Accreditation Report

Haralson County School System

Dr. Jerry Bell, Superintendent
299 Robertson Avenue
Tallapoosa, GA 30176

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Executive Summary

Introduction

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

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

Description of the School System

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

Haralson County School District is a learning community of 473 professionals serving approximately 3500 students in Pre-kindergarten through 12th grade. Haralson County is a rural community with a population of approximately 28,641, located in the hills of Northwestern Georgia at the base of the "ABC Triangle," formed by the suburbs of Atlanta, Birmingham, and Chattanooga. The community places an emphasis on attracting new industry and fostering strong relationships between existing commerce, local government, and the school district. Haralson County is truly where location builds industry. Dynamic industry and technology leaders, such as Honda Precision Parts of Georgia, Honda Lock- America, West Georgia Technical College, and Higgins General Hospital (Tanner Health System) currently support significant employment in Haralson County and are interested in supporting the district's efforts to build a solid local workforce with strong 21st Century Skills in the areas of technology, science, and math, as well as "soft" skills such as work ethic, social skills, and responsibility. Agriculture and lumber are two other significant industries in Haralson County that are looking for employees who have drive, initiative, and strong problem-solving skills.

Over the past five years the recession hit hard in Haralson County, but slowly the community is rebuilding, and the unemployment rate has decreased from a high of 13.3% in 2011 to the current rate of 5.4% in December 2015. The school district is committed to working together with the community to improve this rate even further by providing viable and capable employees. In order to improve our unemployment rate, we need to examine our community demographics as a whole. An unusually high percentage (26%) of people living in Haralson County (compared to 16% for Georgia) did not graduate from high school. Fourteen percent (14%) of Haralson County citizens have a Bachelor's degree or higher (compared to a state average of 28%). The median household income for Haralson County citizens is $39,993 compared to a Georgia median income of $49,179. Haralson County School District is a high poverty district as evidenced by a free and reduced lunch rate of 81.54%. Demographically, our student population is made up of 90.5% White, 2.3% Black, 2.2% Hispanic, 4.2% Multiracial, and less than 1% from all other ethnicities, which closely mirrors the demographics of the community, and approximately 16% are students with disabilities. Haralson County School District has an enrollment of 3,538 students (Pre-K to 12th grade) and the school district has six schools: two primary schools (PK-2); two elementary schools (3-5); a middle school (6-8); and a high school (9-12). Programs include: Standards-Based Instruction (Pre-K to 12); technology integration and STEM instruction (Pre-K to 12); Georgia Lottery Pre-kindergarten; School Wide Title I (K-12); Positive Behavior Intervention and Supports (PBIS) (PK-12); Career Tech and Agricultural Education (CTAE, 9-12); Advanced Placement (9-12); Move On When Ready (MOWR) and dual enrollment(9-12); Southwire's 12 for Life; Work Based Learning (11-12), JROTC (9-12); HOPE Academy (9-12); and Ombudsman Educational Services (6-12).

Since our last AdvancED review, we have gone through both the strategic planning and Charter System planning processes to communicate with and include the voices of all our stakeholders in the teaching and learning process. The stakeholders revealed four priority areas for Haralson County students: a) to earn credit through work and community-based experiences, b) increase rigorous academic opportunities to challenge all students, c) ensure smooth transitions from Pre-kindergarten through twelfth grade and beyond into post-secondary options and employment, and d) increase employability skills, including "soft" skills and technology.   Our continuous improvement process allows all stakeholders to be included in creating a collective vision and focus for all students in Haralson County.

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 system's vision, "Haralson County Schools will be recognized as a leader in improving student achievement for ALL students," demonstrates an on-going commitment to student achievement and academic excellence for all students through a continuous improvement process of collaboration with internal and external stakeholders who share accountability for a high-quality education.

The system's mission, "Haralson County Schools will produce high-achieving students who will graduate and become productive and responsible citizens," ensures that our students will benefit from a commitment to a rigorous and well-rounded curriculum that will prepare them to compete in a global economy and improve the quality of life within their community, making it possible for graduates to secure a sustainable occupation wherever they so choose.

Haralson County's belief statements encompass our commitment to high expectations for all students and a committed community of learners and stakeholders working together for success in school and the community through continuous improvement:
- We believe all students deserve to be held to high expectations that reflect individual abilities.
- We believe every person deserves to be treated with respect.
- We believe the health, safety, and welfare of all students and employees are a prerequisite to student success.
- We believe students must be taught academic and life skills, including technology, to succeed in an ever-changing world.
- We believe school experience should be relevant practice for adulthood.
- We believe regular attendance is fundamental to learning.
- We believe all stakeholders share the responsibility for educating students.
- We believe effective communication is essential for all stakeholders.

In order to realize our vision and incorporate our beliefs into the daily work of Haralson County School District, we pursued becoming a Charter System. Being a Charter System allows for greater flexibility in serving students using state and local resources, greater community and parent involvement in decision making, and innovative and supportive solutions for students who may be falling behind or may need more acceleration. With this flexibility, Haralson County School District is able to provide a seamless schooling process that supports the wider community of Haralson County and greater accountability to the community in meeting our local outcomes.

The framework for all continuous improvement efforts is highlighted in the five goal areas of the 2013-2016 Strategic Plan. These goal areas include: Student Achievement; Student Support; Teaching & Learning; Student, Staff, Parent and Community Engagement; and Operational Support. Additionally, measurable performance objectives are consistent between the district strategic plan and the school improvement plans. The district maintains a focus on preparing students to be college and career ready. This includes a rigorous focus on meeting Georgia curriculum standards and offering students a wide variety of learning opportunities, including fine arts, Advanced Placement, dual-enrollment opportunities, honors and gifted classes, and multiple career and technical offerings. Industry partnerships also enhance the application of standards to support students finding success beyond graduation.

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.

Haralson County School District's focus on continuous improvement is the foundation for our continued success in several areas of achievement. Our progress is driven by our Mission: Haralson County Schools will produce high-achieving students who will graduate and become productive and responsible citizens. A culture of success and high expectations is sustained through a targeted and intensive focus on student achievement and support, teaching and learning, community engagement, and operational support.

Notable achievements for the Haralson County School District include, but are not limited to:
- 2015 Georgia School Boards Association Exemplary Board Status (Haralson County School Board)
- 2014 Georgia School Boards Association Distinguished Board Status (Haralson County School Board)
- 2013 Georgia School Boards Association Quality Board Status (Haralson County School Board)
- 2011-2016 System Accreditation (AdvancED)
- FY16, FY14, FY13 High Progress Reward School - Buchanan Elementary School
- FY15 High Progress Reward School - Haralson County High School
- FY15 PBIS schools - Emerging - Buchanan Primary School, Buchanan Elementary School, Tallapoosa Primary School and Haralson County Middle School
- FY15 PBIS schools - Installing - West Haralson Elementary School and Haralson County High School
- 2016 First Lego League Georgia Coach of the Year - Ms. Debbie Huckeba, Haralson County Middle School
- 2015 Regional 1st Place in One Act Play- Haralson County High School
- 2015 GHSA 5AAA Championship Region Literary Team - Haralson County High School
- 2013 Georgia School Nurse of the Year - Mrs. Martha Lang, Buchanan Primary School
- 2013 Georgia Middle School Principal of the Year - Dr. Brian Ridley, Haralson County Middle School
- 2014 Georgia Middle School Assistant Principal of the Year - Mrs. Jodi Cash, Haralson County Middle School
- 2013 Breakout School named by the Georgia Association of Secondary School Principals (GASSP) - Haralson County Middle School
- 2014 Thinking Maps National Spotlight School - Haralson County Middle School
- 2015 GASSP Team of the Year - Team 6-1, Haralson County Middle School
- 2014 Georgia Educational Technology Fair- Three 1st place winners and two 2nd place winners, Haralson County Middle School
- 2014 Georgia Student Media Festival - Six gold medalists and two silver medalists, Haralson County Middle School
- Various state and regional recognitions for high school athletics, fine arts and Skills USA (CTAE skills).

Our students and staff regularly receive a wide variety of recognitions. School-level achievements are highlighted on the individual schools' websites and featured on social media. Those who have earned regional, state, or national recognition are spotlighted during the regularly scheduled Board of Education meetings, and pictures from the presentation are shared on the district website and social media.

Haralson County School District has recently seen an increase in high school graduation rate. The 2014 four-year graduation rate for Haralson County High School was 65.2%, the 2015 four-year graduation rate for HCHS was 81.3%, a notable increase and exceeds the state's graduation rate.

In 2012 Georgia implemented a new accountability system, the College and Career Ready Performance Index (CCRPI). It is a

comprehensive school improvement, accountability, and communication platform used to promote college and career readiness for all Georgia public schools' students. The schools and the system track progress with the CCRPI reports which includes achievement points, progress points, achievement gap points, challenge points and a school climate rating. Below are the highlights from the CCRPI reports from 2012 to 2014:

- Haralson County's district score has increased each year and exceeded the state score for the first time in 2014.
- Buchanan Primary and Tallapoosa Primary Schools exceeded the state elementary school score each year.
- Buchanan Elementary School exceeded the state elementary school score each year and increased over 7 points from 2012 to 2014. The achievement points increased every year.
- West Haralson Elementary School exceeded the state elementary school score in 2014 and increased over 20 points from 2012 to 2014. The achievement points increased every year.
- Haralson County Middle School exceeded the state middle school score in 2012 and 2014 and increased over 10 points from 2013 to 2014. The achievement points increased every year.
- Haralson County High School's 5-year cohort graduation rate increased 4 points from 2011 to 2013 and the 4-year cohort graduation rate increased over 16 points from 2014 to 2015 which exceeded the state.

Although our accountability system has changed drastically this year from CRCT and EOCT to Georgia Milestones Assessment System, we still have significant achievement to note in many areas when compared to the state scores on the Milestones. Since this is the first year of Georgia Milestones data, we analyzed our performance as compared to the state percentages. Traditionally, our students have done well in the area of science and social studies, exceeding the state percentage in several grade levels, and this continues to be true with the Georgia Milestones. The list below highlights the areas which were at or above the state percentage when looking at a combination for the three performance levels of developing learner, proficient learner, and distinguished learner:

Buchanan Elementary School
- 3rd grade science and social studies
- 4th grade math and social studies
- 5th grade science and social studies

West Haralson Elementary School
- 3rd grade math and science
- 4th grade science and social studies
- 5th grade science and social studies

Haralson County Middle School
- 6th grade math, science, and social studies
- 7th grade ELA, math, science and social studies
- 8th grade science

Haralson County High School
- Physical science
- Biology
- Economics

The list below highlights the areas which were at or above the state percentage when looking at a combination for the two performance levels of proficient learner and distinguished learner:

Buchanan Elementary School
- 3rd grade science
- 5th grade science

West Haralson Elementary School

- 3rd grade social studies

- 4th grade science

- 5th grade social studies

Haralson County Middle School

- 6th grade science

- 7th grade science and social studies

- 8th grade science and social studies

Haralson County High School

- Physical science

- Biology

Since Georgia Milestones data is in its first year, there is no trend data; however, as pointed out in the above paragraph, many scores from this first year of Georgia Milestones are above state percentages. Over the years we have tracked trend data with the CRCT and EOCT. Positive trends in performance exist in every grade (3-8) in every content area (reading, ELA, math, science, and social studies) tested on the CRCT from 2010 to 2014. There also were positive trends in performance in all content areas on the EOCT from 2010 to 2014 except the math assessments (Math I which was replaced by Coordinate Algebra in 2013 and Math II which was replaced by Analytic Geometry in 2014). During this same time period, there were multiple years in which we exceeded the state percentage and in most of the content areas where we did not exceed the state percentage, we closed the gap between our system and the state. From 2011 to 2014 we exceeded the state every year in science in 3rd, 6th, 7th, and 8th grades and from 2010 to 2014 in social studies in 6th, 7th, and 8th grade.

Challenges:

We continue to strive to have high achievement in all content areas and provide targeted and intensive instruction for all students to ensure their success in K-12 education and beyond into college and career settings. While we are above the state in many achievement areas, we still have room for improvement in all areas. We continue to examine our instructional practices and look for research-based practices through the continuous improvement process. Technology integration and digital learning are ways to reach all students and truly individualize their learning. Technology is a fast moving trend, and we are working hard to keep up. Our goal is to eventually ensure that all students have full access to technology at all times. Currently we have rolled out a 1:1 Chromebook initiative in 6th grade, and we hope to expand this program each year starting with 6th graders and continuing through the high school. The elementary schools are continually upgrading their technology and adding mobile Chromebook carts so that classrooms can check them out for use throughout the day. We have started Google training this year for faculty and staff and hope to increase our immersion into the Google environment, including Gmail, Google Apps for Education, and Google Classrooms to truly individualize each student's educational environment.

Additional Information

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

Self Assessment

Introduction

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

Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•District purpose statements - past and present •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 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •Examples of school purpose statements if different from the district purpose statement •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction	Level 3

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 •Survey results •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs	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 •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •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.

The committee believes that Haralson County School District (HCSD) has met a level of 3.0 on this standard. As part of the strategic planning process, the school and district administrators annually review the vision, mission, and beliefs of the district. All HCSD schools regularly review their own vision and mission statements with their faculty and/or leadership teams. Some schools, in reviewing their statements have revised their schools' vision, mission, and belief statements to include current beliefs of staff, community, and our district. Once the leadership teams reviewed their statements, the process was then taken to leadership and governance teams made up of local school administrators, teachers from all grade levels/areas, parents and community members. Additionally, all of our schools have

implemented Positive Behavior Intervention and Supports (PBIS) which further supports our mission to graduate productive and responsible citizens by emphasizing a focus on "The Rebel Way." Although each school developed individual action plans to implement "The Rebel Way," all schools focus on being responsible, respectful, and reliable citizens in our school communities. Standard 1 received the highest rating on the survey from every stakeholder group - parents, staff, and students.

In regards to indicator 1.1 and 1.2 the schools' and district's process for review, revision, and communication of the mission and vision statement is documented, formalized and implemented on a regular schedule annually, and includes participation from all stakeholder groups. System personnel work with school leadership to ensure that the expectations regarding the systematic, inclusive, and comprehensive process for reviewing, revising, and communicating the purpose for student success is implemented. There is evidence of this in meeting minutes and agendas. Our vision and mission is currently shared with stakeholders through board meetings, governance team meetings, Central Office Leadership Team Meetings (COLT), faculty meetings, and compacts between the school, parent and child, as well as our school handbooks. During school and district level leadership meetings, plans are discussed for how to ensure two-way communication with stakeholders about the schools' and district's purpose via newsletters, websites, surveys, email, text, governance team meetings, PTO meetings, community meetings, and social media. Our true strengths in indicator 1.1 and 1.2 are that vision, mission, and belief statements clearly focus on student success.

The leadership and staff of Haralson County School District are committed to a culture that is based on shared values and beliefs about teaching and learning. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary to student success. Many of our strengths in indicator 1.3 are supported by a commitment made by administrators to create schedules conducive to common planning times and collaboration. These shared times allow staff to discuss, plan, and share ideas that can be used to differentiate for students of all ability levels. This allows teachers to not only use their own strengths, but also the strengths of co-workers to meet the needs of students in their classrooms. It allows time to discuss data and explore ideas for strategies to support or challenge various students. Teachers frequently collaborate among and between grade and content levels to provide consistently high expectations for all students. Not only are we held accountable through continuous formal and informal observations made by administrators at these collaborative meetings or in classrooms, we also have data notebooks and data rooms where student progress is tracked and discussed in regular content/grade level and leadership team meetings. Administrators and academic coaches facilitate content area meetings across the building and district, as well as vertical meetings between grade levels to discuss ways of making sure our students are successful. This shared leadership and commitment to all students has been evident in our progress over the past several years in closing the achievement gap between student subgroups and the achievement of the overall student body. Buchanan Elementary has been recognized as a Title I Reward School by Georgia Department of Education for three of the past four years and Haralson County High School was recognized as a Title I Reward School in 2015.

At HCSD, we strive to make connections to higher learning and the real world for our students through various community field trips, including trips for primary and elementary students to Haralson County High School to visit the Career, Technical, and Agricultural Education (CTAE) program, community based instruction, Work Based Learning, and the 12 for Life Program--a combination education/work program that provides students with employment at Southwire, a local manufacturing company, while they finish their high school degree on site. Administrators also support and feel that STEM (Science, Technology, Engineering and Mathematics) training is a valuable asset for our students and school. Our schools began developing STEM programs last school year and continue to expand the program this school year. STEM was introduced to a few faculty members with plans for more training for all faculty during the 15-16 school years. All of the schools regularly integrate STEM activities throughout the curriculum, and many of our students have competed in local, regional, state, and national STEM related competitions. Our middle school robotics teacher was recently named the 2015-2016 First Lego League State Coach of the Year.

To encourage high expectations for all students and staff, Positive Behavioral Interventions and Supports (PBIS) is currently being

implemented throughout the district. PBIS, better known to our students and staff as "The Rebel Way," encourages responsibility, courtesy, and safety across all areas. We feel this not only helps create effective learning environments, but it also helps mold our students into productive citizens for the future. Additionally, most of the schools' faculty have participated in professional development at the Ron Clark Academy to learn how to implement the "Essential 55" principles of shared accountability and high expectations for all students. These "Essential 55" are evident in our commitment to student engagement, high expectations, and respect for all learners as you visit different classrooms and see the excitement that our students have towards learning and their willingness to rise to the high bar set by their teachers.

All our schools provide various opportunities for parents and community members to visit the school to provide real world connections for the students. We have a volunteer program where community members are trained to do various jobs within the school. Community members are invited to come into classrooms to share their knowledge of jobs as well as read to students. Each year the schools hold various community days and career fairs where local workers can share their careers and interests with students.   We have frequent planned family academic nights that assist parents/caregivers in supporting their children in their learning-such as homework suggestions/explanation sessions. Tallapoosa Primary School holds an annual Pinto Bean Luncheon to showcase the students and school to community members. The annual Rebel Fest is held each July at Haralson County High School where we invite all parents, students, and community members to share in a day of fun and community support. To prepare for Rebel Fest, many community agencies and the faith-based community plan for months to provide backpacks filled with school supplies for every HCSD student. The community, faith-based community, and the schools, including students and parents, come together to provide community and school information, food, and fun activities for an exciting kick-off to the new school year.

Our strengths in Indicator 1.4 are in our systematic and continuous process of instructional supervision and school improvement. All internal stakeholder groups are represented in the process of shared leadership, planning for improvement, and supervision of all of our school improvement plans. All stakeholders are invited annually to provide input into both school and system level improvement plans and parent involvement plans. All schools have School Governance Teams where school level budgets, plans, and activities are discussed and voted on by staff, parents, and community members. These meetings are open to the public and meeting minutes are posted electronically. Our district strategic plan process is conducted every three years to revisit our current district goals and initiatives and set new long-term targets for the next three years. Each month's goals and initiatives are discussed in Central Office Leadership Team (COLT) meetings and activities and progress towards these goals are reported at monthly board of education meetings. The district strategic plan identifies five goal areas for systematic improvement. Each schools' improvement plan, the COLT agendas, and departmental reports to the board members align to these five goal areas ensuring that there is a continual and consistent focus of the identified areas of improvement.

Actions to Sustain Strengths:
Haralson County School District plans to continue to implement strategies to support students in all areas through our vision, mission and belief statements. We plan to continue to review and update strategies and beliefs on a regular basis to make sure we are providing and maintaining conditions that support student learning. We plan to continue sharing our beliefs with stakeholders and find new ways to connect with them. Our collegiality and collaboration are our strengths, and we hope to continue our progress in this area by sustaining our commitment to shared leadership and accountability.

Areas of Weakness and Plans for Improvement:
The self assessment indicates that HCSD needs to work toward developing a more systematic and comprehensive process for monitoring the continuous improvement process and chronicling the implementation process. In the future, we need to work toward engaging a more diverse group of stakeholders through the use of technology.

Governance and Leadership

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

Overall Rating: 3.33

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 clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear 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 •Communications to stakeholder about policy revisions •School handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	•Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing authority training plan •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

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 •Roles and responsibilities of district leadership •Social media •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.	•Professional development offerings and plans •Examples of collaboration and shared leadership •Examples of decisions in support of the schools' continuous improvement plans •Examples of improvement efforts and innovations in the educational programs	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 •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Involvement of stakeholders in district strategic 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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports	Level 3

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

2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools. Score: 4

All Haralson County schools operate under the governance of district office leadership and the Haralson County Board of Education (HCBOE). The HCBOE is comprised of five elected officials, who, along with the superintendent, establish policy and practice. These policies and practices support the system's purpose and direction and ensure the effective operation of the system and the schools. Under their guidance and direction, all schools have created student and staff handbooks, and any changes to policy or procedure are communicated to stakeholders at board meetings, on eBoard, the monthly Board News and in the handbooks.

Policies and practices are reviewed regularly through the leadership team, School Governance Teams (SGTs), and administrative teams. Any policies that are subject to change are examined by all three entities. All policies are outlined in the student handbook/agenda.

Instructional policy and practice are adjusted through the implementation of the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES) which have mechanisms in place that require monitoring of student learning, instruction, and assessment. HC administrators are responsible for completing multiple walkthroughs and formative/summative observations on every teacher. Teachers who struggle with instructional strategies work with their academic coaches, lead teachers, grade level leads, department leads, or other appropriate personnel to improve. All school and district administrators and academic coaches have been credentialed in TKES and its implementation. Through the implementation of TKES/LKES, administrators are continually monitoring classroom instruction and promoting conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.

All Haralson County schools encourage stakeholders, such as business members or parents, to participate on School Governance Teams (SGTs). Every school also has an active leadership team, comprised of grade level leads, department leads, academic coaches, and administration. The makeup of the leadership team is based upon the individual needs of the school. Leadership teams meet on a regular basis. The SGTs and school leadership teams are instrumental in supporting student learning and monitoring school operations.

At the local school level, there are policies and practices that govern professional growth for all personnel. Target Solutions, which is an online professional development program, is used to ensure that all personnel complete mandatory professional learning regarding blood borne pathogens, mandated reporting, code of ethics, ethics/fraud/waste/abuse and corruption protocols, youth suicide and prevention, the employee handbook, and job descriptions. In addition, all schools develop a Professional Learning Plan that outlines their learning for the school year, and administrators and academic coaches work with their teachers to complete Georgia FIP (Formative Instructional Practices) modules. All teachers and paraprofessionals have access to Edivate, an online on-demand professional learning resource with thousands of resources to help create a personalized learning experience. Additionally, teachers and administrators who are evaluated with TKES/LKES have access to professional development modules through the TLE platform.

Finally, there are policies and practices which provide clear direction and oversight of fiscal management. At the board level, there is guidance regarding bidding, requisitioning, and reporting of goods and services. At the school level, administrators work closely with central office leadership to approve budgets for Title I, Charter, and QBE funds. The leadership teams work diligently to determine the needs of the school, requisition needed items, and maintain those items within the school. The fiscal management of the school falls to the administrative team, but is approved and reviewed by the leadership team, which in turn presents it to their individual teams for review. The Title I, QBE, and Charter budgets are analyzed by the leadership team, the SGT, and the administrative team prior to expenditures, and each expenditure is aligned with and referenced in the school improvement plan or district strategic plan. Regardless of the policy or practice, whether it is fiscal or instructional in nature, all decisions are led by the needs of the student population.

2.2 The governing body operates responsibly and functions effectively. Score: 4

The governing body, the HCBOE, along with the superintendent, is regulated by a code of ethics, retains legal counsel, and submits regularly

to the internal and external reviews of legal compliance. The HCBOE ensures that its decisions and actions are in accordance with their defined roles and responsibilities, are ethical and free of conflict of interest. Evidence can be found in the HCBOE policies on roles and responsibilities, conflict of interest guidelines, and the governing body's code of ethics.

The HCBOE was recently recognized as an Exemplary Board through the Georgia School Board Associations' (GSBA) recognition program which was designed to showcase best practices in school governance and leadership. As a part of the criteria for achieving Exemplary Board status, all of the board members must exceed the annual training requirements set by the State Board of Education by three additional credit hours. They select courses from professional development areas including governance structure, strategic planning, board and community relations, policy development, board meetings, personnel, financial governance, and ethics.

The governing body complies with policy, procedure, law, and regulation, while functioning as a cohesive unit. The HCBOE retains legal counsel and utilizes that counsel regularly. Central office personnel attend state meetings regarding new law and policy; adjustments are made, with the aide of legal counsel, and any new policies are implemented and communicated to the stakeholders. All governing forces, including the leadership team, the SGT, and administrative team, discuss current policy and any policy/practice changes at the start of the school year. Norms are reviewed and the expectations are set. The roles of each governing body are explained and reviewed as needed. At all times, the chain of command is highly encouraged as an immediate route for resolution when issues arise.

2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction to manage day-to-day operations effectively. Score: 3

The HCBOE supports and protects the autonomy of school leadership in accomplishing school improvement goals and managing day-to-day operations of the school. The administrators and staff at every school are given the ability to locally develop their School Improvement Plan (SIP), which directly aligns to the district strategic plan. The school leadership team creates appropriate goals that target their identified weaknesses based on their data collection. Although school administrators emphasize and highly value shared leadership, the roles and responsibilities of each of the governing bodies are specifically arranged to ensure that the autonomy and authority to run the day-to-day operations of the school and supervise the instructional program are retained by the principal alone.

The governing body, the HCBOE, maintains a distinction between its role and that of the individual school leadership. This distinction is strengthened by regular principal meetings and COLT (Central Office Leadership Team) meetings, in which central office personnel collaborate with school leadership. Refining the distinction between school and county leadership roles is an ongoing process.

2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction. Score: 3

Leaders and staff align their decisions and actions toward system-wide continuous improvement. All school leaders have aligned their school improvement plans (SIPs) to the district strategic plan. In doing so, they ensure that all decisions based on their SIP also follow the direction of the overall system. Additionally, all school leaders continuously work to improve the areas included in the College and Career Ready Performance Index (CCRPI), which is Georgia's comprehensive school improvement, accountability, and communication platform for all educational stakeholders that promotes college and career readiness for all students. The district strategic plan and the school improvement plans align with CCRPI to focus all efforts on accomplishing the system's purpose and direction.

The expectation is that all personnel will maintain high standards for themselves and for students. Instructional time is protected at all levels so that student learning happens all day, every day. Through TKES, school leaders work with teachers to improve the quality of the learning environment, meet the needs of all students in the building, and help students to achieve at high levels.

Leadership supports innovation, collaboration, shared leadership, and professional growth. In all Haralson County schools, the administration works closely with leadership teams to support the innovative ideas of teachers and staff members. Teachers have common planning during the school day and before or after school. Common planning allows time for collaboration, vertical teaming, content area planning, gifted

collaboration, professional development, and cross-district planning. Minutes or an agenda are produced as evidence of the meetings and the goals established in the meetings. Leadership teams meet regularly throughout the year to hone and refine the school calendar and the master schedule. The school calendar and the master schedule are both built with maximizing instructional time, as well as, collaboration and professional growth in mind.

Collaboration and a sense of community are characteristic of the culture of Haralson County. All of the principals collaborate on a very consistent basis; they communicate regularly and work to provide consistent information to all schools. Within the schools, teachers collaborate on grade level, by teams, by content area, within gifted and special education, and by whole school. All of the schools adopted the same mascot recently, and they support HCHS during Homecoming week and special events. The sense of community grows every year, and the pride in Haralson County is evident.

2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction. Score: 3

Leaders communicate effectively with stakeholder groups, and they provide opportunities for stakeholders to help shape decisions, provide feedback, and work collaboratively on improvement efforts. Each of the six schools in HC has an active leadership team. The leadership team meets regularly and speaks for their assigned population within the school. For example, the special education lead might speak for all special education teachers and parapros. Additionally, each school has a School Governance Team (SGT), which consists of the principal, two teachers, two parents, and one community member. The primary purposes of the SGT are to establish a mode of public input on key issues, perform regular policy review, exercise approval over the allocation of charter funds, and place a level of school governance in the hands of external stakeholders and/or parents. The SGTs meet four times per year for the aforementioned tasks and to engage in open dialogue regarding relevant school issues. The SGT meetings are open to the public, and interested stakeholders are encouraged to attend the meetings and to become involved in the school improvement efforts.

The efforts of the school system result in measureable stakeholder participation, engagement, and encourage a sense of community and ownership. Parent, teacher, and student groups are surveyed regularly to determine their needs and their concerns within our schools. The surveys provide schools with the data to make any needed improvement. Meetings with stakeholders, such as Title I meetings or SGT meetings, help schools to gather relevant perception data and move forward with educated decision-making.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. Score: 3

The focus of supervision and evaluation is to improve the professional practice of instructors, thereby improving student learning and success. Haralson County School District uses the TKES evaluation model for certified staff. The TKES process is focused entirely on the improvement of instructional practice related to specific teacher behaviors and the student growth measurements.

Supervision and evaluation processes are consistently implemented. The central office has determined a timeline for administrators to follow regarding deadlines for TKES walkthroughs and formative/summative evaluations. All administrators are held to this timeline, and all administrators have attended interrater reliability training to ensure that teachers are being "graded" fairly and consistently.

Supervision and evaluation results are used to adjust professional practice. Most of the professional learning opportunities are offered in-house, by either the administrative team, the academic coach, system personnel, or an "in-house expert." The professional learning is determined by examining the TKES standards and the performance of teachers on each standard. If several teachers, for example, score "2s" in the area of differentiated instruction, the professional learning would be tailored to fit that need. The professional learning is needs-based and timely. Additionally, outside professional learning opportunities, modules in the TLE platform, and Edivate are utilized to meet identified needs as appropriate.

Summary: Overall, all schools felt that the governing body establishes policy, supports existing practices, operates responsibly, and functions effectively. All schools viewed the "governing body" as being the Board of Education. The Board has worked very hard to become an Exemplary Board, and the school leadership believes that they will continue to uphold high standards. The remaining standards (2.3-2.6) scored consistent 3's on the rubric. School leadership believes, on the whole, while stakeholders are very supportive of the schools, and school events are well attended, it is much more difficult to engage stakeholders in providing their opinions or contributing substantially in organizational duties such as improvement plans or site-based budgeting. Additionally, school leaders assert that autonomy for leading schools has not historically been a priority coming from central office leadership; however, school leaders note that this trend has changed in a positive direction this year. Current school and county leadership are committed to adjusting for any areas in need of improvement.

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: 2.67

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 •Lesson plans •Posted learning objectives •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.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Standards-based report cards •Program descriptions •Lesson plans aligned to the curriculum	Level 3

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.	•Findings from supervisor formal and informal observations •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs	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 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 •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs •Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the 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.	•Survey results •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.	•Performance-based report cards •Examples of learning expectations and standards of performance •Survey results •Volunteer program with variety of options for participation •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 •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	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.	•Curriculum and activities of structures for adults advocating on behalf of students •Description of formalized structures for adults to advocate on behalf of students •Survey results •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.	•Evaluation process for grading and reporting practices •Sample communications to stakeholders about grading and reporting •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.	Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •District professional development plan involving the district and all schools •Brief explanation of alignment between professional learning and identified needs	Level 2

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.	•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •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.

The committee believes that HCSD has met a level of 3 for indicator 3.1. HCSD provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills necessary for future success by

implementing the state curriculum. This is also indicated by parent and student survey results. Schools have clear expectations in place for teachers to create differentiated lesson plans. The students benefit from lessons that are designed to encourage engagement, reasoning, and higher order thinking skills. These lessons accelerate learning for more gifted students and provide remediation for struggling students; therefore, providing individual learning opportunities for our students. All students are held to the same high expectations for achievement.

The committee rated indicator 3.2 at a level of 3. Curriculum, instruction, and assessments are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Multiple assessments are developed collaboratively with vertical and horizontal alignment in mind. Student performance data is monitored by teachers, academic coaches, content collaborators, department chairs, administrators, and system personnel. All assessment data is loaded into Performance Matters, a web-based data management system, which provides detailed analysis of assessment data and is accessible by all teachers as well as school and system level administrators. This data is shared and analyzed to adjust instruction to differentiate through remediation, reteaching, or increased rigor in order to promote student growth and mastery of standards. In addition, it is used to evaluate the effectiveness of teacher instruction (professional practice).

Because the schools engage students through instructional strategies that ensure achievement of learning expectations, the committee rated indicator 3.3 at a level of 3. Teachers communicate high expectations through lesson plans, academic feedback, scoring rubrics, and learning targets. Learning targets and essential questions are posted in classrooms to ensure that the students are aware of the teacher's expectations for learning. Personalized instructional strategies for interventions and acceleration are in place to address individual learning needs of students when necessary in order to ensure that they have an opportunity to learn.

The committee rated indicator 3.4 at a level of 3. School and system level administrators formally and consistently monitor the instructional practices of all teachers to ensure teachers are providing approved curriculum and actively promoting student engagement. The use of the Teacher Keys Effectiveness System (TKES) provides school administrators a structure to observe and evaluate teachers six times throughout the school year. The evaluations are based on ten standards (Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and Communication). Administrators utilize TKES to provide teachers with targeted feedback to improve instructional practices that will ensure all students are provided with the best education possible. Additionally, school administrators continually move around the building to informally monitor school operations and instructional practices. Several system level personnel are credentialed to conduct TKES observations to provide an additional layer of support for teachers and administrators.

Teachers in HCSD participate in collaborative learning communities that meet both formally and informally. Since providing time to collaborate is a priority for HCSD, the committee rated indicator 3.5 at a level of 3. Collaboration regularly occurs across grade levels, content areas, and other system divisions such as ESOL, SPED and gifted. Master schedules at each school are developed to provide collaborative planning time for teaching teams, grouped by grade level or content area as appropriate. Additionally, content area teachers across the system regularly collaborate to review pacing guides, share instructional practices, and analyze assessment data. Staff members have been trained to engage in a formal process that promotes discussion about student learning. System personnel regularly use and discuss the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching. This collaboration improves instructional practice, system effectiveness, and student performance.

The committee rated indicator 3.6 as a 3 because teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. The process includes multiple measures ranging from classroom assessments to system level assessments to state standardized assessments. These measures include various forms of formative and summative assessments such as checklists, observations, universal screeners, inventories, common assessments, benchmark assessments, and Georgia Milestones End of Course (EOC) and End of Grade (EOG) that are used to inform the ongoing modification of instruction and

provide data for possible curriculum revision. Exemplars are often provided to guide and inform students of expectations. Teachers provide students with specific and timely feedback about their learning.

The committee rated indicator 3.7 as a 2. Although there are mentoring and induction programs available for new teachers, these programs do not encompass all personnel. All personnel new to the system attend the New Employee Orientation during pre-planning of each school year; however, only new teachers continue with an ongoing mentoring and induction program. All personnel are assigned activities in TargetSolutions as appropriate for that person's job responsibilities. Examples of these activities include reviewing the system's personnel handbook as well as mandated trainings such as code of ethics and bloodborne pathogens. All schools assign new teachers a mentor in the building that is available to provide ongoing support throughout the school year. Each school has a professional learning calendar which outlines the professional learning opportunities available to all teachers. These professional learning opportunities are focused on instructional improvement consistent with the system's beliefs about teaching and learning and based on feedback from the Needs Assessment Survey conducted in the spring of each school year. Additionally, every school is able to provide ongoing coaching for any teacher with an identified need. Generally, an area of need is identified through the classroom observations and conferences that are part of the Teacher Keys Evaluation System (TKES). Once a need is identified, appropriate personnel will work with that teacher to improve. Coaching and support are provided by the most appropriate personnel aligned to the teacher's area of need including the academic coaches, grade level chairs, department chairs, school administrators, Math Improvement Specialist, and System Intervention Specialist.

The committee felt that 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. For this reason, we rated indicator 3.8 a 3. All schools use a variety of forms of communication to keep parents informed, such as, Facebook, Remind, ClassDoJo, newsletters, websites, emails, phone calls, and Instant Connect (a mass communication system). Most schools use Google Calendar to list their events on their website. There is a volunteer program available at the primary and elementary schools, although the participation of volunteers varies from school to school. Each year the system schedules two parent/teacher conference days for parents to come to the schools and meet with their child's teacher(s). In addition to these days, teachers are available before and after instructional time and during their planning periods to meet with parents. We start every school year with an Open House so that students have an opportunity to tour the school, receive their schedule, and meet their teachers. All schools send home report cards at the end of each nine weeks and progress reports at the midpoint of each nine weeks to keep parents informed about their child's progress. Additionally, parents and students in elementary, middle, or high school can log into the PowerSchool to view grades and attendance at any time. They can also choose to receive regular notices from PowerSchool. Every school has a Parent Involvement Plan or Parent Engagement Plan where they have outlined activities to get parents involved in their child's education such as academic/information nights where students and their families are invited to participate in activities intended to provide information and/or focus on an academic area in fun and entertaining ways, volunteer opportunities, and other activities designed to engage parents. Every school has a Parent Resource Center where parents can find age appropriate information to help their child succeed in school. HCSD employs a full time Special Education Facilitator/Parent Mentor who works with the families of students with disabilities by facilitating IEP meetings, organizing parent support meetings, and acting as a liaison between the schools, teachers, and parents. Parents are encouraged to attend and participate in the School Governance Team meetings so that they can have input in the school's operations, and some schools have a Parent/Teacher Organization as well.

For indicator 3.9, the committee rated the system with a 2. Although each school utilizes some structure for personnel to interact with students beyond the instructional time, the system did not design the structures in all schools. Personnel interact with students through a "House" concept in primary, elementary, and middle schools and Star Advisement in the high school. In the primary, elementary, and middle schools, once a student is assigned a house color, they remain with that house during their time in that school. Upon entering the high school, students are assigned a Star Advisor and will remain with that teacher throughout high school. All schools have at least one full time certified counselor available for students. The counselor acts as a liaison between families and community resources (Department of Family and Children Services, Haralson Behavioral Health, Willowbrooke at Tanner Health System, community food banks, etc.), conducts

classroom guidance lesson for students and counsels individual students and small groups. All primary and elementary schools have a designated structured time of intervention for math and reading built into their schedule. The middle school offers a Needs Based Learning segment for intervention for their students. In the past, the high school has offered remediation before and after school on an individual basis. They are looking into a way to add a "Rebel Block" into their schedule as an enrichment/intervention class for students. Additionally, the team teaching approach used at the primary, elementary and middle school levels further ensures that students are well known and supported by the same team of teachers throughout the school year.

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 resulting in the committee rating indicator 3.10 as a 3. A few years ago, the system created curriculum teams consisting of representatives from both primary schools and both elementary schools to create and/or revise the system's pacing guides, standards-based report cards and rubrics, common assessments, and vertical alignment. This process continues each year facilitated by the academic coaches. The middle school has an academic policy that was collaboratively developed and regularly reviewed by the Leadership Team, and weights for assignments and assessments are predetermined and applied school wide. Teachers at the high school have common course syllabi to ensure consistent course expectations when there are multiple teachers of a course. All schools have designated a collaborative planning time so that teachers can regularly work together to ensure consistency in grading and reporting practices, share instructional strategies, review course pacing, and analyze assessment data. The use of common assessments in most content areas further emphasizes consistency in determining mastery of standards. The system's Math Improvement Specialist also facilitates common planning, assessing and instruction among math teachers across the system.

Although all schools have a program of professional learning that is aligned with the system's purpose and the schools' improvement plans, due to the work hours of paraprofessionals, they do not normally participate in the same professional learning as teachers. Therefore, the committee rated indicator 3.11 at a 2. Most training for paraprofessionals is specific to their job. For example, paraprofessionals in the communication classrooms are continually trained by the Marcus Institute to provide services in this unique setting, and paraprofessionals in Pre-K are mandated to attend annual training. Each school has a professional learning calendar which outlines the professional learning opportunities available to all teachers based on the results of the annual Needs Assessment Survey as well as identified needs of teachers through the TKES process. Additionally, teachers and administrators who are evaluated with TKES or LKES have access to professional development modules in the TLE platform. Some professional learning opportunities are available to teachers and paraprofessionals such as CPR and first aide training, Edivate (an online, on-demand professional learning resource), and PBIS. Most professional learning is provided in house by academic coaches, administrators, "in-house" experts, or system personnel. When teachers attend off site professional learning, they are expected to re-deliver to their colleagues. The administrative teams at the schools monitor the implementation and application of professional learning through classroom observations, student achievement data, and conferences, and they amend the professional learning program as needed.

In reviewing indicator 3.12, the committee identified that the system does a great job of providing support and intervention for struggling students and students with disabilities, but less attention is paid to high achieving students and accelerating their learning by providing enrichment. For this reason, the committee rated indicator 3.12 as a 2. System and school personnel use data to identify the learning needs of students and to monitor progress in meeting learning goals. The system has a well defined Response to Intervention (RTI) process to provide appropriate needs based interventions and to monitor progress of identified students. The system employs a System Intervention Specialist who assists teachers in developing and providing appropriate interventions through the RTI process. All primary, elementary, and middle schools have a scheduled time for needs based interventions, and the high school is exploring a way to schedule an enrichment/intervention block for students. Students with disabilities are provided instructional services and accommodations as outlined in their IEP. On the other end of the spectrum, high achieving students and gifted students are scheduled for appropriate classes such as Advanced Placement (AP), honors, and advanced content classes at all grade levels. All schools are striving to expand advanced classes by encouraging teachers to add gifted certification and AP course training. The high school continues to expand options for Move On When

Ready (MOWR) and dual enrollment classes. For English Language Learners (ELL), the system also employs a full time ESOL teacher. The Georgia Network for Educational and Therapeutic Support (GNETS) program serves students with emotional and behavior disorders in our system. There are two alternative education programs: Ombudsman which is for students who have been suspended or expelled from the middle school or high school; and the HOPE Academy which meets at night for high school students who need a non-traditional educational setting.

Areas of strength:

HCSD provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to be successful at the next level. The curriculum, instruction, and assessments are monitored and adjusted in response to data from multiple assessments of student learning as well as an examination of professional practice. Teachers utilize instructional strategies that engage students and ensure achievement of learning expectations. By fully implementing TKES, administrators are able to monitor the instructional practices of all teachers and provide targeted feedback to support the improvement of instructional practices. Teachers in HCSD participate in collaborative learning communities and use an instructional process to support student learning. The system and schools engage families in meaningful ways and keep them informed of their children's learning progress. Grading and reporting are based on clearly defined criteria and are consistent across grade levels and courses.

To sustain the areas of strength:

Curriculum, instruction, and assessment throughout the system will continue to be monitored and adjusted in response to data provided by teachers, academic coaches, content collaborators, school administrators and system personnel. This continual process will include consistent collaboration between grade levels and within departments at each school as well as collaboration between schools. Both formative and summative assessment data will be monitored to drive instruction at all levels. The continuation of TKES and LKES will ensure quality instruction is taking place in the HCSD. The system will continue to provide support to teachers through coaching, mentoring, and professional learning opportunities to improve and expand their instructional practice. HCSD will strive to increase meaningful ways to engage families and keep them informed of their children's learning progress.

Areas in needs of improvement & plans to improve the areas of need:

The committee members discussed at length the indicators that emphasized involving all system personnel. They struggled with rating indicators 3.7 and 3.11 at a level of 3 because paraprofessionals are not as involved as teachers in the mentoring, induction, and coaching programs and had fewer opportunities to participate in professional learning opportunities. To address this area of need, the committee believes that they system should examine ways to include other personnel in addition to new teachers in the ongoing mentoring, induction, and coaching programs as well as find ways to provide more professional learning opportunities for paraprofessionals. Another area that the committee felt needed to be improved was the need for a system-wide structure to provide advocates for students building upon the structures the schools have implemented. Therefore, system personnel will work with the schools to develop a system-wide structure to more consistently provide advocates for students at all levels and provide more support for the process. Expanding opportunities for high achieving students was another area that the committee felt should be improved upon. Schools are already working to expand the advanced course offerings at all schools by getting more teachers gifted certified and trained for AP courses. The committee also believe there is a need to develop a more formal process for vertical planning between schools in the system. Although data indicates satisfaction related to sufficient opportunities for success at the next level, our system would benefit by having a systematic plan to ensure vertical alignment between grade levels following to post-secondary education, focusing particularly on transitional years (i.e. 3rd, 6th, 9th, and 12th grades). The plan will present an opportunity for all schools to embrace ownership of our system's graduation rate, not only the high school. As with most school districts, HCSD does an exemplary job of gathering data for our students; however, a professional learning plan for data analysis would provide expanded opportunities for our teachers, school leaders, and system personnel to delve into the data to gain a deeper understanding for creating more individualized learning strategies to include remediation and acceleration.

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 •School budgets or financial plans for last three years •Assessments of staffing needs •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 •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of school calendars •Alignment of school budgets with school 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 some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Example systems for school maintenance requests •Survey results •Documentation of compliance with local and state inspections requirements •Policies, handbooks on district and school facilities and learning environments	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan •Survey results •Policies, handbooks on district and school facilities and learning environments	Level 3

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.	•Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Library Media Plan 2015-16 5-Year Technology Plan Technology Budget	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.	•Policies relative to technology use at the district-level and school-level •Survey results •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 designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

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

Indicator 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.

The committee believes that we have met a level of 3 on this indicator. With recent changes in our Human Resources department, there has been a significant shift in how we operate. Now, all of our beginning of the year paperwork is being completed online through Target Solutions. This includes any faculty handbooks, job descriptions, and videos regarding blood borne pathogens, child abuse,and other trainings which ensure compliance for all employees as required by the State.

There are processes in place to ensure that leaders have access to, hire, and retain qualified professional support staff. Initially, applicants are screened to ensure that they meet the required qualifications listed on the job posting. Only when there are no highly qualified applicants will the system pursue interviewing other applicants. Currently, 99% of Haralson County School District (HCSD) instructional staff is highly qualified. We continue to strive to reach the 100% threshold by working to recruit new teachers that meet our instructional objectives. We currently have four district employees who teach in three different university programs which facilitates an ongoing collaborative relationship with these colleges of education regarding recruitment. Additionally, we regularly attend the P-20 collaborative meetings to plan vertically with local colleges and universities to discuss our current and future needs for teaching staff. We currently offer all staff a four day work week giving them forty hours of work per week for certified personnel. These longer days allow for our staff to continue to receive their appropriate level of pay (both State and Local supplement) without furloughing them. Our current local supplement is at 62.5% of its previous normal rate as a cost cutting method from previous years.

HCSD has a low turnover rate. The majority of those that leave are retirees. System and school leaders examine the results of the annual needs assessment to see which variables teachers, leaders, and paraprofessionals value for retention of employees. The variables rated as most important by leaders were academic coaches at the school level, increased funding for classroom supplies, comprehensive induction and mentoring of new teachers, and more time for assessment and planning. Most important to teachers was participating in a shared decision making process, additional time for collaborative assessment and planning, and comprehensive induction and mentoring of new teachers. Most important to paraprofessionals was increased salary, professional learning relevant to job assignment, and additional classroom resources and supplies. We continually strive to use our Title II funding to meet the needs in the areas listed above as high priority.

Each year employees new to our system participate in New Teacher Orientation, and each new teacher is assigned a site-based mentor to provide ongoing support. Additionally, new teachers participate in professional development throughout the year on topics relevant to their needs at the district level New Teacher Academy and in site-based professional learning communities.

System and school leaders have a process where they meet to determine the number of personnel necessary to appropriately staff each school to support the educational programs based on their QBE allotments and the needs of their students. Fiscal resources at all levels - state, local, and federal - are utilized to fund positions necessary to achieve the system's purpose and direction and to meet the educational programs needs of the schools. Staffing concerns are monitored throughout the school year and adjusted as needed to align with the district's vision and purpose.

Indicator 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.

The committee believes that we have met a level of 3 on this indicator. Our schools work extensively with teachers and students to make sure that instructional time is valued. Teachers are expected to teach "bell to bell," and school leaders protect instructional time by prohibiting unnecessary interruptions. HCSD operates on a four-day school week so classes are extended each day to meet seat time requirements. Teachers have multiple opportunities to plan collaboratively with their peers on their grade level and within their content area as well as vertical planning facilitated by the academic coaches and system personnel to align instruction between grade levels. Through various fiscal resources - state, local and federal, schools are provided with adequate funding for material resources in order to support educational programs to meet the needs of all students and to improve the effectiveness of the system. System and school leaders work together to ensure that resources are allocated in ways that provide equitable opportunities for all students. As part of the continuous improvement process, each school develops a school improvement plan annually which outlines goals and initiatives to improve instruction as well as allocating resources to accomplish their goals. The Superintendent and the Board of Education do an admirable job of supplying the district with the fiscal resources to keep Haralson County School District running effectively and efficiently. We currently maintain an 18% fund balance despite financial hardships and budget constraints at the state and local level.

Indicator 4.3 - The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students.

The committee believes that we have met a level of 2 on this indicator. HCSD works tirelessly to keep our buildings and facilities safe and clean and to provide a healthy environment for students and staff. Many of our facilities are older than the average school building in the state. However, extensive renovations have been completed at most of our older buildings, and with the assistance of the Fire Marshal, have been or are being brought up to the most recent fire and safety code. As part of the recent renovations, a building security protocol which includes access control for all primary, elementary and middle schools was installed. HCSD currently outsources janitorial services, and most recently renewed the contract with our current provider, Facilico. Our facilities/maintenance staff are HCSD employees, and they handle the day to day maintenance of all facilities within the system. There is a process in place for reporting concerns related to maintenance, repair, safety, and cleanliness to the Facilities/Maintenance Director. The director then works with the appropriate staff to address the concerns. Our five-year facilities plan was recently approved by the state, and we are working with state and local funding sources to continually upgrade and maintain our buildings and grounds. Construction on a new bus garage is scheduled to begin this year. Through regular practice drills, discussions, and safety resources, the staff and students are trained on proper procedures to follow during emergency situations. School and system emergency plans are created in collaboration with local law enforcement, and emergency and safety agency personnel (GEMA, Haralson County Fire Department).

Indicator 4.4 - The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

The committee believes that we have met a level of 3 on this indicator. HCSD offers staff, teachers, and administrators the opportunity to assist in the purpose and direction of the school district. This planning is conducted at both the local school level by School Governance Teams and leadership teams as well as the district level through departmental planning within and between departments with the Superintendent acting as the lead. Each year, school improvement plans for each school and the district's Comprehensive LEA Improvement Plan are reviewed to ensure the initiatives at the school level are directly aligned with the purpose and direction of the district strategic plan. The system employs long-range strategic planning through the district strategic plan, the facility plan and the technology plan which span multiple years and are reviewed annually. The district strategic plan is the basis for decision making throughout the system, and implementation is monitored through the balanced scorecard.

Indicator 4.5 - The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

The committee believes that we have met a level of 3 on this indicator. HCSD works diligently to make sure that appropriate information resources and personnel are available to support our system's educational initiatives. Each school has a media center staffed by a media specialist who works to ensure that all students and staff have access to media and information resources necessary to support the school's educational programs. Additionally, there is a media paraprofessional at the middle and high school to support the media center. Each media center is well stocked with books and reference materials, as well as computers for research. The media specialists regularly instruct students on research methods and other skills. A needs assessment survey is distributed each year to all instructional staff and parents to gather input regarding instructional technology and professional learning resources. This annual needs assessment drives plans for professional development and allocation of resources. Our teachers and leaders have access to information resources covering a variety of needs. Examples include, but are not limited to: Performance Matters, a data-management system that houses all of our student assessment data which assists teachers and leaders in analyzing assessment data to adjust instruction and to make educational program decisions; Georgia Longitudinal Data System (LDS), a website provided by the state with state assessment data, instructional resources, a formative assessment tool, and access to a student's IEP; PowerSchool, our student information system; and Edivate, an online on-demand professional learning resource. To support teachers and leaders in accessing and using these information resources and tools, HCSD employs sufficient personnel to provide training and to maintain each of the resources.

Indicator 4.6 - The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

The committee believes that we have met a level of 2 on this indicator. Although Haralson County School District has a fully functional technology infrastructure, working equipment and a technical support staff, we have been significantly behind in the desired refresh cycle of technology equipment within the classrooms. Over the past three years, much of the technology funding went to infrastructure needs, including a new data center, VOIP phone system, security infrastructure upgrades, and the upgraded CTAE wing at the high school. Until August 2015, HCSD had approximately 95% of its physical computer equipment as WIndows XP machines; an operating system that is no longer supported by Microsoft.

Since August 2015, HCSD has purchased 265 laptops for use in classrooms and 300 virtual computers for use in every classroom at the primary and elementary schools. This allowed us to replace 85% of the old XP machines in the district. Over the next year, Technology Services plans to replace all XP machines that remain in the district.

Technology Services also is phasing out the use of classroom printers and has transitioned to a distributed copy machine system with multiple copiers at each school. This saves the district financial resources which schools can use elsewhere. Outdated SMARTboards at all locations are being replaced over the next eight years, and all technology resources are now on a refresh cycle allowing the district to budget efficiently.

Technology Services developed and implemented the Three Year Technology Plan to continuously improve technology services, infrastructure and equipment. Additionally, it is used to plan for allocating future resources to sustain the technology within the system. The Technology Plan is reviewed regularly and revised as needed.

Indicator 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 committee believes that we have met a level of 3.0 on this indicator. HCSD has a process to determine the physical, social, and emotional needs of all students and implements programs to meet the needs of the students. This is accomplished through a variety of personnel and resources. Because of the low socioeconomic status of our community, HCSD felt it was a priority to continue to fund school nurses for each school even when state funding was being reduced. We are fortunate to have a Homeless Liaison, funded through a McKinney-Vento Grant, who ensures that our students have basic life needs in place to be successful students. Each school has at least one full-time counselor who helps identify and assist in providing support and finding resources to support the physical, social, and emotional needs of our students. The school counselors maintain constant communication with the local unit of Division of Family and Children Services (DFACS) and the court system to ensure that our students have access to all local resources. Additionally, each school has on-site licensed mental health professionals available to all students through two outside mental health agencies, Haralson Behavioral Health Services and Willowbrooke at Tanner Health. We have a district liaison who regularly attends Local Interagency Planning Team (LIPT) meetings when our students are being discussed to ensure wrap-around services meet the individual needs of our students. HCSD receives quarterly visits from the "Help a Child Smile" dental bus where a number of our students receive dental health care on site. Other local resources available to HCSD students are Court Appointed Special Advocates (CASA) and the community churches who provide weekly food backpacks that go home with any student who requests them with enough food for Saturday-Monday. HCSD has Hospital/Homebound teachers that provide in-home instruction for students who are unable to attend school due to medical needs.

Each school has implemented Positive Behavioral Interventions and Supports (PBIS), an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. Through PBIS, students learn appropriate social interactions. Many of our schools have implemented the "House" concept where each student and faculty member is assigned to a House. This multi-age grouping strategy is designed to build relationships, provide mentors and guidance for students, and promote positive behavior. To serve the needs of all students, the HOPE Academy is a voluntary alternative program at the high school that operates in the evening to meet the needs of students who cannot attend during the day or need a different setting to be successful; and GNETS, Georgia Network for Educational and Therapeutic Support, is a program for K-12 students with emotional and behavioral disorders. Additionally, the Ombudsman program serves our students who have been referred for disciplinary issues in grades 6-12. HCSD has Hospital/Homebound teachers that provide in-home instruction for students who are unable to attend school due to medical needs.

School and system personnel collect data and use the data to regularly evaluate the programs' effectiveness. Many of the programs mentioned above are included in the school improvement plans as a means to more effectively meet the needs of all students.

Indicator 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 committee believes that we have met a level of 3 on this indicator. HCSD provide a full range of services that support the counseling, assessment, referral, educational and career planning needs of all students. There is at least one counselor at each school, and they are available to students, staff, and parents to support the emotional needs as well as the educational needs of all students. Our counselors work closely with the teachers to address concerns related to a student's educational progress and to provide guidance for future college and career choices. The high school has implemented the Student Teacher Advisement and Registration (STAR) Advisement program where each student is assigned a STAR advisor for their entire high school career. The STAR advisor monitors the student's educational program and progress toward meeting graduation requirements. The RTI process is used to support students at all grade levels with learning or behavioral concerns. Each school has an RTI Coordinator trained in the RTI process.   Academic coaches at four of our schools and the System Intervention Specialist assist teachers in identifying and providing appropriate interventions based on the student's area of need. Students needing more intensive services are referred for an evaluation to determine eligibility for special education services.

HCSD takes pride in the Career/Technology that we offer our students at all levels. Students in primary and elementary schools are involved

with career exploration from their first year in school. Students learn about specific careers through Career Days, explore careers through their technology classes, and take career interest inventories to help them determine their areas of interests for future careers. Students at the middle school begin using GaCollege411 to identify career and education options beyond high school. As a part of the requirements for the Bridge Bill, every 8th grade student must create an Individual Graduation Plan (IGP) to help map out their high school courses and prepare them for their chosen career. At HCHS, we offer 11 CTAE Pathways and more are being developed as we look toward creating a Career Academy in Haralson County. Additionally, we have many students who participate in work-based learning, dual enrollment at the local technical college and university, and at our unique work-site educational program called 12 for Life. Students enrolled in the 12 for Life program work and go to school at a facility owned by Southwire Company, LLC in Carroll County. By combining traditional classroom instruction with job training and actual jobs in a manufacturing facility, students are provided the benefits of work and education simultaneously. Twelve for Life students earn competitive wages and learn valuable work skills while completing their high school education.

HCSD reviews the data regarding the effectiveness of all services we provide to students,and look to improve services continually at the school and system level to meet the needs of all students. Career education requirements are included in the HCHS school improvement plan and the district strategic plan, and these requirements are monitored through the College and Career Ready Performance Index (CCRPI).

Areas of Strength:

The following lists the areas of strengths that our committee noted as we studied each indicator:

4.1 - The improvement and organization of the Human Resource/Personnel department, and its pursuit of garnering the best teachers available, provide the students of Haralson County with a quality education;

4.2 - The availability of instructional planning time during the school day and the financial backing of the Board of Education provide our teachers with the best material resources and training to ensure the students of Haralson County receive a quality education;

4.3 - The ability of our Facilities/Maintenance department to continue updating and refreshing the buildings within our system, making our schools a pleasant place to teach and learn;

4.4 - The implementation of our district strategic plan is the basis for all decision making throughout the system;

4.5 - The support staff, programs, and assessment/data analysis support teachers in the identification of each student's areas of strengths/weakness. These processes give us the ability to provide students with targeted and intensive remediation, or greater challenges and acceleration according to their specific needs;

4.6 - The solid infrastructure of our technology platform will allow us to support future growth and instructional needs at all schools;

4.7 - The support of community health organizations and our nurses in each school are able to meet the needs of our students;

4.8 - The career and technology program from PK-12 gives our students a strong background for finding a career that will not only be financially beneficial, but also one that will keep their interest and engage them throughout their educational career and beyond.

Actions to Sustain Strengths

HCSD has plans in place to continue working toward a Level 4 rating for all indicators. The plans can be found in a variety of documents that are listed with each indicator. HCSD will continue to pursue the best teaching prospects to bring them to Haralson County. We can continue this by offering teachers incentives such as the 4-day work week, equitable salary options, increased staff development opportunities both on and off campus, and daily planning with team members from their school. We can maintain our strengths in these programs by making sure that all aspects of the school district are fully funded including local supplements returning to 100% of the pre-recession value. Funding for Facilities/Maintenance and Technology will continue to be a priority due to the aging buildings and the aging equipment. HCSD has strong, community driven support which can be identified through the involvement of the School Governance Teams helping to direct school funding, the community based organizations which are entrenched in our school district, and the push by the community to provide career

opportunities through training in CTAE pathways and career readiness programs at all schools.

Areas of Weakness and Plans for Improvement

Based on the school and system level self-assessments and survey results, Facilities/Maintenance and Technology were the weakest areas. The Facilities/Maintenance department is currently working with many building infrastructures that have over 40 years of service. Many repairs are necessary each year to keep these buildings safe. For this reason, the Haralson County School District recently completed a 5-Year Facilities Plan and had the Georgia Department of Education come to HCSD and evaluate our needs. The GA DOE found the requested funds for building upkeep were necessary and have offered us $6.3 million dollars in matching grants over the next 5 years to upgrade our facilities. The items that could/will receive replacement are listed in the 5-Year Facilities Plan.

The Technology Department has been working within the confines of their budget, as well as through SPLOST revenue, to improve the end user technology over the past 18 months. Since the arrival of the new Chief Technology Officer, an eight-year replacement cycle has been implemented which covers all technology equipment throughout the system, such as computers, printers, copiers, SMARTboards, and tablets. The purpose of this plan is to identify the amount of money needed each year to replace obsolete devices, and budget appropriately. This replacement cycle, along with the 3-Year Technology Plan, help to identify the areas of weakness and work toward resolving the technology age of devices.

Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •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 •Data Analysis Reports/Samples	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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	•Survey 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 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate improvement, and system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth	Level 3

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 •Survey results •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	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 establishes and maintains a clearly defined and comprehensive student assessment system. The committee believes that

Haralson County School District has met a level of 3 on indicator 5.1. Each of the schools in the district uses a comprehensive assessment system which includes multiple measures ranging from classroom assessments to system level assessments to state standardized assessments. These measures include various forms of formative and summative assessments such as checklists, observations, universal screeners, inventories, common assessments, benchmark assessments, Student Learning Objectives (SLO), and Georgia Milestones End of Course (EOC) and End of Grade (EOG) that are used to inform the ongoing modification of instruction and provide data for possible curriculum revision. The common unit assessments and benchmark assessments are carefully aligned to state content standards and constructed after referencing examples and test items from Georgia's GOFAR Assessment System, the Milestones Study and Resource Guide, and released items from PARCC and other states. This is done to ensure reliability of test items. All assessment data for each school is maintained in Performance Matters, an online data management system, which empowers teachers, academic coaches, school and system level administrators to analyze data to adjust instruction and to compare data across classrooms and schools. In addition to Performance Matters, teachers maintain data notebooks. After each test administration, data are carefully reviewed by teachers, administrators, academic coaches and system personnel to ensure reliability, to guide instruction, and to plan remediation for individual students or small groups. As data are reviewed, weaknesses of schools, classrooms or groups of students are discussed and interventions based on best practices are planned by the group to improve achievement. Items that are determined to be unreliable or invalid are removed or edited. The lower schools also use a variety of screeners and inventories to determine readiness, to diagnose deficiencies, and to monitor progress such as STAR Math, STAR Reading, and phonics inventories.

The committee believes HCSD has met a level of 3.0 on indicator 5.2. Processes and procedures for collecting, analyzing, and applying information to improve student achievement are in place at each school. Schools monitor their progress through detailed analysis of the College and Career Readiness Performance Indicators (CCRPI) which provide a detailed look at the school's summative performance across content areas including individual student progress, achievement gap closure, subgroup performance, and school climate. Performance Matters is also used by the school and system personnel to track Georgia Milestone EOG and EOC, benchmark assessments, common assessments, and SLOs. With Performance Matters, teachers are able to analyze data for their students and classes, and school. System personnel with a higher level of access are able to analyze data across classes, grade levels, and schools. Additionally, users can access multiple years of assessment data in Performance Matters to identify trends. Formal data meetings are held with teachers, academic coaches, administrators, and system personnel to discuss benchmark and common assessment data after each administration. These data are used to design, implement, and/or adjust pacing guides, to revise lessons, to evaluate student progress toward mastering the standards and to adjust school improvement plans. Professional staff use data from all assessments to plan targeted interventions to address individual student needs. These interventions are implemented with the help of the support staff. Staff surveys confirm that our teachers adjust instruction based on student data. Buchanan Elementary was recognized this year as a Title I Reward School by the Georgia DOE, and Haralson County High School was recognized for 2015 which illustrates how the use of assessment data benefits our students.

The committee rated indicator 5.3 at a level of 2 because most, not all, staff members are trained in interpretation and use of data. Due to their work hours, paraprofessionals are not regularly included in training to evaluate, interpret and use data, but instead they work with trained professional staff to carry out plans based upon data. At the primary and elementary schools, the academic coaches and administrators provide in-house, job embedded, and needs-based professional learning to faculty and staff in the interpretation and use of data to make instructional decisions. At the upper schools, administrators, department chairs, and lead teachers along with system personnel, continually monitor student achievement data and lead in the process of data analysis. With a transition to a new state assessment model along with an ever-evolving state report card in the College and Career Readiness Performance Indicators (CCRPI) model, Haralson County educators continue to seek updated information on data analysis. Each year teachers attend professional development workshops and conferences to keep up to date on new research on subjects concerning how children learn, what new resources are available, and how to best use data. These teachers share and re-deliver to their colleagues. Our teachers, administrators, and academic coaches collaborate and use data to develop remediation plans, intervention plans, and to guide instructional improvement. Besides assessment data, all of our schools have implemented Positive Behavior Intervention and Supports (PBIS). As part of PBIS, the

schools have been trained in collecting, interpreting, and analyzing attendance and discipline data.

The committee believes the Haralson County School District has met a level of 3.0 on indicator 5.4. Teachers, administrators, and academic coaches regularly analyze student data and adjust or realign plans to meet the changing needs of our students. The Response to Intervention (RTI) Process is in place in each school to guide classroom instruction, as well as, plan and track individualized interventions and progress. All professionals work to utilize the data to track student achievement and progress toward mastering grade level standards for readiness at the next level. Vertical department meetings help assure our students are prepared for challenges at the next level by allowing teachers to discuss the progression of standards and to work together to evaluate and improve current methods and achievement. Student success is indicated in school and system CCRPI scores which exceed the state at most schools. The release of the 2015 four-year cohort graduation rate reported that Haralson County High School experienced a growth trend increasing more than sixteen points in its yearly graduation rate. Our graduation rate surpasses the state graduation rate at 81.3% of high school students graduating in four years. Each year, graduates of Haralson County High School move on to be successful at technical schools, colleges and universities across the state, and in the United States military.

The committee believes the Haralson County School District has met a level of 3.0 on indicator 5.5. HCSD leaders monitor and communicate comprehensive information about student achievement goals and results. Each school improvement plan addresses student learning and assessment goals. Data are monitored and analyzed to reveal trends and patterns. Each school systematically holds meetings by grade level or department or with the entire faculty to share data and to make decisions concerning teaching and learning. School and system level data is regularly shared with parents and community stakeholders through School Governance Team Meetings, School Board Meetings, school web-sites, PTA Meetings, Parent Nights, newsletters, and other public meetings. Parents are regularly informed of their child's individual performance through report cards, progress reports, individual student reports for state standardized test, conferences, and parent phone calls. Communication with parents is confirmed by survey data.

Areas of Strength:
Performance Matters, our assessment data management system, allows all teachers and administrators to easily access student data over grade levels, schools, and years. Our scheduling process, within each school and between schools, is based on detailed student achievement data from multiple assessments and across multiple years. Our data are also used to target and monitor strengths and weaknesses of individual students, so that students may be flexibly grouped in order to facilitate needs based intervention and progress monitoring.

Our principals and assistant principals do a great job of monitoring and communicating information concerning student achievement and school effectiveness. School improvement plan results are updated and goals are revised throughout the year to ensure adequate progress for all students. This information is regularly communicated with stakeholders utilizing a variety of mediums.

Actions to Sustain Strengths:
To sustain the areas of strength, we will strive to:
- maintain the integrity and validity of the student data in Performance Matters and our commitment to using this data to guide instructional plans at all grade levels
- ensure new teachers are trained on the use of data in instructional planning and on the use of Performance Matters software
- continue to keep websites up-to-date, disseminate information at meetings and conferences, and create newsletters or other print media to inform stakeholders.

Areas of Weakness and Plans for Improvement:
The transition from the CCGPS Standards to the GSE Standards and from CRCT and EOCT to Georgia Milestones has made it difficult to

look at data trends from year to year.

To address this concern, we need to:

- maintain data in all subject areas.

- continue to compare progress on individual standards when comparing entire common assessments, benchmarks, SLOs or state tests are not possible.

During the time of state wide budget cuts, support staff hours were adjusted so that they only work the hours students are present. This change drastically limits opportunities for support staff to participate in professional learning or data review.

To address this concern, we need to:

- inform support staff of data trends and how they can best help our students.

- inform support staff of individual students needs.

- explore ways to allow support staff to participate in more professional learning opportunities.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Purpose and Direction — 3

Governance and Leadership — 3.33

Teaching and Assessing for Learning — 2.67

Resources and Support Systems — 2.75

Using Results for Continuous Improvement — 2.8
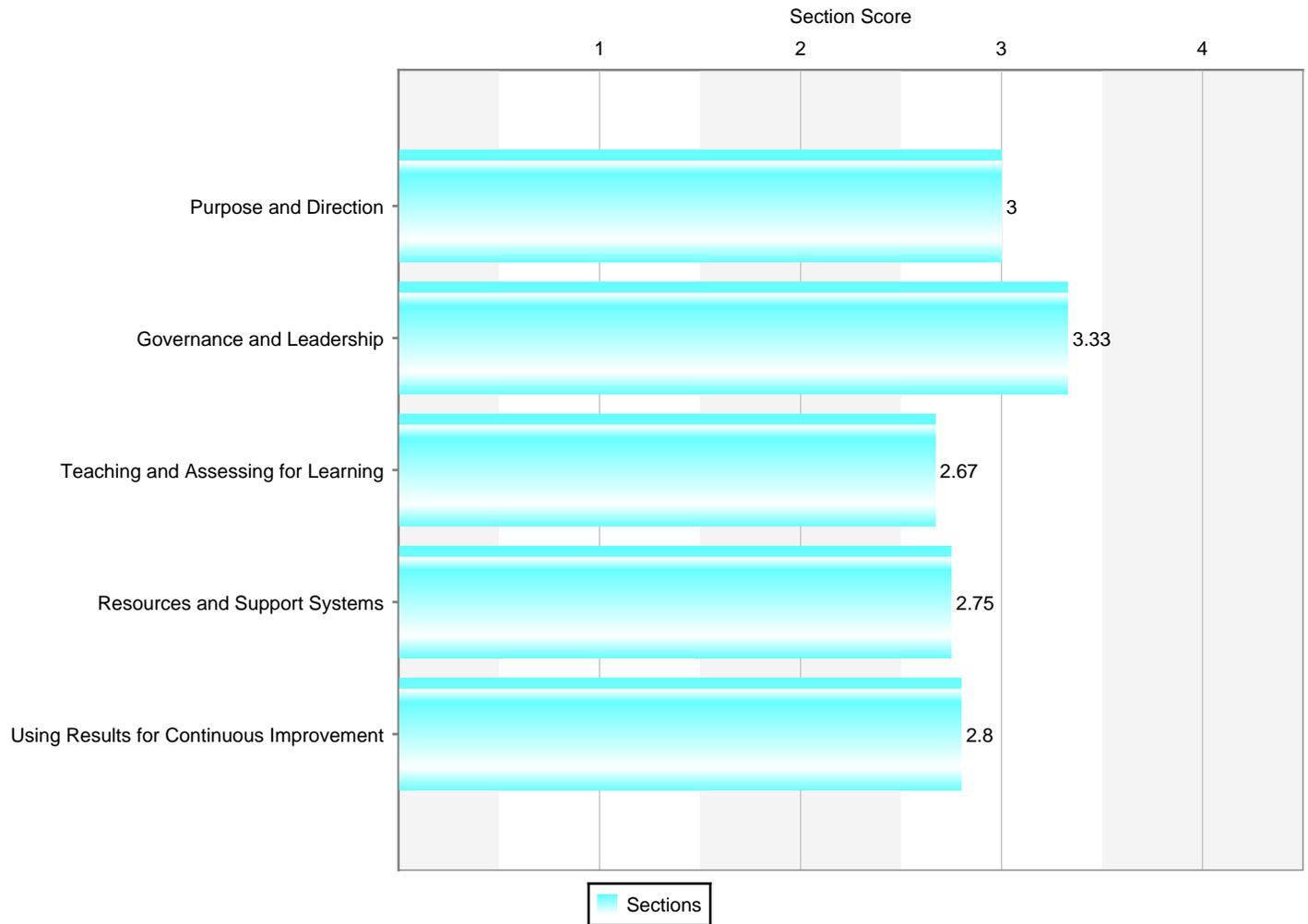
Sections

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		HCSD Survey Summary BPS Survey Summary TPS Survey Summary BES Survey Summary WHES Survey Summary HCMS Survey Summary HCHS Survey Summary All schools - Elem Student Open Ended Responses All schools - Middle & High Student Open Ended Responses All schools - Parent Open Ended Responses All schools - Staff Open Ended Responses

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?

Overall, the survey results were very positive with all of the scores for staff, parents, early elementary, and elementary stakeholders above 4 points on a 5 point scale. The middle and high school students scores were above 3.33 on a 5 point scale.

The overall highest level of satisfaction and approval from all stakeholder groups is Standard 1: Purpose and Direction. This shows our schools consistently maintain and communicate a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. More specifically, the results show all stakeholders are most satisfied with how the schools engage in a systematic, inclusive, and comprehensive process to review, revise and communicate a school's purpose for student success as indicated in standard 1 indicator 1.1. With the students' opinion in mind, reflecting on verbiage of their survey, we can conclude the students understand their school's purpose and expectation, and feel the principal, teachers, and staff offer all students a quality education. Additionally, reviewing the results of this standard, we can conclude parents and staff members of the schools feel the school's purpose and direction is clearly focused on student success.

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

Besides the high level of approval for Standard 1 among all stakeholder groups, analysis of the survey results indicates positive trends in other standards as well. For each student group (early elementary, elementary, middle, and high), there was a high level of approval on indicator 4.4 (Student and school personnel use a range of media and information resources to support the school's educational programs). For the adults surveyed (staff and parents), there was a high level of approval for indicator 4.1 (Qualified professional and support staff are sufficient in number to fulfill their role and responsibilities necessary to support the school's purpose, direction and the educational program). Older students surveyed (elementary, middle, and high) indicated that they strongly agree with indicator 3.6 (Teachers implement the school's instructional process in support of student learning).

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

These survey results are generally consistent with survey results from our annual Needs Assessment Survey, which surveys parents, teachers, paraprofessionals, and leaders. Although these surveys are different, there are some common areas. When analyzing the results from both surveys, there is a high percentage of agreement in the area of teaching and learning and in the area of communication and involvement.

Areas in Need of Improvement

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

The overall lowest level of satisfaction and approval from each stakeholder group is indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress). Even though this indicator is among the lowest, it is still fairly high with scores ranging from an average of 3.8 to 4.33. These averages show us the majority of stakeholders agree that our schools engage families in their children's education and keep them informed of their children's learning progress, however, the school's communication of curriculum, instructional design, and assessment practices that are impacting the effectiveness of student learning could be improved upon.

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

Students surveyed (elementary, middle, and high) indicated a concern on indicator 4.3 (The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff). Even though the ratings were not low, indicator 4.3 was among the lowest for these stakeholders. There were no other areas that were common to multiple stakeholders or indicated a trend among the other standards and indicators.

What are the implications for these stakeholder perceptions?

We continually strive to find effective ways to engage families and communicate with them to ensure that they are well informed in all aspects of their child's education. Each school's self-assessment listed numerous means of communicating with parents, but the survey results imply these may not be as effective as we perceive them to be. Additionally, we strive to ensure that students feel safe at school and have a clean, healthy environment in which to learn, but we need to investigate this concern further to be sure we are addressing the correct problem - safety or cleanliness. We are currently working with the janitorial contractor to improve the cleanliness of the buildings, but this won't help students' concerns about safety.

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

Parents surveyed with the Needs Assessment Survey indicated similar concerns regarding communication and involvement. Again, the scores were not low, but they were among the lowest compared to the other scores. Some examples of statements that were among the lowest average scores on the Needs Assessment Survey were items such as "My child's school communicates frequently and effectively" and "The teachers keep me informed of how my child is doing in school."

On the Needs Assessment Survey, parents reflected similar concerns as the elementary, middle and high school student with lower ratings in the area of safety and security.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
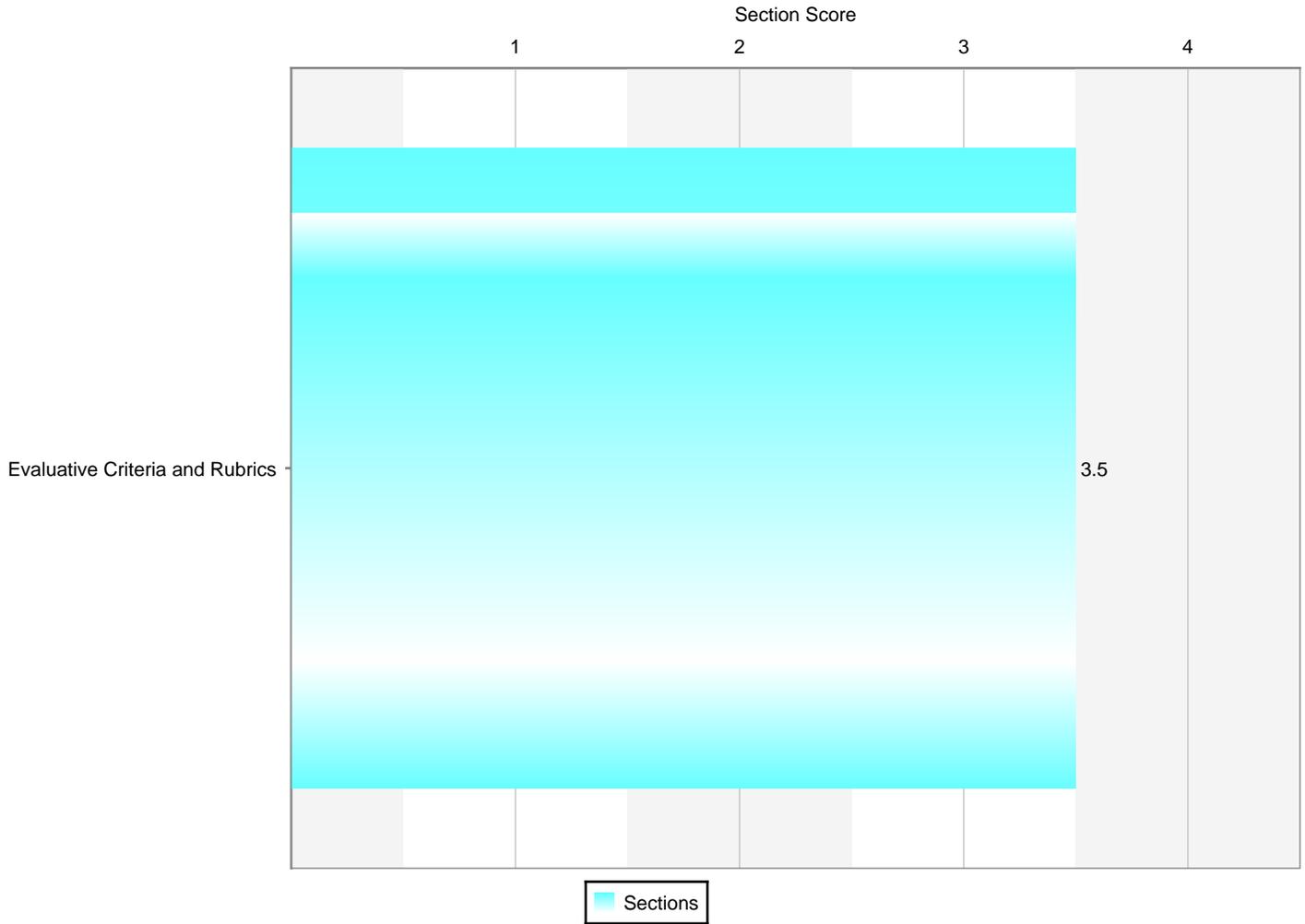
Student Performance Diagnostic

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		CRCT District and State Comparisons 2010-14 EOCT District and State Comparisons 2010-2014 EOG District and State Comparisons 2015 EOC District and State Comparisons 2015 CCRPI Score 2012-2014

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Georgia has recently changed the state standardized assessments. Prior to 2015, the required state assessment was the Criterion Referenced Competency Test (CRCT) for third through eighth grade students and the End-of-Course Test (EOCT) for high school students. The state transitioned to the Georgia Milestones Assessment System in 2015. Third through eighth grade students are tested in areas of ELA, math, science and social studies on the Georgia Milestones End of Grade (EOG) assessments, and high school students are tested in the areas of 9th grade literature and composition, American literature and composition, coordinate algebra, analytic geometry, biology, physical science, U.S. history, and economics on the Georgia Milestones End of Course (EOC) assessments. With the previous assessments, there were three performance levels, but the Georgia Milestones has four performance levels: beginning learner, developing learner, proficient learner, and distinguished learner. Having new assessments with new cut scores, and based on different performance levels, means that comparing the previous CRCT and EOCT data with the Milestones is not possible.

Since this is the first year of Georgia Milestones data, we analyzed our performance as compared to the state percentages. Traditionally, our students have done well in the area of science and social studies, exceeding the state percentage in several grade levels, and this continues to be true with the Georgia Milestones. The list below highlights the areas which were at or above the state percentage when looking at a combination for the three performance levels of developing learner, proficient learner, and distinguished learner:

Buchanan Elementary School

- 3rd grade science and social studies

- 4th grade math and social studies

- 5th grade science and social studies

West Haralson Elementary School

- 3rd grade math and science

- 4th grade science and social studies

- 5th grade science and social studies

Haralson County Middle School

- 6th grade math, science, and social studies

- 7th grade ELA, math, science and social studies

- 8th grade science

Haralson County High School

- Physical science

- Biology

- Economics

Additionally, some areas were 1 percentage point below the state percentage when combining developing learner, proficient learner, and distinguished learner:

Buchanan Elementary School

- 3rd grade math

- 4th grade science

West Haralson Elementary School

- 3rd grade social studies

Haralson County Middle School

- 8th grade social studies

The list below highlights the areas which were at or above the state percentage when looking at a combination for the two performance levels of proficient learner and distinguished learner:

Buchanan Elementary School

- 3rd grade science

- 5th grade science

West Haralson Elementary School

- 3rd grade social studies

- 4th grade science

- 5th grade science and social studies

Haralson County Middle School

- 6th grade science

- 7th grade science and social studies

- 8th grade science and social studies

Haralson County High School

- Physical science

- Biology

Additionally, some areas were 1 percentage point below the state percentage when combining proficient learner and distinguished learner:

Buchanan Elementary School

- 5th grade science

Haralson County Middle School

- 7th grade ELA

Haralson County High School

- US History

- Economics

In 2012 Georgia implemented a new accountability system, the College and Career Ready Performance Index (CCRPI). It is a comprehensive school improvement, accountability, and communication platform used to promote college and career readiness for all Georgia public schools' students. The schools and the system track progress with the CCRPI reports which includes achievement points, progress points, achievement gap points, challenge points and a school climate rating. Below are the highlights from the CCRPI reports from 2012 to 2014:

- Haralson County's district score has increased each year and exceeded the state score for the first time in 2014.

- Buchanan Primary and Tallapoosa Primary Schools exceeded the state elementary school score each year.

- Buchanan Elementary School exceeded the state elementary school score each year and increased over 7 points from 2012 to 2014. Their achievement points increased every year.

- West Haralson Elementary School exceeded the state elementary school score in 2014 and increased over 20 points from 2012 to 2014. Their achievement points increased every year.

- Haralson County Middle School exceeded the state middle school score in 2012 and 2014 and increased over 10 points from 2013 to 2014. Their achievement points increased every year.

- Haralson County High School's 5-year cohort graduation rate increased 4 points from 2011 to 2013 and the 4-year cohort graduation rate increased over 16 points from 2014 to 2015, and the 4-year cohort graduation rate exceeded the state.

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

Since Georgia Milestones data is in its first year, there is no trend data; however, as pointed out in the first response, many scores from this first year of Georgia Milestones are above state percentages. Over the years we have tracked trend data with the CRCT and EOCT. Positive trends in performance exist in every grade (3-8) in every content area (reading, ELA, math, science, and social studies) tested on the CRCT from 2010 to 2014. There were also positive trends in performance in all content areas except the math assessments (Math I which was replaced by Coordinate Algebra in 2013 and Math II which was replaced by Analytic Geometry in 2014) on the EOCT from 2010 to 2014. During this same time period, there were multiple years in which we exceeded the state percentage and in most of the content areas where we did not exceed the state percentage, we closed the gap between our system and the state. Below are some highlights from the CRCT and EOCT trend data:

- 3rd grade science percentage meeting and exceeding exceeded the state percentage every year from 2011 to 2014.
- 5th grade science percentage meeting and exceeding exceeded the state percentage every year from 2012 to 2014.
- 5th grade social studies percentage meeting and exceeding exceeded the state percentage every year from 2011 to 2014.
- 6th grade science percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- 6th grade social studies percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- 7th grade science percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- 7th grade social studies percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- 8th grade science percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- 8th grade social studies percentage meeting and exceeding exceeded the state percentage every year from 2010 to 2014.
- Economics percentage meeting and exceeding exceeded the state percentage every year from 2013 to 2014.

Which area(s) indicate the overall highest performance?

Science and social studies are the areas of highest performance as described previously.

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

HCSD is over 90% white, so many of the other races are too few to count as a subgroup. Both the economically disadvantaged and the students with disabilities subgroups increased in the percentage meeting and exceeding in every area of the CRCT from 2013 to 2014. The economically disadvantaged subgroup increased in every EOCT content area except American literature and composition, and the students with disabilities subgroup increased in all EOCT content areas except American literature and composition, biology and economics for the same time period. 2014 was the first year Analytic Geometry was tested, so there is no trend data. The graduation rate has significantly increased from 2013 to 2014 for students with disabilities (19.2% to 44.1%) and economically disadvantaged students (52.9% to 70.9%)

Between which subgroups is the achievement gap closing?

When comparing the economically disadvantaged and students with disabilities subgroups with the all group, the achievement gap

decreased in every CRCT content area from 2013 to 2014. The economically disadvantaged subgroup decreased the achievement gap in five EOCT content areas - 9th grade literature and composition, biology, coordinate algebra, physical science, and US history. The students with disabilities subgroup decreased the achievement gap in two EOCT content areas - 9th grade literature and composition and US history. The achievement gap is also decreasing for the graduation rate between all students and the subgroups of students with disabilities and economically disadvantaged.

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

The data represented here are from state standardized assessments. With the implementation of common assessments and/or benchmark assessments, depending upon the grade level, we are able to monitor which students are mastering standards as the year progresses. The data from these local assessments, as well as formative and summative classroom assessments, report cards, teacher observations, RTI data, and graduation rates are generally consistent with the state standardized assessments results.

Areas in Need of Improvement

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

State standardized test data on the Georgia Milestones EOG or EOC assessments show that the percentage of students scoring developing learner, proficient learner and distinguished learner were below the state percentage in the following areas:

Buchanan Elementary School

- 3rd grade ELA

- 4th grade ELA

- 5th grade ELA and math

West Haralson Elementary School

- 3rd grade ELA

- 4th grade ELA and math

- 5th grade ELA and math

Haralson County Middle School

- 6th grade ELA

- 8th grade ELA and math

Haralson County High School

- 9th grade literature and composition

- American literature and composition

- coordinate algebra

- analytic geometry

- US history

The list below highlights the areas which were below the state percentage scoring proficient learner and distinguished learner:

Buchanan Elementary School

- 3rd grade ELA, math, and social studies

- 4th grade ELA, math, science, and social studies

- 5th grade ELA and math

West Haralson Elementary School

- 3rd grade ELA, math, and science

- 4th grade ELA, math, and social studies

- 5th grade ELA and math

Haralson County Middle School

- 6th grade ELA, math, and social studies

- 7th grade math

- 8th grade ELA and math

Haralson County High School

- 9th grade literature and composition

- American literature and composition

- coordinate algebra

- analytic geometry

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

From 2010 to 2014, the math EOCT assessments showed a negative trend although is difficult to compare the data over this time period due to the changes in the math curriculum and the change in assessments.

Which area(s) indicate the overall lowest performance?

Math continues to be an area of concern in all grade levels particularly when the developing learner performance level is excluded from the percentage. Although scores are generally increasing, they are still consistently below the state percentage. Another area of concern is ELA. Historically, we have performed close to the state percentage on the reading and ELA assessments, but with the more rigorous Milestones assessments which include multiple constructed response items and an extended writing prompt, we scored below the state percentage in every grade level except 7th grade.

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

The economically disadvantaged subgroup decreased in the percentage meeting or exceeding on the American literature and composition EOCT from 2013 to 2014. The students with disabilities subgroup decreased in the areas of American literature and composition, biology and economics for the same time period. 2014 was the first year that Analytic Geometry was tested so there is no trend data.

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

The achievement gap increased between the students with disabilities subgroup and the all group on the American literature and composition, biology and economics EOCTs, and on the American literature and composition EOCT for the economically disadvantaged subgroup.

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

The data represented here are from state standardized assessments. With the implementation of common assessments and/or benchmark assessments, depending upon the grade level, we are able to monitor which students are mastering standards as the year progresses. The data from these local assessments, as well as formative and summative classroom assessments, report cards, teacher observations, RTI data, and graduation rates are generally consistent with the state standardized assessments results.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3.5
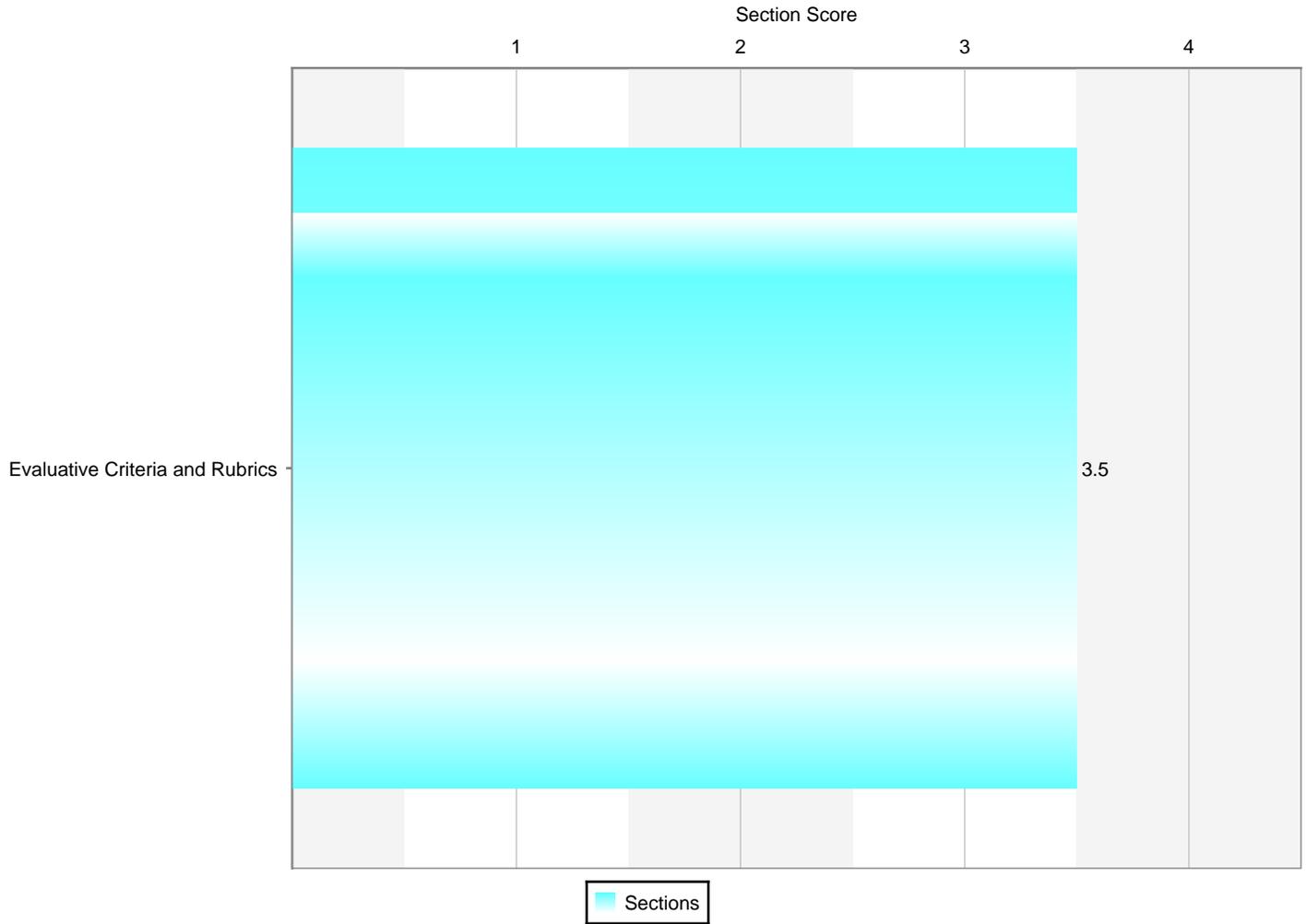
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		TPS Safety Plan 2015/16 BPS Safety Plan 2015/16 BES Safety Plan 2015/16 WHES Safety Plan 2015/16 HCMS Safety Plan 2015/16 HCHS Safety Plan 2015/16

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		Haralson County Strategic Plan HCHS School Improvement Plan HCMS School Improvement Plan BES School Improvement Plan WHES School Improvement Plan BPS School Improvement Plan TPS School Improvement Plan

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		