

# Virginia Board of Education Agenda Item



Agenda Item: H

Date: November 20, 2014

<b>Title</b>	First Review of Memoranda of Understanding as Required of Schools in Accreditation Denied Status for Newport News City Public Schools and Norfolk City Public Schools		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Ashby Kilgore, Division Superintendent, Newport News City Public Schools Dr. Samuel T. King, Division Superintendent, Norfolk City Public Schools		
<b>E-mail</b>	Beverly.Rabil@doe.virginia.gov	<b>Phone</b>	(804) 225-2865

**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

Previous actions of the Board and historical information on accreditation status are included with the information for each school in the attachments.

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

Final review: January 22, 2015

**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 Memoranda of Understanding (MOU) for the Newport News City School Board and the Norfolk City School Board supports accountability for student learning.

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

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

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

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

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

**Summary of Important Issues:**

The following schools are in *Accreditation Denied* status for the first time in 2014-2015 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the local school boards (Attachments A1-A3).

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Newport News City Public Schools	Newsome Park Elementary School
Newport News City Public Schools	Sedgefield Elementary School
Norfolk City Public Schools	Booker T. Washington High School

Data for each school division is included in Attachments B1-B3. Each division’s attachment contains

each school’s achievement data.

The following schools, newly identified as *Accreditation Denied*, have also been identified as priority schools or a persistently low-achieving Title I school in reading/language arts and mathematics combined as defined by the *U. S. Department of Education (USED) Flexibility Waiver for the Elementary and Secondary Education Act of 1965*.

<b>Division</b>	<b>School</b>	<b>Year Identified based on Assessment Data in the Previous Year</b>	<b>2014-15 Priority Status</b>
Newport News City Public Schools	Newsome Park Elementary School	2012-2013	Year 3 Priority
Newport News City Public Schools	Sedgefield Elementary School	2012-2013	Year 3 Priority

A corrective action plan for each of these schools must be submitted to the Board of Education by February 15, 2015. Listed below is a general description of technical assistance to be included in the corrective action plan.

Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals included in teacher and principal evaluation and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools used as a part of the academic review for schools not fully accredited. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division’s observation tools by providing specific samples of evidence that staff can look for in classroom observations and walkthroughs. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations three times between October and February. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals’ delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

Using research-based indicators that lead to increased student achievement is imperative for school improvement. Schools rated *Accreditation Denied* will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet quarterly with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.

Asset mapping and selected Essential Actions resulting from Academic Reviews will be a part of each school’s corrective action plan. OSI staff will assist in reviewing Essential Actions to determine those

needed in the corrective action plan. OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

As noted in the individual memoranda of understanding (Attachments A1-A3), additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

Priority schools rated *Accreditation Denied* will participate in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP.

**Impact on Fiscal and Human Resources:**

Federal funding for priority schools will continue at least through September 30, 2015. For non-priority schools, the Office of School Improvement will use the academic review budget to fund contractors for the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance sessions.

**Timetable for Further Review/Action:**

Final review is expected at the January 22, 2015, Board meeting.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive for first review the Memoranda of Understanding for the Newport News City and Norfolk City School Boards for schools in *Accreditation Denied* status.

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Newport News City School Board  
Newsome Park Elementary School**

**I. Requirements**

Newport News City Public Schools will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver* and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*.

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

[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

A copy of the SOA requirements for schools rated *Accreditation Denied* is located at the following link:

<http://www.doe.virginia.gov/boe/accreditation/index.shtml> .

Both the VDOE and Newport News City Public Schools should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

**II. Virginia Department of Education (VDOE) Responsibilities**

The following are responsibilities of the Virginia Board of Education and Department of Education:

1. The Director of the Office of School Improvement (OSI) will coordinate with the Division Superintendent, division staff as appropriate, principal, Lead Turnaround Partner assigned to the school, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English, mathematics, science, and history.

**III. Newport News City Public Schools Responsibilities and School Responsibilities**

The following are responsibilities of the Newport News City School Board and Newport News City Public Schools:

1. The Newport News City School Board and Newport News City Public Schools will develop a corrective action plan that includes all items in Section III: Newport News City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as

indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.

2. The Newport News City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Newport News City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including Essential Actions from the Academic Review.
4. The Newport News City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Newport News City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education's Office of School Improvement on the next business day following the local board monthly update.
6. The Newport News City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including, but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Newport News City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Newport News City School Board will provide reports to the Virginia Board of Education, as requested, on the school's progress in meeting a status of *Fully Accredited*.
8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement, with fidelity, actions/next steps resulting from

technical assistance provided by VDOE staff in the areas of English, mathematics, science, and history.

10. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Newsome Park Elementary School:

1. The principal will ensure implementation of the corrective action plan including essential actions from the academic review.
2. The principal will participate in Aligning Academic Review and Performance Evaluation technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, mathematics, science, and history.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELLs as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

#### IV. Modification and Termination

This Memorandum of Understanding may be changed at the discretion of the Virginia Department of Education.

#### V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Newport News City School Board officials. It shall be in force beginning on January 22, 2015, and will terminate when Newsome Park Elementary School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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Christian N. Braunlich  
Virginia Board of Education President

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Date

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Dr. Steven Staples  
Superintendent of Public Instruction

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Date

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Chairperson  
Newport News City School Board

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Date

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Superintendent  
Newport News City Public Schools

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Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Newport News City School Board  
Sedgefield Elementary School**

I. Requirements

Newport News City Public Schools will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

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

[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

A copy of the SOA requirements for schools rated *Accreditation Denied* is located at the following link:

<http://www.doe.virginia.gov/boe/accreditation/index.shtml> .

Both the VDOE and Newport News City Public Schools should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The following are responsibilities of the Virginia Board of Education and Department of Education:

1. The Director of the Office of School Improvement (OSI) will coordinate with the Division Superintendent, division staff as appropriate, principal, Lead Turnaround Partner assigned to the school, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English, mathematics, science, and history.

III. Newport News City Public Schools Responsibilities and School Responsibilities

The following are responsibilities of the Newport News City School Board and Newport News City Public Schools:

1. The Newport News City School Board and Newport News City Public Schools will develop a corrective action plan that includes all items in Section III: Newport News City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually

to reflect the most recent data available.

2. The Newport News City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Newport News City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including Essential Actions from the Academic Review.
4. The Newport News City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Newport News City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education's Office of School Improvement on the next business day following the local board monthly update.
6. The Newport News City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including, but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English, mathematics, and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Newport News City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Newport News City School Board will provide reports to the Virginia Board of Education, as requested, on the school's progress in meeting a status of *Fully Accredited*.
8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, mathematics, science, and history.

10. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Sedgefield Elementary School:

1. The principal will ensure implementation of the corrective action plan including essential actions from the academic review.
2. The principal will participate in Aligning Academic Review and Performance Evaluation technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, mathematics, science, and history.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELLs as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

#### IV. Modification and Termination

This Memorandum of Understanding may be changed at the discretion of the Virginia Department of Education.

#### V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Newport News City School Board officials. It shall be in force beginning on January 22, 2015, and will terminate when Sedgefield Elementary School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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Christian N. Braunlich  
Virginia Board of Education President

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Date

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Dr. Steven Staples  
Superintendent of Public Instruction

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Date

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Chairperson  
Newport News City School Board

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Date

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Superintendent  
Newport News City Public Schools

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Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Norfolk City School Board  
Booker T. Washington High School**

I. Requirements

Norfolk City Public Schools will comply with all requirements included in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the SOA requirements for schools rated *Accreditation Denied* is located at the following link: <http://www.doe.virginia.gov/boe/accreditation/index.shtml>.

Both the Virginia Department of Education (VDOE) and Norfolk City Public Schools should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. Virginia Department of Education (VDOE) Responsibilities

The following are responsibilities of the Virginia Board of Education and Department of Education:

1. The Director of the Office of School Improvement (OSI) will coordinate with the Division Superintendent, division staff as appropriate and principal assigned to the school, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in mathematics, history, science and support in meeting the needs of students with disabilities.

III. Norfolk City Public Schools Responsibilities and School Responsibilities

The following are responsibilities of the Norfolk City School Board and Norfolk City Public Schools:

1. The Norfolk City School Board and Norfolk City Public Schools will develop a corrective action plan that includes all items in Section III: Norfolk City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.
2. The Norfolk City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to

being submitted to the Virginia Board of Education for approval.

3. The Norfolk City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Norfolk City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Norfolk City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education's Office of School Improvement on the next business day following the local board monthly update.
6. The Norfolk City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including, but not limited to, the following data points: student attendance, teacher attendance, grades, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in mathematics, history, and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Norfolk City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Norfolk City School Board will provide reports to the Virginia Board of Education, as requested, on the school's progress in meeting a status of *Fully Accredited*.
8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English and support for students with disabilities.
10. Norfolk City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of the

school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Booker T. Washington High School:

1. The principal will ensure implementation of the corrective action plan including essential actions from the academic review.
2. The principal will participate in Aligning Academic Review and Performance Evaluation technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of mathematics, history, science and support for students with disabilities.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELLs as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

#### IV. Modification and Termination

This Memorandum of Understanding may be changed at the discretion of the Virginia Department of Education.

#### Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board officials. It shall be in force beginning on January 22, 2015, and will terminate when Booker T. Washington High School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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Christian N. Braunlich  
Virginia Board of Education President

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Date

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Dr. Steven Staples  
Superintendent of Public Instruction

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Date

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Chairperson  
Norfolk City School Board

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Date

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Superintendent  
Norfolk City Public Schools

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Date

**Newsome Park Elementary School State Accountability - Accreditation Designation**

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Provisionally Accredited/Meets State Standards</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	English
2012-2013	<i>Accredited with Warning</i>	2011-2012	English, Mathematics, Science
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics, History, Science
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, Science, History

**Newsome Park Elementary School Federal Accountability Sanction**

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PRIORITY/FOCUS OR NOT TITLE I)
<b>2010-2011</b>	2009-2010	Not SIG
<b>2011-2012</b>	2010-2011	SIG
<b>2012-2013</b>	2011-2012	Priority
<b>2013-2014</b>	2012-2013	Priority
<b>2014-2015</b>	2013-2014	Priority

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	Newsome Park Elementary School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
<b>Reading</b>	81%	79%	83%	68%	63%	68%	36%	36%	75%	74%
<b>Writing</b>	77%	75%	76%	81%	70%	63%	33%	30%	76%	75%
<b>Mathematics</b>	81%	75%	78%	68%	71%	34%	23%	43%	71%	74%
<b>Science</b>	79%	78%	71%	77%	58%	63%	40%	21%	81%	80%
<b>History</b>	87%	69%	83%	57%	60%	70%	55%	43%	85%	84%

**Sedgefield Elementary School State Accountability - Accreditation Designation**

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Accredited with Warning</i>	2001-2002	Science
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	English
2012-2013	<i>Accredited with Warning</i>	2011-2012	English, Mathematics, History
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics, History, Science
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, Science, History

**Sedgefield Elementary School Federal Accountability Sanction**

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PRIORITY/FOCUS OR NOT TITLE I)
<b>2010-2011</b>	2009-2010	Not SIG
<b>2011-2012</b>	2010-2011	SIG
<b>2012-2013</b>	2011-2012	Priority
<b>2013-2014</b>	2012-2013	Priority
<b>2014-2015</b>	2013-2014	Priority

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	Sedgefield Elementary School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
<b>Reading</b>	85%	68%	81%	68%	66%	61%	40%	39%	75%	74%
<b>Writing</b>	75%	67%	58%	74%	76%	62%	33%	35%	76%	75%
<b>Mathematics</b>	87%	63%	74%	77%	76%	33%	33%	46%	71%	74%
<b>Science</b>	86%	70%	69%	75%	73%	68%	43%	40%	81%	80%
<b>History</b>	82%	66%	82%	75%	71%	51%	64%	62%	85%	84%

**Booker T. Washington High School State Accountability - Accreditation Designation**

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Provisionally Accredited/Meets State Standards</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	GCI
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics, History, GCI-Provisional
2013-2014	<i>Accredited with Warning</i>	2012-2013	Mathematics, History, Science, GCI
2014-2015	<i>Accreditation Denied</i>	2013-2014	Mathematics, Science, History, GCI-Provisional

**Booker T. Washington High School Federal Accountability Sanction**

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
<b>2010-2011</b>	2009-2010	Not SIG
<b>2011-2012</b>	2010-2011	Not SIG
<b>2012-2013</b>	2011-2012	Not Title I
<b>2013-2014</b>	2012-2013	Not Title I
<b>2014-2015</b>	2013-2014	Not Title I

**Federal Accountability Pass Rates by Assessment Year**

Assessment Type	Booker T. Washington High School Pass Rates								State Pass Rates	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2012-2013	2013-2014
<b>Reading</b>	90%	89%	95%	89%	88%	84%	75%	79%	75%	74%
<b>Writing</b>	92%	92%	97%	93%	88%	88%	76%	71%	76%	75%
<b>Mathematics</b>	79%	81%	81%	77%	69%	29%	38%	38%	71%	74%
<b>Science</b>	83%	77%	81%	81%	76%	72%	58%	52%	81%	80%
<b>History</b>	90%	87%	87%	82%	53%	56%	61%	60%	85%	84%

**Booker T. Washington High School Graduation and Completion Index**

<b>Year</b>	<b>Index</b>
2011	76
2012	81
2013	76
2014	84