



Lynchburg City Schools • 915 Court Street • Lynchburg, Virginia 24504

**Lynchburg City School Board**

Mary Ann H. Barker, Chairman  
School Board District 1

Thomas H. Webb, Vice Chairman  
School Board District 2

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School Board District 2

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School Board District 3

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School Board District 1

Darin L. Gerdes  
School Board District 2

Ingrid M. Hamlett  
School Board District 3

Treney L. Tweedy  
School Board District 3

Charles B. White  
School Board District 1

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**School Administration**

Paul McKendrick  
Superintendent

Stephen C. Smith  
Assistant Superintendent of  
Curriculum and Instruction

Edward R. Witt, Jr.  
Assistant Superintendent of  
Operations and Administration

Beverly A. Padgett  
Chief Financial Officer

Wendie L. Sullivan  
Clerk

**SCHOOL BOARD MEETING  
December 15, 2009 5:30 p.m.  
School Administration Building  
Board Room**

**A. PUBLIC COMMENTS**

1. Public Comments  
Paul McKendrick. . . . .Page 1  
Discussion (30 minutes)

**B. FINANCE REPORT**

1. Finance Report  
Beverly A. Padgett. . . . .Page 2  
Discussion (5 Minutes)

**C. CONSENT AGENDA**

1. School Board Meeting Minutes: November 17, 2009 (Joint Meeting)  
November 17, 2009 (Regular Meeting)  
December 1, 2009 (Regular Meeting)

2. Personnel Report  
Billie Kay Wingfield. . . . .Page 8  
Discussion/Action

**D. STUDENT REPRESENTATIVE COMMENTS**

**E. UNFINISHED BUSINESS**

1. High School Program of Studies: 2010-11  
Stephen C. Smith. . . . .Page 10  
Discussion/Action (5 Minutes)
2. Lynchburg City Schools' Comprehensive Plan  
Paul McKendrick. . . . .Page 12  
Discussion (15 Minutes)

**F. NEW BUSINESS**

- 1. Capital Improvement Plan: 2011-15  
Beverly A. Padgett. . . . . Page 13  
Discussion (15 Minutes)
  
- 2. Race to the Top: Memorandum of Understanding  
Paul McKendrick. . . . .Page 15  
Discussion/Action (15 Minutes)

**G. SUPERINTENDENT’S COMMENTS**

**H. BOARD COMMENTS**

**I. INFORMATIONAL ITEMS**

Public Budget Hearing and Next School Board Meeting: Tuesday,  
January 5, 2010, 5:30 p.m., Board Room, School Administration Building

**J. ADJOURNMENT**

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** A-1

**Attachments:** No

**From:** Paul McKendrick, Superintendent

**Subject:** Public Comments

**Summary/Description:**

In accordance with School Board Policy 1-41: Public Participation, the school board welcomes requests and comments as established in the guidelines within that policy. Individuals who wish to speak before the school board shall have an opportunity to do so at this time.

**Disposition:**  Action  
 Information  
 Action at Meeting on:

**Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item.

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** B-1

**Attachments:** Yes

**From:** Paul McKendrick, Superintendent  
Beverly A. Padgett, Chief Financial Officer

**Subject:** Finance Report

## Summary/Description:

The school administration, in accordance with the 2009-10 school operating budget, authorized, approved, and processed the necessary payments through November 30, 2009. The school administration certifies that the amounts approved are within budgetary limits and revenue.

The attached operating fund expenditure report summarizes the payments made through November 30, 2009, for the operating fund (unaudited).

Total Operating Fund Budget	\$86,792,304.77
Expenditures through 11/30/09	(\$25,612,982.15)
Outstanding Encumbrances	(\$2,935,977.64)
Available Balance per Finance Report	\$58,243,344.98
Percent of Budget Used as of 11/30/09	32.89%
Percent of Budget Used as of 11/30/08	30.58%
As of 11/30/09 – 12 months	41.67%

The operating fund revenue report details the revenue received through November 30, 2009. The expenditure summary report summarizes the payments made through November 30, 2009, for all funds. Both reports appear as attachments to the agenda report.

**Disposition:**  Action  
 Information  
 Action at Meeting on:

## Recommendation:

The superintendent recommends that the school board receive the agenda report as an informational item.

	FY 2008 - 2009			FY 2009 - 2010					
	BUDGET	ACTUAL TRANSACTIONS	% OF BUDGET USED	BUDGET	ACTUAL TRANSACTIONS	% OF BUDGET USED	ENCUMB	BUDGET BALANCE	% OF BUDGET USED
<b>INSTRUCTION</b>									
CLASSROOM INSTRUCTION	51,092,293.62	13,507,524.11	26.44%	51,785,254.00	12,756,976.07	24.63%	175,765.59	38,852,512.34	24.97%
INSTR SUPPORT - STUDENT	2,799,395.84	1,035,400.62	36.99%	2,931,924.07	970,639.30	33.11%	93,209.45	1,868,075.32	36.29%
INSTR SUPPORT- STAFF	5,502,023.17	1,600,955.72	29.10%	4,342,203.60	1,725,959.95	39.75%	315,900.87	2,300,342.78	47.02%
INSTR SUPPORT-SCHOOL ADM	4,718,217.88	1,940,512.89	41.13%	4,813,355.03	1,850,642.67	38.45%	1,886.73	2,960,825.63	38.49%
<b>TOTAL INSTRUCTION</b>	<b>64,111,930.51</b>	<b>18,084,393.34</b>	<b>28.21%</b>	<b>63,872,736.70</b>	<b>17,304,217.99</b>	<b>27.09%</b>	<b>586,762.64</b>	<b>45,981,756.07</b>	<b>28.01%</b>
<b>ADMINISTRATION</b>									
ADMINISTRATION	2,522,134.73	1,131,133.31	44.85%	2,458,915.73	1,179,914.81	47.99%	11,529.33	1,267,471.59	48.45%
ATTENDANCE & HEALTH SERV	2,093,046.16	625,251.88	29.87%	2,119,941.64	540,791.66	25.51%	486.90	1,578,663.08	25.53%
<b>TOTAL ADMINISTRATION</b>	<b>4,615,180.89</b>	<b>1,756,385.19</b>	<b>38.06%</b>	<b>4,578,857.37</b>	<b>1,720,706.47</b>	<b>37.58%</b>	<b>12,016.23</b>	<b>2,846,134.67</b>	<b>37.84%</b>
<b>PUPIL TRANSPORTATION</b>									
MANAGEMENT & DIRECTION	356,432.16	143,303.81	40.21%	329,075.12	125,531.80	38.15%	-	203,543.32	38.15%
VEHICLE OPERATION SERVICE	2,389,270.00	1,052,920.78	44.07%	2,538,597.50	802,450.66	31.61%	-	1,736,146.84	31.61%
MONITORING SERVICE	400,488.00	81,189.57	20.27%	182,578.86	75,397.26	41.30%	-	107,181.60	41.30%
VEHICLE MAINT SERVICE	632,933.00	243,046.43	38.40%	544,420.85	161,851.36	29.73%	121.26	382,448.23	29.75%
BUSES-LEASE PURCHASE	575,000.00	435,006.00	75.65%	-	-	-	-	-	-
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>4,354,123.16</b>	<b>1,955,466.59</b>	<b>44.91%</b>	<b>3,594,672.33</b>	<b>1,165,231.08</b>	<b>32.42%</b>	<b>121.26</b>	<b>2,429,319.99</b>	<b>32.42%</b>
<b>OPERATION &amp; MAINTENANCE</b>									
MANAGEMENT & DIRECTION	562,489.00	153,326.77	27.26%	345,256.50	123,622.79	35.81%	9,549.01	212,084.70	38.57%
BUILDING SERVICES	9,689,230.00	3,625,811.10	37.42%	9,524,942.65	3,363,106.25	35.31%	1,857,882.48	4,303,953.92	54.81%
GROUNDS SERVICES	163,077.00	100,449.20	61.60%	223,103.57	95,889.95	42.98%	-	127,213.62	42.98%
EQUIPMENT SERVICES	52,000.00	449.37	0.86%	52,000.00	13,067.72	25.13%	329.46	38,602.82	25.76%
VEHICLE SERVICES	17,000.00	7,474.58	43.97%	17,000.00	4,718.75	27.76%	960.20	11,321.05	33.41%
SECURITY SERVICES	421,869.32	107,303.59	25.44%	223,377.00	102,846.30	46.04%	12,584.03	107,946.67	51.68%
<b>TOTAL OPERATION &amp; MAINT</b>	<b>10,905,665.32</b>	<b>3,994,814.61</b>	<b>36.63%</b>	<b>10,385,679.72</b>	<b>3,703,251.76</b>	<b>35.66%</b>	<b>1,881,305.18</b>	<b>4,801,122.78</b>	<b>53.77%</b>
<b>SCHOOL FOOD SERVICES</b>	<b>-</b>	<b>37,574.39</b>	<b>-</b>	<b>55,215.00</b>	<b>17,381.86</b>	<b>31.48%</b>	<b>-</b>	<b>37,833.14</b>	<b>31.48%</b>
<b>FACILITIES</b>	<b>1,221,682.96</b>	<b>33,576.04</b>	<b>2.75%</b>	<b>1,011,490.00</b>	<b>95,675.80</b>	<b>9.46%</b>	<b>17,690.22</b>	<b>898,123.98</b>	<b>11.21%</b>
<b>CONTINGENCY RESERVES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>DEBT SERVICE</b>	<b>906,817.00</b>	<b>446,092.13</b>	<b>49.19%</b>	<b>1,027,410.00</b>	<b>528,323.57</b>	<b>51.42%</b>	<b>411,449.44</b>	<b>87,636.99</b>	<b>91.47%</b>
<b>TECHNOLOGY</b>									
INSTR TECHNOLOGY	1,499,958.39	646,826.88	43.12%	1,788,717.67	757,893.63	42.37%	17,770.60	1,013,053.44	43.36%
ADMIN TECHNOLOGY	924,768.77	117,974.77	12.76%	477,525.98	320,299.99	67.07%	8,862.07	148,363.92	68.93%
<b>TOTAL TECHNOLOGY</b>	<b>2,424,727.16</b>	<b>764,801.65</b>	<b>31.54%</b>	<b>2,266,243.65</b>	<b>1,078,193.62</b>	<b>47.58%</b>	<b>26,632.67</b>	<b>1,161,417.36</b>	<b>48.75%</b>
<b>TOTAL OPERATING FUND</b>	<b>88,540,127.00</b>	<b>27,073,103.94</b>	<b>30.58%</b>	<b>86,792,304.77</b>	<b>25,612,982.15</b>	<b>29.51%</b>	<b>2,935,977.64</b>	<b>58,243,344.98</b>	<b>32.89%</b>

FY 2008-2009

FY 2009-2010

ACCOUNT TITLE	FY 2008-2009				FY 2009-2010			
	REVENUE BUDGET	YEAR-TO-DATE TRANSACTIONS	BUDGET BALANCE	% BUDGET RECEIVED	REVENUE BUDGET	YEAR-TO-DATE TRANSACTIONS	BUDGET BALANCE	% BUDGET RECEIVED
SALES TAX RECEIPTS	(9,253,060.00)	(2,975,197.98)	(6,277,862.02)	32.15%	(8,736,195.00)	(2,802,983.11)	(5,933,211.89)	32.08%
240202 BASIC SCHOOL AID	(25,740,683.00)	(10,725,284.60)	(15,015,398.40)	41.67%	(23,163,938.00)	(9,646,000.00)	(13,517,938.00)	41.64%
240207 GIFTED & TALENTED	(252,164.00)	(105,068.30)	(147,095.70)	41.67%	(249,571.00)	(103,987.90)	(145,583.10)	41.67%
240208 REMEDIAL EDUCATION	(992,212.00)	(413,421.70)	(578,790.30)	41.67%	(982,006.00)	(409,169.20)	(572,836.80)	41.67%
240208 REMEDIAL ED-SUMMER	(195,994.00)	-	(195,994.00)	0.00%	(215,497.00)	(211,765.00)	(3,732.00)	98.27%
240209 ENROLLMENT LOSS	(171,829.00)	-	(171,829.00)	-100.00%	(174,302.00)	-	(174,302.00)	0.00%
240212 SPECIAL ED SOQ	(3,623,494.00)	(1,509,789.20)	(2,113,704.80)	41.67%	(3,586,222.00)	(1,494,259.20)	(2,091,962.80)	41.67%
240217 VOCATIONAL ED SOQ	(312,465.00)	(130,193.80)	(182,271.20)	41.67%	(314,676.00)	(131,115.00)	(183,561.00)	41.67%
240221 SOC SEC-INSTR	(1,496,541.00)	(623,558.80)	(872,982.20)	41.67%	(1,481,148.00)	(617,145.00)	(864,003.00)	41.67%
240223 VRS INSTRUCTIONAL	(1,935,088.00)	(806,286.70)	(1,128,801.30)	41.67%	(1,909,758.00)	(795,732.50)	(1,114,025.50)	41.67%
240241 GROUP LIFE INST	(65,782.00)	(27,409.20)	(38,372.80)	-100.00%	(54,254.00)	(22,605.80)	(31,648.20)	41.67%
240228 READING INTERVENTION	(133,077.00)	-	(133,077.00)	-100.00%	(118,746.00)	-	(118,746.00)	0.00%
240205 CAT-REG FOSTER	(163,827.00)	-	(163,827.00)	0.00%	(205,262.00)	-	(205,262.00)	0.00%
240246 CAT-HOMEBOUND	(72,121.00)	-	(72,121.00)	-100.00%	(65,417.00)	(159,994.16)	94,577.16	244.58%
240248 REGIONAL TUITION	(979,174.00)	-	(979,174.00)	-100.00%	(800,760.00)	(417,298.10)	(383,461.90)	52.11%
240265 AT RISK SOQ	(1,133,398.00)	-	(1,133,398.00)	0.00%	(1,029,835.00)	-	(1,029,835.00)	0.00%
240309 ESL	(85,194.00)	-	(85,194.00)	0.00%	(128,081.00)	-	(128,081.00)	0.00%
330213 SCHOOL LUNCH	-	(328,426.70)	328,426.70	100.00%	-	-	-	100.00%
240281 AT RISK 4 YR OLDS	(984,935.00)	-	(984,935.00)	-100.00%	(1,008,958.00)	-	(1,008,958.00)	0.00%
240218 CTE - ADULT ED	(19,175.00)	-	(19,175.00)	-100.00%	(19,175.00)	-	(19,175.00)	0.00%
240253 CTE OCC PREP	(27,116.00)	-	(27,116.00)	-100.00%	(30,573.00)	-	(30,573.00)	0.00%
LOTTERY PROCEEDS	(1,306,102.00)	-	(1,306,102.00)	0.00%	(493,011.00)	-	(493,011.00)	0.00%
REG SPEC SERV	(701,368.00)	-	(701,368.00)	-	(817,514.00)	-	(817,514.00)	0.00%
240275 PRIMARY CLASS SIZE	(1,346,207.00)	-	(1,346,207.00)	-100.00%	(1,386,843.00)	-	(1,386,843.00)	0.00%
240214 TEXTBOOKS	(649,707.00)	(270,711.30)	(378,995.70)	41.67%	(643,024.00)	(267,926.70)	(375,097.30)	41.67%
240203 GED/ISAEP	(23,576.00)	(9,823.30)	(13,752.70)	-100.00%	(23,576.00)	-	(23,576.00)	0.00%
240306 SCHOOL CONSTRUCT	(213,956.00)	-	(213,956.00)	0.00%	-	-	-	-
240405 ALGEBRA READINESS	(121,377.00)	-	(121,377.00)	-100.00%	(110,877.00)	-	(110,877.00)	0.00%
<b>COMMONWEALTH OF VA</b>	<b>(51,999,622.00)</b>	<b>(17,925,171.58)</b>	<b>(34,074,450.42)</b>	<b>34.47%</b>	<b>(47,749,219.00)</b>	<b>(17,079,981.67)</b>	<b>(30,669,237.33)</b>	<b>35.77%</b>
330201 BASIC ADULT ED.	(80,000.00)	-	(80,000.00)	0.00%	(80,000.00)	(59,123.05)	(20,876.95)	73.90%
330212 IMPACT AIDPL81-874	(6,000.00)	-	(6,000.00)	0.00%	(6,000.00)	-	(6,000.00)	0.00%
330219 TITLE VI-B SPEC ED	(2,067,000.00)	(442,458.61)	(1,624,541.39)	21.41%	(2,382,737.38)	-	(2,382,737.38)	0.00%
180303 MEDICAID REIMBURSE	(180,000.00)	(416,728.31)	236,728.31	231.52%	(180,000.00)	(421,544.01)	241,544.01	234.19%
JR ROTC	-	(18,492.43)	18,492.43	-	(40,000.00)	(29,008.33)	(10,991.67)	72.52%
FED STIMULUS-STABILIZATION	-	-	-	-	(2,892,748.00)	-	(2,892,748.00)	0.00%
<b>FEDERAL</b>	<b>(2,333,000.00)</b>	<b>(877,679.35)</b>	<b>(1,455,320.65)</b>	<b>37.62%</b>	<b>(5,581,485.38)</b>	<b>(509,675.39)</b>	<b>(5,071,809.99)</b>	<b>9.13%</b>
510500 CITY OPER APPR	(32,442,103.00)	(10,000,000.00)	(22,442,103.00)	30.82%	(31,942,103.00)	(8,610,000.00)	(23,332,103.00)	26.96%
510502 CITY DEBT SERV APP	(33,627.00)	-	(33,627.00)	0.00%	(33,627.00)	-	(33,627.00)	0.00%
<b>CITY</b>	<b>(32,475,730.00)</b>	<b>(10,000,000.00)</b>	<b>(22,475,730.00)</b>	<b>30.79%</b>	<b>(31,975,730.00)</b>	<b>(8,610,000.00)</b>	<b>(23,365,730.00)</b>	<b>26.93%</b>
189912 MISC REV/OTH FUNDS	-	(142.97)	142.97	-	-	(2,787.03)	2,787.03	100.00%
180303 REBATES & REFUNDS	(115,000.00)	(9,985.82)	(105,014.18)	8.68%	(115,000.00)	(2,983.61)	(112,016.39)	2.59%
189903 DONATIONS & SP GF	-	(200.00)	200.00	-	-	-	-	-
189908 SALE OF SCHOOL BUSES	-	-	-	-	-	-	-	-
189909 SALE OTHER EQUIPMENT	-	-	-	-	-	-	-	-
189910 INSURANCE ADJUST	-	(3,973.00)	3,973.00	-	-	(139.00)	139.00	-
189912 OTHER FUNDS	(10,000.00)	-	(10,000.00)	0.00%	(10,000.00)	-	(10,000.00)	0.00%
E RATE REIMBURSEMENT	-	-	-	-	(85,000.00)	(97,183.93)	12,183.93	114.33%

<b>MISCELLANEOUS</b>	<b>(125,000.00)</b>	<b>(14,301.79)</b>	<b>(110,698.21)</b>	<b>11.44%</b>	<b>(210,000.00)</b>	<b>(103,093.57)</b>	<b>(106,906.43)</b>	<b>49.09%</b>
150201 RENTS	(110,000.00)	-	(110,000.00)	0.00%	(110,000.00)	(5,000.00)	(105,000.00)	4.55%
161201 TUITION DAY SCHOOL	(189,000.00)	(104,142.57)	(84,857.43)	55.10%	(189,000.00)	(79,204.34)	(109,795.66)	41.91%
161206 TUITION ADULT	(15,750.00)	-	(15,750.00)	0.00%	(15,750.00)	-	(15,750.00)	0.00%
161207 TUITION SUMMER SCH	(42,000.00)	(46,151.00)	4,151.00	109.88%	(42,000.00)	(6,290.00)	(35,710.00)	14.98%
161202 SPEC PUPIL FEES	(525.00)	(36,788.00)	36,263.00	7007.24%	(35,000.00)	(152.00)	(34,848.00)	0.43%
161205 BUS RENTAL	(122,500.00)	(69,721.94)	(52,778.06)	56.92%	(122,500.00)	(103,129.02)	(19,370.98)	84.19%
190101 TUIT FM OTH CO/CY	-	-	-	-	(634,620.00)	-	(634,620.00)	0.00%
161201 DUAL ENROLLMENT	(42,000.00)	-	(42,000.00)	0.00%	(42,000.00)	-	(42,000.00)	0.00%
FACILITY RENTALS	(85,000.00)	(27,516.23)	(57,617.13)	32.37%	(85,000.00)	(30,141.85)	(54,858.15)	35.46%
<b>CHARGES FOR SERVICES</b>	<b>(606,775.00)</b>	<b>(284,319.74)</b>	<b>(322,588.62)</b>	<b>46.86%</b>	<b>(1,275,870.00)</b>	<b>(223,917.21)</b>	<b>(1,051,952.79)</b>	<b>17.55%</b>
150102 INTEREST-INVEST	-	(1,346.56)	1,346.56	100.00%	-	-	-	-
150101 INTEREST-BNK DPST	-	(2,428.19)	2,428.19	100.00%	-	(778.57)	778.57	100.00%
GRANTOR TRUST INTEREST	-	-	-	-	-	-	-	-
<b>USE OF MONEY</b>	<b>-</b>	<b>(3,774.75)</b>	<b>3,774.75</b>	<b>100.00%</b>	<b>-</b>	<b>(778.57)</b>	<b>778.57</b>	<b>100.00%</b>
<b>LEASE PURCHASE PROCEEDS</b>	<b>(1,000,000.00)</b>	<b>-</b>	<b>(1,000,000.00)</b>	<b>0.00%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL OPERATING FUND</b>	<b>(88,540,127.00)</b>	<b>(29,105,247.21)</b>	<b>(59,435,013.15)</b>	<b>32.87%</b>	<b>(86,792,304.38)</b>	<b>(26,527,446.41)</b>	<b>(60,264,857.97)</b>	<b>30.56%</b>

	ADOPTED	CARRYOVER	TOTAL	YEAR TO DATE	OUTSTANDING	UNCOMMITTED	% OF BUDGET USED
	BUDGET	BUDGET	BUDGET	ACTIVITY	ENCUMBRANCES	FUNDS	
<b>FUND 1 OPERATING</b>	<b>86,476,567.00</b>	<b>315,737.77</b>	<b>86,792,304.77</b>	<b>25,612,982.15</b>	<b>2,935,977.64</b>	<b>58,243,344.98</b>	<b>32.89%</b>
<b>FUND 5 FEDERAL PROJECT</b>							
005 09-10 HOUSE CONSTRUCTION	12,000.00	-	12,000.00	1,055.91	-	10,944.09	8.80%
045 PERRY POETS' FUND	-	700.00	700.00	-	-	700.00	0.00%
127 PARTNERS IN EDUCATION	10,195.00	11,548.55	21,743.55	12,184.67	1,145.51	8,413.37	61.31%
281 DISTINGUISHED SCHOOLS	-	8,488.00	8,488.00	1,376.88	-	7,111.12	16.22%
480 07-08 TITLE I, PART D N&D	-	3,823.85	3,823.85	3,823.85	-	-	100.00%
491 21ST CENTURY GRANT 08-09	-	23,212.70	23,212.70	23,212.70	-	-	100.00%
503 NATIONAL BOARD INCENTIVE	-	-	-	13,449.15	-	(13,449.15)	-
510 PLAY IT SMART	-	25,123.92	25,123.92	20,641.09	-	4,482.83	82.16%
520 QUALITY INITIATIVE	-	5,063.00	5,063.00	1,386.88	-	3,676.12	27.39%
810 08-09 CARL PERKINS VOC FUNDS	-	9,680.76	9,680.76	9,680.76	-	-	100.00%
813 08-09 619-A PRESCHOOL SPED	-	31,695.95	31,695.95	31,695.95	-	-	100.00%
814 08-09 TITLE I, PART A	-	380,206.36	380,206.36	380,206.36	-	-	100.00%
815 08-09 TITLE I, PART D N&D	-	35,939.48	35,939.48	35,939.48	-	-	100.00%
816 08-09 TITLE II, PART A	-	238,510.93	238,510.93	160,962.09	45,326.51	32,222.33	86.49%
817 08-09 TITLE II,PART D	-	22,383.39	22,383.39	20,004.60	-	2,378.79	89.37%
818 08-09 TITLE I PART D JDH (SOP)	-	15,159.67	15,159.67	6,918.73	19.09	8,221.85	45.76%
819 08-09 TITLE IV, PART A S&D	-	12,517.08	12,517.08	2,859.98	-	9,657.10	22.85%
831 08-09 BLUE RIDGE CONSORT	-	1,570.16	1,570.16	103.02	-	1,467.14	6.56%
834 ED TECH SERIES VIII - MSLC	26,000.00	-	26,000.00	-	-	26,000.00	0.00%
837 08-09 TITLE VII - HOMELESS	-	10,507.31	10,507.31	1,694.98	-	8,812.33	16.13%
842 09-10 PROJECT GRADUATION	-	-	-	74.28	-	(74.28)	-
845 08-09 21ST CENTURY GRANT #2	-	292,829.01	292,829.01	114,187.66	-	178,641.35	38.99%
847 WEYERHAEUSER GRANT-HES	-	2,759.10	2,759.10	2,498.50	-	260.60	90.55%
910 09-10 CARL PERKINS VOC FUNDS	233,979.00	20,083.31	254,062.31	27,801.02	20,235.07	206,026.22	18.91%
911 09-10 GEAR UP GRANT	46,700.00	2,744.00	49,444.00	18,744.77	263.31	30,435.92	38.44%
912 09-10 GENERAL ADULT ED	17,635.00	-	17,635.00	-	-	17,635.00	0.00%
913 09-10 619-A PRESCHOOL SPED	62,854.00	(701.00)	62,153.00	17,071.85	3,994.51	41,086.64	33.89%
915 09-10 TITLE I, PART D N&D	302,470.00	(88,652.29)	213,817.71	31,056.56	3,382.50	179,378.65	16.11%
915 09-10 TITLE I, PART D N&D - STIMULUS	-	78,957.40	78,957.40	2,678.73	128.38	76,150.29	3.56%
916 09-10 TITLE II,PART A	673,750.00	13,224.81	686,974.81	110,684.04	-	576,290.77	16.11%
917 09-10 TITLE II,PART D	31,000.00	5,257.68	36,257.68	1,958.59	-	34,299.09	5.40%
917 09-10 TITLE II, PART D - STIMULUS	-	92,439.46	92,439.46	58,762.71	-	33,676.75	63.57%
919 09-10 TITLE IV,PART A S&D	60,000.00	(10,552.86)	49,447.14	18,125.37	-	31,321.77	36.66%
920 09-10 TITLE V,PART A	25,039.00	-	25,039.00	-	-	25,039.00	0.00%
921 09-10 TITLE III, PART A	-	19,771.53	19,771.53	4,230.28	-	15,541.25	21.40%
924 09-10 TITLE I, PART A	3,005,099.00	-	3,953,080.08	655,503.19	5,567.46	3,292,009.43	16.72%
924 09-10 TITLE I, PART A - STIMULUS	-	2,779,108.02	2,779,108.02	211,475.53	-	2,567,632.49	7.61%
927 ISTATION - PERRYMONT	-	6,500.00	6,500.00	6,500.00	-	-	100.00%
930 09-10 ALT ED REGIONAL	268,336.00	-	268,336.00	99,047.63	3,268.00	166,020.37	38.13%
932 09-10 BLUE RIDGE REG JAIL	195,719.00	(12,957.00)	182,762.00	70,865.87	-	111,896.13	38.77%
933 09-10 DETENTION HOME/CDC	519,830.00	241,644.00	761,474.00	229,097.28	1,127.66	531,249.06	30.23%
934 09-10 ED TECH INIT BOND	492,000.00	-	492,000.00	-	-	492,000.00	0.00%
934 09-10 ED TECH INIT BOND - MSLC	26,000.00	-	26,000.00	-	-	26,000.00	0.00%
937 09-10 TITLE X PART C	-	26,000.00	26,000.00	-	-	26,000.00	0.00%
938 09-10 MENTOR TEACHERS	6,456.00	-	6,456.00	2,077.36	-	4,378.64	32.18%
945 09-10 21ST CENTURY GRANT	-	180,000.00	180,000.00	4,519.26	-	175,480.74	2.51%
<b>TOTAL FEDERAL PROJECTS</b>	<b>6,015,062.00</b>	<b>4,484,586.28</b>	<b>11,447,629.36</b>	<b>2,414,157.56</b>	<b>84,458.00</b>	<b>8,949,013.80</b>	<b>21.83%</b>



<b>FUND 7 STEP WITH LINKS</b>							
STEP WITH LINKS	44,918.00	-	44,918.00	8,540.54	136.43	36,241.03	19.32%
<b>TOTAL STEP WITH LINKS</b>	<b>44,918.00</b>	<b>-</b>	<b>44,918.00</b>	<b>8,540.54</b>	<b>136.43</b>	<b>36,241.03</b>	<b>19.32%</b>
<b>FUND 8 CENTRAL VA GOV SCHOOL</b>							
GOV SCHOOL	892,367.70	6,273.00	898,640.70	292,642.60	14,761.90	591,236.20	34.21%
<b>TOTAL CENTRAL VA GOV SCH</b>	<b>892,367.70</b>	<b>6,273.00</b>	<b>898,640.70</b>	<b>292,642.60</b>	<b>14,761.90</b>	<b>591,236.20</b>	<b>34.21%</b>
<b>FUND 9 LAUREL REGIONAL PROGRAM</b>							
LAUREL PROGRAM	4,575,068.00	-	4,575,068.00	824,698.89	18,115.48	3,732,253.63	18.42%
<b>TOTAL LAUREL REGIONAL PROGRAM</b>	<b>4,575,068.00</b>	<b>-</b>	<b>4,575,068.00</b>	<b>824,698.89</b>	<b>18,115.48</b>	<b>3,732,253.63</b>	<b>18.42%</b>
<b>TOTAL ALL FUNDS</b>	<b>98,003,982.70</b>	<b>4,806,597.05</b>	<b>103,758,560.83</b>	<b>29,153,021.74</b>	<b>3,053,449.45</b>	<b>71,552,089.64</b>	<b>31.04%</b>

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** C-2

**Attachments:** Yes

**From:** Paul McKendrick, Superintendent  
Billie Kay Wingfield, Director of Personnel

**Subject:** Personnel Report

## **Summary/Description:**

The personnel recommendations for November 17 – December 15, 2009, appear as an attachment to this agenda report.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

## **Recommendation:**

The superintendent recommends that the school board approve the personnel recommendations for November 17 – December 15, 2009.

<b>NAME</b>	<b>COLLEGE</b>	<b>DEGREE/ EXPERIENCE</b>	<b>SCHOOL/ ASSIGNMENT</b>	<b>EFFECTIVE DATE</b>
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**NOMINATIONS, INSTRUCTIONAL PERSONNEL, 2009-10:**

Madigan, Rachel	Hope International University	M.Ed./3 yrs. (Lv. 3 3)	Heritage Elementary Kindergarten	11-24-09
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**RESIGNATIONS:**

Vames, Jaclyn	Liberty University	B.S./4 yrs. (Lv. 4 3)	Linkhorne Elementary Art	11-30-09
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# Agenda Report

**Date:** 12/15/09

**Agenda Number:** E-1

**Attachments:** No

**From:** Paul McKendrick, Superintendent  
Stephen C. Smith, Assistant Superintendent of Curriculum and Instruction

**Subject:** High School Program of Studies: 2010-11

## **Summary/Description:**

Each year modifications are made to the high school program of studies to reflect changes at the federal, state, or local levels. One group of major changes for 2010-11 comes from the changes being made at the state level to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA). These changes to the SOA became final in July 2009, and these changes, all affecting first-time ninth grade students in 2010-11, include the following:

1. There are two new diploma options (the Standard Technical and Advanced Technical diplomas);
2. The Advanced Diploma requirements are increased from 24 to 26 credits.
3. A credit in economics and personal finance is a graduation requirement for all diplomas except the Modified Standard Diploma;
4. The option to earn two standard credits in mathematics for completing Algebra I in a two-course sequence has been removed;
5. Math credit for the computer math course will only be granted if the student is also a Career-Technical Education program completer.

Many of these changes were anticipated, and the school board approved several related changes to the high school program of studies last year. These changes include the addition of the proposed graduation requirements, the addition of an advanced level economics and personal finance course, and the extension of the Career-Technical Education economics and personal finance course from a semester to a full-year course.

However, some of the changes to the SOA are yet to be reflected in the 2010-11 document, and these include the following:

1. Algebra I Part I will be removed;
2. The typical math course sequences chart will be changed to reflect changes in math course offerings; and
3. A notation will be added indicating that math credit for the computer math course will only be granted if the student is also a Career-Technical Education program completer.

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** E-1

**Attachments:** No

In addition to the changes listed above, there are a number of proposed modifications related to state and local initiatives. These changes include the following:

1. Adding Advanced Placement Economics (Micro and Macro) as a one-credit, full-year course;
2. Adding a semester-long Arts Appreciation course which will be an exploratory rotation to include six weeks of art, six weeks of drama, and six weeks of vocal music;
3. Adding a year-long math support course, called Math Lab, for students who would have been scheduled into Algebra I Part I for 2010-11 but who will be scheduled into Algebra I instead;
4. Removing the option for work/study credit for Marketing I—that opportunity will still be available for Marketing II students;
5. Removing the Digital Imaging I and II courses—that program was lost to budget cuts for 2009-10.
6. Making two required name changes in Career-Technical Education courses—the former Advertising Design course is now referred to as Communications Systems, and the former Computer Maintenance course is now Introduction to Information Technology;
7. Moving from a two-period blocked format to a single-period format for both the first and second year courses in the Computer Systems Technology program;
8. Adding two single-period courses in the area of Computer Networking and Hardware;
9. Making a number of minor editorial changes and clarifications.

A draft copy of the proposed 2010-11 High School Program of Studies has been distributed to members of the school board.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

## **Recommendation:**

The superintendent recommends that the school board approve the High School Program of Studies for 2010-11.

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** E-2

**Attachments:** No

**From:** Paul McKendrick, Superintendent

**Subject:** Lynchburg City Schools' Comprehensive Plan

## **Summary/Description:**

The *Standards of Quality* require local school boards to adopt a division-wide comprehensive plan to improve classroom instruction and student achievement. The Lynchburg City Schools' proposed comprehensive plan is built around the six school board *Vision for Education* foci: Academic Eminence; Sound, Honorable Character; Exemplary Personnel; Parental Involvement and Community Investment; Respect for Diversity; and Model Facilities. Each vision focus area includes goals followed by strategies for meeting the goals. Each strategy is followed by columns providing the titles of those responsible, the timeline for completion, and the method of evaluation or evidence of completion.

As required by the *Standards of Quality*, the proposed comprehensive plan also includes a description of regional services, a forecast of anticipated enrollment changes, a technology plan, and evidence of community involvement in the development of the plan.

During this presentation, the school administration will summarize key elements of the plan and answer preliminary questions regarding the goals, strategies, and other information included in the most recent draft provided to school board members.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 01/05/10

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on January 5, 2010.

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	Total Cost
<b>Renovations/Replacement Projects:</b>							
Sandusky Middle School	\$ 9,750,000	\$ 1,876,530	\$ -	\$ -	\$ -	\$ -	\$ 11,626,530
Heritage High School	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000	\$ 3,000,000	\$ 5,000,000
Heritage High School Gym Floor & Bleachers	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ 500,000
Heritage High School Repairs & Roof	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ 500,000
<b>Total Renovation Projects *</b>	<b>\$ 9,750,000</b>	<b>\$ 2,876,530</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000,000</b>	<b>\$ 3,000,000</b>	<b>\$ 17,626,530</b>
<b>Capital Maintenance Projects:</b>							
Mechanical/Electrical:							
Admn Bldg - Chiller/ADA	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ -	\$ 175,000
HES main elec service	\$ -	\$ -	\$ 193,536	\$ -	\$ -	\$ -	\$ 193,536
Paving	\$ 146,534	\$ 170,000	\$ 173,318	\$ 196,701	\$ 206,536	\$ 214,797	\$ 1,107,886
Secondary School Athletics - HHS track	\$ -	\$ 150,947	\$ -	\$ -	\$ -	\$ -	\$ 150,947
Roof Replacement/Repair:							
Paul Munro Annex	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TCM Auditorium	\$ 60,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000
HELC ACDE	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ 200,000
Sheffield ABC	\$ -	\$ -	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
ECG Annex 5,6,12,13	\$ -	\$ -	\$ -	\$ 320,000	\$ -	\$ -	\$ 320,000
LES CEK	\$ -	\$ -	\$ -	\$ 99,000	\$ -	\$ -	\$ 99,000
DMS MOZEE	\$ -	\$ -	\$ -	\$ 52,000	\$ -	\$ -	\$ 52,000
LAUREL Round Section	\$ -	\$ -	\$ -	\$ 27,000	\$ -	\$ -	\$ 27,000
Sandusky Elem	\$ -	\$ -	\$ -	\$ -	\$ 350,000	\$ -	\$ 350,000
EC Glass	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 500,000
HVAC Controls:							
HES	\$ -	\$ 125,000	\$ -	\$ -	\$ -	\$ -	\$ 125,000
Bedford Hills	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ 150,000
Sandusky Elem	\$ -	\$ -	\$ 159,000	\$ -	\$ -	\$ -	\$ 159,000
HELC	\$ -	\$ -	\$ 106,000	\$ -	\$ -	\$ -	\$ 106,000
Linkhorne Elem	\$ -	\$ -	\$ 159,000	\$ -	\$ -	\$ -	\$ 159,000
Paul Munro	\$ -	\$ -	\$ 159,000	\$ -	\$ -	\$ -	\$ 159,000
HELC Curtain Wall Replacement	\$ -	\$ 530,000	\$ -	\$ -	\$ -	\$ -	\$ 530,000
DESI Lighting Upgrade	\$ -	\$ -	\$ -	\$ 560,000	\$ -	\$ -	\$ 560,000
Contingency	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 600,000
<b>Total Capital Maintenance Projects**</b>	<b>\$ 306,534</b>	<b>\$ 1,600,947</b>	<b>\$ 1,399,854</b>	<b>\$ 1,354,701</b>	<b>\$ 656,536</b>	<b>\$ 814,797</b>	<b>\$ 6,133,369</b>
<b>Grand Total All Projects</b>	<b><u>\$ 10,056,534</u></b>	<b><u>\$ 4,477,477</u></b>	<b><u>\$ 1,399,854</u></b>	<b><u>\$ 1,354,701</u></b>	<b><u>\$ 2,656,536</u></b>	<b><u>\$ 3,814,797</u></b>	<b><u>\$ 23,759,899</u></b>

\* Funded by City - General Obligation Bonds

\*\* Funded by LCS fund balance

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** F-1

**Attachments:** Yes

**From:** Paul McKendrick, Superintendent  
Beverly Padgett, Chief Financial Officer

**Subject:** Capital Improvement Plan: 2011-15

## **Summary/Description:**

The school division prepares a five year plan each year requesting funds for capital improvements needed at sites within the school division. After approval by the school board, the plan is forwarded to the Lynchburg City Council as a request for funding.

The CIP plan classifies capital projects into two categories:

1. Capital projects required to renovate or construct school facilities
2. Capital maintenance and equipment replacement projects required to maintain school facilities and grounds, and to replace capital equipment

The majority of funds required for the first category are normally provided by the City of Lynchburg through capital bonds. The school board assists the city with the funding of these projects through the allocation of State Lottery and School Construction funds. The second category of capital projects are funded through year-end funds or funds included in the annual operating budget for capital outlay purposes.

The attached document is a draft summary of the FY 2011-2015 Capital Improvement Plan.

**Disposition:**  Action  
 Information  
 Action at Meeting on: 01/05/10

## **Recommendation:**

The superintendent recommends that the school board receive this agenda report as an informational item and consider action at the school board meeting on January 5, 2010.



Draft



**COMMONWEALTH of VIRGINIA**  
*Department of Education ♦ P. O. Box 2120 ♦ Richmond, VA 23218-2120*

# RACE TO THE TOP MEMORANDUM OF UNDERSTANDING

**PLEASE NOTE THAT:**

- SIGNATURES ARE REQUIRED ON PAGES 5 AND 11
- RESPONSES ARE REQUIRED IN ALL AREAS SHADED IN YELLOW
- SCHOOL DIVISION PARTICIPATION OPTIONS ARE OUTLINED IN SECTION VI
- A BRIEF DATA COLLECTION ON TEACHER AND PRINCIPAL EVALUATIONS IS INCLUDED AS DATA SUPPLEMENT A AND SHOULD BE RETURNED TO THE DOE WITH THE MOU
- SCHOOL DIVISIONS THAT HAVE NOT SUBMITTED A MOU BY DECEMBER 23, 2009, WILL NOT BE INCLUDED AS A "PARTICIPATING LEA" IN VIRGINIA'S RACE TO THE TOP APPLICATION

***BY DECEMBER 23, 2009.***

PLEASE RETURN THE SIGNED MEMORANDUM OF UNDERSTANDING TO THE VIRGINIA DEPARTMENT OF EDUCATION. IT MAY BE:

- FAXED TO THE ATTENTION OF MS. OSSIE LAWRENCE AT (804) 371-2350;
- MAILED TO DR. LINDA WALLINGER AT THE ADDRESS BELOW; OR
- SCANNED AND E-MAILED IN PDF FORMAT TO [RTTMOU@DOE.VIRGINIA.GOV](mailto:RTTMOU@DOE.VIRGINIA.GOV)

QUESTIONS ABOUT THE MEMORANDUM OF UNDERSTANDING SHOULD BE ADDRESSED TO:

**DR. LINDA WALLINGER**  
ASSISTANT SUPERINTENDENT FOR INSTRUCTION  
VIRGINIA DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
RICHMOND, VA 23218-2120  
[LINDA.WALLINGER@DOE.VIRGINIA.GOV](mailto:LINDA.WALLINGER@DOE.VIRGINIA.GOV)  
(804) 225-2034



COMMONWEALTH of VIRGINIA
Department of Education ♦ P. O. Box 2120 ♦ Richmond, VA 23218-2120

RACE TO THE TOP
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VIRGINIA DEPARTMENT OF EDUCATION
AND

[Redacted box]

NAME OF SCHOOL DIVISION

SECTION I

Purpose

The purpose of this Memorandum of Understanding between the Virginia Department of Education and [Redacted] (Participating Local Education Agency (LEA)) is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

SECTION II

Scope of Work

Addendum A, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plan (“State Plan”) the Participating LEA is agreeing to implement.

Duration/Termination

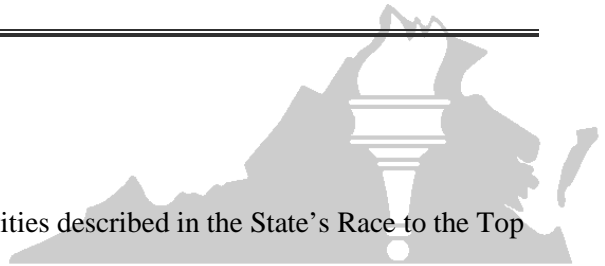
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

SECTION III

Project Administration

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:



- 1) Implement the LEA plan as identified in Addenda A and B of this agreement (Addendum B will become an addendum to this agreement describing the Participating LEA's plan to support the State Plan if the State receives a Race to the Top Grant);
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (ED);
- 3) Post to any Web site specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned, developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting nonproprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

## **B. STATE RESPONSIBILITIES**

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Addenda A and B of this agreement;
- 2) Ensure timely distribution of the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Addendum B;
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.
- 5) Jointly fulfill appropriate program compliance monitoring responsibilities.

## **D. STATE RECOURSE FOR LEA NONPERFORMANCE**

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**SECTION IV**

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**Assurances**

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Addendum A, if the State application is funded;
- 4) Will provide a Final Scope of Work to be attached to this MOU as Addendum B only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Addendum B the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Addendum A) and with the State Plan;
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99);
- 6) Will have on file a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e);
- 7) Will provide the assistance necessary for the State to submit reports that contain the information required under section 1512(c) of the ARRA in accordance with guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c)). See OMB guidance at: [http://www.whitehouse.gov/omb/assets/memoranda\\_fy2009/m09-21.pdf](http://www.whitehouse.gov/omb/assets/memoranda_fy2009/m09-21.pdf);
- 8) Will cooperate with any State Comptroller's evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps; (ARRA Division A, Section 14009)
- 9) Will cooperate with any Inspector General examination of records under the program; (ARRA Division A, Section 1515)
- 10) Will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations;
- 11) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers; and
- 12) Will comply with United States Office of Management and Budget (OMB) Circulars, including, but not limited to: OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments; OMB Circular A-102, Grants and Cooperative Agreements With State and Local Governments; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

**SECTION V**

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**Modification**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED.

**SECTION VI**

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**Level of Participation**

***Participating LEA<sup>1</sup>***

School divisions that choose to be a “Participating LEA” in Virginia’s Race to the Top application should continue to Addendum A.

***Involved LEA<sup>2</sup>***

- Our school division has reviewed the terms of Virginia’s Race to the Top Memorandum of Understanding and elects to be considered an “Involved LEA” at this time.

***Decision Not to Participate at this Time***

- Our school division has reviewed the terms of Virginia’s Race to the Top Memorandum of Understanding and elects *not* to participate at this time.

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<sup>1</sup> **Participating LEAs** means LEAs that choose to work with the state to implement all or significant portions of the state’s Race to the Top plan, as specified in each LEA’s agreement with the state. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State’s grant award that the state must subgrant to LEAs, based on the LEA’s relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the state’s other 50 percent of the grant award, in accordance with the state’s plan.

<sup>2</sup> **Involved LEAs** means LEAs that choose to work with the state to implement those specific portions of the state’s plan that necessitate full or nearly-full statewide implementation. Involved LEAs do not receive a share of the 50 percent of a state’s grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but states may provide other funding to involved LEAs under the state’s Race to the Top grant in a manner that is consistent with the state’s application.

**SECTION VII**

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**Signatures for Race to the Top Memorandum of Understanding**

<b>LEA Superintendent (or designee)</b>	<b>Chairman of Local School Board (or designee)</b>
_____ <b>Signature/Date</b>	_____ <b>Signature/Date</b>
_____ <b>Print Name</b>	_____ <b>Print Name</b>
_____ <b>Print Title</b>	_____ <b>Print Title</b>

**Authorized State Official**

By its signature below, the State hereby accepts the LEA as a Participating LEA.

\_\_\_\_\_  
**Signature/Date**

\_\_\_\_\_  
**Title**



**ADDENDUM A  
PRELIMINARY SCOPE OF SERVICES**

**RACE TO THE TOP  
MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE VIRGINIA DEPARTMENT OF EDUCATION  
AND**



NAME OF SCHOOL DIVISION

Selection Criteria	LEA Participation (Y/N)	Notes
<b>(A) State Success Factors</b>		
The State completes all of Section (A).		
<b>(B) Standards &amp; Assessments</b>		
The State completes (B)(1) and (B)(2).		
<b>(B)(3) Transition to enhanced standards &amp; assessments</b> The extent to which the State, in collaboration with its participating LEAs <sup>3</sup> , has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments <sup>4</sup> tied to these standards.		
<b>(C) Data Systems to Support Instruction</b>		
The State completes (C)(1).		
<b>(C)(2) Accessing &amp; using state data</b> The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.		

<sup>3</sup> **Participating LEAs** means LEAs that choose to work with the State to implement all or significant portions of the State’s Race to the Top plan, as specified in each LEA’s agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State’s grant award that the State must subgrant to LEAs, based on the LEA’s relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

<sup>4</sup> **High-quality assessment** means an assessment designed to measure a student’s knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats (e.g., open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (e.g., be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Selection Criteria	LEA Participation (Y/N)	Notes
<p><i>(C)(3) Using data to improve instruction</i>                      The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to—</p> <p>(i) Increase the acquisition, adoption, and use of local instructional improvement systems<sup>5</sup> that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;</p>		
<p>(ii) Support participating LEAs and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and</p>		
<p>(iii) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (<i>e.g.</i>, students with disabilities, English language learners, students whose achievement is well below or above grade level).</p>		
<p><b>(D) Great Teachers and Leaders</b></p>		
<p>The State completes (D)(1).</p>		
<p><i>(D)(2) Improving teacher and principal effectiveness based on performance</i>                      The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs —</p> <p>(i) Establish clear approaches to measuring student growth<sup>6</sup> and measure it for each individual student;</p>		

<sup>5</sup> **Instructional improvement systems** means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student’s risk of educational failure.

<sup>6</sup> **Student growth** means the change in *student achievement* for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms. **Student achievement** means: (a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.



Selection Criteria	LEA Participation (Y/N)	Notes
(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth <sup>6</sup> as a significant factor, and (b) are designed and developed with teacher and principal involvement;		
(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; and		
(iv) Use these evaluations, at a minimum, to inform decisions regarding— (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;		
(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals <sup>7</sup> to obtain additional compensation and be given additional responsibilities;		
(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and		
(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.		

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<sup>7</sup> **Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA. **Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Selection Criteria	LEA Participation (Y/N)	Notes
<p><b>(D)(3) Ensuring equitable distribution of effective teachers and principals</b>                      The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to—</p> <p>(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools<sup>8</sup> have equitable access to highly effective teachers and principals<sup>7</sup> and are not served by ineffective teachers and principals at higher rates than other students;</p>		
<p>(ii) Increase the number and percentage of effective teachers<sup>9</sup> teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA.</p>		
<p><b>(D)(4) Improving teacher &amp; principal preparation programs</b>                      The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—</p> <p>(i) Link student achievement and student growth<sup>6</sup> data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and</p>		
<p>(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals<sup>7</sup>.</p>		
<p><b>(D)(5) Providing effective support to teachers and principals</b>                      The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan for its participating LEAs to—</p> <p>(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded; and</p>		

<sup>8</sup> **High-minority school** is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used. **High-poverty school** means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

<sup>9</sup> **Effective teacher** means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. **Effective principal** means a principal whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Selection Criteria	LEA Participation (Y/N)	Notes
(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement <sup>6</sup> .		
<b>(E) Turning Around the Lowest-Achieving Schools</b>		
The State completes (E)(1).		
<b>(E)(2) Turning around the lowest-achieving schools</b>		
The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—		
(i) Identify the persistently lowest-achieving schools <sup>10</sup> and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools if they were eligible to receive Title I funds; and		
(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models: turnaround model, restart model, school closure, or transformation model (provided that a LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools).		
<b>(F) General</b>		
The State completes all of Section (F).		
<b>VII. Competition Priorities</b>		
1: Comprehensive Approach: Cuts across entire application		
2: Competitive: Emphasis on STEM		
3: Invitational: Improving Early Learning Outcomes		
4: Invitational: Expansion of State Longitudinal Data System		
5: Invitational: P-20 Coordination		
6: Invitational: Conditions for Reform, Innovation & Learning		

<sup>10</sup> **Persistently lowest-achieving schools** means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

**Race to the Top Memorandum of Understanding**

**Signatures to Appendix A**

<b>LEA Superintendent (or designee)</b>	<b>Chairman of Local School Board (or designee)</b>
_____ <b>Signature/Date</b>	_____ <b>Signature/Date</b>
_____ <b>Print Name</b>	_____ <b>Print Name</b>
_____ <b>Print Title</b>	_____ <b>Print Title</b>

**Authorized State Official**

By its signature below, the State hereby accepts the LEA as a Participating LEA.

\_\_\_\_\_  
**Signature/Date**

\_\_\_\_\_  
**Title**



**Virginia’s Race to the Top Application**

**Data Supplement A**

**DATA ELEMENTS REQUIRED FROM SCHOOL DIVISIONS**

**D-Great Teachers and Leaders**

The Virginia Department of Education must provide goals, annual targets, baseline data, and other information for several criteria set forth in the grant application. The following sections of the application require that states collect information from participating school divisions.

**(D) Great Teachers and Leaders**

**(D)(2) Improving teacher and principal effectiveness based on performance**

**(D)(3) Ensuring equitable distribution of effective teachers and principals**

Please complete and return Data Supplement A with the signed MOU by December 23, 2009. Also, please note that performance measures have been requested where the U.S. Department of Education intends to report nationally on them and for measures that lend themselves to objective and comparable data gathering. In the future, the U.S. Department of Education may require grantees to submit additional performance data as part of an annual report, program evaluation, or other mechanism.

**D: Great Teachers and Leaders: [(D)(2) Improving teacher and principal effectiveness based on performance]**

**QUESTION 1: PLEASE RESPOND:**

**Does your school division have a measure of student growth or a qualifying evaluation system for teachers as defined below?**

**Qualifying Evaluation System:** A rigorous, transparent, and fair evaluation system for teachers and principals that (a) differentiates effectiveness using multiple rating categories that take into account data on student growth (as defined below) as a significant factor, and (b) is designed and developed with teacher and principal involvement;

**Student growth** means the change in student achievement (as defined below) for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

**Student achievement** means--

- (a) For tested grades and subjects: (1) a student’s score on the state’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Yes. If yes, please respond to the questions in Section I on the following page.**

**No. Skip to Question 2.**

<b><u>Question 1 -- Section 1</u></b> <b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in the Race to the Top application package. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Do you measure student growth (as defined on page 1 of this supplement)?					
(D)(2)(ii)	Do you have a qualifying evaluation system (as defined on page 1 of this supplement) for teachers?					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Do you have a qualifying evaluation system (as defined on page 1 of this supplement) that is used to inform--					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals?</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals?</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals?</li> </ul>					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals?</li> </ul>					
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals?</li> </ul>					
(D)(2)(iv)(d)	Removing ineffective tenured and untenured teachers and principals?					
[Optional: Enter text here to clarify or explain any of the data]						

**D: Great Teachers and Leaders: [(D)(3) Ensuring equitable distribution of effective teachers and principals]**

**QUESTION 2: PLEASE RESPOND:**

**Does your school division have an evaluation system that may determine whether a teacher or principal are highly effective as defined below?**

**Highly effective principal** means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined below). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined below). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

**Highly effective teacher** means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined below). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined below). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

**Student growth** means the change in student achievement (as defined below) for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

**Student achievement** means—

- (a) For tested grades and subjects: (1) a student’s score on the state’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.
- (b) For **non-tested grades and subjects**: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

**Yes. If yes, please respond to the questions in Section 2.**

**No. You have completed this section.**

<p><b>Question 2 – Section 2</b>  <b>Performance Measures for (D)(3)(i)</b></p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<p><b>General goals to be provided at time of application:</b></p> <p><b>High-minority school</b> is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.</p> <p><b>High-poverty school</b> means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.</p>	<b>Baseline data and annual targets</b>				
Number of teachers in schools that are high-poverty, high-minority, or both (as defined above) who are highly effective (as defined on page 3 of this supplement).					
Number of teachers in schools that are low-poverty, low-minority, or both (as defined above) who are highly effective (as defined on page 3 of this supplement).					
Number of teachers in schools that are high-poverty, high-minority, or both (as defined above) who are ineffective.					
Number of teachers in schools that are low-poverty, low-minority, or both (as defined above) who are ineffective.					
Number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined on page 3 of this supplement).					
Number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined on page 3 of this supplement).					
Number of principals leading schools that are high-poverty, high-minority, or both (as defined above) who are ineffective.					
Number of principals leading schools that are low-poverty, low-minority, or both (as defined above) who are ineffective.					
[Optional: Enter text here to clarify or explain any of the data]					



<b>Performance Measures for (D)(3)(ii)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Number of mathematics teachers who were evaluated as effective or better.					
Number of science teachers who were evaluated as effective or better.					
Number of special education teachers who were evaluated as effective or better.					
Number of teachers in language instruction educational programs who were evaluated as effective or better.					
<input style="width: 50px; height: 30px;" type="text"/>	[Optional: Enter text here to clarify or explain any of the data]				

# Agenda Report

**Date:** 12/15/09

**Agenda Number:** F-2

**Attachments:** Yes

**From:** Paul McKendrick, Superintendent

**Subject:** Race to the Top: Memorandum of Understanding

## **Summary/Description:**

Race to the Top (RTTT) is competitive grant, offered by the US Department of Education (USDOE), to encourage and to support states and school divisions that have offered innovative school reform initiatives. The Commonwealth of Virginia, through the Virginia Department of Education (VDOE), is one of several states competing for those funds. If the VDOE is successful in efforts to obtain funds from the grant, eligible school divisions will have access to funds that will support initiatives that have and/or will improve student achievement, graduation rates, professional development, and building data systems. However, in order for any school division to be eligible for those funds, the local school division must sign a Memorandum of Understanding (MOU) with the state. That process, of course, involves the local school division receiving its school board's approval to participate in RTTT and thus submitting the MOU.

The school administration will present the Department of Education's MOU to the school board and then request the school board's approval to participate in RTTT, through the signing of the MOU.

**Disposition:**  **Action**  
 **Information**  
 **Action at Meeting on:**

## **Recommendation:**

The superintendent recommends that the school board approve the Memorandum of Understanding and authorize the school division to participate in the Race to the Top through the signing of the MOU.