

Virginia Board of Education Agenda Item



Agenda Item: F

Date: February 25, 2016

Title	First Review of Memoranda of Understanding as Required of Schools in <i>Accreditation Denied</i> Status for Danville City Public Schools, Essex County Public Schools, Hampton City Public Schools, Portsmouth City Public Schools, Richmond City Public Schools, and Staunton 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:

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

January 28, 2016: Denial of Requests for Rating of *Partially Accredited: Reconstituted School*

Action Requested:

Other. Specify below:

The Board is being asked to waiver first review and take action February 25, 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 Danville City School Board, Essex County School Board, Hampton City School Board, Portsmouth City School Board, Richmond City School Board, and Staunton 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-A8).

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Danville City Public Schools	Woodberry Hills Elementary School
Essex County Public Schools	Essex High School
Hampton City Public Schools	A. W. E. Bassette Elementary School
Hampton City Public Schools	Hunter B. Andrews School
Portsmouth City Public Schools	Churchland Middle School
Richmond City Public Schools	Martin Luther King, Jr. Middle School
Richmond City Public Schools	Patrick Henry School of Science and Arts
Staunton City Public Schools	Bessie Weller Elementary School

Data for each school division is included in Attachments B1-B8. 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 April 16, 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-A8), 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:

The superintendents of Danville City Public Schools, Essex County Public Schools, Hampton City Public Schools, Portsmouth City Public Schools, Richmond City Public Schools, and Staunton City Public Schools will meet with the Director of the Department's Office of School Improvement triannually to discuss progress in implementing the Corrective Action Plan and to determine required next steps.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive First Review of Memoranda of Understanding as Required of Schools in *Accreditation Denied* Status for Danville City Public Schools, Essex County Public Schools, Hampton City Public Schools, Portsmouth City Public Schools, Richmond City Public Schools, and Staunton City Public Schools and approve the recommendations as stated below:

1. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Danville City School Board for Woodberry Hills Elementary School.
2. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Essex County School Board for Essex High School.
3. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memoranda of Understanding with the Hampton City School Board for A. W. E. Bassette Elementary School and Hunter B. Andrews School.
4. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Portsmouth City School Board for Churchland Middle School.
5. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memoranda of Understanding with the Richmond City School Board for Martin Luther King, Jr. Middle School and Patrick Henry School of Science and Arts.
6. Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Staunton City School Board for Bessie Weller Elementary School.

Rationale for Action:

The Board of Education has modified the memorandum of understanding for each school in *Accreditation Denied* status. Per the memoranda of understanding, school divisions and schools agree to comply with all requirements included in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). Each memorandum of understanding outlines responsibilities of the Virginia Board of Education, the Virginia Department of Education, local school boards, school divisions, and schools in *Accreditation Denied* status. The Board is asked to waive first review so that work can begin with these schools in *Accreditation Denied* status.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
Woodberry Hills Elementary School**

I. Requirements

Danville 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 Danville City Public Schools shall 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, and science, and support in meeting the needs of students with disabilities.

III. Danville City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Danville 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 Danville 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 Danville 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 Danville 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 Danville 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, math, 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 Danville 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 Danville 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, and science.

10. Danville 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 Woodberry Hills 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, math, 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

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the Danville City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Woodberry Hills Elementary School is *Fully Accredited* and is no longer a DENIED. 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 Danville City School Board	_____ Date
_____ Superintendent Danville City Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Essex County School Board
Essex High School**

I. Requirements

Essex County 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 Essex County Public Schools shall 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 math and history, and support in meeting the needs of students with disabilities.

III. Essex County Public Schools Responsibilities and School Responsibilities

The following are responsibilities of the Essex County School Board and Essex County Public Schools:

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

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

2. The Essex County 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 Essex County School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Essex County 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 Essex County 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 Essex County 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 math 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 Essex County 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 Essex County 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.

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9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of math and history.
10. Essex County 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 Essex 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 math 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 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

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the Essex County School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Essex High School is *Fully Accredited* and is no longer a DENIED. 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 Essex County School Board	_____ Date
_____ Superintendent Essex County Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Hampton City School Board
A. W. E. Bassette Elementary School**

I. Requirements

Hampton 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 Hampton City Public Schools shall 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, and science, and support in meeting the needs of students with disabilities.

III. Hampton City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Hampton 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 Hampton 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 Hampton 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 Hampton 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 Hampton 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, math, 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 Hampton 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 Hampton 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, and science.
10. Hampton 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 A. W. E. Bassette 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, math, 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

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This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Hampton City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when A. W. E. Bassette Elementary School is *Fully Accredited* and is no longer a DENIED. 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 Hampton City School Board	_____ Date
_____ Superintendent Hampton City Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Hampton City School Board
Hunter B. Andrews School**

I. Requirements

Hampton 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 Hampton City Public Schools shall 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 and science, and support in meeting the needs of students with disabilities.

III. Hampton City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Hampton 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 Hampton 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 Hampton 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 Hampton 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 Hampton 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 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 Hampton 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 Hampton 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.

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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 science.
10. Hampton 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 Hunter B. Andrews 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 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

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the Hampton City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Hunter B. Andrews School is *Fully Accredited* and is no longer a DENIED. 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 Hampton City School Board	_____ Date
_____ Superintendent Hampton City Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Portsmouth City School Board
Churchland Middle School**

I. Requirements

Portsmouth 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 Portsmouth City Public Schools shall 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, and science, and support in meeting the needs of students with disabilities.

III. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Portsmouth 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 Portsmouth 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 Portsmouth 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 Portsmouth 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 Portsmouth 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, math, 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 Portsmouth 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 Portsmouth 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.

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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, and science.
10. Portsmouth 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 Churchland 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, math, 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

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This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Portsmouth City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Churchland Middle School is *Fully Accredited* and is no longer a DENIED. 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 Portsmouth City School Board	_____ Date
_____ Superintendent Portsmouth City Public Schools	_____ Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Richmond City School Board
Martin Luther King, Jr. Middle 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 shall 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, and 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 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

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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 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, 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, and history.
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 Martin Luther King, Jr. 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, math, 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 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

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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 February 25, 2016, and will terminate when Martin Luther King, Jr. Middle School is *Fully Accredited* and is no longer a DENIED. 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
Patrick Henry School of Science and Arts**

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 shall 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 and math, 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 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

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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 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 and math. 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.

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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 math.
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 Patrick Henry School of Science and Arts:

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 and math.
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

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the Richmond City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Patrick Henry School of Science and Arts is *Fully Accredited* and is no longer a DENIED. 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
Staunton City School Board
Bessie Weller Elementary School**

I. Requirements

Staunton 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 Staunton City Public Schools shall 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, and science, and support in meeting the needs of students with disabilities.

III. Staunton City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Staunton 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 Staunton 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 Staunton 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 Staunton 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 Staunton 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, math, 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 Staunton 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 Staunton 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, and science.

10. Staunton 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 Bessie Weller 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, math, 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

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This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Staunton City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Bessie Weller Elementary School is *Fully Accredited* and is no longer a DENIED. 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 Staunton City School Board	_____ Date
_____ Superintendent Staunton City Public Schools	_____ Date

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
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science

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	79%	76%	67%	55%	52%	46%
Mathematics	92%	89%	70%	75%	61%	49%
Science	Gr 3: 82% Gr 5: 71%	Gr 3: 84% Gr 5: 83%	Gr 3: 85% Gr 5: 72%	73%	76%	69%
History	Gr 3: 83% Gr 4-5: 73%	Gr 3: 82% Gr 4-5: 92%	Gr 3: 75% Gr 4-5: 98%	79%	76%	71%
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	Title I
2011-2012	2010-2011	Did Not Make AYP	Title I
2012-2013	2011-2012	Met AMOs	Title I
2013-2014	2012-2013	Improvement Plan Required	Title I
2014-2015	2013-2014	Improvement Plan Required	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	79%	65%	71%	58%	50%	44%
Writing	86%	64%	53%	46%	48%	N/A
Mathematics	94%	90%	72%	67%	57%	45%
Science	76%	85%	78%	65%	76%	69%
History	80%	88%	92%	79%	66%	51%

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Essex High

Grades: 09-12

Essex County

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, History
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Accreditation Denied	Mathematics, 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	86%	90%	93%	80%	79%	79%
Mathematics	81%	77%	43%	56%	50%	58%
Science	80%	81%	89%	76%	72%	71%
History	77%	75%	65%	75%	70%	63%
Graduation Completion Index	N/A	85	85	90	90	92

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 Made AYP	Not Title I
2011-2012	2010-2011	Did Not Make AYP	Not Title I
2012-2013	2011-2012	Met AMOs	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	Met AMOs	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	92%	91%	94%	82%	82%	83%
Writing	79%	90%	94%	78%	75%	75%
Mathematics	81%	67%	43%	54%	50%	57%
Science	81%	81%	88%	76%	72%	71%
History	77%	62%	64%	75%	69%	63%

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
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science

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	80%	75%	74%	54%	47%	49%
Mathematics	85%	76%	49%	69%	68%	56%
Science	Gr 3: 66% Gr 5: 91%	Gr 3: 75% Gr 5: 82%	Gr 3: 72% Gr 5: 77%	60%	53%	33%
History	Gr 3: 68% Gr 4-5: 93%	Gr 3: 79% Gr 4-5: 88%	Gr 3: 78% Gr 4-5: 84%	75%	76%	89%
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	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	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	70%	68%	76%	53%	45%	49%
Writing	77%	90%	77%	61%	53%	N/A
Mathematics	84%	78%	50%	66%	66%	57%
Science	80%	74%	78%	63%	54%	35%
History	83%	84%	82%	77%	77%	91%

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	Conditionally Accredited	New
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, Science
2015-2016	2014-2015	Accreditation Denied	English, Science

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	N/A	Gr 3-5: 79% Gr 6-8: 86%	Gr 3-5: 79% Gr 6-8: 86%	58%	65%	64%
Mathematics	N/A	79%	48%	63%	75%	72%
Science	N/A	Gr 3: 82% Gr 5-8: 87%	Gr 3: 69% Gr 5-8: 84%	77%	59%	59%
History	N/A	Gr 3: 73% Gr 4-8: 80%	Gr 3: 75% Gr 4-8: 76%	73%	73%	70%
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	N/A - New School	Not Title I
2011-2012	2010-2011	Did Not Make AYP	Title I
2012-2013	2011-2012	Improvement Plan Required	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	N/A	80%	80%	58%	67%	66%
Writing	N/A	79%	78%	64%	58%	48%
Mathematics	N/A	80%	51%	59%	74%	72%
Science	N/A	87%	81%	68%	62%	60%
History	N/A	81%	79%	74%	75%	71%

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	Mathematics, History
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science, History
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science

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	85%	81%	82%	75%	60%	65%
Mathematics	78%	78%	49%	53%	65%	60%
Science	84%	84%	83%	74%	67%	63%
History	77%	72%	71%	69%	69%	95%
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	85%	82%	83%	64%	62%	66%
Writing	83%	76%	82%	55%	52%	61%
Mathematics	76%	76%	48%	51%	61%	58%
Science	84%	84%	83%	58%	68%	63%
History	78%	72%	63%	71%	69%	95%

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, History, Science
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	84%	71%	72%	28%	34%	30%
Mathematics	80%	71%	17%	31%	36%	32%
Science	80%	74%	51%	31%	49%	24%
History	73%	70%	38%	46%	38%	40%
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	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	85%	67%	56%	26%	27%	26%
Writing	84%	78%	64%	32%	35%	24%
Mathematics	80%	52%	13%	25%	27%	25%
Science	81%	77%	52%	31%	50%	25%
History	75%	60%	39%	46%	39%	40%

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	Conditionally Accredited	New
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Accreditation Denied	English, Mathematics

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	N/A	92%	85%	80%	75%	64%
Mathematics	N/A	97%	48%	44%	65%	62%
Science	N/A	Gr 3: 86% Gr 4-5: 83%	Gr 3: 86% Gr 4-5: 92%	77%	85%	73%
History	N/A	Gr 3: 79% Gr 4-5: 83%	Gr 3: 89% Gr 4-5: 72%	76%	77%	90%
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	N/A - New School	Not Title I
2011-2012	2010-2011	Made AYP	Not Title I
2012-2013	2011-2012	Met AMOs	Not Title I
2013-2014	2012-2013	Improvement Plan Required	Not Title I
2014-2015	2013-2014	Met AMOs	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	N/A	94%	84%	73%	72%	67%
Writing	N/A	*	85%	63%	83%	N/A
Mathematics	N/A	94%	48%	40%	63%	65%
Science	N/A	85%	88%	64%	85%	79%
History	N/A	81%	67%	76%	78%	93%

*Pass rates based on less than 10 student records and therefore suppressed.

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, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science

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%	79%	75%	52%	50%	57%
Mathematics	89%	77%	44%	68%	67%	61%
Science	Gr 3: 82% Gr 5: 80%	Gr 3: 76% Gr 5: 77%	Gr 3: 76% Gr 5: 73%	67%	68%	54%
History	Gr 3: 82% Gr 4-5: 82%	Gr 3: 61% Gr 4-5: 78%	Gr 3: 71% Gr 4-5: 77%	79%	74%	71%
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	Focus School	Title I
2013-2014	2012-2013	Focus School	Title I
2014-2015	2013-2014	Focus School	Title I
2015-2016	2014-2015	Focus 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	84%	72%	76%	55%	48%	54%
Writing	78%	70%	72%	46%	57%	N/A
Mathematics	89%	77%	43%	63%	64%	59%
Science	81%	77%	65%	68%	69%	57%
History	82%	69%	75%	80%	70%	64%