

Virginia Board of Education Agenda Item



Agenda Item: B

Date: September 26, 2013

Title	First Review of Proposal to Place Franklin City Public Schools Under Division-Level Review Status		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Date: October 24, 2013

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Requiring Franklin City Public Schools to undergo a division-level academic review process supports the Virginia Board of Education’s goal of ensuring accountability for student learning.

The Standards of Quality (SOQ) require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited*. Further, when the Virginia Board of Education (VBOE) has obtained evidence through the academic review that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the SOQ, the VBOE may require a division-level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board....

...When the Board of Education has obtained evidence 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, 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 for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#)....

As described in the *Division-Level Academic Review Process: Monitoring School Compliance with Certain Standards of Quality Related to Increasing Academic Performance* (Attachment A), the VBOE may direct the Department of Education to conduct division-level academic reviews in school divisions meeting the following criteria:

1. The school division has not met federal benchmarks (annual measurable objectives) for any of the proficiency gap groups or the school division has schools identified as priority or focus schools as indicated in *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA); AND
2. The percent of students attending warned schools in the division is higher than the statewide percent of students attending warned schools; AND
3. The Board of Education has obtained evidence 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, consistent with 221.-253.13:3.F of the *Standards of Quality*.

Summary of Important Issues:

All schools in Franklin City Public Schools have been *Accredited with Warning* for two consecutive years, and have federal sanctions due to not meeting the federal annual measurable objectives (AMOs). For this reason, the division meets criteria 1 and 2 described above. Academic reviews have been completed at each of the three schools in Franklin City Public Schools. Findings from the initial academic reviews completed for 2012-2013 at these three schools are included as Attachments B, C and D. A summary of the follow-up academic review findings and recommendations completed in April 2013 is found in Attachment E.

As demonstrated by the essential actions and recommendations indicated in each of the academic review findings and subsequent follow-up, the school academic review process revealed evidence that the failure of the schools within the division to achieve full accreditation status is related to division-level failure to implement the SOQ, consistent with Section 221.-253.13:3 of the SOQ.

Academic Review Findings Related to Division-Level Failure to Implement the Standards of Quality (SOQ)

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation	Academic Review Findings
22.1-253.13:1.C	“Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student’s graduation”	8 VAC 20-131-310.C 8 VAC 20-131-310.G	S.P. Morton Elementary School—no remediation or intervention programs in place for 5 th grade students during initial visit; after-school tutoring subsequently offered
22.1-253.13:1.D	“Local school boards shall also implement Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma ...provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.”	8 VAC 20-131-310.B 8 VAC 20-131-310.C	Franklin High School—no evidence of supplemental support during the school day during initial visit; supplemental assistance for mathematics subsequently offered
22.1-253.13:2.C	“Each school board shall assign licensed instructional personnel in a manner that ...”	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B	Concerns noted at all schools. See personnel audit (Attachment F).
22.1-253.13:3.A	“Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education.”	8 VAC 20-131-80.C 8 VAC 20-131-90.D 8 VAC 20-131-110.A 8 VAC 20-131-110.C 8 VAC 20-131-150 8 VAC 20-131-210.B 8 VAC 20-131-310.G	All schools rated <i>Accredited with Warning</i> .
22.1-253.13:5.E	“Each local school board shall provide a program of high quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skill for teachers and administrators; (ii) as part of the license renewal process; (iii) in educational technology for all instructional personnel; (iv) for administrative personnel designed to increase proficiency in instructional leadership...In addition, each local	8 VAC 20-131-20.A 8 VAC 20-131-210.B 8 VAC 20-131-310.G	Lack of targeted and job-embedded professional development noted in all schools, lack of monitoring and follow-up noted in all schools. Lesson plans did not reflect use of student performance data in instructional planning.

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation	Academic Review Findings
	school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests.... (iii) methods for assessing the progress of individual students...(iv) instruction and remediation techniques...(v) interpreting test data...and; (vi) technology applications...”		J.P. King, Jr. Middle—concerns noted with teachers’ lack of knowledge of instructional content and no evidence of professional development was indicated.

State and Federal Accountability Ratings

Franklin City Public Schools’ state and federal accountability ratings from 2004-2005 until present are provided below.

State Accreditation Ratings (Based on assessments in the previous year)

School	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
S. P. Morton Elementary	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Accredited with Warning – English</i>	<i>Accredited with Warning – English, Mathematics</i>
J. P. King, Jr. Middle	<i>Accredited with Warning – Mathematics</i>	<i>Accredited with Warning – Mathematics</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Accredited with Warning – Mathematics</i>	<i>Accredited with Warning – English, Mathematics</i>
Franklin High	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Fully Accredited</i>	<i>Accredited with Warning – Mathematics</i>	<i>Accredited with Warning – Mathematics</i>

Federal Accountability Ratings (Based on assessments in the previous years)

School	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
S. P. Morton Elementary	Made AYP	Made AYP	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Focus School	Priority School
J. P. King, Jr. Middle	Did Not Make AYP	Made AYP	Made AYP	Did Not Make AYP	Did Not Make AYP	Priority School	Priority School
Franklin High	Made AYP	Did Not Make AYP	Made AYP	Did Not Make AYP	Did Not Make AYP	Did Not Meet AMOs	Did Not Meet AMOs

Student Achievement

Student achievement for assessments given in 2005-2006 until present at all three schools is indicated below.

S. P. Morton Elementary School

Subject Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	77%	78%	80%	82%	78%	75%	67%	48%
English: Writing	84%	84%	67%	76%	80%	69%	63%	38%
History and Social Science	83%	86%	86%	88%	87%	83%	75%	78%
Mathematics	79%	82%	87%	77%	87%	82%	41%	39%
Science	79%	84%	74%	75%	81%	78%	74%	63%

J. P. King, Jr. Middle School

Subject Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	63%	72%	76%	82%	83%	82%	78%	52%
English: Writing	70%	69%	71%	81%	84%	71%	78%	52%
History and Social Science	63%	66%	65%	70%	81%	73%	64%	63%
Mathematics	48%	58%	62%	69%	70%	63%	42%	45%
Science	74%	67%	66%	70%	81%	84%	91%	61%

Franklin High School

Subject Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	82%	89%	92%	90%	89%	89%	58%	82%
English: Writing	98%	96%	93%	83%	91%	93%	77%	98%
History and Social Science	76%	67%	76%	87%	86%	64%	41%	76%
Mathematics	70%	93%	85%	74%	73%	63%	23%	70%
Science	70%	77%	72%	83%	78%	87%	61%	70%

Four-Year On-Time Graduation Rate and Graduation and Completion Index

The *Four-Year On-Time Graduation Rate* and *Graduation and Completion Index* for Franklin High School are provided below.

Cohort Group	2009	2010	2011	2012	2013
Four-Year On-Time Graduation Rate	78%	79%	85%	77%	71%
Graduation and Completion Index	78	81	89	80	82

Personnel Audit

Turnover among teachers, school- and division-level leaders has contributed to difficulty in Franklin City Public Schools hiring and retaining highly-effective teachers. Since 2007-2008, J. P. King, Jr. Middle School has had five principals; Franklin High School has had four principals; and S. P. Morton Elementary School has had two principals. In addition, three superintendents and one interim superintendent have led the division over the past decade.

In the initial academic review, there was an indication that teachers were not licensed or teaching in their endorsed areas. As part of the follow-up to the academic review, the Office of School Improvement (OSI) completed a thorough review of personnel practices within the division. The report provided the recommendations indicated in Attachment F.

Technical Assistance

The OSI has supported Franklin City Public Schools through the academic review process and the federal accountability model. A state-assigned contractor has been provided at the building and division level since 2006-2007 as indicated below.

Franklin City Schools – Technical Assistance Provided by VDOE

Year	OSI Support by VDOE
2006-2007	<ul style="list-style-type: none"> • Provided academic review to J. P. King Middle School • Provided assistance with carrying out identified goals: Improving Literacy Instruction; Improving Math Instruction; Use of Curriculum (Written, Taught, and Tested); Building Leadership of the Principal • Assisted with VDOE grant funding oversight • Assisted principal with development and implementation of the school improvement plan • Observed classroom instruction with principal and debriefed findings (S. P. Morton Elementary School and J. P. King Middle School) • Assisted principal on leadership development – schoolwide organization and classroom instruction (S. P. Morton Elementary School and J. P. King Middle School) • Assisted with process development and implementation of classroom “best practice look-fors” at J. P. King Middle School • Assisted with the implementation and oversight of the school remediation plan at S. P. Morton Elementary School • Attended and assisted principal with grade-level team meetings – focus on curriculum alignment, and student subgroup needs
2007-2008	<ul style="list-style-type: none"> • Targeted assistance through academic review (J. P. King Middle School) • Provided assistance with follow-up: Improving Literacy Instruction; Improving Mathematics Instruction; Use of Curriculum (Written, Taught, and Tested); Building Leadership of the Principal • Designed and implemented a Shared Planning and Implementation Team comprised of school and division personnel with a primary purpose of addressing the essential actions identified from the targeted assistance review – met monthly (J. P. King Middle School) • Assisted with ensuring that the targeted review essential actions were embedded in the school improvement plan with ongoing monitoring of level of implementation (J. P. King Middle School)

Year	OSI Support by VDOE
	<ul style="list-style-type: none"> • Assisted with development and implementation of schoolwide processes, structures, and procedures (J. P. King Middle School) • Observed classroom instruction with principal and debriefed findings (J. P. King Middle School) • Provided assistance with organizing and running team meetings; attended and provided assistance with grade-level team best practices; provided template for principal to use for facilitating effective team meetings (J. P. King Middle School) • Reviewed and provided summer “Principal To Do List” to principal (J. P. King Middle School) • Monitored implementation of VDOE-delivered professional development (J. P. King Middle School)
2008-2009	<ul style="list-style-type: none"> • Targeted assistance through academic review (J. P. King Middle School) • Teacher Leader Training at Christopher Newport University to address differentiation for students • Funding for mathematics coaching provided through the University of Virginia • Funding for <i>I Can Learn Math</i>
2009-2010	<ul style="list-style-type: none"> • Targeted assistance through federal programs • Fiscal Year 2008 1003(g) funding for J. P. King Middle School – \$104,879.90 • 2009 Summer Institute in Charlottesville, Virginia <ul style="list-style-type: none"> ○ Breaking Ranks in the Middle (BRIM) ○ Teacher Leader Training
2010-2011	<ul style="list-style-type: none"> • 2010 Summer Institute (Franklin High School and S. P. Morton Elementary School) • Teacher Leader Training (four days) all schools • Fiscal Year 2009 1003(g) funding for Franklin High School (Tier III) – \$537,501.00 over a three-year period to improve graduation rate • Webinars regarding the <i>Rapid Improvement School Indicators</i> – Monthly • Division Leadership Support Team Project with The College of William and Mary <ul style="list-style-type: none"> ○ Program evaluation ○ Division improvement planning ○ Formative assessments
2011-2012	<ul style="list-style-type: none"> • Division Leadership Support Team Project with The College of William and Mary <ul style="list-style-type: none"> ○ Visible learning training provided ○ Quarterly data reviews ○ Needs sensing interviews • 1003(a) funding for S. P. Morton Elementary School – \$81,300.00 • Fiscal Year 2009 1003(g) funding continuation for Franklin High School – \$537,501.00 over a three-year period
2012-2013	<ul style="list-style-type: none"> • Division Leadership Support Team Project with The College of William and Mary <ul style="list-style-type: none"> ○ Mathematics SOL resources ○ English SOL resources ○ Science SOL resources ○ Response to Intervention (RtI) training • Differentiated Technical Assistance <ul style="list-style-type: none"> ○ Mathematics ○ Student engagement • Academic review visits – J. P. King Middle School, S. P. Morton Elementary School, and Franklin High School • Fiscal Year 2009 1003(g) funding continuation for Franklin High School – \$537,501.00

Year	OSI Support by VDOE
	over a three-year period <ul style="list-style-type: none"> September 2013 Focus Schools Conference in Richmond, Virginia – S. P. Morton Elementary School Lead Turnaround Partner (EdisonLearning) for J. P. King Middle School – (\$211,550) Transformation Toolkit for school improvement planning October 2012 – May 2013 Priority Schools Conferences in Richmond, Virginia – J. P. King Middle School

School Improvement Funding

Over the past six years, Franklin City Public Schools has received \$1,329,183.00 in school improvement funding. The majority of support has been designated for J. P. King, Jr. Middle School, which has received \$495,716.00. The funds have been used to support improvement in reading and mathematics at the elementary and middle schools, and to increase the graduation rate and incentivize a teacher evaluation pilot at the high school.

Franklin City OSI Federal Funding

Year	School	Fund Source	Amount	Purpose
2007-2008	J. P. King, Jr. Middle	1003(a)	\$3,000.00	Algebra Readiness Diagnostic Test (ARDT) for 20; Focus – number and number sense
2008-2009	J. P. King, Jr. Middle	1003(a)	\$100,000.00	Purchase I Can Learn Math; UVA mathematics coaching (Read to Succeed initiative)
2009-2010	J. P. King, Jr. Middle	1003(g)	\$104,879.90	School Improvement coach; UVA Reading and mathematics coaching (Read to Succeed initiative)
2009-2010	J. P. King, Jr. Middle	1003(a)	\$61,000.00	Reading coaching (Read to Succeed initiative)
2010-2011	Franklin High	1003(g)	\$537,501.00	Improve graduation rate: Cohort teacher; Coach; New Beginnings
2010-2011	S. P. Morton Elementary	1003(a)	\$13,350.00	Part of iStation, DRA kits, additional tutors for tiered reading intervention (Read to Succeed initiative)
2011-2012	Franklin High	1003(g) ARRA	\$158,166.00	Teacher Evaluation Pilot
2011-2012	S. P. Morton Elementary J. P. King, Jr. Middle	1003(a)	\$133,237.00	SPM: \$36,650 Additional tutor hours for reading tiered intervention (Read to Succeed initiative);

Year	School	Fund Source	Amount	Purpose
				differentiated lesson development. SPM: \$81,300 Reading tutor hours; iStation; Summer Academy for teachers to develop differentiated lessons (Read to Succeed initiative) \$15,287: JPK mathematics coaching with UVA (Read to Succeed)
2012-2013	J. P. King, Jr. Middle	1003(a)	\$211,550.00	Priority school funding for year 1 (LTP)
2012-2013	S. P. Morton Elementary	State set-aside from federal funds	\$6,500.00	iStation
TOTAL			\$1,329,183.90	

Impact on Fiscal and Human Resources:

The division-level academic review process will cost \$15,000.

Timetable for Further Review/Action:

The proposal to place Franklin City Public Schools under a division-level review status is expected to come before the Virginia Board of Education for final review on October 24, 2013.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the proposal to require Franklin City Public Schools to undergo a division-level academic review.

**DIVISION-LEVEL ACADEMIC REVIEW PROCESS
Monitoring School Division Compliance with Certain
Standards of Quality
Related to Increasing Educational Performance**

Authority for Conducting Division-Level Academic Reviews

The Board of Education’s authority for supervising the public school system in Virginia is vested in Article VIII of Virginia’s Constitution. Section two of Article VIII states, in part:

“Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly.”

Section four of Article VIII states, in part:

“The general supervision of the public school system shall be vested in a Board of Education...”

Section five of Article VIII states, in part:

“The powers and duties of the Board of Education shall be as follows: (a) Subject to such criteria and conditions as the General Assembly may prescribe, the Board shall divide the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the prescribed standards of quality, and shall periodically review the adequacy of existing school divisions for this purpose.”

The *Standards of Quality* (SOQ) (22.1-253.13:1, et. seq.) describe the responsibilities of the State Superintendent of Public Instruction in supervising school divisions. One responsibility is as follows:

“The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.” (22.1-253.13:3.D)

Revisions to the SOQ were introduced into and passed by the 2004 General Assembly. Revisions addressing the conducting of division-level academic reviews are:

“Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education...”

...When the Board of Education has obtained evidence 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, 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 for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth

specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school divisions' six-year improvement plan pursuant to 22.1-253.13:6" (22.1-253.13:3.F); and

"The Board of Education shall have authority to seek school division compliance with the foregoing standards of quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner." (22.1-253.13:6.C)

Identification of School Divisions for Division-Level Academic Reviews

The Board of Education may direct the Department of Education to conduct Division-Level Academic Reviews in school divisions meeting the following criteria:

1. The school division has not met federal benchmarks (annual measurable objectives) for any of the proficiency gap groups or the school division has schools identified as priority or focus schools as indicated in *Virginia's Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965* (ESEA); AND
2. the percent of students attending warned schools in the division is higher than the statewide percent of students attending warned schools; AND
3. the Board of Education has obtained evidence 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, consistent with 22.1-253.13:3.F of the *Standards of Quality*

Purpose of the Division-Level Academic Review

The *Standards of Quality* (22.1-253.13:1, et. seq.), or SOQ, is the section of the Virginia Code that describes the responsibilities of state Board of Education, the Superintendent of Public Instruction, the department of education and the local school board in increasing the educational performance of public schools in Virginia. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC20-131-10, et .seq.), or SOA, are the Board of Education's regulations that operationally define various sections of the Standards of Quality by detailing the standards schools must meet. The purposes of the division-level academic review are to:

1. gather data and other information to determine whether the local school board is meeting its responsibilities under the SOQ (see Table 1);
2. provide the local school board with essential actions upon which they will base goals and strategies for correcting any areas of noncompliance with the SOQ and for improving educational performance as part of the required corrective action plan (22.1-253.13:3.F); and
3. monitor, enforce and report on the local school board's development and implementation of the required corrective action plan.

Table 1: Local school board responsibilities under the Standards of Quality reviewed during the division-level academic review and correlated to the Standards of Accreditation.

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
22.1-253.13:1.B	“School boards shall implement these objectives [the Standards of Learning] or objectives specifically designed for their school divisions that are equivalent to or exceed the Board’s requirements”	8 VAC 20-131-70.A 8 VAC 20-131-210.B 8 VAC 20-131-220 8 VAC 20-131-80.A 8 VAC 20-131-90.A 8 VAC 20-131.100.A
22.1-253.13:1.C	“Local school boards shall develop and implement a program of instruction for grades K through 12 [described]...”	8 VAC 20-131-80.C 8 VAC 20-131-90.D 8 VAC 20-131-110.A 8 VAC 20-131-150 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:1.C	“Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student’s graduation”	8 VAC 20-131-310.C 8 VAC 20-131-310.G
22.1-253.13:1.D	“Local school boards shall also implement Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma ...provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.”	8 VAC 20-131-310.B 8 VAC 20-131-310.C
22.1-253.13:1.D	“Local boards shall also implement ...A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.”	8 VAC 20-131-220 8 VAC 20-131-310.H 8 VAC 20-131-20.A.4 8 VAC 20-131-80.B
22.1-253.13:2.C	“Each school board shall assign licensed instructional personnel in a manner that ...”	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B
22.1-253.13:2.L	“A combined school, ... shall meet at all grade levels the staffing requirements for the highest grade level in that school;...except for guidance counselors,...based on the school’s total enrollment;...”	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B.
22.1-253.13:2.O	“Each local school board shall provide those support services that are necessary for the ... operation and maintenance of its public schools	8 VAC 20-131-131-240.A 8 VAC 20-131-210.B

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
	... ‘support services positions’ shall include... services provided by school board members, the superintendent, ...”	
22.1-253.13:3.A	“Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education.”	8 VAC 20-131-80.C 8 VAC 20-131-90.D 8 VAC 20-131-110.A 8 VAC 20-131-110.C 8 VAC 20-131-150 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:3.F	“To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning Assessments...”	8 VAC 20-131-30.A 8 VAC 20-131-30.B 8 VAC 20-131-30.E 8 VAC 20-131-30.F 8 VAC 20-131-30.G 8 VAC 20-131-280.D.4
22.1-253.13:3.A	“... After the conduct of such [division-level academic review], ... each school board shall submit for approval by the Board a corrective action plan ... [that] shall be part of the relevant school division’s comprehensive plan...”	8 VAC 20-131-310.F 8 VAC 20-131-310.H
22.1-253.13:5.D	“Each local school board shall require (i) its members to participate annually in high quality professional development programs and activities...including to, but not limited to, personnel policies and practices; curriculum and instructions; and (ii) the division superintendent to participate annually in high quality professional development at the local, state or national levels”	8 VAC 20-131-20.A 8 VAC 20-131-210.B 8 VAC 20-131-310.G
22.1-253.13:5.E	“Each local school board shall provide a program of high quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skill for teachers and administrators; (ii) as part of the license renewal process; (iii) in educational technology for all instructional personnel; (iv) for administrative personnel designed to increase proficiency in instructional leadership...In addition, each local school board shall also provide teachers and principals with high quality professional development programs each year in (i) instructional content; (ii) the preparation of tests.... (iii) methods for assessing the progress of individual students...(iv) instruction and remediation techniques...(v) interpreting test data...and; (vi) technology applications...”	8 VAC 20-131-20.A 8 VAC 20-131-210.B 8 VAC 20-131-310.G

Code Citation	Text from Standards of Quality	Regulation Citation from Standards of Accreditation
22.1-253:13.6.B	“Each local school board shall adopt a comprehensive, unified, long-range plan ... [and] shall review the plan biennially and adopt any necessary revisions... A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met...”	8 VAC 20-131-290.C 8 VAC 20-131-310.F 8 VAC 20-131-301.H
22.1-253:13.6.C	“Each public school shall prepare a comprehensive, unified, long-range plan, which shall be given consideration by its school board in the development of the divisionwide comprehensive plan”	8 VAC 20-131-290.C 8 VAC 20-131-310.F 8 VAC 20-131-301.H

Division-Level Academic Review Process

Teams of educators trained and experienced in the academic review process conduct initial visits, on-site reviews, and follow-up visits. During these visits, teams hold introductory meetings with local school boards, conduct interviews, review documents and self-studies, and observe operational practices. Teams collect and analyze data, and these data are used to prepare a series of reports. Specific types of visits and activities conducted are described in Table 2.

Table 2: Types of visits and activities associated with Division-level Academic Reviews.

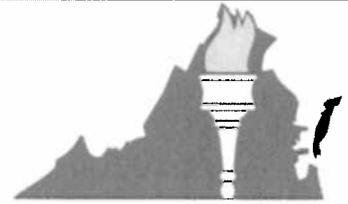
Visit Type	Activities Include (but are not limited to)	Result
Initial Visit	Provide written explanation of purpose, process, roles and responsibilities to school division staff and local board chair Discuss preliminary issues Share analyses of findings of school-level academic reviews conducted in division Assign self-studies for completion prior to next visit Obtain signed agreement Hold introductory meeting with local school board to explain purpose and process, directed by Superintendent of Public Instruction, President of the Board of Education, and/or their designees Local board takes official action to accept memorandum of agreement	Identify SOQ focus for review Establish dates for on-site review
On-Site Review	Interview superintendent, central office staff and up to two board members	Report of Findings detailing areas of strength, areas of noncompliance with SOQ, essential actions and

Visit Type	Activities Include (but are not limited to)	Result
	Observe operations and practices Analyze documents and data Assign additional tasks for completion prior to next visit	timeframes to be incorporated into corrective action plan
Follow-Up Visit	Gather data to determine degree of implementation of essential actions designed to increase educational performance Monitor and enforce development and implementation of corrective action plans designed to bring the division into compliance with the SOQ	Cumulative Progress Report detailing degree of progress in developing and implementing corrective actions

Reports that are generated are given to the division superintendent and staff and to the local school board chair and are to be made public. Copies also remain with the Department of Education’s division of educational accountability, with distribution to the Board of Education. School divisions will develop corrective action plans for improving student achievement and for correcting any areas of noncompliance based upon the findings of the division-level academic review. Plans must be part of the divisions’ six-year plans required by the SOQ, must be approved by local school divisions and must be submitted to the Board of Education for approval within 30 business days of the on-site visit. The division superintendent and local school board chair may request an extension to the due date of the corrective action plan for good cause. Good cause includes, but is not limited to, severe weather conditions and other emergency situations presenting a threat to the health or safety of students. In making such a request, the superintendent and local school board chair must appear before the Board of Education detailing the rationale for the request and providing evidence that such a delay will not have an adverse impact upon student achievement. The Board will consider granting such requests on a case-by-case basis.

Findings from these reviews will be reported quarterly to the Board of Education. Findings related to issues of noncompliance will be reported more frequently. Any school division not implementing essential actions, not correcting areas of noncompliance, or failing to develop, submit, and implement required plans and status reports will be required to report its lack of action directly to the Board of Education. Areas of noncompliance that continue to go uncorrected will be reported in the Board of Education’s Annual Report to the Governor and General Assembly on the Condition and Needs of Public Schools in Virginia. The Board will take additional action as allowable under the SOQ, including petitioning the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with the standards (22.1-253.13:6.C).

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Academic Review Report Summary

GENERAL INFORMATION

School Year: 2012-2013

Division Name: Franklin City	Division Number: 135
Division Superintendent: Dr. Michelle Belle	
School Name: S. P. Morton Elementary School	School Number: 10
School Principal:	Dr. Debbie Harris Rollins
Team Leader:	Dr. Lynn Sodat, VDOE, Office of School Improvement
Team Member:	Dr. Mark Allan, VDOE, Office of Licensure
	Dr. Jane Baskerville, VDOE, Office of School Improvement Contractor
	Ms. Laura Vick, LEA

STANDARDS OF LEARNING ACHIEVEMENT SUMMARY

Accreditation Rating	<input checked="" type="checkbox"/> Accredited with Warning <input type="checkbox"/> Conditionally Accredited	<input type="checkbox"/> Provisionally Accredited-Graduation Rate <input type="checkbox"/> Accreditation Denied
Area(s) of Warning	<input checked="" type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Graduation and Completion Index	<input type="checkbox"/> Mathematics <input type="checkbox"/> History/Social Science
Federal Accountability Designation	<input type="checkbox"/> Priority School	<input checked="" type="checkbox"/> Focus School <input type="checkbox"/> Title I or Non-Title I School That Did Not Meet AMO

EVALUATION OF SELECTED ACADEMIC REVIEW INDICATORS

Score: 4 = Consistently

3 = Usually

2 = Occasionally

1 = No Evidence

NR = Not Reviewed

Indicator Number	Description	Score	Notes
L 1.5	Providing teachers with feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills	3	Lesson plans are submitted to the administration on a weekly basis using a divisionwide template. Documents reviewed indicate that the principal and assistant principal review and provide feedback on lesson plans consistently. The observation schedule was also reviewed. Both formal observations and multiple walk-throughs have been conducted by administrators.
L 1.6	Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	2	Documents and interviews indicate that teachers are exposed to a variety of professional development, including training on research-based instructional strategies. There was limited evidence that the professional development provided was consistently monitored for implementation with fidelity. It does not appear that a system for teacher accountability is in place to implement activities and strategies taught in professional development sessions in the classroom. It should be noted that teachers expressed concern regarding the full implementation and assessment of the 2010 English Standards of Learning (SOL); they indicated that subject-specific training is needed in this area.
L 1.25	Using a school schedule that is conducive to providing intervention and remediation strategies and programs within the school day	2	Large blocks of time are incorporated into the master schedule. There is not a time period built into the school day for remediation and

			<p>enrichment. Due to the schedules of the remediation coaches, in some instances students are pulled for up to 50 minutes a day three days per week to receive remediation in reading. Students may be pulled from core instruction in reading or mathematics to receive this remediation.</p>
CIA 1.3	Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	3	<p>Documents and interviews indicated that a variety of student performance data is available. These include benchmark assessments, frequent student assessments, tests, quizzes, Developmental Reading Assessment (DRA) reading assessments, and Phonological Awareness Literacy Screening (PALS) assessments. A review of lesson plans indicated that students are grouped for reading instruction. Though classroom teachers reported that their in-class groups are fluid and flexible, the literacy coordinators and remediation coaches indicated that once identified, students generally stay in their pull-out groups for the entire school year.</p>
CIA 1.5	Focusing instruction on specific learning objectives that promote the attainment of state learning standards and address essential understandings, knowledge, and skills	3	<p>A review of lesson plans, interviews, and observations indicated that teachers do teach to state standards. It was noted in interviews that there have been challenges with the implementation of the new reading series. The series was adopted in June, and many materials did not arrive until late in the summer. Professional development on the use of the new series has been limited. It was also noted that specific professional development on the alignment of the curriculum to 2010 English standards is needed to ensure that teachers are</p>

			addressing the standards with the appropriate level of rigor.
CIA 1.12	Differentiating instruction to meet the identified needs of individual students and groups of students	2	Observations indicated varying levels of teacher expertise at delivering differentiated reading instruction. While some students were involved in differentiated activities during work time, all students completed the same activities during work time in other classrooms. Interviews indicated that the iStation program, which had previously been facilitated by a staff member, is now facilitated by classroom teachers due to budget cuts. Students are more self-directed on this program now, and reviewers and interview participants expressed concerns regarding the fidelity of implementation.
CIA 1.20	Arranging classroom instructional time to allow for a variety of instructional activities	3	Students were effectively engaged in lessons in a majority of classrooms observed.
SSS 1.3	Using an identification process for all students at risk of failing or in need of targeted interventions	4	The division implements an identification process called "Triage" at all schools. This system identifies student risk based on attendance, behavior, and course performance thresholds. Interviews indicated that the reading specialist has a very good sense of the strengths and needs of students based on multiple data points.
SSS 1.4	Using a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students	2	Although an identification process exists to determine which students are at risk for failure, there are concerns with the interventions provided for students. Triage meetings in the division are just beginning. Students are entering their third month of school, and for all students previously enrolled in the division, data are available prior to the beginning of the school year documenting

		<p>students' performance the previous year both on the SOL and using the Triage system. Remediation could begin much earlier in the school year.</p> <p>According to interviews, Triage interventions commonly address student behavior, and the guidance counselors often play a role in monitoring the interventions selected. Concerns were raised regarding the availability and implementation of high-quality, targeted academic interventions for struggling students. Guidance counselors indicated that they spend less than fifty percent of the school day involved in counseling activities.</p> <p>Interviews indicated that a reading specialist position and part-time position for iStation were eliminated from this school due to budget constraints. Currently, students identified for assistance in kindergarten receive assistance outside of the classroom from a paraprofessional. First-grade students may receive assistance from a paraprofessional or a Book Buddies volunteer. Second-grade students may receive assistance from a Book Buddies volunteer or a remediation coach. Third- and fourth-grade students may receive assistance from a remediation coach. The remediation coaches are licensed teachers but are not endorsed as reading specialists. One of these two coaches is employed for 20 hours weekly. At this time, there are no reading interventions in place for fifth-grade students except for those</p>
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			<p>provided by the classroom teacher. It should be noted that the school hopes to hire a reading specialist with Title I funds pending approval of the Title I application, and also hopes to begin an after-school program.</p> <p>The remediation coaches indicated that a new program, Leveled Literacy Intervention (LLI), is being implemented this year. Materials have been purchased to implement this program. Instruction in LLI has been occurring for three weeks; remediation coaches explained that they spent the first several weeks of school organizing a book room. Remediation coaches also indicated that there is not a process in place to ensure that the learning that occurs in LLI carries over into the classroom, or that the reverse is true. LLI was described as an entirely separate program, with no planned connection to core classroom instruction. This type of disconnect limits students' ability to make connections between the learning that is taking place in multiple settings.</p>
DS 1.3	Assigning teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers	2	<p>Documents indicate that one teacher at this school is not properly licensed and endorsed to be teaching the subject matter assigned. Concerns were expressed during interviews that the reading specialist assigned to the school, whose duties include coaching teachers but not serving students directly, is frequently pulled away from the school to perform duties at the central office, and is, therefore, unavailable to assist teachers with planning, to model lessons for teachers, or to assist teachers with</p>

			implementing the new English curriculum or the new reading series.
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REVIEW OF RELEVANT DATA

Number of Classroom Observations Completed:	27	
Number of Individuals Interviewed:	18	
Self-studies Reviewed (check all that apply):	<input type="checkbox"/> School Level Needs Sensing Interview Summary <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Instructional Leadership <input type="checkbox"/> School Culture	
Check if Reviewed:	Comments (optional):	
Textbooks and Supplementary Materials	<input checked="" type="checkbox"/>	
Teacher Conference Record	<input type="checkbox"/>	
Testing Schedules	<input checked="" type="checkbox"/>	
School Improvement Plan	<input checked="" type="checkbox"/>	
Time Utilization Data	<input type="checkbox"/>	
Intervention and Remediation Programs	<input checked="" type="checkbox"/>	
Previous Academic Review Reports	<input type="checkbox"/>	
Assemblies/Field Trip Schedules	<input type="checkbox"/>	
Attendance Records	<input checked="" type="checkbox"/>	
Belief/Mission Statement	<input type="checkbox"/>	
Evaluation Instruments	<input type="checkbox"/>	
Benchmark Assessment Data	<input type="checkbox"/>	
Locally Developed Assessments	<input checked="" type="checkbox"/>	
Staff Assignments/Duties	<input checked="" type="checkbox"/>	
Classroom Observation Log	<input checked="" type="checkbox"/>	
Classroom Observation Instruments	<input checked="" type="checkbox"/>	
Classroom Assessment Data	<input type="checkbox"/>	
Lesson Plans	<input checked="" type="checkbox"/>	
Unit Plans	<input type="checkbox"/>	
Teacher Individual Professional Growth Plans	<input type="checkbox"/>	
Teacher Support Plans	<input type="checkbox"/>	
Parent/Community Communication	<input type="checkbox"/>	
Curriculum Guides	<input checked="" type="checkbox"/>	These do not include specific materials or references to the textbook or other local materials to be used
Curriculum Pacing and Mapping Guides	<input checked="" type="checkbox"/>	The pacing guide does not account for time spent administering benchmark assessments.
Daily Bell Schedule	<input checked="" type="checkbox"/>	
Master Schedule	<input checked="" type="checkbox"/>	
School Calendar	<input checked="" type="checkbox"/>	
Demographic Information	<input type="checkbox"/>	
Special Education Documentation	<input type="checkbox"/>	
Descriptions of Incentive Programs	<input type="checkbox"/>	
Descriptions of Volunteer Programs	<input type="checkbox"/>	
Discipline Data	<input type="checkbox"/>	
Professional Development Documentation	<input checked="" type="checkbox"/>	
Enrollment Data	<input type="checkbox"/>	
Graduation and Dropout Data	<input type="checkbox"/>	

Publications/Newsletters	<input checked="" type="checkbox"/>	
Meeting Minutes	<input checked="" type="checkbox"/>	
Organizational Chart	<input type="checkbox"/>	

NARRATIVE SUMMARY OF ON-SITE REVIEW

Areas of Strength:

This school is operating under the leadership of a new principal and assistant principal. Staff expressed confidence in the leadership abilities of the new principal, and indicated that they feel supported by her. Staff also expressed confidence in the abilities of the reading specialist, and a willingness and desire to work collaboratively with her to improve reading instruction for their students.

The master schedule is designed to facilitate differentiated instruction. Large blocks of time are in place for uninterrupted large-group and small-group instruction every day. A system is in place to identify students at risk for failure. The divisionwide lesson planning template is designed to facilitate planning for differentiated, small-group instruction and instruction that incorporates research-based instructional strategies. Class sizes are very manageable. A variety of materials is available for teacher use, including a library of leveled readers that teachers can check out and use in the classroom.

Areas Needing Improvement:

The Standards of Quality (22.1-253.13:1.C) state, "Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation." Interviews indicated that students in grade 5 do not receive remediation services. Students in grades K-4 receive supplemental services from paraprofessionals, volunteers, or teachers. As a remediation and enrichment block is not built into the school schedule, and all services delivered are pull-out, students miss up to 50 minutes of core instruction to receive remediation. Among the remediation coaches, there is not a process in place to ensure carry-over of strategies taught between learning settings. The remediation coaches indicated that once students are identified, they generally receive instruction for the entire school year without a process for monitoring progress for release from the supplemental program.

Concerns were noted regarding the quality of interventions provided to identified students. The guidance counselors indicated that they spend less than fifty percent of their time counseling students. The Standards of Accreditation (8 VAC 20-131-240.D) state, "The counseling program for elementary, middle, and secondary schools shall provide a minimum of 60% of the time for each member of the guidance staff devoted to counseling of students."

While differentiation of content was observed, differentiation of process and product were not evident--to the limitation of higher-order thinking. Differentiation was inconsistent during independent work time.

Prioritized, content specific, professional development with monitoring for implementation and effectiveness was not evident. A monitoring system to make teachers accountable for implementing instruction in accordance with the professional development provided did not appear to be in place. Different teachers implemented different portions of professional development that had been previously provided.

Curriculum and resources guides do not include materials (textbook or other local materials). The pacing guide does not account for time spent administering benchmark assessments.

Unusual Circumstances:

The principal and the assistant principal are new to the building.

The Standards of Quality (22.1-253.13:2.B) state, "School boards shall employ licensed instructional personnel qualified in the relevant subject areas." The Standards of Accreditation (8 VAC 20-131-240.A) state, "Each school shall have at a minimum the staff as specified in the Standards." The employment of a teacher in the building that is not endorsed to teach the subject matter to which he/she is assigned is of concern. Further concerns or questions may be addressed by the Division of Teacher Education and Licensure.

Evaluation and Recommendations Concerning the School Improvement Process:

This school has been identified as a Focus school. The school should make sure that all Focus timelines and requirements are met.

ESSENTIAL ACTIONS AND FOLLOW-UP NARRATIVE SUMMARY

During the on-site academic review, only complete the shaded information (Essential Action Number and Description). Additional information will be completed during the Follow-up.

Number and Description:	EA 2.6 Develop a schedule based on identified learning and instructional needs that supports the implementation of improvement initiatives while maximizing instructional time.
Included in SIP:	Y
Status of Implementation:	The school improvement plan includes tasks that address modifying the master schedule. Interview participants indicated that approximately three weeks ago changes were made to the reading and mathematics schedule in grades three through five. Students are now ability grouped across classes for one hour daily in reading and mathematics based upon their benchmark scores from the most recent benchmark; the current grouping will continue through the SOL testing administration. Teachers reported that they continue to differentiate within the now-homogeneous groups, but to varying degrees.
Recommendations:	The school and division are encouraged to examine research on grouping practices, along with data from a variety of data points, when evaluating the success of this scheduling change. The Director of Instruction and other division instructional leaders should assist with the evaluation by observing in classrooms and participating in data discussions regarding the scheduling change. Every effort should be made to ensure that instructional time is not lost during class/teacher transitions. It is recommended that multiple data points be used when determining tiers, and that the possible impact on scheduling for specialists and special education teachers be considered when modifications are made to the schedule. The Director of Special Education should provide oversight regarding special education scheduling changes or caseload adjustments that may be required. The school improvement plan should be updated to provide a clear description of current scheduling practices.
Number and Description:	EA 2.14 Provide professional development opportunities for newly implemented instructional interventions to include training, monitoring, and follow-up/collaboration.
Included in SIP:	Y
Status of Implementation:	The school improvement plan includes tasks related to professional development. The reading specialist indicated that she recently provided a training session to deepen teachers' proficiency with word study. The reading specialist is assigned to attend grade level meetings each week, and she provides professional development during these meetings. It was reported that she is able to attend these meetings the majority of the time. She has recently been assigned to provide instruction in a classroom during a language arts learning block for the remainder of the school year.

	<p>A consultant with the University of Virginia has provided two literacy sessions for staff; however, it was noted that she was supposed to provide several more sessions this year that have not occurred. Professional development was not provided to prepare teachers for the recent schedule regrouping in grades three through five. For example, teachers who are now teaching the highest achieving students have not received training on how to meet the needs of that group of students. A professional development monitoring and follow-up plan is not clearly described in the school improvement plan.</p>
Recommendations:	<p>A clear professional development plan, to include the goals of the sessions presented, the expectations for implementation, and a plan for continuous monitoring and feedback, should be developed based on the identified needs of the teaching staff. If the current grouping practices continue, teachers should receive appropriate, differentiated training on how to meet the needs of their assigned tiered group(s).</p> <p>Division-level leaders should support the school through plan development, implementation, and monitoring. The division- and school-level professional development plans should be developed using multiple data points to identify areas of need.</p>
Number and Description:	EA 4.16 Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed.
Included in SIP:	Y
Status of Implementation:	The school improvement plan details the identification process for tiered intervention. Interventions provided continue to include Leveled Literacy Intervention and iStation; after school remediation is now offered. Concerns with the interventions provided continue. A reading specialist position for the school remains unfilled. Fifth-grade students do not receive remediation from anyone other than the classroom teacher unless they attend the after school program. Paraprofessionals, under teacher supervision, continue to provide remediation to students in kindergarten and first grade.
Recommendations:	The reading intervention program should be comprehensively evaluated for effectiveness. Staff members' certifications and qualifications should be considered when determining which staff members will provide reading intervention to struggling readers. It is imperative that remediation planning and implementation is focused on individualization and attention to specific skill development for each student who is reading below grade level.
Number and Description:	EA 5.2 Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.
Included in SIP:	Y

Status of Implementation:	The school improvement plan references data from: benchmark assessments, teacher formative assessments, PALS assessments, iStation assessments, and SOL assessments. A system is in place to review benchmark assessments for alignment and level of rigor. Although multiple assessments are referenced, teacher interviews indicate that benchmark assessments are heavily weighted when making decisions to identify students for tiered interventions, and these appear to be the sole data point used to place students for the newly-established grouping system for language arts and mathematics. Teachers noted that there were fewer behavioral issues under the new grouping system, but did not cite any additional resources or strategies being used to implement the new grouping system. Concerns continue regarding the degree to which student learning during the pull-out Leveled Literacy Intervention block and student learning during in-class reading instruction are reinforced across settings.
Recommendations:	The school improvement plan should be updated to clearly reflect current grouping practices, and should address the use of differentiated strategies, materials, and resources for prerequisite, targeted, and enhanced classes.
Number and Description:	EA 7.1 Develop or revise the School Improvement Plan to address findings of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of Education Staff.
Included in SIP:	--
Status of Implementation:	<p>Although the school improvement plan addresses the Essential Actions prescribed in the initial on-site review, it should be updated as noted above. Some tasks in the plan could be strengthened by describing their purpose and how they directly relate to the indicator. For example, staff book studies on How to Create a Culture of Achievement in Your School and Classroom and Motivational Breakthrough are listed under ID10. It is unclear how these book studies will contribute to attaining the indicator, which elements of the books will be incorporated into the school, or how they will be monitored and evaluated.</p> <p>The plan will be submitted to the VDOE via Indistar by June 28, 2013.</p>
Recommendations:	
Number and Description:	EA 8.1 Select and implement an instructional intervention that meets identified needs in English and/or mathematics.
Included in SIP:	--
Status of Implementation:	The school is implementing a newly-adopted language arts series that is on the state-approved list, which meets the requirements for this indicator.
Recommendations:	The Research-based Instructional Intervention form, which must be signed by the principal and the division superintendent, should be submitted to the VDOE via the Office of School Improvement by June 1,

	2013.
Number and Description:	
Included in SIP:	--
Status of Implementation:	
Recommendations:	
Number and Description:	
Included in SIP:	--
Status of Implementation:	
Recommendations:	

FOLLOW-UP NARRATIVE SUMMARY:

Additional comments or recommendations for school or division:

The on-site academic review follow-up was conducted on April 24, 2013, by the following VDOE staff: Samantha Hollins, Director, Office of Special Education School Improvement; Yvonne Holloman, Associate Director, Office of School Improvement; Sharon Siler, Team Lead - Alternate Assessment, Office of Student Assessment; and Lynn Sodot, School Improvement Specialist, Office of School Improvement.

It is important that this school carefully craft a prioritized plan for training and professional development. It appears that professional development on a wide variety of topics has been provided in short increments with unclear purposes, goals, monitoring, or feedback for teachers. For example, the academic review team noted that Power Tools were prominently displayed in the data room; however, these were not mentioned by teachers and it is unclear of the expectation for their inclusion in lesson planning or in classroom instruction. "QAR" strategies were also mentioned, but it is unclear how the use of these strategies is continuously monitored. One interview participant noted that the school has been designated as an "inclusion school;" staff development and support to ensure that special education students are appropriately placed should be considered.

When teachers were asked to discuss student scores on the most recent reading benchmark, they struggled. Teachers mentally recalculated their classroom pass rate, using a lower metric (75%) than the one that is reported on the data forms (80%). This should be addressed so that all teachers analyze data in the same way, and use the same metrics on paper and in practice. According to the metric used to group students in language arts using the new system, over half of third graders were identified as prerequisite in grade three, less than one third were identified as prerequisite in grade four, and almost half were identified as prerequisite in grade five. Participants' interview responses indicated that they do not see the data as accurately reflecting their students' abilities, and that they view their students as higher-achieving than the data show.

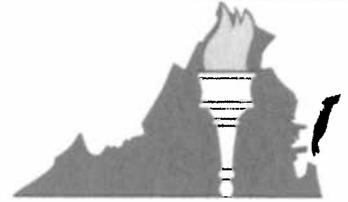
A cohesive student intervention plan is needed. Current efforts appear to be disjointed. The school, with the division's assistance and guidance, should develop a plan with an emphasis on ensuring that all intervention and remediation services for students complement one another to benefit struggling learners. It is recommended that the Director of Instruction work with other central office instructional leaders to support the school's improvement efforts by:

- Accompanying administrators on observations (to include the new grouping practices in grades 3 through 5 reading and mathematics);

- **Reviewing and/or revamping criteria for Tier identification and movement in the tiers, to include aligning criteria with data that would inform formative and ongoing assessment; and**
- **Evaluating all programs and interventions for their effectiveness as the division attempts to streamline interventions and focus on teacher best practices.**

This collaboration should assist division level leaders in targeting resources to provide sustained professional development that addresses areas of weaknesses.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Academic Review Report Summary

GENERAL INFORMATION

School Year: 2012-2013

Division Name: Franklin City	Division Number: 135
Division Superintendent: Dr. Michelle Belle	
School Name: J. P. King Jr. Middle School	School Number: 561
School Principal:	Ms. Lisa Francis
Team Leader:	FORMTEXT Mr. Dave Wymer, VDOE, Office of School Improvement
Team Member:	Dr. Lynn Sodot, VDOE, Office of School Improvement
	Dr. Mark Allan, VDOE, Office of Licensure
	Dr. Jane Baskerville, VDOE, Office of School Improvement Contractor
	Ms. Beverly Rabil, LEA
	Ms. Kelley Conaway, LEA

STANDARDS OF LEARNING ACHIEVEMENT SUMMARY

Accreditation Rating	<input checked="" type="checkbox"/> Accredited with Warning <input type="checkbox"/> Conditionally Accredited	<input type="checkbox"/> Provisionally Accredited-Graduation Rate <input type="checkbox"/> Accreditation Denied
Area(s) of Warning	<input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Graduation and Completion Index	<input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> History/Social Science
Federal Accountability Designation	<input checked="" type="checkbox"/> Priority School	<input type="checkbox"/> Focus School <input type="checkbox"/> Title I or Non-Title I School That Did Not Meet AMO

EVALUATION OF SELECTED ACADEMIC REVIEW INDICATORS

Score: 4 = Consistently

3 = Usually

2 = Occasionally

1 = No Evidence

NR = Not Reviewed

Indicator Number	Description	Score	Notes
L 1.5	Providing teachers with feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills	<u>3</u>	<p>A review of lesson plans indicates that the principal consistently provides feedback on lesson plans. Teachers submit lesson plans on a weekly basis using a divisionwide template. State standards and objectives are posted on the board in classrooms.</p> <p>With respect to classroom observations, the principal reported and documentation confirmed that multiple walk-through observations have been conducted so far this school year. Teachers receive feedback after each walk-through. The principal reported that she has not conducted extended, classroom length observations yet this year. Formal classroom observations should begin much earlier in the school year in order to maximize the time in the year to provide the teacher with professional growth opportunities. The principal noted that lack of time and frequent interruptions have made it difficult for her to conduct full observations.</p>
L 1.15	Connecting essential learning outcomes from professional development activities directly to teachers' work in classrooms	<u>2</u>	Documents and interviews indicate that teachers are exposed to a variety of professional development, including training on research-based instructional strategies. Due to staff turnover, training that was previously provided should be repeated in critical areas. There was

			<p>limited evidence that the professional development provided was consistently monitored for implementation with fidelity. It does not appear that a system for teacher accountability is in place to implement activities and strategies taught in professional development sessions in the classroom. The reviewers were unsure after speaking with building leaders what the priorities were for implementation. Teacher interviews indicated that teachers did not feel that they were sufficiently trained to implement the 2008 Mathematics Standards of Learning (SOL).</p>
CIA 1.3	Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	2	<p>Documents and interviews indicate that multiple student performance data are available. These include benchmark assessments, frequent student assessments, tests, quizzes, Developmental Reading Assessment (DRA) reading assessments, and I Can Learn assessments. A review of lesson plans showed a disconnect between the availability of data and the use of data to develop daily differentiated lesson plans. The lesson plans that did include groups did not reflect in-depth differentiation, and did not indicate that higher-level thinking and rigorous instruction were planned.</p>
CIA 1.5	Focusing instruction on specific learning objectives that promote the attainment of state learning standards and address essential understandings, knowledge, and skills	2	<p>A review of lesson plans, interviews, and observations indicates that teachers do teach to state standards. However, the majority of observations revealed that teachers are not teaching to the level of rigor that the standards require. In more than one observation, reviewers noted that the classroom teachers did not seem to possess sufficient mastery of the</p>

			<p>mathematical concepts to successfully teach them to students. Weak vocabulary was noted in observations (i.e., "square root it," "borrowing," "legs" versus sides of a triangle). Teachers were observed constantly prompting students until they arrived at the correct answers. The focus seemed to be on having students get the right answers as opposed to understanding concepts, thinking through them, and applying them.</p>
CIA 1.12	Differentiating instruction to meet the identified needs of individual students and groups of students	2	<p>A structure is in place to promote differentiation. The lesson plan template includes a three-tiered approach to classroom instruction. Interviews with teachers indicated that teachers feel that they do differentiate, and they described their grouping as fluid based on benchmark and frequent student assessments. Classroom observations indicate inconsistent differentiation, with varying levels of pre-planning and teacher coordination of instructional strategies. There were discrepancies between classroom instruction and the lab follow-up. Observations and interviews indicated that the content in the two settings was not necessarily related. Several non-lab classrooms were observed in which whole-group instruction occurred for the entire ninety-minute lesson, even when there were two teachers in the room throughout the lesson. In one classroom, students were split into two groups to complete the same assignment. In two instances (one in the classroom and one in the lab setting), it was apparent that the grouped activity was not planned in advance. One teacher was observed preparing lesson materials during the lesson;</p>

			another was observed thinking through a group activity as it was occurring.
CIA 1.17	Providing assessments that require students to use knowledge, comprehension, application and reasoning skills	3	A variety of assessments is provided. A review of teacher-made quizzes, tests, and frequent assessments showed that these did not consistently require students to use higher-level thinking and reasoning skills. However, interviewed participants reported that benchmark assessments do require higher-level thinking skills, as do I Can Learn adaptive mathematics assessments. Documents indicated that student performance on mathematics benchmark assessments is low.
CIA 1.20	Arranging classroom instructional time to allow for a variety of instructional activities	3	The master schedule allows large blocks of time for instruction, and has also been adjusted to allow time for the I Can Learn adaptive mathematics program to be implemented with fidelity. The lesson plan template is structured to promote a variety of instructional activities in every class. Though a structure is in place, observations indicated that teachers do not consistently take advantage of the time that they are afforded to plan a variety of active and differentiated lessons for students.
SSS 1.3	Using an identification process for all students at risk of failing or in need of targeted interventions	4	The division implements an identification process called "Triage" at all schools. This system identifies student risk based on attendance, behavior, and course performance thresholds.
SSS 1.4	Using a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students	2	Although an identification process exists to determine which students are at risk for failure, there are concerns with the interventions provided for students. To date, a Triage meeting has not been held. The

			<p>Targeted Assistance Remediation (TAR) remediation program, which is an in-school block of time during which teachers remediate students during part of their planning time, began on October 29, 2012, and is in the second week of implementation. Students are entering their third month of school, and for all students previously enrolled in the division, data are available prior to the beginning of the school year documenting students' performance the previous year both on the SOL and using the Triage system. Remediation could begin much earlier in the school year.</p> <p>Currently, a teacher who teaches gifted education two days a week provides support to teachers across grade levels and content areas as part of the Triage system. Interventions offered include TAR and the 21st Century after-school program. Teachers have a great deal of flexibility in the implementation of TAR; classroom teachers determine which students are identified for TAR and also the frequency and duration of remediation that students receive. The TAR program does not appear to be closely monitored with regards to planning, implementation, and monitoring the efficacy of interventions provided.</p>
DS 1.3	Assigning teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers	2	Documents indicate that two teachers at this school are not properly endorsed to be teaching the subject matter they are assigned.

REVIEW OF RELEVANT DATA

Number of Classroom Observations Completed:	13
Number of Individuals Interviewed:	17
Self-studies Reviewed (check all that apply):	<input type="checkbox"/> School Level Needs Sensing Interview Summary <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Instructional Leadership <input type="checkbox"/> School Culture
Check if Reviewed:	Comments (optional):
Textbooks and Supplementary Materials	<input checked="" type="checkbox"/>
Teacher Conference Record	<input checked="" type="checkbox"/>
Testing Schedules	<input checked="" type="checkbox"/>
School Improvement Plan	<input checked="" type="checkbox"/>
Time Utilization Data	<input type="checkbox"/>
Intervention and Remediation Programs	<input checked="" type="checkbox"/>
Previous Academic Review Reports	<input type="checkbox"/>
Assemblies/Field Trip Schedules	<input type="checkbox"/>
Attendance Records	<input checked="" type="checkbox"/>
Belief/Mission Statement	<input type="checkbox"/>
Evaluation Instruments	<input type="checkbox"/>
Benchmark Assessment Data	<input checked="" type="checkbox"/>
Locally Developed Assessments	<input checked="" type="checkbox"/>
Staff Assignments/Duties	<input checked="" type="checkbox"/>
Classroom Observation Log	<input checked="" type="checkbox"/>
Classroom Observation Instruments	<input checked="" type="checkbox"/>
Classroom Assessment Data	<input type="checkbox"/>
Lesson Plans	<input checked="" type="checkbox"/>
Unit Plans	<input type="checkbox"/>
Teacher Individual Professional Growth Plans	<input type="checkbox"/>
Teacher Support Plans	<input type="checkbox"/>
Parent/Community Communication	<input checked="" type="checkbox"/>
Curriculum Guides	<input checked="" type="checkbox"/> These do not include materials or reference the textbook or other local materials to be used.
Curriculum Pacing and Mapping Guides	<input checked="" type="checkbox"/> The pacing guide does not account for time spent administering benchmark assessments.
Daily Bell Schedule	<input checked="" type="checkbox"/>
Master Schedule	<input checked="" type="checkbox"/>
School Calendar	<input checked="" type="checkbox"/>
Demographic Information	<input type="checkbox"/>
Special Education Documentation	<input type="checkbox"/>
Descriptions of Incentive Programs	<input type="checkbox"/>
Descriptions of Volunteer Programs	<input type="checkbox"/>
Discipline Data	<input checked="" type="checkbox"/>
Professional Development Documentation	<input checked="" type="checkbox"/>
Enrollment Data	<input type="checkbox"/>
Graduation and Dropout Data	<input type="checkbox"/>
Publications/Newsletters	<input checked="" type="checkbox"/>

Meeting Minutes	<input checked="" type="checkbox"/>	
Organizational Chart	<input type="checkbox"/>	

NARRATIVE SUMMARY OF ON-SITE REVIEW

Areas of Strength:

The master schedule is designed to facilitate differentiated instruction. Large blocks of time are in place, with a ninety-minute mathematics block for all students every day. The lab block has recently been adjusted to facilitate the implementation of the I Can Learn adaptive mathematics program. A system is in place to identify students at risk for failure or dropping out. Time is allocated in the master schedule for in-school remediation. The divisionwide lesson planning template is designed to facilitate planning for differentiated, small-group instruction and instruction that incorporates research-based instructional strategies.

Areas Needing Improvement:

Lesson plans reflect inconsistent use of data to plan differentiated instruction in the classroom, and an overall lack of instruction at the level of rigor indicated in the standards.

Observations revealed mostly whole-group instruction, with a focus on students getting the right answer instead of learning concepts and using high-level thinking and reasoning skills.

The Standards of Quality (22.1-253.13:1.C) state, "Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education." A lack of teacher knowledge of the subject area and a lack of teacher use of appropriate and accurate mathematics vocabulary was observed during this review, indicating that this standard is not being fulfilled. The mathematics teachers in this building are in their first few years of teaching overall or are new to the grade to which they have been assigned.

Curriculum and resource guides do not include materials (textbook or other local materials). The pacing guide does not account for time spent administering benchmark assessments.

It was unclear which professional development initiatives were priorities in the building, and a monitoring system to make teachers accountable for implementing instruction in accordance with the professional development provided did not appear to be in place.

The remediation program is just beginning for the year. The quality of interventions being provided to struggling students is a concern. A clear plan for implementing targeted and appropriate interventions for identified students—including frequency, duration, and monitoring for effectiveness—was not presented.

Unusual Circumstances:

The principal and the assistant principal are new to the building. The principal noted that she is the fifth principal to lead the building over the past six years.

The Standards of Quality (22.1-253.13:2.B) state, "School boards shall employ licensed instructional personnel qualified in the relevant subject areas." The Standards of Accreditation (8 VAC 20-131-240.A) state, "Each school shall have at a minimum the staff as specified in the Standards." The employment of two teachers in the building that are not endorsed to teach the subject matter to which they are assigned is of concern. Further questions or concerns may be addressed by the Division of Teacher Education and Licensure.

Evaluation and Recommendations Concerning the School Improvement Process:

This school has been identified as a Priority school. The school should make sure that all Priority timelines and requirements are met.

ESSENTIAL ACTIONS AND FOLLOW-UP NARRATIVE SUMMARY

During the on-site academic review, only complete the shaded information (Essential Action Number and Description). Additional information will be completed during the Follow-up.

Number and Description:	EA 2.2 Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments.
Included in SIP:	N
Status of Implementation:	Several indicators in Strand H of the Transformation Toolkit address teacher evaluation. Tasks have not been included in the school improvement plan to explicitly address Essential Action 2.2.
Recommendations:	Revise the school improvement plan to address Essential Action 2.2.
Number and Description:	EA 4.9 Provide differentiated instruction based on student needs.
Included in SIP:	N
Status of Implementation:	Indicator TA02 is rated "Fully Implemented" in the Indistar plan; therefore, no tasks have been written to address this indicator.
Recommendations:	Revise the school improvement plan to address Essential Action EA 4.9. Tasks can be written under indicator TA02 that target differentiation across all school settings (i.e., in class, during TAR, after school).
Number and Description:	EA 4.17 Provide professional development to all instructional staff on using pacing guides, curriculum framework, and data to develop lesson plans and develop a plan for systematic monitoring of the implementation.
Included in SIP:	N
Status of Implementation:	Professional development is not directly addressed in the school improvement plan.
Recommendations:	Revise the school improvement plan to address Essential Action 4.17.
Number and Description:	EA 5.2 Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.
Included in SIP:	N
Status of Implementation:	While the use of data is referenced in several portions of the school improvement plan, this Essential Action is not addressed.
Recommendations:	Revise the school improvement plan to address Essential Action 5.2. You may choose to write tasks under indicators TA01-TA03. Currently, indicators TA01 and TA02 are rated "Fully Implemented;" these will have to be reevaluated by the school improvement team. Only one task has been written under indicator TA03.
Number and Description:	EA 7.1 Develop or revise the School Improvement Plan to address findings of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of

	Education Staff.
Included in SIP:	--
Status of Implementation:	The school improvement plan does not meet expectations for adequate depth or specificity, nor does it address the Essential Actions. The plan should be revised prior to submission to VDOE. This will require re-evaluating some indicators that have been rated "Fully Implemented" so that tasks can be written. The plan will be submitted to VDOE via Indistar by June 28, 2013.
Recommendations:	
Number and Description:	EA 8.1 Select and implement an instructional intervention that meets identified needs in English and/or mathematics.
Included in SIP:	--
Status of Implementation:	The school is implementing I Can Learn Math, which meets the requirements to implement a Research-based Instructional Intervention.
Recommendations:	The Research-based Instructional Intervention form, which must be signed by the principal and the division superintendent, should be submitted to the VDOE via the Office of School Improvement by June 1, 2013.
Number and Description:	
Included in SIP:	--
Status of Implementation:	
Recommendations:	
Number and Description:	
Included in SIP:	--
Status of Implementation:	
Recommendations:	

FOLLOW-UP NARRATIVE SUMMARY:

Additional comments or recommendations for school or division:
The on-site academic review follow-up was conducted on April 25, 2013, by the following VDOE staff: Samantha Hollins, Director, Office of Special Education School Improvement; Yvonne Holloman, Associate Director, Office of School Improvement; Sharon Siler, Team Lead - Alternate Assessment, Office of Student Assessment; and Lynn Sodot, School Improvement Specialist, Office of School Improvement.

The division has selected Edison as the LTP for J.P. King Middle School. Interview participants spoke positively about the support that the school has received from Edison thus far. A comprehensive needs assessment was conducted and will be used by Edison in partnership with the division to guide the reform efforts. Edison's leadership coach, language arts coach, and mathematics coach were all seen as positive influences on the school.

Teachers were observed conducting small-group activities using hands-on mathematics materials. Teachers showed an awareness of their mathematics benchmark data, and reported that they use this data to determine remediation priorities. Concerns continue with some teachers' weak content knowledge, as well

as with inconsistent differentiation practices among teachers. The TAR remediation block continues to be poorly-defined and implemented with a great deal of teacher autonomy. Teachers reported that they determine TAR participation, including length and duration of remediation provided. They described this intervention structure as very flexible, wherein a student may receive as few as 10 minutes or as many as 30 minutes of instruction from the teacher during TAR. A focus on instructional planning is recommended, to include efficient use of the TAR remediation block, differentiated instruction, and monitoring of interventions.

Teachers reported a need for professional development based on their needs. They reported a variety of professional development offerings for entire staff, not individualized based on their needs. They requested that all professional development should be content specific and based on observations. In addition, they suggested that new teachers should receive training prior to the beginning of the school year. Both the teacher group and the school improvement team reported an absence of sustained training regarding how to use data to make instructional decisions. They were unsure of how to use the Triage data to change classroom instruction. Several math teachers participated in a math conference in Williamsburg; however, they were unable to articulate the process for implementing new strategies or the process for receiving feedback from the administrators regarding observations of the new strategies being implemented.

The academic review team noted a lack of adult monitoring in the hallways during bell changes. Teachers were not present in doorways or at the end of hallways. One interview participant described discipline problems as the school's biggest challenge, with some teachers frequently responding to student misbehavior by yelling at students. The school should develop procedures for preventing and addressing student misbehavior, including procedures that incorporate using proximity control to maximize student safety in hallways and other open areas.

As noted above, the school improvement plan needs to be revised and strengthened. Some indicators will need to be re-evaluated so that tasks can be developed to address the Essential Actions as well as additional needs that the school and Edison have identified. It is recommended that building administrators develop and implement a plan to increase the frequency of full-length observations conducted. Data from these observations and student achievement measures should be used to establish priorities and measurable goals for the school improvement plan that can be monitored throughout the year; this should be documented in the school improvement plan. Professional development should address areas of need identified in observations and data analyses, which may include expectations for teaching in the block, implementing interventions, and expectations in content areas for aligning instruction to the revised SOL with a focus on the level of rigor indicated in the SOL.

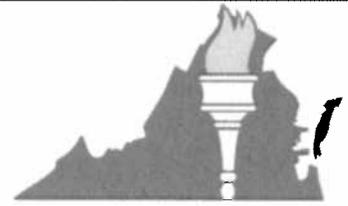
A cohesive student intervention plan is needed. The school, with the division's assistance and guidance, should develop a plan with an emphasis on ensuring that all intervention and remediation services for students complement one another to benefit struggling learners. It is recommended that the Director of Instruction work with other central office instructional leaders to support the school's improvement efforts by:

- Accompanying administrators on observations (to include the TAR period);
- Reviewing and/or revamping criteria for Tier identification and movement in the tiers, to include aligning criteria with data that would inform formative and ongoing assessment;
- Evaluating the master schedule and making adjustment to most effectively meet student needs; and
- Evaluating all programs and interventions for their effectiveness as the division attempts to

streamline interventions and focus on teacher best practices.

This collaboration should assist division level leaders in targeting resources to provide sustained professional development that addresses areas of weaknesses.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement Academic Review Report Summary

GENERAL INFORMATION

School Year: 2012-2013

Division Name: Franklin City Public Schools	Division Number: 135
Division Superintendent: Dr. Michelle Belle	
School Name: Franklin High School	School Number: 20
School Principal:	Mr. Travis Felts
Team Leader:	Mr. David Wymer, VDOE, Office of School Improvement Contractor
Team Member:	Dr. Mark Allan, VDOE, Office of Licensure
	Ms. Beverly Rabil, LEA
	Ms. Kelley Conaway, LEA

STANDARDS OF LEARNING ACHIEVEMENT SUMMARY

Accreditation Rating	<input checked="" type="checkbox"/> Accredited with Warning <input type="checkbox"/> Conditionally Accredited	<input type="checkbox"/> Provisionally Accredited-Graduation Rate <input type="checkbox"/> Accreditation Denied
Area(s) of Warning	<input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Graduation and Completion Index	<input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> History/Social Science
Federal Accountability Designation	<input type="checkbox"/> Priority School	<input type="checkbox"/> Focus School <input checked="" type="checkbox"/> Title I or Non-Title I School That Did Not Meet AMO

EVALUATION OF SELECTED ACADEMIC REVIEW INDICATORS

Score: 4 = Consistently

3 = Usually

2 = Occasionally

1 = No Evidence

NR = Not Reviewed

Indicator Number	Description	Score	Notes
L 1.2	Regularly monitoring the use of instructional time in classrooms, including the degree to which new practices are implemented as prescribed	2	The principal reported that he has set this as a goal for this school year along with providing effective feedback to teachers. The principal reported that he is not currently observing and providing feedback at the level required.
L 1.6	Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	3	There is a professional development plan for the 2012-2013 school year that includes: unpacking the standards in mathematics and reading to ensure focus on the new standards at the required level of rigor, developing lessons and assessments at the level required on Standards of Learning (SOL) assessments, emphasis on "Power Tool" instructional strategies, and promoting teacher participation in Department of Education (DOE) teacher training conferences to improve instructional strategies and student engagement.
L 1.8	Focusing the core of staff learning on research-based content and instructional practices that have been proven effective in improving student achievement	2	Professional development has been provided for differentiated instruction and instructional strategies. Turnover in staff and inconsistent implementation of strategies in the classroom indicates that training should be repeated, reviewed, and frequently monitored.
L 1.24	Allocating time in the schedule for teachers to collaborate with other teachers, parents, and students	4	Mathematics teachers have time daily for common planning, assessment development, instructional planning, and student tutoring.
L 1.25	Using a school schedule that is conducive to providing intervention and	3	The master schedule provides for common

	remediation strategies and programs within the school day		planning time and time which can be used for providing additional support for students during the regular school day. There was no observable evidence of supplemental student support being provided during the school day.
CIA 1.3	Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	2	Daily lesson plans are developed by teachers. The plans do not consistently identify specific differentiation activities and the specific students who will participate in the planned activities. There does not appear to be a plan to monitor the effectiveness of intervention strategies.
CIA 1.8	Employing instructional strategies that are research-based and proven effective	2	Classroom observations identified whole-group instruction as the primary method of instruction. Although some small-group work was observed, the level of engagement between students and teachers during this time was limited.
CIA 1.12	Differentiating instruction to meet the identified needs of individual students and groups of students	2	Classroom observations did not reveal differentiation. Students were involved in whole-class instruction and random grouping for small-group classroom activities.
CIA 1.20	Arranging classroom instructional time to allow for a variety of instructional activities	2	The number of students in the observed classes was small enough to effectively involve the students in differentiated activities; however, this strategy was not observed. Several of the classes observed had multiple teachers and/or paraprofessionals, but there was no observable division of responsibilities that focused on individual or small-group instruction.
SSS 1.3	Using an identification process for all students at risk of failing or in need of targeted interventions	4	The division implements an identification process called "Triage" at all schools. This system identifies student risk based on attendance, behavior, and course performance thresholds.
SSS 1.4	Using a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students	2	Although an identification process exists to determine which students are at risk for failure,

			<p>there are concerns with the interventions provided for students.</p> <p>To date, the Triage system is not fully populated with student data on students this academic year, and a Triage meeting has not been held. Students are entering their third month of school, and for all students previously enrolled in the division, data are available prior to the beginning of the school year documenting students' performance the previous year both on the SOL and using the Triage system. Remediation could begin much earlier in the school year.</p> <p>Although the master schedule provides time for additional support for students during the regular school day, there was no observable evidence of supplemental student support being provided. Interviews indicated that after-school remediation is provided.</p>
DS 1.3	Assigning teachers by matching the needs of students with the endorsements and demonstrated strengths of teachers	2	Documents indicate that one teacher at this school is not properly endorsed to be teaching the subject matter he/she is assigned.

REVIEW OF RELEVANT DATA

Number of Classroom Observations Completed:	8
Number of Individuals Interviewed:	17
Self-studies Reviewed (check all that apply):	<input type="checkbox"/> School Level Needs Sensing Interview Summary <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Instructional Leadership <input type="checkbox"/> School Culture
Check if Reviewed:	Comments (optional):
Textbooks and Supplementary Materials	<input type="checkbox"/>
Teacher Conference Record	<input type="checkbox"/>
Testing Schedules	<input type="checkbox"/>
School Improvement Plan	<input checked="" type="checkbox"/>
Time Utilization Data	<input type="checkbox"/>
Intervention and Remediation Programs	<input checked="" type="checkbox"/>
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Locally Developed Assessments	<input type="checkbox"/>
Staff Assignments/Duties	<input checked="" type="checkbox"/>
Classroom Observation Log	<input checked="" type="checkbox"/>
Classroom Observation Instruments	<input type="checkbox"/>
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Teacher Support Plans	<input type="checkbox"/>
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Graduation and Dropout Data	<input checked="" type="checkbox"/>
Publications/Newsletters	<input type="checkbox"/>
Meeting Minutes	<input checked="" type="checkbox"/>
Organizational Chart	<input type="checkbox"/>

NARRATIVE SUMMARY OF ON-SITE REVIEW

Areas of Strength:

The division has implemented the Triage process at all schools, which identifies student risk based on attendance, behavior, and academic progress. Regularly scheduled meetings with school and division staff are scheduled to review specific students and the intervention strategies to be employed to address student performance.

Mathematics teachers have a daily common planning period to plan and evaluate student progress.

The school administration can articulate a professional development plan to target four specific goals all related to improving planning, delivery of instruction, and assessment of student progress.

Class sizes are favorable to providing differentiated instruction in small groups to meet student needs.

Areas Needing Improvement:

The amount of time spent by administrators focusing on instruction needs to be increased, with emphasis on participating in and monitoring the planning process with teachers, completing classroom observations and providing specific feedback, and attention to the progress of individual students, especially in the low-performing student subgroups.

The current student performance identification and monitoring system (Triage) is slowly being implemented. Teachers and administrators need to consistently focus on daily assessments of student performance with emphasis on targeted groups performing below established goals.

Daily lesson plans need to explicitly address differentiation of instruction, including grouping, instructional strategies, and formative assessment data to respond to student needs as soon as deficiencies are noted.

Instructional decisions that identify students for tiered instruction should become an integral part of team meetings to plan, implement, and monitor additional instructional support both within the classroom and in supplemental intervention and remediation programs. Departmental meetings should be guided by an agenda that focuses on instruction, including current curriculum objectives, instructional strategies to meet the instructional needs of students, details for differentiation, collaboration among instructional personnel available during class time, and the inclusion of formative assessments to provide immediate data on student learning.

Unusual Circumstances:

The principal is new to the building.

The Standards of Quality (22.1-253.13:2.B) state, "School boards shall employ licensed instructional personnel qualified in the relevant subject areas." The Standards of Accreditation (8 VAC 20-131-240.A) state, "Each school shall have at a minimum the staff as specified in the Standards." The employment of a teacher in the building that is not endorsed to teach the subject matter to which he/she is assigned is of concern. Further concerns or questions may be addressed by the Division of Teacher Education and Licensure.

Evaluation and Recommendations Concerning the School Improvement Process:

As a school rated Accredited with Warning, the school should make sure that all timelines and

requirements are met .

ESSENTIAL ACTIONS AND FOLLOW-UP NARRATIVE SUMMARY

During the on-site academic review, only complete the shaded information (Essential Action Number and Description). Additional information will be completed during the Follow-up.

Number and Description:	EA 2.2 Establish and implement a system of monitoring instructional practices to ensure maximum utilization of classroom time, and provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation, and appropriate assessments.
Included in SIP:	Y
Status of Implementation:	The school improvement plan references the analysis of walk-through observation data by the leadership team and the mathematics instructional team. Monitoring comments indicate that student engagement and differentiation have been discussed, as well as additional focus areas. Curriculum alignment and assessments are not cited in monitoring comments. Interview participants noted that pre- and post-assessments are now used, and commented that there is an increased sense of urgency and accountability in the school. One interview participant said that there has been an increase in hands-on activities and active student involvement in learning. Although teachers reported that they plan and implement lessons with different activities to meet the needs of students at different skill levels, this was not observed. One interview participant described differentiation as providing different worksheets to different groups of students or having the more proficient students help struggling students. The principal noted that teachers should plan three different activities for students to differentiate on a daily basis. The academic review team perceived differences between the principal's and teachers' understanding of and expectations for differentiated instruction.
Recommendations:	As the results of the 2012-2013 mathematics SOL assessments are received, student performance data should be used to guide the school's focus on the alignment of the written, taught, and assessed curriculum to the revised standards. It will be important for the principal and assistant principal to balance walk-through observations and full-length observations so that they can more comprehensively assess and provide feedback to teachers with respect to their utilization of classroom time, curriculum alignment, differentiated strategies that engage students, and appropriate assessments. Continued training is needed for teachers to develop a more in-depth understanding of differentiation.
Number and Description:	EA 2.11 Plan and provide professional development activities related to differentiation of instruction and develop a plan for systematic monitoring.
Included in SIP:	Y
Status of Implementation:	The school improvement plan indicates that the school has identified differentiation and classroom management as areas of weaknesses that should be addressed by professional development for staff. One interview participant noted a constant focus on teaching to students'

	<p>levels at weekly faculty meetings; however, she also felt that there is a continued need for teachers to move beyond the lecture method of instruction. Mathematics teachers expressed the desire to receive additional training for differentiation at the high school level. The principal noted the need to continue to focus on differentiation. This is a focus of classroom walk-through observations. Monitoring comments indicate the division has worked with the school by investigating PD360 as a differentiated professional development tool. Division leaders indicate that they hope to purchase this tool for the 2013-2014 school year. Monitoring comments indicate that the school improvement team has discussed whether classroom management issues should be attributed to student behavior problems or differentiation problems. It is not clear whether this issue will be further investigated by the school.</p>
Recommendations:	<p>Staff professional development for the 2013-2014 school year should include a strong focus on differentiation of instruction. Expectations for implementation should be made clear, and should be monitored continuously. It will be necessary to conduct full-length classroom observations to accurately assess the degree to which teachers differentiate instruction throughout the 90-minute block. If student behavior is considered to be a school concern, the root causes of behavioral issues should be investigated and a plan should be developed, implemented, and monitored to address behavioral issues. Division-level leaders should support the school through plan development, implementation, and monitoring. The division- and school-level professional development plans should be developed using multiple data points to identify areas of need.</p>
Number and Description:	<p>EA 2.18 Establish a structure for regular grade-level/department meetings that include agendas/minutes format, focusing meetings on resolving instructional issues, and providing feedback on potential solutions.</p>
Included in SIP:	Y
Status of Implementation:	<p>The school improvement plan indicates that the mathematics department meets every Wednesday; this was confirmed during the interview. Monitoring comments indicate that the lead teacher attends all department meetings and administrators attend over half of the meetings. Tasks written in the plan include a strong focus on curriculum, instruction, and assessment. Teachers reported that they find the weekly meetings constructive and they feel they are important.</p>
Recommendations:	<p>The school should sustain the processes that have been put into place to address this essential action, including administrative participation at weekly mathematics department meetings.</p>
Number and Description:	<p>EA 3.15 Systematically evaluate the degree to which improvement strategies are positively effecting student achievement.</p>
Included in SIP:	Y
Status of Implementation:	<p>The school improvement team includes an indicator and tasks to</p>

	<p>develop and administer pre- and post-tests for each mathematics unit in all courses. Monitoring comments indicate that all mathematics teachers administer pre-and post-tests. Teachers also reported that frequent assessments, quick checks, and benchmark assessments are administered. To respond to the large number of students identified for remediation, the principal has made a tremendous effort to provide students with mathematics assistance during school, after school, and on Saturdays. Retired mathematics teachers and mathematics teachers who work in neighboring school divisions have been hired to work with identified students. Each identified student has an individualized remediation plan that is used as a means of communication between the classroom teacher and the remediation teacher. One interview participant noted that identified students do not always attend after school and Saturday sessions.</p>
Recommendations:	<p>The school should use multiple data points, including the 2012-2013 SOL assessment results, to determine whether the intervention programs provided to students are positively effecting student achievement. Teachers should focus on how they can provide targeted intervention within the 90 minute block to minimize reliance on after school and Saturday sessions.</p>
Number and Description:	<p>EA 4.1 Analyze lesson plans and assessments to ensure congruence with state learning standards among the written curriculum, the taught curriculum, and the assessed curriculum.</p>
Included in SIP:	<p>Y</p>
Status of Implementation:	<p>The school improvement plan includes provisions for the administrative monitoring of lesson plans; the principal is assigned to monitor the mathematics lesson plans. Monitoring comments indicate that this occurs approximately once per month. The division is currently piloting an abbreviated lesson planning format. The use of this format is optional at the school, but is being used by mathematics teachers. Interview participants commented positively about the new template.</p> <p>The principal noted that he has difficulty devoting 50 percent of his time to instruction due to managerial issues. Monitoring comments indicate that the principal is not always able to conduct the expected number of monthly observations. A Dean of Students has been requested in the budget for the 2013-2014 school year to assume some of the principal's noninstructional responsibilities.</p> <p>Benchmark assessments are evaluated for alignment and level of rigor before they are administered. The review team did not determine whether unit pre- and post-tests are reviewed to ensure alignment.</p>
Recommendations:	<p>Once the division has adopted a new lesson planning format, it will be important to provide teachers with training on the expectations for using the template. It is recommended that the school monitor and provide teachers with weekly feedback on lesson plans, including an</p>

	emphasis on the alignment of instruction and assessment to the revised standards. Unit pre- and post-tests should be evaluated to ensure alignment and sufficient rigor if this has not already been done.
Number and Description:	EA 4.8 Increase student involvement in classroom activities to ensure that all students are actively engaged in the learning process.
Included in SIP:	Y
Status of Implementation:	<p>Tasks to address this essential action include provisions for professional development, the purchase of materials and resources to facilitate active learning, monitoring instruction through lesson plan review and observations, and providing written or oral feedback to teachers on the effectiveness of implemented strategies observed. Monitoring comments indicate that teachers participated in professional development sponsored by School University Research Network (SURN) and Dan Mulligan. Teachers indicated that they found these sessions extremely helpful, and they were appreciative that the division supported the school by providing funds for all core teachers to attend the trainings. In one class, students were observed working in cooperative teams to complete project-based assignments.</p> <p>In addition, the principal has worked with the University of Virginia to develop a freshmen seminar for identified students. This seminar, which is scheduled to begin during the summer, will provide support to students as they transition from the middle school.</p>
Recommendations:	The principal and division leadership team noted that student engagement will be a continued area of focus for the school and for the division in the coming year. When professional development is provided, it will be important to set expectations for and to continuously monitor the implementation of strategies. It is recommended that the division determine the most important strategies to increase student performance, and that a plan be developed and implemented to ensure that all teachers (new and veteran) receive training to employ those strategies. The Director of Instruction and other division instructional leaders should play a key role in establishing priorities and in monitoring the implementation.
Number and Description:	EA 7.1 Develop or revise the School Improvement Plan to address findings of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of Education Staff.
Included in SIP:	--
Status of Implementation:	The school improvement plan addresses the Essential Actions prescribed in the initial on-site review. The plan will be submitted to the VDOE via Indistar by June 28, 2013.
Recommendations:	The school improvement team should continue to monitor task progress. The plan should be re-evaluated and updated over the summer as 2012-2013 SOL data are analyzed.

Number and Description:	EA 8.1 Select and implement an instructional intervention that meets identified needs in English and/or mathematics.
Included in SIP:	--
Status of Implementation:	The principal and division-level leaders indicated that several instructional intervention options have been researched.
Recommendations:	The Research-based Instructional Intervention form, which must be signed by the principal and the division superintendent, should be submitted to the VDOE via the Office of School Improvement by June 1, 2013.

FOLLOW-UP NARRATIVE SUMMARY:

Additional comments or recommendations for school or division:

The on-site academic review follow-up was conducted on April 24, 2013, by the following VDOE staff: Samantha Hollins, Director, Office of Special Education School Improvement; Yvonne Holloman, Associate Director, Office of School Improvement; Sharon Siler, Team Lead - Alternate Assessment, Office of Student Assessment; and Lynn Sodot, School Improvement Specialist, Office of School Improvement.

Franklin High School administrators and school improvement team members have developed a school improvement plan to address identified areas of weakness. The essential actions have been incorporated into the plan. In several cases, monitoring comments have been entered to document the progress and development of the plan. The school improvement team should continue to modify and monitor the plan on a regular basis.

Teachers noted that the majority of students enter the high school having failed one or more mathematics assessments, indicating significant knowledge gaps. Vertical articulation between the middle and high school should be explored to address this concern. Although teachers noted a relatively high adjusted preliminary pass rate for the 2012-2013 SOL, results from the first semester SOL mathematics tests indicate a very small percentage of first-time testers passing the SOL assessments, as low as one student per class in at least one instance. This is an area of great concern for the principal and division level leadership team, and it should be noted that teachers did not express the same level of concern as administrators.

It is recommended that the Director of Instruction work with other central office instructional leaders to support the school's improvement efforts by:

- Accompanying administrators on observations (to include after school and Saturday remediation programs);
- Reviewing and/or revamping criteria for Tier identification and movement in the tiers, to include aligning criteria with data that would inform formative and ongoing assessment; and
- Evaluating all programs and interventions for their effectiveness as the division attempts to streamline interventions and focus on teacher best practices.

This collaboration should assist division level leaders in targeting resources to provide sustained professional development that addresses areas of weaknesses.

Summary of Findings and Recommendations

Academic Review Follow-up Conducted on April 24-25, 2013

Franklin City Public Schools

	S. P. Morton Elementary School	J. P. King Middle School	Franklin High School
Initial On-Site Academic Review			
Date of On-Site Academic Review	November 6, 2012	November 7, 2012	November 6, 2012
Essential Actions Provided as Indicated in the Academic Review Report	<p>Develop a schedule based on identified learning and instructional needs that supports the implementation of improvement initiatives while maximizing instructional time.</p> <p>Provide professional development opportunities for newly implemented instructional interventions to include training, monitoring, and follow-up/ collaboration.</p> <p>Provide intervention activities for students who are not successfully learning specific skills at the time that deficiencies are noticed.</p> <p>Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.</p> <p>Develop or revise the School Improvement Plan to address findings</p>	<p>Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments.</p> <p>Provide differentiated instruction based on student needs.</p> <p>Provide professional development to all instructional staff on using pacing guides, curriculum framework, and data to develop lesson plans and develop a plan for systematic monitoring of the implementation.</p> <p>Use data to identify and provide differentiated materials, resources, and services to support learning, including intervention strategies for students who are unsuccessful.</p>	<p>Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments.</p> <p>Plan and provide professional development activities related to differentiation of instruction and develop a plan for systematic monitoring.</p> <p>Establish a structure for regular grade-level/department meetings that include agendas/minutes format, focusing meetings on resolving instructional issues, and providing feedback on potential solutions.</p> <p>Systematically evaluate the degree to which improvement strategies are</p>

	S. P. Morton Elementary School	J. P. King Middle School	Franklin High School
	<p>of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of Education staff.</p> <p>Select and implement an instructional intervention that meets identified needs in English and/or mathematics.</p>	<p>Develop or revise the School Improvement Plan to address findings of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of Education staff.</p> <p>Select and implement an instructional intervention that meets identified needs in English and/or mathematics.</p>	<p>positively effecting student achievement.</p> <p>Analyze lesson plans and assessments to ensure congruence with state learning standards among the written curriculum, the taught curriculum, and the assessed curriculum.</p> <p>Increase student involvement in classroom activities to ensure that all students are actively engaged in the learning process.</p> <p>Develop or revise the School Improvement Plan to address findings of the Academic Review team, seek approval of the plan from the local school board, and submit the plan to the Department of Education staff.</p> <p>Select and implement an instructional intervention that meets identified needs in English and/or mathematics.</p>
Follow-up Academic Review			
Date of Follow-up Academic Review	April 24, 2013	April 25, 2013	April 24, 2013
School Improvement Planning	<p>FINDING: The school improvement plan has not been updated to reflect grouping practices or to address the use of differentiated strategies, materials, and resources for prerequisite, targeted, and enhanced classes.</p>	<p>FINDING: The school improvement plan has not been revised to adequately address the academic review essential actions.</p>	<p>FINDING: The school improvement team members developed a school improvement plan to address identified areas of weakness. All essential actions have been incorporated into the plan.</p>

	S. P. Morton Elementary School	J. P. King Middle School	Franklin High School
	RECOMMENDATION: Update the school improvement plan to provide a clear description of current scheduling practices.	RECOMMENDATION: Reassess indicators to accurately portray the school's current state. Add tasks to the plan to address the essential actions.	RECOMMENDATION: The school improvement team should continue to monitor and modify the plan on a regular basis.
Differentiation of Instruction/Student Engagement	<p>FINDING: Students are grouped according to ability across classes for mathematics and reading instruction. One teacher is assigned each group (i.e., prerequisite, targeted, and enhanced) for one hour daily.</p> <p>RECOMMENDATION: With the support of the central office instructional leaders, examine research on grouping practices, along with data from a variety of data points, to evaluate the success of grouping practices.</p>	<p>FINDING: Observations revealed a need for professional development regarding differentiation of instruction.</p> <p>RECOMMENDATION: Professional development should address areas of need identified in observations and data analyses.</p>	<p>FINDING: Differentiation of instruction was not observed. The principal's and teachers' perceptions of differentiation were incongruent. Teachers and the principal noted the continued need to focus on differentiation.</p> <p>RECOMMENDATION: Professional development should include a strong focus on differentiation of instruction. Expectations for implementation should be made clear, and should be monitored continuously.</p>
Interventions	<p>FINDING: Concerns continue with the tiered intervention identification, implementation, and monitoring process.</p> <p>RECOMMENDATION: A cohesive intervention plan is needed. Interventions should be provided by licensed teachers. The division should develop criteria for tier identification, and should assist with evaluating programs and interventions.</p>	<p>FINDING: The "intervention" period is poorly defined and implemented.</p> <p>RECOMMENDATION: A cohesive intervention plan is needed. The division should develop criteria for tier identification, and should assist with evaluating programs and interventions. Teachers need to focus on intentional planning for interventions.</p>	<p>FINDING: The principal has made a tremendous effort to provide supplemental mathematics assistance for students identified for intervention.</p> <p>RECOMMENDATION: The school should address core instruction issues that may contribute to the large number of intervention students. Training should be provided for teachers regarding targeted interventions during the 90 minute instructional block to minimize reliance on after-school and Saturday sessions.</p>

	S. P. Morton Elementary School	J. P. King Middle School	Franklin High School
Professional Development	<p>FINDING: Teachers have received training from the reading specialist, and limited training from a consultant with the University of Virginia.</p> <p>RECOMMENDATION: A plan is needed for professional development implementation and monitoring. Individual needs should be the basis of professional development activities.</p>	<p>FINDING: Teachers reported a need for professional development based on their needs.</p> <p>RECOMMENDATION: Professional development should be directly addressed in the school improvement plan. Specific training is needed regarding use of data.</p>	<p>FINDING: Professional development regarding differentiation is needed. Full-length observations are needed to determine the level of implementation of the newly acquired strategies. Teachers should be provided training regarding procedures for implementing the new lesson plan format.</p> <p>RECOMMENDATION: Division-level leaders should support the school in the development, implementation, and monitoring of a comprehensive professional development plan. Division- and school-level professional development plans should be developed using multiple data points to identify areas of need.</p>
Regular Observations/ Instructional Supervision	<p>FINDING: Central office instructional leaders do not conduct observations, and stated that they have been discouraged from spending time in the schools.</p> <p>RECOMMENDATION: Central office instructional leaders should accompany administrators on observations. The results of observations should be used to</p>	<p>FINDING: Concerns with some teachers' content knowledge in mathematics were noted during observations. Instructional walkthroughs and full-length observations are not balanced. Central office instructional leaders do not conduct observations, and stated that they have been discouraged from spending time in the schools.</p> <p>RECOMMENDATION: The amount of full-length observations completed should be increased. Central office instructional leaders should accompany administrators on</p>	<p>FINDING: The principal is not always able to conduct the expected number of monthly observations. A Dean of Students has been requested in the budget. Central office instructional leaders do not conduct observations, and have stated that they have been discouraged from spending time in the schools.</p> <p>RECOMMENDATION: The amount of full-length observations completed should be increased. Central office instructional leaders should accompany administrators</p>

	S. P. Morton Elementary School	J. P. King Middle School	Franklin High School
	design professional development for individual teachers.	observations. The results of observations should be used to design professional development for individual teachers.	on observations. The results of observations should be used to design professional development for individual teachers.
Data Analysis	<p>FINDING: Teachers are uncertain about the data analysis process. Metrics are inconsistently used to analyze student proficiency.</p> <p>RECOMMENDATION: Professional development is needed regarding procedures for analyzing data and using the information to plan subsequent instruction.</p>	<p>FINDING: Interview participants reported an absence of sustained training regarding how to use data to make instructional decisions.</p> <p>RECOMMENDATION: Professional development is needed regarding procedures for analyzing data and using the information to plan subsequent instruction.</p>	<p>FINDING: Mathematics teachers use pre- and post-test data for mathematics units in all courses. This allows for re-teaching and instructional modifications.</p> <p>RECOMMENDATION: Professional development is needed regarding procedures for analyzing data and using the information to plan subsequent instruction.</p>
Vertical Articulation	<p>FINDING: A large number of students are performing below grade-level expectations as evidenced by state and local assessments.</p> <p>RECOMMENDATION: Vertical articulation between the middle and elementary schools is recommended.</p>	<p>FINDING: A large number of students are performing below grade-level expectations as evidenced by state and local assessments.</p> <p>RECOMMENDATION: Vertical articulation between the middle, elementary, and high schools is recommended.</p>	<p>FINDING: A large number of students are performing below grade-level expectations as evidenced by state and local assessments. Many freshmen enter high school lacking the prerequisite skills.</p> <p>RECOMMENDATION: Teachers from middle and high school should collaborate on a consistent basis.</p>

Recommendations from Personnel Audit
Licensure issues should be reviewed and resolved as quickly as possible.
Greater care should be used when hiring administrative and supervisory staff to be sure individuals either hold or qualify for the appropriate license and endorsement before an offer of employment is made. All license applications, but especially those for school and division leaders, must be submitted to the Virginia Department of Education (VDOE) in a timely manner. State law requires individuals to hold a valid license with the proper endorsement.
The same standard outlined in Recommendation 2 should be applied to the teaching staff, including situations when moving teachers to new assignments within the division.
Care should be taken to be sure that 100% of the teachers in the division are reported in the annual personnel and licensure data collection.
Consideration should be given to encouraging teachers to complete all licensure coursework, including professional studies, at Virginia colleges and universities with state-approved teacher preparation programs based on the Virginia Standards of Learning and related assessments rather than relying on online, out-of-state institutions.
Procedures should be continued that assure that contracts be issued only to employees who hold valid licenses that will be in force for the contractual year.
Human Resources staff should work with the middle school principal to adjust the middle school master schedule to correct the out-of-endorsement issues for 2013-2014.
Human Resources staff should work with building principals and central office instructional staff during the development of each school's master schedule to be sure no teachers are assigned classes outside of their endorsement area without the written approval of the division superintendent.
The school board, division superintendent, and central office leadership team must work together to take whatever measures necessary to stabilize school administrative teams and faculties at each school. High rates of turnover significantly hurt faculty morale, undermine school improvement efforts, and make improving student achievement even more difficult. Among the issues that this group must address is the growing salary discrepancy between Franklin City Public Schools and neighboring school divisions.
While the practice of paying signing bonuses appears to be a valid incentive, the division's practice of using Title II funds to pay for coursework should be reconsidered.
<p>A number of operational changes should be completed in Human Resources including:</p> <ul style="list-style-type: none"> • Separating fingerprint and Social Services Registry reports into a separate locked file. • Establishing a procedure for administrative review of all fingerprint and Social Services Registry reports. • Halting the practice of photocopying Social Security cards and driver licenses for all new employees and simply verifying these numbers during new employee processing. Also, consult with counsel regarding purging all copies of Social Security cards and driver licenses from existing personnel files (both active and inactive files). • Assuring that all personnel files, including those of new employees, are stored in locked files.

Recommendations from Personnel Audit

- Establishing a requirement that employees sign a copy of their electronic application when they come to the division for an on-site interview.
- Working with the Finance staff, the division should study integrating Human Resources with Payroll and Benefit systems. Also, they should explore document management strategies to reduce the excessive paper files for division personnel.
- Human Resources staff should provide building principals with guidance or a template for writing a more formal letter of reprimand.

Policy manual corrections should be completed.

The division may want to study the scope of additional work that is being required of employees.

The division superintendent and the director of Human Resources should continue to work with principals and encourage them to meet the stated goals regarding classroom observations in their building. Strong consideration should be given to increasing the observation expectations as long as schools are *Accredited with Warning*, especially earlier in the school year. The observation schedule for teachers on a Structured Growth Plan must be corrected as noted in the findings.

One of the first priorities of the new Director of Instruction should be a divisionwide review of the pre-tests and post-tests being used for student achievement goal setting as required by Standard 7 of the teacher evaluation system to assure the tests are consistently rigorous, valid, and reliable across all grade and subject areas.

The director of Human Resources should continue to work with building principals to increase the sense of shared responsibility for licensure issues regarding teachers assigned to their schools.

Central office staff responsible for professional development for division staff should provide all participants with documentation of their participation in the form of an e-mail, memorandum, or certificate to assist them in tracking renewal points for licensure.

Consideration should be given to providing relief to the Director of Special Education, providing assistance with administrative duties relating to the individualized education program (IEP) management and Medicaid reimbursement that are more clerical in nature. This will allow for the provision of more direct instructional support to special education classroom teachers and case managers to address instructional issues and IEP development.

A divisionwide employee handbook should be developed to address information common to all schools. This would allow each school to then concentrate on their building-specific information and result in a more consistent, uniform message to employees. Handbooks at each school should be comprehensive and not simply say "See the Student Handbook."

A comprehensive induction and mentoring program should be consistently implemented for all teachers during their initial year of employment with extended support for the remainder of their probationary contract years.