Board of Education Agenda Item

Item: I. **Date:** May 19, 2011

Topic: First Review of a Request for Approval of Alternative Accreditation Plans from Fairfax County Public Schools for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School

Presenters: Dr. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Terri Breeden, Assistant Superintendent of Professional Learning and Accountability, Fairfax County Public Schools

Telephone Number: (804) 225-2865 **E-Mail Address:** Kathleen.Smith@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
____ State or federal law or regulation
_X_ Board of Education regulation
____ Other: _____

____ Action requested at this meeting _X_ Action requested at future meeting: Final Review on June 23, 2011

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:
Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

> Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Summary of Major Elements:

Mountain View High School, Woodson Adult High School, and Bryant Alternative High School are alternative schools as indicated in Attachments A-C.

Fairfax County Public Schools is requesting approval of alternative accreditation plans for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School. The calculation of the Graduation and Completion Index (GCI) will be used to meet the accountability requirements of the regulation. However, as part of its request for an alternative accreditation plan, Fairfax County Public Schools is requesting a waiver of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the GCI for accountability purposes.

8 VAC 20-131-280. Expectations for school accountability B.

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

In addition to the GCI, each school proposes a different set of accountability measures to be used to determine if the school meets full accreditation. These are summarized below:

Additional Considerations to the GCI

Component	Mountain View High School	Woodson Adult High School	Bryant Alternative High School
GCI bonus for maintaining a dropout rate below 25% for students over the age of 18	Yes	Yes	Yes
GCI bonus when 50% of the students who reach the maximum age for educational services continue in school	Yes	Yes	Yes
GCI bonus if 75% or more of graduates enroll in postsecondary education, join the military, or obtain a full-time job	Yes	Yes	Yes
GCI bonus when 75% or more students with a reduced course load and extended time meet the goals of their educational plan	Yes	Yes	Yes
GCI bonus if 80% of the student population placed by the Hearings Office are still enrolled or graduate	Yes	No students from WAHS are placed by the Hearings Office	Yes

Component	Mountain View High School	Woodson Adult High School	Bryant Alternative High School
GCI bonus if 80% or more of JVG participants enroll in postsecondary education or obtain a full-time job upon graduation	No	No	Yes
GCI bonus when 25% or more graduates participate in school-based career development program	No	Yes	No
GCI bonus when 25% or more graduates participate in the NVCC Adult Career Pathway Program	No	Yes	No

In addition, the plans propose that certain students be removed from the cohort as indicated:

- Students 18 years of age or older who move out of the country; and,
- Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the request for alternative accreditation plans from Fairfax County Public Schools for Mountain View High School, Woodson Adult High School, and Bryant Alternative High School.

Impact on Resources:
None

Timetable for Further Review/Action:
Final action will be requested at the June 23, 2011, meeting.

Attachment A

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia,* states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

3/24/11
Date Approved
by the Local School Board

Signature
Chairman of the School Board

3/28/11
Submission Date

Signature
Division Superintendent

Proposed Alternative Accreditation Plan
Mountain View High School
Fairfax County Public Schools

School Name:	Mountain View High School
Division:	Fairfax County Public Schools
School Address:	5775 Spindle Ct., Centerville, VA 20120
Contact Person:	Mr. Eric Kinneman
Telephone Number:	703-227-2310
Email:	Eric.Kinneman@fcps.edu
Proposed Duration:	Three Years
Grade Levels Served:	Grades 9-12
Number of Students enrolled by grade:	9th grade – 15; 10th grade – 34; 11th grade – 104; 12th grade – 165

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

I. Describe the mission and purpose of the school.

Mountain View High School is an alternative high school in Fairfax County for those students whose life circumstances have interrupted their schooling. This includes students who may be pregnant or parenting, English language learners, older school-age students working toward a high school degree, students administratively placed because of disciplinary infractions at their base schools, and students who need a flexible program to accommodate work or family obligations.

Mountain View High School's vision, mission, and core values and beliefs encapsulate its purpose and function with at-risk students who often come to the school feeling disenfranchised and discouraged about the future.

The vision of the school states:

> Mountain View High School, an alternative high school, seeks to become an exemplar of what is best in educational practice. We want to continue creating a model community guided by our commitment to family, love, and respect, where teachers collaborate to meet the unique needs of each student. We envision our school as a challenging learning environment where all students discover their strengths and abilities and experience academic achievement and personal success.
>
> Mountain View High School seeks the increasing support of individuals and organizations from the larger Fairfax County community to engage with students in activities and form relationships that both model collaboration and provide mutual benefit.

The school's mission is:

Teachers will collaborate in their professional learning communities for the purposes of

- providing students with a challenging learning environment;
- creating a safe, secure, and accepting environment;
- giving students a solid academic foundation; and
- preparing students for the challenges of college, career, and the changing demands of tomorrow's workplace.

The core beliefs are stated as:

We believe that

- the concepts of family, love, and respect are essential elements of a successful learning community;
- the individuality of each member of our community should be recognized and valued;
- creativity, critical thinking, and leadership are essential life skills;
- clearly-stated goals establish the framework for academic achievement;
- academic and personal success can be achieved when student progress is continually assessed and instruction is tailored to individual needs;
- learning is a lifelong process and foundation for long-term success;
- technology is an essential tool for instruction, learning, communication, and creativity; and
- career and transition skills are needed to meet the challenges of the 21st century.

Mountain View Alternative High School follows the Fairfax County school improvement planning process and creates an annual plan that targets student achievement goals.

II. Describe the characteristics of the student population served by the school. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Mountain View Alternative is classified as a special purpose high school in the Commonwealth of Virginia and was "Fully Accredited" in each of the last three years. Due to rolling enrollment, the student population at Mountain View Alternative High School averages approximately 300 students at a given time (small by Fairfax County standards) and is drawn from seventeen Fairfax County traditional high schools.

MOUNTAIN VIEW HIGH SCHOOL 2009-2010

Number of Students*	Limited English Proficient LEP	Special Education SPED	General Ed Ages 21-22	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the Country
537	136	87	68	107	3	56	1
537	25%	16%	13%	20%	.05%	10%	2%

*annual enrollment of students up to age 22, taking rolling enrollment into account

Hispanic	Black	White	Asian/Pacific	Other
41%	11%	33%	10%	5%

The student body at Mountain View Alternative High School is primarily composed of students who are at significant risk to drop out of school. Several sub-populations are significant:

- Nineteen percent (19%) are pregnant and/or parenting. Project Opportunity is a program that supports pregnant and parenting students, and students aged 16 and older complete a referral process.
- Nineteen percent (19%) are Hearings Office placements. Hearings Office students aged 16 and older who have been recommended for expulsion from their base schools are administratively placed at the school.
- Eighteen percent (18%) of the student population receives special education services. Special education students are assigned through the Individualized Education Program (IEP) process.
- Seventeen-year-old students may transfer from base schools after completing a referral process that includes a review of students' appropriateness of transfer by the Nontraditional School Programs Office. Parental permission is required for all students under the age of eighteen.
- Regular education students 18 years of age or older may enroll without completing a referral process if it is determined that their educational needs can be met by the school's program. Students 18 and older may enroll without parental involvement.

The circumstances that lead to interrupted schooling for the majority of Mountain View students continue to exist in the lives of the students. Socioeconomic pressures, parenting and/or family responsibilities, and other social and emotional factors that may be under control at the time of a student's enrollment might just as easily re-appear at some point while the student is enrolled. Students over the age of 18 can opt to withdraw from compulsory education for any of the aforementioned reasons. The number of students who leave Mountain View at some point during a given school year because of difficult life circumstances is significant. Currently, 71% of the student population is 18 or older. Forty-eight percent (48%) are classified as limited English proficient (LEP). Nineteen percent (19%) are the primary wage earners for their families, and seventy-five percent (75%) of the students work at least part-time.

Thirty-seven percent (37%) of the current student body has a reduced course load, participating in four courses or fewer per semester while juggling family and/or financial obligations. Most students must provide their own transportation to school; only pregnant and parenting students and special education placement students are provided bus service to school.

Most of the students at Mountain View Alternative High School are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without any earned credits or having passed any Standards of Learning (SOL) end of course (EOC) assessments. Ninety percent (90%) of the students need two or more verified credits to meet graduation requirements at the time of their enrollment. Despite the discrepancy, many Mountain View students are able to recover credits through the school's unique instructional program. The fact that more than 50% of the school's population graduates with their cohort is significant.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

Mountain View practices open enrollment, which means that it enrolls new students approximately every two weeks throughout the school year. The school utilizes flexible schedules in which courses are offered between 8:00 a.m. and 8:00 p.m., Monday through Friday. The instructional design uses the semester (4x4) model, and students complete individual courses within a flexible framework based on a minimum of 140 hours of instructional time and mastery of all course content. This means that students start and complete courses in an individualized course of study. Essentially, students cannot fail courses as long as they remain enrolled. Instead, they are provided the time necessary to demonstrate mastery of material before they are completed in the course to earn the associated credit. The adult-oriented setting enables students to come and go in conjunction with the other responsibilities in their lives.

Students are taught both academic and social skills aimed at developing self-motivation and self-discipline as they work toward a Standard, Advanced, or Modified Diploma. The student/teacher ratio is capped at a maximum of 18:1 for all classes. Mountain View Alternative High School has an extremely professional staff. Most classroom teachers have a master's degree, and all are "highly qualified" in their respective subject areas.

In 2009-2010, SOL pass rates in ALL subject areas and with ALL subgroups exceeded 95%. Even with the small population, 97.53% of the current students passed in English, 100.00% passed in mathematics, 100% passed in history, and 95.52% passed in science. Significantly, the Latino and African-American pass rates were 100% in all subject areas.

A graduation planning session is conducted with each student at the time of his/her registration during which an approximate timeline for graduation is outlined. Students and/or parents receive a copy of the graduation plan. Updated planning meetings occur as students complete courses, and individual transition planning is completed with all students prior to graduation. Students meet with the career development coordinator, employment transition representative, and Northern Virginia Community College Career Coach to develop a written transition plan detailing, step-by-step, the tasks the student will complete prior to and upon graduating.

During the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) review process in April 2008, the Quality Assurance Review Team found Mountain View Alternative High School "Highly Functional" in six of the seven *Standards for Accreditation* and noted numerous commendations for strengths and accomplishments. They noted, "Adjusted passing rates in all subject areas and on SOL tests are impressive, especially considering the vastly needy student populations assigned, placed, or encouraged to be at Mountain View…The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve beyond what has been expected of them in other educational settings."

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

Each of the academic departments at Mountain View has established procedures for assessing student readiness using common assessments when new students begin in classes during the year. Progress is monitored closely while a student is enrolled in a class. Interim reports are generated at the mid-point of every quarter, and report cards are mailed home quarterly. Course syllabi and pacing guides provide a road map for students to complete courses, and a common post-assessment is administered in all academic classes. Both formative and summative assessment tools are used in

all classes. In SOL courses, progress is monitored closely as students prepare for the EOC assessments, and immediate remediation is undertaken if a student fails an initial attempt on an EOC assessment. All curricula are aligned with the Virginia Department of Education (VDOE) standards and the Fairfax County Public Schools (FCPS) Programs of Study.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes, Mountain View Alternative High School meets Virginia's pre-accreditation eligibility requirements in terms of promotion/retention policies, coursework that promotes graduation, instructional programs to accommodate the student population, leadership and staffing requirements, and safety provisions.

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

<u>8 VAC 20-1313-280.B.2 Expectations for School Accountability</u>
Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; (in part) The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education.

a) A benchmark of 85 points must be met for full accreditation rating.
b) A "Provisionally Accredited" rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively.
c) The graduation and completion index is based upon program completion four years after a student enters the 9th grade .

Mountain View Alternative High School meets the needs of a unique group of students who are normally behind their cohort at the time of enrollment. The school's mission is to provide a second, and in many cases, final opportunity for students to graduate. Students may take longer than the four years or eight semesters it normally takes to graduate. Since the Graduation and Completion Index (GCI) is based upon program completion in this time frame, Mountain View Alternative High School will need additional support in meeting the GCI benchmark of 85 points established for full accreditation.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

Mountain View Alternative High School proposes an alternative accreditation plan to meet the new graduation benchmark outlined in the GCI. Mountain View supports the assigned benchmark of 85 points for full accreditation. However, given the unique qualities of the student population served by Mountain View, an alternative point system is proposed.

1. As stated previously, a majority of students who enroll at Mountain View are already behind their cohort for graduation. Many students are over age 18 and, by law, can leave school. Those who do drop out do so in order to work to support themselves and their families or raise children. Yet many have made the commitment to continue working towards a diploma beyond the time limitations set by the state and in spite of their socioeconomic circumstances. Most would be unwilling or unable to re-enroll in a traditional high school setting, and Mountain View provides a true alternative to dropping out. Any student who continues in school beyond cohort graduation or who earns a GED is one less dropout in the Commonwealth of Virginia. The school's dropout rate was 31.86% in 2007-2008 and 22.69% in 2008-2009. Given that students over the age of 18 are not required to remain in school, a GCI bonus of 5 points will be added to the school's GCI for maintaining a dropout rate below 25% for these overage students.

2. A number of Mountain View students reach the maximum age to receive qualified educational services before they earn a diploma. Mountain View continues to work with these students beyond the state's limit to ensure they will eventually obtain a diploma. If 50% or more of this population continues to work toward a diploma beyond their final year of eligibility, a GCI bonus of five (5) points will be added to the school's GCI. Also, for the purposes of GCI calculations, these students will not be counted as dropouts.

3. A large percentage of the school's at-risk population earn high school diplomas, and a significant percentage of students opt to enroll in college after leaving Mountain View. Students for whom completing high school had once seemed impossible develop the skills and self-confidence to succeed in the world. Therefore, a GCI bonus of five (5) points will be added to the school's GCI if 75% or more of its graduates enroll in a two- or four-year college, join the military, or obtain a full-time job, as reported in the Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools.

4. Though the majority of students, by regulation, are behind their cohort when they enter Mountain View, they have chosen to remain in school and pursue a high school education. Many of these students are juggling employment and/or family obligations. For these students, a reduced course load and extended time for completing course requirements are two alternative strategies that often lead to success. However, these strategies result in students falling further behind their cohort despite the fact that they are making steady progress toward meeting their academic goals. Students who are progressing at a slow but steady pace represent success at Mountain View. Students will be identified who are enrolled in fewer than four courses and who need extended time for completing course requirements while shouldering work and family responsibilities. If 75% of these students continue to meet the goals of their educational plans, a bonus of five (5) points will be added to the school's GCI.

5. In addition, if 80% of the students who were placed at Mountain View by the Hearings Office are either still enrolled at the end of the school year or have graduated, a GCI bonus of five (5) points will be added to the school's GCI.

6. For the purposes of calculating the GCI, the following exceptions will also be made in determining which students to include in the cohort and GCI calculations:

   - Students 18 years of age or older who move out of the country; and,
   - Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

   Under VDOE regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index:

Student Status	Point Value
Graduate - Board Recognized Diploma	100
Students Still Enrolled	70
GED	75
Certificate of Completion	25
Dropouts	0
1. Maintaining a dropout rate below 25%	+5 GCI Bonus Points
2. When 50% of the students who reach the maximum age for educational services continue in school	+5 GCI Bonus Points
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5 GCI Bonus Points
4. When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5 GCI Bonus Points
5. When 80% of the students placed by the Hearings Office are still enrolled or graduate	+5 GCI Bonus Points

Example of Alternative GCI Calculations

Calculation:
Total Points/Total Number of Students + GCI Bonus Points = Accreditation Rating

Student Status	Point Value	# of Students*	Point Value	Accreditation Rating
Graduate - Board Recognized Diploma	100	150	15,000	
Students Still Enrolled	70	5	350	
GED	75	3	225	
Certificate of Completion	25	0	0	
Dropouts	0	40	0	
TOTAL		198	15,575	78.7
GCI bonus for maintaining a dropout rate below 25%	+5		5	

GCI bonus when 50% of the students who reach the maximum age for educational services continue in school	+5		0	
GCI bonus when 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5		5	
GCI bonus when 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
GCI bonus when 80% of the students placed by the Hearings Office are still enrolled or graduate	+5		5	
GCI BONUS POINT TOTAL			20	
FINAL GCI TOTAL				98.7

*Includes General Education students to age 20 and LEP and Special Education students up to age 22.

VIII. Identify those individuals who were involved in the development of the proposed plan.

Eric Kinneman, Director of Student Services, Mountain View High School
Kathy Oliver, Director, Office of Student Testing, Department of Professional Learning and Accountability
Michelle Rahal, Manager, Office of Student Testing
Ellen McCarthy, Coordinator, Nontraditional School Programs
Janet Sorlin-Davis, Intervention and Prevention Services

IX. Describe the method(s) to be used in evaluating the success of the plan.

Mountain View students are held to the same performance standards as their peers in traditional Virginia high schools and will be expected to achieve an adjusted pass rate of 70% in each of the core academic areas (English, mathematics, science, and history). Therefore, Mountain View's primary goal is to ensure it can maintain accreditation given the new GCI regulations by recognizing and addressing the needs of its students. The primary method to evaluate the success of the plan will be determined by whether the GCI benchmark of 85 points was met. To do this, the dropout rate will be closely monitored through the use of withdrawal codes in the division's student information system and college enrollment will be collected through the FCPS Senior Survey tool and the National Student Clearinghouse's Student Tracker for High Schools. Enrollment and graduation status will also be tracked in the county's student information system and documented as required for those students placed at Mountain View by the Hearings Office. In addition, Virginia on-time graduation data and achievement indicators from the annual school improvement plan will be used to evaluate the success of the alternative accreditation plan.

Attachment B

Signature Page

Request for Approval of an Alternative Accreditation Plan (Woodson Adult High School)

Proposed Alternative Accreditation Plan
Woodson Adult High School
Fairfax County Public Schools

School Name:	Woodson Adult High School
Division:	Fairfax County Public Schools
School Address:	4105 Whitacre Road, Fairfax, VA 22032
Contact Person:	Mrs. Jane Cruz
Telephone Number:	703-503-6405
Email:	Jane.Cruz@fcps.edu
Proposed Duration:	Three Years
Grade Levels Served:	Grades 9-12
Number of Students enrolled by grade:	(January 2011 enrollment) Ninth grade – 69 students; Tenth grade – 55 students; Eleventh grade – 103 students; Twelfth grade – 273 students

I. Describe the mission and purpose of the school.

Mission Statement: To communicate consistently, comprehend patiently, and collaborate tirelessly as a strong family to build a community.

The Woodson Adult High School (WAHS) mission is to provide an adult educational environment that is student-centered, academically challenging, innovative, individualized, equitable, and standards-based for those adults seeking a Standard or Advanced Studies High School Diploma and progressing on to post-secondary education. The purpose of WAHS is to ensure that no adults are left behind in their pursuit of career ambitions. Adults enter WAHS with a variety of experiences on which to build; the creative task of the administration and teachers is to weave those adult experiences into the competencies required to succeed in the content coursework.

Woodson Adult High School programs and staff are responsive to changes in the needs of our students, community, and technology-based society as they strive to inform students of learning opportunities that will lead to a high school credential. The day and evening programs at WAHS provide opportunities for adult learners to identify their needs and accomplish their educational goals in an environment that is safe, supportive, respectful, cooperative, equitable, and engaging. The mission of the teachers is to empower the students' personal, intellectual, and social growth; to model open communication, kindness, commitment, and integrity; to provide a supportive climate in which students can learn; to support students' full individual development; and to meet the diverse needs of all students. Woodson Adult High School makes available the options, tools, and resources to inspire lifelong learning.

Core Values/Beliefs
Woodson Adult High School believes in

- fostering a community of reflective, independent learners who can apply their knowledge in problem-solving situations so as to make connections among areas of study and between schoolwork and real world events;
- treating all students with respect and dignity in an environment that stresses trust, decency, and a climate of positive expectation;

- creating an educational environment that embraces the many cultures and perspectives that are the basis of a pluralistic society;
- providing equitable access to the materials and equipment necessary for meeting the needs of a diverse student body with an array of learning styles;
- equipping teachers to be highly qualified to ensure that instruction is cognitively and developmentally appropriate;
- providing students with access to a rich and challenging curriculum that fosters critical thinking, creativity, and successful performance capabilities; and
- using assessment strategies that are appropriate and authentic to the individual goals being pursued; evaluation measures that are culturally sensitive and permit students to demonstrate their capacities using diverse modes of expression and performance.

Woodson Adult High School provides traditional high school classes in a non-traditional environment, accredited correspondence coursework, supervised independent study, dual enrollment at Northern Virginia Community College (NVCC), flexible scheduling, individualized support, and referral to Adult and Community Education career development programs. Woodson Adult High School follows the same scope and sequence outlined in the Fairfax County Public Schools (FCPS) secondary Program of Studies (POS). The curriculum is designed to educate adults to improve their abilities as parents, employees, and citizens; to reinforce the value of lifelong learning; to provide counseling to adult students in defining their personal, academic, and career goals; and to provide the resources for adults to achieve their high school diploma. Woodson Adult High School follows the Fairfax County School Improvement Planning process and yearly creates a plan that involves and includes all students and staff. Student achievement goals target success in academics, life skills, and community responsibility.

Woodson Adult High School operates under the criteria established by the *Regulations Governing Adult High School Programs*, 8 VAC 20-30-20, Superintendent's Memo #98, dated May 6, 2005, which states that "only in exceptional circumstances should local school officials permit a school-aged individual to earn credits toward high school graduation in adult classes." All WAHS students are 18 years old or older and do not enter WAHS until after their assigned cohort graduating class has graduated.

Woodson Adult High School has achieved full state accreditation for the past five years by all measures. In 2009, WAHS received a Rising Star award from the Virginia Department of Education (VDOE) for exceeding the minimum requirements for learning and achievement of the Commonwealth's Index of Performance for three consecutive years. The award recognized WAHS as a school that provided expanded opportunities for learning and achievement, as evidenced by the progress of its students on multiple indicators, including an increase in the percentage of students demonstrating advanced proficiency across the curriculum.

II. Describe the characteristics of the student population served by the school. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Woodson Adult High School students come from diverse backgrounds and with varied life experiences. At any given time, approximately 525 students (school age and adults) are enrolled in one to four classes while they work toward achieving their high school diploma. Because of the open enrollment, the number of students varies. Ninety-five percent (95%) of the students who

enrolled this school year live at the poverty level as defined by the federal government's Lower Living Standard Income Level (LLSIL). Fifty-three percent (53%) of the students are male; 47% are female.

Eighty-two percent (82%) of the 500 current students (January 2011 enrollment) are English language learners (ELL) from 57 different countries, including Latin America, Asia and South Asia, Africa, and Europe, who join students from all across the United States to enrich the WAHS community. In addition to representing 57 countries and speaking 38 languages, the WAHS students range in age from 18 to 68, with 35% of the student body considered "school-age" (175 students). Latinos comprise 53% of the student population; blacks, 14%, whites, 12%; Asians, 19%; and multiracial, Pacific Islander, and American Indian, 2%.

The 2009-2010 snapshot of WAHS's student population, ages 18 to 22, mirrors the total enrollment of the adult high school:

WOODSON ADULT HIGH SCHOOL 2009-2010

Number of Students*	Limited English Proficient LEP	Special Education SPED	General Ed Ages 21-22	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the Country
274	204	0	70	10	0	NA	6
274	74%	0	26%	4%	0	NA	2%

*Annual enrollment of students up to age 22, taking rolling enrollment into account.

Hispanic	Black	White	Asian/Pacific	Other
57%	15%	10%	17%	1%

Woodson Adult High School provides a safety net for those adult students who have special educational needs. Those needs may be cognitive or affective. The students may need smaller classes, differentiated instruction, differentiated scheduling, close monitoring by an administrative staff that tracks individual student progress, a different type of student body, or intensive English for Speakers of Other Languages (ESOL) services. Woodson Adult High School offers a full complement of courses in the morning and early afternoon and another full complement of courses in the late afternoon and evening, providing an opportunity for students who work or take care of their families to continue with their education. The evening program operates on an open-entry, year-round format, while the day program operates on a four-by-four semester schedule. The schedules are designed for students who require a flexible program in a non-traditional environment that can accommodate career and family obligations.

A majority of the adult students have experienced interruptions in their education because of life circumstances, such as a need to provide for their families, complete a pregnancy, or care for their parents. A number of students are at-risk due to serious life challenges or are refugees from countries where war has dictated their lives. Some students are older adults who postponed their high school education many years prior to enrolling at WAHS.

Because WAHS is an adult high school, students choose to attend; the administration and faculty work directly with students themselves rather than parents to define a program and select classes to meet individual needs.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

In order to provide adults consistent and timely services, WAHS offers an open-entry, open-exit, eleven-month evening program. Evening classes meet in the late afternoon and evening four days a week. Day classes are offered in the morning and early afternoon five days a week. The alternative scheduling allows students to enroll in one to four classes at a time as they juggle school work and family responsibilities. Woodson Adult High School offers all courses necessary for a student to complete the requirements for a high school diploma, but the length of time it takes a student to complete the program is dependent upon the needs of each individual student.

Woodson Adult High School offers 71 sections of content and elective courses with an additional 29 sections offered through Credit by Objective (CBO). Credit by Objective is an alternative instructional delivery method that includes student-directed independent study, correspondence classes, community college enrollment, and other options. Woodson Adult High School complies with all requirements for graduation from secondary schools, with the exclusion of physical education (VAC 20-30-10). There are no extracurricular sports activities, but there are weekend history trips (e.g., History on Location) and school-wide functions such as the Harvest of Cultures. Graduates may earn a Standard or an Advanced Studies Diploma and be awarded a Governor's Seal. There are no AP or IB courses.

Woodson Adult High School, in collaboration with the NVCC Adult Career Pathway Program, has developed a seamless transition program for WAHS graduates to access the NVCC program of their choice. Components of the alliance include NVCC counseling for WAHS graduates, orientations, and COMPASS testing at WAHS. In addition, NVCC classes offered at WAHS include the skill development course and dual enrollment in English 111 and 112 for English 12 credit.

Because the basis of the WAHS instructional program is mastery of competencies, as long as a student progresses and remains enrolled, he does not fail. Oftentimes, because of the highly transient nature of our adult student population, achieving the competencies of a course could take several months or more than a year. Because it is an adult high school, students may leave to comply with seasonal work or needs of a family and return at a later date to complete their coursework. Unfortunately, this is the reality of a majority of WAHS students.

Expanding Literacies is an elective course offered to students needing reinforcement in reading and writing skills. It includes test preparation and test taking strategies. Other credit recovery services include a two-day-a-week writing lab, a two-day-a-week reading clinic, English 12 with a Standards of Learning (SOL) Focus, and SOL preparation classes taught right before the testing window each iteration.

Unique to WAHS is the Computers and Tutors Lab (CAT Lab). The lab is the result of a 15-year collaborative venture between WAHS and Woodson High School. Woodson Adult High School provides the hardware and software, and Woodson High School provides the space. With the state-imposed curricular demand for including technology in the high school classes, the CAT Lab has restructured access for WAHS students and teachers. Woodson Adult High School provides the comprehensive educational and career preparation services for adult students who have not been

successful in other school settings or have postponed their education for reasons listed elsewhere. Each year an average of 100 students graduate in two celebrations. Although students receive their diplomas as they complete their credits, oftentimes they also participate in one of the celebrations. A 74-year old graduate walking across the stage to shake the division superintendent's hand is a powerful motivator to all adult students who are still working toward that moment. More than 70% of WAHS graduates go on to college, including NVCC, state universities, and Ivy League colleges.

Woodson Adult High School receives support from the Volunteer Learning Program (VLP), a free tutorial program designed to meet the academic needs of the WAHS students. The volunteer tutors work one-on-one with students and with multiple learners in a classroom.

The average student-teacher ratio is 18:1, which allows for individualized instruction, as well as differentiated group instruction. In English and ESOL, there are often 30:1 student-teacher ratio because of the growing need for adult high school credentialing in Northern Virginia. Volunteer Learning Program tutors have become an integral part of the entire curriculum, supporting classes as well as individuals. Each year, 25 or more VLP tutors participate in classes and specialized writing and reading labs. Additional volunteer tutors from VLP work individually with students on the students' own time.

The profile of the WAHS teachers reflects a diverse and experienced instructional staff whose ages range from the 20's to the 70's. Ninety-five percent (95%) of the hourly instructors also teach the same subject during the day in another Fairfax County public school, and all are endorsed to teach in their subject area. Thus, they have comprehensive knowledge of the requirements for their particular disciplines. Three teachers are assistant principals in FCPS, and one is a summer school principal. Others include a former assistant director of education with the Future for NASA, a policy analyst for the U.S. Army, and a self-employed businessman. Three percent (3%) of the teachers have a Ph.D., 81% have a master's degree, and 16% have a bachelor's degree. The staff is racially and ethnically diverse, with 50% of the staff of Asian, African-American, African, or Latino origin. All teachers are highly qualified.

The WAHS administrator also administers the National External Diploma Program (a diploma-granting program), General Educational Development (GED) preparation and testing, outreach learning/adult basic education classes, and the Volunteer Learning Program. Support for the day program includes an assistant administrator, one school counselor, and a safety and security assistant, as well as four contracted instructional staff. Support for the evening program includes an administrative assistant, a finance assistant, a student information assistant, a half-time technology support specialist, a school-based technology specialist, two educational specialists, one school counselor, and a safety and security assistant. Since fiscal year 2006, there are three-and-a-half contracted teachers in the evening program with the remaining instructional staff paid hourly, teaching from one to three classes a week. There are no assistant principals, visiting teachers, school social workers, school psychologists, special education teachers, or reading specialists.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

Assessment is both formative and summative. Pencil and paper assessments, informal teacher evaluations, self-assessments, projects, and other demonstrations of mastery of knowledge are used. Woodson Adult High School utilizes the Virginia Standards of Learning (SOL) for curriculum, instruction, and assessment. End-of-course SOL tests are administered to students who entered

ninth grade after the year 2000. In addition, WAHS complies with the accountability standards set forth by the *Workforce Investment Act*, which are measured through the National Reporting System for Adult Education.

Each student has a portfolio that contains the standards-based curriculum outline for the course as well as the units of work to be completed with grades earned and dates of completion. Students must complete and pass each unit of work to receive course credit. Students are aware of their progress, as well as what they need to learn and do to successfully complete a course. Course completion is not based upon seat time or hours spent in the class. Portfolios are submitted for review by an educational specialist when students complete a course. Portfolios are kept on file for a period of one year.

Fairfax County Public Schools administers ESOL assessments to students who are ready to move from one level of language proficiency to another. Woodson Adult High School has students at state ESOL levels 2, 3, and 4 and complies with state regulations to administer the World-Class Instructional Design and Assessment (WIDA ACCESS for ELLs®) test to its limited English proficient (LEP) students. Students must achieve specific reading, writing, and oral scores to exit a given level of ESOL services.

Standards of Learning test-taking and course specific strategies are embedded throughout each course, often in the form of warm-ups at the start of class or in the use of released practice test items. Students are encouraged to attend preparation and review sessions, which are held before each testing window. Materials used are computer simulated games, various coaching books, and online resources provided on the VDOE Web site.

Although the regulations for adult secondary education require 108 seat hours of instruction (VAC 20-30-20), WAHS courses are competency-based and aligned with the SOL. Most often, students will remain in class longer than 108 hours in order to master the competencies. Woodson Adult High School is an 11-month program with open enrollment. Evening students attend one (five hours per week) to four (20 hours per week) courses at a time; day students attend up to five (5) hours per day. During their studies at WAHS, students may take from one (1) to 21 courses in order to fulfill their graduation requirements.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes, Woodson Adult High School meets Virginia's pre-accreditation eligibility requirements in terms of promotion/retention policies, coursework that promotes graduation, instructional programs to accommodate the student population, leadership and staffing requirements, and safety provisions.

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

<u>8 VAC 20-1313-280.B.2 Expectations for School Accountability</u>
Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; (in part) The percentage of students graduating from or

completing high school based on a graduation and completion index prescribed by the Board of Education.

a) A benchmark of 85 points must be met for full accreditation rating.
b) A "Provisionally Accredited" rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively.
c) The graduation and completion index is based upon program completion four years after a student enters the 9th grade .

By virtue of the regulation that restricts enrollment in WAHS until age 18, students are already behind their cohort when they enroll. Typically, a regular high school student can take between five and seven courses a day to earn a diploma in four years. A WAHS student can take no more than four credits at a time during the evening program, and each credit takes approximately seven months to complete. Due to the realities of the adult students' schedules and family obligations, many are not able to attempt four credits at a time and must move at a slower pace. In addition, over 82% of the students at WAHS are classified as ELL. Because many of these students have not previously earned secondary credits, they are registered as 9th graders when they enter WAHS. Given their educational background and current responsibilities, adult students at WAHS commonly take more than five, often six, years to graduate with a Standard Diploma.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

Woodson Adult High School staff members are dedicated to the goal of providing opportunities for WAHS students to identify their needs and accomplish their educational goals. These goals include the receipt of a Standard or Advanced Studies Diploma and access to post-secondary education. Woodson Adult High School students face unique challenges in meeting their goals and, frequently, alternative strategies are required in developing their educational plans. Therefore, WAHS requests approval of an approach to calculating the Graduation and Completion Index (GCI) that recognizes the need for alternative strategies and rewards the successes of students who are making steady progress toward the achievement of their goals.

One-hundred percent (100%) of the student body at WAHS are students who have not been successful in school previously for a variety of reasons. The circumstances that prevented the WAHS students from succeeding in a traditional school setting still persist in their lives--socioeconomic pressures, parenting issues, life circumstances, career expectations, English language learner status, and family mobility. Students who are 18 years old and older may cease to attend school at any time due to difficult life circumstances, and they remain at high risk to drop out again if re-enrolled.

Woodson Adult High School proposes an alternative accreditation plan to meet the new graduation requirement for accreditation:

Although WAHS supports the assigned benchmark of 85, in order to accommodate the unique qualities and realities of the WAHS student population, an alternative point system is requested.

1. A majority of students who enroll at WAHS are already behind their cohort for graduation. Many students are over age 18 and, by law, can leave school. Those who do drop out do so

in order to work to support themselves and their families or raise children. Yet many have made the commitment to continue working towards a diploma beyond the time limitations set by the state and in spite of their socioeconomic circumstances. Given that students over the age of 18 are not required to remain in school, a GCI bonus of five (5) points will be added to the school's GCI for maintaining a dropout rate below 25% for these overage students.

2. A number of WAHS students reach the maximum age to receive qualified educational services before they earn a diploma. Woodson Adult High School works with these students beyond the state's limit to ensure they will eventually obtain a diploma. If 50% or more of this population continues to work toward a diploma beyond their final year of eligibility, a GCI bonus of five (5) points will be added to the school's GCI. Also, for the purposes of GCI calculations, these students will not be counted as dropouts.

3. A great majority of WAHS graduates immediately enter college, join the military, or become employed. A bonus of five (5) points will be added to the school's GCI when 75% or more of a graduation class enrolls in post-secondary education, joins the military, or obtains a full-time job. The Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools will serve as the tools to collect this data.

4. Though the majority of students are behind their cohort when they enter WAHS, they have chosen to remain in school and pursue a high school education. Many of these students are juggling employment and/or family obligations. For these students, a reduced course load and extended time for completing course requirements are two alternative strategies that often lead to success. However, these strategies result in students falling further behind their cohort despite the fact that they are making steady progress toward meeting their academic goals. Students who are progressing at a slow but steady pace represent success at WAHS. Students will be identified who are enrolled in fewer than four (4) courses and who need extended time for completing course requirements while shouldering work and family responsibilities will be identified. If 75% of these students continue to meet the goals of their educational plans, a bonus of five (5) points will be added to the school's GCI.

5. Woodson Adult High School offers career development certificate courses funded by the federal Carl D. Perkins grant. Several students take advantage of these courses and complete their education with certificates in a variety of fields, such as medical assistant, veterinary assistant, desktop publishing technician, and accounting assistant. To recognize enrollment and success in those programs, a bonus of five (5) points will be added to the school's GCI when 25% or more of a graduation class participates in and completes the career development program.

6. Woodson Adult High School and NVCC have collaborated to make the Adult Career Pathway Program available to students in the area. The program was designed to help students navigate the transition from high school to college. College classes are held at WAHS with student visits to NVCC. Upon high school graduation, students continue their education at NVCC with further emphasis on the next transition—getting students to enroll in a four-year college or university. A bonus of five (5) points will be added to the school's GCI when 25% or more of a graduation class participated in the WAHS-NVCC Adult Career Pathway Program.

7. In addition, for the purposes of calculating the GCI, the following exceptions will be made in determining inclusion in the cohort and GCI calculations:

   - Students 18 years of age or older who move out of the country; and,
   - Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

   Under VDOE regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index:

Criteria	**Point Value**	**Students Included**
Diploma graduates	100	General education students to age 20; ESOL students to age 22
Still enrolled students	70	General education students to age 20; ESOL students in final year only
GED recipients	75	General education students to age 20; ESOL students to age 22
Dropouts	0	General education students to age 20; ESOL students to age 22
1. Maintaining a student dropout rate below 25%	+5	GCI Bonus
2. When 50% of the students who reach the maximum age for educational services continue in school	+5	GCI Bonus
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5	GCI Bonus
4. When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5	GCI Bonus
5. When 25% or more graduates participate in a school-based career development program	+5	GCI Bonus
6. When 25% or more graduates participate in the NVCC Adult Career Pathway Program	+5	GCI Bonus

<u>Example of Alternative GCI Calculations</u>

Calculation:

Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating

Student Status	**Point Value**	**# Students***	**# Points**	**Accreditation Rating**
Diploma graduate	100	25	2,500	
Still enrolled students	70	30	2,100	
GED recipients	75	6	450	
Dropouts	0	15	0	
TOTAL		**76**	**5,050**	**66.4**

Maintaining a student dropout rate below 25%	+5		5	
When 50% of the students who reach the maximum age for educational services continue in school	+5		5	
When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5		5	
When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
When 25% or more graduates participate in school-based career development program	+5		0	
When 25% or more graduates participate in the NVCC Adult Career Pathway Program	+5		5	
GCI BONUS POINT TOTAL			25	
FINAL GCI TOTAL				**91.4**

*Includes only General Education students to age 20 and ELL students to age 22 where applicable.

VIII. Identify those individuals who were involved in the development of the proposed plan.

Jane Cruz, Administrator, Woodson Adult High School and Adult High School Completion
Kathy Oliver, Director, Office of Student Testing, FCPS Department of Professional Learning and Accountability
Michelle Rahal, Manager, Office of Student Testing
Ellen McCarthy, Coordinator, Nontraditional School Programs
Janet Sorlin-Davis, Department of Special Services, Intervention and Prevention Services

IX. Describe the method(s) to be used in evaluating the success of the plan.

To ensure that WAHS can achieve the new graduation benchmark of 85, staff will incorporate the following practices:

- Monthly audits on the application of dropout codes
- Monthly audits on coding students who have not been enrolled for at least two semesters
- Tracking general education students
- Tracking student enrollment in a college or university, the military, or a technical program via the Student Survey tool and the National Student Clearinghouse's Student Tracker for High Schools
- Tracking employment practices via the Student Survey tool
- Tracking career development certificates awarded through the Carl D. Perkins grant
- Tracking courses completed through the WAHS- NVCC Adult Career Pathway Program
- Virginia On-time Graduation data collected via FCPS's student information system
- Achievement Indicators from Woodson Adult's Student Improvement Plan

Attachment C

Signature Page

Request for Approval of an Alternative Accreditation Plan (Bryant Alternative High School)

Proposed Alternative Accreditation Plan
Bryant Alternative High School
Fairfax County Public Schools

School Name:	Bryant Alternative High School
Division:	Fairfax County Public Schools
School Address:	2709 Popkins Lane, Alexandria, VA 22306
Contact Person:	Mr. Larry Jones
Telephone Number:	703-660-2091
Email:	Larry.Jones@fcps.edu
Proposed Duration:	Three Years
Grade Levels Served:	Grades 9-12
Number of Students enrolled by grade:	9th grade – 35; 10th grade – 54; 11th grade – 94; 12th grade – 119

I. Describe the mission and purpose of the school.

Mission
Bryant Alternative High School inspires and empowers a diverse student population to earn a high school diploma in a non-traditional setting.

Vision
Commitment to Excellence – Bryant, a fully accredited special purpose high school, seeks to improve and provide the necessary support for students and staff to grow personally and professionally.

Commitment to Educational Achievement – Bryant students develop the academic and workforce skills necessary to be successful in their lives. A flexible environment accommodates diverse learning and life situations in which students are encouraged to expand their horizons through the pursuit of further academic, vocational, technical, and career training.

Commitment to Family and Community Involvement – Bryant students are encouraged to develop attitudes and skills that will allow them to be effective, productive, and contributing members of their families and communities. Additionally, the cultural diversity of Bryant affords faculty, staff, and students the opportunity to understand and appreciate a myriad of peoples and cultures.

Core Beliefs
The staff at Bryant Alternative High School believes that common goals and shared values are necessary for student success:

- Faculty and staff, students, parents, and the community all share in the responsibility for success of the school's mission.
- Mutual respect and caring interpersonal relationships lead to increased student self-esteem and positive staff morale.
- Students may need the support of specialists such as social workers, career specialists, school psychologists, and health care professionals to succeed.
- Flexible scheduling and specialized programs accommodate home, academic, and work requirements of our students.

- A safe and comfortable physical environment facilitates learning.
- Small, supportive classes allow for individualized instruction.
- A variety of teaching strategies and assessment techniques promotes high academic achievement while providing for different learning styles.
- Vocational, technical, and career training prepares students to pursue further education and career paths.
- Ongoing use of technology tools and training enhances teaching and learning.
- The cultural diversity at Bryant contributes to the understanding and appreciation of different people and cultures.

Goals and Expectations

Bryant Alternative High School follows the Fairfax County school improvement planning process and annually creates a plan that involves and includes all students and staff. The primary Student Achievement Goals at the division and school levels are as follows:

Academics – All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

> ***School Objective***: Faculty and staff will improve student academic literacy through reading, writing, and math skills utilized throughout the curriculum.

Essential Life Skills – All students will demonstrate the aptitude, attitudes, and skills to lead responsible, fulfilling, and respectful lives.

> ***School Objective***: Faculty and staff will develop and offer a variety of classes and programs to improve the awareness of employment skills and employment opportunities in our community. Increasing job readiness skills will encourage students to become responsible, respectful, and self-reliant adults.

Responsibility to the Community – All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

> ***School Objective***: Faculty and staff will inform students of and encourage participation in opportunities that foster civic responsibilities that build strong and healthy communities.

II. Describe the characteristics of the student population served by the school. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Bryant Alternative High School, along with its satellite school (Landmark Career Academy), offers an educational option for Fairfax County students whose life circumstances have interrupted their schooling. The school serves English language learners, older school-age students working toward a high school degree, students who have been administratively placed, and students who need a flexible program to accommodate work or family obligations.

Bryant students come from diverse backgrounds and are provided with additional counseling and mentoring support that will enable them to succeed and earn their high school diploma. Some are referrals from other schools because of attendance issues, discipline problems, or lack of academic progress. Others are pregnant or returning to school after dropping out. Bryant serves as the base school for a number of 11th and 12th grade students who have been recommended for expulsion by the Fairfax County School Board. These Hearings Office placed students, due to their disciplinary

infractions, are not permitted to attend any other Fairfax County Public Schools (FCPS) traditional high school. Bryant's mission is to provide these students with a second, and in many cases, a final opportunity to graduate.

Based on the 2009-2010 data, the student population at Bryant averages approximately 300 and is drawn from 15 Fairfax County traditional high schools and over 10 other alternative programs. The ethnic composition of Bryant's students is predominantly Hispanic (54%) and black (not of Hispanic origin) (27%). White students are a minority, making up approximately 8% of the student body. Compared to national, Virginia, and Fairfax County demographics, many Bryant students live at or below the poverty line and are more likely to be members of one-parent families and/or have parents with little or no formal education. The National School Lunch Program Free and Reduced Price Eligibility report shows that 49% of Bryant students are eligible. Current data indicates that 62% of Bryant students are not native English speakers. They and their families face challenges of adjustment to their new country and learning a new language, while at the same time providing for themselves and their families in a new culture. Student data indicates the majority of students work long hours to support themselves and their families, and more than half do not have health insurance and, as a result, miss school frequently because of their own or family members' health issues.

Bryant Alternative High School 2009-2010

Number of Students	Limited English Proficient LEP	Special Education SPED	General Ed Ages 21-22	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the Country
278	141	39	22	50	28	60	6
278	51%	14%	8%	16%	10%	22%	2%

Hispanic	Black	White	Asian/Pacific	Other
54%	27%	8%	8%	3%

Most of the students at Bryant Alternative High School are already behind their cohort for graduation when they enroll at the school. Some students transfer in after three years of high school with few earned credits. The average score on the Degrees of Reading Power (DRP) for a student entering Bryant Alternative High School is a 62 DRP unit, which equates to a high school textbook readability level of a high 8th/low 9th grader. On a basic mathematics test patterned on 7th and 8th grade Virginia standards, the average score for Bryant students is 64%. Based on these test results, approximately two-thirds of entering students exhibit deficiencies in mathematics. An entering student has a grade point average (GPA) of 1.93. Despite the low academic achievements, many are able to recover credits through the school's focused instructional program that incorporates teach/re-teach strategies.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

Bryant Alternative High School practices open enrollment, which means that it enrolls new students approximately every two weeks throughout the school year. The school utilizes flexible schedules

where courses are offered between 8:30 a.m. and 6:00 p.m., Monday through Friday. The instructional design uses the semester (4x4) model, and students complete individual courses within a flexible framework based on mastery of all course content. Essentially, students are provided all the time necessary to demonstrate mastery of material before they are completed in the course. Remediation classes such as Success Prep, Expanding Literacies, English 12 with SOL Focus, Reinforcing Foundations (for Special Education students), and English for Speakers of Other Languages (ESOL) writing class provide additional support for those students who need more assistance with their academic skills. Additionally, Focused Instructional Time (FIT) allows students the opportunity to meet in small groups or individually with their teachers to receive assistance. Focused Instructional Time meets twice a week during the school day. Bryant has also developed a credit recovery/new course option program for students attending traditional high schools in the surrounding areas. Students are enrolled concurrently in both schools and attend afternoon classes at Bryant from 3:15 p.m. to 6:00 p.m., Monday through Thursday, September through August. Grades are transferred back to the students' base schools, thus enabling them to graduate on time with their cohort class.

Real-World Programs

Bryant offers a unique parenting education program for pregnant and parenting youth called Project Opportunity. Students in this program take focused parenting education, child development, and relationship classes. Project Opportunity is completing its 23rd successful year.

Within Project Opportunity exists the Jobs for Virginia Graduates (JVG) grant program that assists economically disadvantaged pregnant or parenting teens with supports for graduation, employment, and job retention. The JVG employment preparation curriculum focuses on career awareness, resume writing, and interviewing skills. It also assists students in gaining employment while attending high school and retaining quality jobs after graduation through post-secondary education opportunities (e.g., community college, four-year college, business, trade, or technical programs) and training opportunities (e.g., apprenticeship, military, or correspondence). During the 2009-2010 school year, 37 students were enrolled in the "senior" program and 8 students were enrolled in the "multi-year" program. The roster class of 2010 included 15 students who graduated as senior JVG completers. The roster class of 2009 achieved a 90% graduation rate and 80% found full-time employment. The JVG grant program has been a component of Project Opportunity at Bryant Alternative High School since 1997.

Specialized programs have been created by staff to assist students who have been placed at Bryant by the Hearings Office, but they are also available to other students who can benefit from these programs. Success Prep and Reinforcing Foundations offer focused support in the four core subjects to students who have passed an academic class but not the correlated SOL test. An English for Speakers of Other Languages (ESOL) writing class offers second language learners extra support when necessary. Students are identified for these specialized programs by the Student Entry Assessment Team (SEAT) based on orientation test scores, Standards of Learning (SOL) scores, Individualized Education Program (IEP) goals, and transcript information.

In addition to specialized programs, Focused Instructional Time (FIT) is offered twice a week to allow students the opportunity to meet in small groups with their teachers to receive assistance where needed. The Student Leadership Committee also provides students with opportunities to develop positive leadership traits through school projects and community service projects. The counselors and the career specialist encourage students to participate in workshops dealing with essential life skills.

Landmark Career Academy (LCA), located at Landmark Mall, is a satellite of Bryant Alternative High School. The program focuses on incorporating high school coursework with job-embedded practices. Students in grades 11 and 12 utilize computer-based instruction to complete courses as well as internships, resume writing, job-skill building workshops, and on-the-job supervision. All LCA data is reported with Bryant SOL/graduation statistics.

The adult-oriented setting at Bryant enables students to come and go in conjunction with the other responsibilities in their lives. Students are taught both academic and social skills aimed at developing self-motivation and self-discipline as they work toward a Standard, Advanced, or Modified Diploma.

Teaching Staff

Bryant Alternative High School has an extremely professional staff. Most classroom teachers have a master's degree, and all are "highly-qualified" in their respective subject areas. The student/teacher ratio is capped at a maximum of 19:1 for all classes.

Special Purpose School

Bryant Alternative High School is small by Fairfax County standards. It is classified as a special purpose high school in the Commonwealth of Virginia. Bryant Alternative High School was Fully Accredited in each of the last five years. The 2009-2010 SOL pass rates were 97% for English, 84% for mathematics, 98% for history, and 85% for science.

During the Council on Accreditation and School Improvement Southern Association of Colleges and Schools (SACS CASI) review process in December 2007, the Quality Assurance Review Team found Bryant Alternative High School "Highly Functional" in all seven Standards for Accreditation and noted numerous commendations for strengths and accomplishments. They noted, "Student test scores have steadily improved and the school has passed all end of course tests for two years in a row…The teachers are encouraged and supported by administration to try new techniques and new programs if they help with the vision and purpose of the school…The school is a dynamic organization which over the years has adapted and adjusted its curriculum and practices to meet the needs of a changing and diverse student body." Through the SACS process, Bryant is accredited as a special purpose school.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

When students enter Bryant Alternative High School, they are required to attend a one-day orientation session to introduce them to the expectations of the school. They are also given a reading, mathematics, and writing assessment. Students write a reflection paper on why they came, what their goals are, and what they expect to accomplish at Bryant. They are asked to give any information they feel is important for their future success. Before students are enrolled in classes, the Student Entry Assessment Team (SEAT) meets to discuss the best placement for each student. The committee consists of counselors from student services, the department chairs of the core subjects, the Special Education Department Chair, and the Director of Student Services. Test scores from orientation and the writing sample are assessed and discussed. Students' transcripts, SOL history, and pertinent information from the administrative entry conference are discussed. Students are given schedules of classes that meet their needs and graduation requirements. Each of the academic departments at Bryant has established procedures for assessing student readiness using

common assessments when new students begin classes during the year. Course syllabi and pacing guides are given to students when they begin a course.

Bryant Alternative High School is a standards-based school that follows the FCPS Program of Studies for all courses. Students are required to meet the standards of the course and FCPS guidelines on grading and reporting. Students receive a weekly progress report in each course using the division's InteGrade Pro (IGPro) grading system. Students receive quarterly FCPS progress reports (report cards) on completion of objectives. The open enrollment policy allows students to complete a course within 18 weeks with mastery of the course objectives. However, students may take additional time, if necessary, to meet the course objectives before participating in the end-of-course (EOC) SOL tests offered in January, May, or August.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes, Bryant Alterative High School meets Virginia's pre-accreditation eligibility requirements in terms of promotion/retention policies, coursework that promotes graduation, instructional programs to accommodate the student population, leadership and staffing requirements, and safety provisions.

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

8 VAC 20-1313-280.B.2 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; (in part) The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education.

a) A benchmark of 85 points must be met for full accreditation rating.
b) A "Provisionally Accredited" rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively.
c) The graduation and completion index is based upon program completion four years after a student enters the 9th grade .

Bryant Alternative High School offers a second chance to students who have not been successful in a traditional high school. Many students come to Bryant already behind their cohort for graduation. Some students transfer in with fewer credits than customary for their grade level and age. They may need to audit courses or take remediation classes to improve or recover the skills necessary to pass the EOC SOL tests. Students may take longer than the four years or eight semesters it normally takes to graduate. Since the Graduation and Completion Index (GCI) is based upon program completion in this time frame, Bryant Alternative High School will need additional support in meeting the GCI benchmarks established for full accreditation.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

Bryant Alternative High School proposes an alternative accreditation plan to meet the new graduation requirement outlined in the Graduation and Completion Index (GCI). Bryant supports the assigned benchmark of 85 points for full accreditation. However, given the unique qualities of the student population served by Bryant, an alternative point system is proposed.

1. A majority of the students who enroll at Bryant Alternative High School are already behind their cohort for graduation. Many students are over age 18 and, by law, can leave school. Those who drop out do so in order to work to support themselves and their families or raise children. Yet many have made the commitment to continue working towards a diploma beyond the time limitations set by the state and in spite of their socioeconomic circumstances. Given that students over the age of 18 are not required to remain in school, a GCI bonus of five (5) points will be added to the school's GCI for maintaining a dropout rate below 25% for these overage students.

2. A number of Bryant students reach the maximum age to receive qualified educational services before they earn a diploma, yet Bryant continues to work with these students beyond the state's limit to ensure they will eventually succeed. If 50% or more of this population continues to work toward a diploma beyond their final year of eligibility, a GCI bonus of five (5) points will be added to Bryant's GCI. Also, for the purposes of GCI calculations, these students will not be counted as dropouts.

3. A large percentage of the school's at-risk population earn high school diplomas, and a significant percentage of students opt to enroll in college after leaving Bryant, join the military, or gain full-time employment. Students for whom completing high school had once seemed impossible develop the skills and self-confidence needed to succeed in the world. Therefore, a GCI bonus of five (5) points will be added to the school's GCI if 75% or more of its graduates enroll in a two- or four-year college, join the military, or obtain a full-time job, as reported in the Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools.

4. A majority of students choose to remain in school and pursue a high school education beyond their cohort's graduation date. Many of these students are juggling employment and/or family obligations. For these students, a reduced course load and extended time for completing course requirements are two alternative strategies that often lead to success. However, these strategies result in students falling further behind their cohort despite the fact that they are making steady progress toward meeting their academic goals. Students will be identified who are enrolled in fewer than four courses and who need extended time for completing course requirements while shouldering work and family responsibilities. If 75% of these students continue to meet the goals of their educational plans, a bonus of five (5) points will be added to the school's GCI.

5. A number of Bryant students who obtain their high school diploma are enrolled in the Jobs for Virginia Graduates (JVG) grant program, which assists economically disadvantaged pregnant and parenting teens with graduation and employment. Despite the strains of family life, a significant number of JVG participants go on to college or obtain a full-time job. Therefore, a GCI bonus of five (5) points will be added to the school's GCI if 80% or more of JVG graduates enroll in a two- or four-year college or obtain full-time employment. This

will be documented through the FCPS Senior Survey, the National Student Clearinghouse's Student Tracker for High Schools, and through JVG documentation.

6. If 80% of the students who were placed at Bryant Alternative High School by the Hearings Office are either still enrolled at the end of the school year or have graduated, a GCI bonus of five (5) points will be added to the school's GCI. Annual documentation on student status is required by the Hearings Office.

7. Bryant Alternative High School's mission is to provide an opportunity for all students to earn a high school diploma. Bryant is not the base school for a community, but an alternative for students who need additional support to graduate. For the purpose of calculating the GCI, Bryant would apply the following exceptions in determining which students to include in the cohort:

   - Students 18 years of age or older who move out of the country; and,
   - Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

   Under Virginia Department of Education regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index:

Student Status	**Point Value**
Graduate - Board Recognized Diploma	100
Students Still Enrolled	70
GED	75
Certificate of Completion	25
Dropouts	0
1. Maintaining a student dropout rate below 25%	+5 GCI Bonus Points
2. When 50% of the students who reach the maximum age for educational services continue in school	+5 GCI Bonus Points
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5 GCI Bonus Points
4. When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5 GCI Bonus Points
5. When 80% or more of JVG participants enroll in post-secondary education or obtain a full-time job upon graduation	+5 GCI Bonus Points
6. When 80% or more of the students placed by the Hearings Office are still enrolled or graduate	+5 GCI Bonus Points

Example of Alternative GCI Calculations

Calculation:
Total Points/Total Number of Students + GCI Bonus Points = Accreditation Rating

Student Status	Point Value	# of Students*	Point Value	Accreditation Rating
Graduate - Board Recognized Diploma	100	85	8,500	
Students Still Enrolled	70	26	1,820	
GED	75	5	375	
Dropouts	0	44	0	
TOTAL		160	10,695	66.8
GCI bonus: maintaining a dropout rate below 25%	+5		5	
GCI bonus: 50% of the students who reach the maximum age for educational services continue in school	+5		5	
GCI bonus: 75% or more of graduates enroll in post-secondary education, join the military or obtain a full-time job	+5		5	
GCI bonus: 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
GCI bonus: 80% or more of JVG participants enroll in post-secondary education or obtain a full-time job upon graduation	+5		0	
GCI bonus: 80% or more of students placed by the Hearings Office are still enrolled or graduate	+5		5	
GCI BONUS POINT TOTAL			25	
FINAL GCI TOTAL				91.8

*Includes General Education students to age 20 and LEP and Special Education students up to age 22 from the 2009-2010 cohort.

VIII. Identify those individuals who were involved in the development of the proposed plan.

Larry Jones, Principal, Bryant Alternative High School
Gloria Spriggs, Director of Student Services, Bryant Alternative High School
Deborah Graham, English Department Chair, Bryant Alternative High School
Kathy Oliver, Director, Office of Student Testing, FCPS Department of Professional Learning and Accountability
Michelle Rahal, Manager, Office of Student Testing
Ellen McCarthy, Coordinator, Nontraditional School Programs
Janet Sorlin-Davis, Intervention and Prevention Services

IX. Describe the method(s) to be used in evaluating the success of the plan.

Bryant Alternative High School's primary goals are to maintain accreditation and continue the mission of ensuring a high school diploma for all students. To evaluate the success of the plan, the dropout rate will be closely monitored through the use of withdrawal codes in the division's student information system; and data on student plans after graduation will be captured with the FCPS Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools. In addition, enrollment and graduation status will be documented as required for students participating in the JVG grant program and for students placed by the Hearings Office. Use of the Virginia on-time graduation data and annual achievement indicators from the Bryant Alternative High School Improvement Plan will also be used to evaluate the success of the alternative accreditation plan.

Attachment D

Virginia Department of Education
Evaluation Criteria
Alternative Education Plan
Mountain View High School

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:	**Yes**	**No**	**Limited**
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Attachment E

Virginia Department of Education
Evaluation Criteria
Alternative Education Plan
Woodson Adult High School

Criteria	**Yes**	**No**	**Limited**
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:	**Yes**	**No**	**Limited**
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Attachment F

Virginia Department of Education
Evaluation Criteria
Alternative Education Plan
Bryant Alternative High School

Criteria	**Yes**	**No**	**Limited**
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:	**Yes**	**No**	**Limited**
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		