

Virginia Board of Education Agenda Item



Agenda Item: D

Date: October 23, 2014

Title	First Review of Memoranda of Understanding as Required of Schools in Accreditation Denied Status for Henrico County Public Schools, Norfolk City Public Schools, Northampton County Public Schools, and Richmond City Public Schools		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement Dr. Patrick C. Kinlaw, Division Superintendent, Henrico County Public Schools Dr. Samuel T. King, Division Superintendent, Norfolk City Public Schools Mr. Charles E. Lawrence, Division Superintendent, Northampton County Public Schools Dr. Dana T. Bedden, Division Superintendent, Richmond City Public Schools		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous actions of the Board and historical information on accreditation status are included with the information for each school in the attachments.

Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

Final review: November 20, 2014

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

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

Background Information and Statutory Authority:

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

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

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

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

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

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

Summary of Important Issues:

The following schools are in *Accreditation Denied* status for the first time in 2014-2015 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a MOU between the VBOE and the local school boards (Attachments A1-A5).

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Henrico County Public Schools	L. Douglas Wilder Middle School
Norfolk City Public Schools	Campostella Elementary School
Norfolk City Public Schools	Lake Taylor Middle School
Northampton County Public Schools	Kiptopeke Elementary School
Richmond City Public Schools	Fred D. Thompson Middle School

Data for each school division is included in Attachments B1-B5. Each division’s attachment contains each school’s achievement data.

The following schools, newly identified as *Accreditation Denied*, have also been identified as priority schools or a persistently low-achieving Title I school in reading/language arts and mathematics combined as defined by the *U. S. Department of Education (USED) Flexibility Waiver for the Elementary and Secondary Education Act*.

Division	School	Year Identified based on Assessment Data in the Previous Year	2014-15 Priority Status
Henrico County Public Schools	L. Douglas Wilder Middle School	2013-2014	Year 2 Priority
Norfolk City Public Schools	Campostella Elementary School	2013-2014	Year 2 Priority
Norfolk City Public Schools	Lake Taylor Middle School	2010-11	Year 5 Priority
Richmond City Public Schools	Fred D. Thompson Middle School	2010-11	Year 5 Priority

A corrective action plan for each of these schools must be submitted to the Board of Education by December 12, 2014. Listed below is a general description of technical assistance to be included in the corrective action plan.

Technical Assistance

All schools rated *Accreditation Denied* will participate in the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance from the Virginia Department of Education. The purpose of this technical assistance is to improve instruction and instructional leadership practices by strengthening the alignment between the Performance Standards for Teachers and Principals included in teacher and principal evaluation and the Lesson Planning, Lesson Observation, Professional Development, and Leadership Academic Review Tools used as a part of the academic review for schools not fully accredited. Technical assistance will focus on developing sample evidence for the sample performance indicators in selected Teacher and Principal Performance Standards. The sample evidence for each performance indicator will become a tool that can enhance the division’s observation tools by providing specific samples of evidence that staff can look for in classroom observations and walkthroughs. Principals, appropriate division staff, and state contractors will conduct inter-rater reliability monthly walkthroughs and/or formal observations three times between October and February. (Inter-rater reliability deals with consistency between the evidence-collection of two or more observers.) Division staff will support and monitor principals’ delivery of professional development on the sets of sample evidence developed to appropriate school staff. Outcomes/next steps will be identified at each session. Contractors will be assigned to each school as a part of the AARPE technical assistance.

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

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

As noted in the individual memoranda of understanding (Attachments A1-A5), additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

Priority schools rated *Accreditation Denied* will participate in specified technical assistance delivered by the Lead Turnaround Partner (LTP) in accordance with the school's contract with the LTP.

Impact on Fiscal and Human Resources:

Federal funding for priority schools will continue at least through September 30, 2015. For non-priority schools, the Office of School Improvement will use the academic review budget to fund contractors for the Aligning Academic Review and Performance Evaluation (AARPE) technical assistance sessions.

Timetable for Further Review/Action:

Final review is expected at the November 20, 2014, Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education receive for first review the Memoranda of Understanding for the Henrico County, Norfolk City, Northampton County, and Richmond City School Boards for schools in *Accreditation Denied* status.

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

I. Requirements

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

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

http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Henrico County Public Schools Responsibilities and School Responsibilities

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

1. The Henrico County School Board and Henrico County Schools will develop a corrective action plan.
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 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.
5. The Henrico County School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, and student intervention participation and progress by intervention type. Specific next steps may be developed as needed.
6. 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*.
7. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
8. 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.

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

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

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

IV. Modification and Termination

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

V. Effective Date and Signature

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

Signatures and dates:

<hr/> Chris Braunlich Virginia Board of Education President	<hr/> Date
<hr/> Dr. Steven Staples Superintendent of Public Instruction	<hr/> Date
<hr/> Chairperson Henrico County School Board	<hr/> Date
<hr/> Superintendent Henrico County Public Schools	<hr/> Date

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

I. Requirements

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

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

http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Norfolk City Public Schools Responsibilities and School Responsibilities

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

1. The Norfolk City School Board and Norfolk City Schools will develop a corrective action plan.
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 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.
5. The Norfolk City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, grades, student discipline reports, student transfer data, and student intervention participation and progress by intervention type. Specific next steps may be developed as needed.
6. 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*.
7. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
8. 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.
9. Norfolk City Public Schools will ensure that a division team is assigned to the school. The

division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Campostella Elementary School:

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

IV. Modification and Termination

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

V. Effective Date and Signature

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

Signatures and dates:

Chris Braunlich Virginia Board of Education President	Date
Dr. Steven Staples Superintendent of Public Instruction	Date
Chairperson Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

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

I. Requirements

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

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

http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Norfolk City Public Schools Responsibilities and School Responsibilities

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

1. The Norfolk City School Board and Norfolk City Schools will develop a corrective action plan.
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 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.
5. The Norfolk City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, grades, student discipline reports, student transfer data, and student intervention participation and progress by intervention type. Specific next steps may be developed as needed.
6. 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*.
7. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
8. 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.
9. Norfolk City Public Schools will ensure that a division team is assigned to the school. The

division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Lake Taylor Middle School:

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

IV. Modification and Termination

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

V. Effective Date and Signature

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

Signatures and dates:

Chris Braunlich Virginia Board of Education President	Date
Dr. Steven Staples Superintendent of Public Instruction	Date
Chairperson Norfolk City School Board	Date
Superintendent Norfolk City Public Schools	Date

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

I. Requirements

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

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

III. Northampton County Public Schools Responsibilities and School Responsibilities

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

1. The Northampton County School Board and Northampton County Schools will develop a corrective action plan.
2. The Northampton County School Board will show evidence that the corrective action plan

was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.

3. The Northampton County School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Northampton County School Board 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.
5. The Northampton County School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, grades, unit assessment results, and student intervention participation and progress by intervention type. Specific next steps may be developed as needed.
6. The Northampton County School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The Northampton County School Board will provide reports to the Virginia Board of Education, as requested, on school's progress in meeting a status of *Fully Accredited*.
7. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
8. 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.
9. Northampton County Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Kiptopeke Elementary School:

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

IV. Modification and Termination

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

V. Effective Date and Signature

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

Signatures and dates:

<hr/> Chris Braunlich Virginia Board of Education President	<hr/> Date
<hr/> Dr. Steven Staples Superintendent of Public Instruction	<hr/> Date
<hr/> Chairperson Northampton County School Board	<hr/> Date
<hr/> Superintendent Northampton County Public Schools	<hr/> Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Richmond City School Board
Fred D. Thompson Middle School**

I. Requirements

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

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

http://www.doe.virginia.gov/federal_programs/esea/flexibility/index.shtml

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

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

Both the VDOE and 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, Richmond Office of School Turnaround, other division staff as appropriate and principal assigned to the school, and other VDOE offices to provide technical assistance in support of the Memorandum of Understanding (MOU) and corrective action plan. VDOE technical assistance will include, but not be limited to, the following: assistance with monitoring and implementing Academic Review Essential Actions, asset mapping with the school, effective instructional practices in English, math, science, history, support in meeting the needs of students with disabilities, and support in using assessment data.

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.
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 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.
5. The Richmond City School Board will direct the Division Superintendent and appropriate staff to meet quarterly with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, grades, benchmark results, and student intervention participation and progress by intervention type. Specific next steps may be developed as needed.
6. 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*.
7. Appropriate division staff will participate in Aligning Academic Review and Performance Evaluation (AARPE) technical assistance and other training provided by the Office of School Improvement, when invited, to support the implementation of strategies for low-performing schools.
8. 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, support in meeting the needs of students with disabilities, and support in using assessment data.

9. 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 Fred D. Thompson Middle School:

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

IV. Modification and Termination

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

V. Effective Date and Signature

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

Signatures and dates:

Chris Braunlich 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

L. Douglas Wilder Middle School
Grades: 6-8
Henrico County Public Schools

Requesting a Conditional: No

Conditional or Denied in Past Accreditation Cycles:

Conditional 2007

Reconstitution Type(s) for Conditional: Governance, LTP

Link to the corrective action plan:

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Fully Accredited</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Accredited with Warning</i>	2003-2004	English
2005-2006	<i>Accredited with Warning</i>	2004-2005	English
2006-2007	<i>Accredited with Warning</i>	2005-2006	Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics
2014-2015	<i>TBD</i>	2013-2014	English, Mathematics, Science

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	Not SIG
2011-2012	2010-2011	Not SIG
2012-2013	2011-2012	Not Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates by Assessment Year

Assessment Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	77%	81%	82%	81%	74%	73%	45%	45%
Writing	81%	81%	86%	88%	75%	74%	35%	38%
Mathematics	53%	66%	65%	68%	56%	36%	35%	37%
Science	89%	89%	89%	88%	91%	81%	50%	46%
History	71%	87%	80%	81%	73%	72%	75%	68%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Campostella Elementary School
Grades: K-5
Norfolk City Public Schools

Requesting a Conditional: No

Conditional or Denied in Past Accreditation Cycles:

No

Reconstitution Type(s) for Conditional: Governance, LTP

Link to the corrective action plan:

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Provisionally Accredited/Needs Improvement</i>	2001-2002	N/A
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	N/A
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, History, Science
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Fully Accredited</i>	2008-2009	N/A
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, Science
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics, History, Science
2014-2015	<i>Accreditation Denied</i>	2013-2014	English, Mathematics, Science, History

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	Not SIG
2011-2012	2010-2011	Not SIG
2012-2013	2011-2012	Not Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates by Accountability Year

Assessment Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	80%	75%	93%	56%	60%	79%	34%	27%
Writing	81%	58%	88%	67%	66%	63%	28%	30%
Mathematics	78%	73%	88%	61%	63%	39%	22%	27%
Science	75%	76%	87%	64%	52%	77%	35%	26%
History	84%	84%	88%	66%	73%	77%	62%	37%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Lake Taylor Middle School
Grades: 6-8
Norfolk City Public Schools

Requesting a Conditional: No

Conditional or Denied in Past Accreditation Cycles:

Conditional 2007, 2008, 2009

Reconstitution Type(s) for Conditional: Governance,LTP

Link to the corrective action plan:

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Accredited with Warning</i>	2001-2002	Mathematics
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	N/A
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics
2005-2006	<i>Accredited with Warning</i>	2004-2005	English
2006-2007	<i>Accredited with Warning</i>	2005-2006	Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	Mathematics
2008-2009	<i>Conditionally Accredited</i>	2007-2008	Mathematics
2009-2010	<i>Conditionally Accredited</i>	2008-2009	Mathematics
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics
2014-2015	<i>TBD</i>	2013-2014	English, Mathematics, Science, History

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates by Accountability Year by Assessment Year

Assessment Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	71%	68%	74%	76%	70%	74%	43%	48%
Writing	71%	78%	82%	79%	77%	71%	44%	46%
Mathematics	50%	59%	62%	73%	62%	39%	42%	45%
Science	74%	81%	80%	84%	82%	79%	50%	59%
History	87%	79%	76%	78%	74%	71%	70%	64%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Kiptopeke Elementary School
Grades: K-6
Northampton County Public Schools

Requesting a Conditional: No

Conditional or Denied in Past Accreditation Cycles:

Conditional 2011, 2012, 2013 Denied 2014

Reconstitution Type(s) for Conditional: Governance, LTP

Link to the corrective action plan:

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Provisionally Accredited/Meets State Standards</i>	2001-2002	N/A
2003-2004	<i>Fully Accredited</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Fully Accredited</i>	2006-2007	N/A
2008-2009	<i>Accredited with Warning</i>	2007-2008	Mathematics, History, Science
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics, History, Science
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, Science
2011-2012	<i>Conditionally Accredited</i>	2010-2011	History
2012-2013	<i>Conditionally Accredited</i>	2011-2012	Mathematics
2013-2014	<i>Conditionally Accredited</i>	2012-2013	English, Mathematics
2014-2015	<i>Accreditation Denied</i>	2013-2014	English

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	Not SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Exiting Priority

Federal Accountability Pass Rates by Accountability Year

Assessment Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	78%	65%	80%	69%	73%	76%	59%	54%
Writing	78%	62%	62%	55%	66%	69%	65%	38%
Mathematics	62%	61%	66%	69%	69%	59%	57%	70%
Science	70%	54%	64%	66%	73%	79%	74%	69%
History	60%	62%	67%	72%	60%	76%	89%	83%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	

Fred D. Thompson Middle School
Grades: 6-8
Richmond City Public Schools

Requesting a Conditional: No

Conditional or Denied in Past Accreditation Cycles:

No

Reconstitution Type(s) for Conditional: Governance

Link to the corrective action plan:

Achievement Data

State Accountability - Accreditation Designation

Year	Accreditation Rating	Based on Statewide Assessments in	Area(s) of Warning
2002-2003	<i>Accredited with Warning</i>	2001-2002	Mathematics
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	N/A
2004-2005	<i>Fully Accredited</i>	2003-2004	N/A
2005-2006	<i>Fully Accredited</i>	2004-2005	N/A
2006-2007	<i>Fully Accredited</i>	2005-2006	N/A
2007-2008	<i>Accredited with Warning</i>	2006-2007	Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	N/A
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Fully Accredited</i>	2009-2010	N/A
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics
2012-2013	<i>Accredited with Warning</i>	2011-2012	Mathematics, History
2013-2014	<i>Accredited with Warning</i>	2012-2013	English, Mathematics
2014-2015	<i>TBD</i>	2013-2014	English, Mathematics, Science, History

Federal Accountability Sanction

Year	Based on Statewide Assessments in	Federal Status (SIG- PRIOR TO WAIVER PROIRTY/FOCUS OR NOT TITLE I)
2010-2011	2009-2010	SIG
2011-2012	2010-2011	SIG
2012-2013	2011-2012	Priority
2013-2014	2012-2013	Priority
2014-2015	2013-2014	Priority

Federal Accountability Pass Rates by Accountability Year by Assessment Year

Assessment Type	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading	71%	79%	74%	79%	73%	73%	44%	36%
Writing	79%	72%	78%	78%	84%	73%	47%	35%
Mathematics	50%	65%	56%	62%	64%	40%	41%	36%
Science	84%	87%	86%	92%	85%	88%	52%	40%
History	61%	81%	78%	67%	73%	69%	74%	63%

Graduation and Completion Index, if applicable

Year	Index
2011	n/a
2012	
2013	
2014	