Accreditation Report

Pulaski County Schools

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Introduction

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

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

Description of the School System

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

    The Pulaski County School District is a small, rural school system located in South/Central Georgia approximately 50 miles from Macon, Georgia and 20 miles from Warner Robins, Georgia. Pulaski County was created by the State Assembly in 1808 from a portion of Laurens County. In the next 50 to 100 years Dodge County and Bleckley County were created from sections of Pulaski County. The county was named for the Polish Count Kazimierz Pulaski who fought and died in the American Revolutionary War. Hawkinsville is the county seat and the only incorporated city within Pulaski County. Unincorporated communities in Pulaski County include Hartford and Finleyson.

According to a 2012 estimate Pulaski County has a population of 11,720, a 2.4% decrease from the 2010 U.S. Census count of 12,010. Although this shows a recent decline in population, there was a 25.3% increase from 2000 to 2010. The 2010 Census also shows the population was spread out with 23.1% under the age of 18, 9.3% from ages 18 to 24, 31% from ages 25 to 44, 23.3% from ages 45 to 64, and 13.3% who were 65 years of age or older. The median age in Pulaski County is 37. The ethnic breakdown of Pulaski County as of the 2010 census is as follows: White - 63%, Black - 34%, Hispanic - 2.7%, and Asian - .3%.

The largest employers of Pulaski County are Taylor Regional Hospital, Pulaski State Prison, and Pulaski County Schools. With the closing of other employers in the area, a significant number of Pulaski County residents must travel out of town in order to find employment.

Hawkinsville could be known as the 'bedroom community' for nearby cities, especially Warner Robins, which is the home of the Robins Air Force Base, employing nearly 20,000 Georgia civilians and Air Force Personnel. According to the Georgia County Guide approximately 45% of employed citizens of Pulaski County work within the county and 55% outside, with 30% driving 20 to 45 minutes to work.

Hawkinsville is also known as the Harness Horse Training Capitol of Georgia. The Lawrence Bennett Harness Horse Racing Facility houses approximately 200 harness race horses and their trainers for winter training during the months of October through April. This culminates with the Hawkinsville Harness Festival in April.

The Pulaski County School System operates one school at each academic level: PreK, elementary, middle, and high. It also operates an Alternative Learning Center which serves grades 6 - 12. All schools are located in the city of Hawkinsville. The October 2013 enrollment of Pulaski County Schools was 1399 students. This is a very slight increase of more than 25 students compared to the enrollment at the end of the 2012-13 school year. This is significant for Pulaski County because we have had a steady decrease in enrollment for the last five years. Our per-grade student enrollment ranges from 134 in Kindergarten to 83 in the Twelfth Grade.

The current Pulaski County Schools' student demographics are as follows:

- Ethnicity:

o 50% White

o 40% Black

o 7% Hispanic

o 1% Asian

o 2% Two or more races

- Economically Disadvantaged: 71.8%

- Students With Disabilities: 12%

- Gifted Program students: 9%

- English Language Learners: 2.9%

- Male: 52.5%

- Female: 47.5%

Pulaski County Schools employs 214 staff members with 122 certified and 92 classified positions. Of the 122 certified positions 101 are teachers. Our certified staff members are as follows: 3 have provisional certificates; 28 have a bachelor's degree; 50 have a Master's degree; 39 have a Specialist's degree; and 2 have a Doctorate degree.

For three of the last five years 100 percent of Pulaski County teachers and paraprofessionals have been deemed Highly Qualified by the Georgia Department of Education. For FY2009 our percentage was 99.69 and FY2012 99.06. For the current year we have one teacher that is working to become highly qualified by taking the Middle School Math GACE. The October 2013 Georgia Department of Education employee statistics for Pulaski County is as follows:

- Average income of teachers: $49,709

- Average income of all certified positions: $52,967

- Gender of all staff:

o Male - 21.5%

o Female - 78.5%

- Ethnicity of all staff:

o White - 84.1%

o Black - 15.5%

o Hispanic - .4%

Our high-performing students have numerous opportunities to be earn dual enrollment credit from nearby colleges. Students may earn a complete Associates Degree from Middle Georgia State College while earning their high school diploma. Students also have the opportunity to be enrolled in Dual Enrollment and Move On When Ready with Middle Georgia State College and Central Georgia Technical College. Pulaski County School System serves a significant number of economically disadvantaged families. Financial struggles of families have impacted parent involvement, transportation, and understanding of student requirements for success. Some parents have difficulty assisting their students at home with advanced school work. We take pride in the availability of a Parent Coordinator as a resource person for these and all families. We also have a library of parent resource materials at each campus.

System's Purpose

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

The Vision of the Pulaski County School System is "Learning for a Lifetime."

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

Our beliefs 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 environment should be safe, orderly, and conducive to learning.

- Everyone can learn.

Our goals are:

- Attain academic achievement and success

- Ensure community and stakeholder involvement

- Develop and maintain organizational effectiveness

Our Board of Education reviews our Vision, Mission, Beliefs, and Goals on a yearly basis during a planned Work Session. These are revised if necessary to reflect our purpose and support our focus of "Learning for a Lifetime." Every decision that is made for Pulaski County Schools is in direct alignment of our vision, mission, beliefs, and goals. Our staff makes these decisions based on what is best for the individual student and how to enable each of these learners to be successful.

It takes a combined effort of administrators, teachers, other staff members, parents, community members, and the students themselves to ensure success and academic achievement. We strive for excellence and encourage and expect students to perform at their highest level of ability. We continuously challenge ourselves to meet the individual needs of ALL students through our services of gifted and talented, special needs, core academics, electives, and/or extracurricular activities.

Notable Achievements and Areas of Improvement

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

  Significant facilities' updates have been accomplished in the Pulaski School System in recent years. Pulaski County citizens overwhelmingly voted to fund these improvements through an Education - Special Purpose Local Option Sales Tax (ESPLOST). In April of 2009, Pulaski County School System (PCSS) began to restore, renovate and repurpose the 1936-1975 school building. The most significant part of the renovation was the restoration of the portion which was built in 1936 as the Hawkinsville Public School (the "Original H" Building). The community and school system had to determine if the building should be torn down or restored, and luckily through the efforts of local citizens, it was placed on the National Register of Historic Places and the Places in Peril list, and a restoration plan was designed and implemented. A dilapidated building that was housing a four-county Alternative Learning Center, L.I.T.T.L.E Children Growing Pre-K, and a few auxiliary offices was turned it into a gorgeous Central Office, an inviting Pre-K, and a state of the art computer-based-learning Alternative Learning Center for Pulaski County students. This project took a year and a half and just over 6 million dollars to complete.

During this time of major renovation of the Central Office, there was a need to replace the roof at Hawkinsville High School (HHS). HHS was built in 1975 and the roof had been patched in the late 1980's. In the summer of 2010, using state and local dollars, HHS was re-roofed for a sum of $600,000. That same summer, using bond money tied to the upcoming SPLOST, we were also able to remove leaking sky-lights from Pulaski County Elementary School (PCES). This was an added alternate for phases 2 and 3 of the Central Office renovation.

In September 2012, our 6th grade students were moved out of a bricked-up mobile classroom cluster because of a severe roof leak. Due to the decline in the student enrollment, the 6th graders were able to be housed in a block of rooms in one of the "main" wings of Pulaski County Middle School (PCMS). Because no state-funded allocations can be used for a mobile classroom, PCSS was in a predicament concerning funding the roof work. With the same bond funds, we were able to re-roof all of PCMS, including the mobile cluster, in the summer of 2012. Also in the summer of 2012, HHS got a major facelift to its corridors and cafeteria, as well as a complete rekeying and replacing of outdated door hardware with ADA approved handles. The hallway and cafeteria carpet was removed and replaced by diamond grinding and polishing the existing concrete, making the floor virtually maintenance free. The old ceiling tiles were replaced and the corridor walls were painted. The HHS/PCMS cafeteria was completely redecorated to add to the culture of the schools. When students returned to school, the awe in their eyes was indescribable. This project cost around $640,000 and was also afforded through the use of bond money.

The facilities of Pulaski County Schools are older facilities, but we have made preserving all the campuses a priority. The staff and administration of each school have safety and cleanliness as a main focus, and it shows when visitors walk through the doors.

We take immense pride in the well-kept facilities of Pulaski County Schools, but we are more proud of what takes place within each classroom in the system. Our administrators, teachers and support staff take very seriously the task of educating the children of Pulaski County. We have plenty of room for growth but we have made significant gains in academic achievement in recent years.

Through the awarding of the Reading First Grant for grades Kindergarten through third grade in 2006 - 2009 our elementary school embraced the emphasis of improving reading comprehension and fluency through benchmark assessments and within-class grouping. This was a significant shift to 'assessment for learning' at this level. We received in excess of a million dollars to implement this model through the use of professional learning, a Literacy Coach, a reading curriculum and countless leveled readers. This method of reading instruction has since been incorporated into the fourth and fifth grades and other subject areas. It has been a perfect fit for the new Georgia teacher evaluation instrument which emphasizes differentiation in instruction.

Pulaski County Elementary School (PCES) has shown tremendous growth on the Georgia Criteria Reference Competency Test (CRCT). For 2012 they exceeded the state averages of Meets and Exceeds in 10 of the 15 academic areas, showing an improvement in 14 of the 15 areas including 5th Grade Writing. Our 5th Grade Writing scores have increased from 59% in 2010 to 71% in 2013.

Elementary scores continued to improve in 2013, increasing percentages in 12 of the 15 academic areas. PCES scored higher than the state

average in 10 of the 15 areas, highlighted by a 15% increase in 4th grade Math and a 16% increase in 5th grade English/Language Arts (ELA).

Pulaski Middle School has also shown improvement in most areas of the CRCT. The average math scores have improved by 13% and reading scores have remained high at 95%. Science scores have raised an average of 10% in three years. From 2012 to 2013, PCMS showed increased Meets and Exceeds scores in nine of fifteen areas, highlighted by a 19% increase in 6th grade science.

Hawkinsville High School (HHS) has been involved in a school improvement process for a number of years through a site-based management approach through staff cross-curricular learning communities. This has been amplified with the involvement in a federal award of the School Improvement (1003g) Grant. With this three year grant, HHS was able to employ a Math, Literacy, and Graduation Coach. The academic coaches guided professional learning for all staff in differentiated instruction, assessment to drive instruction, and instructional strategies. The emphasis was using data to drive instruction. Although the grant ended in 2013 the strategies are still used in the classrooms and in disaggregating data.

In the last several years HHS has made significant gains on the standardized assessment, the Georgia End of Course Tests (EOCT). From 2010 to 2013, Ninth Grade Literature's passing scores increased by 10%, American Literature increased by 5%, Math I increased by 22%, Math II increased by 16%, Biology increased by 9%, Physical Science increased by 33%, U.S. History increased by 5%, and Economics increased by 35%. The percentage of students exceeding the standards increased in five of the seven areas for 2013 on the EOCT. The Georgia High School Writing Test improved from 86% success in 2010 to 93% in the fall of 2013. The Scholastic Aptitude Test (SAT) scores have increased for HHS seniors from 1378 in 2010 to 1476 in 2013. The 4-year Cohort Graduation rate for HHS improved from 70.6% for 2012 to 73.4% for 2013. The significant gains made by HHS in the last three years prompted the State of Georgia to remove this school from the Priority List.

As we look forward to the next three years of continued academic growth in all areas, we are working to increase the use of formative and benchmark data to drive instruction. To ensure this data driven focus Common Core Georgia Performance Standards will be implemented with fidelity and focus and with an emphasis on student responsibility for their own learning. We need to continue our academic coaching support for teachers in order to continue improvements in achievement. We hope to continue our after school and summer school program through the 21st Century Community Learning Center which has served our students at all levels.

Teaching with increased rigor has raised teachers' expectations for their students and therefore students expect more from themselves. We as a system should expect nothing less.

Additional Information

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

Pulaski County Schools has been involved in the USED 'Race to the Top' (RT3) Initiative. Pulaski County was offered participation in this grant because Hawkinsville High School had been designated a Lowest Achieving School and was part of the SIG 1003g Grant. RT3 is an agreement between Pulaski County Schools and the Georgia Department of Education (GaDOE) for district-wide implementation of this school improvement initiative.

We had the SIG funds available for HHS; therefore, most of the RT3 federal funds, distributed and monitored through the GaDOE, could afford us the opportunity to provide a Math Coach, a Literacy Coach, a Graduation Coach, and a Remedial Teacher for Pulaski County Middle School. In addition to these staff positions, the RT3 funding has provided extensive professional learning and much needed technological equipment. After the first two years of implementation and the end of the HHS SIG grant, the RT3 academic coaching responsibilities were broadened to grades 6 through 12.

Participation in the RT3 Initiative has given Pulaski County Schools the 'opportunity' to be involved in the pilot program for the new teacher and leader evaluation instruments for the state of Georgia, the Teacher Keys Effectiveness System and Leader Keys Effectiveness System. Although at times this may have been somewhat of a painful process, as a system we are thankful we have been on the ground floor and part of the development of the new system. The entire state of Georgia is expected to convert to the new system by next year and we have had extensive support and training through the Georgia. Department of Education and feel we are ahead of the game.

Each school has an active School Council. This advisory board consists of teachers, parents, and local business members and meets several times each year. These meetings foster conversations of each school's accomplishments, the current challenges of the schools and system, and school improvement as a whole. These volunteers also serve as a means of communication from the schools to the rest of the community.

The Vision of the Pulaski County School System, "Learning for a Lifetime", has at its core the basic belief that the children of Pulaski County should have every opportunity to learn to their fullest potential. Preparing the future generations of Pulaski County for the workplace and/or post secondary school is the means of improving the community as a whole.

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system 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.	•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Statements or documents about ethical and professional practices •Statements of shared values and beliefs about teaching and learning •The district strategic plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	•Examples of schools continuous improvement plans •Agenda, minutes from continuous improvement planning meetings •The district data profile •The district strategic 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 the External Review team members may be interested in reviewing.

Pulaski County School System communicates its purpose and expectations for teaching and learning throughout the organization during numerous system level meetings, administrative meetings, Board of Education (BOE) meetings, and community meetings. On a yearly basis, the Pulaski BOE reviews its purpose and goals to ensure they continue to be relevant and are a reflection of our focus of "Learning for a Lifetime."

"Learning for a Lifetime" is the Vision for Pulaski County Schools. This statement embodies that which our school system stands. Our expectations are high for our students and staff members. The educational opportunities our students receive from the Pulaski County School System will provide them a strong foundation for their continued learning whether going to a career, technical college, or to a four-year university. We expect our teachers to continue learning throughout their career in Pulaski County Schools in order to provide rigorous and relevant instruction and guidance for our students.

Communication of the district's expectations, values, and beliefs about teaching and learning are consistently delivered to parents and the community. The different methods of dissemination include articles in the local newspaper, parent newsletters, and the system website. Presentations are also given to parent and community groups.

Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	•Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •School handbooks	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.	•Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Governing authority training plan •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	•District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Survey results regarding functions of the governing authority and operations of the district •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of decisions aligned with the district's strategic plan •Examples of collaboration and shared leadership	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	•Governing body policy on supervision and evaluation •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 the External Review team members may be interested in reviewing.

Pulaski County Board of Education (BOE) is the governing body of the Pulaski County School System. The Board consists of seven members who serve six year terms and elected intermittently in order to avoid a complete new Board at any given time. Each Board member is elected by Pulaski County citizens within their particular district. The Chairman and Vice-Chairman are elected by the Board on a yearly basis. The Superintendent works closely with the Board and serves as the Secretary of the Board.

The Pulaski BOE operates responsibly and functions as a cohesive unit, fostering a culture consistent with the system's purpose and direction. They support the autonomy of the Superintendent and other administrators in the daily operations of the school district and to fulfill

the system's goals for increased student achievement. The Board's role is executive in policy review, revision, and adoption. They rely on the Superintendent and other administrators to implement and enforce these.

Policies and procedures adopted and approved by the Board are consistent with the vision, mission, and goals of the system. Student learning is the basis for all BOE actions. The Board holds our staff to high expectations and in turn the staff holds the students to the same expectations. This governing body has been rated high by staff and parents in the area of compliance, responsibility, and effectiveness. As a small community, Hawkinsville has an 'everyone knows everyone' atmosphere. When a Board member relays a concern about events within a school, he or she is doing so out of genuine concern for students' academic growth and/or safety.

Stakeholder involvement in Pulaski County school events is acceptable, but as school leaders we know that this participation should become broader and more meaningful. Most parents attend school events in which their children are directly involved and/or scheduled parent/teacher conferences. We desire more participation of stakeholders in actual planning for school and system improvement goals. Parents and members of the community are invited to attend school improvement planning meetings at each school and at the district level but the turnout is usually low.

Teaching and Assessing for Learning

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

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	•Learning expectations for different courses and programs •Course, program, or school schedules •Student work across courses or programs •Course or program descriptions •Survey results •Lesson plans •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Posted learning objectives •Enrollment patterns for various courses and programs •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	•Common assessments •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of teacher use of technology as an instructional resource •Findings from supervisor formal and informal observations •Student work demonstrating the application of knowledge	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Documentation of collection of lesson plans, grade books, or other data record systems •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with 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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	•Examples of learning expectations and standards of performance •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 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure	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 across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample communications to stakeholders about grading and reporting •District quality control procedures including the monitoring of grading practices across all schools •Sample report cards for each program or grade level and for all courses and programs •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 system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and 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 •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 the External Review team members may be interested in reviewing.

Pulaski County School's faculty and staff provide a standards-based curriculum which promotes effective teaching and challenging learning experiences for our students. All teachers follow the Common Core Georgia Performance Standards (CCGPS) for English/Language Arts and Math and the GPS for all other subjects. This curriculum is rigorous and relevant, and it holds students to high expectations for their own learning. It offers students opportunities to develop learning strategies, critical thinking, and life skills that will lead them to continued success, preparing them to be college and career ready.

The vast majority of the teachers in our system feel they are a part of a collaborative learning community. Job/subject-alike teachers within each school are given common planning periods in order to collaboratively plan like courses to ensure all students receive similar levels of instruction, discuss student work, analyze data, and receive job-embedded professional learning. This collaboration leads to identification of departmental/grade strengths and/or weaknesses and individual or group student needs. It has also led to deeper vertical alignment of the curriculum.

Teachers in Pulaski County are continuously and consistently monitored and supported with the use of the new Georgia Teacher Keys Effectiveness System (TKES). As part of the Race to the Top Initiative, Pulaski County School System participated in the pilot for this new system which is now fully implemented. School administrators use lesson plans, informal classroom visits, walk-throughs and formal observations to monitor standards-based instructional practices vital to student learning. Teachers are also monitored for professional practices outside the classroom environment including attendance, ethical issues, and involvement in professional learning which supports the system's values and beliefs.

The initial system meeting with new employees sets the tone in a presentation of system expectations consistent with its values and beliefs. The district has used the involvement in the Race to the Top Initiative to strengthen its new teacher and leader induction program. New teachers are assigned a mentor by the principal upon assignment to the school. The program affords new teachers release time for meeting/observing with their mentors and to attend professional learning. GaDOE and Heart of Georgia Regional Educational Service Agency (HGRESA) have worked with the system in designing and implementing this new program.

School administrators and teachers strive to provide parents with opportunities to participate in their child's learning. Teachers help parents understand their child's progress and final reports in a manner they understand. School calendars, student/parent handbooks, newsletters, phone calls, emails, and teacher, school, and system websites help inform parents of current school events. Elementary grades have specific days designated to send parents information of their children's progress. Parents are made aware of these procedures. Student academic progress for grades 1 - 12 is posted in an online program providing parents the opportunity to monitor their student's grades. Schools encourage parents to participate in school events such as Open House, grade meetings, Parent Teacher Organization (PTO) meetings, parent/teacher conferences, and student performances.

Support staff for guidance and parental involvement is provided for students and their families. Guidance counselors at each level provide students with career, academic, and personal counseling through individual and group meetings tailored to the needs of the students. Our parent involvement liaison is instrumental in providing support for students and parents, dependent on the individual family needs. Teachers are instrumental in supporting students as they learn and develop emotionally and academically. We strive to help our students become independent learners, set goals for their future, and instill in them the positive attitude to accomplish their goals beyond the walls of our classrooms.

Resources and Support Systems

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	•District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	•Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.	•Policies, handbooks on district and school facilities and learning environments	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	•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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	•Brief description of technology or web-based platforms that support the education delivery model •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	•Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	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 the External Review team members may be interested in reviewing.

The most important resource Pulaski County Schools provides for students is a professional, dedicated teacher in the classroom. Our commitment as a system is to recruit, hire and retain qualified teachers and support staff to support our purpose, educational programs, and continuous improvement. During the budget planning process each spring, projections of future enrollment drive the decisions about personnel necessary to provide students with the best education during the next year. Our hiring procedures and policies are outlined by the Board of Education. We recruit from colleges within Georgia and use the web-based application process, TeachGeorgia. Applications are screened for the best qualified applicants and interviews are conducted by a committee of administrators and/or teachers.

Uninterrupted instructional time is treated as sacred at each school. It is common practice that all administrators strive to protect teachers' classroom instructional time. With the budget constraints that have been in place for several years the number of days of instruction during the year has been shortened which makes this time even more precious. Each school has added more instructional time to each day. This was mandated for HHS due to the involvement in the SIG grant and the other schools have followed suit. This additional time has become invaluable for giving students the opportunity for remediation or enrichment.

Pulaski County School System has maintenance and safety procedures in place for the purpose of providing a safe, clean, and healthy environment for our students and staff. For maintenance issues we use a software reporting system to inform maintenance personnel of any facility issues. The issue is prioritized and transferred to the technician responsible for the repair. If the situation requires immediate attention the Principal, the maintenance worker, and the Assistant Superintendent discuss the problem directly in order for it to be solved quickly. Anything considered an immediate safety hazard is deemed an emergency and resolved promptly.

All building level custodians maintain a schedule set by the Principal. The Assistant Superintendent, in his capacity as the Maintenance Director, provides the building level custodians with school/industrial approved cleaning supplies and paper products as well as floor machines and cleaning tools to insure the buildings are clean and healthy.

The Pulaski County School District has always been progressive in the utilization of technology in the schools. A multitude of funding sources (state and federal grants, private donations, SPLOST funds, etc.) enable the district to provide interactive white boards and data projectors in all classrooms K-12. Each classroom has a minimum of three student computers and one teacher station. Every school has at least one standard computer lab and one mobile lab. Pulaski County Middle School and Hawkinsville High School have been able to purchase three to five mobile carts for their schools.

Over all, the technology infrastructure and equipment needs of the district are adequate. The only true weakness in our technology infrastructure is in the area of the wireless network which was installed six years ago. Though it was state of the art at the time of installation, it is now slow with the increase in wireless device usage. At this time, the district is exploring funding initiatives to replace the wireless network. Grant proposals and applications for the equipment have been made to the eRate program and GaDOE. The need for a robust wireless infrastructure is critical in the wave of the Bring Your Own Technology Initiative (BYOT) which could greatly enhance our presentation of curriculum.

Student support services are provided in order to meet each student's physical, social, and emotional needs. Each campus has a nurse to better serve our students with regular health needs and any emergencies that may arise. Teachers, counselors, and administrators use the Response to Intervention (RtI) referral process in order to provide individualized plans for at-risk students. Special needs students are served through resource, co-teaching, and/or monitoring in order to meet their specific needs.

Using Results for Continuous Improvement

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

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free	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 that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •Examples of changes to the district strategic plan based on data results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •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	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system 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.	•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 readiness for the next level •Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	•Minutes of meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following

questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite

sources of evidence the External Review team members may be interested in reviewing.
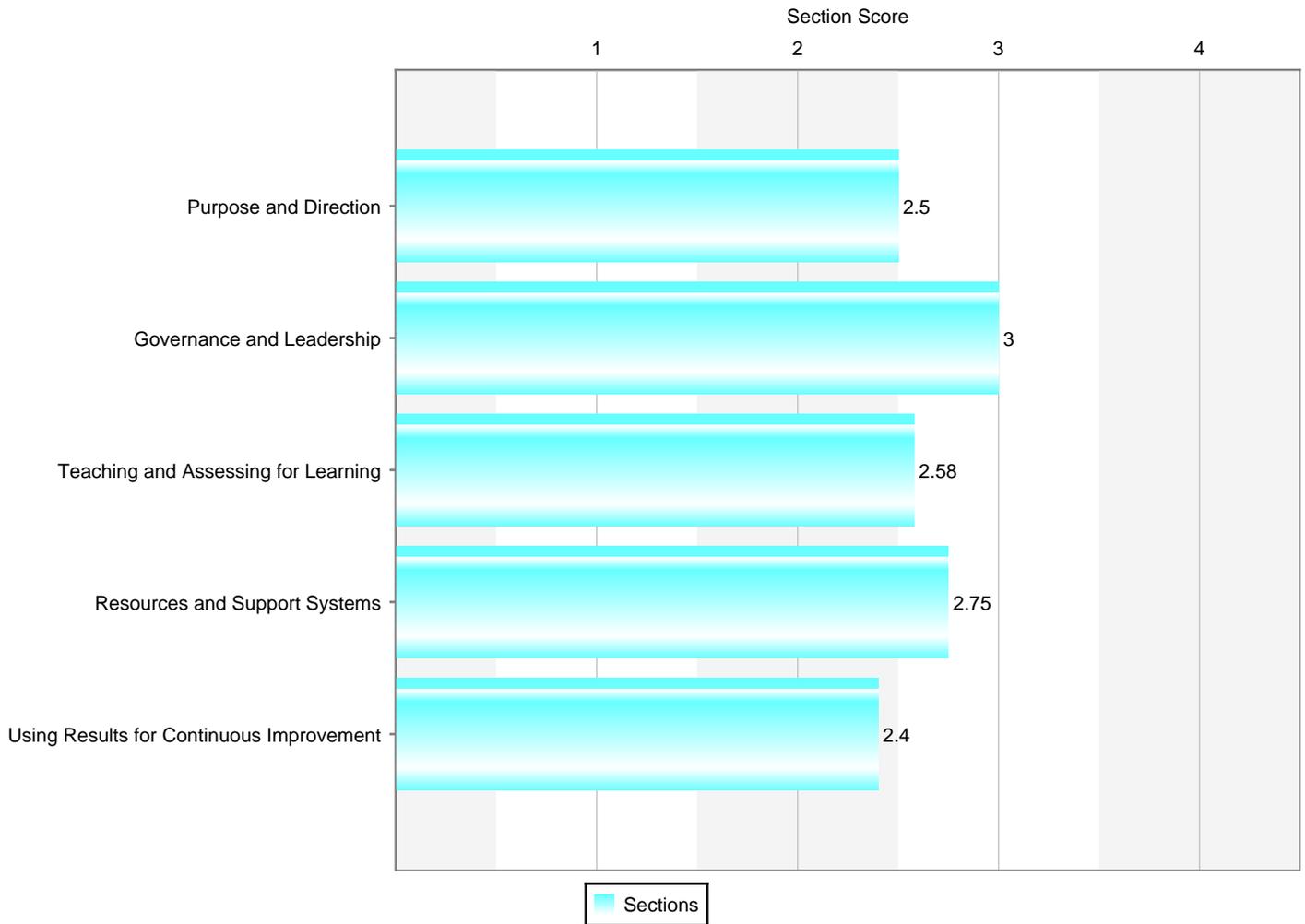
The system and each school have a comprehensive system to assess student growth and achievement. Data is gathered from various assessment programs, standardized and locally developed, in order to have reliable information for student success. These include the Online Assessment System (OAS), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Criterion Referenced Competency Test (CRCT), Student Learning Objectives, Benchmark tests , Georgia Writing Assessments at grades 3, 5, 8, and 11, End of Course Tests (EOCT), Georgia High School Graduation Tests, Fitness Gram Assessment, Thinkgate and Classworks. software, and performance based tasks. Other information is gathered for a whole 'picture' of individual and groups of students including discipline data and attendance data. The data collected is essential in the development and implementation of good instructional practices by our teachers.

Our teachers have been trained in the use of the data made available by the state on the Student Longitudinal Data System (SLDS). The previous year's student growth and achievement data in this system is disaggregated by classroom and individual students. Teachers that continually access this data find it very helpful in determining the needs of individual students. Most teachers agree that their schools consistently use multiple assessment measures to determine student learning. The issue some teachers still have is analyzing ongoing assessment data that is gathered in the classroom in order to modify or differentiate instruction.

Pulaski County School System uses a multitude of methods to communicate student growth and achievement to staff members and other stakeholders. Written communication is done through school newsletters, articles in the local newspaper, school and system websites, student progress and report cards. Face-to-face presentations to the parents and other community members on the schools' progress and student achievement is done by school and system level personnel during PTO meetings, School Council meetings, Parent Advisory meetings, Hawkinsville Rotary Club presentations, Hawkinsville/Pulaski County Chamber Board meetings, United Pulaski meetings, and the University of Georgia Archway Partnership meetings. Many of these meetings are recorded and broadcast on our website and the local school system television channel.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Purpose and Direction — 2.5

Governance and Leadership — 3

Teaching and Assessing for Learning — 2.58

Resources and Support Systems — 2.75

Using Results for Continuous Improvement — 2.4

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?	Yes	Parents, staff and students were given multiple opportunities to provide feedback related to several aspects of the school district. Staff surveys were conducted during 2012 post-planning. All other surveys were administered in August 2013. Online surveys, paper surveys, and Spanish surveys were available to accommodate as many participants as possible. The response rate was above the minimum requirement for all surveys. Therefore, the participant responses are reflective of the overall district's population.	Stakeholder Feedback Worksheet Pulaski County Jan 2013

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 in all schools in Pulaski County. The majority of survey results rank Standard 1 as the highest overall in satisfaction. These results demonstrate that the majority of Pulaski County's 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:

LITTLE Children Growing (LCG) Parents - 4.56; Pulaski County Elementary School (PCES) Elementary Students - 2.95; PCES Staff - 4.16; Pulaski County Middle School (PCMS) Students - 3.86; Hawkinsville High School (HHS) Students - 4.6; HHS Staff - 4.21; HHS Parents - 3.93.

Even though Standard 1 had a majority of high results, the individual schools also showed some high areas of satisfaction that are specific to that population. Examining the results by individual survey questions gave more information. These results are broken down by school and are as follows:

LCG: The staff rated that "all school personnel regularly engage families in their children's learning progess" with a score of 4.85. The parents rated "our school provides an adequate supply of learning resources that are current and in good condition" with a high rating of 4.69. Both groups rated Standard 5, Using Results for Continuous Improvement, as the highest level of approval.

PCES: The students (K-2 and 3-5) rated that "the teacher wants me to learn and do my best work" as the highest. The parents also agreed with this as they rated that "my child knows the expectations for learning in all classes" with a score of 4.36. The parents rated Standard 3, Teaching and Assessing for Learning, as the one they were most satisfied (4.23).

PCMS: 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).

HHS: All of their stakeholders rated Standard 1, Purpose and Direction, as their highest level of satisfaction. 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 district 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?

 Each individual school had varying results for the area that had the lowest level of satisfaction or approval on the AdvancED surveys.   The staff at LITTLE Children Growing (LCG) and Pulaski County Elementary School (PCES) rated that "staff members provide peer coaching to teachers" as the lowest (LCG - 3.54 and PCES - 3.57). The parents at LCG rated "our school provides excellent support systems, such as counseling and/or career planning" as low with a score of 3.83. The PCES parents rated "our school ensures the effective use of financial resources" as their lowest with a score of 3.81.

The students at Pulaski County Middle School (PCMS) and Hawkinsville High School (HHS) scored the same question as low which was "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.

The one survey question that was seen the most as having an overall low level of approval pertained to family involvement. The Early Elementary students rated "my family likes to come to my school" with a 2.43, the Elementary students rated "my teachers ask my family to come to school activities" with a 2.23, the PCMS staff rated "all school personnel regularly engage families in their children's learning progress" with a 3.04 (38% agreeing), the HHS staff rated the same question with a 3.43 (51% agreeing), and the HHS parents rated "all of my child's teachers keep me informed regularly of how my child is being graded" with a 3.49 (59% agreeing).

When the data is disaggregated by AdvancED indicator, the overall staff rated 3.8 as their lowest in approval (3.14 out of 5.0) which states that "schools engage families in meaningful ways in the children's education and keeps them informed of their children's learning progress." The overall parent data rated indicator 2.3 as the lowest (3.76 out of 5.0) which states "the governing body ensures that school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively."

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 district level.

What are the implications for these stakeholder perceptions?

Staff stakeholder perceptions for students in Pre-K to 5th grade imply that Pulaski County needs to consider additional ways to provide peer coaching to teachers.
 Student stakeholder perceptions from grades 6-12 show a need for students to respect the property of others.
 The perception of the majority of stakeholder groups (Early Elementary students, Elementary students, Middle School staff, High School staff, and High School parents) 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 district level.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
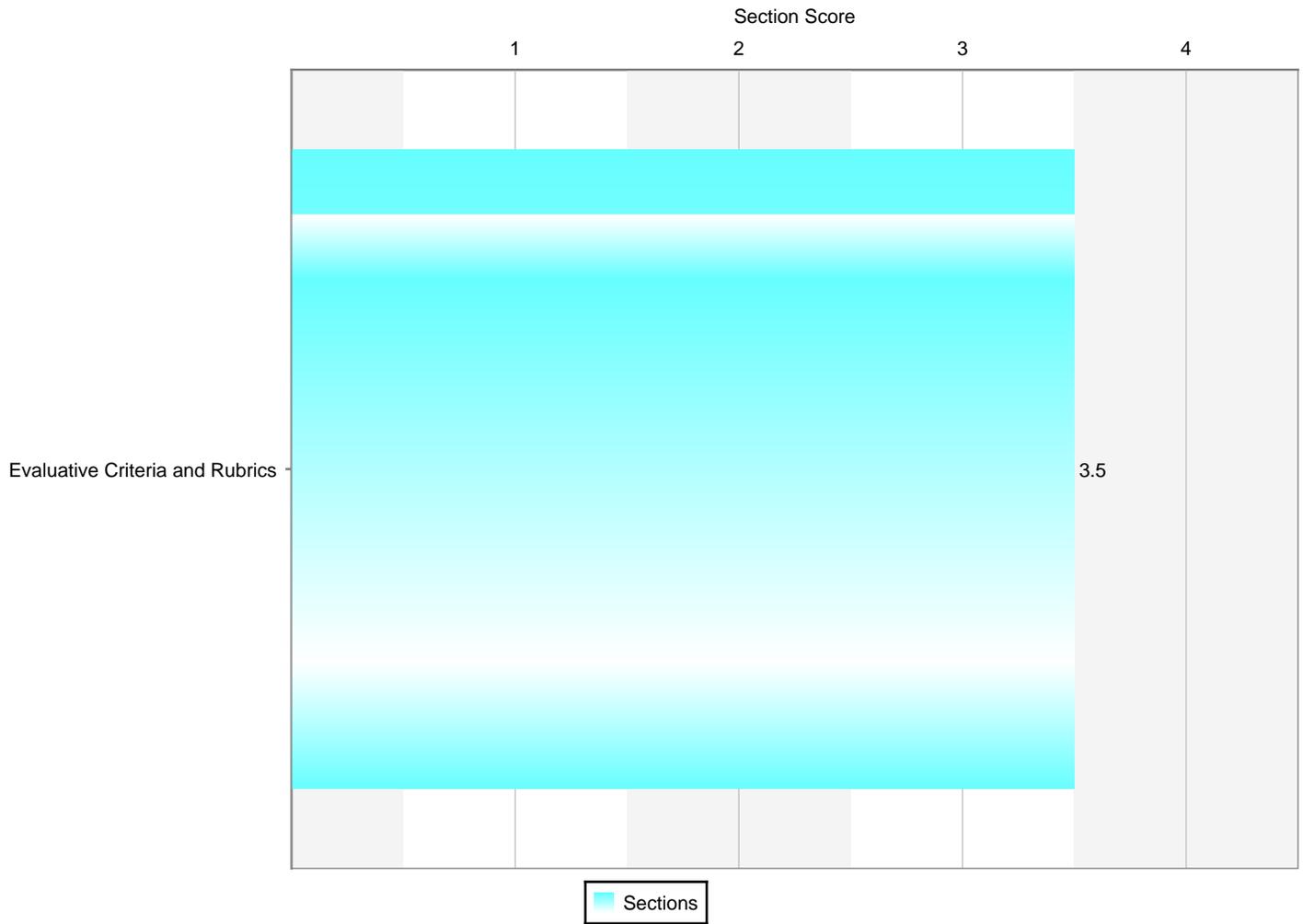
Student Performance Diagnostic

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		PulaskiCo2 - Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Initial results from the 2013 Criterion Referenced Competency Test, or CRCT, indicate that the strongest areas of achievement at Pulaski County Elementary School (PCES) are evident by the percentages in the meets and exceeds range in the areas of 4th grade English/Language Arts (ELA) with a score of 97% and in 5th grade ELA with a score of 99%. Other areas above the expected levels of performance are 4th grade Math with 95% and 5th grade Math with 96%.

The new school accountability measure from 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 2011-12 state standardized assessments. Pulaski County Middle School's (PCMS) 2012 CCRPI overall score was greater than the state's average CCRPI score for middle schools in Georgia. Additionally, the Progress Points, Achievement Gap Points, and Challenge Points were higher than the state average for middle schools.

On 2012 End-of-Course Tests (EOCT), Hawkinsville High School (HHS) outperformed the state in four areas and the 10-county area HGRESA district in six out of eight areas. On the Georgia High School Writing Test (GHSWT), 95% of 11th graders met or exceeded standards, compared to 93% statewide. On the 2013 EOCTs, HHS outperformed the state average in two areas. Areas of notable achievement included American Literature with 91% meeting state standards, as compared to 90% statewide, and Math I with a 40% pass rate compared to 29% statewide. There was a curriculum change in Mathematics in Georgia for FY13. Students who took Math I in 2012-13 were repeating the course due to a prior course failure.

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

At PCES, several content areas show a positive trend in performance from 2011-2013. Third grade CRCT scores showed an increase in all content areas with a gain of 1% in reading, 2% in ELA, 9% in math, 6% in science and 7% in social studies. Fourth grade CRCT scores also show an increase in all content areas with a gain of 9% in reading, 15% in ELA, 21% in math, 9% in science and 6% in social studies. Fifth grade scores show consistent areas of growth in four out of five content areas on the CRCT. English/language arts scores show an increase of 7%, math scores show an increase of 12%, science shows an increase of 13%, and social studies scores show an increase of 15%. Fifth grade writing assessment scores have increased from 59% to 71% in the last three years.

PCMS has demonstrated a positive trend in student performance form 2011 to 2013 in 13 of the 15 CRCT content areas, ranging from an increase of 1% in 6th grade ELA to 21% in 6th grade math.

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 EOCTs show a positive trend in performance over time. Most notably, the Math I EOCT shows a 22% increase. The Math II EOCT shows a 16% increase. Both Physical Science and Economics EOCTs show a 33% increase.

Which area(s) indicate the overall highest performance?

PCES's highest overall performance areas assessed on the CRCT are in reading and ELA in 3rd and 5th grade. Reading scores in 2013 for 3rd, 4th, and 5th grades are 95%, 93%, and 95%, respectively. ELA scores in 2013 for these grades were 90%, 97%, and 99%, respectively.

PCMS's highest overall performance area assessed on the CRCT for 6th grade was reading with 95% of students meeting or exceeding standards. For 7th grade, the areas and scores were reading, 95%; ELA, 95%; and Math, 91%. For the 8th grade, the areas and scores are reading, 95%; and ELA, 93%.

HHS's overall highest performance areas assessed by the 2013 EOCT were 9th grade Literature and American Literature with a score of 82% and 91%, respectively.

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

All subgroups have demonstrated growth in performance in Pulaski County. Black students in 4th and 5th grades have demonstrated a steady increase in performance in ELA and Math. Fifth grade Black students have also shown an increase in performance in science and social studies. The Black subgroup at PCMS has increased performance and has met the state of Georgia performance targets on the CRCT in the areas of ELA and reading. The Black high school students have shown an increase in 9th grade Literature, American Literature, Math I, Math II, Physical Science and Economics. White students have demonstrated growth in all core academic areas.

Females in 3rd through 5th grades have shown an increase in performance in math and science. Fourth and 5th grade females have shown an increase in reading and ELA, and females in 3rd and 4th grade have increased scores in social studies. Female students at HHS have exhibited positive trends in all areas with the exception of US History.

Male students in 4th and 5th grade have shown an increase in performance in ELA. Third grade students in this subgroup have shown an increase in math and social studies. Fifth grade males have also shown an increase in social studies. High School males have shown gains in all areas with the exception of Biology.

Although still performing well below the mean in all content areas across grade levels, student with disablities (SWD) have demonstrated a positive trend toward an increase in performance in most academic areas.

Economically disadvantaged (ED) students in 3rd through 5th grades have shown an increase in ELA and math. This subgroup also has shown an increase in science and social studies in 3rd and 5th grade, and they have shown an increase in reading for 4th grade students. At PCMS, this subgroup has shown a trend toward increasing performance in the areas of ELA, reading and math. The HHS students in this subgroup have shown 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?

There is evidence of the closing of an achievement gap in the Students with Disabilities subgroup in 3rd through 5th grade as these students demonstrate a steady increase in performance on all areas of the CRCT. This is also seen at the high school in the areas of American Literature, Math I, Math II, Physical Science, US History, and Economics. Results also indicated 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. The most noteworthy closing of the achievement gap between subgroups at PCMS is with the Hispanic students. For 2013, the only grade with enough Hispanic students to warrant a subgroup was 8th grade. In all areas of the CRCT, 8th grade Hispanic students scored at or above the level of the White student subgroup.

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

Strong reading scores for elementary stuents are confirmed by results from Dynamic Indicators of Basic Early Literacy Skills, DIBELS, and Fountas and Pinnell reading comprehension benchmarks. DIBELS is a set of procedures and measures for assessing the acquisition of literacy skills such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Fountas and Pinnell is an assessment given on an individual basis in order to determine an independent and instructional reading level for each student in grade Kindergarten through 5th grade.

Pulaski County is one of ten school systems in the Heart of Georgia Regional Educational Service Agency (HGRESA). . When compared to other school districts in the HGRESA region, PCES grade levels ranked as follows in reading: fifth grade students ranked fourth (95% met/exceeded), fourth grade students ranked sixth (92.9% met/exceeded), and third grade students ranked sixth (94.4% met/exceeded). All three grade levels performed above the state average for that particular grade. When compared to other school districts in the HGRESA region, PCES grade levels ranked as follows in language arts: fifth grade students ranked first (99% met/exceeded), fourth grade students ranked first (97.5% met/exceeded), and third grade students ranked fourth (90% met/exceeded). All three grade levels performed above the state average for that particular grade. When compared to other school districts in the HGRESA region, PCES grade levels ranked as follows in mathematics: fifth grade students ranked first (95.8% met/exceeded), fourth grade students ranked first (94.9% met/exceeded), and third grade students ranked fourth (82% met/exceeded). All three grade levels performed above the state average for that particular grade.

When comparing the middle school's CRCT scores, PCMS was above the HGRESA average in 6th grade reading, ELA and math, all subject areas in 7th grade, and in 8th grade math.

Evidence of higher performance similar to the ELA and Math EOCTs can also be seen in 2011-13 Scholastic Aptitude Test, SAT, results for high school students. Total scores at HHS improved from 1469.6 in 2010-11 to 1502.5 in 2012-13. This is a 32.9 point increase over this time period.

Areas in Need of Improvement

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

Students in grades three through five, as well as the majority of the subgroups in those grades, fall below the target levels set by the state in science and social studies. The 3rd grade students fall below the state target levels in ELA and math. Third grade subgroups also fall below the subgroup targets, with the exceptions of the ED subgroup in science and the White subgroup in reading, ELA, and math. Black students in grades three through five fall below the subgroup target in reading, as well as science and social studies. While the SWD subgroup shows an increase in all content areas of the CRCT, these students are below the subgroup targets in the areas of math, ELA, science and social studies. Although showing a trend of increasing performance on the 5th grade writing assessment, the 5th grade students are below the state average in performance. SWD fall well below the state average with only 25% meeting standards.

Results for the 2013 CRCT indicate that PCMS students did not meet the performance targets set by the state on the CRCT in the following areas: 6th grade ELA, math, science, and social studies; and 8th grade math, science and social studies.

On the 2012 EOCT, HHS students scored lower than the state average in four areas (Physical Science, Biology, American Literature and US History) and lower than the HGRESA district scores in two areas (Physical Science and Economics). On the 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.

While the elementary school's overall CRCT scores do not indicate a negative trend, science and social studies show a fluctuation in performance from one year to the next.

The areas demonstrating a negative trend in student performance at PCMS from 2011-2013 on the CRCT are 6th grade social studies with a decrease of 8 percentage points (from 73% to 65%) and 8th grade reading with a decrease of 2 percentage points (from 97% to 95%).

The area that shows a negative trend in performance at HHS is Math I for the year 2012-13. 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?

The areas that were lowest in performance for grades three to six and eighth grade were science and social studies.

HHS's lowest overall performance areas assessed by the 2013 EOCTs were Coordinate Algebra, Math I, and Math II. The passing percentages in 2013 were 27%, 40%, and 58%, respectively.

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

The Economically Disadvantaged (ED) subgroup has shown a trend toward decreasing performance in 3rd grade reading as well as 6th through 8th grade science and social studies.

Over the past three years, scores on the CRCT indicate that the percentage of 3rd grade Black students that post meets or exceeds scores has decreased in reading, ELA, math and social studies. This subgroup has also demonstrated weaker performance and not met the state performance targets on the CRCT at PCMS in the areas of math, science, and social studies. The scores of these students has also decreased on the HHS's EOCTs in Biology and US History.

The Students with Disabilities (SWD) has not met the performance targets in science and social studies in grades six through eight. This subgroup has also shown a decrease in performance at the high school in the areas of 9th grade Literature and Biology.

Between which subgroups is the achievement gap becoming greater?

At PCES, the lowest performing subgroup on all content areas of the CRCT and the 5th grade writing assessment continues to be SWD (Students with Disabilities) which causes the achievement gap to become greater. There is also evidence of this increasing achievement gap at the high school in the areas of 9th grade Literature and Biology.

The 3rd grade Black students also show an increase in the achievement gap. The scores reveal a gap increase of 7 percentage points in reading and ELA, 9 percentage points in math, and 2 percentage points in social studies. At PCMS, the Black subgroup's achievement gap is becoming greater in the areas of math, science and social studies. HHS trend data indicates that this gap is becoming greater in the areas of 9th grade Literature, Math II, Biology, Physical Science, and US History.

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

Each year Heart of Georgia RESA collects CRCT data and shares this information with the ten systems that it serves. This information allows our district to compare Pulaski County Schools CRCT performance to that of the districts around this area, as well as the state. When compared to other school districts in the HGRESA, PCES grade levels ranked as follows in science: fifth grade students ranked eighth (70.8 met/exceeded), fourth grade students ranked ninth (73.6 met/exceeded), and third grade students ranked third (78.7 met/exceeded), as well as above the state average 78.4%. When compared to other school districts in the HGRESA region, PCES grade levels ranked as follows in social studies: fifth grade students ranked eighth (67.9 met/exceeded), fourth grade students ranked seventh (74.7 met/exceeded), and third grade students ranked ninth (72.3 met/exceeded). When comparing Pulaski County Middle School's CRCT scores to that of the other schools in the HGRESA district, they scored in the bottom half of schools in 6th grade science and 8th grade reading, science, and social studies.

At the high school, there was a decline in students scoring a 3 or above on the Advanced Placement (AP) Exams for 2012-13. Of the five AP exams taken in US History, 0% scored a 3 or higher. In AP Statistics, one student out of twelve (8.3%) scored a 3 on the exam. Results indicate that one student out of nine (11.1%) scored a 3 on the English Literature and Composition AP exam.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3
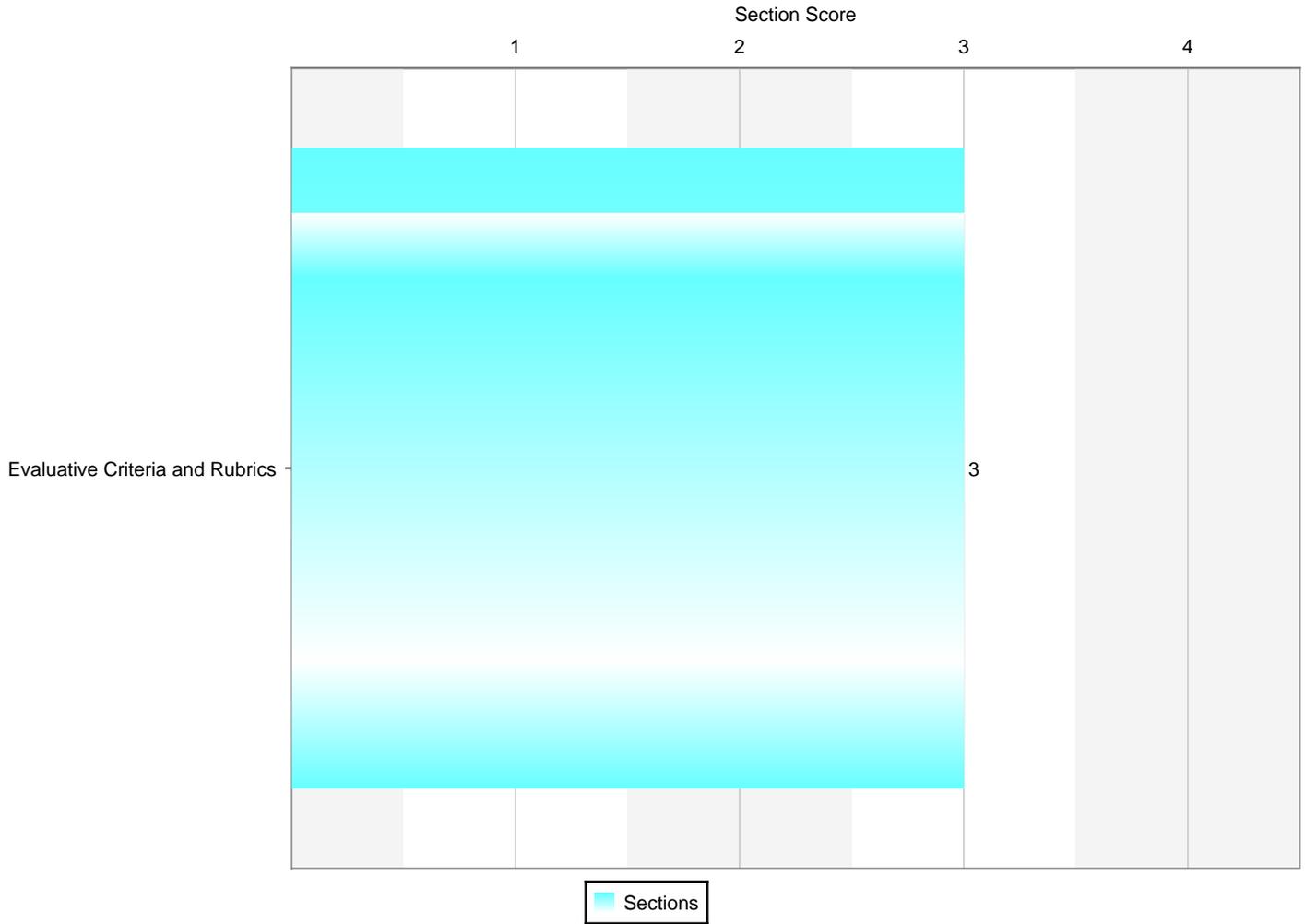
Sections

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		Central Office School Safety Plan, 2013

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		Pulaski LEA Implementation Plan FY14

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