

# Board of Education Agenda Item

Item: J.

Date: September 22, 2011

**Topic:** First Review of Requests for Ratings of Conditionally Accredited from Norfolk City School Board and Northampton County School Board

**Presenter:** Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement

**Telephone Number:** (804) 225-2865

**E-Mail Address:** Kathleen.Smith@doe.virginia.gov

## 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: October 27, 2011

## Previous Review/Action:

No previous board review/action  
 Previous review/action

## Background Information:

8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

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.

## Summary of Major Elements

Two schools from two divisions are requesting a rating of *Conditionally Accredited* for the first year. The schools are indicated below:

Division	School Name	Subjects Warned in 2008-2009	Subjects Warned in 2009-2010	Subjects Warned in 2010-2011	Preliminary Data Indicates Subjects Warned in 2011-2012
Norfolk City	Lindenwood Elementary School	English, Mathematics, Science	English	English, History, Science	English
Northampton County	Kiptopeke Elementary	Mathematics, History, Science	Mathematics, History, Science	English, Science	History

### Adequate Yearly Progress (AYP)

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Current Sanction for English	Current Sanction for Mathematics
Lindenwood Elementary Norfolk City	Did not make AYP	Did not make AYP	Did not make AYP	Not in Improvement	Year 3 – Corrective Action
Kiptopeke Elementary Northampton County	Did not make AYP	Did not make AYP	Did not make AYP	Year 3 – Corrective Action	Year 4 – Planning for Alternative Governance

### Unadjusted\* AYP Scores for Standards of Learning Assessments

#### **Lindenwood Elementary**

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	68.83%	65.29%	72.38%
Mathematics	70.58%	71.09%	66.66%
Science	75.82%	67.79%	68.60%
History	79.78%	68.64%	80.72%

\*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning Assessments and alternative assessments without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

## Kiptopeke Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	79.69%	69.25%	72.78%
Mathematics	65.60%	68.81%	69.20%
Science	64.02%	65.54%	72.51%
History	66.56%	72.40%	59.67%

\*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning assessment without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

## Governance

Kiptopeke Elementary and Lindenwood Elementary are currently identified as persistently low-achieving Tier 1 schools as defined by USED for the 2010 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving Tier 1 school is defined as a Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.

Northampton County Public Schools selected Edison Learning as its Lead Turnaround Partner for Kiptopeke Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$949,302 for the first year (pending subsequent funding for a three year total of \$2,368,132). The contract for Edison Learning is included as Attachment A.

Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner for Lindenwood Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$646,839 for the first year (pending subsequent funding for a three year total of \$1,758,099). The contract for Pearson Education is included as Attachment B.

Both schools will implement alternative governance through a contract with the Lead Turnaround Partners (LTP) who have been contracted to guide the improvement process. The local educational agency (LEA) will designate an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the implementation of the following:

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.

4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

### Technical Assistance

Schools granted a rating of *Conditional Accreditation* in 2011-2012 will be required to participate in technical assistance from the department. Since both Kiptopeke Elementary and Lindenwood Elementary will implement the USED Transformation Model, the principals, internal lead partners, and a VDOE contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the Virginia Department of Education, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the transformation model requirements, the schools will provide quarterly reports to the Office of School Improvement on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (fall and spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County 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 these schools.

**Timetable for Further Review/Action:** Final review at the October 27, 2011, meeting.

**NORTHAMPTON COUNTY PUBLIC SCHOOLS**

7207 Young Street

Machipongo, Virginia 23405

www.ncps.k12.va.us

Phone: 757-678-5151

Fax: 757-678-7267

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The Honorable Eleanor B. Saslaw  
Virginia State Board of Education  
Richmond, VA 23219

Dear Chairman Saslaw;

Kiptopeke Elementary School has for three consecutive years received a rating of Accredited with Warning. The school will fail to make accreditation for the fourth year. As a result of its continued failure and in accordance with code 8 VAC 20-131-315, the Northampton County School Board is seeking a conditional rating based on reconstitution.

Through the use of School Improvement Grant (SIG) funds, the reconstitution process for Kiptopeke Elementary will involve a change in its instructional model. Because the instructional focus is on strategies and processes designed to improve the current curriculum, classroom instruction and alignment of all instructional programs and practices, deficiencies that attributed to the school's repeated failure, will be addressed.

This request is being made because we believe that the reconstitution will provide a change in governance, therefore placing increased emphasis on our instructional delivery that will ensure student performance and contribute to the school achieving full accreditation.

### School Demographics

During the 2010-2011 school year, Kiptopeke Elementary served grades PK-7. Forty-three teachers provided daily instructional content to 583 students. Four hundred fifty eight (458; 78.5%) of these students received free or reduced lunch. The chart below represents the demographic breakdown with percentage of students enrolled at this school during the 2010-2011 school year:

Racial Breakdown	% Free & Reduced Lunch	Students
Asian	.08%	5
Black	49.5%	289
Hispanic	21.9%	128
White	27.6%	161
Students w/Disabilities	17.4%	102
Economically Disadvantaged	78.5%	458
<b>Total Student</b>		<b>583</b>

### Summary of SOL Performance

As we reviewed the 2011 SOL data, in grade 3, the pass rate for all students on the **English** SOL assessment showed a slight decrease. The performance of the "*All Students*" category decreased

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from 67% to 65% which denotes a two percent decrease from 2010 to 2011. A closer look at the individual pass rates for all subgroups show varied performance. A 7% increase was recorded in the pass rate for black students, moving from 57% to 64%. The pass rates for white students decreased by 8%, moving from 83% to 75%. The economically disadvantaged students had a 1% decrease moving from 62% to 61%. The pass rate for Limited English Proficiency students fell from 58% to 42%, which reflects a 16% decline. The pass rate for Hispanic students showed a decline of 5%, moving from 58% to 53%. The pass rate for migrant students is at 55%. The pass rate for students with disabilities is at 18%.

In **Mathematics** for grade 3, the pass rate for "all students" declined from 82% to 70%, reflecting a 12% decrease. The pass rate for Limited English Proficient students remained at 75%. A 5% decline was noted in the pass rate for black students (*71% to 66%*). A decline of 2% was recorded in the pass rate for Hispanic students (*75% to 73%*). A decrease in the pass rate of 25% was recorded for white students (*100% to 75%*). The pass rate for economically disadvantaged students showed a decline of 12%, moving from 79% to 67%. The pass rate for migrant students is at 73%. The pass rate for students with disabilities is at 18%.

The pass rate for grade 3 students on the **Science** SOL showed a decrease for the "all students" category of 11%, moving from 78% to 67% from 2010 to 2011. Significant improvement was seen in the pass rate for the Hispanic subgroup, which increased from 67% to 92% (25% higher than last year). The pass rate for students with disabilities is at 20%. The pass rate for black students saw a decline of 15%, moving from 71% to 56%. The pass rate for white students showed a decline of 25%, from 94% to 69%. The economically disadvantaged students recorded a decline of 10%, moving from 74% to 64%.

The pass rate for the grade 3 students on the **History and Social Science** SOL showed a decrease in the "all students" category of 32%, moving from 80% to 48% from 2010 to 2011. The performance of all other subgroups declined accordingly: (*black students -27% reflecting a pass rate decline from 71% to 44%; Hispanic students -39%, reflecting a pass rate decline from 75% to 36%; white students - 31%, reflecting a pass rate decline from 94% to 63%; economically disadvantaged students-31%, reflecting a pass rate decline from 74% to 43%*). The pass rate for students with disabilities is placed at 20%.

#### **4<sup>th</sup> Grade**

In grade 4, the pass rate for **English** was mixed with gains and losses for the subgroups. The performance for the category of "All Students" remained at 72% (same as last year). The most significant growth was seen in the pass rate performance for students in the white subgroup which increased from 68% to 94%, reflecting a 26% increase. The economically disadvantaged students recorded a 1% decline in pass rate, moving from 68% to 67%. The pass rate for black students declined from 71% to 66% reflecting a 5% decrease. The Limited English Proficient students recorded a 25% decline in pass rate, moving from 75% to 50%. Finally, Hispanic students recorded

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pass rates that represented a 26% lower performance when compared to last year. The performance fell from 80% to 54%.

In grade 4, the pass rate for all students on the **Mathematics** SOL from school year 2010 to 2011 remained at 78%. Our black students recorded a pass rate gain of 1%, moving from 75% to 76%. Our white students recorded a pass rate gain of 8%, moving from 86% to 94%. The pass rate for Hispanic students saw a decrease of 11% moving from 73% to 62%. The economically disadvantaged students recorded a 1% decline in pass rate, moving from 76% to 75%. Finally, the Limited English Proficient students recorded a pass rate decline from 69% to 50%, reflecting a 19% decrease in performance.

The performance of the grade 4 students on the **Virginia Studies** SOL was as follows: All Students 81%, black students 79%, Hispanic students 69%, white students 94%, economically disadvantaged students 79% and Limited English Proficient 60%.

### ***5<sup>th</sup> Grade***

In grade 5, the pass rates for all students and all subgroups increased. A 23% increase on the **English** SOL assessment was recorded for "all students". The overall performance increased from 58% to 81%. Our black students recorded a 23% increase from 2010 to 2011, moving from 56% to 79%. The pass rate for the white students recorded increased performance by 15%, moving from 79% to 94%. The category of economically disadvantaged students recorded a pass performance rate increase of 33%, moving from 47% to 80%. The performance of the Limited English Proficient students is at 64%, Hispanic students 73% and the pass rate for students with disabilities is at 36%.

On the **English Writing** SOL assessment, pass rates for "all students" increased from 55% to 66% producing an 11% increase overall. All but one subgroup recorded SOL pass rate improvements in writing. The pass rate for black students increased from 51% to 64%, reflecting a 13% increase. The pass rate for Hispanic students is at 69%. The pass rate for students with disabilities is at 25%. The pass rate for economically disadvantaged students increased from 48% to 67%, reflecting an increase of 19%. Finally, the pass rate for white students declined moving from 71% to 68%, reflecting a 3% decline.

In **Mathematics**, grade 5 students recorded increased pass rates for all subgroups and all students. Pass rates for all students increased by 14%, increasing from 59% to 73%. The pass rates for black students increased by 8%, moving from 56% to 64%. Economically disadvantaged students recorded a 19% increase in pass rate performance, moving from 51% to 70%. Pass rates for students with disabilities increased by 13%, moving from 8% to 21%. Pass rates for white students moved from 71% to 88%, reflecting a 17% increase. The pass rate for LEP students is at 73%.

In **Science**, all students and subgroups of students demonstrated increased pass performance rates. The pass rate of all students increased from 53% to 77% reflecting a 24% increase. Pass rates for

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black students moved from 50% to 72%, reflecting a 22% increase. Pass rates for economically disadvantaged students increased by 30%, moving from 44% to 74%. Pass rates for Limited English Proficient and Hispanic students are placed at 73%. The pass rate for white students increased from 64% to 94%, reflecting a 30% increase. The pass rate for students with disabilities recorded increases of 42%, moving from 8% to 50%.

***6<sup>th</sup> Grade***

In grade 6, an overall decrease of 6% was noted in the performance of “all students” on the **English** SOL assessment. A decrease from 75% to 69% was recorded in pass rates. While decreased performance was noted overall, two subgroups recorded improved pass rates. White students recorded a 15% pass rate increase, moving from 78% to 93%. Black students recorded a 2% pass rate increase, moving from 63% to 65%. Pass rates for economically disadvantaged students posted a 17% decrease, moving from 75% to 58%. The pass rate for students with disabilities is 33%. The pass rate for Hispanic students is at 50%.

In **Mathematics**, grade 6 students showed a decrease in performance for the “all students” subgroup. Pass rates decreased by 1%, moving from 57% to 56%. The pass rates for black increased from 37% to 49%, reflecting a 12% increase. White students recorded a pass rate decreased by 3%, moving from 74% to 71%. The pass rate for economically disadvantaged students decreased from 55% to 47%, reflecting an 8% decrease. The Hispanic subgroup recorded a pass rate of 60%. Students with disabilities recorded a pass rate of 25%.

On the **United States History to 1877** SOL assessment, the pass rate for all students and all subgroups declined. The “all students” category showed a decrease of 17%, moving from 55% to 38%. The pass rate for black students recorded a 9% decrease, moving from 35% to 26%. The pass rates for economically disadvantaged students recorded a 25% decrease, moving from 47% to 22%. The pass rates for white students recorded a 2% decrease, moving from 73% to 71%. Hispanic students recorded a pass rate of 30%. The pass rate for students with disabilities is placed at 10%.

***Grade 7***

Finally, the grade 7 students recorded slight increases on the **English** SOL assessment. The pass rate for “all students” increased from 75% to 77%. The white students recorded a decline in pass rate from 86% to 74%, reflecting a 12% decline. The pass rate for economically disadvantaged students recorded increases from 68% to 77%, reflecting a 9% increase. The pass rate for black students remained at 71%. The participation numbers for the following subgroups were too small to report pass rates: Hispanic students, students with disabilities, Limited English Proficient and migrant students.

Grade 7 students recorded a 3% increase on the **Mathematics** SOL assessment. The “all student” pass rate increased from 65% to 68%. The pass rate for black students increased from 57% to

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68%, reflecting an 11% increase. The pass rates for economically disadvantaged students increased from 59% to 66%, reflecting a 7% increase. The pass rate for white students recorded a decline from 71% to 65%, reflecting a 6% decrease. The participation numbers for Hispanic, students with disabilities and LEP students were too small to report a pass rate.

A comparative analysis of student pass rate performance on the **United States History from 1877 to Present** shows a decline in the pass rate of "all students" from 82% to 72%, resulting in a 10% decline. The pass rate for black students declined by 19%, moving from 77% to 58%. The pass rate for white students decreased by 22%, moving from 100% to 78%. The economically disadvantaged students recorded a pass rate decrease from 78% to 71%, resulting in a 7% decline.

As Kiptopeke Elementary continues to make adjustments in their efforts to meet the needs of all students at prescribed benchmarks, there are many changes that will occur during this upcoming school year. As we begin the 2011-2012 school year, the grade span served at KES will change. The seventh grade will move to Northampton High School making Kiptopeke a PK-6 school. The teachers who taught 7<sup>th</sup> grade students will transition to the high school respectively. Eight (8) teachers resigned their positions at KES and will be replaced.

In our effort to improve outcomes for students at Kiptopeke Elementary School, a lead turnaround partner has been hired through the provision of funds via a SIG grant. As a result, Kiptopeke Elementary will be implementing the transformation model for school improvement. Under the transformation model, KES will retain its current principal, as he was hired after the school initially fell into school improvement.

A district transformation team made up of the superintendent, the assistant superintendent, the special education director and the Mentor Teacher/Title Program Specialist will meet monthly to review school level data and progress toward achieving the goals and objectives outlined in their school improvement plan. A state DOE liaison, knowledgeable about the transformation process, has been appointed to work with the district. The assistant superintendent will act as the internal lead for school improvement for Kiptopeke Elementary.

In addition, a school transformation team has been formed. This team consists of the building principal, assistant principal, the data coach, reading specialist, a teacher representative from each grade level (*total of 6-8 teachers*), the P.E. teacher and the assistant superintendent (the internal lead). It is expected that this team will work to identify, guide, organize and ensure the successful implementation of the change strategies recommended. Each grade level representative is expected to positively and effectively communicate to their grade level peers research based school improvement strategies communicated at meetings. Bi-monthly meetings are scheduled. These meetings will span 60 minutes in length and will focus on the review of data (student data and teacher data), instructional strategies, progress monitoring, and performance indicators housed in Indistar. The division transformation team will monitor the progress being made at Kiptopeke

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Elementary through the review of bi-monthly minutes housed in Indistar, walk through observations conducted at the building, individual and group meetings, discussions with staff and administration and through attendance and participation in the bi-monthly meetings held at the building.

As the transformation team works to improve academic outcomes for all students, the governance structure established to ensure success for this process is one of collaboration. The governance structure established for KES requires the administrative staff at the building to work collaboratively with the lead turnaround partner and the internal lead partner to implement suggestions and recommendations that is embedded in sound research practices. Building administration will communicate directly to the internal lead. Additional guidance as needed will be initiated by the internal lead and communicated back to the building administration. The Vice President for Educational Services (VPES) of the lead turnaround partner will communicate directly to the internal lead and district administration as appropriate. The internal lead will communicate directly to the superintendent. Through the Dashboard, monthly updates regarding the monitoring and progress towards goals and objectives can be assessed by District and school board members. In addition, monthly updates by the lead turnaround partner will be made to our local school board.

The lead turnaround partner selected to work with Kiptopeke is EdisonLearning. This partnership will span the next three years with the primary goal being to provide support focused on assisting the school in making state accreditation by improving academic outcomes for all students. The implementation of this transformation model will begin at the beginning of the school year with an onsite achievement team being positioned at KES. A lead Vice President of Educational Services (VPES) will oversee all operational issues at the site, and act as a liaison to District personnel on any issues or programs.

A diagnostic assessment will be conducted by a team directed by Edison's Lead Diagnostician. This team will identify strengths, weaknesses, resources, issues, opportunities and organizational needs of KES. An assessment of site-based instructional leadership, the rigor of classroom instruction, alignment of curriculum and instruction to state standards, curriculum coherence and vertical alignment and the research basis for curriculum choices will be assessed. In addition, a variety of existing data will be analyzed. This data will include SOL data, PALS data, ARDT results and others. At the conclusion of this diagnostic assessment a report will be produced and a comprehensive plan of intervention will be created. Gaps in the district/school curriculum and suggestions for new curriculum if existing materials are found to be lacking will be made.

Any existing school improvement plan will be aligned to the recommendations from the diagnostic report. Recommendations rising out of this diagnostic assessment process will be fully implemented. Objectives will be monitored to ensure adequate progress is made. The Indistar system (CII website) will be used to monitor and track progress being made on school improvement plans.

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Edison will use its Companion Guides to evaluate how effectively and efficiently the district's curriculum aligns with the English and math Virginia standards and skills. These guides will be used to suggest teaching strategies for teaching the Virginia standards and grade level skills, in addition to strategies for differentiating the instruction to meet the various skill levels of students. Because these guides are so clearly written and designed, teachers will use them as an instrument for the active discussion, promotion, and articulation of curriculum across schools and grade levels at instructional faculty meetings, grade level team meetings and data meetings.

To build the instructional delivery capacity of the teaching staff, Edison will provide individualized staff development opportunities. All professional development opportunities will be aligned to the programmatic goals and objectives of the school improvement plan and the comprehensive plan of intervention. All professional development opportunities will coincide with the requirements of the turnaround model and will include leadership, instruction, programs and curriculum elements.

As needed, Edison will provide support to KES to implement an effective discipline program. The requirements of the Effective School-wide Discipline program currently being used at KES will be aligned (as needed) with the discipline model supported by Edison.

The Turnaround Achievement Team (*which consists of, the Vice President of Educational Services, a lead diagnostician and a curriculum specialist*) along with KES's staff and administrative team will work to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. The Team will work with the administrative staff in the progress monitoring of their improvement plan in their weekly and monthly meetings.

KES will conduct monthly benchmark assessments for English and Mathematics using Edison's eValue benchmarking system. These benchmark assessments will be administered electronically. Results will be instantly analyzed to determine appropriate interventions. The Achievement Team will work with KES's staff and administrative team to train the process of effectively using their data to drive instruction and to make decisions with their grade levels.

Edison will support the new Teacher Evaluation model and assist teachers in goal setting. Teacher goals will be set by the end of the first month of school (*not later than October*). Teachers will track their progress against these goals. Each teacher will create a portfolio evidencing his/her success in working toward his/her goal achievement. The principal will conduct classroom observations, instructional walk through observations and informal observations as outlined in the Teacher Observation Handbook for Northampton.

Edison will implement a principal evaluation system using Edison's Performance Management System for principals. Ongoing monitoring and feedback to support the principal will be provided. Every month, the principal will meet with the VPES, internal lead and the Superintendent to review progress being made towards goal achievement. A bi-monthly Leadership Review form will be completed and

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**Machipongo, Virginia 23405**

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discussed. An assessment as to how effectively the principal has accomplished the goals that were outlined will be discussed. If the Superintendent determines that the school is not adequately progressing a recommendation for non-renewal of the principal will be made by no later than mid February and referred to the District school board for further action. The same process will be followed for any teacher at risk for nonrenewal.

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Finally, Edison will support KES as they continue to create a culture and climate where parents actively participate in sponsored activities. KES will continue to use their quarterly newsletter to communicate progress being made with school improvement. In addition, parent-teacher conferences, PTA meetings, open house, and the school's webpage will be utilized to share information regarding the curriculum and other general school topics.

In closing, we understand that rapid and significant changes must happen at Kiptopeke Elementary. We also understand that our approach must be organized, focused, and systematic. The transformation model selected for implementation for school improvement guided by EdisonLearning, we believe, is the appropriate model needed to move Kiptopeke to accreditation and provide focus on the areas warned and identified under the SOA and NCLB.

Respectfully Submitted,



Richard L. Drury, D.A.  
School Board Chairman



**Norfolk Public Schools**  
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 31, 2011

Ms. Eleanor B. Saslaw  
Board of Education, President  
Virginia Department of Education  
5304 Woodland Estates Way  
Springfield, VA 22151

Dear Ms. Eleanor B. Saslaw,

Norfolk Public Schools is respectfully requesting a rating of Conditional Accreditation for Lindenwood Elementary School for the 2011-2012 school year. Lindenwood achieved the benchmark in the areas of mathematics, history, and science using the alternate benchmark. A longitudinal analysis of Lindenwood's SOL scores indicates an increase in the percentage of students earning a passing score.

**Leadership**

Mrs. Danjile Henderson was assigned as the new principal of Lindenwood Elementary for the 2010-2011 school year. At the time of her appointment, she had three years of elementary principal experience in Petersburg, Virginia. She brought to Lindenwood a strong instructional background and communication skills. Joining Ms. Henderson for the 2011-2012 school year as the assistant principal is Mrs. Kindel Holloman. She was transferred from a high performing school because of her strong background in Literacy. Prior to her role as assistant principal, Ms. Holloman served in the English Department in central office for four years. We feel confident that her strength in the areas of curriculum and teacher development will assist the principal with instructional implementation, assessment, supervision and modeling best practices.

Lindenwood Elementary was reconstituted in 2009-2010 and the staff continues to receive additional training to increase their effectiveness with content knowledge, instructional delivery, and student learning. Incentives were offered to attract master teachers to the school and they were required to make a three year commitment to Lindenwood. Part of the work with Lindenwood included additional professional growth opportunities to the staff and the leaders of the school. For 2011-2012, this support will continue from one voice but two areas: continued support from Norfolk Public School's Curriculum and Professional Development Department and new support from NCS Pearson Incorporated, Lead Turnaround Partner under the School Improvement Grant (SIG). Norfolk Public Schools is requesting Conditional Accreditation status based on these staff changes, the implementation of a recently awarded School Improvement Grant, the support of the External Lead Turnaround Partner, the project director for the SIG, and the Virginia Department of Education (VDOE) Division Liaison.

## Overview of Lindenwood Elementary School

### Fall Membership

Lindenwood supports students in grades Prekindergarten through fifth grade. On September 30, 2010 the school had a reported enrollment of 333 students, which included 30 prekindergarten students and 26 self-contained special education students.

#### Fall Membership

Grade	2008-2009	2009-2010	2010-2011
Pre-Kindergarten	29	34	30
Kindergarten	54	56	71
Grade 1	74	54	42
Grade 2	62	55	42
Grade 3	62	60	44
Grade 4	77	56	56
Grade 5	54	62	48

Over the last three years enrollment declined from 412 students in 2008-2009 to 333 students in 2010-2011, which is a 19 % decrease.

#### Students by Ethnicity 2010-2011

% African American	90%
% Asian	<1%
% Hispanic	2%
% Multi Ethnic	3%
% Pacific Islander	1.5%
% White	3%

#### Students by Free & Reduced Lunch 2010-2011

% Eligible for Free Lunch	87%
% Eligible for Reduced Lunch	4%

There was no significant difference in the number of male (166) and female (167) students attending Lindenwood Elementary in 2010-2011. The majority of students (300) are African American. Other notable demographic information includes 26 (7.8%) students were enrolled in a special education program, 12 (3.6 %) students were reported as limited English proficient and 16 (5%) of the students were identified as gifted.

## Overview of Testing Data

### Summary of Standards of Learning Test Pass Rates for Lindenwood

Subject	2008-2009	2009-2010	2010-2011	2011-2012 Preliminary Results
Grade 3 – 5 English	61	68	67	73
Mathematics	63	70	73	70
Grade 3 History	66	78	71	81
History	74	78	65	79
Grade 3 Science	65	72	74	81
Science	46	76	62	64

### Annual Yearly Progress

Summary Information	2009-2010	2010-2011	2011-2012
Student Population	377	333	*
Accreditation Status	Accredited with Warning	Accredited with Warning	*
AYP Status	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP
Open Status	Open	Open	Open
School Improvement	Year 1	Year 2	Year 3
English Improvement	Not in Improvement	Not in Improvement	Not in Improvement
Mathematics Improvement	Year 1	Year 2	Year 3
LEP Reading Exempt	<	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

## Staffing

As previously stated, Ms. Danjile Henderson, was newly assigned as principal to Lindenwood for the 2010-2011 school year. In her role as principal, Mrs. Henderson, has worked collaboratively with the VDOE and NPS central office to help teachers to focus their attention on student learning and increasing their instructional and leadership capacity. Additional support staff was placed at Lindenwood to provide assistance to classroom teachers and to intervene with small groups of students. Job-embedded professional development and teacher-to-teacher walkthroughs gave opportunities for teachers to develop their skills. Last year's staff consisted of twenty-two classroom teachers, three special education teachers, two administrators and four additional support teachers. One hundred percent of Lindenwood's teachers were Highly Qualified.

### Teacher Education Attainment (Percentages)

Degree type	2008-2009	2009-2010	2010-2011
Bachelor's Degree	47	51	49
Master's Degree	49	40	44
Doctoral Degree	2	5	2

As part of the 2009-2010 reconstitution, new administrators were assigned to the school and newly hired teachers agreed not to seek a lateral transfer and to remain at the school for at least three years unless to accept a promotion, health or family reasons. This decision has stabilized Lindenwood's teacher turn-over rate for the past two years, with the 2010-2011 turnover being only four teachers for the above mentioned reasons. An effort has been made to re-staff existing vacancies at Lindenwood with veteran, highly effective teachers.

### Staffing Changes at Lindenwood Elementary School 2011-2012

Position	Reason	Replacement Teachers Years of Experience
Communication Skills Specialist	Teacher resigned due to family relocation to Florida	23 years
Interventionist	Teacher resigned	17 years
Instructional Administrator	Central office administrative transfer	14 years
Instructional Coach (math)	New position added Teacher transferred from interventionist position at school.	13 years

### Staff Instructional Support

The district administers benchmark assessments in the core content areas based on state standards. Teachers have received significant assistance with using this data to drive instruction in their classrooms. The school's Data Team has received training in data analysis and data-driven decision making by certified trainers, and they have received ongoing support. In addition to benchmark assessments, teachers administered common formative assessments in the four core content areas to monitor progress and adjust professional development activities. Continuous support was provided by the School Governance Team (SGT) and their feedback was used to improve student learning.

During 2010-2011, a variety of strategies were implemented at Lindenwood to create a laser like focus on teaching and to increase student learning. These strategies included:

- Participation in a curriculum audit conducted by the VDOE and implementation of the recommendations
- Participation in VDOE Webinars
- Principal and staff closely monitored data to determine professional development needs
- Central office staff provided on-going professional development in the content areas
- Executive Director frequently visited the school and provided feedback to the principal
- Principal met with individual grade levels to discuss student data and teaching strategies
- Principal met with individual teachers to review data and discuss strategies
- Teachers revised instruction based on feedback
- Principal took a closer look at the performance of the leadership team (math specialist, reading teacher, coach, etc.) and provided feedback on the quality of their performance

- Better utilization of the technology specialist to support individual teachers
- Principal implemented staffing changes, referred staff for further assistance or provided appropriate disciplinary actions

Because of data reviews, teachers at Lindenwood have had the opportunity to spend time talking and learning from one another through sessions focused on the effective use of data to make instructional decisions, content area curriculum and best instructional practices. The school's schedule has been arranged to allow teachers to work and plan within their grade levels. Most importantly, Lindenwood's staff utilized the VDOE *Indistar* program to monitor initiatives and implementation.

The 2011-2012 SGT will include a cross section of internal and external members:

- VDOE Partner
- Executive Director of Elementary
- Principal
- Assistant Principal
- Internal Lead Partner
- NCS Pearson - External Lead Partner
- Curriculum and Professional Development Leaders
- General Education Teachers
- Special Education Teachers
- Family engagement Teacher

The SGT will meet monthly to participate in the following:

- Review the goals and data to determine the observation "look-fors" in the classroom
- Review quarterly benchmarks and common formative assessments
- Review and adjust the student instructional groups
- Assign and evaluate professional development
- Review the alignment of the written, taught, and tested curriculum
- Discuss next steps and support needed from central office
- Discuss successes and barriers to successes

### **Turnaround Grant and Next Steps**

Upon receipt of the preliminary SOL scores this July an in-depth analysis of the results was conducted by both school based and central office personnel. It became apparent that further steps are necessary to ensure success for all students at Lindenwood for the 2011-2012 school year.

These steps include:

- Additional training for the principal on the NPS reading, writing, math and science curriculum and instructional best practices.
- Collaboration with the VDOE representative and NPS senior reading, math, and science coordinators to review curriculum and assist with professional development.
- The district requests that the VDOE science, reading and math coordinators visit classrooms and provide feedback.
- Collaboration with NCS Pearson, Inc. Lindenwood's external lead partner, NPS internal lead partner and SGT to review curriculum, monitor instruction, and implement professional development.

- Using SIG grant funding to provide incentives for teachers through offering consumable grants, professional development opportunities, additional materials and supplies.
- Using SIG grant funding and local funding to provide incentives for parents and students through field trips, programs, and training.
- A focus on the adult actions for accountability from all levels of the organization including:
  - Executive Director to monitor and provide feedback on monthly data team meeting minutes.
  - Associate Superintendent for Academics and Executive Director will continue for 2011-12 to review the quarterly content observations completed by Lindenwood administrators and instructional specialists.
  - The Superintendent's Senior Leadership Team will receive quarterly status updates and provide support through the various departments in Norfolk Public Schools.
  - Principal will communicate with human resources and her immediate supervisor concerning necessary support and professional development for the staff.
  - School Indistar Plan will focus on adult actions. The Executive Director will monitor the deep implementation of these actions.
  - The Curriculum and Professional Development Department will continue to make Lindenwood a priority for training and support.
  - Onsite technical assistance will be provided by NCS Pearson, Inc. the school's Lead Turnaround Partner.

Attached to this letter is a copy of the schedule of Lindenwood's Professional Development that will be provided for the staff during this school year. We believe that through these efforts, the students at Lindenwood will benefit from improved instruction and will demonstrate increased academic success. We look forward to meeting the Board to make this formal request for Conditional Accreditation for Lindenwood Elementary School.

Thank you for your consideration of our request.

Respectfully,



Dr. Kirk T. Houston, Sr.  
Norfolk City Schools  
Board Chair



Dr. Richard Bentley  
Norfolk City Schools  
Superintendent

cc: Kathleen Smith

Norfolk Public Schools: Lindenwood Elementary School  
Professional Development Plan  
2011-2012

**A. Schedule of Professional Development for School Year 2011-2012**

**Phase 1: Pre-Implementation (start August 2011):**

Professional Development	Pre-Implementation	Implementation Focus
<b>Needs assessment, analyses, customization of reporting process, and reports</b>	6 days	This work involves Pearson staff onsite, and collaboration with the staff at each school
<b>Leadership Retreat</b>	2 days	Development of the Action Plan that comes out of the needs assessment data and sets the stage for the work during the school year. An Orientation of the Comprehensive Improvement Model, roles and responsibilities and implementation expectations. Preparing to conduct the orientation for all staff at the kick-off session before start of school. Fine tuning of safety nets and final placement of students in specific programs. Initial planning for programs like the 25-Book campaign.
<b>Leadership Academy I</b>	3 days	Initial PD on Leading for Change and Standards-Based Instruction.
<b>Standards-Based Instruction</b> • All staff with teaching and learning involvement	1 day	Overview of standards-based instruction to set the stage for on-grade level work during the year.

**Phase II: Stage One Implementation (September 2011 – June 2012):**

**Focus of Stage One Implementation**

The overarching priorities for Stage One implementation are:

- Establishing the school leadership team as the primary collaborative team focused on changing instructional practice to ensure that all students meet high expectations
- Initiating the use of instructional routines, classroom rituals, continual formative assessment, and student-centered structures in all core programs with the goal of establishing school wide standards-based instruction
- Instituting a "planning for results" process that focuses on mining formative and summative data in order to identify student needs
- Implementing targeted Tier 2 and Tier 3 interventions for students who are working below grade level

Professional Development	Stage One	Implementation Focus
<b>Orientation</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team*</li> <li>• All staff</li> </ul>	1 day	A one-day orientation will be conducted for all staff. Participants will be given an orientation to the Comprehensive Improvement Model and an overview of Stage One implementation.
<b>Leadership Academies</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal(s)</li> </ul>	3 days	The Leadership Academy will describe the Stage One leadership expectations needed to implement the Model and the roles and responsibilities of the principal and members of the school leadership team, including monitoring of elements of the Implementation Expectations, use of student data to place students in appropriate interventions and supports, and effective implementation of instructional strategies and programs across the school.
<b>Leadership Networks</b> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal(s) or Leadership Team Member</li> </ul>	6 sessions	Leadership Networks provide professional development and training in the core components of the Comprehensive Improvement Model. The Networks will focus on implementation issues, problem solving and key leadership content, including: <ul style="list-style-type: none"> <li>• Standards-based instruction and developing rigor in core courses: comprehensive standards-aligned reading and writing, including skills, vocabulary, and language development, and teaching for conceptual understanding</li> <li>• Tier 2 and Tier 3 Intervention: Misconceptions and gaps in student learning</li> <li>• Assessment System: The ARO system as a guide to using data to guide instruction</li> <li>• Managing Change: Leadership and reform</li> <li>• Planning for Results: Working with the district and state data as well as formative assessment data to drive results</li> </ul>
<b>Literacy Institutes – Core Pre-K–3</b> <ul style="list-style-type: none"> <li>• Coach plus one teacher from each of grades K–3</li> </ul>	6 days	This professional development is designed to assist teachers in developing and strengthening the oral language, and reading and writing skills of elementary school students. The literacy training incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop
<b>Literacy Institutes – Core 4 and 5</b> <ul style="list-style-type: none"> <li>• Coach plus one teacher from each of grades 4 and 5</li> </ul>	6 days	

Professional Development	Stage One	Implementation Focus
		<p>model. The approach to reading focuses on establishing all students as independent readers by no later than 3rd grade. The training adopts a comprehensive approach that includes skill development as well as students' development of the habits and behaviors of effective independent readers.</p> <p>Support for the writing program includes genre studies designed for grades K through 5 that are aligned with the genre studies used in middle school. Standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. The studies also provide instructional models from which teachers may develop their own curriculum units. Training will also focus on strengthening Readers and Writers Workshop structures. The coach and teachers will be expected to create demonstration classrooms for onsite training at their school site. The coach will utilize these demonstration classrooms to train teachers across each grade.</p>
<p><b>Math Institutes – Pre-K-2</b></p> <ul style="list-style-type: none"> <li>• Coach plus one Lead Teacher from each of grades K-2</li> </ul>	<p>4 days</p>	<p>The K-2 professional development is designed to introduce the mathematics workshop model to primary teachers and support their initial implementation. Teachers who attend this professional development will be able to:</p> <ul style="list-style-type: none"> <li>• Implement Rituals and Routines, math "notebooks" and "journals" (adapted for primary students) in the context of lessons</li> <li>• Use formative assessment to differentiate student needs</li> <li>• Improve mathematical discourse by using talk strategies</li> <li>• Deliver lessons developed around the idea of counting, number recognition or MN lessons</li> <li>• Plan other lessons using their adopted program and lesson planning templates</li> </ul>
<p><b>Math Institutes – Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Coach plus one Lead Teacher from each of grades 3-5</li> </ul>	<p>5 days</p>	<p>The Math Institute in Stage One provides an emphasis on an approach to teaching mathematics that combines skills, problem-solving, and conceptual understanding. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The Math Coach will be expected to create demonstration classrooms onsite at each grade.</p>

Professional Development	Stage One	Implementation Focus
		<p>The Math Institute will provide practice in specific elements of the Model approach to teaching mathematics for participants to take back and work on in their classrooms during the intervening periods. The institute sessions incorporate in-classroom modeling and coaching strategies to provide hands-on experience for participants to build upon in their school.</p>
Coaching Institute	2	<p>The Institute will focus on strengthening the skills of coaches and instructional support personnel and is organized around three themes: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture.</p>