VIRGINIA BOARD OF EDUCATION
AGENDA ITEM

Agenda Item:	**Q**
Date:	**March 17, 2022**
Title:	**Written Report: Update on the Implementation of the Memorandum of Understanding between the Board of Education and Identified Divisions**
Presenter:	**Dr. Aurelia Ortiz, Director of School Quality**
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Purpose of Presentation:
For information only: No action required.

Executive Summary:
The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

In October 2004, the Virginia Board of Education (Board) established criteria for identification of low-performing school divisions to undergo a division-level academic review.

During the 2021-2022 school year, five divisions were under the guidance of a Memorandum of Understanding (MOU) with the Board: Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools.

The purpose of this report is to provide updates regarding the implementation of MOU requirements for the reporting period of July 2021 – February 2022. The five attachments included with this report detail each school division's progress as noted in their respective MOUs.

- **Attachment A** contains the update for Danville City Public Schools

- **Attachment B** contains the update for Greensville County Public Schools

- **Attachment C** contains the update for Petersburg City Public Schools

- **Attachment D** contains the update for Prince Edward County Public Schools

- **Attachment E** contains the update for Richmond City Public Schools

Action Requested:
No action requested.

Superintendent's Recommendation
The Superintendent of Public Instruction recommends that the Board of Education receive this written report.

Previous Review or Action:
No previous review or action.

Background Information and Statutory Authority:

Standard 3 (**§ 22.1-253.13:3**) of the Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

> ...Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board. Each local school board shall report the accreditation status of all schools in the local school division annually in public session.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

> ...When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, the Board may require a division-level academic review. After the conduct of such review and within the time specified by the Board, each school board shall enter into a memorandum of understanding with the Board and shall subsequently submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division meet the standards established by the Board. If the Board determines that the

proposed corrective action plan is not sufficient to enable all schools within the division to meet the standards established by the Board, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.

Timetable for Further Review/Action:
No further review or action is needed. The Office of School Quality will provide the next status update during the fall of 2022.

Impact on Fiscal and Human Resources:
None.

Office of School Quality
Interim Report
Danville City

February 2022

Division Information
Region: **VI**
Superintendent's Name: **Dr. Angela Hairston**
Memorandum of Understanding (MOU) Date: **July 16, 2020**
Corrective Action Plan (CAP) Date: **November 2020**

Per the Standards of Quality:
The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth 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 on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [§ 22.1-253.13:3.]

In fulfilling this requirement and the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Danville City Public Schools, the Office of School Quality (OSQ) meets with the school division and reviews:

> (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and
> (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

During the 2021-2022 school year, Danville City Public Schools continued under the guidance of a Memorandum of Understanding (MOU) with the Board. The purpose of this *interim* report is to provide an update regarding the Danville City Public School's implementation of the MOU for the reporting period of July 2021 – June 2022. Additionally, this report provides an update on progress related to the division's Corrective Action Plan (CAP), monitoring the division's comprehensive school improvement plans (CSIPs), and an overview of the technical assistance opportunities provided.

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Report Details

A.   Accountability

The Virginia Board of Education accreditation standards provide a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school-quality indicators, including student achievement, chronic absenteeism, graduation, dropout rate, student membership, and participation rates.

State-level Accountability: Schools are rated on each school quality indicator and also receive a summative rating of either **"Accredited," "Accredited with Conditions,"** or in the case of a school that has not made a good faith effort to implement corrective actions, **"Accreditation Denied."**

Accreditation Ratings: Under the revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (also referred to the *Standards of Accreditation*), schools earn one of the following three accreditation ratings:

- **Accredited** — Schools with all school-quality indicators at either Level One or Level Two
- **Accredited with Conditions** — Schools with one or more school-quality indicators at Level Three
- **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.
  - A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

State Summary[1]	Elementary	Middle	High	Totals
Total Number of Schools in Division	7	2	2	11
Accredited	1		1	2
Accredited with Conditions	6	2	1	9

At the state level, performance on each school-quality indicator is rated at one of three levels:
- Level One: Meets or exceeds standard or sufficient improvement;
- Level Two: Near standard or making sufficient improvement;
- Level Three: Below standard

School Quality Indicator (Number of Schools in Division with Level Three Status)[1]	Elementary	Middle	High	Totals
English All	4	2	0	6
English Achievement Gap	5	2	0	7

[1]Data Source: School Accreditation Report 2019-2020

Mathematics All	3	1	0	4
Mathematics Achievement Gap	4	1	1	6
Science All	4	2	1	7
Chronic Absenteeism	0	0	0	0
Graduation and Completion	N/A	N/A	0	0
Dropout	N/A	N/A	1	1

Federal-level Accountability: Under the *Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (ESSA)*, schools are identified for support and improvement at the federal level based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standard of Learning reading and math assessments, growth in reading and math achievement for elementary and middle schools, high school graduation rates, and progress in English Learners gaining proficiency in English. In addition, schools are rated on school quality indicators and student success, including chronic absenteeism and school accreditation rating. Schools may be identified for one of three ratings for support and improvement:

- Comprehensive Support and Improvement (**CSI**): lowest performing five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent based on the performance of all students - these schools are identified every three years;
- Targeted Support and Improvement (**TSI**): Title I and non-Title I schools with one or more consistently underperforming student groups that do not meet the interim measure of progress for two consecutive years and are in the lowest two quartiles for growth and English Learner progress - these schools are identified annually; or
- Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

Federal Summary[2]	**Elementary**	**Middle**	**High**	**Totals**
Total Number of Schools in Division	5	2	0	7
CSI	3	0	0	3
TSI	2	0	0	2
ATSI	0	2	0	2

[2]Data Source: Schools Identified for Support and Improvement (2019-2020)

B. Data from 2020-2021

Chronic Absenteeism Rates: Students who are absent ten percent (10%) or more of the school year are identified as being chronically absent, regardless of whether absences are excused or unexcused. The chart below provides the Division Chronic Absenteeism Rate for 2018-2019 and 2020-2021 compared to the State Chronic Absenteeism Rate.

Student Group[3]	2018 - 2019		2020 - 2021	
	Division	State	Division	State
All Students	19.1	10.7	22.5	11.1
Black	19.4	13.1	25	17.9
Economically Disadvantaged	23.5	16.4	26.3	18.6
English Learners	14.6	11.7	13.9	13.5
Hispanic	15.7	12.8	16.9	13.8
Multiple Races	25.1	10.9	22	11.4
Students with Disabilities	24.2	16.3	27.8	15.8
White	19.1	9.5	17.5	8.1

Four-year Graduation Rates: The data reported below represent the division's 4-year graduation rate and the division's ranking of that rate based on all divisions in the Commonwealth. (132 divisions)

Year[4]	Division Rate	Division Rank	State Rate
2019	81.69	128	91.53
2020	81.17	128	92.48
2021	79.14	129	92.99

Standards of Learning (SOL) Division Subject Pass Rates: 2020-2021 Standards of Learning (SOL) assessment results reflect reduced student participation in state assessments due to COVID-19. SOL Reading, Mathematics, and Science assessment results for 2019-2020 are not available due to the closure of schools and the cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

[3]Data Source: School Quality Profiles
[4]Data Source: Virginia Cohort Report

Year[5]	Rate/Subject	English: Reading	Mathematics	Science
2018-2019	Division Pass Rate	52	51	49
	State Pass Rate	78	82	81
	Difference	*-26*	*-31*	*-32*
2020-2021	Division Pass Rate	43	30	33
	State Pass Rate	69	54	59
	Difference	*-26*	*-24*	*-26*

Student Fall Membership: The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public schools on September 30. This report, known as Fall Membership, is submitted by each school in Virginia that officially enrolls students (i.e., student records are maintained on a Virginia teacher's register or automated system).

Membership Count[6]	2018-2019	2021-2022	Percent of Change
Division	5686	5736	Increased .88%
State	1,290,513	1,251,970	Decreased 2.99%

[5]Data Source: School Quality Profiles
[6]Data Source: Fall Membership Reports

C. Corrective Action Plan (CAP): Progress of Essential Action(s)

Per the Memorandum of Understanding (MOU):

*The **Danville City School Board**, the central office staff, and stakeholders will develop a corrective action plan (CAP) in conjunction with the Office of School Quality (OSQ) and other relevant VDOE offices and implement essential actions to comply with the Standards of Quality and improve student achievement with a focus on the following categories:*

- *Academics and Student Success*
- *Leadership and Governance*
- *Operations and Support Services*
- *Human Resource Leadership [pg. 2]*

OSQ staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the CAP and to review quarterly data, which may include the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Danville City Public Schools (DCPS) to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Danville City School Board). Specific next steps will be developed as needed. [pg. 2 Item #3]

The Danville City School Board will direct the division superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the CAP; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the CAP. Data points to be reviewed may include the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by DCPS to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Danville City School Board). Specific next steps will be developed as needed. [pg. 4 Item #2]

Items specific to the MOU
Dr. Angela Hairston was appointed Superintendent of Danville City Public Schools on December 1, 2020. The OSQ provides an executive liaison and a consultant to support DCPS leadership in monitoring the implementation and impact of the CAP. On October 28, 2021, a meeting was held with the VDOE Superintendent of Instruction, the VBOE president, the LEA, and the Danville Superintendent. The meeting provided the superintendent with an opportunity to update VDOE and VBOE on the progress of certain CAP elements. Additionally, the DCPS board received training from the Virginia School Boards Association (VSBA) on October 28, 2021.

OSQ provided a consultant to support the division's review and revision of their human resource practices, policies, and teacher evaluation system.

Corrective Action Plan Progress Meetings

Corrective Action Plan (CAP) Meetings occurred on July 13, 2021, September 28, 2021, and January 25, 2022, with OSQ and Division leadership. Additionally, OSQ held Comprehensive School Improvement Plan (CSIP) monitoring meetings with principals and division leadership on October 19 and 20, 2021.

The following meetings will occur between OSQ and division leadership:
- Essential Action Review-March 29, 2022
- CSIP Spring Monitoring-April 26, 2022
- CAP meetings on May 24, 2022, and July 26, 2022.

In 2021-2022, in addition to the CAP Progress meetings, OSQ implemented focus area meetings to engage the division in reflective dialogue to improve practices. The division and OSQ rate each essential action's progress using the scale of *not started, planning, initial implementation, full implementation (first year), and operational (second and third year)*. During the meeting, the division and OSQ discuss progress on the essential actions, with the artifacts provided by the division to support the rating. This continuous improvement process provides the opportunity for OSQ to provide feedback to the division. Status of the essential actions will be determined in the Spring 2022.

OSQ Summary of Essential Action Progress

Danville City Public Schools (DCPS) was provided support from an OSQ executive liaison and an OSQ consultant to develop their CAP. With its associated action steps, the division's finalized CAP provides the foundation for the DCPS CAP meetings. The Office of School Quality began holding meetings to review the academic progress of the CAP in February 2021. The DCPS CAP includes the focus areas of Planning, Process and Protocol, Professional Development, and Analysis and Program Evaluation. The DCPS CAP includes twelve essential actions focused on improving student achievement and compliance with the Standards of Quality. These focus areas also address the key priorities stated in the MOU.

DCPS has an additional CAP in place, known as the Results Driven Accountability (RDA) CAP. The RDA CAP was issued by the VDOE Department of Special Education and Student Services. The VDOE issued the RDA CAP after the federal programs monitoring visit. The RDA requires the correction of issues of non-compliance discovered during file reviews as part of the Division Level Review. The next steps have been identified and agreed upon for several items, including a follow-up student record review action. During the next Special Education Program Improvement (SEPI) activity, VDOE and DCPS will conduct a review of randomly selected student files in selected schools for compliance review

by OSQ staff. Additional record review studies will be conducted for schools not selected during the first review.

OSQ acknowledges DCPS's accomplishment in its work towards developing an aligned written, taught, and tested curriculum. The Danville Essential Knowledge and Skills (DEKS) curriculum is in the first full year of implementation for four core content areas. The division has complemented the curriculum work with the development of instructional walkthrough tools. The division and the OSQ consultants conduct monthly walkthrough visits with all the schools in their division. Following the visits, the division, the OSQ consultants, and the building leadership engage in conversations focused on the alignment of the lesson plan and the delivery of the classroom lesson. The walkthrough tool also notes student engagement, use of high-order questioning skills, and instructional strategies. The division provides feedback on the progress and identifies the next steps for each school.

It should be noted that DCPS has actively engaged in monitoring supports provided to the schools. These supports include participating in OSQ technical assistance sessions focused on Conducting a Comprehensive Needs Assessment (CNA), Developing a Comprehensive School Improvement Plan (CSIP), and Monitoring the CSIP. As a result of these technical assistance sessions, DCPS shared its 90-day Action plan to monitor CSIPs. Additionally, DCPS participated in a technical assistance session on *High Leverage Practice*s offered by the Department of Special Education, Student Support Services.

Beginning in September, DCPS has provided many artifacts relating to each of the four focus areas. DCPS shared with OSQ the division's Tier I Instruction Plan, the updated plan for lesson plan review, and the division's instructional walkthrough tool, as well as the division's school intervention monitoring plan, the division's early warning system, and process to assist the school in making data-informed decisions. DCPS shared that the expectation is for weekly Data Dialogues meetings with teachers, led by administrators, to review and act upon the most recent student-level data that has been communicated. A system has been devised for collecting and monitoring evidence from these activities.

During 2020-2021 reporting dates of March 1 through May 3, Danville reported[7] an instructional operational status of partial in-person for all reporting cycles. The OSQ recognizes the challenges that the last two years have brought to the divisions; however, DCPS leadership has not wavered from the mission of improving student achievement for all students. OSQ looks forward to seeing the impact of DCPS's efforts. For a more thorough report of the actions that DCPS is taking, see section D of this report which provides the division report on specific data sets and next steps based on an analysis of the data.

Recognizing the efforts of the division's efforts toward continuous improvement, development of processes and procedures, and commitment to student achievement, OSQ recommends the following next steps:

- Per the responsibilities referenced in MOU Item #1, Danville City Public Schools will present artifacts to demonstrate evidence of the division's progress towards attaining the goals of the corrective action plan.

[7]Data Source: Instructional Modality

- OSQ staff will utilize the division's artifacts to engage in coaching conversations during CAP meetings focused on the division's identified action steps for improving all schools.
- Continue the bi-monthly meetings between OSQ and the Danville City Public Schools to evaluate the progress of the division's essential actions from the CAP. The focus of the meeting will be a status update on the division's implementation of the MOU and the division's efforts to monitor the impact of the comprehensive school improvement plans.
  - The discussion will foster the division's leadership capacity and support the sustainability of the efforts at the division- and the school-level.
- The OSQ expects Danville City Public Schools superintendent to direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by OSQ to continue building the capacity of both the division's leadership team and the school-based leadership.

The focus of the technical assistance sessions and additional professional development is to support the implementation of strategies for improving student achievement in low-performing schools.

OSQ Monitoring of CSIP and Evidence-Based Interventions

The Office of School Quality is committed to building division leadership capacity through coaching and collaboration. As such, OSQ provides ongoing support to the division. The meetings noted below are examples of specific citations of opportunities in which the division and school leadership report on their progress monitoring efforts, share data, and identify next steps.

Comprehensive School Improvement Plan (CSIP) Reviews: Meetings with OSQ, division's leadership, and school principals occurred on October 19 and 20, 2021. OSQ provided feedback to the division regarding developing goals to address the factors identified in the needs assessment related to the performance on indicators through essential actions and evidence-based and/or research-based strategies. Principals of the following schools attended the meetings:
- G.L.H Johnson Elementary School
- Edwin A. Gibson Elementary School
- Park Avenue Elementary School
- Woodberry Hills Elementary School
- Schoolfield Elementary School
- Westwood Middle School
- George Washington High School

Comprehensive Support and Improvement (CSI) School Monitoring: Under the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)*, local educational agencies (LEAs) receiving school improvement grant (SIG) funds must monitor whether the school is implementing the evidence-based interventions per the LEA's application for school improvement funds and whether the school is making academic progress (ESEA section 8101(21)(A)(i)). Meetings

with OSQ, division leadership, and school principals were held on January 20, 2022. Principals of the following schools attended the meetings:
- G.L.H Johnson Elementary School
- Edwin A. Gibson Elementary School
- Woodberry Hills Elementary School

Monitoring of Implementation and Impact of CSIP: Meetings will occur with division leadership and principals on April 26, 2022, to "monitor evidence of the school's progress in implementing the [CSIP], to track the improvement on the indicator, and to identify next steps." [8VAC20-131-400]. Principals of the following schools will attend the meetings:
- G.L.H Johnson Elementary School
- Edwin A. Gibson Elementary School
- Park Avenue Elementary School
- Woodberry Hills Elementary School
- Schoolfield Elementary School
- Westwood Middle School
- George Washington High School

School Improvement Grant (SIG) Funds: Per the U.S. Department of Education, Office of State Support, School Improvement Grants (SIGs), authorized under section 1003(a) of Title I of the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)* are grants awarded to local educational agencies (LEAs) that demonstrate a commitment to use the funds to provide resources to raise the achievement of students in their lowest-performing schools substantially. Only a division with a school(s) that meets the statutory identification requirements for school improvement as defined under the Every Student Succeeds Act (2015) may apply for School Improvement Grants. DCPS received a total of **$810,464.80** in 2018-2022 SIG awarded funds.

Technical Assistance

The Director of the Office of School Quality (OSQ) will coordinate with the OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and CAP. An OSQ-selected representative may also be assigned to attend and participate in all leadership team meetings and leadership activities to ensure the alignment of division programs and processes to the MOU, the CAP, and the DCPS Division's Strategic Plan. [pg.2 #1]

The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implements with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU. [pg.5 Item #7]

Listed below are the universal supports that OSQ provides for all divisions. Items noted with an asterisk (*) are technical assistance(s) provided by OSQ/VDOE to support specific division needs. Evidence of outcomes from technical assistance and professional development provided

and/or recommended by OSQ will be captured through the review process of essential actions included in the CAP during Spring 2022 progress meetings.

July 2021
- July 8 - Quick Takes Bulletin -Theme: Developing a Comprehensive Improvement Plan (CSIP)
- July 8 - Comprehensive Needs Assessment (CNA) Overview Webinar
- July 19 - On-Time Graduation Committee Meeting with OSQ*
- July 22 - Evidence-Based Interventions (EBI)Webinar
- July 27 and 28-Technical Assistance CSIP Development *

August 2021
- August 5 - Comprehensive School Improvement Plan (CSIP) Overview Webinar
- August 11 and 12 - VDOE Mathematics Webinar #1 Addressing Unfinished Learning in the Secondary Mathematics Classroom (early registration access provided)
- August 12 - Quick Takes Bulletin-Theme: Monitoring and Implementation
- August 17 - Level Three and Federally Identified Schools Monitoring Process for 2021-2022 Webinar
- August 17 - VDOE Mathematics Office Hours
- August 18 - Essential Action and Revised Corrective Action Plan Process Meeting*
- August 19 - Quality Time: School Quality Open Office Hours by Appointment
- August 31 - VDOE Mathematics Webinar #2 Bridging for Math Strength Webinars (early registration access provided)

September 2021
- September 2 - VDOE Mathematics Office Hours
- September 8 - Overview of Monitoring and Implementation Webinar
- September 9 - Quick Takes Bulletin -Theme: Evidence-Based Interventions and practices
- September 16 - Quality Time: School Quality Open Office Hours by Appointment

October 2021

- October 4 and 14 - VDOE Mathematics Webinar #3 Using Small Group Instruction to Address Unfinished Learning (early registration access provided)
- October 4 - On-Time Graduation Committee Meeting with OSQ*
- October 6 - Professional Learning Network (PLN)
- October 7 - Quick Takes Bulletin -Theme: Quality Feedback
- October 7 - Evidence-Based Interventions Overview Webinar
- October 18 and 25 - VDOE Mathematics Webinar #4 Structuring Effective Mathematics Intervention
- October 19 - VDOE Mathematics Office Hours
- October 20 - On-Time Graduation Committee Meeting with OSQ*
- October 21 - Quality Time: School Quality Open Office Hours by Appointment
- October 26 - VDOE Mathematics Office Hours

November 2021
- November 3 - Professional Learning Network (PLN)

- November 4 - Quality Feedback Webinar
- November 10 - Quick Takes Bulletin -Theme: Coaching Conversations Part I
- November 12 - Support Meeting with VDOE Curriculum Team*
- November 17- On-Time Graduation Committee Meeting with OSQ*
- November 18 and 19 - Principal Leaders Conference

December 2021
- December 1 - Professional Learning Network (PLN)
- December 1 - Comprehensive School Improvement Schools Monitoring Training
- December 2 - Coaching Conversations Part I Webinar
- December 9 - Quick Takes Bulletin -Theme: Coaching Conversations Part II
- December 16 - Quality Time: School Quality Open Office Hours by Appointment

January 2022
- January 12 - Professional Learning Network (PLN)
- January 13 - Quick Takes Bulletin -Theme: Developing Shared Leadership
- January 13 - Strategies for Effective Coaching Conversations Part II Webinar
- January 19 - Spring Monitoring Process Technical Assistance
- January 20 - Quality Time: School Quality Open Office Hours by Appointment
- January 26 - On-Time Graduation Committee Meeting with OSQ*

February 2022
- February 2 - High Leverage Practices Webinar*
- February 3 - Developing Shared Leadership Webinar
- February 10 - Quick Takes Bulletin -Theme: Facilitating Conversations for Consensus
- February 12 - Teachers in Action Workshop #1
- February 17 - Quality Time: School Quality Open Office Hours by Appointment

March 2022
- March 3 - Facilitating Conversations for Consensus Webinar
- March 5 - Teachers in Action Workshop #2
- March 10 - Quick Takes Bulletin-Theme: Long Range Data Planning
- March 12 - Teacher in Action Workshop #3
- March 17 - Quality Time: School Quality Open Office Hours by Appointment

D. Division Data Reporting

This section includes data reported by the Division to monitor the progress of School Quality Indicators, Staffing, Professional Development, and Curriculum Implementation Monitoring. The Division has generated all data.

Student Academic Progress Table: Localized Assessments					
School/Subject	**Student Group(s)**	**Proficiency Percentage**			**Name of Assessment/ Date of Reporting**
Edwin Gibson ES - Reading	READING	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)
	• All	44	49	11%	
	• Black	49	66	35%	
	• Disadvantaged	49	67	37%	
	• Disabilities	32	58	81%	*Growth is represented as the percent change from Q1 to Q2.*
Edwin Gibson ES - Mathematics	MATHEMATICS	Q1	Q2	GROWTH*	
	• All	45	54	20%	
	• Black	57	55	-4%	
	• Disadvantaged	56	57	2%	
	• Disabilities	40	35	38%	
Edwin Gibson ES - Science	SCIENCE	Q1	Q2	GROWTH*	
	• All	39	53	36%	
GJH Johnson ES-Reading	READING	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)
	• All	38	50	32%	
	• Black	24	62	158%	

	• Disadvantaged	27	60	122%	*Growth is represented as the percent change from Q1 to Q2.*
	• Disabilities	25	58	132%	
Park Avenue ES-Reading	READING	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)

Growth is represented as the percent change from Q1 to Q2. |
	• Black	35	70	100%	
	• Disadvantaged	38	67	76%	
	• Disabilities	28	53	89%	
Park Avenue ES-Mathematics	MATHEMATICS	Q1	Q2	GROWTH*	
	• Black	53	70	32%	
	• Disadvantaged	51	69	35%	
	• Disabilities	52	60	15%	
Park Avenue ES-Science	SCIENCE	Q1	Q2	GROWTH*	
	• All	37	48	30%	
Schoolfield ES-Science	SCIENCE	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)

Growth is represented as the percent change from Q1 to Q2. |
	• All	44	61	39%	
Woodberry Hills ES-Reading	READING	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021
	• All	45	51	13%	
	• Disadvantaged	57	67	18%	
	• Disabilities	49	62	35%	

Woodberry Hills ES-Mathematics	MATHEMATICS	Q1	Q2	GROWTH*	(Q1), December 2021 (Q2)
	• All	50	60	20%	*Growth is represented as the percent change from Q1 to Q2.*
	• Disadvantaged	60	70	17%	
	• Disabilities	35	68	94%	
O Trent Bonner M-Reading	READING	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)
	• All	38	45	18%	
	• Black	31	41	32%	
	• Disadvantaged	30	38	27%	
	• Disabilities	23	34	48%	*Growth is represented as the percent change from Q1 to Q2.*
O Trent Bonner MS-Mathematics	MATHEMATICS	Q1	Q2	GROWTH*	
	• All	41	44	7%	
	• Black	37	47	21%	
	• Disadvantaged	23	34	27%	
	• Disabilities	27	33	22%	
O Trent Bonner MS-Science	SCIENCE	Q1	Q2	GROWTH*	
	• All	45	51	13%	
Westwood MS-Reading	READING	Q1	Q2	GROWTH	Quarterly Benchmark Assessment Average Score, October 2021 (Q1), December 2021 (Q2)
	• All	32	42	31%	
	• Black	28	42	50%	
	• Disadvantaged	29	41	41%	
	• Disabilities	28	40	43%	
Westwood MS-Science	SCIENCE	Q1	Q2	GROWTH*	*Growth is represented as the percent change from Q1 to Q2.*
	• All	46	51	11%	
George Washington HS-Mathematics	MATHEMATICS	Q1	Q2	GROWTH*	Quarterly Benchmark Assessment Average Score, October 2021
	• Disadvantaged	38	44	16%	
	• Disabilities	35	33	-6%	

	● White	37	41	11%	(Q1), December 2021 (Q2)
George Washington HS-Science	SCIENCE	Q1	Q2	GROWTH*	*Growth is represented as the percent change from Q1 to Q2.*
	● All	41	47	15%	

Division Summary of Next Steps

A district focus has been placed upon Tier 1 instruction using an acceleration mindset utilizing the gradual release model. The continued emphasis will be placed on alignment to:
- The Standards of Learning to content and cognitive level of the standard,
- Unpacking the standard using the VDOE unpacking tool with a laser focus on what students have to know and be able to do, possible misconceptions, content-specific strategies to support learning, and;
- Posting and communicating clear learning intentions with success criteria through professional learning communities (PLC) support by Coordinators, Specialists, and Instructional Leadership Team.

Key components within the focus areas are as follows:
Core Academics

Literacy:
- Use of authentic text daily
- Use of Comprehensive Literacy: English Instructional Plans
- UVA Professional Learning support in reading for teachers K-8 with an emphasis on grades 3 and 6
- Daily connected writing integrated into lessons using the writing framework
- Exemplar writing samples for grades K-12
- Scoring calibrations to be done in conjunction with the Q3 Benchmarks
- District-wide reading initiative

Mathematics:
- Use of VDOE resources (Math Instructional Plans, Quick Checks, Bridging Math resources)
- Increase the use of manipulatives and visuals in teaching and learning
- Support during PLCs using problem-solving strategies
- To support writing, students will justify their reasoning using complete sentences
- Increase middle and high school supports for Algebra Readiness

Science:
- Use of scientific investigations skills into daily lesson plans
- Implementing evidence-based instructional strategies
- Use of VDOE resources
- Writing integrated daily into lessons

Chronic Absenteeism		
School	**Chronic Absenteeism Rate**	**Date of Measurement**
Edwin Gibson ES	10.02%	01/22/2022
GJH Johnson ES	5.91%	01/22/2022
Schoolfield ES	7.61%	01/22/2022
Woodberry Hills ES	7.92%	01/22/2022
O Trent Bonner MS	17.35%	01/22/2022
Westwood MS	18.56%	01/22/2022

Division Summary of Next Steps

Attendance

Tier 1 Universal Supports:
- Established a process to review daily and weekly attendance routines
    1. Monitor attendance regularly to review data for patterns at a weekly Student Services check-in
- Continue to send communication to families when students are absent using the following strategies:
    1. PowerSchool Calls
    2. Teacher phone calls or texts to parents
- Recognize improved attendance through PBIS/VTSS monthly celebrations
- Collaborate with School Nurses on chronically absent students to create or modify health plans and/or intermittent homebound services

Tier 2 Early Interventions:
- Targeted supports are determined by absenteeism data:
    1. Mentoring is provided for all identified students (in-person or virtual)
    2. Tailored physical and mental health support in conjunction with local agencies (Danville Pittsylvania Community Services, Madeline Center, LifePush, etc.)
    3. Create individual attendance plans with families and students
    4. School-based Truancy Response Team meets with students and parents with five or more absences

Tier 3 Intensive Interventions:
- Parent conference with each additional absence beyond within 7-10
- Coordinate case management with multiple systems including Danville Pittsylvania Community Services, Danville Social Services, Housing and Neighborhood Development for Homeless and Transitioning families
- Conduct Pre-Court referrals for Family Assessment and Planning Team (FAPT)

- Provide home visits from Student Services and School Resource Officers

  Next steps for improving attendance:
- Conduct a Spring Truancy Response Team (TRT) training with each school's TRT chair and attendance clerks
- Develop District-wide Attendance Incentive Campaign will begin in March
    1. Monthly Classroom Attendance Competitions
    2. 10 Day Perfect Attendance Challenge
    3. Quarterly Attendance Challenge
    4. End of year award recognition
- Monitor schools with the highest percentage of chronically absent students to adjust school and student plans

Graduation Completion			
School	**Number of Students on Track for Graduation**	**Total Number in Cohort**	**Measurement Date**
George Washington	263	368	1/21/2022

Division Summary of Next Steps
- During the 2021-22 school year, with the course audit of the 2022 cohort students, DPS definition of "on track" is as follows:

Grade Level	Required Credits	Required Verified Credits
12th	14+	3+

- **The GWHS school counselor assignment process was reorganized.** No longer are the school counselors assigned to students according to their grade level. Doing so created a gap in cohort monitoring for students who became off cohort due to being assigned to a new school counselor the following year. By assigning school counselors alphabetically according to students' last names, the school counselor is attached to the student for the duration of their time here at GWHS.

- **DPS implemented a cohort tracking system for withdrawals.** Effective this year, the withdrawal documents for all students are maintained in an alphabetically organized cohort withdrawal notebook. The notebook contains copies of the student's withdrawal application and records request forms/withdrawals for their new school. In addition, the registrar immediately uploads scanned copies of all records to the documents tab in PowerSchool. In addition, a tiered approach to withdrawals has been implemented; all withdrawals must go through Tier 1 (school-based) and Tier 2 (district-level) before any student can be withdrawn.

- **DPS Implemented cohort-specific homerooms that utilize the Teachers-As-Advisors (TAA) model to monitor student grades, attendance, and behavior.** TAA is a systematic method of delivering information to students by a trained, caring adult advisor who advocates for his/her "advisees" and facilitates sessions focusing on **1) Career Development, 2) Academic Planning, and 3) Life Skills**. By arranging our homerooms by cohort entry year instead of grade level, there creates a robust, lasting bond between the homeroom advisor and the student for the entire four years of their time here at GW. TAA sessions occur monthly during an extended homeroom block.

- **School counselors conduct individual/small group "advisement" sessions with their students twice per year, with the first session occurring within the first 30 days of school.** The school counselors conducted transcript audits during these sessions and offered advice for future courses.

- **School counselors created electronic Graduation Plans for all students within the student information system, PowerSchool.** Graduation Planner reports are available to parents through the PowerSchool Parent Portal so families can be partners in monitoring and encouraging students to meet graduation requirements on time.

- **School counselors utilize the Early Warning System (EWS) in the division instructional improvement system, Performance Matters, to identify students for support, including creating intervention plans for academics, attendance/truancy, or discipline.** Intervention plans are attached to student files within Performance Matters and accessible to all staff serving those students.

- **The school counselor team, composed of administration, school counselors, the school secretary, and the registrar, conducts a monthly cohort audit for all students of the specified cohort.** The cohort list that is housed in SWSS is audited monthly in an attempt to account for all students attached to the cohort. The division completed this process in conjunction with the newly implemented cohort withdrawal process. Doing so monthly allows them to keep accurate records of cohort enrollment/withdrawals and ensures clean correct data is reported to the state.

- **Increase the number of students who take the ACT/SAT.** Working with the College Board to ensure that students have access to waivers that cover the cost of the testing fees. Students in grade ten were administered the PSAT10. The district funded these assessments for all students.

- **Conducted a parent night meeting to discuss post-secondary options for students.**

- **Offered SOL, ACT, SAT, and ASVAB test-taking strategies and workshops during the school day.**

- **Implement Edgenuity Credit Recovery opportunities by incorporating the class in the master schedule.** Students no longer have to wait until the summer to recoup credits lost. Students have access to night classes through Adult Education.

- **Utilize the Major Clarity platform for career readiness, college readiness, academic planning, and work-based learning.** Working collaboratively with counselors, students developed and enrolled in CTE pathways to ensure college and career-ready planning are developed early in a student's secondary school career.

- **Provide opportunities for targeted instructional support with FEV Tutor.** Provide personalized instructional support with scheduled and on-demand tutoring/homework help for coursework. Assign students to FEV tutor during expedited SOL retakes for targeted remediation before retaking SOL for verified credit.

- **Adult Education** Night Classes are offered based on the needs of students in the 2022 and 2023 graduation cohorts. Mentors through LifePush are assigned to students who are identified as high risk for dropping out of high school. Teen GED referrals are presented to a panel before acceptance into the program to ensure all avenues in the graduation plan.

Staffing		
School	**Number of Current Open Positions**	**Number of Anticipated Openings for 2022-2023**
Edwin Gibson ES	3 (2 licensed & 1 classified)	1 licensed
GJH Johnson ES	0	0
Park Avenue ES	0	0
Schoolfield ES	3 (2 licensed & 1 classified)	0
Woodberry Hills ES	0	0
O. Trent Bonner MS	7 (3 licensed & 4 classified)	2 licensed
Westwood MS	5 licensed	2 licensed
George Washington HS	5 (4 licensed & 1 classified)	3 licensed

Division Summary of Next Steps
Based on an analysis of the data, the Department of Human Resources is taking the following actions:

- Continue to use best practice hiring process and procedures approved by the Virginia Department of Education (as outlined in the division's plan)
- Bonuses and stipends will continue to be offered in the following areas: staff retention, extended learning days, and new hires (teachers and bus drivers)
- Implement critical aspects of the TalentEd platform to aid in maximizing the effectiveness of the Department of Human Resources in support of the following areas: *Intent to Return* notifications, resignations, retirements, employment contracts, and hiring implications
- Distribute and analyze *Intent to Return* forms (to include reasons for not returning)
- Review and analyze new staff hire data to identify Institutions of Higher Education and hiring platforms that are effective with recruitment efforts
- Analyze onboarding and offboarding staff data to look for trend data and make applicable adjustments, as needed
- Compare Institutions of Higher Education student teacher placements, DPS employment acceptance of those teachers, and their retention rates to identify patterns and make adjustments in all applicable areas
- Utilize various evaluative methods to gather data to determine the effectiveness of the mentor/mentee program and identify where adjustments are needed
- Ensure that the Department of Human Resources team members are continuously participating in capacity-building and professional growth opportunities
- Increase exposure for job postings and recruitment events through various platforms and outlets such as division website, LinkedIn, Indeed, radio, newspaper, television, community events and organizations, etc.
- Analyze recruitment data to make adjustments to the recruitment calendar and *Talent Acquisition and Recruitment Plan*

Division Professional Development Plan

Professional learning in Danville Public Schools occurs within a range of job-embedded activities that develop knowledge and understanding, sustain growth, and lead to refinements in practice. The DPS Professional Learning Plan includes professional learning activities for the 2021-2022 school year aligned with the DPS' strategic goals and initiatives. Learning opportunities are grounded in the district's mission and are implemented in ways that support and promote continuity and sustainability in instructional practice, collaboration, and self-reflection. The district-wide Professional Learning plan included the following:

DPS Summer Professional Learning Conference (July 12-15, 2021):
- *Purpose:* The purpose of the conference was to introduce the new DPS Curriculum resources and Instructional Expectations, and resources for data analysis in MAP and Performance Matters to drive instruction and increase student performance and achievement. In addition, the Summer Professional Learning Conference focused on instructional alignment and lesson planning.

- *Audience:* Teachers, Instructional Paraprofessionals, Principals, District Staff
- *Topics:* Courses focused on instructional alignment; planning effective and appropriate lessons; analyzing student performance data to create appropriate student goals; effectively using Canvas for in-person and virtual instruction to incorporate technology to increase student engagement. Courses included the following:
    1. DEKS Curriculum: Danville Essential Knowledge & Skills
    2. DPS Literacy Playbook: PreK-12 Reading & Writing Expectations
    3. DPS Instructional Expectations and DPS Instructional Block Expectations
    4. Performance Matters: My Dashboard, Student Detail, Baseball Card, and Goal Creation
    5. MAP Growth (Basics and Overview)
    6. Instructional Textbook Resources
- *Summary of Data:* Participants completed a post-conference survey regarding their experiences in the sessions. Results showed:
    1. 49% of the respondents indicated they had little to average knowledge of the content BEFORE the sessions.
    2. 86% of the respondents indicated they had a knowledgeable to a highly knowledgeable understanding of the content AFTER the sessions.
    3. 81.6% of the respondents rated the overall sessions as GOOD or EXCELLENT.

DPS Fall Learning Conference (October 12-15, 2021):
- *Purpose:* The purpose of the Fall Professional Learning Conference was to focus on instructional alignment, lesson planning, engagement strategies, and data analysis using the Danville Essential Knowledge and Skills resources, as well as to provide specific content training in all content areas using resources.
- *Changes to Professional Learning Plan:* Staff and administrators of middle and high schools participated in Project CRISS training response to walkthroughs and observation feedback– lack of evidence-based strategies. Project CRISS (CReating Independence through Student-owned Strategies) provides tools for educators to deepen student learning, increase engagement, and raise teacher effectiveness and creativity of individuals.
- *Audience:* Teachers, Instructional Paraprofessionals, Principals, Division Staff
- *Topics:* Courses focused on rigor and instructional alignment, planning effective and appropriate lessons, and analyzing student benchmark data. Courses included the following:
    1. Lesson Planning: Instructional Alignment – Content and Rigor Focus
    2. Performance Matters: Using Student Item Analysis *(Analyzing benchmark data)*
    3. Purposeful Evaluator Feedback for Teachers ***(for Administrators)***
    4. IEP Development for Special Education Teachers
    5. VESOL Curriculum for Special Education Teachers
    6. Phonemic Awareness Instruction with Haggerty
    7. Phonics Instruction with FUNdations Resources
    8. Project CRISS (CReating Independence through Student-owned Strategies)

- *Summary of Data:* Participants completed a post-conference survey regarding their experiences in the sessions. Results show:
    1. 52.9% of the respondents indicated they had *little* to *average knowledge* of the content BEFORE the sessions.
    2. 81.6% of the respondents indicated they are *knowledgeable* to *highly knowledgeable* understanding of the content AFTER the sessions.
    3. 82.7% of the respondents rated the overall sessions as AVERAGE to EXCELLENT.

Principal and Assistant Principal Meetings:
- *Purpose:* Principal and Assistant Principal meetings aim to provide professional learning opportunities to build instructional leadership capacity by supporting teachers in instruction, planning, and analyzing data.
- *Changes to Professional Learning Plan:* Staff and administrators participated in adjusted instructional block expectations professional learning sessions in response to walkthroughs and debriefings about misconceptions regarding expectations of the literacy and mathematics blocks.
- *Topics:* Sessions focus on providing effective feedback to teachers with lesson plans and observations; leading professional learning communities (PLCs); analyzing data and creating effective goals for students and staff; and developing and monitoring effective intervention plans.
    1. Lesson Planning: Instructional Alignment – Content and Rigor Focus
    2. Lesson Calibration and Inter-rater Reliability
    3. Writing Meaningful Feedback for Teachers
    4. Frontline Professional Development & Evaluation
    5. Content-Specific Strategies to Monitor as a Leader
    6. Teacher Evaluation Alignment to VDOE Expectations
    7. DEKS Curriculum: Danville Essential Knowledge & Skills
    8. DPS Literacy Playbook: PreK-12 Reading & Writing Expectations
    9. DPS Instructional Expectations and DPS Instructional Block Expectations
    10. Performance Matters: My Dashboard, Student Detail, Baseball Card, and Goal Creation

New Teacher Academy
- *Purpose:* The DPS New Teacher Academy provides professional development aimed at meeting the comprehensive needs of newly hired teachers. Division staff equip teachers with the latest research, practices, and strategies for instructional support, and engaging and managing students.
- *Audience:* Teachers in their first and second year of teaching; teachers new to DPS
- *Topics:* Course sessions are developed around the following components:
    1. Engaging and Supporting all Students in Learning
    2. Creating and Maintaining an Effective Classroom Environment
    3. Understanding and Organizing Subject Matter
    4. Planning Instruction and Designing Learning Experiences
    5. Assessing Student Learning
- *Summary of Data:*

1. 84.8% of the respondents said the content of the session was valuable and interesting.
2. 78.8% of the respondents felt the topics covered were relevant.
3. 96.9% of the respondents felt the information provided in the sessions was applicable in their work environment.

Professional Learning Communities with Solution Tree
- *Purpose:* Danville Public Schools' elementary schools incorporate the PLC process to meet regularly to analyze current levels of achievement, set SMART goals, create lesson plans aligned with the Virginia Standards of Learning (SOLs), develop formative and summative assessments, share strategies, along with research-based best practices. The purpose of the PLC is to develop new understandings and apply them to classroom instruction to impact student learning and achievement positively.
- *Audience:* Elementary administrators and school staff
- *Topics:* Course sessions are developed around the following components:
  1. Sessions focus on defining the roles and responsibilities of a PLC
  2. How to utilize PLCs effectively
  3. Planning collaboratively using PLCs

Performance Matters
- *Purpose:* The purpose of the Performance Matters training and coaching is to assist building administrators and teachers in how to effectively analyze data, use components of the Performance Matters platform to author and administer assessments, identify at-risk students, and manage early warning indicators, and creating, viewing and sharing reports.
- *Audience:* All building administrators and school staff
- *Topics:* Sessions focus on data analysis using Performance Matters:
  1. Creating Effective Benchmarks
  2. Creating and Managing Student Intervention
  3. Identifying, Prescribing, and Monitoring At-Risk Students
  4. Using Student Item Analysis to Evaluate Goals and Make Instructional Adjustments

The Science of Reading (University of Virginia)
- *Purpose:* Working with the Reading Program at UVA's School of Education and Human Development, the Science of Reading professional learning courses provide professional development on literacy development in children and evidence-based literacy assessment and instructional practices.
- *Changes to Professional Learning Plan:* Based on the SOL Growth data, grades 3 and 6 staff needed full-day intensive literacy professional learning support to impact student achievement.
- *Audience:* Building administrators and staff of grades kindergarten through eighth grade.
- *Topics:* Sessions focus on components of teaching reading
  1. The Science of Reading
  2. Word Recognition
  3. Fluency

4. Comprehension
5. Vocabulary
6. Reading Instruction for Diverse Populations
7. Reading Assessment and Data-Based Decision-Making

Next Steps
DPS Winter Professional Learning Conference (February 22-25, 2022):
- *Purpose:* The conference is to review content-specific strategies and reflect on student growth data, aligning student learning goals and success criteria with instructional strategies and rigor.
- *Audience:* Teachers, Instructional Paraprofessionals, Principals, District Staff
- *Topics:* Courses focus on content-specific strategies with instructional alignment and rigor; instructional strategies and support for all students; and analyzing and evaluating student goals. Courses include the following:
    1. The Science of Reading with the University of Virginia
    2. Using Performance Matters to Evaluate Goals and Make Instructional Adjustments
    3. Instructional Strategies for Students with Disabilities
    4. Strategies for increasing Reading and Writing proficiency for English Language Learners
    5. Lesson Planning: Instructional Alignment – Content and Rigor Focus
    6. Phonemic Awareness Instruction with Heggerty
    7. Phonics Instruction with FUNdations Resources
    8. Project CRISS (CReating Independence through Student-owned Strategies)
    9. Instructional Textbook Resources

Instructional Walkthrough Process

Principals and assistant principals conduct walkthroughs weekly with an expectation that each teacher will receive a walkthrough at least two times per month. Data on walkthroughs are collected weekly through Frontline by our Human Resource Division and shared with leadership to help stay on target. Walkthroughs and Lesson Plan Reviews are critical artifacts for the principal and assistant principal evaluations - **Instructional Leadership Standard** *1.2 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the division's strategic plan.*

Division/VDOE walks have occurred monthly, September 8-14, 2021, October 18-19, 2021, November 15-16, 2021, and January 12-13, 2022. The division staff have visited approximately 350 classrooms across all schools. Additional Division/VDOE walks are scheduled for February 9-10, 2022, March 23-24, 2022, April 27-28, 2022.

During each walk, division staff collected Glows and Grows for each school, as well as, determining the following steps as a division in a final debrief. An overview of monthly key points and next steps is below:

September
Key Takeaways
- Alignment of SOL content and cognition of learning tasks/activities.
- More authentic reading and connected writing in all schools.
- Needed a better-defined work period for literacy and math

Next Steps
1. The Office of Curriculum and Instruction also worked directly with principals during the September Principals Meeting to better define the work period for literacy and mathematics.
2. Continued to work on clear learning targets and success criteria through PLCs (coordinators, specialists, and instructional leaders)
3. Continued to work on alignment of SOL content and cognition of learning (coordinators, specialists, and instructional leaders)

October
Key Takeaways
- Alignment of SOL content and cognition of learning tasks/activities.
- More authentic reading and connected writing in all schools.
- Authentic Student Engagement.

Next steps
1. The Fall Professional Learning Conference focused on areas of concern from September and October, including alignment and the flow of a lesson.

November
Key Takeaways
- Alignment of SOL content and cognition of learning tasks/activities.
- More authentic reading and connected writing in all schools.

Next Steps
1. More training and coaching on literacy block expectations (i.e., how to group students purposefully)
2. Distributed a list of DPS instructional adopted resources
3. Provided professional learning on the flow of a lesson (Westwood and Bonner - December 1, 2021, at 2:35)
4. Targeted Walkthroughs of every teacher at Westwood and Bonner middle schools occurred in November/December due to Division/VDOE walks.
5. Session on Calibration/Interrater Reliability for Lesson Plan Reviews for Principals on November 9, 2021, and assistant principals on November 30, 2021.
6. Session on Calibration/Interrater Reliability for Lesson Plan Reviews for Principals and Assistant Principals on January 4, 2022.

January
Key Takeaways
- Alignment of SOL content and cognition of learning tasks/activities.
- More authentic reading and connected writing in all schools.

Next Steps
1. Targeted division-level support for teachers at GWHS
2. Support the writing focus K-12 through PLCs (coordinators, specialists, and instructional leaders)

3. Continue division professional learning with unpacking standards (coordinators, specialists, and instructional leaders)
4. Focus on PLCs (i.e., the PLC structure, focus, expectations)
5. Used data from the walks to determine topics for February Professional Learning days

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Intervention Monitoring Process

The DPS assignment of interventions, monitoring those inventions for usage, and impact on student achievement.

Schools are using School-Based Intervention Teams (SBIT):
(Note: DPS will move to the VTSS Tier 2, Tier 3 model in Fall 2022)
Step 1—The schools have established roles and responsibilities. Schools found a team to lead and carry out the SBIT process and determine the frequency and duration of meetings.
- They are using universal screener data (i.e., PALS and MAP NWEA) to identify students experiencing difficulties in reading and mathematics.
- Identity interventions based on the universal screener detailed report.
- Monitor implementation of the intervention biweekly for eight weeks to determine progress.

Step 2—The schools use Performance Matters Intervention Tool. The SBIT team uses Performance Matters to update lists of available interventions and strategies to support students and run automated or customized reports for behavior and academics.

Step 3—The schools review the early warning system data. The SBIT team will focus on the student- and school-level data. This data review process is intended to identify areas of focus.

Step 4—The school interprets the early warning system data. The SBIT team will seek out additional data (besides the indicators) to better understand the needs of individual students or groups of students. This step focuses on the underlying causes that might lead students to be identified as at-risk on one or more indicators, using additional formal data (administrative records) and informal input (from teachers, family, and students).

Step 5—The school assigns and provides interventions. The SBIT team members make decisions about allocating individual students to specific interventions in the school.

Step 6—The school monitors student progress. The SBIT team examines the student risk indicators on an ongoing basis to monitor student's progress who have already been assigned to interventions. If students continue to be off-track, the team may consider giving them different interventions; if some students are no longer at-risk, the team may consider ramping down services. Over time, schools may refine their catalog of interventions based on their effectiveness, adding new interventions and dropping those that do not help students get back on track.

Step 7—The school evaluates and refines the SBIT process. The SBIT team members will revise specific strategies or their general approach and determine how best to allocate resources to support at-risk students.

(Note: The division is transitioning to VTSS Tier 2-3 model in the fall to align with VTSS)

Next Steps:

The VTSS Coach will:

a.   Generate a weekly intervention report from Performance Matters to determine:
1. Frequency of intervention used by the school, teacher, and school counselor
2. The effectiveness of the interventions
     1. Are the interventions working?
     3. Do the teachers need more training on this intervention?
     4. How can teachers adjust this intervention to make it more helpful?
     5. What is the impact on student achievement?

b.   Determine future professional learning needs for the district and school leaders and teachers (Performance Matters, interventions for behavior, academics, and attendance, other)

c.   Identify at-risk students before the students reach Tier 3 or referral to Child Study

Division Information
Region: **VIII**
Superintendent's Name: **Dr. Kelvin Edwards**
Memorandum of Understanding (MOU) Date: **April 25, 2018**
Corrective Action Plan (CAP) Date: **March 26, 2019**

Per the Standards of Quality:
The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth 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 on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [§ 22.1-253.13:3.]

In fulfilling this requirement and the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Greensville County Public Schools, the Office of School Quality (OSQ) meets with the school division and reviews:

(1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and
(2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

During the 2021-2022 school year, Greensville County Public Schools continued under the guidance of a Memorandum of Understanding (MOU) with the Board. The purpose of this *interim* report is to provide an update regarding the Greensville County Public School's implementation of the MOU for the reporting period of July 2021 – June 2022. Additionally, this report provides an update on progress related to the Division's Corrective Action Plan (CAP), monitoring the division's comprehensive school improvement plans (CSIPs), and an overview of the technical assistance opportunities provided.

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Report Details

A. Accountability

The Virginia Board of Education accreditation standards provide a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school-quality indicators, including student achievement, chronic absenteeism, graduation, dropout, student membership, and participation rates.

State-level Accountability: Schools are rated on each school quality indicator and also receive a summative rating of either **"Accredited," "Accredited with Conditions,"** or in the case of a school that has not made a good faith effort to implement corrective actions, **"Accreditation Denied."**

Accreditation Ratings - Under the revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (also referred to the *Standards of Accreditation*), schools earn one of the following three accreditation ratings:

- **Accredited** — Schools with all school quality indicators at either Level One or Level Two
- **Accredited with Conditions** — Schools with one or more school quality indicators at Level Three
- **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school quality indicators.
    - A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

State Summary[1]	Elementary	Middle	High	Totals
Total Number of Schools in Division	2	1	1	4
Accredited				0
Accredited with Conditions	2	1	1	4

Performance on each school quality indicator is rated at one of three levels:
- Level One: Meets or exceeds standard or sufficient improvement;
- Level Two: Near standard or making sufficient improvement;
- Level Three: Below standard

School Quality Indicator (Number of Schools in Division with Level 3 Status)[1]	Elementary	Middle	High	Totals
English All	1	1	0	2
English Achievement Gap	1	1	0	2

[1]Data Source School Accreditation Report 2019-2020

Mathematics All	0	0	0	0
Mathematics Achievement Gap	0	0	1	1
Science All	1	0	0	1
Chronic Absenteeism	0	0	0	0
Graduation and Completion	N/A	N/A	0	0
Dropout	N/A	N/A	0	0

Federal-level Accountability: Under the *Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (ESSA)*, schools are identified for support and improvement at the federal level based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standards of Learning reading and mathematics assessments, growth in reading and mathematics achievement for elementary and middle schools, high school graduation rates, and progress in English Learners gaining proficiency in English. In addition, schools are rated on school quality indicators and student success, including chronic absenteeism and school accreditation rating. Schools may be identified for one of three ratings for support and improvement:

- Comprehensive Support and Improvement (**CSI**): lowest performing five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent based on the performance of all students - these schools are identified every three years;
- Targeted Support and Improvement (**TSI**): Title I and non-Title I schools with one or more consistently underperforming student groups that do not meet the interim measure of progress for two consecutive years and are in the lowest two quartiles for growth and English Learner progress - these schools are identified annually; or
- Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

Federal Summary[2]	Elementary	Middle	High	Totals
Total Number of Schools in Division	1	0	0	1
CSI	0	0	0	0
TSI	0	0	0	0
ATSI	1	0	0	1

[2]Data Source: [Schools Identified for Support and Improvement (2019-2020)](#)

B.   Data from 2020-2021

Chronic Absenteeism Rates: Students who are absent ten percent (10%) or more of the school year are identified as being chronically absent, regardless of whether absences are excused or unexcused. The chart below provides the Division Chronic Absenteeism Rate for 2018-2019 and 2020-2021 compared to the State Chronic Absenteeism Rate.

Student Group[3]	2018 - 2019		2020 - 2021	
	Division	State	Division	State
All Students	21.7	10.7	18.1	11.1
Black	22.2	13.1	19.6	17.9
Economically Disadvantaged	25.3	16.4	21.3	18.6
English Learners	22.8	11.7	21.7	13.5
Hispanic	25.3	12.8	21.8	13.8
Multiple Races	20.9	10.9	14	11.4
Students with Disabilities	28.1	16.3	20.1	15.8
White	20	9.5	11.6	8.1

Four-year Graduation Rates: The data reported below represent the division's 4-year graduation rate and the division's ranking of that rate based on all divisions in the Commonwealth. (132 divisions).

Year[4]	Division Rate	Division Rank	State Rate
2019	87.10	110	91.53
2020	94.38	50	92.48
2021	91.06	88	92.99

Standards of Learning (SOL) Division Subject Pass Rates: 2020-2021 Standards of Learning (SOL) assessment results reflect reduced student participation in state assessments due to COVID-19. SOL Reading, Mathematics, and Science assessment results for 2019-2020 are not available due to the closure of schools and the cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

[3]Data Source: School Quality Profiles
[4]Data Source: Virginia Cohort Report

Year[5]	Rate/Subject	English: Reading	Mathematics	Science
2018-2019	Division Pass Rate	57	68	61
	State Pass Rate	78	82	81
	Difference	*-21*	*-14*	*-20*
2020-2021	Division Pass Rate	51	36	33
	State Pass Rate	69	54	59
	Difference	*-18*	*-18*	*-26*

Student Fall Membership: The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public school on September 30. This report, known as Fall Membership, is submitted by each school in Virginia that officially enrolls students (i.e., student records are maintained on a Virginia teacher's register or automated system).

Membership Count[6]	2018-2019	2021-2022	Percent of Change
Division	2243	2037	Decreased 9.18%
State	1,290,513	1,251,970	Decreased 2.99%

[5]Data Source: School Quality Profiles
[6]Data Source: Fall Membership Reports

C. Corrective Action Plan (CAP): Progress of Essential Action(s)

Per the Memorandum of Understanding (MOU):

The Greensville County School Board, the central office staff will adopt five key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement.

1. *Academics and Student Success*
2. *Leadership and Governance*
3. *Operations and Support Services*
4. *Human Resource Leadership*
5. *Community Relations and Communications [pg. 1]*

OSQ (former OSI) staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the CAP and to review quarterly data, including by not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Greensville County Public Schools (GCPS) to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Director of School Quality (former Improvement), Division Superintendent and the Greensville County School Board. Specific next steps will be developed as needed. [pg. 2 Item 3]

The Greensville County School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed may include the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Greensville County Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Director of School Quality (former Improvement), Division Superintendent, and the Greensville County School Board. Specific next steps will be developed as needed. [pg. 3 Item 2]

Items specific to the MOU
[Dr. Kelvin Edwards](#) was appointed Greensville County Public Schools superintendent on July 1, 2021. OSQ provides one consultant in the position of Executive Liaison to support GCPS leadership in monitoring the implementation and impact of the CAP. Additionally, OSQ provides the division with funding to contract consultants in the position of Principal Coach for each school. The Principal Coach provides differentiated support to school leaders and monitors the implementation of strategies that will lead to student success. Working closely

with the superintendent, the Principal Coaches facilitate support between the central office and the school focused on academic achievement and equitable practices for all.

A meeting was held on November 12, 2021, with the VDOE Superintendent of Instruction, VBOE president, the LEA, and the Division Superintendent. The meeting provided the superintendent with an opportunity to update VDOE and VBOE on the progress of certain CAP elements. Additionally, the GCPS board received training from the Virginia School Board Association (VSBA) on October 12, 2021.

Corrective Action Plan Progress Meetings

Corrective Action Plan (CAP) Meetings occurred on June 24, 2021, September 16, 2021, and January 19, 2022, with OSQ and division leadership. OSQ held comprehensive school improvement plan (CSIP) monitoring meetings with principals and division leadership on October 28, 2021.

The following meetings will occur between OSQ and division leadership:
- Essential Action Review-March 21, 2022
- CSIP Spring Monitoring-April 12, 2022
- CAP meetings on May 16, 2022, and July 18, 2022.

In addition to the CAP Progress meetings, OSQ implemented focus area meetings to engage the division in reflective dialogue to improve practices. The division and OSQ, respectively, rate each essential action's progress using the scale of *not started*, *planning*, *initial implementation, full implementation* (first year), and *operational* (second and third year). During the meeting, the division and OSQ discuss progress on the essential actions, with the artifacts provided by the division to support the rating. This continuous improvement process provides the opportunity for OSQ to share feedback with the division. Status of the essential actions will be determined in the Spring 2022.

OSQ Summary of Essential Action Progress

In September 2021, GCPS contacted OSQ to request permission to revise the current Corrective Action Plan (CAP). The current CAP was developed under prior leadership, and since it contained action steps that are not aligned with essential actions, GCPS was approved to move forward with the revision process. It was noted that the revision of the GCPS CAP format would allow the GCPS and OSQ to monitor the progress on the essential actions more effectively and efficiently. Therefore, GCPS is undergoing the process of rewriting the division's CAP to include essential actions that address the processes needed rather than the action steps.

With GCPS central office staff changes, OSQ has continued to provide GCPS with an Executive Liaison to support the superintendent and the GCPS leadership team. The OSQ consultant will assist the GCPS team in reviewing and revising the current CAP. Additionally,

guidance was provided by OSQ regarding CAP expectations to ensure that the revised CAP continues to address the focus areas of Academics and Student Success, Leadership and Governance, Operations and Support Services, Human Resource Leadership, and Stakeholder and Community Relations and Communication. The division recognizes that the revised CAP will continue its focus on improving student achievement and compliance with the Standards of Quality. The revised CAP will also address the key priorities stated in the MOU.

Currently, GCPS consists of four schools. A traditional high school, a middle school, an elementary school housing grades K-4, and Belfield Elementary School, which is a 5th grade-only school. Belfield ES is the only school in GCPS federally identified for school improvement. It is identified as an Additional Targeted Support and Improvement (ATSI) school. Due to the impact of COVID-19 on state-wide assessments, federal identifications, and the U.S. Department of Education waiver, the federal status did not change.

OSQ acknowledges GCPS's commitment to the science of reading through its implementation of LETRS training in grades K-5. The division is partnering with the University of Virginia to build the capacity of elementary teachers in the area of literacy. Additionally, OSQ commends the division on creating a forum, "Community in Action," which is focused on building partnerships with the community and agencies, including law enforcement. The division is also investigating the implementation of mentoring programs at the middle school and high school. OSQ looks forward to hearing more about these programs at upcoming CAP meetings.

Beginning in September 2021, GCPS has provided many artifacts relating to each of the five focus areas. GCPS shared with OSQ the division's assessment summary timeline, monthly instructional focus meeting agenda, the GCPS Department of Instructional Curriculum Alignment Plan, the GCPS Professional Development plan, and the division's instructional walkthrough tool.   The focus of the professional development plan is on Tier One instruction (instruction for all students). The division is aligning assessments through the support of the division's curriculum coordinators to provide feedback on the impact of instruction on student progress. This feedback is coupled with observations, both formal and walkthroughs, to ensure immediate feedback is provided to teachers on the alignment of planning and the delivery of instruction.

As noted above, OSQ provides the division support to enlist the services of three Principal Coaches. The division envisions the role of the Principal Coach as a critical contributor to improved student academic success. The Principal Coach's role is to support principals and assistant principals in developing the knowledge, skills, and abilities to implement evidence-based instructional leadership practices effectively. Additionally, the Principal Coaches assist division leadership in coordinating instructional programs and services to ensure effective and efficient implementation of processes and procedures to avoid duplication or overlap of effort and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.

The division leadership team reflects on the information and data it has collected to consider opportunities to build the capacity of principals to ensure fidelity of implementation and a transition of professional development (PD) into practice.

Actions include:
- Conduct joint walkthrough observations with the Department of Instruction (DOI), the Principal Coaches, the math/literacy coaches, and the building principals to build principals' capacity and increase inter-rater reliability with observations.
- Provide professional development training to the administrative team on quality feedback - delivering and receiving.
- Encourage principals to attend professional development sessions with teachers to build principal instructional leadership
- Utilize the DOI and Principal Coaches to support principals with identified teachers
- Inform OSQ of technical assistance requests regarding alignment, feedback, etc.

During 2020-2021, GCPS reported[7] on March 1 and on March 8, an operational status of fully remote. Beginning March 15, the division reported an operational status of all hybrid instruction, which continued through the reporting window of May 3, 2021. OSQ recognizes the challenges that the last two years have brought to divisions; however, GCPS leadership has not wavered from the mission of improving student achievement for all students. OSQ looks forward to seeing the impact of GCPS's efforts. For a more thorough report of the actions that GCPS is taking, see section D of this report which provides the division report on specific data sets and next steps based on an analysis of the data.

Recognizing the division's efforts toward continuous improvement, development of processes and procedures, and commitment to student achievement, OSQ recommends the following next steps:
- Per the responsibilities referenced in MOU Item #1, Greensville County Public Schools will present artifacts to demonstrate evidence of the division's progress towards attaining the goals of the corrective action plan.
  - OSQ staff will utilize the division's artifacts to engage in coaching conversations during CAP meetings focused on the division's identified action steps for improving all schools.
- Continue the bi-monthly meetings between OSQ and the Greensville County Public Schools to evaluate the progress of the division's essential actions from the corrective action plan. The focus of the meetings will be a status update on the division's implementation of the MOU and the division's efforts to monitor the impact of the comprehensive school improvement plans.
  - The discussion will foster the division's leadership capacity and support the sustainability of the efforts at the division and the school level.
- The OSQ expects the Greensville County Public Schools superintendent to direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by OSQ to continue building the capacity of both the division's leadership team and the school-based leadership.

The focus of the technical assistance session and additional professional development is to support the implementation of strategies for improving student achievement in low-performing schools.

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[7]Data Source: Instructional Modality

OSQ Monitoring of CSIP and Evidence-Based Interventions

OSQ is committed to building division leadership capacity through coaching and collaboration. As such, OSQ provides ongoing support to the division. The meetings noted below are examples of specific citations of opportunities in which the division and school leadership report on their progress monitoring efforts, share data, and identify next steps.

Comprehensive School Improvement Plan (CSIP) Reviews: Meetings with OSQ, division leadership, and school principals occurred on October 28, 2021. OSQ provided feedback to the division regarding developing goals to address the factors identified in the needs assessment related to the performance on indicators through essential actions and evidence-based and/or research-based strategies. Principals of the following schools attended the meetings:
- Belfield Elementary School
- Greensville Elementary School
- Edward W. Wyatt Middle School
- Greensville County High School

Monitoring of Implementation and Impact of CSIP:
Meetings will occur with the division leadership and principals on April 12, 2022, to "monitor evidence of the school's progress in implementing the [CSIP], to track the improvement on the indicator, and to identify next steps." [8VAC20-131-400]. Principals of the following schools will attend the meetings:
- Belfield Elementary School
- Greensville Elementary School
- Edward W. Wyatt Middle School
- Greensville County High School

School Improvement Grant (SIG) Funds: Per the U.S. Department of Education, Office of State Support, School Improvement Grants (SIG), authorized under section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) are grants awarded to local educational agencies (LEA) that demonstrate a commitment to use the funds to provide resources to raise the achievement of students in their lowest-performing schools substantially. Only a division with a school(s) that meets the statutory identification requirements for school improvement as defined under the Every Student Succeeds Act of 2015 may apply for School Improvement Grants. GCPS received a total of **$553,343.45** in 2018-2022 SIG awarded funds.

Technical Assistance
The Director of the Office of School Quality (former Improvement) will coordinate with the CAO/OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan. [pg. 2 Item #1]   *The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implements with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU. [pg. 5 Item #9]*

Listed below are the universal supports that OSQ provides for all divisions. Items noted with an asterisk (*) are technical assistance(s) provided by OSQ/VDOE to support specific division needs. Evidence of outcomes from technical assistance and professional development provided and/or recommended by OSQ will be captured through the review process of essential actions included in the CAP during Spring 2022 progress meetings.

July 2021
- July 8 - Quick Takes Bulletin -Theme: Developing a Comprehensive School Improvement Plan (CSIP)
- July 8 - Comprehensive Needs Assessment (CNA) Overview Webinar
- July 22 - Evidence-Based Interventions (EBI) Webinar

August 2021
- August 5 - Comprehensive School Improvement Plan (CSIP) Overview Webinar
- August 11 and 12 - VDOE Mathematics Webinar #1 Addressing Unfinished Learning in the Secondary Mathematics Classroom (early registration access provided)
- August 11 - Essential Action and Revised Corrective Action Plan Process Meeting*
- August 12 - Quick Takes Bulletin -Theme: Monitoring and Implementation
- August 17 - Level Three and Federally Identified Schools Monitoring Process for 2021-2022 Webinar
- August 17 - VDOE Mathematics Office Hours
- August 18 - Corrective Action Plan Rewrite Support*
- August 19 - Quality Time: School Quality Open Office Hours by Appointment
- August 31 - VDOE Mathematics Webinar #2 Bridging for Math Strength Webinars (early registration access provided)

September 2021
- September 2 - VDOE Mathematics Office Hours
- September 8 - Overview of Monitoring and Implementation Webinar
- September 9 - Quick Takes Bulletin -Theme: Evidence-Based Interventions and practices
- September 15 - Corrective Action Plan Rewrite Support*
- September 16 - Quality Time: School Quality Open Office Hours by Appointment

October 2021

- October 4 and 14 - VDOE Mathematics Webinar #3 Using Small Group Instruction to Address Unfinished Learning (early registration access provided)
- October 6 - Professional Learning Network (PLN)
- October 7 - Quick Takes Bulletin -Theme: Quality Feedback
- October 7 - Evidence-Based Interventions (EBI) Overview Webinar
- October 18 and 25 - VDOE Mathematics Webinar #4 Structuring Effective Mathematics Intervention
- October 19 - VDOE Mathematics Office Hours
- October 21 - Quality Time: School Quality Open Office Hours by Appointment
- October 26 - VDOE Mathematics Office Hours

November 2021
- November 3 - Professional Learning Network (PLN)
- November 4 - Quality Feedback Webinar
- November 10 - Quick Takes Bulletin -Theme: Coaching Conversations Part I
- November 18 and 19 - Principal Leaders Conference

December 2021
- December 1 - Professional Learning Network (PLN)
- December 1 - Comprehensive Support and Improvement (CSI) Monitoring Training
- December 2 - Coaching Conversations Part I Webinar
- December 9 - Quick Takes Bulletin -Theme: Coaching Conversations Part II
- December 16 - Quality Time: School Quality Open Office Hours by Appointment

January 2022
- January 12 - Professional Learning Network (PLN)
- January 13 - Quick Takes Bulletin -Theme: Developing Shared Leadership
- January 13 - Strategies for Effective Coaching Conversations Part II Webinar
- January 19 - Spring Monitoring Process Technical Assistance
- January 20 - Quality Time: School Quality Open Office Hours by Appointment

February 2022
- February 3 - Developing Shared Leadership Webinar
- February 8 - Academic Review Pilot*
- February 10 - Quick Takes Bulletin-Theme: Facilitating Conversations for Consensus
- February 12 - Teachers in Action Workshop #1
- February 17 - Quality Time: School Quality Open Office Hours by Appointment

March 2022
- March 3 - Facilitating Conversations for Consensus Webinar
- March 5 - Teachers in Action Workshop #2
- March 10 - Quick Takes Bulletin -Theme: Long Range Data Planning
- March 12 - Teacher in Action Workshop #3
- March 17 - Quality Time: School Quality Open Office Hours by Appointment

D. Division Data Reporting

This section includes data reported by the Division to monitor the progress of School Quality Indicators, Staffing, Professional Development, and Curriculum Implementation Monitoring. The Division has generated all data.

Student Academic Progress Table: Localized Assessments			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Belfield ES-Reading	• Black • Disabilities	• 25% • 33%	Second Benchmark January 27, 2022
Belfield ES-Science	• All	• 33%	Second Benchmark January 28, 2022
Greensville ES-Reading	• All	• 17%	Second Benchmark January 25, 2022
Wyatt MS-Reading	• All • Black • Disadvantaged • Hispanic • Disabilities	• 40% • 34% • 38% • 50% • 16%	Second Benchmark January 25, 2022
Greensville County HS-Mathematics	• Hispanic • Disabilities	• 33% • 40%	EOC Benchmark January 25, 2022

Division Summary of Next Steps

The Department of Instruction (DOI) will meet with school administration teams ahead of division data talks to determine the next steps for instruction. The next steps may include:
- alignment of assessments and previews for teacher input;
- targeted walkthroughs for high-yield teaching and learning strategies;
- targeted coaching for identified teachers;
- PLC support for department and grade level planning;
- targeted coaching for high-quality formative assessments;
- continue walkthroughs and
- post-observation conferences with principal collaboration with specific teachers.

Members of the department of instruction will continue to revisit curriculum pacing and guidance to accelerate learning and close gaps to maximize daily instructional efforts. For example, limiting and/or eliminating multiple days of review ahead of benchmarks - building in a spiraled review in daily instruction, choosing to use common assessments more frequently and benchmarks to take advantage of more data points.

Chronic Absenteeism		
School	**Chronic Absenteeism Rate**	**Date of Measurement**
Greensville ES	27%	January 27, 2022
Greensville County HS	15%	January 27, 2022

Division Summary of Next Steps

Greensville County Public Schools (GCPS) defines chronic absenteeism as being absent for 10% or more of the total days enrolled. In the standard 180-day school year, this amounts to missing at least 18 days.

The GCPS measures chronic absenteeism relative to the number of days registered (equal to the number of days attended plus days absent). Whether a student is chronically absent or identified as truant, the division decreases absenteeism by following the *GCPS Tiered Approach to School Attendance.*

- **Tier I:** Strategies aim to encourage attendance for all students and prevent absenteeism before it affects achievement. Interventions include communication of attendance expectations and methods for tracking school attendance.

- **Tier II:** Interventions address barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year, the standard definition of chronic absenteeism.
  - Interventions include attendance plan meetings/conferences, home visits, and small group support. These students and families receive personalized attention as part of the engagement strategy.

- **Tier III:** Approaches provide intensive support to students missing the most school, often involving schools and other agencies such as FAPT (family assessment planning team), District 19 Community Services Board, Greensville/Emporia Department of Social Services, and the 6ᵗʰ District Court Services Unit. Interventions include individual sessions, community resources, and filing a Child in Needs of Services (CHINS) petition as deemed necessary.

Additional strategies: The division provides yearly and quarterly training for school staff to address attendance. Staff is educated on effective practices to reduce absenteeism, including recognizing excellent and improved attendance (e.g., attendance contests, certificates/rewards) and community attendance campaigns to increase awareness, personalized outreach, and engagement. The division also established a module entitled "A.I.M. For Achievement: Attendance Improvement Monitor" to monitor attendance data and practices.

Graduation Completion			
School	**Number of Students on Track for Graduation**	**Total Number in Cohort**	**Measurement Date**
Greensville County HS	142 (89.8%)	158	January 18, 2022

Division Summary of Next Steps

Greensville County Public Schools definition of "on track" is that each year of high school, students are completing that year's scheduled requirements putting them in position to satisfy the remaining graduation requirements by the expected graduation date.

To ensure students remain on track, school counselors maintain a spreadsheet tracker for each cohort and create a credit count sheet for each student, reviewed and updated each semester. Students who are unsuccessful in the Fall semester repeat required courses for the Spring semester.

Students who did not meet the requirements for the year are required to attend summer learning to get back on track for the coming year. Parent meetings are held during the summer with school counselors, administration, and students who have fallen behind to develop graduation success plans. Meetings with students are held at the end of the semester, and plans are revised as needed.

Status checks are conducted at each marking period, conferences are held, and graduation plans are revised for current seniors. Also, extra-help opportunities before, during, and after school and on Saturdays are provided for students who need more support to satisfy the course and verified credit requirements.

Additionally, Edgenuity online curriculum is used for credit recovery and is an alternative for extenuating circumstances students.

When students are off-track and identified as "at-promise", the attendance team, Positive Behavioral Interventions and Supports (PBIS) team, identified teachers, and/or coaches support the students by serving as mentors to provide mental support and encouragement through daily or weekly check-ins.

Staffing		
School	**Number of Current Open Positions**	**Number of Anticipated Openings for 2022-2023**
Belfield ES	2	2
Greensville ES	3	5
Wyatt MS	5	5
Greensville County HS	5	5

Division Summary of Next Steps

The GCPS is in the process of preparing intent forms for the 2022-2023 school year and plan to take the following actions to fill vacancies:

- Schedule and attend recruitment fairs
- Extend outreach and develop partnerships with colleges and universities
- Host student teachers to fulfill recruitment needs
- Home Grown Initiative (Growing our own)
- Focus on retaining the strongest teachers
- Begin to advertise job vacancies on social media

Division Professional Development Plan

The Department of Instruction (DOI) administered the GCPS Instructional Professional Development (PD) Survey for instructional staff in May 2021 to gather data on teacher PD needs and/or requests. Based on teacher survey data and student achievement data, DOI developed the GCPS Instructional PD Calendar to also include PD for the newly-adopted reading programs. The plan was designed to provide PD during the summer, pre-service week, and on designated dates during the school year. The division's November PD day was canceled to provide an unencumbered work day for staff. Key sessions focused on intervention support and literacy were rescheduled. Additional sessions were added to the February PD day based on DOI walkthrough data and instructional gaps identified; selected elements of the book "Teach Like a Champion." The DOI collects participant feedback via a Google survey that is linked to the PD calendar. This form collects data to determine if the PD objective was met and how teachers/staff will implement new learning. Based on the professional development provided on the new reading program, selected teachers shared that they are more comfortable implementing the daily reading structure. Every two weeks DOI uses the walkthrough data to provide instructional staff with the monthly instructional focus through the internal newsletter "What's Up Wednesday."

After review of the 2018-2019 and 2020-2021 data as reported in the GCPS School Quality Profile, the previous academic review, and observation/walkthrough data, the division is developing a series of face-to-face and virtual workshops and seminars through the school year, starting Spring 2022. The Greensville County Academy of Leaders (series of PDs) is developed for principals and assistant principals to increase their leadership capacity and be better instructional leaders. The leadership academy is designed to provide support for principals' professional learning. The academy is an intensive approach aimed at increasing principal access to high-quality learning. In addition, the GCPS Academy of Leaders will be supported through partnerships and collaborations with VDOE/Office of School Quality, Sussex County Public Schools, Virginia State University and James Madison University, or professional organizations. The GCPS Academy of Leaders' purpose is to provide professional development opportunities designed to meet a variety of learning needs of Greensville County Public Schools building leaders (assistant principals and principals). Key foci include:

- Inducting new administrators (Instructional Specialists and Assistant Principals) into the profession.
- Orienting experienced principals to new leadership practices, school improvement strategies, or state/federal/district policies.
- Supporting principal or leadership team planning with data or other information.
- Creating a problem-solving network of school-level leaders that meets monthly.
- Incorporating new leadership practice or school improvement strategies.

Each principal is assigned a Principal Coach to assist with building the instructional leadership capacity that is desired to improve student outcomes. The Principal Coach serves as a critical contributor to improved student academic success. The role of the coach is to support principals and assistant principals in developing the knowledge, skills, and abilities to effectively implement evidence-based instructional leadership practices. The Principal Coach provides differentiated support to school leaders and monitors implementation of strategies that will lead to student success. The Principal Coach works closely with the Superintendent to facilitate support between the central office and the school to focus on academic achievement and equitable practices for all.

Essential Duties and Responsibilities
- Assist principal and assistant principal(s) in monitoring the written, taught, and assessed curriculum.
- Support principal and assistant principal(s) in the use of data to make instructional decisions.
- Build capacity for school leaders to promote standards-driven instruction and professional growth within professional learning communities.
- Create opportunities for school leaders across school sites to collaborate and learn from one another.

- Collaborate with division-level leaders in the advancement of achievement for all students.
- Support the development of school leaders as reflective practitioners.
- Ensure a link between professional development and a change in practice by building and/or deepening the knowledge in school leaders on how to implement progress monitoring strategies, including observation, feedback, and reflection.
- Facilitate solutions and identify discrepancies between goals and current status in order to stimulate achievement.
- Provide support for assigned school's continuous improvement objectives and strategies.
- Assist with the coordination of instructional programs and services to ensure effective and efficient implementation of processes and procedures to avoid duplication or overlap of effort and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.

The Principal Coaches will participate in all professional development as presenters, collaborators and/or participants in the learning process. They will continue with monitoring implementation of strategies presented in the GCPS Academy of Leaders workshops.

Additionally, to increase the leadership capacity of building leaders and the central office team, the division engaged in a book study. The study is being facilitated by Dr. Donyall Dickey, author of "The Integrated Approach to Student Achievement." The book study provides a framework for conceptualizing, planning, delivering, and supporting instruction across grade levels and content areas.

The "Student Achievement" book study being facilitated by Dr. Dickey is scheduled from October 2021 - February 2022. During each session, participants discuss two chapters and assignments are given before the next session on the upcoming chapters.

Instructional Walkthrough Process

The Department of Instruction (DOI) walkthrough form checks for curriculum and lesson plan alignment, the teaching model, evidence of equity components, and student engagement. Components for the walkthrough form were determined based on the Virginia Standards for the Professional Practice of Teachers. The walkthrough form was developed with input from principals. This form allowed principals to give feedback on the walkthrough process as well as include how feedback is disseminated to principals and teachers.

Staff from the Department of Instruction, including the assistant and associate superintendent, content directors, and coordinators conduct walkthroughs weekly in every building. Within 24

hours of the walkthrough, feedback is simultaneously shared with building administrators and teachers. It is expected that building leaders will use the data provided from the walkthroughs to provide support and/or professional development and follow up through additional walkthroughs and classroom observations to ensure that feedback has been implemented. It is expected that building leaders will use the data within two weeks of receiving the feedback.

Data from the walkthroughs indicate that additional support and professional development is required to address the following areas: communication of learning objectives at the start of each lesson; strategies to activate prior knowledge, increased rigor; more student discourse, and the use of differentiation to meet diverse student learning needs in regular instructional delivery.

Next steps- The DOI will continue using walkthrough data to determine the monthly instructional strategy, ongoing professional development, and individualized teacher support.

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Intervention Monitoring Process

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The division has an expectation that all schools will implement and monitor interventions for students not meeting the benchmark. Based on an analysis of student performance on assessments, grades, and classroom assignments, the division expectation is for each school to research and identify the evidence-based interventions that will be used to meet their students' needs and identified deficits.

The division utilizes an Instructional Program Audit form to monitor the implementation of technology-based intervention programs. The form is completed quarterly by building principals for monitoring of chosen interventions to include students, tiers, skills, and progression and is analyzed during the monthly instructional focus meetings. These data are also used by the division to determine program effectiveness and continued use for the upcoming school year.

Administrators at all schools meet with teachers on a weekly/biweekly basis to review intervention data to include attendance, grades, assessment scores, growth, and program participation to determine impact of the intervention. Teachers utilize intervention assessments as a means of gauging the progression or regression of a particular standard. Assistant Principals are assigned content areas and grade-level as a means of supporting teachers with best practice strategies and giving specific feedback on interventions. During weekly administrative meetings, division leaders converse, share findings, and offer support to those identified teachers in the areas of concern.

Data is maintained for each student to include academic and attendance. Specifically, for the evidence-based interventions to include Achieve 3000 and Freckle Math, students are assessed every 2 weeks to determine mastery of skills and movement to a new tiered group. Students are

assessed every 4 1/2 weeks to determine if they have mastered the strand(s) and are equipped to exit remediation.

Data collected includes, but is not limited to, state, formative and summative assessment data, evidence-based intervention data, teacher assessments, and attendance. The findings indicate that due to a year and a half of virtual learning students are struggling academically, emotionally, and socially. As evidenced by first and second benchmark data the majority of students are in Tier III.

Based on the data, the schools' next steps are the following:

- School teams reconvene to determine continuation in remediation or exit interventions, progress made on particular skills, specific skills mastered, communication with parents on progress, and interventions to use at home
- Review students who have not met the academic standards
- Enroll students in credit recovery and academic enrichment courses as appropriate
- Identify students who will need acceleration sessions to prepare for Spring SOLs
- Determine the number of students needed to pass in each content to reach state requirements
- Schedule parent conferences and home visits of "at-promise" attendance students
- Conduct walkthroughs focused on specific learning strategies during small group time
- Continue to discuss student-specific needs during grade level/department professional learning community (PLC) meetings
- Continue to provide before, during and after school interventions to support students in targeted areas

Office of School Quality
Interim Report
Petersburg City Public Schools

February 2022

Division Information
Region: **I**
Superintendent's Name: **Dr. Maria Pitre-Martin**
Memorandum of Understanding (MOU) Date: **June 8, 2016**
Corrective Action Plan (CAP) Date: **September 2021**

Per the Memorandum of Understanding (MOU):
The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth 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 on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [§ 22.1-253.13:3.]

In fulfilling this requirement <u>and</u> the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Petersburg City Public Schools, the Office of School Quality (OSQ) meets with the school division and reviews:

> (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and
> (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

During the 2021-2022 school year, Petersburg City Public Schools continued under the guidance of a Memorandum of Understanding (MOU) with the Board. The purpose of this *interim* report is to provide an update regarding the Petersburg City Public School's implementation of the MOU for the reporting period of July 2021– June 2022. Additionally, this report provides an update on progress related to the Division's Corrective Action Plan (CAP), monitoring of the division's comprehensive school improvement plans (CSIPs), and an overview of technical assistance opportunities that have been provided.

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Report Details

A. Accountability

The Virginia Board of Education accreditation standards provide a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school-quality indicators, including student achievement, chronic absenteeism, graduation, dropout, student membership, and participation rates.

State-level Accountability: Schools are rated on each school quality indicator and also receive a summative rating of either **"Accredited," "Accredited with Conditions,"** or in the case of a school that has not made a good faith effort to implement corrective actions, **"Accreditation Denied."**

Accreditation Ratings Under the new system, schools, earn one of the following three accreditation ratings:

- **Accredited** — Schools with all school-quality indicators at either Level One or Level Two
- **Accredited with Conditions** — Schools with one or more school-quality indicators at Level Three
- **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.
    - A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

State Summary[1]	Elementary	Middle	High	Totals
Total Number of Schools in Division	4	1	1	6
Accredited	1			1
Accredited with Conditions	3	1	1	5

At the state level, performance on each school-quality indicator is rated at one of three levels:
- Level One: Meets or exceeds standard or sufficient improvement;
- Level Two: Near standard or making sufficient improvement;
- Level Three: Below standard

School Quality Indicator (Number of Schools in Division with Level Three Status) [1]	Elementary	Middle	High	Totals
English All	2	1	0	3
English Achievement Gap	2	1	0	3

[1]Data Source School Accreditation Report 2019-2020

Mathematics All	1	1	1	3
Mathematics Achievement Gap	1	1	1	3
Science All	3	1	1	5
Chronic Absenteeism	0	0	1	1
Graduation and Completion	N/A	N/A	0	0
Dropout	N/A	N/A	0	0

Federal-level Accountability: Under the *Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (ESSA)*, schools are identified for support and improvement at the federal level based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standards of Learning reading and math assessments, growth in reading and math achievement for elementary and middle schools, high school graduation rates, and progress in English Learners gaining proficiency in English. In addition, schools are rated on school quality indicators and student success, including chronic absenteeism and school accreditation rating. Schools may be identified for one of three ratings for support and improvement:

- Comprehensive Support and Improvement (**CSI**): lowest performing five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent based on the performance of all students - these schools are identified every three years;
- Targeted Support and Improvement (**TSI**): Title I and non-Title I schools with one or more consistently underperforming student groups that do not meet the interim measure of progress for two consecutive years and are in the lowest two quartiles for growth and English Learner progress - these schools are identified annually; or
- Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

Federal Summary[2]	Elementary	Middle	High	Totals
Total Number of Schools in Division	2	1	1	4
CSI	1	1		2
TSI				0
ATSI	1		1	2

B.   Data from 2020-2021

Chronic Absenteeism Rates: Students who are absent ten percent (10%) or more of the school year are identified as being chronically absent, regardless of whether absences are excused or unexcused. The chart below provides the Division Chronic Absenteeism Rate for 2018-2019 and 2020-2021 compared to the State Chronic Absenteeism Rate.

Student Group[3]	2018 - 2019		2020 - 2021	
	Division	State	Division	State
All Students	24.3	10.7	32.7	11.1
Black	24.9	13.1	33.8	17.9
Economically Disadvantaged	27.1	16.4	35.6	18.6
English Learners	11.6	11.7	17.9	13.5
Hispanic	16.8	12.8	21.8	13.8
Multiple Races	17.2	10.9	27.3	11.4
Students with Disabilities	29.8	16.3	34.9	15.8
White	26.4	9.5	27.6	8.1

Four-Year Graduation Rates: The data reported below represent the division's 4-year graduation rate and the division's ranking of that rate based on all divisions in the Commonwealth. (132 divisions)

Year[4]	Rate	Division Rank	State Rate
2019	83.68	124	91.53
2020	86.55	119	92.48
2021	86.64	115	92.99

Standards of Learning (SOL) Division Subject Pass Rates: 2020-2021 Standards of Learning (SOL) assessment results reflect reduced student participation in state assessments due to COVID-19. SOL Reading, Mathematics, and Science assessment results for 2019-2020 are not available due to the closure of schools and the cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

[3]Data Source: School Quality Profiles
[4]Data Source: Virginia Cohort Report

Year[5]	Rate/Subject	English: Reading	Mathematics	Science
2018-2019	Division Pass Rate	52	52	47
	State Pass Rate	78	82	81
	Difference	*-26*	*-30*	*-34*
2020-2021	Division Pass Rate	44	25	23
	State Pass Rate	69	54	59
	Difference	*-25*	*-29*	*-36*

<u>Student Fall Membership:</u> The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public schools on September 30. This report, known as Fall Membership, is submitted by each school in Virginia that officially enrolls students (i.e. student records are maintained on a Virginia teacher's register or automated system).

Membership Count[6]	2018-2019	2021-2022	Percent of Change
Division	4196	4179	Decreased 0.41%
State	1,290,513	1,251,970	Decreased 2.99%

[5]Data Source: School Quality Profiles
[6]Data Source: Fall Membership Reports

C. Corrective Action Plan (CAP): Progress of Essential Action(s)

Per the Memorandum of Understanding (MOU):

The Petersburg City School Board and its central office staff will adopt the following key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement:

1. *Implement Quality Instruction and Curricula Alignment*
2. *Monitor Human Resources Management Systems and Retain, Hire, and Develop Quality Leadership Staff and Teachers*
3. *Develop, Adopt, and Implement a Unified Strategic Plan*
4. *Develop and Implement a Superintendent Leadership and Board Governance [pg. 2]*

The Director of OSQ (former OSI) will meet quarterly with the Division Superintendent and appropriate staff to review (1) evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that evidences progress towards the attainment of the goals of the Corrective Action Plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Specific next steps will be developed as needed. [pg. 3 Item #4]

The School Board will direct the Division Superintendent and appropriate staff to meet at least quarterly OSQ to review (1)artifacts that serve as evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that serves as evidence of progress towards the attainment of the goals of the Corrective Action Plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Specific next steps will be developed as needed. [pg. 9 Item #3]

Items specific to MOU
[Dr. Maria Pitre-Martin](#) was appointed as Superintendent of Petersburg City Public Schools on July 1, 2019. The OSQ provides ongoing support and intermittent monitoring to PCPS leadership in relation to the Corrective Action Plan (CAP). A meeting was held on October 27, 2021, with the VDOE Superintendent of Instruction, VBOE president, the LEA, and the Superintendent of Petersburg City Public Schools to provide updates to VDOE and VBOE on the progress of certain elements of the CAP. Additionally, the PCPS board received training from Virginia School Board Association (VSBA) on September 1, 2021.

Corrective Action Plan Progress Meetings

CAP Meetings occurred on July 26, 2021, September 27, 2021, and January 24, 2022, with OSQ and division leadership. OSQ held CSIP monitoring meetings with principals and division leadership on November 3, 2021.

The following meetings will occur between OSQ and division leadership:
- Essential Action Review -March 28, 2022
- CSIP Spring Monitoring -April 13, 2022.
- CAP meetings on May 23, 2022, and July 25, 2022.

In addition to the 2021-2022 CAP Progress meetings, OSQ implemented focus area meetings to engage the division in reflective dialogue to improve practices. Both the division and OSQ rate each essential action's progress using the scale of *not started, planning, initial implementation, full implementation (first year), and operational (second and third year)*. During the meeting, the division and OSQ discuss progress on the essential actions, with the artifacts provided by the division to support the rating. This continuous improvement process provides the opportunity for OSQ to provide feedback to the division. Status of the essential actions will be determined in the Spring 2022.

OSQ Summary of Essential Action Progress

In September 2021, PCPS revised the corrective action plan to align with current accreditations standards. The new CAP includes the focus areas of Culture of Accountability, Instructional Transformation, Talent Development, and Transformational Leadership. The division, with support from an OSQ consultant, revised the plan which includes nine comprehensive essential actions to comply with the Standards of Quality and improve student achievement. These focus areas address the key priorities stated in the MOU.

In December 2021, VDOE acknowledged and celebrated the closure of the PCPS Results Driven Accountability (RDA) CAP. The 2016 CAP required correction of noncompliance discovered during file reviews as part of the Division Level Review within one year of the report. The program improvement RDA CAP was implemented in 2016. The RDA CAP was revised by Petersburg City Public Schools, approved by VDOE, and implemented on July 22, 2020. This closure reflects significant improvements in the division's policies, procedures, and practices for the education of students with disabilities.

Beginning in September 2021, PCPS has provided a significant number of artifacts relating to each of the four focus areas. PCPS provided OSQ with a detailed plan to monitor instruction which included expectations for principals, lesson planning templates, and support for lesson plan development, instructional delivery, and assessment practices. In addition, the document provides support and processes for professional learning teams and a process of division-level instruction excellence reviews (IERs). The PCPS IER process provides an opportunity for the division to engage in discussions with principals about the progress a school is making toward improving student achievement. The division conducts monthly IER visits with all the schools in their division. Following the visits, the division engages in conversations about the

development, implementation, and monitoring of essential actions. The division provides feedback on the progress and identifies the next steps for each school.

The division uses information gained from the IER process and the CAP meetings to refine division processes, procedures, and supports. Division staff shared a number of artifacts at CAP meetings which include, but are not limited to, community surveys, staff surveys, instructional walkthrough instruments, data summaries, student progress data, and professional development plans. Additionally, the division discusses processes to build a collaborative culture, address teacher retention, and reduce opportunity gaps for all students. The division is truly "dedicated to providing a quality education to all students that will meet or exceed local, state, and national standards."

During 2020-2021, Petersburg reported[7] on March 1 and March 8 an operational status of fully remote. On March 15, March 22, and April 5, the division reported an operational status of partially in-person and, starting on April 19, reported a status of in-person. The OSQ recognizes the challenges that the last two years have brought to school divisions; however, PCPS leadership has not wavered from the mission of improving student achievement for all students. The OSQ looks forward to seeing the impact of PCPS's efforts. For a more thorough report of the actions that PCPS is taking, see section D of this report which provides the division report on specific data sets and next steps based on an analysis of the data.

Recognizing the efforts of the division's efforts toward continuous improvement, development of processes and procedures, and commitment to student achievement, OSQ recommends the following next steps:

- Per the responsibilities referenced in MOU Item #1, Petersburg City Public Schools will present artifacts to demonstrate evidence of the division's progress towards attaining the goals of the corrective action plan.
    - OSQ staff will utilize the division's artifacts to engage in coaching conversations during CAP meetings focused on the division's identified action steps for improving all schools.
- Meetings between OSQ and the Petersburg City Public Schools to evaluate the progress of the division's essential actions from the corrective action plan will continue to occur bi-monthly. The focus of the meetings will be a status update on the division's implementation of the MOU and the division's efforts to monitor the impact of the comprehensive school improvement plans.
    - The discussion will foster the division's leadership capacity and support the sustainability of the efforts at the division- and the school-level.
- OSQ expects the Petersburg City Public Schools superintendent to direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by OSQ to continue building the capacity of both the division's leadership team and the school-based leadership.
    - The focus of the technical assistance sessions and additional professional development is to support the implementation of strategies for improving student achievement in low-performing schools.

Furthermore, the Petersburg City Public Schools superintendent will be required to develop and implement a process to ensure that the needed actions identified as a result of the technical assistance are implemented with fidelity.

[7]Data Source: Instructional Modality

OSQ Monitoring of CSIP and Evidence-Based Interventions

OSQ is committed to building division leadership capacity through coaching and collaboration. As such, OSQ provides ongoing support to the division. The meetings noted below are examples of specific citations of opportunities in which the division and school leadership report on their progress monitoring efforts, share data, and identify next steps.

Comprehensive School Improvement Plan (CSIP) Reviews: Meetings with OSQ, division's leadership, and school principals occurred on November 3, 2021. OSQ provided feedback to the division regarding the development of goals to address the factors identified in the needs assessment related to the performance on indicators through essential actions and evidence-based and/or research-based strategies. Principals of the following schools attended the meetings:
- Cool Springs Elementary School
- Pleasants Lane Elementary School
- Lakemont Elementary School
- Vernon Johns Middle School
- Petersburg High School

Comprehensive Support and Improvement (CSI) School Monitoring: Under the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA),* local educational agencies (LEAs) receiving school improvement grant (SIG) funds must monitor whether the school is implementing the evidence-based interventions per the LEA's application for school improvement funds and whether the school is making academic progress (ESEA section 8101(21)(A)(i)). Meetings with OSQ, division's leadership, and school principals were held on January 26, 2022. Principals of the following schools attended the meetings:
- Pleasants Lane Elementary School
- Vernon Johns Middle School

Monitoring of Implementation and Impact of CSIP: Meetings will occur with the division leadership and principals on April 13, 2022, to "monitor evidence of the school's progress in implementing the [CSIP], to track the improvement on the indicator, and to identify next steps." [8VAC20-131-400]. Principals of the following schools will attend the meetings:
- Cool Springs Elementary School
- Pleasants Lane Elementary School
- Lakemont Elementary School
- Vernon Johns Middle School
- Petersburg High School

School Improvement Grant (SIG) Funds: Per the U.S. Department of Education, Office of State Support, School Improvement Grants (SIGs), authorized under section 1003(a) of Title I of the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)* are grants awarded to local educational agencies (LEAs) that demonstrate a commitment to use the funds to provide resources in order to substantially raise the achievement of students in their lowest-performing schools. Only a division with a school(s) that meets the statutory identification requirements for school improvement as

defined under the Every Student Succeeds Act (2015) may apply for School Improvement Grants. PCPS received a total of **$5,009,262.00** in 2018-2022 SIG awarded funds.

Technical Assistance

The Director of the OSQ will coordinate with school division staff and other VDOE offices to develop a Corrective Action Plan for Petersburg City Public Schools and to provide technical assistance in support of the MOU and Corrective Action Plan. [pg.2 #1]

The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by OSQ, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that the required actions identified as a result of the technical assistance are implemented with fidelity. [pg.9 Item # 8]

Listed below are the universal supports that OSQ provides for all divisions. Items noted with an asterisk (*) are technical assistance(s) provided by OSQ/VDOE to support specific division needs. Evidence of outcomes from technical assistance and professional development required by OSQ will be captured through the review process of essential actions and CAP in the Spring of 2022.

July 2021
- July 8 - Quick Takes Bulletin -Theme: Developing a Comprehensive School Improvement Plan (CSIP)
- July 8 - Comprehensive Needs Assessment (CNA) Overview Webinar
- July 22 - Evidence-Based Interventions (EBI)Webinar

August 2021
- August 3 - Essential Action and Revised Corrective Action Plan Process Meeting*
- August 5 - Comprehensive School Improvement Plan Overview Webinar
- August 11 and 12 - VDOE Mathematics Webinar #1 Addressing Unfinished Learning in the Secondary Mathematics Classroom (early registration access provided)
- August 12 - Quick Takes Bulletin -Theme: Monitoring and Implementation
- August 17 - Level Three and Federally Identified Schools Monitoring Process for 2021-2022 Webinar
- August 17 - VDOE Mathematics Office Hours
- August 19 - Quality Time: School Quality Open Office Hours by Appointment
- August 31 - VDOE Mathematics Webinar #2 Bridging for Math Strength Webinars (early registration access provided)

September 2021
- September 2 - VDOE Mathematics Office Hours
- September 8 - Overview of Monitoring and Implementation Webinar
- September 9 - Quick Takes Bulletin -Theme: Evidence-Based Interventions and practices
- September 16 - Quality Time: School Quality Open Office Hours by Appointment
- September 23 - On Time Graduation Committee Meeting with OSQ*

October 2021
- October 4 and 14 - VDOE Mathematics Webinar #3 Using Small Group Instruction to Address Unfinished Learning (early registration access provided)
- October 6 - Professional Learning Network (PLN)
- October 7 - Quick Takes Bulletin -Theme: Quality Feedback
- October 7 - Evidence-Based Interventions Overview Webinar
- October 18 and 25 - VDOE Mathematics Webinar #4 Structuring Effective Mathematics Intervention
- October 19 - VDOE Mathematics Office Hours
- October 21 - Quality Time: School Quality Open Office Hours by Appointment
- October 26 - VDOE Mathematics Office Hours

November 2021
- November 3 - Professional Learning Network (PLN)
- November 4 - Quality Feedback Webinar
- November 10 - Quick Takes Bulletin -Theme: Coaching Conversations Part I
- November 18 and 19 - Principal Leaders Conference

December 2021
- December 1 - Professional Learning Network (PLN)
- December 1 - Comprehensive School Improvement Schools Monitoring Training
- December 2 - Coaching Conversations Part I Webinar
- December 9 - Quick Takes Bulletin -Theme: Coaching Conversations Part II
- December 15 - On Time Graduation Committee Meeting with OSQ*
- December 16 - Quality Time: School Quality Open Office Hours by Appointment

January 2022
- January 12 - Professional Learning Network (PLN)
- January 13 - Quick Takes Bulletin -Theme: Developing Shared Leadership
- January 13 - Strategies for Effective Coaching Conversations Part II Webinar
- January 19 - Spring Monitoring Process Technical Assistance
- January 20 - Quality Time: School Quality Open Office Hours by Appointment

February 2022
- February 3 - Developing Shared Leadership Webinar
- February 10 - Quick Takes Bulletin -Theme: Facilitating Conversations for Consensus
- February 12 - Teachers in Action Workshop #1
- February 17 - Quality Time: School Quality Open Office Hours by Appointment

March 2022
- March 3 - Facilitating Conversations for Consensus Webinar
- March 5 - Teachers in Action Workshop #2
- March 10 - Quick Takes Bulletin -Theme: Long Range Data Planning
- March 12 - Teacher in Action Workshop #3
- March 17 - Quality Time: School Quality Open Office Hours by Appointment

D. Division Data Reporting

This section includes data reported by the Division to monitor the progress of School Quality Indicators, Staffing, Professional Development, and Curriculum Implementation Monitoring. The Division has generated all data.

Student Academic Progress Table: Localized Assessments			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Cool Spring ES-Reading	• All • Black, • Disadvantaged • Disabilities	28% 27% 27% 11%	Q1 Benchmark 11/18/2021
Cool Spring ES-Science	• All	39%	Q1 Benchmark 11/18/2021
Lakemont ES-Reading	• All • Black • Disadvantaged • Disabilities	24% 25% 25% 0%	Q1 Benchmark 11/18/2021
Lakemont ES-Mathematics	• All • Black • Disadvantaged • Disabilities	11% 9% 11% 0%	Q1 Benchmark 11/18/2021
Lakemont ES-Science	• All	24%	Q1 Benchmark 11/18/2021
Pleasants Lane ES-Science	• All	12%	Q1 Benchmark 11/18/2021
Vernon Johns MS-Reading	• All • Black, • Disadvantaged • Disabilities	15% 15% 14% 7%	Q1 Benchmark 11/18/2021
Vernon Johns MS-Mathematics	• All • Black • Disadvantaged • Disabilities	24% 25% 25% 14%	Q1 Benchmark 11/18/2021
Vernon Johns MS-Science	• All	63%	Q1 Benchmark 11/18/2021

Petersburg HS-Mathematics	• All • Black • Disadvantaged	41% 42% 41%	Q1 Benchmark 11/18/2021
Petersburg HS-Science	• All	65%	Q1 Benchmark 11/18/2021

Division Summary of Next Steps

Petersburg City Public Schools will continue to use student performance data to drive instructional improvements in all content areas. This practice includes a cycle of classroom observations, feedback, data review, action steps, professional development, and accountability. Currently, teachers and staff receive timely feedback with action steps for improvement. Teachers receive targeted and specific professional development by content specialists to support the instructional needs identified in the data.

To address the gaps in literacy and mathematics, specific expectations exist for all schools and grade levels. For example, it is an expectation that phonemic awareness skills, small group reading, and engaging literacy strategies are taught in all K-2 classrooms. The K-2 division literacy coach supports teachers with implementing early literacy skills. In grades 3-8, support is given to teachers to ensure that instruction is aligned in content and cognition. Differentiation is one of the critical look-fors during instructional walks to ensure that content is being delivered to meet students' individual needs. When look-fors are not evident, professional development and/or other support are immediately provided. Teachers receive ongoing professional development in lesson planning, delivery, and formative assessments. Data is reviewed by school-level teams and division-level teams, as previously mentioned.

To address the learning needs in science, the school division provided supplies, support, and textbooks to teachers. Teachers complete lesson plans and instruct using the 5E (Engage, Explore, Explain, Elaborate, Evaluate) method. Support for teachers is being provided from the division level science specialist, and observations are being conducted to ensure that lessons are aligned to the standard and implemented effectively.

Overall, it is evident that instructional improvements must be made. However, the division is confident that scores will continue to improve with the current instructional practices and procedures. While this data consists of students scoring 70% and above (Tier 1) further analysis indicates that when combining those students with students who scored between 50%-69% (Tier 2), division staff can identify a greater number of students mastering skills and concepts. Students needing targeted support are identified and receive support during the day or after-school to narrow instructional gaps. Title I teachers also provide 'push-in' intervention with students each day and monitor improvements as students master the identified skills of need.

Chronic Absenteeism		
School	**Chronic Absenteeism Rate**	**Date of Measurement**
Lakemont ES	32%	12/31/2021
Petersburg HS	45%	12/31/2021

Division Summary of Next Steps

Decreasing Chronic Absenteeism is a major focus of all schools in PCPS; however, Lakemont ES and Petersburg HS have individual school plans to address the needs of their school community. They have been consistent and solicited the support of the division team, as well as community partners, to assist in this work.

Lakemont ES:

- Recognize students who have perfect attendance and improved attendance via school. announcements, posting names on the school bulletin board, and recognized in the school newsletter.
- Conduct monthly attendance parties for grade levels with the best attendance (advertise it throughout the month to kids and parents).
- The school attendance team will meet weekly to call parents of students who have missed five (5) days or more and bring parents in for attendance meetings, if there is no improvement.
- Mail three and five day letters home consistently and keep the school attendance abreast of students' progress.
- Communities in Schools (CIS) and Student Support Specialists (SSS) meet with students who have missed three (3) or more days and make contact with parents to understand "why" and what can be done to correct the attendance issue.
- Develop a support group for those students who have between five (5) and ten absences to prevent them from adding any additional absences. Provide an incentive party for students in groups whose attendance improves and highlight their accomplishments frequently.
- Home visits will continue to be conducted by the school truancy officer and student support specialist.
- The SSS will continue to call parents of students who have missed four days and provide resources as needed if there is a barrier to attendance (clothing, laundry, food, etc.).
- The VTSS Team will meet to develop an Attendance Plan to decrease chronic absentee percentage for students.
- Participate in the division-wide Spring Family Engagement festival to promote a positive push for daily attendance and overall achievement.
- Utilize incentives from the Amazon partnership that PCPS has to engage parents in the process to improve attendance.

Petersburg HS:

- Teachers will call parents when students are absent (and make sure that someone makes contact with the parent if the parent doesn't answer for them) and log the contact.
- Recognize students who have perfect attendance and improved attendance via school announcements, posting names on the school TVs in the cafeteria, and recognize them in the school newsletter.
- The School attendance team will continue to meet weekly to call parents of students who have missed five days or more and bring parents in for attendance meetings if there is no improvement.
- Mail three and five day letters home consistently and keep the school attendance abreast of students' progress.
- School counselors will meet with students who have missed three or more days and make contact with parents to understand "why" and "what" can be done to correct the attendance issue.
- Home visits will continue to be conducted by the school truancy officer, student support specialist, and graduation coach.
- Revisit Petersburg High School Behavior Matrix (VTSS) with staff to ensure a clear understanding of processes and procedures.
- Review the flowchart with teachers on actions they should complete before writing a referral, knowing that this heavily contributes to student absences.
- Provide a mentor for those students who exhibit inappropriate behavior as part of our school division's 'Take 5 Mentor Program', 'Men On a Mission' fatherhood program, internal school staff, and other available options.
- Participate in the spring Family Engagement Spring Festival as a school family and talk with families as they visit the PHS booth, providing essential information and helping families understand the importance of attendance.

Graduation Completion			
School	**Number of Students on Track for Graduation**	**Total Number in Cohort**	**Measurement Date**
Petersburg HS	224	252	January 20

Division Summary of Next Steps

The dropouts (28) are negatively impacting the GCI Rate for 2022; 6 of the 28 dropouts are notated that they transferred to other divisions. However, the other divisions do not have an enrollment record for these students; thus they will be given a status of UNCONFIRMED TRANSFER (0 points in the numerator/100 points in the denominator). Students "come on" or "come off" of the GCI listing after the SRC is closed and VDOE has a current enrollment status record of all students associated with a division/school. If the 6 of 28 dropouts were registered and reported by the other divisions AND PCPS doesn't increase their dropout count; then they potentially have a rate of 89.33%.

Staffing		
School	**Number of Current Open Positions**	**Number of Anticipated Openings for 2022-2023**
Cool Springs ES	0	N/A (See notes below)
Lakemont ES	1	N/A
Pleasants Lane ES	1	N/A
Vernon Johns MS	3	N/A
Petersburg HS	4	N/A

Division Summary of Next Steps

PCPS will administer Declaration of Intent to Return Forms the first week of February

Recruitment

PCPS actively recruits for positions through a wide variety of advertising channels. Jobs are posted on both the division website, Indeed, LinkedIn, and K12.com. A job fair recruitment schedule is being created for the Spring. PCPS will also hold a Virtual Recruitment Fair which will run from January-March. They are also actively working with substitutes and paraprofessionals to obtain licensure by offering different support.

Partnerships

The division continues to develop relationships with university contacts in hopes to meet aspiring candidates early and on a continuing basis. The partnership with the Richmond Teacher Residency Program seeks to grow individuals into teachers by having them serve under a mentor in the division, and by committing to three additional years with the divison after gaining licensure. RTR teachers receive a number of benefits including housing supplements and tuition assistance.

Division Professional Development (PD) Plan

Division-wide PD Plan

The PCPS division-wide professional development plan was developed based on stakeholder feedback and data. Multiple data sources were used to determine school and division needs. The data sets include SOL, benchmark assessments, PALS, VKRP, common assessments, observations and feedback forms, and lesson plan feedback documents. Title I instructional coaches and division-level program specialists provide ongoing support and training to support teachers' and administrators' professional learning needs.

Purpose:

The purpose of the professional development plan is to offer professional learning opportunities for school-based staff and administrators. A yearly calendar is designed based on the identified needs of both the division and schools. These topics may change with stakeholder feedback. For example, the PD topic for January was on synchronous and asynchronous learning; however, data from the instructional excellence walks (IER) and principals' feedback prompted the need for a change. The January PD was on differentiated instruction. This change better met the needs of teachers and students.

Professional Development

School and division-based staff provide professional development on content-specific information and instructional best practices. In addition, PCPS has partnered with Virginia Commonwealth University (VCU) to provide monthly professional development to all core content middle and high school teachers. Administrators and division-level staff also participate in each session. Follow-up sessions are conducted by school-based instructional coaches and division-level core content program specialists. Teachers provide feedback. This feedback is used to determine the next steps and if further coaching support is needed.

<div align="center">

Instructional Walkthrough Process

</div>

Instructional Excellence Walks

Division-level leaders are in schools for a minimum of three hours once a month for the purpose of Instructional Excellence Review visits or IER. The IER visits involve walkthroughs and a school improvement data meeting. Walkthroughs will last about 90 minutes and the data meeting will last about an hour. Details for the walkthroughs are listed below. Additional school improvement meetings are held as needed.

Purpose:

Instructional Excellence Walks are designed to improve student outcomes. Ongoing walkthroughs will provide a large set of data to inform the division and individual schools. They will also provide insight for increased professional development for teachers and the needed support to ensure the successful delivery of instruction every day.

In addition to seeing the most struggling teachers, the walkthroughs will offer an opportunity to see exemplary teachers in action. Further, the division must address how to close the gaps between the two.

Monitoring tool

An electronic walkthrough tool is used for our instructional excellence review visits. Look-fors will be similar to those during the academic review with focusing on instructional alignment, rigor, planning, pacing, engagement, and checking for understanding.

The data retrieved from the walkthroughs will be used to notice trends, provide support and professional development in critical areas. Based on the data, each principal is provided a report of the steps which must be shared at the next instructional excellence review visit. The

walkthrough tool was designed to capture the components of explicit instruction. It provides data on the areas of need as the division strives for continuity of instruction that is systematic, engaging, and successful for all students. It is expected that instruction improves with each visit.

The following lesson plan components are listed on the walkthrough tool as look-fors:

- Completion
- On pace
- Behavior, Condition, Criteria
- Alignment of lesson plan to the current SOL
- "I can" statement posted
- Students can articulate the expected learning outcome
- Differentiation
- Intervention
- Small group lesson plan available (for K-2 only)

The high yield strategies listed in the walkthrough tool are:

- Coaching (teacher/student)
- Coaching (peer/peer)
- Hands-on materials/manipulatives
- Learning Centers
- Active reading
- Problem-solving
- Graphic Organizers/note taking
- Cooperative learning
- Non-linguistic representation
- Writing Process
- Higher-Order questioning
- Differentiation/choice
- Teacher to student feedback
- Instructional Technology

Other components in the walkthrough tool consist of the level of rigor, alignment of the written and taught, and specifics related to each content area.

Summary of PCPS Division-Level Walkthrough Data September-December

The Division Team has conducted the following number of walkthroughs during instructional excellence review visits. This number does not include other walkthroughs conducted by content specialists.

338 documented walkthroughs in October.
244 documented walkthroughs in November.
190 documented walkthroughs in December (as of Dec. 10th).

Evidence of Rigor in K-12 classrooms

Level of Blooms	October	November
Knowledge	31%	30%
Comprehension	26%	26%
Application	31%	34%
Analysis	6%	2%
Synthesis	6%	6%
Evaluation	2%	2%

Higher Level Instruction

Evidence of alignment in the written and taught curriculum standards in K-12 classrooms

OCTOBER

■ YES ■ NO

24%

76%

NOVEMBER

■ YES ■ NO

16%

84%
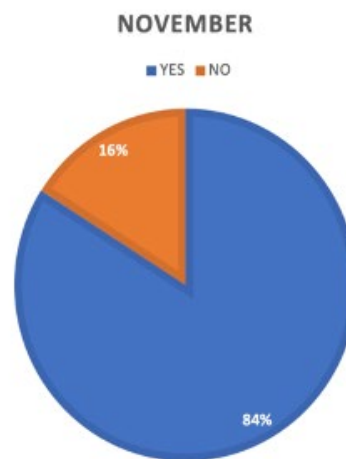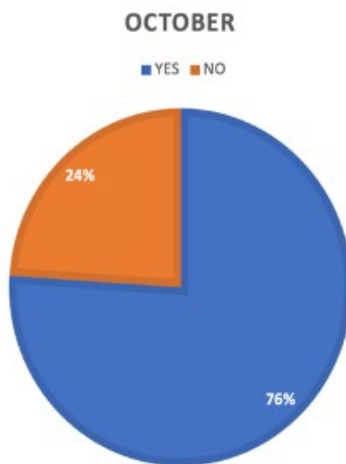
Evidence of High Yield strategies in K-12 classrooms

Coaching (teacher/student)
Coaching (peer/peer)
Hands on materials/manipulatives
Learning Centers
Active Reading
Problem Solving
Graphic Organizers/Note taking
Cooperative Learning (students working together)
Non-linguistic representations/pictures/visual aids
Writing process
Higher-order questioning (Bloom's ? Stems)
Differentiation/choice/variety (Students showing mastery of content in different ways
Teacher to student feedback
Instructional technology use by the teacher/student to aid in mastery

Consistently evident-   Green
Average evidence -   Not highlighted
Low evidence -   Yellow

Daily Spiral Review
Use of Content/Academic Vocabulary
Students write about what they read
Evidence of types of writing
Use of authentic text
Model/use of comprehension skills
Hands on manipulatives
Use of Visual Aids (Anchor charts, graphic organizers, exemplars, videos, photographs)
Evidence of Segmenting/blending/decoding
Use of Guided Reading Groups

Consistently evident- Green
Average evidence - Not highlighted
Low evidence - Yellow

PCPS Instructional Monitoring Expectations for Principals

Item #	CAP Section #	Action Steps	Duration	Monitoring
1	2.1	Principals will ensure teachers plan as teams each week using the Curriculum Guides and Pacing and the VA Standards of Learning which are included in the guides. A school administrator and/or leadership team member must be in attendance.	Weekly	Meeting notes will be submitted to the principal by Friday of each week with a list of attendees.
2	2.1	Principals will review lesson plans and provide evidence-based feedback to teachers for correction in a timely manner. Look-fors: *Lesson plan is complete *Alignment of lesson to the correct SOL *Behavior Condition and Criteria identified. *Differentiation *Intervention/enrichment	Weekly	Lesson plans will be available for viewing near the door or posted outside of the door. Principals will upload all lesson plans to a google doc file by Monday of each week (to include documentation of feedback)
3	2.1	Principals will conduct classroom observations and walkthroughs and track the alignment of the written and taught, and tested curriculum. Look fors: *I Can statements posted *Cognitive alignment to SOL *EBIs are being implemented per CSIP *Formative Assessment was identified. *Differentiation was noted *Students know what they are being asked to do. *Students are engaged in the lesson. *Lesson plan posted or available *Technology is being used (by teacher or student)	Daily	Classroom observations/walkthrough documentation should be shared with the teacher on each occurrence. This data should be kept in a google doc. School administrators will observe every teacher for at least 10-15 min. once per week.

		*In reading, students are reading authentic text, demonstrating comprehension, building vocabulary, and responding to what they have read. *In Math, students are problem-solving, communicating, reasoning, making connections and representations.		
4	2.1	Principals will use a walk-through tool to identify the use of look-fors, student engagement and teacher effectiveness as it relates to teaching and learning. It is the principal's responsibility to ensure that support is provided, if needed and that improvements are made.	Daily	See above
5	2.1	Principals will track observations/walkthroughs and feedback to ensure each teacher is observed as required and receives both glows and grows.	Weekly	
6	2.1	Principals will meet with staff monthly to note instructional needs and trends based on student data, lesson plan feedback, and observations/walkthroughs. There should also be a monthly review of school improvement goals with the staff. If professional development is needed, it should be communicated with the central admin directly responsible in a timely manner.	Monthly	PowerPoints and agendas should be submitted as evidence.
7	2.3	Principals will prepare teachers and staff for IER visits from the central administration office. Principals will provide a review of action items from CSIP and previous IER visits or monitoring visits, as well as follow the recommended IER visit format.	Monthly	

Intervention Monitoring Process

Intervention Monitoring
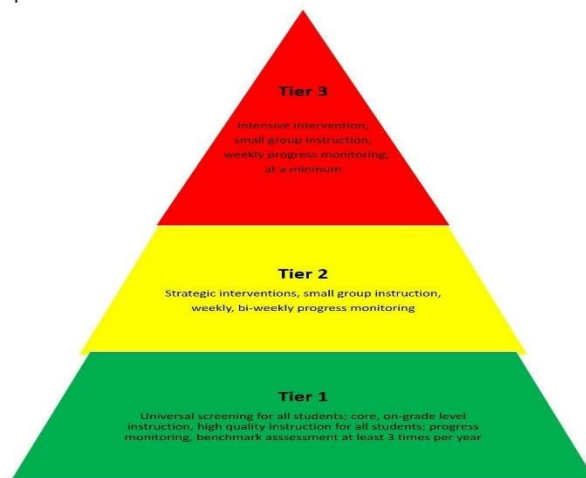
PCPS students in grades K-8 receive interventions in reading and mathematics. Each elementary school has a Title I reading specialist, Title I mathematics specialist, and an instructional coach. The middle school has an instructional coach, one reading and one mathematics specialist. Title I teachers, reading and mathematics specialists work with students in small groups using the

"push-in" model with evidence-based strategies. Small group interventions, Algebra Readiness tutors, and SOL boot camps help meet the learning needs of high school students.

How does the "push-in" method work?

Title I reading and mathematics teachers, and middle school reading and mathematics specialists bring instruction into the general education classroom along with any needed resources. Small group instruction happens alongside the classroom teacher during the designated reading or mathematics block. If whole group instruction is taking place, Title I teachers, reading and mathematics specialists work with their identified students during core instruction.

How are students selected to receive "push-in" services?

All students take a series of diagnostic assessments at the beginning of each school year to determine their literacy and mathematical skills. If students do not meet the required benchmark, they will receive either Tier 2 or Tier 3 intervention services. In addition, benchmark assessments are given every quarter to determine if students have mastered state standards. Students are also tested weekly or bi-weekly during small group instruction to determine if they have mastered skills/standards. If they make adequate progress, they will move to tier 1.

Why is the division using the "push-in" intervention method?

- Students miss less instructional time when interventions happen in the classroom setting.
- It removes the stigma of having students leave the general education classroom to go to a "special" class.
- There is less disruption to a student's daily schedule and routine.
- Provides intervention in the least restrictive environment.
- Students receive interventions tailored to their specific needs.
- There is a strong collaboration between the classroom teacher and Title I teachers to meet the needs of all learners. (Mitchell, 2018, pgs. 1-4).

Progress Monitoring Tool

All students receiving Tier 2 or Tier 3 interventions are tested and monitored based on their performance on state standards. Students are also tested weekly or bi-weekly during small group instruction to determine if they have mastered skills/standards. If they are progressing or need improvement, they continue to receive remediation support.   If students consistently mastered the identified skills, they no longer receive intervention services. The letters **M**, **P**, and **N** are used to determine if students are making progress. (See sample below.)

Sample

Date for start of	K.1a Count	K.1b Read,	K.3a Count	K.2a Compare	K.2b Compare	K.3c Identify	K.12 Sort and
Sept 2021	P	P	N	N	N		M
Sept 2021	P	P	N	N	N		M
Sept 2021	P	P	N	N	N		M
Sept 2021	M	M	P	P	P		M
Sept 2021	N	N	N	N	N		P
Oct 2021	P	N	P	N	N		M
Nov 2021	P	N	P	N	P		P
Sept 2021	M	M	P	P	P		M
Sept 2021	N	P	P	P	P		M
Sept 2021	M	P	P	N	N		M
Sept 2021	P	N	P	N	N		M
Oct 2021	N	N	P	N	N		P
Sept 2021	P	P	P	N	N		P
Sept 2021	M	P	P	P	P		M
Sept 2021	P	P	P	P	N		M
Sept 2021	M	M	P	P	P		M
Sept 2021	P	N	P	N	N		M

Progress Monitoring Tool—Student Profile Sheet (Sample)

Monitoring Tool for Guided Reading										
Directions: Use all available data sources to complete the student profile sheet.										
Instructional Level--GR (Fall)	Instructional Level--GR (Mid-Year)	Instructional Level--GR (Spring)	PALS Data (Fall)	PALS Data (MidYear)	PALS Data (Spring)	PAST Fall 2021 Form A	PAST Dec 2021 Form B	Benchmark Assessment 11/10/2021	Other Assessment Data	Intervention strategies -
			38							O.G. / BFR
			18							O.G. / BFR
			8							O.G. / BFR
			22							O.G. / BFR
			7							O.G. / BFR
			8							O.G. / BFR
			23							O.G. / BFR
			1							O.G. / BFR
			19							O.G. / BFR

Key:
M=Mastered
P=Progressing
N=Needs Improvement

Next Steps:

- Provide teachers with more support to write lesson plans aligned to state standards in content and cognition.
- Using the curriculum and pacing guides with fidelity.
- Provide more training to teachers in grades K-2 with writing small group lesson plans.
- Focus math fluency during number talks to increase students' ability to number sense, automaticity, and accuracy.
- Title I reading and math teachers will continue to monitor students' progress to ensure they are meeting proficiency goals.
- Continue to model and observe teachers for the use of instructional best practices.

Office of School Quality
Interim Report
Prince Edward County

February 2022

Division Information
Region: **VIII**
Superintendent's Name: **Dr. Barbara Johnson**
Memorandum of Understanding (MOU) Date: **June 25, 2020**
Corrective Action Plan (CAP) Date: **January 13, 2021**

Per the Memorandum of Understanding (MOU):
The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth 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 on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [§ 22.1-253.13:3.]

In fulfilling this requirement <u>and</u> the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Prince Edward County Public Schools, the Office of School Quality (OSQ) meets with the school division and reviews:

> (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and
> (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

During the 2021-2022 school year, Prince Edward County Public Schools continued under the guidance of a Memorandum of Understanding (MOU) with the Board. The purpose of this *interim* report is to provide an update regarding the Prince Edward County Public School's implementation of the MOU for the reporting period of July 2021 – June 2022. Additionally, this report provides an update on progress related to the Division's Corrective Action Plan (CAP), monitoring the division's comprehensive school improvement plans (CSIPs), and an overview of the technical assistance opportunities provided.

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Report Details

A. Accountability

The Virginia Board of Education accreditation standards provide a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school-quality indicators, including student achievement, chronic absenteeism, graduation, dropout rate, student membership, and participation rates.

State-level Accountability: Schools are rated on each school quality indicator and also receive a summative rating of either **"Accredited," "Accredited with Conditions,"** or in the case of a school that has not made a good faith effort to implement corrective actions, **"Accreditation Denied."**

Accreditation Ratings - Under the revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (also referred to the *Standards of Accreditation*), schools earn one of the following three accreditation ratings:

- **Accredited** — Schools with all school-quality indicators at either Level One or Level Two
- **Accredited with Conditions** — Schools with one or more school-quality indicators at Level Three
- **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.
  - A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

State Summary[1]	Elementary	Middle	High	Totals
Total Number of Schools in Division	1	1	1	3
Accredited				0
Accredited with Conditions	1	1	1	3

At the state level, performance on each school-quality indicator is rated at one of three levels:
- Level One: Meets or exceeds standard or sufficient improvement;
- Level Two: Near standard or making sufficient improvement;
- Level Three: Below standard

School Quality Indicator (Number of Schools in Division with Level 3 Status)[1]	Elementary	Middle	High	Totals
English All	0	0	0	0
English Achievement Gap	1	1	0	2

[1]Data Source: School Accreditation Report 2019-2020

Mathematics All	0	0	1	1
Mathematics Achievement Gap	0	0	1	1
Science All	0	1	0	1
Chronic Absenteeism	0	0	1	1
Graduation and Completion	N/A	N/A	0	0
Dropout	N/A	N/A	0	0

Federal-level Accountability: Under the *Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (ESSA)*, schools are identified for support and improvement at the federal level based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standards of Learning reading and math assessments, growth in reading and math achievement for elementary and middle schools, high school graduation rates, and progress in English Learners gaining proficiency in English. In addition, schools are rated on school quality indicators and student success, including chronic absenteeism and school accreditation rating. Schools may be identified for one of three ratings for support and improvement:

- Comprehensive Support and Improvement (**CSI**): lowest performing five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent based on the performance of all students - these schools are identified every three years;
- Targeted Support and Improvement (**TSI**): Title I and non-Title I schools with one or more consistently underperforming student groups that do not meet the interim measure of progress for two consecutive years and are in the lowest two quartiles for growth and English Learner progress - these schools are identified annually; or
- Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

Federal Summary[2]	Elementary	Middle	High	Totals
Total Number of Schools in Division	1	1	1	3
CSI				
TSI	1			1
ATSI		1		1

[2]Data Source: [Schools Identified for Support and Improvement (2019-2020)](#)

B. Data from 2020-2021

Chronic Absenteeism Rates: Students who are absent ten percent (10%) or more of the school year are identified as being chronically absent, regardless of whether absences are excused or unexcused. The chart below provides the Division Chronic Absenteeism Rate for 2018-2019 and 2020-2021 compared to the State Chronic Absenteeism Rate.

Student Group[3]	2018 - 2019		2020 - 2021	
	Division	State	Division	State
All Students	19.4	10.7	36.3	11.1
Black	20.9	13.1	38.8	17.9
Economically Disadvantaged	23.7	16.4	40.4	18.6
English Learners	10.2	11.7	25	13.5
Hispanic	19.7	12.8	37	13.8
Multiple Races	14.5	10.9	37.3	11.4
Students with Disabilities	29.5	16.3	39.5	15.8
White	18.5	9.5	33.5	8.1

Four-Year Graduation Rates: The data reported below represent the Division's 4-year graduation rate and the division's ranking of that rate based on all divisions in the Commonwealth. (132 divisions)

Year[4]	Division Rate	Division Rank	State Rate
2019	85.55	117	91.53
2020	85.90	121	92.48
2021	74.17	131	92.99

Standards of Learning (SOL) Division Subject Pass Rates: 2020-2021 Standards of Learning (SOL) assessment results reflect reduced student participation in state assessments due to COVID-19. SOL Reading, Mathematics, and Science assessment results for 2019-2020 are not available due to the closure of schools and the cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

[3]Data Source: School Quality Profiles
[4]Data Source: Virginia Cohort Report

Year[5]	Rate/Subject	English: Reading	Mathematics	Science
2018-2019	Division Pass Rate	61	61	60
	State Pass Rate	78	82	81
	Difference	*-17*	*-21*	*-21*
2020-2021	Division Pass Rate	48	25	37
	State Pass Rate	69	54	59
	Difference	*-21*	*-29*	*-22*

Student Fall Membership: The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public school on September 30. This report, known as Fall Membership, is submitted by each school in Virginia that officially enrolls students (i.e., student records are maintained on a Virginia teacher's register or automated system).

Membership Count[6]	2018-2019	2021-2022	Percent of Change
Division	2079	1917	Decreased 7.79%
State	1,290,513	1,251,970	Decreased 2.99%

[5]Data Source: School Quality Profiles
[6]Data Source: Fall Membership Report

C. Corrective Action Plan (CAP): Progress of Essential Action(s)

Per the Memorandum of Understanding (MOU):

The Prince Edward County School Board, the central office staff, and stakeholders will develop a corrective action plan (CAP) in conjunction with the Office of School Quality and other relevant VDOE offices and implement essential actions to comply with the Standards of Quality and improve student achievement with a focus on the following categories:

- *Academics and Student Success*
- *Leadership and Governance*
- *Operations and Support Services*
- *Human Resource Leadership*

OSQ staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the CAP and to review quarterly data, which may include the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Prince Edward County Public Schools (PECPS) to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Prince Edward County School Board). Specific next steps will be developed as needed. [pg. 2 Item 3]

The Prince Edward County School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the CAP; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the CAP. Data points to be reviewed may include the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by PECPS to implement the essential actions in the CAP will be communicated by OSQ staff via a written bi-monthly report provided to the Division Superintendent (who will share it with the Prince Edward County School Board). Specific next steps will be developed as needed. [pg. 4 Item 2]

Items specific to MOU
[Dr. Barbara Johnson](#) was appointed as the superintendent of Prince Edward County Public Schools on July 1, 2016. The OSQ provides an executive liaison to support PECPS leadership in monitoring the CAP's implementation and impact. On November 4, 2021, a meeting was held with the VDOE Superintendent of Instruction, the VBOE president, the LEA, and the Division Superintendent. The meeting provided the superintendent with an opportunity to update VDOE and VBOE on the progress of certain CAP elements. Additionally, the PECPS board received training from Virginia School Board Association (VSBA) on October 13, 2021, and January 12, 2022.

Corrective Action Plan Progress Meetings

CAP Meetings occurred on June 21, 2021, September 13, 2021, and January 10, 2022, with OSQ and division leadership. The OSQ held CSIP monitoring meetings with principals and division leadership on November 5, 2021.

The following meetings will occur between OSQ and division leadership:
- Essential Action Review - March 14, 2022
- CSIP Spring Monitoring - April 22, 2022
- CAP Meetings on May 9, 2022, and July 11, 2022

In addition to the 2021-2022 CAP Progress meetings, OSQ implemented focus area meetings to engage the division in reflective dialogue to improve practices. The division and OSQ rate each essential action's progress using the scale of *not started, planning, initial implementation, full implementation (first year), and operational (second and third year).* During the meeting, the division and OSQ discuss progress on the essential actions, with the artifacts provided by the division to support the rating. This continuous improvement process provides the opportunity for OSQ to provide feedback to the division. Status of the essential actions will be determined in the Spring 2022.

OSQ Summary of Essential Action Progress

During Fall 2020, PECPS was provided support from an OSQ consultant to develop their corrective action plan (CAP). The division's finalized corrective action plan, and associated action steps provided the foundation for PECPS's first CAP meeting, held in February 2021. The PECPS CAP includes the focus areas of Planning, Process and Protocol, Professional Development, and Data Analysis and Program Evaluation. The PECPS CAP includes seven essential actions focused on improving student achievement and compliance with the Standards of Quality. These focus areas also address the key priorities stated in the MOU.

As a result of the division development and implementation of the CAP, PECPS requested additional support for their staffing evaluations processes and support in the area of curriculum development. As PECPS has experienced a transition within the Human Resources (HR) Office, an OSQ HR consultant worked collaboratively with PECPS to interview, hire, and train a new human resources director. Upon hiring the new Director of Human Resources, an OSQ consultant worked with PECPS to review, revise, and provide technical assistance on the hiring, onboarding, and evaluation of employees. Additionally, in conjunction with the Office of Learning and Innovation, OSQ provided PECPS with several curriculum consultants to support this work. Furthermore, an OSQ team member collaborates with the division's on-time graduation committee.

OSQ acknowledges PECPS's accomplishment in its work towards developing an aligned written, taught, and tested curriculum. It should be noted that PECPS is in the first full year of implementation for four core content areas. The resource areas are working on their curriculum

development during the 2021-2022 school year through the division's professional development (PD) plan. In the spirit of continuous improvement, the division expects teachers to make notes of needed changes and updates throughout the year. Time has been built into the PD plan for overall updates to be reviewed, and updates will be made at the end of the school year as part of a regular curriculum guide update cycle.

Beginning in September, PECPS has provided many artifacts relating to each of the four focus areas. PECPS shared with OSQ the division's professional development plan, instructional meeting minutes, the division's instructional walkthrough tool, and the school's data dig and data triangulation process to assist the schools in making data-informed decisions. Additionally, the division shared its process to monitor attendance at all three schools to include:
- Building-level daily attendance disaggregated based on gender and ethnicity/origin;
- A data tracking sheet to monitor the students who missed three or more days from school; and,
- A system to identify which interventions were utilized to address attendance concerns.

PECPS is utilizing the information gleaned from these processes, procedures, and artifacts to develop training that supports school-based team members in the analysis of other types of assessment data besides benchmark data. This information, coupled with the walkthrough data, is also assisting the schools in their examination of short, midterm, and long-term goals. It also guides the division in determining if additional supports are needed, such as the presence of division curriculum team members at teacher leader meetings. At this time, PECPS has requested that the OSQ HR consultant continues throughout the year to advise the new PECPS HR director on topics such as recruitment, contracts, and DOE reporting.

During 2020-2021 reporting dates of March 1 through May 3, Prince Edward County reported[7] an instructional operational status of All Hybrid for all reporting cycles. The OSQ recognizes the challenges that the last two years have brought to the divisions; however, PECPS leadership has not wavered from the mission of improving student achievement for all students. The OSQ looks forward to seeing the impact of PECPS's efforts. For a more thorough report of the actions that PECPS is taking see section D of this report which provides the division report on specific data sets and next steps based on an analysis of the data.

Recognizing the efforts of the division's efforts toward continuous improvement, development of processes and procedures, and commitment to student achievement, OSQ recommends the following next steps:

- Per the responsibilities referenced in MOU Item #1, Prince Edward County Public Schools will present artifacts to demonstrate evidence of the division's progress towards attaining the goals of the corrective action plan.
  - OSQ staff will utilize the division's artifacts to engage in coaching conversations during CAP meetings focused on the division's identified action steps for improving all schools.
- The OSQ will continue the bi-monthly meetings with the Prince Edward County Public Schools to evaluate the progress of the division's essential actions from the corrective action plan.   The focus of the meetings will be a status update on the division's

[7]Data Source: Instructional Modality

- implementation of the MOU and the division's efforts to monitor the impact of the comprehensive school improvement plans.
  - The discussion will foster the division's leadership capacity and support the sustainability of the efforts at the division and the school level.
- OSQ expects the Prince Edward County Public Schools Superintendent to direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by OSQ to continue building the capacity of both the division's leadership team and the school-based leadership.

The focus of the technical assistance session and additional professional development is to support the implementation of strategies for improving student achievement in low-performing schools.

OSQ Monitoring of CSIP and Evidence-Based Interventions

OSQ is committed to building division leadership capacity through coaching and collaboration. As such, OSQ provides ongoing support to the division. The meetings noted below are examples of specific citations of opportunities in which the division and school leadership report on their progress monitoring efforts, share data, and identify next steps.

Comprehensive School Improvement Plan (CSIP) Reviews: Meetings with OSQ, the division's leadership, and school principals occurred on November 5, 2021. The OSQ provided feedback to the division regarding development of goals to address the factors identified in the needs assessment related to the performance on indicators through essential actions and evidence-based and/or research-based strategies. Principals of the following schools attended the meetings:
- Prince Edward County Elementary School
- Prince Edward County Middle School
- Prince Edward County High School

Monitoring of Implementation and Impact of CSIP: Meetings will occur with the division leadership and principals on April 22, 2022, to "monitor evidence of the school's progress in implementing the [CSIP], to track the improvement on the indicator, and to identify next steps." [8VAC20-131-400]. Principals of the following schools will attend the meetings:
- Prince Edward County Elementary School
- Prince Edward County Middle School
- Prince Edward County High School

School Improvement Grant (SIG) Funds: Per the U.S. Department of Education, Office of State Support, School Improvement Grants (SIGs), authorized under section 1003(a) of Title I of the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)* are grants awarded to local educational agencies (LEAs) that demonstrate a commitment to use the funds to provide resources to raise the achievement of students in their lowest-performing schools substantially. Only a division with a school(s) that meets the statutory identification requirements for school improvement as defined under the Every Student Succeeds Act (2015) may apply for School Improvement Grants. PECPS received a total of **$464,314.72** in 2018-2022 SIG awarded funds.

Technical Assistance

The Director of the Office of School Quality (OSQ) will coordinate with the OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and CAP. An OSQ-selected representative may also be assigned to attend and participate in all leadership team meetings and leadership activities to ensure the alignment of division programs and processes to the MOU, the CAP, and the PECPS Division's Strategic Plan. [pg. 2 #1]

The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU. [pg. 5 # 7]

Listed below are the universal supports that OSQ provides for all divisions. Items noted with an asterisk (*) are technical assistance(s) provided by OSQ/VDOE to support specific division needs. Evidence of outcomes from technical assistance and professional development provided and/or recommended by OSQ will be captured through the review process of essential actions included in the CAP during Spring 2022 progress meetings.

July 2021
- July 8 - Quick Takes Bulletin -Theme: Developing a Comprehensive School Improvement Plan (CSIP)
- July 8 - Comprehensive Needs Assessment (CNA) Overview Webinar
- July 22 - Evidence-Based Interventions (EBI) Webinar

August 2021
- August 5 - Comprehensive School Improvement Plan (CSIP) Overview Webinar
- August 11 and 12 - VDOE Mathematics Webinar #1 Addressing Unfinished Learning in the Secondary Mathematics Classroom (early registration access provided)
- August 12 - Quick Takes Bulletin -Theme: Monitoring and Implementation
- August 17 - Level Three and Federally Identified Schools Monitoring Process for 2021-2022 Webinar
- August 17 - VDOE Mathematics Office Hours
- August 19 - Quality Time: School Quality Open Office Hours by Appointment
- August 23 - Essential Action and Revised Corrective Action Plan (CAP) Process Meeting*
- August 31 - VDOE Mathematics Webinar #2 Bridging for Math Strength Webinars (early registration access provided)

September 2021
- September 2 - VDOE Mathematics Office Hours
- September 8 - Overview of Monitoring and Implementation Webinar
- September 9 - Quick Takes Bulletin -Theme: Evidence-Based Interventions and practices

- September 16 - Quality Time: School Quality Open Office Hours by Appointment
- September 23 - Academic Review Pilot*

October 2021

- October 4 and 14 - VDOE Mathematics Webinar #3 Using Small Group Instruction to Address Unfinished Learning (early registration access provided)
- October 6 - Professional Learning Network (PLN)
- October 7 - Quick Takes Bulletin -Theme: Quality Feedback
- October 7 - Evidence-Based Interventions (EBI) Overview Webinar
- October 18 and 25 - VDOE Mathematics Webinar #4 Structuring Effective Mathematics Intervention
- October 19 - VDOE Mathematics Office Hours
- October 21 - Quality Time: School Quality Open Office Hours by Appointment
- October 26 - VDOE Mathematics Office Hours

November 2021
- November 3 - Professional Learning Network (PLN)
- November 4 - Quality Feedback Webinar
- November 10 - Quick Takes Bulletin -Theme: Coaching Conversations Part I
- November 18 and 19 - Principal Leaders Conference

December 2021
- December 1 - Professional Learning Network (PLN)
- December 1 - Comprehensive School Improvement Schools Monitoring Training
- December 2 - Coaching Conversations Part I Webinar
- December 9 - Quick Takes Bulletin -Theme: Coaching Conversations Part II
- December 15 - On Time Graduation Committee Meeting with OSQ*
- December 16 - Quality Time: School Quality Open Office Hours by Appointment

January 2022
- January 12 - Professional Learning Network (PLN)
- January 13 - Quick Takes Bulletin -Theme: Developing Shared Leadership
- January 13 - Strategies for Effective Coaching Conversations Part II Webinar
- January 19 - Spring Monitoring Process Technical Assistance
- January 20 - Quality Time: School Quality Open Office Hours by Appointment
- January 20 - On Time Graduation Committee Meeting with OSQ*
- January 25 - On Time Graduation Committee Meeting with OSQ*

February 2022
- February 3 - Developing Shared Leadership Webinar
- February 10 - Quick Takes Bulletin -Theme: Facilitating Conversations for Consensus
- February 12 - Teachers in Action Workshop #1
- February 17 - Quality Time: School Quality Open Office Hours by Appointment

March 2022
- March 3 - Facilitating Conversations for Consensus Webinar
- March 5 - Teachers in Action Workshop #2

- March 10 - Quick Takes Bulletin -Theme: Long Range Data Planning
- March 12 - Teacher in Action Workshop #3
- March 17 - Quality Time: School Quality Open Office Hours by Appointment

D. Division Data Reporting

This section includes data reported by the Division to monitor the progress of School Quality Indicators, Staffing, Professional Development, and Curriculum Implementation Monitoring. The Division has generated all data.

Student Academic Progress Table: Localized Assessments			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Prince Edward ES-Reading	• Black • Disabilities	• Black- Tested 228; 21.1% Pass; 47.61% Avg. Score • Disabilities- Tested 51; 15.7% Pass; 46.9% Avg. Score	CIP 2022 English Benchmark+ Two (2nd-4th Grade)/ 1/27/2022
Prince Edward MS-Reading	• Black • Disabilities	• Black- Tested 282; 31.2% Pass; 55.6% Avg. Score • Disabilities- Tested 72; 16.7% Pass; 46.7% Avg. Score	CIP 2022 English Benchmark+ Two (5th-8th Grade) / 1/27/2022
Prince Edward MS-Science	• All	• All- Tested 241; 27.8% Pass; 53.7% Avg. Score	CIP & Division Created 2022 Science Benchmark+ Two (5th & 8th Grade) / 1/27/2022
Prince Edward HS-Mathematics	• All • Black • Disabilities • White	• All: Tested - 81; Pass - 66.7% • Black: Tested - 46; Pass - 56.5% • White: Tested - 31; Pass - 77.4% • Disadvantaged: Tested - 43; Pass - 65.1% • Disabilities Tested - TS; Pass - 12.5%	Fall 2021 Non-Writing SOLs/ 1/27/2022
+Comprehensive Instructional Program (CIP) Benchmarks are based on a 70% cut score.			

Division Summary of Next Steps

PECPS uses a division-level Data Dig process with all schools to review student achievement data after each quarter and at the end of the school year to review Standards of Learning and summary end-of-year data. Schools select at least three data sources for the Data Dig, which is relevant each quarter. The schools replicate this process with school- and classroom-level data during the content area and grade level professional learning community meetings.

Following each Data Dig, short-, mid-, and long-term next steps are considered for each school and overall for the division. Following the division-level Data Dig held on January 6, 2022, the next steps included:

- PEC Elementary School: targeted supports and coaching for specific teachers, adjusting meeting schedules to allow for more planning time than required, teacher item analysis of assessment data, special education-focused data dig, and progression charts for grade two and below as the data indicated this group was most impacted by the pandemic, increase classroom walkthroughs completed by the administration, continue supports from contracted math and literacy coaches;
- PEC Middle School: teacher item analysis of assessment data, remediation of targeted students, review of assessment monitoring strategies to ensure students take assessments seriously, VTSS Team to review attendance and behavior data trends more closely using the VTSS SWIS data system, continue supports from contracted math and literacy coaches;
- PEC High School: collaboration with the Office of School Quality educational consultant for graduation, consider incentives for staff attendance, continue classroom walkthrough process, continue to work with the contracted mathematics coach, increase support from the contracted literacy coach, use VTSS Team for support for all students in behavior and attendance, use TTAC for co-teaching strategies.
- Additionally, the division next steps include:
  - Short-term: Monitor the use of the contracted literacy and mathematics coaches, continue the classroom walkthroughs by division staff, and begin conducting tandem central office-school administration walkthroughs; all schools provide feedback to teachers in a consistent manner following walkthroughs, all schools share data with VTSS teams as data leaders in the building;
  - Mid-term: Transition planning for upcoming 5th grade and 9th-grade students between schools, continue with strategies to encourage staff attendance and complete a data comparison throughout the year, seek additional support from TTAC to increase special education instructional supports;
  - Long-term: Pilot a 45-day intervention planning to address weak areas as indicated by the data by school/grade level, cultural competency training for principals/administration, and considerations for professional development for teachers for next school year.

Chronic Absenteeism		
School	**Number of Students with Eight Absences or More of Any Kind**	**Date of Measurement**
Prince Edward MS	45.6%	1/27/2022
Prince Edward HS	53.9%	1/27/2022

Division Summary of Next Steps

PECPS utilizes the Attendance Works attendance awareness campaign materials. The division sends regular emails, automatic phone calls, and social media posts encouraging parents to send their children to school. Attendance data is reviewed during the division-level Data Dig process. Schools use the following strategies to reach parents and students who are chronically absent: School Messenger phone calls, Teacher-Parent contact logs, attendance/student support team meetings to determine interventions and Chronic Absenteeism Plans for students, school-based incentives for students regularly attending school. The division has a Family Support Facilitator who also works with families of chronically absent students. This position helps school leaders make connections across the division for families with multiple students exhibiting chronic absenteeism trends. The division-level strategies include weekly communication with families on the importance of going to school, incentives for attendance (i.e., Attending Longwood University basketball games, and visiting the campus), working with school attendance officers to ensure correct coding (i.e., pandemic related absences), home visits to determine family needs, personal phone calls to families, division attendance team, attendance at school level attendance meetings, and monitoring chronic absenteeism through a division-wide database of supports provided to chronically absent students.

Graduation Completion			
School	**Number of Students on Track for Graduation**	**Total Number in Cohort**	**Measurement Date**
Prince Edward HS	130	147 (Includes dropouts from the 2022 cohort, students not on track and students on track)	1/28/2022

Division Summary of Next Steps

The Virginia Board of Education defines the graduation rate as the number of on-time graduates divided by the first-time 9th graders for the same group of students plus/minus transfers in/out. PECHS tracks this using the Graduation and Completion Index cohort list by cohort entry

year. PECHS follows the requirements that students have met for their selected Virginia diploma path to determine the number of students on track for graduation at the end of the student's senior year. PECHS also reviews each student's attendance, performance on Standards of Learning Assessments for verified credits, options for locally-awarded verified credits, and other student data to determine student support needs. To support students in ensuring on-time graduation, PECHS has the following strategies: Graduation Contracts with all seniors and their parents, Student Support meetings, after-school tutoring (virtual and/or in-person), remediation on SOL courses needed for verified credits, home visits (for seniors) from the PECPS Family Support Facilitator, Senior/Administrator Meetings, Senior Mentoring with Staff Members and Personalized Pathways for seniors, which include abbreviated schedules to accommodate students' unique needs. Additionally, beginning in January 2022, PECHS administration and school counselors began meeting with a representative from the Office of School Quality as a thought partner for graduation support.

The division continues to support students who did not graduate on-time with Cohort 2021. Of the eleven students, five students have either earned their diploma or GED and five additional students are currently enrolled and on-track to graduate in 2022.

Staffing		
School	Number of Current Open Positions	Number of Anticipated Openings for 2022-2023
Prince Edward ES	2	12
Prince Edward MS	13	8
Prince Edward HS	6	8

Division Summary of Next Steps

PECPS has increased recruitment efforts using the following strategies: registered for college in-person and virtual job fairs, participation in Handshake (virtual recruitment), advertising positions beyond the local website using Virginia Press (digital recruitment and advertising), Virginia Employment Commission, Indeed, HBCU Connect, Nemnet, Purple Briefcase, use of Participate Learning and Educational Partners International recruitment agencies, social media sites to include Instagram. Facebook, LinkedIn, Twitter, and social media campaigns highlighting why applicants should work in PECPS. A local job fair is planned for February 18, 2022. Additional local job fair dates are also being considered for March and April. As of January 27, 2022, PECPS has secured employees for the 2022-2023 school year through Participate Learning. PECPS partners with Longwood University for accepting student teachers and practicum students. The division is currently working with VCU to establish a residency program for 2022-2023. PECPS supports existing staff by offering tuition reimbursement for teachers who have provisional licenses and for support staff who aspire to be teachers.

Division Professional Development Plan

PECPS operates a division-wide train-the-trainer professional development plan. Each school sends a selected group of teachers to regularly planned professional development provided by division coordinators, the assistant superintendent, and guest presenters. The school teams then deliver the professional development to their staff following the professional development calendar. Additional training is held for school and division administrators to support their role in instructional supervision of the implementation of professional learning. The 2021-2022 PECPS Professional Development Plan has the following focus areas: **Canvas:** learning management platform for teachers and administrators and Go Guardian monitoring; **Curriculum work**: cross-curricular connections, writing, high-yield strategies, embedding alignment into learning resources, vertical articulation, and embedding 5Cs in student learning opportunities, creating balanced assessments aligned to the curriculum; **Data analysis**: data analysis processes, using data to make instructional decisions, providing tiers of support for all students, use of Performance Matters reports, including the Early Warning Report; **Feedback training for administration**: instructional feedback (from school admin to teachers, teachers to school admin, division admin to school admin and school admin to division admin); and **Security Awareness Training**: KnowB4 for everyone with an email account.

Beginning in July 2021, the professional development focused on building aligned resources and assessments from the newly written PECPS Curriculum Guide. Teachers received training on making cross-curricular connections, using technology resources to support the curriculum implementation and strategies for differentiation for students. Teachers were provided strategy training for English Language Learners and special education students. Additionally, the PECPS Curriculum Guide is being expanded this year in non-core areas. Teachers are reviewing their non-core subject areas and re-writing the curriculum for each non-core area to ensure alignment to the Virginia Standards of Learning and Virginia's Career and Technical Standards through Verso.

Through the professional development plan, teachers have been reviewing the assessments given to students to support the taught curriculum. Teachers were provided a balanced assessment gap analysis process to determine the types (formative, summative, diagnostic), the number, and format (multiple-choice, quick check) of assessments given. The gap analysis is then used to ensure that each unit of study includes a balanced assessment approach to prompt innovative instruction and deeper learning.

PECPS began using a division-wide Data Dig process this year. This process focused on the triangulation of at least three data sources to make informed decisions for improvement. The data analysis training has focused on the use of assessment reports from Performance Matters to make informed decisions regarding student achievement. PECPS has created an Early Warning System in Performance Matters that schools can customize to target students with the highest needs. For example, schools can run a report that targets chronically absent students, have grades below a "C" in one or more classes, and have scored below 70% on a benchmark assessment. This allows teachers to identify specific students for targeted interventions by school/content. The division Data Dig process is held at the division level with all schools using school summary data. The process is then replicated at the school level in two ways: 1) review of overall school summary data and 2) review of student and group-specific data which helps

teachers target student needs directly. The Data Dig process informs the delivery of the professional development plan, as well as individual support for teacher and administrative professional growth.

The administrative focus of the professional development plan is intended to support the school administration in continuous improvement efforts using data more effectively and providing feedback to teachers regarding the implementation of the curriculum and professional learning. Training topics have included: Using pivot tables for data analysis, how to get the most out of your professional learning communities, and providing explicit feedback through walkthroughs and evaluations.

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Instructional Walkthrough Process

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PECPS utilizes a division classroom walkthrough form which details instructional content, high-leverage instructional practices by teachers and students, student intervention supports/services, classroom engagement and environment details, and levels of rigor and engagement. These areas were selected for the classroom walkthrough form to match the efforts of professional development implementation, determine the implementation of the aligned curriculum, to review interventions provided to specific groups of students, to ensure a connection to Virginia's 5 Cs, and to monitor that instruction meets the rigor of the Virginia Standards of Learning.

During July 2021, a leadership retreat was held on understanding rigor and student engagement. The administrative team discussed what rigor and engagement mean in a PECPS classroom as related to the research on rigor and engagement. By the end of the training, the entire administrative team came to a consensus as to how rigor and engagement would be scored on the division-level classroom walkthrough tool. During this time, division leadership reviewed summary classroom walkthrough data from 2020-2021, and principals committed to conducting eight classroom walkthroughs per week per administrator, which does not include regular classroom observations for evaluation. Division leadership, including the curriculum and instruction team of six, conduct group classroom walkthroughs monthly in each building, in addition to individual classroom walkthroughs. Upon reviewing classroom walkthrough data during division level Data Digs, it was apparent that not all schools were able to complete their walkthroughs, citing pandemic-related reasons as part of the hindrance (i.e. contact tracing, organization of classroom coverage, substitutes in classes). Division leadership re-emphasized the need for classroom walkthroughs on a regular basis and expects that school leaders renew walkthrough efforts beginning with the second semester.

Summary of data for three schools in the division as of 1/31/2022:
- 645 classroom walkthroughs: 169 in English, 148 in Mathematics, 105 in Science, 73 in History, 150 in other areas (PreK - Grade 12)
- In 55% of classrooms, the student learning objective was apparent and in student-friendly language
- More variety of high-leverage instructional practices teacher action as compared to last year with the following strategies noted as the top three: Leading a Whole Group Discussion (35.6%), Building on Prior Knowledge (32.4%), Explaining and Modeling Content, Practices, and Strategies (24.6%)

- Marzano and other high-yield strategies: Classroom Practice (49.1%), Reinforcing Effort and Providing Recognition (46.7%), Nonlinguistic representation or Graphic Organizers (17.6%), Cooperative Learning (15%), Setting Objectives and Providing Feedback (15%)
- Top two strategies provided in classrooms with EL and Special Education student groups: Breaking Tasks Down into Simpler Steps (65%) and Small Group Instruction (47.6%)
- Top four student actions observed: Participating in Class Discussions (31.4%); Working Independently (30.8%); Working in Cooperative Groups (22.6%); Hands-on Learning Activities (19.6%)
- More variety in the implementation of Virginia's 5Cs with the top three noted: Communication (77.5%); Critical Thinking (41.3%); and Collaboration (37.8%)
- Level of Rigor: Classrooms are mostly at the medium level of rigor (Analyze and Apply)
- Level of Engagement: Students are mostly at the medium level of engagement of learning (mix of high levels of engagement and teacher-centered learning with some challenging learning)

Each month, the division leadership team debriefs on the trends noticed from walkthrough data across school buildings and the division. This data informs the next steps of support provided to schools by each of the coordinators, including supports for data use, curriculum implementation, and interventions for students. For example, the Coordinator of Teaching and Learning has begun attending specific grade level/content area planning meetings to model for teachers how to align lesson activities to meet the rigor of the content. The data is also used to consider additional professional development needed for school leaders and teachers. As a next step from the Division Data Dig in January, the school administration will conduct classroom walkthroughs in tandem with division leadership as support to school leadership on providing effective feedback based on what is observed. Following each monthly visit, a debriefing will be held to summarize the observations and target supports for teachers.

Intervention Monitoring Process

Process for Assigning Interventions (Reading and Math)
At the beginning of each school year, students are administered a diagnostic assessment for reading and mathematics using a universal screener for reading and mathematics grade-level proficiency. The division uses a variety of screeners based on grade-level. Examples include Phonological Awareness Literacy Screening, iReady- Reading and Mathematics (pilot year for elementary), Star Assessments- Reading and Mathematics (elementary and middle). Pre-K and Kindergarten students are assessed using the Virginia Kindergarten Readiness Program (VKRP) to determine their readiness skills in mathematics, literacy, self-regulation, and social skills. All schools use additional assessments to determine student interventions. These include classroom assessments, common formative assessments, and benchmark assessments. Interventions vary based on the assessment results, as well as the type of intervention assigned. Once interventions are assigned, the classroom teacher and/or the school mathematics and reading interventionists monitor students for progress until the follow-up screener is administered. For example, PALS students who are identified receive pull-out literacy support services with a reading interventionist and also with PALS tutors. For iReady, once the assessment is completed, iReady prepares teachers with actionable data reports that show where students fall on grade-level and the skills that are needed to address the deficits in learning. Students are given

individualized instruction to help them reach grade-level proficiency. The iReady platform is web-based and students can log into their lessons outside of school hours, but also daily during guided reading time for about 15-20 minutes. Star Reading and Mathematics screeners are given in the Fall, mid-year, and in the Spring to determine a student's grade level equivalency. Students receive differentiated instruction, after-school tutoring, and other support based on this data.

Monitoring of Intervention Usage
Student supports are monitored at the school-level and discussed in bi-monthly PLC meetings, and at the division level during the monthly data dig process. Monitoring varies based on the intervention.
For iReady at the school level, the following information is considered: Averages by homeroom teacher lesson time on task in minutes, the lessons completed and passed, and the percentage of the lessons passed. The usage data is correlated to student pass rates on benchmarks and increased reading levels on PALS. Based on the first semester's usage from iReady, the next step from the division level for the elementary school is to continue to push for 45 minutes of individualized instruction in reading and math on the iReady platform to increase students' grade-level proficiency.

Summary of Data Collected
The Division Data Dig process allows the division and schools to triangulate data from benchmarks, screeners, and other selected data sources such as student attendance, discipline, and teacher attendance, as relevant to each school. The Division Data Dig process revealed that students in grades 1 and 2 at PECES are experiencing the greatest impact from the pandemic based on screeners and benchmark assessments. PECMS students in grades 5-8 are also experiencing high needs. The grade equivalent distribution from Star Reading data indicate that 65% of first grade students are performing between a GE of 0.0 - 0.9; 60% of second grade students are performing between a GE of 0.0 – 1.9; 42% of third grade students are performing 0.0 – 2.9 (22% are between 2.0 – 2.9);57% of fourth grade students are performing 0.0 – 3.9 (28% are between 3.0 and 3.9); 78% of fifth grade students are performing 1.0 – 4.9 (28% are 4.0 – 4.9); 74% of sixth grade students are performing 1.0 -5.9 (22% are 5.0 -5.9); 77% of seventh grade students are performing 1.0 – 6.9 (36% are 5.0 – 6.9) and 74% of eighth grade students are performing 1.0 – 7.9 (26% are 6.0 – 7.9). This data correlates with division benchmark data and Standards of Learning data from Spring 2021 and Virginia Growth Assessment data from Fall 2022.

iReady Reading- Mid-year
Students Assessed/Total: 398/562

Tier 3 = 27% (Down from 44%)
Tier 2 = 45% (Up from 41%)
Tier 1 = 28% (Up from 15%)

iReady Mathematics- Mid-year
Students Assessed/Total: 416/561

Tier 3 = 25% (Down from 44%)
Tier 2 = 56% (Up from 48%)
Tier 1 = 19% (Up from 8%)

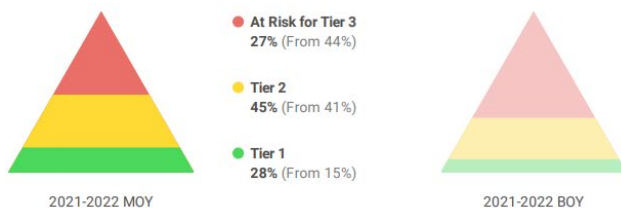**Reading Data from Beginning-of-Year (BOY) to Middle-of-Year (MOY)**
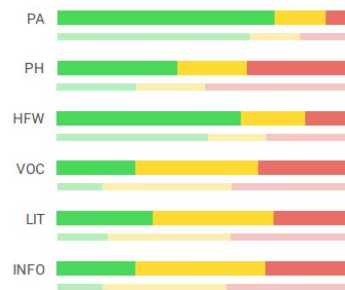

Diagnostic Results

i-Ready

School	PRINCE EDWARD ELEM SCHOOL
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	2021-2022 MOY
Prior Diagnostic	2021-2022 BOY
Placement Definition	Standard View

Students Assessed/Total: **398/562**

Overall Placement

- ● At Risk for Tier 3
  27% (From 44%)
- ● Tier 2
  45% (From 41%)
- ● Tier 1
  28% (From 15%)

2021-2022 MOY

2021-2022 BOY

Placement By Domain

PA
PH
HFW
VOC
LIT
INFO

Switch Table View
Placement Summary

Show Results By
Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 1	2021-2022 MOY	25%	65% 10%	106/139
	2021-2022 BOY	8%	63% 28%	
Grade 2	2021-2022 MOY	24% 37% 39%		117/153
	2021-2022 BOY	10% 30% 60%		
Grade 3	2021-2022 MOY	39% 30% 31%		71/121
	2021-2022 BOY	30% 31% 39%		

Diagnostic Results

i-Ready

School	PRINCE EDWARD ELEM SCHOOL
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	2021-2022 MOY
Prior Diagnostic	2021-2022 BOY
Placement Definition	Standard View

Grade	Overall Grade-Level Placement		Students Assessed/Total
Grade 4	2021-2022 MOY	27% 44% 29%	104/149
	2021-2022 BOY	16% 37% 47%	

Mathematics Data from BOY to MOY

Diagnostic Results

i-Ready

School	PRINCE EDWARD ELEM SCHOOL
Subject	Math
Academic Year	2021 - 2022
Diagnostic	2021-2022 MOY
Prior Diagnostic	2021-2022 BOY
Placement Definition	Standard View

Students Assessed/Total: **416/561**

Overall Placement

- **At Risk for Tier 3**
  25% (From 44%)
- **Tier 2**
  56% (From 48%)
- **Tier 1**
  19% (From 8%)

2021-2022 MOY   2021-2022 BOY

Placement By Domain

NO
ALG
MS
GEO
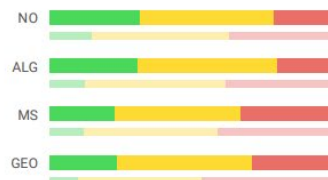
Switch Table View   Show Results By

Placement Summary   **Grade**

Showing 4 of 4

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 1	2021-2022 MOY	16%	67%	17%	107/139
	2021-2022 BOY	5%	59%	36%	
Grade 2	2021-2022 MOY	11%	56%	33%	112/152
	2021-2022 BOY	8%	46%	46%	
Grade 3	2021-2022 MOY	18%	60%	21%	98/121
	2021-2022 BOY	8%	44%	48%	
Grade 4	2021-2022 MOY	31%	41%	27%	99/149
	2021-2022 BOY	10%	42%	47%	

PALS

	PALS Fall 2021					
Grade Level	2019-2020 Fall Testers	2019-2020 # Fall Identified	2020-2021 Fall Testers	2020-2021 # Fall Identified	2021-2022 Fall Testers	2021-2022 # Fall Identified
Kindergarten	150	37	116	46	122	42
1	124	16	119	50	130	78
2	160	52	110	47	152	101
3	131	46	124	51	119	43

VKRP, fall 2022

Pre-K VKRP	All Students n=87
EMAS (Early Mathematics Assessment System) Completion Rate %	100% (n=87)
CBRS (Child Behavior Rating Scale) Completion Rate %	100% (n=87)
Average of Self-Regulation	64% (3.2/5)
Average of Social Skills	79% (4.0/5)
Average of Well Being	84% (4.2/5)
Average of Geometry	56% (5.0/9)
Average of Patterning	31% (1.9/6)
Average of Numeracy	40% (6.4/16)
Average of Computation	45% (0.9/2)
Average of Total Math	43% (14.2/33)

Kindergarten VKRP	All Students n=128
EMAS (Early Mathematics Assessment System) Completion Rate %	91% (n=117)
CBRS (Child Behavior Rating Scale) Completion Rate %	95% (n=122)
% Meeting Benchmark	75%
% Meeting Benchmark in Geometry	75%
% Meeting Benchmark in Patterning	62%
% Meeting Benchmark in Numeracy	71%
% Meeting Benchmark in Computation	91%
% Meeting Benchmark in Self-Regulation	79%
% Meeting Benchmark in Social Skills	85%

Virginia Growth Assessments

Below is a scaled score breakdown developed by the Prince Edward County Public Schools (PECPS) Coordinator of Technology and Assessments for the Virginia Fall Growth Assessment (**900-2000**) and its alignment to the Virginia Standards of Learning Assessments (**200-600**). As a reminder, the standards tested are from the prior grade, comparable to a Spring 2021 SOL for these students, except for 3rd grade.

Key

Color Code Key	Description
	Scaled score falls **BELOW** a 375 equivalent SOL score
	Scaled score falls **BETWEEN** a 375 and 400 equivalent SOL score
	Scaled score falls **ABOVE** a 400 equivalent SOL Score

Scaled Score Equivalency

Grade Level and Test Name	PECPS Median Scores	Equivalent to a 375 on SOL	Equivalent to a 400 on SOL
3rd Grade Math	1278	1367	1401
3rd Grade Reading	1370	1407	1454
4th Grade Math	1357	1367	1401
4th Grade Reading	1434	1407	1454
5th Grade Math	1368	1397	1431
5th Grade Reading	1488	1454	1496
6th Grade Math	1433	1457	1494
6th Grade Reading	1523	1498	1545
7th Grade Math	1463	1496	1533
7th Grade Reading	1616	1522	1573
8th Grade Math	1495	1551	1582
8th Grade Reading	1607	1566	1609

Process for Assigning Interventions (English Learner Students)

All students entering PECPS will receive a home language survey which determines a written protocol to ensure that incoming ELs are identified, screened, and placed in appropriate programs and receive the appropriate services. Suppose a parent or guardian responds with any language other than English for one or more questions. In that case, the student should progress then to the language screening process. Students who are found eligible for services receive individualized instruction based on their level of language proficiency and progress monitored throughout the year using a tracking form. The individual progress tracking form includes: fall growth assessment score, all screening data (iReady, PALS, STAR, grade-level data for all content areas, attendance data, grades, teacher observation summary, and next steps). Students are leveled for instruction based on benchmarks and provided additional remediation or support through their language instructional plans.

PECES EL population is 21 students from grades K-4. PECPS currently has zero newcomers, seven students who scored at Level 2, six at Level 3, three at Level 4, and two monitor students. Of these students, two arrived mid-year and five attended Virtual Virginia.

PECES EL K-3 students were assessed using PALS in fall and winter. Of the 11 students assessed at both testing sessions, all 11 have made at least a half-year's gain, with five students performing at grade level.

PALS	Above	On	Below
Level 2	2	1	4
Level 3	2	1	1
Level 4	0	1	1

PECES EL students in 1st through 4th grades use iReady as a diagnostic and remediation tool. According to iReady data, eight out of fourteen students assessed at both the beginning and mid-year have made the expected progress according to their scaled score, three made some progress, and three students have a lower score midyear than they did in the fall.

iReady	Adequate Progress	Some Progress	Decrease
Level 2	3	1	2
Level 3	2	0	0
Level 4	0	1	0
Monitor	1	1	0
No Score	0	0	1

Third and fourth-grade in-person students take the STAR Reading test in fall and mid-year. Of the five students who took both assessments, four showed growth; one Level 2, two Level 3, and one monitor student. The student who showed progress received no score on the 2020 WIDA test.

STAR	Adequate Growth	No Growth
Level 2	1	0
Level 3	2	0
Monitor	1	0
No Score	0	1

Overall, all but one elementary school student is showing growth on at least one diagnostic assessment given this year.

There are 20 EL students in grades 5-8: zero newcomers, three students at Level 2, nine students at Level 3, two students at Level 4, and 5 monitor students. Two students are currently enrolled

in Virtual Virginia, and two arrived at school in January. PECMS uses the STAR Reading assessment as a fall, midyear, and end of year screener. Of the fourteen students who took both fall and mid-year assessments, seven made at least a half-year's growth, three made some progress, and four are not yet demonstrating progress.

STAR	Adequate Progress	Some Progress	No Progress
Level 2	2	0	0
Level 3	3	1	3
Level 4	0	1	1
Monitor	1	0	0

Overall, PECMS students are showing growth. Of the four students who have not demonstrated progress, one is reading on grade-level. PECMS will continue to develop reading strategies to see demonstrated growth in all students.

The high school EL population comprises seven students; one Level 1, one Level 2, two Level 3, and 3 monitor students. PECHS students do not participate in screeners, but six of seven students took SOL tests in the fall. The Level 1 student failed two SOLs. The Level 2 student passed one SOL. The Level 3 students each failed one SOL. The two monitor students passed three SOLs and two SOLs, respectively.

Monitoring of Intervention Usage-EL Students
Student usage is monitored at the school-level by the ESL teacher and at the division-level by the ESL Coordinator. Student progress data is discussed in bi-monthly PLC meetings and at the division-level during the Data Dig meetings. Collectively, PECPS reviews student reading progression at each benchmark to determine if additional reading instruction is needed to assist the students with meeting their end-of-year reading goal. Data is recorded on a division-level chart which determines the number of minutes of intervention provided to the student based on their English language proficiency score. The benchmark Data Dig shows that ELL students are improving in reading across all grade levels. The next step for the division is to meet with the ESL teachers during their mid-year review and discuss each student's progress to meeting grade-level proficiency by the end of the year. Data points of interest include the number of students on track to exit services, the number of students in the 3.0-3.3 range, and the number of students needing intensive services.

Office of School Quality
Interim Report
Richmond City Public Schools

February 2022

Division Information
Region: **I**
Superintendent's Name: **Jason Kamras**
Memorandum of Understanding (MOU) Date: **September 7, 2017**
Corrective Action Plan (CAP) Date: **September 21, 2018**

Per the Standards of Quality:
The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance and individual student growth 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 on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools. [§ 22.1-253.13:3.]

In fulfilling this requirement <u>and</u> the responsibilities of the Virginia Board of Education as stated in the Memorandum of Understanding with the Richmond City Public Schools, the Office of School Quality (OSQ) meets with the school division and reviews:

(1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and
(2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan.

During the 2021-2022 school year, Richmond City Public Schools continued under the guidance of a Memorandum of Understanding (MOU) with the Board. The purpose of this *interim* report is to provide an update regarding the Richmond City Public School's implementation of the MOU for the reporting period of July 2021 – June 2022. Additionally, this report provides an update on progress related to the division's Corrective Action Plan (CAP), monitoring of the division's comprehensive school improvement plans (CSIPs), and an overview of technical assistance opportunities that have been provided.

Report Table of Contents

Report Details

A. Accountability

The Virginia Board of Education accreditation standards provides a comprehensive view of school quality, encourage continuous improvement for all schools and emphasize closing achievement gaps. The accreditation standards measure performance on multiple school-quality indicators, including student achievement, chronic absenteeism, graduation, and drop-out, student membership, and participation rates.

State-Level Accountability: Schools are rated on each school quality indicator and also receive a summative rating of either **"Accredited," "Accredited with Conditions,"** or in the case of a school that has not made a good faith effort to implement corrective actions, **"Accreditation Denied."**

Accreditation Ratings: Under the revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (also referred to the *Standards of Accreditation*), schools earn one of the following three accreditation ratings:

- **Accredited** — Schools with all school-quality indicators at either Level One or Level Two
- **Accredited with Conditions** — Schools with one or more school-quality indicators at Level Three
- **Accreditation Denied** — Schools that fail to adopt or fully implement required corrective actions to address Level Three school-quality indicators.
  - A school rated as Accreditation Denied may regain state accreditation by demonstrating to the Board of Education that it is fully implementing all required corrective action plans.

State Summary[1]	Elementary	Middle	High	Totals
Total Number of Schools in Division[2]	26	7	10	43
Accredited	16	0	4	20
Accredited with Conditions	10	7	6	23

At the state level, performance on each school-quality indicator is rated at one of three levels:
- Level One: Meets or exceeds standard or sufficient improvement;
- Level Two: Near standard or making sufficient improvement;
- Level Three: Below standard

School Quality Indicator (Number of Schools in Division with Level 3 Status)[1]	Elementary	Middle	High	Totals
English All	6	5	0	11
English Achievement Gap	8	7	2	17

[1]Data Source: School Accreditation Report 2019-2020
[2]Total does not include Amelia Street Special Education

Mathematics All	4	3	4	11
Mathematics Achievement Gap	4	6	4	14
Science All	8	4	3	15
Chronic Absenteeism	1	0	1	2
Graduation and Completion	N/A	N/A	3	3
Dropout	N/A	N/A	5	5

Federal-Level Accountability: Under the *Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act of 2015 (ESSA)*, schools are identified for support and improvement at the federal level based on multiple performance indicators. These indicators include academic achievement measured by pass rates on the Standard of Learning reading and math assessments, growth in reading and math achievement for elementary and middle schools, high school graduation rates, and progress in English Learners gaining proficiency in English. In addition, schools are rated on school quality indicators and student success, including chronic absenteeism and school accreditation rating. Schools may be identified for one of three ratings for support and improvement:

- Comprehensive Support and Improvement (**CSI**): lowest-performing five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent based on the performance of all students - these schools are identified every three years;
- Targeted Support and Improvement (**TSI**): Title I and non-Title I schools with one or more consistently underperforming student groups that do not meet the interim measure of progress for two consecutive years and are in the lowest two quartiles for growth and English Learner progress - these schools are identified annually; or
- Additional Targeted Support and Improvement (**ATSI**) schools are identified every three years from among schools identified for targeted support and improvement, with one or more student groups performing below the level of the highest performing comprehensive support and improvement school.

Federal Summary[3]	Elementary	Middle	High	Totals
Total Number of Schools in Division	8	7	4	19
CSI	8	5	3	16
TSI				0
ATSI		2	1	3

[3]Data Source: Schools Identified for Support and Improvement (2019-2020)

B. Data from 2020-2021

Chronic Absenteeism Rates: Students who are absent ten percent (10%) or more of the school year are identified as being chronically absent, regardless of whether absences are excused or unexcused. The chart below provides the Division Chronic Absenteeism Rate for 2018-2019 and 2020-2021 compared to the State Chronic Absenteeism Rate.

Student Group[4]	2018 - 2019		2020 - 2021	
	Division	**State**	**Division**	**State**
All Students	14.8	10.7	15.5	11.1
Black	18.2	13.1	22.5	17.9
Economically Disadvantaged	18.6	16.4	21.7	18.6
English Learners	11	11.7	12.9	13.5
Hispanic	11.8	12.8	12.1	13.8
Multiple Races	8.2	10.9	6.6	11.4
Students with Disabilities	21.7	16.3	22.7	15.8
White	4.2	9.5	1.8	8.1

Four-Year Graduation Rates: The data reported below represent the division's 4-year graduation rate and the division's ranking of that rate based on all divisions in the Commonwealth. (132 divisions)

Year[5]	Division Rate	Division Rank	State Rate
2019	70.80	131	91.53
2020	71.53	131	92.48
2021	78.50	130	92.99

Standards of Learning (SOL) Division Subject Pass Rates: 2020-2021 Standards of Learning (SOL) assessment results reflect reduced student participation in state assessments due to COVID-19. SOL Reading, Mathematics, and Science assessment results for 2019-2020 are not available due to the closure of schools and the cancellation of state assessments. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2020-2021 data.

[4]Data Source: School Quality Profiles
[5]Data Source: Virginia Cohort Report

Year[6]	Rate/Subject	English: Reading	Mathematics	Science
2018-2019	Division Pass Rate	56	56	60
	State Pass Rate	78	82	81
	Difference	*-22*	*-26*	*-21*
2020-2021	Division Pass Rate	47	32	46
	State Pass Rate	69	54	59
	Difference	*-22*	*-22*	*-13*

Student Fall Membership: The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public schools on September 30. This report, known as Fall Membership, is submitted by each school in Virginia that officially enrolls students (i.e. student records are maintained on a Virginia teacher's register or automated system).

Membership Count[7]	2018-2019	2021-2022	Percent of Change
Division	24,763	21,179	Decreased 14.47%
State	1,290,513	1,251,970	Decreased 2.99%

[6]Data Source: School Quality Profiles
[7]Data Source: Fall Membership Reports

C. Corrective Action Plan (CAP): Progress of Essential Action(s)

Per the Memorandum of Understanding:

The Richmond City School Board and the central office staff will adopt five key principles and implement corrective action plan essential actions to comply with the five key priorities and the Standards of Quality in order to improve student achievement.

1. *Academics and Student Success*
2. *Leadership and Governance*
3. *Operations and Support Services*
4. *Human Resource Leadership*
5. *Community Relations and Communications [pg. 1]*

OSQ staff will meet every two months with the Division Superintendent and appropriate staff to review progress in implementing the corrective action plan and to review quarterly data, which may include the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Richmond City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Superintendent of Public Instruction, the Director of School Quality, the Division Superintendent and the Richmond City School Board. Specific next steps will be developed as needed. [pg. 2 Item 3]

The Richmond City School Board will direct the division superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan (CAP); and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the CAP. Data points to be reviewed may include the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Richmond City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi-monthly report provided to the Superintendent of Public Instruction, the Director of School Quality, the Division Superintendent and the Richmond City School Board. Specific next steps will be developed as needed [pg. 3 Item 2]

Items specific to MOU
[Jason Kamras](#) was appointed as the superintendent of Richmond City Public Schools on February 1, 2018. OSQ provides an executive liaison to support Richmond City's division leadership in the monitoring of implementation and impact of the Corrective Action Plan (CAP). A meeting was held on November 22, 2021, with the VDOE Superintendent of Instruction, VBOE president, the LEA, and the Superintendent of Schools for Richmond City to provide updates to VDOE and VBOE on the progress of certain elements of the CAP. The Richmond

City Public Schools board has not participated in any training from Virginia School Board Association (VSBA) as required by the MOU.

Corrective Action Plan Progress Meetings

Corrective Action Plan (CAP) Meetings occurred on July 15, 2021, September 21, 2021, and January 18, 2022, with OSQ and division leadership. The OSQ held Comprehensive School Improvement Plan (CSIP) monitoring meetings with principals and division leadership on November 9 and 10, 2021.

The following meetings will occur between OSQ and division leadership:
- Essential Action Review-March 15, 2022
- CSIP Spring Monitoring-April 27 and 28, 2022.
- CAP meetings on May 17, 2022, and July 19, 2022.

In 2021-2022, in addition to the CAP Progress meetings, OSQ implemented focus area meetings to engage the division in reflective dialogue to improve practices. Both the division and OSQ rate each essential action's progress using the scale of *not started, planning, initial implementation, full implementation (first year), and operational (second and third year).* During the meeting, the division and OSQ discuss progress on the essential actions, with the artifacts provided by the division to support the rating. This continuous improvement process provides the opportunity for OSQ to provide feedback to the division. The status of the essential actions will be determined in Spring 2022.

OSQ Summary of Essential Action Progress

Richmond City Public School continues to implement action steps related to each essential action in the five focus areas of the corrective action plan. The Corrective Action Plan (CAP) includes the focus areas of Academics and Student Success, Leadership and Governance, Operations and Support Services, Human Resource Leadership, and Community Relations and Communications.

In September of 2021, VDOE acknowledged and celebrated the closure of Richmond's Results Driven Accountability (RDA) CAP. A report with findings of noncompliance with regulations governing special education was issued on September 24, 2015. Noncompliance findings were corrected by RPS and closed within one year as required. In January 2016, the RDA CAP for program improvement was developed and implemented. Revisions to the plan occurred in May 2019. Based on VDOE's review, the RDA CAP is closed. This closure reflects significant improvements in the division's policies, procedures, and practices for the education of students with disabilities.

However, RPS still has existing CAPs with other VDOE offices. These include corrective action plans for the Office of ESEA Programs and Title III, Food and Nutrition Services, and Career and Technology Education.

Beginning in September, RPS has provided a significant number of artifacts relating to each of the five focus areas. The OSQ continues to collaborate with RPS on a regular basis to discuss the artifacts and provide clarifications as to the essence of the essential actions. With ongoing changes in RPS, OSQ felt it essential to provide more support for the development of action plans to address the essential actions. The OSQ is working collaboratively with RPS to develop processes that include action steps, implementation and monitoring timelines, and individuals responsible for the steps. Having details of the process will allow OSQ to provide better feedback to RPS on the progress of the essential action in the CAP. Detailed plans should also ensure sustainability, a necessary element for long-term impact.

Richmond Public Schools continues to monitor the alignment of the curriculum by collecting several different data elements through a variety of walkthrough tools. The division recognizes that improvements are needed in this area and continues to refine that process. In addition, RPS monitors the impact of the new English language arts and mathematics curriculum which began in the 2020-2021 school year. The division uses a robust data management system to report on data sets such as student benchmark achievements, student attendance, graduation progress, and intervention attendance.

Richmond Public Schools participates in ongoing reflections with RPS curriculum specialists and principal directors to determine and provide targeted support for principals in all schools. Currently, division leadership provides principals with professional development regarding evidence-based feedback for lesson planning and lesson delivery to monitor the implementation of the curriculum. The OSQ will be working with RPS principal directors and the RPS school improvement office to develop a professional development plan for school principals to ensure the school improvement plans align with the division strategic plan and are implemented with fidelity.

During 2020-2021, Richmond reported[8] on March 1, March 8, March 15, and April 5, an operational status of fully remote, and on April 19 reported a status of predominantly remote. OSQ recognizes the challenges that the last two years have brought to the divisions; however, RPS leadership continues on the mission of improving achievement for all RPS scholars. The OSQ looks forward to seeing the impact of RPS's efforts. For a more thorough report of the actions that RPS is taking see section D of this report which provides the division report on specific data sets and next steps based on an analysis of the data.

Recognizing the division's efforts toward continuous improvement, development of processes and procedures, and commitment to student achievement, OSQ recommends the following next steps:
- Per the responsibilities referenced in MOU Item #1, Richmond City Public Schools will present artifacts to demonstrate evidence of the division's progress towards attaining the goals of the corrective action plan.
  - OSQ staff will utilize the division's artifacts to engage in coaching conversations during CAP meetings focused on the division's identified action steps for improving all schools.
- Meetings between OSQ and the Richmond City Public Schools, to evaluate the progress of the division's essential actions from the corrective action plan, will continue to occur bi-monthly. The focus of the meetings will be a status update on the

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[8]Data Source: Instructional Modality

- division's implementation of the MOU and the division's efforts to monitor the impact of the comprehensive school improvement plans.

  - The discussion will foster the division's leadership capacity and support the sustainability of the efforts at the division and the school level.
- The OSQ will expect the superintendent to direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by OSQ to continue building the capacity of both the division's leadership team and the school-based leadership.

The focus of the technical assistance sessions and additional professional development is to support the implementation of strategies for improving student achievement in low-performing schools.

OSQ Monitoring of CSIP and Evidence-Based Interventions

The Office of School Quality is committed to building division leadership capacity through coaching and collaboration. As such, OSQ provides ongoing support to the division. The meetings noted below are examples of specific citations of opportunities in which the division and school leadership report on their progress monitoring efforts, share data, and identify next steps.

Comprehensive School Improvement Plan (CSIP) Reviews: Meetings with OSQ, the division's leadership, and school principals occurred on November 9 and 10, 2021. OSQ provided feedback to the division regarding the development of goals to address the factors identified in the needs assessment related to the performance on indicators through essential actions and evidence-based and/or research-based strategies. Principals of the following schools attended the meetings:

- Blackwell Elementary School
- Chimborazo Elementary School
- Fairfield Court Elementary School
- George W. Carver Elementary School
- Ginter Park Elementary School
- Henry Marsh III Elementary School
- J.L. Francis Elementary School
- Oak Grove/Bellemeade Elementary School
- Overby-Sheppard Elementary School
- Swansboro Elementary School
- Westover Hills Elementary School
- Woodville Elementary School
- Albert Hill Middle School
- Binford Middle School
- Henderson Middle School
- Lucille M. Brown Middle School
- Martin Luther King Jr. Middle School
- River City Middle School
- Thomas C Boushall Middle School

- Armstrong High School
- George Wythe High School
- Huguenot High School
- John Marshall High School
- Richmond Alternative High School
- Thomas Jefferson High School

Comprehensive Support and Improvement (CSI) School Monitoring: Under the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)*, local educational agencies (LEAs) receiving school improvement grant (SIG) funds must monitor whether the school is implementing the evidence-based interventions per the LEA's application for school improvement funds and whether the school is making academic progress (ESEA section 8101(21)(A)(i)). Meetings with OSQ, the division's leadership, and school principals were held on January 26 and 27, 2022. Principals of the following schools attended the meetings:
- Blackwell Elementary School
- Chimborazo Elementary School
- Henry Marsh III Elementary School
- Oak Grove/Bellemeade Elementary School
- Overby-Sheppard Elementary School
- Swansboro Elementary School
- Westover Hills Elementary School
- Woodville Elementary School
- Binford Middle School
- Henderson Middle School
- Martin Luther King Jr. Middle School
- Lucille Brown Middle School
- Thomas C Boushall Middle School
- Armstrong High School
- Huguenot High School
- Richmond Alternative High School

Monitoring of Implementation and Impact of CSIP: Meetings will occur with the division leadership and principals on April 27 and 28, 2022, to "monitor evidence of the school's progress in implementing the [CSIP], to track the improvement on the indicator, and to identify next steps." [8VAC20-131-400]. Principals of the following schools will attend the meetings:
- Blackwell Elementary School
- Chimborazo Elementary School
- Fairfield Court Elementary School
- George W. Carver Elementary School
- Ginter Park Elementary School
- Henry Marsh III Elementary School
- J.L. Francis Elementary School
- Oak Grove/Bellemeade Elementary School
- Overby-Sheppard Elementary School
- Swansboro Elementary School
- Westover Hills Elementary School
- Woodville Elementary School

- Albert Hill Middle School
- Binford Middle School
- Henderson Middle School
- Lucille M. Brown Middle School
- Martin Luther King Jr. Middle School
- River City Middle School
- Thomas C Boushall Middle School
- Armstrong High School
- George Wythe High School
- Huguenot High School
- John Marshall High School
- Richmond Alternative High School
- Thomas Jefferson High School

School Improvement Grant (SIG) Funds: Per the U.S. Department of Education, Office of State Support, School Improvement Grants (SIGs), authorized under section 1003(a) of Title I of the *Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)* are grants awarded to local educational agencies (LEAs) that demonstrate a commitment to use the funds to provide resources in order to substantially raise the achievement of students in their lowest-performing schools. Only a division with a school(s) that meets the statutory identification requirements for school improvement as defined under the Every Student Succeeds Act (2015) may apply for School Improvement Grants. RPS received a total of **$3,916,670.52** in 2018-2022 SIG awarded funds.

Technical Assistance

The Director of the Office of School Quality (OSQ) will coordinate with the OSQ staff, division staff, and other VDOE offices to provide technical assistance in support of the MOU and CAP. [pg.2 #1]

The Division Superintendent will direct appropriate division staff to participate in OSQ-required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implements with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU. [pg.4 #8]

Listed below are the universal supports that OSQ provides for all divisions. Items noted with an asterisk (*) are technical assistance(s) provided by OSQ/VDOE to support specific division needs. Evidence of outcomes from technical assistance and professional development provided and/or recommended by OSQ will be captured through the review process of essential actions included in the CAP during Spring 2022 progress meetings.

July 2021
- July 8 - Quick Takes Bulletin -Theme: Developing a Comprehensive School Improvement Plan (CSIP)

- July 8 - Comprehensive Needs Assessment (CNA) Overview Webinar
- July 22 - Evidence-Based Interventions (EBI) Webinar

August 2021
- August 5 - Comprehensive School Improvement Plan (CSIP) Overview Webinar
- August 11 and 12 - VDOE Mathematics Webinar #1 Addressing Unfinished Learning in the Secondary Mathematics Classroom (early registration access provided)
- August 12 - Quick Takes Bulletin -Theme: Monitoring and Implementation
- August 16 - Essential Action and Revised Corrective Action Plan Process Meeting*
- August 17 - Level Three and Federally Identified Schools Monitoring Process for 2021-2022 Webinar
- August 17 - VDOE Mathematics Office Hours
- August 19 - Quality Time: School Quality Open Office Hours by Appointment
- August 31 - VDOE Mathematics Webinar #2 Bridging for Math Strength Webinars (early registration access provided)

September 2021
- September 2 - VDOE Mathematics Office Hours
- September 8 - Overview of Monitoring and Implementation Webinar
- September 9 - Quick Takes Bulletin -Theme: Evidence-Based Interventions and practices
- September 16 - Quality Time: School Quality Open Office Hours by Appointment
- September 23 - VaCSIP Module I: Comprehensive School Improvement Plan*
- September 30 - School Improvement Grant Application Support*

October 2021
- October 4 and 14 - VDOE Mathematics Webinar #3 Using Small Group Instruction to Address Unfinished Learning (early registration access provided)
- October 4 and 6 - Essential Action Progress Meeting*
- October 6 - Professional Learning Network (PLN)
- October 7 - Quick Takes Bulletin-Theme: Quality Feedback
- October 7 - Evidence-Based Intervention Overview Webinar
- October 18 and 25 - VDOE Mathematics Webinar #4 Structuring Effective Mathematics Intervention
- October 19 - VDOE Mathematics Office Hours
- October 19 and 22 - Essential Action Progress Meeting*
- October 21 - Quality Time: School Quality Open Office Hours by Appointment
- October 26 - VDOE Mathematics Office Hours

November 2021
- November 3 - Professional Learning Network (PLN)
- November 4 - Quality Feedback Webinar
- November 10 - Quick Takes Bulletin-Theme: Coaching Conversations Part I
- November 18 and 19 - Principal Leaders Conference

December 2021
- December 1 - Professional Learning Network (PLN)

- December 1 - Comprehensive School Improvement Schools Monitoring Training
- December 2 - Coaching Conversations Part I Webinar
- December 9 - Quick Takes Bulletin -Theme: Coaching Conversations Part II
- December 15 - On-Time Graduation Committee Meeting with OSQ*
- December 15 - Meeting with VDOE Team about EL Curriculum*
- December 16 - Quality Time: School Quality Open Office Hours by Appointment

January 2022
- January 12 and 13 - Essential Action Progress Meeting*
- January 12 - Professional Learning Network (PLN)
- January 13 - Quick Takes Bulletin -Theme: Developing Shared Leadership
- January 13 - Strategies for Effective Coaching Conversations Part II Webinar
- January 19 - Spring Monitoring Process Technical Assistance
- January 20 - Quality Time: School Quality Open Office Hours by Appointment

February 2022
- February 3 - Developing Shared Leadership Webinar
- February 10 - Quick Takes Bulletin -Theme: Facilitating Conversations for Consensus
- February 12 - Teachers in Action Workshop #1
- February 17 - Quality Time: School Quality Open Office Hours by Appointment

March 2022
- March 3 - Facilitating Conversations for Consensus Webinar
- March 5 - Teachers in Action Workshop #2
- March 10 - Quick Takes Bulletin -Theme: Long Range Data Planning
- March 12 - Teacher in Action Workshop #3
- March 17 - Quality Time: School Quality Open Office Hours by Appointment

D. Division Data Reporting

This section includes data reported by the Division to monitor the progress of School Quality Indicators, Staffing, Professional Development, and Curriculum Implementation Monitoring. The Division has generated all data.

Student Academic Progress Table: Localized Assessments Elementary Schools			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Blackwell ES-Reading	- All - Black - Disabilities	- All - 15% - Black - 14.4% - Disabilities - 6.3%	Interim 1 (November)
Blackwell ES-Mathematics	All	All - 13.5%	Interim 1 (November)
Blackwell ES-Science	All	All - 11.4%	Interim 1 (November)
Chimborazo ES-Reading	- All - Black - Disadvantaged - Disabilities	- All - 22.5% - Black - 17.6% - Disadvantaged - 19% - Disabilities - 20%	Interim 1 (November)
Chimborazo ES-Mathematics	- Disadvantaged - Disabilities	- Disadvantaged - 40.3% - Disabilities - 20%	Interim 1 (November)
Henry Marsh/Formerly George Mason ES-Reading	- Black - Disadvantaged - Disabilities	- Black - 4.8% - Disadvantaged - 6.4% - Disabilities - 0%	Interim 1 (November)
Henry Marsh/Formerly George Mason ES-Mathematics	- Disadvantaged - Disabilities	- Disadvantaged - 20.8% - Disabilities - 5.4%	Interim 1 (November)
Henry Marsh/Formerly George Mason ES-Science	All	All - 5.8%	Interim 1 (November)

George Carver ES- Reading	- All - Black - Disadvantaged - Disabilities	- All - 9% - Black - 7.8% - Disadvantaged - 8.3% - Disabilities - 0	Interim 1 (November)
George Carver ES- Mathematics	- All - Black - Disadvantaged - Disabilities	- All - 13.8% - Black - 12.7% - Disadvantaged - 14.1% - Disabilities - 13.6%	Interim 1 (November)
George Carver ES- Science	All	All - 4.7%	Interim 1 (November)
Ginter Park ES- Science	All	All - 25.8%	Interim 1 (November)
JL Francis ES- Reading	- Black - Disabilities	- Black - 12.8% - Disabilities - 5%	Interim 1 (November)
Oak Grove Bellemeade ES- Reading	- All - Black - Disadvantaged	- All - 6.3% - Black - 5.1% - Disadvantaged - 5.7%	Interim 1 (November)
Overby-Sheppard ES- Science	All	All - 2.9%	Interim 1 (November)
Swansboro ES- Science	All	All - 13.6%	Interim 1 (November)
Woodville ES- Reading	- All - Black - Disadvantaged - Disabilities	- All - 6.9% - Black - 6.1% - Disadvantaged - 6.7% - Disabilities - 12.5%	Interim 1 (November)
Woodville ES- Mathematics	All	All - 29.7%	Interim 1 (November)
Woodville ES- Science	All	All - 6.7%	Interim 1 (November)

Division Summary of Next Steps

Note: SY 21-22 includes the roll-out of revamped Interim Assessments that are aligned to the division's more challenging core curriculum, as well as revised Virginia Standards of Learning. These are locally developed and designed to reflect actual grade-level proficiency. Given a year of virtual learning and the ongoing pandemic-related challenges, division staff are concerned by current data; however, based on formative assessments and qualitative data, such as looking at student work, they anticipate seeing demonstrable growth with each quarter and over the next several years, with the investment in curriculum and professional development beginning to yield clear improvements in student outcomes.

The window for Interim Assessment 2 has been adjusted based on the recent Omicron surge resulting in significant teacher and student absences. The division will report the results of IA2 when they are available.

Action 1 - Interim Analysis w/ Principals (Cluster Session)
- 12-14-21 Cluster Agenda: Interim 1 Analysis
- Feedback from Interim Analysis
- Learning Objectives:
    - Understand how to navigate the assessment platform in analyzing interim data
    - Understand the assessment design
    - Recommended response to the interims

Action 2 - Schools Remediate Priority Standards
Steps discussed in cluster meeting:
1. Schools identify priority standards Interim Blueprint Folder. Schools assess performance on priority standards.
2. Schools remediate through recommended relearning and reassessment tools.
3. Priority standards are reassessed in the next interims
    - As a division, this is a major response area. We will be taking a close look at the results in the next interim and respond accordingly.

Action 3 - Assessment Design Improvements
- Assessment Design Feedback System – Instructional leaders are to provide feedback on interim design. This will happen before interims are distributed. The session will be optional for any instructional leader wanting to provide feedback.

Action 4 - Instructional Support based on Data
- Disaggregate data to inform instructional specialists and schools which high-priority concepts and standards students did not meet proficiency
- Design and facilitate professional learning for principals, coaches and instructional around addressing gaps during our small group instructional time
- Support schools directly in effective planning to address standards during small group instructional time
- Share Look Fors for small group instructional time with stakeholders and utilize looks for to monitor this time to address these standards

Student Academic Progress Table: Localized Assessments **Middle Schools**			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Albert Hill MS-Reading	• Black • Disadvantaged • Disabilities	• Black - 13.2% • Disadvantaged - 13% • Disabilities - 0	Interim 1 (November)
Albert Hill MS-Mathematics	• Disadvantaged • Disabilities	• Disadvantaged - 9.4% • Disabilities - 4.1%	Interim 1 (November)
Binford MS-Reading	• Black • Disadvantaged • Disabilities	• Black - 22.3% • Disadvantaged - 20.3% • Disabilities - 8.2%	Interim 1 (November)
Elkhardt Thompson MS-Reading	• All • Black • Disadvantaged • Disabilities	• All - 10.3% • Black - 10.5% • Disadvantaged - 11.2% • Disabilities - 1%	Interim 1 (November)
Elkhardt Thompson MS-Mathematics	• Black • Disadvantaged • Disabilities	• Black - 4.9% • Disadvantaged - 5.8% • Disabilities - 5.3%	Interim 1 (November)
Elkhardt Thompson MS-Science	• All	• All - .5%	Interim 1 (November)
Henderson MS-Reading	• All • Black • Disadvantaged • Disabilities	• All - 13.1% • Black - 12% • Disadvantaged - 10.7% • Disabilities - 1.9%	Interim 1 (November)
Henderson MS-Mathematics	• All • Black • Disabilities	• All - 4.9% • Black - 4.3% • Disabilities - 0	Interim 1 (November)

Henderson MS-Science	• All	• All - .7%	Interim 1 (November)
Lucille Brown MS-Reading	• All • Black • Disadvantaged • Disabilities	• All - 22.7% • Black - 22% • Disadvantaged - 20.4% • Disabilities - 0	Interim 1 (November)
Lucille Brown MS-Mathematics	• Black • Disadvantaged • Disabilities	• Black - 7.5% • Disadvantaged - 8.6% • Disabilities - 3.4%	Interim 1 (November)
MLK MS-Reading	• All • Black • Disadvantaged • Disabilities	• All - 10.4% • Black - 8.8% • Disadvantaged - 8.3% • Disabilities - 5%	Interim 1 (November)
MLK MS-Mathematics	• All • Black • Disadvantaged • Disabilities	• All - 16.1% • Black - 14.8% • Disadvantaged - 15.2% • Disabilities - 15.7%	Interim 1 (November)
MLK MS-Science	• All	• All - 1.1%	Interim 1 (November)
Boushall MS-Reading	• All • Black • Disadvantaged • Disabilities • Hispanic • White	• All - 20.5% • Black - 19.5% • Disadvantaged - 22.9% • Disabilities - 13.6% • Hispanic - 20.5% • White - 66.7%	Interim 1 (November)
Boushall MS-Mathematics	• All • Black • Disadvantaged • Disabilities • Hispanic	• All - 7.4% • Black - 6% • Disadvantaged - 8.5% • Disabilities - 4% • Hispanic - 9.8%	Interim 1 (November)
Boushall MS-Science	• All	• All - .3%	Interim 1 (November)

Student Academic Progress Table: Localized Assessments High Schools			
School/Subject	**Student Group(s)**	**Proficiency Percentage**	**Name of Assessment/ Date of Reporting**
Armstrong HS HS-Reading	Disadvantaged Disabilities	Disadvantaged - 6.6% Disabilities - 0	Interim 1 October
Armstrong HS-Mathematics	All	All - 32.9%	Interim 1 October
Armstrong HS-Science	All	All - 18.9%	Interim 1 October
George Wythe HS-Mathematics	All Black Disadvantaged EL Hispanic Disabilities White	All - 0 Black - 0 Disadvantaged - 0 EL - 0 Hispanic - 0 Disabilities - 0 White - 0 *(Low participation rate n = 34)*	Interim 1 October
George Wythe HS-Science	All	All - 7.5%	Interim 1 October
Huguenot HS-Science	All	All - 12.1%	Interim 1 October
John Marshall HS-Mathematics	All Black Disadvantaged Disabilities	All - 11.5% Black - 10.6% Disadvantaged - 15% Disabilities - 0	Interim 1 October
Thomas Jefferson HS-Mathematics	All Black Disadvantaged Disabilities	All - 40.8% Black - 32.4% Disadvantaged - 34.5% Disabilities - 33.3%	Interim 1 October
Thomas Jefferson HS-Science	All	All - 17.1%	Interim 1 October

Division Summary of Next Steps

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- Disaggregate data to inform instructional specialists and schools which high-priority concepts and standards students did not meet proficiency
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- Share Look Fors for small group instructional time with stakeholders and utilize looks for to monitor this time to address these standards

Chronic Absenteeism		
School	**Chronic Absenteeism Rate**	**Date of Measurement**
Woodville ES	52.2%(142/275)	Jan 28th (80th day | 8 days)
Armstrong HS	40.7%(266/654)	Jan 28th (80th day | 8 days)
George Wythe HS	30.1% (385/1282)	Jan 28th (80th day | 8 days)
Huguenot HS	33.2% (408/1227)	Jan 28th (80th day | 8 days)

John Marshall HS	40.9% (189/462)	Jan 28th (80th day | 8 days)
Thomas Jefferson HS	34.1% (245/718)	Jan 28th (80th day | 8 days)

Division Summary of Next Steps

- Winter Attendance Update
- RPS created a Division-Wide Attendance Team (DAT) to oversee school attendance. This team comprises Principal Directors, the division Data Team, and Directors from the Culture, Climate and Student Services Department, and the Office of Family and Community Engagement.
- Each school has a School-Based Attendance Support Team (SAST) that meets weekly for 60-90 minutes to discuss school-wide strategies to increase student attendance and decrease absenteeism. The school principal and assistant principal lead these teams. Team members utilize SAST Agenda to guide the meeting and determine the appropriate next steps.
- A Trio further supports each SAST, made up of the CIS Coordinator(s), the Family Liaison, and the School's Social Worker(s). This trio coordinates engagement efforts for all students.
- The Division-Wide Attendance Team (DAT) meets weekly to monitor attendance data and trends for each school across the division. The team sets weekly priorities with the Principal Directors to ensure the right level of support is provided to each school.
- The DAT Team assigned each school to a support tier (1-4, Tier 4 requiring the most intensive support) based on attendance averages and Chronic Absentee rates. The schools with the highest rates hold 90-120 minute meetings with the DAT to review school processes and effective strategies to improve student engagement. Many of the recommended strategies include maintaining constant contact by the front office staff, incorporating school teachers in the outreach plan, and assigning Family Liaisons, CIS Coordinators, and School Social Workers tasks focused on target student sub-groups to strengthen student engagement.
- For all schools that need intensive support with chronic absenteeism, a principal director or a director from our family engagement team attends SAST meetings to monitor and provide feedback and support. The DAT ensures effective use of meeting time, and decisions are based upon a thorough review of the data.
- Each school team is expected to take accurate daily attendance in Aspen to send appropriate communication to families via the appropriate form letter and Remind.
- The DAT team has coordinated specialized training of front office staff for schools that have identified skill gaps related to attendance recording.
- Each SAST is expected to utilize evidenced-based interventions as outlined in the division's attendance handbook to improve students' attendance habits.
- Principal Directors meet with the Chief Engagement Officer bi-weekly to review Cluster data and identify any additional support personnel or resources.
- The DAT developed a new Attendance Dashboard that they should be monitoring on a daily basis. Teachers are also expected to reach out to scholars when they are absent and can record the results of their conversations in their attendance trackers.
- The appropriately targeted interventions will be put into place by family liaisons and social workers for chronically absent students 5, 8, 10, or 15 days.

Graduation Completion			
School	**# of Students on Target for June 2022 Grad/Percent**	**Total # in Senior Class**	**Measurement Date**
Armstrong HS	141 *(72.7 percent)*	194	January 20, 2022
George Wythe HS	187 *(58.4 percent)*	320	January 20, 2022
Huguenot HS	269 *(78.9 percent)*	341	January 20, 2022
John Marshall HS	108 *(84.4 percent)*	128	January 20, 2022
Thomas Jefferson HS	194 *(84.3 percent)*	230	January 20, 2022

Members of the 2022 cohort that are "on target" to graduate are those students that, based upon a <u>Fall review</u> of their transcripts, will meet all VDOE graduation requirements for June or August 2022. On target, seniors must achieve satisfactory performance, in most cases, in first and second-semester classes and meet other graduation requirements for verified credits or other criteria to obtain a diploma.

The following are action steps RPS is taking to increase the number of students on track to graduate by the end of the current school year:
1. **Continue to implement a data-driven system** to monitor senior graduation progress at each school (this process resulted in a 7+ gain in OGI and a -8 in Dropout Rate in 2021.
    a. Analyze and monitor at the district level senior graduation progress
    b. Align appropriate interventions and supports for seniors
    c. Monitor senior progress towards graduation via frequent graduation progress meetings at the school and district levels
2. **Continuation and expansion of the drop-out recovery system**
    a. Create alternative pathways for students that don't meet with success in a traditional school setting (Success Centers, Thrive, Con Ganas)
    b. Recover dropouts by partnering with parents and community agencies to get students back in school, including ChallengeU
1. **Preventing dropouts**
    a. Identify potential dropouts through an RPS Early Warning System
    b. Define and identify supports and interventions offered at high schools
    c. Create clear pathways for student support and interventions
    d. Progress monitor towards graduation

Staffing		
School	**Number of Current Open Positions**	**Number of Anticipated Openings for 2022-2023**
Blackwell ES	2	5
Chimborazo ES	2	7
Henry Marsh/Formerly George Mason ES	3	12
George Carver ES	3	7
Ginter Park ES	0	4
JL Francis ES	0	5
Oakgrove (Bellemeade) ES	4	10
Overby-Sheppard ES	3	6
Swansboro ES	1	5
Woodville ES	1	4
Albert Hill MS	2	10
Binford MS	2	7
River City (formerly Elkhardt Thompson) MS	12	30
Henderson MS	12	25
Lucille Brown MS	5	15
MLK MS	6	20
Boushall MS	3	12
Armstrong HS	2	12
George Wythe HS	6	20
Huguenot HS	2	15
John Marshall HS	1	10
Thomas Jefferson HS	1	15

Division Summary of Next Steps

Recruitment Strategy for Teachers - The goal is to increase the pipeline of teacher candidates. The division has implemented the following actions in preparation for 2022-2023 SY:

- **College Recruiting** – Continue establishing and fostering relationships with local and non-local colleges/universities specific to educational programs, as well as content areas (math, science, foreign language) related to critical shortage areas; Special focus on HBCUs and Hispanic Serving Institutions; initiate a connection with students in their first or second year; encourage students to consider substitute opportunities to gain experience;
- **Military Recruiting** – Establishing relationships with military partners through transition offices; Focus on individuals transitioning out of the military, as well as spouses; Continuing partnering and advertising through Troops To Teachers and Virginia Values Veterans programs
- **Social Media & Internet Recruitment** – Further develop recruiting for teachers, substitutes, bus operators, and other hard to fill positions through various social media channels (LinkedIn, Facebook, Instagram, Twitter, TikTok, Indeed Sponsored); Use these channels to tell the RPS story, what's happening across the district, and share staff testimonials; encourage leaders and staff to also get involved by actively sharing posts through social media.
- **Digital Marketing Campaign** – Partnering with a marketing agency to fully develop a digital marketing campaign that will assist with targeting teacher populations in various geographic areas, primary focus east coast; test different markets to confirm where to focus efforts; create a recruiting landing page, mini video/clips that can be shared on the RPS website and social media channels; develop digital and print collateral that will effectively market or pull in teacher applicants to increase pipeline; create a landing page that will help to increase pipeline by gaining interest information without applications having to be completed; Roll-out February/March 2022
- **RPS Webpage Enhancements** – Work with the Communications Team to ensure featured jobs are posted; Link to apply to RPS jobs on the first page of the webpage
- **Recruiting Events** - Conduct virtual info sessions and virtual teacher interview days monthly; adjust frequency accordingly; to start Early March 2022

Vacancy projections for 2022-23 are based on historical trends of vacancies. RPS has not yet sent the intent to return so these are estimates.

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Division Professional Development Plan

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Cluster proposal that was linked in CAP
        Principal Meeting Proposal & Cluster Scope

In addition to the included artifacts, there are both anchor professional learning experiences aligned to the division's literacy priority and implementation of ELA and math curriculum as well as job-embedded coaching and development through the work of the academic team and principal directors. Specifically, principals participate in content-rich professional development

that the division also has prioritized for teachers in the summer, including The Literacy Institute (includes CORE and LTRS training in the science of reading); school-based coaching provided via our academic and schools teams, as well as implementation partners from Great Minds (Math) and EL Education (ELA). Rather than isolated, one-off experiences, the division works to thoughtfully embed principal development in the context of the most important instructional priorities and instructional guidance.

In addition to learning experiences the division makes available to all principals, they also utilize a "build bright spots" approach, meaning work with school principals whose buildings are at the right level of readiness for the next step in learning around instructional leadership, specifically grounded in the instructional vision, the curriculum and instructional resource choices and the shared vision of the design of the instructional day. For example, a subset of schools are participating in deeper job-embedded coaching and development through our partners at EL in our Lighthouse Schools work. Another set of schools is participating in a multi-year pilot to build the capacity of school leaders to coach and support teachers to strengthen classroom culture and instructional structures to increase student engagement and academic outcomes for students.

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Instructional Walkthrough Process

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The principal directors are tasked with working with school leaders to create and refine systems in RPS schools that lead to sustainability and continuous improvement. The walkthrough tool used prioritizes the following areas:

- Alignment to the instructional vision, and specific alignment of the written, taught, and tested curriculum.
- The use of scaffolds specifically when observing instruction for Tier II and III students, exceptional education, and ELs
- Focus on what the teacher is doing and what students are doing in the lesson
- Student Engagement/Total Participation Techniques/Protocols
- Unpacking and revisiting the learning target throughout the lesson
- The level and amount of teacher questioning utilized to ensure students are engaged in the right cognitive level of work
- Checking for understanding/formative assessments to assess student learning
- Trends and next steps based on classroom visits
- Effective use and implementation of our instructional vision, model and curriculum guidance.

Next Steps:

- As evidence of curriculum implementation, principal directors will continue to coach principals with verbal and written feedback on lesson preparation and lesson delivery; and most importantly debrief with school leaders on the impact on student learning. This will include a process for monitoring the connection between Tier II and Tier III implementation of strategies to Tier I instruction. Observations will evaluate the efforts of the school to teach strategies aligned to the content and rigor of the standard.

- Time is built into the master schedule for each school to implement small group instruction in the areas of reading and mathematics. The elementary principal directors will continue to evaluate the schools' process for effectively maximizing instructional time, providing explicit small instruction as well as a strategic intervention to students in need of additional support beyond Tier I instructional needs.
- In an effort to build teacher capacity, principals will continue to receive support relative to the coaching cycle. Once feedback is delivered, the principal is expected to revisit the classroom to assess the impact of feedback on the quality of instruction and what to do next. Additionally, the division stresses the need to provide job-embedded professional development/real-time coaching along with modeling by the instructional and administrative team.

A Summary of the Walk-Through Process with Timelines and Expectations for Principals

The principal-directors are tasked with monitoring the quality of instruction that occurs in classrooms in schools and coaching school leaders to ensure that trends observed during visits are aligned with best instructional practices. Visits to schools by the principal-directors typically occur on a bi-weekly basis but may happen more frequently when concerns are identified. An agenda is created for each visit that includes a discussion of instructional leadership, school climate and culture, staff, and organizational management. During these discussions, the principal is expected to highlight actions taken to support struggling teachers and resources needed to address troubling trends (i.e., student behavior and attendance, teacher attendance, lack of resources, etc.)

During most visits, the principal, principal-director, and, at times, other instructional leaders at the school will visit a variety of core and expanded core classrooms. Typically, walk-throughs are 15-20 minutes in length with a focus on pre-determined "look fors." Upon completion of walk-through observations, the administrators retreat to a closed session to outline feedback that will be shared with teachers and, if needed, identify the next steps.

Following the visit, the principal-director debriefs with the school principal and members of the leadership team and provides written feedback to the principals as well.

Intervention Monitoring Process

RTI Manual 21-22
The RPS RTI website contains the updated 2021-22 guidelines and procedures for RTI/SBIT to include:
- RTI Manual
- SBIT forms
- School team drives
- Professional development slideshows and recordings
- Monitoring and look fors
- Monthly Newsletters

Baseline data for identifying intervention needs

In conjunction with 2020-21 EOY Student Intervention Plans, all schools were provided baseline student data from 2020-21 Reading and Math End of Year (EOY) assessments to determine students who qualify for reading and/or mathematics intervention.

Secondary Scheduling Guidelines
In order to reach more students needing Reading and Math intervention while moving to a block schedule, secondary schools were given new guidelines for scheduling students in intervention courses. Students needing both interventions will now split their intervention period between the 2 subjects.

2021-22 Evidence-Based Intervention Programs
Elementary: WRS, SIPPS, Heggerty, Do The Math, iReady, Imagine Learning
Middle: Read 180/System 44, Language! Live, Math 180, Dreambox
High: Read 180/System 44, Language! Live, Intensified Algebra
This year, the division added 2 new tools (System 44 & Math 180 to ensure the framework covers the breadth of needs.)

Intervention "Look For" Examples and Intervention Progress Monitoring and Data Tracking Look Fors
Guides for leaders as they conduct intervention walk throughs to align on priorities and feedback.

RtI Monitoring Visits
RTI monitoring virtual visits were conducted in November 2021.

RtI District Team Dashboard
Collective view of each school and their performance within the 6 critical components of RtI. Each school has an individual learning plan designed with goals to strengthen their systematic processes based on observation cycles, documentation, feedback, and team goals.

Mid-Year Progress Monitoring Analysis
All participation, attendance, and progress monitoring for academic interventions were monitored on these spreadsheets. In-person intervention block walk-throughs by the RtI team are scheduled for February 2022.