Accreditation Report

Oak Knoll Middle School

Hanover County Public Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Oak Knoll Middle School is a fully accredited middle school serving students in sixth through eighth grade. Oak Knoll is one of four Hanover county middle schools. Located in central Hanover County, the school shares a campus with Hanover High School. There are three main feeder schools for Oak Knoll which are in close proximity.

Oak Knoll has a student population of 889 students. That group is almost evenly divided between boys and girls. The majority, 85%, of students identify as white. African Americans make up 8% of the group, 3% of students identify as multi-racial, 2% are Asian, and the final populations (American Indian, Hispanic, and Native Hawaiian) each represent less than 1% of the population. Academically, 17% of students are gifted and talented, 14% receive special education services, and less than 1% speak English as a second language. Oak Knoll also houses several special needs programs, including a functional academics classroom, an extensive and moderate support autism program, and autism resource support. Among the student population, 50% are honor roll students and 39% are student athletes.

The faculty and staff consist of one principal, two assistant principals, three senior teachers, two guidance counselors, seventy classroom teachers, a math and reading coach, a gifted and talented teacher, librarian and library media specialist. The staff at OKMS all maintain current teaching licenses and professional development portfolios. Of the seventy teachers, 65% hold an advanced degree. The support staff at Oak Knoll Middle School include eight paraprofessionals serving the special education population and in-school suspension.

There have been no significant changes in leadership or districting within the school community. The community as a whole has also not been affected by major changes.

The population of Oak Knoll Middle School draws from the Mechanicsville area of Hanover County, a region just north of Richmond and a few hours south of Washington DC. Many parents commute to jobs in both locations. The community is largely Caucasian and politically conservative. Many parents are professionals, though there are many stay-at-home moms. The community is a rural, but rapidly developing suburb. Parents are involved, demonstrated by the fact that 68% are enrolled in the PTA, and committed to providing good educational opportunities to their offspring.

The community has many benefits, including easy access to historical sites, local culture, and the arts. There are many business opportunities in Richmond and DC.   Religion is important for many students and families. The community is a bit homogenous, limiting students' experience of diversity. Conservative political values can sometimes limit educational funds. Parents are involved in their students' lives and families are often athletic and active.

Oak Knoll Middle School's mission is "Building Responsible and Respectful Global Citizens in a Safe and Positive Environment." The school seeks to embody our mission with a variety of clubs, programs, and other activities. Throughout the year, students engage in monthly character trait lessons which include fostering compassion and respect as well as improving responsibility and organization. At the end of each month, 12 students from each team are recognized at an awards ceremony for exhibiting the featured character trait.

Oak Knoll has a variety of club offerings for students to choose from. Clubs meet once or twice a month on Fridays for thirty minutes. These clubs include board games, reading club, care and cards for soldiers, cute crafts for kids, music/film appreciation, and intramural sports. Other clubs focus around service projects such as Beta Club for 8th graders, Peer Networking, Gardening Club, and Recycling Club.

Our school offers extra -curricular activities in a wide variety of areas. Oak Knoll is engaged in competitive sports such as football, soccer, baseball, wrestling, and basketball. Students have the opportunity to become members of the Reading Olympians and compete for county and regional prizes. Students enrolled in world languages organize and participate in a world language festival. Throughout the year, the art and music department present programs showcasing student talent.

In addition, our school is continuously monitors the safety of our building, our staff members, and our students. There is a crisis committee composed of administrators and teachers who meet once a month to evaluate, update, and revise current safety practices. We complete monthly fire drills and regular severe weather and intruder drills. Feedback is given to teachers immediately after each drill and adjustments to the procedures are made as needed.

School's Purpose

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

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Notable Achievements and Areas of Improvement

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

OKMS Notable Achievements and Areas of Improvement

Notable Achievements for OKMS 2015-2016
OKMS now has a full-time math coach, as well as a full-time GT teacher. In the 7th grade, a ½ team (math and Language Arts) was added.

Notable Achievements for OKMS 2014-2015
OKMS had 350 students participating in Athletics; 886 students participating in Extracurricular Activities, with 45 different activities offered to students; 442 students on Honor Roll; and 607 memberships to the PTA.

Instructional time for the school was broken down into the following percentages:
- 89% for instruction
- 5% for activities
- 375 minutes of instruction per day
- 25 minutes for lunch per day

Highlights for the school included the following:
1.) The Junior Beta Club raised $2500 through their annual "No Talk-a-Thon" - $500 over their targeted goal of $2000. $2000 of the raised funds went toward the Leukemia and Lymphoma Society. A $500 donation was given to Connor's Heroes.

2.) Mrs. Daisy Ashford, Special Education Teacher, was named Hanover County Public School 2014 Beginning Teacher of the Year. Mrs. Pamela Cross, Chorus Teacher, was the recipient of the Herr Jones Teacher Shout Out Award.

3.) OKMS was named Jostens 2014 National Yearbook Program of Excellence.

4.) Two OKMS Robotics teams placed 1st in Project Research

5.) Mrs. Alison Dossick received a $ 750 HEF grant for STEM education - popsicle bridge and egg drop

Notable Achievements for OKMS 2013-2014
OKMS had 363 students participating in Athletics; 910 students participating in Extracurricular Activities, with 45 different activities offered to students; 484 students on Honor Roll; and 737 memberships to the PTA.

Instructional time for the school was broken down into the following percentages:
- 89% for instruction
- 5% for activities

- 375 minutes of instruction per day

- 25 minutes for lunch per day

Highlights for the school included the following:

1.) The Junior Beta Club raised $3000 through their annual "No Talk-a-Thon" - $1000 over their targeted goal of $2000. $2000 of the raised funds went toward the Leukemia and Lymphoma Society. A $500 donation was given to the Lupus Foundation, as well as a $500 donation to the Save-A-Limb Foundation.

2.) Students, teachers, parents, and community members came together at OKMS for the Global Youth Services Day to paint the interior of the school and to mulch the schools' grounds.

3.) Richmond Raceway and Watkins Nursery donated and planted over 25 trees on the schools' grounds.

4.) Mrs. Alison Dossick received a $1000 STEM award from Dominion Power for Renewable energy project.

Notable Achievements for OKMS 2012-2013

OKMS had 404 students participating in Athletics; 867 students participating in Extracurricular Activities, with 45 different activities offered to students; 499 students on Honor Roll; and 603 memberships to the PTA.

Instructional time for the school was broken down into the following percentages:

- 95% for instruction

- 5% for activities

- 360 minutes of instruction per day

- 25 minutes for lunch per day

Highlights for the school included the following:

1.) Local Hanover Long and Foster realtors devoted a day of community service to spruce up the entrance and courtyard of the school.

2.) Mrs. Meg Moberg, Science Teacher, and Mrs. Kathy Upton, Math Teacher, received an HEF grant in the amount of $400. These funds were used to provide students opportunities to integrate their STEM knowledge with critical-thinking, teamwork, and creative problem-solving skills in order to help form the necessary foundation to become active participants in our ever-changing world.

3.) Students, teachers, parents, and community members came together at OKMS for the Global Youth Services Day to paint the interior of the building.

4.) Mrs. Alison Dossick received a $1,500 VAST grant for the building and maintenance of an outdoor classroom.

5.) Mrs. Alison Dossick received a $500 Hanover Master Gardner award for a native plants project that was used to beautify the grounds of OKMS.

OKMS Challenges

- Despite increased efforts and demands on math and Language Arts teachers, both math and Language Arts SOL scores continue to fall below expectations. In addition, science and history scores are down from previous years.

- The percentage of passing scores from students receiving special education services continues to fail to meet desired expectations.

- A major challenge at OKMS is scheduling, which is caused a lack of staff, especially staff qualified to teach elective classes. Currently, core teachers are being used to teach elective classes, thus limiting the number of elective classes that can be offered to students.

- Inconsistent Class size (teacher/pupil ratio) Some classes consist of 8-9 students, while others can have as many as 30+ in core content classes.

- The SWS (School-Within-A-School) teacher has to teach 2 classes of math workshop in addition to working with the students placed in SWS. This is challenging for both the students and the teacher.

- The Reading Coach is shared between OKMS and another middle school within the county. The coach is only available to teachers on "B" days.

- A lack of an adequate amount of up-to-date technology continues to hinder teachers and students. With the majority of testing now done on-line, it is imperative that OKMS receives more computers to meet the demands of on-line assessments, as well to implement the most current Standards of Learning across core and elective curriculums.

- PowerSchool is another challenge for OKMS in that it has made communication with parents difficult. Prior to getting PS, parent email addresses were batch loaded for each school, thus ensuring that parents received any email sent by teachers/administrators/schools. Since PS does not do a batch enrollment of parent emails, parents are expected to enter their email addresses on their own - which a majority of them are not doing.   This means that parents are not receiving emails that teachers/administrators/schools send out through PowerSchool. While PS has some excellent features, teachers feel that this particular flaw is an area that needs improvement.

Additional Information

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

Oak Knoll has a variety of club offerings for students to choose from. Clubs meet once or twice a month on Fridays for thirty minutes. These clubs include board games, reading club, care and cards for soldiers, cute crafts for kids, music/film appreciation, and intramural sports. Other clubs focus around service projects such as Beta Club for 8th graders, Peer Networking, Gardening Club, and Recycling Club.
Our school offers extra -curricular activities in a wide variety of areas. Oak Knoll is engaged in competitive sports such as football, soccer, baseball, wrestling, and basketball. Students have the opportunity to become members of the Reading Olympians and compete for county and regional prizes. Students enrolled in world languages organize and participate in a world language festival. Throughout the year, the art and music department present programs showcasing student talent.
In addition, our school is continuously monitors the safety of our building, our staff members, and our students. There is a crisis committee composed of administrators and teachers who meet once a month to evaluate, update, and revise current safety practices. We complete monthly fire drills and regular severe weather and intruder drills. Feedback is given to teachers immediately after each drill and adjustments to the procedures are made as needed.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Purpose statements - past and present •- Process for review-QPC members met and completed work sessions to review and revise mission statement-QPC attendance sheets (original statement was changed after the first five years of school opening) - We have had two mission statements since the school opened - All teacher communication to stakeholders has the mission statement on it (teacher emails and syllabi)	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•- collaborative meetings with reading coaches - Field Trips - life skills and PE - high school and middle school teachers meet to discuss rigor needed in the classroom to meet the expectations for higher levels - 21st century skills have been part of sessions for all staff members	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•- Documented systematic continuous -QPC members met and completed work sessions to review and revise mission statement-QPC attendance sheets (original statement was changed after the first five years of school opening) - We have had two mission statements since the school opened - All teacher communication to stakeholders has the mission statement on it (teacher emails and syllabi)	Level 3

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

(1.1) Members from all stakeholder groups know the mission statement. Students and faculty members recite the statement on a daily basis during announcements. Teachers and Stakeholder groups have suggested evaluating the statement during the beginning of every school year to have students explain the meaning. Announcements and character development lesson plans serve as documentation for this indicator.

(1.2) There is evidence of the progression of teaching in learning in the curriculum mapping and discipline system steps for each of the three grade levels. Teachers would really like to get together as a school to ensure that responsibility increases with each year in regards to late work and late credit, as this would ensure student success at the high school.

(1.3) Senior Teachers and Administrators meet with teaching teams to discuss the weakness and success rates of current students. Another example of evidence to suggest the importance of continued improvement is the schedule-all students receive an extra block of instruction in math and writing (two areas of concern-according to scores)

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring 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.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •- Agendas and minutes of governing authority (school board) meetings - Governance Policy handbook: board, district, school - Local state and federal policies - Organizational chart - Procedural policies: emergancies, contact information, calling tree, discipline, due process, logistics, placement and transfer - Staff/and or student handbooks	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •- Organizational chart - Governing Board policies demonstrate roles and responsibilities of school leadership , governing board and advisory councils - Policies demonstrate protocols for remediation and due process - Succession plan demonstrates leadership transitions	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •*Flow Chart hierarchy *PGP *Crisis Team Planning *Department meeting *Faculty Meetings *Professional Development - 21st Century (Achievement/Instruction) *County Benchmark *Exams/Semester Tests *Power School Technology *Science Fair Projects (how it is approached varies from school to school) *Hanover/Henrico Athletic League *Principal Meetings *Administrative Team Meetings *Email Connection *Team Meetings -D/F Lists to administrators, which then goes to the SBO *Bell Schedules *Discipline	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •Survey responses- teacher, parent, staff Communication plan- website, teacherease, electronic sign, blackboard, email logs, phone logs, Knightly news Minutes from meetings with stakeholders- QPC meetings, parents on division-wide safety plans, faculty meetings, 21st century meetings, discussions with business partners Involvement of stakeholders in a school improvement plan- Need to invite parents- A plan to include parent involvement next year will be put into place, all teachers are involved	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	Level 3

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

Narrative for 2.1

   Indicator 2.1 states that the governing body establishes policies and supports practices that ensure effective administration of the school. The subcommittee rated this at a level 4. Hanover County School Board has established policies and practices that directly support Oak Knoll's purpose and direction. Organizational flow charts and the governance policy handbooks at the state, county and school levels clearly

delineate administrative responsibilities. Staff development sessions and professional growth opportunities are used to develop instruction and assessments that produce challenging learning experiences for students.

Narrative for 2.2

  Indicator 2.2 states that the governing body operates responsibly and effectively. The subcommittee rated this at level 4. Hanover County Schools has established systematic, formal school leadership academies for administrators and professional development sessions for teachers, all in an effort for the school system to function as a cohesive unit for the benefit of student learning. Leadership transitions are outlined in a succession plan. There are specific protocols for school personnel to follow for remediation and in cases of conflict resolution.

Narrative for 2.5

  Standard 2.5 states that Leadership engages stakeholders effectively in support of the school's purpose and direction. Our subcommittee rated gave this standard a rating of 3. We feel that our leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. One of the most obvious ways that Oak Knoll meets these criteria is through an extensive list of communication modes.
  Oak Knoll officially documents communication through the following ways: teacherease, OKMS website, blackboard, electronic sign outside the school, emails sent through e-connection, teacher created phone logs, administrative email sent to staff called "Knightly News," and PTA Oak Knoll newsletter. All teachers use teacherease to update grades on the 15th and 30th of every month. Teachers send announcements to the parents of their students about upcoming projects and send individual emails to parents when their student did not complete an assignment. The OKMS website is updated regularly by the school librarian and includes important dates, upcoming events, pictures from school-wide events, links to important websites, and contact information for school staff. Some teachers create a blackboard site with important class information, due dates, homework assignments, and class discussions. Each teacher keeps both a email and phone log to document communication with parents. Finally, the principal sends a weekly newsletter called "Knightly News" to the staff that includes OKMS activities for the following week. This helps the staff stay informed of sports and other extracurricular activities, meetings, SCA information, and teacher incentives.
  The leadership team at OKMS continually includes stakeholders to help shape decisions and provide leadership roles. One way that teachers are able to help shape decisions is through the TA curriculum development committees. Teachers at each grade level work together to design their own character education lessons to present during TA. In the past, counselors provided these lessons. Now, the teachers are able to help shape these lessons for their own students. Another way that teachers participate in decision making is through team and department meetings. One example of this is the development of the test correction policy. Teams on each grade level or department met and designed their own test correction policy. Teachers also have participated in the 21-st century learning professional development sessions. Several teachers were selected to present the 21st century modules to the staff during professional development. Most recently, teachers were part of the process to plan and implement the process for exam exceptions. Finally, all teachers participate in the Quality Planning Committee that is in charge of creating this document. Every staff member was assigned to a different standard and provided feedback.
  OKMS also solicits feedback and responds to this feedback through surveys. Teacher, parent, student, and teachers all complete surveys that influence decision making. The results of these surveys are then shared with staff members at faculty meetings. A plan to improve areas of weakness are shared through these meetings as well.
  One reason that this standard is not rated a "4" is that there is not a plan for parents or community members to be part of the QPC process. They were not assigned to standards and were not invited to QPC meetings this year. Administration has already documented a plan to include community members and parents to participate in this process next year.
  There are countless ways that stakeholders can participate in activities at Oak Knoll Middle School. Oak Knoll has a very active PTA. Parents, administration, and teachers attend PTA meetings. Parent volunteers are seen around the school on a regular basis. Parents help plan the 8th grade day and dance. Parents are invited to the quarterly Knights of the Round Table. Extracurricular activities such as the 5K

race, variety show, athletic programs, field trips, drama productions, girls/guys read, spelling bee, forensics, reading Olympians involve many stakeholders including teachers, parents, administration, community members, and business partners. Our SCA also involves our community on a regular basis. They planned several food-canned drives, charity fund-raisers, and they participated in the World Youth Service Day. On this day, students, teachers, and community members worked with business partners to mulch and get the school grounds ready for spring.

Narrative For 2.6

Standard 2.6 states that the leadership and staff supervision and evaluation processes result in improved professional practice and student success. Our subcommittee gave this standard a rating of 3. We feel that the focus of the criteria and processes of supervision is improving professional practice which, in turn, improves student performance.

The most obvious way that OKMS makes sure that staff supervision results in student improvement is through Hanover County's new teacher evaluation system. Administrators regularly observe teachers through formal, informal, and walkthrough observations. Teachers create a student and content specific goal at the beginning of the year and make a plan as to how they will help students achieve this goal. Teachers first meet with administrators at the start of the year to share their goal. Then they meet mid year and again at the end of the year to share progress on this goal. Teacher's ultimate evaluation depends on the student's success on this goal. Teachers also provide evidence of how they are meeting each of the seven standards of effective teaching by providing artifacts for each standard. Documentation for this process is found in each teacher's Professional Growth Portfolio. This includes a checklist of materials, summative reports, rubrics for evaluations, goal information, and mid and end of the year reports.

The administration support is seen throughout the school. Administrators are assigned as a content expert and attend all department meetings for this area. The principal meets with each team of teachers several times each year to review SOL pass/fail predictions. If a teacher is struggling, the administration meets with this teacher on a regular basis and puts the teacher on an improvement plan if necessary. Administrators are seen in the hallways between each class change, during lunches, and at extracurricular activities. The administrative team invites the math coach, reading coach, and special education teacher to monthly administrative team for updates in each respective area. This strong administrative presence enables them to stay in touch with what is going on in the school. This helps shape decisions as to how they can better provide professional development opportunities.

Professional development is an ongoing focus at OKMS. One way that groups of teachers have worked together on professional development is through the use of Professional Learning Communities. Both the math and language arts department have read a professional book throughout the year. These book discussions were the focus of department meetings. The special education department focused on collaboration and differentiation. The first part of each special education department meeting was devoted to sharing strategies of how to improve collaboration and differentiation. One of the major priorities for the master schedule is to have common planning times for math teachers. During these planning times, math teachers at each grade level meet on a weekly basis with the math coach. New teachers participate in a mentoring program that includes monthly meeting and support for those new to Oak Knoll. While there is often not enough money to attend professional conferences, the science teachers did several fund raisers so that they could all participate in the STEM conference this year.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Descriptions of instructional techniques •Looking at standard 3.1, we felt that the following were samples of evidence: - Administration observations - Syllabus - SOL's - Trends and what's available for courses - Classroom learning objectives - Individualized lesson plans - End of year survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Lesson plans aligned to the curriculum •Evidence found in 3.2 that can be used to justify a rating of 3 are: - County pacing charts - Individual teacher lesson plans - Common assessments by grade level and subject - Benchmarks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Evidence for 3.3 can include the following: - Teachers evaluated through PGP's - Walk-throughs and observations for each teacher - Student projects and essays - Arts & Science Festival - Teacher lesson plans - 8th grade L.A. & Civics interdisciplinary plans - 6th grade L.A. & Science interdisciplinary plans - 21st Century Professional Development	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Students receive rubrics and study guides to guide and inform students of expectations. The use of teacherease.com provides students with immediate feedback on assessments. Teachers model in class and give explicit directions. Students are given pre-tests and post-tests, benchmark tests, and SOL tests to assess their progress.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •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 rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •The professional growth portfolio is a rigorous continuous program of professional learning that is content specific. PGP looks at all 7 standards for each individual. Goal meetings are held twice a year and goals are evaluated and rewritten. Professional development provided by the county is evidence of a continuous program of professional learning.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). 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.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 3

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

3.1

Students are given an equitable and challenging curriculum that is monitored through classroom observations, approved syllabi, and by maintaining the county pacing. Teachers provide individualized lesson plans and post learning objectives within the classroom. Parents are surveyed at the end of each year and report that the quality of education is equitable for their child.

3.2

Teachers administer multiple assessments throughout the year, giving at least 2 to 3 tests per 9 weeks. Tests are teacher-created and are a collaborative effort by teachers by content. Benchmarks are also provided by the county.

3.3

Teachers use multiple strategies to ensure learning expectations that are monitored by a variety of methods. The PGP maintains that the teacher focuses on student learning. Teachers use a variety of methods to provide differentiated education through projects and essays, class lesson plans, interdisciplinary projects, and by using 21st Century Skills.

3.4

School leaders monitor and support the improvement of instructional practices through the PGP process. Formal observations of teachers are conducted throughout the year. Through department meetings and team meetings, administration is able to ensure that instructors are using the approved curriculum in their lesson plans.

3.5

Collaboration occurs between special education teachers and general education teachers to meet the needs of all students. Teachers strive to collaborate across the curriculum and within their own grade levels.

3.6

From the advent of the school year, students are made aware of the instructional processes and learning expectations that will be encompassed throughout the school year. Teachers use multiple methods to inform students of these daily expectations, i.e., daily written expectations (objectives), TeacherEase, Black Board, and Schoolnet, feedback on rubrics, etc. Based on the results of their assessments, teachers modify instruction.

3.7

Some of the areas of strength in the category of mentoring, coaching, and inductions programs include: new teacher mentoring program, math coach with common planning, and a new teacher institute for special education teachers. Some teachers also collaborate with student teachers. The school will continue to offer these programs in the future.

3.8

Oak Knoll seems to be strong in the area of informing parents about academic progress by using TeacherEase, Black Board, EConnect, parent phone calls, and emails. A variety of programs are offered to engage families, but it is often unclear whether the connections are meaningful.

3.9

A formal structure is in place to support the student's educational experience and to form relationships with school staff. Through TA, clubs, morning and afternoon remediation, sports, & drama, students are given the opportunity to build strong relationships and develop necessary skills for growth. In order to address student's individual weaknesses, more time needs to be allotted to make support systems more influential.

3.10

In Hanover County, the grading scale and grading practices are established by the School Board and stated in the student handbook. Report cards are generated each 9 weeks and sent to parents. All teachers at Oak Knoll use TeacherEase, which is an on-line grading system. Teachers are required to update TeacherEase every 2 weeks.

3.11

We are a level 4. The Professional Goal Portfolio is content specific and is rigorous in its breadth and requirements. The PGP looks at all seven standards on an individual basis. Goal meetings are held twice a year and offer teachers a chance to reflect, evaluate and tailor their

teaching and goals. Professional development is provided by the county and is evidence of a continuous program of professional learning. They have expanded the professional learning to include two additional days of development in August as well as monthly sessions at each school.

3.12

Oak Knoll staff rates itself at level 3+ with standard 3. There are several types of data used to identify the unique learning styles of students. Identified gifted students are cluster grouped for the core academic classes. Differentiation in instruction occurs with the support of the gifted resource teacher. A Goals and Outcomes Form is completed twice a year, indicating student progress using the NAGC strands and strategies. This data is also used to identify teacher needs for professional development. Students needing extra support may be enrolled in Read 180 for instruction. Math Workshop is offered to support math skills. During Homebase, students receive extra help from classroom teachers to strengthen skills. Throughout the year, students attend remediation groups led by a teacher to reinforce material taught in the regular math classes. Lessons are based on data provided by the classroom teacher. One area of focus for improvement is in the differentiation of instruction for learning styles and student needs at both ends of the spectrum. While there is support staff, it has been reduced recently, creating a challenge for effective use of time and talents. Division and local school professional development programs are continually offered to support county mandates and student goals. Two days are devoted to professional development in August, with other sessions scattered throughout the school year.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	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 school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	•School schedule •School calendar •Bell Schedule: S:\Teacher Shared Files\Bell Schedules\Bell Schedules 2012-2013 *Master Schedule: S:\Teacher Shared Files\2012-13 Master Schedule\2012-13 Master Schedule Revised *SOL Testing Schedule: S:\Teacher Shared Files\SOL Testing 2013\2013 SOL Testing Schedule (2) *Club/TA Schedule : S:\Teacher Shared Files\Clubs 2012-2013\TA and Club Schedule 12 13 okms	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes •Safety Charts and Crisis Bags	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning •Description of IEP process	Level 3

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

Standard 4 required a significant amount of research to find some of the necessary responses, processes and protocols to establish a fair evaluation for each indicator. Overall, the rating for the Standard would be a 3. By far, the most limiting factor exposed was funding for each area. Personnel needs at all levels have been reduced, which in turn necessitated changes in per pupil ratios and available personnel for any given area (teacher, instructional aide, media center, custodian). Some processes are documented at the SBO level and enforced at the school level, where others are in place at the school level. Overall strengths can be seen in the meticulous processes and procedures laid out for such areas as safety and scheduling. The largest deficiency in the process/protocol area for related indicators is in the area of technology, where no formal written process could be found. The updating, replacement and enhancement in this area is one of the main concerns found by the group. A secondary concern is the deficiency in counseling staff, which causes the two professionals to be spread very thin, reducing student access and causing a grade level to be split among counseling resources.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •County-wide Benchmark Assessment System VA SOL Data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •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 •- Students are given at least two assessments each nine weeks - Students are given many practice opportunities prior to testing - Benchmark tests - Nine Week Test - SOL testing - End of year exams - District Assessments are given in music classes - SPED testing done on a continuing basis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•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

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Evidence: - Daily announcements - Knightly News - OKMS website - District publication - Profile - E-Connect emails - Information nights for rising grade levels - TAC/CAC meetings - Parent surveys - HCPS website	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.
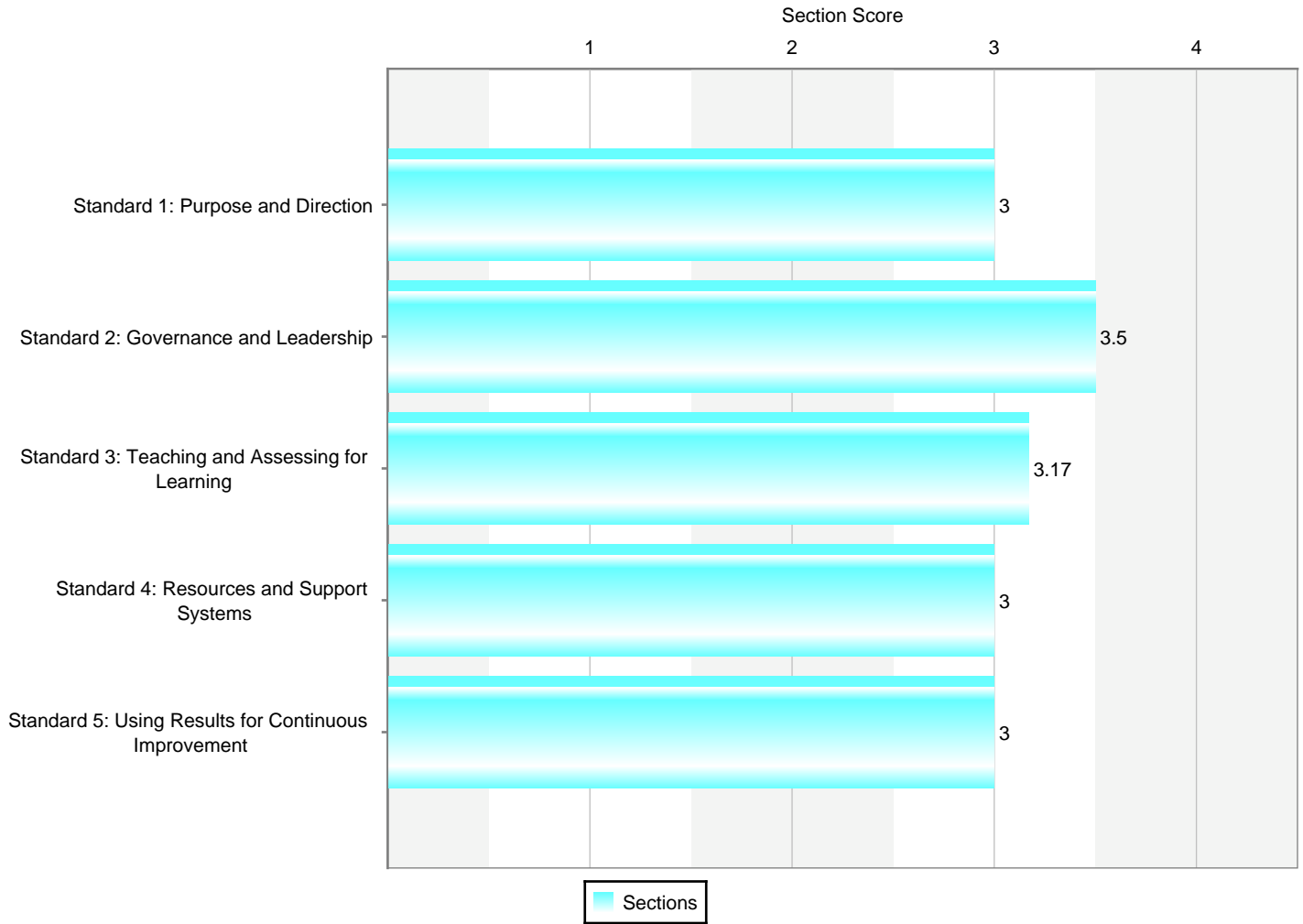
Oak Knoll staff implements a comprehensive assessment system, which produces data from multiple formal and informal measures, and is consistent across all classrooms and courses. All staff members participate in collecting, analyzing, and applying learning from multiple data sources which include comparison trend data and provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support continuous learning. Through department meetings, professional staff are coached in ways to use data. Trainings are conducted throughout the school year by the Informational Technology Resource Teacher on a variety of data analysis programs including Schoolnet. Professional staff receives data analysis training through professional development for re-certification of licensure. Monthly faculty meetings, department meetings, and school wide staff development also provides training for professional staff. School staff maintains communication across grade levels to track student progress and establish transition plans that ensure student readiness for and success at the next level. Oak Knoll's leaders clearly and consistently communicate results of achievement assessments to all stakeholder groups.

One area for improvement is that although our assessment system is regularly and systematically evaluated for reliability and effectiveness, changes are not always implemented in a timely fashion. Another area of improvement is the abundance of assessments administered impact instructional time and effect opportunities for hands-on, cooperative learning activities. Training of Support Staff is an area that needs improvement.

As a group we recognize that teachers can not control the demands of county mandated benchmark testing or high stakes state assessments. One area of improvement would be to allow time for teachers across school buildings to meet for a common planning, information sharing time two times per year. Support Staff need to be included in the training that the Professional Staff receives or a program specifically designed for them needs to be instituted.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.17

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Parents were very pleased with the teachers and staff of Oak Knoll. They find them to be very caring, knowledgeable and genuinely concerned for the success and well being of all students. Parents were very pleased with the many forms of communication addressing both academics and activities. The overall environment of the school was rated high by parents and comments were made that Oak Knoll is a very inviting and welcoming school. The staff expressed their pleasure in how supportive all members of the faculty are of one another. It is very obvious that teachers enjoy their jobs and love working with the students.

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

Communication was an area of concern in previous surveys and became a focus of one of the Standards committees. Once parents became more informed of all the opportunities to be involved and gather information, the results of this years surveys were quite positive in communication.

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

Communicating with parents and working together as a team between home and school has been and will remain a priority for Oak Knoll Middle.

Areas in Need of Improvement

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

An area of greatest concern for parents was the safety of their students during the drop-off time in the morning and the pick-up time in the afternoon. A new traffic pattern will be implemented in the fall of 2015 to decrease lanes of traffic and prohibit drivers from passing while a student is loading or unloading. There was inconsistencies with homework as stated by parents...some felt there was too much while others felt their child did not receive enough homework. Parents did note that they would like to see more writing across the curriculum and not just in Language Arts classes.
The largest area of concern for staff members was the out-dated technology and lack of the latest up-dated technology. There were also inconsistencies noted with discipline. Often teachers are confused by consequences given for behaviors and find that they lack consistency. When this was explored further it was determined that it was more the lack of communicating why a consequence was given rather than the actual inconsistency of consequences.

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

As we make improvements to technology, the challenges also increase. One noted area of concern by parents is the increase in cyber bullying and sexting. Parents really feel the need for more workshops on how to prevent, address and or approach and recognize the signs of cyber bullying and sexting.

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

It has become very obvious that we need to focus on technology. Upgrades to our technologies and funding are controlled by the county and are not with in the perimeters of the building. The staff needs to be trained to better utilize what is available and parents need to become more informed of ways their students can misuse technology.

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

Technology is an ever increasing, changing and challenging area of concern. Students have access to many different opportunities outside of school and it is hard for public schools to keep up with the public's demand for immediate information.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics   2

Sections
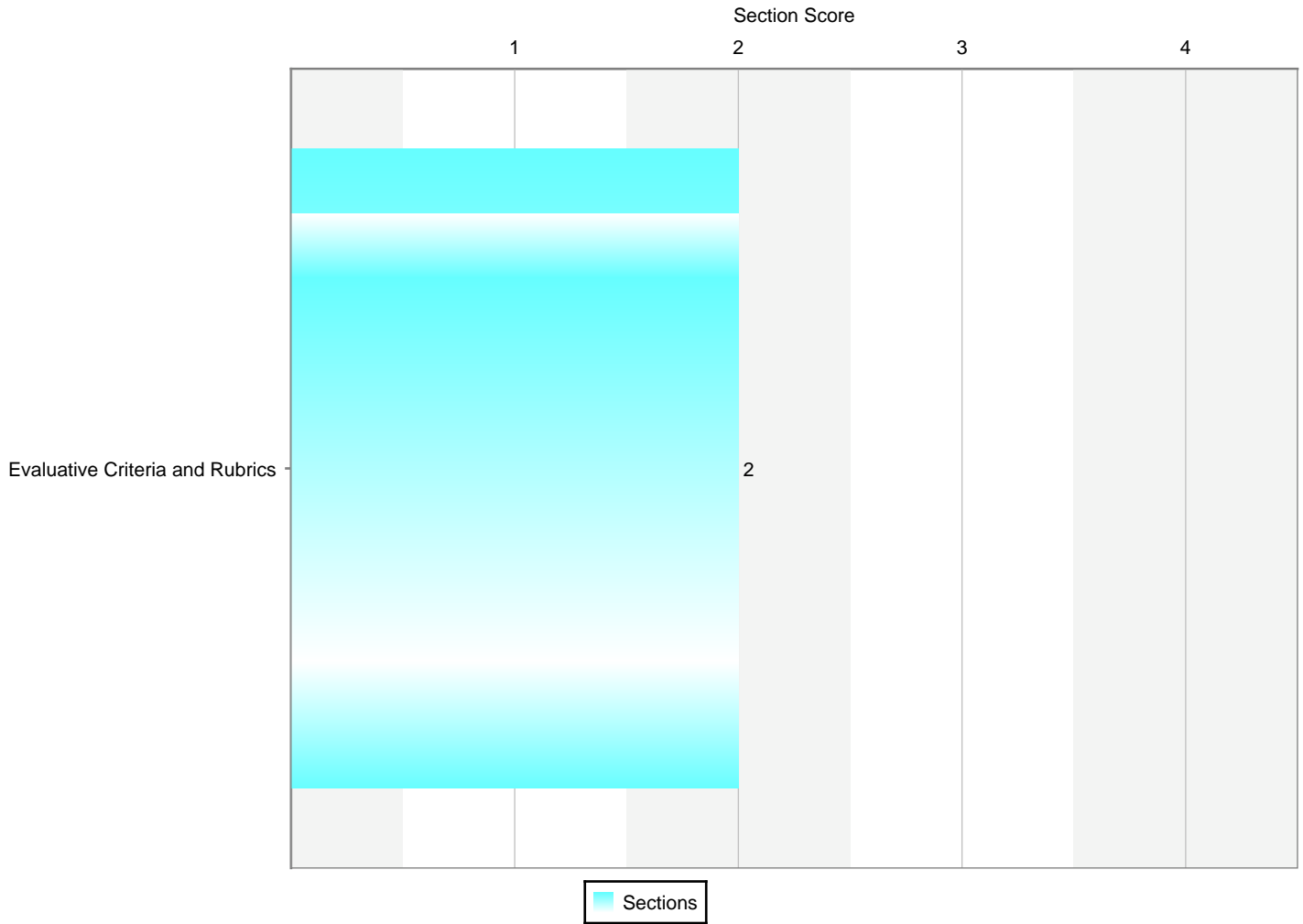
Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

All areas are above AMO for 2015.

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

While all areas improved, mathematics showed the most positive trend.

Which area(s) indicate the overall highest performance?

Mathematics and social studies had the highest overall performance.

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

Gap Group 1 made significant gains (14-18 points) in social studies, science, and math.

Between which subgroups is the achievement gap closing?

Gap Group 3 is scoring at 93% in reading, compared to 91% of white students. Gap group 3 is scoring 93% in math, while white students are scoring 94%.

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

The above reported findings are consistent with observational data and informal data from benchmark testing.

Areas in Need of Improvement

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

While students with disabilities are making gains, the AMO is increasing at such a rate that we will continue to focus on this subgroup.

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

Which area(s) indicate the overall lowest performance?

Reading with Students with Disabilities, as well as Science with Students with Disabilities were the groups with the lowest performance. (59% and 52%)

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

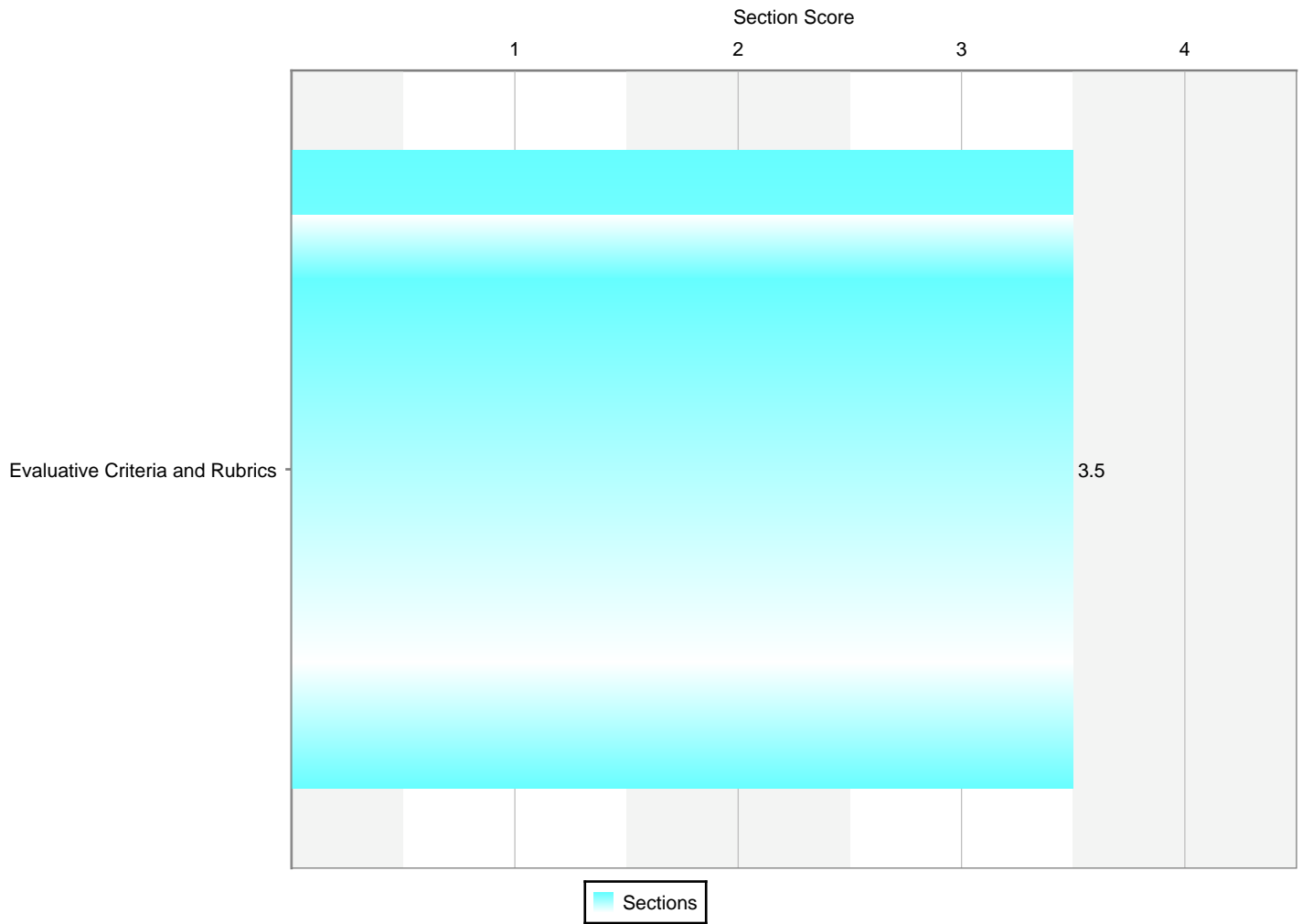**Between which subgroups is the achievement gap becoming greater?**

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

All findings are consistent with observational and informal data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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		