| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: R

## Date: October 18, 2018

### Title: Annual Progress Report on Memorandum of Understanding as Required for Divisions under Division-level Review for Petersburg City Public Schools

#### Presenter: Beverly W. Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement

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## Purpose of Presentation:

Action required by Board of Education regulation.

**Executive Summary:**In 2004, the Petersburg City School Board requested a division-level academic review. Petersburg City Public Schools and the Virginia Board of Education (VBOE) signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004. Based on the 2005-2006 assessment results, Petersburg City Public Schools entered into a second MOU on November 20, 2006. On November 17, 2009, the Virginia Board of Education revised the MOU for Petersburg City Public Schools. This MOU was to remain in effect until all schools were *Fully Accredited*. As required by the MOU, Petersburg City Public Schools developed a corrective action plan beginning in the 2009-2010 school year. An updated corrective action plan was approved by the VBOE on October 24, 2013.

In December 2015, teams from the Offices of School Improvement, Special Education Program Improvement, and Student Services conducted an on-site review in Petersburg City Public Schools. Based on the December on-site review, the VBOE approved a revised division- level MOU (Attachment A1) for Petersburg City School on April 28, 2016. A revised division-level corrective action plan (Attachment A2) was approved by the VBOE on November 17, 2016.

The following chart contains an overview of school accreditation data for Petersburg City Public Schools for the current school year and the previous four school years. Attachment A3 contains state and federal accountability data for each Petersburg City school.

| **School Year** | **Number of Schools Accredited with Conditions** | **Number of Schools Denied Accreditation** | **Total Number Not Fully Accredited** | **Total Number of Schools** | **Percent Not Fully Accredited** |
| --- | --- | --- | --- | --- | --- |
| 2018-2019 | 4 | 0 | 4 | 6 | 66.7% |
| **School Year** | **Number of Schools Not Fully Accredited First Year** | **Number of Schools Not Fully Accredited Second Year** | **Number of Schools Not Fully Accredited Third Year** | **Number of Partially Accredited Reconstituted Schools** | **Number of Schools Denied Accreditation** | **Total Number Not Fully Accredited** | **Total Number of Schools** | **Percent Not Fully Accredited** |
| 2017-2018 | 1 | 0 | 1 | 1 | 2 | 6 | 6 | 100% |
| 2016-2017 | 0 | 1 | 0 | 2 | 1 | 4 | 6 | 66.7% |
| 2015-2016 | 1 | 0 | 2 | 1 | 2 | 6 | 7 | 85.7% |
| 2014-2015 | 0 | 2 | 1 | 1 | 2 | 6 | 7 | 85.7% |

Ongoing communication between Petersburg leaders and Office of School Improvement (OSI) staff is a key factor in the collaborative work to implement and monitor the MOU and the Corrective Action Plan. In addition to quarterly progress update meetings with Office of School Improvement staff, Petersburg leaders monitor progress on the Corrective Action Plan (CAP) and report progress to the Petersburg City School Board on a regular basis. See Attachment A4 for the most recent progress report. Listed below is a sampling of areas of progress regarding the division CAP.

* Written policies, procedures, and practices have been established and implemented.
* Division-level leadership roles and responsibilities have been developed and communicated to appropriate staff with a monitoring process in place.
* Instructional leadership staff have determined key instructional initiatives and monitor, and provide feedback on them. A cycle of continuous training is in place in order to ensure that newly hired staff understand these instructional initiatives.
* Percent of elementary students at or above grade level in reading based on the Guided Reading Assessment (GRA) has improved from an initial 36% of elementary students in 2015-2016 to 55% for 2017-2018.
* Attendance:  Chronic absenteeism in PCPS increased 7.7% between the 2016-2017 and 2017-2018 school years.  The English Language Learners subgroup decreased in chronic absenteeism 5.8% and the Students with Disabilities subgroup increased in chronic absenteeism 21.9%.  Chronic absenteeism at the high school decreased by 11% between 2016-2017 and 2017-2018.
* Discipline:  Overall suspensions have decreased from the 2016-2017 school year to 2017-2018 by 25.36%.  Suspension of Students with Disabilities increased from 12% in 2016-2017 to 18% in 2017- 2018 at the middle and high school levels.
* Staffing data:

|  | **Long-term substitutes #/%** | **Year 1 provisionally licensed staff****#/%** | **Year 2 provisionally licensed staff****#/%** | **Year 3 provisionally licensed staff****#/%** | **Division Total** **#/%** |
| --- | --- | --- | --- | --- | --- |
| 2017-2018 | 12/4.5% | 54/20% | 15/5% | 14/5% | 95/32.5% |
| 2018-2019 | 13/5.4% | 18/7.5% | 46/19% | 25/10.4% | 99/42% |

## Action Requested:

No action requested.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Petersburg City Public Schools as required for divisions under a division-level Memorandum of Understanding.

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

Memoranda of Understanding for divisions under division-level review were previously approved by the Board and annual updates have been provided as required.

Background Information and Statutory Authority:

This Board item relates to Priority 1 of the *Virginia Board of Education Comprehensive Plan: 2018-2023* to provide high-quality, effective learning environments for all students.

The 2018 Standards of Quality (SOQ) at § 22.1-253.13:3.A provides:

. . . 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. 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.

When the Board of Education determines 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 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 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 achieve full accreditation status. If the Board determines that the proposed corrective action plan is not sufficient to enable all schools within the division to achieve full accreditation, 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](http://law.lis.virginia.gov/vacode/22.1-253.13%3A6/).

Timetable for Further Review/Action:
The superintendent of Petersburg City Public Schools meets with the Director of the Department’s Office of School Improvement (OSI) quarterly or more frequently to discuss progress in implementing the corrective action plan and to determine required next steps. The Petersburg Chief Academic Officer and the OSI Director have a weekly phone call for updates and discussion of ongoing work in Petersburg schools.

**Impact on Fiscal and Human Resources:**

The Office of School Improvement will use the academic review budget to fund contractors for the technical assistance sessions and any additional technical assistance.