

Virginia Board of Education Agenda Item



Agenda Item: B

Date: March 17, 2016

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

Action required by Board of Education regulation.

Previous Review or Action:

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

October 23, 2014: Final Review of Requests for Conditional Accreditation from Nine School Divisions

Action Requested:

Other. Specify below:

The Board is being asked to waive first review and take action March 17, 2016.

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

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

Background Information and Statutory Authority:

Goal 1: Considering the Memoranda of Understanding (MOU) for the Dinwiddie County Public Schools, Norfolk City Public Schools, and Richmond City School Board supports accountability for student learning.

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

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

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

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

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

Summary of Important Issues:

As provided for in 8 VAC 20-131-300.C.5, if a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School*. The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed. Based upon 8 VAC 20-131-300.C.5, Dinwiddie Middle School, Dinwiddie County Public Schools, P. B. Young, Sr. Elementary School (PK-2) and Tidewater Park Elementary School (3-5), Norfolk City Public Schools and Armstrong High School, Richmond City Public Schools were rated *Conditionally Accredited* for the 2014-2015 school year and will be in *Accreditation Denied* status for the first time in 2015-2016. As a result, these

schools are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a Memorandum of Understanding between the VBOE and the local school board (Attachments A1, B1, B2, and C1). Achievement data for the schools are included in Attachments A2, B3, and C2.

A corrective action plan for the school must be submitted to the Board of Education by April 30, 2016. Listed below is a general description of technical assistance to be included in the corrective action plan.

Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the VDOE. Technical assistance will focus on developing sample evidence for the sample performance indicators in Teacher Performance Standard 4: Assessment of and for Learning. The sample evidence for each performance indicator will become a tool that can enhance the division's observation tools. Principals/division staff will use their own work as a starting point and will bring "real work" artifacts to each session throughout the year. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations two times between October and December. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals' delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

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

Asset mapping and selected Essential Actions resulting from Academic Reviews will be a part of each school's corrective action plan. OSI staff will assist in reviewing Essential Actions to determine those needed in the corrective action plan. OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

As noted in the individual Memorandum of Understanding (Attachments A1, B1, B2, and C1), additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

Impact on Fiscal and Human Resources:

The Office of School Improvement will use the academic review budget to fund contractors for the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance sessions and any additional technical assistance.

Timetable for Further Review/Action:

The superintendents of Dinwiddie County Public Schools, Norfolk City Public Schools, and Richmond City Public Schools will meet with the Director of the Department’s Office of School Improvement triannually to discuss progress in implementing the Corrective Action Plan and to determine required next steps.

Superintendent's Recommendation:

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

1. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Dinwiddie County School Board for Dinwiddie Middle School.
2. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memorandum of Understanding with the Norfolk City School Board for P. B. Young, Sr. Elementary School (PK-2) and Tidewater Park Elementary School (3-5).
3. The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the Memoranda of Understanding with the Richmond City School Board for Armstrong High School.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Dinwiddie County School Board
Dinwiddie Middle School**

I. Requirements

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Dinwiddie County Public Schools Responsibilities and School Responsibilities

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

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

Attachment A1

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

2. The Dinwiddie 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 Dinwiddie 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 Dinwiddie 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 Dinwiddie 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 Dinwiddie County School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Dinwiddie 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 Dinwiddie 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.

Attachment A1

9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, math, and science.
10. Dinwiddie 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 Dinwiddie 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 and science.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELL as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Dinwiddie County School Board officials. It shall be in force beginning on March 17, 2016, and will terminate when Dinwiddie Middle School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English	89%	82%	85%	*60%	64%	67%
Mathematics	72%	66%	*62%	71%	72%	70%
Science	N/A	N/A	N/A	*64%	72%	62%
History	74%	*69%	77%	70%	70%	81%
Graduation Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

*New assessment administered beginning this year

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

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	87%	81%	84%	*62%	62%	66%
Writing	N/A	N/A	N/A	*54%	58%	59%
Mathematics	70%	64%	*60%	69%	70%	65%
Science	N/A	N/A	N/A	*64%	73%	62%
History	75%	*71%	77%	65%	70%	80%

*New assessment administered beginning this year

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board
P. B. Young, Sr. Elementary School**

I. Requirements

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

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. 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

Attachment B1

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 triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The 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, and science.

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 P. B. Young, Sr. 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 science.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELL as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar[®], an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board officials. It shall be in force beginning on March 17, 2016, and will terminate when P. B. Young, Sr. Elementary School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

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

I. Requirements

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

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. 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

Attachment B2

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 triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The 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, and science.

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 Tidewater 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 and science.
4. The principal will establish a school improvement team comprised of one division-level representative, principal, and school-level leaders representing Title I, special education, and ELL as appropriate. The principal will ensure that school staff establish and participate continuously in supporting school-level improvement efforts.
5. The principal will use Indistar[®], an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement. Technical assistance will be provided by OSI as needed.

IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board officials. It shall be in force beginning on March 17, 2016, and will terminate when Tidewater Park Elementary School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

P. B. Young, Sr. Elementary: Grades K-2 paired with Tidewater Park Elementary School: Grades 3-5 (Beginning 2014-2015)
***Historical Data from Tidewater Park Elementary School**
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>Fully Accredited</i>	N/A
2011-2012	2010-2011	<i>Accredited with Warning</i>	English, Mathematics, History, Science
2012-2013	2011-2012	<i>Accredited with Warning</i>	English, Mathematics, History
2013-2014	2012-2013	<i>Accredited with Warning</i>	English, Mathematics, Science
2014-2015	2013-2014	<i>Conditionally Accredited</i>	English, Science
2015-2016	2014-2015	<i>TBD</i>	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
English	81%	59%	60%	*44%	55%	53%
Mathematics	73%	62%	*26%	57%	73%	70%
Science	Gr. 3: 74% Gr. 4-5: 71%	Gr. 3: 70% Gr. 4-5: 50%	Gr. 3: 58% Gr. 4-5: 73%	*45%	36%	40%
History	Gr. 3: 83% Gr. 4-5: 72%	*Gr. 3: 66% Gr. 4-5: 55%	Gr. 3: 52% Gr. 4-5: 60%	70%	76%	70%
Graduation Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

*New assessment administered beginning this year

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

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

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	65%	61%	55%	*47%	54%	56%
Writing	71%	67%	77%	*36%	67%	N/A
Mathematics	72%	64%	*27%	49%	70%	73%
Science	72%	55%	63%	*45%	41%	41%
History	74%	*46%	53%	71%	79%	72%

*New assessment administered beginning this year

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

I. Requirements

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

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Richmond City Public Schools Responsibilities and School Responsibilities

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

1. The Richmond City School Board and Richmond City Schools will develop a corrective action plan that includes all items in Section III: Richmond City Public Schools

Attachment C1

Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.

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

9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, math, science, and history.
10. Richmond City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Armstrong High School:

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

IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Richmond City School Board officials. It shall be in force beginning on March 17, 2016, and will terminate when Armstrong High School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

Armstrong High School
Grades: 9-12
Richmond 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>	GCI
2012-2013	2011-2012	<i>Accredited with Warning</i>	Mathematics, History, GCI
2013-2014	2012-2013	<i>Accredited with Warning</i>	Mathematics, History, Science, GCI
2014-2015	2013-2014	<i>Conditionally Accredited</i>	Mathematics, History, Science, GCI
2015-2016	2014-2015	<i>TBD</i>	English, Mathematics, History, Science, GCI

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%	82%	81%	*79%	75%	71%
Mathematics	81%	74%	*41%	43%	59%	62%
Science	74%	70%	72%	*56%	64%	51%
History	77%	*71%	64%	60%	64%	61%
Graduation Completion Index	N/A	66	64	72	82	80

*New assessment administered beginning this year

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

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2010-2011	2009-2010	Did not make AYP	Title I
2011-2012	2010-2011	Did not make AYP	Title I
2012-2013	2011-2012	Priority School	Title I
2013-2014	2012-2013	Priority School	Title I
2014-2015	2013-2014	Improvement Plan Required	Title I
2015-2016	2014-2015	Focus School	Title I

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	80%	81%	74%	*68%	76%	65%
Writing	61%	57%	64%	*37%	36%	31%
Mathematics	78%	73%	*34%	35%	56%	64%
Science	76%	72%	72%	*55%	64%	54%
History	78%	*64%	65%	60%	65%	64%

*New assessment administered beginning this year