

Virginia Board of Education Agenda Item



Agenda Item: G **Date:** September 28, 2017

Title	First Review of Memoranda of Understanding as Required of Schools in <i>Accreditation Denied</i> Status		
Presenter	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
E-mail	Beverly.Rabil@doe.virginia.gov	Phone	(804) 225-2865

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:
 Schools rated *Partially Accredited: Reconstituted School* for the 2016-2017 school year have a reconstitution application that was previously approved by the Board. These schools are denoted with an asterisk throughout the document.

Action Requested:

Other. Specify below:
 Board requested to waive first review and take action September 28, 2017.

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 school divisions in the chart below 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 2017-2018 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a memorandum of understanding between the VBOE and the local school boards (Attachments A1-A12 and A14-A19).

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status	Attachments
Accomack County Public Schools	Metompkin Elementary School (Gr.PK-5)	A1, B1
Buckingham County Public Schools	Buckingham County Middle School (Gr.6-8)	A2, B2
Danville City Public Schools	Edwin A. Gibson Elementary School (Gr.K-5)	A3, B3
Danville City Public Schools	Park Avenue Elementary School (Gr.K-5)	A3, B3

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status	Attachments
Danville City Public Schools	O. Trent Bonner Middle School (Gr.6-8)	A3, B3
Danville City Public Schools	Westwood Middle School (Gr.6-8)	A3, B3
Franklin City Public Schools	*S. P. Morton Elementary School (Gr.PK-5)	A4, B4
Greensville County Public Schools	*Belfield Elementary School (Gr.5)	A5, B5
Halifax County Public Schools	*Sinai Elementary School (Gr.K-5)	A6, B6
Hampton City Public Schools	*John Tyler Elementary School (Gr.PK-5)	A7, B7
Henrico County Public Schools	Laburnum Elementary School (Gr.PK-5)	A8, B8
Hopewell City Public Schools	Harry E. James Elementary School (Gr.K-5)	A9, B9
Lynchburg City Public Schools	*Linkhorne Elementary School (Gr.PK-5)	A10, B10
Lynchburg City Public Schools	William M. Bass Elementary School (Gr.PK-5)	A10, B10
Lynchburg City Public Schools	*Sandusky Middle School (Gr.6-8)	A10, B10
Newport News City Public Schools	George J. McIntosh Elementary School (Gr.PK-5)	A11, B11
Newport News City Public Schools	*Carver Elementary School (Gr.PK-5)	A11, B11
Newport News City Public Schools	Crittenden Middle School (Gr.6-8)	A11, B11
Norfolk City Public Schools	*Coleman Place Elementary School (Gr.PK-5)	A12, B12
Portsmouth City Public Schools	John Tyler Elementary School (Gr.K-6)	A14, B14
Shenandoah County Public Schools	W.W. Robinson Elementary School (Gr.PK-5)	A15, B15
Shenandoah County Public Schools	North Fork Middle School (Gr.6-8)	A15, B15
Suffolk City Middle Public Schools	John F. Kennedy Middle School (Gr.6-8)	A16, B16
Warren County Public Schools	Ressie Jeffries Elementary School (Gr.K-5)	A17, B17
Waynesboro City Public Schools	*William Perry Elementary School (Gr.K-5)	A18, B18
Westmoreland County Public School	Montross Middle School (Gr.6-8)	A19, B19

Data for each school division are included in Attachments B1-B12 and B14-B19. Each division's attachment contains each school's achievement data.

Corrective Action Plans for each of these schools must be developed by February 16, 2018. Listed below is a general description of technical assistance to be included in the corrective action plan. Schools with a previously developed Reconstitution Agreement Plan (noted with an asterisk) will use the essential actions in their existing plan as the basis for their Corrective Action Plan and make adjustments as/if needed.

Technical Assistance

All schools rated *Accreditation Denied* will participate in technical assistance sessions provided by the Office of School Improvement (OSI). OSI technical assistance for the 2017-2018 school year will focus on the implementation of essential actions identified as a part of continuous school improvement planning. Additionally, schools rated *Accreditation Denied* will have triannual meetings with OSI staff, the support of an OSI contractor, and the opportunity to select from the OSI/VDOE Technical Assistance Menu.

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. Asset mapping and instructional diagnostic visits will be conducted for newly denied schools based upon VDOE capacity.

As noted in the individual memoranda of understanding (Attachments A1-A19) additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

Impact on Fiscal and Human Resources:

The Office of School Improvement will use the academic review budget to fund contractors for technical assistance as allocated funds allow.

Timetable for Further Review/Action:

The superintendents of these divisions with Memoranda of Understanding required of schools in *Accreditation Denied* status 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 *Accreditation Denied* 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. Accomack County School Board for Metompkin Elementary School
2. Buckingham County School Board for Buckingham County Middle School
3. Danville City School Board for Edwin A. Gibson Elementary School, Park Avenue Elementary School, O. Trent Bonner Middle School, Westwood Middle School
4. Franklin City School Board for S. P. Morton Elementary School
5. Greensville County School Board for Belfield Elementary School
6. Halifax County School Board for Sinai Elementary School
7. Hampton City School Board for John Tyler Elementary School
8. Henrico County School Board for Laburnum Elementary School
9. Hopewell City School Board for Harry E. James Elementary School
10. Lynchburg City School Board for Linkhorne Elementary School, William M. Bass Elementary School, Sandusky Middle School
11. Newport News City School Board for George J. McIntosh Elementary School, Carver Elementary School, Crittenden Middle School

12. Norfolk City School Board for Coleman Place Elementary School
13. Portsmouth City School Board for John Tyler Elementary School
14. Shenandoah County School Board for W. W. Robinson Elementary School and North Fork Middle School
15. Suffolk City School Board for John F. Kennedy Middle School
16. Warren County School Board for Ressie Jeffries Elementary School
17. Waynesboro City School Board for William Perry Elementary School
18. Westmoreland County School Board for Montross Middle 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
Accomack County School Board
Metompkin Elementary School**

I. Requirements

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

III. Accomack County Public Schools Responsibilities and School Responsibilities

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

1. The Accomack County School Board and Accomack County Schools will develop a corrective action plan that includes all items in Section III: Accomack 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 Accomack 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 Accomack 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 Accomack 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 Accomack 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 Accomack 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 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 Accomack 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 BLANK 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 science, history, and

support for students with disabilities.

10. Accomack 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 Metompkin 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 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 Accomack County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Metompkin 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Accomack County School Board

Date

Superintendent
Accomack County Public Schools

Date

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

I. Requirements

Buckingham 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 Buckingham 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. Buckingham County Public Schools Responsibilities and School Responsibilities

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

1. The Buckingham County School Board and Buckingham County Schools will develop a corrective action plan that includes all items in Section III: Buckingham 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 Buckingham 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 Buckingham 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 Buckingham 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 Buckingham 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 Buckingham 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 Buckingham 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 BLANK 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 science, history, and

support for students with disabilities.

10. Buckingham 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 Buckingham County 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 Buckingham County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Buckingham County 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Buckingham County School Board

Date

Superintendent
Buckingham County Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
Edwin A. Gibson 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, 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 BLANK 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. 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 Edwin A. Gibson 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 September 28, 2017, and will terminate when Edwin A. Gibson 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:

Daniel A. Gecker Virginia Board of Education President	Date
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Dr. Steven Staples Superintendent of Public Instruction	Date
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Chairperson	Date
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Danville City School Board

Superintendent
Danville City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
Park Avenue 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, 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 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 BLANK 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. 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 Park Avenue 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 Danville City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Park Avenue 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:

Daniel A. Gecker Virginia Board of Education President	Date
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Dr. Steven Staples Superintendent of Public Instruction	Date
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Chairperson	Date
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Danville City School Board

Superintendent
Danville City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
O. Trent Bonner Middle 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, 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 BLANK 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. 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 O. Trent Bonner 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 Danville City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when O. Trent Bonner 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson

Date

Danville City School Board

Superintendent
Danville City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Danville City School Board
Westwood Middle 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, science, history, 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, 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 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 BLANK 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. 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 Westwood 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 Danville City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Westwood 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson

Date

Danville City School Board

Superintendent
Danville City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Franklin City School Board
S. P. Morton Elementary School**

I. Requirements

Franklin 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 Franklin 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. Franklin City Public Schools Responsibilities and School Responsibilities

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

1. The Franklin City School Board and Franklin City Schools will develop a corrective action plan that includes all items in Section III: Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 BLANK 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. Franklin 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 S. P. Morton 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 Franklin City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when S. P. Morton 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson

Date

Franklin City School Board

Superintendent
Franklin City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Greensville County School Board
Belfield 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, 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 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 BLANK 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. Greenville 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 Belfield 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 Greensville County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Belfield 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:

Daniel A. Gecker
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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Halifax County School Board
Sinai Elementary School**

I. Requirements

Halifax 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 Halifax 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. Halifax County Public Schools Responsibilities and School Responsibilities

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

1. The Halifax County School Board and Halifax County Schools will develop a corrective action plan that includes all items in Section III: Halifax 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 Halifax 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 Halifax 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 Halifax 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 Halifax 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 Halifax 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 Halifax 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 BLANK 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. Halifax 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 Sinai 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 Halifax County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Sinai 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Halifax County School Board

Date

Superintendent
Halifax County Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Hampton City School Board
John Tyler Elementary School**

I. Requirements

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

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

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

Both the Virginia Department of Education (VDOE) and Hampton City Public Schools 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. Hampton City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Hampton City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Hampton City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Hampton City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Hampton City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Hampton City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Hampton City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The BLANK 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. Hampton City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of John Tyler 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 Hampton City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when John Tyler 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Hampton City School Board

Date

Superintendent
Hampton City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Henrico County School Board
Laburnum 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, science, and support in meeting the needs of students with disabilities.

III. Henrico County Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Henrico County School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Henrico County School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Henrico County School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Henrico County School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Henrico County School Board will direct the Division Superintendent and appropriate staff to meet 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 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 BLANK 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. 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 Laburnum 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 Henrico County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Laburnum 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:

Daniel A. Gecker
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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Hopewell City School Board
Harry E. James 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 BLANK 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 Harry E. James 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 September 28, 2017, and will terminate when Harry E. James 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:

Daniel A. Gecker
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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Lynchburg City School Board
Linkhorne Elementary School**

I. Requirements

Lynchburg 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 Lynchburg 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. Lynchburg City Public Schools Responsibilities and School Responsibilities

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

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

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Linkhorne Elementary School

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 Lynchburg City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Linkhorne 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Lynchburg City School Board

Date

Superintendent
Lynchburg City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Lynchburg City School Board
William M. Bass Elementary School**

I. Requirements

Lynchburg 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 Lynchburg 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. Lynchburg City Public Schools Responsibilities and School Responsibilities

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

1. The Lynchburg City School Board and Lynchburg City Schools will develop a corrective action plan that includes all items in Section III: Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 BLANK 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. Lynchburg 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 M. Bass 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

Page 3

William M. Bass Elementary School

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 Lynchburg City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when William M. Bass 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Lynchburg City School Board

Date

Superintendent
Lynchburg City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Lynchburg City School Board
Sandusky Middle School**

I. Requirements

Lynchburg 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 Lynchburg 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. Lynchburg City Public Schools Responsibilities and School Responsibilities

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

1. The Lynchburg City School Board and Lynchburg City Schools will develop a corrective action plan that includes all items in Section III: Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 Lynchburg 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 BLANK 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 science, history, and

support for students with disabilities.

10. Lynchburg 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 Sandusky 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 Lynchburg City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Sandusky 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson

Date

Lynchburg City School Board

Superintendent
Lynchburg City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Newport News City School Board
George J. McIntosh Elementary School**

I. Requirements

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

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

1. The Director of the Office of School Improvement (OSI) will coordinate with the Division Superintendent, division staff as appropriate, principal, 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. Newport News City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Newport News City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Newport News City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Newport News City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Newport News City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Newport News City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, and science. The Office of School Improvement may request additional data including other subject areas. Specific next steps may be developed as needed.
7. The Newport News City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The BLANK 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. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of George J. McIntosh 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

Page 3

George J. McIntosh Elementary School

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 Newport News City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when George J. McIntosh 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Newport News City School Board

Date

Superintendent
Newport News City Public Schools

Date

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

I. Requirements

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

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

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

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

II. Virginia Department of Education (VDOE) Responsibilities

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

1. The Director of the Office of School Improvement (OSI) will coordinate with the Division Superintendent, division staff as appropriate, principal, 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. Newport News City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Newport News City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Newport News City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Newport News City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Newport News City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Newport News City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English, math, 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 Newport News City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The BLANK 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. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Carver 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 Newport News City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Carver 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Newport News City School Board

Date

Superintendent
Newport News City Public Schools

Date

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

I. Requirements

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

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

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

Both the Virginia Department of Education (VDOE) and Newport News City Public Schools 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. Newport News City Public Schools Responsibilities and School Responsibilities

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

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

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

2. The Newport News City School Board will show evidence that the corrective action plan was shared with stakeholders and this feedback was acted upon in the corrective action plan prior to being submitted to the Virginia Board of Education for approval.
3. The Newport News City School Board will direct the Division Superintendent to ensure implementation of the corrective action plan including essential actions from the Academic Review.
4. The Newport News City School Board and superintendent will implement a professional development plan for all board members, the superintendent, pertinent central office and building level staff, which focuses on their respective roles and responsibilities for school improvement and priority issues listed in Section III.
5. The Newport News City School Board will direct the Division Superintendent to provide the local board monthly updates on the steps taken to complete the essential actions in the corrective action plan. The agenda and supporting materials will be submitted to the Virginia Department of Education Office of School Improvement on the next business day following the local board monthly update.
6. The Newport News City School Board will direct the Division Superintendent and appropriate staff to meet triannually with the Office of School Improvement to review progress of the corrective action plan and quarterly data, including but not limited to, the following data points: student attendance, teacher attendance, student discipline reports, student transfer data, student intervention participation and progress by intervention type, number of teacher observations and walkthroughs conducted per month, and local assessment data in English 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 Newport News City School Board and the Division Superintendent will appear before the Virginia Board of Education, as requested, to provide reports and answer questions about the implementation of the MOU and corrective action plan. The BLANK 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. Newport News City Public Schools will ensure that a division team is assigned to the school. The division team must be comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELL), and the principal of the school, as appropriate. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts.

The following are responsibilities of Crittenden 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, 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 Newport News City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Crittenden 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Newport News City School Board

Date

Superintendent
Newport News City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board
Coleman Place 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 BLANK 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 Coleman Place 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 September 28, 2017, and will terminate when Coleman Place 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson

Date

Norfolk City School Board

Superintendent
Norfolk City Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Portsmouth City School Board
John Tyler 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, math, 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 math. 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 BLANK 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. 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 John Tyler 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 Portsmouth City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when John Tyler 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:

Daniel A. Gecker
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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Shenandoah County School Board
W. W. Robinson Elementary School**

I. Requirements

Shenandoah 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 Shenandoah 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. Shenandoah County Public Schools Responsibilities and School Responsibilities

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

1. The Shenandoah County School Board and Shenandoah County Schools will develop a corrective action plan that includes all items in Section III: Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 BLANK 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. Shenandoah 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 W. W. Robinson 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 Shenandoah County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when W. W. Robinson 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Shenandoah County School Board

Date

Superintendent
Shenandoah County Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Shenandoah County School Board
North Fork Middle School**

I. Requirements

Shenandoah 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 Shenandoah 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. Shenandoah County Public Schools Responsibilities and School Responsibilities

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

1. The Shenandoah County School Board and Shenandoah County Schools will develop a corrective action plan that includes all items in Section III: Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 Shenandoah 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 BLANK 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 science, history, and

support for students with disabilities.

10. Shenandoah 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 North Fork 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 Shenandoah County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when North Fork 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:

Daniel A. Gecker Virginia Board of Education President	Date
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Dr. Steven Staples Superintendent of Public Instruction	Date
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Chairperson	Date
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Shenandoah County School Board

Superintendent
Shenandoah County Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Suffolk City School Board
John F. Kennedy Middle 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 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. 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 BLANK 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 science, history, 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 John F. Kennedy 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 Suffolk City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when John F. Kennedy 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:

Daniel A. Gecker 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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Warren County School Board
Ressie Jeffries Elementary School**

I. Requirements

Warren 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 Warren 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. Warren County Public Schools Responsibilities and School Responsibilities

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

1. The Warren County School Board and Warren County Schools will develop a corrective action plan that includes all items in Section III: Warren 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 Warren 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 Warren 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 Warren 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 Warren 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 Warren 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 Warren 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 BLANK 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. Warren 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 Ressie Jeffries 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 Warren County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Ressie Jeffries 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:

Daniel A. Gecker
Virginia Board of Education President

Date

Dr. Steven Staples
Superintendent of Public Instruction

Date

Chairperson
Warren County School Board

Date

Superintendent
Warren County Public Schools

Date

**Memorandum of Understanding Between the
Virginia Board of Education and the
Waynesboro City School Board
William Perry 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, math, 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, 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 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 BLANK 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. 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 William Perry 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 Waynesboro City School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when William Perry 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:

Daniel A. Gecker
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

**Memorandum of Understanding Between the
Virginia Board of Education and the
Westmoreland County School Board
Montross Middle 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 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. 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 BLANK 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 science, history, 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 Montross 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 Westmoreland County School Board officials. It shall be in force beginning on September 28, 2017, and will terminate when Montross 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:

Daniel A. Gecker
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
Metompkin Elementary
Grades: PK - 05
Accomack County**

Attachment B1

State Accountability - Accreditation Designation

Accreditation is based on assessments taken in the previous year.

Year	Based on Statewide Assessments in	Accreditation Rating	Area(s) not Meeting Benchmark
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, History and Social Sciences, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	History and Social Sciences, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 86%	*78%	56%	62%	60%	76%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 80% Gr 4-8: 94%	79%	78%	70%	69%	55%
Mathematics	*70%	75%	59%	74%	64%	70%
Science	Gr 3: 76% Gr 5-8: 87%	*72%	70%	71%	57%	58%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*56%	46%	54%	53%	61%
English: Writing	81%	75%	50%	N/A	N/A	N/A
History and Social Sciences	86%	77%	58%	52%	61%	55%
Mathematics	*67%	52%	45%	66%	58%	58%
Science	82%	*71%	52%	71%	59%	59%

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

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

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Approaching Benchmark-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 88%	*81%	66%	73%	67%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 86%	84%	84%	79%	76%	75%
Mathematics	*78%	77%	83%	84%	78%	79%
Science	Gr 5-8: 94%	*88%	77%	74%	80%	77%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	88%	*65%	64%	71%	66%	68%
English: Writing	87%	68%	60%	73%	61%	60%
History and Social Sciences	86%	84%	84%	79%	76%	69%
Mathematics	*76%	75%	80%	83%	76%	77%
Science	94%	*88%	77%	74%	80%	77%

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

**Virginia Department of Education
State/Federal Accountability Data
Edwin A. Gibson Elementary
Grades: KG - 05
Danville City**

Attachment B3

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
2013-2014	2012-2013	Conditionally Accredited	N/A
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	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	N/A	*N/A	54%	57%	60%	61%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	N/A	N/A	72%	73%	76%	83%
Mathematics	*N/A	N/A	61%	64%	69%	57%
Science	N/A	*N/A	58%	59%	62%	67%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	N/A - New School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	N/A	*N/A	56%	53%	60%	61%
English: Writing	N/A	N/A	40%	N/A	N/A	N/A
History and Social Sciences	N/A	N/A	73%	77%	76%	85%
Mathematics	*N/A	N/A	59%	65%	68%	58%
Science	N/A	*N/A	59%	61%	65%	68%

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

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

Attachment B3

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Approaching Benchmark-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Approaching Benchmark-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 86%	*78%	64%	73%	74%	74%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 93% Gr 4-8: 90%	90%	83%	83%	88%	86%
Mathematics	*80%	75%	74%	78%	76%	71%
Science	Gr 3: 93% Gr 5-8: 83%	*78%	80%	73%	77%	61%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs - HE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*66%	65%	73%	73%	73%
English: Writing	90%	52%	55%	N/A	N/A	N/A
History and Social Sciences	92%	90%	85%	87%	88%	87%
Mathematics	*63%	69%	74%	78%	75%	73%
Science	85%	*69%	81%	68%	79%	67%

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

**Virginia Department of Education
State/Federal Accountability Data
O. Trent Bonner Middle
Grades: 06 - 08
Danville City**

Attachment B3

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 86%	*82%	59%	67%	64%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 80%	73%	72%	80%	79%	78%
Mathematics	*77%	79%	72%	70%	60%	55%
Science	Gr 5-8: 87%	*72%	70%	57%	54%	60%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*70%	56%	67%	66%	62%
English: Writing	91%	64%	59%	56%	50%	65%
History and Social Sciences	81%	74%	65%	80%	81%	80%
Mathematics	*76%	77%	61%	67%	57%	54%
Science	88%	*74%	54%	57%	54%	62%

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

**Virginia Department of Education
State/Federal Accountability Data
Westwood Middle
Grades: 06 - 08
Danville City**

Attachment B3

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Science
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, History and Social Sciences, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 84%	*78%	60%	65%	63%	53%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 86%	84%	75%	78%	74%	60%
Mathematics	*72%	78%	71%	70%	58%	52%
Science	Gr 5-8: 86%	*71%	48%	63%	69%	45%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*61%	61%	66%	61%	52%
English: Writing	84%	62%	49%	53%	55%	48%
History and Social Sciences	86%	84%	75%	79%	67%	60%
Mathematics	*70%	75%	65%	69%	55%	50%
Science	86%	*70%	48%	64%	69%	46%

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

**Virginia Department of Education
State/Federal Accountability Data
S.P. Morton Elementary
Grades: PK - 05
Franklin City**

Attachment B4

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
2012-2013	2011-2012	Accredited with Warning	English
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: Reconstituted School	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 68%	*46%	39%	68%	66%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 72% Gr 4-8: 80%	78%	85%	95%	94%	97%
Mathematics	*71%	40%	41%	73%	76%	77%
Science	Gr 3: 74% Gr 5-8: 75%	*72%	30%	63%	78%	69%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Title I Priority School	Title I - School Wide Program
2013-2014	2012-2013	Title I Priority School	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	67%	*48%	38%	65%	61%	61%
English: Writing	63%	38%	32%	N/A	N/A	N/A
History and Social Sciences	75%	78%	85%	94%	94%	95%
Mathematics	*41%	39%	38%	69%	72%	73%
Science	74%	*63%	30%	64%	78%	68%

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

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

Attachment B5

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
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, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 84%	*45%	51%	62%	66%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 99%	88%	87%	86%	92%	87%
Mathematics	*76%	78%	62%	69%	76%	70%
Science	Gr 5-8: 92%	*79%	71%	68%	70%	53%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	89%	*51%	47%	59%	62%	57%
English: Writing	77%	38%	49%	N/A	N/A	N/A
History and Social Sciences	98%	88%	86%	85%	90%	86%
Mathematics	*76%	63%	57%	66%	73%	64%
Science	91%	*59%	60%	66%	69%	53%

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

**Virginia Department of Education
State/Federal Accountability Data
Sinai Elementary
Grades: KG - 05
Halifax County**

Attachment B6

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
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: Warned School-Pass Rate	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 89%	*77%	51%	53%	58%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 73% Gr 4-8: 98%	74%	75%	79%	70%	83%
Mathematics	*80%	52%	46%	49%	58%	59%
Science	Gr 3: 92% Gr 5-8: 88%	*79%	46%	55%	55%	39%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Title I Priority School	Title I - School Wide Program
2016-2017	2015-2016	Title I Priority School	Title I - School Wide Program
2015-2016	2014-2015	Title I Priority School	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	89%	*54%	50%	48%	56%	62%
English: Writing	87%	71%	45%	N/A	N/A	N/A
History and Social Sciences	86%	75%	66%	79%	67%	83%
Mathematics	*56%	50%	44%	44%	55%	57%
Science	90%	*65%	47%	55%	55%	39%

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

**Virginia Department of Education
State/Federal Accountability Data
John Tyler Elementary
Grades: PK - 05
Hampton City**

Attachment B7

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
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
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 76%	*62%	61%	65%	66%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 75% Gr 4-8: 86%	92%	84%	92%	91%	80%
Mathematics	*77%	81%	64%	70%	77%	71%
Science	Gr 3: 73% Gr 5-8: 78%	*78%	72%	70%	81%	55%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	76%	*65%	59%	64%	65%	63%
English: Writing	77%	54%	69%	N/A	N/A	N/A
History and Social Sciences	83%	92%	86%	96%	91%	84%
Mathematics	*56%	78%	66%	66%	77%	70%
Science	74%	*79%	71%	61%	81%	58%

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

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

Attachment B8

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Science
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 90%	*84%	63%	54%	61%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 99% Gr 4-8: 91%	93%	85%	82%	76%	73%
Mathematics	*70%	79%	73%	72%	70%	69%
Science	Gr 3: 96% Gr 5-8: 96%	*82%	74%	73%	64%	56%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Met All Federal AMOs	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	89%	*67%	53%	50%	59%	61%
English: Writing	89%	69%	80%	N/A	N/A	N/A
History and Social Sciences	95%	94%	86%	81%	78%	63%
Mathematics	*68%	76%	67%	65%	70%	67%
Science	95%	*83%	73%	54%	62%	57%

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

**Virginia Department of Education
State/Federal Accountability Data
Harry E. James Elementary
Grades: KG - 05
Hopewell City**

Attachment B9

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*76%	58%	67%	65%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 80% Gr 4-8: 85%	85%	74%	79%	84%	76%
Mathematics	*78%	70%	68%	70%	70%	66%
Science	Gr 3: 84% Gr 5-8: 91%	*79%	78%	77%	71%	71%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*64%	51%	62%	61%	66%
English: Writing	86%	61%	63%	N/A	N/A	N/A
History and Social Sciences	82%	85%	74%	79%	84%	68%
Mathematics	*55%	63%	61%	65%	66%	63%
Science	87%	*79%	69%	77%	69%	68%

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

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

Attachment B10

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
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	Partially Accredited: Reconstituted School	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*57%	56%	67%	68%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 79% Gr 4-8: 76%	76%	70%	79%	71%	79%
Mathematics	*72%	56%	59%	67%	67%	72%
Science	Gr 3: 86% Gr 5-8: 75%	*76%	59%	56%	64%	61%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs - HE	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*61%	53%	66%	68%	63%
English: Writing	73%	45%	62%	N/A	N/A	N/A
History and Social Sciences	78%	77%	70%	80%	67%	81%
Mathematics	*46%	54%	57%	65%	66%	70%
Science	81%	*66%	59%	58%	66%	62%

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

**Virginia Department of Education
State/Federal Accountability Data
William M. Bass Elementary
Grades: PK - 05
Lynchburg City**

Attachment B10

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
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	Partially Accredited: Warned School-Pass Rate	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 89%	*83%	63%	56%	58%	56%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 67% Gr 4-8: 85%	83%	79%	76%	74%	78%
Mathematics	*78%	72%	59%	62%	60%	56%
Science	Gr 3: 83% Gr 5-8: 85%	*75%	55%	45%	65%	55%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Title I Focus School	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*65%	57%	53%	56%	54%
English: Writing	91%	71%	81%	N/A	N/A	N/A
History and Social Sciences	75%	83%	79%	56%	74%	79%
Mathematics	*43%	65%	56%	59%	56%	56%
Science	84%	*60%	56%	46%	65%	55%

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

**Virginia Department of Education
State/Federal Accountability Data
Sandusky Middle
Grades: 06 - 08
Lynchburg City**

Attachment B10

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
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Conditionally Accredited	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 85%	*55%	52%	67%	67%	65%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 74%	70%	70%	82%	77%	72%
Mathematics	*50%	53%	45%	74%	75%	72%
Science	Gr 5-8: 95%	*76%	78%	72%	75%	73%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*53%	48%	66%	66%	65%
English: Writing	87%	60%	54%	60%	61%	57%
History and Social Sciences	75%	70%	69%	83%	77%	73%
Mathematics	*48%	46%	40%	67%	71%	64%
Science	95%	*76%	69%	73%	75%	73%

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

**Virginia Department of Education
State/Federal Accountability Data
George J. McIntosh Elementary
Grades: PK - 05
Newport News City**

Attachment B11

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*78%	44%	65%	68%	64%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 85% Gr 4-8: 79%	81%	76%	85%	86%	71%
Mathematics	*81%	70%	56%	72%	63%	59%
Science	Gr 3: 93% Gr 5-8: 91%	*88%	78%	75%	71%	65%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Met All Federal AMOs	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Did Not Meet All Federal AMOs - MHE	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	82%	*63%	47%	63%	64%	58%
English: Writing	81%	70%	41%	N/A	N/A	N/A
History and Social Sciences	83%	83%	77%	88%	85%	70%
Mathematics	*55%	57%	55%	72%	62%	55%
Science	93%	*88%	57%	56%	70%	64%

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

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

Attachment B11

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
2012-2013	2011-2012	Accredited with Warning	Mathematics
2013-2014	2012-2013	Accredited with Warning	English, Mathematics
2014-2015	2013-2014	Accredited with Warning	English, Mathematics, Science
2015-2016	2014-2015	Partially Accredited: Reconstituted School	English, Mathematics, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English, Mathematics, Science
2017-2018	2016-2017	Accreditation Denied	English, History and Social Sciences, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 76%	*49%	44%	61%	65%	62%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 75% Gr 4-8: 74%	75%	70%	77%	70%	59%
Mathematics	*37%	52%	57%	66%	65%	58%
Science	Gr 3: 73% Gr 5-8: 85%	*75%	52%	47%	65%	44%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program
2013-2014	2012-2013	Title I Focus School	Title I - School Wide Program
2012-2013	2011-2012	Title I Focus School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	72%	*51%	43%	59%	63%	60%
English: Writing	75%	44%	34%	N/A	N/A	N/A
History and Social Sciences	75%	68%	67%	75%	72%	60%
Mathematics	*36%	49%	54%	64%	64%	57%
Science	79%	*63%	52%	50%	65%	44%

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

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

Attachment B11

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
2012-2013	2011-2012	Accredited with Warning	History and Social Sciences
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 85%	*76%	63%	72%	70%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 66%	77%	77%	83%	88%	83%
Mathematics	*70%	72%	67%	76%	71%	61%
Science	Gr 5-8: 91%	*75%	77%	72%	73%	71%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	83%	*62%	62%	67%	68%	68%
English: Writing	89%	60%	61%	68%	74%	66%
History and Social Sciences	67%	78%	79%	84%	89%	85%
Mathematics	*61%	68%	65%	70%	67%	61%
Science	91%	*76%	69%	72%	74%	72%

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

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

Attachment B12

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
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: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 80%	*76%	59%	59%	61%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 76% Gr 4-8: 76%	77%	73%	81%	83%	88%
Mathematics	*77%	62%	67%	70%	72%	60%
Science	Gr 3: 81% Gr 5-8: 81%	*74%	60%	52%	76%	57%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Improvement Plan Required	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	80%	*62%	56%	57%	58%	64%
English: Writing	77%	61%	65%	N/A	N/A	N/A
History and Social Sciences	76%	78%	74%	82%	83%	88%
Mathematics	*58%	59%	65%	68%	70%	57%
Science	80%	*64%	61%	52%	77%	57%

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

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

Attachment B14

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
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	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 84% Gr 6-8: 92%	*78%	61%	68%	68%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 72% Gr 4-8: 90%	79%	71%	71%	79%	83%
Mathematics	*77%	71%	61%	64%	70%	67%
Science	Gr 3: 82% Gr 5-8: 89%	*74%	74%	72%	81%	74%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*67%	59%	66%	67%	66%
English: Writing	90%	64%	68%	N/A	N/A	N/A
History and Social Sciences	85%	81%	72%	72%	82%	85%
Mathematics	*60%	66%	60%	63%	69%	66%
Science	86%	*76%	61%	73%	83%	75%

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

**Virginia Department of Education
State/Federal Accountability Data
W.W. Robinson Elementary
Grades: PK - 05
Shenandoah County**

Attachment B15

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English, Mathematics
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 87%	*79%	61%	68%	68%	67%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 86% Gr 4-8: 87%	77%	83%	76%	76%	77%
Mathematics	*83%	74%	63%	70%	67%	66%
Science	Gr 3: 91% Gr 5-8: 82%	*75%	74%	77%	70%	57%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2013-2014	2012-2013	Title I Focus School	Title I - Targeted Assistance
2012-2013	2011-2012	Title I Focus School	Title I - Targeted Assistance
2017-2018	2016-2017	Title I Focus School	Title I - School Wide Program
2016-2017	2015-2016	Title I Focus School	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Title I Focus School	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*61%	58%	62%	62%	62%
English: Writing	82%	58%	50%	N/A	N/A	N/A
History and Social Sciences	85%	77%	81%	74%	66%	76%
Mathematics	*61%	61%	57%	64%	63%	60%
Science	86%	*74%	60%	76%	69%	54%

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

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

Attachment B15

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 89%	*81%	63%	69%	66%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 82%	85%	76%	76%	77%	78%
Mathematics	*80%	83%	72%	82%	83%	79%
Science	Gr 5-8: 94%	*91%	84%	74%	75%	77%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	88%	*68%	64%	70%	69%	69%
English: Writing	89%	66%	64%	62%	53%	63%
History and Social Sciences	81%	86%	77%	76%	77%	80%
Mathematics	*78%	83%	73%	80%	81%	78%
Science	94%	*91%	84%	74%	74%	78%

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

**Virginia Department of Education
State/Federal Accountability Data
John F. Kennedy Middle
Grades: 06 - 08
Suffolk City**

Attachment B16

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English, Science
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 84%	*76%	55%	66%	66%	68%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 71%	72%	78%	75%	75%	70%
Mathematics	*71%	70%	72%	76%	78%	71%
Science	Gr 5-8: 94%	*84%	74%	64%	73%	72%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	84%	*61%	55%	64%	66%	66%
English: Writing	80%	55%	53%	65%	54%	67%
History and Social Sciences	68%	72%	78%	75%	68%	70%
Mathematics	*69%	70%	69%	75%	77%	70%
Science	94%	*66%	59%	64%	73%	72%

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

**Virginia Department of Education
State/Federal Accountability Data
Ressie Jeffries Elementary
Grades: KG - 05
Warren County**

Attachment B17

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Improving School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Approaching Benchmark-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 85%	*80%	65%	72%	73%	72%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 93% Gr 4-8: 88%	83%	76%	84%	82%	87%
Mathematics	*78%	71%	61%	71%	74%	73%
Science	Gr 3: 91% Gr 5-8: 86%	*76%	75%	73%	74%	61%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Improvement Plan Required	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	86%	*74%	66%	70%	71%	71%
English: Writing	83%	62%	57%	N/A	N/A	N/A
History and Social Sciences	90%	86%	76%	84%	82%	87%
Mathematics	*59%	62%	57%	68%	72%	72%
Science	89%	*78%	75%	65%	74%	61%

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

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

Attachment B18

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
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	Partially Accredited: Reconstituted School	English
2017-2018	2016-2017	Accreditation Denied	English, Mathematics, Science

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 3-5: 82%	*62%	66%	71%	70%	70%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 3: 89% Gr 4-8: 91%	79%	74%	74%	87%	71%
Mathematics	*79%	73%	68%	65%	72%	60%
Science	Gr 3: 86% Gr 5-8: 90%	*79%	74%	71%	73%	61%

Federal Accountability Status

Year	Based on Statewide Assessments in	Federal Rating	Federal Status
2017-2018	2016-2017	Improvement Plan Required	Title I - School Wide Program
2016-2017	2015-2016	Improvement Plan Required	Title I - School Wide Program
2015-2016	2014-2015	Improvement Plan Required	Title I - School Wide Program
2014-2015	2013-2014	Improvement Plan Required	Title I - School Wide Program
2013-2014	2012-2013	Met All Federal AMOs	Title I - School Wide Program
2012-2013	2011-2012	Met All Federal AMOs	Title I - School Wide Program

Federal Accountability Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	81%	*61%	63%	69%	67%	65%
English: Writing	79%	58%	70%	N/A	N/A	N/A
History and Social Sciences	90%	78%	76%	61%	86%	62%
Mathematics	*59%	65%	65%	64%	69%	56%
Science	88%	*65%	67%	51%	72%	57%

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

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

Attachment B19

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
2012-2013	2011-2012	Fully Accredited	N/A
2013-2014	2012-2013	Fully Accredited	N/A
2014-2015	2013-2014	Accredited with Warning	English, Mathematics
2015-2016	2014-2015	Partially Accredited: Warned School-Pass Rate	English
2016-2017	2015-2016	Partially Accredited: Warned School-Pass Rate	English
2017-2018	2016-2017	Accreditation Denied	English

State Accreditation Pass Rates by Assessment Year

Assessment Type	School Pass Rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	Gr 6-8: 83%	*78%	67%	67%	63%	69%
Graduation and Completion Index	N/A	N/A	N/A	N/A	N/A	N/A
History and Social Sciences	Gr 4-8: 71%	70%	70%	74%	75%	76%
Mathematics	*76%	70%	68%	78%	77%	80%
Science	Gr 5-8: 90%	*73%	70%	84%	73%	72%

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English: Reading	85%	*64%	67%	67%	67%	71%
English: Writing	76%	68%	60%	66%	45%	57%
History and Social Sciences	70%	70%	71%	73%	75%	76%
Mathematics	*60%	63%	66%	77%	75%	76%
Science	90%	*73%	71%	84%	65%	71%

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