

California and Virginia Systems of Support at a Glance

| | California | Virginia |
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| Purpose: | The California Statewide System of School Support (S4) was designed to support the requirements of the Elementary and Secondary Education Act (ESEA). | The Virginia Department of Education (VA DOE) is providing a variety of research-based technical assistance to schools premised on research that attributes improved student achievement to effective district-level leadership in conjunction with effective school-level teaming for planning. |
| The Players: | The S4 includes two significant, yet separate, technical assistance (TA) and support channels, specifically, the Regional Consortia, also referred to as the Regional System of District and School Support (RSDSS) and the district assistance and intervention teams (DAIT) and other technical providers . | Partnering for this effort are the offices of school improvement and program administration and accountability at the Virginia Department of Education , the Virginia Association of Secondary School Administrators (VASSP) , the Center on Innovation and Improvement (CII) , the Virginia Foundation for Educational Leadership (VFEL) , and the Appalachia Regional Comprehensive Center (ARCC) at Edvantia . |
| SSOS Process & Activities: | <p>The RSDSS provides TA to local educational agencies (LEAs) or county offices of education (COEs) and schools in need of program Improvement (PI), with priority services to LEAs/COEs with schools in PI status. Work includes</p> <ul style="list-style-type: none"> • review and analyze all facets of the local educational agency (LEA) or school to include the instructional program and personnel • develop recommendations for improving pupil performance and school operations • assist in LEA and school efforts to eliminate mis-assignments of certificated personnel <p>DAIT provides services to LEAs in corrective action (PI year 3). DAIT or TA provider address at the minimum the following:</p> <ul style="list-style-type: none"> • Governance • Alignment of curriculum, instruction, and assessments to state standards • Fiscal Operations • Parent and community involvement • Human resources • Data systems and achievement monitoring • Professional development | <p>Coaches, principals and district representatives from seventy-three (73) schools in Year 1 and 2 of improvement have attended a week-long institute during the summer of 2009 to prepare for this initiative in the third year.</p> <p>This year, district representatives will develop a district support team to include district staff from Title I, instruction, special education, English as a second language (ESL) or other relevant instructional area, if needed. District support team work includes</p> <ul style="list-style-type: none"> • develop and implement a district plan to support schools in improvement using the Center on Innovation and Improvement (CII) • attend seven district-level web conferences during the year. <p>District Team member will</p> <ul style="list-style-type: none"> • meet with the teams of schools in improvement planning at least monthly • serve as liaison between the central office and the schools in improvement. <p>School Support team member will</p> <ul style="list-style-type: none"> • develop and implement a school plan to support schools in improvement using the CII tool • meet at least monthly with the district representative and will maintain minutes of meetings using the CII tool, and • submit quarterly reports to the Virginia Department of Education. |

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| | | <p>Principals and coaches will</p> <ul style="list-style-type: none"> • attend seven school-level web conferences during the year, and • attend regionally scheduled Breaking Ranks in the Middle/Elementary training offered by the Virginia Foundation of Educational Leadership. <p>Coaches and district contacts will</p> <ul style="list-style-type: none"> • attend three additional meetings to be trained by the Virginia Foundation of Educational Leadership (VFEL) as teacher training leaders, and • be grouped by the Virginia Department of Education to provide teacher trainings to principals and at least two teachers from each school in the group four times during the year. |
| Additional Resources: | <p>Virtual Library Support and resources for districts with high-priority (low-performing) schools http://www.cde.ca.gov/ta/lp/vl/</p> <p>Fact Book Provides statistics and information on a variety of subjects concerning education in California http://www.cde.ca.gov/re/pn/fb/</p> | <p>Summer Institute and Other Information http://www.vassp.org/Mentor%20Coach%20Resources.htm</p> |
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