

Virginia Board of Education Agenda Item



Agenda Item: M

Date: November 17, 2016

Title	First Review of Memoranda of Understanding as Required of Schools in <i>Accreditation Denied</i> Status for Fourteen School Divisions		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

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

September 22, 2016: First Review of Requests for *Partially Accredited: Reconstituted School* from Forty-Two School Divisions

October 27, 2016: Final Review of Requests for Rating of *Partially Accredited: Reconstituted School* from Thirty-Five School Divisions

October 27, 2016: Final Review of Requests for Rating of *Partially Accredited: Reconstituted School* from Madison County Public Schools

Action Requested:

Other. Specify below:

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

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

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

Background Information and Statutory Authority:

Goal 1: Considering the Memoranda of Understanding (MOU) for fourteen school divisions supports accountability for student learning.

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

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

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

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

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

Summary of Important Issues:

The following schools are in *Accreditation Denied* status for the first time in 2016-2017 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through Memoranda of Understanding between the VBOE and the local school boards (Attachments A1-HH1). Memoranda of Understanding are differentiated for each school based on content areas not meeting the accreditation benchmarks and require each school's Corrective Action Plan to be differentiated based on essential actions resulting from the academic review. The data points required by the Memoranda of Understanding may be adjusted according to school needs. Technical assistance required by the Memoranda of Understanding is differentiated based on the needs of the school and the capacity of the Office of School Improvement.

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Bedford County Public Schools	Moneta Elementary School (Gr.PK-5)
Chesapeake City Public Schools	Camelot Elementary School (Gr.PK-5)
Danville City Public Schools	G. L. H. Johnson Elementary School (Gr.PK-5)
Danville City Public Schools	Schoolfield Elementary School (Gr.PK-5)
Greensville County Public Schools	Greensville Elementary School (Gr.PK-5)
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr.5-8)
Henrico County Public Schools	Harold Macon Ratcliffe Elementary School (Gr.PK-5)
Hopewell City Public Schools	Patrick Copeland Elementary School (Gr.PK-5)
Lancaster County Public Schools	Lancaster Middle School (Gr.4-8)
Madison County Public Schools	Madison Primary School (Paired School with Waverly Yowell Gr.PK-2)
Madison County Public Schools	Waverly Yowell Elementary School (Paired School with Madison Gr.3-5)
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)
Norfolk City Public Schools	Tanners Creek Elementary School (Gr.PK-5)
Norfolk City Public Schools	James Blair Middle School (Gr.6-8)
Norfolk City Public Schools	Lake Taylor High School (Gr.9-12)
Portsmouth City Public Schools	Brighton Elementary School (Gr.PK-6)
Portsmouth City Public Schools	Douglas Park Elementary School (Gr.PK-6)
Portsmouth City Public Schools	Parkview Elementary School (Gr.PK-6)
Portsmouth City Public Schools	Westhaven Elementary School (Gr.PK-6)
Portsmouth City Public Schools	William E. Waters Middle School (Gr.7-8)
Richmond City Public Schools	Blackwell Elementary School (Gr.PK-5)
Richmond City Public Schools	Chimborazo Elementary School (Gr.PK-5)
Richmond City Public Schools	George Mason Elementary School (Gr.PK-5)
Richmond City Public Schools	Overby-Sheppard Elementary School (Gr.PK-5)
Richmond City Public Schools	Westover Hills Elementary School (Gr.PK-5)
Richmond City Public Schools	Woodville Elementary School (Gr.PK-5)
Richmond City Public Schools	Thomas Jefferson High School (Gr.9-12)
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr.PK-5)
Suffolk City Public Schools	Elephants Fork Elementary School (Gr.PK-5)
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr.PK-5)
Waynesboro City Public Schools	Wenonah Elementary School (Gr.PK-5)

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Waynesboro City Public Schools	Kate Collins Middle School (Gr.6-8)
Westmoreland County Public Schools	Cople Elementary School (Gr.PK-5)

Data for each school division is included in Attachments A2-HH2. Each division’s attachment contains each school’s achievement data.

Corrective Action Plans for each of these schools must be developed by March 3, 2017. Listed below is a general description of technical assistance to be included in the Corrective Action Plan.

Technical Assistance

All schools rated *Accreditation Denied* will participate in 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.

Asset mapping and selected essential actions resulting from academic reviews will be a part of each school’s Corrective Action Plan. OSI staff will assist in reviewing essential actions to determine those needed in the Corrective Action Plan. OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.

As noted in the individual memoranda of understanding (Attachments A1-HH1) additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

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 the technical assistance sessions and any additional technical assistance.

Timetable for Further Review/Action:

The superintendents of Bedford County Public Schools, Chesapeake City Public Schools, Danville City Public Schools, Greensville County Public Schools, Henrico County Public Schools, Hopewell City Public Schools, Lancaster County Public Schools, Madison County Public Schools, Norfolk City Public Schools, Portsmouth City Public Schools, Richmond City Public Schools, Suffolk City Public Schools, Waynesboro City Public Schools, and Westmoreland County Public Schools will meet with the Director of the Department’s Office of School Improvement triannually to discuss progress in implementing the Corrective Action Plan of each school in *Denied Accreditation* status and to determine required next steps.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education waive first review and approve the Memoranda of Understanding with the following divisions.

1. Bedford County School Board for Moneta Elementary School
2. Chesapeake City School Board for Camelot Elementary School
3. Danville City School Board for G. L. H. Johnson Elementary School and Schoolfield Elementary School
4. Greensville County School Board for Greensville Elementary School and Edward W. Wyatt Middle School
5. Henrico County School Board for Harold Macon Ratcliffe Elementary School
6. Hopewell City School Board for Patrick Copeland Elementary School
7. Lancaster County School Board for Lancaster Middle School
8. Madison County School Board for Madison Primary School and Waverly Yowell Elementary School
9. Norfolk City School Board for Norview Elementary School, St. Helena Elementary School, Tanners Creek Elementary School, James Blair Middle School, and Lake Taylor High School
10. Portsmouth City School Board for Brighton Elementary School, Douglas Park Elementary School, Park View Elementary School, Westhaven Elementary School, and William E. Waters Middle School
11. Richmond City School Board for Blackwell Elementary School, Chimborazo Elementary School, George Mason Elementary School, Overby-Sheppard Elementary School, Westover Elementary School, Woodville Elementary School, and Thomas Jefferson High School
12. Suffolk City School Board for Booker T. Washington Elementary School, Elephants Fork Elementary School, and Mack Benn Jr. Elementary School
13. Waynesboro City School Board for Wenonah Elementary School and Kate Collins Middle School
14. Westmoreland County School Board for Cople Elementary School

Rationale for Action:

The Board of Education has modified the Memorandum of Understanding for each school in *Accreditation Denied* status. Per the Memoranda of Understanding, school divisions and schools agree to comply with all requirements included in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA). Each Memorandum of Understanding outlines responsibilities of the Virginia Board of Education, the Virginia Department of Education, local school boards, school divisions, and schools in *Accreditation Denied* status.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Bedford County School Board
Moneta Elementary School**

I. Requirements

Bedford 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 Bedford 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, 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 support in meeting the needs of students with disabilities.

III. Bedford County Public Schools Responsibilities and School Responsibilities

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

1. The Bedford County School Board and Bedford County Schools will develop a corrective action plan that includes all items in Section III: Bedford 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 Bedford 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 Bedford 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 Bedford 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 Bedford 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 Bedford 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 math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Bedford 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 Bedford 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
10. Bedford 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 Moneta 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Bedford County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Moneta 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
Bedford County School Board

Date

Superintendent
Bedford County Public Schools

Date

Moneta Elementary

Grades: PK - 05

Bedford 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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 83%	Gr 3-5: 91%	*79%	64%	70%	59%
Mathematics	87%	*75%	35%	57%	69%	63%
History and Social Sciences	*Gr 3: 80% *Gr 4-8: 80%	Gr 3: 85% Gr 4-8: 79%	73%	77%	74%	71%
Science	Gr 3: 93% Gr 5-8: 90%	Gr 3: 82% Gr 5-8: 90%	*81%	79%	85%	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
2011-2012	2010-2011	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	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	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	81%	88%	*57%	57%	71%	58%
English: Writing	87%	95%	72%	74%	N/A	N/A
History and Social Sciences	*80%	81%	73%	77%	70%	73%
Mathematics	87%	*51%	35%	51%	69%	60%
Science	91%	86%	*81%	68%	85%	67%

**Memorandum of Understanding Between the
Virginia Board of Education and the
Chesapeake City School Board
Camelot Elementary School**

I. Requirements

Chesapeake 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 Chesapeake 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, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English and support in meeting the needs of students with disabilities.

III. Chesapeake City Public Schools Responsibilities and School Responsibilities

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

1. The Chesapeake City School Board and Chesapeake City Schools will develop a corrective action plan that includes all items in Section III: Chesapeake 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 Chesapeake 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 Chesapeake 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 Chesapeake 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 Chesapeake 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 Chesapeake 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. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Chesapeake 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 Chesapeake 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English and support for students with disabilities.
10. Chesapeake 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 Camelot 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Chesapeake City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Camelot 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 Chesapeake City School Board	Date
Superintendent Chesapeake City Public Schools	Date

Virginia Department of Education
State/Federal Accountability Data
Camelot Elementary
Grades: PK - 05
Chesapeake 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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	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: 89%	Gr 3-5: 89%	*81%	63%	68%	68%
Mathematics	86%	*79%	59%	66%	75%	76%
History and Social Sciences	*Gr 3: 86% *Gr 4-8: 87%	Gr 3: 89% Gr 4-8: 90%	90%	84%	83%	83%
Science	Gr 3: 86% Gr 5-8: 85%	Gr 3: 88% Gr 5-8: 89%	*78%	78%	70%	73%
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	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	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	88%	87%	*64%	61%	66%	65%
English: Writing	91%	91%	58%	66%	N/A	N/A
History and Social Sciences	*87%	90%	90%	84%	83%	82%
Mathematics	86%	*54%	57%	63%	72%	74%
Science	86%	89%	*79%	67%	64%	72%

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
G. L. H. Johnson 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 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, 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 and support for students with disabilities.
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 G. L. H. Johnson 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and

submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when G. L. H. Johnson 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 Danville City School Board	Date
Superintendent Danville City Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
G.L.H. Johnson Elementary
Grades: KG - 05
Danville City**

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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 76%	*42%	49%	61%	54%
Mathematics	86%	*77%	58%	53%	64%	59%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 91%	Gr 3: 77% Gr 4-8: 91%	81%	78%	71%	72%
Science	Gr 3: 90% Gr 5-8: 76%	Gr 3: 79% Gr 5-8: 75%	*72%	51%	77%	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	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	Met All Federal AMOs - HE	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%	76%	*49%	51%	60%	53%
English: Writing	77%	80%	25%	33%	N/A	N/A
History and Social Sciences	*81%	86%	83%	72%	54%	73%
Mathematics	84%	*62%	57%	51%	62%	58%
Science	82%	79%	*57%	53%	79%	55%

* 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
Schoolfield 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 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, 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 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 and math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
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 Schoolfield 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and

submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Schoolfield 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 Danville City School Board	Date
Superintendent Danville City Public Schools	Date

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

Attachment D2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 77%	Gr 3-5: 75%	*61%	64%	65%	68%
Mathematics	85%	*76%	71%	69%	64%	63%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 92%	Gr 3: 80% Gr 4-8: 81%	85%	83%	85%	75%
Science	Gr 3: 78% Gr 5-8: 84%	Gr 3: 77% Gr 5-8: 88%	*75%	72%	74%	91%
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	Improvement Plan Required	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	78%	76%	*62%	63%	63%	66%
English: Writing	69%	77%	57%	56%	N/A	N/A
History and Social Sciences	*81%	83%	85%	84%	86%	56%
Mathematics	86%	*63%	63%	68%	60%	62%
Science	84%	86%	*67%	72%	76%	91%

* 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
Greensville County School Board
Greensville Elementary School**

I. Requirements

Greensville 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 Greensville 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, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English and support in meeting the needs of students with disabilities.

III. Greensville County Public Schools Responsibilities and School Responsibilities

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

1. The Greensville County School Board and Greensville County Schools will develop a corrective action plan that includes all items in Section III: Greensville 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 Greensville 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 Greensville 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 Greensville 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 Greensville 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 Greensville 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. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Greensville 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 Greensville 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English and support for students with disabilities.
10. Greensville 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 Greensville 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Greenville County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Greenville 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 Greenville County School Board	Date
Superintendent Greenville County Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Greenville Elementary
Grades: PK - 05
Greenville County**

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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	English

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: 82%	Gr 3-5: 77%	*60%	65%	65%	57%
Mathematics	89%	*80%	70%	71%	75%	71%
History and Social Sciences	*Gr 3: 73%	Gr 3: 74% Gr 4-8: 100%	76%	80%	100%	80%
Science	Gr 3: 78%	Gr 3: 79%	*76%	81%	100%	81%
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	Improvement Plan Required	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	81%	76%	*59%	63%	60%	55%
English: Writing	N/A	N/A	N/A	100%	N/A	N/A
History and Social Sciences	*72%	74%	76%	79%	100%	67%
Mathematics	89%	*60%	58%	67%	71%	65%
Science	77%	79%	*76%	80%	100%	67%

* 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
Greensville County School Board
Edward W. Wyatt Middle School**

I. Requirements

Greensville 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 Greensville 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, 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. Greensville County Public Schools Responsibilities and School Responsibilities

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

1. The Greensville County School Board and Greensville County Schools will develop a corrective action plan that includes all items in Section III: Greensville 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 Greensville 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 Greensville 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 Greensville 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 Greensville 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 Greensville 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, 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 Greensville 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 Greensville 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. Greensville 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 Edward W. Wyatt 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Greenville County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Edward W. Wyatt 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
Greenville County School Board

Date

Superintendent
Greenville County Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Edward W. Wyatt Middle
Grades: 05 - 08
Greensville 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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	History and Social Sciences
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 100% Gr 6-8: 84%	Gr 6-8: 82%	*76%	61%	63%	59%
Mathematics	81%	*79%	72%	68%	64%	64%
History and Social Sciences	*Gr 4-8: 71%	Gr 4-8: 70%	68%	68%	83%	82%
Science	Gr 5-8: 88%	Gr 5-8: 85%	*77%	74%	66%	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
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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	85%	81%	*62%	59%	60%	60%
English: Writing	74%	81%	62%	51%	58%	41%
History and Social Sciences	*64%	70%	67%	67%	82%	82%
Mathematics	80%	*65%	65%	63%	61%	61%
Science	88%	86%	*77%	60%	65%	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
Henrico County School Board
Harold Macon Ratcliffe Elementary School**

I. Requirements

Henrico 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 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, 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 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 triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 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 Harold Macon Ratcliffe 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Harold Macon Ratcliffe 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 Henrico County School Board	Date
Superintendent Henrico County Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Harold Macon Ratcliffe Elementary
Grades: PK - 05
Henrico County**

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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 79%	Gr 3-5: 84%	*54%	61%	59%	62%
Mathematics	89%	*82%	70%	63%	69%	55%
History and Social Sciences	*Gr 3: 77% *Gr 4-8: 82%	Gr 3: 89% Gr 4-8: 79%	76%	81%	88%	79%
Science	Gr 3: 82% Gr 5-8: 91%	Gr 3: 85% Gr 5-8: 85%	*71%	74%	73%	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	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	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	78%	81%	*55%	57%	57%	60%
English: Writing	81%	82%	54%	60%	N/A	N/A
History and Social Sciences	*79%	84%	77%	82%	91%	66%
Mathematics	89%	*58%	55%	60%	66%	54%
Science	87%	85%	*72%	75%	74%	72%

* 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
Hopewell City School Board
Patrick Copeland Elementary School**

I. Requirements

Hopewell 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 Hopewell 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, 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 support in meeting the needs of students with disabilities.

III. Hopewell City Public Schools Responsibilities and School Responsibilities

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

1. The Hopewell City School Board and Hopewell City Schools will develop a corrective action plan that includes all items in Section III: Hopewell 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 Hopewell 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 Hopewell 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 Hopewell 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 Hopewell 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 Hopewell City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Hopewell 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 Hopewell 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
10. Hopewell 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 Copeland 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Hopewell City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Patrick Copeland 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
Hopewell City School Board

Date

Superintendent
Hopewell City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Patrick Copeland Elementary
Grades: KG - 05
Hopewell 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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 83%	Gr 3-5: 85%	*76%	56%	70%	68%
Mathematics	85%	*76%	65%	59%	65%	64%
History and Social Sciences	*Gr 3: 79% *Gr 4-8: 82%	Gr 3: 85% Gr 4-8: 78%	84%	79%	80%	74%
Science	Gr 3: 87% Gr 5-8: 83%	Gr 3: 90% Gr 5-8: 94%	*74%	71%	73%	80%
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	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	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	82%	85%	*62%	50%	64%	63%
English: Writing	78%	82%	57%	63%	N/A	N/A
History and Social Sciences	*81%	81%	84%	79%	80%	75%
Mathematics	84%	*55%	61%	55%	60%	61%
Science	85%	92%	*74%	71%	74%	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
Lancaster County School Board
Lancaster Middle School**

I. Requirements

Lancaster 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 Lancaster 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, 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. Lancaster County Public Schools Responsibilities and School Responsibilities

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

1. The Lancaster County School Board and Lancaster County Schools will develop a corrective action plan that includes all items in Section III: Lancaster 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 Lancaster 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 Lancaster 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 Lancaster 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 Lancaster 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 Lancaster 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, 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 Lancaster 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 Lancaster 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. Lancaster 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 Lancaster 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Lancaster County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Lancaster 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
Lancaster County School Board

Date

Superintendent
Lancaster County Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Lancaster Middle
Grades: 04 - 08
Lancaster County**

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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
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	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	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: 81% Gr 6-8: 82%	Gr 3-5: 76% Gr 6-8: 80%	*52%	55%	61%	65%
Mathematics	80%	*71%	55%	61%	70%	65%
History and Social Sciences	*Gr 4-8: 73%	Gr 4-8: 71%	64%	65%	71%	66%
Science	Gr 5-8: 81%	Gr 5-8: 78%	*49%	59%	65%	66%
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%	76%	*55%	55%	62%	65%
English: Writing	78%	75%	42%	51%	50%	46%
History and Social Sciences	*73%	71%	64%	65%	71%	66%
Mathematics	79%	*54%	50%	58%	68%	63%
Science	81%	78%	*49%	59%	64%	66%

* 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
Madison County School Board
Madison Primary School**

I. Requirements

Madison 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 Madison 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, 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, science, and support in meeting the needs of students with disabilities.

III. Madison County Public Schools Responsibilities and School Responsibilities

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

1. The Madison County School Board and Madison County Public Schools will develop a corrective action plan that includes all items in Section III: Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
10. Madison 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 Madison Primary 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Madison County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Madison Primary 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
Madison County School Board

Date

Superintendent
Madison County Public Schools

Date

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

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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Madison County School Board
Waverly Yowell Elementary School**

I. Requirements

Madison 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 Madison 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, 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, science, and support in meeting the needs of students with disabilities.

III. Madison County Public Schools Responsibilities and School Responsibilities

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

1. The Madison County School Board and Madison County Public Schools will develop a corrective action plan that includes all items in Section III: Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Madison 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
10. Madison 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 Waverly Yowell 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Madison County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Waverly Yowell 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
Madison County School Board

Date

Superintendent
Madison County Public Schools

Date

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

Attachment K2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

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

Federal Accountability Status

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

Federal Accountability Pass Rates by Assessment Year

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

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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board
Norview 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 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, 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 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 math. 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 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 Norview 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Norview 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 Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Norview 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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	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: 83%	Gr 3-5: 84%	*76%	54%	71%	63%
Mathematics	83%	*72%	43%	67%	75%	60%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 82%	Gr 3: 72% Gr 4-8: 85%	75%	74%	88%	77%
Science	Gr 3: 81% Gr 5-8: 81%	Gr 3: 69% Gr 5-8: 87%	*74%	55%	67%	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	Improvement Plan Required	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	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	83%	82%	*55%	57%	69%	60%
English: Writing	84%	88%	57%	52%	N/A	N/A
History and Social Sciences	*76%	80%	75%	75%	87%	76%
Mathematics	86%	*50%	42%	65%	74%	59%
Science	82%	81%	*60%	57%	64%	71%

* 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
St. Helena 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 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, 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. 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 St. Helena 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when St. Helena 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 Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

Virginia Department of Education
State/Federal Accountability Data
St. Helena Elementary
Grades: PK - 05
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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 84%	Gr 3-5: 83%	*50%	53%	53%	55%
Mathematics	84%	*71%	48%	57%	59%	51%
History and Social Sciences	*Gr 3: 82% *Gr 4-8: 83%	Gr 3: 83% Gr 4-8: 84%	76%	74%	73%	85%
Science	Gr 3: 94% Gr 5-8: 77%	Gr 3: 74% Gr 5-8: 78%	*73%	30%	37%	34%
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	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	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	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	85%	84%	*49%	48%	51%	55%
English: Writing	79%	82%	55%	60%	N/A	N/A
History and Social Sciences	*84%	85%	76%	65%	72%	85%
Mathematics	84%	*49%	47%	52%	56%	53%
Science	87%	77%	*59%	32%	38%	35%

* 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
Tanners Creek 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 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, 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, 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, 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 Tanners Creek 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Tanners Creek 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 Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Tanners Creek Elementary
Grades: PK - 05
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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 81%	Gr 3-5: 80%	*52%	54%	71%	71%
Mathematics	83%	*73%	53%	56%	80%	73%
History and Social Sciences	*Gr 3: 74% *Gr 4-8: 82%	Gr 3: 76% Gr 4-8: 83%	79%	70%	84%	78%
Science	Gr 3: 78% Gr 5-8: 72%	Gr 3: 77% Gr 5-8: 80%	*70%	51%	67%	56%
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	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	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	78%	80%	*51%	52%	68%	69%
English: Writing	84%	84%	58%	51%	N/A	N/A
History and Social Sciences	*78%	81%	82%	71%	83%	79%
Mathematics	83%	*51%	51%	53%	76%	71%
Science	75%	81%	*59%	52%	68%	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
Norfolk City School Board
James Blair Middle 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 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, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English and support in meeting the needs of students with disabilities.

III. 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. 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
9. Appropriate division staff will implement with fidelity actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English and support for students with disabilities.
10. 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 James Blair 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and

report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when James Blair 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 Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

Blair 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	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	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: 80%	Gr 6-8: 82%	*76%	69%	72%	68%
Mathematics	74%	*70%	68%	61%	73%	72%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 79%	78%	77%	85%	84%
Science	Gr 5-8: 90%	Gr 5-8: 89%	*79%	80%	80%	80%
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	79%	82%	*66%	69%	71%	70%
English: Writing	83%	82%	67%	66%	68%	60%
History and Social Sciences	*77%	80%	79%	78%	85%	85%
Mathematics	74%	*60%	67%	61%	71%	71%
Science	89%	89%	*79%	80%	80%	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
Norfolk City School Board
Lake Taylor High 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 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, 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, science, history, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of math, science, history, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Lake Taylor 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:

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
Lake Taylor High
Grades: 09 - 12
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	Provisionally Accredited - Graduation Rate	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	History and Social Sciences, Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 88%	Gr 6-8: 87%	*83%	77%	78%	78%
Mathematics	87%	*77%	61%	67%	61%	53%
History and Social Sciences	*Gr 4-8: 70%	Gr 4-8: 75%	59%	71%	69%	60%
Science	Gr 5-8: 81%	Gr 5-8: 81%	*75%	71%	62%	66%
Graduation and Completion Index	82%	88%	86%	90%	87%	94%

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	88%	87%	*84%	83%	76%	81%
English: Writing	88%	86%	80%	74%	70%	71%
History and Social Sciences	*70%	68%	60%	72%	69%	61%
Mathematics	85%	*47%	57%	68%	62%	53%
Science	81%	81%	*65%	67%	63%	67%

* 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
Brighton Elementary 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 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, 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, science, and support in meeting the needs of students with disabilities.

III. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

1. The Portsmouth City School Board and Portsmouth City Schools will develop a corrective action plan that includes all items in Section III: Portsmouth City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
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 Brighton 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Brighton 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
Portsmouth City School Board

Date

Superintendent
Portsmouth City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Brighton Elementary
Grades: KG - 06
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	English
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 74% Gr 6-8: 92%	Gr 3-5: 82% Gr 6-8: 92%	*49%	60%	66%	64%
Mathematics	76%	*71%	52%	66%	67%	73%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 89%	Gr 3: 84% Gr 4-8: 89%	74%	76%	71%	73%
Science	Gr 3: 71% Gr 5-8: 94%	Gr 3: 75% Gr 5-8: 76%	*70%	57%	71%	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	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	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	77%	83%	*56%	59%	62%	61%
English: Writing	75%	81%	31%	47%	N/A	N/A
History and Social Sciences	*84%	89%	77%	69%	67%	73%
Mathematics	77%	*51%	47%	59%	64%	70%
Science	85%	80%	*53%	57%	71%	58%

**Memorandum of Understanding Between the
Virginia Board of Education and the
Portsmouth City School Board
Douglas Park Elementary 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 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, 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, science, and support in meeting the needs of students with disabilities.

III. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

1. The Portsmouth City School Board and Portsmouth City Schools will develop a corrective action plan that includes all items in Section III: Portsmouth City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
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 Douglas 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Douglas Park 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:

<hr/> Billy K. Cannaday, Jr. Virginia Board of Education President	<hr/> Date
<hr/> Dr. Steven Staples Superintendent of Public Instruction	<hr/> Date
<hr/> Chairperson Portsmouth City School Board	<hr/> Date
<hr/> Superintendent Portsmouth City Public Schools	<hr/> Date

Virginia Department of Education
State/Federal Accountability Data
Douglass Park Elementary
Grades: KG - 06
Portsmouth City

Attachment R2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 75% Gr 6-8: 78%	Gr 3-5: 79% Gr 6-8: 85%	*50%	51%	61%	61%
Mathematics	80%	*72%	55%	55%	72%	74%
History and Social Sciences	*Gr 3: 87% *Gr 4-8: 75%	Gr 3: 70% Gr 4-8: 73%	71%	76%	75%	83%
Science	Gr 3: 78% Gr 5-8: 82%	Gr 3: 79% Gr 5-8: 77%	*74%	53%	71%	67%
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	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	74%	76%	*50%	50%	60%	59%
English: Writing	84%	74%	57%	44%	N/A	N/A
History and Social Sciences	*80%	70%	68%	77%	76%	84%
Mathematics	80%	*53%	53%	54%	70%	73%
Science	80%	80%	*67%	56%	74%	68%

* 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
Park View Elementary 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 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, 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, science, and support in meeting the needs of students with disabilities.

III. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

1. The Portsmouth City School Board and Portsmouth City Schools will develop a corrective action plan that includes all items in Section III: Portsmouth City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
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 Park View 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Park View 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
Portsmouth City School Board

Date

Superintendent
Portsmouth City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Park View Elementary
Grades: KG - 06
Portsmouth 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	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80% Gr 6-8: 82%	Gr 3-5: 78% Gr 6-8: 85%	*60%	60%	70%	68%
Mathematics	86%	*77%	70%	62%	74%	78%
History and Social Sciences	*Gr 3: 87% *Gr 4-8: 83%	Gr 3: 78% Gr 4-8: 82%	72%	71%	89%	90%
Science	Gr 3: 87% Gr 5-8: 80%	Gr 3: 77% Gr 5-8: 84%	*76%	61%	65%	67%
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	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	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	81%	81%	*60%	60%	68%	67%
English: Writing	78%	77%	65%	57%	N/A	N/A
History and Social Sciences	*84%	81%	74%	74%	89%	90%
Mathematics	86%	*61%	63%	61%	73%	77%
Science	83%	80%	*69%	62%	66%	67%

* 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
Westhaven Elementary 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 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, 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, science, and support in meeting the needs of students with disabilities.

III. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

1. The Portsmouth City School Board and Portsmouth City Schools will develop a corrective action plan that includes all items in Section III: Portsmouth City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
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 Westhaven 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Westhaven 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
Portsmouth City School Board

Date

Superintendent
Portsmouth City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Westhaven Elementary
Grades: KG - 06
Portsmouth City**

Attachment T2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 3-5: 80% Gr 6-8: 92%	Gr 3-5: 76% Gr 6-8: 86%	*75%	64%	70%	66%
Mathematics	82%	*74%	68%	72%	73%	73%
History and Social Sciences	*Gr 3: 89% *Gr 4-8: 83%	Gr 3: 77% Gr 4-8: 86%	79%	79%	71%	79%
Science	Gr 3: 85% Gr 5-8: 81%	Gr 3: 71% Gr 5-8: 85%	*77%	72%	55%	66%
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	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs - HE	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	83%	80%	*65%	62%	68%	65%
English: Writing	78%	76%	52%	61%	N/A	N/A
History and Social Sciences	*87%	84%	79%	80%	71%	79%
Mathematics	83%	*56%	64%	70%	72%	72%
Science	84%	78%	*69%	69%	55%	66%

* 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
William E. Waters 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 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, 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. Portsmouth City Public Schools Responsibilities and School Responsibilities

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

1. The Portsmouth City School Board and Portsmouth City Schools will develop a corrective action plan that includes all items in Section III: Portsmouth City Public Schools Responsibilities and School Responsibilities and is aligned to areas needing 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 William E. Waters 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when William E. Waters 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
Portsmouth City School Board

Date

Superintendent
Portsmouth City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
William E. Waters Middle
Grades: 07 - 08
Portsmouth 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	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 86%	Gr 6-8: 82%	*77%	70%	66%	65%
Mathematics	79%	*70%	65%	63%	57%	55%
History and Social Sciences	*Gr 4-8: 76%	Gr 4-8: 73%	74%	75%	82%	76%
Science	Gr 5-8: 91%	Gr 5-8: 86%	*81%	70%	68%	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
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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	88%	84%	*63%	71%	69%	67%
English: Writing	81%	78%	61%	65%	61%	57%
History and Social Sciences	*76%	73%	75%	75%	84%	78%
Mathematics	77%	*54%	63%	60%	56%	52%
Science	91%	87%	*69%	70%	70%	60%

* 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
Blackwell Elementary 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 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, 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. 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 Blackwell 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Blackwell 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Blackwell Elementary
Grades: PK - 05
Richmond 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	Science
2012-2013	2011-2012	Fully Accredited	Science
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	To Be Determined	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: 80%	Gr 3-5: 77%	*41%	59%	56%	48%
Mathematics	84%	*74%	51%	58%	70%	49%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 79%	Gr 3: 65% Gr 4-8: 71%	71%	66%	81%	70%
Science	Gr 3: 76% Gr 5-8: 67%	Gr 3: 64% Gr 5-8: 51%	*54%	53%	60%	37%
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	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	82%	76%	*35%	54%	53%	46%
English: Writing	72%	80%	49%	64%	N/A	N/A
History and Social Sciences	*77%	73%	73%	66%	81%	68%
Mathematics	85%	*47%	46%	53%	66%	48%
Science	75%	62%	*55%	53%	61%	36%

* 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
Chimborazo Elementary 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 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, 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, 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, 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 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 Chimborazo 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Chimborazo 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

Virginia Department of Education
State/Federal Accountability Data
Chimborazo Elementary
Grades: PK - 05
Richmond City

Attachment W2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, History and Social Sciences, Mathematics
2016-2017	2015-2016	To Be Determined	English, History and Social Sciences, 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: 84%	Gr 3-5: 86%	*41%	58%	53%	48%
Mathematics	85%	*78%	44%	65%	60%	47%
History and Social Sciences	*Gr 3: 75% *Gr 4-8: 71%	Gr 3: 78% Gr 4-8: 86%	73%	71%	58%	57%
Science	Gr 3: 86% Gr 5-8: 77%	Gr 3: 83% Gr 5-8: 87%	*74%	71%	74%	78%
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	Met All Federal AMOs	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	78%	83%	*35%	48%	50%	43%
English: Writing	99%	90%	64%	84%	N/A	N/A
History and Social Sciences	*73%	83%	67%	66%	62%	58%
Mathematics	85%	*51%	41%	61%	57%	44%
Science	79%	85%	*62%	71%	75%	78%

* 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
George Mason Elementary 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 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, 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. 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 George Mason 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when George Mason 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

Virginia Department of Education
State/Federal Accountability Data
George Mason Elementary
Grades: PK - 05
Richmond City

Attachment X2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 87%	Gr 3-5: 85%	*45%	60%	45%	50%
Mathematics	86%	*76%	45%	70%	63%	56%
History and Social Sciences	*Gr 3: 90% *Gr 4-8: 91%	Gr 3: 86% Gr 4-8: 90%	75%	82%	86%	79%
Science	Gr 3: 87% Gr 5-8: 77%	Gr 3: 87% Gr 5-8: 93%	*76%	60%	52%	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
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	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English: Reading	83%	82%	*38%	54%	43%	48%
English: Writing	96%	89%	70%	70%	N/A	N/A
History and Social Sciences	*92%	88%	77%	87%	86%	63%
Mathematics	85%	*61%	43%	67%	61%	55%
Science	83%	90%	*56%	63%	52%	62%

* 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
Overby-Sheppard Elementary 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 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, 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. 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 Overby-Sheppard 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Overby-Sheppard 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Overby-Sheppard Elementary
Grades: PK - 05
Richmond City**

Attachment Y2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, History and Social Sciences, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 90%	Gr 3-5: 90%	*79%	38%	53%	55%
Mathematics	86%	*80%	64%	56%	66%	55%
History and Social Sciences	*Gr 3: 71% *Gr 4-8: 86%	Gr 3: 82% Gr 4-8: 93%	80%	51%	59%	75%
Science	Gr 3: 87% Gr 5-8: 88%	Gr 3: 94% Gr 5-8: 91%	*80%	47%	53%	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
2011-2012	2010-2011	Made 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	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	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	92%	91%	*55%	36%	48%	51%
English: Writing	94%	93%	63%	49%	N/A	N/A
History and Social Sciences	*81%	90%	84%	55%	59%	75%
Mathematics	88%	*57%	63%	53%	62%	51%
Science	90%	97%	*64%	50%	53%	60%

* 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
Westover Hills Elementary 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 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, 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. 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. 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 Westover 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Westover Hills 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Westover Hills Elementary
Grades: PK - 05
Richmond City**

Attachment Z2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 89%	Gr 3-5: 81%	*77%	67%	53%	53%
Mathematics	84%	*74%	64%	74%	69%	57%
History and Social Sciences	*Gr 3: 76% *Gr 4-8: 77%	Gr 3: 80% Gr 4-8: 88%	83%	76%	72%	87%
Science	Gr 3: 63% Gr 5-8: 90%	Gr 3: 77% Gr 5-8: 94%	*75%	74%	72%	67%
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	Made AYP	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	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	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	90%	80%	*62%	61%	53%	54%
English: Writing	93%	80%	68%	80%	N/A	N/A
History and Social Sciences	*81%	82%	85%	77%	72%	88%
Mathematics	86%	*45%	61%	73%	68%	59%
Science	81%	85%	*66%	78%	60%	70%

* 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
Woodville Elementary 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 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, 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 Woodville 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Woodville 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
Richmond City School Board

Date

Superintendent
Richmond City Public Schools

Date

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

Attachment AA2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics, Science
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, History and Social Sciences, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 86%	Gr 3-5: 86%	*35%	36%	33%	38%
Mathematics	87%	*81%	40%	46%	33%	44%
History and Social Sciences	*Gr 3: 73% *Gr 4-8: 75%	Gr 3: 76% Gr 4-8: 89%	75%	71%	45%	45%
Science	Gr 3: 81% Gr 5-8: 77%	Gr 3: 71% Gr 5-8: 80%	*53%	48%	30%	21%
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	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	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	84%	86%	*31%	27%	29%	33%
English: Writing	93%	78%	51%	58%	N/A	N/A
History and Social Sciences	*75%	83%	69%	67%	48%	45%
Mathematics	89%	*55%	36%	40%	30%	39%
Science	81%	75%	*53%	50%	30%	21%

* 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
Thomas Jefferson 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 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, 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, 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 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 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, 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 Thomas Jefferson 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of math, science, history, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. 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 October 27, 2016 and will terminate when Thomas Jefferson 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:

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
Thomas Jefferson High
Grades: 09 - 12
Richmond City

Attachment BB2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	History and Social Sciences, Mathematics
2016-2017	2015-2016	To Be Determined	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: 94%	Gr 6-8: 94%	*86%	88%	75%	89%
Mathematics	87%	*76%	50%	53%	66%	66%
History and Social Sciences	*Gr 4-8: 80%	Gr 4-8: 79%	74%	74%	63%	67%
Science	Gr 5-8: 89%	Gr 5-8: 86%	*78%	72%	76%	64%
Graduation and Completion Index	87%	87%	89%	92%	94%	92%

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	89%	92%	*79%	84%	75%	77%
English: Writing	95%	78%	69%	67%	64%	95%
History and Social Sciences	*80%	79%	74%	68%	62%	68%
Mathematics	87%	*56%	49%	53%	65%	64%
Science	89%	86%	*62%	67%	76%	64%

**Memorandum of Understanding Between the
Virginia Board of Education and the
Suffolk City School Board
Booker T. Washington Elementary School**

I. Requirements

Suffolk 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 Suffolk 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, 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. Suffolk City Public Schools Responsibilities and School Responsibilities

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

1. The Suffolk City School Board and Suffolk City Schools will develop a corrective action plan that includes all items in Section III: Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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. Suffolk 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 Booker T. Washington 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Suffolk City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Booker T. Washington 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
Suffolk City School Board

Date

Superintendent
Suffolk City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Booker T. Washington Elementary
Grades: PK - 05
Suffolk City**

Attachment CC2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	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: 84%	Gr 3-5: 81%	*51%	53%	59%	61%
Mathematics	94%	*80%	61%	57%	70%	60%
History and Social Sciences	*Gr 3: 85% *Gr 4-8: 75%	Gr 3: 76% Gr 4-8: 75%	83%	76%	75%	90%
Science	Gr 3: 89% Gr 5-8: 81%	Gr 3: 77% Gr 5-8: 77%	*75%	66%	77%	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
2011-2012	2010-2011	Did Not Make AYP	Title I - Targeted Assistance
2012-2013	2011-2012	Met All Federal AMOs	Title I - Targeted Assistance
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	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	80%	82%	*55%	52%	56%	56%
English: Writing	92%	76%	36%	57%	N/A	N/A
History and Social Sciences	*78%	71%	84%	80%	75%	90%
Mathematics	94%	*55%	57%	56%	68%	56%
Science	85%	78%	*62%	68%	79%	65%

* 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
Suffolk City School Board
Elephants Fork Elementary School**

I. Requirements

Suffolk 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 Suffolk 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, 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 support in meeting the needs of students with disabilities.

III. Suffolk City Public Schools Responsibilities and School Responsibilities

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

1. The Suffolk City School Board and Suffolk City Schools will develop a corrective action plan that includes all items in Section III: Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Suffolk 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 Suffolk 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
10. Suffolk 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 Elephants Fork 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Suffolk City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Elephants Fork 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 Suffolk City School Board	Date
Superintendent Suffolk City Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Elephant's Fork Elementary
Grades: PK - 05
Suffolk City**

Attachment DD2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	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: 80%	Gr 3-5: 85%	*56%	48%	66%	65%
Mathematics	90%	*71%	72%	57%	71%	67%
History and Social Sciences	*Gr 3: 83% *Gr 4-8: 76%	Gr 3: 78% Gr 4-8: 78%	75%	71%	87%	76%
Science	Gr 3: 86% Gr 5-8: 89%	Gr 3: 80% Gr 5-8: 89%	*78%	77%	76%	73%
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 - Targeted Assistance
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	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	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	78%	82%	*54%	48%	63%	63%
English: Writing	82%	88%	59%	48%	N/A	N/A
History and Social Sciences	*78%	78%	75%	71%	87%	76%
Mathematics	90%	*71%	63%	57%	67%	65%
Science	88%	85%	*78%	68%	76%	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
Suffolk City School Board
Mack Benn Jr. Elementary School**

I. Requirements

Suffolk 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 Suffolk 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, 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 support in meeting the needs of students with disabilities.

III. Suffolk City Public Schools Responsibilities and School Responsibilities

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

1. The Suffolk City School Board and Suffolk City Schools will develop a corrective action plan that includes all items in Section III: Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk 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 Suffolk City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Suffolk 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 Suffolk 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
10. Suffolk 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 Mack Benn Jr. 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school

board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Suffolk City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Mack Benn Jr. 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 Suffolk City School Board	Date
Superintendent Suffolk City Public Schools	Date

**Virginia Department of Education
State/Federal Accountability Data
Mack Benn Jr. Elementary
Grades: PK - 05
Suffolk City**

Attachment EE2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	To Be Determined	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: 80%	Gr 3-5: 89%	*52%	54%	65%	62%
Mathematics	89%	*72%	74%	62%	70%	59%
History and Social Sciences	*Gr 3: 67% *Gr 4-8: 72%	Gr 3: 90% Gr 4-8: 75%	76%	80%	85%	82%
Science	Gr 3: 82% Gr 5-8: 77%	Gr 3: 86% Gr 5-8: 89%	*71%	74%	79%	74%
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 - Targeted Assistance
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	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 - HE	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	80%	90%	*54%	56%	68%	65%
English: Writing	81%	85%	45%	48%	N/A	N/A
History and Social Sciences	*71%	81%	77%	80%	90%	83%
Mathematics	89%	*71%	61%	62%	73%	63%
Science	80%	88%	*72%	74%	79%	78%

* 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
Waynesboro City School Board
Wenonah Elementary School**

I. Requirements

Waynesboro 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 Waynesboro 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, 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, science, history, and support in meeting the needs of students with disabilities.

III. Waynesboro City Public Schools Responsibilities and School Responsibilities

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

1. The Waynesboro City School Board and Waynesboro City Schools will develop a corrective action plan that includes all items in Section III: Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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, 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 Waynesboro 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 Waynesboro 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, history, and support for students with disabilities.
10. Waynesboro 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 Wenonah 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, history, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Waynesboro City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Wenonah 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
Waynesboro City School Board

Date

Superintendent
Waynesboro City Public Schools

Date

Virginia Department of Education
State/Federal Accountability Data
Wenonah Elementary
Grades: KG - 05
Waynesboro City

Attachment FF2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	To Be Determined	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: 80%	Gr 3-5: 81%	*44%	48%	69%	62%
Mathematics	91%	*72%	57%	57%	64%	69%
History and Social Sciences	*Gr 3: 76% *Gr 4-8: 92%	Gr 3: 72% Gr 4-8: 84%	77%	71%	74%	50%
Science	Gr 3: 79% Gr 5-8: 86%	Gr 3: 79% Gr 5-8: 73%	*73%	51%	39%	48%
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	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	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	68%	82%	*45%	43%	62%	59%
English: Writing	76%	69%	29%	37%	N/A	N/A
History and Social Sciences	*82%	78%	66%	68%	74%	51%
Mathematics	89%	*39%	48%	51%	56%	65%
Science	82%	75%	*54%	47%	38%	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
Waynesboro City School Board
Kate Collins Middle School**

I. Requirements

Waynesboro 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 Waynesboro 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, 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, science, and support in meeting the needs of students with disabilities.

III. Waynesboro City Public Schools Responsibilities and School Responsibilities

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

1. The Waynesboro City School Board and Waynesboro City Schools will develop a corrective action plan that includes all items in Section III: Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Waynesboro 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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, science, and support for students with disabilities.
10. Waynesboro 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 Kate Collins 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged schools.
3. The principal will implement, with fidelity, actions/next steps resulting from technical assistance provided by VDOE staff in the areas of English, science, and special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in implementing the plan(s). Additionally, if an academic review process undertaken

pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Waynesboro City School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Kate Collins 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
Waynesboro City School Board

Date

Superintendent
Waynesboro City Public Schools

Date

**Virginia Department of Education
State/Federal Accountability Data
Kate Collins Middle
Grades: 06 - 08
Waynesboro City**

Attachment GG2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

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

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English	Gr 6-8: 80%	Gr 6-8: 84%	*77%	64%	66%	64%
Mathematics	75%	*73%	67%	69%	73%	71%
History and Social Sciences	*Gr 4-8: 79%	Gr 4-8: 78%	77%	76%	78%	81%
Science	Gr 5-8: 90%	Gr 5-8: 85%	*80%	77%	73%	68%
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	80%	82%	*64%	64%	68%	63%
English: Writing	73%	80%	60%	56%	58%	53%
History and Social Sciences	*79%	77%	77%	76%	78%	79%
Mathematics	72%	*61%	63%	66%	71%	68%
Science	89%	83%	*80%	65%	73%	67%

* 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
Westmoreland County School Board
Cople Elementary School**

I. Requirements

Westmoreland 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 Westmoreland 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, 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 support in meeting the needs of students with disabilities.

III. Westmoreland County Public Schools Responsibilities and School Responsibilities

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

1. The Westmoreland County School Board and Westmoreland County Schools will develop a corrective action plan that includes all items in Section III: Westmoreland 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 Westmoreland 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 Westmoreland 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 Westmoreland 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 Westmoreland 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 Westmoreland 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 math. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Westmoreland 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 Westmoreland 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 support for students with disabilities.
10. Westmoreland 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 Cople 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 Office of School Improvement/Virginia Department of Education technical assistance, when invited, to support the implementation of strategies for challenged 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 special education.
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 a school improvement planning process, 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. Additional Consequences for Non-Compliance

Legislation by the 2016 General Assembly provides the Board with the following authority:

If the Board of Education has required a local school board to submit a corrective action plan pursuant to § [22.1-253.13:3](#), *Code of Virginia*, either for the school division pursuant to a division level review, or for any schools within its division that have been designated as not meeting the standards as approved by the Board of Education, the Superintendent of Public Instruction shall determine and report to the Board of Education whether each such local school board has met its obligation to develop and submit such corrective action plan(s) and is making adequate and timely progress in

implementing the plan(s). Additionally, if an academic review process undertaken pursuant to § [22.1-253.13:3](#), *Code of Virginia*, has identified actions for a local school board to implement, the Superintendent of Public Instruction shall determine and report to the Board of Education whether the local school board has implemented required actions. If the Superintendent certifies that a local school board has failed or refused to meet any of those obligations, the Board of Education shall withhold payment of some or all At-Risk Add-On funds otherwise allocated to the affected division pursuant to this allocation for the pending fiscal year. In determining the amount of At-Risk Add-On funds to be withheld, the Board of Education shall take into consideration the extent to which such funds have already been expended or contractually obligated. The local school board shall be given an opportunity to correct its failure and, if successful in a timely manner, may have some or all of its At-Risk Add-On funds restored at the Board of Education's discretion.

VI. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Westmoreland County School Board officials. It shall be in force beginning on October 27, 2016 and will terminate when Cople 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 Westmoreland County School Board	Date
Superintendent Westmoreland County Public Schools	Date

Virginia Department of Education
State/Federal Accountability Data
Cople Elementary
Grades: PK - 05
Westmoreland County

Attachment HH2

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2011-2012	2010-2011	Fully Accredited	N/A
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Accredited with Warning	Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English, Mathematics
2016-2017	2015-2016	To Be Determined	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: 84%	Gr 3-5: 82%	*78%	67%	72%	70%
Mathematics	86%	*78%	57%	65%	68%	66%
History and Social Sciences	*Gr 3: 81% *Gr 4-8: 91%	Gr 3: 75% Gr 4-8: 85%	84%	81%	93%	82%
Science	Gr 3: 87% Gr 5-8: 83%	Gr 3: 84% Gr 5-8: 96%	*70%	70%	78%	81%
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	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs - HE	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	86%	81%	*68%	65%	71%	67%
English: Writing	73%	85%	58%	67%	N/A	N/A
History and Social Sciences	*86%	82%	84%	81%	93%	80%
Mathematics	86%	*57%	52%	60%	65%	62%
Science	85%	90%	*70%	70%	78%	81%