

Virginia Board of Education Agenda Item



Agenda Item: D (continued)

Date: October 27, 2016

Title	Final Review of Requests for Rating of <i>Partially Accredited: Reconstituted School</i> from Madison County Public Schools		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
E-mail	Beverly.Rabil@doe.virginia.gov	Phone	(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:

Date: September 22, 2016: First Review

Action Requested:

Final review: Action requested at this meeting.

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 requests for *Partially Accredited: Reconstituted School* from Madison County Public Schools will support accountability for student learning.

8 VAC 20-131-300.C (*Regulations Establishing Standards for Accrediting Virginia Public Schools*) states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall include specific responses that address all areas of deficiency that resulted in the

Accreditation Denied status.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.5. 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.

Summary of Important Issues:

Following the implementation of revised assessments in mathematics in 2011-2012 and revised reading, writing, and science assessments in 2012-2013, two schools have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2016-2017:

Each school must meet the definition of reconstitution. As defined by the Fast Track *Regulations Establishing Standards for Accrediting Virginia Public Schools (SOA)*, reconstitution is defined as a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied* that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Reconstitution Type
Madison County Public Schools	Madison Primary School (Paired School with Waverly Yowell Gr.PK-2)	Governance and Instructional Program
Madison County Public Schools	Waverly Yowell Elementary School (Paired School with Madison Gr.3-5)	Governance, Instructional Program and Staff

Recommendations for a rating of *Partially Accredited: Reconstituted School* are the result of examining a preponderance of evidence, with Standards of Learning data being the strongest or leading evidence. In addition to application criteria (described in the paragraph below), the following broad areas are considered in the review process for the 2016-2017 requests for reconstitution.

- Improvement outcome data/positive trends in data
- New leadership in the building with a track record of success in improvement
- Positive observations of capacity and commitment of the division to improvement
- Evidence of experiencing an extreme set of circumstances with an outcome based plan to prevent/solve the problem for the coming year(s)

Applications for reconstitution are reviewed focusing on student performance data, areas of reconstitution, and the rationale for the trajectory of progress expected. The following criteria are used for the application review.

- Demonstration of improvement in Standards of Learning achievement data in both warned and non-warned academic subjects (Did the data show improvement, decline, or have no change?)
- Evidence of how the proposed reconstitution practices differ from the existing practices
- Relevance of the anticipated impact of the proposed actions to the reconstitution plan
- Expectations for measurable impact on student achievement
- Clearly defined practices that ultimately improve student achievement

- Presence of a reasonable and rigorous trajectory of expected measureable progress
- Description of family engagement strategies for the school including the anticipated impact on student achievement

Data for each school is included in Attachments A1-B1. Each school's attachment contains the school's application for *Partially Accredited: Reconstituted School* and achievement data.

Technical Assistance

All schools granted ratings of *Partially Accredited: Reconstituted School* will participate in technical assistance sessions provided by the Office of School (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu. Additional differentiated support will be provided as needs are identified through the development of the Reconstitution Agreement.

Impact on Fiscal and Human Resources:

The Office of School Improvement will use the academic review budget to fund contractors for the technical assistance sessions and any additional technical assistance.

Timetable for Further Review/Action:

Upon action by the Board of Education, school divisions with schools that are approved for a rating of *Partially Accredited: Reconstituted School* will be required to enter into an agreement with the Superintendent of Public Instruction that details the essential actions that must occur in 2016-2017 by January 31, 2017. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding with the Board of Education which will be presented to the Board for first review November 17, 2016.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Madison County School Board for the following schools: Madison Primary School and Waverly Yowell Elementary School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by December 16, 2016.

Rationale: Madison Primary School and Waverly Yowell Elementary School data do not demonstrate progress in student achievement.

VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited: Reconstituted School Application*

Division: Madison County Public Schools

School: Madison Primary School

Schools that are rated *Partially Accredited* (formerly *Accredited with Warning*) for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for a rating of *Partially Accredited: Reconstituted School* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C.4 states that "Based on a school's academic performance or performance for the graduation and completion index, or both, a school shall be rated *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* or *Partially Accredited* for the preceding three consecutive years or for three consecutive years anytime thereafter."

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

As defined by the Standards of Accreditation, "reconstitution" is a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied*. Actions may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

It is the request of the Madison County School Board that Madison Primary School be considered for a rating of *Partially Accredited: Reconstituted School* based on the details outlined in this application.

Mr. Barry PennHollar

Typed School Board Chair Name

B. P. Hollar

School Board Chair Signature

Jun 30, 2016

Date

Division: Madison County Public Schools

School: Madison Primary School

School Information/Demographics

Division Madison County Public Schools		Free/Reduced Lunch Eligible Percentage 44%		
School Madison Primary School		Title I Model School-wide Program		
	Grade Level	Enrollment	English Language Learners	Special Education
	Preschool	74	0	26
	Kindergarten	126	0	21
	First Grade	114	0	14
	Second Grade	131	0	21
	Total	445	0	82

Division: Madison County Public Schools

School: Madison Primary School

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	79*	72*	68	66
Mathematics	69*	74	75	79
Science	81*	72*	64*	69
History	84	80	79	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates

No Standards of Learning assessments are administered at this school as we serve Preschool to Second Grade.

Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (≥16)
Preschool	2	1	0	0	0	2
Kindergarten	7	0	0	0	4	3
First Grade	7	1	2	0	1	4
Second Grade	6	0	3	1	1	1
Reading Specialist	1	0	0	0	0	1
Special Education	3	0	0	0	2	1

Division: Madison County Public Schools

School: Madison Primary School

Total	26	2	5	1	8	12
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Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	5	14.7%	
Number and percent of Exemplary teachers returning in 2016-2017	4	80%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	20%	
Number and percent of teachers scoring Proficient in 2015-2016	28	82.4%	
Number and percent of Proficient teachers returning in 2016-2017	27	96.4%	
Number and percent of Proficient teachers leaving in 2016-2017	1	3.6%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	1	2.9%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	100%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	0	0%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0%	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0%	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0%	
Teacher Licensure Information	Number of All Teachers	Percent of All Teachers	Area of Teaching
Number and percent of teachers fully licensed in 2016-2017	34	100%	
Number and percent of provisionally licensed teachers in 2016-2017	0	0%	
Number and percent of new teachers to the school in 2016-2017	2	5.9%	
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Arts in History, Master of Arts in Teaching, PK-12 Administrative Endorsement		
Total years of educational experience	19		
Total years as an Assistant Principal	2		
Total years as a Principal	13		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division					
*Sought/Obtained An Educational Position Outside the Division					
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)					
Left During the School Year					
Retired from Profession		1	1		
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed					
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark all applicable areas of reconstitution:

Governance Instructional Program Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
<p>Governance</p> <p>The school has one principal and an instructional coach that lends administrative support. The instructional coach is not involved with the evaluation of teachers, or the completion of instructional walkthrough observations.</p>	<p>An assistant principal will be added which will dramatically increase the time that the principal can spend in classrooms, and will also increase the time that the instructional coach can spend working side-by-side with teachers.</p>	<p>The principal will increase walkthrough observations by 25%, and the assistant principal will complete an equal number. The overall number of walkthrough observations will double. The anticipated outcome is a 6% increase in overall student performance on Spring MAP Reading assessments as compared to the current year, and a 4% increase of student pass rates on the Interactive Achievement Science assessment.</p>
<p>Governance</p> <p>The school's organizational structure is based on the 'Effective Schools' model, a construct supported by the research of Dr. Lawrence Lezotte. This structure allows for a grass-roots approach to problem solving through the establishment of committees, each one focusing on one of the areas that Dr. Lezotte's work has identified as a correlate of effective schools.</p>	<p>The school's organizational structure will follow what is recommended by the Virginia Tiered Systems of Support. While some committees will continue to exist, the decision-making authority will predominantly rest with the VTSS Team, and specific data will be used to justify those decisions. In general terms, these decisions will be associated with academics, behavior, and attendance. A VTSS Team will be in place at the outset of the year. The team will be representative of every grade level and department, and will include a building administrator. The administrator, however, will not be the team leader, but rather an equal voice in the decision-making process.</p>	<p>Meeting minutes will be kept where the correlation between data and decisions will be documented; with the anticipated outcome of a 20% reduction in discipline referrals as compared to the current year. We also expect a 6% increase in overall student performance on Spring MAP Reading assessments as compared to the current year, and a 4% increase of student pass rates on the Interactive Achievement Science assessment.</p>
<p>Instructional Program</p> <p>Madison Primary School is currently using intervention materials supplied by the 'Journeys' reading series to provide Tier 2 intervention</p>	<p>Beginning next year, all classrooms at Madison Primary School will implement a program titled "Systematic Instruction in Phonological Awareness, Phonics, and Sight Words" (SIPPS) at the Tier 2</p>	<p>We expect to have the capacity to provide Tier-2 intervention services for all students who are below grade level proficiency as determined by the Phonological Awareness Literacy Screening (PALS), and to provide Tier 3</p>

<p>services for students. The reading specialist is providing services on a daily basis, and monitoring the progress of students every four weeks. Decisions are made regarding the movement of students in and out of Tier 2 intervention at 12-week intervals.</p>	<p>level of intervention. This program was designed by the Developmental Studies Center, a non-profit educational publisher. This is an evidence-based program that would best utilize our resources, and address our need to focus on phonics and phonological awareness. Tier 2 intervention services will be provided by teachers and instructional assistants, overseen and directed by the reading specialist. Students will continue to receive services daily, and progress will be monitored on a weekly basis. Student progress data will be collected and stored using the OnTRAC data management system, and used to inform decisions related to the need and delivery of services at 6-week intervals.</p>	<p>services for any Tier 2 student who does not demonstrate progress at the Tier 2 level. The anticipated outcome is a 6% increase in overall student performance on the Spring MAP Reading assessments as compared to the current year.</p>
<p>Instructional Program</p> <p>Madison Primary School is currently using teacher created lesson plan formats for planning and implementing instruction for Science and Social Studies. While lesson plans for these subjects include appropriate content, the alignment with required cognitive levels is suspect, and assessment tools and strategies vary greatly from classroom to classroom.</p>	<p>All teachers at Madison Primary School will plan lessons collaboratively with their grade level colleagues using a lesson plan template that includes the following expectations; the identification of the curriculum standard being addressed, a clear objective written to include behavior, conditions and criteria, lesson procedures, a defined alignment with appropriate cognitive levels including pre-established questions, a common and aligned assessment, and a closing that revisits the objective and connects to future instruction.</p>	<p>We expect for our Science and Social Studies instruction to be closely aligned with the content and cognitive expectations defined by the curriculum framework of Virginia Standards of Learning. The anticipated outcome is a 4% increase in student pass rates on the Interactive Achievement Science and Social Studies assessments.</p>
<p>Instructional Program</p> <p>Madison Primary School currently provides word study instruction that is targeted at two instructional levels. Word study instruction is embedded in the phonics portion of the lesson, but there is not a designated time for word study instruction within the Language Arts block. At the Kindergarten level, letters of the</p>	<p>All classrooms at Madison Primary School will provide word study instruction that is targeted at three instructional levels. Teachers will use the "Journeys" word study materials to deliver explicit word study instruction for 20 minutes on a daily basis. At the Kindergarten level, the letters of the alphabet will be introduced more quickly, pairing letters for weekly</p>	<p>We expect that word study instruction will be systematic and consistent from classroom to classroom and grade-to-grade, with instruction meeting the individual needs of students. Progress will be monitored using instructional walkthrough data and teacher-surveys. The anticipated outcome is a 6% increase in overall student performance on Spring MAP</p>

<p>alphabet are introduced one at a time, with the entire alphabet introduced by year's end.</p>	<p>instruction rather than instructing one letter per week. A spiral review process will be implemented to ensure that students are provided with repeated practice, and that assessment in the classroom is ongoing. The reading specialist and instructional coach will work together to support teachers throughout this process.</p>	<p>Reading assessments as compared to the current year.</p>
<p>Instructional Program</p> <p>Currently, all teachers at Madison Primary School provide differentiated, small-group instruction in both reading and math, and make time for that small-group instruction by preparing activities for independent workers. While the structure this approach is sound, there is a need to increase the rigor of activities and better align them with standards and cognitive level.</p>	<p>All teachers at Madison Primary School will provide differentiated, small-group instruction in both reading and math. In addition, all teachers will design independent activities that are in alignment with academic standards and cognitive levels that are defined in the curriculum framework of the Virginia Standards of Learning. All teachers will also prepare students for success as independent workers through the clear communication of expectations, and the ample practice of routines and appropriate transition. The principal and instructional coach will provide professional development opportunities and resources for teachers, including the modeling of expectations in the classroom.</p>	<p>We anticipate the impact to be a significant increase in overall student time on task in both reading and math, and the maximization of instructional time. Progress will be monitored using instructional walkthrough data with a focus on alignment, rigor, and efficiency. The anticipated outcome is a 6% increase in overall student performance on Spring MAP Math and Reading assessments as compared to the current year.</p>

Family Engagement

Activity Implementation Timeline and Description	Anticipated Impact on Student Achievement in Waned Area(s)
<p>Summer Reading Program Second Grade students at the Tier 2 level of intervention will be invited to participate in the Home Run Reading By Mail program over the summer of 2016. Thirty-eight students will be invited to participate. Students will have the opportunity to read and respond to ten different passages matched with their reading level. They will be encouraged to read and respond to their reading on a provided form, then mail the form back using a provided stamped envelope. A returned form equates to a Home Run on their scorecard, and another passage will be mailed to them. The accumulation of six or more Home Runs will qualify the student for an ice cream party to be held when students return to school. Teachers will make personal contact with the parents of each identified student via telephone to explain the program, and to encourage the participation of the child and the parent.</p>	<p>The anticipated impact is to eliminate the ‘summer slide’ experienced by students who lack exposure to academics over the summer break, with the expected outcome of a 6% increase in overall student performance on Spring PALS assessments as compared to the current year.</p>
<p>Family Reading and Math Nights (Monthly) Once per month, Madison Primary School will host reading or math family game nights, alternating between reading and math throughout the year. These nights will be designed to encourage parents to interact and have fun with their children while providing students with valuable skill practice. Parents and students will have the opportunity to play a variety of games, and will also have a ‘make and take’ option for each one.</p>	<p>The anticipated impact is that parents will interact with their children in a fun, educational, and low stress manner; reinforcing the notion that learning can be fun, and encouraging parents to engage in these skill development games with their children. We have the anticipated outcome of a 6% increase in overall student performance on Spring PALS and MAP assessments as compared to the current year.</p>

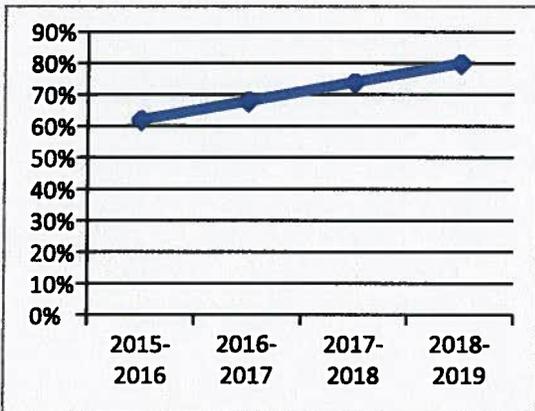
Closing Rationale with Trajectory of Progress

The instructional leadership team at Madison Primary School was overhauled two years ago, and has made huge strides during that time in the areas of curricular alignment and organizational structure. The school has only recently established a three-tiered instructional program, and has realized increased student growth during that time. The Measures of Academic Progress (MAP) assessment for mathematics indicates an increase of more than 20 percent in school-wide pass rates over the past two years, defining the pass rate as above the 40th percentile. The MAP assessments for reading have realized similar yet less dramatic gains during that same time span, achieving a 13 percent increase in school-wide pass rates. The progress that has been demonstrated during this time, coupled with the additional changes that we have proposed, sets the stage for ongoing and continuous improvement.

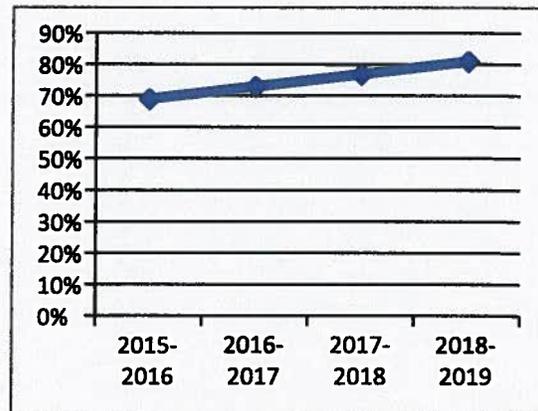
Trajectory of Progress				
English pass rates are determined by school-wide achievement scores on the Measures of Academic Progress (MAP/PMAP)				
<ul style="list-style-type: none"> • Passing score defined as above the 40th percentile 				
Science pass rates are determined by Second Grade achievement scores on the Interactive Achievement Science Benchmark.				
<ul style="list-style-type: none"> • Passing score defined as 70% or above 				
Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	62	68	74	80
Math	-	-	-	-
Science	69*	73	77	81
History	-	-	-	-

*We have no baseline score for 2015-2016. The 69% represents our division achievement on the 5th Grade Science SOL Test.

English Trajectory of Progress



Science Trajectory of Progress



VIRGINIA DEPARTMENT OF EDUCATION



Office of School Improvement *Partially Accredited-Reconstituted School* Application Intent Form

Due June 30, 2016-Complete one form per school.

Schools that are rated *Accredited with Warning/Partially Accredited* for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for the status of *Partially Accredited: Reconstituted School* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

8 VAC 20-131-300.C.4 states that “Based on a school’s academic performance or performance for the graduation and completion index, or both, a school shall be rated *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* or *Partially Accredited* for the preceding three consecutive years or for three consecutive years anytime thereafter.”

As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding (MOU) required of schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited -Reconstituted School*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

Division: Madison County Public Schools

School: Madison Primary School

X

Plan to submit a *Partially Accredited-Reconstituted School Application* based on preliminary assessment data indicating that the school will not meet accreditation benchmarks in the fourth consecutive year.

 Do not plan to submit a *Partially Accredited-Reconstituted School Application*.

Matthew J Eberhardt

Typed Superintendent Name

Superintendent Signature

June 30, 2016

Date

****Please return this form by June 30, 2016 via e-mail to the Office of School Improvement at OSI@doe.virginia.gov.**

**Virginia Department of Education
State/Federal Accountability Data
Madison Primary
Grades: PK - 02
Madison County**

Attachment A1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 90%	*79%	64%	68%	67%
Mathematics	86%	*80%	57%	74%	75%	79%
History and Social Sciences	*Gr 3: 86% *Gr 4-8: 92%	Gr 3: 81% Gr 4-8: 93%	84%	80%	79%	77%
Science	Gr 3: 90% Gr 5-8: 77%	Gr 3: 79% Gr 5-8: 93%	*73%	72%	70%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	88%	*62%	61%	66%	64%
English: Writing	79%	93%	60%	64%	N/A	N/A
History and Social Sciences	*89%	87%	84%	80%	79%	76%
Mathematics	86%	*64%	53%	70%	71%	76%
Science	84%	86%	*73%	58%	55%	69%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.

Division: Madison County Public Schools

School: Waverly Yowell Elementary School

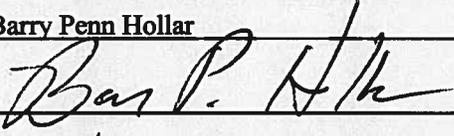
Schools that are rated *Partially Accredited* (formerly *Accredited with Warning*) for three consecutive years and may be assigned the rating of *Accreditation Denied* in the fourth year of warning will be eligible to apply for a rating of *Partially Accredited: Reconstituted School* from the Virginia Board of Education in lieu of a rating of *Accreditation Denied*.

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Barry Penn Hollar _____ Typed School Board Chair Name

 _____ School Board Chair Signature

June 30, 2016 _____ Date

School Information/Demographics

Division		Free/Reduced Lunch Eligible Percentage	
Madison County Public Schools		48.7%	
School		Title I Model	
Waverly Yowell Elementary School		School Wide	
Grade Level	Enrollment	English Language Learners	Special Education

	132	1	21
	131	0	21
	146	2	24
Total	409	3	66

Accountability Pass Rates

Overall School Achievement Data				
	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
English	79*	72*	68	66
Mathematics	69*	74	75	79
Science	81*	72*	64*	69
History	84	80	79	77
Graduation and Completion Index (if applicable)	N/A	N/A	N/A	N/A

Grade Level Pass Rates				
Subject/Grade	2013-2014 Pass Rate Based on 2012-2013 Assessments	2014-2015 Pass Rate Based on 2013-2014 Assessments	2015-2016 Pass Rate Based on 2014-2015 Assessments	Preliminary 2016-2017 Pass Rate Based on 2015-2016 Assessments
Example: English-3rd grade; EOC English				
3rd Grade; EOC Math	43%	51%	60%	71%
3rd Grade; EOC Reading	66%	54%	64%	53%
4th Grade; EOC Math	71%	84%	84%	90%
4th Grade; EOC Reading	55%	63%	67%	71%
4th Grade; EOC Va. Studies	83%	86%	77%	76%
5th Grade; EOC Math	47%	73%	66%	73%
5th Grade; EOC Science	69%	45%	55%	69%
Graduation and Completion Index (if applicable)				

Staff Information

Grade Level/ Content	Number of Teachers	New to School for 2016- 2017	Years of Experience (0-3)	Years of Experience (4-7)	Years of Experience (8-15)	Years of Experience (>16)
3rd Grade Reading	3	1	1		1	1
3rd Grade Math	3	2	3			
4th Grade Reading/ VA Studies	3	1	1		2	
4th Grade Math/ Science	3			1	1	1
5th Grade Reading	3		1		1	1
5th Grade Math/ Science	3	1	1			2
Special Education	4			1	1	1
Total	22	5	7	2	6	5

Teacher Performance/Licensure/Mobility Data

Directions: Principals should complete this form and central office staff should review it prior to submission to the Office of School Improvement (OSI). Submit ratings only for teachers evaluated in 2015-2016.

Teacher Performance and Mobility Information	Number of All Teachers	Percent of All Teachers	Reason for Leaving See Next Page
Number and percent of all teachers scoring Exemplary in 2015-2016	2	8%	
Number and percent of Exemplary teachers returning in 2016-2017	1	50%	
Number and percent of Exemplary teachers leaving in 2016-2017	1	50%	
Number and percent of teachers scoring Proficient in 2015-2016	22	85%	
Number and percent of Proficient teachers returning in 2016-2017	17	77%	
Number and percent of Proficient teachers leaving in 2016-2017	5	23%	
Number and percent of teachers scoring Developing/Needs Improvement in 2015-2016	2	8%	
Number and percent of Developing/Needs Improvement teachers returning in 2016-2017	1	50%	
Number and percent of Developing/Needs Improvement teachers leaving in 2016-2017	1	50%	
Number and percent of teachers scoring Unacceptable in 2015-2016	0	0	
Number and percent of Unacceptable teachers returning in 2016-2017	0	0	
Number and percent of Unacceptable teachers leaving in 2016-2017	0	0	
Teacher Licensure Information	Number	Percent	Area of Teaching

	of All Teachers	of All Teachers	
Number and percent of teachers fully licensed in 2016-2017	27	100%	
Number and percent of provisionally licensed teachers in 2016-2017	3	11%	
Number and percent of new teachers to the school in 2016-2017	7	26%	Language Arts-3 Math-3 Media Specialists-1
Number and percent of teachers not teaching in their endorsed area in 2016-2017 (Specify each area in which teachers are not endorsed.)	0	0%	
Number and percent of long-term substitutes (licensed or not licensed) that may be employed possibly more than 45 days in 2016-2017 (Specify each area in which there is a long-term substitute that may be employed more than 45 days.)	0	0%	
Principal Information/Instructional Background			
Degree area (s)	Bachelor of Science in Education (El Ed), Master of Education (Admin)		
Total years of educational experience	17 years		
Total years as an Assistant Principal	3		
Total years as a Principal	1		

Teacher Performance/Licensure/Mobility Data

Directions: In the table below, record the totals for each reason for leaving for each proficiency level. Submit information only for teachers who left in 2015-2016. If you are not sure of a teacher's reason for leaving, please provide your best reasoned estimation. Some categories may result in a duplicated count. Unduplicated categories are marked with an asterisk.

Reason for Leaving	Proficiency Levels				
	Not Evaluated in 2015-16	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
*Sought/Obtained Another Position Within the Division			1		
*Sought/Obtained An Educational Position Outside the Division		1	3	1	
*Sought/Obtained A Non-Educational Position Outside the Division					
Advanced in Profession					
Left Solely for Higher Pay					
Personal Reasons (family, health, education)			1		
Left During the School Year					

Retired from Profession					
Left Profession/Field					
Resigned In Lieu of Dismissal/Termination					
Dismissed/Non-Renewed	1				
Other Reasons Not Identified Above					

*non-duplicate

Reconstitution Information

Mark all applicable areas of reconstitution:

X Governance X Instructional Program X Staff Student Population

Existing Practice	Proposed New Practice	Anticipated Impact with Measurable Outcome(s)
Governance	New Principal 2015-16 school year.	Administrator will evaluate current practices pertaining to lesson planning and delivery, assessments, and curriculum alignment to ensure lessons are differentiated and adhere to the Virginia Standards of Learning. Improvement in these areas will lead to a 6 point increase on Reading SOLs and 3 points in Science SOLs.
Instructional Program		
The current science textbook and resources do not align with the Virginia Standards of	Adoption of Science Textbook and associated resources- The Five Ponds Press science	Teachers and students will be provided with resources that actually align with standards

<p>Learning.</p>	<p>textbooks are 100% aligned with Virginia Science Standards of Learning. The textbook provides engaging visuals and will be used to support our literacy program (reading in the content area).</p>	<p>and will lead to a 3 point increase in SOL scores.</p>
<p>Instructional Program</p> <p>Data suggests that our students possess weak decoding and phonics skills. The program will be provided to our Tier 2 students.</p>	<p>Adoption of SIPP's Reading program- "Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) will be used with Tier 2 students. This program was designed by the Developmental Studies Center, a non-profit educational publisher. This is an evidence-based program that would best utilize our resources and address our need to focus on phonics and phonological awareness.</p>	<p>This new program will increase students' decoding and phonics skills leading to increased comprehension and a 6 points increase on the Reading SOLs.</p>
<p>Instructional Program</p> <p>Teachers currently teach all subjects.</p>	<p>Teachers will specialize in 2 subjects areas Language Arts and History or Math and Science.</p>	<p>Reduced workload and increased time for lesson planning. This move also allows for department meetings to ensure vertical alignment across grade levels. The collaboration between grade levels will lead to a 6 point increase in Reading SOLs and a 3 point increase in Science.</p>
<p>Instructional Program</p> <p>Data suggests students are failing to retain information over the summer and previous</p>	<p>Summer Reading Boost (Home Run Reading) Program is designed Tier II</p>	<p>Tier 2 students will maintain gains accumulated over the previous years' instruction leading to increased</p>

<p>attempts to maintain Spring assessment levels have failed.</p>	<p>students in 3rd and 4th grade. Students will read and respond to 10 different passages matched to their reading level. Students will be provided with postage to mail in their responses and receive another passage. Students receiving 6 homeruns (returned passages) will be eligible for an ice cream party upon returning to school.</p>	<p>achievement the following year. This will allow teachers to remediate grade level specific strategies.</p>
<p>Instructional Program</p> <p>Buses currently arrive at 8:15 and students are given time to eat breakfast. Instruction normally begins at 8:35.</p> <p>Waverly has 5 Specials (art, music, physical education, media, and Spanish)</p>	<p>Create additional time for instruction by working with Central Office to have buses arrive earlier.</p> <p>In addition, a 6th Special will be created to accommodate Guidance, Handwriting/Typing, and extra remediation.</p>	<p>Limiting interruptions and increasing the amount of instructional time per day will increase Literacy scores by 6 points and Science scores by 3 points.</p>
<p>Staff</p> <p>Instructional Coach is used to mentor new teachers and assist in lesson plan development</p> <p>9 staff members will not be returning for the 2016-17 school year.</p>	<p>The Instructional Coach's position will now emphasize student interaction. She will dedicate her services to working closely with Tier 2 and Tier 3 students.</p> <p>New staff members for the 2016-17 school year were selected and placed based on strengths and school needs. An emphasis was placed on Science and Language Arts.</p> <p>The Media Specialist will now</p>	<p>The adjustment to current faculty responsibilities and the addition of quality staff members dedicated to increasing the achievement level of our students will improve Literacy scores by 6 points and Science by 3 points.</p>

<p>The Media Specialists conducted morning library sessions dedicated to book check out</p>	<p>push into the classroom and assist core teachers during remediation. She will also be required to work closely with core teachers to plan her lessons around grade level specific literacy strategies.</p>	
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Family Engagement

<p>Activity Implementation Timeline and Description</p>	<p>Anticipated Impact on Student Achievement in Warned Area(s)</p>
<p>Open House Help your child get the most out of their homework workshop -August</p>	<p>Parents will be provided with information pertaining to homework strategies and resources to improve student achievement.</p>
<p>Ice Cream Social/SOL Presentation -September</p>	<p>Families will be provided with ice cream and an SOL presentation. Information will be provided on the Virginia Standards and strategies to deal with the stress associated with high stakes testing. Resources will also be provided to assist classroom instruction at home.</p>
<p>Literacy: One School One Book Program A book is chosen and distributed to students, faculty, and staff. Students are provided with a calendar to guide progress. During daily announcements, students are asked questions regarding theme, author's purpose, etc. Points are tallied by class and added to the end of the 9 Weeks Assembly contest. A family movie night is conducted upon the completion of the book. -October -March</p>	<p>The program is designed to promote and encourage reading outside of the school. Parents are encouraged to actively participate and read along with their children. This program reinforces reading strategies and the daily questions are written to represent released SOL items. We plan to use this program two times a year. The program and associated events build positive relationships with parents and help emphasize the importance of reading for understanding.</p>
<p>Metric Olympics -January</p>	<p>Hands on events will be stationed around the school pertaining to Scientific Investigation and other standards associated with the Virginia SOLs. This will be an opportunity to reinforce</p>

	and review standards while also building positive relationships with parents.
<p>Family Review Night (Science Fair) -April</p>	<p>This culminating event will used to review major concepts associated with 4th and 5th grade Science SOLs. Students will introduce their PBL projects and participate in hands on activities to review major concepts or standards. (electricity, matter, measurement, solar system, botany, and cell structure)</p>
<p>Communication to Encourage Family Engagement</p> <p>Teachers will communicate with parents weekly through the use of a class website and group mailing list. Teachers will also be required to make a positive phone call home before the end of the first 9 weeks.</p> <p>-weekly</p>	<p>In order to improve parent communication, teachers will provide a weekly email and update their websites to ensure parents are aware of expectations and upcoming events or assessments.</p>

Closing Rationale with Trajectory of Progress

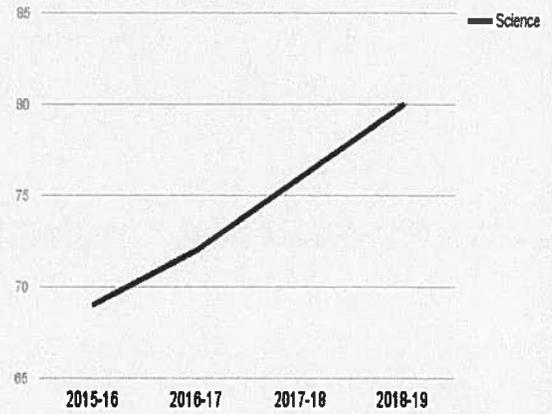
Based on the SOL data presented in the application, Waverly Yowell Elementary School has exhibited gains in Science and Math over the past year.

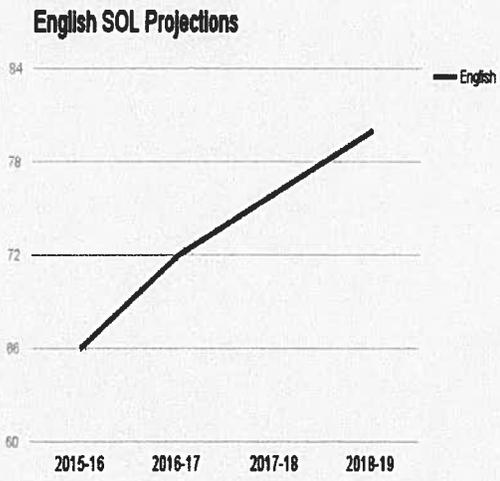
- Science- Increased 14 points in 2015-16 compared with 2014-15
- Reading- Decreased 2 points 2015-16 compared with 2014-15

Trajectory of Progress

Content Area(s) not Fully Accredited	2015-2016	2016-2017	2017-2018	2018-2019
English	66%	72%	76%	80%
Math				
Science	69%	72%	76%	80%
History				

Science SOL Projections





**Virginia Department of Education
State/Federal Accountability Data
Waverly Yowell Elementary
Grades: 03 - 05
Madison County**

Attachment B1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 84%	Gr 3-5: 90%	*79%	64%	68%	67%
Mathematics	86%	*80%	57%	74%	75%	79%
History and Social Sciences	*Gr 3: 86% *Gr 4-8: 92%	Gr 3: 81% Gr 4-8: 93%	84%	80%	79%	77%
Science	Gr 3: 90% Gr 5-8: 77%	Gr 3: 79% Gr 5-8: 93%	*73%	72%	70%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	85%	88%	*62%	61%	66%	64%
English: Writing	79%	93%	60%	64%	N/A	N/A
History and Social Sciences	*89%	87%	84%	80%	79%	76%
Mathematics	86%	*64%	53%	70%	71%	76%
Science	84%	86%	*73%	58%	55%	69%

* This data reflects the first administration of new Standards of Learning assessments based on new content standards.