

# Division-Level Review Process

## Virginia Board of Education Committee on School and Division Accountability

June 21, 2017

# Purpose of the Division Review

To review and, where appropriate, provide essential actions for those elements of divisions that either directly or indirectly support student achievement in order to increase overall division effectiveness and student achievement

# 5 Major Categories

- Academics and Student Success
- Leadership and Governance
- Operations and Support Services
- Human Resource Leadership
- Community Relations and Communications

# Academics and Student Success Tools

- Student Achievement
- Professional Development and Support
- Research/Innovation
- Special Education Programs Tool: No Division CAP in Place
- Special Education Programs Tool: Division CAP in Place
- Targeted Programs

# Levels of Implementation

Term	What it Means
<b><i>No Implementation</i></b>	None or few of the elements are present for <i>Functional Implementation</i> ; this component is ineffective
<b><i>Limited Implementation</i></b>	Some or most elements of <i>Functional Implementation</i> are present; this component is partially effective
<b><i>Functional Implementation</i></b>	All the elements needed for effectiveness are present
<b><i>Full Implementation</i></b>	All the elements for <i>Functional Implementation</i> are present AND at least one other element is in place for this component to be highly effective.

# The Student Achievement Tool

## Functional Implementation Elements

### Basic Component: Student Achievement Expectations

**Communicates** clear division **vision**, **mission**, and **goals** for student achievement to all **stakeholders**

Creates a comprehensive **plan** to meet student achievement goals based on data

**What evidence might your division collect to demonstrate these elements?**

## Key Terms

To **communicate** is to share or exchange ideas. This specifically involves working to ensure the acknowledgement and understanding of those ideas from the person with whom the communication is being shared.

A **vision** statement describes the desired future state of a division – the hopes of what the division will become. A **mission** statement is used to describe the purpose and commitments of a school division. **Goals** are specific and measurable target results for the division. They should be based on data or evidence.

A **stakeholder** is a person with an interest. Stakeholders usually include, but are not limited to, some combination of staff, students, parents, and community members.

A **plan** should consist of specific action steps that are directly related to meeting the goals or objectives and include who is responsible, when the action steps should take place, how the outcomes will be measured and, after the implementation, the outcomes of the action steps. Adjustments to the action steps should then be made as necessary, and the cycle begins again.

# Basic Parts of a Tool

Tool Name



## Student Achievement Components Evaluation Tool

*Evidence for: Academics & Student Success*

*Artifacts could include, but are not limited to: School Report Card; division communication to stakeholders; Strategic Plan; School Improvement Plan; division leadership meeting agendas; vision, mission, and goal statements*

Sample Artifacts



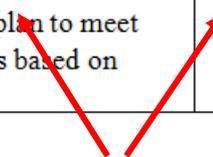
Implementation Level

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
<b>Basic Component: Student Achievement Expectations</b>				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input type="checkbox"/> Communicates a clear vision, mission, and/or goals for student achievement to all stakeholders <input type="checkbox"/> Creates a comprehensive plan to meet student achievement goals based on current data	<input type="checkbox"/> Establishes the vision, mission, and/or goals with a variety of stakeholder input, including division staff and the community	
Evidence:				

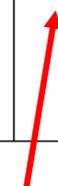
Component Name



Elements



Score



Evidence Notes



# Steps of Review Process

1. Go through each component on the tool with the relevant personnel using the evidence provided.
2. Start at *Functional Implementation*.
3. Look for evidence of each element in *Functional Implementation*.
4. Evidence **must** exist in an artifact – not just be a verbal explanation.
5. Check each element/criteria box where there is evidence that supports it.
6. If all the boxes under *Functional Implementation* are checked, move to *Full Implementation*.

# Steps of Review Process (cont.)

7. If all the boxes under *Functional Implementation* are not checked, count how many are checked and determine whether there is *No Implementation* or *Limited Implementation*.

8. Assign the appropriate score for each component:

- *No Implementation*: 0 pts
- *Limited Implementation*: 1 pt
- *Functional Implementation*: 2 pts
- *Full Implementation*: 3 pts

# Using Evidence to Create the Corrective Action Plan

- Each element (criteria) under functional implementation where insufficient/no evidence was provided becomes part of the Corrective Action Plan.
- Elements (criteria) that become part of the Corrective Action Plan may be part of an essential action or a stand-alone essential action.

# Using Evidence to Create the Corrective Action Plan (cont.)

- OSI staff creates a draft Corrective Action Plan based on the review of evidence.
- Divisions and OSI work collaboratively to identify who is responsible for the essential action, who is monitoring the person responsible, timeline, and evidence of progress artifacts.

# Memorandum of Understanding (MOU)

- Governance agreement between the Virginia Board of Education and the local school division board in place until all schools are *Fully Accredited*
- Defined responsibilities for the Virginia Board of Education, Virginia Department of Education, local school board, and local school division
- Approved by the Virginia Board of Education
- Signed by the Virginia Board of Education President, Superintendent of Public Instruction, chairperson of local school board, and school division superintendent

# Memorandum of Understanding (cont.)

- Standard template customized to division needs based on the outcome of a review in five areas:
  1. Academics and Student Success
  2. Leadership and Governance
  3. Operations and Support Services
  4. Human Resource Leadership
  5. Community Relations and Communications

# Projected Timeline

June 22, 2017—MOU is presented to State Board for first review.

July 27, 2017—State Board expected to approve MOU.

July 2017—Richmond staff begin work with VDOE staff to flesh out the Corrective Action Plan which includes stakeholder input.