

Board of Education Agenda Item

Item: _____ D. _____

Date: November 17, 2009

Topic: Final Review of a Revised Memorandum of Understanding for Petersburg City Public Schools to Include Compliance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) 8 VAC 20-131-315

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Dr. James M. Victory, Superintendent, Petersburg City Public Schools

Telephone Number: (804) 225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date October 22, 2009

Background Information:

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#).

In 2004, recognizing the need for technical assistance, the Petersburg City School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. The proposed MOU with the VBOE required Petersburg City Public Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

In the November 2006 MOU, the Petersburg City School Board and central office staff adopted five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. The key priorities included:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan

resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

As a result of the collaborative efforts of the superintendent, administrative staff and the CAO, Petersburg City Public Schools has four of its seven schools fully accredited for the 2009-2010 school year: Robert E. Lee Elementary School, Walnut Hill Elementary School, A. P. Hill Elementary School, and Petersburg High School. Four of six Title I schools remain in school improvement. The history of each school's accreditation and Adequate Yearly Progress (AYP) status is indicated in Attachment A.

In 2008-2009, Petersburg City Public Schools restructured their middle and high school grades. Peabody Middle School and Vernon Johns Middle School moved from grades 6-8 to grades 6-7 and grades 8-9, respectively. Petersburg High school moved from grades 9-12 to grades 10-12. The rating in the 2009-2010 year provided in the data above is based on the assessment data from the previous year of the new grade configuration. The aggregated data for each grade level for English and mathematics in the division over the past five year period is provided in Attachment A.

Another area of concern addressed in the November 2006 MOU was the limited number of highly-qualified teachers employed by the division as well as the number of teachers who were provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. Hard-to-staff funding was provided in the first two years of the MOU; however, results presented at the Senate Finance Committee on December 6, 2007, demonstrated little improvement in the number of provisional or unlicensed teachers employed by the division. On September 23, 2008, Petersburg City Public Schools reported that of the 399 teachers employed in 2008-2009, 393 (98 percent) were licensed; five teachers were not teaching in endorsed areas; 61 (15 percent) were new teachers; and six teachers were indicated as long-term substitutes.

The November 2006 MOU specified that a contingency plan be developed if the schools did not meet school accreditation targets:

The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Although the development of the contingency restructuring plan was implemented one year later than planned in the November 2006 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the school division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students and parents (by choice of entry into the intervention) to begin in 2009-2010.

This plan was based in part on the work of Mass Insight Education and the concept of a turnaround zone. The committee agreed that the plan should include an outside partner to develop and implement a comprehensive “school within a school” model for middle grade students. The committee presented this plan at the June 18, 2008, meeting of the Virginia Board of Education, School and Division Accountability Committee. This plan met the following conditions agreed upon by the VBOE and Petersburg City Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

Federal school improvement funds that were allocated only to local education agencies (LEAs) with schools in improvement were available to cover the start-up costs for program development and implementation planning. On November 20, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the VDOE to assist Petersburg City Public Schools in such planning by providing available federal resources. On April 30, 2009, Petersburg City Public Schools reported to the VBOE that a turnaround partner could not be secured. The VBOE requested that a vendor be selected no later than August 15, 2009, with implementation for students occurring no later than January 2010. At this time, no turnaround partner has been secured.

Summary of Major Elements

The November 2006 MOU specified target goals for three years ending after the 2008-2009 school year. Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the VBOE in July 2009, requires school divisions with *Accreditation Denied* schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg City Public Schools have schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the MOU for division-level academic review will also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of the proposed MOU, a corrective action plans must be developed. The proposed MOU will be in place until all schools are fully accredited.

For the purposes of the proposed MOU, the Petersburg City School Board and central office staff will adopt two key priorities: *leadership capacity* and *teacher quality*. The priorities will improve student achievement across the school division and must be aligned with resources.

The VBOE and the VDOE will continue to assign a CAO to work with the superintendent and administrative staff to develop, coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the proposed MOU. The CAO will coordinate with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO will have administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

Petersburg City Public Schools will provide the CAO with an office in the central administration office; telephone, computer, and printer access, and clerical support, as needed. Key administrative responsibilities are included in the proposed MOU:

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of the proposed MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will 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 full implementation of the algebra readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.
5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement. A report for Petersburg City Public

Schools indicating the progress in hiring highly qualified staff for 2009-2010 is included as Attachment B.

Petersburg City Public Schools will provide written reports as requested by the CAO (as needed and appropriate) on current instructional vacancies, number of teachers with provisional licenses, and progress on individual action plans to reach full licensure to the VBOE and VDOE.

As a part of the proposed MOU, the Petersburg City School Board will continue to provide summative reports on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and VDOE, as requested.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final review the attached revised Memorandum of Understanding (MOU) for Petersburg City Public Schools.

Impact on Resources: None

Timetable for Further Review/Action: None

**VIRGINIA BOARD OF EDUCATION
PETERSBURG CITY SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes**

Background

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division-level academic review. Petersburg City Public Schools met the criteria for division-level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#).

In 2004, recognizing the need for technical assistance, the Petersburg City School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.

Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. This MOU with the VBOE required Petersburg City Public

Schools to continue in division-level academic review status and participate in an academic review process prescribed by the VBOE.

In the November 2006 MOU, the Petersburg City School Board and central office staff adopted five key priorities for improving student achievement across the school division, ensuring alignment of resources with these priorities for improving student achievement, and holding the board and staff accountable for results. The key priorities included:

- Student Achievement
- Leadership Capacity
- Teacher Quality
- Communication with all Stakeholders
- Safe and Secure Environment

As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates regarding the implementation of the efficiency review.

As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO has administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

As a result of the collaborative efforts of the superintendent, administrative staff and the CAO, Petersburg City Public Schools has four of its seven schools fully accredited for the 2009-2010 school year: Robert E. Lee Elementary School, Walnut Hill Elementary School, A. P. Hill Elementary School, and Petersburg High School. Four of six Title I schools remain in school improvement. The history of each school's accreditation and Adequate Yearly Progress (AYP) status is indicated as follows:

A. P. Hill Elementary School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	54.32	58.79	61.47	80.66
Mathematics Performance	48.75	64.20	63.68	80.16
Science Performance	44.12	58.06	61.83	74.03
History Performance		66.92	60.61	81.17
Did or Did not Make AYP	Did Not Make AYP	Did Not Make AYP Year 1 of Improvement	Did Not Make AYP Year 2 of Improvement	Made AYP Year 2 Holding of Improvement-Holding
Accreditation Status	Warned	Denied	Denied	Fully Accredited

J.E.B. Stuart Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	63.80	65.66	69.03	75.94
Mathematics Performance	62.58	50.3	73.25	64.02
Science Performance	67.59	62.62	68.24	58.65
History Performance		67.52	75.86	88.65
Did or Did not Make AYP	Did Not Make AYP Year 3 of Improvement	Did Not Make AYP Year 4 of Improvement	Did Not Make AYP Year 5 of Improvement	Did Not Make AYP Year 5 Holding of Improvement
Accreditation Status	Warned	Denied	Denied	Denied

Robert E. Lee Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	66.67	79.25	77.84	81.01
Mathematics Performance	64.76	84.91	77.01	83.05
Science Performance	69.33	76.71	75.42	88.39
History Performance		81.33	75.86	89.91
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Fully Accredited	Fully Accredited

Walnut Hill Elementary

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	77.92	76.62	64.08	85.19
Mathematics Performance	77.92	76.51	72.08	81.19
Science Performance	71.24	73.44	70.33	73.11
History Performance		74.51	59.22	84.62
Did or Did not Make AYP	Made AYP	Made AYP	Made AYP	Made AYP
Accreditation Status	Warned	Fully Accredited	Accredited with Warning	Fully Accredited

Peabody Middle

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	46.25	45.15	51.78	64.17
Mathematics Performance	25.17	28.38	40.67	46.72
Science Performance	62.92	62.38	66.46	
History Performance		34.59	45.65	62.78
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 5 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	6-7

Vernon Johns Middle School/Junior High

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	53.64	55.82	58.14	62.06
Mathematics Performance	34.44	39.08	50.31	88.87
Science Performance	62.77	73.99	71.10	68.23
History Performance		46.68	58.05	69.93
Did or Did not Make AYP	Did Not Make AYP Year 5 of School Improvement	Did Not Make AYP Year 6 of School Improvement	Did Not Make AYP Year 7 of School Improvement	Did Not Make AYP Year 7 Holding of School Improvement
Accreditation Status	Warned	Denied	Denied	Denied
Assessment data based on grade levels	6-8	6-8	6-8	8-9

Petersburg High School

Adequate Yearly Progress (AYP) Pass Rates	2006	2007	2008	2009
English Performance	75.64	76.01	87.06	90.10
Mathematics Performance	41.99	49.54	68.61	85.95
Science Performance	53.28	60.50	63.60	83.59
History Performance	53.28	60.50	63.60	83.59
Did or Did not Make AYP	Did Not Make AYP Year 3 of School Improvement	Did Not Make AYP Year 4 of School Improvement	Did Not Make AYP Year 5 of School Improvement	Made AYP Year 5 Holding of School Improvement
Title I Status	Not a Title I School	Not a Title I School	Not a Title I School	Not a Title I School
Accreditation Status	Accreditation Denied	Accreditation Denied	Accreditation Denied	Fully Accredited
Assessment data based on grade levels	9-12	9-12	9-12	10-12

In 2008-2009, Petersburg City Public Schools restructured their middle and high school grades. Peabody Middle School and Vernon Johns Middle School moved from grades 6-8 to grades 6-7 and grades 8-9, respectively. Petersburg High school moved from grades 9-12 to grades 10-12. The rating in the 2009-2010 year provided in the data above is based on the assessment data from the previous year for the new grade configuration. The aggregated data for each grade level for English and mathematics in the division over the past five year period is provided below:

Petersburg City Public Schools - English

Test Level	SOL Test	2004-2005 Passed	2004-2005 Attempted	2004-2005 Pct Passed	2005-2006 Passed	2005-2006 Attempted	2005-2006 Pct Passed	2006-2007 Passed	2006-2007 Attempted	2006-2007 Pct Passed	2007-2008 Passed	2007-2008 Attempted	2007-2008 Pct Passed	2008-2009 Passed	2008-2009 Attempted	2008-2009 Pct Passed
3	English Reading	214	354	60.45	200	312	64.1	217	350	62	229	349	65.62	266	337	78.93
4	English Reading				234	348	67.24	240	304	78.95	240	336	71.43	238	322	73.91
5	English Reading	238	369	64.5	190	313	60.7	232	347	66.86	190	279	68.1	275	321	85.67
6	English Reading				203	382	53.14	168	326	51.53	176	317	55.52	161	265	60.75
7	English Reading				184	350	52.57	187	349	53.58	145	311	46.62	191	298	64.09
8	English Reading	162	415	39.04	161	408	39.46	167	395	42.28	195	349	55.87	175	285	61.4
11	English Reading	191	297	64.31	266	329	80.85	244	309	78.96	250	288	86.81	273	304	89.8

Petersburg City Public Schools - Mathematics

Test Level	SOL Test	2004-2005 Passed	2004-2005 Attempted	2004-2005 Pct Passed	2005-2006 Passed	2005-2006 Attempted	2005-2006 Pct Passed	2006-2007 Passed	2006-2007 Attempted	2006-2007 Pct Passed	2007-2008 Passed	2007-2008 Attempted	2007-2008 Pct Passed	2008-2009 Passed	2008-2009 Attempted	2008-2009 Pct Passed
3	Mathematics	259	353	73.37	230	310	74.19	246	355	69.3	245	349	70.2	253	337	75.07
4	Mathematics				197	347	56.77	194	302	64.24	221	336	65.77	247	322	76.71
5	Mathematics	222	369	60.16	189	309	61.17	240	347	69.16	180	279	64.52	241	318	75.79
6	Mathematics				65	385	16.88	50	306	16.34	106	283	37.46	99	214	46.26
7	Mathematics				33	363	9.09	57	346	16.47	68	299	22.74	104	290	35.86
8	Mathematics	193	423	45.63	192	372	51.61	194	387	50.13	195	338	57.69	235	288	81.6
11	Algebra I	196	330	59.39	246	437	56.29	237	293	80.89	300	352	85.23	448	478	93.72
11	Algebra II	67	189	35.45	74	143	51.75	104	216	48.15	134	210	63.81	74	87	85.06
11	Geometry	74	232	31.9	85	305	27.87	138	388	35.57	78	166	46.99	128	158	81.01

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the VBOE in July 2009, requires school divisions with *Accreditation Denied* schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg City Public Schools have schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the MOU for division-level academic review will also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan must be developed.

Another area of concern addressed in the November 2006 MOU was the limited number of highly-qualified teachers employed by the division as well as the number of teachers who were provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. Hard-to-staff funding was provided in the first two years of the MOU; however, results presented at the Senate Finance Committee on December 6, 2007, demonstrated little improvement in the number of provisional or unlicensed teachers employed by the division. On September 23, 2008, Petersburg City Public Schools reported that of the 399 teachers employed in 2008-2009, 393 (98 percent) were licensed; five teachers were not teaching in endorsed areas; 61 (15 percent) were new teachers; and six teachers were indicated as long-term substitutes.

The November 2006 MOU specified that a contingency plan be developed if the schools did not meet school accreditation targets:

The Petersburg School Board, Virginia Board of Education, and the Department of Education will develop a contingency plan for major restructuring to be in place for the 2007-2008 school year if significant improvements in student achievement and school accreditation do not occur for the 2006-2007 school year. The decision to begin the planning for restructuring will be based on reports provided by Petersburg Public Schools to both the Virginia Board of Education and department staff as well as recommendations made by the CAO throughout the year.

Although the development of the contingency restructuring plan was implemented one year later than planned in the November 2006 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the CAO, and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the school division not meeting accountability goals of the MOU for two consecutive years. This committee developed an instructional intervention to be led by an outside entity for middle school students and parents (by choice of entry into the intervention) to begin in 2009-2010.

This plan was based in part on the work of Mass Insight Education and the concept of a turnaround zone. The committee agreed that the plan should include an outside partner to develop and implement a comprehensive “school within a school” model for middle grade students. The committee presented this plan at the June 18, 2008, meeting of the School and Division Accountability Committee. This plan met the following conditions agreed upon by the VBOE and Petersburg City Public Schools:

1. Alternative governance.
2. Choice option for middle school students and parents.
3. Research-based focus on core content.
4. Recruitment, selection, and supervision of highly qualified personnel by an independent entity.
5. Proven track record of educational success.

Federal school improvement funds that were allocated only to local education agencies (LEAs) with schools in improvement were available to cover the start-up costs for program development and implementation planning. On November 20, 2008, the VBOE requested that the Petersburg City School Board plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year and authorized the VDOE to assist Petersburg City Public Schools in such planning by providing available federal resources. On April 30, 2009, Petersburg City Schools reported to the VBOE that a vendor could not be secured. The VBOE requested that a turnaround partner be selected no later than August 15, 2009, with implementation for students occurring no later than January 2010. At this time, no turnaround partner has been selected.

School Division Goals and Performance Objectives

For the purposes of this MOU, the Petersburg City School Board and central office staff will adopt two key priorities: *leadership capacity* and *teacher quality*. The priorities will improve student achievement across the school division and must be aligned with resources.

This MOU will be in place until all schools are fully accredited.

Assignment of a Chief Academic Officer (CAO) to Petersburg Public Schools

The VBOE and the VDOE will continue to assign a CAO to work with the superintendent and administrative staff to develop, coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from this MOU. The CAO will coordinate with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO will have administrative authority over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.

Petersburg City Public Schools will provide the CAO with an office in the central administration office; telephone, computer, and printer access, and clerical support, as needed.

Key Administrative Responsibilities

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of this MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will 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 full implementation of the algebra readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.

5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

Petersburg City Public Schools will provide written reports as requested by the CAO (as needed and appropriate) on current instructional vacancies, number of teachers with provisional licenses, and progress on individual action plans to reach full licensure to the VBOE and VDOE.

Status Reports to the Virginia Board of Education

The Petersburg City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the VBOE and VDOE, as requested.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Petersburg City Public Schools.

<p>Printed Name: _____</p> <p>Title: Chair, Petersburg City School Board</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent, Petersburg City Public Schools</p> <p>Signature: _____</p> <p>Date: _____</p>
<p>Printed Name: _____</p> <p>Title: President, Virginia Board of Education</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Printed Name: _____</p> <p>Title: Superintendent of Public Instruction</p> <p>Signature: _____</p> <p>Date: _____</p>

PETERSBURG CITY PUBLIC SCHOOLS

Teacher Profile

Description	SY2005-06	SY2006-07	SY2007-08	SY2008-09	(Sept) SY2009-10
Number of Teachers	424	429	422	399	376
Licensed Teachers	396 = 93.4%	415 = 96.7%	401 = 95%	393 = 98%	376 = 100%
Unlicensed Teachers	28 = 6.6%	14 = 3.3%	21 = 5%	2	0
Number of Teachers Designated as Substitutes	18	20	20	6	5
Substitutes Unlicensed	11	12	16	6	4
New Teachers	54 = 12.7%	47 = 11%	36 = 8.5%	61 = 15%	29 = 7.7%
Number Of Title I Teachers	199	199	185	163	167
Highly Qualified Professional Development	100%	100%	100%	100%	100%
Highly Qualified Teachers	83.60%	90.7%	86.7%	85%	98%
Average Years Teaching Experience	11.7	11.6	12.4	12.2	12.8%
Teacher Turnover	128 = 29.4%	92 = 21.7%	116 = 27%	67 = 17%	36 = 9%
Post Graduate Degrees	~	~	~	~	
Masters	124	138	144	133	124
Juris Doctorate	1	1	1	1	1
Education Sp.	0	0	0	0	0
Doctorate	2	3	1	1	4