



# **Accreditation Report**

**Rural Point Elementary 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?**

Rural Point Elementary School was established in the year 1975. The school served over 900 students within the first five years of opening. We currently serve 497 students.

Rural Point Elementary School students come from a variety of backgrounds. The ethnicities represented for the 2012-2013 school year include 86.92% Caucasian, 3.82% African-American, 2.21% Asian, and 1.81% Hispanic. Less than 1% of our students receive ESL services, 15.9% receives special education services, and approximately 12% receives gifted services. 14.08% of Rural Point students receive free and/or reduced lunch. We have 23 classroom teachers representing grades K-5, 4 resource teachers, 6 special education teachers and 1 gifted and talented resource teacher.

Communication with all stakeholders is very important to our school and to the success of our students. We reach out to the community through Administrator Informational Breakfast with Parents, P.T.O. newsletters, Volunteer Breakfasts, by attending community organization meetings, school website, TeacherEase, EMAIL CONNECTION, Wednesday memos, parent night, and home folder information. A two-way flow of information is encouraged through email access, parent breakfasts, annual Family Surveys, subcommittee surveys, student surveys, an active S.C.A. and P.T.O., and a very involved volunteer program. 353 different parents volunteered throughout the 2012-2013 school year volunteering a total of over 6,000 hours.

## 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.**

Rural Point Elementary is a United States Department of Education No Child Left Behind Blue Ribbon School! At Rural Point we are committed to providing exemplary instructional experiences for all children. Our children benefit from outstanding, dedicated teachers as well as an involved, supportive community.

### Our Mission

The Rural Point Elementary School community will exceed the expected.

### Our Vision

All students will experience personal success at Rural Point Elementary and throughout life.

### Our Values

We will nurture, we will collaborate, we will reflect, and we will celebrate.

### Character Mission

Rural Point Elementary School recognizes the importance of the dignity and worth of each individual.

We will provide an atmosphere of mutual respect conducive to teaching and learning in which intellectual, physical, emotional, and social growth compliments the moral and spiritual needs of the student population.

Students, administrators, teachers and all other staff members are responsible for maintaining a school environment in which educational programs can prosper and extracurricular programs can be provided for the benefit of all participants.

Our master schedule is also critical to our school purpose. Our master schedule incorporates time for grade level collaborative planning and a specified daily block of time, entitled "Boost Block" for student remediation and enrichment. Our reading resource teacher and S.O.L. instructional assistant provide academic assistance for our students grades K-5.

Rural Point teachers integrate 21st century learning skills into daily instruction. We participate in monthly professional development modules developed at the county and school level. The Rural Point staff also participates in monthly "in house" professional development titled "Rural Point Academy". We continue to integrate instructional technology into our daily instruction through the use of computers, iPads, Nooks, Bright Links, and document cameras.

Rural Point emphasizes a safe and respectful learning environment through our school-wide focus on demonstrating good character. In addition, our Olewus Bully Prevention Program promotes a positive school climate through a strong anti-bullying campaign. We also maintain an updated Crisis Plan and participate in monthly safety drills.

## **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.**

Rural Point continues to live its mission of "Exceeding the Expected". We increased the involvement in our community through the Watch D.O.G.S Program, a parent informational session, and parent breakfasts. We were able to recognize our community for all of there their support through Muffins for Moms, and Donuts for Dads.

Rural Point's students are service oriented and accomplished a number of projects during the 2012-2013 school year. These projects include support of the Hanover Christmas Mother, SCAN, Cancer Research, Red Cross for disaster victims, and the 5th graders' participation in a Support Hunger Now food packaging event. These projects, and many more, were made possible through the support and hard work of students, teachers, and parents.

Rural Point teachers continue to contribute significantly to their profession. Numerous teachers mentored student teachers and participated in VCU's Clinical Faculty program. Kara Ednie and Judith Goolsby were both accepted into the cohort pursuing the very challenging National Board Certification. Mrs. Wendy Bohannon was recognized as Rural Point's Teacher of the Year. Additionally, Rural Point's support staff enthusiastically support student learning. Mrs. Kathy Richardson was recognized as Rural Point's Support Employee of the Year.

## **Additional Information**

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

Rural Point offers a host of extra curricula activities for our student population that promote the whole child. Activities include: 5th grade Chorus, Orff Ensemble, and Drums Ensemble, 3rd-5th Variety Show, 4th Recorder Concert, 3rd-5th Homework Club and SOL Tutoring, grade level plays, musical performances, fitness programs, and PTO sponsored afternoon movie events. Additionally, we offer a daily lunch recess option for students in grade 2 through 5 after lunch. We also offer career day and Field Day annually.

For parents, families, and community members, Rural Point offers parent workshops and a PTO sponsored annual Fall Festival and spring dinner. We will be offering a math and reading night during the 2013-2014 school year.

# 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•Faculty/Staff Handbook, school rules, Is it bullying handout, RPES Action Plan, Various forms of communication with the community, Field Day, community events</li> </ul> | 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. | <ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Faculty/Staff Handbook, school rules, Is it bullying handout, RPES Action Plan, Various forms of communication with the community, Field Day, community events</li> </ul> | Level 3 |

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| 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. | <ul style="list-style-type: none"><li>•Survey results</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Faculty/Staff Handbook, school rules, Is it bullying handout, RPES Action Plan, Various forms of communication with the community, Field Day, community events</li></ul> | 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.**

Rural Point is active in the ongoing process of participating and reviewing our mission and vision statement designed to facilitate our efforts to ensure a productive and positive teaching and learning environment. Here at RPES, we engage in a systematic, inclusive and comprehensive process for high expectations for learning as well as shared values and beliefs about teaching and learning. Our goals, vision, mission and beliefs are clearly defined and we are focused on improving and maintaining a high level of student learning as well as development of life long skills and 21st Century learners. The school's vision and mission statement utilize best research-based practices and a full understanding of state standards of education. Our vision and mission statements are reviewed annually and revised as appropriate and then communicated to all stakeholders.

As part of engaging our stakeholders in a collaborative process, RPES uses a variety of strategies including School Improvement Committee meetings, School Leadership Monthly meetings, grade level meetings, cross -grade level meetings, PTO forums of our mission and discussions on our mission and vision statement during faculty and small group meetings. We also have a planning session during the summer with the school leaders to discuss and/or revise our current vision and mission statement before the start of the next school year.

At RPES, our school 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, critical thinking and life skills.

Our stakeholders have a commitment to shared values and beliefs about teaching and learning. We have challenging educational programs and equitable learning experiences that that are implemented, so that all students achieve learning, thinking and life skills necessary for success. Our staff is committed to instructional practices that include active student engagement, focus on depth and understanding, and the application of knowledge and skills. Our school leadership and staff hold each other accountable for high expectations for professional practice. Our school's leadership implements a continuous improvement process that provides a clear direction for improving conditions that

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support learning at RPES.

Our staff continues to be committed to reviewing our mission and statement. As a leadership team, we meet over the summer to review data and make revisions where needed in our statement. We also meet with the faculty to receive feedback and input for our statement for the new school year.

The vision and mission statements are communicated to stakeholders through ConnectEd, the school's website, PTO newsletters, Wednesday notes, and materials sent home in Wednesday folders. It is also posted throughout the school building. To insure that the vision, mission, and beliefs guide the operation of the school, grade level goals and teacher performance targets are developed with the vision and mission statement in mind.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. | <ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Staff Duty Roster, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | <ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Communications about program regulations</li> <li>•Governing code of ethics</li> <li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Faculty/Staff handbook, Staff Duty Roster, Parent/Student Handbook, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff, Faculty Meeting agendas,</li> </ul> | Level 3 |

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| 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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | <ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Faculty/Staff handbook, Staff Duty Roster, Parent/Student Handbook, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff</li> </ul> | Level 3 |

| 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. | <ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Faculty/Staff handbook, Staff Duty Roster, Parent/Student Handbook, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff</li> </ul> | Level 3 |

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| 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. | <ul style="list-style-type: none"><li>•Survey responses</li><li>•Communication plan</li><li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Faculty/Staff handbook, Staff Duty Roster, Parent/Student Handbook, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff</li></ul> | 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. | <ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li><li>•RPES Action Plan, HCPS observation form, Parent Informational Night flyer, Faculty/Staff handbook, Staff Duty Roster, Parent/Student Handbook, song "My Personal Code", Benchmark schedule and purpose, and Professional Goal-Setting powerpoint shared in a professional development session with the staff</li></ul> | 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.**

Rural Point governing body establishes effective policies and support practices that ensure and effective administration of the school. Our policies and practices are clearly and directly supported by our school's purpose and direction for the effective operation of our school. We have polices and practices that promote effective instruction and assessment that produce equitable, but challenging learning experiences for all of our students. We have polices and practices that are in place to promote professional growth to all staff.

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At RPES, the governing body operates responsibly and functions most effectively to ensure that decisions and actions are in accordance with defined roles and responsibilities, as a code of ethics and free of conflict interest. The leadership promotes stakeholders to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. Our members comply with all policies, procedures, laws, and regulations, and functions, as well as a cohesive unit.

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 protects, supports and respects the autonomy of our school leadership to accomplish goals for improvement in student learning and instruction and manages the school on a daily operation. There is a clear distinction between the roles and responsibilities of our school leadership, which are shared with the community.

RPES school leadership deliberately and consistently aligns their decisions and actions toward continuous improvement to achieve the school's purpose. All leaders and staff are collectively accountable for student learning. Our culture is characterized by collaboration and sense of community among all stakeholders at our school.

At Rural Point school, 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 supportive meaningful leadership roles for stakeholders. The school leaders' efforts at RPES result in measurable, active stakeholder participation, engagement in the school a sense of community, and ownership here at our school.

Our leadership and staff supervision and evaluation process results in improved professional practice and student success. Supervision at Rural Point is consistently and regularly implemented. The results of the supervision and evaluation process are analyzed carefully and used to monitor and effectively adjust professional practice and ensure learning at RPES.

All school stakeholders at RPES evaluate our school effectiveness and student performance. The school principals are in close working partnership with the members of the School Improvement Planning Committee and use assessment data derived from Standards of Learning testing, nine week benchmark testing, PALS, parent and student and staff surveys, and other feedback to determine the effectiveness of efforts to meet school, state, and national achievement objectives. Our school improvement team, grade level chairs and departments meet on a monthly basis to review progress towards goals and to evaluate the effectiveness of our action plan. School division and school based survey results from parents, staff, and students are frequently reviewed, which helps the school evaluate the quality of our efforts.

Our School Improvement Team consists of a team leader from each grade level, a team leader representing resource and teacher leaders who are responsible for all academic content areas. This group is participatory by nature and the sole purpose is to guide all efforts, which are designed to help our school meet our goals. The focus of RPES is not only on academic success, but also on professional development and on the effective maintenance of the school and using our resources effectively. We also received feedback from our students, from the Student Council, which is made up of officers, and classroom representatives, which meet on a monthly basis with staff sponsors.

While, professional development is an important part of leadership, the school principals encourage staff participation in in-services activities which support school goals, and this fosters a healthy, school learning community. Our first goal is to deliver the highest quality education for each student to meet and exceed state SOL and national NCLP standards. The staff has analyzed the areas of strengths and weaknesses according to the SOL data, boost block time that is used for remediation, Foundations will be used in all Kindergarten classroom,

and we will utilize math exemplars with students in all grades.

Our second goal is to increase and sustain family involvement, community partnerships, and student engagement. We encourage parent and faculty membership in PTO through communication tools (i.e. Teacher Ease, Connect Ed, school website) and other various school events. We host many opportunities for the community to participate in informational workshops. (Family night, Math Night, Breakfast with the principal) We also co-host central corridor principal's "Planning for the Future", transition to middle and high school. We also promote effective communication with parents through conferences, surveys, Connect Ed, Teacher Ease and newsletters.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.83

| 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Representative samples of student work across courses</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | 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. | <ul style="list-style-type: none"> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

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| 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. | <ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | 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. | <ul style="list-style-type: none"> <li>•Administrative classroom observation protocols and logs</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

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| 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. | <ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.6       | Teachers implement the school's instructional process in support of student learning. | All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

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| 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. | Some 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 school personnel. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 2 |

| 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

**Accreditation Report**

Rural Point Elementary School

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. | <ul style="list-style-type: none"> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | <ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

**Accreditation Report**

Rural Point Elementary School

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 3.11      | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 3.12      | The school provides and coordinates learning support services to meet the unique learning needs of students. | School personnel use data to identify unique learning needs of 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Rural Point Academy flyer (PD opportunities offered throughout school year), Barnes and Noble night-Nook Book Read Aloud voting sheet, sample lesson, Poetry websites sent to community, Poetry Month calendar, Bookroom contents, Staff work week schedule, Calendar (staff and community), Counseling documentation, and communication with community (Wednesday Notes)</li> </ul> | 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

At Rural Point, curriculum based learning experiences in each class provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills. Students are taught to be active thinkers while reading. Teachers ask them to check for understanding and make connections to self, the text, and to the world around them. Some special education students have social skills stories included in their daily learning. These social skills lessons/stories help students develop life skills to ensure that they are successful in society and beyond the school environment. In math classes, the Investigations series is a supplemental text that promotes problem solving and critical thinking. Students are asked to explain their mathematical thinking. Exemplars are included in the math program to connect higher level thinking skills in the application of math skills.

There is some evidence as well to indicate curriculum based learning experiences prepare students for success at the next level. The school

## Accreditation Report

Rural Point Elementary School

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incorporates a curriculum that supports mastery of math skills at various levels. We have a Gifted and Talented program that is taught by a dedicated teacher who differentiates learning for academically gifted students. Students who need extra help with reading are provided with special reading resource time and students who excel in mathematics receive three years of mathematics curriculum compacted over a two year period.

Equivalent learning expectations are required through district pacing guides that insure the same concepts will be taught at the same time in the school year, with the same expectations.

Learning activities are individualized for students in a way that supports achievement of expectations. Gifted students are in accelerated math classes, and in reading classes they are taught level comprehension strategies through a leveled program as exemplified by Project Criss posters displayed in the classrooms. Teachers meet with small reading groups to address phonetic skills, comprehension skills, and fluency so that students meet grade level or I.E.P. expectations.

### 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment, and alignment with the school's goals for achievement and instruction and statement of purpose.

Phonological Awareness Literacy Screening (PALS) and the Qualitative Reading Inventory (QRI) assessments are given in the fall and mid-year so that flexible reading groups can be formed. The Developmental Spelling Assessment (DSA) is also given in the fall and mid-year so that teachers may update student progress in order to form flexible groups for word study. There is also flexible grouping in place for each math strand from assessments.

There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. PALS, QRI, DSA, writing rubrics, and district pacing guides are used school-wide.

The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced through curriculum, instruction, mission statement, and assessment. At Rural Point, teachers follow the district pacing guides and meet within grade levels to review current data and make adjustments accordingly.

### 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 have received Kagan training on active engagement, and those techniques (venn diagrams, parking lots, shoulder partners, think/pair/share, collaboration, questioning, and self-reflection) are used in the classrooms. Students are given math exemplars with rubrics, and teachers ask students to create their own learning and behavior goals through the year.

Teachers personalize instructional strategies and interventions to address individual learning needs of each student when necessary. Students are identified through the district/state Child Study process and receive services through I.E.P., S.E.P., D.E.P., SOL tutoring, and pull-out reading resource when appropriate.

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. Teachers collect student work, such as exemplars, that demonstrate the

application of knowledge. Rural Point has acquired technology items such as Bright Links (similar to Smartboard lessons), Test Nav, SchoolNet, and TEI Math that are used as instructional resources. Kidspiration, Portaportal, and Tech Ponds are programs that support student learning through technology tools. Teachers collaborate on interdisciplinary projects, i.e. 3rd grade teachers and the librarian collaborating on units with studies on Mali, Greece and Rome. The music teacher, through the "Musician in the Spotlight" lesson component, introduces students to important musicians and the historical context that frames the music that they produced. The physical education teacher includes activities on the water cycle and math, and the art teacher introduces students to a wide range of well-known artists and their native countries, as well as units on the art of Greece, Rome and Mali, which tie directly into the 3rd grade SOL curriculum. Rural Point's librarian teaches 1st graders about plants through the use of science journals, and also connects to the 4th and 2nd grade curricula with units on Virginia studies and famous Americans. Teachers are provided with several professional development opportunities throughout the year where they learn more about Bright Links and the various technology resources available at the school.

### 3.4

School leaders formally and consistently monitor instruction through supervision and evaluation procedures. The principal, assistant principal, and district lead teachers conduct frequent classroom walk-through visits, formal and informal observations, and teachers are required to have their lesson plans ready for review at any time. The principal forwards communications from district leaders pertaining to changes in curriculum, pacing guides, and testing to the staff.

### 3.5

All members of the school staff participate in collaborative learning communities that meet both formally and informally. Special education teachers meet regularly with classroom teachers to plan, and grade levels hold formal monthly meetings and regularly meet on an informal basis as well.

Collaboration occasionally occurs across grade levels, especially at the end of the year when teachers create classes for the next school year. Planning meetings occur with the school's reading resource teacher and ITRT (Instructional technology Resource Teacher). Teachers meet informally to discuss the progress of specific students across the grade levels, and collaborate in completing student information cards that follow the students as they progress through the grades.

Staff members have been trained to implement a formal process that promotes productive discussion about student learning through district professional development classes and parent-teacher conferences. Hanover County has a new teacher evaluation process in place that promotes a formal process for discussion about student learning with administrators through the collection of data from formal and informal assessments and various artifacts that show evidence of 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 school personnel.

School personnel indicate that collaboration results in the improvement in the areas of instructional practice and student performance.

### 3.6

All teachers use an instructional process that informs students of learning expectations and Standards of performance. Math Exemplars are routinely used in all grade levels as an instructional tool for students to apply skills that have been taught. Through Exemplars, students are required to apply, demonstrate, justify and communicate their solution and strategy. This process requires the use of multiple measures, including both informal and formal assessments. Through the use of rubrics, the students are able to self evaluate their performance on a given exemplar and establish a goal for improving their performance. The teacher is able to evaluate each student and modify the level and pace of the instruction to ensure mastery of a skill by all students. This process provides students with specific and timely feedback about their learning in the form of cold reads, writing conferences, and periodic benchmark scores. Additionally, the process provides teachers with valuable information about curriculum and instruction.

### 3.7

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. Rural Point participates in many programs and professional activities that educate and inform pre-service teachers, such as the Teacher Cadet program (high school seniors who have shown an interest in teaching), and hosting college and university practicum students and student teachers. Several teachers are members of the Clinical Faculty at Virginia Commonwealth University. Through this program, teachers are trained to successfully mentor pre-service student teachers. The faculty at Rural Point also mentors other teachers informally. In the 2012-2013 school year, two teachers moved to a different grade level and received many hours of informal mentoring and coaching from others on the staff. Additionally, a new first grade teacher was hired in December due to increasing class sizes during the fall of the year. This teacher received mentoring and coaching from the faculty to help in the transition.

These programs set expectations for all school personnel and include measures of performance.

### 3.8

Programs that engage families in meaningful ways in their children's education are designed and implemented. Rural Point hosts several Family Nights throughout the year such as Math Night, many musical programs, the district Arts and Science Festival where student art work is displayed and parents can attend musical performances, field day, and a Rural Point Academy Night where parents can attend mini-classes on topics that are interesting to them, taught by faculty.

Families have multiple ways of staying informed of their children's learning progress. These include reports cards, interim reports, E-Connect e-mail messages, school calendar and website, K-2 nightly take home folder for each student with weekly homework assignments, weekly folders and assignment/homework agendas in grades 3-5, communications through Teacher Ease, newsletters (Wednesday Notes), and parent-teacher conferences that are held formally twice each school year and informally on many more occasions.

### 3.9

School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Data cards are kept on each student with reading and math assessment scores. These cards are reviewed yearly by the faculty as the students progress through the grades. Special education teachers work with students across the grade levels, and 5th grade students are paired with 1st grade students in the Book Buddies program (providing 1st grade teachers with an opportunity to reconnect with former students). The Rural Point Pointers program has also paired individual students with teachers over several years, giving them advice and sharing one-on-one time with the students.

Most students participate in the structure through writing conferences and the use of Singapore Math strategies. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. The school's guidance counselor holds small group lunches, small groups of students are pulled for boost block instruction, and 3rd, 4th, and 5th grade teachers provide SOL tutoring to identified students during and after school.

### 3.10

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. Teachers use the Teacher Ease program to report grades to parents, and the district uses a common report card and interim grading system for all students. Common 9-weeks benchmark assessments are given across grade levels. Weekly teacher meetings, common rubrics, and assessment data meetings ensure that grading and reporting practices are consistent within the school and grade levels.

These policies, processes and procedures are implemented consistently across grade levels and courses.

Stakeholders are aware of the policies, processes and procedures since scoring rubrics and criteria are given in advance in the district's parent/student handbook. These policies, processes and procedures are also communicated in parent/teacher conferences, parent informational nights and Back to School Night.

### 3.11

All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Examples of this include district-wide professional development classes, the school-wide Rural Point Academy professional development classes, Kagan training utilized daily by students and teachers in classrooms, Dan Mulligan training, character education training at the National Forum for Character Education national conferences, Olweus Anti-Bullying training with resulting school-wide plays and classroom meetings, STEM training, and Foundations (Wilson) training.

Professional development is based on an assessment of needs of the school. For example, our Rural Point Academy sessions are designed to target areas of weakness in SOL assessment data from the previous year.

The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning. Grade levels hold meetings, as well as dual grade level meetings (2nd and 3rd grade teachers, for example) to share and evaluate the effectiveness of strategies.

### 3.12

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). Rural Point has a dedicated gifted and talented teacher who meets with individual students and whole classes for enrichment lessons. Students receive English as a Second Language (ESL) services when needed, and students participate in Wilson reading lessons when appropriate. The school also uses Voyager Reading, and V-Math.

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 students within these special populations.

## 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | 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 on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•School schedule</li> <li>•School calendar</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | Level 3 |

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Rural Point Elementary School

| 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | Level 3 |

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Rural Point Elementary School

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. | <ul style="list-style-type: none"> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | Level 3 |

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Rural Point Elementary School

| 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. | <ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Field Day Connection to curriculum, Playground inspection, recognizing child abuse SCAN presentation notes, Flag staff and school store, Charity/community events, faculty/staff and community calendars, Safety and Bully flyers, Survey results, RPES Academy PowerPoint presentation, Crisis Management Plan,</li> </ul> | 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.**

## 4.1

Qualified professional and support staff at Rural Point are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose and direction. The school has policies, processes and procedures that make it possible for school leaders to hire, place and retain qualified staff. These policies and procedures come from the school system, and are adhered to by the school's administration. Likewise, school leaders systematically determine the number of staff and faculty members needed to support the school's purpose and continuous improvement. In the late fall of 2012, it was determined that an extra section of first grade was needed at Rural Point because of steadily increasing numbers of students in that grade level. Rural Point's principal, in communication with leaders at the district level, applied documented processes to seek out and hire a highly qualified teacher to form an additional class. This was accomplished even in the face of high budget challenges. Hiring the additional teacher also serves as an example of how sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

## 4.2

At Rural Point, instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice via a master schedule that is designed by a team of teachers who represent each grade level, special education teachers, and resource teachers. This team meets annually to carefully construct a daily schedule for the school, and teachers and all staff strive to adhere to the schedule throughout the school year. School leaders work to secure material and fiscal resources to meet the needs of all students by organizing several fundraisers throughout the school year. A principal's fundraiser, Fall Festival, Barnes and Noble and various business partner restaurant Spirit Nights, and several other community fundraisers provide the fiscal means that allow the purchase of playground equipment, technology items (iPads, Nooks, Wilson phonics program, Foundations phonics program, V-Math, Voyager reading program, Teach Town special needs program), and other material resources that meet the needs of all students and allow students to have equitable opportunities to attain challenging learning experiences. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

## 4.3

The school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff. At Rural Point, school leaders have adopted clear expectations for maintaining cleanliness and a healthy environment by following and implementing district policies. We have also created a safety committee made up of teachers and staff from all areas that reviews and make changes to the school's safety policies by regularly discussing procedures for fire, inclement weather, and intruder drills. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. The safety committee and school leaders develop and implement improvement plans to improve these conditions as necessary throughout the school year, and the results of improvement efforts are evaluated.

## 4.4

Students and school personnel use a range of media and information resources to support the school's education programs, and have access to them. Rural Point maintains a well-stocked library with a wide variety of media (current books, magazines, and video resources, 10 desk top computers and a set of 20 laptop computers) and a computer lab equipped with a class-set of laptop computers and a Smartboard. The school also has 5 sets of 24 laptops on carts. Qualified personnel such as the school's librarian and a dedicated Instructional Technology Resource Teacher (ITRT) have been hired by the district to assist students and school personnel in learning about the media and information resources and locations for finding and retrieving information. The school's librarian also serves as a technology coach for teachers and staff members who require help or desire learning about how to use computers and other information resources to improve student learning. Parents, teachers and students have access to online resources such as the RPES library catalog, Bookflix, PebbleGo, DiscoveryStreaming and GoGrolier. These resources can be accessed at home as well as at school. The school librarian offers informational sessions throughout the year on these online resources to stakeholders. How to sheets are also posted on the Library Blackboard webpage.

## 4.5

The technology infrastructure supports the school's teaching, learning and operational needs of most stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. Classrooms are equipped with Brightlinks boards, document cameras and wireless network capabilities. In accordance with the school goals, each teacher is required to utilize the Brightlinks boards and other new technologies to aid in student active engagement and encourage 21st Century learning. School personnel attend workshops and seminars throughout the year to gain information on new technologies and how to implement them into the classroom. School personnel are surveyed regarding technology they would like to see in their classroom. There is a district technology plan at <http://hanover.k12.va.us/technology/HCPIS-InstructionalTechPlan-2007-2013.pdf>

## 4.6

The school provides support services to meet the physical, social, and emotional needs of the student population being served. School personnel provide or coordinate programs to meet the needs of all students. For several years, teachers have implemented the Olweus Anti-Bullying program at Rural Point, which has helped to raise awareness in students, faculty, and parents of the issues and problems related to bullying. Although Rural Point does not have a specific problem with bullying behavior, as a school community we have come together to explore the actions of bullies and possible corrective reactions to that behavior. During the 2012-2013 school year, we have shifted our focus to Character Education. Rural Point has a strong committee of teachers, some of whom attended the National Forum for Character Education in Washington D.C., to educate the students, faculty, and parents on the benefits of strong character in schools. Measures of program effectiveness are in place, such as BRF and DRF (Bully Referral form and Discipline Referral form) and school personnel use the data from these measures to evaluate the progress of students throughout their education at Rural Point. Improvement plans related to the character education program are designed and implemented throughout the year to more effectively meet the needs of all students.

## 4.7

School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of students in the school. 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. The purpose of the

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school counseling program is to assist every child to succeed academically. Incorporated in this program is Classroom Guidance (K-5) in 3 distinct areas: academic, social/emotional, and career exploration. Also included is group and individual counseling where various topics and counseling materials will be utilized depending on the student's needs. School-wide programs such as Olweus Anti-Bullying, Character Crusaders character education program, and business partners is another part of the school counselor's various roles. In working with school leaders, teachers, parents, community members and especially students, the Rural Point counseling program creates an atmosphere of positive learning and success for every student.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

| 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Accelerated Reader data, Staff Suvey (from Principal), Grade level Meeting Notes, and SI/Team Leader agendas</li> </ul> | 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. | <ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•Accelerated Reader data, Staff Suvey (from Principal), Grade level Meeting Notes, and SI/Team Leader agendas</li> </ul> | 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. | 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"> <li>•Survey results</li> <li>•Accelerated Reader data, Staff Suvey (from Principal), Grade level Meeting Notes, and SI/Team Leader agendas</li> </ul> | Level 2 |

# Accreditation Report

Rural Point Elementary School

| 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. | <ul style="list-style-type: none"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student growth</li><li>•Accelerated Reader data, Staff Suvey (from Principal), Grade level Meeting Notes, and SI/Team Leader agendas</li></ul> | 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. | <ul style="list-style-type: none"><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•Accelerated Reader data, Staff Suvey (from Principal), Grade level Meeting Notes, and SI/Team Leader agendas</li></ul> | 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.**

Our school establishes and maintains a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. Rural Point ensures measurement across all classrooms and courses. Our assessments, especially those related to student learning, have proven reliable and bias free. Rural Point is regularly evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Professional and support staffs have a systematic process and procedure for collecting, analyzing and applying learning from multiple data sources. The 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. Our school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, and the effectiveness of programs and organizational conditions.

Performance expectations for student learning are based on state and federal achievement standards. Benchmark data, such derived from Standards of Learning, Adequate Yearly Progress, PALS and nine-week benchmark test, is evaluated in an ongoing manner. This

## Accreditation Report

Rural Point Elementary School

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information is compared to prior results to determine trend lines, to identify students who are at-risk and to isolate specific areas of instructional strengths and weaknesses. This data is shared with the staff and is incorporated into our School Improvement Plan and grade level action plans. Nine-week benchmark data is also reviewed and discussed quarterly.

At Rural Point, professional and support staff members are assessed and trained in a professional development program related to evaluation, interpretation, and use of data. Assessment results are incorporated into the School Improvement Plan by the opening of school and this plan is shared with the school staff in detail during orientation week. This information is also placed on the school website for parent's easy access. (Do we have our on there? Should we place on there? ) Individual student results are shared with parents and students shortly after the information is available. School, grade level and individual student goals are based on assessment data and resulting in action plans, which are reviewed and updated throughout the school year. Tutorial program personnel also are involved in the reviewing of this data and the supporting programs they develop which are structured upon school data and assessments. Also, parents receive assessment information via interims, report cards and scheduled conferences.

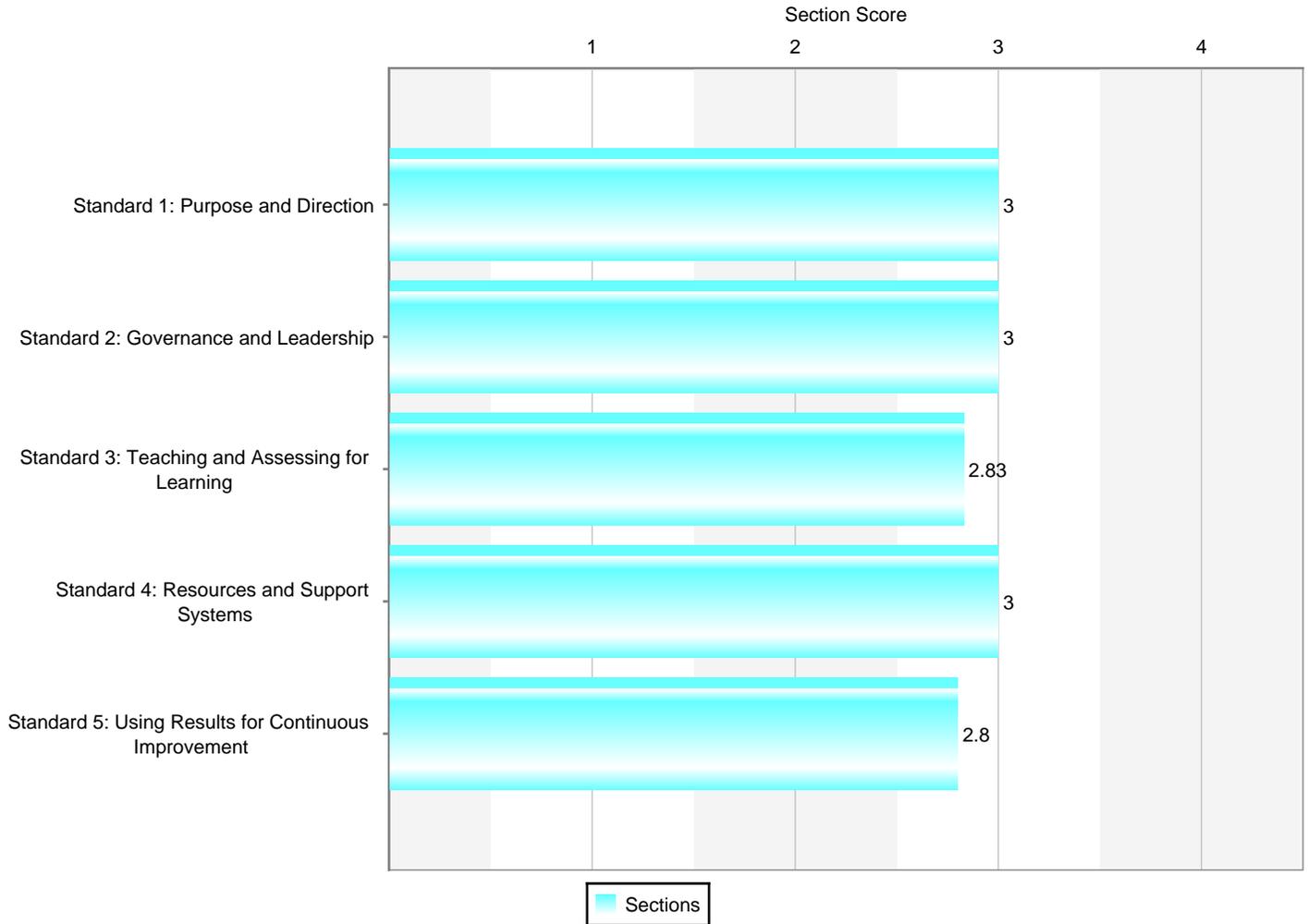
Our policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. At Rural Point, results indicate improvement, and that school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement for action plans related to the student learning and include readiness for success at the next level.

Data and assessment information identifies school wide and student specific academic strengths and weaknesses. This information is used during School Improvement meetings and staff meetings where the assessment information is thoroughly reviewed, and incorporated into action plans, which are then activated and finally reviewed at scheduled times throughout the year. This cycle is ongoing and is carried out at various levels: school-wide, grade level, and finally at the individual student level.

Teachers are trained on how to interpret SOL, PALS, and nine weeks benchmark tests during staff meetings, staff development, and during grade level meetings. Additionally, opportunities to understand commonly used assessments are provided by Hanover County Public Schools during scheduled professional development days. At RPES, the administration monitors and communicates information about student learning, conditions that support student learning and the achievement of school improvement goals to our stakeholders on a regular basis.

## 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

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|---|-----------------|----------------|-------------------|
| 1.           | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes             |                | 2015              |

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

|    | Statement or Question        | Response  | Rating  |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

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

## Areas of Notable Achievement

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

Parents felt satisfaction or approval in the following areas:

- Clear focus on student success
- Work is appropriately challenging
- Teachers advocate for my child
- Staff Members are qualified and support student learning
- RPES provides a safe learning environment
- RPES provides variety of resources to support learning
- RPES provides opportunity for students to explore interest
- Students are well prepared for next school year

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

Parents felt satisfaction or approval in the following areas:

- Teachers advocate for my child
- Staff Members are qualified and support student learning
- RPES provides a safe learning environment
- RPES provides variety of resources to support learning
- RPES provides opportunity for students to explore interest

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

Comments and written letters from Parents

Parents often comment on how well prepared students are for the following school year (including middle school), how loved their child feels, and on the sense of community at Rural Point Elementary School. The school has a small family like environment.

## **Areas in Need of Improvement**

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

The following showed a score in 88%

Work is appropriately challenging

Teachers advocate for my child

Parents are involved in the reviewing and revising process of the school's purpose statement

My child sees a relationship between what is being taught and his/her everyday life

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

Clear focus on student success

Work is appropriately challenging

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

RPES needs to provide more workshops to make educational programs aware to stakeholders.

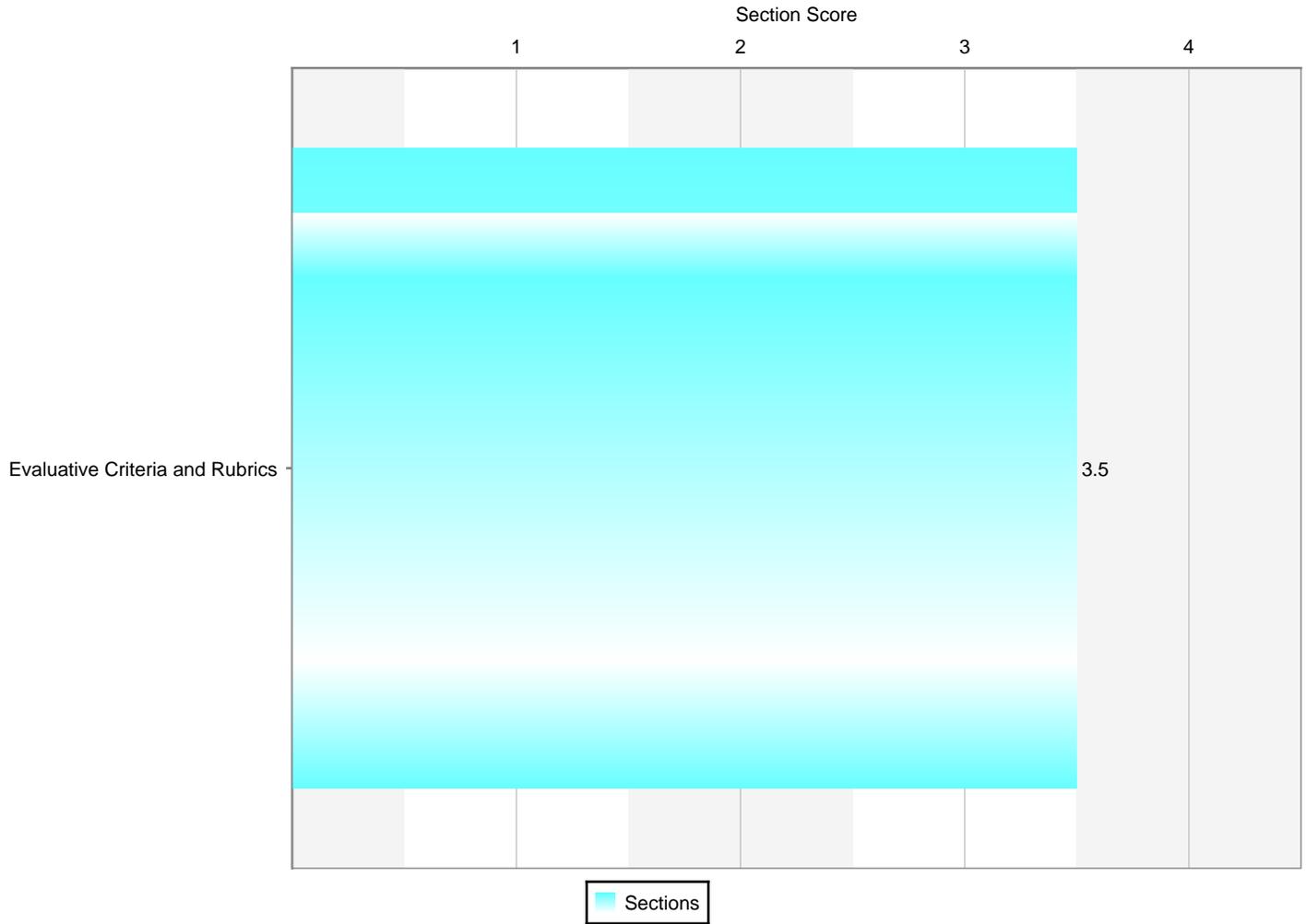
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Written responses from stakeholders

Occasionally, parents do verbally ask if their child is being appropriately challenged. Typically, students are being challenged and provided with differentiated instruction, but this, unfortunately, has not been communicated with the parent. We need to provide more parent informational/curriculum sessions.

## 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

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b>        |
|--------------|--|-----------------|----------------|--------------------------|
| 1.           | Did you complete the Student Performance Data document offline and upload below? | Yes             |                | RPES Binder<br>PALS DATA |

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## Areas of Notable Achievement

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

Our fourth graders participated in the 2015 Virginia Studies SOL Test. Our overall pass rate was a 99%, with our subgroups break down as follows: Economically Disadvantaged 100%, Students with Disabilities 94%, and Gap Group 1 96% pass rate.

Our overall math pass rate was a 92% with our Economically Disadvantaged, Students with Disabilities, and Gap Group 1 falling between 76% and 84% pass rate.

Our Students with Disabilities and Gap Group 1 both increased their pass rate from the 2014 Reading SOL assessment and the 2015 Reading SOL Assessment.

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

We increased from a 87% pass rate to a 88% pass rate overall on the Reading SOL assessment.

The Reading SOL pass rate for the following subgroups increased from the 2014 Reading SOL assessment to the 2015 Reading SOL Assessment: White, Students with Disabilities, and Gap Group 1.

The Math SOL pass rate for the following subgroups increased from the 2014 Math SOL assessment to the 2015 Math SOL assessment: White, Students with Disabilities, Gap Group 1, and Gap Group 2.

The Virginia Studies SOL pass rate for the following subgroups increased from the 2014 SOL assessment to the 2015 SOL Assessment: White, Economically Disadvantaged, Students with Disabilities, and Gap Group 1.

### Which area(s) indicate the overall highest performance?

According to our 2015 SOL Assessments, Rural Point students had a 92% pass rate over all for math and a 99% overall pass rate for Virginia Studies.

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

The Reading SOL pass rate for the following subgroups increased from the 2014 Reading SOL assessment to the 2015 Reading SOL Assessment: White, Students with Disabilities, and Gap Group 1.

The Math SOL pass rate for the following subgroups increased from the 2014 Math SOL assessment to the 2015 Math SOL assessment: White, Students with Disabilities, Gap Group 1, and Gap Group 2.

The Virginia Studies SOL pass rate for the following subgroups increased from the 2014 SOL assessment to the 2015 SOL Assessment: White, Economically Disadvantaged, Students with Disabilities, and Gap Group 1.

### Between which subgroups is the achievement gap closing?

Our white students had a 93% overall pass rate on the 2015 Math SOL Assessment, while our Students with Disabilities scored a 81% pass  
SY 2015-2016

rate. Although, a gap still exist, it is closing. The gaps on the Virginia Studies Assessment has closed. All groups are achieving at a high level.

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

SOL Scores are consistent with reading assessments and curriculum assessments administered in the classroom.

## Areas in Need of Improvement

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

Our fifth graders participated in the 2015 Science SOL Assessment, Our achievement on this assessment went down in all areas, most notable are the decreases in our subgroups. Our Students with Disabilities dropped from a 85% to a 68% pass rate and our students in Gap Group 1 dropped from a 5% to a 62 % pass rate.

Although, we did see a slight increase in our 2015 Reading SOL Assessments in our Economically Disadvantaged and our Gap Group 1 subgroups, these subgroups are still not performing at an expected level.

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

2015 Reading SOL Assessment: our Gap Group 2 decreased from a 77% pass rate to a 58% pass rate.

2015 Math SOL Assessment: our Economically Disadvantaged Subgroup decreased from a 79% pass rate to a 76% pass rate.

2015 Science SOL Assessment: our overall achievement decreased from a 91% pass rate to a 83% pass rate. In addition, our white students decreased from a 93% to a 86% pass rate and our Economically Disadvantaged, Students with Disabilities, and Gap Group 1 subgroups all decreased.

### Which area(s) indicate the overall lowest performance?

We scored lowest on our Science SOL Assessment.

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

2015 Reading SOL Assessment: our Gap Group 2 decreased from a 77% pass rate to a 58% pass rate.

2015 Math SOL Assessment: our Economically Disadvantaged Subgroup decreased from a 79% pass rate to a 76% pass rate.

2015 Science SOL Assessment: our overall achievement decreased from a 91% pass rate to a 83% pass rate. In addition, our white students decreased from a 93% to a 86% pass rate and our Economically Disadvantaged, Students with Disabilities, and Gap Group 1 subgroups all decreased.

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

The gap in math between our white students and our students who are Economically Disadvantaged increased by 7%.

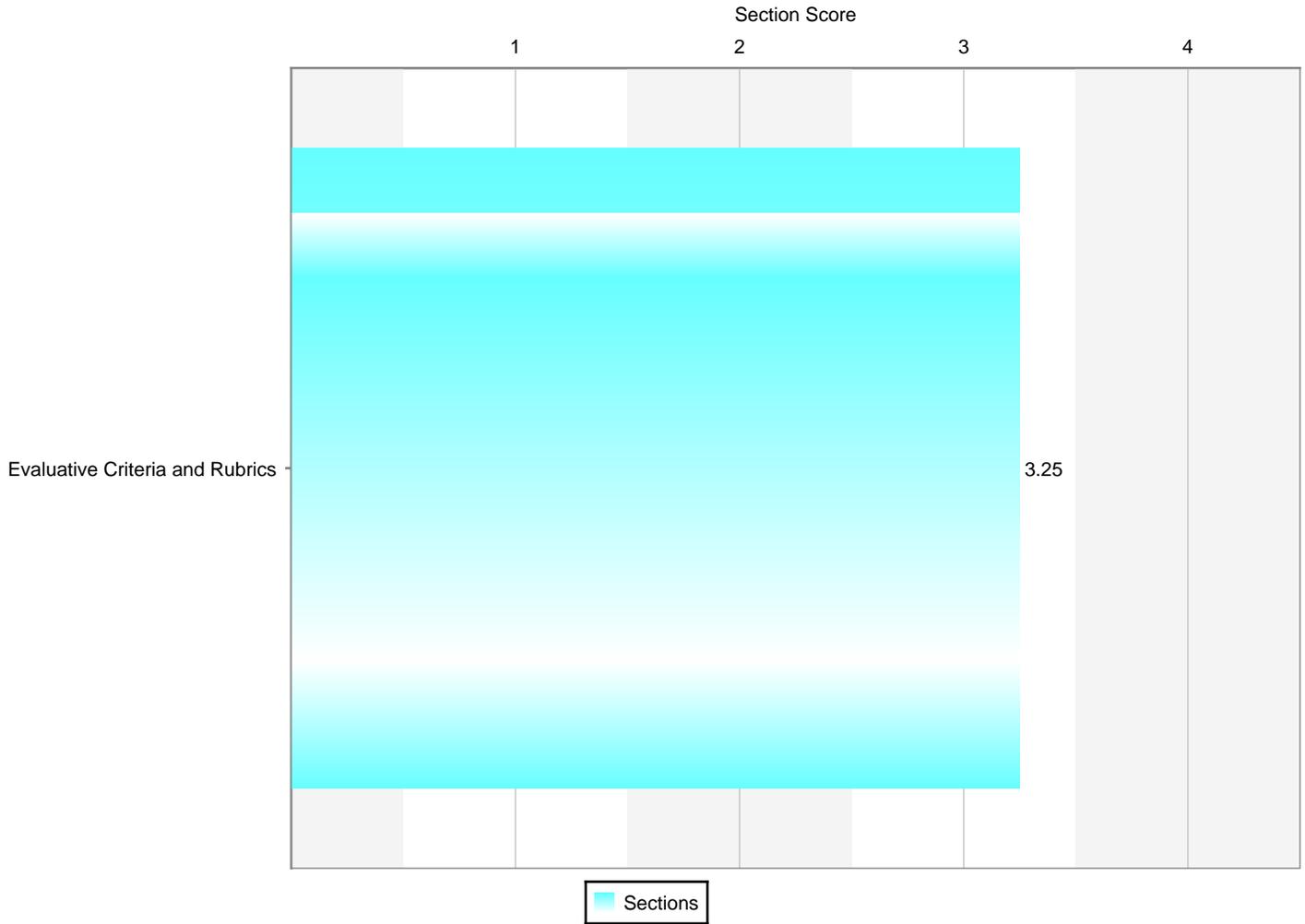
The gap in reading between our white students and our students who are Economically Disadvantaged increased by 8%.

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

The achievement on the SOL Assessments are consistent with our reading assessments and curriculum classroom assessments.

## 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.    | <p>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:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- 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</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul> | 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      |         |            |