

# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: October 28, 2010

**Topic:** First Review of a Memorandum of Understanding for Norfolk City Public Schools for Compliance with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) 8 VAC 20-131-315 for Lafayette-Winona Middle School

**Presenter:** Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement  
Dr. Richard Bentley, Superintendent, Norfolk City Public Schools

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## Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting:

## Previous Review/Action:

No previous board review/action

Previous review/action  
date September 17, 2009  
action Board accepted a request for a rating of *Conditionally Accredited*

## Background Information:

Once a school has failed to achieve a *Fully Accredited* status for four consecutive years based on its academic performance, as stated in 8 VAC 20-131-300.C, the school shall be rated *Accreditation Denied*. As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding (MOU) required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Virginia Board of Education for a rating of *Conditionally Accredited*.

As defined by the Standards of Accreditation, "reconstitution" means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied*. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff, or student population. On September 17, 2009, the Board approved a rating of *Conditionally Accredited* for Lafayette-Winona Middle School. The rating was granted based on the school's reconstitution efforts and change in governance.

As indicated in 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), the *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. Based on assessments in 2009-2010, Lafayette-Winona Middle school has failed to make progress to achieve a status of *Fully Accredited*. The school has failed to meet the benchmarks in history for the second year. For this reason, the school will be rated *Accreditation Denied*.

Pass rates in history for the past three years are indicated below:

	2007-2008	2008-2009	2009-2010
Grade 6 History: US to 1877 (Pass rates provided by Norfolk City Public Schools)	N/A	33%	34.4%
Grade 7 History: US 1877 to Present (Pass rates provided by Norfolk City Public Schools)	N/A	66.7%	64.8%
Grade 8 History: Civics & Economics (Pass rates provided by Norfolk City Public Schools)	74.2%	68.5%	67.5%
Combined History Unadjusted* Scores	75.70%	60.97%	61.13%

\*An unadjusted pass rate is the percent of students demonstrating proficiency on the assessments that comprise the Virginia Assessment Program without adjustments as allowed by the Standards of Accreditation or by the No Child Left Behind Act of 2001.

### Summary of Major Elements

As required by 8 VAC 202-131-315, any school rated *Accreditation Denied* in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board and affirmed through a MOU between the Board and the local school board. The local school board shall submit a corrective action plan to the Board for its consideration in prescribing actions in the MOU within 45 days of the notification of the rating. The MOU 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 MOU to the VBOE. 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.

In addition, any school rated *Accreditation Denied* 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 VBOE memorandum of understanding with the local school board.

Norfolk City Public Schools has met the requirements of 8 VAC 20-131-315. The corrective action plan, Attachment A, was approved by their Board on October 19, 2010, after it was reviewed by parents. As stakeholders in the process, parents were given an opportunity to comment on the division's proposed corrective action plan. In addition, parents were notified of the rating from the Department of Education within thirty days of the notification of the rating.

Attachment B is the proposed MOU from Norfolk City Public Schools for Lafayette-Winona Middle School. An auditor will be assigned to monitor the school's implementation of the corrective action plan.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and accept the proposed MOU for Lafayette-Winona Middle School as requested by the Norfolk City School Board.

**Impact on Resources:**

The Office of School Improvement will be required to use the academic review budget to fund the auditors assigned to this school.

**Timetable for Further Review/Action:**

None

Lafayette-Winona Middle School  
Proposed Corrective Action Plan  
2010-2011

*Attachment A*

Objective	Description	How it will look when fully implemented	Date when description will be a reality	Tasks for this objective	Task assigned to	Target Completion Date
<b>IIC01</b>	<b>Units of instruction will include specific learning activities aligned to objectives. (96)</b>	Teachers consistently utilize curriculum guides, frameworks, and blueprints as foundation for planning. Teams are producing instructional units and lesson plans that are fully aligned to learning objectives.	05/01/11	<p>Grade level instructional teams will meet every day for 80 minutes to plan units of instruction which are aligned to the curriculum.</p> <p>All history teams will provide daily lesson plans (and ancillary materials) to department chair for review in shared folders on the staff e-mail system.</p> <p>Feedback will be provided by department chair, including information on alignment.</p> <p>Department chair will include on her monthly department reports submitted to the principal that all lessons and activities were reviewed (prior to implementation) and that they are aligned to objectives.</p> <p>Principal, Asst. Principal, deans, department chair, central office support staff, and VDOE staff will check for implementation of plans when conducting informal and formal observations.</p>	Department chair, administration, central office, and VDOE support staff	On-going through June 2011

Lafayette-Winona Middle School  
Proposed Corrective Action Plan  
2010-2011

*Attachment A*

Objective	Description	How it will look when fully implemented	Date when description will be a reality	Tasks for this objective	Task assigned to	Target Completion Date
				<p>Training will be provided to the principal on the new curriculum guides, frameworks, and blueprints.</p> <p>Review of lesson plans and alignment to curriculum will be discussed during monthly Shared Governance Team meetings.</p>	<p>Central Office Support Staff</p> <p>Shared Governance Team Members</p>	<p>09/25/2009, 10/02/2009 &amp; 08/10/2010</p> <p>On-going through June 2011</p>
<b>IID11</b>	<b>Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)</b>	Students working in individual, needs-based pull-out groups during academic success blocks for 30 min/meeting (over a two-week time period on the A/B schedule). Students in these groups will have in common the same areas requiring support and are instructed by teachers whose students have demonstrated mastery of the areas of need.	11/15/2010	Assessment data from post test will be used to identify students in need of prerequisite skills in order to master the instructional units and develop instructional strategies and activities for students in the prerequisite, target and enhanced level. Enhanced level students will receive in-class modified assignments. Additionally, some of these students will work in pull-out sessions with the gifted resource teacher during the rotating and stationary academic success blocks. Data teams will identify the instructional strategies in team minutes that will be tailored to three tiers of students – target,	Data Teams— members include content area teachers, SPED teachers, gifted resource teacher (when available), department chair, and principal.	10/29/10

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2010-2011

*Attachment A*

Objective	Description	How it will look when fully implemented	Date when description will be a reality	Tasks for this objective	Task assigned to	Target Completion Date
				<p>enhanced and prerequisite.</p> <p>Data team members will be trained on the effective use of D2SC data reports and the monthly data team template.</p> <p>Shared Governance Team members will analyze available student performance data and provide feedback and action steps on a monthly basis</p> <p>Central Office staff will review school data on a quarterly basis.</p>	<p>Central Office Support Staff, LCD (data analysis) &amp; department chair (data team template)</p> <p>Shared Governance Team members</p> <p>Central Office Staff</p>	<p>10/15/10 (on-going support will be provided as needed)</p> <p>Monthly through June 2011</p> <p>Quarterly through June 2011</p>
<b>IIIA19</b>	<b>All teachers will review lessons daily using questioning techniques.</b>	All lesson plans contain high-level questions that will foster critical thinking. Teachers are consistently implementing effective questioning techniques when delivering instruction.	05/01/2011	<p>Observers will use the school questioning rubric (which is aligned to the professional development focus book, <i>Quality Questioning</i>) to collect data on questioning techniques and high-level questions. Team members will conduct monthly team sweeps focusing on teachers' use of effective questioning techniques and high-level questions.</p> <p>Feedback will be provided to teachers in a timely manner via</p>	Instructional leadership team, which includes department chairs, deans, principal, and assistant principal.	10/30/10 through June 2011

Lafayette-Winona Middle School  
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2010-2011

*Attachment A*

Objective	Description	How it will look when fully implemented	Date when description will be a reality	Tasks for this objective	Task assigned to	Target Completion Date
				<p>questioning rubric aligned to <i>Quality Questioning</i> book.</p> <p>All lesson plan reviewers, department chair, and classroom observers, will report whether or not plans contained high-level questions related to the lesson objective(s).</p> <p>All information gathered on questioning will be tracked via questioning rubric and school implementation report.</p> <p>Central Office staff will review school implementation report and quarterly observation data and provide feedback to the principal on a quarterly basis</p>	<p>Department chair, central office support staff, principal, and assistant principal</p> <p>Central Office staff</p>	<p>11/30/10</p> <p>Quarterly through June 2011</p>
<b>IIIA35</b>	<b>Students will be engaged and on task. (144)</b>	Students will demonstrate a range of on-task behaviors within a set of variables as it relates to learning, developing understanding, and demonstrating proficiency of content material.	05/01/2011	<p>All lesson plans will be reviewed (<i>prior to</i> implementation) for the use of teaching strategies that engage students in higher-levels of Bloom's Taxonomy on a weekly basis.</p> <p>Instructional sweeps to gauge rates of off-task behaviors will be conducted by observers. Timely feedback will be</p>	<p>Department chair, principal, central support staff</p> <p>Department chair, deans, principal, assistant principal, and central office support staff</p>	<p>11/30/10 through June 2011</p> <p>11/30/10 through June 2011</p>

Lafayette-Winona Middle School  
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2010-2011

*Attachment A*

Objective	Description	How it will look when fully implemented	Date when description will be a reality	Tasks for this objective	Task assigned to	Target Completion Date
				provided to teachers via "Time Off-Task" analysis sheet. Informal/Formal feedback conferences will be held to discuss collected data with teachers.		
<b>IIIB06</b>	<b>All teachers systematically report to parents the student's mastery of specific standards-based objectives.</b>	Teachers and parents working collaboratively to support the academic achievement of students on specific objectives	05/01/2011	<p>Parents will be provided with individual reports regarding student performance on common formative and quarterly assessments.</p> <p>Parents will be invited to attend and participate in workshops to provide them with tools to support the efforts of teachers and school staff. Workshops will include topics such as:</p> <ul style="list-style-type: none"> <li>• How to read student data reports &amp; track my child's progress</li> <li>• How to help my child at home</li> <li>• Becoming an active school volunteer</li> <li>• Quarterly data "review nights" (whole school review)</li> </ul>	<p>Teachers with technical support from department chair, principal and assistant principal.</p> <p>Principal, department chair, guidance, and central office support staff</p>	<p>11/05/10 through June 2011</p> <p>On-going through June 2011</p>



**VIRGINIA BOARD OF EDUCATION  
SCHOOL BOARD**

**MEMORANDUM OF UNDERSTANDING  
Goals and Expected Outcomes  
Beginning School Year 2010-2011**

**Background**

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, Section 8 VAC 20-131.315 requires school divisions with schools rated Accreditation Denied to enter into an MOU with the Board of Education (BOE) and implement a corrective action plan to improve student achievement in the identified schools.

8 VAC 20-131-315. Action requirements for schools that are denied accreditation.

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.

## **School Division Goals and Performance Objectives**

The Norfolk City School Board and central office staff will implement key priorities for improving student achievement at Lafayette-Winona Middle School, ensuring alignment of resources with these priorities for improving student achievement, and holding the Board and staff accountable for results. These priorities must align with the expectations in this MOU and the following areas of focus:

- Shared Leadership Between the Central Office and School to Raise Student Achievement
- Instructional Quality

The following performance objectives are established. Specific performance measures aligned with these goals are detailed in Attachment A.

### Shared Leadership Between the Central Office and School and Student Achievement

1. The central office staff and principals under the direction of the superintendent will provide monthly written reports on the implementation of instructional initiatives at Lafayette-Winona Middle School to include activities planned, activities completed, timelines, participation targets, and student outcomes to the Norfolk City School Board and the Virginia Department of Education.
2. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the instructional program at Lafayette-Winona Middle School. Governance meetings will take place as scheduled by the superintendent and will be limited to after school whenever possible.
3. The central office staff and principals under the direction of the superintendent will implement a data monitoring process using the quarterly report from the Virginia Department of Education (VDOE) with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

### Instructional Quality

1. Units of instruction will include specific learning activities aligned to objectives.
2. Instructional teams will review the results of unit pre- and /post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
3. All teachers will review lessons daily using questioning techniques.
4. Students will be engaged and on-task.

5. All teachers will systematically report to parents the student's mastery of specific standards-based objectives.

### **Status Reports to the Virginia Board of Education**

The corrective action plan for Lafayette-Winona Middle School was approved by the Norfolk City School Board on October 19, 2010 and has met the requirements of 8 VAC 20-131-315 to 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.


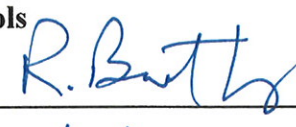
The Norfolk City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.

**Authorizations**

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Norfolk City Public Schools.

**Authorizations**

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Norfolk City Public Schools.

<p><b>Printed Name</b> _____</p> <p><b>Title: Chair, Norfolk City Public Schools</b></p> <p><b>Signature</b> <u></u></p> <p><b>Date</b> <u>10/19/10</u></p>	<p><b>Printed Name</b> <u>DR RICHARD BENTLEY</u></p> <p><b>Title: Superintendent, Norfolk City Public Schools</b></p> <p><b>Signature</b> <u></u></p> <p><b>Date</b> <u>10/19/10</u></p>
<p><b>Printed Name</b> _____</p> <p><b>Title: President, Board of Education</b></p> <p><b>Signature</b> _____</p> <p><b>Date</b> _____</p>	<p><b>Printed Name</b> _____</p> <p><b>Title: Superintendent of Public Instruction</b></p> <p><b>Signature</b> _____</p> <p><b>Date</b> _____</p>