

**Fairfax County School Board**  
**Operational Expectations Monitoring Report**

A = acceptable condition    U = unacceptable condition

**ACCOUNTABILITY AND AUDIT**

Period covered: January 1, 2008 – June 30, 2008

**The Superintendent will maintain a system of continuous improvement that tracks, measures, and evaluates FCPS effectiveness in realizing student achievement and business processes, including both benefits and costs, in a timely manner. The Superintendent will:**

**Reasonable Interpretation:**

The Superintendent and staff understand “continuous improvement” to be the systematic, sustained, and objective assessment and refinement of processes and outcomes in order to maximize performance. The Superintendent will assure the provision of resources and technical support for understanding, implementing, and monitoring continuous improvement within departments, offices, and schools.

The system for continuous improvement will be based on the Plan, Do, Study, Act (PDSA) model, which will assist departments, offices, schools, and individuals to improve student achievement. The PDSA model will provide an overarching framework for defining continuous improvement and guiding the conduct of continuous improvement cycles:

- PLAN     –     What are we trying to accomplish?
- DO       –     How do we do it?
- STUDY   –     What did we accomplish?
- ACT      –     How can we improve?

The Superintendent and designated staff will model and facilitate the development, integration, refinement, and incorporation of the PDSA continuous improvement model into divisionwide work. They will help departments, offices, schools, and individuals use the PDSA model and appropriate quality tools to direct and inform decision making, with the goal of improving student academic performance and operating efficiency/effectiveness.

The Superintendent will provide the systems, procedures, tools, and incentives required to assure that divisionwide planning, implementation, measurement, and refinement activities are aligned and integrated both with each other, and with School Board Goals and Expectations.

The Superintendent will:

**1. Establish a multi-year plan for program evaluation that identifies evaluation criteria and the relationship to student achievement goals. New program proposals shall include an evaluation plan that assures its evaluation within the first three years. All evaluations should recommend whether a program should be continued, modified, or discontinued based on its effectiveness and cost.**

Superintendent:    A                     U   
School Board:        A                     U

**Reasonable Interpretation:**

The Superintendent and staff understand the School Board's program evaluation expectations as follows:

**Program Evaluation and Evaluation Criteria:** The systematic investigation of a particular instructional program (or service) to make critical judgments in response to calls for accountability, assistance with program development, and/or information for decisions about program effectiveness. Standards for selecting programs to be evaluated include four criteria that were piloted during 2006-2007: 1) relationship to School Board student achievement goals; 2) scope of the program (i.e., number of students, number of sites); 3) cost; and 4) extent to which further information about the program is needed (i.e., how much information exists about current program outcomes and impact, versus that required).

Three levels of program evaluation are used to provide relevant information about a program (Appendix A):

*Exploratory Evaluation* of all programs considered for comprehensive evaluation – an initial month-long process that results in a technical report that recommends the program for either program development or comprehensive evaluation. Readiness for comprehensive evaluation is based on how developed a program's purpose, resources, outcomes, and program components are defined and linked.

*Program Development* of underdeveloped programs – a process that includes up to a year of technical support to program staff. Program development results in a technical report that indicates whether a program is ready for comprehensive evaluation.

*Comprehensive Evaluation* of sufficiently developed programs – a process that employs scientific procedures and professional-based criteria to measure cost, effectiveness (outcomes), implementation, communication, staffing, selection, management, modifications, monitoring, planning, professional development, and program definition. Each Comprehensive Evaluation will include a detailed cost analysis.

**Relationship to Student Achievement Goals:** The extent to which programs have potential to directly support realization of School Board goals for student academic achievement, essential life skills, and responsibility to the community.

**Evaluation Recommendations:** The reports completed for each phase of the evaluation process include specific recommendations as identified below:

<b><u>Report:</u></b>	<b><u>Possible Recommendations:</u></b>
Comprehensive Evaluation	Continue the program as is Continue the program with modifications Discontinue the program
Program Development	Resubmit or discontinue the program
Exploratory Evaluation	Designate the program to Program Development or Comprehensive Evaluation

**Multi-Year Evaluation Plan:** A system that identifies programs (and services) for evaluation over a three-year period. For the first year of the current plan (2007-08) ten programs were identified for evaluation. Four of these programs will be engaged in Exploratory Evaluation during the 2007-08 school year. Depending on the recommendations cited above, each of these programs will continue in the evaluation process over the next 1-4 years. Three or four programs from the 2007-08 identification process will be selected for Exploratory Evaluation each of the remaining two years. Programs new to the *Program Budget* book during any given year may replace programs previously identified for evaluation. During the 2009-10 school year, another set of programs will be identified for evaluation during the following three years. (See Appendix B)

**New Program Proposals:** Division-level program proposals (versus those of individual schools) submitted for consideration by such FCPS departments as Instructional Services, Special Services, and Professional Learning and Training.

**New Program Proposal Evaluation Plans:** Each new instructional program introduced in FCPS requires a proposal that includes an evaluation plan. Evaluation plans are developed by the Office of Program Evaluation upon request by the program's supervising assistant superintendent. The evaluation plan engages programs within the first three years of implementation in the exploratory evaluation, followed by either comprehensive evaluation or program development that leads to comprehensive evaluation.

**Indicator(s):**

1. *Annual list of programs identified* for the evaluation process and evidence that the identification was based on criteria that include the program's relationship to School Board Student Achievement Goals.
2. *Annual completion of all scheduled reports with appropriate recommendations*, as identified below:

**Evaluation Reports**

- Exploratory Evaluations
- Program Development Reports
- Comprehensive Evaluations

**Overall Recommendations**

- Designate program development or comprehensive evaluation
- Resubmit or discontinue program
- Continue program as is, continue with modifications, or discontinue program

**Superintendent Statement of Condition:**

**Board Comments:**

## 2. Conduct a regular fiscal and performance audit of business functions.

Superintendent:    A                       U     
School Board:        A                       U  

### Reasonable Interpretation:

The division will establish an audit committee consisting of two school board members, the superintendent, deputy superintendent, and the chief financial officer (as a non-voting member) to oversee the Office of Internal Audit. The Audit Committee will serve to promote, maintain, and enhance the independence and objectivity of the internal audit function of the school division by ensuring broad audit coverage, adequate consideration of audit or review reports, and appropriate action on recommendations. To this end, the committee shall review the annual audit plan, budget, and staffing needs of the Office of Internal Audit and shall make recommendations to the School Board as necessary.

### Indicator(s):

- Establishment of the Audit Committee
- Committee's approval of the annual audit plan
- Quarterly status reports to the Audit Committee

### Superintendent Statement of Condition:

### Board Comments:

### 3. Provide public access to audit results.

Superintendent: A  U   
School Board: A  U

#### Reasonable Interpretation:

A written report will be prepared and issued by the audit director following the conclusion of each audit. The head of the audited activity or department will provide a written response which will become an integral part of the final report. The final audit report will be addressed to the Audit Committee. Copies will be provided to the affected department head, the Superintendent, applicable Leadership Team members, and School Board members after presentation to the Audit Committee. No earlier than two weeks following the report issuance a copy of the final report will be posted to the internal audit website to promote public access.

#### Indicator(s):

- Posting of audit reports on the Office of Internal Audit website
- Notification of report availability made via FCPS public website

#### Superintendent Statement of Condition:

#### Board Comments:

#### Summary Statement of the Superintendent:

#### Summary Statement of the Board:

##### Areas for Improvement:

##### Areas of Commendation:

#### Goal(s) for Accountability and Audit for School Year:

Date for Re-Monitoring: October 2008