

Virginia Board of Education Agenda Item



Agenda Item: E

Date: October 24, 2013

Title	Final Review of Request for a Continued Rating of Conditionally Accredited from Northampton County School Board for Kiptopeke Elementary School		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Walter C. Clemons, Superintendent, Northampton County Public Schools		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

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

Date: September 26, 2013

Action: Received First Review a Request for Continued Rating of Conditionally Accredited from Northampton County School Board for Kiptopeke Elementary School.

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: Considering the request for conditional accreditation from Northampton County School Board for Kiptopeke Elementary School will support accountability for student learning.

8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required 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 include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Conditionally Accredited* as provided for in 8 VAC 20-131-300 C 5. 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. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

Summary of Important Issues:

Kiptopeke Elementary School in Northampton County was previously identified as a persistently low-achieving Tier 1 school as defined by U. S. Department of Education (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.

In 2011, Northampton County Public Schools selected Edison Learning as its lead turnaround partner (LTP) for Kiptopeke Elementary School and as such met the requirements of reconstitution as a change in governance. The school selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 1003(g) SIG funds for a three-year total of \$2,368,132. Attachment B includes the action steps required of schools receiving SIG funds for the implementation of the Transformation Model. The school's current comprehensive school improvement plan that meets the requirements of the USED Transformation Model is available at http://www.doe.virginia.gov/support/school_improvement/priority_schools/cohort_applications/board_review/kiptopeke.pdf.

Kiptopeke Elementary School was granted the rating of *Conditionally Accredited* in 2011 and 2012 based on the school's reconstitution efforts and their implementation of the USED Transformation Model. The request from the Northampton School Board for a continued rating of *Conditionally Accredited* in 2013 is included as Attachment A.

State Accountability- Accreditation Designation

Accreditation Ratings for Kiptopeke Elementary School

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2008-2009	<i>Accredited with Warning</i>	2007-2008	English, Mathematics, Science
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History, Science
2011-2012	<i>Conditionally Accredited</i>	2010-2011	English
2012-2013	<i>Conditionally Accredited</i>	2011-2012	Mathematics
2013-2014	<i>Accreditation Denied</i>	2012-2013	English, Mathematics

Federal Accountability

Federal Accountability Sanctions for Kiptopeke Elementary School

Year	Based on Assessments in	Federal Status
2009-2010	2008-2009	Did not make AYP – English and mathematics - Year 2
2010-2011	2009-2010	Did not make AYP – English and mathematics - Year 3
2011-2012	2010-2011	Did not make AYP – English and mathematics - Year 4
2012-2013	2011-2012	Identified as a Priority School
2013-2014	2012-2013	Identified as a Priority School

Federal Accountability Pass Rates

Kiptopeke Elementary School Federal Accountability Pass Rates

Assessment Type	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Reading	80%	69%	73%	76%	60%
Writing	62%	55%	66%	69%	65%
Mathematics	66%	69%	69%	59%	57%
Science	64%	66%	73%	79%	73%
History	67%	72%	60%	76%	88%

Kiptopeke Elementary School Pass Rates by Test

Test Level	Subject Area	School Pass Rate 2011-2012	Statewide Pass Rate 2011-2012	School Pass Rate 2012-2013	Statewide Pass Rate 2012-2013
Grade 3	English: Reading	62%	86%	66%	72%
Grade 4	English: Reading	70%	88%	46%	70%
Grade 5	English: Reading	82%	89%	55%	73%
Grade 6	English: Reading	90%	89%	71%	73%
Grade 5	English: Writing	69%	87%	65%	71%
Grade 3	Mathematics	40%	64%	49%	65%
Grade 4	Mathematics	49%	70%	49%	74%
Grade 5	Mathematics	79%	67%	45%	69%
Grade 6	Mathematics	69%	74%	88%	77%
Grade 3	Science	80%	90%	82%	84%
Grade 5	Science	78%	88%	66%	76%

Test Level	Subject Area	School Pass Rate 2011-2012	Statewide Pass Rate 2011-2012	School Pass Rate 2012-2013	Statewide Pass Rate 2012-2013
Grade 3	History and Social Science	71%	87%	82%	87%
	US History I	69%	81%	91%	83%
	Virginia Studies	89%	89%	94%	87%

Technical Assistance

Kiptopeke Elementary implemented the USED Transformation Model as a part of the SIG program in its first and second year of *Conditionally Accredited* rating status. The Virginia Department of Education (VDOE) has assigned a contractor to work with the Lead Turnaround Partner, school transformation team, principal and the division to increase student achievement. In the upcoming year, technical assistance will be provided in core content areas, in teacher evaluation, and other in areas identified by VDOE to assist the principal and teachers as needed throughout the year. As part of the Transformation Model requirements, the school will continue to provide quarterly reports to the Office of School Improvement (OSI). The VDOE contractor will review the quarterly reports and provide feedback to the transformation team.

Impact on Fiscal and Human Resources:

The OSI will use the academic review budget to fund the auditors assigned to Kiptopeke Elementary School.

Timetable for Further Review/Action:

None

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the request for a continued rating of *Conditionally Accredited* for Kiptopeke Elementary School from the Northampton County School Board.

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Northampton County Schools
Northampton County School Board

July 24, 2013

The Honorable David M. Foster
Virginia State Board of Education
Richmond, VA 23219

Dear Chairman Foster;

Based on preliminary SOL assessment results, Kiptopeke Elementary School will not meet the benchmarks for full accreditation and will subsequently be rated as *Accreditation Denied*. Alternatively, Northampton County Public Schools is requesting the continued rating of *conditional accreditation* for Kiptopeke Elementary School for the 2013-2014 school year.

Last year we shared a number of initiatives, processes and practices instituted to support our school turnaround efforts. We continued these processes and practices throughout this past school year. Our partnership with EdisonLearning continued. The ongoing collaboration and support provided by central administration and the Virginia Department of Education continued. A variety of resources to include the mandated use of the VDOE Enhanced Scope and Sequence lessons, practice materials and training sites were utilized. The curriculum was reviewed to ensure curriculum alignment. Adjustments were made as needed.

Weekly administrative meetings were held with the administrative team at KES that focused on student data and student outcomes. Also, weekly school improvement meetings were held. Both EdisonLearning and a central office representative participated as active members on the school improvement team. Walk through observations were conducted to monitor instructional delivery, student engagement and curriculum alignment. Lesson plans were monitored weekly to ensure alignment with state standards and with the Division's curriculum pacing.

To monitor the level of rigor and student engagement occurring within classrooms at KES, the principal was required to deliberately plan classroom observations and walk through observations. This schedule was submitted monthly to the superintendent.

Professional learning communities continued at all grade levels. A variety of professional development opportunities were presented to the staff. These professional development opportunities were presented in both small and large group settings. A range of topics covered were: Differentiation: Content, Process, Product, Differentiating Homework, Differentiating for ELL Population, Active Strategies for ELL Population, Teacher Smart Goals, Student Individualized Smart Goals, High Yield Strategies (John Hattie's), Math Process for Problem Solving, Student Data Notebooks and Classroom Data Walls, Co-teaching for Inclusion, Effective Use of VDOE Resources, Use of Furniture to Support Student Engagement, Rigor/Relevance (new teachers), Utilizing Hands-on Activities to Teach Main Idea, Summarizing in the Primary Grades, "Writing is a Process", *Small*

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Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers by Beverly Tyner, the T-GROW Model for Coaching/Mentoring, the Four Domains of Differentiation, Questioning and "Wait Time".

Instructional coaching, modeling and mentoring were provided to our math and reading teachers. Reading teachers received ongoing support throughout the school year in the use of the new reading series adopted by the Division. The services of a private math consultant were used to support the new math teachers at grades 3, 4, and 5. Consultative services were provided to the 6th grade math teacher as needed. EdisonLearning provided additional personnel (*Special Education, Math and Writing*) to support KES and its school improvement efforts.

Cross division grade level teaming continued with teachers at Kiptopeke Elementary and Occohannock Elementary. Teachers were given the opportunity to share best and successful instructional practices and strategies. They reviewed curriculum pacing and alignment. They used these opportunities to share lesson plans and to review assessment data.

Common assessments were created for use by grade level teachers across the Division. Data from these assessments were disaggregated and used to identify student deficits for the creation of corrective teaching plans. KES forged forward with students tracking and setting academic goals for themselves.

To assist the school in identifying students with existing areas of deficiencies, a number of diagnostic assessments were administered: MAP (*Measure of Academic Progress*), ARDT, a Comprehensive Benchmark Assessment and PALS. Results from these assessments were used to tier students for multiple levels of instructional supports. Student intervention plans were developed and monitored throughout the school year.

Again, during the 2012-2013 school year, KES provided an academic afterschool program. This opportunity gave struggling learners additional small group instructional support.

With a new principal at the helm, the transformation process that began during the 2011-2012 school year continued. Practices and processes implemented continued like clockwork. Quick wins were identified and celebrated. Instructional and professional norms were communicated. The climate at the school felt refreshed and energized. The conversations around grade level teams focused on student results and not student circumstances. There was a renewed energy within this building that many attributed to the 18 newly hired teachers (*All 18 are new to the profession of teaching, having only achieved their first year of teaching at the end of this school term*).

During late October, this momentum began to stall. The high energy and excitement dissipated. The support from the Division and the State intensified for the leadership team at KES. We continue

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to believe that the right leader taking the right actions can overcome barriers that would otherwise prevent success.

For the 2013-2014 academic school year, we will continue with the following steps to transforming KES:

1. A new principal has been selected to lead KES effective July 1, 2013.
2. Northampton County Public Schools will hire a math coach to support the instructional program and math teachers at KES.
3. Math teachers will be given the opportunity to participate in professional development opportunities that align their instructional practices with skills needed to move students to the conceptualization of math concepts and skills.
4. Central administrative staff will continue its participation with/on: weekly administrative leadership meetings, school improvement meetings, attendance at PLC trainings as warranted, assisting with the review of lesson plans and conducting walk through observations.
5. KES will continue with its PLC groups, the provision of individualized professional development, cross division grade level teaming, and weekly data meetings to disaggregate data and plan appropriate interventions for students.
6. All professional development opportunities will be aligned to the programmatic goals and objectives of the school improvement plan and the comprehensive plan of intervention.
7. KES will conduct quarterly benchmarks. These benchmark assessments will be administered electronically. Results will be instantly analyzed to determine appropriate interventions. Corrective Teaching plans will be developed and implemented during the daily remediation periods.
8. KES will create common assessments to ensure teachers are maintaining alignment with the curriculum.
9. Teachers will set goals for student academic achievement.
10. Students will continue to set goals for their academic attainment.
11. Continue our partnership with new personnel from EdisonLearning.

School Demographics

During the 2012-2013 academic school year, Kiptopeke Elementary served grades PK-6. Forty-three teachers provided daily instructional content to 467 students. In addition, nineteen of the forty-three teachers aforementioned were new to the District and thirteen of the nineteen new teachers were in their first year of teaching. Also, three hundred eighty-three (383; 82.0%) of these 467 students received free or reduced lunch.

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Northampton County Schools
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3rd Grade				
School Year	English	Math	History	Science
2010-2011	65%	70%	48%	67%
2011-2012	62%	40%	71%	80%
2012-2013	66%	49%	81%	81%

4th Grade			
School Year	English	Math	History
2010-2011	72%	78%	81%
2011-2012	71%	48%	89%
2012-2013	46%	49%	93%

5th Grade				
School Year	English	Writing	Math	Science
2010-2011	81%	66%	73%	77%
2012-2013	79%	67%	76%	79%
2012-2013	53%	62%	44%	64%

6th Grade			
School Year	English	Math	History
2010-2011	69%	56%	38%
2011-2012	91%	68%	67%
2012-2013	68%	84%	92%

As you may recall from last year, the area that prevented the school in earning full accreditation status was Math. An analysis of each grade by SOL scores this year indicates improvement in Grade 3 English, Math, History and Science; Grade 4 Math and History; and Grade 6 Math and History.

Declines in student SOL score performance were noted at grade 4 in English; grade 5 in English, Writing, Math and Science; and at grade 6 in English. We knew that some declines may occur as there were new English and Science SOL assessments administered this year. However, we have made staff changes for the upcoming year to address areas of concern.

In closing, while we have not met all benchmarks to earn full accreditation status, we continue to embrace the expectations and tasks that must occur at KES to ensure that school improvement happens. Our approach will not change. We will continue to be organized, focused, systematic and persistent. We believe that this persistence and commitment to our students and teachers have resulted in some academic gains and we will continue to work to improve in all academic areas and increase focus on those areas that are not currently meeting the benchmarks as prescribed by the Commonwealth.

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Respectfully Submitted,



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

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