and two sets of mobile netbooks.

The school counselor provides a comprehensive and developmentally appropriate guidance counseling program that addresses the needs of the student population. At the beginning of each school year, the counselor emails all certified staff the services provided by the school counselor. These services include classroom guidance activities, individual and small group counseling. A counselor referral form is included in the email for staff, students or parents to use. Student self-referral forms are also included in the email. These forms enable a student to write a few sentences down confidentially and place it in the counselor's mailbox on her office door.

The counselor provides and coordinates career awareness and development for PCMS students. A career awareness class is taught by the school counselor to all eight graders. The eighth graders are divided up into four groups for a nine weeks class. This enables the students to meet the BRIDGE Bill requirements, gain knowledge of careers, listen to community leaders speak concerning their careers and begin planning for their future goals. The counselor assists the business teacher with the sixth and seventh graders on meeting their requirements for the Bridge Bill.

The counselor needs survey is posted online for students, staff and parents, which will be done annually. The needs survey is used to identify areas of strengths and weaknesses. The strengths will be maintained by continuing the services available. The identified areas of need will be addressed with the counselor advisory board and administrators. The counselor will develop a plan to meet those areas of need along with an evaluation tool to analyze the effectiveness of meeting those needs.

A counselor introduction power point is done for all sixth grade homerooms during the first few weeks of school. This assists with the transition from the elementary school to the middle school by getting acquainted with the counselor. The counselor presents a bullying power point to all PCMS homerooms and to all students at the Pulaski County Alternative Learning Center (ALC); which is done annually. The school counselor serves the students at the ALC and meets with the students biweekly in order to meet their needs.

The school counselor refers students and families that may need the services of the system's social worker, school nurse or outside agencies. PCMS shares the school nurse with Hawkinsville High School and also shares the social worker with the other districts' schools. The school counselor serves on the attendance team, RTI team and attends IEP/IAP meetings.

PCMS student enrollment and withdrawals are handled through the school counselors' office, giving the counselor the opportunity to meet the new student and parents. This enables the counselor to determine if there are counseling needs or educational services that the new student may need.

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: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 2

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

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.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	Level 2

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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Evidence of student success at the next level	Level 2

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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	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.

Pulaski County Middle School generates a range of data from numerous sources that include the Online Assessment System (OAS), the Criterion Referenced Competency Test (CRCT), the modified Criterion Referenced Competency Test (CRCT-m), the Georgia Alternative Assessment (GAA), Student Learning Objectives (SLO), Thinkgate, Benchmark tests, the 8th Grade Writing Assessment, the ACCESS test, the Fitness Gram Assessment, and Performance based tasks. Teachers are also using www.gaoas.org to prepare students for the upcoming standardized test in Georgia. The data used at Pulaski County Middle 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.

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. Pulaski County Middle School is currently only using this test for the 6th health classes and in the 6th grade Business Education class. The SLO test evaluates student growth and academic achievement.

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. This information is shared to all school stakeholders by the grade level team leader and by email.

According to the 2013 staff survey, over 76% agree or strongly agree that Pulaski Middle School has continuous improvement based on data, actions, and the measures for growth. Pulaski Middle School staff rated the middle school an average score of 3.67 on a 5 point scale on a survey question about teachers using multiple types of assessments to modify instruction and to revise curriculum. Almost 80% of the Pulaski County Middle school parents that participated in the survey agree or strongly agree that their children are given multiple
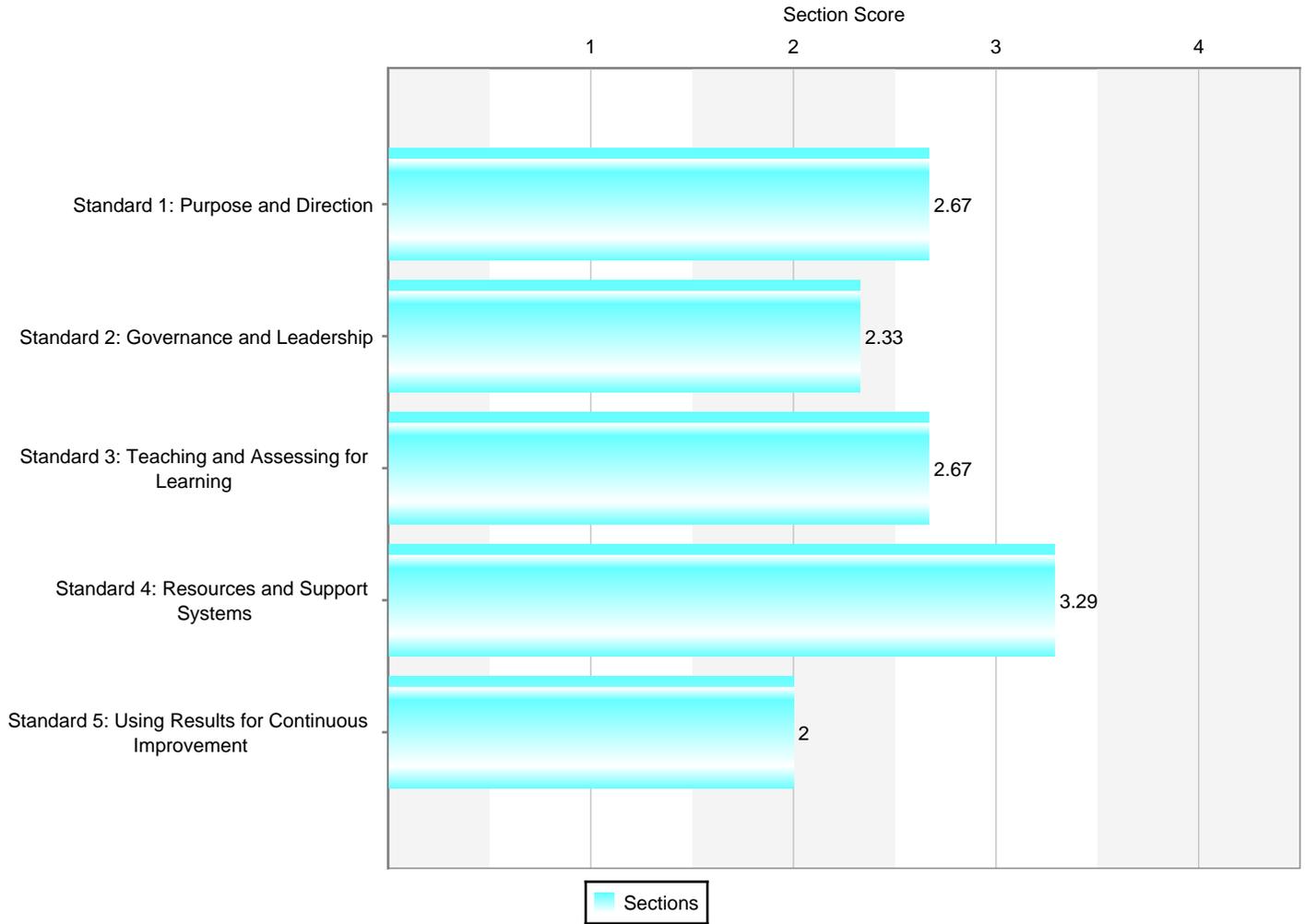
assessments to measure the understanding of what is taught. Seventy six percent of the students either agree or strongly agree that the school gives multiple assessments to check for understanding. Although, Pulaski County Middle School has a number of assessments, 62% of the teachers indicated they need additional development with assessment uses according to a preconference Teacher Keys Effectiveness System (TKES) Survey.

Pulaski Middle School is working to improve the process for analyzing data. Over 70% of the staff indicated on a staff survey that all teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. Teachers and academic coaches have weekly meetings to analyze student data. The Student Achievement IMPACT(Increasing Motivation and Promoting Achievement through Collaborative Teams) analyzes grades, the Criterion Referenced Competency Test data, attendance data, and discipline data to determine student strengths and weaknesses.

The interpretation of data and the use of this data is an area that Pulaski County Middle School is working to improve. Teachers indicated on a Teacher Keys Effectiveness System Survey at the beginning of the year that they need additional development in assessment uses and differentiated instruction. Sixty eight percent of the teachers indicated they needed additional development in differentiated instruction. Some of the teachers are now taking a class on differentiation due to this need. Data from the Criterion Referenced Competency test is used at the beginning of the year to identify students that need additional assistance in math. After the first nine weeks, data from Thinkgate along with teacher recommendation is used to determine the students that need extra assistance in math. The Criterion Referenced Competency test is also used at the beginning of the year to determine advanced placement classes and students that are in need of an after school program. Professional development information on the new Georgia assessment format was recently held. All Pulaski County Middle School staff also meet to analyze Criterion Referenced Competency results and to write positive comments about successes. This data along with the comments is posted in the Data room.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 2.67

Standard 4: Resources and Support Systems — 3.29

Standard 5: Using Results for Continuous Improvement — 2

Sections

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	Stakeholders were given multiple opportunities to provide feedback related to aspects of the school. Staff members completed the survey on-line. Students completed the survey through the use of the computer labs. 6th grade students did not participate in the survey due to being in a new school environment. Parents were given the option of completing the survey on-line, in paper format, and/or in Spanish to accommodate as many participants as possible. Responses are reflective of the overall school's population	

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?

Advanc-ED surveys were administered to Pulaski County Middle School. Standard 1, while not our highest score, ranked as one of the highest overall in satisfaction. This score indicated that the majority of Pulaski County's Middle School stakeholders believe that "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." On a five-point scale, the results were:
Pulaski County Middle School (PCMS) Students - 3.86.

 Pulaski County Middle school also showed some high areas of satisfaction that are specific to that population. Students and parents also were in agreement with the indicator which they were most satisfied - " the principal and teachers have high expectations of me" (4.15) and "my child knows the expectations for learning in all classes: (4.15). The staff rated Standard 4, 'Resources and Support Systems', as their highest (4.72).

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

This AdvanceEd 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.

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

One source of stakeholder feedback that Pulaski County has is the Pulaski County Middle School Georgia Student Health Survey. Results from this survey are consistent with the AdvancED survey in that that the staff gave Resources and Support Systems the highest level of satisfaction. On the Student Health Survey, the students concurred with this. Ninety-eight percent of the students stated that the counselor would be helpful if they needed assistance and 87% stated that they knew an adult they could talk to if they needed help. The students and parents also agreed on the AdvancED survey that high expectations were expected for the students. This was confirmed by the rating on the Student Health Survey in which 93% of the students agreed that their "school had high standards for achievement."

Areas in Need of Improvement

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

The students at Pulaski County Middle School (PCMS) scored low on the statement "students respect the property of others" with a rating of 2.68. The staff at PCMS rated "our school's leaders hold themselves accountable for student learning" as one of their lowest levels of satisfaction with a rating of 3.04.

Another survey question that was seen the most as having an overall low level of approval pertained to family. The PCMS staff rated "all school personnel regularly engage families in their children's learning progress" with a 3.04 (38% agreeing).

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

This AdvanceED 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?**

 The perception of the majority of stakeholder groups at the Middle School level is the need to regularly engage parents in their children's school activities and learning progress

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

This AdvanceED 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.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
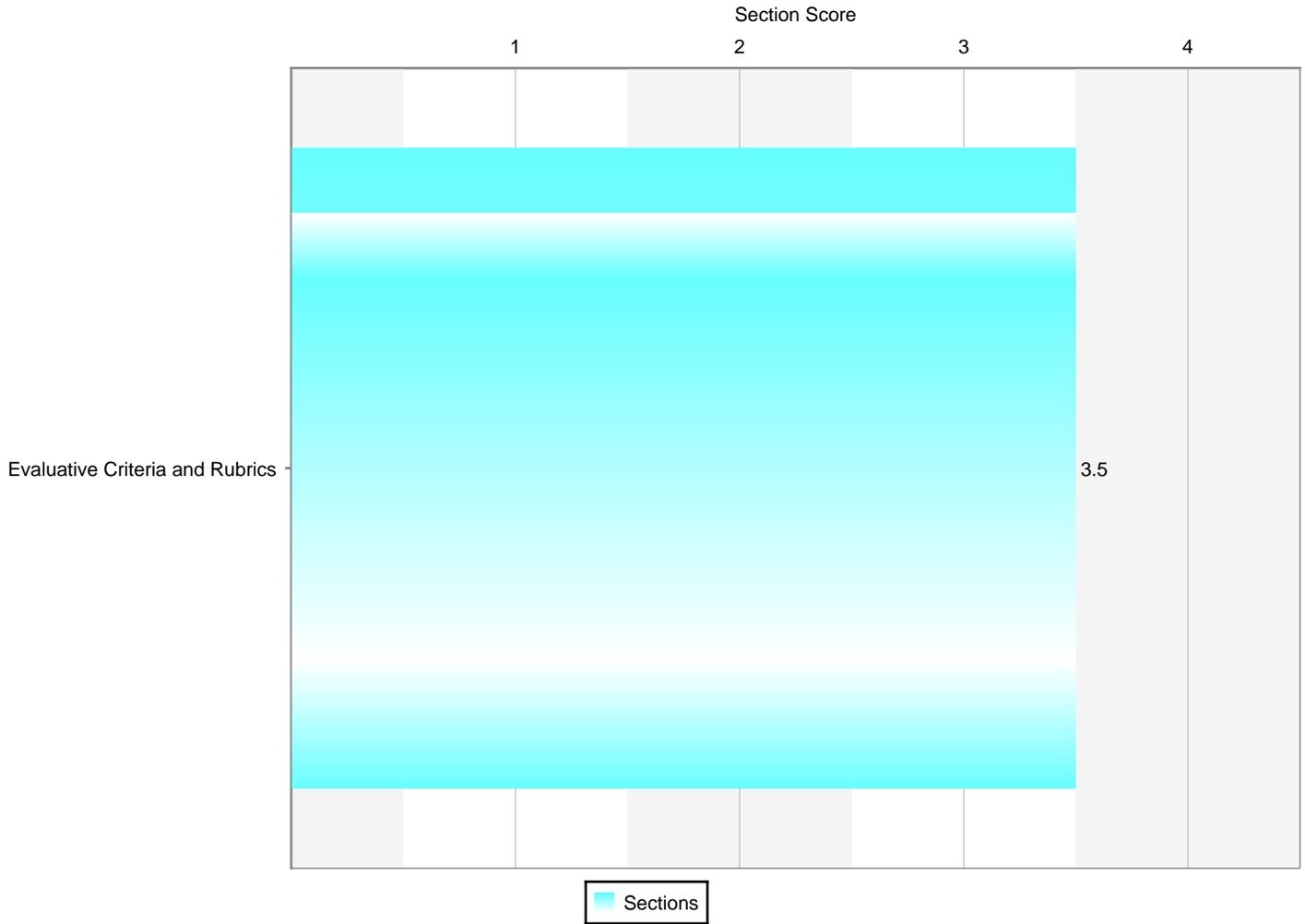
Student Performance Diagnostic

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	Documentation attached	student perfomance diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

The new school accountability measure for the state of Georgia, the College and Career Readiness Performance Index, CCRPI, was first released in 2012. The 2012 CCRPI results demonstrate school 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.

Pulaski County Middle School's 2012 CCRPI overall scores are greater than the state's average CCRPI score for middle schools in Georgia. Additionally, the Progress Points, Achievement Gap Points, and Challenge Points are higher than the state average for middle schools.

Initial results for 2013 indicate the following areas are above the Performance Targets set by the state of Georgia for the Criterion Referenced Competency Test (CRCT)assessment: 6th grade reading; 7th grade English language arts, mathematics, reading, science, and social studies; and 8th grade English language arts and reading.

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

The CRCT assesses all middle school students, grades 6-8, in the areas of English language arts, reading, mathematics, science, and social studies. Pulaski County Middle School has demonstrated a positive trend in student performance from 2011 to 2013 in 13 of the 15 content areas, ranging from an increase of one percentage point in 6th grade ELA to twenty-one percentage points in 6th grade mathematics.

Which area(s) indicate the overall highest performance?

Pulaski County Middle School's highest overall performance area assessed on the CRCT for 6th grade is reading, with 95 percent of students either meeting or exceeding standards. For the 7th grade, the areas are: reading, 95 percent; English language arts, 95 percent; and mathematics, 91 percent. For the 8th grade, the areas are reading, 95 percent, and English language arts, 93 percent.

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

Black students at Pulaski County Middle School have increased performance and met the state of Georgia performance targets on the CRCT in the areas of English language arts and reading. Hispanic students show a positive trend in performance in the content areas of English language arts, reading, and science. Both subgroups of economically disadvantaged and students with disabilities show a trend toward increasing performance in the areas of English language arts, reading, and mathematics

Between which subgroups is the achievement gap closing?

Due to the new accountability system now used in Georgia schools, and the different types of data now being compiled and disseminated to

schools, it is difficult to determine any consistent trends over a period of time between closing the achievement gap between subgroups. However, it is obvious that our Hispanic students are closing the gap. For 2013, the only grade level with enough Hispanic students to warrant a subgroup was eighth grade. In all areas of the CRCT, eighth grade Hispanic students scored at or above the level of our white students.

On the Georgia College and Career Ready Performance Index (CCRPI), the Achievement Gap score assigns points to schools for their progress in closing or having small achievement gaps on state tests between schools' lowest 25 percent of achievers and the state average. The gap size is calculated by finding the difference in standardized average scores on state tests between the school's lowest 25 percent of achievers and the state. The gap change compares the gap size for the prior year to the current year. The school receives points for either the gap size or the gap change, whichever is higher. For 2013, Pulaski County Middle School received the maximum number of points for closing the achievement gap in English language arts and mathematics.

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

Pulaski County Middle School is one of ten middle schools in the Heart of Georgia Regional Educational Service Agency (HGRESA). When comparing our CRCT scores to that of the other schools in our RESA area, we scored above the RESA average in 6th grade reading, English Language Arts, and mathematics; all subjects in 7th grade; and mathematics in the 8th grade.

Areas in Need of Improvement

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

While there is not an expected level of performance set for the CCRPI, Pulaski County Middle School's score of 55.1 in the area of Achievement Points was below the state average of 57.7.

Initial results from the 2013 scores indicate our students did not meet the Performance Targets set by the state of Georgia for the Criterion Referenced Competency Test (CRCT)assessment in the following areas: 6th grade English language arts, mathematics, science, and social studies; and 8th grade mathematics, science, and social studies.

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

The only two areas demonstrating a negative trend in student performance from 2011-2013 on the CRCT are 6th grade social studies with a decrease of eight percentage points, from 73 to 65 and eighth grade reading with a decrease of two percentage points, from 97 to 95.

Which area(s) indicate the overall lowest performance?

Pulaski County Middle School's lowest areas of performance on the CRCT are in science and social studies for the 6th and 8th grade. The percentage of students either meeting or exceeding standards in science for 6th grade was 61 percent and for 8th grade, 56 percent. For social studies, the percentage of students either meeting or exceeding standards for 6th grade was 65 percent and for 8th grade, 69 percent.

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

Black students at Pulaski County Middle School have demonstrated weaker performance and not met the state of Georgia performance targets on the CRCT in the areas of mathematics, science, and social studies. Hispanic students show a negative trend in performance in the content areas of math and social studies. Neither subgroup of economically disadvantaged nor students with disabilities have met performance targets in the areas of science and social studies.

Between which subgroups is the achievement gap becoming greater?

Due to the new accountability system now used in Georgia schools, and the different types of data now being compiled and disseminated to schools, it is difficult to determine any consistent trends over a period of time when analyzing the achievement gap between subgroups. However, it is worth noting that he highest achievement gap for 2013 exists with our black students in the areas of math, science, and social studies.

On the Georgia College and Career Ready Performance Index (CCRPI), the Achievement Gap score assigns points to schools for their progress in closing or having small achievement gaps on state tests between schools' lowest 25 percent of achievers and the state average. The gap size is calculated by finding the difference in standardized average scores on state tests between the school's lowest 25 percent of

achievers and the state. The gap change compares the gap size for the prior year to the current year. The school receives points for either the gap size or the gap change, whichever is higher. For 2013, Pulaski County Middle School received the lowest number of points for closing the achievement gap in social studies.

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

Pulaski County Middle School is one of ten middle schools in the Heart of Georgia Regional Educational Service Agency (HGRESA). When comparing our CRCT scores to that of the other schools in our RESA area, we scored in the bottom half of schools in 6th grade science and 8th grade reading, science, and social studies.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics · 2.5
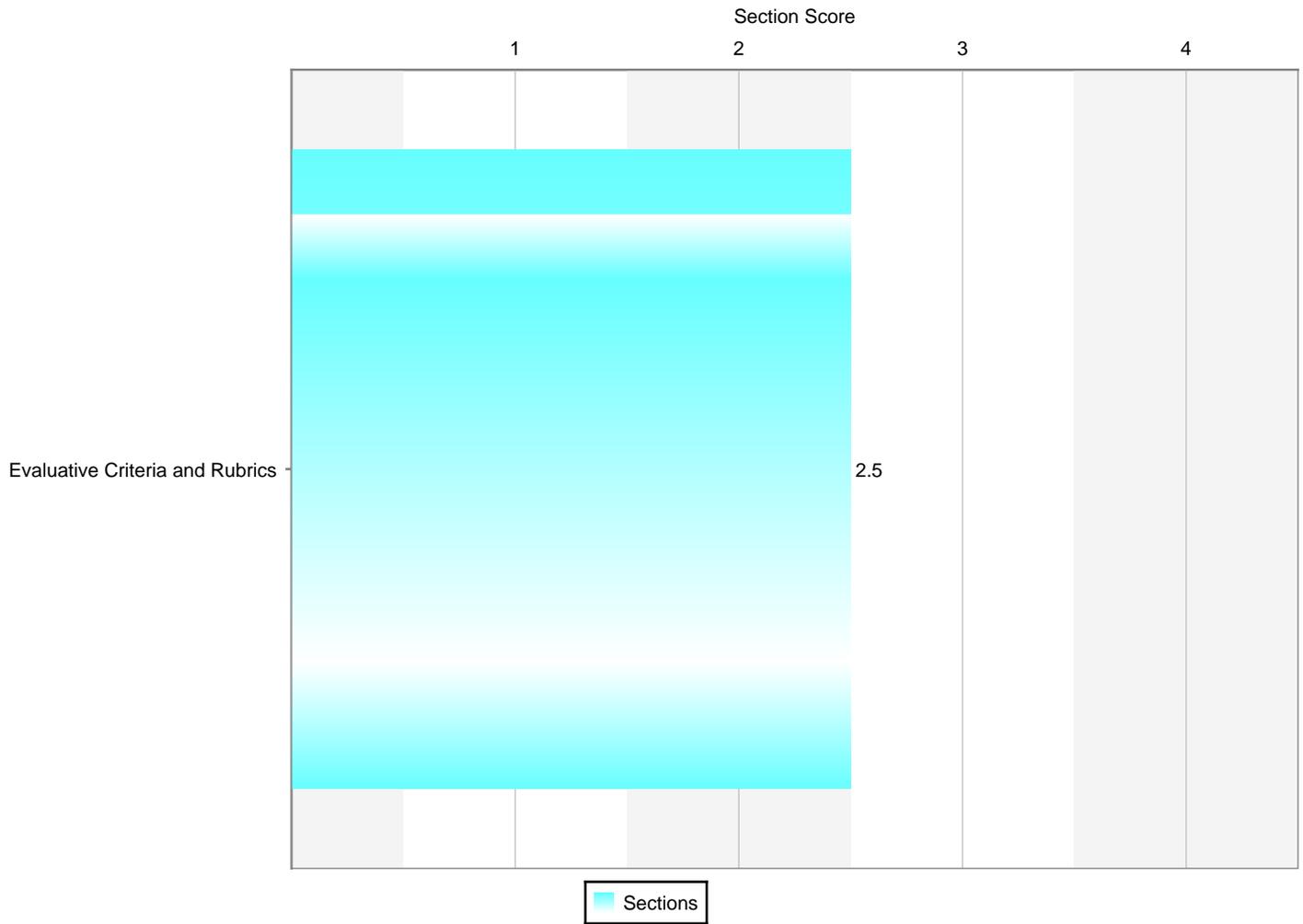
Sections

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.	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: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - 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 - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	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		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