

Board of Education Agenda Item

Item: _____ D. _____

Date: February 25, 2010

Topic: Report on Critical Need Divisions Receiving Technical Assistance from the Office of School Improvement

Presenter: Dr. Kathleen M. Smith, Director of the Office of School Improvement

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The Virginia Department of Education (VDOE) provides targeted technical assistance to school divisions that have schools with the greatest needs. The VDOE tracks the number of schools considered to have critical needs based on indicators established by the department and the number of schools receiving targeted technical assistance and professional development services. Data are reported by school year rather than fiscal year. "Critical need division" is defined as a division having schools that are in Years 3, 4, or 5 of No Child Left Behind (NCLB) school improvement, *Conditionally Accredited*, or *Accreditation Denied*.

Summary of Major Elements

There are a total of 27 schools within 18 critical need divisions that are in Years 3, 4, or 5 of No Child Left Behind (NCLB) school improvement, *Conditionally Accredited*, or *Accreditation Denied*. These divisions and schools are indicated below:

Division	School	School Improvement Status	Accreditation Status
Alexandria City Public Schools	Jefferson-Houston Elementary School	Year 4	Warned - 1st Year
Arlington County Public Schools	Hoffman Boston Elementary School	Year 6	
Arlington County Public Schools	Randolph Elementary School	Year 4 Holding	
Brunswick County Public Schools	James Solomon Russell Middle School		Warned - 3rd Year
Charles City County Public Schools	Charles City County Elementary School	Year 3 Holding	
Culpeper County Public Schools	Pearl Sample Elementary School	Year 3	
Essex County Public Schools	Essex Intermediate School	Year 5	
Essex County Public Schools	Tappahannock Elementary School	Year 6	
Fairfax County Public Schools	Dogwood Elementary School	Year 4	
Fairfax County Public Schools	Mt. Vernon Woods Elementary School	Year 3 Holding	
Hampton City Public Schools	Francis Mallory Elementary School	Year 4	
Newport News Public Schools	L. F. Palmer Elementary School	Year 3 Holding	
Norfolk City Public Schools	Lafayette-Winona Middle School		Conditional - 1st Year
Norfolk City Public Schools	Lake Taylor Middle School		Conditional - 3rd Year
Norfolk City Public Schools	Northside Middle School		Conditional - 1st Year
Orange County Public Schools	Orange Elementary School	Year 4	
Petersburg City Public Schools	J. E. B. Stuart Elementary School	Year 5 Holding	Denied
Petersburg City Public Schools	Peabody Middle School	Year 5 Holding	Denied
Petersburg City Public Schools	Vernon Johns Junior High	Year 7 Holding	Denied
Prince William County Public Schools	Mills E. Godwin Middle School		Warned - 3rd Year
Richmond City Public Schools	T. C. Boushall Middle School	Year 4 Holding	Conditional - 3rd Year
Roanoke City Public Schools	Hurt Park Elementary School	Year 3 Holding	
Suffolk City Public Schools	Elephant's Fork Elementary School	Year 3	
Sussex County Public Schools	Ellen W. Chambliss Elementary	Year 1	Denied
Sussex County Public Schools	Sussex Central Middle School (Jackson)	Year 4	Warned - 1st Year
Wythe County Public Schools	Fort Chiswell Middle School		Warned - 3rd Year
Wythe County Public Schools	Scott Memorial Middle School		Warned - 3rd Year

Support and technical assistance include school-level and division-level academic reviews, school improvement planning, and training.

- Schools in Title I, Year 1 and schools accredited with warning in Year 1 receive an academic review that serves to identify areas of need. The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels.
- Schools use an online tool to develop action plans based on the academic review findings. Action plans include a focus on selected research-based “rapid improvement” indicators such as teachers being organized into grade-level, grade-level cluster, or subject-area instructional teams. The initial academic review and action plan become the basis for subsequent school improvement plans if the school continues to be in improvement or not fully accredited.
- The school’s action plan is monitored closely by VDOE through the online tool and approval of all federal funding is based on the use of the funds to support the plan. A school division plan is also required and must address how the school division will align resources to better support the schools in improvement.
- Technical assistance for schools and school divisions is provided by the VDOE through Web conferences and is tailored to the identified needs and based on the selected indicators. Web conferences address topics such as creating a strong school leadership team, managing classroom through effective delivery of instruction, and the power of re-teaching based on assessment results. Teacher training provided through the Web conferences focuses on the selected school indicators and the BRIM (Breaking Ranks in the Middle Training) focuses on the Leader indicators.
- Following each training session school and school division staff must provide information about their implementation of the training using the online tool. Progress is evaluated by VDOE staff.
- Mentor coaches who have been trained to collaborate with school principals in establishing school support teams to develop and implement their school improvement plans using the online tool are assigned to certain schools. Additional VDOE consultants work with certain schools and divisions to ensure that the school improvement plan is based on sound research as well as monitored for implementation.
- Certain schools are provided with additional funding for a reading and mathematics pilot. Both technology-based, the reading program serves students K-5, while the mathematics program serves students K-8.

Impact on Resources: There is no impact on the resources of the Virginia Department of Education.

Timetable for Further Review/Action: N/A