

**5.0 EDUCATIONAL SERVICE  
DELIVERY AND  
MANAGEMENT**

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## **5.0 EDUCATIONAL SERVICE DELIVERY AND MANAGEMENT**

This chapter reviews the delivery and evaluation of educational services to students in Bath County Public Schools (BCPS). It examines the educational delivery system to determine if the instructional programs are effective and staffed appropriately to support the division's goal of standards-based instruction. The broad-based review includes an analysis of documents, interviews, school visits, and survey responses from many employees who participated in the study, as well as comparative information from school divisions selected for their similarity to BCPS in size and student demographics.

The four major sections of this chapter include:

- 5.1 Curriculum and Instruction
- 5.2 School Improvement and Accountability
- 5.3 Career and Technical Education
- 5.4 Special Programs

### **CHAPTER SUMMARY**

Bath County Public Schools is a small, rural school division in western Virginia. Its student population numbers 788 and is housed in three schools—one high school and two pre-kindergarten through eighth grade schools.

BCPS's most important function is to provide appropriate instruction to students. BCPS demonstrates exemplary practices throughout the division. While the division is small, the commitment of administrators, teachers, and support staff is evident in the overall performance of students throughout Bath County.

BCPS has developed a comprehensive plan to document its mission, goals, and objectives. Strategies for achieving the goals and objectives are also identified. School improvement plans are aligned with the division's comprehensive plan. The plan was developed through a collaborative effort between central office staff and school administrators and shows a focus on improving student achievement through standards-based instruction and assessment.

All three schools in Bath County are fully accredited according to Virginia Department of Education requirements. The division also met Adequate Yearly Progress (AYP) according to the requirements of the No Child Left Behind Act (NCLB). End of course exams show that the majority of students are successfully meeting assessment requirements for course credit. BCPS, however, does not consistently extend instruction to students who are low achieving or high achieving.

MGT recommends a number of improvements in the delivery of educational services, including:

- Eliminate a minimum of eight teaching positions by merging small classes and provide instruction through multi-level elementary classes or distance learning and dual enrollment at the secondary level.

- Improve elective offerings for middle school students.
- Continue to develop strong core curricula aligned with the Standards of Learning (SOLs).
- Develop and implement a divisionwide walk-through guide for classroom observations.
- Ensure that teachers maximize the amount of time allocated for instruction.
- Revise and implement a local plan for the education of gifted and talented students.
- Ensure that the BCPS media programs demonstrate the essential elements of standards-based curriculum and instruction.
- Ensure that school improvement plans reflect student achievement data and formative evaluation procedures.
- Implement the recommendations of the Virginia Department of Education Technical Assistance Team to improve career and technical education programs in Bath County.
- Explore the options for implementation of schoolwide discipline programs in all schools.
- Revise the BCPS guidance curriculum to be consistent with national standards as shown in the American School Guidance Association guidelines and the Virginia Department of Education Regulations.
- Develop a plan of activities, timelines, and data collection elements for documenting and reporting improved educational and functional outcomes for students with disabilities.

## **INTRODUCTION**

The mission of BCPS is to “meet the educational needs of our diverse student population with the highest standards possible and to be the schools of choice for Bath County citizens.”

BCPS has established goals and objectives for school improvement in its comprehensive plan, including:

- To produce graduates who become citizens with strong academic, technical, physical, and social skills and who possess an appreciation for the arts.
- To continue to develop a strong core curriculum aligned with Virginia Standards of Learning, state and federal mandates, and local needs.

- To promote a safe and respectful environment that is conducive to teaching and learning.
- To support professional development and training for all instructional personnel.
- To evaluate career and technical education to better integrate it with the needs and demands of students and employers.
- To develop and revise the performance evaluation program for all employees.
- To develop a drug-free environment.
- To evaluate extracurricular activity participation.

Exhibit 5-1 shows an overview of peer public school divisions in 2004-05. As shown, BCPS is the smallest school division and has a higher percentage of students who are economically disadvantaged than three of the six comparison divisions.

**EXHIBIT 5-1  
OVERVIEW OF PEER PUBLIC SCHOOL DIVISIONS  
2004-05 SCHOOL YEAR**

<b>SCHOOL DIVISION</b>	<b>CLUSTER IDENTIFICATION</b>	<b>TOTAL STUDENT POPULATION</b>	<b>STUDENT POPULATION PER 1,000 GENERAL POPULATION</b>	<b>PERCENT ECONOMICALLY DISADVANTAGED</b>	<b>TOTAL NUMBER OF SCHOOLS</b>
<b>Bath County</b>	<b>2</b>	<b>788</b>	<b>158</b>	<b>31.7</b>	<b>3</b>
Bland County	2	919	131	32.3	4
Craig County	2	713	139	27.6	2
Mathews County	2	1,298	141	23.4	3
Rappahannock County	2	1,041	145	13.7	2
Richmond County	2	1,230	137	56.8	3
Surry County	2	1,142	167	52.3	3
<b>PEER DIVISION AVERAGE</b>	<b>N/A</b>	<b>1,019</b>	<b>145</b>	<b>34.0</b>	<b>3</b>

Source: Virginia Department of Education Web site, 2006; United States Census Bureau, 2000 Census Data; www.schoolmatters.com.

MGT survey results show that central office administrators, principals, and teachers believe that:

- The emphasis on learning has increased in recent years.
- Schools have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.
- Schools can be described as “good places to learn.”
- Most students are motivated to learn.

- The curriculum is broad and challenging for most students.
- Teachers know the material they teach.
- Teachers care about students' needs.
- Principals and assistant principals care about students' needs.

Fifty-eight (58) percent of teachers surveyed believe that schools do not effectively handle misbehavior problems. Forty (40) percent of teachers surveyed do not believe that students are motivated to learn. Sixty-seven (67) percent of teachers surveyed do not believe that parents take responsibility for their children's behavior in school.

During on-site interviews, it was reported that student behavior and motivation to learn can be challenging, but schools have developed schoolwide behavioral procedures for dealing with these issues. It was further reported that as parent involvement improves through school-based initiatives, student motivation to learn improves. As parents assume greater responsibility to their children's behavior at school, student behavior and motivation to learn improves. BCPS is working at the school-level to resolve these issues.

### **5.1 Curriculum and Instruction**

The Department of Curriculum and Instruction provides leadership and expertise in the development of general education curricular and instructional initiatives that support student achievement. The department is responsible for the development and alignment of core curricula with the Virginia Standards of Learning (SOLs). This section will review BCPS's progress in providing challenging curricula for standards-based instruction.

#### **FINDING**

BCPS has the highest expenditures per pupil for instruction and administration when compared to six similar-size school divisions. Exhibit 5-2 shows the expenditures per pupil for instruction and administration for BCPS and the comparison school divisions.

This high cost in BCPS is largely due to the particularly small class sizes. Exhibit 5-3 shows the teacher staff levels and teacher to pupil ratios for BCPS and similar-size school divisions. As can be seen, the teacher to pupil ratio is lower than every comparison school division with the exception of Surry County in kindergarten through grade 7.

The Virginia Standards of Quality (SOQ) class size requirements are as follows:

- Kindergarten through grade 3 – 24:1 with a maximum class size of 29 in kindergarten and a maximum class size of 30 in grades 1 through 3.
- Grades 4 through 6 – 24:1 with a maximum class size of 25.
- Middle and high school – 21:1.

The BCPS class sizes are significantly below the Virginia SOQ class size requirements and may not continue to be fiscally feasible. To realize a fiscal savings in BPCS, class size could be increased, thereby decreasing the number of classroom teachers required. BPCS could find that greater emphasis on dual enrollment for higher-level academic courses and career and technical education courses is more fiscally feasible than maintaining extremely small class sizes at the secondary level. In addition, BCPS could find that multi-age classrooms are as effective, if not more so, at the elementary level.

**RECOMMENDATION**

**Recommendation 5-1:**

**Eliminate a minimum of eight teaching positions by merging small classes and provide instruction through multi-level elementary classes or distance learning and dual enrollment at the secondary level.**

BCPS should improve fiscal efficiency by increasing class sizes to a minimum of 99 teachers to 1,000 students. This is the approximate division average for total teachers per 1,000 students when comparing BCPS to similar-size school divisions. Even with this recommended decrease in teaching staff, BCPS should continue to have significantly smaller class sizes than required by the Virginia SOQ. BCPS should assess the current enrollment of career and technical education courses and higher-level academic courses at the high school and should consider alternative options for the delivery of instruction, such as distance learning or dual enrollment at local colleges or career and technical centers. The division could not only become more fiscally efficient, but also could have the opportunity to improve the quality of instruction through multi-age grouping, distance learning, and dual enrollment opportunities.

It should be noted that BCPS staff believe that eliminating eight teaching positions will have a negative impact on programs and services. The division has been criticized in the past for multi-level classrooms. The staff also believes that eliminating eight teaching positions would require higher achieving students to participate in more distance learning classes and participate less in face-to-face classes.

**FISCAL IMPACT**

By eliminating eight teaching positions, BCPS would realize a cost savings of \$396,240. This is calculated as follows: \$39,000 salary plus 27 percent benefits or \$10,530 equals \$49,530 times eight teaching positions comes to \$396,240.

<b>Recommendation</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Eliminate Eight Teaching Positions	\$396,240	\$396,240	\$396,240	\$396,240	\$396,240

**EXHIBIT 5-2  
EXPENDITURES PER PUPIL FOR  
INSTRUCTION AND ADMINISTRATION  
PEER SCHOOL DIVISIONS  
2004 FISCAL YEAR**

<b>SCHOOL DIVISION</b>	<b>INSTRUCTION PER PUPIL<sup>1</sup></b>	<b>ADMINISTRATION PER PUPIL<sup>2</sup></b>
<b>Bath County</b>	<b>\$7,414.67</b>	<b>\$323.13</b>
Bland County	\$5,414.79	\$341.98
Craig County	\$5,642.21	\$279.17
Mathews County	\$5,205.47	\$224.48
Rappahannock County	\$6,529.18	\$390.94
Richmond County	\$5,331.99	\$310.49
Surry County	\$8,102.18	\$584.20
<b>PEER DIVISION AVERAGE</b>	<b>\$6,234.35</b>	<b>\$350.63</b>

Source: 2004 Superintendent's Annual Report for Virginia, Virginia Department of Education Web site, 2006.

<sup>1</sup> Represents expenditures for classroom instruction, guidance services, social work services, homebound instruction, improvement of instruction, media services, and office of the principal. This column does not include expenditures for technology instruction, summer school, or adult education, which are reported in separate columns within this table. This column also excludes local tuition revenues received for divisions 001 - 207, and prorates the deduction of these revenues across administration, instruction, attendance and health, pupil transportation, and operations and maintenance categories. Local tuition is reported in the expenditures of the school division paying tuition.

<sup>2</sup> Represents expenditures for activities related to establishing and administering policy for division operations including board services, executive administration, information services, personnel, planning services, fiscal services, purchasing, and reprographics.

**EXHIBIT 5-3  
TEACHER STAFFING LEVELS AND PUPIL: TEACHER RATIOS  
PEER SCHOOL DIVISIONS  
2003-04 SCHOOL YEAR\***

<b>SCHOOL DIVISION</b>	<b>TOTAL TEACHERS PER 1,000 STUDENTS</b>	<b>RATIO OF PUPILS TO CLASSROOM TEACHING POSITIONS FOR GRADES K-7**</b>	<b>RATIO OF PUPILS TO CLASSROOM TEACHING POSITIONS FOR GRADES 8-12</b>
<b>Bath County</b>	<b>107.77</b>	<b>9.9</b>	<b>8.4</b>
Bland County	88.75	11.7	10.6
Craig County	87.34	11.9	10.8
Mathews County	81.80	12.4	12.0
Rappahannock County	88.39	12.2	10.3
Richmond County	75.98	13.2	13.1
Surry County	110.30	8.2	10.7
<b>PEER DIVISION AVERAGE</b>	<b>91.48</b>	<b>11.4</b>	<b>10.8</b>

Source: 2003 Superintendent's Annual Report for Virginia, Virginia Department of Education Web site, 2006.

\*Ratios based on end-of-year enrollments.

\*\*Pupil/teacher ratios for elementary and secondary may vary because of the reporting of teaching positions for middle school grades 6 through 8.

## **FINDING**

BCPS continues to develop strong core curricula aligned with the Standards of Learning (SOLs), state and federal mandates, and local needs. Further curricular development is needed in core academic subjects, pacing guides, benchmark assessments, and alignment with Virginia SOLs.

The comprehensive plan for BCPS documents the need for continued curricular development. The division has recently aligned the local science curriculum with SOLs. Exhibit 5-4 shows an example of the curriculum guide for world geography. As can be seen, the guide identifies the skills and objectives, key vocabulary, tasks, and assessments. The guide does not include a time frame for pacing the instruction.

Other core academic curricula are in need of development or revision. The comprehensive plan documents that the division must:

- develop physics and physical science curricula;
- review and revise core area curricula for math; English, reading, and language arts; history and social studies; and science at all grade levels; and
- continue curriculum development in non-core areas of foreign language, fine arts, health, and physical education.

The Virginia Department of Education (VDOE) has provided local schools divisions with sample curricula in the areas of mathematics, science, and English. The sample curricula were developed by a consortia of small school divisions in several regions across Virginia. The VDOE compiled the curricula to provide a beginning point for local curriculum efforts with the understanding that considerable staff development, alignment to specific instructional materials, and the development of additional objectives would be necessary.

BCPS must expand upon the sample curricula provided by the Virginia Department of Education and ensure that there is an alignment to specific instructional materials.

## **COMMENDATION**

**BCPS is commended for developing and implementing a comprehensive curriculum guide for science.**

## **RECOMMENDATION**

### **Recommendation 5-2:**

**Continue to develop strong core curricula aligned with the Standards of Learning (SOLs), state and federal mandates, and local needs.**

BCPS should continue its effort to align all curricula with the Virginia SOLs to ensure compliance with state and federal mandates. The curriculum guides should include a time frame for pacing instruction and sample strategies for differentiation of the instruction for underachieving or overachieving students. BCPS should expand upon the sample curricula provided by the Virginia Department of Education and ensure that there is an alignment to specific instructional materials.

**EXHIBIT 5-4  
BATH COUNTY PUBLIC SCHOOLS  
SCIENCE CURRICULUM GUIDE  
UNIT I DISCOVERING WORLD GEOGRAPHY**

SKILLS/OBJECTIVES	VOCABULARY	TASKS	ASSESSMENTS
<p>(1) Students will use a variety of sources to support the process of geographic inquiry. They will:            ? explain the use of symbols, color, lines, and boundaries;            ? <u>explain the uses of latitude and longitude</u>;            ? explain how relative location is used to describe places;            ? <u>identify different scales necessary for developing map representations</u>;            ? <u>explain the use of a compass rose (directional indicator)</u>.</p> <p>(2) Students will describe how mental maps can be developed and refined.</p> <p>(3) Students will <u>explain how maps reflect changes over time</u>.</p> <p>(4) Students will <u>describe the major types of thematic maps</u>.</p> <p>(5) Students will define weather, climate, and climate patterns.</p> <p>(6) Students will describe how ecological and economic processes influence human populations.</p>	<p><b>Terms to Know</b></p> <p>? <u>Scale</u></p> <p>? <u>Latitude</u></p> <p>? <u>Longitude</u></p> <p>? <u>Relative location</u></p> <p>? <u>Geographic Information Systems</u></p> <p>? <u>Orientation</u></p> <p>? <u>Satellite images</u></p> <p>? <u>Compass rose</u></p> <p>? <u>Map representations</u></p> <p>? Mental maps</p> <p>? <u>Thematic maps</u></p> <p>? Equator</p> <p>? Prime Meridian</p>	<p><b>(Objective 1)</b> Tasks 2, 3, and 5, page 2; Question Overview, page 3; Initial Activity, Tasks 1-3, page 4; Task 1, page 8, Tasks 4, 7, and 9, page 10</p> <p><b>(Objective 2)</b> Task 1, page 2</p> <p><b>(Objective 3)</b> Question Overview, page 7; Task 6, page 10</p> <p><b>(Objective 4)</b> Task 6, page 3; Task 4, page 4; Task 7, page 5; Question Overview, page 7; Tasks 2 and 3, page 9; Tasks 5 and 8, page 10; Task 11, page 11</p> <p><b>(Objective 5)</b> Question Overview, page 7; Task 5, page 10</p> <p><b>(Objective 6)</b> Task 5, page 4; Task 8, page 5; Task 9 and Concluding Activity, page 6; Task 12, page 11</p>	<p>? Essay assessments</p> <p>? Product analysis</p> <p>? Presentations</p> <p>? Discussions</p>

Source: BCPS, Department of Instruction and Personnel, 2005.

## **FISCAL IMPACT**

This recommendation can be implemented using existing staff development funds.

## **FINDING**

BCPS principals do not have a research-based walk-through guide for classroom observations.

The Director of Instruction and Personnel works with principals in the implementation of standards-based curriculum and aligned assessment. As the instructional leader of the school, the principal's knowledge of curriculum, pacing of instruction, and appropriate instruction is critical to the overall improvement of student achievement. With an effective walk-through guide, principals can document specific teaching and learning observations within the classroom. Based on classroom observations documented on the walk-through guide, principals can provide teachers with constructive feedback in a quantitative way.

During on-site visits, it was reported that principals use the teacher evaluation form to document classroom observations. This form is not conducive to documenting specific strategies, time on task, or standards-based instruction. It was also reported that a more comprehensive walk-through guide consistent with SOLs and instructional strategies would be a more effective means for principals to document instruction and provide specific feedback to teachers.

## **RECOMMENDATION**

### **Recommendation 5-3:**

#### **Develop and implement a divisionwide walk-through guide for classroom observations.**

BCPS should develop and implement a divisionwide walk-through guide for classroom observations. The guide should serve to document both appropriate instruction and areas for improvement, and to provide feedback to teachers as part of the ongoing evaluation process.

The walk-through guide should be research-based and geared for elementary, middle, and high school levels. The results of the observation should be shared with the teacher within two days of the walk-through. Principals should also be evaluated on their adherence to a regular walk-through schedule to ensure the appropriate implementation of curriculum in all classrooms.

Exhibit 5-5 documents the purpose of an effective walk-through.

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**EXHIBIT 5-5  
PURPOSE OF EFFECTIVE WALK-THROUGHS**

**Enduring Understanding:** “The purpose of WALK THROUGHS is to increase the quality and frequency of intellectual discourse about teaching and learning.”

- Research for Better Teaching, Inc.

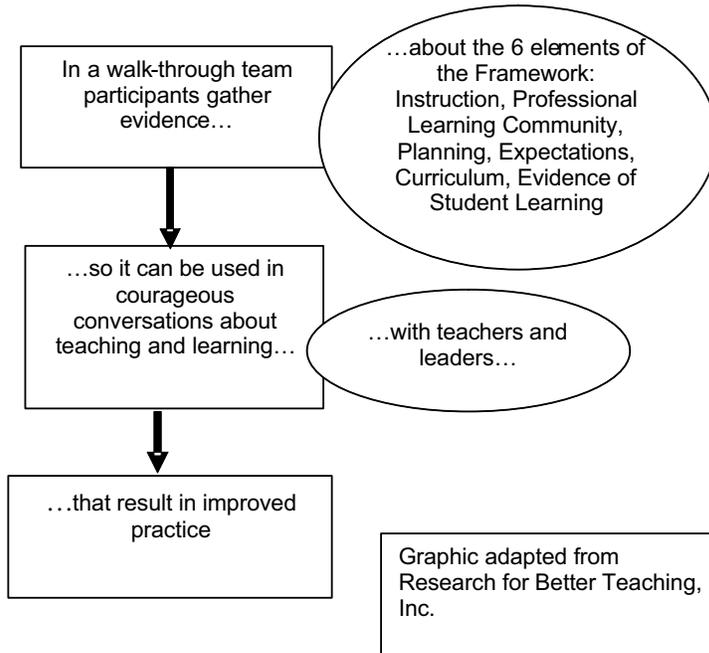
The WALK THROUGH process is a tool to examine teaching practices in the classroom, celebrate strengths, and raise questions about what else can be initiated to improve teaching and learning. It is an opportunity for teachers, administrators, and central office personnel to reflect upon what is being done and what could be enhanced to maximize instructional benefits for our students.

**Essential Questions:**

*How does the Framework for Improving Teaching and Learning serve as a tool for examining teaching practices that will increase student achievement?*

*How do classroom visits provide a snapshot of horizontal and vertical educational practices?*

*How does the WALK THROUGH experience benefit teachers and students?*



Source: Reprinted with permission of Montgomery County Public Schools, Maryland, © 2003.

**FINDING**

BCPS must ensure that teachers are effectively using instructional time.

During on-site interviews, it was reported that teachers used instructional time inconsistently, particularly at the secondary level. Instruction did not consistently start at the beginning of class; students were often observed to be inadequately prepared for class; and teachers often used instructional time for non-instructional tasks.

Research suggests that the effect of time on student achievement has increased student achievement by 15 percentile points. This is the single strongest factor identified for student achievement (Marzano, 2000, *A New Era of School Reform: Going Where Research Takes Us*).

Marzano states that allocated time is time in the school day specifically set aside for instruction as opposed to non-instructional activities such as recess or lunch. Instructional time is class time that teachers spend on task, as opposed to performing management-oriented duties, like talking roll. Engaged time is that portion of time during which students are paying attention to the content being presented. Academic learning time is the amount of engaged time during which students are successful at the task.

Research further indicates that each category of time shows a stronger correlation to student achievement than the previous one. This research indicates that school leaders must:

- maximize the amount of time allocated for instruction;
- minimize the amount of instructional time lost to absenteeism and tardiness; and
- minimize the amount of instructional time lost to unnecessary extracurricular activities.

To improve student achievement, BCPS must ensure that teachers maximize instructional time at all grade levels.

## **RECOMMENDATION**

### **Recommendation 5-4:**

#### **Ensure that teachers maximize the amount of time allocated for instruction.**

As student data are reviewed, principals should consider increasing the amount of time for instruction in underperforming classrooms. Principals should be held accountable for maximizing instructional time. Teachers should also be held accountable for effectively planning and providing instruction for the majority of the school day.

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

Students of minor ethnicity are under-represented in gifted and advanced placement programs.

Identification procedures often fail to identify students as being gifted when they come from minority groups or disadvantaged environments (Friend, 2006, *Human Exceptionality*). However, many school divisions are now using multiple criteria to identify giftedness in children who are poor or from diverse cultural backgrounds. Past research suggests that as many as 15 percent of the gifted population may be students with disadvantages.

The BCPS gifted education plan does not include specific strategies to identify gifted members of underserved student populations. BCPS should consider strategies such as the following, recently adopted by Culpeper County Public Schools in Virginia:

- Provide access to referral materials and information in convenient places throughout the system for parents or guardians of underrepresented students.
- Conduct authentic assessment.
- Review eligibility criteria and processes annually to monitor their effectiveness in encouraging the referral and identification of students from underserved groups.
- Employ non-verbal testing.
- Use specialized characteristics checklists.
- Provide staff development for all classroom teachers on characteristics of the potentially gifted from underserved populations.
- Standardize the use and scoring of subjective measures through training and discussions.
- Monitor division expenditures to ensure that services, access, and resources are equitably distributed among all schools and campuses.
- Use a balance of objective and subjective measures in its identification process.
- Use trained evaluators/observers.
- Train the identification and placement committee in characteristics of the underserved.
- Use material for enrichment.

- Conduct whole grade testing.
- Administer a standardized non-verbal ability assessment as a screening measure in specific primary grades.
- Use school-level identification/placement committees to ensure appropriate discussion of each individual student.

BCPS must consider increasing the identification of underserved students, including students who are disadvantaged, female students, and students with disabilities.

## **RECOMMENDATION**

### **Recommendation 5-5:**

#### **Revise and implement a local plan for educating gifted and talented students.**

BCPS should revise and implement a local plan for educating gifted and talented students at all grade levels. BCPS should also include strategies for identifying underserved populations and implementing an accelerated curriculum for students who are capable of high achievement. The division should consider expanding opportunities for secondary students through advanced placement classes and dual enrollment with local colleges.

## **FISCAL IMPACT**

The plan can be developed with existing resources; however, the costs of implementing will depend on the program selected.

## **FINDING**

BCPS must ensure that school media programs provide current resources, media and technology consistent with the essential elements of standards-based curriculum and instruction.

During on-site visits, MGT found that media resources were often outdated and were not consistent with standards-based curriculum and instruction, particularly at the high school level. MGT found that media programs could be improved and better aligned with the curriculum and instruction initiatives of the division.

The Virginia Department of Education states that the essential elements of a successful media program include teaching and learning, information access and delivery, and program administration. More specifically:

- Studies prove a direct correlation between student achievement on standardized tests and a dynamic library program. For example, the library program must be in alignment with Virginia SOLs. Students must be actively involved in learning activities. The media and resource collection must be current and supportive of curriculum. Media specialists must also be involved in curriculum planning.

- Successful student-centered library programs depend on flexible access and collaboration with classroom teachers. For example, students must have access to information. The media center must be conducive to learning. There must be flexible and equitable access to resources. There must be ongoing collection development and evaluation of the library program. Legal and ethical use of resources must also be demonstrated.
- Well-managed library programs require adequate staffing, funding, and administrative support. For example, the library program must support the goals and improvement of the school. Professional and support staff must be available in the media center. There must be evidence of effective management of the media center. There must be strong administrative support. Professional development of media staff must be ongoing. There must also be ongoing staff development for teachers.

BCPS must continue with the initiatives of improved teaching and learning and incorporate media programs in the process.

## **RECOMMENDATION**

### **Recommendation 5-6:**

**Ensure that BCPS school media programs demonstrate the essential elements of standards-based curriculum and instruction.**

BCPS should ensure that school media programs demonstrate the essential elements of standards-based curriculum and instruction. BCPS should develop a committee of media specialists to work with curriculum coordinators to determine the current status of media programs at each school, including aspects of teaching and learning, information access and delivery, and program administration. The committee should develop a summary report describing the current situation at each school, recommendations for improvement, and associated costs.

## **FISCAL IMPACT**

This recommendation can be implemented with existing staff development funds.

## **5.2 School Improvement and Accountability**

The No Child Left Behind Act of 2001 (NCLB) is federal legislation that requires education agencies to demonstrate progress from year to year in raising the percentage of students who are proficient in reading and mathematics. NCLB sets five performance goals for state and local education agencies, including:

- All students will reach high standards of proficiency or better in reading and language arts and mathematics by 2013-14.
- All limited English proficient students will become proficient in English and reach high academic standards by attaining proficiency or better in reading and language arts and mathematics.

- All students will be taught by highly qualified teachers by 2006.
- All students will learn in schools that are safe and drug free.
- All students will graduate from high school.

School improvement is built on the principle of focused planning based on student achievement and trend data important for enhancing student achievement. Schools must determine appropriate goals for school improvement and objectives to meet those goals. Effective strategies must be designed to move schools toward meeting their goals. School leaders must then measure how successfully strategies are implemented. Ongoing professional development is critical to the school improvement process.

## **FINDING**

BCPS has board policies on curriculum development and management. The division maintains a process in the Department of Curriculum and Instruction to ensure that board policies are current. The division also has an up-to-date comprehensive plan that reflects its mission, goals, and objectives.

The board policies and comprehensive plan show a commitment to strategic planning and evaluation strategies. This process has become much more formal during recent years and is primarily the result of state and federal legislation relating to NCLB. With the passage of this legislation, it is imperative that comprehensive systems of planning and evaluation of school programs are in place.

Strong administrative leadership and strategic planning are characteristic of effective schools. Instructional leadership and strategic planning are important to all levels of the division and include teachers, program directors, supervisors, principals, and central office administrators. At the division level, the selection of an organizational approach and instructional delivery model for schools is based on a clear and consistent mission and strategic plan for meeting the needs of all students.

BCPS demonstrates policies and comprehensive planning that support school improvement and student performance.

## **COMMENDATION**

**BCPS is commended for maintaining up-to-date policies and a comprehensive plan for school improvement.**

## **FINDING**

The BCPS Improvement Plans lack sufficient grounding in student achievement data and formative evaluation procedures.

BCPS has a consistent format for developing a school improvement plan. The division has become much more focused on aligning these plans with the requirements of NCLB. The plans are also consistent with the division's comprehensive plan.

Components of a school improvement plan include:

- school board goal;
- school board objective;
- identified school need;
- strategies;
- timeline;
- person(s) responsible;
- assessment of implementation; and
- expected student outcomes.

The identified school needs are documented in a general sense, but are not specific to trend data or disaggregated data for subgroups of students. For example, identified needs on BCPS Improvement Plans, include:

- review language arts curriculum;
- improve discipline program;
- implement a study skills program; and
- develop curriculum in non-core areas.

While these identified needs may be appropriate, they are not linked to student performance data. In addition, strategies are general in nature and are not clearly grounded in research. Assessment of implementation does not include evaluation milestones to monitor progress toward meeting the specific measurable objective. The school improvement plans also focus on grade-level SOL standards. There is little evidence that the division is planning for or meeting the needs of underachieving or overachieving students, such as those with disabilities or those who are gifted.

## **RECOMMENDATION**

### **Recommendation 5-7:**

**Ensure that school improvement plans reflect student achievement data and formative evaluation procedures.**

BCPS should document student achievement as the basis for developing identified needs and strategies, and for assessing school improvement plans. The principals should serve as the instructional leaders in reviewing student data for trends and documentation of identified school needs. The school improvement plans should also include benchmark assessments to document student progress toward meeting school improvement goals.

A formal checklist should be used by central office staff to ensure that all components of the plan are present. Ongoing central office feedback on ways to improve the plans should be given to principals and schools. Exhibit 5-6 shows a checklist used by administrators in Frederick County Public Schools, Virginia, to ensure the quality of school improvement plans.

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**EXHIBIT 5-6  
FREDERICK COUNTY PUBLIC SCHOOLS  
CHECKLIST FOR SCHOOL/FEEDER/DIVISION IMPROVEMENT PLAN**

<b>A. Improvement Plan Cover Sheet</b>		
1.	Required representation from constituent groups is indicated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	Chairperson(s) has been designated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	Length of time for which plan was written has been indicated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>B. Improvement Plan Development, Review, and Consensus</b>		
1.	Student achievement is the focus of the plan.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	The plan makes sense, given the school's recent performance.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	Data sources support the identified achievement focus:	
	a. Trend data support the achievement focus.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. Disaggregated data support achievement focus.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. A copy of your school's data page from the most recent <u>Progress Report on Continuous Improvement</u> with the focus areas highlighted is included or data displays are included.	Yes <input type="checkbox"/> No <input type="checkbox"/>
4.	The Leadership Team's involvement in developing the school improvement plan is described.	Yes <input type="checkbox"/> No <input type="checkbox"/>
5.	The strategies used to obtain staff input and consensus are described.	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.	The strategies used to share the plan with and gain input from parents/community are described.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>C. Components of the Improvement Plan</b>		
1.	All <b>system goals</b> whose evidence of progress does not show an improvement over a 3-year trend are addressed or a justification is provided.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	<b>Objectives</b> are specific, measurable, and related to the evidence to support progress toward achievement of the system goal. A separate sheet has been used for each objective.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	<b>Specific activities or action plans</b> are designed to accomplish the measurable objectives. These activities are research based and proven best practices.	Yes <input type="checkbox"/> No <input type="checkbox"/>
4.	<b>Personnel responsible</b> for implementing each activity are listed.	Yes <input type="checkbox"/> No <input type="checkbox"/>
5.	The <b>time frame</b> for implementation of each strategy is appropriate.	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.	<b>Formative evaluation</b> includes milestone to monitor progress toward meeting the specific measurable objective.	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.	<b>Summative evaluation</b> indicates the evidence/data used to measure the progress toward the attainment of the system goal.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>D. Professional Development Plan Summary</b>		
	The Professional Development Plan Summary sheet outlines a focused professional development plan directly related to specific outcomes in the improvement plan.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>E. Organization</b>		
1.	Plan is well organized.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	All pages are numbered.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3.	Sections are clearly labeled.	Yes <input type="checkbox"/> No <input type="checkbox"/>
4.	Charts and graphs are used to display data.	Yes <input type="checkbox"/> No <input type="checkbox"/>
5.	Two copies have been submitted in 3-ring binders.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>FOR DIRECTORS' USE ONLY</b>		
<b>Commendations:</b>		
<b>Recommendations:</b>		
<b>Requested Revisions/Missing Items:</b>		
<b>Action Taken:</b>		
<input type="checkbox"/>	Plan approved	
<input type="checkbox"/>	Plan approved pending receipt of requested revisions/missing items.	
<input type="checkbox"/>	Plan not approved. Please submit requested revisions/missing items.	
<input type="checkbox"/>	Plan not approved. Please schedule a conference to discuss changes or additions.	

Source: Frederick County Public Schools (VA), Department of Curriculum, Administration, and School Improvement, 2004.

### **5.3 Career and Technical Education**

#### **FINDING**

The Career and Technical Education Program (CTE) was recently reviewed by the Virginia Department of Education Technical Assistance Team. To improve career and technical education programs in Bath County, the division must implement the recommendations of the assistance team.

Career and Technical Education courses that are offered at Bath County High School include:

- Business Education:
  - Computer Solutions
  - Keyboarding Applications
  - Word Processing
  - Accounting
  - Advanced Accounting
  - Computer Information Systems
  - Advanced Computer Information Systems
  - Desktop Publishing/Multimedia Presentations
  - Principles of Business Marketing
  - Business Management
  - Cooperative Education
  
- Family and Consumer Sciences:
  - Teen Living
  - Nutrition and Wellness
  - Family Relationships/Parenting
  - Hospitality I
  - Culinary Arts I
  - Culinary Arts II
  
- Trade and Industrial:
  - Auto Servicing
  - Auto Mechanics I
  - Auto Mechanics II
  - Carpentry/Cabinetmaking I
  - Carpentry/Cabinetmaking II
  - Carpentry/Cabinetmaking III
  - Industrial Maintenance Technology I
  - Industrial Maintenance Technology II
  - Industrial Maintenance Technology III
  - Electricity and Cabling I
  - Electricity and Cabling II
  - Grounds Maintenance/Turf Management I
  - Ground Maintenance/Turf Management II
  - Grounds Maintenance/Turf Management III

- Technology:
  - Technology Standards
  - Communications Systems
  - Graphic Communication Systems
  - Technical Drawing and Design
  - Engineering Drawing and Design
- Special Programs:
  - Eighth Grade Exploratory
  - Industrial Cooperative Training Program

Courses are offered at the Career and Technical Center on the campus of Bath High School. Currently, the administrator position for the Career and Technical Center is vacant, but will be filled prior to the 2006-07 school year.

During 2002-03 implemented a Competency Based Career and Technical Education Program which attempts to meet the needs of students in Bath County and meets the requirements of the Virginia Standards of Quality. At that time, BCPS established nine objectives for improvement of the Career and Technical Education Program. The division continues to work toward these goals, including:

- Integrate academic class Standards of Learning with Career and Technical Education Class Competencies of Learning.
- Students identified as members of special populations will demonstrate success in Academic Achievement, Occupational Competence and successful Transition at the same rate as other Career and Technical Education Completers.
- The total (combined) enrollment rates in the state identified courses for non-traditional career preparation of the gender that comprises less than two percent in all CET classes will be 12.22 percent.
- Work closely with Dabney S. Lancaster Community to develop 2+2 programs between BCHS and the community college.
- Hold Advisory Committee Meetings for the Career and Technical Education Center to review current course offerings and consider their relevance in the labor market.
- Develop a Career and Technical Education Center Course Content Information Brochure to include career information.
- Participation in the annual Career and Technical Education Professional Development Institute.
- Create Intra-Curricular Student Organizations for the Career and Technical Center Program content area.

- Offer Virginia State School Board of Education Approved Industry Certifications for each Career and Technical Education Program area.

The findings of the Virginia Department of Education Technical Assistant Team are based on a review of regional and state labor market trends; a two-day site review of the CTE offerings and curriculum for middle and high schools; and interviews with CTE teachers, guidance counselors, principals, the CTE administrator, and the division superintendent.

According to the *Virginia Department of Education Technical Assistance Team Report*, to keep pace with today's workplace trends, employers require the new worker to have a number of basic technical skills that are often called *hard skills* which they expect employees to have learned in high school. BCHS continues to also work on these skills as part of the Career and Technical Education Program. These skills include:

- **Basic technical skills:**

- **Reading** – Successful applicants for the vast majority of jobs must be able to read, understand what they are reading, and apply their understanding to their work.
- **Mathematics** – Workers need to be able to do basic math, include word problems.
- **Writing** – The demand for workers who can write clearly has increased in almost every occupation. Writing clearly includes using correct spelling and grammar in order to convey ideas to coworkers, clients, and customers.
- **Computer literacy** – Computer literacy includes knowing how computers operate and what they can do; familiarity with word processing, spreadsheet, and databased software; carrying out basic hardware and related tasks; and recognizing the difference between operator error and computer-caused problems.
- **Reasoning, problem-solving, and decision-making** – Successful problems solving and decision-making require using logic to solve problems and make decisions based on an understanding of how and why things work the way they do.
- **Understanding the broader picture** – In order to make intelligent decisions, employees need to understand how their work fits into the wider picture and contributes to the broader aims and goals of the organization.

- **Personal qualities:**

- **Strong work ethic** – From the employers' perspective, a good work ethic means good attendance, promptness, the flexibility

to meet employers' changing requirements, having a positive attitude, and making an effort to do the job thoroughly and well.

- **Positive attitude** – The positive attitude employers want includes cooperativeness, taking direction and correction willingly, eagerness to learn, being pleasant and polite, and getting along with others.
- **Independence and initiative** – Showing independence and initiative means working without the need for constant supervision; finding things to do on one's own, making suggestions, and being interested in making things work better.
- **Self-presentation** – self-presentation means making a good impression; wearing appropriate clothes, speaking well, being courteous and professional.

The Annual Performance Report for BCPS Career and Technical Education Program shows that the only area of performance not met was academic achievement.

The report findings are presented in three parts: summary of workplace trends; general division commendations and recommendations; and commendations and recommendations by CTE program areas of agricultural education, business and information technology, family and consumer sciences, health and medical sciences, marketing, technology education, and trade and industrial education.

Divisionwide recommendations of the Virginia Department of Education Technical Assistant Team include the following:

- Use the CTE essential competencies as the minimum requirement for student achievement in each program and course.
- Develop a system for documenting students' attainment of essential competencies based on the CTE Student Competency Records.
- Increase the integration of academics and CTE between and among all disciplines to assist students in making connections between academic and technical skills and real-world experiences.

Specific program areas recommendations include expanding CTE opportunities at the middle school level, encouraging greater participation in CTE student organizations, expanding occupational programs to reflect a sequential two-year program, and expanding comprehensive internship programs and dual enrollment opportunities.

MGT supports the findings and recommendations of the Virginia Department of Education Technical Assistant Team.

## **RECOMMENDATION**

### **Recommendation 5-8:**

**Implement the recommendations of the Virginia Department of Education Technical Assistant Team to improve career and technical education programs in Bath County.**

BCPS should implement the recommendations of the Virginia Department of Education Technical Assistant Team to include divisionwide initiatives as well as specific program areas within CTE. The administrator of CTE should work collaboratively with central office administrators and principals to ensure improved alignment of CTE courses and the Virginia SOLs.

## **FISCAL IMPACT**

BCPS should use existing Carl Perkins funds to implement this recommendation. The fiscal impact for dual program enrollment is dependent upon the availability of funds from the Virginia Department of Education. BCPS should develop a proposal for implementing dual enrollment programs to include the number of students to participate, the type of courses selected, and estimated costs for request of reimbursement from the Virginia Department of Education.

MGT cannot estimate costs at this time due to not knowing the available resources from the Virginia Department of Education or other sources of revenue.

## **5.4 Special Programs**

The purpose of student support services is to coordinate and deliver services which contribute to the holistic development of children, support to families, and improvement of schools. These services emphasize prevention and intervention support systems, as well as use of appropriate resources. The ultimate purpose of student support services is to maximize coordinated efforts that focus upon students' health and social and emotional development in reducing barriers to learning, thus enabling students to achieve optimally.

## **FINDING**

BCPS does not have consistent schoolwide behavior programs.

The comprehensive plan for BCPS has established an objective to *promote a safe and respectful environment that is conducive to teaching and learning*. The identified strategy for accomplishing this objective is to evaluate the effectiveness of school discipline programs and provide staff development to teachers and administrators. BCPS has also identified the need to develop and implement an anti-bullying program, and to develop re-entry procedures for students who have been suspended.

There are many proven effective schoolwide behavior programs. One example is the Positive Behavior Support Program (PBS). The Virginia Department of Education had recognized PBS as an effective program model to improve schoolwide behavior of students. More specifically:

*PBS is systemic and individualized strategies and interventions for achieving social and learning success in the school setting, while preventing problem behavior. Research has shown that a school-wide approach using positive behavioral supports effectively increases appropriate behaviors of all students. For example, one middle school with 550 students saw a 54 percent reduction of office discipline referrals; 300 fights per year dropped to a handful. However, success doesn't happen overnight. Researchers estimate that it takes 3-4 years for sustainable improvement. Schools that prioritize appropriate student behavior as one of the schools' top priorities, focus on systemic change, rely on faculty teams, use data to assist in decision-making, and who are given enough time to make durable changes, are seeing positive benefits in their school culture.*

BCPS could benefit from establishing consistent school-wide behavior programs. The proposed Department of Special Education could assume lead responsibility for reviewing current practices and assisting schools in the development and implementation of schoolwide behavior programs. The results gained could be improved behavior, decreased reliance on suspension for discipline, and improved student achievement.

## **RECOMMENDATION**

### **Recommendation 5-9:**

**Explore the options for implementing schoolwide discipline programs in all schools.**

BCPS should implement schoolwide discipline programs in all schools. The programs should be systematic and focus on prevention. BCPS should assess current school practices and share best practices with other schools, including anti-bullying programs. BCPS should also develop an action plan for selecting/developing and implementing schoolwide discipline programs. The plan should include estimated costs for staff development and materials.

## **FISCAL IMPACT**

The associated costs for this recommendation should be included in the plan. Existing NCLB Innovative Projects or Individual with Disabilities Education Act (IDEA) federal funds could be considered as a funding source for implementing this recommendation.

## **FINDING**

BCPS guidance and counseling services lack a comprehensive, systemwide approach. There is no consistent curriculum, and services are not adequately aligned with the Virginia Department of Education regulations for guidance and counseling services.

During on-site interviews, it was reported that the school guidance program varied from school to school. Guidance staff were often required to focus on the immediate needs of students, rather than having adequate time to effectively implement a guidance program that was preventive and developmentally appropriate for all students. MGT also found that guidance staff spent more time on non-guidance duties than with actual guidance services, particularly at the secondary school level.

The Virginia Department of Education regulations regarding school guidance and counseling programs require that all students be provided with the following services:

- academic guidance, which assists students and their parents to gain knowledge of the curricula choices available to students, to plan a program of study, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;
- career guidance, which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary education and career opportunities; and
- personal/social counseling, which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, consistent with their interests, abilities and aptitudes.

The American School Counselor Association (ASCA) national standards for school guidance and counseling documents domains of student development. The content areas of the guidance program need to include academic, career, and personal/social components. A quality guidance program needs to be comprehensive, preventive in design, and integrated into the total educational program. The guidance curriculum needs to include classroom activities, interdisciplinary curriculum development, group activities, and parent workshops.

## **RECOMMENDATION**

### **Recommendation 5-10:**

**Revise the BCPS guidance curriculum to be consistent with national standards as shown in the American School Counselor Association guidelines and the Virginia Department of Education regulations.**

The school guidance program in BCPS should be revised to meet state regulations and national standards. The curriculum should include the domains of academics, career, and personal/social. School guidance counselors should receive staff development regarding the revised guidance program and maintain consistent progress-monitoring procedures to document the effectiveness of the program.

## **FISCAL IMPACT**

This recommendation can be accomplished with existing NCLB funds. The existing curriculum and professional development funds should be allocated for the revision of the guidance curriculum and to train staff in its effective implementation.

## **FINDING**

BCPS is working with the Virginia Department of Education to document improved educational and functional outcomes for children and youth with disabilities in accordance with IDEA 2004.

The *Special Education Monitoring Report 2005* published by the Virginia Department of Education documents noncompliance in the development and implementation of Individual Educational Plans and Child Find. The report further documents the need to:

- develop and implement additional inclusive and co-teaching opportunities; and
- continue to work closely with school administration to ensure that all requirements regarding suspension and expulsion are being carried out.

IDEA 2004 requires that all states develop and submit to the federal Office of Special Education Programs a performance plan that is designed to advance the state from its current level of compliance with the federal law and to improve the educational and functional outcomes for children and youth with disabilities. In addition, all states are required to submit an annual report in future years documenting their progress toward meeting those goals of improved educational and functional outcomes.

The Virginia State Performance Plan documents specific indicators for improved educational and functional outcomes for children and youth with disabilities in three monitoring priorities. The plan includes baseline and trend data when available, identifies appropriate target goals for each indicator, and specifies planned activities, timelines, and resources for achieving those goals. The timeline for accomplishing the targeted goals is 2010-11. Local education agencies will be required to provide data to the Virginia Department of Education for each indicator in 2006-07 through 2010-11. Indicators 1 and 2 are not relevant to BCPS.

Monitoring priorities and indicators of the Virginia Department of Education, Exceptional Student Services include:

- **Monitoring Priority: Free Appropriate Public Education in the Least Restrictive Environment**

**Indicator 1:** Graduation Rate – Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.

**Indicator 2:** Dropout Rate – Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

**Indicator 3:** Participation and Performance on Assessments – Participation and performance of children with disabilities on statewide assessments.

**Indicator 4:** Rates of Suspension and Expulsion.

**Indicator 5:** School-Ages Placements: Percent of children with IEPs aged six through 21.

**Indicator 6:** Preschool Placements – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

**Indicator 7:** Preschool Outcomes – Percent of preschool children with IEPs who demonstrate improved performance.

**Indicator 8:** Parent Involvement – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

■ **Monitoring Priority: Disproportionality**

**Indicator 9:** Racial/Ethnic Disproportionality – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Indicator 10:** Racial/Ethnic Disproportionality – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

■ **Monitoring Priority: Effective General Supervision Part B/Child Find**

**Indicator 11:** Evaluation Timelines – Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or state-established timeline).

**Indicator 12:** Preschool Transition – Percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday.

**Indicator 13:** High School Transition – Percent of youth aged 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

**Indicator 14:** High School Outcomes – Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

**Indicator 15:** Effective Correction Action – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

**Indicator 16:** Due Process Hearing Timelines – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

**Indicator 17:** Due Process Hearing Timelines – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

**Indicator 18:** Resolution Session Effectiveness – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Indicator 19:** Mediation Effectiveness – Percent of mediations held that resulted in mediation agreements.

**Indicator 20:** Reporting Accuracy and Timeliness – State-reported data are timely and accurate.

BCPS is required to work with the Virginia Department of Education to advance its current level of compliance with federal and state mandates pertaining to special education and to improve the educational and functional outcomes for children and youth with disabilities. Staff development for school administrators, teachers, and paraprofessionals is essential to the success of this process. The changes in the IDEA 2004 regulations require that local education agencies develop activities, timelines, and data collection elements for documenting and reporting improved educational and functional outcomes for students with disabilities to the Virginia Department of Education. This process began in 2004-05 and will continue under the current state plan through 2010-11.

## **RECOMMENDATION**

### **Recommendation 5-11:**

**Develop activities, timelines, and data collection elements for documenting and reporting improved educational and functional outcomes for students with disabilities.**

These activities, timelines, and data collection elements should be consistent with the monitoring priority areas and indicators established by the Virginia Department of Education. Activities should include staff development and monitoring procedures at the division and school level. Particular emphasis should be placed on the monitoring priority area of free appropriate public education in the least restrictive environment. Finally, the activities should be consistent with a clear mission and vision for the delivery of special education services.

**FISCAL IMPACT**

This recommendation can be implemented with existing staff and resources.