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| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |

# **Agenda Item: J**

## **Date: October 21, 2021**

### **Title: Written Report on Status of Memoranda of Understanding as Required for Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools**

#### **Presenter: Dr. Aurelia Ortiz, Director of School Quality**

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##### **Purpose of Presentation:**

For information only. No action required.

##### **Executive Summary:**

During the 2020 - 2021 academic year, the following school divisions were under the guidance of the Virginia Department of Education (VDOE) via Memoranda of Understanding (MOU) with the Virginia Board of Education: Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools. A variety of capacity-building technical assistance and professional development opportunities were provided by VDOE staff representing multiple offices including the Office of School Quality, ESEA Programs, Instructional Services, and Special Education Program Improvement.

The purpose of this report is to provide updates regarding implementation of MOU requirements during the reporting period of September 2020 – August 2021. Attachments A-1 through A-5 detail each identified school division’s execution of the required actions and recommendations for subsequent activities with continued support from the VDOE.

##### **Action Requested:**

No action requested.

##### **Superintendent’s Recommendation:**

## The Superintendent of Public Instruction recommends that the Virginia Board of Education accept this report.

##### **Previous Review or Action:**

No previous review or action.

##### **Background Information and Statutory Authority:**

The Standards of Quality (SOQ) require local school boards to maintain fully accredited schools and shall implement processes for corrective actions and improvement planning.

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| **§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.**  … Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall report the accreditation status of all schools in the local school division annually in public session.  The Board shall establish a review process to assist any school that does not meet the standards established by the Board. The relevant school board shall report the results of such review and any annual progress reports in public session and shall implement any actions identified through such review and utilize them for improvement planning.  … When the Board determines through its review process that the failure of schools within a division to meet the standards established by the Board is related to division-level failure to implement the Standards of Quality or other division-level action or inaction, 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 enter into a memorandum of understanding with the Board and shall subsequently submit to the Board for approval a corrective action plan, consistent with criteria established by the Board setting forth specific actions and a schedule designed to ensure that schools within its school division meet the standards established by the Board. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to meet the standards established by the Board, the Board may return the plan to the local school board with directions to submit an amended plan pursuant to Board guidance. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](https://law.lis.virginia.gov/vacode/22.1-253.13:6/). |

##### **Timetable for Further Review/Action:**

The Office of School Quality will provide the next status update during the February 2022 Board meeting.

##### **Impact on Fiscal and Human Resources:**

Technical assistance to support the identified school divisions will be funded using existing state and federal funds.

**Attachment A-1**

**Virginia Board of Education**

**Memorandum of Understanding (MOU) Annual Update**

**Danville City Public Schools**

**October 2021**

The purpose of this report is to provide an update regarding the Danville City Public Schools implementation of the MOU for the reporting period of September 2020 – August 2021.

**Status of the Division’s MOU Responsibilities:**

1. **The Danville City School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Danville City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi­ monthly report provided to the Superintendent of Public Instruction, the Director of the Office of School Quality, the Division Superintendent and the Danville City School Board. Specific next steps will be developed as needed.**

**Status**

The MOU for Danville City Public Schools was approved by the Virginia Board of Education on June 18, 2020. Following approval, the OSQ staff collaborated with various VDOE offices to determine support needed as the division staff began development of the corrective action plan (CAP) to address essential actions emerging from the division-level review. This information was shared with two OSQ consultants assigned to the division for the purpose of guiding improvement efforts including CAP development emphasizing the following areas:

* Academics and Student Success
* Leadership and Governance
* Human Resource Development

The completed CAP was approved by the OSQ in November 2020. On December 1, 2020, a new superintendent (Dr. Angela Hairston) began her tenure with the school division.

Beginning in February 2021, the OSQ staff conducted meetings with the Danville superintendent and division leadership to review the status of CAP development and provide additional resources related to continuous improvement. In order to ensure a seamless support network for the division, representatives from various VDOE offices including ESEA Programs and Special Education participated in the meetings to offer suggestions and relevant resources. At the conclusion of each meeting, participants (including VDOE staff) were assigned next steps to complete prior to the subsequent meeting.

The table below contains information about specific topics discussed during the meetings.

|  |  |
| --- | --- |
| **Date(s)** | **Summary of Topics** |
| * July 13, 2021 * April 20, 2021 * February 16, 2021 * September 28, 2021 | **Academic and Student Success**   * Comprehensive School Improvement Process (CSIP) * Comprehensive Needs Assessment and guiding questions * Academic Review * Strategic planning * Early warning system to increase the number of students earning a high school diploma * Attendance goals * Curriculum alignment to state standards * Instructional Rounds * Observation Tools - formal vs. informal * Common Assessments * Alignment of formative and summative assessments to state standards * Data-informed decisions process * Analysis of student achievement data * Virginia Tiered Systems of Supports (VTSS) * Professional learning communities * Look-fors in Special Education * Internal model for monitoring Virginia Alternate Assessment Program (VAAP)   **Leadership and Governance**   * Operations and Support Services * Use of resources and technology   **Human Resource Leadership**   * Hiring process protocols |

1. **The Danville City School Board will direct the Division Superintendent to provide OSQ staff documentation on planned uses of local funds. OSQ staff, in consultation with the Director of the Office of School Quality, will review and approve planned uses and actual expenditures of state and federal funds. Approval from OSQ staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made.**

**Status**

From June 2020 through June 2021, the Danville City Public Schools (DCPS) division staff were not required to submit financial documentation to OSQ. The OSQ began implementation of the financial review process with Danville in July 2021. On a weekly basis, DCPS division staff provided the OSQ with detailed information about expenditures including use of state and federal funds. Additionally, the OSQ Reports and Grants Manager reviewed the documentation and offered feedback. During the 2021-2022 academic year, the DCPS division staff will provide OSQ with quarterly reports on both state and federal funding balances.

1. **The Danville City School Board will direct the Division Superintendent to consult with OSQ staff on all recommendations regarding new or modified instructional programs no fewer than 10 business days prior to purchase or submission to the local board for approval. Approval from OSQ staff is required before purchase orders or contracts can be executed.**

**Status**

During the 2020-2021 academic year, the Office of School Quality did not receive requests for approval of new or modified instructional programs from the school division staff.

1. **The Danville City School Board will direct the Division Superintendent to consult with the OSQ staff assigned to the division on all recommendations regarding hiring administrative (licensed) personnel at both the building- and division-level prior to being submitted to the local board for approval. Recommendations regarding hiring these personnel must be submitted to the OSQ staff no fewer than 10 business days prior to the local board meeting.**

**Status**

The Danville City Public Schools division staff submitted job descriptions and recommendations for administrative positions to the Office of School Quality’s assigned consultant for review and feedback.

1. **The Danville City School Board will direct the Division Superintendent to provide the local board with monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Quality on the next business day following the local board monthly update.**

**Status**

After approval of the CAP in November 2020, the DCPS superintendent and division staff provided regular updates to the local board as noted on the table below.

|  |  |
| --- | --- |
| **September 2020** | Not applicable |
| **October 2020** | Not applicable |
| **November 2020** | 11/19/20   * Agenda – Yes * Supporting documents – Yes |
| **December 2020** | 12/17/20   * Agenda – Yes * Supporting documents – Yes |
| **January 2021** | CAP updates were not included on any board agenda during the month  Note: The new superintendent began her tenure on December 1, 2020 |
| **February 2021** | 2/4/21   * Agenda – Yes * Supporting documents – Yes |
| **March**  **2021** | 3/18/21   * Agenda – Yes * Supporting documents – Yes |
| **April**  **2021** | CAP updates were not included on any board agenda during the month |
| **May**  **2021** | CAP updates were included as a crosswalk to the division strategic plan |
| **June**  **2021** | MOU/CAP expectations were referenced in the presentation and approval of the strategic plan and the Readiness Plan. |
| **July**  **2021** | 7/15/21   * Agenda – Yes * Supporting documents – Yes |
| **August**  **2021** | 8/5/21  Note: During the meeting, there was a presentation by Dr. Amy Griffin and Dr. Yvonne Fawcett (OSQ Consultants)   * Agenda – Yes * Supporting documents – Yes |

1. **The Division Superintendent will direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU.**

**Status**

The DCPS superintendent ensured participation of the appropriate staff in technical assistance and other professional development required by the OSQ regarding the following:

* 2020/2021 State and Federal Accountability Monitoring Visits Conducted by the OSQ Staff - February 17, 2021
* 2020/2021 Professional Learning Network: English/Specially Designed Instruction – November 10, 2020; January 12, 2021; March 9, 2021; and May 4, 2021
* 2020/2021 Teachers in Action: Mathematics and English – March 5, 2021; March 15, 2021; March 22, 2021; and March 29, 2021
* Alignment of the Written, Taught, and Tested Curriculum – March 10, 2021; March 24, 2021; and March 31, 2021
* Comprehensive Needs Assessment (CNA) Processes – June 30, 2021
* Comprehensive School Improvement Planning (CSIP) Process -July 27-28, 2021

During the 2021-2022 CAP meetings, the Division Superintendent and division staff will provide updates regarding the status of follow up activities related to implementation of strategies as well as relevant data to determine the efficacy of the professional learning activities.

1. **The Danville City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and the corrective action plan.**

**Status**

During the 2020-2021 academic year, there were no requests for the Danville City School Board or Division Superintendent to appear before the Virginia Board of Education for the purpose of providing reports and/or answering questions about the implementation of the MOU and the corrective action plan.

1. **All members of the Danville City School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Boards Association (VSBA) which focuses on their respective roles and responsibilities for school improvement (or for improving student achievement in challenged schools). The plans for this professional development will be developed by the VSBA and the agenda will receive prior approval from the Director of the Office of School Quality. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of the Office of School Quality and will be reviewed at the bi-monthly meetings between the Division Superintendent and the Director of OSQ.**

**Status**

The Danville City School Board and Division Superintendent participated in annual professional development with the VSBA on August 17,2020 and are scheduled to conduct a self-evaluation on October 28,2021.

1. **The State Superintendent of Public Instruction and the State Board President**

**will meet with the Local Board Chair and any other interested Danville City Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.**

**Status**

During the 2020-2021 academic year, the State Superintendent of Public Instruction and the State Board President met with the Local Board Chair, Division Superintendent, and other interested Board members on October 6, 2020 and March 2, 2021 to discuss the status of the MOU and progress related to CAP development.

**Recommendations for the 2021-2022 Academic Year**:

As per the responsibilities referenced in MOU Item #1, the Division will present artifacts to demonstrate evidence of the division’s progress achieving the CAP action steps and fostering division-level capacity for improving all schools. All CAP Meetings will occur in September, November, January, March, May, and July of the academic year.

DPS will continue to submit artifacts in advance of the CAP meetings to allow the OSQ staff to analyze the artifacts and engage in coaching conversations during the CAP meetings to enhance the division’s leadership capacity and sustainability of supports for schools.

It is imperative that DPS continue to commit to addressing all priority areas of the Corrective Action Plan while focusing on the following:

* Provide strong Tier I instruction that is aligned with Virginia Standards of Learning for all student groups.
* Strengthen Tier 1 instruction for all students by providing consistent professional learning opportunities for teachers, consistent implementation, monitoring of the comprehensive school improvement plans, and building the capacity of school instructional leaders.
* Plan, implement and monitor additional learning opportunities (during the school year and into summer of 2022) to address unfinished learning for students most impacted by the virtual setting.
* Implement the division-approved interventions with fidelity to maximize student learning while ensuring alignment, support, and collection of outcome data.
* Monitor all instructional programs to ensure positive student outcomes using both qualitative and quantitative data.
* Analyze instructional walkthrough data to identify areas of support needed for strong instructional program implementation and administrative oversight.
* Align expenditure of resources with CAP essential actions and MOU expectations.

**Attachment A-2**

**Virginia Department of Education**

**Memorandum of Understanding (MOU) Annual Update**

**Greensville County Public Schools**

**October 2021**

The purpose of this report is to provide an update regarding the Greensville County Public Schools implementation of the MOU for the reporting period of September 2020 – August 2021.

**Status of the Division’s MOU Responsibilities:**

1. **The Greensville County School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Improvement to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSI staff may request additional data. Feedback on the steps taken by Greensville County Public Schools to implement the essential actions in the corrective action plan will be communicated by OSI staff via a written bi-monthly report provided to the Director of the Office of School Improvement, the Division Superintendent and the Greensville County School Board. Specific next steps will be developed as needed.**

**Status**

During the 2020-2021 academic year, Corrective Action Plan (CAP) progress meetings were conducted with the Greensville Division Superintendent, division staff, and VDOE staff representing multiple offices (School Quality, Special Education, and ESEA Programs) on the following dates: October 22, 2020; January 28, 2021; April 1, 2021; and June 24, 2021. The Division Superintendent and division staff shared artifacts and data related to CAP action steps and received feedback from VDOE staff regarding establishment and implementation of systems and processes. On July 1, 2021, a new superintendent (Dr. Kelvin Edwards) began his tenure with the school division.

The table below contains information about specific topics discussed during the CAP progress meetings.

|  |  |
| --- | --- |
| **Dates** | **Summary of Topics** |
| October 22, 2020  January 28, 2021  April 1, 2021  June 24, 2021 | **Academics and Student Success**   * Comprehensive School Improvement Planning (CSIP) Process * Alignment of the written, taught, and tested curriculum to the Standards of Learning (SOL) and curriculum framework * Alignment of feedback from principals to teachers regarding alignment of lesson plans * Observation processes and impactful feedback * Instructional Leadership Needs Assessment * Creation of a plan for aligning professional development (PD) to student learning * Data analysis * Data-based systems for academics and attendance * Professional Learning Communities (PLC) processes * Student work alignment to SOL and cognitive level of the standard * Feedback to support teacher growth * Chronic Absenteeism * Root causes for dropout rates * Technical assistance/Professional Development   **Leadership and Governance**   * Strategic Planning * Communication Procedures * Collaborative Processes and Impact   **Operations and Support Services**   * Processes to ensure a safe and healthy learning environment * Training regarding the monitoring process * Instructional spending aligned to the division’s vision, mission and goals * Development of a system to analyze and determine trends in the division’s budget * Analyzing and responding to disproportionality in discipline data * Efficiency * Coronavirus Aid, Relief, and Economic Security (CARES) Act funds and Coronavirus Relief Funds (CRF)   **Human Resource Leadership**   * Data analysis that drives development of employee recruiting, retention, and development * Aligning human resource efforts with the division’s goals * Efficiency and effectiveness of processes * VDOE Standards for Teacher, Principal and Superintendent Evaluation * Evaluation processes and timelines for all employees * Utilization of evaluation results in decision making * Providing feedback to employees aligned with the division’s goals   **Community Relations and Communication**   * Communication planning * Using a variety of Communication modes * Processes for determining community needs * Actionable responses to support community needs |

1. **The Greensville County School Board will direct the Division Superintendent to provide the CAO/OSI staff documentation on planned uses of local funds. The CAO/OSI staff, in consultation with the Director of the Office of School Improvement, will review and approve planned uses and actual expenditures of state and federal funds. Approval from the CAO/OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made.**

**Status**

During the 2020-2021 school year, Greensville County Public Schools (GCPS) division staff updated the *Financial Procedures and Operations Manual* for the purpose of maintaining accurate records and internal controls. On a weekly basis, GCPS division staff provided the OSQ with detailed information about expenditures including use of state and federal funds. On a quarterly basis, GCPS division staff provided OSQ with reports on both state and federal funding balances. The OSQ Reports and Grants Manager reviewed the documentation and offered feedback.

1. **The Greensville County School Board will direct the Division Superintendent to consult with the CAO/OSI staff on all recommendations regarding new or modified instructional programs no fewer than 10 business days prior to purchase or submission to the local board for approval. Approval from the CAO/OSI staff is required before purchase orders or contracts can be executed. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.**

**Status**

The Greensville County Public Schools division staff submitted approval forms for review by the Office of School Quality and the assigned executive liaison regarding the following:

* September 2020
  + *Zones of Regulation* approved 9/2/2020
  + *Unique Learning Program* approved 9/2/2020
* November 2020
  + *No Red Ink* approved 11/4/2020
  + *Snap and Read* approved 11/23/2020
* April 2021
  + *Benchmark Advance* approved 4/2/2021
* May 2021
  + *Generation Genius* approved 5/21/2021

1. **The Greensville County School Board will direct the Division Superintendent to consult with the CAO/OSI staff assigned to the division on all recommendations regarding hiring instructional (licensed) personnel prior to being submitted to the local board for approval. Recommendations regarding hiring instructional personnel must be submitted to the CAO/OSI staff no fewer than 10 business days prior to the local board meeting. Criteria for approval will include at a minimum the confirmation of appropriate licensure (or eligibility for licensure) and endorsements for the intended position(s) and evidence of prior successful performance in increasing student achievement. (Note: Applicants new to the teaching field will provide evidence of high academic performance in their area of endorsement on their college transcripts.) No contract may be offered for a licensed position without the approval of the CAO/OSI staff.**

**Status**

The Greensville County Public Schools division staff submitted job descriptions and recommendations for administrative positions to the Office of School Quality’s assigned consultant for review and feedback.

1. **The Greensville County School Board will direct the Division Superintendent to consult with the CAO/OSI staff on processes, procedures, and strategies that are implemented in support of the MOU, through the corrective action plan, in the areas of human resources, operations and support services, and community relations and communications.**

**Status**

The Greensville County Public Schools division staff are continuing to develop processes and procedures for improving human resources practices. Employee exit interview data has been analyzed to determine subsequent actions for supporting teachers and administrators. In addition to the development of the division *Financial Procedures and Operations Manual,* the division has begun development of a *Human Resources Manual* to ensure that proper internal controls for the hiring and evaluation of all staffing positions is being implemented consistently.

1. **The Greensville County School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.**

**Status:** The Greensville County superintendent and division staff have provided regular updates to the local board as noted on the table below.

|  |  |
| --- | --- |
| **September 2020** | **9/14/20**  Agenda - Yes  Supporting documents - Yes |
| **October 2020** | **10/12/20**  Agenda - Yes  Supporting documents - Yes |
| **November 2020** | **11/9/20**  Agenda - Yes  Supporting documents - Yes |
| **December 2020** | **12/14/20**  Agenda - Yes  Supporting documents - Yes |
| **January 2021** | **1/11/21**  Agenda - Yes  Supporting documents - Yes |
| **February 2021** | **2/8/21**  Agenda - Yes  Supporting documents - Yes |
| **March 2021** | **3/8/21**  Agenda - Yes  Supporting documents - Yes |
| **April 2021** | **4/12/21**  Agenda - Yes  Supporting documents - Yes |
| **May 2021** | **5/10/21**  Agenda - Yes  Supporting documents - Yes |
| **June 2021** | **6/14/21**  Agenda - Yes  Supporting documents - No |
| **July 2021** | **7/12/21**  Agenda - Yes  Supporting documents - No |
| **August 2021** | **8/9/21**  Agenda - Yes  Supporting documents - No |

1. **The Division Superintendent will direct appropriate division staff to participate in OSI-required technical assistance and other professional development identified by the Office of School Improvement, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU.**

**Status:**

The GCPS superintendent ensured participation of the appropriate staff in technical assistance and other professional development required by the OSQ regarding the following:

* 2020/2021 State and Federal Accountability Monitoring Visits Conducted by the OSQ Staff
* 2020/2021 Professional Learning Network: English/Specially Designed Instruction – November 10, 2020; January 12, 2021; March 9, 2021; and May 4, 2021
* 2020-2021 Mathematics/Specially Designed Instruction – October 6, 2020; November 3, 2020; December 1, 2020; and January 5, 2022
* 2020/2021 Teachers in Action: Mathematics and English – March 5, 2021; March 15, 2021; March 22, 2021; and March 29, 2021
* Meeting with Principal Coaches – March 30, 2021
* Funding for Principal Coaches

During the 2021-2022 CAP progress meetings, the Division Superintendent and division staff will provide updates regarding the status of follow up activities related to implementation of strategies as well as relevant data to determine the efficacy of the professional learning activities.

1. **The Greensville County School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and the corrective action plan.**

**Status**

During the 2020-2021 academic year, there were no requests for the Greensville County School Board or Division Superintendent to appear before the Virginia Board of Education for the purpose of providing reports and/or answering questions about the implementation of the MOU and the corrective action plan.

1. **All members of the Greensville County School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Boards Association (VSBA) which focuses on their respective roles and responsibilities for school improvement (or for improving student achievement in challenged schools). The plans for this professional development will be developed by the VSBA and the agenda will receive prior approval from the Director of the Office of School Improvement. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of the Office of School Improvement and will be reviewed at the bi-monthly meetings between the division Superintendent and the Director of OSI.**

**Status**

The Greensville County School Board and Division Superintendent participated in annual professional development with the VSBA from September 2-3,2020 and are scheduled to participate in a session on October 12, 2021.

1. **The State Superintendent of Public Instruction and the State Board President will meet with the Local Board Chair and any other interested Greensville County School Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.**

**Status**

During the 2020-2021 academic year, the State Superintendent of Public Instruction and the State Board President met with the Local Board Chair, Division Superintendent, and other interested Board members on October 19, 2020 and April 14, 2021 to discuss the status of the MOU and implementation of the CAP.

**Recommendations for the 2021-2022 Academic Year**:

As per the responsibilities referenced in MOU Item #1, the Division will present artifacts to demonstrate evidence of the division’s progress in achieving the CAP action steps and fostering division-level capacity for improving all schools. All CAP Meetings will occur in September, November, January, March, May, and July of the academic year.

Divisions will submit artifacts in advance of the CAP meetings to allow the OSQ staff to analyze the artifacts and engage in coaching conversations during the CAP meetings to enhance the division’s leadership capacity and sustainability of supports for schools.

It is imperative that GCPS continue to commit to addressing all priority areas of the Corrective Action Plan while focusing on the following:

* Provide strong Tier I instruction that is aligned with Virginia Standards of Learning for all student groups.
* Strengthen Tier 1 instruction for all students by providing consistent professional learning opportunities for teachers, consistent implementation, monitoring of the comprehensive school improvement plans, and building the capacity of school instructional leaders.
* Plan, implement and monitor additional learning opportunities (during the school year and into summer of 2022) to address unfinished learning for students most impacted by the virtual setting.
* Implement the division-approved interventions with fidelity to maximize student learning while ensuring alignment, support, and collection of outcome data.
* Monitor all instructional programs to ensure positive student outcomes using both qualitative and quantitative data.
* Analyze instructional walkthrough data to identify areas of support needed for strong instructional program implementation and administrative oversight.
* Align expenditure of resources with CAP essential actions and MOU expectations.

**Attachment A-3**

**Virginia Department of Education**

**Memorandum of Understanding (MOU) Annual Update**

**Petersburg City Public Schools**

**October 2021**

The purpose of this report is to provide an update regarding the Petersburg City Public Schools (PCPS) implementation of the MOU for the reporting period of September 2020 – August 2021.

**Status of the Division’s MOU Responsibilities:**

1. **The School Board will direct the Division Superintendent and appropriate staff to meet at least quarterly with OSI to review (1) evidence of the implementation of the Corrective Action Plan; and (2) quarterly data that evidences progress made towards the attainment of the goals of the Corrective Action Plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSI may request additional data. Specific next steps will be developed as needed.**

**Status**:

During the 2020-2021 academic year, Corrective Action Plan (CAP) progress meetings were conducted with the Petersburg Division Superintendent, division staff, and VDOE staff representing multiple offices (School Quality, Special Education, and ESEA Programs) on the following dates: October 19, 2020; January 11, 2021; February 8, 2021; March 8, 2021; May 10, 2021; and July 26, 2021. The Division Superintendent and division staff shared artifacts and data related to student learning outcomes and received feedback from VDOE staff regarding establishment and implementation of systems and processes to address identified needs. Moreover, the division staff provided updates regarding revisions to the CAP.

The table below contains information about specific topics discussed during the meetings.

|  |  |
| --- | --- |
| **Dates** | **Summary of Topics** |
| * October 19, 2020 * January 11, 2021 (Planning for revised CAP) * February 8, 2021 * March 8, 2021 * May 10, 2021 * July 26, 2021 | **Academics and Student Success**   * Continuous School Improvement Planning (CSIP) Processes * On-Time Graduation Process and Graduation Cohort * Credit Recovery * Alignment to the Standards of Learning (SOL) and curriculum frameworks * Feedback to teachers * Aligned assessments (formative and summative) * Ensuring alignment of content and cognitive levels * Virginia Tiered Systems of Supports (VTSS) * Counseling Supports * Evidence based Interventions * Lesson Plan Template Revisions * Master Schedule * Virtual and In-person Instructional Environment - Measuring the Impact * Absenteeism * Employee Capacity Development   + Provisional Teachers   + Teachers   + Principals/ Assistant Principals   **Results Driven Accountability (RDA) CAP**   * Virginia Commonwealth University (VCU) Training and Technical Assistance Center (TTAC) initiative * Vertical Transition Fair plans   **Leadership and Governance**   * Strategic Plan * Community Partnerships and Involvement * Asset management * CAP redesign (OSQ consultant) * Data-driven decision-making   (1) governance and student achievement; (2) understanding data; (3) communicating data; and (4) questions to ask regarding data.   * Level 3 School Quality Indicators and Federal Monitoring Visit Feedback. * Petersburg *Journey into Teaching* Update   **Budget**   * Coronavirus Aid, Relief, and Economic Security (CARES) Act funds and Coronavirus Relief Funds (CRF) * Federal and State Awards for the Virginia Department of Education (VDOE) * School Improvement Grants (SIG)   **Human Resource Leadership**   * Retention and recruitment * Organizational roles/responsibilities * Implementing and monitoring policies and procedures * Professional development impact on student achievement |

1. **The School Board will direct the Division Superintendent to provide OSI staff documentation on planned uses of local, state, and federal funds upon request.**

**Status**:

During the 2020-2021 CAP progress meetings conducted with the Division Superintendent and division staff, updates related to expenditures associated with school improvement grants (SIG) and ESEA programs (Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A) were provided to meeting participants.

1. **The School Board will direct the Division Superintendent to consult with OSI staff on all recommendations regarding new or modified instructional programs prior to purchase or submission to the School Board for approval. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.**

**Status**:

During the 2020-2021 academic year, the Office of School Quality did not receive requests for approval of new or modified instructional programs from the school division staff.

1. **The School Board will approve a Corrective Action Plan for the essential actions identified in this MOU and submit this plan to the State Board for review and approval at a time to be determined by the State Board President and Superintendent of Public Instruction. The School Board will show evidence that the plan was shared with community stakeholders for feedback and this feedback was acted upon in the Corrective Action Plan submitted to the State Board for approval.**

**Status**:

The Petersburg City School Board satisfied all prerequisites for the Corrective Action Plan, and the Virginia Board of Education subsequently approved it on [November 17, 2016](about:blank).

1. **The School Board will direct the Division Superintendent to provide it with quarterly updates on the steps taken to complete the essential actions in the Corrective Action Plan. The agenda and supporting materials will be submitted to OSI within five days of each quarterly update.**

**Status**

The Division Superintendent and staff have provided the local board with quarterly updates regarding the CAP as noted in the table below. During the 2020-2021, the Division Superintendent and staff revised the CAP to reflect the current context and enhancements to systems and processes.

|  |  |
| --- | --- |
| **September 2020** | **9/2/20**   * Agenda – Yes * Supporting documents - Yes |
| **December 2020** | Not applicable due to ongoing revisions to the CAP |
| **March 2021** | Not applicable due to ongoing revisions to the CAP |
| **May 2021** | **5/5/21**   * Agenda - Yes * Supporting documents – Yes |
| **June 2021** | **6/2/21**   * Agenda - Yes * Supporting documents – Yes |
| **August 2021** | **8/25/21**   * Agenda - Yes   Supporting documents – Yes |

1. **The Division Superintendent will direct appropriate division staff to participate in OSI required technical assistance and other professional development identified by OSI, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that the required actions identified as a result of the technical assistance are implemented with fidelity.**

**Status**

The PCPS superintendent ensured participation of the appropriate staff in technical assistance and other professional development required by the OSQ regarding the following:

* 2020/2021 State and Federal Accountability Monitoring Visits Conducted by the OSQ Staff – January 21, 2021
* 2020/2021 Professional Learning Network: English/Specially Designed Instruction – November 10, 2020; January 12, 2021; March 9, 2021; and May 4, 2021
* 2020/2021 Teachers in Action: Mathematics and English – March 5, 2021; March 15, 2021; March 22, 2021; and March 29, 2021
* Graduation and Completion Index (GCI) Support- September 21, 23, and 29, 2020; October 1, 6, and 28, 2020; November 17, 2020; December 16, 2021; January 21, 2021; February 25, 2021; March 25, 2021; April 22, 2021; May 13 and 27, 2021; June 3 and 8, 2021
* Comprehensive School Improvement Planning (CSIP) Process – June 10, 2021

1. **The School Board and the Division Superintendent/or designee will appear before the State Board , as requested, to provide reports and answer questions about the implementation of the MOU and the Corrective Action Plan.**

**Status**:

During the 2020-2021 academic year, there were no requests for the Petersburg City School Board or Division Superintendent to appear before the Virginia Board of Education for the purpose of providing reports and/or answering questions about the implementation of the MOU and the corrective action plan.

1. **All members of the School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by appropriate organizations focusing on their respective roles and for improving student achievement in challenged schools. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of OSI, and will be reviewed at the quarterly meetings between the Division Superintendent and the Director of OSI.**

**Status**:

The Petersburg City School Board and Division Superintendent participated in annual professional development with the VSBA on February 19, 2021 and September 1, 2021.

1. **The State Superintendent of Public Instruction and the State Board President will meet with the School Board chair at least twice per year to facilitate communication and regular updates. Other members of the State Board and School Board may be invited to attend these bi-annual meetings or additional meetings at the discretion of the State Board. All meetings conducted pursuant to this MOU shall be held in accordance with all applicable laws.**

**Status:**

During the 2020-2021 academic year, the State Superintendent of Public Instruction and the State Board President met with the Local Board Chair, Division Superintendent, and other interested Board members on October 8, 2020 and April 12, 2021 to discuss the status of the MOU and CAP implementation.

**Recommendations for the 2021-2022 Academic Year**:

As per the responsibilities referenced in MOU Item #1, the Division will present artifacts to demonstrate evidence of the division’s progress achieving the CAP action steps and fostering division-level capacity for improving all schools. All CAP Meetings will occur in September, November, January, March, May, and July of the academic year.

Divisions will submit artifacts in advance of the CAP meetings to allow the OSQ staff to analyze the artifacts and engage in coaching conversations during the CAP meetings to enhance the division’s leadership capacity and sustainability of supports for schools.

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It is imperative that PCPS continue to commit to addressing all priority areas of the Corrective Action Plan while focusing on the following:

* Provide strong Tier I instruction that is aligned with Virginia Standards of Learning for all student groups.
* Strengthen Tier 1 instruction for all students by providing consistent professional learning opportunities for teachers, consistent implementation, monitoring of the comprehensive school improvement plans, and building the capacity of school instructional leaders.
* Plan, implement and monitor additional learning opportunities (during the school year and into summer of 2022) to address unfinished learning for students most impacted by the virtual setting.
* Implement the division-approved interventions with fidelity to maximize student learning while ensuring alignment, support, and collection of outcome data.
* Monitor all instructional programs to ensure positive student outcomes using both qualitative and quantitative data.
* Analyze instructional walkthrough data to identify areas of support needed for strong instructional program implementation and administrative oversight.
* Align expenditure of resources with CAP essential actions and MOU expectations.

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**Attachment A-4**

**Virginia Board of Education**

**Memorandum of Understanding (MOU) Annual Update**

**Prince Edward County Public Schools**

**October 2021**

The purpose of this report is to provide an update regarding the Prince Edward County Public Schools implementation of the MOU for the reporting period of September 2020 – August 2021.

**Status of the Division’s MOU Responsibilities:**

1. **The Prince Edward County School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Quality to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSQ staff may request additional data. Feedback on the steps taken by Prince Edward County Public Schools to implement the essential actions in the corrective action plan will be communicated by OSQ staff via a written bi­ monthly report provided to the Superintendent of Public Instruction, the Director of the Office of School Quality, the Division Superintendent and the Prince Edward County School Board. Specific next steps will be developed as needed.**

**Status**

The MOU for Prince Edward County Public Schools was approved by the Virginia Board of Education on June 18, 2020. Following approval, the OSQ staff collaborated with various VDOE offices to determine support needed as the division staff began development of the corrective action plan (CAP) to address essential actions emerging from the division-level review. This information was shared with the OSQ consultant assigned to the division for the purpose of guiding improvement efforts including CAP development emphasizing the following areas:

* Academics and Student Success
* Leadership and Governance
* Operations and Support Services
* Human Resource Development

The completed CAP was approved by the OSQ in January 2021.

Beginning in February 2021, the OSQ staff conducted meetings with the Prince Edward superintendent and division leadership to review the status of CAP development and provide additional resources related to continuous improvement. In order to ensure a seamless support network for the division, representatives from various VDOE offices including ESEA Programs and Special Education participated in the meetings to offer suggestions and relevant resources. At the conclusion of each meeting, participants (including VDOE staff) were assigned next steps to complete prior to the subsequent meeting.

The table below contains information about specific topics discussed during the meetings.

|  |  |
| --- | --- |
| **Dates** | **Summary of Topics** |
| * February 1, 2021 * March 29, 2021 * June 21, 2021 | **Academics and Student Success**   * Teacher observations/walkthroughs * Focused feedback to teachers * Data analysis and data driven responses * Using data points to inform instructional decisions * Graduation cohorts * Academic and Career Plans * Aligned instruction - Instructional strategies for alignment to cognitive level of the standard and standard detail * Curriculum alignment * Virginia Tiered Systems of Supports (VTSS) * Learning Targets- using student friendly language * Attendance * Vertical collaboration between middle and high schools * Implementation of evidence-based interventions * Special education program improvement   **Leadership and Governance**   * Alignment of the division’s vision to practices and school improvement * Timeline of board policies * Board policy collaboration and communication/ professional development related to the policies * Professional development connecting teaching to student learning outcomes * Determining the effectiveness and impact of professional development activities on student learning outcomes   **Operations and Support Services**   * Student information systems * Finance systems   **Human Resource Leadership**   * Attracting, developing, and retaining quality staff * Evaluation Processes and feedback to employees |

1. **The Prince Edward County School Board will direct the Division Superintendent to provide OSQ staff documentation on planned uses of local funds. OSQ staff, in consultation with the Director of the Office of School Quality, will review and approve planned uses and actual expenditures of state and federal funds. Approval from OSQ staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made.**

**Status**

The Prince Edward County Public Schools division staff provided updates regarding expenditure of school improvement grant funds for Targeted and Additional Targeted Support and Improvement schools as required by the *Elementary and Secondary* *Education Act of 1965* (ESEA) as amended by the *Every Student Succeeds Act of* *2015* (ESSA).

1. **The Prince Edward County School Board will direct the Division Superintendent to consult with OSQ staff on all recommendations regarding new or modified instructional programs no fewer than 10 business days prior to purchase or submission to the local board for approval. Approval from OSQ staff is required before purchase orders or contracts can be executed.**

**Status**

During the 2020-2021 academic year, the Office of School Quality did not receive requests for approval of new or modified instructional programs from the school division staff.

1. **The Prince Edward County School Board will direct the Division Superintendent to consult with the OSQ staff assigned to the division on all recommendations regarding hiring administrative (licensed) personnel at both the building- and division-level prior to being submitted to the local board for approval. Recommendations regarding hiring these personnel must be submitted to the OSQ staff no fewer than 10 business days prior to the local board meeting.**

**Status**

The Prince Edward County Public Schools division staff submitted job descriptions and recommendations for administrative positions to the Office of School Quality’s assigned consultant for review and feedback.

1. **The Prince Edward County School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Quality on the next business day following the local board monthly update.**

**Status**

After approval of the CAP in January 2021, the PECPS superintendent and division staff provided regular updates to the local board as noted on the table below.

|  |  |
| --- | --- |
| **September 2020** | Not applicable |
| **October 2020** | **10/7/20**   * Agenda - Yes * Supporting documents - Yes |
| **November 2020** | **11/4/20**   * Agenda - Yes * Supporting documents - Yes |
| **December 2020** | **12/9/20**   * Agenda - Yes * Supporting documents - Yes |
| **January 2021** | **1/13/21**   * Agenda - Yes * Supporting documents - Yes |
| **February 2021** | **2/3/21**   * Agenda - Yes * Supporting documents - Yes |
| **March 2021** | **3/3/21**   * Agenda - Yes * Supporting documents - Yes |
| **April 2021** | **4/14/21**   * Agenda - Yes * Supporting documents - Yes |
| **May 2021** | **5/5/21**   * Agenda - Yes * Supporting documents - Yes |
| **June 2021** | **6/9/21**   * Agenda - Yes * Supporting documents - No |
| **July 2021** | **7/14/21**   * Agenda - Yes * Supporting documents - No |
| **August 2021** | **8/4/21**   * Agenda - Yes * Supporting documents - No |

1. **The Division Superintendent will direct appropriate division staff to participate in OSQ required technical assistance and other professional development identified by the Office of School Quality, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU.**

**Status**

The PECPS superintendent ensured participation of the appropriate staff in technical assistance and other professional development required by the OSQ regarding the following:

* 2020/2021 State and Federal Accountability Monitoring Visits Conducted by the OSQ Staff – January 6, 2021
* 2020/2021 Professional Learning Network: English/Specially Designed Instruction – November 10, 2020; January 12, 2021; March 9, 2021; and May 4, 2021
* 2020/2021 Teachers in Action: Mathematics and English – March 5, 2021; March 15, 2021; March 22, 2021; and March 29, 2021
* Graduation and Completion Index (GCI) Support – October 28, 2020; November 19, 2020; and April 20, 2021
* Curriculum Work

During the 2021-2022 CAP meetings, the Division Superintendent and division staff will provide updates regarding the status of follow up activities related to implementation of strategies as well as relevant data to determine the efficacy of the professional learning activities.

1. **The Prince Edward County School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and the corrective action plan.**

**Status**

During the 2020-2021 academic year, there were no requests for the Prince Edward County School Board or Division Superintendent to appear before the Virginia Board of Education for the purpose of providing reports and/or answering questions about the implementation of the MOU and the corrective action plan.

1. **All members of the Prince Edward County School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Board Association (VSBA) which focuses on their respective roles and responsibilities for school improvement (or for improving student achievement in challenged schools). The plans for this professional development will be developed by the VSBA and the agenda will receive prior approval from the Director of the Office of School Quality. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of the Office of School Quality and will be reviewed at the bi-monthly meetings between the Division Superintendent and the Director of OSQ.**

**Status**

The Prince Edward County School Board and Division Superintendent participated in annual professional development with the VSBA on October 21, 2020.

1. **The State Superintendent of Public Instruction and the State Board President will meet with the Local Board Chair and any other interested Prince Edward County Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.**

**Status**

During the 2020-2021 academic year, the State Superintendent of Public Instruction and the State Board President met with the Local Board Chair, Division Superintendent, and other interested Board members on October 6, 2020 and May 11, 2021 to discuss the status of the MOU and CAP implementation.

**Recommendations for the 2021-2022 Academic Year**:

As per the responsibilities referenced in MOU Item #1, the Division will present artifacts to demonstrate evidence of the division’s progress in achieving the CAP action steps and fostering division-level capacity for improving all schools. All CAP Meetings will occur in September, November, January, March, May, and July of the academic year.

Divisions will submit artifacts in advance of the CAP meetings to allow the OSQ staff to analyze the artifacts and engage in coaching conversations during the CAP meetings to enhance the division’s leadership capacity and sustainability of supports for schools.

It is imperative that PECPS continue to commit to addressing all priority areas of the Corrective Action Plan while focusing on the following:

* Provide strong Tier I instruction that is aligned with Virginia Standards of Learning for all student groups.
* Strengthen Tier 1 instruction for all students by providing consistent professional learning opportunities for teachers, consistent implementation, monitoring of the comprehensive school improvement plans, and building the capacity of school instructional leaders.
* Plan, implement and monitor additional learning opportunities (during the school year and into summer of 2022) to address unfinished learning for students most impacted by the virtual setting.
* Implement the division-approved interventions with fidelity to maximize student learning while ensuring alignment, support, and collection of outcome data.
* Monitor all instructional programs to ensure positive student outcomes using both qualitative and quantitative data.
* Analyze instructional walkthrough data to identify areas of support needed for strong instructional program implementation and administrative oversight.
* Align expenditure of resources with CAP essential actions and MOU expectations.

**Attachment A-5**

**Virginia Department of Education**

**Memorandum of Understanding (MOU) Annual Update**

**Richmond City Public Schools**

**October 2021**

The purpose of this report is to provide an update regarding the Richmond City Public Schools implementation of the MOU for the reporting period of September 2020 – August 2021.

**Status of the Division’s MOU Responsibilities:**

1. **The Richmond City School Board will direct the Division Superintendent and appropriate staff to meet every two months with the Office of School Improvement to review (1) artifacts that serve as evidence of the implementation of the required actions detailed in the corrective action plan; and (2) quarterly data that serve as evidence of progress made towards the attainment of the goals of the corrective action plan. Data points to be reviewed include, but are not limited to, the following: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number and quality of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, history, and science. OSI staff may request additional data. Feedback on the steps taken by Richmond City Public Schools to implement the essential actions in the corrective action plan will be communicated by OSI staff via a written bi­ monthly report provided to the Superintendent of Public Instruction, the Director of the Office of School Improvement, the Division Superintendent and the Richmond City School Board. Specific next steps will be developed as needed.**

**Status**

During the 2020-2021 academic year, Corrective Action Plan (CAP) progress meetings were conducted with the Richmond Division Superintendent, division staff, and VDOE staff representing multiple offices (School Quality, Special Education, and ESEA Programs) on the following dates: September 30, 2020; December 2, 2020; February 25, 2021; April 29, 2021; and July 15, 2021. The Division Superintendent and division staff shared artifacts and data related to student learning outcomes and received feedback from VDOE staff regarding establishment and implementation of systems and processes to address identified needs.

The table below contains information about specific topics discussed during the meetings.

|  |  |
| --- | --- |
| **Dates** | **Summary of Topics** |
| September 30, 2020  December 2, 2020  February 25, 2021  April 29, 2021  July 15, 2021 | **Academics and Student Success:**   * Continuous School Improvement Planning (CSIP) Processes * Transcript Review and Processes * On Time Graduation and review of case management for seniors * Efforts to reduce the number of Applied Studies credentials by increasing the number of Standard/Advanced diplomas. * Summary of graduation, least restrictive environment (LRE) and compliance audits * Attendance * Career and Technical Education (CTE) Findings * Measuring Success/ Student Impact of the adopted math, English Language Arts programs, and Response to Intervention (RTI) implementation * Alignment between the written, taught, and tested curriculum * Fidelity and evidence to support the evidence-based interventions on student learning outcomes * Master Schedule monitoring and feedback * Plans for scheduling for students with disabilities (SWD) in 2021 - 2022   **Budget:**   * Amendments, release of funds * American Rescue Plan (ARP) * Coronavirus Aid, Relief, and Economic Security (CARES) Act funds and Coronavirus Relief Funds (CRF) * Federal and State Awards for the Virginia Department of Education   **Leadership & Governance**   * Process for sharing responsibility to achieve the division’s Strategic Plan between central office and schools * Programmatic policy and funding decisions   **Operations & Support**   * Capital improvement plan and alignment with the division’s mission and vision * Instructional and operational data to design technology infrastructure   **Human Resources**   * Effectiveness of division practices and policies to determine reasons that employees leave the division * Process to compile the results/data of employee evaluations to inform professional development, recruitment, and retention * Identify community and family needs * Process for employee development |

1. **The Richmond City School Board will direct the Division Superintendent to provide OSI staff documentation on planned uses of local funds. OSI staff, in consultation with the Director of the Office of School Improvement, will review and approve planned uses and actual expenditures of state and federal funds. Approval from OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made.**

**Status**

On a quarterly basis, Richmond City Public Schools division staff provided the OSQ with detailed financial reports and information on all local, state, and federal funds. Additionally, RPS submitted their approved budget and chart of accounts. The OSQ Reports and Grants Manager reviewed the documentation and offered feedback.

1. **The Richmond City School Board will direct the Division Superintendent to consult with OSI staff on all recommendations regarding new or modified instructional programs and/or professional development no less than 10 business days prior to purchase or submission to the local board for approval. Approval from OSI staff is required before purchase orders or contracts involving state and federal funding can be executed and requests for reimbursements can be made. Any proposed new or modified instructional program must be aligned with the results of a division or school-specific asset mapping exercise.**

**Status**

The Richmond City Public Schools division staff submitted instructional program and professional development approval forms for review by the Office of School Quality and the assigned executive liaison. A continued area for improvement is exploring the alignment of various programs/materials to existing materials to determine duplication of effort and impact on direct instruction from skilled practitioners.

1. **The Richmond City School Board will direct the Division Superintendent to consult with OSI staff on processes, procedures, and strategies that are implemented in support of the MOU, through the corrective action plan, in the areas of human resources, operations and support services, and community relations and communications.**

**Status**

During the 2020-2021 academic year, the Richmond Public Schools division staff focused on instituting processes related to human resource functions including alignment of positions on the division’s organizational chart and development of job descriptions. Division staff have been responsive to the feedback received from the Office of School Quality and the assigned executive liaison.

1. **The Richmond City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.**

**Status**

The Division Superintendent and staff have provided the local board with monthly updates regarding the CAP as noted in the table below.

|  |  |
| --- | --- |
| **September 2020** | **9/14/20**   * Agenda - Yes * Supporting documents - No |
| **October 2020** | **10/19/20**   * Agenda - Yes * Supporting documents - No |
| **November 2020** | **11/2/20**   * Agenda – Yes * Supporting documents - Yes |
| **December 2020** | **12/7/20**   * Agenda - Yes * Supporting documents - No |
| **January 2021** | **1/19/21**   * Agenda - Yes * Supporting documents - No |
| **February 2021** | **2/1/21**   * Agenda - Yes * Supporting documents - Yes |
| **March 2021** | **3/15/21** \*Virtual meeting with VDOE   * Agenda – Yes * Supporting documents - Yes |
| **April 2021** | **4/19/21** \*Meeting about Board Governance Manual   * Agenda - Yes * Supporting documents - Yes |
| **May 2021** | **5/3/21**   * Agenda - Yes * Supporting documents - Yes |
| **June 2021** | **6/2/21**   * Agenda - Yes * Supporting documents - Yes |
| **July 2021** | **7/19/21**   * Agenda – Yes * Supporting documents - Yes |
| **August 2021** | **8/16/21**   * Agenda - Yes * Supporting documents - Yes |

1. **The Division Superintendent will direct appropriate division staff to participate in OSI required technical assistance and other professional development identified by the Office of School Improvement, when invited, to support the implementation of strategies for improving student achievement in low-performing schools. The Division Superintendent will ensure that appropriate division staff implement with fidelity actions/next steps resulting from all technical assistance provided as a result of the MOU.**

**Status**

The Richmond Division Superintendent ensured participation of the appropriate staff in technical assistance and other professional development required by the OSQ regarding the following:

* 2020/2021 State and Federal Accountability Monitoring Visits Conducted by the OSQ Staff
* 2020/2021 Teachers in Action: Mathematics and English – March 5, 2021; March 15, 2021; March 22, 2021; and March 29, 2021
* 2020/2021 Professional Learning Network: English/Specially Designed Instruction – November 10, 2020; January 12, 2021; March 9, 2021; and May 4, 2021
* Graduation and Completion Index (GCI) Support – September 29, 2020; November 4, 2020; June 15,2021; and June 22, 2021

1. **The Richmond City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and the corrective action plan.**

**Status**

During the 2020-2021 academic year, there were no requests for the Richmond City School Board or Division Superintendent to appear before the Virginia Board of Education for the purpose of providing reports and/or answering questions about the implementation of the MOU and the corrective action plan.

1. **All members of the Richmond City School Board and the Division Superintendent will participate at a minimum annually in board and superintendent professional development provided by the Virginia School Board Association (VSBA) which focuses on their respective roles and responsibilities for school improvement (or for improving student achievement in challenged schools). The plans for this professional development will be developed by the VSBA and the agenda will receive prior approval from the Director of the Office of School Improvement. Meeting minutes that include the identification of next steps for implementation of the professional development will be sent to the Director of the Office of School Improvement and will be reviewed at the bi-monthly meetings between the Division Superintendent and the Director of OSI.**

**Status**

The Richmond City School Board and Division Superintendent participated in annual professional development with the VSBA in January 2020 and January 2021.

1. **The State Superintendent of Public Instruction and the State Board President will meet with the Local Board Chair and any other interested Richmond School Board members at least twice per year to facilitate communication and regular updates. All meetings shall be conducted according to applicable Open Meeting Laws.**

**Status**

During the 2020-2021 academic year, the State Superintendent of Public Instruction and the State Board President met with the Local Board Chair, Division Superintendent, and other interested Board members on October 9, 2020 and March 2, 2021.

**Recommendations for the 2021-2022 Academic Year**:

As per the responsibilities referenced in MOU Item #1, the Division will present artifacts to demonstrate evidence of the division’s progress in achieving the CAP action steps and fostering division-level capacity for improving all schools. All CAP Meetings will occur in September, November, January, March, May, and July of the academic year.

Divisions will submit artifacts in advance of the CAP meetings to allow the OSQ staff to analyze the artifacts and engage in coaching conversations during the CAP meetings to enhance the division’s leadership capacity and sustainability of supports for schools.

It is imperative that RPS continue to commit to addressing all priority areas of the Corrective Action Plan while focusing on the following:

* Provide strong Tier I instruction that is aligned with Virginia Standards of Learning for all student groups.
* Strengthen Tier 1 instruction for all students by providing consistent professional learning opportunities for teachers, consistent implementation, monitoring of the comprehensive school improvement plans, and building the capacity of school instructional leaders.
* Plan, implement and monitor additional learning opportunities (during the school year and into summer of 2022) to address unfinished learning for students most impacted by the virtual setting.
* Implement the division-approved interventions with fidelity to maximize student learning while ensuring alignment, support, and collection of outcome data.
* Monitor all instructional programs to ensure positive student outcomes using both qualitative and quantitative data.
* Analyze instructional walkthrough data to identify areas of support needed for strong instructional program implementation and administrative oversight.
* Continue to refine and monitor the on-time graduation process.
* Continue to implement and monitor the transcript auditing process to ensure integration into systemic RPS expectations.
* Develop a plan for full time virtual instruction, should circumstances require it.
* Align expenditure of resources with CAP essential actions and MOU expectations.