

Virginia Board of Education Agenda Item



Agenda Item: H **Date:** November 19, 2015

Title	First Review of Memoranda of Understanding as Required of Schools in <i>Accreditation Denied</i> Status for Newport News City Public Schools and Richmond City Public Schools		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Other. Specify below:

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 28, 2016

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 Richmond 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 2015-2016 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a memorandum of understanding 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	Mary Passage Middle School
Richmond City Public Schools	Amelia Street Special Education School
Richmond City Public Schools	Richmond Alternative School

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

A corrective action plan for each of these schools must be submitted to the Board of Education by

February 19, 2016. 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 VDOE. Technical assistance will focus on developing sample evidence for the sample performance indicators in Teacher Performance Standard 4: Assessment of and for Learning. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools. Principals/division staff will use their own work as a starting point and will bring "real work" artifacts to each session throughout the year. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations two times between October and December. (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 triannually 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*.

Impact on Fiscal and Human Resources:

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 and any additional technical assistance.

Timetable for Further Review/Action:

Final review is expected at the January 28, 2016, 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 Newport News City Public Schools Board and Richmond City Public Schools Board for schools in *Accreditation Denied* status.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Newport News City School Board
Mary Passage Middle School**

I. Requirements

Newport News 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 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, 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, history, and science.

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 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 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 triannually 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, 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 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 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, history, and science.

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 (ELL), 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 Mary Passage Middle 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, history, and science.
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 ELL 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 28, 2016, and will terminate when Mary Passage Middle 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:

_____ Billy K. Cannaday, Jr. Virginia Board of Education President	_____ Date
_____ Dr. Steven Staples Superintendent of Public Instruction	_____ Date
_____ Chairperson Newport News City School Board	_____ Date
_____ Superintendent Newport News City Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Richmond City School Board
Amelia Street Special Education School**

I. Requirements

Richmond 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 Richmond 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, 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, math, science, history and support in meeting the needs of students with disabilities.

III. Richmond City Public Schools Responsibilities and School Responsibilities

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

1. The Richmond City School Board and Richmond City Public Schools will develop a corrective action plan that includes all items in Section III: Richmond 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 Richmond 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 Richmond 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 Richmond 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 Richmond 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 Office of School Improvement on the next business day following the local board monthly update.
6. The Richmond 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, math, science, and history. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Richmond 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 Richmond City School Board will provide reports to the Virginia Board of Education, as requested, on 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, math, science, history and support for students with disabilities.
10. Richmond 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 (ELL), 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 Amelia Street Special Education 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, math, science, history 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 ELL 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 Richmond City School Board officials. It shall be in force beginning on January 28, 2016, and will terminate when Amelia Street Special Education School is *Fully Accredited* and is no longer a DENIED school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

_____ Billy K. Cannaday, Jr. Virginia Board of Education President	_____ Date
_____ Dr. Steven Staples Superintendent of Public Instruction	_____ Date
_____ Chairperson Richmond City School Board	_____ Date
_____ Superintendent Richmond City Public Schools	_____ Date

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

I. Requirements

Richmond 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 Richmond 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, 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, math, science, history and support in meeting the needs of students with disabilities.

III. Richmond City Public Schools Responsibilities and School Responsibilities

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

1. The Richmond City School Board and Richmond City Public Schools will develop a corrective action plan that includes all items in Section III: Richmond 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 Richmond 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 Richmond 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 Richmond 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 Richmond 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 Office of School Improvement on the next business day following the local board monthly update.
6. The Richmond 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, math, science, and history. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Richmond 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 Richmond City School Board will provide reports to the Virginia Board of Education, as requested, on 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, math, science, history and support for students with disabilities.
10. Richmond 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 (ELL), 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 Richmond Alternative 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, math, science, history 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 ELL 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 Richmond City School Board officials. It shall be in force beginning on January 28, 2016, and will terminate when Richmond Alternative School is *Fully Accredited* and is no longer a DENIED school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

Billy K. Cannaday, Jr. Virginia Board of Education President	Date
Dr. Steven Staples Superintendent of Public Instruction	Date
Chairperson Richmond City School Board	Date
Superintendent Richmond City Public Schools	Date

Attachment B1

Mary Passage Middle
Grades: 6-8
Newport News City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) of Warning
2010-2011	2009-2010	Fully Accredited	N/A
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, History
2015-2016	2014-2015	Accreditation Denied	English, Science, History

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English	83%	81%	82%	55%	57%	58%
Mathematics	70%	74%	53%	58%	58%	70%
Science	84%	88%	85%	72%	70%	51%
History	74%	80%	73%	72%	67%	66%
Graduation Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status (Applicable to Title I schools only.)

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2010-2011	2009-2010	Did Not Make AYP	Not Title I
2011-2012	2010-2011	Did Not Make AYP	Not Title I
2012-2013	2011-2012	Improvement Plan Required	Not Title I
2013-2014	2012-2013	Improvement Plan Required	Not Title I
2014-2015	2013-2014	Improvement Plan Required	Not Title I
2015-2016	2014-2015	Improvement Plan Required	Not Title I

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	82%	81	82%	58%	55%	59%
Writing	86%	85%	84%	48%	53%	51%
Mathematics	69%	72%	51%	54%	55%	68%
Science	85%	88%	86%	75%	53%	52%
History	74%	81%	67%	70%	69%	69%

Attachment B2

Amelia Street Special Education
Grades: PK-12
Richmond City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) of Warning
2010-2011	2009-2010	Fully Accredited	N/A
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science, History

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English	Gr 3-5: 76% Gr 6-EOC: 83%	Gr 3-5: 75% Gr 6-EOC: 96%	Gr 3-5: 77% Gr 6-EOC: 100%	51%	75%	14%
Mathematics	73%	81%	48%	58%	69%	26%
Science	Gr 3: 67% Gr 5-EOC: 75%	Gr 3: 100% Gr 5-EOC: 83%	Gr 3: 75% Gr 5-EOC: 80%	72%	62%	14%
History	Gr 3: 83% Gr 5-EOC: 92%	Gr 3: 75% Gr 5-EOC: 81%	Gr 3: 63% Gr 5-EOC: 83%	74%	70%	17%
Graduation Completion Index	N/A	TS/Met GCI	TS/Met GCI	TS/Met GCI	TS/Met GCI	TS/Met GCI

Federal Accountability Status (Applicable to Title I schools only.)

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2010-2011	2009-2010	Did Not Make AYP	Title I
2011-2012	2010-2011	Did Not Make AYP	Title I
2012-2013	2011-2012	Met AMOs	Title I
2013-2014	2012-2013	Met AMOs	Title I
2014-2015	2013-2014	Improvement Plan Required	Title I
2015-2016	2014-2015	Improvement Plan Required	Title I

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	89%	94%	97%	61%	77%	7%
Writing	50%	58%	60%	23%	67%	33%
Mathematics	79%	88%	45%	55%	68%	29%
Science	80%	88%	78%	46%	62%	17%
History	93%	86%	75%	68%	67%	20%

Attachment B3

Richmond Alternative
Grades: 6-11
Richmond City

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) of Warning
2010-2011	2009-2010	Fully Accredited	N/A
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	English, Mathematics, Science, History
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science, History
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science, History
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science, History

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English	Gr 3-5: 9% Gr 6-EOC: 55%	58%	50%	29%	22%	27%
Mathematics	46	50%	25%	23%	22%	11%
Science	Gr 3: 33% Gr 6-EOC: 36%	38%	33%	23%	40%	11%
History	Gr 3: 33% Gr 6-EOC: 19%	11%	9%	21%	21%	15%
Graduation Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status (Applicable to Title I schools only.)

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2010-2011	2009-2010	Made AYP	Title I
2011-2012	2010-2011	Did Not Make AYP	Title I
2012-2013	2011-2012	Priority School	Title I
2013-2014	2012-2013	Priority School	Title I
2014-2015	2013-2014	Priority School	Title I
2015-2016	2014-2015	Priority School	Title I

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	57%	62%	53%	43%	17%	24%
Writing	67%	71%	55%	31%	19%	14%
Mathematics	51%	61%	31%	26%	29%	9%
Science	53%	47%	41%	35%	44%	12%
History	28%	18%	13%	33%	31%	15%