



Accreditation Report

Hanover County Public Schools

Dr. Rick Richardson, Interim Superintendent
200 Berkley Street
Ashland, VA 23005-1399

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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?

Hanover County Public School is located in the Metro Richmond area of the Commonwealth of Virginia. The division serves just over 18,000 students from PK-12 in 25 different schools. Its governing body is a seven-member appointed school board.

According to the United States Census Bureau, the total population of Hanover County in 2014 is estimated to be just over 100,000. Approximately 22.7% of the population is under the age of 18. Of the citizens over the age of 25, 92% have earned a high school diploma, and 35% have obtained a Bachelor's degree or higher. The median household income is \$77,506. The community is a mixture of rural and suburban with controlled residential and commercial growth in certain areas. In comparison with the Commonwealth of Virginia, there is a greater percentage of homeowners in the county, as well as significantly lower percentage of housing units in multi-unit structures. The total area of the county is 468 square miles, with an average of 213 persons per square mile. The county also contains the Town of Ashland. The county's largest employers include the school division, Bon Secours Richmond Health System (including a comprehensive hospital), Kings Dominion Amusement Park, and the Hanover County Government. Other large businesses include Tysons Farms and Wal-Mart. The community also includes Randolph-Macon College, a small, private liberal arts college in Ashland.

The school division is organized loosely into four corridors, each containing a high school and middle school with a direct feeder pattern. The campuses of the middle and high schools are adjacent in all cases. The fifteen elementary schools do not follow as strict a feeder pattern, in several cases, sending students to two different middle schools. In addition to the four middle schools and four high schools, secondary students are also served at The Georgetown School, the division's alternative education school, The Hanover Center for Trades and Technology, and the Hanover High School Specialty Center. The four corridors differ slightly in size. The Eastern Corridor's high school, Lee-Davis High School, served 1,578 students last year; Western Corridor, Patrick Henry High School, served 1,479 students; Central Corridor, Atlee High School, served 1,677; and Courthouse Corridor, Hanover High School, served 1,264 students. A facilities workgroup was tasked with exploring the challenges of the uneven population density in order to best serve the needs of all students.

The demographics of the division are as follows: White (81.6%), Black (9.45%), Hispanic (3.77%), Multiracial (3.07%), Asian (1.69%). However, the diversity in student populations varies widely throughout the county. For example, Henry Clay, K-2 in the Western Corridor, serves a population of 50% White students and 26.41% Black students. In contrast, Pearson's Corner, which serves K-5 in the Courthouse/Central Corridors serves a population of 88.1% White students and only 4.03% Black students. Socioeconomic differences also exist throughout the division, which participates in the federal school lunch program through 8th grade. Pearson's Corner has only 5.24% of its population identified as economically disadvantaged; whereas, Henry Clay serves over 53% of its students. As a division, approximately 13% of the students are identified as a student with a disability. In 2014-2015, 233 students were identified as having limited English proficiency.

The division employs over 2,600 employees. In Hanover County, 99.88% of core academic classes were taught by highly qualified teachers in 2014-2015. That same year, only 2% of the teachers held provisional licenses. Fifty-seven percent of teachers in the district last year held a Master's Degree or higher.

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Business and Operations assumed his post in 2013; Michael Gill, Assistant Superintendent of Instructional Leadership, in 2014; Mark Paiser, Assistant Superintendent of Human Resources, in 2015, and Chris Whitley, Public Information Officer, in 2014, has continued to propel the division forward on a number of initiatives. Each brought to the division a wealth of experiences that has increased the division's perspectives and ability to continue to improve. Additionally, Hanover County is currently undertaking a superintendent search after the departure of Dr. Jamelle Wilson after a four-year tenure. Dr. Robert Richardson is serving as the interim superintendent until the Board selects its next leader.

Additionally, the student population has begun to decline unevenly throughout the county. The population of English Language Learners has also increased significantly in the past three years. Also within the last three years, the division had its first school accredited with warning according to state accreditation standards. Patrick Henry High School has completed its first of three years in monitoring status as a result. The school made great gains, meeting and exceeding state benchmarks in all four core areas. The division is in the final planning stages and first implementations phases of launching a new Advance College Academy with Reynolds Community College and revamping the current specialty center into a new Health Sciences Specialty Center.

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.

Vision:

To be recognized as a leader in education by building on our Tradition of Excellence.

Mission:

Hanover County Public Schools is a student-centered, community-driven organization that provides a quality education for lifelong success.

Beliefs

We believe a quality education encourages each child and challenges him or her to develop an individual path to success.

We believe a safe, supportive and collaborative environment is essential to student development and achievement.

We believe highly qualified staff, and dedicated parents and volunteers, make the greatest positive impact on student learning.

We believe in preparing all children to be contributing, productive members of our diverse, global society.

We believe that excellence is the standard for continuous improvement in teaching and learning.

We believe the continued success of the school system is dependent upon strong community partnerships.

We believe learning is a lifelong process.

Hanover County takes pride in its focus on providing exceptional educational opportunities for all students. To that end, Hanover's instructional programs provide for a wide range of interests and abilities. Of note, students can engage in International Baccalaureate, Advanced Placement, dual enrollment, and Career and Technical courses, either at The Hanover Center for Trades and Technology, the Hanover Specialty Center, or in any of the comprehensive high schools at the secondary level. The division's philosophy of open access to programs promotes increased rigor. Students identified as gifted and talented receive direct services in their schools and can participate in local, regional, and state programs. Students identified as needing special education services have the support they need throughout their academic careers to achieve at their highest potential. Hanover County participates in Project Search which provides qualified students with intellectual disabilities with an autism spectrum disorder the opportunity to become trained for the workforce. All students are expected to attend school on a regular basis and behave in a manner consistent with the division's academic purpose. Supports are in place in all schools to assist students with meeting these expectations. Students who need additional supports may attend the alternative education program at The Georgetown School. These expectations are communicated through student handbooks and additional consistent communication with all stakeholders.

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.

Hanover County Public Schools is proud of the following accomplishments:

- High levels of student achievement and community involvement are evident in each of the twenty-five schools.
- Hanover consistently has a high percentage of schools fully accredited by the Virginia Standards of Learning assessments.
- Student achievement typically falls in the top 5% of Virginia's 134 school districts on various measures.
- The prestigious International Baccalaureate Program is in place in all four high schools.
- Hanover high schools offer Advanced Placement, International Baccalaureate, industry credentials and dual enrollment options to their students.
- The school division has received ten National Blue Ribbon School Awards by the U.S. Department of Education.
- The actual student/teacher ratio at the elementary level is 21.8:1
- Only 2.2% of Hanover students drop out before graduation - the lowest rate of all Virginia school divisions with over 15,000 students.
- Hanover has state champion athletes, athletic teams, and fine and performing arts programs.
- Junior Reserve Officer Training Corps (JROTC) programs are available to all high school students.
- Hanover has international and state champion DECA marketing teams.
- In 2015 Hanover was named one of the Best Communities for Music Education in America by the NAMM Foundation.
- 99.88% of core academic classes are taught by teachers meeting the federal definition of Highly Qualified.
- A total of 79 Hanover teachers working in our schools have earned National Board Certification.
- Hanover has state recognized teachers and Administrators-of-the-Year.
- Yearly professional development funds are provided for employee tuition or conferences.
- Hanover was the first school district in Virginia to receive the U.S. Senate Productivity Award for Continuing Excellence.

In the next three years, Hanover County will continue to seek improvement in the learning experiences for all students. Specifically, instructional staff is examining the concept of equity in order to best serve the needs of our students with disabilities, students identified as economically disadvantaged, and students from culturally diverse backgrounds. Additionally, the division continues to study the use of technology in the classroom, its integration into a variety of learning experiences, and the resources needed to move forward. Finally, Hanover County Public Schools is working to enhance its communication with all stakeholders through multiple avenues.

Additional Information

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

Hanover County Public Schools takes pride in its traditions that support student achievement and community involvement. It remains committed to honoring the past while preparing students for the ever changing future they will face.

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.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •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.	<ul style="list-style-type: none"> •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

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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.	<ul style="list-style-type: none"> •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences •Examples of schools' continuous improvement plans •Statements or documents about ethical and professional practices •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements of shared values and beliefs about teaching and learning •The district strategic plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •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 •Agenda, minutes from continuous improvement planning meetings •The district data profile •The district strategic plan 	Level 3

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

Hanover County Public Schools places high priority on the process for establishing and, subsequently, building understanding of and

commitment to the vision and mission of HCPS among the school system and its various stakeholders. The division keeps its focus squarely on student success via SMART goals and ongoing review of assessment data. In addition, system leaders utilize vertical alignment of system-wide goals via opening convocation, monthly administrative meetings, and director communications with principals. Principals, in turn, communicate common values and expectations to their staffs through monthly faculty meetings, school improvement meetings, and meetings with students and parents.

Data is used to plan staff development and curriculum implementation. Data dissemination has been streamlined in the last year to improve the use of data for instructional decision-making at all levels: division, building, and classroom. Additionally, the division's personnel evaluation system provides consistency and high expectations driven by student achievement metrics. Professional development related to data analysis has been provided.

System leaders also implement the mission statement by emphasizing a student-centered learning environment through dual enrollment courses, specialty center courses, IB/AP course work, and THCTT. Division philosophies about student achievement is clearly communicated in public forums, such as parent informational meetings and school board meetings.

Communication efforts have been a focus in recent months to ensure that the mission and purpose of the division is clearly a part of every message communicated. An increase in the types of communication being used in the division is assisting the division in reaching a wider audience, including students as stakeholders.

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.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •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 a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Proof of legal counsel •Governing authority policies on roles and responsibilities, conflict of interest 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •Communications regarding governing authority actions •District strategic plan •Examples of school improvement plans •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 4

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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.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's strategic plan •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's purpose statement •Survey results •Examples of improvement efforts and innovations in the educational programs •Examples of decisions aligned with the district's purpose and direction 	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 consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Examples of stakeholder input or feedback resulting in district action •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •Involvement of stakeholders in district strategic plan 	Level 4

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 criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Job specific criteria •Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted 	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.

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All of Standard 2 that relates directly to the governing body (2.1, 2.2, and 2.3) attained a score of 3 or 4. The main reason for this was because actions and policy-making decisions by the Hanover County School Board aligns with Hanover County Public Schools mission statement: "Hanover County Public Schools is a student-centered, community-driven organization that provides a quality education for lifelong success." School Board members eagerly participate in a wide range of professional development opportunities, such as VASBA conferences and workshops and internal board training. Financial decisions are community driven through the development of budget goals based on feedback from stakeholders including: teachers, parents, residents, and the business community of Hanover County.

The Hanover County School Board provides autonomy to school leaders in making site-based decisions where appropriate. There is a clear and defined distinction in roles for division-wide leadership and school leadership. This is most visible in the development, at the school level, of individualized school improvement plans.

Standard 2.4 was scored a 3. First, most leaders and staff at Hanover County Public Schools make decisions and take actions toward continuous improvement. School improvement teams, principals, and teachers must now use data to set goals and monitor student progress. A new template is being used this year to align schools within the division in both process and product while allowing for genuinely organic school improvement processes to take place. Additionally, the division has made great strides at engaging willing stakeholders, but some perceive that not all stakeholders are accountable for maintaining and improving conditions. Increasing parent and student participation in these areas is a goal for the division. Third, Hanover County Public Schools makes great effort to provide opportunities for collaboration and fostering a sense of community. Currently, the Board of Supervisors and the School Board conduct joint education committee meetings to ensure that educational needs can be discussed and addressed.

Hanover County Public Schools excels to the highest level possible in engaging stakeholders effectively (2.5). The division has numerous committees and working groups in place for active participation for staff, parents, and community residents. County-wide open comment and performance surveys are a regular practice throughout schools. Survey results are widely utilized in future decision-making. The division has a strong and successful business partnership program that ties the economic sector of Hanover County directly to the overall success of the school division. Hanover County Public Schools has good participation among various stakeholders, a positive disposition, and a strong sense of community.

Much progress has been made in Standard 2.6; however the overall rating is a 2. Hanover County Public Schools has moved to a state approved licensed instructional personnel evaluation system since the last external review. Administrators and the superintendent have also moved to a more robust evaluation system. The system ensures accountability based on a blend of student performance and instructional observations and artifacts. More work needs to be done with analyzing the performance evaluations and tailoring professional development opportunities for individual teachers, departments, and/or buildings.

All policies and practices of the Hanover County School Board are clearly detailed in the Hanover County Public Schools Policy Manual. The manual is available to the public on the front page of the division's website. The school board as an administrative and legislative body effectively operates due to its organized and cohesive actions. The school board received a 3 score for the performance level of the decision-making evaluation process since there is no review process, to the knowledge of its stakeholders, in place to allow for the evaluation of its decisions.

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.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Course or program descriptions • Survey results • Graduate follow-up surveys • Enrollment patterns for various courses and programs 	Level 3

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

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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.	<ul style="list-style-type: none"> •Authentic assessments •Examples of teacher use of technology as an instructional resource •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.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •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

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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.	<ul style="list-style-type: none"> •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.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"> •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

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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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Survey results •List of students matched to adults who advocate on their behalf •Master schedule with time for formalized structure 	Level 2

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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.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders about grading and reporting•District quality control procedures including the monitoring of grading practices across all schools•Sample report cards for each program or grade level and for all courses and programs•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is based on assessment of needs of the system. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Survey results•District quality control procedures showing implementation plan for professional development for district and school staff•District professional development plan involving the district and all schools•Brief explanation of alignment between professional learning and identified needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on 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 all students.	<ul style="list-style-type: none">•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•Data used to identify unique learning needs of students	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 sets high expectations for all students not only by adhering to the Virginia State Standards of Learning, but also augmenting them with more rigorous standards in the system curriculum guides. Standards are routinely reviewed with an eye toward improving students' higher level thinking skills, especially those related to necessary twenty-first century skills. Various committees regularly review the curricular offerings and evaluate the need for new courses that will provide students with even greater opportunities for engagement in learning to support their individual goals. The Hanover Center for Trades and Technology and the Specialty Programs offered at Hanover High School include learning opportunities for students wishing to seek certifications in trades-based or vocational-based education. This affords students rigorous and relevant coursework outside of the traditional course offerings. New opportunities for the 2016-2017 school year include a more focused specialty program for Health Sciences and an Advance College Academy (degree-bearing dual enrollment program).

Each discipline is supported by a Lead Teacher Specialist who ensures that each school effectively implements the curriculum which is developed and reevaluated constantly through five phases (one per year for each five year cycle of curriculum revision). Copious supporting documents are produced through the curriculum committees to assist teachers with course pacing, curricular resources, instructional strategies, and appropriate formative and summative assessments. Documents are made available to the appropriate stakeholders via the internet and intranet so that all are in a position to support student learning.

Recognizing that the purpose for having clearly defined expectations for student learning is to ensure that all students have equal opportunity to achieve to their highest potential, HCPS strives to maintain curriculum guides in which expectations for student learning are stated clearly. The curriculum guides contain both Hanover Virginia state objectives for those courses in which Standards of Learning (SOL) assessments are required. The learning objectives communicate clearly to students, parents and teachers the expected learning outcomes. Essential knowledge and skills are listed in each curriculum guide, in addition to instructional resources and assessment items. Curriculum committees are at varying stages incorporating these elements into every curriculum guide. Curriculum development committees continually work on the alignment of clearly defined expectations for student learning across subject areas and grade levels in most content areas. The belief in data-driven decision-making as a necessary component of instructional leadership is evident throughout the system. The expectation for research-based curricula is imbedded in the Five-Phase Curriculum Development Process. The Five-Phase Curriculum Development Process requires that a system-level curriculum development committee be formed and work continuously, utilizing the specified phases (Plan, Develop, Implement, Revise, Evaluate) to ensure ongoing review and revision of curriculum. Committees are comprised of teachers from each grade level and each course within a content area and, therefore, can collectively produce tools such as pacing charts and scope and sequence charts which contribute to achieving the goal of vertical alignment.

One area of improvement we are working to obtain is in the area of curriculum and learning experiences. We provide teachers with written curriculum but we are not sure that every classroom will teach the curriculum the same way. We keep teachers abreast of changes but we feel we may not always have 100% implementation. The system continually supports teachers with professional development including modules in 21st century learning and assessment practices. Our challenge again is ensuring that the tools are being used commonly throughout the system. We have a rich program of students providing all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. Our college admission rate is one way that will show how the system's learning experiences and curriculum prepare our students for the next level.

The system utilizes a facilitative leadership model that encourages all stakeholder voices to be heard. Data is collected regularly, not just from state and standardized tests, but from formative assessments used in classrooms and surveys from stakeholders. Curricular decisions, both at the system level and the school level, are based upon this data. Curricular committees, consisting of teachers, parents, business leaders, and other community members as appropriate, share in the decision-making related to adoption of curricular materials, determination of course offerings, alignment of curricular objectives, revision of curriculum standards and emphasis, and the creation of formative assessments. Through these committees, teachers are exposed to relevant research in their field to help lead curricular efforts at

their individual schools. The system's formative assessment program, which focuses on benchmark testing at prescribed times throughout the year, is linked to a computer-based application, allowing teachers, principals, lead teachers, and directors at the school board level an opportunity to analyze data in a number of different ways to reflect upon current practice and make modifications to benefit student learning. In collaboration with content leaders across the system, lead teacher specialists developed and implemented scope and sequence, pacing and curriculum guides and essential knowledge for teachers system wide to utilize in planning instruction. These guides are directly aligned with the state's Standards of Learning and include researched-based instructional strategies to assist with the delivery of instruction and reach all learning styles. Continuous research in best practices and instructional strategies has helped to create a Professional Development Model giving teachers a focus as to how to best meet the needs of students through instruction. Brain Based Research Strategies, specifically 21st century learner strategies, are the foundation of ongoing professional development and are being implemented in throughout the system.

In addition to the various programs offered by the system, specialists are employed to assist with the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement. Each elementary, as well as some middle and high schools, has a reading coach on staff who helps all teachers enhance literacy within all content area classes through modeling, co-planning, co-teaching, and training. A math coach who helps math teachers incorporate best practices and conceptual problem-solving strategies in their classes through modeling, co-planning, co-teaching, and training is also employed at some secondary and elementary schools. Technology coaches, Technical Systems Administrators and Instructional Technology Resource teachers are available to keep teachers abreast of technology integration through modeling, co-planning, co-teaching, and training.

There are a variety of assessment tools: Phonological Awareness Literacy Screening (PALS), International Baccalaureate/Advanced Placement Examinations (IB/AP), Algebra Readiness Diagnostic Test (ARDT), SAT Data reports, Scholastic Reading Inventory (SRI), running records, teacher-created assessments, nine week benchmark assessments for all core content courses, attendance data, and discipline data.

Monitoring instruction and being accountable for successful student learning are performance indicators for all Instructional Leadership Staff and principals. Data analysis is ongoing (Interactive Achievement, PowerSchool, Business Objects, grade reports, SOL system, school and teacher level reports, PALS analysis at the school and system level). Student performance on tests is reviewed by teachers, administrators, and central office staff. As a result of those analyses, principals, lead teacher specialists, department chairs, senior teachers, and other instructional leaders can know how every student is progressing in achieving the expected learning outcomes. The data also provide direction for creating more and different types of learning activities to provide students opportunities to succeed. The Plan, Do, Study, Act model provides an excellent tool for teachers, supervisors, and administrators to use in improving instructional design and effectiveness. The curriculum is planned and delivered, and through monitoring and data analysis, a "study" of teaching and learning effectiveness is done. Information provided in that study "drives" the creation of lesson plans, revision of curricula, and identification of professional development needs.

Curriculum guides are developed and revised regularly to reflect current research on "best practices" in teaching and learning for application by teachers in actual classroom performance. Content area lead teacher specialists provide continual support for teachers' learning and application of research-based instructional strategies. Curriculum development committees are charged with the responsibility of reviewing current research in the "Plan" phase of the Five-Phase curriculum development process.

Hanover County has implemented the use of Power School and Interactive Achievement and has expanded the capability of Business Objects. Item analysis of benchmark and exam assessments, using IA, provides immediate feedback that can be used to inform instruction and target specific objectives for remediation. Teachers receive student results within a day or two and quickly are able to make adjustments to instruction.

On the Principals Portal, Core Reports from Business Objects, as well as reports housed in Google docs, provide a wide array of reports on

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student testing and other indicators of school and student performance. These are refreshed as data become available and displays include five year trends on many indicators. New reports are developed on request and available to central office and school administrators, as well as trained building designees. In addition, training is routinely available for administrators and certain school designees on creating custom reports.

Curriculum committees (system-wide) led by lead teacher specialists are used to communicate/review assessment and other student performance results. Each school representative then shares information with their staff. In addition, reading specialists in elementary schools and reading and math coaches in secondary schools meet regularly to plan, discuss, disseminate information, and reflect on student progress.

Data are compared across schools, with other localities, as available and appropriate, and in trends across years, (for example, recruitment, and state-wide performance). Data are used for goal-setting, differentiation of resources, and budget initiatives.

Teachers are currently able to receive professional development in content, pedagogy, technology, and relationships as part of the new professional development framework. Administrators have also receiving training in assessments and tools to help teachers. The system uses a comprehensive system for assessing student progress, and the quality of that system has improved as a result of the Standards of Learning (SOL) requirements and those of the No Child Left Behind Act. As a result of these state and national assessment programs, teachers, administrators, parents, and students focus on specific learning outcomes, and HCPS analyzes this data to make decisions not only about group instruction, but also about individually targeted instruction. Using a framework of tiered instruction schools are identifying at-risk students, identifying and delivering specific interventions, and monitoring progress. Assessment information on each student is placed in the Power School database, and principals are responsible for leading their faculties in analysis of data for making decisions. The data can include grades, benchmark assessments, SOL scores, Phonological Awareness Literary Screening (PALS), Developmental Spelling Analysis (DSA) and external sources of information such as enrollments and test results for International Baccalaureate Program, Advanced Placement, SAT and PSAT assessments, student grades in dual-enrollment courses, and state CTE competencies. These give teachers, parents, and students help in setting learning goals and establishing pacing charts for instruction. Principals report on the data and their action plans resulting from analysis of it to system-level administrators and the superintendent at least three times each year. Also, the Assistant Superintendent for Instructional Leadership provides the School Board several reports annually on students' progress in achieving specified learning objectives.

Throughout the system, schools utilize various models of intervention to assist students who need additional support in meeting expectations. These models include summer programs, before and after school tutoring programs, as well as opportunities for intervention during the school day. The system seeks revenue sources to offer high quality, student-centered opportunities. While each school has the flexibility to design programming in order to meet the unique needs of its population, some commonalities exist. Within the classroom, many instructional programs are utilized to support struggling students. For example, some of the secondary schools have implemented the use of Read180®, a research-based program that helps raise students' reading levels. Many elementary schools utilize the framework of Response to Intervention, another well-researched instructional approach to assist younger students with acquiring the necessary skills to be successful throughout their academic career. Finally, schools at all levels continue to explore the implications for learning that have been brought to light based upon brain-based learning research. This body of research, while relevant to all learners, certainly has great implications for the ways in which educators support struggling learners

Elementary and middle schools utilize Accelerated Math and Reading, Book Buddies, PALS, literature circles and many other technological and instructional tools to ensure that all students' learning styles are addressed and that every student is challenged. In addition, programs such as Read 180® and Math Workshop are offered in secondary schools to assist students struggling in reading or mathematics.

Alternative assessments including the Virginia Grade Level Assessment and VAAP are also available for students whom multiple choice assessments are not appropriate. A comprehensive network of services supporting student's development and well-being is provided through collaboration among agencies coordinated by the Director of Special Education. The Family Assessment and Planning Team (FAPT) provide

regular communication among the school system and other human-services agencies, including Department of Social Services, Health Department, Court Service Unit, and Community Services Board. Directors of these agencies form the Community Policy and Management Team (CPMT). This network provides services including, but not limited to, parenting and prevention programs, substance-abuse counseling, transition and case-management services, and day-treatment programs. Other support services for students provided by Instructional Leadership staff include the Head Start program and early childhood education programs available to children beginning at birth in Hanover County. The school system provides quality health and medical services through RN's in the schools and leadership from the Coordinator of Health Services, as well as using agencies, such as Intercept, to provide additional social and emotional support for individual students.

At the elementary level, a focus on tiered instruction, quality core instruction and remediation in reading allows teachers in the school system to provide the greatest opportunity possible for student learning early in the learning process. The system's mission is to meet each student's needs. Teachers implement interventions in the classroom for students on a daily basis. This process of intervention is documented, monitored and revisited to ensure sufficient progress has been made. Programs, including Remediation Recovery, iStation, and SOL tutoring have also been implemented to provide intervention for students scoring below average on the Standards of Learning and system Benchmark assessments.

The HCPS Teacher Evaluation system sets criteria relating to prescribed instructional designs and proprietary practices. The Professional Growth Portfolio encourages teachers to differentiate instruction to ensure all student needs are met. The new evaluation system also allows for more focus and time to be spent with those new to the profession. The system uses a cycle system and multiple data sources to evaluate a teacher. All staff in the system is receiving on-going professional development in 21st century learning. These 21st century strategies require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools. The system is continuing to work on professional development and ensuring that all teachers are receiving follow-up feedback and conversations in regards to what is taught. Consistency of use of instructional strategies is always a challenge in every school across the system. Administrators are also being provided with more professional development to mirror what teachers are receiving. This helps as they observe each teacher and helps to provide more effective feedback.

In the area of collaborative learning communities, we have the strongest collaboration happening within the schools and grade levels or content areas. We work hard to have collaboration cross-curricular and having times for teachers to meet formally and informally. Our current professional development model is working to establish a common language across the system for instructional practices. To improve, the system needs to work in the area of learning, using and discussing the results of inquiry practices occurring on a daily basis throughout every school in the system.

Teachers place emphasis on motivation, reinforcement, retention, and transfer of learning as principles of learning. Multiple types of assessment are also used to ensure that students' learning styles are addressed not only in instructional strategies, but also in techniques of assessing their learning. Principals' Action Plans and each school's Continuous School Improvement Plan also ensure alignment of teachers' instructional designs with the system's mission and expectations for student learning. An area of growth for us would be, as mentioned earlier, does this instructional model look the same throughout every school within the system?

The system's mentoring, coaching and induction program supports instructional improvement consistent with the system's values and beliefs about teaching. The system's new teacher evaluation system allows for more time to be spent with those new to the profession, along with an assigned "buddy" or "mentor" for their first year. This is an area we need to improve as a district. We have a formal training for those new to the system in August each year however any other coaching or mentoring is set up at each individual school.

One of the system's greatest areas of strength lies in the ability to engage families in meaningful ways in their children's education and keep them informed on their children's learning progress. Families have multiple ways of staying informed. With the addition of the Power School system in 2013, parents now have access to their child's progress and grades 24 hours a day. We have a county website with links to each school's individual site. Each teacher keeps a BlackBoard online learning site up to date for all students and parents. We also have newsletters, e-connect emails, marquee's, and automated phone messages.

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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. Examples include our guidance counselors staying with one specific grade level in secondary throughout their 4 years, administrators remaining with certain grade levels or students throughout their time at each school, some teachers "loop" grades at the elementary level, and some case managers are able to work with students over multiple years. We have specialists and coaches (music and arts teachers, ITRTs, librarians, reading specialists) that also can establish relationships with students for various years. As a system, we don't have a specific program for this, however at school levels we do. This is an area we can continue to work on in developing some universal guidelines for the structure.

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. The system has a set grading system including how to round grades in our Power School system. All stakeholders are made aware of this system at the beginning of each school year through welcome letters and syllabi. This information can also be found on the system's website and in the Power School grading system. Business Objects, a comprehensive data management application, allows administrators access to demographic, discipline, testing and grading information in both aggregated and disaggregated forms. Instructional leaders are then able to use this information to support the data-driven decision-making process.

All staff members participate in a continuous program of professional learning throughout each school year. It begins with two full days of professional development in August and continues throughout the year at the school level. The program builds capacity among all professional and support staff. While we evaluate the process via surveys from teachers after each session, we need to strive to obtain more in-depth feedback to see how what is learned is impacting instruction.

Tech Coaches are full time teachers that provide instructional technology assistance. SYSOP's are assigned to every school for technology equipment and software support. ITRT's (Instructional Technology Recourse Teachers) are assigned to multiple buildings to provide professional development and support in integrating instructional technology in the classroom. Math Coaches have been assigned to select elementary and secondary schools based on need and school performance. Each elementary school has a reading resource teacher. There are some reading coaches at the secondary level based on school need and performance.

System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or learning needs. System personnel are familiar with research related to unique learning styles and can provide related learning support however with our specific special populations, we may not always provide enough training, coaching and feedback. One strong program we have in our elementary schools is Foundations. This program is consistent K-2 system-wide. Trainers provided the professional development, coaching and feedback. They also modeled lessons for the teachers. This program allows for all levels of teachers, administrators and system leaders to have a common language to discuss student performance and assessment.

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: 3.0

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.	<ul style="list-style-type: none"> •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 •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.	<ul style="list-style-type: none"> •Examples of school schedules •Examples of efforts of school leaders to secure necessary material and fiscal resources •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Example systems for school maintenance requests •Policies, handbooks on district and school facilities and learning environments •Example maintenance schedules for schools •School safety committee responsibilities, meeting schedules, and minutes 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body, and system leaders have built-in measures used to monitor and ensure successful implementation and completion.	<ul style="list-style-type: none"> •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 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Evaluation procedures and results of education resources •Survey results •District education delivery model intended for school implementation including media and information resources to support the education program •Data on media and information resources available to students and staff 	Level 3

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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.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Policies relative to technology use at the district-level and school-level •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 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations •Social classes and services, e.g., bullying, character education 	Level 2

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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 each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•District quality assurance procedures that monitor program effectiveness of student support services•Description of referral process	Level 4

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.

Standard 4.1 Strengths

Hanover County Public Schools has a well grounded process for the recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff. Recruitment efforts for teachers and administrators involve postings on the district website, sponsored websites including Teacher-Teacher.com, hosting in-house job fairs, attending job fairs at colleges, professional conferences, posting positions with the Virginia Employment Commission, and placing radio and newspaper advertisements. Support staff recruitment is typically achieved through advertisements in local newspapers and on the website.

Acclimating new teachers to the school district typically occurs during the summer with a one-day policy and benefit orientation followed by a three-day pre-school instructional induction. Additionally, teachers entering the district who are beginning their teaching career are assigned a mentor to work with them throughout the year. Teachers coming into the district with teaching experience are assigned a "buddy" to help facilitate their transition to the district. Opportunities for mentors and novice teachers to come together in district-wide support meetings have been made available quarterly over the past two years. During these meetings, new teachers are provided with support and resources to help with issues typically experienced by new teachers and with opportunities to make connections with other new teachers and mentors who can serve as a source of support for them. Support staff attends a half-day policy and benefit orientation with induction occurring on the job site. Many support departments provide new employees with buddies and provide opportunities to shadow experienced staff in order to learn the school locations and specific job responsibilities related to particular buildings and trades. There is also a new administrator orientation included in the August Leadership Conference options.

Staffing is allocated to accomplish the mission and goals of the school district. The school district works diligently to ensure the best teacher-school match. This is accomplished through the interview process. Applicants are initially screened and interviewed by a Human Resources administrator. The candidate is then sent for on-site interviews led by the building principal. Once interviews are complete, the principal and Human Resources personnel discuss the suitability of the applicant for the school. If the applicant is offered a position, he/she is given the opportunity to provide input as to whether he/she believes the school is a good match. Support staff placement is often based on both need and experience. When openings exist, opportunities for reassignment are initially offered to current staff, and final placement is then determined by the specific needs of the district while ensuring quality skills and experience at each location.

Professional development is provided for all employees in the district and it is designed to enhance the new teacher evaluation process developed by the state.

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All licensed and classified personnel are evaluated using processes and forms delineated in School Board policies and regulations and found to be consistent with seven teacher standards adopted by the Virginia Department of Education under No Child Left Behind guidelines that focus on student academic progress. Evaluation for instructional and support staff involves formal and informal observations, goal setting with input from a variety of administrators and a professional growth portfolio. The evaluation process shall insure that a teacher's strengths and weaknesses, as measured by student academic growth and other observational data, shall be identified, and that time and assistance will be provided to correct any deficiencies.

The most powerful incentive for retention is the collegial climate and culture of Hanover County Public Schools. Additionally, participatory decision-making, leadership opportunities, active communication and support systems, regular professional development opportunities, tuition reimbursement, competitive compensation, and various benefit enhancements support employee retention. Hanover County has an established salary scale for all employees that is competitive with the metro Richmond averages.

Standard 4.2 Strengths

The Budget Calendar is developed to include dates for the School Board to develop goals, departments to submit requests, and senior staff members to recommend a balance proposed budget to the School Board for its consideration. Budgets are developed by Cost Centers, within specific budget targets for ongoing operations. A ten year enrollment forecast by grade and by school is developed annually. These projections, along with staff standards, provide a basis on which a projection of staff and operational enhancements is developed to maintain current service levels.

Each year the school district and county staff members develop a five-year local funding target and projection of revenues and expenses that is consistent with the enrollment forecast. Included with this are planned physical and program introductions, expansions, and renovations. Projections identify any future pressure points. These long-term plans are reviewed annually and are adjusted as necessary to respond to economic and enrollment changes.

School district and county staff members develop a ten-year Capital Improvement Plan (CIP) that identifies space needs and offers a plan for accommodating future enrollments. The school district uses both the ten year CIP and the Long Range Plan to identify and prioritize the needs of the district in maintaining, renovating, replacing, and repairing facilities and equipment that will ensure a safe comfortable learning environment. With a stable growth rate, resources have been dedicated to major roof repairs and HVAC equipment upgrades along with instituting energy management controls that optimize the equipment. In addition to construction and improvements of facilities, the CIP also identifies planned funding for school bus replacement and computer infrastructure. The plan identifies funding sources that fall within the County's Debt Policy. The district's school construction savings plan allocates year-end balances to school capital needs. By doing so, there are opportunities to supplement debt issuance with cash funding for capital projects.

As indicated above, the Capital Improvement Plan is developed within the County's Debt Policy. In order to continue Hanover County's AAA bond rating (highest quality rating), all debt activity is closely monitored by the finance staff to ensure compliance with the county's debt policy. The school district utilizes Virginia Public School Authority and General Obligation bonds to minimize interest expense.

The school finance department has developed a complex chart of accounts that provides for intricate and detailed reporting measures while facilitating a practice of site-based management. The finance offices utilize a budget development system that identifies every specific approved position and operating expense. The budget development system is utilized as a position control system once the budget year begins. By maintaining budget control, the balance of actual to budget compensation expenses can be monitored in real time. Monthly financial reports are provided to cost center managers to ensure the accuracy of transactions and to provide a tool for budgetary monitoring and control.

The school district is a component unit of Hanover County, and as such, undergoes its annual financial audit in conjunction with the County. Results are documented in the County's Comprehensive Annual Financial Report, printed and maintained in the District Finance Office, and posted on the county's website. The County has received a Certificate of Excellence in Financial Reporting from the Government Finance Officers Association for its comprehensive annual finance report for every fiscal year since 1985.

The finance staff continuously reviews the fiscal activity of appropriated funds to ensure that the activity is appropriate, accurate, and within budget estimates. This review includes a comparison of actual with budgeted revenue projections to ensure that revenues are being received as anticipated. Projections of year-end fiscal position allows for the introduction of budget balancing strategies throughout the year

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(plus or minus). A summary of the year to date revenue and expenditure activity as compared to budget estimates is provided to the school board members monthly in the form of a Fiscal Status Report.

An audit of student activity funds is performed annually, and results are printed and maintained in the District Finance Office and at each school. In addition, the finance staff reviews monthly student activity fund fiscal reports, received from individual schools, for appropriate fiscal activity. The school district enjoys one of the lowest costs per pupil in Virginia while maintaining a quality instructional program and range of services among the best in the state.

Hanover County was recently recognized as one of only two Virginia jurisdictions in which the school district and the County government have received the U.S. Senate Productivity and Quality Award.

Standard 4.3 Strengths

Hanover County Public Schools has a division wide safety committee that meets to analyze, review, implement and execute safety procedures regularly. There are a variety of stakeholders on this committee including Fire and EMS, Hanover Sheriff's Department Deputies, Virginia State Police, Superintendents, Directors, Teachers, Nurses, Support Staff, Principals, and the Director of Safety. They ensure that all changes in the safety and crisis manuals are communicated to each administrator and that copies are updated in both school copies of the HCPS crisis and safety manuals.

The division is currently revising its comprehensive and thorough crisis and safety plan. Each school also has its own crisis committee that meets and reviews their site plan according to division expectations. All safety drills are practiced and discussions are held to monitor and adjust when needed. Outside agencies are invited to come and observe various drills throughout the year and to be involved in reflection conversations to improve the safety of schools. It is noted who was involved during each drill when the administrators complete their record keeping and turn it in to the Director of Safety. HCPS is in compliance with all local and state safety requirements.

Hanover County Public Schools has a security system that is used on a daily basis. No visitor can obtain access in the building without being buzzed in by the front office staff.

All visitors must sign in and out and obtain a visitor's badge while on the premises. The county also has an emergency communication system to immediately notify all stakeholders of a true crisis via an email or a telephone call. In addition, there is a schedule of specified drills that are to be practiced monthly and reported to the division director. All forms for reporting are on a website and accessible by administrators and directors.

All Hanover County Public Schools are undergoing a facility needs assessment. In last few years, the HCPS School Board, Superintendent and Board of Supervisors have truly placed an emphasis on improving the conditions of each school. They are using surveys from stakeholders and have personally visited each school in the county to discuss needs with each school's administration. Surveys were given out and each principal was asked to rate and or list what their individual school's needs are to improve the quality of each school.

The Director of Building and Maintenance Services personally visits each school to conduct walk-thrus and to discuss with the administration the needs of equipment, repairs and to follow up on physical building requests. There is a website that is available to report and needs and or repairs for each building. It is easily accessible and user friendly. Each maintenance team that is assigned to each building follows up with the building administrators when a request is made through the website and is done so in a timely manner. HCPS has measures that are in place to track repairs and requests as well as human resources are present to discuss such needs and requests. Administrators have yearly meetings and tours to discuss the needs of each of their buildings.

Each school in HCPS has a AHERA/NESHAP Asbestos Inspection Report and Management Plan and Material Safety Data Sheets to keep a

record of inspections of buildings, grounds and equipment. The division also has a certified playground inspector that comes and inspects each playground and provides a detailed report to each administrator outlining what is needed to either update equipment or grounds and or to maintain a safe outdoor playing environment for students.

School district and county staff members develop a ten-year Capital Improvement Plan (CIP) that identifies space needs and offers a plan for accommodating future enrollments. The school district uses both the ten year CIP and the Long Range Plan to identify and prioritize the needs of the district in maintaining, renovating, replacing, and repairing facilities and equipment that will ensure a safe comfortable learning environment. With a stable growth rate, resources have been dedicated to major roof repairs and HVAC equipment upgrades along with instituting energy management controls that optimize the equipment. In addition to construction and improvements of facilities, the CIP also identifies planned funding for school bus replacement and computer infrastructure. The plan identifies funding sources that fall within the County's Debt Policy. The district's school construction savings plan allocates year-end balances to school capital needs. By doing so, there are opportunities to supplement debt issuance with cash funding for capital projects.

As indicated above, the Capital Improvement Plan is developed within the County's Debt Policy. In order to continue Hanover County's AAA bond rating (highest quality rating); all debt activity is closely monitored by the finance staff to ensure compliance with the county's debt policy. The school district utilizes Virginia Public School Authority and General Obligation bonds to minimize interest expense.

Standard 4.4 Strengths

Hanover County Public Schools has clearly defined policies and procedures for strategic resource management.

The Long-Range Plan was developed using a collaborative effort involving many stakeholders. This technical and focused plan is a comprehensive plan that was implemented in 2012 and updated last fall, "Charting Our Course Through the 21st Century" It is comprised of a collaborative vision, mission, beliefs as well as five goals and objectives. It is regularly referred to and is used to drive our organizational focus.

The Long Range Educational Technology Plan was developed and is in the process of being implemented. This plan will be implemented and assessed for continuous improvement and development during the years of 2013-2019. The Long Range Educational Technology Plan is comprised of an executive summary which is aligned with the mission of Hanover County Public Schools: a student-centered community-driven school district that provides a quality education for lifelong success. The plan's vision, goals and beliefs are also aligned with the HCPS mission as well as the School Board's goals. It is clear, concise and educationally focused.

The Budget Calendar is developed to include dates for the School Board to develop goals, departments to submit requests, and senior staff members to recommend a balance proposed budget to the School Board for its consideration. Budgets are developed by Cost Centers, within specific budget targets for ongoing operations. A ten year enrollment forecast by grade and by school is developed annually. These projections, along with staff standards, provide a basis on which a projection of staff and operational enhancements is developed to maintain current service levels.

The school finance department has developed a complex chart of accounts that provides for intricate and detailed reporting measures while facilitating a practice of site-based management. The finance offices utilize a budget development system that identifies every specific approved position and operating expense. The budget development system is utilized as a position control system once the budget year begins. By maintaining budget control, the balance of actual to budget compensation expenses can be monitored in real time. Monthly financial reports are provided to cost center managers to ensure the accuracy of transactions and to provide a tool for budgetary monitoring and control.

The school district is a component unit of Hanover County, and as such, undergoes its annual financial audit in conjunction with the County. Results are documented in the County's Comprehensive Annual Financial Report, printed and maintained in the District Finance Office, and posted on the county's website. The County has received a Certificate of Excellence in Financial Reporting from the Government Finance Officers Association for its comprehensive annual finance report for every fiscal year since 1985.

The finance staff continuously reviews the fiscal activity of appropriated funds to ensure that the activity is appropriate, accurate, and within budget estimates. This review includes a comparison of actual with budgeted revenue projections to ensure that revenues are being received as anticipated. Projections of year-end fiscal position allows for the introduction of budget balancing strategies throughout the year (plus or minus). A summary of the year to date revenue and expenditure activity as compared to budget estimates is provided to the school board members monthly in the form of a Fiscal Status Report.

An audit of student activity funds is performed annually, and results are printed and maintained in the District Finance Office and at each school. In addition, the finance staff reviews monthly student activity fund fiscal reports, received from individual schools, for appropriate fiscal activity. The school district enjoys one of the lowest costs per pupil in Virginia while maintaining a quality instructional program and range of services among the best in the state.

Each year the school district and county staff members develop a five-year local funding target and projection of revenues and expenses that is consistent with the enrollment forecast. Included with this are planned physical and program introductions, expansions, and renovations. Projections identify any future pressure points. These long-term plans are reviewed annually and are adjusted as necessary to respond to economic and enrollment changes.

Standard 4.5 Strengths

Hanover County Schools maintains full-time librarians at twenty-three of its twenty-five schools who are charged with providing access to, coordinating, and evaluating usage related to a variety of information resources. Each of the fifteen elementary schools has one full time librarian, and those elementary schools with over five hundred students typically have a full time library office assistant who maintains records, inventory, and circulation. Three of the four middle schools and all four high schools each have two full-time librarians, while the fourth middle school has one librarian due to enrollment. Each feeder pattern (middle - high school) shares one full-time library office assistant. The two HCPS schools without library support are The Hanover Center for Trades and Technology (THCTT) and The Georgetown School. Students travel to THCTT for two blocks every other day from each of the four high schools; therefore, students have regular access to the full-time librarians at their home schools. The Georgetown School serves students who have been temporarily removed from their home school environment for disciplinary reasons. Students attend this school full-time for various periods of time, and while there is a library on-site, there is no librarian hired for this school although requests have been made to add this position.

These faculty members make recommendations to the division's Lead Teacher Specialist for Library Media Services regarding information resources that will be most useful to students and faculty and that will help build the library program's focus on research and inquiry. The HCPS Virtual Library site can be accessed by all faculty and students through the division's webpage. Accessed via this site, Destiny Library Manager provides services such as student-created book reviews and WebPath Express, which recommends vetted websites deemed best for research. The HCPS Virtual Library also provides one-site access to all of the databases supported by the division. These databases can be accessed by students and faculty either at school or from home using each individual school's login/password.

Librarians provide evaluation and feedback to the Lead Teacher Specialist on the degree and ease of usage for each database, and reports from the Gale Cengage: Usage by Database are useful in making purchasing decisions. For example, last year *Opposing Viewpoints in Context* was not purchased because some of its features are now included in the *Student Resources in Context* database. Librarians have requested that *Opposing Viewpoints in Context* be renewed next year because they have found that students are not finding the information they need for persuasive and analysis papers in the reduced features found in *Student Resources in Context*. This feedback process is conducted each year as renewals are considered.

A variety of processes are in place to recruit, hire, and retain librarians who are highly skilled in assisting both students and faculty in utilizing these various information resources for research and inquiry. The Lead Teacher Specialist for Library Media Services works with the Human Resources contact responsible for hiring in this content area to conduct preliminary interviews for both full-time librarians and library office

assistants. Once all candidates have been vetted through these two central-office specialists, a small pool of candidates is forwarded to building principals for final interviews. The recruitment and hiring of highly qualified candidates has most recently been supported through two additional avenues: (1) a cohort has been established through Longwood University, and in partnership with Spotsylvania County, for training new librarians to fill future library positions available in Hanover County and (2) the Lead Teacher Specialist has been very involved at both the state and national levels, most recently showcasing HCPS in her role as President of the Virginia Association of School Librarians. Both of these opportunities bring Hanover County to the forefront in candidates' minds as well as bring great potential candidates to our awareness.

Retention efforts for librarians and library office assistants are also strong. Each new librarian is provided with a mentor whether he/she is a new librarian or simply new to Hanover County. These mentors meet with new librarians on a regular basis and provide consistent support and guidance. All librarians participate in division professional development for two days in August each year where at least one session during the two days is focused specifically on librarians' needs. Other sessions can be selected by the librarians based on their own professional learning goals, technology needs, or content area approaches that will assist them instructionally in collaborating with other faculty to meet students' needs. In addition to these division-wide days, all librarians participate in quarterly professional development during the school year that is geared just for librarians. In between these sessions, focus groups meet to work on a variety of projects that ensure that all librarians are able to participate in decision-making related to library programming. Focus groups may last for one school year or span several years. The most significant changes implemented in library programming come from the work of these focus groups. Most recently, for example, the focus group investigating guided inquiry and the development of a research model has moved the secondary librarians toward a consistent approach using the Guided Inquiry model while the elementary librarians are investigating 3 different approaches and narrowing to something that will fit into a consistent division plan for research and inquiry at their level. Librarians and library office assistants also maintain support from, and connection with, one another through a library distribution list, a directory for communication, and a library curriculum site for resources. Through all of these resources and professional development opportunities, librarians and their library office assistants are continually learning up-to-date, critical information that informs their work with students and faculty in the realm of accessing, utilizing, and evaluating information resources.

Standard 4.6 Strengths/Challenges

Recent changes in the schools related to access to technology and devices have had a great impact on the ability of Hanover County Public Schools to provide the necessary infrastructure to meet the teaching, learning, and operational needs of all stakeholders. The implementation of a Bring Your Own Device (BYOD) policy across all instructional levels in the 2012-2013 school year as well as the availability of wireless access in all school buildings beginning in 2011 were positive changes, yet these changes have impacted the demands placed on the technology infrastructure in HCPS particularly related to issues with bandwidth and internet access points. On a typical teaching day, the network is so saturated with devices trying to access these points that they cannot keep up, and access is either unavailable or extremely slow which impacts instruction. In addition to these changes specific to HCPS, both local and state testing is now conducted online which introduces another challenge to the infrastructure. While the bandwidth is adequate on a typical teaching day, access to anything other than testing must be completely shut down during testing windows or the system cannot handle the load, and testing is impacted.

These policies have also impacted the need for stringent security measures in order to keep students and information safe. Navigating the security restrictions is often reported in surveys as a difficulty experienced by teachers and students that impacts instruction. Teachers, students, and consultants from outside the division find it difficult to navigate the security of the network on either school equipment or personal devices. HCPS has a process that teachers can follow to request sites be unblocked. This process requires sites to go first through the Instruction department, where they are vetted by lead teacher specialists, and then through the technology services department.

Access to equipment as well as age of devices is also frequently mentioned in surveys as an area of concern. All schools have several laptop carts, and many schools still have computer labs that are available for sign-up. Battery life for many of the laptop carts is a continuous problem affecting the ability for the carts to be used for two straight teaching blocks thus reducing the number of carts available to teachers for use in their classrooms. The BYOD policy has helped this access issue to some degree, but issues mentioned above can still impact instruction. Additionally, there is a great need for professional development for teachers and administrators related to effective use of student devices in the classroom. Although these sessions have been offered, attendance remains relatively low.

Technical support personnel as well as instructional technology support is provided in HCPS, but personnel are insufficient to meet the needs of the division. The SYSOP is responsible for meeting the daily technology support needs of teachers related to equipment and access. Each building also has a Technology Coach whose responsibilities include support for new teachers in meeting and documenting competence with their TSIP standards and rolling out new technology initiatives to the faculty including access to the division's online gradebook and parent communication system. Technology coaches receive a stipend for their work, but they are full-time classroom teachers which impacts their ability to support teachers in an on-demand way. HCPS also has several full-time Instructional Technology Resource Teachers (ITRTs) and one ITRT who serves half-time in this role and half-time as the division's Online Learning Developer. These ITRTs are responsible for all 25 school buildings and central office support. With a student population of almost 18,000 students and 1,600 faculty, our current ITRTs struggle to provide appropriate support.

Hanover County Public Schools has a six-year Long Range Educational Technology Plan, the most recent of which was developed during the 2012-2013 school year by a group of division and school-based representatives guided by an educational consultant specializing in technology. Parents, teachers, students and community members were included in the plan development process through participation in focus groups and surveys. This plan was submitted to, and approved by, the state in the summer of 2013.

Standard 4.7 Strengths

Hanover County Public Schools works with a variety of programs to support the physical, social and emotional needs of our student population. HCPS has a process to determine the needs of students through teacher data assessments, special education, 504, gifted, ESL and Title I services. Identifiers for these services include child studies and psychological testing. The school division further implements Propel and Excel teams to target support for students that may not identify as one of these services. HCPS offers a Head Start program to provide access to infants and toddlers to provide teachers and transition options to develop needs of students at a young target age.

Further individual schools have other tools to implement programs to meet the needs of students, such as, Math Workshops, Reading and Writing Workshops, tutoring and counseling programs. Social classes and services are also offered to students to address the social and emotional needs of students through PBIS, Teacher Advisory Groups, Character Education, Bully Prevention Programs, and Special Education Resources.

The school system partners with school community agencies for student-family support through Hanover County Community Resources and Social Services. The communication and identification to implement and improve this network are seen as a weakness and an area of improvement that should be evaluated. Family services included in this partnership are the Parent Resource Center and Strengthening Families programs that meet within our schools.

System and school personnel evaluate these programs as needed to further enhance support services and develop professional development to target meeting the needs of various student groups. Committees are formed to develop improvement plans and assess services. These include the Gifted and Talented Advisory Committee and the Special Education Advisory Committee.

HCPS provides for children with special learning needs in a variety of ways, including special education services, gifted services, ESL

services, and Title I. HCPS is a Targeted Assistance Title I district. Specialized training is provided for Title I teachers, Hanover Preschool Initiative staff, and ELL staff as appropriate throughout the year. Additionally the special education assistant director provides training during all substitute orientation training and during transportation driver training.

Resources provided by HCPS include access to the Head Start program for students who qualify for access to the Part C Infant and Toddler program, in which teachers visit homes and work with children younger than two years old and their parents and to transition programs that provide information about post-secondary options for students.

The Special Education Advisory Committee (SEAC) continues to be a strong advocate for the needs of all special education students and to field concerns. An outgrowth of this committee - the Parent Resource Center - now offers sessions on a variety of topics of interest to parents and community members (as well as teachers) who may need additional resources. The organization assists in assessing needs, providing resources, and monitoring student needs and the ways in which those needs are addressed.

Standard 4.8 Strengths

HCPS provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students. Services are available for counseling, assessment, referral, education and career planning that include classroom guidance, group counseling, and individual counseling for all students. Services are available for academic, career and personal social needs. Students are services through teacher, parent and student referrals. Education and career plans are developed for all students at the minimum of 7th grade level.

School counselors play a key role in the Coordinated School Health Model and provide support to students in the areas of career, academic, and personal/social needs in all 25 HCPS schools. Within the last two years, much work has been done to align the goals and objectives of the counseling program with the content and language found in the American School Counseling Association (ASCA) Model and the Virginia Standards of Learning for School Counseling. The ASCA model provides an audit process for program planning that outlines ideal programs in four areas: accountability, the delivery system, program foundations, and the management system. These areas have also been utilized as the organizing framework for newly developed tiers of competency that specify what all HCPS school counselors should know and be able to do in the three tiers identified above. These competencies are used to identify areas of strength and need both for individual counselors and for the school counseling team and to plan professional development to address those needs, thus providing school counselors opportunities to develop greater expertise in their work with students.

A Counselor Leadership Team, comprised of counselors nominated by their peers, has been established. It includes representatives from all three school levels, as well as several National Board Certified counselors. This team has taken on the primary responsibility for planning professional development and for disseminating information regarding the ASCA model and program standards and audit. These program standards are also the foundation for a pilot counselor evaluation system currently in place in all schools. This Performance Appraisal is more closely aligned with specific counselor standards which are aligned with the ASCA Model program standards. Revisions will be made following principal feedback expected this spring.

An evening education program, "Staying Connected," is currently provided for students who violate school substance abuse policy and their parents. In the past two years, the curriculum has been reviewed and revised to align with changes in the Hanover Community Services Board (public behavioral health agency) substance abuse services for youth. The mandatory school education program is facilitated by both a HCPS substance abuse prevention counselor and a Community Services Board (CSB) staff member. The revised program content focuses on positive social skills, making positive choices, and communication between parents and students. It has also strengthened the connection with the community through the involvement of CSB clinical and prevention services staff. A new program, "Strengthening Families," is being piloted at the middle school level, focusing more on positive parent-child communication and the prevention of patterns that lead to later issues requiring substance abuse program placement.

HCPS provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students. Services are available for counseling, assessment, referral, education and career planning that include classroom guidance, group counseling, and individual counseling for all students. Services are available for academic, career and personal social needs. Students are services through teacher, parent and student referrals. Education and career plans are developed for all students at the minimum of 7th grade level.

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.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •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 	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.	<ul style="list-style-type: none"> •Examples of data used to measure the effectiveness of the district systems that support schools and learning •District quality control procedures that monitor schools in effectively using data to improve instruction and student learning •List of data sources related to district effectiveness •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

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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.	<ul style="list-style-type: none">•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.	<ul style="list-style-type: none">•Policies and procedures specific to data use and training•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

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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.	<ul style="list-style-type: none"> •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 •District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals •Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement •Executive summaries of student learning reports to stakeholder groups 	Level 3

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

Areas of Strength:

Hanover County Schools 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. Data is derived from multiple formative and summative measures. Staff members participate in ongoing data collection from sources such as county benchmarks, state standardized assessments, and college board assessments. Staff analyzes data to evaluate the effectiveness of school programs and uses this information to remediate and enrich its students. Continuous learning is supported through staff attendance at department meetings and monthly faculty meetings. School staff will maintain communication across grade levels and departments through meetings in order to communicate concerns, track student progress and make analogies to student progress or regression as well make changes in response to instructional delivery. County schools have department/grade level chairs and content specialist coaches that serve as valuable resources to teachers as they analyze data and make appropriate instructional choices and changes.

The action plan for sustaining these areas of strength:

We will continue to use county benchmark assessments as another means to document student academic growth as well as using results to drive instruction. Staff will continue to study data/student results and make note of trends within the data utilizing Interactive Achievement. Staff will then use this data to implement instructional strategies to remediate and enrich students in the areas of need. Teachers will also modify instruction based on the results of the data. Staff will continue to make every effort to communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to all stakeholders. The school division will continue to work with its staff and teachers through professional development to better analyze data and use the results to improve instruction through remediation and enrichment to achieve student success.

Areas in need of Improvement:

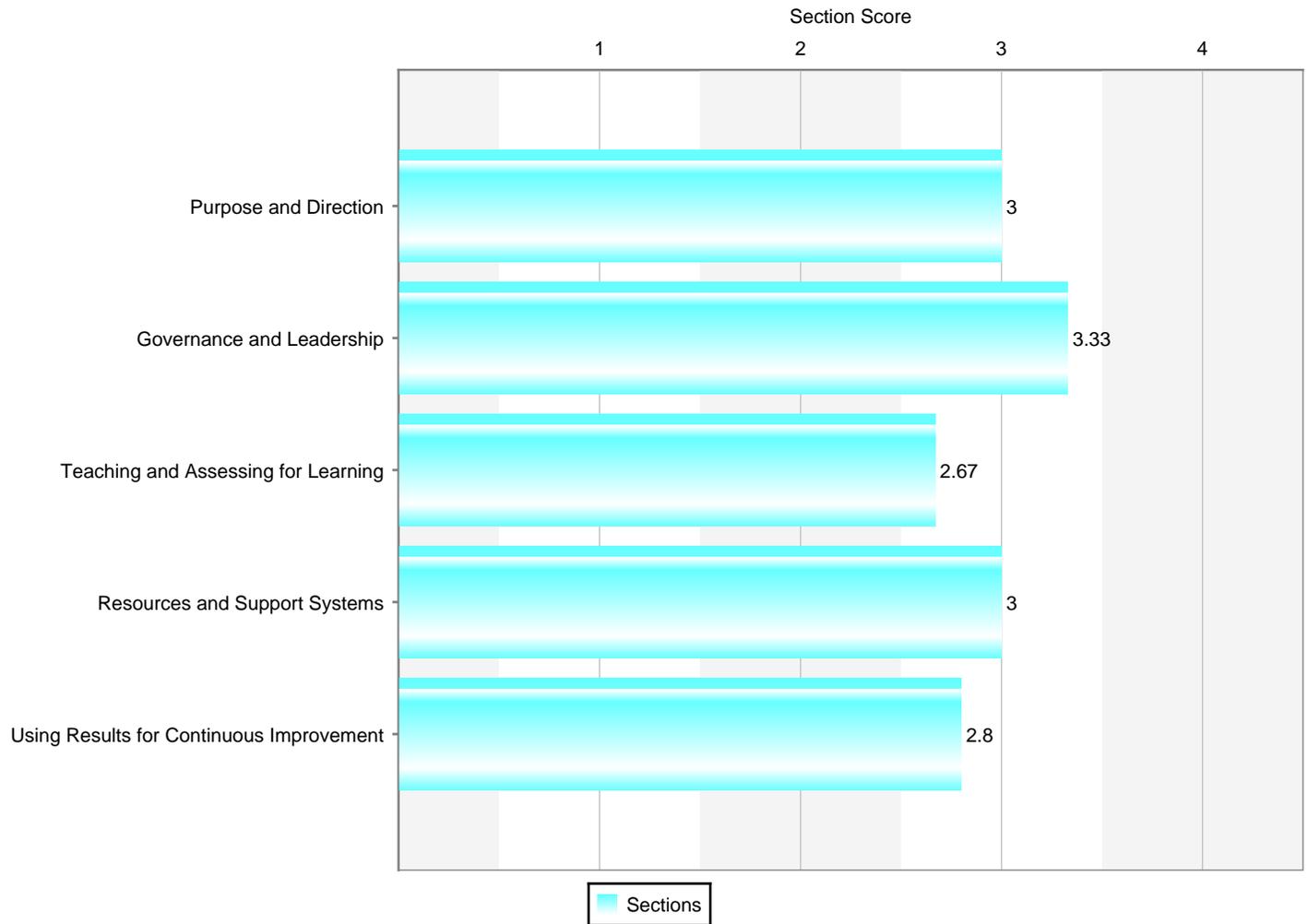
Training of professional and support staff in data analysis and interpretation is an area in need of improvement. Although administrators and targeted teacher groups have been trained, more comprehensive professional development opportunities must be developed. Policies and procedures also are needed to clearly define and describe the process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. This work must occur in conjunction with human resources and accreditation monitoring.

More time and training will be provided for teachers and support staff in the area of data analysis. Staff will be trained in the evaluation, interpretation, and use of the results. Many teachers have an understanding of data but need more training in what to do with the data and how to use it for future planning and the modification of instruction so students can be more successful. The division will continue to work to improve its Professional Development to better assist, both professional and support staff in data analysis. County staff has already taken part in professional development regarding assessments. Staff will continue to unpack and fully understand student standards. This will enable teachers to create good common assessments that prove to be valid, reliable, and bias free. This will allow teachers to generate valuable data to interpret and analyze for use in their professional growth portfolio. Data used in the professional growth portfolio will be used to measure student growth and readiness for and success at the next level. Staff should continue to utilize and rely on their PGP to measure student improvement. We will continue to use county benchmark assessments as another means to document student academic growth as well as using our results to drive instruction. Continuous communication and collaboration amongst staff at various levels and across various content areas will be encouraged to further aid improvement in these areas.

Additionally, schools in improvement based upon state and federal accountability systems will receive additional support from ILS directors in collecting and analyzing data for student achievement and growth.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Complied Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Overall, Standard One showed the highest stakeholder satisfaction. Within that category, Indicator 1.1 was rated most favorably. Although individual indicators sometimes fell beneath the 3.20 threshold, the ratings for overall Standards never dipped below 3.5 for any stakeholder group.

Parents rated Standard Four as the highest area. Both indicators 4.1 and 4.3 had an average score above 4.0.

Staff scored all standards above a 4.0 with the exception of Standard 3.

Student survey results differed among the different age groups. As a complete group, students found greatest satisfaction with Standard One, but all Standards with the exception of Standard 5 earned scores above 4.0. Secondary students also rated Standard One highest; however, their responses revealed less satisfaction than the overall students' responses.

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

As this is the first year that Hanover County has used these surveys divisionwide, there is no direct comparison to make.

The former survey data (included in upload) measured parent satisfaction based upon the percentage of respondents who either "agreed" or "strongly agreed." An attempt was made to correlate the questions on the former parent survey with AdvancEd standards; however, the nature of the questions overall was very different. Standard One responses in both the former survey and current survey reveal a relative strength. In the old survey, many items related to Standard Four were relatively weak; however the new survey format captured a more positive picture in this Standard from a parent perspective. Parents replied positively to both the maintenance of facilities and the hiring and retention of staff.

Establishing trends in staff and student survey data from a division perspective must wait until another administration of the AdvancEd survey for these stakeholders.

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

The division monitors stakeholder feedback through many channels. For staff and faculty, regular employee advisory committee meetings provide feedback. However, the structure of these meetings is geared towards dissemination of information and problem-solving on timely issues. Consequently, the feedback from these minutes often appear to focus on working on areas of weakness, rather than acknowledging the positive aspects of the division. The area in the survey perceived as weakest is Standard Three, yet much of the feedback from advisory meetings are more related to the other four standards.

Parent and community members also provide feedback through public comment at school board meetings. The perceptions shared in this venue are generally centered around Standard Three, the area in which the student experience is most obvious. Additionally, parents share

perspectives in a wide variety of committee settings: curriculum committees, textbook adoptions committees, and advisory committees in such areas as CTE, Gifted, and Special Education. Through these forums, parents express their desire to partner with the school division to increase opportunities for all students. However, overwhelmingly, parents articulate in these settings their overall satisfaction with the school division, often citing that they moved to the area for the schools.

Students provide feedback through advisory group participation, as well. In these settings, elementary students responded very positively to questions related to their teachers and their facilities, affirming the results seen for Standards Three and Four in the survey. Secondary students positively identified the wide variety of educational opportunities as a strength for the division.

Areas in Need of Improvement

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

The survey results are very tightly clustered and vary among stakeholder groups. No one Standard is the lowest for all different groups. However, the results that are most striking are the lower scores in Standard Three, particularly among parents and secondary students. In this area, parents rated indicator 3.10 (grading practices) at 2.81, the lowest indicator among all stakeholder groups. Secondary students rated 3.3 (engaging instructional strategies) at 2.94, Staff responses aligned with the relatively lower ratings in Standard Three.

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

The former survey data showed a declining trend in satisfaction among parents with school counseling services. The survey this spring did not include any questions related to those indicators, so it is an area in which the division is seeking additional sources of information on perceptions. For example, career and college planning was specifically addressed in the secondary student advisory committee. Those comments indicated that while more opportunities for improvement exists, positive work was already underway.

Communication related to academic performance was also an area of decline in the former survey. This links with the results in the survey related to assessment.

The division is also monitoring parental perceptions of the changing needs and the division's ability to plan for future needs. The work of a facilities advisory group, which included numerous parents, also informs the division's understanding of stakeholder perceptions in Standard Five.

What are the implications for these stakeholder perceptions?

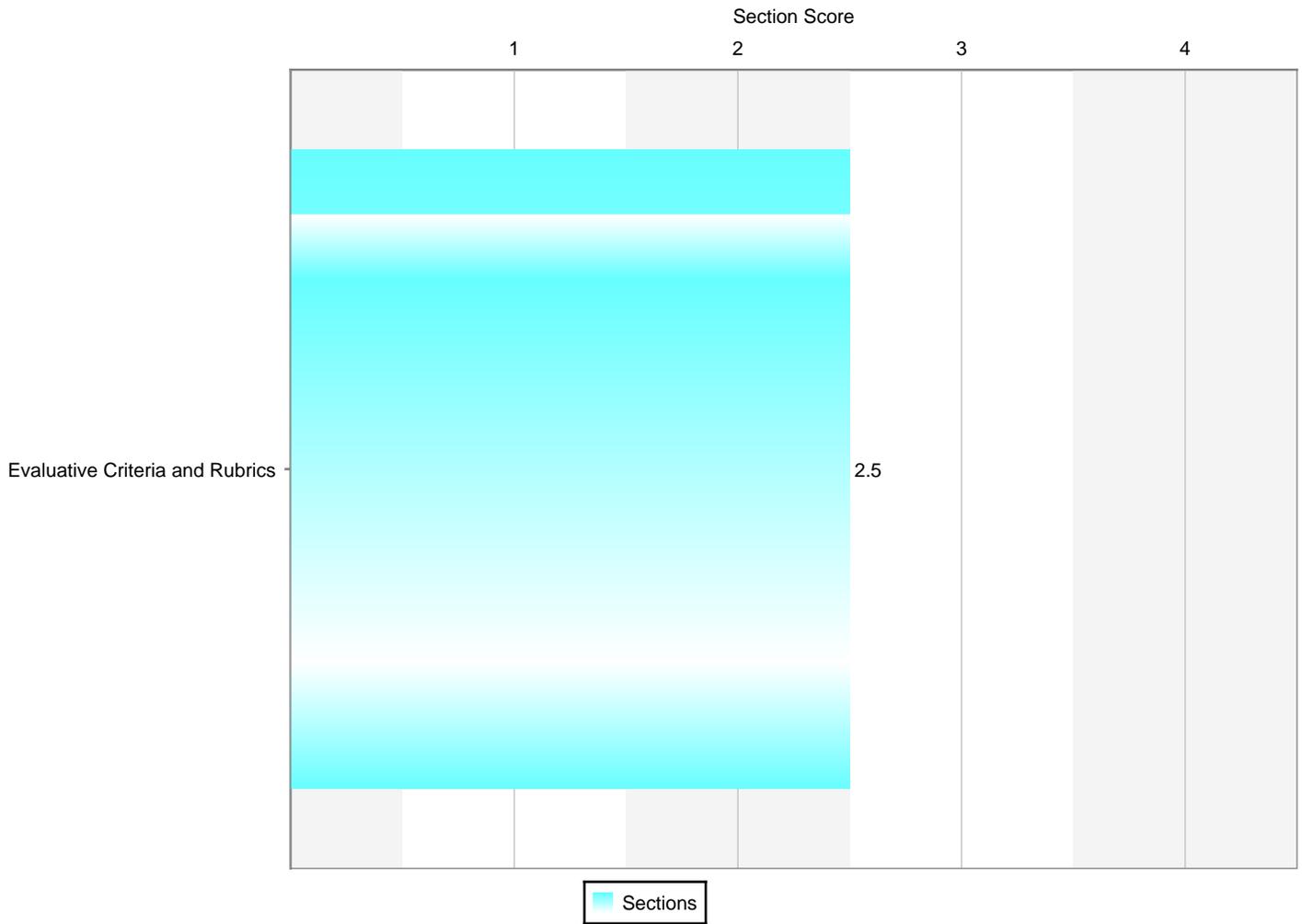
The areas of opportunities for growth continue to be at the forefront of planning done by the School Board and the staff within the division. Avenues for monitoring stakeholder perceptions is also an area of focus as we develop a better understanding of the trend data during the transition between two different survey instruments. In addition to examining the areas for improvement opportunities, the division is also looking closely at its communication structures to ensure that all stakeholders are aware of the ongoing efforts of the school system.

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

The areas of weakness are echoed in some of the other avenues for stakeholder feedback, as noted earlier. The advisory groups for a variety of stakeholders often alert the division to the areas in which improvement is needed in practice, process, or performance, as well where additional communication is needed.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Hanover County exceeds state expectations in all areas: Language Arts, Mathematics, Science, and History. This past year, scores either improved or remained steady in all four areas.

The division's Advanced Placement qualifying scores remain higher than the state and national percentages. International Baccalaureate scores are higher than international averages in many areas.

The division's CTE credentialing testing program far exceeds the state benchmarks both in participation and performance.

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

Math scores have seen the greatest improvement after a period of decline. This past year, pass rates at all grade levels and end-of-course tests showed improvement, including a 14 point increase at Grade 7. Reading pass rates also showed year-over-year gains for all tests, though the increases were less dramatic than those posted in mathematics. Science and history scores remained steady.

Which area(s) indicate the overall highest performance?

History scores on state tests remain the highest, which accounts for the leveling of scores, at a 92% pass rate. Reading, Science, and Math all post pass rates of 86% or higher. Within those areas, all history tests ranged from 89% to 94%. In science, Earth Science and Chemistry scores were highest, with pass rates above 90%. However, we should note that the testing population for those tests is more selective. Reading scores were highest at the high school level.

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

Our Gap Group 3 (Hispanic) population is seeing steady gains across the board. Their year-over-year scores increased in four of the five tested areas this past year. Our Gap Group 1 and Gap Group 2 both saw gains in three areas, including a nine-point gain in math for each population. Our economically disadvantaged population also saw gains in reading, history, and math. Special education scores overall rose significantly in history and math.

Between which subgroups is the achievement gap closing?

In looking at closing the achievement gap, there are mixed results, depending upon subject area. The achievement gap closed consistently in math over a two year period. Each subgroup that lagged behind the whole closed the gap by at least three percentage points. ELL students closed the gap by nine points, and Gap Group 2 students by seven. Overall, Gap Group 2 gaps have been reduced modestly in reading, writing, and history. Greater reductions were seen in math (7 points) and science (3 points) for that group. Gap Group 3 either

held steady or saw a reduction in the achievement gap in all five tested areas.

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

These data points mirror the formative assessment data that is collected within the schools.

Areas in Need of Improvement

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

Although the scores in Writing remain above the state benchmarks and averages, they are an area of opportunity for the division. Both high school and middle school writing pass rates fall below reading pass rates within the schools and as a division. As a division, we continue to benchmark ourselves against comparable divisions and regional divisions. In overall scores, we remain very strong; however, we recognize that our focus needs to turn more precisely on our subgroup performance, which sometimes does not favorably compare within our cohorts.

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

Writing is the only area in which overall performance has declined. As a state, writing tests are now only administered in middle and high school. Division-level assessments in writing are still required in elementary schools. This drop in performance has sparked action related to instructional models and daily practice in all of our schools.

Additionally, although scores in AP remain strong, a decline in test takers has been noted. As a division, we would like to return this metric to previous standards.

Which area(s) indicate the overall lowest performance?

Our lowest area of performance is writing (81% pass rate). All other areas are at or above 86% pass rate for all students. Our student performance concerns lie within our subgroup performances.

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

Four data points stand out in terms of decreased performance in subgroups: Gap Group 1 Writing, LEP Writing and History, and SWD in Writing. However, it is important to note that students in Virginia were able to take a second version of a test that they had narrowly failed for the first time this year in elementary schools. Therefore, a comparison of this past year's scores with previous year's pass rates must be treated carefully. Gains in many areas can be attributed, at least partially, to the expedited retake opportunity. Watching trend data for the next testing cycle will be very enlightening.

Between which subgroups is the achievement gap becoming greater?

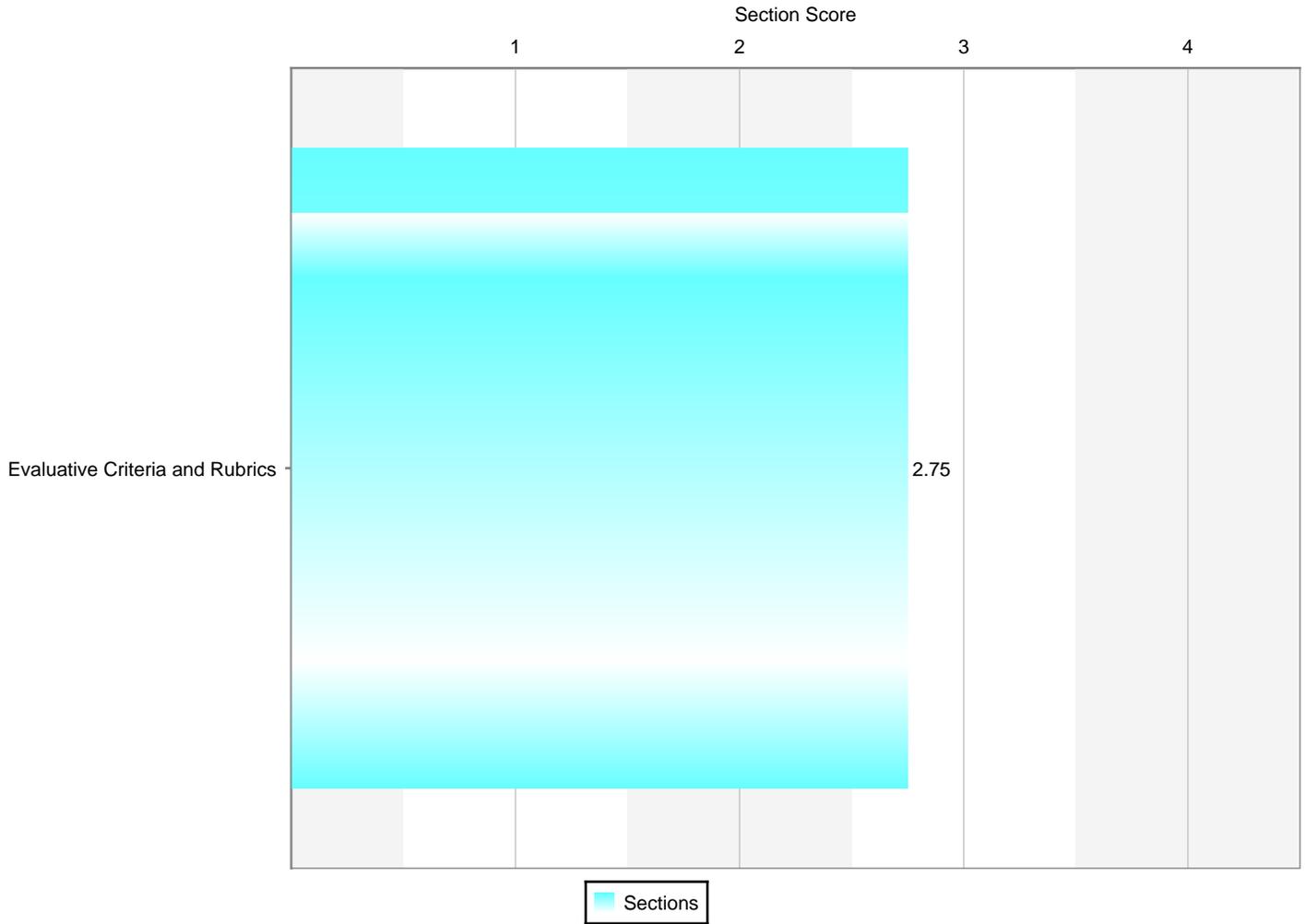
HCPS is seeing trends towards greater disparity in the ELL subgroup. In three areas, the achievement gap has widened for this group by 8 points in history, 17 points in science, and 20 points in writing. Until recently, this population has been very small for most of the schools and the division overall. Increased numbers of ELL students has challenged the division as we work to provide appropriate and effective supports. The achievement gap for students with disabilities has also grown in three areas (Reading, Writing, and Science) by up to 5 points. In science, four subgroups have lost footing over the last two years from an achievement gap perspective.

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

Our formative assessment data also supports these findings.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	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	Interim Superintendent is Dr. R. Richardson.	

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		Crisis Binder

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	Plan is loaded in the Student Performance Diagnostic section as part of the binder.	

Accreditation ReportHanover County Public Schools

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	The School Improvement Planing process is monitored both by the Office of Accreditation and Accountability and the level directors each summer/fall. Workshops are presented to assist school-level strategic planning efforts. Data is provided, and training is designed to help teams in identifying areas for improvement and developing goals and strategies.	