

# Virginia Board of Education Agenda Item



**Agenda Item:** U

**Date:** October 27, 2016

<b>Title</b>	Annual Progress Report on Memoranda of Understanding as Required for Schools in <i>Accreditation Denied</i> status for Alexandria City Public Schools, Danville City Public Schools, Dinwiddie County Public Schools, Essex County Public Schools, Hampton City Public Schools, Henrico County Public Schools, Newport News City Public Schools, Norfolk City Public Schools, Portsmouth City Public Schools, Richmond City Public Schools, and Staunton City Public Schools		
<b>Presenter</b>	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:

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

February 25, 2016: Approved a Memorandum of Understanding for Danville City School Board for Woodberry Hills Elementary School

March 17, 2016: Approved a Memorandum of Understanding for Dinwiddie County School Board for Dinwiddie Middle School

February 25, 2016: Approved a Memorandum of Understanding for Essex County School Board for Essex High School

February 25, 2016: Approved a Memorandum of Understanding for Hampton City School Board for A. W. E. Bassette Elementary School

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

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

January 28, 2016: Approved a Memorandum of Understanding for Newport News City School Board for Mary Passage Middle School

February 25, 2016: Approved a Memorandum of Understanding for Newport News City School Board for Willis Jenkins Elementary School

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

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

November 20, 2014: Approved Memoranda of Understanding for Norfolk City School Board for Campostella Elementary School (currently Southside STEM Academy at Campostella) and Lake Taylor Middle School

March 17, 2016: Approved Memoranda of Understanding for Norfolk City School Board for P. B. Young, Sr. Elementary School and Tidewater Park Elementary School

February 25, 2016: Approved a Memorandum of Understanding for Portsmouth City School Board for Churchland Middle School

January 28, 2016: Approved a Memorandum of Understanding for Richmond City School Board for Richmond Alternative School

February 25, 2016: Approved Memoranda of Understanding for Richmond City School Board for Martin Luther King, Jr. Middle School and Patrick Henry School of Arts and Sciences

March 17, 2016: Approved a Memorandum of Understanding for Richmond City School Board for Armstrong High School

February 25, 2016: Approved a Memorandum of Understanding for Staunton City School Board for Bessie Weller Elementary School

**Action Requested:**

No action requested.

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

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

**Background Information and Statutory Authority:**

Goal 1: Receiving a report on the Memoranda of Understanding (MOU) for the Alexandria City School Board, Danville City School Board, Dinwiddie County School Board, Essex County School Board, Hampton City School Board, Henrico County School Board, Newport News City School Board, Norfolk City School Board, Portsmouth City School Board, Richmond City School Board, and Staunton City School Board supports accountability for student learning.

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

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

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

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

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

**Summary of Important Issues:**

The following schools are in *Accreditation Denied* status for 2016-2017 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the local school boards (Attachments A1-V1). The MOU for Jefferson-Houston Elementary School (Attachment A1), Lindenwood Elementary School (Attachment L1), and William H. Ruffner Middle School (Attachment O1) are on a different template because they were developed prior to the current MOU template.

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Alexandria City Public Schools	Jefferson-Houston Elementary School
Danville City Public Schools	Woodberry Hills Elementary School

<b>Name of Division</b>	<b>Name of Schools in <i>Accreditation Denied</i> Status</b>
Dinwiddie County Public Schools	Dinwiddie Middle School
Essex County Public Schools	Essex High School
Hampton City Public Schools	A.W. E. Bassette Elementary School
Henrico County Public Schools	L. Douglas Wilder Middle School
Newport News City Public Schools	Mary Passage Middle School
Newport News City Public Schools	Newsome Park Elementary School
Newport News City Public Schools	Sedgefield Elementary School
Newport News City Public Schools	Willis Jenkins Elementary School
Norfolk City Public Schools	Lake Taylor Middle School
Norfolk City Public Schools	Lindenwood Elementary School
Norfolk City Public Schools	P. B. Young, Sr. Elementary School
Norfolk City Public Schools	Southside STEM Academy at Campostella
Norfolk City Public Schools	William H. Ruffner Middle School
Norfolk City Public Schools	Tidewater Park Elementary School
Portsmouth City Public Schools	Churchland Middle School
Richmond City Public Schools	Armstrong High School
Richmond City Public Schools	Martin Luther King, Jr. Middle School
Richmond City Public Schools	Patrick Henry School of Arts and Sciences
Richmond City Public Schools	Richmond Alternative School
Staunton City Public Schools	Bessie Weller Elementary School

State and federal accountability data for each school division are provided in Attachments A2-V2.

#### Technical Assistance

All schools rated *Accreditation Denied* will participate in technical assistance sessions provided by the Office of School Improvement (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 *Accreditation Denied* 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. Schools rated *Accreditation Denied* that did not make progress toward full accreditation will be required to participate in the applicable Technical Assistance Menu sessions.

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.

#### **Impact on Fiscal and Human Resources:**

The Office of School Improvement will use the academic review budget to fund contractors for technical assistance to each school.

#### **Timetable for Further Review/Action:**

The superintendents of Alexandria City Public Schools, Danville City Public Schools, Dinwiddie County Public Schools, Essex County Public Schools, Hampton City Public Schools, Henrico County

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

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive the annual progress report for Jefferson Houston Elementary School, Alexandria City Public Schools; Woodberry Hills Elementary School, Danville City Public Schools; Dinwiddie Middle School, Dinwiddie County Public Schools; Essex High School, Essex County Public Schools; A. W. E. Bassette Elementary School, Hampton City Public Schools; L. Douglas Wilder Middle School, Henrico County Public Schools; Mary Passage Middle School, Newsome Park Elementary School, Sedgefield Elementary School, and Willis Jenkins Elementary School, Newport News City Public Schools; Lake Taylor Middle School, Lindenwood Elementary School, P. B. Young, Sr. Elementary School, William H. Ruffner Middle School, Southside STEM Academy at Campostella, and Tidewater Park Elementary School, Norfolk City Public Schools; Churchland Middle School, Portsmouth City Public Schools, Armstrong High School, Martin Luther King, Jr. Middle School, Patrick Henry School of Arts and Sciences, and Richmond Alternative School, Richmond City Public Schools and Bessie Weller Elementary School, Staunton City Public Schools as required for schools in *Accreditation Denied* status.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**V. Effective Date and Signature**

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

Signatures and dates:

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Jefferson-Houston Elementary**  
**Grades: PK - 08**  
**Alexandria City**

## Attachment A2

**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	Accredited with Warning	English, History and Social Sciences, Science
2012-2013	2011-2012	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2013-2014	2012-2013	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 66% Gr 6-8: 77%	Gr 3-5: 57% Gr 6-8: 73%	*45%	47%	61%	62%
Mathematics	73%	*38%	57%	46%	64%	69%
History and Social Sciences	*Gr 3: 61% *Gr 4-8: 38%	Gr 3: 53% Gr 4-8: 50%	52%	51%	55%	63%
Science	Gr 3: 64% Gr 5-8: 45%	Gr 3: 55% Gr 5-8: 49%	*53%	36%	60%	59%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	67%	61%	*41%	45%	57%	60%
English: Writing	51%	56%	45%	31%	28%	40%
History and Social Sciences	*38%	48%	50%	51%	51%	58%
Mathematics	62%	*35%	50%	40%	58%	63%
Science	51%	43%	*51%	34%	60%	57%

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

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

**I. Requirements**

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

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

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

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

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

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

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

**III. Danville City Public Schools Responsibilities and School Responsibilities**

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

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

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

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

from technical assistance provided by VDOE staff in the areas of English, math, and science.

10. Danville City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Woodberry Hills Elementary School:

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

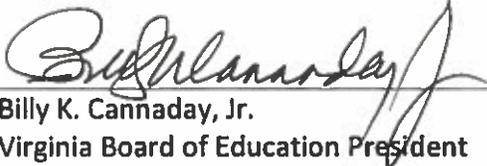
#### IV. Modification and Termination

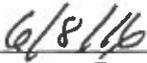
This Memorandum of Understanding may be changed at the discretion of the Virginia Department of Education.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Danville City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Woodberry Hills Elementary School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

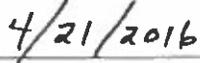
  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

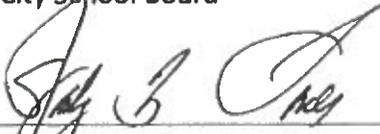
  
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Date

  
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Dr. Steven Staples  
Superintendent of Public Instruction

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Edward Polhamus  
Chairperson  
Danville City School Board

  
\_\_\_\_\_  
Date

  
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Dr. Stanley B. Jones  
Superintendent  
Danville City Public Schools

  
\_\_\_\_\_  
Date

**Virginia Department of Education  
State/Federal Accountability Data  
Woodberry Hills Elementary  
Grades: KG - 05  
Danville City**

## Attachment B2

**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	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 76%	Gr 3-5: 67%	*55%	52%	46%	47%
Mathematics	89%	*70%	75%	61%	49%	50%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 92%	Gr 3: 75% Gr 4-8: 98%	79%	76%	71%	44%
Science	Gr 3: 84% Gr 5-8: 83%	Gr 3: 85% Gr 5-8: 72%	*73%	76%	69%	49%
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 Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	65%	71%	*58%	50%	44%	47%
English: Writing	64%	53%	46%	48%	N/A	N/A
History and Social Sciences	*88%	92%	79%	66%	51%	47%
Mathematics	90%	*72%	67%	57%	45%	49%
Science	85%	78%	*65%	76%	69%	51%

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

**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

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.

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.

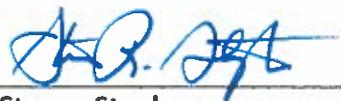
V. Effective Date and Signature

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.

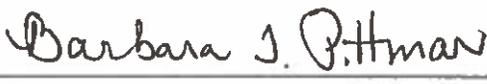
Signatures and dates:

  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

6/8/16  
\_\_\_\_\_  
Date

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

5/26/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Barbara J. Pittman  
Chairperson  
Dinwiddie County School Board

4/5/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Dinwiddie County Public Schools

4/9/16  
\_\_\_\_\_  
Date

**Virginia Department of Education  
State/Federal Accountability Data  
Dinwiddie County Middle  
Grades: 06 - 08  
Dinwiddie County**

## Attachment C2

**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	Accredited with Warning	History and Social Sciences, Mathematics
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Science
2014-2015	2013-2014	Conditionally Accredited	English
2015-2016	2014-2015	Accreditation Denied	English, Science
2016-2017	2015-2016	Accreditation Denied	English

**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 6-8: 82%	Gr 6-8: 85%	*60%	64%	67%	69%
Mathematics	66%	*62%	71%	72%	70%	70%
History and Social Sciences	*Gr 4-8: 69%	Gr 4-8: 77%	70%	70%	81%	83%
Science	N/A	N/A	*64%	72%	62%	72%
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
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**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	81%	84%	*62%	62%	66%	69%
English: Writing	N/A	N/A	54%	58%	59%	62%
History and Social Sciences	*71%	77%	65%	70%	80%	83%
Mathematics	64%	*60%	69%	70%	65%	67%
Science	N/A	N/A	*64%	72%	62%	72%

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

The following are responsibilities of Essex High School:

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

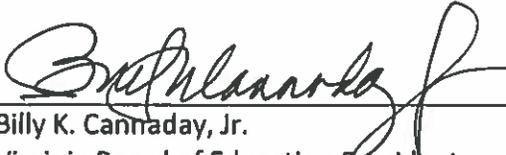
#### IV. Modification and Termination

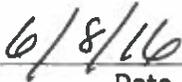
This Memorandum of Understanding may be changed at the discretion of the Virginia Department of Education.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Essex County School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Essex High School is *Fully Accredited* and is no longer a denied school. The VBOE and division indicate agreement with this MOU by their signatures.

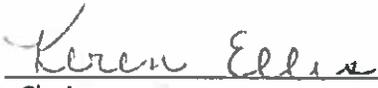
Signatures and dates:

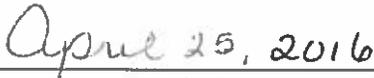
  
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Billy K. Cannaday, Jr.  
Virginia Board of Education President

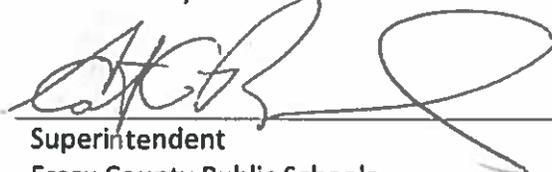
  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Keren Elin  
Chairperson  
Essex County School Board

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Essex County Public Schools

  
\_\_\_\_\_  
Date

Essex High  
Grades: 09 - 12  
Essex County**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Accreditation Denied	History and Social Sciences, Mathematics
2016-2017	2015-2016	Accreditation Denied	History and Social Sciences, Mathematics, 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 6-8: 90%	Gr 6-8: 93%	*80%	79%	79%	93%
Mathematics	77%	*43%	56%	50%	58%	50%
History and Social Sciences	*Gr 4-8: 75%	Gr 4-8: 65%	75%	70%	62%	69%
Science	Gr 5-8: 81%	Gr 5-8: 89%	*76%	72%	71%	65%
Graduation and Completion Index	85%	85%	90%	90%	92%	88%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
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**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	91%	94%	*82%	82%	83%	94%
English: Writing	90%	94%	78%	75%	75%	87%
History and Social Sciences	*62%	64%	75%	69%	62%	69%
Mathematics	67%	*43%	54%	50%	57%	47%
Science	81%	88%	*76%	72%	70%	64%

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

**I. Requirements**

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

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

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

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

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

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

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

**III. Hampton City Public Schools Responsibilities and School Responsibilities**

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

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

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

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

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

The following are responsibilities of A. W. E. Bassette Elementary School:

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

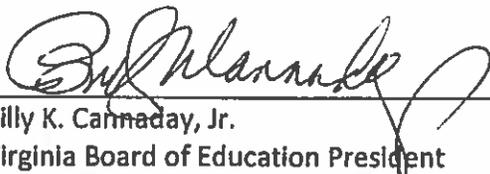
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Hampton City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when A. W. E. Bassette Elementary School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

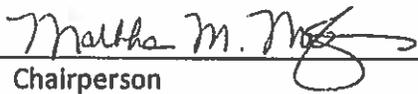
Signatures and dates:

  
\_\_\_\_\_  
Billy K. Carnaday, Jr.  
Virginia Board of Education President

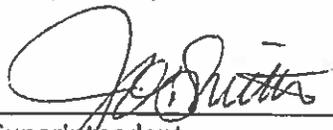
9/22/16  
\_\_\_\_\_  
Date

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

9/21/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Martha M. Moss  
Chairperson  
Hampton City School Board

6/11/2016  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Hampton City Public Schools

5.27.2016  
\_\_\_\_\_  
Date

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**A.W.E. Bassette Elementary**  
**Grades: PK - 05**  
**Hampton City**

## Attachment E2

**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	Accredited with Warning	English, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics

**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: 75%	Gr 3-5: 74%	*54%	47%	49%	61%
Mathematics	76%	*49%	69%	68%	56%	65%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 88%	Gr 3: 78% Gr 4-8: 84%	75%	76%	89%	73%
Science	Gr 3: 75% Gr 5-8: 82%	Gr 3: 72% Gr 5-8: 77%	*60%	53%	33%	70%
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	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	68%	76%	*53%	45%	49%	60%
English: Writing	90%	77%	61%	53%	N/A	N/A
History and Social Sciences	*84%	82%	77%	77%	91%	75%
Mathematics	78%	*50%	66%	66%	57%	65%
Science	74%	78%	*63%	54%	35%	73%

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

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

questions about the implementation of the MOU and corrective action plan. The Henrico County School Board will provide reports to the Virginia Board of Education, as requested, on school's progress in meeting a status of *Fully Accredited*.

8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, math, science and support for students with disabilities.
10. Henrico County Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of L. Douglas Wilder Middle School:

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

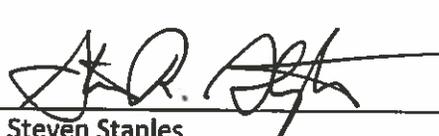
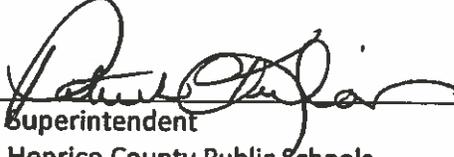
## IV. Modification and Termination

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

## V. Effective Date and Signature

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

Signatures and dates:

 <hr/> Christian N. Braunlich Virginia Board of Education President	11/20/2014 <hr/> Date
 <hr/> Dr. Steven Staples Superintendent of Public Instruction	11/20/14 <hr/> Date
 <hr/> Chairperson Henrico County School Board	11/13/14 <hr/> Date
 <hr/> Superintendent Henrico County Public Schools	11/14/14 <hr/> Date

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**L. Douglas Wilder Middle**  
**Grades: 06 - 08**  
**Henrico County**

## Attachment F2

**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	Accredited with Warning	Mathematics
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accreditation Denied	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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 6-8: 75%	Gr 6-8: 75%	*43%	46%	51%	51%
Mathematics	58%	*39%	39%	42%	55%	58%
History and Social Sciences	*Gr 4-8: 72%	Gr 4-8: 72%	75%	72%	77%	73%
Science	Gr 5-8: 90%	Gr 5-8: 82%	*73%	46%	53%	65%
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
2013-2014	2012-2013	Title I Priority School	Title I - Targeted Assistance
2014-2015	2013-2014	Title I Priority School	Title I - Targeted Assistance
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	74%	73%	*45%	45%	52%	52%
English: Writing	75%	74%	35%	38%	37%	41%
History and Social Sciences	*73%	72%	75%	68%	77%	73%
Mathematics	56%	*36%	35%	37%	51%	54%
Science	91%	81%	*50%	46%	53%	65%

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

**I. Requirements**

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

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

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

Both the Virginia Department of Education (VDOE) and Newport News City Public Schools 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:

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

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

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

- I. The Newport News City School Board and Newport News City Schools will develop a corrective action plan that includes all items in Section III: Newport News City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan

will be updated annually to reflect the most recent data available.

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

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

The following are responsibilities of Mary Passage Middle School:

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

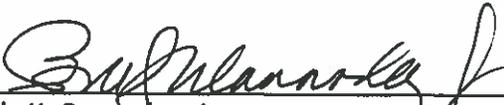
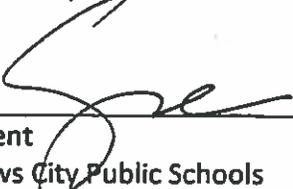
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Newport News City School Board officials. It shall be in force beginning on January 28, 2016, and will terminate when Mary Passage Middle School is *Fully Accredited* and is no longer a DENIED school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Mary Passage Middle**  
**Grades: 06 - 08**  
**Newport News City**

## Attachment G2

**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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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 6-8: 81%	Gr 6-8: 82%	*55%	57%	58%	58%
Mathematics	74%	*53%	58%	58%	70%	66%
History and Social Sciences	*Gr 4-8: 80%	Gr 4-8: 73%	72%	67%	66%	73%
Science	Gr 5-8: 88%	Gr 5-8: 85%	*72%	70%	51%	51%
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
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**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	81%	82%	*58%	55%	59%	57%
English: Writing	85%	85%	48%	53%	51%	52%
History and Social Sciences	*81%	66%	70%	69%	69%	73%
Mathematics	72%	*51%	54%	55%	68%	64%
Science	88%	86%	*75%	53%	52%	52%

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

The following are responsibilities of Newsome Park Elementary School:

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

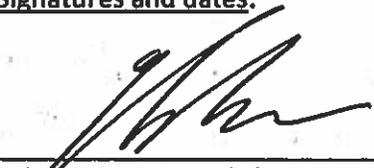
**IV. Modification and Termination**

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

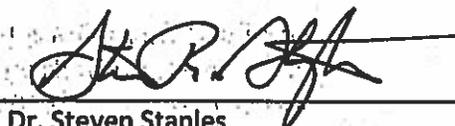
**V. Effective Date and Signature**

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

Signatures and dates:

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

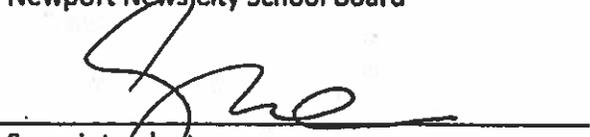
1/22/2014  
\_\_\_\_\_  
Date

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

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

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

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

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

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

**Virginia Department of Education  
State/Federal Accountability Data  
Newsome Park Elementary  
Grades: PK - 05  
Newport News City**

## Attachment H2

**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	Accredited with Warning	English, History and Social Sciences, Science
2012-2013	2011-2012	Accredited with Warning	English, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 65%	Gr 3-5: 68%	*35%	36%	45%	49%
Mathematics	71%	*34%	24%	48%	44%	53%
History and Social Sciences	*Gr 3: 63% *Gr 4-8: 74%	Gr 3: 60% Gr 4-8: 78%	55%	42%	43%	39%
Science	Gr 3: 51% Gr 5-8: 73%	Gr 3: 61% Gr 5-8: 65%	*39%	21%	39%	31%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	63%	68%	*36%	36%	43%	45%
English: Writing	70%	63%	33%	30%	N/A	N/A
History and Social Sciences	*60%	70%	55%	43%	44%	40%
Mathematics	71%	*34%	23%	43%	42%	49%
Science	58%	63%	*40%	21%	40%	31%

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

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

The following are responsibilities of Sedgefield Elementary School:

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

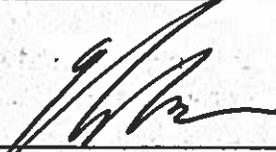
IV. Modification and Termination

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

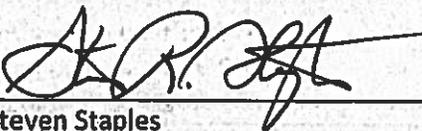
V. Effective Date and Signature

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

Signatures and dates:

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

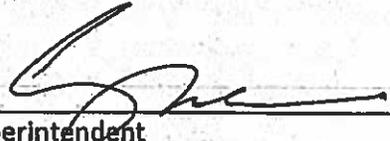
1/22/2015  
\_\_\_\_\_  
Date

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

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

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

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

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

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Sedgefield Elementary**  
**Grades: PK - 05**  
**Newport News City**

## Attachment I2

**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	Accredited with Warning	English
2012-2013	2011-2012	Accredited with Warning	English, History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 67%	Gr 3-5: 61%	*38%	40%	62%	51%
Mathematics	72%	*32%	35%	50%	67%	45%
History and Social Sciences	*Gr 3: 56% *Gr 4-8: 81%	Gr 3: 61% Gr 4-8: 53%	60%	61%	78%	61%
Science	Gr 3: 65% Gr 5-8: 77%	Gr 3: 60% Gr 5-8: 74%	*42%	39%	62%	52%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	66%	61%	*40%	39%	57%	48%
English: Writing	76%	62%	33%	35%	N/A	N/A
History and Social Sciences	*71%	51%	64%	62%	78%	62%
Mathematics	76%	*33%	33%	46%	65%	43%
Science	73%	68%	*43%	40%	63%	50%

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

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Newport News City School Board  
Willis A. Jenkins Elementary School**

**I. Requirements**

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

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

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

Both the Virginia Department of Education (VDOE) and Newport News 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, history, science, and support in meeting the needs of students with disabilities.

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

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

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

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

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

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

The following are responsibilities of Willis A. Jenkins Elementary School:

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

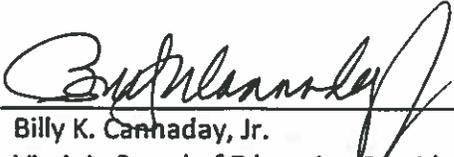
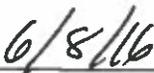
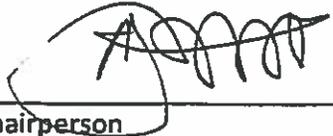
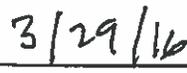
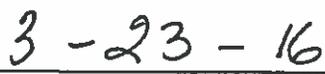
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Newport News City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Willis A. Jenkins Elementary School is *Fully Accredited* and is no longer a DENIED school. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Willis A. Jenkins Elementary**  
**Grades: PK - 05**  
**Newport News City**

## Attachment J2

**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	Accredited with Warning	English
2012-2013	2011-2012	Accredited with Warning	English
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Conditionally Accredited	English, History and Social Sciences, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences

**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: 65%	Gr 3-5: 73%	*42%	50%	58%	69%
Mathematics	78%	*70%	46%	70%	66%	72%
History and Social Sciences	*Gr 3: 58% *Gr 4-8: 81%	Gr 3: 63% Gr 4-8: 77%	72%	59%	57%	69%
Science	Gr 3: 70% Gr 5-8: 72%	Gr 3: 73% Gr 5-8: 85%	*53%	56%	56%	86%
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	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	62%	70%	*44%	47%	55%	65%
English: Writing	74%	71%	32%	46%	N/A	N/A
History and Social Sciences	*69%	62%	70%	59%	60%	71%
Mathematics	78%	*44%	40%	63%	65%	68%
Science	72%	77%	*51%	56%	56%	86%

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

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

School Board will provide reports to the Virginia Board of Education, as requested, on school's progress in meeting a status of *Fully Accredited*.

8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, math, science, history, and support for students with disabilities.
10. Norfolk City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Lake Taylor Middle School:

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

**IV. Modification and Termination**

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

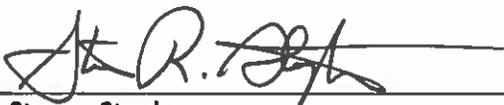
**V. Effective Date and Signature**

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

Signatures and dates:

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

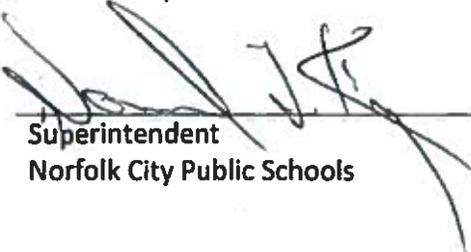
11/20/2014  
\_\_\_\_\_  
Date

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

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

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

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

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

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

## Lake Taylor Middle

Grades: 06 - 08

Norfolk City

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Accredited with Warning	Mathematics
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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 6-8: 73%	Gr 6-8: 74%	*43%	50%	55%	56%
Mathematics	63%	*39%	45%	48%	60%	57%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 70%	71%	63%	79%	75%
Science	Gr 5-8: 82%	Gr 5-8: 79%	*71%	58%	65%	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
2012-2013	2011-2012	Title I Priority School	Title I - Targeted Assistance
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	70%	74%	*43%	48%	55%	57%
English: Writing	77%	71%	44%	45%	49%	45%
History and Social Sciences	*74%	71%	70%	64%	79%	75%
Mathematics	62%	*39%	42%	45%	58%	54%
Science	82%	79%	*50%	59%	65%	69%

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

### **I. Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**IV. Modification and Termination**

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

**V. Effective Date and Signature**

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

Signatures and dates:

David Foster Virginia Board of Education President	Date
Dr. Patricia I. Wright Superintendent of Public Instruction	Date
Dr. Kirk T. Houston Norfolk City School Board Chairperson	Date
Dr. Samuel T. King Superintendent Norfolk City Public Schools	Date

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Lindenwood Elementary**  
**Grades: PK - 05**  
**Norfolk City**

## Attachment L2

**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	Conditionally Accredited	English, Science
2012-2013	2011-2012	Conditionally Accredited	Mathematics
2013-2014	2012-2013	Accreditation Denied	English, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 73%	Gr 3-5: 79%	*40%	48%	53%	60%
Mathematics	70%	*29%	29%	51%	61%	63%
History and Social Sciences	*Gr 3: 81% *Gr 4-8: 79%	Gr 3: 69% Gr 4-8: 83%	70%	56%	69%	61%
Science	Gr 3: 81% Gr 5-8: 56%	Gr 3: 70% Gr 5-8: 75%	*35%	46%	29%	39%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	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	72%	80%	*45%	47%	54%	62%
English: Writing	59%	78%	35%	55%	N/A	N/A
History and Social Sciences	*81%	81%	59%	59%	74%	66%
Mathematics	67%	*32%	26%	47%	63%	65%
Science	69%	75%	*39%	51%	32%	42%

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

**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

- 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.

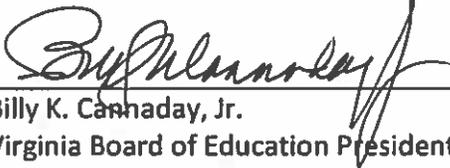
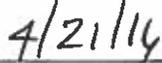
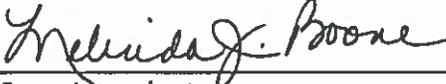
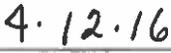
#### IV. Modification and Termination

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**P.B. Young, Sr. Elementary**  
**Grades: PK - 02**  
**Norfolk City**

## Attachment M2

**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	Accredited with Warning	English, History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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: 76%	Gr 3-5: 65%	*38%	43%	53%	55%
Mathematics	77%	*37%	36%	55%	70%	62%
History and Social Sciences	*Gr 3: 64% *Gr 4-8: 77%	Gr 3: 52% Gr 4-8: 71%	73%	70%	70%	73%
Science	Gr 3: 72% Gr 5-8: 75%	Gr 3: 51% Gr 5-8: 79%	*47%	38%	40%	63%
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	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	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	71%	61%	*38%	41%	56%	52%
English: Writing	74%	77%	33%	43%	N/A	N/A
History and Social Sciences	*71%	56%	74%	71%	72%	73%
Mathematics	66%	*38%	34%	51%	73%	61%
Science	71%	65%	*47%	39%	41%	64%

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

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

**I. Requirements**

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

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

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

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

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

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

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

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

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

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

School Board will provide reports to the Virginia Board of Education, as requested, on school's progress in meeting a status of *Fully Accredited*.

8. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, math, science, history, and support for students with disabilities.
10. Norfolk City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Campostella Elementary School:

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

**IV. Modification and Termination**

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

**V. Effective Date and Signature**

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

Signatures and dates:

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

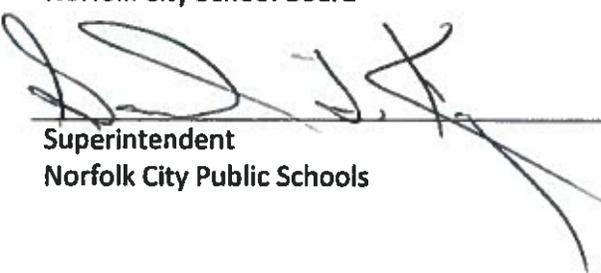
11/20/2014  
\_\_\_\_\_  
Date

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

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

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

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

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

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Southside STEM Academy at Campostella**  
**Grades: KG - 06**  
**Norfolk City**

## Attachment N2

**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	Accredited with Warning	English, Science
2012-2013	2011-2012	Accredited with Warning	Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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: 62%	Gr 3-5: 77%	*32%	29%	44%	45%
Mathematics	72%	*39%	25%	32%	51%	53%
History and Social Sciences	*Gr 3: 68% *Gr 4-8: 75%	Gr 3: 77% Gr 4-8: 76%	60%	37%	63%	65%
Science	Gr 3: 57% Gr 5-8: 42%	Gr 3: 83% Gr 5-8: 68%	*34%	26%	51%	58%
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	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	60%	79%	*34%	27%	39%	43%
English: Writing	66%	63%	28%	30%	N/A	N/A
History and Social Sciences	*73%	77%	62%	37%	64%	66%
Mathematics	63%	*39%	22%	27%	45%	51%
Science	52%	77%	*35%	26%	54%	59%

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

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

**I. Purpose and Scope**

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

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

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

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

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

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

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

**II. VDOE Responsibilities**

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

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

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

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

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

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

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

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

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

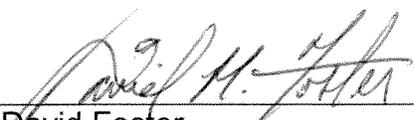
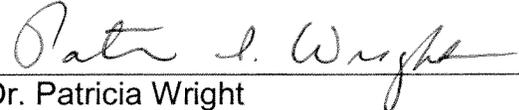
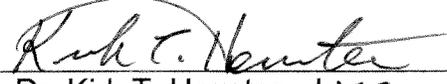
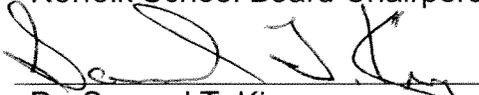
#### IV. Modification and Termination

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

#### V. Effective Date and Signature

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

#### Signatures and dates:

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



**Virginia Department of Education**  
**State/Federal Accountability Data**  
**William H. Ruffner Middle**  
**Grades: 06 - 08**  
**Norfolk City**

## Attachment O2

**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	Accredited with Warning	History and Social Sciences, Mathematics
2012-2013	2011-2012	Accreditation Denied	History and Social Sciences, Mathematics
2013-2014	2012-2013	Accreditation Denied	English, History and Social Sciences, Mathematics
2014-2015	2013-2014	Accreditation Denied	English, History and Social Sciences, Mathematics
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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 6-8: 71%	Gr 6-8: 71%	*47%	51%	52%	51%
Mathematics	65%	*46%	63%	61%	67%	57%
History and Social Sciences	*Gr 4-8: 61%	Gr 4-8: 63%	66%	57%	77%	75%
Science	Gr 5-8: 84%	Gr 5-8: 86%	*80%	73%	66%	60%
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
2012-2013	2011-2012	Title I Priority School	Title I - Targeted Assistance
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	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	67%	68%	*46%	47%	49%	51%
English: Writing	80%	75%	51%	54%	48%	39%
History and Social Sciences	*62%	63%	67%	58%	77%	75%
Mathematics	64%	*47%	61%	58%	64%	55%
Science	85%	86%	*70%	65%	66%	61%

**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.doc.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

- 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.

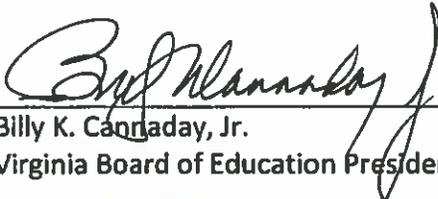
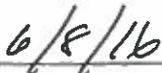
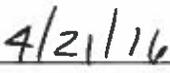
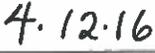
#### IV. Modification and Termination

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

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Tidewater Park Elementary**  
**Grades: 03 - 05**  
**Norfolk City**

## Attachment P2

**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	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2012-2013	2011-2012	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Conditionally Accredited	English, Science
2015-2016	2014-2015	Accreditation Denied	English, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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: 59%	Gr 3-5: 60%	*44%	55%	53%	55%
Mathematics	62%	*26%	57%	73%	70%	62%
History and Social Sciences	*Gr 3: 66% *Gr 4-8: 55%	Gr 3: 52% Gr 4-8: 60%	70%	76%	70%	73%
Science	Gr 3: 70% Gr 5-8: 50%	Gr 3: 58% Gr 5-8: 73%	*45%	36%	40%	63%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	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	61%	55%	*47%	54%	56%	52%
English: Writing	67%	77%	36%	67%	N/A	N/A
History and Social Sciences	*46%	53%	71%	79%	72%	73%
Mathematics	64%	*27%	49%	70%	73%	61%
Science	55%	63%	*45%	41%	41%	64%

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

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

**I. Requirements**

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

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

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

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

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

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

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

**III. Portsmouth City Public Schools Responsibilities and School Responsibilities**

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

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

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

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

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

The following are responsibilities of Churchland Middle School:

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

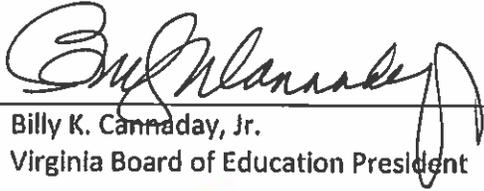
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Portsmouth City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Churchland Middle School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

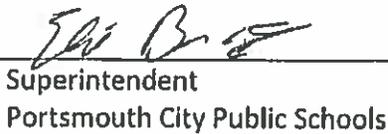
6/8/16  
\_\_\_\_\_  
Date

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

6/1/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Portsmouth City School Board

5/26/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Portsmouth City Public Schools

5/26/16  
\_\_\_\_\_  
Date

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Churchland Middle**  
**Grades: 07 - 08**  
**Portsmouth City**

## Attachment Q2

**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	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, Mathematics, 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 6-8: 81%	Gr 6-8: 82%	*75%	60%	65%	63%
Mathematics	78%	*49%	53%	65%	60%	62%
History and Social Sciences	*Gr 4-8: 72%	Gr 4-8: 71%	69%	69%	95%	72%
Science	Gr 5-8: 84%	Gr 5-8: 83%	*74%	67%	63%	62%
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
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**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	82%	83%	*64%	62%	66%	67%
English: Writing	76%	82%	55%	52%	61%	51%
History and Social Sciences	*72%	63%	71%	69%	95%	73%
Mathematics	76%	*48%	51%	61%	58%	59%
Science	84%	83%	*58%	68%	63%	62%

**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

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.

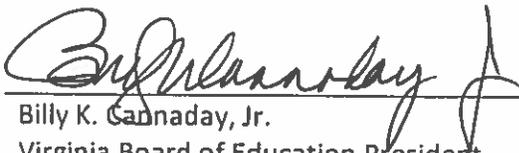
Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.

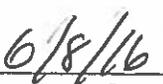
2. The Richmond City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Richmond City School Board will direct the 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.

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 *Denied Accreditation*. 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

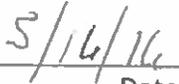
  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Richmond City School Board

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Richmond City Public Schools

  
\_\_\_\_\_  
Date

**Armstrong High**  
**Grades: 09 - 12**  
**Richmond City**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Accredited with Warning	N/A
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Conditionally Accredited	History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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 6-8: 82%	Gr 6-8: 81%	*79%	76%	71%	74%
Mathematics	74%	*41%	43%	59%	62%	51%
History and Social Sciences	*Gr 4-8: 71%	Gr 4-8: 64%	60%	64%	61%	40%
Science	Gr 5-8: 70%	Gr 5-8: 72%	*56%	64%	51%	60%
Graduation and Completion Index	66%	64%	72%	82%	80%	82%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Did Not Make AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	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	Title I Focus School	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	81%	74%	*68%	76%	65%	58%
English: Writing	57%	64%	37%	36%	30%	48%
History and Social Sciences	*64%	65%	60%	65%	64%	41%
Mathematics	73%	*34%	35%	56%	64%	47%
Science	72%	72%	*55%	64%	54%	59%

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

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

**I. Requirements**

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

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

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

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

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

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

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

**III. Richmond City Public Schools Responsibilities and School Responsibilities**

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

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

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

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

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

The following are responsibilities of Martin Luther King, Jr. Middle School:

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

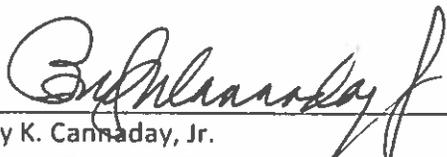
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Richmond City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Martin Luther King, Jr. Middle School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

6/8/16  
\_\_\_\_\_  
Date

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

5/24/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Richmond City School Board

5/4/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Richmond City Public Schools

5/3/16  
\_\_\_\_\_  
Date

**Virginia Department of Education  
State/Federal Accountability Data  
Martin Luther King Jr. Middle  
Grades: 06 - 08  
Richmond City**

Attachment S2

**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	Accredited with Warning	History and Social Sciences, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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 6-8: 71%	Gr 6-8: 72%	*28%	34%	30%	26%
Mathematics	71%	*17%	31%	36%	32%	22%
History and Social Sciences	*Gr 4-8: 70%	Gr 4-8: 38%	46%	38%	40%	40%
Science	Gr 5-8: 74%	Gr 5-8: 51%	*31%	49%	24%	20%
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	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	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	67%	56%	*26%	27%	26%	24%
English: Writing	78%	64%	32%	35%	24%	15%
History and Social Sciences	*60%	39%	46%	39%	40%	40%
Mathematics	52%	*13%	25%	27%	25%	19%
Science	77%	52%	*31%	50%	25%	20%

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

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Richmond City School Board  
Patrick Henry School of Science and Arts**

**I. Requirements**

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

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

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

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

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

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

**III. Richmond City Public Schools Responsibilities and School Responsibilities**

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

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

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

The following are responsibilities of Patrick Henry School of Science and Arts:

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

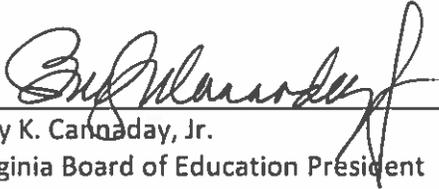
#### IV. Modification and Termination

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 February 25, 2016, and will terminate when Patrick Henry School of Science and Arts is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

6/8/16  
\_\_\_\_\_  
Date

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

5/26/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Richmond City School Board

8/4/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Richmond City Public Schools

5/3/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Patrick Henry Board of Directors

5/5/16  
\_\_\_\_\_  
Date

**Virginia Department of Education  
State/Federal Accountability Data  
Patrick Henry School Of Science And Arts  
Grades: KG - 05  
Richmond City**

**State Accountability - Accreditation Designation**

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences, Mathematics
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Accreditation Denied	English, Mathematics
2016-2017	2015-2016	Accreditation Denied	Mathematics

**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: 92%	Gr 3-5: 85%	*80%	75%	64%	75%
Mathematics	97%	*48%	44%	65%	62%	69%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 83%	Gr 3: 89% Gr 4-8: 27%	76%	77%	90%	74%
Science	Gr 3: 86% Gr 5-8: 83%	Gr 3: 86% Gr 5-8: 92%	*77%	85%	73%	83%
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
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**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	94%	84%	*73%	72%	67%	72%
English: Writing	83%	85%	63%	83%	N/A	N/A
History and Social Sciences	*81%	67%	76%	78%	93%	58%
Mathematics	94%	*48%	40%	63%	65%	70%
Science	85%	88%	*64%	85%	79%	80%

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

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

**I. Requirements**

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

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

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

Both the Virginia Department of Education (VDOE) and Richmond City Public Schools 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, history and support in meeting the needs of students with disabilities.

**III. Richmond City Public Schools Responsibilities and School Responsibilities**

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

1. The Richmond City School Board and Richmond City Public Schools will develop a corrective action plan that includes all items in Section III: Richmond City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing improvement as indicated by student performance data. The corrective action plan will be updated annually to reflect the most recent data available.

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

10. Richmond City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Richmond Alternative School:

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

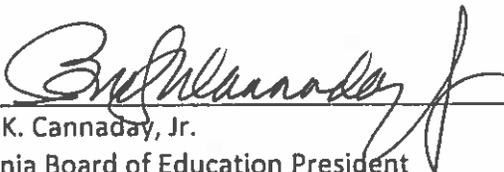
#### IV. Modification and Termination

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

#### V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Richmond City School Board officials. It shall be in force beginning on January 28, 2016, and will terminate when Richmond Alternative School is *Fully Accredited* and is no longer a DENIED school. The VBOE and division indicate agreement with this MOU by their signatures.

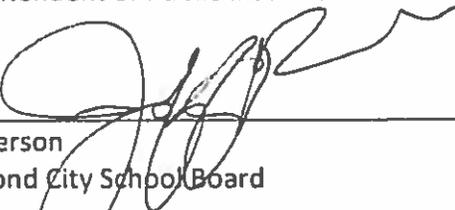
Signatures and dates:

  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

  
\_\_\_\_\_  
Date

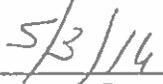
  
\_\_\_\_\_  
Dr. Steven Staples  
Superintendent of Public Instruction

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Richmond City School Board

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Richmond City Public Schools

  
\_\_\_\_\_  
Date

**Virginia Department of Education  
State/Federal Accountability Data  
Richmond Alternative  
Grades: 06 - 12  
Richmond City**

**Attachment U2**

**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	English, History and Social Sciences, Mathematics, Science
2012-2013	2011-2012	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English, History and Social Sciences, Mathematics, 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 6-8: 58%	Gr 6-8: 50%	*29%	22%	27%	26%
Mathematics	50%	*25%	23%	22%	11%	8%
History and Social Sciences	*Gr 4-8: 11%	Gr 4-8: 9%	21%	21%	15%	13%
Science	Gr 5-8: 38%	Gr 5-8: 33%	*23%	40%	11%	14%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	31%

**Federal Accountability Status**

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2011-2012	2010-2011	Made AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Title I Priority School	Title I - Targeted Assistance
2013-2014	2012-2013	Title I Priority School	Title I - Targeted Assistance
2014-2015	2013-2014	Title I Priority School	Title I - Targeted Assistance
2015-2016	2014-2015	Title I Priority School	Title I - Targeted Assistance
2016-2017	2015-2016	Title I Priority School	Title I - Targeted Assistance

**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	62%	53%	*43%	17%	24%	22%
English: Writing	71%	55%	31%	19%	14%	9%
History and Social Sciences	*18%	13%	33%	31%	15%	13%
Mathematics	61%	*31%	26%	29%	9%	8%
Science	47%	41%	*35%	44%	12%	14%

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

**Memorandum of Understanding Between the  
Virginia Board of Education and the  
Staunton City School Board  
Bessie Weller Elementary School**

**I. Requirements**

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

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

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

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

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

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

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

**III. Staunton City Public Schools Responsibilities and School Responsibilities**

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

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

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

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

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

The following are responsibilities of Bessie Weller Elementary School:

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

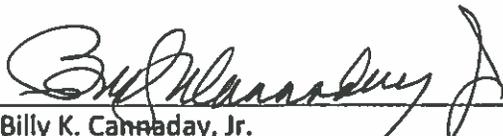
#### IV. Modification and Termination

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

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Staunton City School Board officials. It shall be in force beginning on February 25, 2016, and will terminate when Bessie Weller Elementary School is *Fully Accredited* and is no longer a DENIED. The VBOE and division indicate agreement with this MOU by their signatures.

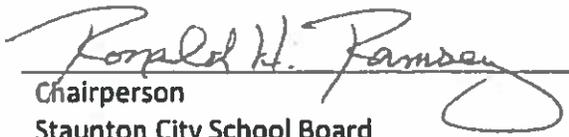
Signatures and dates:

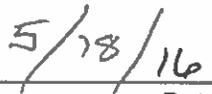
  
\_\_\_\_\_  
Billy K. Cannaday, Jr.  
Virginia Board of Education President

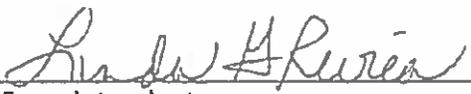
  
\_\_\_\_\_  
Date

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

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chairperson  
Staunton City School Board

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent  
Staunton City Public Schools

  
\_\_\_\_\_  
Date

**Virginia Department of Education**  
**State/Federal Accountability Data**  
**Bessie Weller Elementary**  
**Grades: KG - 05**  
**Staunton City**

## Attachment V2

**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	Accredited with Warning	Mathematics, Science
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Accreditation Denied	English, Mathematics, Science
2016-2017	2015-2016	Accreditation Denied	English

**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: 79%	Gr 3-5: 75%	*52%	50%	57%	65%
Mathematics	77%	*44%	68%	67%	61%	70%
History and Social Sciences	*Gr 3: 61% *Gr 4-8: 78%	Gr 3: 71% Gr 4-8: 77%	79%	74%	71%	75%
Science	Gr 3: 76% Gr 5-8: 77%	Gr 3: 76% Gr 5-8: 55%	*67%	68%	54%	71%
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	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	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	72%	76%	*55%	48%	54%	61%
English: Writing	70%	72%	46%	57%	N/A	N/A
History and Social Sciences	*69%	75%	80%	70%	64%	74%
Mathematics	77%	*43%	63%	64%	59%	66%
Science	77%	65%	*68%	69%	57%	71%

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