

Virginia Department of Education

2005-2006 Title I School Improvement Recommended Models

Models are presented in alphabetical order.

1. Educational Management Organization (EMO)
2. The Partnership for Achieving Successful Schools (PASS)
3. Schools Within Schools
4. Virginia School Turnaround Specialist Program

The information is presented in two segments: Description of the Model and Contact Information

<i>Model</i>	<i>Description</i>
Educational Management Organization (EMO)	<p>An Educational Management Organization (EMO) is a for-profit school management corporation that:</p> <ol style="list-style-type: none"> 1) contracts with a local school division for the management of existing traditional K-12 public schools (termed “contract schools”) or 2) manages public charter schools either as the charter holder or under the terms of a contract with the charter holder. <hr/> <p>Contact Information: The Virginia Department of Education does not currently endorse any particular EMO. However, the CSR applicant may benefit from research conducted on 51 EMOs by the Education Policy Studies Laboratory, College of Education, Division of Educational Leadership and Policy Studies, Box 872411, Arizona State University, Tempe, AZ 85287-2411; Telephone: (480) 965-1886; Fax: (480) 965-0303; E-mail: epsl@asu.edu</p> <p>Research Document: <i>Profiles of For-Profit Education Management Companies, Sixth Annual Report (2003-2004), February 2004.</i> Located at: http://www.asu.edu/educ/epsl/CERU/Documents/EPSSL-0402-101-CERU.pdf</p> <p>Contact Information: Virginia Department of Education, Martha Chacon-Rodriguez, CSR Specialist: (804) 371-2932, Martha.Chacon-Rodriguez@doe.virginia.gov</p>

<i>Model</i>	<i>Description</i>
<p>The Partnership for Achieving Successful Schools (PASS)</p>	<p>The Partnership for Achieving Successful Schools (PASS) initiative fosters community involvement with schools that are having difficulty reaching targeted levels of academic performance and specific Standards of Learning goals. The initiative features specific intervention strategies that have been used effectively in 27 high-poverty rural and urban schools in Virginia. The strategies include:</p> <ul style="list-style-type: none"> • The school pairs with a partner school. Partner “teams, led by a principal from a cooperating school with expertise in raising the academic achievement of at-risk students and that include teachers with expertise in reading or math, visit the school five to six times a year. • A principal “coach” has also been used effectively in place of a partner-team. The principal-coach, proven to be effective with new principals or those principals with limited experience in high-poverty schools, provides support to the principal throughout the year. Meeting topics include school improvement plan implementation, data analysis, and staff development strategies. • The school agrees to use a pacing guide and assessment program designed by the Office of School Improvement. Data from the nine weeks’ benchmark assessment are monitored closely to provide remediation to students and support to the principal’s efforts to closely monitor instruction. • A remediation and data specialist are assigned to work with teachers to develop remediation plans based on the nine weeks’ and SOL assessments. Teachers, paid through stipends, help disaggregate data. The data specialist analyzes data to find strengths and weaknesses in the curriculum. The remediation specialist analyzes data to diagnose specific student strengths and weaknesses. • Book Buddies for first grade and Math Buddies for third and fifth grades are critical remediation programs offered to students. The Office of School Improvement works closely with members of the community to secure volunteers for these <u>after-school</u> programs. • Additional technical assistance from the Office of School Improvement is given at least monthly to PASS principals. This assistance includes strategies for time-on-task monitoring, ensuring participation of students with disabilities in the general curriculum, and monitoring discipline. Other assistance is given based on individual school needs. • A division-level coordinator is designated to provide assistance from the district-level to the PASS school. • Through coordination with the Department of Social Services, before- and after-school licensed day-care providers are made available at some schools to parents of students who need both remediation and these affordable daycare services.
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<i>Model</i>	<i>Description</i>
Schools Within Schools	<p>Schools within schools are large public schools that have been divided into smaller autonomous subunits. Building operations, however, remain vested with the principal. Students placed into small learning communities use the resources of the larger existing facilities. These resources include faculty and staff whether from the existing larger school or brought in from elsewhere in the division. School sizes can range from 500 to 30.</p> <p>Types of Schools Within Schools</p> <p><u>Vertical-house plans:</u> These schools serve students in grades 9 only or 9 through 12 or 10 through 12 in “houses.” Each “house” of several hundred students shares the same faculty and facilities, but has autonomous policies for student discipline, government, and activities. This plan may be modified for use in a middle school.</p> <p><u>At-risk schools:</u> These schools serve students who have not responded well to traditional learning environments. A typical model includes traditional academic curriculum along with an academy program in which students learn a trade.</p> <p><u>Career academies and clusters:</u> In these models, students engage in classes or house systems aligned with their interests and career choices.</p> <p><u>Special-curriculum models:</u> These schools offer advanced courses for high-achieving students. Students are divided into houses based on their special needs or interests.</p> <p><u>Newcomer schools:</u> Newcomer schools are typically established in areas where a large number of students, generally elementary, are entering a school system for the first time and having difficulty with the transition.</p> <p><u>Same gender schools:</u> These school are designed to serve same gender students.</p> <p><u>Parent-participation plans:</u> In these schools, parents of elementary-school children are permitted to enroll their children in the school if they commit to donating a specific amount of their time and energy as teachers.</p> <p><u>Advisory systems:</u> In these schools, students are placed under the guidance of either a teacher or administrator for their entire school experience. The student has a personal academic and social guidance counselor.</p> <p><u>Charter schools:</u> Charter schools, generally developed by parents or teachers seeking an alternative to standard programs, can be schools within schools, but are held to the same standards as public schools in Virginia.</p> <p><u>Other models:</u> Any innovative effort to create a small learning community within a larger facility in order to serve a unique population may be considered a school within a school.</p> <p>Additional information can be found at http://eric.uoregon.edu/publications/digests/digest154.html</p>
	<p>Contact Information: Virginia Department of Education, Martha Chacon-Rodriguez, CSR Specialist: (804) 371-2932, Martha.Chacon-Rodriguez@doe.virginia.gov</p>

<i>Model</i>	<i>Description</i>
Virginia School Turnaround Specialist Program	<p>The Virginia School Turnaround Specialist Program is an initiative that contracts with the University of Virginia Partnership for Leaders in Education, a partnership of the Darden Graduate School of Business Administration and the Curry School of Education (Darden/Curry Partnership) to deliver an executive education program specially designed for the needs of a cadre of experts who are charged with “turning around” consistently low-performing schools in the commonwealth. The program focuses on leadership challenges, strategic change, decision-making, communications, and partnering.</p> <p>Additional information on the Virginia School Turnaround Specialist Program can be found on the Virginia Department of Education’s Web site at http://www.doe.virginia.gov/VDOE/Instruction/OCP/vstsp.html.</p> <hr/> <p>Contact Information: Dr. Tierney Temple-Fairchild, Executive Director, University of Virginia Partnership for Leaders in Education: (434) 243-7686, FairchildT@Darden.Virginia.edu or Connie Fisher, Teacher Quality Special Projects Coordinator: (804) 371-7583, Connie.Fisher@doe.virginia.gov</p>