



EDU TOPICS

Virginia Department of Juvenile Justice

June, 2017

Goal 4: Implement Data Analysis Systems

The fourth goal of our Education Strategic Plan is to establish and implement data analysis systems. The Division of Education implemented many processes regarding input, collection, review, and analysis of data for both the building level and central office use.



Director's Message
Dr. Lisa Floyd

Our Weekly Education Report (WER) includes information that guides inter-departmental discussions and impacts the educational process. We know that having skilled teachers in classrooms is imperative to student learning. We know that student engagement in lessons equates to improved learning. The WER captures the daily count of students in alternative settings and identifies the number of general and special education staff assigned to deliver services to the youth who are not in classrooms. The WER identifies critical information like teaching staff that are absent. Unlike a traditional high school with a resource pool for substitute teachers, we are required to use

(See "Goal 4," page 2)



Above: Beaumont JCC retirees, back row, from left: Nathan Penick, Eugene Taylor, Casandra Sullivan. From row, from left: Antoinette Brown, Angela Bolling. Right: LaDell Rollins, Central Office.



3 Weeks As Assistant Principal Adds Perspective, Appreciation

By William Mastine

At my age, I should have known better than to think that riding slowly off into the sunset was really going to happen.

I have always said that two phone calls changed the course of my entire life. That's a long story, too long to tell here. It's a good one, though, especially if you believe in karma. Ask me sometime. But three weeks ago, I was a special education teacher at Beaumont, where I had been for almost 10 years. With the student population declining, the most tumultuous years seemed to be behind me, and I was enjoying a somewhat comfortable existence while winding down the days until my retirement on June 9.

Then comes a phone call. Not one of the two mentioned above, but a third one. It's Dr. Floyd's office. They want to know if I would like to be an assistant principal at Bon Air until I retire. Of course, such a momentous metamorphosis must be appropriately considered. Therefore, I entered extensive negotiations with the only party who really matters: My wife Jody. After an extensive discussion my position was simple: If you want one of your elder statesmen to attend 37 different meetings a week when the statesman in question really dislikes meetings, it would take a lot.

(See "Mastine," page 2)

Strategic Plan Goals

1 Commit to Recruitment, Retention, and Evaluation of Quality Staff

2 Provide Quality Instructional Practices

3 Develop/Maintain Effective Communication Among Stakeholders

4 Establish and Implement Data Analysis Systems

5 Ensure Compliance in Educational Programs

Mastine

But innate curiosity has always been a weakness of mine, so here I am looking at life in the facility from the other side of the fence. I, and most of my fellow teachers, always wondered exactly what assistant principals do all day, and now I know. My assigned duties include checking the units in and out, running the reflection room escort services, and attending pretty much any meeting you can think of.

Then there are the other extraneous duties that any respectable assistant principal must cope with, such as plunging the plugged toilet in the ladies room, trying to find the cause of the power loss in the culinary classroom, letting the keyless in and out of the school, advising the Goochland County Board of Supervisors on what to do without Beaumont, and various and sundry other assorted issues.

There is one thing which has always been a challenge for me, however. I have always believed that



Bon Air JCC retirees, clockwise from upper left: William Mastine, Roger Streat, Veronica Woodson, Aina Taylor-Faleti. Not pictured: David Lawhon, Carey Long.

what I say and do, or ask others do, is based upon a well-reasoned, intelligent premise, to which no one would object, or by which no one would feel slighted or offended. What I now realize as an assistant principal, even in the short term I'm now serving, is that any time you have a large number of people listening to what you say,

some will disagree. And in our current atmosphere of transition, that's not a bad thing.

At this point, you're probably asking yourself, "What does Mastine know about being an assistant principal?" The real answer is, not much. But I've already learned that the significant ... and most rewarding ... part of this job is the opportunity to interact on so many different levels with so many interesting people. I have often said that it takes a unique teacher to be able to do what we do here: A teacher who has a desire to educate, and is able to look past the worst things our youngest members of society do to each other and still care about them; a teacher who is determined, caring, passionate, a little bit off-kilter, altruistic, and really, really dedicated. You all are the reason this job is even possible to consider doing every day.

It has been my honor to work with you.

Goal 4

available internal staff. The WER also includes the number of instructional observations building administrators conduct and on which days. The goal is to provide immediate feedback to teachers for improved teaching and learning. The WER tracks daily student movement to determine the instructional time students lose to help limit the time lost between periods. This information is analyzed by quarter to note improvements or areas of concern. Staff and student library use is documented, as well as post-secondary course participation and teacher and support staff hiring updates.

The Division of Education provides educational services to all students, including those in alternative settings, due to institutional sanctions or safety concerns. The Education Leadership Team (ELT) adjusted the Master Schedule to ensure that for every block at least one instructional assistant or general education teacher, and a special education teacher is available to work with students in alternative settings. Teachers collect assignments, class notes, and assessments from each student's classes and meet with students to discuss the content and materials. Teachers assigned to the alternative settings monitor educational services through a spreadsheet submitted to central office. The information is monitored longitudinally and reviewed by central office to ensure full compliance.

Another data point is the grade verification report generated at the end of each of the four marking periods to examine the distribution of grades by teachers, by content area, and by campus. The Education Leadership Team analyzes grade distribution data to ensure consistency across content area, to identify professional development initiatives, and to compare classroom instruction with formative and summative assessment results.

Standards of Learning (SOL) and formative assessment results are analyzed at the end of each testing cycle to identify student proficiency and progress, teacher effectiveness, areas of improvement, and potential instructional strategies. Data analysis includes a review of information specific to each teacher, content area, campus, and student demographic. Due to the unique needs of students with disabilities and English Language Learners, analysis also includes information by disability and English proficiency.

Establishing practices and systems to gather and review data has been a significant undertaking for the Division of Education. Using the data to make informed decisions is an ongoing process. Our goal is to be transparent by sharing the information we have and to improve our practice through our collaborative efforts with all stakeholders.