

**Virginia Department of Education  
Procedures for Review of  
Private Educational Management Companies  
Approved April 20, 2005**

**DIRECTIONS FOR SUBMISSION**

The private educational management company must submit its proposed application to the Department of Education for review and comment. Reviews will occur on an ongoing basis. Ten (10) copies of the application must be submitted to the department at the following address:

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Educational Specialist  
Virginia Department of Education  
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The review will be based on responses to the following criteria: financial and organizational capacity; effectiveness; instructional capacity; personnel capacity; professional development capacity; and communication capacity.

Qualified staff members from the Department of Education, and as necessary, other individuals who have expertise needed for an effective analysis, will review the application. The end result of the review will be a summary that outlines how the private educational management company compares to the criteria established by the Board of Education. The summary will be posted on the Department of Education's Web site as a reference for school divisions wishing to employ the services of a management company.

**REVIEW PROCESS**

The Department of Education will review the application. The following individuals will comprise the review committee.

- Department of Education staff with expertise in areas such as the *No Child Left Behind Act of 2001*, instruction, budget, parental involvement, and teacher licensure
- Other individuals as needed for an effective review, such as:
  - Administrators from private educational providers (such as approved supplemental educational services providers) who are not affiliated with the applicant; and/or
  - Representatives from a school division that uses the services of supplemental educational services providers and/or private educational management companies (if available).

## **PROCEDURES FOR REVIEW OF PRIVATE EDUCATIONAL MANAGEMENT COMPANIES**

### Introduction

The Board of Education (BOE) has demonstrated its commitment to assist schools and school divisions that have failed to make adequate progress toward student achievement goals by approving criteria for the review of private educational management companies. Using these criteria, the Department of Education will receive and review applications from such companies in order to assist local school divisions in evaluating the effectiveness of the providers. The review will provide a minimum level of assurance that potential companies are able to provide services as described in the established Virginia Board of Education criteria for private educational management companies. However, private educational management companies are not required to submit for review; and a school division is not required to use a provider that has been reviewed. The companies will operate under a memorandum of agreement with the school divisions, and any performance measures and stated outcomes would be agreed on between the local school division and the management company.

### Criteria

The criteria have been established by the Board of Education and organized into six areas: financial and organizational capacity, effectiveness, instructional capacity, personnel capacity, professional development capacity, and communication capacity. The review will be conducted on these areas and the supporting indicators. If the criteria have not been met, the reason(s) will be noted.

### Qualifying Statements

Several statements will accompany the final report for each private educational management company reviewed. They are:

A statement verifying that department's review is conducted outside the context of a division in which a private educational management company would operate and with no additional information or representative from such divisions. The review is based only on information presented in the application, which does not present the circumstances unique to a particular school or school division.

A qualifying statement verifying that all documents are complete only in the view of the department for the purposes of assuring a minimum level of ability to provide management services to a school or school division.

A statement recommending that the local school board of a division that desires to contract with a private educational management company make an independent judgment as to such company's ability to meet the needs within the school or school division.

**VIRGINIA BOARD OF EDUCATION  
CRITERIA FOR REVIEW OF  
PRIVATE EDUCATIONAL MANAGEMENT COMPANIES  
Approved April 20, 2005**

**Criterion 1: Financial and Organizational Capacity**

A. Financial Soundness

The organization provides evidence that it is financially sound. The evidence may include: a description of how the organization currently received funds (i.e., grants, fees-for-service, investments, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses, cash flow activity, and/or proof of liability insurance.

Criterion addressed \_\_\_                      Criterion not addressed \_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Management Structure

The organization provides evidence that it has a sound management structure. The evidence may include: a business plan or profile; proof that adequate organization resources are available to meet project needs; senior staff resumes; and/or description of an established system of management.

Criterion addressed \_\_\_                      Criterion not addressed \_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

C. Legal Status

The organization provides documentation required to conduct business in Virginia. The evidence may include: a copy of a business license, and/or formal document of legal status.

Criterion addressed \_\_\_                      Criterion not addressed \_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

D. Transition Plan

The organization provides a plan to ensure that the local school division is restored as the management entity for essential leadership, administrative, and instructional functions. The evidence may include: a plan that demonstrates how the organization will ensure that it will provide consultative services to the local school division and school after it has exited; and/or past evidence of how this has been accomplished with other clients.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

**Criterion 2: Effectiveness**

A. Positive Impact on Student Achievement

The organization demonstrates that it has the ability to have a positive impact on student achievement. The evidence may include: student achievement results on a valid, reliable performance measure that demonstrates success, especially with low-income, minority students; a research report or study that documents the organization’s success; and/or additional evidence of improved outcomes such as reference letters, improvement in non-academic factors such as attendance, drop-out rate, graduation rate, student behavior/discipline, or parent/student satisfaction.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Evaluation by Independent Party

The organization demonstrates that an objective evaluation by an independent party has been conducted that verifies its effectiveness. The evaluation should include evidence of experimental or quasi-experimental research. It must include at a minimum evidence of case studies or other evidence of success. The evidence may also include: a copy of the independent evaluation; a link to a Web site where the evaluation is posted; and/or contact information for the independent evaluator.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

### Criterion 3: Instructional Capacity

#### A. Academic Accountability

The organization provides evidence that it uses specific programs and practices to diagnose student needs and prescribe appropriate instructional programs, and evaluates and monitors student progress. The evidence may include: a description of the specific process or program; and/or a timetable that demonstrates how the program or practice results in the desired outcome.

Criterion addressed \_\_\_\_                      Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

#### B. Link to Research/Best Practice

The organization provides evidence that key instructional practices and central design elements of the organization are linked to current research and best practices. The evidence may include: a description of how the instructional practices and central design elements are high quality, based in scientifically-based research, and designed to increase student academic achievement; and/or a plan of how the company will ensure that the instructional practices and central design elements are linked to current research and best practices.

Criterion addressed \_\_\_\_                      Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

#### C. Proven Record of Success

The organization provides evidence that demonstrates a proven record of successful implementation of the program. The evidence may include: a contract, warranty, or memorandum of agreement.

Criterion addressed \_\_\_\_                      Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

**Criterion 4: Personnel Capacity**

A. Teaching Personnel

The organization provides evidence that it can hire highly qualified instructional staff that meet the licensure requirements for Virginia teachers in the subject matter they will be teaching as defined in the licensure requirements for Virginia teachers. Evidence of experience in working with low-income, minority, and migrant students; students with disabilities; and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Administrative Personnel

The organization provides evidence that it can hire highly qualified administrative staff as defined in the licensure requirements for Virginia administrators. Evidence of experience in working with low-income, minority, and migrant students; students with disabilities; and limited English proficient students is also required. The evidence may include: a summary report of staff qualifications; and/or copies of Virginia educational licenses.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

**Criterion 5: Professional Development Capacity**

A. Professional Development for Teaching Staff

The organization provides evidence that it can provide research-based, on-going, sustained, high-quality staff development for the teaching staff. Evidence of experience may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Professional Development for Administrative Staff

The organization provides evidence that it can provide research-based, on-going, sustained, high-quality staff development for administrative staff. Evidence may include: past professional development plans and evidence of success; and/or an implementation plan for this school division.

Criterion addressed\_\_\_\_ Criterion not addressed\_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

**Criterion 6: Communication Capacity**

A. Parent/Community Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the parents and community. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Criterion addressed\_\_\_\_ Criterion not addressed \_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

B. Local School Board Communication

The organization provides evidence of an accurate, consistent, timely, regular system of communication with the local school board. Evidence may include: examples of successful communication plans used for other clients; and/or an implementation plan for this school division.

Criterion addressed\_\_\_\_ Criterion not addressed\_\_\_\_

Comment on the criterion if it was not addressed and the reasons (e.g., insufficient information, missing information, etc.).

Additional Comments: