

# Virginia Board of Education Agenda Item



**Agenda Item:** H

**Date:** February 25, 2016

<b>Title</b>	Annual Progress Report on Memoranda of Understanding for Alexandria City Public Schools, Henrico County Public Schools, Newport News City Public Schools, Norfolk City Public Schools, and Northampton County Public Schools as Required for Schools in <i>Accreditation Denied</i> Status		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
<b>E-mail</b>	Beverly.Rabil@doe.virginia.gov	<b>Phone</b>	(804) 225-2865

**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

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

February 28, 2013: Approved a Memorandum of Understanding for Alexandria City School Board for Jefferson-Houston Elementary School

November 20, 2014: Approved a Memorandum of Understanding for Henrico County School Board for L. Douglas Wilder Middle School

January 22, 2015: Approved Memoranda of Understanding for Newport News City School Board for Newsome Park Elementary School and Sedgfield Elementary School

January 10, 2013: Approved a Memorandum of Understanding for Norfolk City School Board for William H. Ruffner Middle School

October 24, 2013: Approved a Memorandum of Understanding for Norfolk City School Board for Lindenwood Elementary School

November 20, 2014: Approved Memoranda of Understanding for Norfolk City School Board for Campostella Elementary School and Lake Taylor Middle School

November 20, 2014: Approved a Memorandum of Understanding for Northampton County School Board for Kiptopeke Elementary School

**Action Requested:**

No action requested.

**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: Receiving a report on the Memoranda of Understanding (MOU) for the Alexandria City School Board, the Henrico County School Board, the Newport News City School Board, the Norfolk City School Board, and the Northampton County 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 2015-2016 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the local school boards (Attachments A1-A9). The MOU for Jefferson-Houston Elementary School (Attachment A1), Lindenwood Elementary School (Attachment A7), and William H. Ruffner Middle School (Attachment A8) are on a different template because they were developed prior to the current MOU template.

<b>Name of Division</b>	<b>Name of Schools in <i>Accreditation Denied</i> Status</b>
Alexandria City Public Schools	Jefferson-Houston Elementary School
Henrico County Public Schools	L. Douglas Wilder Middle School
Newport News City Public Schools	Newsome Park Elementary School
Newport News City Public Schools	Sedgefield Elementary School
Norfolk City Public Schools	Campostella Elementary School
Norfolk City Public Schools	Lake Taylor Middle School
Norfolk City Public Schools	Lindenwood Elementary School
Norfolk City Public Schools	William H. Ruffner Middle School
Northampton County Public Schools	Kiptopeke Elementary School

State and federal accountability data for each school division are provided in Attachments B1-B9. It is important to note that seven of the schools in *Accreditation Denied* status made gains in all four content areas. Two of the schools in *Accreditation Denied* status made gains in three of the four content areas.

Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. This 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. School divisions that have a school-level MOU will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet with the Office of School Improvement three times per year to review quarterly report data and collaboratively determine next steps.

**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.

**Timetable for Further Review/Action:**

The superintendents of Alexandria City Public Schools, Henrico County Public Schools, Newport News City Public Schools, Norfolk City Public Schools, and Northampton County Public Schools will meet with the Director of the Department's Office of School Improvement triannually to discuss progress in implementing each school's Corrective Action Plan and to determine required next steps.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Jefferson Houston Elementary School, Alexandria City Public Schools; L. Douglas Wilder Middle School, Henrico County Public Schools; Newsome Park Elementary School and Sedgefield Elementary School, Newport News City Public Schools; Campostella Elementary School, Lindenwood Elementary School, Lake Taylor Middle School, and William H. Ruffner Middle School, Norfolk City Public Schools; and Kiptopeke Elementary School, Northampton County Public Schools as required for schools in *Accreditation Denied* Status.

## **Memorandum of Understanding Between the Virginia Board of Education and the Alexandria City School Board**

### **I. Purpose and Scope**

The purpose of this Memorandum of Understanding (MOU) is to define all state and federal sanctions for Jefferson-Houston Elementary School in Alexandria City Public Schools (ACPS).

In an effort to provide continuous support to Jefferson-Houston Elementary School, ACPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

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

[http://www.doe.virginia.gov/federal\\_programs/esea/va\\_esea\\_flexibility\\_application.pdf](http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf).

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

[http://www.doe.virginia.gov/support/school\\_improvement/academic\\_reviews/index.shtml](http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml).

Both the VDOE and ACPS 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 VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of ACPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor ACPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to ACPS for the purpose of building local capacity for supporting Jefferson-Houston Elementary School. The contractor will:
  - a. Monitor the implementation of the corrective action plan for Jefferson-Houston Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- b. Monitor the implementation of the FY2009 Tier III, Title I and non-Title I schools that did not meet an AMO, focus, and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of the corrective action plan for Jefferson-Houston Elementary (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with ACPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS' compliance to state and federal sanctions six to eight days per month (funded through set-aside or grant funds).
- g. Assist in monitoring ACPS' implementation of a division plan to support Jefferson-Houston Elementary School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with the Jefferson-Houston Elementary School transformation team. This activity will be funded through the set-aside or grant funds.

### **III. Alexandria City Public Schools Responsibilities and School Responsibilities**

ACPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on Jefferson-Houston Elementary School's progress in meeting a status of *Fully Accredited*.
3. Ensure ACPS division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of Jefferson-Houston Elementary School as appropriate.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
  - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
  - b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at ACPS and school level;

- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

<b>TA01</b>	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
<b>TA02</b>	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
<b>TA03</b>	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

- 7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness Literacy Screening (K-3), with a special focus on low-performing subgroups.
- 8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
- 9. Collaborate with assigned VDOE contractor(s) to ensure ACPS and the school maintain the fidelity of implementation necessary for reform.

#### **IV. Modification and Termination**

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

## V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Alexandria City School Board (ACSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Jefferson-Houston Elementary is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

### Signatures and dates:

David Foster Virginia Board of Education President	Date
Dr. Patricia Wright State Superintendent of Public Instruction	Date
Ms. Karen A. Graf Alexandria School Board Chairperson	Date
Dr. Morton Sherman Superintendent Alexandria City Public Schools	Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Henrico County School Board  
L. Douglas Wilder Middle School**

**I. Requirements**

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

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:  
[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

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

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

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

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

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

### III. Henrico County Public Schools Responsibilities and School Responsibilities

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

1. The Henrico County School Board and Henrico County Schools will develop a corrective action plan that includes all items in Section III: Henrico County 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 Henrico 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 Henrico 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 Henrico 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 Henrico 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 Henrico County 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, 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 Henrico 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 Henrico 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.
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 support for students with disabilities.
10. Henrico 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 L. Douglas Wilder 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 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

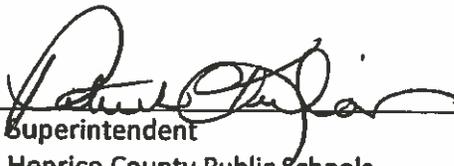
This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Henrico County School Board officials. It shall be in force beginning on November 20, 2014, and will terminate when L. Douglas Wilder Middle School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

 <hr/> Christian N. Braunlich Virginia Board of Education President	11/20/2014 <hr/> Date
--	--------------------------

 <hr/> Dr. Steven Staples Superintendent of Public Instruction	11/20/14 <hr/> Date
---	------------------------

 <hr/> Chairperson Henrico County School Board	11/13/14 <hr/> Date
---	------------------------

 <hr/> Superintendent Henrico County Public Schools	11/14/14 <hr/> Date
--	------------------------

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

**I. Requirements**

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

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:  
[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

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

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

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

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

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

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

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

1. The Newport News City School Board and Newport News City 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 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, 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, math, science, and history.
10. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (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 Newsome Park Elementary School:

1. The principal will ensure implementation of the corrective action plan including essential actions from the academic review.
2. The principal will participate in Aligning Academic Review and Performance Evaluation technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, 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.

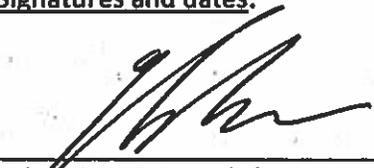
**IV. Modification and Termination**

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

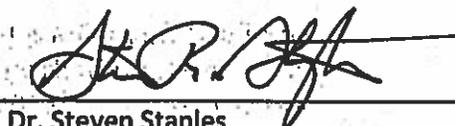
**V. Effective Date and Signature**

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

Signatures and dates:

  
\_\_\_\_\_  
Christian N. Braunlich  
Virginia Board of Education President

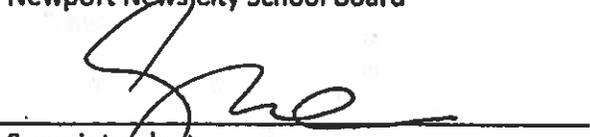
1/22/2014  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

1/22/15  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Thomas J. Stodgett  
Chairperson  
Newport News City School Board

12/16/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Newport News City Public Schools

12-16-14  
\_\_\_\_\_  
Date

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

**I. Requirements**

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

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:  
[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

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

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

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

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

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

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

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

1. The Newport News City School Board and Newport News City 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 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, 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, math, science, and history.
10. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (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 Sedgefield Elementary School:

1. The principal will ensure implementation of the corrective action plan including essential actions from the academic review.
2. The principal will participate in Aligning Academic Review and Performance Evaluation technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, 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.

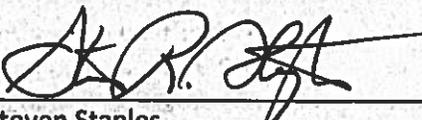
V. Effective Date and Signature

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

Signatures and dates:

  
\_\_\_\_\_  
Christian N. Braunlich  
Virginia Board of Education President

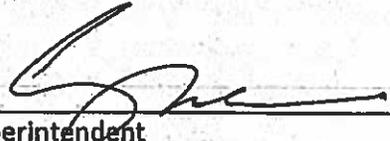
1/22/2015  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

1/22/15  
\_\_\_\_\_  
Date

  
THOMAS J. STODGETT  
\_\_\_\_\_  
Chairperson  
Newport News City School Board

12/16/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Newport News City Public Schools

12-16-14  
\_\_\_\_\_  
Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Norfolk City School Board  
Campostella Elementary School**

**I. Requirements**

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

A copy of the ESEA Flexibility Waiver submitted by the Virginia Department of Education (VDOE) and approved by the U.S. Department of Education (USED) is located at the following link:  
[http://www.doe.virginia.gov/federal\\_programs/esea/flexibility/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml)

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

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

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

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

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

### III. Norfolk City Public Schools Responsibilities and School Responsibilities

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

1. The Norfolk City School Board and Norfolk City Schools will develop a corrective action plan that includes all items in Section III: Norfolk City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.
2. The Norfolk City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Norfolk City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Norfolk City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Norfolk City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Norfolk City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, grades, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in 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 Norfolk City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Norfolk City

School Board will provide reports to the Virginia Board of Education, as requested, on 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. Norfolk City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (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 Campostella 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, 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 Norfolk City School Board officials. It shall be in force beginning on November 20, 2014, and will terminate when Campostella Elementary School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

  
\_\_\_\_\_  
Christian N. Braunlich  
Virginia Board of Education President

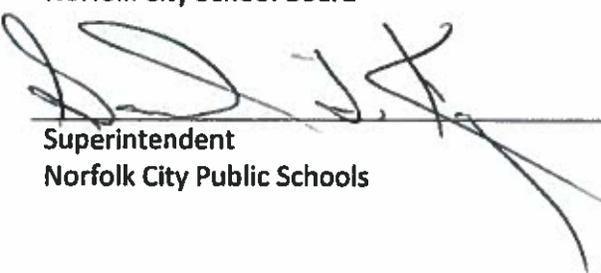
11/20/2014  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

11/20/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Norfolk City School Board

11/14/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Norfolk City Public Schools

11/14/14  
\_\_\_\_\_  
Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Norfolk City School Board  
Lake Taylor Middle School**

**I. Requirements**

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

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

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

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

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

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

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

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

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

### III. Norfolk City Public Schools Responsibilities and School Responsibilities

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

1. The Norfolk City School Board and Norfolk City Schools will develop a corrective action plan that includes all items in Section III: Norfolk City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.
2. The Norfolk City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Norfolk City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Norfolk City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Norfolk City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Norfolk City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, grades, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in 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 Norfolk City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Norfolk City

School Board will provide reports to the Virginia Board of Education, as requested, on 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. Norfolk City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (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 Lake Taylor 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, 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.

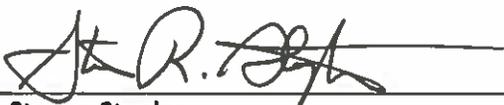
**V. Effective Date and Signature**

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board officials. It shall be in force beginning on November 20, 2014, and will terminate when Lake Taylor 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:

  
\_\_\_\_\_  
Christian N. Braunlich  
Virginia Board of Education President

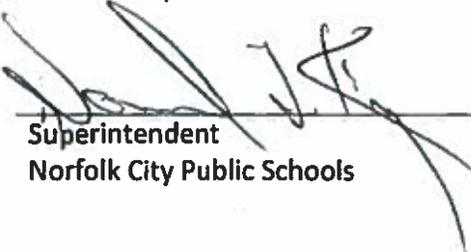
11/20/2014  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

11/20/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Norfolk City School Board

11/14/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Norfolk City Public Schools

11/14/14  
\_\_\_\_\_  
Date

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Norfolk City School Board (NCPS)**

**I. Requirements**

In an effort to provide continuous support to Lindenwood Elementary School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

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

[http://www.doe.virginia.gov/federal\\_programs/esea/va\\_esea\\_flexibility\\_application.pdf](http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf).

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

[http://www.doe.virginia.gov/support/school\\_improvement/academic\\_reviews/index.shtml](http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml).

Both the VDOE and NCPS 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 VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the school's and division's performance of requirements as set forth in the ESEA Flexibility Waiver for the VDOE as approved by USED, and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting Lindenwood Elementary School. The contractor will:
  - a. Work with the Lead Turnaround Partner to provide technical assistance in core content areas, teacher evaluation, formative assessment and other areas to assist the principal and teachers as needed throughout the year.
  - b. Review the quarterly reports and provide feedback to the transformation team.
  - c. Monitor the implementation of the corrective action plan for Lindenwood Elementary School and ensure the school's and division's compliance to the MOU and SOA.

- d. Provide oversight to the academic review process with a focus on alignment of written, taught, and tested curricula in the four core content areas.

### III. Norfolk City Public Schools Responsibilities and School Responsibilities

NCPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on Lindenwood Elementary School's progress in meeting a status of *Fully Accredited*.
3. Ensure NCPS division team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principal of Lindenwood Elementary School, as appropriate.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts such as curricula alignment and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school level for students at risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Establish a school improvement team comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
  - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
  - b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school level;
  - c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
  - d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accreditation Denied* or priority schools.

<b>TA01</b>	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
<b>TA02</b>	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
<b>TA03</b>	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

7. Follow all processes provided by VDOE to ensure that the written, taught and tested curricula are aligned.
8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that will include strategies and assistance to align the written, taught and tested curricula.
9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and the school maintain the fidelity of implementation necessary for reform.

#### **IV. Modification and Termination**

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

#### **V. Effective Date and Signature**

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board (NCSB) officials. It shall be in force beginning on January 10, 2014, and will terminate when Lindenwood Elementary School is *Fully Accredited* and is no longer a priority school. The VBOE and division indicate agreement with this MOU by their signatures.

#### Signatures and dates:

---

David Foster  
Virginia Board of Education President

---

Date

---

Dr. Patricia I. Wright  
Superintendent of Public Instruction

---

Date

---

Dr. Kirk T. Houston  
Norfolk City School Board Chairperson

---

Date

---

Dr. Samuel T. King  
Superintendent  
Norfolk City Public Schools

---

Date

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

**I. Purpose and Scope**

The purpose of this Memorandum of Understanding (MOU) is to define state and federal sanctions for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School in Norfolk City Public Schools (NCPS).

In an effort to provide continuous support to Lafayette-Winona Middle School and William H. Ruffner Academy Middle School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

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

[http://www.doe.virginia.gov/federal\\_programs/esea/va\\_esea\\_flexibility\\_application.pdf](http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf).

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

[http://www.doe.virginia.gov/support/school\\_improvement/academic\\_reviews/index.shtml](http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml).

Both the VDOE and NCPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

**II. VDOE Responsibilities**

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the LEA's performance of requirements as set forth in the ESEA Flexibility Waiver for the Virginia Department of Education (VDOE) as approved by the U.S. Department of Education (USED), and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting each identified school. The contractor will:

- a. Monitor the implementation of the corrective action plan for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School and ensure the schools' and division's compliance to the MOU and SOA.
- b. Monitor the implementation of Title I schools or non-Title I schools not meeting an AMO, focus and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award for schools as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of corrective action plans for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with NCPS team and VDOE representatives monthly via Web conference.
- f. Monitor ACPS's compliance to state and federal sanctions ten to twelve days per month (funded through set-aside or grant funds).
- g. Assist in monitoring NCPS' implementation of a division plan to support Lafayette-Winona Middle School and William H. Ruffner Academy Middle School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with William H. Ruffner Academy Middle School. This activity will be funded through the set-aside or grant funds.

### **III. NCPS Responsibilities and School Responsibilities**

NCPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on the progress of the schools denied accreditation.
3. Ensure that the NCPS team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principals of the schools denied accreditation.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Ensure the schools identified in this MOU establish school improvement teams comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:

- a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
- b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school-level;
- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accredited with Warning* and Title I schools required to develop a plan.

<b>TA01</b>	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
<b>TA02</b>	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
<b>TA03</b>	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low-performing subgroups.
8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and schools maintain the fidelity of implementation necessary for reform.

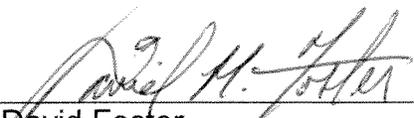
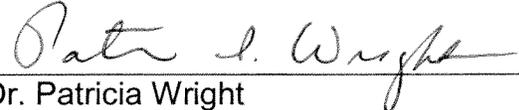
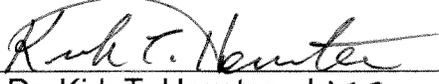
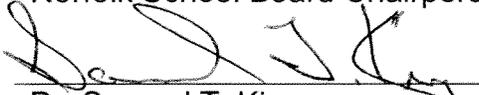
#### IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

#### V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board's (NCSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are *Fully Accredited* and are no longer focus or priority schools. The VBOE and division indicate agreement with this MOU by their signatures.

#### Signatures and dates:

 _____ David Foster Virginia Board of Education President	4/12/13 _____ Date
 _____ Dr. Patricia Wright Superintendent of Public Instruction	4-10-13 _____ Date
 _____ Dr. Kirk T. Houston, Jr. Norfolk School Board Chairperson	3/21/13 _____ Date
 _____ Dr. Samuel T. King Superintendent Norfolk City Public Schools	3/20/13 _____ Date



**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Northampton County School Board  
Kiptopeke Elementary School**

**I. Requirements**

Northampton 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 Northampton County Public Schools should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

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

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

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

**III. Northampton County Public Schools Responsibilities and School Responsibilities**

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

1. The Northampton County School Board and Northampton County Schools will develop a corrective action plan that includes all items in Section III: Northampton County 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 Northampton 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 Northampton 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 Northampton 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 Northampton 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 Northampton County 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, grades, unit assessment results, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
  7. The Northampton 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 Northampton 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.

- 9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English and support for students with disabilities.**
- 10. Northampton 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 Kiptopeke 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 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.

**Effective Date and Signature**

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Northampton County School Board officials. It shall be in force beginning on November 20, 2014, and will terminate when Kiptopeke Elementary School is *Fully Accredited* and is no longer a DENIED or priority school. The VBOE and division indicate agreement with this MOU by their signatures.

**Signatures and dates:**

  
\_\_\_\_\_  
Christian N. Braunlich  
Virginia Board of Education President

11/20/2014  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

11/20/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Northampton County School Board

11-13-14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Northampton County Public Schools

11/13/14  
\_\_\_\_\_  
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	<i>Accredited with Warning</i>	English, History
2011-2012	2010-2011	<i>Accredited with Warning</i>	English, History, Science
2012-2013	2011-2012	<i>Accreditation Denied</i>	English, Mathematics, History, Science
2013-2014	2012-2013	<i>Accreditation Denied</i>	English, Mathematics, History, Science
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, History, Science
2015-2016	2014-2015	<i>Accreditation Denied</i>	English, Mathematics, History, 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	Gr. 3-5: 71% Gr. 6-8: 79%	Gr. 3-5: 66% Gr. 6-8: 77%	Gr. 3-5: 57% Gr. 6-8: 73%	45%	47%	61%
Mathematics	82%	73%	38%	57%	46%	64%
Science	Gr. 3: 61 % Gr. 4-8: 80%	Gr. 3: 64% Gr. 4-8: 45%	Gr. 3: 55% Gr. 4-8: 49%	53%	36%	60%
History	Gr. 3: 66% Gr. 4-8: 53%	Gr. 3: 61% Gr. 4-8: 38%	Gr. 3: 53% Gr. 4-8: 50%	52%	51%	55%
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	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	69%	67%	61%	41%	45%	57%
Writing	75%	51%	56%	45%	31%	28%
Mathematics	81%	62%	35%	50%	40%	58%
Science	67%	51%	43%	51%	34%	60%
History	57%	38%	48%	50%	51%	51%

**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	<i>Fully Accredited</i>	N/A
2011-2012	2010-2011	<i>Accredited with Warning</i>	Mathematics
2012-2013	2011-2012	<i>Accredited with Warning</i>	Mathematics
2013-2014	2012-2013	<i>Accredited with Warning</i>	English, Mathematics
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, Science
2015-2016	2014-2015	<i>Accreditation Denied</i>	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	84%	75%	75%	43%	46%	51%
Mathematics	73%	58%	39%	39%	42%	55%
Science	92%	90%	82%	73%	46%	53%
History	82%	72%	72%	75%	72%	77%
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	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	81%	74%	73%	45%	45%	52%
Writing	88%	75%	74%	35%	38%	37%
Mathematics	68%	56%	36%	35%	37%	51%
Science	88%	91%	81%	50%	46%	53%
History	81%	73%	72%	75%	68%	77%

**Attachment B3**  
**Newsome Park Elementary School**  
**Grades: PreK-5**  
**Newport News City Public Schools**

**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	Accredited with Warning	English
2012-2013	2011-2012	Accredited with Warning	English, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science, History
2014-2015	2013-2014	Accreditation Denied	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	76%	65%	68%	35%	36%	45%
Mathematics	74%	71%	34%	24%	48%	44%
Science	Gr. 3: 72% Gr. 4-5: 79%	Gr. 3: 51% Gr. 4-5: 73%	Gr. 3: 61% Gr. 4-5: 65%	39%	21%	39%
History	Gr. 3: 75% Gr. 4-5: 70%	Gr. 3: 63% Gr. 4-5: 74%	Gr. 3: 60% Gr. 4-5: 78%	55%	42%	43%
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	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	68%	63%	68%	36%	36%	43%
Writing	81%	70%	63%	33%	30%	N/A
Mathematics	68%	71%	34%	23%	43%	42%
Science	77%	58%	63%	40%	21%	40%
History	57%	60%	70%	55%	43%	44%

**Attachment B4**  
**Sedgefield Elementary School**  
**Grades: PreK-5**  
**Newport News City Public Schools**

**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	<i>Fully Accredited</i>	N/A
2011-2012	2010-2011	<i>Accredited with Warning</i>	English
2012-2013	2011-2012	<i>Accredited with Warning</i>	English, Mathematics, Science
2013-2014	2012-2013	<i>Accredited with Warning</i>	English, Mathematics, Science, History
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, Science, History
2015-2016	2014-2015	<i>Accreditation Denied</i>	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%	67%	61%	38%	40%	62%
Mathematics	76%	72%	32%	35%	50%	67%
Science	Gr. 3: 75% Gr. 4-5: 72%	Gr. 3: 65% Gr. 4-5: 77%	Gr. 3: 60% Gr. 4-5: 74%	42%	39%	62%
History	Gr. 3: 77% Gr. 4-5: 70%	Gr. 3: 56% Gr. 4-5: 81%	Gr. 3: 61% Gr. 4-5: 53%	60%	61%	78%
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	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	68%	63%	68%	36%	36%	57%
Writing	81%	70%	63%	33%	30%	N/A
Mathematics	68%	71%	34%	23%	43%	66%
Science	77%	58%	63%	40%	21%	63%
History	57%	60%	70%	55%	43%	79%

**Attachment B5**  
**Campostella Elementary School**  
**Grades: PreK-5**  
**Norfolk City Public Schools**

**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	Accredited with Warning	English, Science
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science, History
2014-2015	2013-2014	Accreditation Denied	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	75%	62%	77%	32%	29%	44%
Mathematics	75%	72%	39%	25%	32%	51%
Science	Gr. 3: 63% Gr. 4-5: 74%	Gr. 3: 57% Gr. 4-5: 42%	Gr. 3: 83% Gr. 4-5: 76%	34%	26%	51%
History	Gr. 3: 68% Gr. 4-5: 73%	Gr. 3: 68% Gr. 4-5: 75%	Gr. 3: 77% Gr. 4-5: 76%	60%	37%	63%
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	Improvement Plan Required	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	56%	60%	79%	34%	27%	39%
Writing	67%	66%	63%	28%	30%	N/A
Mathematics	61%	63%	39%	22%	27%	45%
Science	64%	52%	77%	35%	26%	54%
History	66%	73%	77%	62%	37%	64%

**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	<i>Fully Accredited</i>	N/A
2011-2012	2010-2011	<i>Accredited with Warning</i>	Mathematics
2012-2013	2011-2012	<i>Accredited with Warning</i>	Mathematics
2013-2014	2012-2013	<i>Accredited with Warning</i>	English, Mathematics
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, Science, History
2015-2016	2014-2015	<i>Accreditation Denied</i>	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	77%	73%	74%	43%	50%	55%
Mathematics	76%	63%	39%	45%	48%	60%
Science	83%	82%	79%	71%	58%	65%
History	77%	73%	70%	71%	63%	79%
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	Priority	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Priority	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	76%	70%	74%	43%	48%	55%
Writing	79%	77%	71%	44%	46%	49%
Mathematics	73%	62%	39%	42%	45%	58%
Science	84%	82%	79%	50%	59%	66%
History	78%	74%	71%	70%	64%	79%

**Attachment A7**  
**Lindenwood Elementary School**  
**Grades: PreK-5**  
**Norfolk City Public Schools**

**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	<i>Accredited with Warning</i>	English, History, Science
2011-2012	2010-2011	<i>Conditionally Accredited</i>	English
2012-2013	2011-2012	<i>Conditionally Accredited</i>	Mathematics
2013-2014	2012-2013	<i>Accreditation Denied</i>	English, Mathematics, Science
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, Science, History
2015-2016	2014-2015	<i>Accreditation Denied</i>	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	67%	73%	79%	40%	48%	53%
Mathematics	73%	70%	29%	29%	51%	61%
Science	Gr. 3: 74% Gr. 4-5: 62%	Gr. 3: 81% Gr. 4-5: 70%	Gr. 3: 70% Gr. 4-5: 75%	35%	46%	29%
History	Gr. 3: 71% Gr. 4-5: 65%	Gr. 3: 81% Gr. 4-5: 79%	Gr. 3: 69% Gr. 4-5: 83%	70%	56%	69%
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	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Priority	Title I
2015-2016	2014-2015	Met	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	65%	72%	80%	45%	47%	54%
Writing	68%	59%	78%	35%	55%	N/A
Mathematics	71%	67%	32%	26%	47%	63%
Science	68%	69%	75%	39%	51%	32%
History	69%	81%	81%	59%	59%	74%

**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	<i>Accredited with Warning</i>	Mathematics, History
2011-2012	2010-2011	<i>Accredited with Warning</i>	Mathematics, History
2012-2013	2011-2012	<i>Accreditation Denied</i>	Mathematics, History
2013-2014	2012-2013	<i>Accreditation Denied</i>	English, Mathematics, History
2014-2015	2013-2014	<i>Accreditation Denied</i>	English, Mathematics, History
2015-2016	2014-2015	<i>Accreditation Denied</i>	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	73%	71%	71%	47%	51%	52%
Mathematics	69%	65%	46%	63%	61%	67%
Science	85%	84%	86%	80%	73%	66%
History	60%	61%	63%	66%	57%	77%
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	Priority	Not Title I
2013-2014	2012-2013	Improvement Plan Required	Title I
2014-2015	2013-2014	Focus	Title I
2015-2016	2014-2015	Focus	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%	67%	68%	46%	47%	49%
Writing	82%	80%	75%	51%	54%	48%
Mathematics	67%	64%	47%	61%	58%	64%
Science	85%	85%	86%	70%	65%	66%
History	60%	62%	63%	67%	58%	77%

**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	<i>Accredited with Warning</i>	English, Science
2011-2012	2010-2011	<i>Conditionally Accredited</i>	History
2012-2013	2011-2012	<i>Conditionally Accredited</i>	Mathematics
2013-2014	2012-2013	<i>Conditionally Accredited</i>	English, Mathematics
2014-2015	2013-2014	<i>Accreditation Denied</i>	English
2015-2016	2014-2015	<i>Accreditation Denied</i>	English

**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: 65% Gr. 6: 79%	Gr. 3-5: 75% Gr. 6: 75%	Gr. 3-5: 76% Gr. 6: 91%	60%	55%	69%
Mathematics	72%	72%	60%	57%	76%	77%
Science	Gr. 3: 78% Gr. 5-6: 53%	Gr. 3: 68% Gr. 5-6: 78%	Gr. 3: 80% Gr. 5-6: 79%	73%	70%	89%
History	Gr. 3: 80% Gr. 5-6: 70%	Gr. 3: 53% Gr. 5-6: 65%	Gr. 3: 71% Gr. 5-6: 79%	88%	83%	93%
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	Title I
2013-2014	2012-2013	Priority	Title I
2014-2015	2013-2014	Improvement Plan Required	Title I
2015-2016	2014-2015	Met	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	69%	73%	76%	59%	54%	62%
Writing	55%	66%	69%	65%	38%	N/A
Mathematics	69%	69%	59%	57%	70%	71%
Science	66%	73%	79%	74%	69%	90%
History	72%	60%	76%	89%	83%	90%