

Board of Education Agenda Item

Item: _____ E. _____

Date: September 25, 2008

Topic: Report on Petersburg City School's Implementation of the Memorandum of Understanding and Findings of the Division-Level Review

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, 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 _____

action _____

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 (BOE) 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 as indicated in Section 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 Section [22.1-253.13:6](#).

In 2004, recognizing the need for technical assistance, the Petersburg School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg Public Schools and the Virginia Board of Education (BOE) signed an initial memorandum of understanding (MOU) detailing the review process on April 21, 2004. Petersburg Public Schools has been in division-level review status since 2004 and has reported to the BOE regularly on the status of implementing the corrective action plan and the terms of the initial MOU. The VDOE has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

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

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, requires school divisions with Accreditation Denied schools to enter into a MOU with the BOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg Public Schools have schools in accreditation denied status for the 2007-2008 academic year based on 2006-2007 results, the Board of Education determined that the MOU for division-level academic review would also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan was developed.

The Petersburg 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. These priorities are aligned with the expectations in this MOU and the following areas of focus:

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

The following performance objectives were established in the MOU:

“In 2007-2008, Petersburg Public Schools will:

1. Meet AYP requirements in at least seven (7) schools by achieving established benchmarks or through the ‘safe harbor’ method for all subgroups.
2. Achieve full accreditation in at least five (5) schools.”

The BOE implemented a provision in the Appropriation Act that permitted it to authorize an efficiency review as part of a division-level academic review process. As a part of the MOU, Petersburg Public Schools was required to incorporate 40 percent of the recommendations of the efficiency review by January 1, 2008, and half of the recommendations by January 1, 2009.

As a result of the efficiency review completed on January 10, 2007, by MGT of America, Inc., 90 recommendations were indicated, 38 of which were accompanied by fiscal implications. Full implementation of the recommendations in this report would generate a total savings of \$34,620,950 over a five-year period. On July 24, 2007, Petersburg Public Schools reported to the School and Division Accountability Committee of the BOE which recommendations had been fully implemented, those which were in progress, and those that were to be done. A proposed timeline for completion was provided for each recommendation that was in progress or not yet started. Another update was provided on October 17, 2007, to the School and Division Accountability Committee.

As required by the MOU, the BOE 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 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 School Board.

The MOU also indicates key administrative responsibilities to raise student achievement. One of these responsibilities includes teacher quality. As indicated in the MOU, the central office leadership team under the direction of the CAO or designee is to develop and monitor individual action plans to reduce provisional licenses for teachers and implement a research-based hard-to-staff incentive program. The MOU requires Petersburg Public Schools to commit to hiring personnel who are the most qualified for the position vacancy.

The MOU requires the Petersburg School Board to provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the BOE and the VDOE, as requested. These reports have been provided to the Accountability Committee for Schools and Divisions on February 27, 2007, May 30, 2007, July 24, 2007, October 17, 2007, January 9, 2008, April 23, 2008, and May 21, 2008.

Summary of Major Elements:

Academic Achievement

The MOU set specific accountability targets for each of three years beginning in 2007 with assessments from 2006-2007. The division has failed to meet accreditation targets set forth in the MOU for two consecutive years. For the 2008-2009 accreditation cycle and AYP ratings, the achievement target was

having at least seven schools making adequate yearly progress (AYP) and five schools meeting the status of fully accredited. By 2009, the accountability target as indicated in the MOU is that no schools will remain in accreditation denied status. Based on preliminary data for 2008-2009, one of the seven schools will remain fully accredited, one will return to accredited with warning status, and five will remain in accreditation denied status, as compared to two schools in the previous year.

School Name	Preliminary Accreditation Status in 2008	Subjects Warned in 2006	Subjects Warned in 2007	Preliminary Data Indicates Subjects Warned in 2008
A. P. Hill Elementary School	Accreditation Denied	Warned in English, Mathematics, History, Science	Warned in English, Mathematics, Science	Warned in English, Mathematics, History, Science
J. E. B. Stuart Elementary School	Accreditation Denied	Warned in English, Mathematics	Warned in English, Mathematics	Warned in English, Science
R. E. Lee Elementary School	Fully Accredited	Warned in Mathematics	Not Warned	Not Warned
Walnut Hill Elementary School	Accredited with Warning	Not Warned	Not Warned	Warned in English
Peabody Middle School	Accreditation Denied	Warned in English, Mathematics, History, Science	Warned in English, Mathematics, History, Science	Warned in English, Mathematics, History, Science
Vernon Johns Middle (Jr. High) School	Accreditation Denied	Warned in English, Mathematics, History, Science	Warned in English, Mathematics, History	Warned in English, Mathematics, History
Petersburg High School	Accreditation Denied	Warned in Mathematics, History, Science	Warned in Mathematics, Science	Warned in Mathematics, Science

One of the seven schools made AYP in 2008-2009, as compared to two schools in the previous year. Two schools entered Year 5 of school improvement after not making AYP for six consecutive years, and one school entered Year 7 of school improvement after not making AYP for eight consecutive years. Two of these schools, including the school in Year 7 of school improvement, are middle schools. AYP results for all schools are summarized below:

School Name	AYP Status 2008	Sanction
A. P. Hill Elementary School	Did not Make AYP Year 2 for English: Reading Did Not Make AYP for Mathematics	Public School Choice and Supplemental Education Services (SES)
J. E. B. Stuart Elementary School	Did Not Make AYP Year 5: English: Reading Year 1 Holding: Mathematics	Implement Alternative Governance in addition to Choice, SES, and Corrective Action

School Name	AYP Status 2008	Sanction
R. E. Lee Elementary School	Made AYP	None
Walnut Hill Elementary School	Did Not Make AYP English: Reading Did Not Make AYP for Mathematics	None
Peabody Middle School	Did Not Make AYP Year 5: English: Reading	Implement Alternative Governance in addition to Choice, SES, and Corrective Action
Vernon Johns Middle (Jr. High) School	Year 5: English Reading Year 6: Mathematics	Implement Alternative Governance in addition to Choice, SES, and Corrective Action
Petersburg High School	Year 4 Holding: Reading: English Year 5: Mathematics	No additional corrective actions

Pass rates based on 2005-2006, 2006-2007, and 2007-2008 Standards of Learning assessments follow:

A. P. Hill Elementary

AYP pass rates	2006 <i>(based on Assessments in 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	54	59	61
Mathematics	49	64	64
Science	44	58	62
Writing	(SOA) 48	64	58
History	(SOA) 51	67	61

J.E.B. Stuart Elementary

AYP pass rates	2006 <i>(based on Assessments In 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	64	66	69
Mathematics	63	50	73
Science	68	63	68
Writing	(SOA) 66	53	51
History	(SOA) 74	68	76

Robert E. Lee Elementary

AYP pass rates	2006 <i>(based on Assessments In 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	67	79	78
Mathematics	65	85	77
Science	69	77	75
Writing	77	64	72
History	(SOA) 76	81	76

Walnut Hill Elementary

AYP pass rates	2006 <i>(based on Assessments In 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	78	77	72
Mathematics	78	77	64
Science	71	73	70
Writing	(SOA) 77	74	66
History	(SOA) 77	75	59

Peabody Middle

AYP pass rates	2006 <i>(based on Assessments In 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	46	45	52
Mathematics	25	28	41
Science	63	62	66
Writing	(SOA) 70	49	62
History	(SOA) 27	35	46

Vernon Johns Junior High

AYP pass rates	2006 <i>(based on Assessments in 2005-2006)</i>	2007 <i>(based on Assessments in 2006-2007)</i>	2008 <i>(based on Assessments in 2007-2008)</i>
English	54	56	58
Mathematics	34	39	50
Science	63	74	71
Writing	(SOA) 70	61	65
History	(SOA) 45	47	58

Petersburg High

AYP pass rates	2006 (based on Assessments In 2005-2006)	2007 (based on Assessments in 2006-2007)	2008 (based on Assessments in 2007-2008)
English	76	76	87
Mathematics	42	50	69
Science	53	61	64
NCLB Graduation Indicator	48	57	51
Writing	(SOA) 81	70	82
History	(SOA) 65	78	76

Data for the division is summarized as follows:

AMO	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met
English Performance	KG-5 th Grade Students	Current	659	964	68	77	No
		Previous	449	697	64	73	No
	6 th -8 th Grade Students	Current	516	977	53	77	No
		Previous	167	395	42	73	No
	9 th -12 th Grade Students	Current	250	288	87	77	Yes
		Previous	244	309	79	73	Yes
Mathematics Performance	KG-5 th Grade Students	Current	646	964	67	75	No
		Previous	486	702	69	71	No
	6 th -8 th Grade Students	Current	369	920	40	75	No
		Previous	194	387	50	71	No
	9 th -12 th Grade Students	Current	513	730	70	75	No
		Previous	479	897	53	71	No

Highly-Qualified Teachers

Another area of concern addressed in the current MOU is the limited number of highly-qualified teachers employed by the division as well as the number of teachers who are provisionally licensed and the number of long-term substitutes employed as teachers in core content areas. The MOU states that the Petersburg central office leadership, under the direction of the chief academic officer (CAO) will develop and monitor individual action plans to reduce the number of teachers holding a provisional license and implement a research-based hard-to-staff incentive program. Hard-to-staff funding has been 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. The MOU states that Petersburg Public schools will commit to

hiring personnel who are the most qualified for the position vacancy. This data is included as Attachment A. (Attachment A will be provided at the Board meeting.)

Contingency Restructuring Plan

The MOU specifies that a contingency plan be developed if the schools do not meet school accreditation targets. The MOU states:

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 MOU, a committee of outside experts from universities, community-based organizations working in Petersburg, the chief academic officer (CAO), and department staff met during the 2007-2008 year after assessments given in 2006-2007 resulted in the 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 Accountability Committee for Schools and Divisions meeting. A copy of the plan for this proposed middle grades model is included as Attachment B. This plan meets the following conditions agreed upon by the Board of Education and Petersburg 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 and independent entity.
5. Proven track record of educational success.

Federal school improvement funds that are allocated only to local education agencies (LEA) with schools in improvement are available to cover the start-up costs for program development and implementation planning.

School Improvement Funding

Since the implementation of the current MOU, Petersburg Public Schools has received \$1.1 million in school improvement funding. In 2008-2009, Petersburg Public Schools will receive \$525,000 in school improvement funds. These funds are used to implement the initiatives indicated in both the MOU and corrective action plan. Conditions for the spending of these funds are included as Attachment C.

Recommendations

Petersburg Public Schools will report quarterly to the Board of Education student achievement data as prescribed by the Department of Education using the quarterly report form located at the following Web site: <http://www.doe.virginia.gov/VDOE/SchoolImprovement/>.

Petersburg Public Schools will report quarterly to the Board of Education a breakdown of teacher quality data as prescribed by the Department of Education, including teachers' progress toward full licensure and achieving highly qualified status, as indicated in Attachment A.

As specified in the MOU, the Board of Education requests the Petersburg City School Board to plan for the implementation of the contingency restructuring proposal in the 2009-2010 school year as described in Attachment B and authorizes the Department of Education to assist Petersburg Public Schools in such planning by providing available federal resources.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the recommendations for first review.

Impact on Resources:

The department will provide available federal school improvement funds for the contingency restructuring plan.

Timetable for Further Review/Action:

Petersburg Public Schools will provide data as indicated in the required quarterly report on October 15, 2008. This data will be reviewed by the Accountability Committee for Schools and Divisions on October 23, 2008.

Information on Teacher-Quality
Will Be Provided at the
Board Meeting

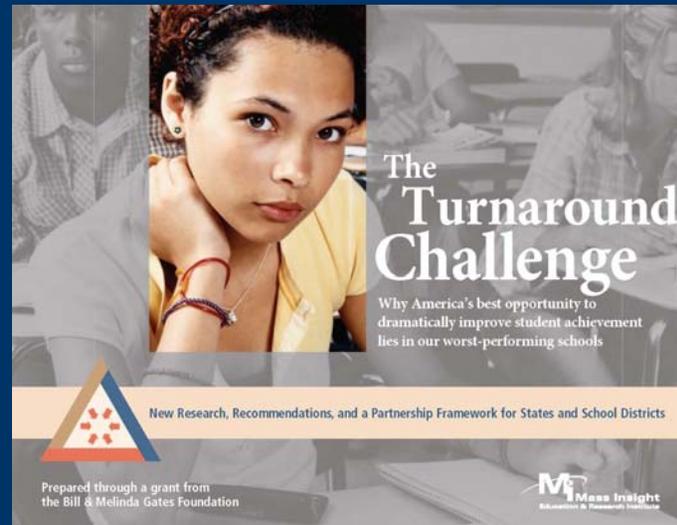
Petersburg Contingency and Restructuring Work Group

June 18, 2008

Committee's Charge Was Limited in Scope to the Middle Grades 6-8

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

Meeting *The Turnaround Challenge*

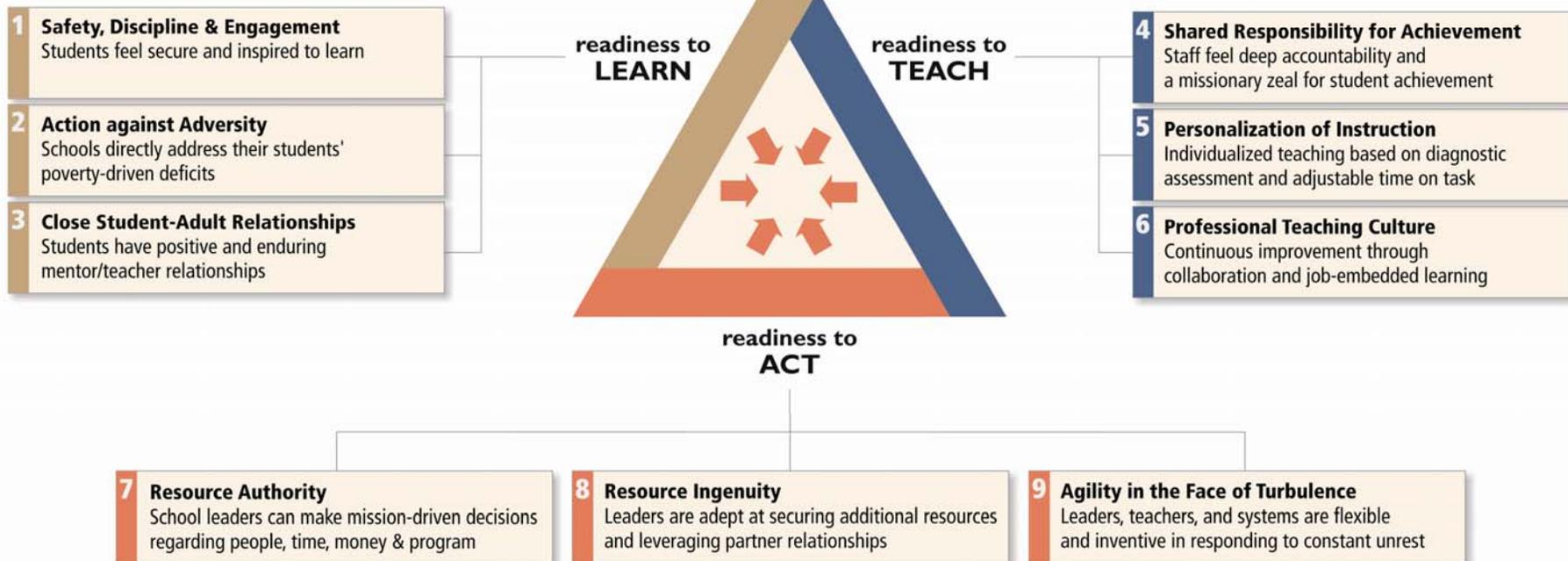


Analysis and Recommendations from the report produced by Mass Insight Education & Research Institute, Inc.

— Developed under a grant from the Bill & Melinda Gates Foundation —

How do high-performing, high-poverty schools do it? They foster students' *readiness to learn*; focus staff's *readiness to teach*; and expand their *readiness to act*.

HPHP READINESS MODEL





Why has so little fundamental change occurred in failing schools to date?

Lack of leverage: No real help from NCLB; incremental reforms remain the common choice

Lack of capacity: In state agencies, districts, schools, partners

Lack of exemplars: No successful models at scale, no real consensus even on definitions

Lack of public will: Failing schools have no constituency; hence, insufficient funding to date



These gaps have led to state strategies that are insufficient to meet the challenge:

Insufficient incentives for educators to choose major change

- **Too few *positive incentives***: reasons to opt into real transformation
- **No *negative incentives***: unattractive consequences for inaction
- **Lack of aggressive, clear performance targets**

Insufficient comprehensiveness, intensity, and sustainability

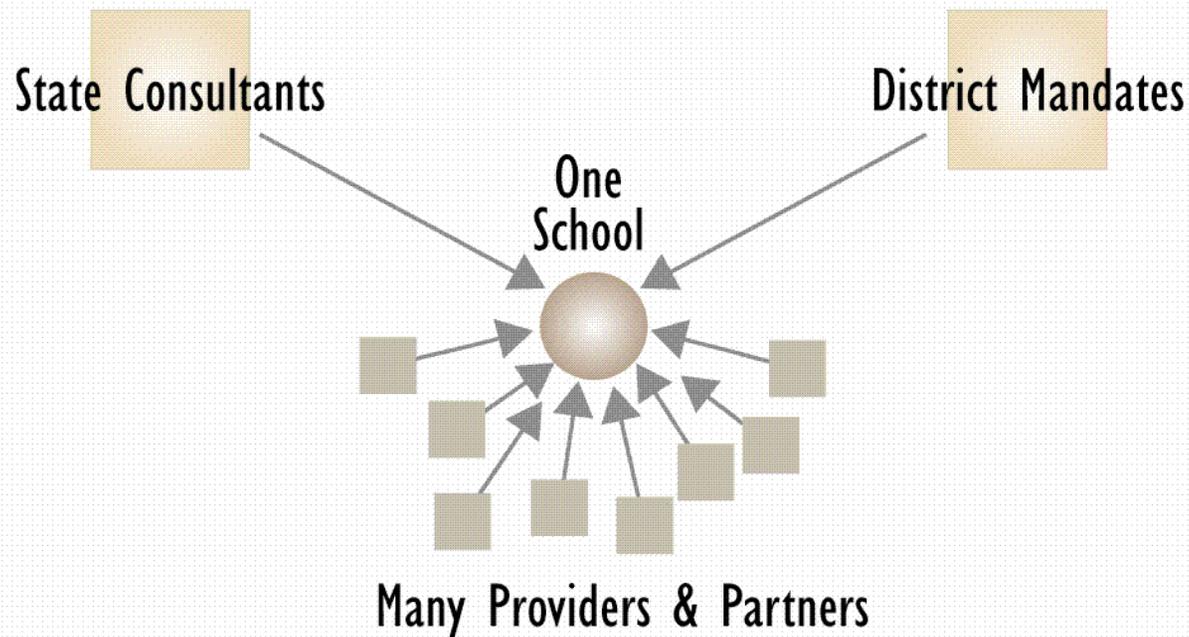
- **No state engagement in changing *conditions*** – rules for adults
- **No overall “people strategy”** – developing *capacity* for turnaround
- **No school *clustering***: limits effectiveness and scale
- **All “loose,” no “tight”**: e.g., more systematic on curriculum, PD
- **Limited partner support**: “light touch,” small scale, fragmented
- **Limited district connection to school improvement effort**

Insufficient commitment from the state

- **Lack of high-visibility public and private sector commitment**
- **SEA lacks sufficient flexibility, authority, resources**

Capacity-Building: Addressing the “projectitis” afflicting school reform

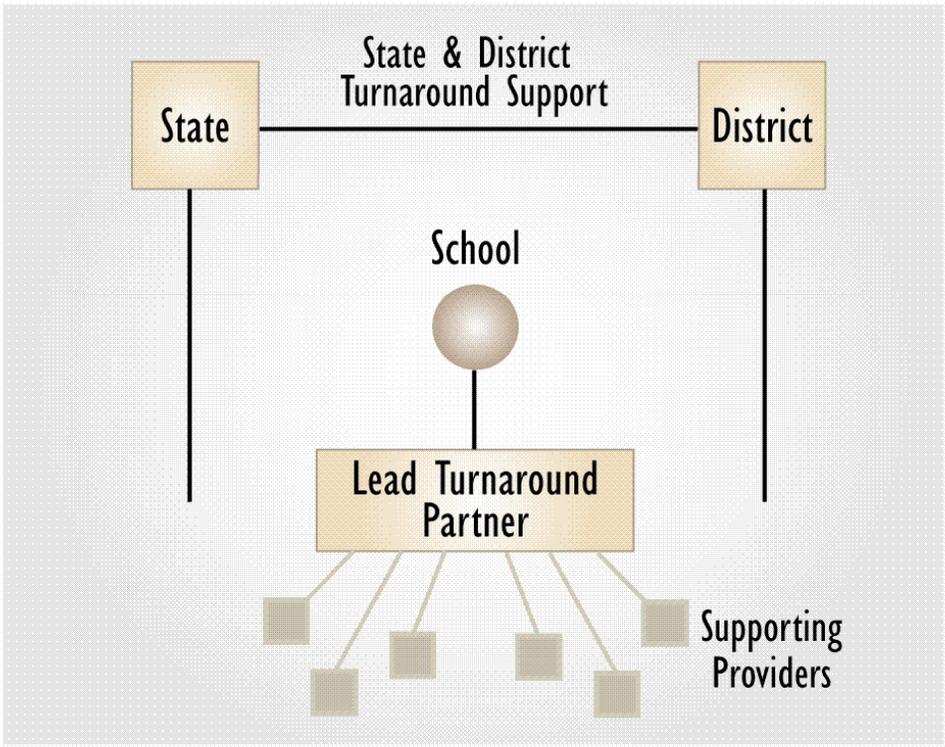
“Old World” Intervention Capacity & Roles:
Fragmented, Competing Improvement Projects



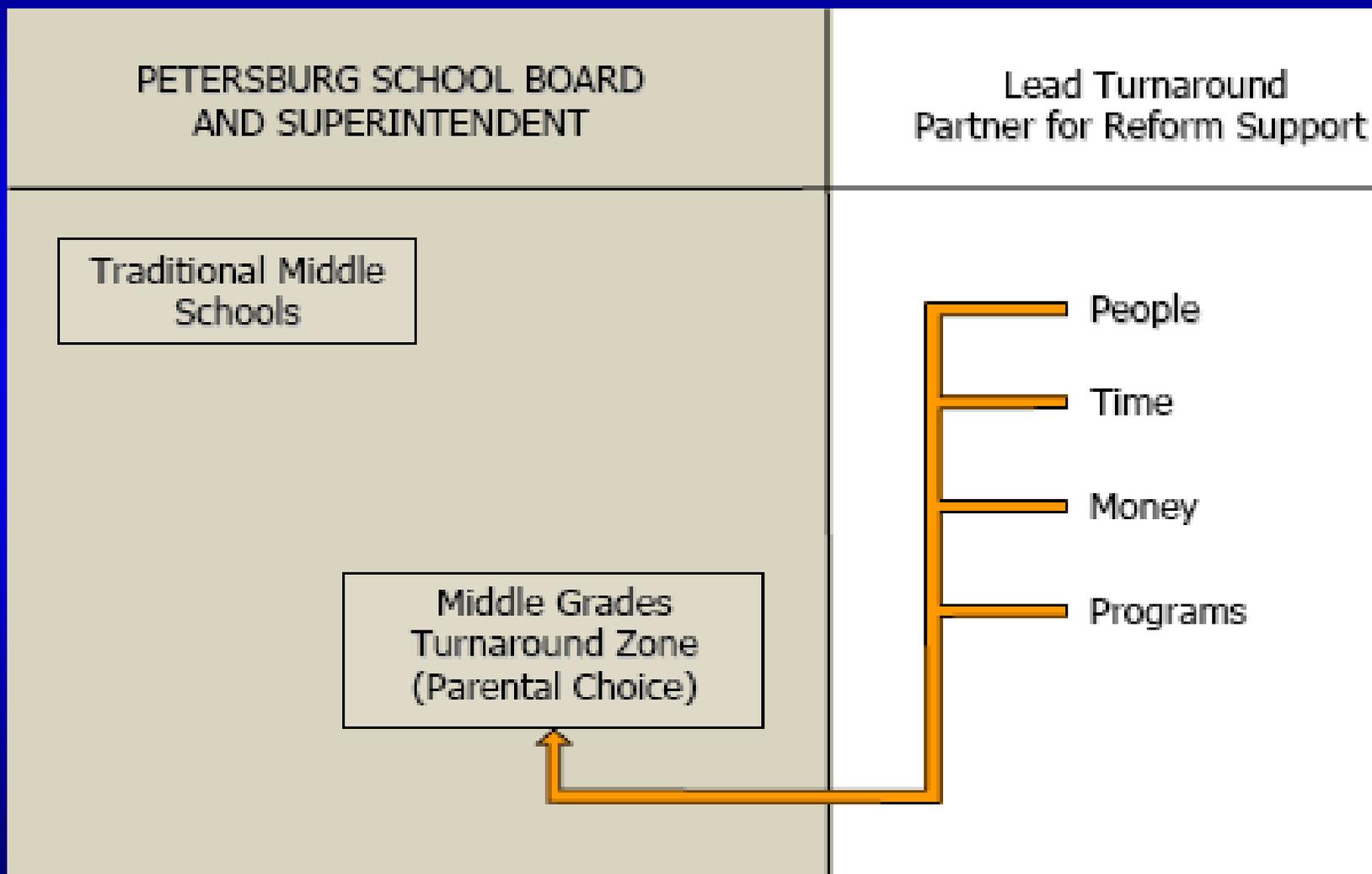


A new model: deeply embedded lead turnaround partners, integrating the work of other providers

"New World" Capacity & Roles within a Comprehensive Turnaround Framework



“An outside-the-system approach inside-the-system ”



Petersburg's Middle Grades Turnaround Zone

- Driven by parental choice to provide all students with an opportunity to attend the “turnaround zone”
- Shared accountability between the Petersburg School Board and the Lead Turnaround Partner
- Led by an Lead Turnaround Partner with a proven record of success
- Led by an Lead Turnaround Partner that provides deep, systemic instructional reform
- Centered on the Lead Turnaround Partner providing an outside-the- system approach inside-the-system

Petersburg's Middle Grades Turnaround Zone, Continued

- Facilitated through a partnership with the Parents, Lead Turnaround Partner, Petersburg School Board, Virginia Department of Education, and Virginia Board of Education through a Memorandum of Understanding
- Funding for the “turnaround zone” is provided by the Petersburg School Board on a prorated per pupil cost which is aligned to the cost per pupil of non-turnaround zone middle school students – but finances remain with Petersburg School Board
- Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.

Lead Turnaround Partner Changing Conditions- People

- **Recruit and select teachers and a program leader who have a proven record of success of increasing student achievement**
- **Structure teacher and principal contracts**
- **Develop and engage teachers and principal in professional development aligned to programmatic goals.**
- **Promote student motivation for learning**

Lead Turnaround Partner Changing Conditions- People, Continued

- **Secure parental commitment and involvement through school choice**
- **Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community**
- **Secure community support to garner human resources needed for reform**
- **Evaluate teacher and principal performance and outcomes and make staffing recommendations accordingly.**

Lead Turnaround Partner Changing Conditions- People, Continued

- **Develop constructive relationships with existing school personnel**
- **Expand on existing community commitment and support to garner resources needed for the reform**

Lead Turnaround Partner Changing Conditions - Time

- **Change the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day**
 - **Require commitment from parents to allow for additional time for instruction (such as after-school support)**
 - **Require commitment from teachers to allow for additional time for instruction and professional development**

Lead Turnaround Partner Changing Conditions - Program

- **Maintain authority and autonomy over programs**
- **Provide comprehensive, coherent, manageable and integrated instructional and support programs**
- **Maintain authority to determine which programs are used and which programs are to be eliminated**
- **Align curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, student-teacher relationships, and provide relevant instruction that engages and motivates students**

Lead Turnaround Partner Changing Conditions – Program, Continued

- **Organize programming to engage students' sense of adventure, camaraderie, and competition**
- **Develop and implement evidence-based discipline programs that minimize time out of school and/or class**
- **Secure supporting partners to address social, emotional and behavioral issues (e.g., over-age students)**
- **Collaborate, identify and secure adequate materials from LEA resources (such as Algebra Readiness Diagnostic Assessment)**
- **Identify and secure outside resources needed in the reform effort**

Lead Turnaround Partner - Money

- **Develop a budget based on available prorated per pupil amounts of local, basic SOQ, school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone**
- **Basic SOQ funding provided by the Petersburg School Board – but the responsibility for finances remains with the Petersburg School Board**
- **Seek outside funding from the greater community (business, private foundations, federal, state sources) to support the reform effort**

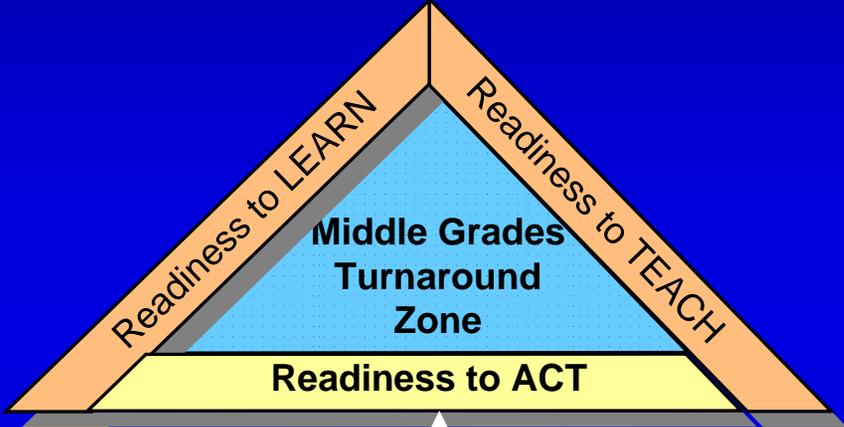
Virginia State Board of Education

Parental Choice

Petersburg School Board

Virginia Department of Education-- Chief Academic Officer

Superintendent and Division Staff



Lead Turnaround Partner for Reform Support

People: Authority over selection, compensation and work rules

Time: Authority over scheduling, longer day, longer year

Program: Flexibility to shape program to students' needs and turnaround priorities

Money: More budget flexibility, more resources

Did We Meet the Charge?

- ✓ Alternative governance
- ✓ Choice option for middle grade students and parents
- ✓ Research-based focus on core content
- ✓ Recruitment, selection and supervision of highly qualified personnel by an independent entity
- ✓ Organization with track record of educational success



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

September 10, 2008

Dr. James M. Victory
 Division Superintendent
 Petersburg City Public Schools
 255 South Boulevard, East
 Petersburg, VA 23805-2700

Dear Dr. Victory:

The Virginia Department of Education, Office of School Improvement, has received the school improvement plans and tentative budgets from the Title I schools in your division that were in improvement status during the 2007-2008 school year. The Office of School Improvement focuses special attention on divisions that have schools in advance stages of Title I School Improvement. As a result, school divisions that have schools in years 4, 5, and beyond of improvement status are also receiving a *Conditions of Awards* document (enclosure) for signature by the superintendent. *All components of this document must be addressed before reimbursement requests will be approved by the Virginia Department of Education..*

The *Conditions of Award* contains the following components:

- **Restructuring/Alternative Governance Questionnaire (for year 5 and beyond schools) (Questionnaire located at <http://www.doe.virginia.gov/VDOE/SchoolImprovement/>)**

Description

Alternative governance is intended to be the structure for the delivery of new and revised data-driven initiatives to improve student performance. Schools must provide a clear description of how alternative governance will be implemented in each identified school, as the reviewed School Improvement Plans have not definitively done so.

This description must also show the alignment of various school reform initiatives. In particular, schools that are also participants in the Partnership for Achieving Successful Schools (PASS) program and/or schools that have been rated *conditionally accredited* or *accreditation denied* under the Standards of Accreditation must align school reform efforts. In addition, the revised budget in the questionnaire must be used to reflect the activities/expenditures associated with the implementation of alternative governance.

The questionnaire provides an opportunity for schools to describe that alignment and related budget.

Dr. James M. Victory
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Important Note:

The questionnaire also provides the opportunity for school leadership to discuss the causes of the school's inability to achieve Adequate Yearly Progress to date. The applicable core subject areas and subgroup performance must be discussed as a part of the response to how alternative governance will address academic achievement.

- **Compliance Implementation and Notification Requirements (for year 5 and beyond schools)**

Description

Section 1116(b)(8) of the *No Child Left Behind Act of 2001* clearly outlines implementation and parent/staff notification requirements of the restructuring/alternative governance sanction. Schools must adhere to these requirements.

- **Use of School Improvement Funding (for all school recipients)**

Description

School Improvement funds are made available to assist school divisions with the implementation of School Improvement requirements under Section 1116 and supporting initiatives recommended or approved by the Office of School Improvement at the Virginia Department of Education.

- **Quarterly Reporting of Student Achievement (for years 4, 5, and beyond schools and also for schools that are *conditionally accredited* or *accreditation denied*). (Reports located at <http://www.doe.virginia.gov/VDOE/SchoolImprovement/>).**

Description

The Restructuring Quarterly Report for years 4, 5, and beyond of improvement, *accreditation denied*, or *conditionally accredited* schools focuses the attention of school and central office personnel as well as outside technical assistance providers on the frequent and formal analysis of data as a primary means of addressing the academic deficiencies of the school. The report is to be prepared for the Board of Education on a quarterly basis.

- **Special Professional Development Technical Assistance to Years 4, 5, and Beyond Schools**

Description

The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding and the Virginia Foundation for Educational Leadership, to study school restructuring. Schools in years 4, 5, and beyond of School Improvement will be required to attend restructuring on-site and Web Ex staff development technical assistance sessions.

Dr. James M. Victory
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The signed *Conditions of Award* document (with the completed questionnaire) is due on September 30, 2008, to the Virginia Department of Education, Office of School Improvement, P. O. Box 2120, Richmond, Virginia 23821-2120, ATTENTION: Brenda Spencer. The questionnaire may also be submitted electronically according to the instructions found within the document.

Authorization for this grant is provided in Title I, Part A, of the Elementary and Secondary Education Act of 1965, as amended by Public Law 107-110, *No Child Left Behind Act of 2001*. The Catalog of Federal Domestic Assistance (CFDA) number for Title I, Part A, is 84.010. This grant is subject to provisions of the Title I, Part A, statute; applicable sections of Title 34 of the Code of Federal Regulations (CFR) in the Education Department General Administrative Regulations (EDGAR); and an audit in compliance with applicable circulars and compliance supplement documents from the federal Office of Management and Budget (OMB).

Questions regarding the *Conditions of Award* may be directed to Brenda Spencer, associate director, at Brenda.Spencer@doe.virginia.gov or 804-371-6201. Questions may also be directed to me at Kathleen.Smith@doe.virginia.gov or at 804-786-1062.

Sincerely,



Kathleen M. Smith, Ed.D., Director
Office of School Improvement

KMS/BAS/mb

Enclosures

pc: Dr. Billy K. Cannaday, Jr., Superintendent of Public Instruction
Dr. Patricia I. Wright, Chief Deputy Superintendent of Public Instruction
Dr. Dorothea Shannon, Chief Academic Officer
Roberta Schlicher, Director, Program Administration and Accountability
Brenda Spencer, Associate Director, Office of School Improvement

NOTIFICATION OF GRANT AWARD

<p>1. Name, Address, Phone Number of Grant Recipient: Dr. James M. Victory Division Superintendent Petersburg City Public Schools 255 South Boulevard, East Petersburg, VA 23805-2700 Payee Number: 120</p>	<p>2. Grant Title/Description: Title I School Improvement Grant Under the No Child Left Behind Act of 2001</p>	<p>3. DOE Contact Person and Office Phone Number: Brenda Spencer, Associate Director Office of School Improvement (804) 371-6201 Brenda.Spencer@doe.virginia.gov</p>
<p>4. Grant Authority: Public Law 107-110, Section 1003</p>	<p>5. Grant Award Amount: A. P. Hill Elem.-\$100,000 J. E. B. Stuart Elem.-\$125,000 Peabody Middle-\$125,000 Vernon Johns Middle-\$175,000 TOTAL: \$525,000</p>	<p>6. Grant Award Number: S010A070046</p>
<p>7. Grant Award Type: New <input checked="" type="checkbox"/> Revised <input type="checkbox"/></p>	<p>8. Period of Award: August 20, 2008 -- September 30, 2009</p>	<p>9. Fund Source: General <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Special <input type="checkbox"/></p>
<p>10. Special Instructions/Conditions: The School Improvement grant is for school year 2008-2009. Payments will be made on a cost-reimbursement basis. Reimbursements should be submitted quarterly, at a minimum, through the Online Management of Education Grant Awards (OMEGA). The final reimbursement for all the grant funds encumbered by September 30, 2009, should be submitted no later December 1, 2009. There will be no carry-over provision for this grant.</p>		
<p>11. Authorized By: (Name/Title)  Kent Dickey Assistant Superintendent of Finance</p>	<p>12. Authorized By: (Name/Title)  Shelley Loving-Ryder Assistant Superintendent, Assessment and School Improvement</p>	<p>13. Date: August 20, 2008</p>
<p>14. Project Code: 42892</p>	<p>15. Revenue Source Code or CFDA #: 84.010</p>	<p>16. Program/Service Area: 179-01-00</p>
<p>17. Fiscal Year: July 1, 2007-September 30, 2009</p>		<p>18. Recipient Type: Subrecipient <input checked="" type="checkbox"/> Vendor <input type="checkbox"/></p>

Budget Review: *RBW*

Petersburg City Public Schools
School Year 2008-2009

CONDITIONS OF AWARD
TITLE I SCHOOL IMPROVEMENT FUNDS

Priority Schools: Restructuring/Alternative Governance—Years 4, 5 and Beyond Schools

School	NCLB School Improvement <i>Mathematics Status</i>	NCLB School Improvement <i>Reading/English Status</i>	NCLB School Improvement <i>Allocation (A07)</i>	PASS Participant	Conditionally Accredited (CA) or Accreditation Denied (D)
Vernon Johns Middle	Year 7	(Year 5)	\$175,000	No	D
Peabody Middle		Year 5	\$125,000	No	D
Stuart Elementary		Year 5	\$125,000	No	D

Additional School: Year 2 School

School	NCLB School Improvement <i>Mathematics Status</i>	NCLB School Improvement <i>Reading/English Status</i>	NCLB School Improvement <i>Allocation (A07)</i>	PASS Participant	Conditionally Accredited or Accreditation Denied
A. P. Hill Elementary		Year 2	\$100,000	No	D

Conditions of Award for All Schools

Part I. School Improvement Plans

Condition 1

Submission and Approval of School Improvement Plans

School Improvement plans, with a specific focus on subgroup performance in the designated core subject area, must be submitted for all school recipients of School Improvement funds by September 30, 2008. Plans must reflect research-based strategies for addressing student performance in the areas where Adequate Yearly Progress was not met. Plans must be approved by the Petersburg School Board and must be aligned to the individual school budgets. The Chief Academic Officer (CAO) must sign the plans. Plan implementation is to be monitored by the Chief Academic Officer and the School Improvement Coordinator, funded through the Office of School Improvement at the Virginia Department of Education.

Conditions of Award for Priority Schools

Part II. Description of Restructuring Alternative Governance for Year 5 and Beyond Schools

Condition 2

Restructuring/Alternative Governance Questionnaire

Alternative governance is intended to be the structure for the delivery of new and revised data-driven initiatives to improve student performance. **Vernon Johns Middle, Peabody Middle, and Stuart Elementary** schools have multiple designations—year 5 or 6 of improvement and *accreditation denied*. As such and by responding to questionnaire, these schools must describe the alternative governance in each school and how various school reform initiatives associated with each designation interface to generate improved student achievement.

This condition of award must be addressed before the identified schools can receive final approval to expend the awarded school improvement funds. The completed questionnaire is due September 30, 2008, and can be found at <http://www.doe.virginia.gov/VDOE/SchoolImprovement/> on the Virginia Department of Education, Office of School Improvement Web site. Follow the instructions within the questionnaire.

Part III. Restructuring/Alternative Governance Implementation

Condition 3

Restructuring/Alternative Governance Implementation Requirements

Not later than the beginning of the school year following the year in which the local educational agency implements restructuring/alternative governance planning, the local educational agency shall implement one of the following alternative governance arrangements for the school consistent with state law:

- Reopen the school as a public charter school;
- Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- Turn the operation of the school over to the state educational agency, if permitted under State law and agreed to by the state; or
- Implement any other major restructuring of the school's governance.

Condition 4**Notification Requirements**

The local educational agency shall—

- provide prompt notice to teachers and parents whenever restructuring/alternative governance implementation occurs; and
- provide the teachers and parents with an adequate opportunity to—
 - comment before taking any action and
 - participate in developing any plan.

Part IV. Special Professional Development Technical Assistance to Years 4, 5, and Beyond School

Condition 5

School Participation in the Center for Innovation and Improvement School Restructuring Project

The Virginia Department of Education has worked intensively with the Center on Innovation and Improvement, under the leadership of Dr. Sam Redding, to study school restructuring. The book *Restructuring and Substantial School Improvement*, edited by Herbert J. Walberg, has been a major resource and can be found on the Internet at <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>.

As a condition of award, division staff and school staff from all three schools will participate in the Center's school restructuring initiative. The opening meeting will be held October 10, 2008, at the Williamsburg Marriott, 8:30 a.m. to 3:30 p.m. Hotel room registrations (\$75 plus 10 percent tax rate) must be made by September 12, 2008. The closing meeting will be held on June 18, 2009, at the Sheraton Park South Hotel in Richmond, Virginia. Room registrations (\$89 plus 13 percent tax rate) must be made by May 27, 2009.

School principals with central office staff will participate in the WebEx presentations below. Further information and the date assigned to your division will be confirmed by the central office contacts for your division.

Technical Assistance Activity	Date(s)	Audience
In-service via WebEx for Central Office Staff provided by VFEL and CII for division teams	November 3 December 1 January 12 February 2 March 9 April 6	Central Office Staff to include primary instructional staff for those divisions/staff that did not participate last year.
In-service via WebEx for provided by VFEL and CII for school teams	November 5 or 12 February 4 or 11 March 11 or 18	Principals and other members of the school improvement or oversight committee.

Teacher Training for LEAD teachers in Roanoke or Newport News or Richmond by CII	November 18, 19 or 20 December 9, 10, or 11 January 13, 14, or 15 March 17, 18, or 19	Principals and LEAD teachers (purpose to build leadership)
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Two on-line tools have been developed by the partnership that will monitor and support both school and division progress on established school improvement goals and district improvement goals to support schools in improvement. These tools will also be demonstrated at the October 10, 2008 meeting. (Some of the divisions participated in some of the training related to the In-service via WebEx for Central Office Staff for division teams provided by Virginia Foundation for Educational Leadership (VFEL) and Center for Innovation and Improvement (CII) last year and will not participate in this training for this year, but will participate in the training for school teams and teacher trainings.)

The teacher training opportunities will be facilitated by master teachers from Pennsylvania and Illinois. The purpose of these trainings is to build teacher leadership from within. In challenged schools, instructional leadership is needed from the central office, school administration and in the classroom.

Part V. Use of Funds and Pre-Approval of Reimbursement Requests

Condition 6

Approvable Expenditures

- Each school year 2008-2009 Title I School Improvement grant is to be used *only* to fund the initiatives agreed upon by the Petersburg City Public Schools and the Virginia Department of Education, as documented in the approved school/division budgets and the corresponding School Improvement Plans.
- The purchase of computer equipment must be pre-approved by the Chief Academic Officer and the offices of School Improvement and Program Administration and Accountability at the Virginia Department of Education.
- Revisions to the budgets and applications are to be submitted by the Chief Academic Officer in consultation with the Virginia Department of Education and the School Improvement Coordinator.
- The Virginia Department of Education requires the expenditure of all funds (with quarterly reimbursement submission) by March 1, 2009. The Chief Academic Officer will have the latitude to encumber additional funding for such initiatives as summer professional development after March 1, 2009.

Condition 7

Special Requests for Reimbursements Conditions

- Requests for reimbursements through the Title I office must receive *signature pre-approval* by the Chief Academic Officer in consultation with the School Improvement Coordinator.
- The Virginia Department of Education reserves the right to provide a second signature pre-approval of reimbursement requests before the submission of such through the Online Management of Education Grant Awards (OMEGA) system.

Part VI. Academic Progress Reporting for Years 4, 5, and Beyond of Improvement, Accreditation Denied or Conditionally Accredited Schools

Condition 8

Restructuring Quarterly Report

Vernon Johns Middle, Peabody Middle, and Stuart Elementary, as Title I schools in restructuring/alternative governance status and as *accreditation denied* schools, must complete an academic progress report for the Virginia Board of Education (to be submitted to the Office of School Improvement). The submission dates are October 15, 2008; November 28, 2008; February 6, 2009; March 31, 2009; and June 30, 2009.

The Restructuring Quarterly Report for years 4, 5, and beyond of improvement, *accreditation denied*, or *conditionally accredited* schools focuses the attention of school and central office personnel as well as outside technical assistance providers on the frequent and formal analysis of data as a primary means of addressing the academic deficiencies of the school. The rationale for such a practice is found in the *LEA and School Improvement Non-Regulatory Guidance*, July 21, 2006, as it addresses the purpose of annual review of school progress. The results of the quarterly and annual review provide the state educational agency and local educational agency with detailed, useful information that can be used to develop or refine technical assistance strategies to schools.

The quarterly reports can be found on the Virginia Department of Education Web site at <http://www.doe.virginia.gov/VDOE/SchoolImprovement/>.

Condition 9

Additional Quarterly Reporting

In addition to the areas in the quarterly report, The Petersburg Public Schools will also report, on a quarterly basis, on the TeachFirst and Voyager programs in schools receiving School Improvement funding. Teacher quality data will also be required quarterly. The Chief Academic Officer will provide a quarterly reporting form.

Condition 10

Monthly or Bi-weekly Minutes Submission: Alternative Governance Meetings

Vernon Johns Middle, Peabody Middle, and Stuart Elementary will report on the decisions and actions resulting from alternative governance meetings in schools receiving School Improvement funding via minutes and other relevant reports.

**Conditions of Award for Additional School
(A.P. Hill Elementary)**

Applicable Conditions

Part V. Use of Funds and Pre-Approval of Reimbursement Requests

Follow the requirements of this section above.

**Part VI. Academic Progress Reporting for Years 4, 5, and Beyond of
Improvement, Accreditation Denied or Conditionally Accredited Schools**

Condition 8 and 9: Quarterly Reporting

A. P. Hill Elementary School, as a school that has been rated *accreditation denied*, must complete the Restructuring Quarterly Report according to the requirements in Part V. Condition 6 and 7 above.

Superintendent's Certification

The Superintendent of the Petersburg City Public Schools certifies that the conditions of award shall be enacted in order to effectuate the expenditure of the awarded School Improvement funds. This certification is due by September 30, 2008, to the Virginia Department of Education, Office of School Improvement, P. O. Box 2120, Richmond, Virginia 23218-2120, by September 30, 2008, to the Virginia Department of Education, Office of School Improvement, P. O. Box 2120, Richmond, Virginia 23821-2120, Attention: Brenda Spencer.

Signature:

Division Superintendent

Date