

Board of Education Agenda Item

Item: _____ N. _____

Date: September 23, 2010

Topic: Report on the 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: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement
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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 May 27, 2010

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 academic 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.

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. In November 2009 a revised MOU was approved by the Board of Education. Since Petersburg City Public Schools had schools in *Accreditation Denied* status for the 2009-2010 academic year based on 2008-2009 results, the current MOU (Attachment B) for division level academic review also serves as the MOU to satisfy Section 8 VAC 20-131-310. As a part of the proposed MOU, a corrective action plan must be developed. The current MOU will be in place until all schools are fully accredited. Under the current MOU, the Petersburg City School Board and central office staff adopted two key priorities: *leadership capacity* and *teacher quality*.

The VBOE and the VDOE have continued 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 coordinates 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.

Key school division responsibilities included in the MOU are as follows:

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.

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

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.

At that time, 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. However, after considering the difficulty that Petersburg City Public Schools had experienced in securing a Lead Turnaround Partner (LTP), on October 29, 2009, VDOE began the procurement process to request proposals from qualified sources to serve as LTPs on an as-needed, when-needed basis, to develop and implement academic programs for one or more of the core discipline areas of mathematics, science, social studies and language arts for students in persistently low-achieving public schools. Persistently low-achieving schools for the purpose of this procurement were those schools that were denied accreditation and/or were in restructuring as sanctioned by the *No Child Left Behind Act of 2001*.

On April 1, 2010, the VDOE made multiple contract awards from which applicable divisions, a group of schools or individual schools within a region can select an LTP. On April 7, 2010, VDOE introduced the four selected vendors for the Lead Turnaround Partner contract list to divisions with schools identified as persistently low-achieving. Petersburg City Public Schools selected Cambridge Education as its Lead Turnaround Partner.

Petersburg City Public Schools has two schools currently identified as persistently low-achieving as required by the State Fiscal Stabilization Fund (SFSF) – Phase II requirements: Peabody Middle School (Tier 1) and Petersburg High School (Tier II. B.). For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving school is defined as:

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its

failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II. A.); or

- C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II. B.)

As required by the SFSF – Phase II requirements, the following factors were considered to identify the persistently lowest-achieving schools: 1) the academic achievement of the “all students” group in reading/language arts and mathematics combined; and 2) the schools’ lack of progress on those assessments over a number of years in the “all students” group.

In order to receive 1003(g) funding under NCLB to serve Tier III schools (other schools in improvement including A. P. Hill Elementary, J.E.B. Stuart Elementary, and Vernon Johns Junior High School), Petersburg City Public Schools agreed to serve its Tier I school, Peabody Middle School. Also, for this funding, Peabody Middle School selected to implement the transformation model, one of four approved United States Department of Education (USED) models.

The USED did not require Petersburg City Public Schools to serve Petersburg High School, the Tier II. B. school. As indicated by a review of Petersburg’s data, grades 6-9 were major areas of concern with regard to student achievement, and as a result of grade configuration changes that occurred in 2008-2009, grade 9 students are no longer served at Petersburg High school. Petersburg High School now serves students in grades 10-12; Vernon Johns Junior High serves students in grades 8 and 9 and Peabody Middle School serves students in grades 6 and 7.

The impact of the challenges to the middle grades on the high school is demonstrated in the NCLB graduation rate change at Petersburg High School falling from 56 percent in 2007-2008 to 53 percent in 2008-2009. For this reason, in its application for 1003(g) funds, Petersburg City Public Schools asked for permission to serve Peabody Middle School and Vernon Johns Junior High School with 1003(g) with a Lead Turnaround Partner. This partnership with Cambridge Education will allow Petersburg City Public Schools to support the operation of multiple smaller learning communities in both Peabody Middle School and Vernon Johns Junior High School.

Summary of Major Elements

The Petersburg City Public Schools completed an application for federal 1003(g) funds and funding was subsequently approved for \$3,766,697 for Peabody Middle School, Vernon Johns Junior High School, A. P. Hill Elementary School, and J.E.B. Stuart Elementary School from July 1, 2010, to September 30, 2013. The Lead Turnaround Partner Plan for Peabody Middle School and Vernon Johns Junior High School is included as Attachment A. At this time, 126 students are enrolled in the smaller learning community at Peabody Middle School and there are four open slots. Fifty-three (53) students are enrolled at Vernon Johns Junior High School at eighth grade and there are seven open slots. At ninth grade for English, there are 81 students scheduled for three blocks of a 4x4 block schedule.

Accreditation

For the 2010-2011 school year, based on assessments in 2009-2010, Petersburg City Public Schools has four *Fully Accredited* schools: Petersburg High School, Robert E. Lee Elementary, Vernon Johns Junior High and J.E.B. Stuart Elementary. Two schools remain in *Accreditation Denied* status: Peabody Middle School, and J.E.B. Stuart Elementary. A. P. Hill Elementary, in *Accreditation Denied* status in 2008-2009, but *Fully Accredited* in 2009-2010, returned to *Accredited with Warning* status in

2010-2011.

Adequate Yearly Progress (AYP)

In 2008-2009, four schools made AYP under NCLB. In 2010, no schools made AYP.

School	2007-2008	2008-2009	2009-2010	Status for English	Status for Mathematics	Federal Graduation Index
A. P. Hill Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	Year 3	Not in Improvement	
J.E.B. Stuart Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Year 6	Year 2	
Peabody Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Year 6	Year 1	
Petersburg High	Did Not Make AYP	Made AYP	Did Not Make AYP	Not in Improvement	Not in Improvement	Four Years 52 Five Years 51
Robert E. Lee Elementary	Did Not Make AYP	Made AYP	Made AYP	Not in Improvement	Not in Improvement	
Vernon Johns Junior High	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Year 7	Year 8	
Walnut Hill Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	Not in Improvement	Not in Improvement	

Unadjusted* AYP Scores for Standards of Learning Assessments

English

School	2007-2008	2008-2009	2009-2010
A. P. Hill Elementary	61.46%	80.65%	60.37%
J.E.B. Stuart Elementary	69.02%	75.94%	63.86%
Peabody Middle	51.77%	64.16%	66.96%
Petersburg High	87.06%	90.09%	90.69%
R. E. Lee Elementary	77.83%	81.00%	76.64%
Vernon Johns Junior High	58.14%	62.05%	72.92%
Walnut Hill Elementary	72.07%	85.18%	78.40%

Mathematics

School	2007-2008	2008-2009	2009-2010
A. P. Hill Elementary	63.67%	80.16%	65.91%
J.E B. Stuart Elementary	73.24%	64.01%	77.20%
Peabody Middle	40.67%	46.71%	58.33%
Petersburg High	68.60%	85.94%	84.45%
R. E. Lee Elementary	77.00%	83.05%	86.22%
Vernon Johns Junior High	50.31%	88.86%	85.66%
Walnut Hill Elementary	64.07%	81.19%	83.66%

Science

School	2007-2008	2008-2009	2009-2010
A. P. Hill Elementary	61.83%	74.02%	53.63%
J.E.B. Stuart Elementary	68.24%	58.64%	73.97%
Peabody Middle	66.46%	N/A	N/A
Petersburg High	63.60%	83.58%	91.35%
R. E. Lee Elementary	75.42%	88.39%	82.70%
Vernon Johns Junior High	71.09%	68.22%	77.68%
Walnut Hill Elementary	70.33%	73.11%	82.91%

History

School	2007-2008	2008-2009	2009-2010
A. P. Hill Elementary	60.60%	81.16%	73.33%
J.E.B. Stuart Elementary	75.86%	88.65%	79.45%
Peabody Middle	45.64%	62.77%	62.68%
Petersburg High	75.54%	91.18%	94.19%
R. E. Lee Elementary	75.86%	89.90%	88.80%
Vernon Johns Junior High	58.05%	69.93%	75.29%
Walnut Hill Elementary	59.22%	84.61%	87.06%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning assessment without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the report for Petersburg City Public Schools.

Impact on Resources:

None

Timetable for Further Review/Action:

Petersburg City Public Schools will provide monthly and quarterly data as required to the Office of School Improvement.

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

Reporting and Accountability				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Ongoing (Monthly/Quarterly/Bi-Yearly)	1/A	Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.	<ul style="list-style-type: none"> • Tripod survey analysis(Peabody August 30, Vernon Johns August 31) • Monthly and quarterly student achievement reports using IStation and ARDT • Bi-yearly reports by Cambridge of their progress toward completing requirements of RFP, on January 28, 2011 and June 20, 2011 • Participate in developing and monitoring the School Improvement Plan with the Leadership Teams (September – Ongoing) 	<ul style="list-style-type: none"> • Develop calendar for leadership team meetings(Completed) • Behavior data(Completed) • Attendance/tardiness data (Completed) • Parent involvement data(Completed) • Achievement data • Deliver all district documents for analysis and review as per agreement • Completion of VDOE Quarterly Reports • Monthly and quarterly student achievement reports using iStation and ARDT

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

Effectiveness of Teaching and Learning				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Ongoing	2/B	Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.	<ul style="list-style-type: none"> • ECO – classroom observation training for admin. And selected staff (Began August 4, 2010; to be completed September 13-17, 2010) • Individual PD support based on student achievement data, survey results • Analysis of existing class observations and evaluations of teaching to identify trends and determine PD needs 	<ul style="list-style-type: none"> • Schedule for classroom observations/first 2 weeks of schools, all classrooms • Access to existing observation/evaluation documents
Aug., 2010 and Ongoing	6/F	Promote student motivation for learning.	<ul style="list-style-type: none"> • Motivated Classroom PD • Teacher Efficacy training PD(Completed August 2-13, 2010) • Behavior management PD(Completed August 2-13, 2010) 	<ul style="list-style-type: none"> • Schedule of training and follow-up accountability for implementation of practices
Sept/Oct	15/O	Provide comprehensive, coherent, manageable and integrated instructional and support programs.	<ul style="list-style-type: none"> • Curriculum audit • Common Priorities Training (training teachers with effective teaching skills and training principal on how to evaluate classroom instruction) (September 9, 2010-Ongoing) • Monitor the implementation of 9th grade transition program 	<ul style="list-style-type: none"> • Provide access to all existing school and district curricular documents to Cambridge • Provide Teacher Leader Materials to Cambridge and review materials with new teachers • Implement a 9th grade transition program in the SLC as a pilot project in 2010-11; expand to all 9th graders Year 2

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

Effectiveness of Teaching and Learning				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Now -May 2011	16/P	Recommend which existing programs are to be continued and which programs are to be eliminated.	<ul style="list-style-type: none"> Complete Curriculum audit Complete time/personnel/ materials usage and impact analysis Achievement data analysis relative to program impact 	<ul style="list-style-type: none"> Develop system for measuring existing programs Central Office staff working with William and Mary on program evaluation will interface with Cambridge
June 2011	18/R	Organize programming to engage students' sense of adventure, camaraderie, and competition.	<ul style="list-style-type: none"> Distribute Tripod results (Completed August 30-31, 2010) Conduct Student interviews 	<ul style="list-style-type: none"> Share information on extended day activities Current practice re: activities/sports/counseling
August 2010 ongoing	19/S	Develop and implement evidence-based discipline programs that minimize time out of school and/or class.	<ul style="list-style-type: none"> Provide behavior and discipline training for teaching (Began August 2nd – Ongoing) Conduct analysis of retrospective and current behavior data (Began August 2nd – Ongoing) Assist in evaluating and revising the existing Effective School-wide Discipline Program (September 9, 2010 – Ongoing) 	<ul style="list-style-type: none"> Monitor referrals/ attendance/tardiness Re-affirm Counselor roles/responsibilities Review and revise External partners' roles (law enforcement/courts, etc.) Provide Code Conduct Policy to Cambridge Implement Effective School-wide Discipline Program

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

Effectiveness of Teaching and Learning				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
September, 2010 – Ongoing	21/U	Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments). I-station	<ul style="list-style-type: none"> Engage in data analysis of SOL test results, iStation, ARDT with district to ensure RTI impact 	<ul style="list-style-type: none"> Algebra Readiness and I Station will be used consistently to monitor student progress Utilize results from other sources (benchmarks, Voyager, Teen Biz) to monitor student achievement and make data driven decisions
Staff Recruitment/Assessment/Retention				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Feb.-April 2011	3/C	Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.	<ul style="list-style-type: none"> Suggest/design recruitment criteria 	<ul style="list-style-type: none"> Recruitment outside Petersburg HR shares recruitment practices with Cambridge and develops plan to hire staff in a timely manner
Sept-April 2011	4/D	Recommend necessary restructuring of teacher and leader contracts.	<ul style="list-style-type: none"> Review teacher/principal evaluation process and procedures to identify areas for improved accountability for student learning (August, 2010-Ongoing) Review professional growth plans for evidence of impact on student progress 	<ul style="list-style-type: none"> Provide documents to Cambridge Monitor VDOE work on teacher/principal evaluation and provide info to Cambridge Review and revise teacher evaluation and principal evaluation instruments and process Align teacher and principal contracts and evaluation forms

Staff Recruitment/Assessment/Retention				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Sept -June 2011	10/J	Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.	<ul style="list-style-type: none"> Data analysis of student progress by school, subject, teacher (Began September 2010-Ongoing) Review summative/formative data from teacher observations (Began September 2010-Ongoing) Provide principals with a coach (Began September 2010-Ongoing) 	<ul style="list-style-type: none"> Create/Evaluate growth plans for teachers whose student achievement scores falls below 65% Collate data from observations to determine teacher retention Follow closely the timelines for completion of staff evaluations Provide principals with a coach/mentor (Completed)
Professional Development				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
September, 2010-Ongoing	5/E	Develop and engage teachers and the leader in professional development aligned to programmatic goals.	<ul style="list-style-type: none"> Assess schools via observations, surveys, Tripod, data, etc. (Began September 2010-Ongoing) Review existing PD plans and practices Design PD (differentiated) 	<ul style="list-style-type: none"> Develop SIP, PD Plan, PD schedule for discussion and modification as needs indicate Implement and monitor use of PD 360 to address teacher professional development
September, 2010-Ongoing	11/K	Develop constructive relationships with existing school personnel.	<ul style="list-style-type: none"> Engage in all appropriate aspects of the life of the school in collaboration with existing leadership and support personnel Attend all Leadership, Governance and Faculty meeting (Began August 2010-Ongoing) 	<ul style="list-style-type: none"> Agree to responsibilities across all parties and partners to ensure productivity without redundancy (Completed) Develop a calendar of Leadership, Governance and Faculty meeting dates (August 30-31, 2010-Ongoing)

Professional Development				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Spring, 2011	14/N	Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.	<ul style="list-style-type: none"> Assess current use of bell-to-bell teaching Assess impact of current school schedules and district calendars on learning time and PD collaboration 	<ul style="list-style-type: none"> Agree to explore avenues for ensuring common planning time, increasing instructional time for all students. Provide teacher duty schedules to Cambridge (Completed) Internal Leader Partner will work with superintendent and school board to extend the school day beginning 2011-12
Sept. 2010 and Monthly	17/Q	Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.	<ul style="list-style-type: none"> Conduct curriculum audit Conduct Common Priorities training (September 9, 2010 – Ongoing) 	<ul style="list-style-type: none"> Implement PLC's effectively across all schools Systems developed to track impact of written, taught, assessed standards-based curriculum Align curriculum and pacing guides to revised mathematics and history SOL Standards of Learning

Parent/Community Engagement			
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility
August 2010 - Ongoing	7/G Secure parental commitment and involvement through school choice.	<ul style="list-style-type: none"> Attend parent meetings August 16 - 19 (Completed) 	<ul style="list-style-type: none"> Communicate with parents in August through Title I office (Completed) Identify students for SLC's by July 15 (Completed) Open enrollment, choice, from August 2- August 19 (Completed) SLC compact signed by student and parent by August 19 (Completed) Parental meetings on August 16, 18 for Peabody and August 17, 19 for Vernon Johns (Completed)
October 2010 - Ongoing	8/H Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.	<ul style="list-style-type: none"> Pending analysis of impact of all existing parent programs and outreach Present agreed initiatives to parent groups as identified by district 	<ul style="list-style-type: none"> Provide documentation and of all existing parent programs and outreach to Cambridge (Completed) Establish parent resource centers at each school

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

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Attachment A

Parent/Community Engagement				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
October 2010 - Ongoing	9/I	Work with the school division to expand community support to garner human resources needed for reform.	<ul style="list-style-type: none"> Pending analysis of impact of all existing community support programs, practices, partnerships Present agreed initiatives to identified groups as identified by district 	<ul style="list-style-type: none"> Provide list of existing community support organizations and partnerships to Cambridge (Completed)
September 2010 – June 2011	13/M	Require commitment from parents to allow for additional time for instruction (such as after school support).	<ul style="list-style-type: none"> Attend SLC parent conferences each marking period 	<ul style="list-style-type: none"> SLC compacts signed by parents, students. LTP and principal SES parent agreements signed Conference with SLC parents each grading period
Oct. 2010 - Ongoing	20/T	Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).	<ul style="list-style-type: none"> Pending analysis of impact of existing partnerships 	<ul style="list-style-type: none"> Provide list of partners to Cambridge (Completed)
Ongoing	22/V	Identify and recommend outside resources needed in the reform effort.	<ul style="list-style-type: none"> Collaborate with school/district personnel to identify untapped resources 	<ul style="list-style-type: none"> Provide list of possible resources to Cambridge (Completed)

**Petersburg City Schools Work Plan 2010-2013
Vernon Johns Junior High and Peabody Middle Schools**

Parent/Community Engagement				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Oct. 2010 - Ongoing	24/X	Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.	<ul style="list-style-type: none"> Collaborate with school/district personnel to identify untapped resources 	<ul style="list-style-type: none"> See above re: local partnerships, etc.
Organizational/Operational Effectiveness and Efficiency				
Timeline	RFP Item No./Task	Cambridge Responsibility	School/Division Responsibility	
Spring 2011	12/L	Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.	<ul style="list-style-type: none"> Provide analysis of effectiveness of current structures 	<ul style="list-style-type: none"> Implement summer school Develop a plan, to include School Board approval, to extend the school day to provide additional learning time
Spring 2011	23/W	Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.	<ul style="list-style-type: none"> Monthly updates of progress on agreed actions to inform FY12 budget decisions 	<ul style="list-style-type: none"> Develop and recommend a budget to the School Board based on criteria outlined in RFP Item #23/W

Organizational/Operational Effectiveness and Efficiency				
Timeline	RFP Item No./Task		Cambridge Responsibility	School/Division Responsibility
Ongoing	25/Y	Integrate all academic and support services.	<ul style="list-style-type: none"> Provide data and observational analysis of impact of current delivery systems for SPED and ELL 	<ul style="list-style-type: none"> Provide information regarding Ongoing training especially to ensure high impact inclusion and co-teaching

**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		2005-2006			2006-2007			2007-2008			2008-2009			
		Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	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		2005-2006		2006-2007		2007-2008		2008-2009						
		Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	Pct Passed	Passed	Attempted	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: <u>Kenneth L. Pritchett</u></p> <p>Title: <u>Chair, Petersburg City School Board</u></p> <p>Signature: <u>Kenneth L. Pritchett</u></p> <p>Date: <u>12/2/09</u></p>	<p>Printed Name: <u>James M. Victory</u></p> <p>Title: <u>Superintendent, Petersburg City Public Schools</u></p> <p>Signature: <u>James M. Victory</u></p> <p>Date: <u>12/2/09</u></p>
<p>Printed Name: <u>Mark E. Eubridge</u></p> <p>Title: <u>President, Virginia Board of Education</u></p> <p>Signature: <u>Mark E. Eubridge</u></p> <p>Date: <u>12/15/09</u></p>	<p>Printed Name: <u>Patricia I. Wright</u></p> <p>Title: <u>Superintendent of Public Instruction</u></p> <p>Signature: <u>Patricia I. Wright</u></p> <p>Date: <u>1/8/2010</u></p>