Virginia Department of Education
Office of School Improvement

Overview of 2016-2017 Technical Assistance for Divisions and Schools

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Purpose of the Office of School Improvement

The Office of School Improvement (OSI) helps challenged schools and school divisions implement effective school improvement strategies and best practices to increase student achievement.

Who does OSI serve?

Divisions and individual schools which have not met state and/or federal student achievement benchmarks

Overall: 83 out of 132 Divisions

344 out of 1826 Schools (non-duplicated)

Who does OSI serve?

State: 325 Schools; 78 Divisions

Type of Warning	Number of Schools
Not Fully Accredited -Year 1	50
Not Fully Accredited -Year 2	23
Not Fully Accredited -Year 3	80
Partially Accredited: Reconstituted	79
Denied Accreditation	93
Graduation and Completion Index	7

Federal: 108 Schools; 44 Divisions Unduplicated
(11 divisions have both priority and focus schools.)

Identified Status	Number of Schools
Priority	36
Focus	72

Note: Federal and state schools and divisions are a duplicated count.

Technical Assistance Overview for Schools Not Fully Accredited

- Focus on continuous school improvement planning

- Two sessions on school improvement planning required for all schools that have not been fully accredited for two or more years

  - ➢ 13 groups

  - ➢ 2 sessions each for a total of 26 sessions

- Emphasis on comprehensive needs assessment in sessions on school improvement planning

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Technical Assistance Overview for Schools Not Fully Accredited Continued

- Additional technical assistance based on the number of years a school has not been fully accredited

- Technical Assistance Menu provided to schools/divisions.
  - ➢ 44 total sessions (33 face-to-face; 11 webinars)
  - ➢ 26 different topics

- Provided by staff from various units at DOE:
  - Instruction, Student Services, Special Education, School Improvement, Assessment

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Examples of Technical Assistance Menu Offerings

- Designing English instruction based on an analysis of assessment reports and integrating reading, writing, and research

- Designing mathematics instruction: effective mathematics instructional strategies, levels of cognitive demand, revising assessments, and planning for improvement in the coming year

- Engaging students in the science classroom through applying problem-based instruction through the integration of cross-curricular, inquiry lessons that support the Virginia Standards of Learning.

Examples of Technical Assistance Menu Offerings

- Using evidence-based feedback in formal and informal classroom observations

- Using the Academic Review Tools to plan for improvement of instructional practices across the written, taught, and tested curricula.

- Building a school data culture and reviewing reports that may be used for goal setting; using the information within the Student Detail By Question Report for remediating students.

Examples of Technical Assistance Menu Offerings

- Examining current practices and setting goals for future practices regarding student attendance; identifying various causes of chronic absenteeism and appropriate responses

- Understanding how adverse childhood experiences such as poverty, community violence, and abuse impact a child's learning; learn trauma-informed responses to support vulnerable student populations.

- Reviewing data and student information aimed at increasing federal graduation rates for students with disabilities.

- Utilizing co-teaching and collaboration approaches for students with disabilities

Technical Assistance
for Schools in First Year of Not Being Fully Accredited

- Academic Review: led by OSI staff/OSI contractors (50 schools)

  - Academic review focuses on alignment of written, taught, and tested curriculum to SOL; school and division leadership; and professional development. Results inform development of school improvement plan

- Graduation Rate Reviews: led by OSI staff and contractors (7)

- School Improvement Plan Development: technical assistance provided by OSI contractors (based on OSI capacity)

- Technical Assistance Menu Options: may request from selected menu options (optional)

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Technical Assistance
for Schools in Second Year of Not Being Fully Accredited (23 Schools)

- School Improvement Plan Submission Based on Academic Review: OSI contractor support provided as/if needed (based on OSI capacity)

- Continuous School Improvement Planning Technical Assistance Sessions 1 and 2

- Technical Assistance Menu Options: may request from selected menu options (optional)

Technical Assistance
for Schools in Third Year of Not Being Fully Accredited (80 schools)

- Support provided to school and division staff to ensure high quality teacher observations (based on OSI capacity)

- Continuous School Improvement Planning Technical Assistance Sessions 1 and 2

- Technical Assistance Menu Options: may request from selected menu options (optional)

Technical Assistance
for Schools Rated *Partially Accredited: Reconstituted* School (79 schools)

- Development and Implementation of a Reconstitution Agreement Plan

- Triannual Meetings/Outcomes from meetings

- OSI contractor support on implementing Essential Actions in Reconstitution Agreement Plan

- Continuous School Improvement Planning Technical Assistance Sessions 1 and 2

- Technical Assistance Menu Options: may request from selected menu options

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Technical Assistance
for Schools Denied Accreditation
(93 schools)

- Implementation of a Corrective Action Plan based on Memorandum of Understanding with the Board

- Triannual Meetings with OSI staff to Review Evidence of Progress and Identified Outcomes/Next Steps

- OSI contractor support on implementing Essential Actions in Corrective Action Plan

- Diagnostic visits conducted by various VDOE units based on VDOE capacity

- Asset Mapping (based on OSI capacity)

Technical Assistance
for Schools Denied Accreditation
(93 schools)

- Technical Assistance Menu Options: May request from selected menu options (NOTE: Denied Accreditation schools that did not make progress toward full accreditation were required to attend one or more menu sessions based on data.)

- Continuous School Improvement Planning Technical Assistance Sessions 1 and 2

Special Request Technical Assistance

- Technical Assistance sessions may be arranged by special request for individual schools/divisions.

- Typically, these are work sessions around specific parts of an essential action in the Corrective Action Plan where divisions want school-level staff to participate.

- Most special request technical assistance is delivered by the OSI staff. OSI contractors may provide on the ground support after the session.

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Additional Technical Assistance

2016-2017 Teacher Leadership Program

The 2016-2017 Teacher Leadership Program built on the 2015-2016 program to provide a deeper understanding of unpacking the standards, aligning lesson plans and building lesson planning and delivery leadership capacity for selected teacher leaders and assistant principals. Four lead content teachers and one assistant principal from each school participated.

- Led by Longwood University
- Participants: 19 schools representing 7 divisions
- Three on-site sessions at Longwood and multiple school level coaching sessions

Additional Technical Assistance

2016-2017 Principal Leadership Program

Year one of the program focused on the role of the principal as a leader in instruction, policy, budget, and data. Modules in each of these areas were developed by Virginia Tech during the 2015-2016 school year. Year two of the program, led by OSI staff and selected contractors, provided coaching to support principals in the implementation of essential actions in Reconstitution Agreement Plans, Corrective Action Plans and/or School Improvement Plans.

- Cohort I: Principals who participated in both years of the program, with 12 schools representing two divisions

- Cohort II: Principals new to the program for 2016 -2017, with 33 schools representing 6 divisions

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Pathways to Accreditation: Conversations with Virginia School Leaders Conference

- First conference held in summer 2016. Opportunity for staff in challenged schools to share best practices

- Second conference scheduled for o July 24, 2017 in Williamsburg. During the conference, representatives from local school divisions will share some of their work, and engage in conversations with participants about the process of school improvement. Session topics will include:
    - Leadership Growth Model
    - School Improvement Process – Use of Data
    - Middle School Literacy Program
    - K-8 Literacy Model
    - Use of Data Process Handbooks
    - Division Support for Schools
    - Outcome-based Professional Development

- Continuation of conference dependent on funding

Additional Technical Assistance

Division-Level Review

22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation states …***When the Board of Education determines through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review.*** After the conduct of such review and within the time specified by the Board of Education, each school board shall submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

- Currently three school divisions have division-level Corrective Actions plans resulting from division-level review.
- One division-level review was conducted in 2016-2017 with development of the Corrective Action Plan pending.

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