



VIRGINIA DEPARTMENT OF EDUCATION

REPORT

**REPORT ON THE MEMORANDUM OF
UNDERSTANDING FOR NORFOLK CITY
SCHOOL BOARD FOR LAFAYETTE-
WINONA MIDDLE SCHOOL AND
WILLIAM H. RUFFNER ACADEMY
MIDDLE SCHOOL**

PRESENTED TO:

**VIRGINIA BOARD OF EDUCATION
COMMITTEE ON SCHOOL AND DIVISION
ACCOUNTABILITY**

November 20, 2013

PRESENTED BY:

**KATHLEEN M. SMITH
DIRECTOR
OFFICE OF SCHOOL IMPROVEMENT**

Background Information and Statutory Authority:

Section **8 VAC 20-131-315** of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:
1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
 2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
 3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.
- B. Any school rated Accreditation Denied in accordance with **8 VAC 20-131-300** shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

Summary of Important Issues:

Lafayette-Winona Middle School and William H. Ruffner Academy Middle School will continue in *Accreditation Denied* status for 2013-2014 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a MOU between the VBOE and Norfolk City School Board (Attachment A).

Norfolk City Public Schools will provide an update on staffing, teacher evaluation, and specific action steps the school board, central office, and principals are implementing to move these schools to a status of *Fully Accredited*.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Lafayette-Winona Middle School

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Conditionally Accredited</i>	2008-2009	History
2010-2011	<i>Accreditation Denied</i>	2009-2010	History
2011-2012	<i>Accreditation Denied</i>	2010-2011	History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics and Science

William H. Ruffner Academy Middle School

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics, and History

Pass Rates on SOL Assessments in:

Lafayette-Winona Middle School

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	71%	73%	76%	70%	74%	75%	47%
English: Writing	76%	75%	84%	80%	69%	74%	48%
History and Social Science	76%	76%	61%	61%	63%	77%	74%
Mathematics	55%	55%	70%	76%	73%	44%	51%
Science	79%	79%	80%	82%	79%	79%	51%

William H. Ruffner Academy Middle School

Subject Area	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
English: Reading	72%	73%	74%	70%	67%	68%	46%
English: Writing	83%	84%	78%	82%	80%	75%	51%
History and Social Science	81%	75%	64%	60%	62%	63%	67%
Mathematics	58%	69%	66%	67%	64%	42%	61%
Science	85%	91%	85%	85%	85%	86%	70%

Federal Accountability

In accordance with Virginia’s approved *Application for U.S. Department of Education (USED) Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, William H. Ruffner Academy Middle School was identified as a School Improvement Grant (SIG)/ priority school in 2010 and Lafayette-Winona Middle School has been identified as a priority school in 2013. Both schools became Title I schools for the first time in 2012-2013 and were not subject to federal sanctions in previous years.

William H. Ruffner Academy Middle School has met the exit requirements for priority status as approved in the *Application for U.S. Department of Education Flexibility from Certain Requirements of the ESEA*. At the end of three years as a SIG/priority school, the school is no longer in the lowest five percent of Title I schools based on mathematics and reading achievement.

Lafayette-Winona Middle School will remain as a priority school through the end of the 2015-2016 school year. Attachment B includes the action steps required of schools receiving funds for the implementation of the required USED turnaround principles Transformation Model.

The schools' current comprehensive school improvement plans that meet the requirements of the USED Flexibility Waiver and serve as a basis for the schools' corrective action plan is available at

http://www.doe.virginia.gov/support/school_improvement/priority_schools/cohort_applications/board_review/lafayette-winona.pdf and

http://www.doe.virginia.gov/support/school_improvement/priority_schools/cohort_applications/board_review/ruffner.pdf. (Note: William H. Ruffner Academy Middle School will continue to implement the transformation plan.)

Norfolk City Public Schools has provided a report on teacher licensure and performance on teacher evaluation (Attachment C).

Federal resources will be used to support Lafayette-Winona Middle School. State academic review funds will be used to support William H. Ruffner Academy Middle School.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board**

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define state and federal sanctions for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School in Norfolk City Public Schools (NCPS).

In an effort to provide continuous support to Lafayette-Winona Middle School and William H. Ruffner Academy Middle School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the VDOE and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and NCPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. VDOE Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the LEA's performance of requirements as set forth in the ESEA Flexibility Waiver for the Virginia Department of Education (VDOE) as approved by the U.S. Department of Education (USED), and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting each identified school. The contractor will:

- a. Monitor the implementation of the corrective action plan for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School and ensure the schools' and division's compliance to the MOU and SOA.
- b. Monitor the implementation of Title I schools or non-Title I schools not meeting an AMO, focus and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award for schools as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of corrective action plans for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with NCPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS's compliance to state and federal sanctions ten to twelve days per month (funded through set-aside or grant funds).
- g. Assist in monitoring NCPS' implementation of a division plan to support Lafayette-Winona Middle School and William H. Ruffner Academy Middle School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with William H. Ruffner Academy Middle School. This activity will be funded through the set-aside or grant funds.

III. NCPS Responsibilities and School Responsibilities

NCPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on the progress of the schools denied accreditation.
3. Ensure that the NCPS team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principals of the schools denied accreditation.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Ensure the schools identified in this MOU establish school improvement teams comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:

- a. School-level annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
- b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school-level;
- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accredited with Warning* and Title I schools required to develop a plan.

TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low-performing subgroups.
8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and schools maintain the fidelity of implementation necessary for reform.

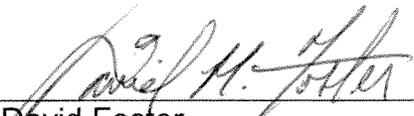
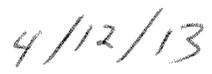
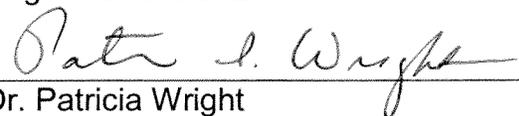
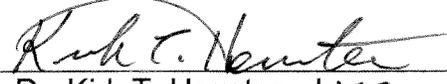
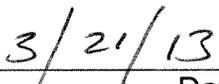
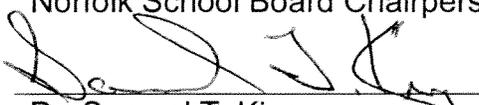
IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board's (NCSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are *Fully Accredited* and are no longer focus or priority schools. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

 _____ David Foster Virginia Board of Education President	 _____ Date
 _____ Dr. Patricia Wright Superintendent of Public Instruction	 _____ Date
 _____ Dr. Kirk T. Houston, Jr. Norfolk School Board Chairperson	 _____ Date
 _____ Dr. Samuel T. King Superintendent Norfolk City Public Schools	 _____ Date



Implementing the School Improvement Grant Transformation Model

Indicators that must be included in the corrective action plan:

Strand A: Establishing and Orienting the District Transformation Team

1. Appoint a district transformation team
2. Assess team and district capacity to support transformation
3. Provide team members with information on what districts can do to promote rapid improvement
4. Designate an internal lead partner for each transformation school

Strand B: Moving Toward School Autonomy

1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation
2. Reorient district culture toward shared responsibility and accountability
3. Establish performance objectives for the school
4. Align resource allocation (money, time, human resources) with the school's instructional priorities
5. Consider establishing a turnaround office or zone (to also include transformations and other models)

Strand C: Selecting a Principal and Recruiting Teachers

1. Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader
2. Advertise for candidates in local newspapers, publications such as *Education Week*, regional education newsletters or web sites; alternatively, engage a search firm
3. Screen candidates
4. Prepare to interview candidates
5. Interview candidates
6. Select and hire principal
7. Establish a pipeline of potential turnaround leaders
8. Recruit teachers to support the transformation

Strand D: Working with Stakeholders and Building Support for Transformation

1. Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation
2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change
3. Engage parents and community
4. Build support for transformation
5. Establish a positive organizational culture
6. Help stakeholders overcome resistance to change
7. Persist and persevere, but discontinue failing strategies

Strand E: Contracting with External Providers

1. Identify potential providers
2. Write and issue request for proposals
3. Develop transparent selection criteria
4. Review proposals, conduct due diligence, and select provider(s)
5. Negotiate contract with provider, including goals, benchmarks, and plan to manage assets
6. Initiate ongoing cycle of continuous progress monitoring and adjustment
7. Prepare to proactively deal with problems and drop strategies that do not work
8. Plan for evaluation and clarify who is accountable for collecting data

Strand F: Establishing and Orienting the School Transformation Team

1. Appoint a school transformation team
2. Provide team members with information on what the school can do to promote rapid improvement

Strand G: Leading Change (Especially for Principals)

1. Become a change leader
2. Communicate the message of change
3. Collect and act on data
4. Seek quick wins
5. Provide optimum conditions for school turnaround team
6. Persist and persevere, but discontinue failing strategies

Strand H: Evaluating, Rewarding, and Removing Staff**a. Evaluating Staff**

1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools
3. Include evaluation of student outcomes in teacher evaluation
4. Make the evaluation process transparent
5. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures
6. Document the evaluation process
7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized professional development programs
9. Assess the evaluation process periodically to gauge its quality and utility

b. Rewarding Staff

10. Create a system for making awards that is transparent and fair
11. Work with teachers and teachers' union at each stage of development and implementation
12. Implement a communication plan for building stakeholder support
13. Secure sufficient funding for long-term program sustainability
14. Provide performance-based incentives using valid data on whether performance indicators have been met
15. Use non-monetary incentives for performance

c. Removing Staff

16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)

17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals
19. Negotiate expedited processes for performance-based dismissals in transformation schools
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers
22. Facilitate swift exits to minimize further damage caused by underperforming employees

Strand I: Providing Rigorous Staff Development

1. Provide professional development that is appropriate for individual teachers with different experience and expertise
2. Offer an induction program to support new teachers in their first years of teaching
3. Align professional development with identified needs based on staff evaluation and student performance
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning
6. Provide sustained and embedded professional development related to implementation of new programs and strategies
7. Set goals for professional development and monitor the extent to which it has changed practice
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers
10. Create a professional learning community that fosters a school culture of continuous learning
11. Promote a school culture in which professional collaboration is valued and emphasized

Strand J: Increasing Learning Time

1. Become familiar with research and best practices associated with efforts to increase learning time
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication
4. Allocate funds to support extended learning time, including innovative partnerships
5. Assist school leaders in networking with potential partners and in developing partnerships
6. Create and sustain partnerships to support extended learning
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications

Strand K: Reforming Instruction

1. Establish a team structure among teachers with specific duties and time for instructional planning
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
6. Differentiate and align learning activities
7. Assess student learning frequently using standards-based classroom assessments
8. Prepare standards-aligned lessons and differentiated activities
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small-group; independent work; computer-based; homework
10. Demonstrate sound homework practices and communication with parents
11. Employ effective classroom management

Virginia Department of Education Board Presentation

Norfolk Public Schools: Department
of Human Resources

October 2013

Figure 1. Percent Teacher Turnover by Location
July 2012 – September 2013

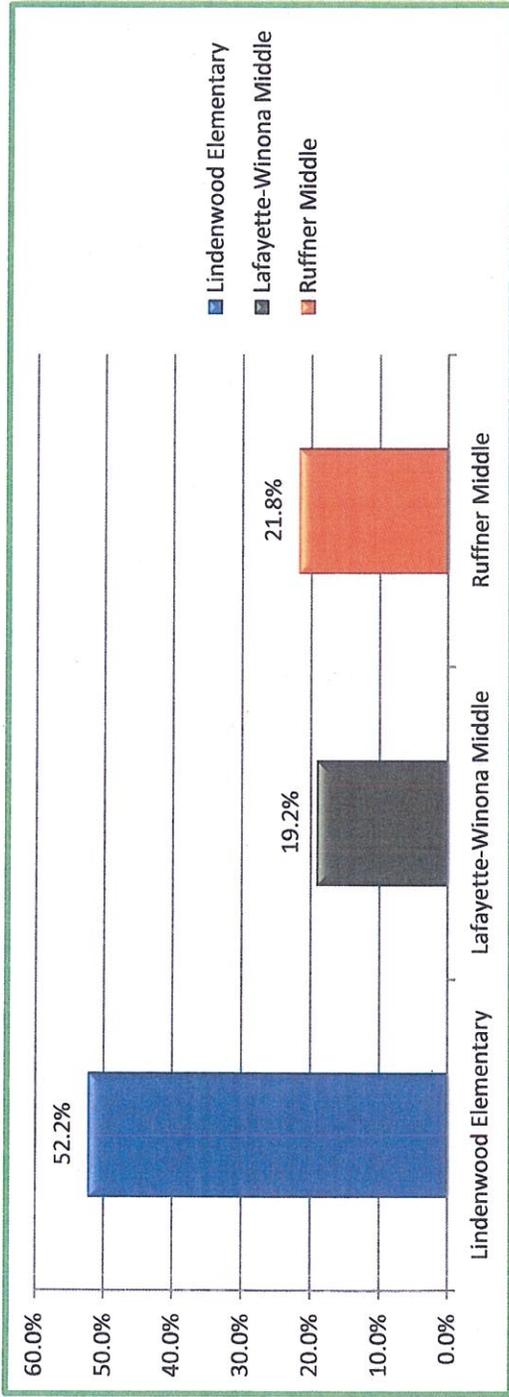
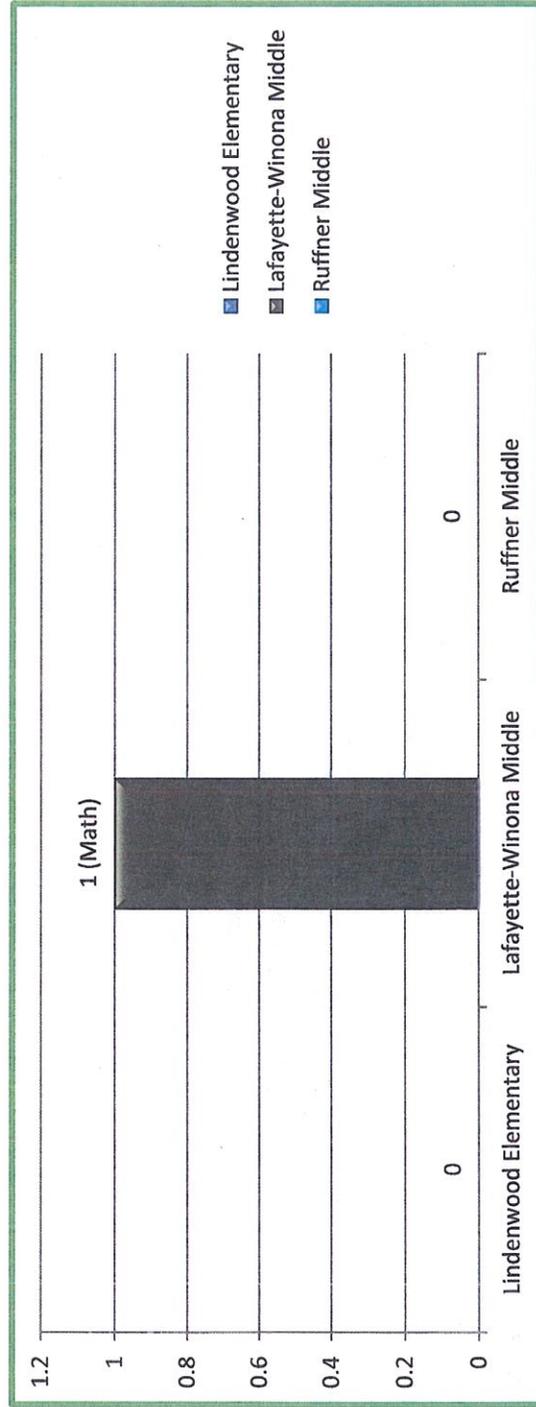
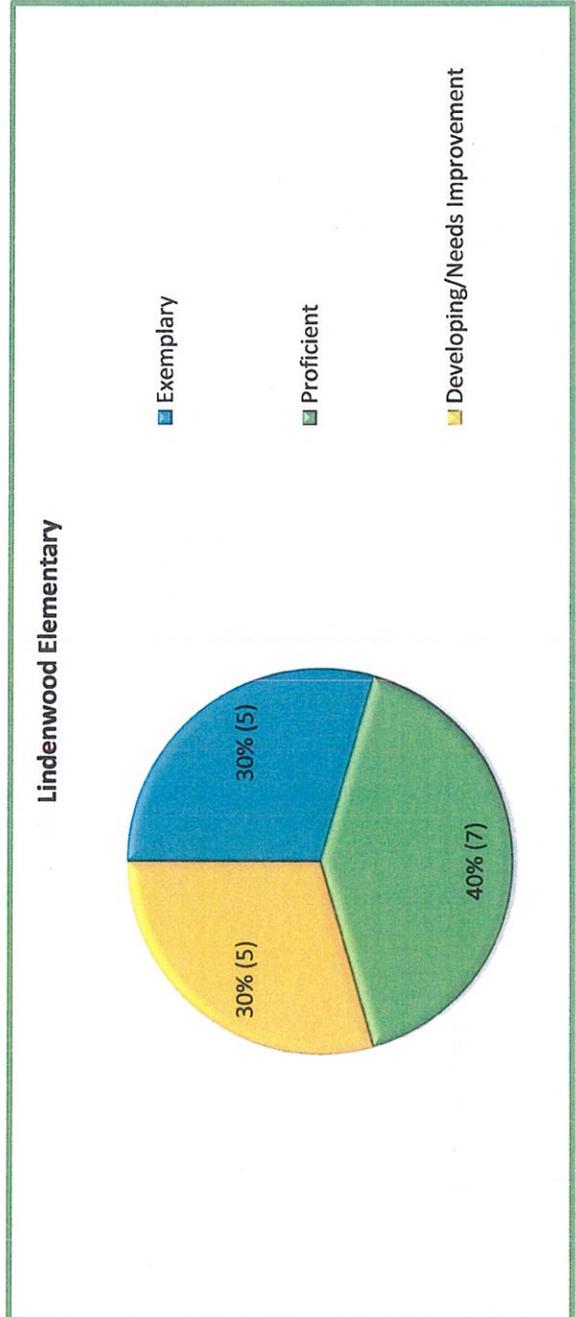
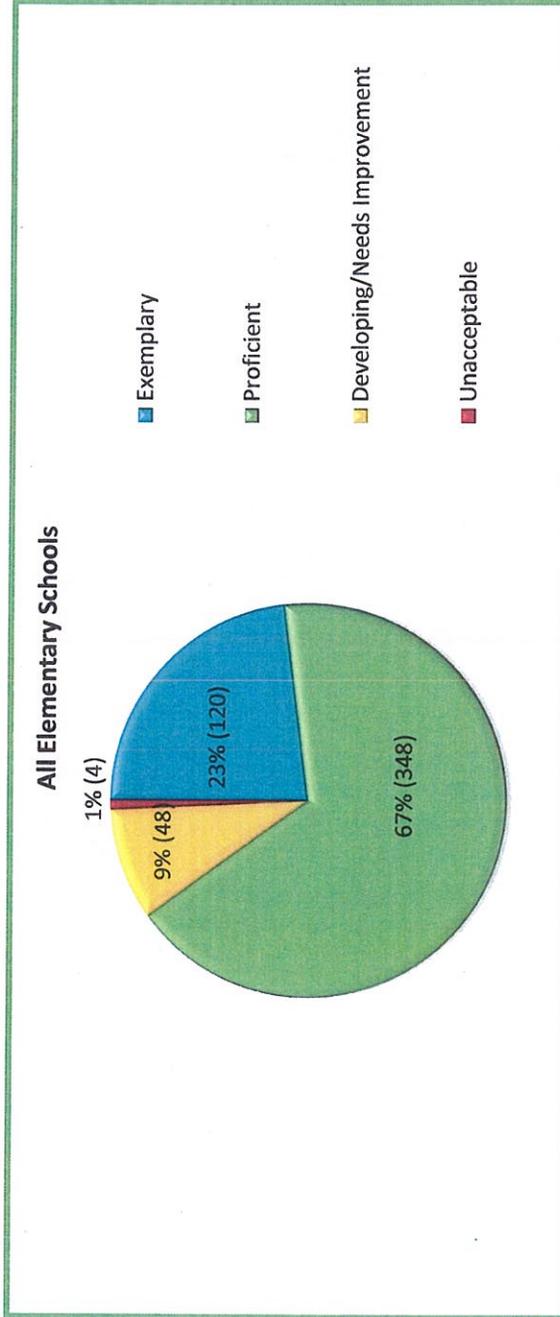


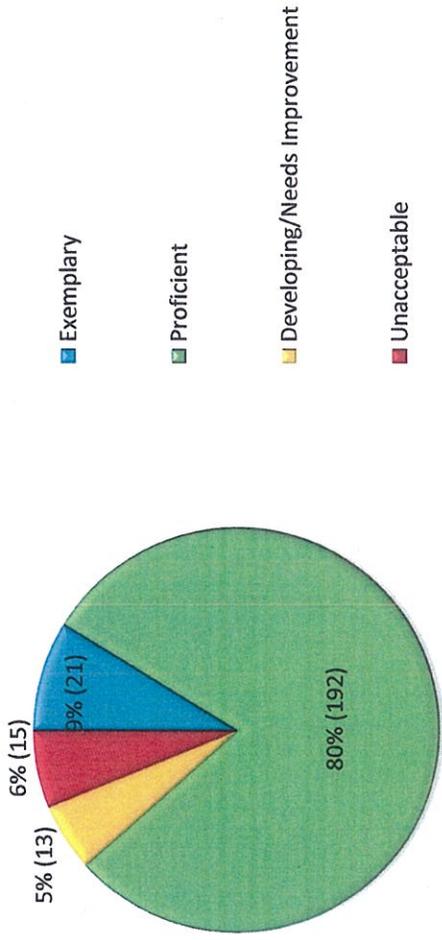
Figure 2. Number of Long-Term Guest Teachers by Location
Note: This chart reflects first-day-of-school data (09/03/2013).



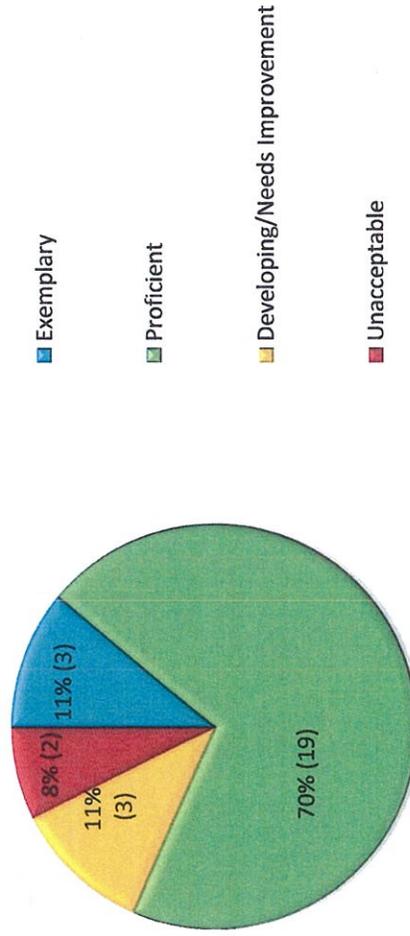
Figures 3, 4, 5, 6, and 7. Teacher Evaluations by Location and School Type
SY 2012-2013 Overall Ratings



All Middle Schools



Lafayette-Winona Middle



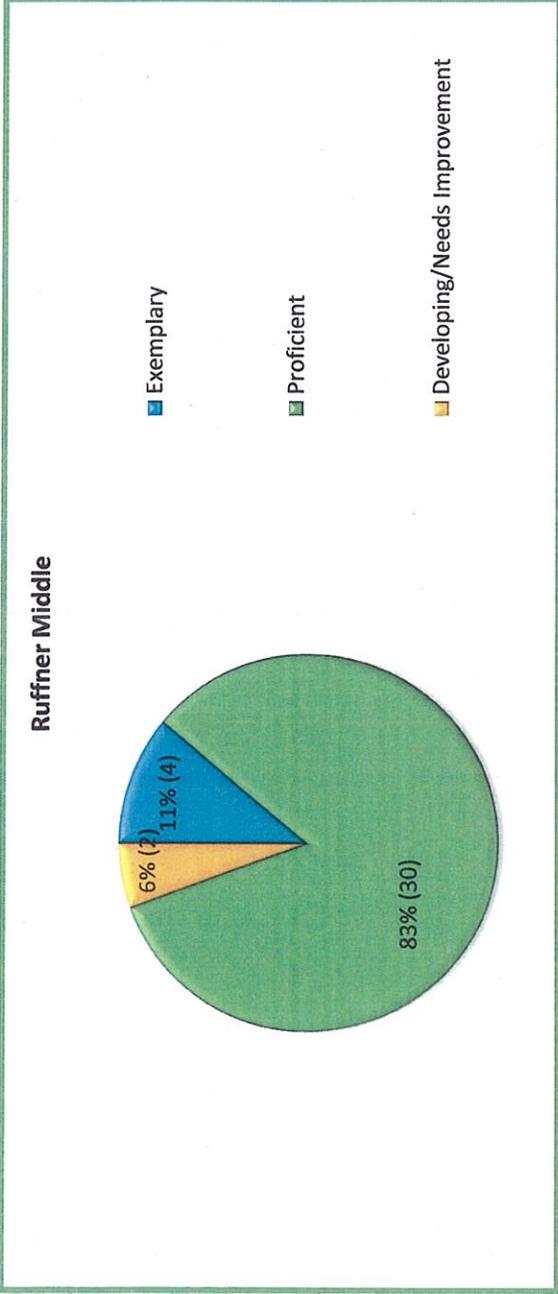


Figure 8. Principals' Experience by Location Compared to District Average
SY 2013-2014

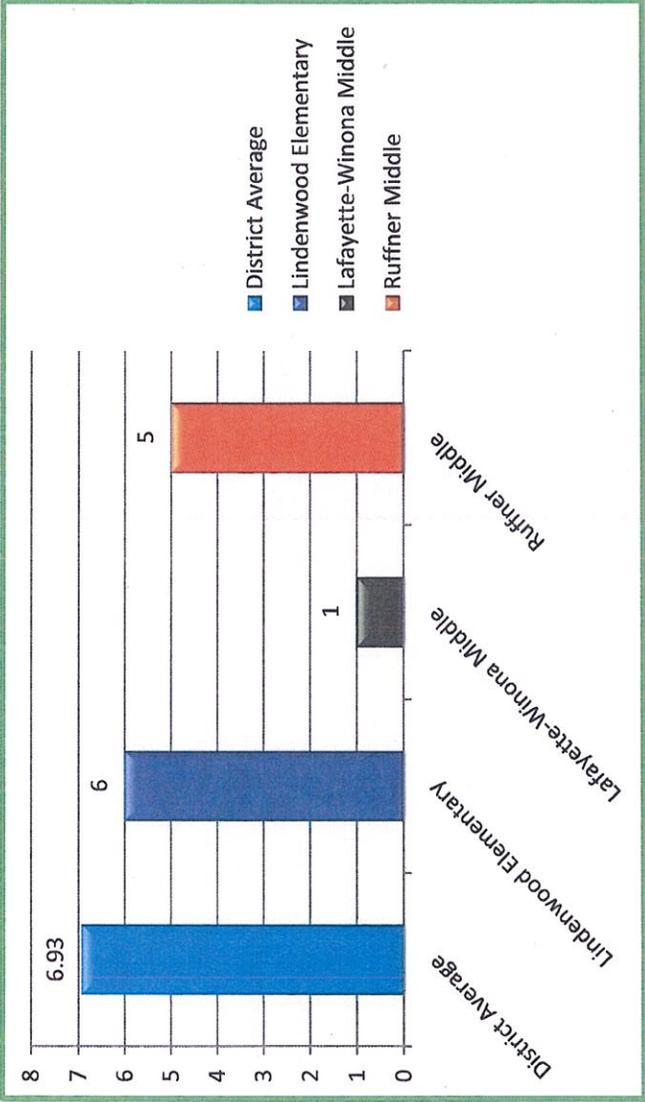
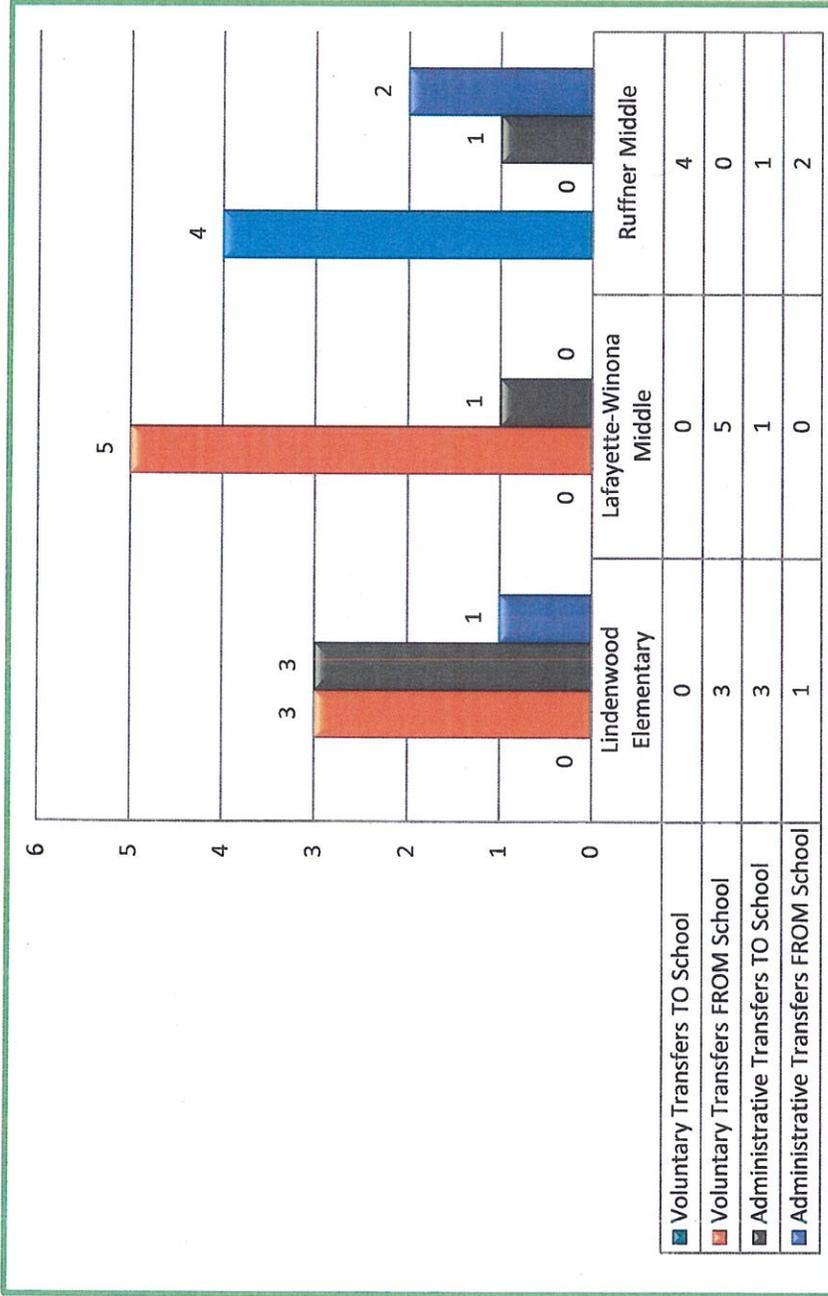


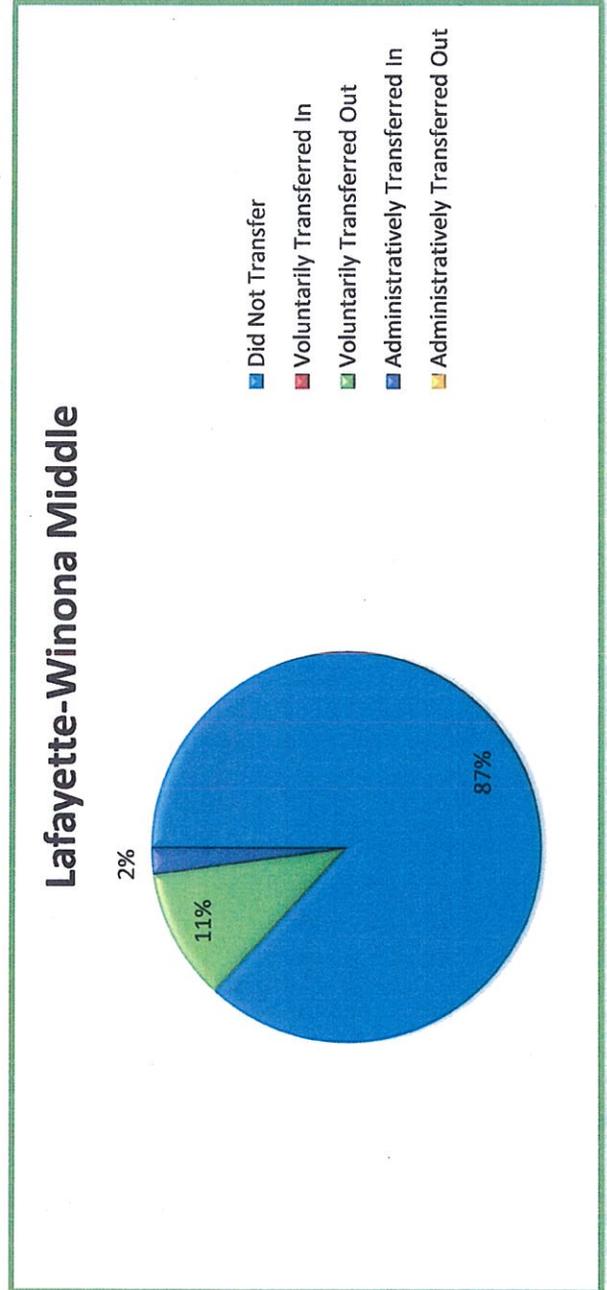
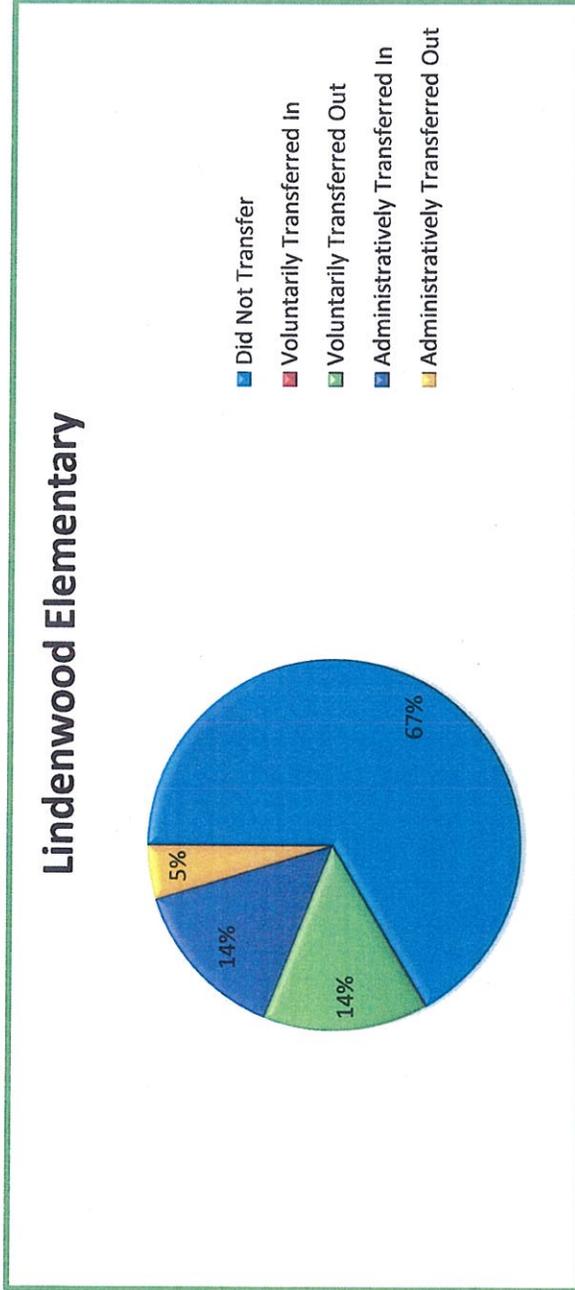
Figure 9. Administrative and Voluntary Transfers by Location
 SY 2013-2014



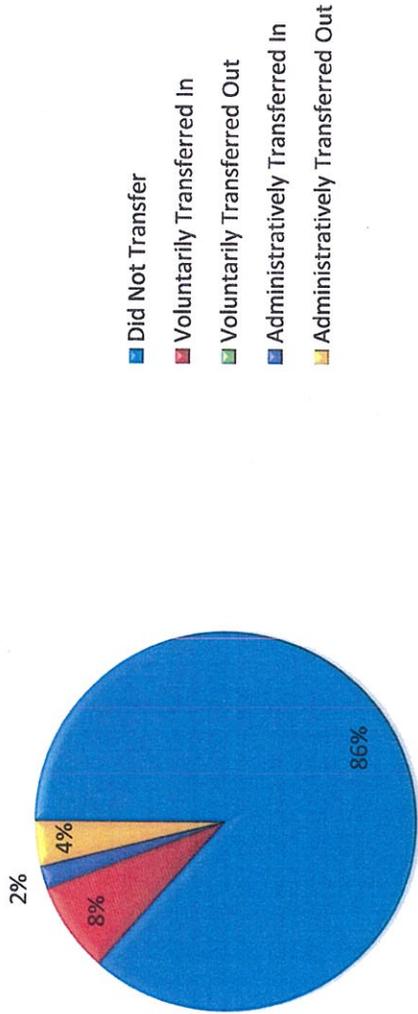
Figures 10, 11, and 12. Administrative and Voluntary Transfers by Location

SY 2013-2014

Note: This information is represented in the charts noted on the previous page. However, these pie charts include representations of the whole school to include those teachers who did not transfer.



Ruffner Middle



- Did Not Transfer
- Voluntarily Transferred In
- Voluntarily Transferred Out
- Administratively Transferred In
- Administratively Transferred Out

Figures 13 and 14. Number and Percent of Provisionally Licensed Teachers
SY 2012-2013 and SY 2013-2014

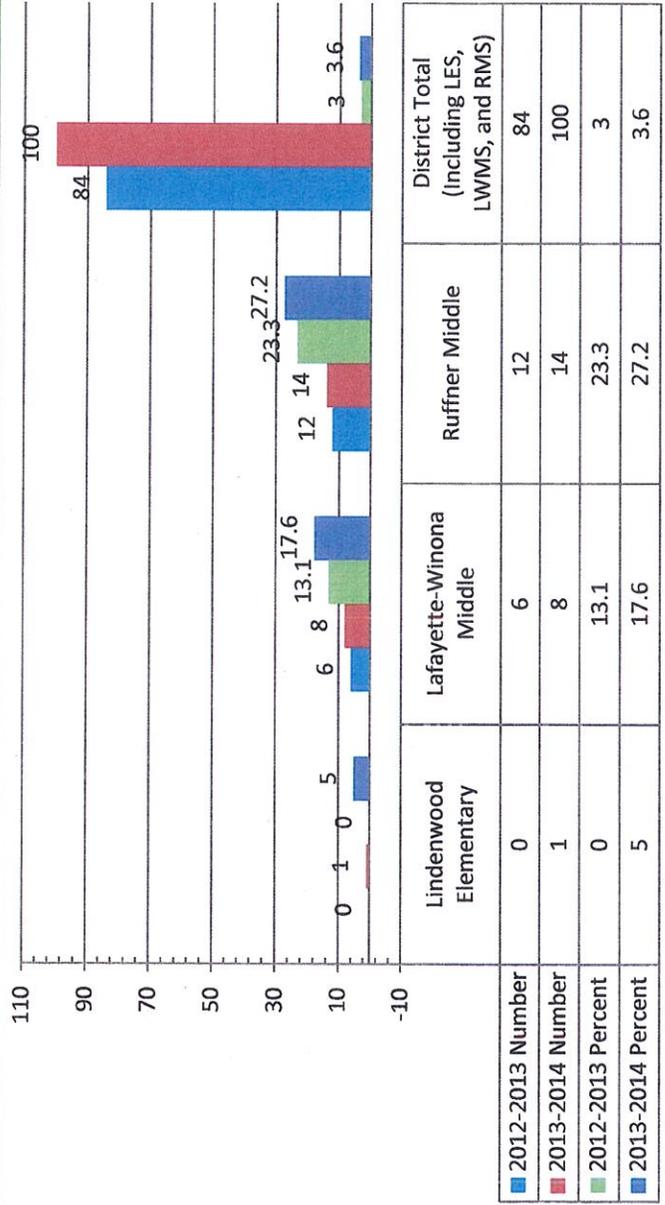


Figure 15. Number of Provisionally Licensed Teachers by Location
 SY 2012-2013 and SY 2013-2014

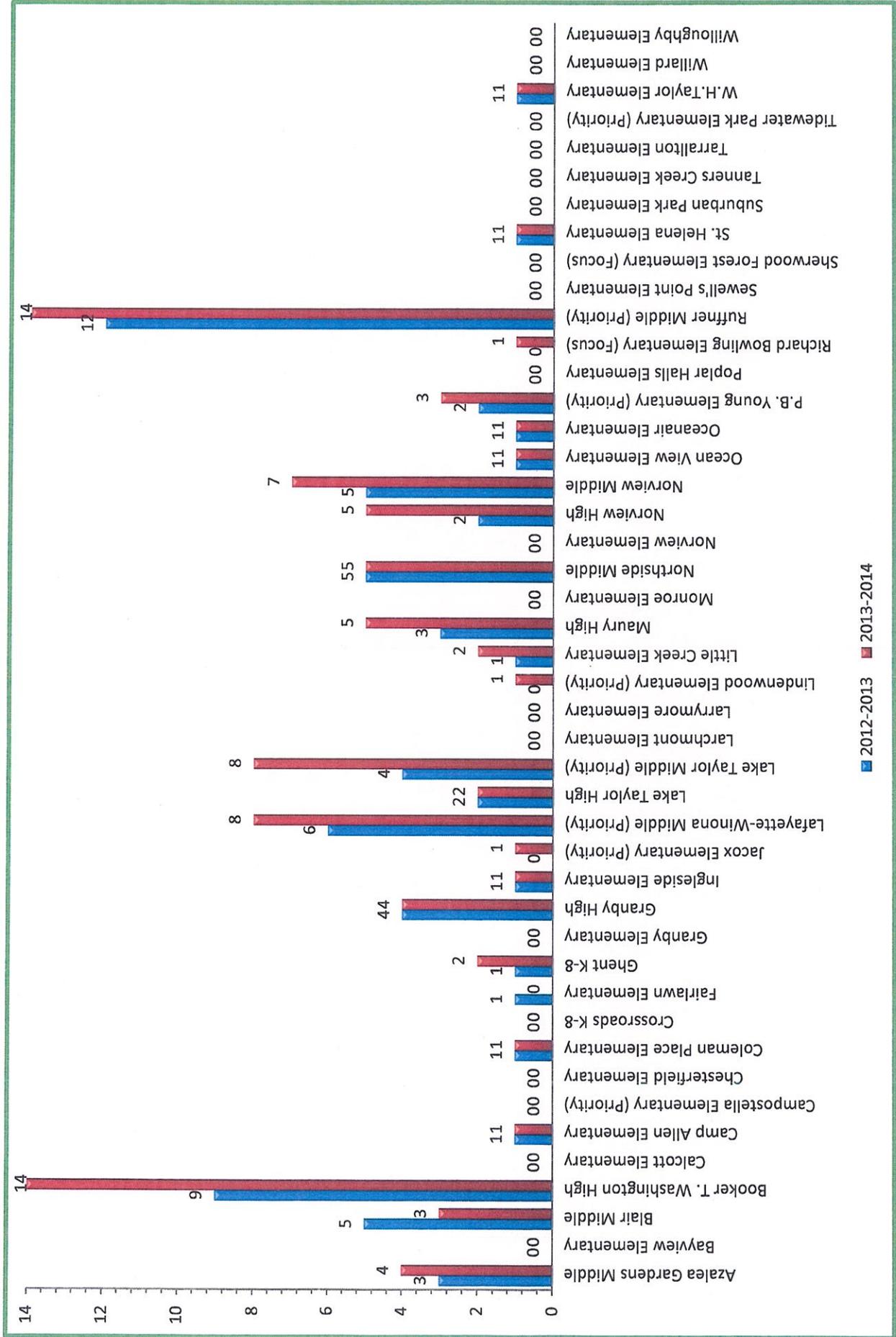
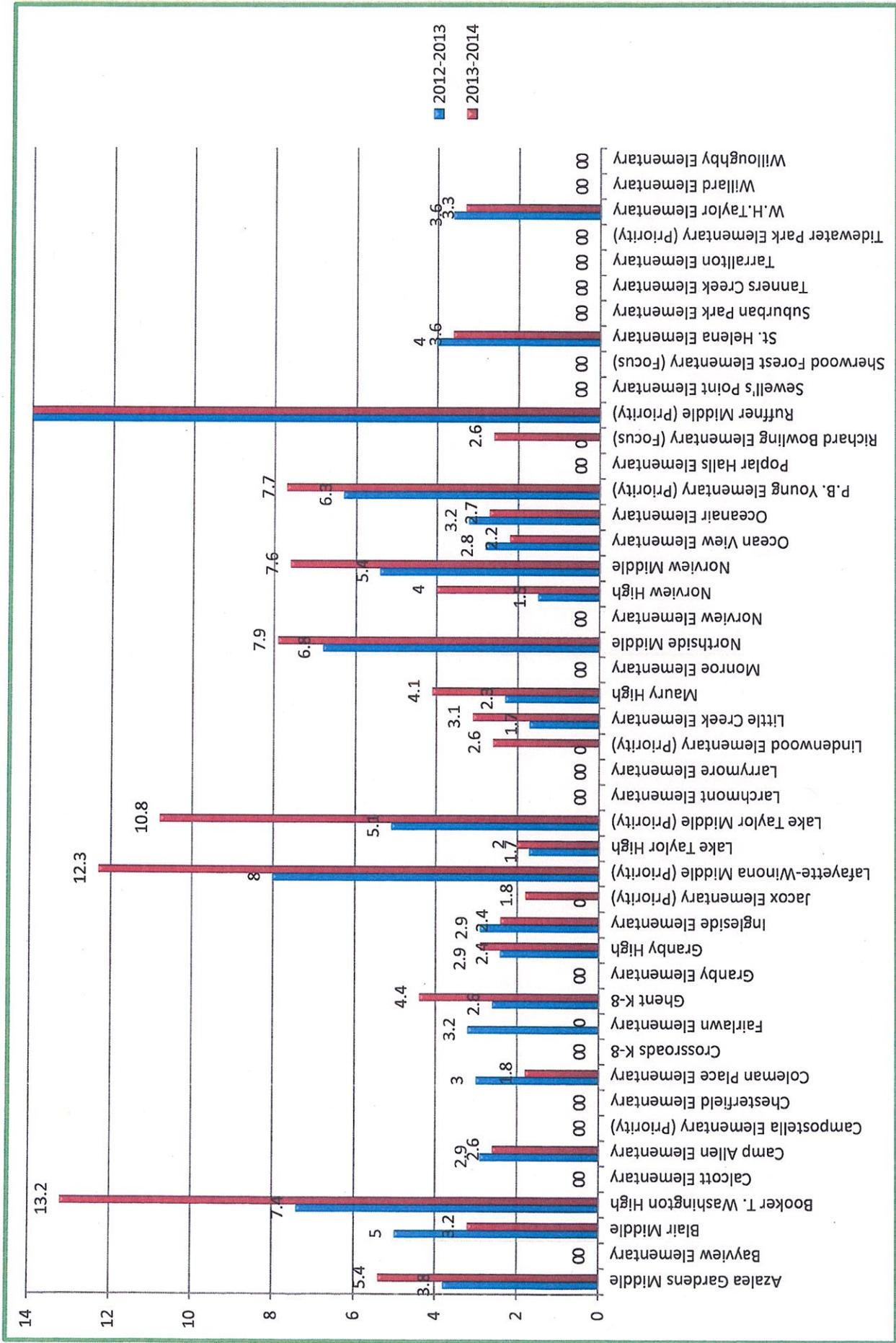


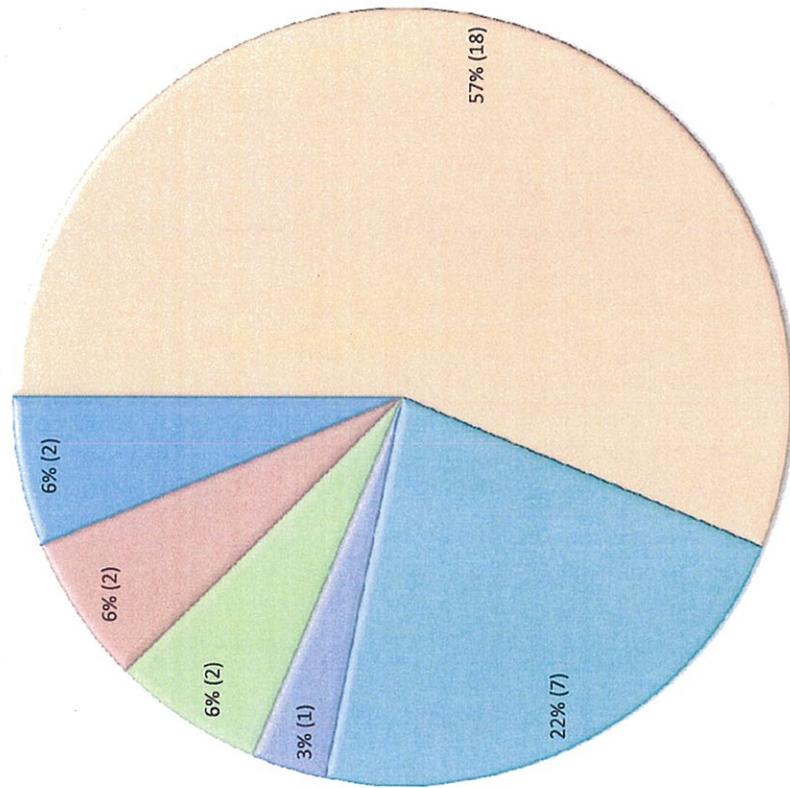
Figure 16. Percent of Provisionally Licensed Teachers by Location
 SY 2012-2013 and SY 2013-2014



10/25/2013

Lindenwood Teacher Experience SY 2013-2014

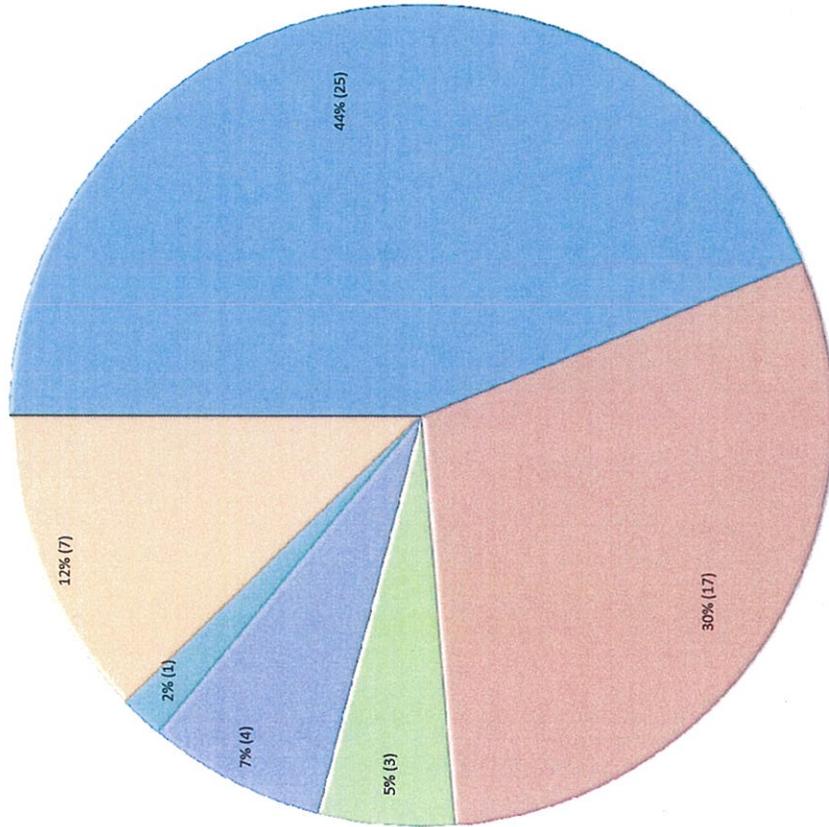
■ 0 to 3 Years
 ■ 4 to 7 Years
 ■ 8 to 11 Years
 ■ 12 to 15 Years
 ■ 16 to 19 Years
 ■ 20+ Years



Teacher Number	Number of Years of Teaching Experience
1	26
2	24
3	17
4	17
5	14
6	12
7	10
8	7
9	6
10	6
11	5
12	5
13	5
14	4
15	3
16	2
17	2
18	2
19	1
20	1
21	1
22	1
23	0
24	0
25	0
26	0
27	0
28	0
29	0
30	0
31	0
32	0

Lafayette-Winona Middle School Teacher Experience
SY 2013-2014

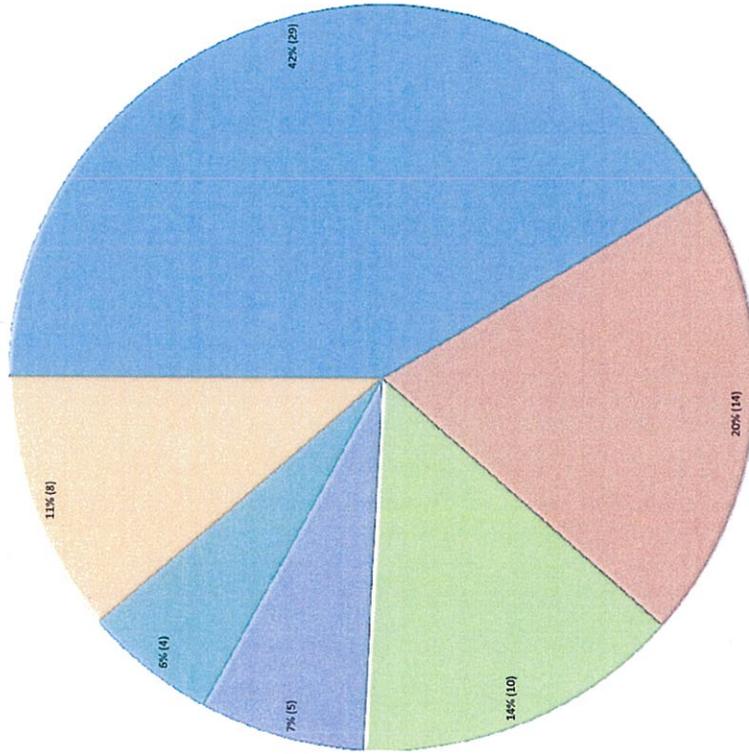
0 to 3 Years 4 to 7 Years 8 to 11 Years 12 to 15 Years 16 to 19 Years 20+ Years



Teacher Number	Number of Years of Teaching Experience
1	33
2	30
3	29
4	28
5	27
6	25
7	20
8	17
9	14
10	13
11	12
12	12
13	10
14	9
15	8
16	7
17	7
18	7
19	7
20	7
21	6
22	6
23	6
24	5
25	5
26	5
27	5
28	5
29	5
30	4
31	4
32	4
33	3
34	3
35	3
36	3
37	3
38	2
39	2
40	2
41	2
42	2
43	2
44	2
45	1
46	1
47	1
48	1
49	1
50	1
51	1
52	1
53	0
54	0
55	0
56	0
57	0

**Ruffner Middle School Teacher Experience
SY 2013-2014**

■ 0 to 3 Years
 ■ 4 to 7 Years
 ■ 8 to 11 Years
 ■ 12 to 15 Years
 ■ 16 to 19 Years
 ■ 20+ Years



Teacher Number	Number of Years of Teaching Experience
1	38
2	36
3	32
4	31
5	30
6	29
7	29
8	22
9	18
10	17
11	16
12	16
13	15
14	14
15	13
16	12
17	12
18	11
19	10
20	10
21	10
22	10
23	9
24	9
25	9
26	8
27	8
28	7
29	7
30	6
31	6
32	6
33	6
34	5
35	5
36	5
37	5
38	5
39	4
40	4
41	4
42	3
43	3
44	3
45	3
46	2
47	2
48	2
49	2
50	2
51	1
52	1
53	1
54	1
55	1
56	1
57	1
58	1
59	1
60	1
61	1
62	1
63	1
64	0
65	0
66	0
67	0
68	0
69	0
70	0