

MINUTES
Virginia Board of Education
School and Division Accountability Committee
October 24, 2006

James Monroe Building
Jefferson Meeting Room, 22nd Floor
Richmond, Virginia
1:00-3:00

Welcome and Introductions

The meeting was called to order at 1 p.m. by David L. Johnson, chair. The following Board of Education members were present: Dr. Emblidge, Dr. Ward, Mrs. Castro, Mrs. Saslaw, Dr. Brewster, and Mr. Moore. Dr. Billy K. Cannaday, Jr., superintendent of public instruction, was also present to assist the committee in its work.

Review of requests for the accreditation rating of Conditionally Accredited

Richmond Public Schools:

Mr. David Ballard, School Board Chairman, Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability, Dr. Ronald Carey Executive Director of Elementary Education, and Mrs. Iris Page presented information on the various restructuring efforts for George W. Carver Elementary School.

School improvement efforts include partnering with the University of Virginia and securing "Turn-around Specialist" training for one of the school division's stellar principals, Mrs. Iris Page. During the 2005-2006 school year, Mrs. Page implemented the first phase of the school's restructuring initiative, which included an enhanced accountability plan, a comprehensive professional development plan, an extensive data collection and management plan, and a Central Office continuous monitoring and support plan to drive school-wide improvement through a focus on instruction, intervention and remediation for all students. The second phase of the restructuring initiative, which is being implemented during the 2006-2007 school year, includes additional strategies as follows:

- The hiring of a new assistant principal.
- The replacement of 19 of 31 teachers.
- The use of instructional coaches to support teaching and learning.
- The provision of specific instructional professional development for the assistant principals.

Dr. Kirk Schroder, Mr. David Ballard, and Mr. Frank Butts presented information on the various restructuring efforts for Richmond Alternative School.

The Richmond Alternative School, encompassing students in grades three through twelve serves young people who have been transferred to this facility because of severe behavioral problems that interfered with their learning. This school was collaboratively organized with Community Education Partners (CEP) to implement a rigorous instructional and behavioral modification program. The school improvement plan has included major restructuring efforts guided by the major tenets of CEP, *Be Here, Be Have and Be Learning*. CEP provides the opportunity for each student to receive individual attention and family support to assist the student to become successful. The restructuring efforts have included, but are not limited to, hiring a new administrator to focus on the middle school component and reassigning an administrator with a stellar track record of achieving significant student gains to focus on curriculum, accountability, instructional delivery, intervention, and remediation strategies. Additionally, an educational specialist was hired to augment these school improvement efforts. Since September 2005, ten of the current eighteen teachers are new hires. Lastly, the Central Office is providing continuous monitoring and support to insure implementation of the school-wide improvement efforts. The second phase of the restructuring initiative, which is being implemented during the 2006-2007 school year, includes additional strategies such as providing extensive district-wide and building level professional development. The school plans to request consideration of an alternative accreditation plan for this school.

Sussex Public Schools-Dr. Charles Harris, Superintendent of Sussex County Public Schools presented information on the various restructuring efforts for Annie B. Jackson and Ellen Chambliss Elementary Schools.

Substantial changes and efforts have been made by the school division to have the schools reach fully accredited status. Those efforts will continue until the school achieves full accreditation. The school division also seeks to close those schools in two more years by consolidating its elementary schools into one modern school.

Changes for Chambliss Elementary School

1. Third grade added to Chambliss Elementary School in order for the school to be able to be accredited based on the performance of students at the school. Previously, Chambliss Elementary School's accreditation was based on the student's performance at Jackson Elementary School.
2. Saxon math has been adopted as the new math program within the school and aligns better with the Virginia Standards of Learning. Previously, the school used the Direct Instruction model.
3. A math coach with a teaching licensure and background in mathematics has been hired to observe, model and in-service/train teachers at the school in the delivery of math instruction.
4. The school continues to receive services, coaching, observation of teachers, and training, from Longwood University for its reading program in Direct Instruction. Chambliss Elementary students have shown significant gains from kindergarten through the second grade.

5. An assistant principal has been hired to assist the principal at Chambliss Elementary School.
6. Architectural drawings have been completed for a new elementary school to be completed with a projected opening date of September 2009. The county Board of Supervisors needs to approve funding for the project to go forward. This will allow for the closing of the school.
7. A coach continues to be hired for observation of the school's performance and consultation with the principal through the Virginia Department of Education's School Improvement Program.

Changes for Jackson Elementary School

1. A new principal was appointed to supervise the programs and operations of the school.
2. A new assistant principal has been appointed to assist the principal at Jackson Elementary School.
3. Sixty-six percent of the teachers at Jackson Elementary School have been replaced for the 2006-2007 school year (4 of 6 academic teachers).
4. The 3rd grade has been moved from Jackson Elementary School to Chambliss Elementary School leaving the school with only 107 students.
5. Saxon math has been adopted as the new math program within the school and aligns better with the Virginia Standards of Learning. Previously, the school used the Direct Instruction model.
6. A math coach with a teaching licensure and background in mathematics has been hired to observe, model and in-service/train teachers at the school in the delivery of math instruction.

Various Board of Education members commended Richmond City Public Schools and Sussex County Public Schools for their efforts to improve student achievement.

Review of the framework for the Memorandum of Understanding

Petersburg Public Schools-Dr. Cannaday presented the framework to the Memorandum of Understanding between the Board of Education and Petersburg Public Schools. The major components of the agreement include:

School Division Goals

By 2007:

- Decrease the failure rate in elementary mathematics and reading by 10%, maintain progress in science and history
- Decrease middle school mathematics and reading failure rate by 20%, science by 10%, history by 20%
- Maintain progress in high school English, decrease failure rate in math, science, and history by 20%
- Five schools will meet AYP by traditional method or safe harbor

- Three schools will be fully accredited

By 2008:

- Five schools will be fully accredited
- Seven schools meet AYP

By 2009:

- No schools will remain in accredited denied status

Administrative Responsibilities

Program Coherence

- Develop a consolidated federal application that complies with the findings of the efficiency review that
 - Focuses on improved student achievement
 - Connects strategies to the division's corrective action plan
- Develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the following state and federally funded initiatives:
 - Algebra readiness
 - Early reading initiative
 - Project graduation
 - Mathematics-Science partnership
 - Hard-to-staff initiative
 - Special initiative grants

Effective Use of Assessment Data

- Develop a structured protocol for how schools are to report and share data district-to-school and school-to-district
- Implement a data monitoring process with accountability for results to improve student achievement
- Link school and division professional development supported by data to improving student achievement

Teacher Quality

- Develop and monitor individual action plans to reduce provisional licenses
- Implement a research-based hard-to-staff incentive program

Student Services and Safe and Secure Schools

- Develop, implement, and monitor a structured protocol for disciplining students with disabilities
- Link school safety strategies to the division's corrective action plan

Reporting Requirements

- Provide bi-weekly written reports to the Petersburg School Board and Department of Education
- Provide quarterly reports to the State Board of Education School Accountability Sub-committee
- Provide summative report on progress made in meeting or exceeding memorandum of understanding agreements and expectations

School Board Responsibilities

School Board/ Central Office Leadership and Development

- Adopt (3-5) key priorities for improving student achievement across the school division
- Ensure alignment of resources with these priorities for improving student achievement
- Hold the board and staff accountable for results

School Board/State Board/ Department of Education

- Agree to work together in developing a major restructuring of schools if significant improvements in student achievement and school accreditation do not occur for the 2006-07 school year

Report on state-funded remedial programs

Mrs. Kathleen Smith presented the report entitled *Analysis and Assessment of State-Funded Remedial Programs* to the board. Data for the summer 2005 remedial summer programs were collected after the results of the 2006 Standards of Learning (SOL) assessments were released. A summary of the remedial plans for all school divisions for summer remedial programs held in 2005 is included in the report. The report also contains a summary of funding amounts provided to each local school division for Standards of Learning Remediation and Standards of Learning Remedial Summer School.