

2006 Annual Report

**REGIONAL ALTERNATIVE  
EDUCATION PROGRAMS**

PRESENTED TO

**GOVERNOR TIMOTHY M. KAINE  
AND THE  
VIRGINIA GENERAL ASSEMBLY**

October 25, 2006



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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November 2, 2006

The Honorable Timothy M. Kaine  
Governor of Virginia  
Patrick Henry Building, 3<sup>rd</sup> Floor  
1111 East Broad Street  
Richmond, Virginia 23219

Members of the General Assembly of Virginia  
Patrick Henry Building  
1111 East Broad Street  
Richmond, Virginia 23219

Dear Governor Kaine and Members of the General Assembly:

I am pleased to submit the Board of Education's report on Regional Alternative Education Programs pursuant to Section 22.1-209.1:2 of the *Code of Virginia*. The Code requires the Board of Education to report annually on the effectiveness of the Regional Alternative Education Programs.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Diane Jay at 225-2905 or by e-mail at [Diane.Jay@doe.virginia.gov](mailto:Diane.Jay@doe.virginia.gov).

Sincerely,

A handwritten signature in cursive script, appearing to read "B. Cannaday, Jr.", written in dark ink.

Billy K. Cannaday, Jr.

BKCr/dj  
Attachment

c: The Honorable Thomas Morris, Secretary of Education  
Dr. Mark Emblidge, President, Board of Education

**PREFACE**

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support.
2. Review the program administrators' perceptions of the adequacy of the programs.
3. Evaluate the performance of the programs and students.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at [Diane.Jay@doe.virginia.com](mailto:Diane.Jay@doe.virginia.com).

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## EXECUTIVE SUMMARY

The evaluation was conducted on Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993 - 1994 with the intent of involving two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs.

These regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The number of students enrolled has increased from 217 students in four regional programs in 1993-1994 to 4,155 during 2005-2006. This represents a 358 percent increase in students served. The state funding level has increased 33 percent during this same time period. Conclusions related to the program, services, and policies for the 2005-2006 school year follow:

- Over 70 percent of program administrators reported academic improvement in their responses regarding perceived changes in student academic performance.
- The program administrators reported decreased violence, firearms, and weapons possession incidences for students while in the program. Program administrators reported a slight increase in substance abuse, and no apparent change in property offenses.
- Program administrators reported ratings of good or excellent for parental involvement, technology, staff development, resources, discipline policies, selection process, student assessments, student services, and the academic program.

- Of the 277.5 teachers employed, 95 percent are licensed. Student-to-teacher ratios range between 8 or 9:1 and 12 or 13:1.
- One thousand seven-hundred sixty two (1,762) alternative education students took the Standards of Learning (SOL) tests in English and mathematics. The ability to correlate SOL test results with students who have spent time in a regional alternative education program was available for the first time during the 2005-2006 school year. These students achieved a 32 percent pass rate on the English SOL and a 19 percent pass rate on the mathematics SOL. It is difficult to know if these students would have performed differently in their home schools.
- The dropout rate for these students is 7.1 percent. The expulsion or dismissal rate is 7 percent.
- Of the students who were not eligible to graduate in the 2005-2006 school year, approximately 69.7 percent remained in school at the end of the 2005-2006 school year. Of these students, 50.8 percent plan to return to their regular school beginning in 2006-2007, and 18.9 percent will remain in the alternative education program.

During 2005-2006, several articles appeared relating to the regional alternative education programs. On November 21, 2005, an article by Amy Coutee, "Last Stop for Education," appeared in the *News and Advance* about the Roanoke County and Bedford regional alternative education program. One of the teachers commented in the article, "Students learn up front that there are consequences for every broken rule" but the goal is to teach, not punish. The principal commented, "We get their grades up big time," adding that as their grades improve, so does their self-esteem. "Their old schools may have labeled them, the other kids may have labeled them, even their parents may have labeled them, but when they arrive at the program they get a clean slate.... It's not that they are horrible kids, it's that they've made some bad choices.... We've got some talented kids if we can just get them going in the right direction."

On February 2, 2006, the *Free Lance Star* in Fredericksburg published an article "Regional Alternative School Full" about the regional program involving Stafford, Caroline, King George, Spotsylvania and Fredericksburg. The author, Ruth Finch, wrote, "Administrators rave about the school's ability to keep troubled students on track.... It [the program] offers strict supervision, lots of one-on-one teaching time and good old-fashioned persistence." One of the administrators said, "Our students find real success there, both in academic areas and life skills. It is one of the truly good things this region has done."

Overall, the regional alternative education programs appear to be achieving their program purposes. The return on the public's investment for regional alternative education programs appears favorable.

## CHAPTER ONE

### Purpose

Virginia's regional alternative education programs are established to provide options for students who no longer have access to traditional school programs because they were suspended for violations of school board policy. Assignment to these programs include violations related to weapons, drugs or alcohol, intentional injury, chronic disruptive behavior, theft, verbal threats, malicious mischief, chronic truancy, vandalism, and other serious offenses. These programs also accommodate students returning from juvenile correctional centers or those who are otherwise assigned by the school divisions. The evaluation examined the 29 programs in operation during the 2005-2006 school year. A total of 114 school divisions worked in collaboration to form these 29 programs; some of the divisions have multiple subprograms and sites. A listing of the programs and participating school divisions is provided in Attachment A1.

### Objectives and Scope of Evaluation

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. The primary objectives of this evaluation are as follows:

1. Provide a general overview of the programs, student populations, staff, program resources and support, and parental and community support;
2. Review the program administrators' perceptions of the adequacy of the programs; and
3. Evaluate the performance of the programs and students.

The goals of the 29 regional alternative education programs are similar in that they are all designed to provide alternative and experiential learning opportunities for their students. They serve students who have been assigned to the school by a local board of education because: (1) the traditional school systems are not equipped to address their needs; and (2) the alternative education programs can provide a wide variety of student services and educational approaches that are tailored to these needs. While the general goals among programs are similar, there are also differences such as:

- grade levels served;
- size of the student bodies;
- characteristics of the students enrolled;
- characteristics of the student enrollment expectations (e.g., very short-term versus long-term);
- educational approaches and priorities; and
- program resources available.

## Data Sources

The information, observations, and findings in this summary report are primarily based on the following sources:

- Information collected by the Virginia Department of Education through an annual information data collection instrument and supplemental information provided with these reports. In June 2006, the reports were submitted by each of the 29 programs for the 2005-2006 school year.
- Follow-up communications with program administrators and personnel.
- Relevant information included in previous regional alternative education program evaluations published by the Virginia Department of Education.



## CHAPTER TWO

### Background and Summary Information

In 1993, the General Assembly directed the Board of Education to establish and implement four regional pilot projects to provide an educational alternative for certain students in violation of school board policy. The General Assembly subsequently provided state funding, augmented for several years by federal funds, to make regional alternative education programs available on a statewide basis. A Virginia Department of Education formula based on staffing patterns and the composite index of local ability to pay determines state funding. No local matching funding is required; however, local school divisions sometimes use local and federal monies to augment these programs by providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities.

Alternative education programs are designed to meet the specific individual needs of students assigned to the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

The delivery of services includes traditional and non-traditional forms of classroom instruction, distance learning, and other technology-based educational approaches. Delivery of services also includes day, after-school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While the centers may differ in method of delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring);
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology-related education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

## CHAPTER THREE

### Regional Alternative Education Program Overview

This chapter provides an overview of program and student trends, program purposes, organization, innovative practices, reasons for student enrollment, student selection processes, academic offerings, student services, student assessments, and general and discipline policies of the regional alternative education programs.

#### A. Characteristics of Programs and Student Population

**Statistical Overview** – Of the 29 regional programs, all except one serve students in grades 9-12. The remaining program serves only middle school students in grades 6-8. Almost 90 percent of the programs also serve grades 7-8; and 70 percent also serve 6th grade students. Three programs also serve students in grades K-5. Additionally, 67 percent of the programs report serving General Educational Development (GED) certificate students.

The programs report having 2,569 assigned slots and serving 4,155 students during the 2005-2006 school year. Since students are assigned for short periods of time in some programs (e.g., a week in some cases), multiple students can be served per slot. Attachment A2 provides a more detailed overview of the 29 programs.

Over the first four years of Virginia's regional alternative education program, the number of programs grew rapidly from the four pilot sites in 1993-1994 to 29 programs by 1996-1997. Since that time, the number of programs has remained constant. A new regional program was approved by the General Assembly in 2000-2001 bringing the number of programs to 30. In 2003-2004, one regional program dissolved, thus reducing the number of programs to 29. During this same period, state funding increased from the initial General Assembly appropriation of \$1.2 million for 1993-1994 to a total state funding level of slightly over \$5.5 million for 2005-2006. Programs are permitted to receive additional funding and in-kind support from other sources although no local match is required.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 4,155 students in 29 regional programs in 2005-2006. The state funding level has increased 33 percent during this same time period.

Table 1 summarizes trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

**Table 1.**  
**Trends in Regional Alternative Education Programs**

| School Year   | Number Of Programs [1] | State Funding [2] | Number of Students Served |
|---------------|------------------------|-------------------|---------------------------|
| 1993-1994     | 4                      | \$1,200,000       | 217                       |
| 1994-1995 [2] | 13                     | \$1,200,000       | 849                       |
| 1995-1996 [2] | 19                     | \$1,200,000       | 1,550                     |
| 1996-1997     | 29                     | \$4,142,000       | 2,297                     |
| 1997-1998     | 29                     | \$3,716,652       | 2,350                     |
| 1998-1999     | 29                     | \$4,431,089       | 3,255                     |
| 1999-2000     | 29                     | \$4,484,123       | 3,494                     |
| 2000-2001     | 30                     | \$5,766,626       | 3,347                     |
| 2001-2002     | 30                     | \$5,386,590       | 3,895                     |
| 2002-2003     | 30                     | \$5,386,590       | 3,509                     |
| 2003-2004     | 29                     | \$5,210,891       | 3,534                     |
| 2004-2005     | 29                     | \$5,486,348       | 3,903                     |
| 2005-2006     | 29                     | \$5,561,410       | 4,155                     |

Note [1]: Some data refer to sites and some refer to programs.

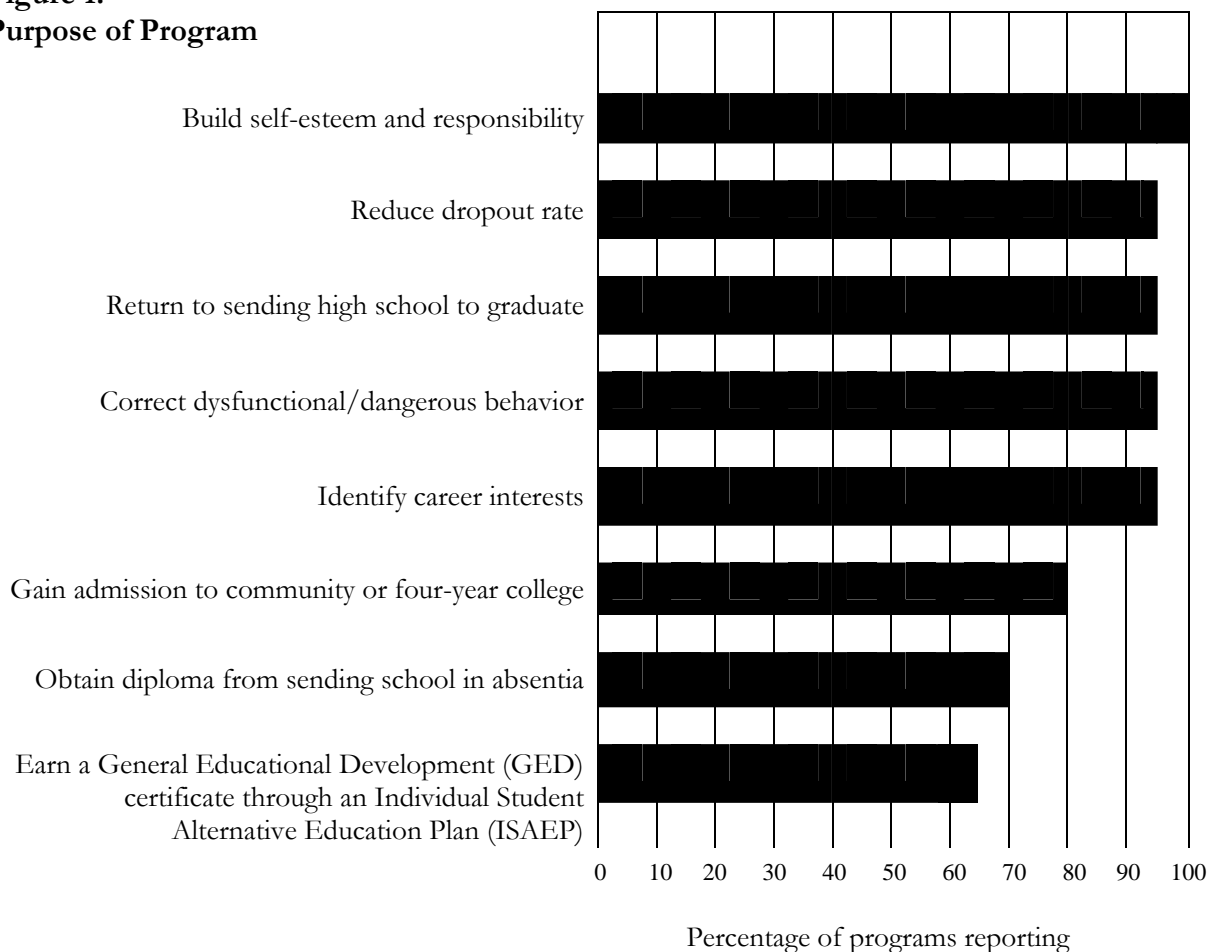
Note [2]: Federal funds were used to supplement state funds to expand the program during the 1994-1995 and 1995-1996 school years.

**Program Purpose** – The regional alternative education programs are designed to meet the specific individual needs of students assigned to the programs. These needs dictate a somewhat different set of “program purposes,” or objectives than would be encountered in the traditional school system. As part of the 2005-2006 data collection effort for this evaluation, administrators were asked to identify the objectives most appropriate for the various sites operating within their programs. The “program purposes” reported by the majority of programs to be consistent with their program are:

- build self-esteem and responsibility;
- return students to high school to graduate;
- identify career interests;
- correct dysfunctional or dangerous behavior; and
- reduce the dropout rate.

An expanded list of program purposes, as reported by the responding program administrators, is portrayed in Figure 1.

**Figure 1.**  
**Purpose of Program**



**Program Organization and Innovative Practices** – The programs included in this evaluation reflect a wide variety of educational, operational models, and processes. Most programs report operating between 9 and 10 months a year, but the range is 9 to 12 months. Almost 50 percent of the programs offer morning and evening classes. Almost 90 percent organize classes by subject or course, and 70 percent organize classes by grade level. Over 86 percent of the programs report that students work independently on computer-based curricula. Program administrators were asked to identify innovative practices they believe to have been most effective in their program. Their responses included: 1) differentiated or individualized instruction; 2) anger management sessions; 3) computer-assisted instruction; 4) small group learning; 5) small student-to-teacher ratio; 6) mentoring; 7) distance learning; and 8) service learning activities.

**Reasons for Student Enrollment and Student Selection Process** – Students are typically assigned to regional alternative education programs because they have received long-term suspensions, are returning from juvenile correctional centers, or are otherwise identified

by the school divisions to be best served by these programs. Consequently, these programs are structured to better address the special needs of these students who are often older than the students at the same grade level in the traditional school system and whose histories are typically defined by academic failure and behavioral problems. Table 2 provides insight as to the primary reasons leading to student enrollments for the 2005-2006 school year.

**Table 2.**  
**Reasons for Enrollment in Regional Alternative Education Programs 2005-2006**

| Reasons for Enrollment  | Total        | Percent [1] |
|---|--------------|-------------|
| Suspensions for violation of School Board Policy [2]                  | 4,062        | 97.8        |
| Chronic Disruptive Behavior   | 1,049        | 25.2        |
| Drugs or alcohol  | 554          | 13.3        |
| Intentional Injury  | 409          | 9.8         |
| Weapons   | 242          | 5.8         |
| Theft   | 49           | 1.2         |
| Combination of above  | 350          | 8.4         |
| Other [3]   | 1,409        | 33.9        |
| Released from youth correctional centers                              | 93           | 2.2         |
| <b>Total Suspensions and Released from Youth Correctional Centers</b> | <b>4,155</b> | <b>100</b>  |

Note [1]: Percentage of 4,155 or the total students reported in response to these questions.

Note [2]: Included pending violations.

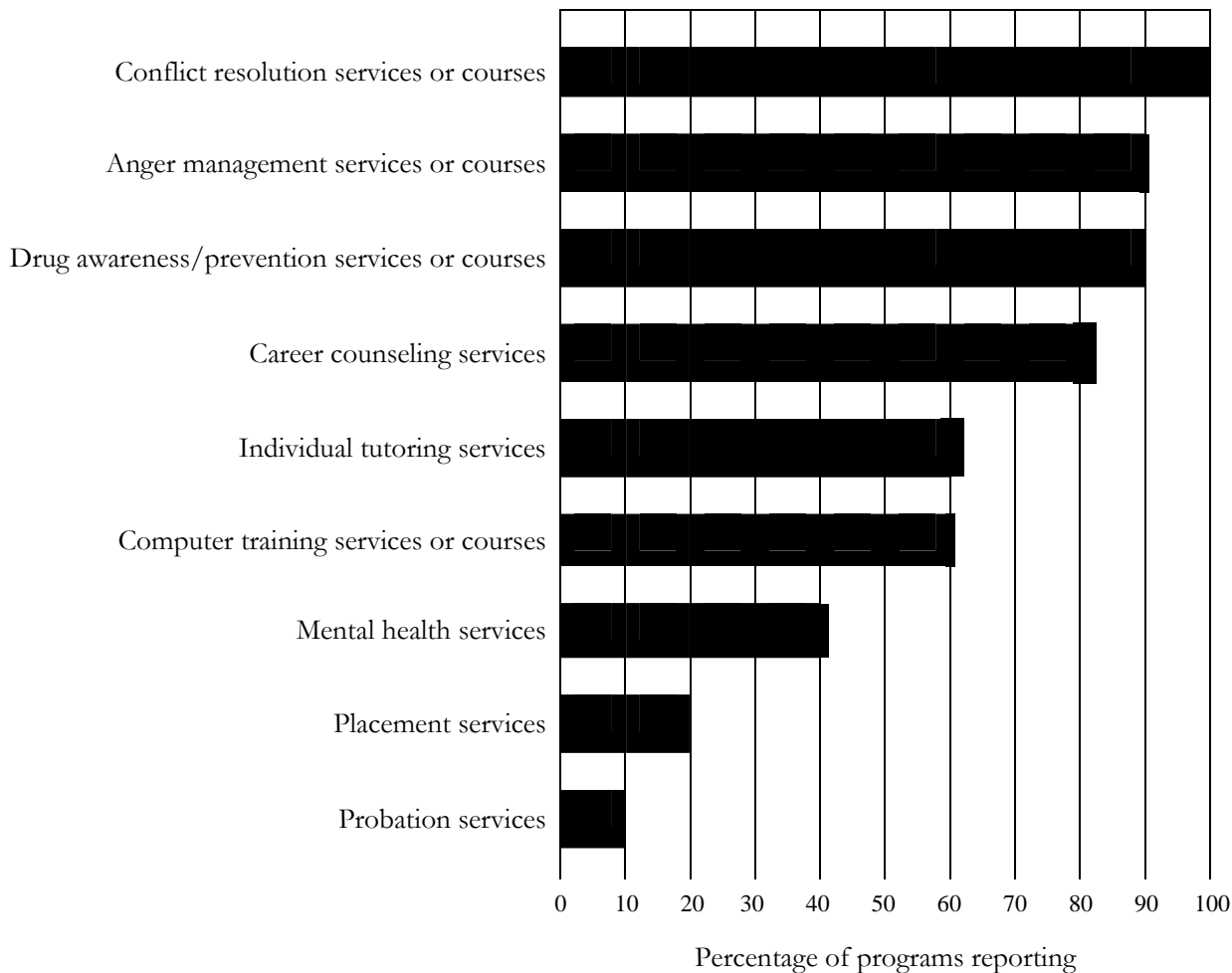
Note [3]: Verbal threats, malicious mischief, bomb threats, destruction of property, chronic truancy, vandalism, and other serious offenses.

There is no standardized student selection process. The student selection process includes guidelines and criteria for admittance, and denial of admission varies from program-to-program. Most of the programs report that students were assigned to them “as a last chance option.” Over 90 percent of program administrators report that parents and students are required to participate in an interview prior to an admission decision. About 86 percent of the administrators indicate that they have the option to deny admission, and almost 80 percent state that students and parents have to sign a contract (e.g., commit to the program) before admission.

**Academic Offerings and Student Services** – An intense, accelerated instructional program with rigorous standards for academic achievement and student behavior is a legislative requirement of the regional alternative education programs. The range of students served (e.g., K-12 grade levels, a wide variety of behavioral issues, a wide range of cognitive capabilities) and academic approaches used produce a wide spectrum of courses offered, academic initiatives, and student services. At a general level, there are many core academic offerings and student services common to these regional alternative education programs.

All 28 programs that serve high school students offer standard diploma courses. About 75 percent of these programs also offer GED preparatory courses, 59 percent offer vocational coursework, 38 percent offer independent study, and 28 percent offer work study components. Administrators indicated a need for more career and technical courses, more electives, a greater focus on literacy, and additional teachers to teach electives, advanced placement courses, and English courses. Figure 2 provides an overview of student services offered in the regional alternative education programs.

**Figure 2.**  
**Student Services Offered**



**Student Assessments** – Another legislative requirement for these programs is a set of measurable goals and objectives and an evaluation component to determine student performance and program effectiveness. In this context, almost 90 percent of the programs report employing traditional assessments (e.g., an A, B, C, D, F letter grading systems, end-of-year examinations) for all students enrolled. Slightly over 50 percent use nontraditional assessments (e.g., oral presentations, portfolios, self-assessments, grading rubrics shared in advance, behavior) for all students. About 59 percent of the programs use combinations of traditional and nontraditional approaches to assessing their students.

**General Policies** – General policies vary among programs. Administrators report that the following policies are employed by their programs. Since most of these policies apply only to high schools, percentages are for programs serving grades 9-12.

- Specific criteria must be met before a student can return to a regular high school. (93 percent of programs).
- Students are required to return to their regular high school (almost 40 percent).
- Students are required to return to their sending high school in order to graduate with a standard diploma (30 percent of programs).
- Students with an Individual Education Plan (IEP) are allowed to enroll in the alternative programs (90 percent of the programs).
- Students are limited to a certain number of academic credits earned while attending the alternative program (42 percent of programs).
- Students are allowed to take needed courses at a regular high school that cannot be provided by the alternative program (38 percent of programs).

**Discipline Policies** – Discipline policies vary among programs.

- Almost 90 percent of the programs state that students are subject to the rules of the sending high schools.
- Eighty-six (86) percent of the programs have their own discipline system.
- Forty-eight (48) percent have a zero tolerance policy for misbehavior.
- Eighty-six (86) percent use behavioral contracts.
- Most programs report use of behavioral evaluation sheets daily or weekly.

## **B. Staff**

**Program Staffing** – Administrators of the 29 programs reported a total of 277.5 teachers (in terms of full-time equivalents). Of that number, 95 percent are licensed. Additionally, programs reported 55 counselors and 22 school psychologists. A low pupil-to-teacher ratio is a legislative requirement for these programs. In 2005-2006, the programs reported student-to-teacher ratios between 8 or 9:1 and 12 or 13:1.

**Professional Development** – A current program of staff development and training is another legislative requirement for this program. The extensive and diverse special needs and challenges of the students assigned to the regional alternative education programs present additional needs for staff development.

Improving and expanding staff development is frequently mentioned as a primary concern of program administrators. These needs include a broad spectrum of professional development related to content areas, use of technology, programmatic and administrative issues as well as an even broader spectrum of areas that relate to the behavioral problems common to the students served. Table 3 provides information regarding the extent to which the needs for staff professional development in the regional alternative education programs were addressed during the 2005-2006 school year.

**Table 3.**  
**Professional Development**

| Staff Development Programs      | Percentage of Teachers in Program |
|---------------------------------|-----------------------------------|
| Content work                    | 100.0                             |
| Technology                      | 96.6                              |
| Discipline                      | 82.8                              |
| Alternative education practices | 75.9                              |
| Conflict management             | 62.1                              |
| Violence                        | 58.6                              |
| Alcohol and drug abuse          | 48.3                              |
| Counseling                      | 24.1                              |

**C. Program Resources and Support**

**General Resources** – The regional alternative education programs report that their program resources are generally satisfactory. Approximately 80 percent of all responses from the program administrators, across all categories, indicate that they perceived their program resources as either “excellent” or “good” and only three percent of the responses reflect a “poor” ranking.

**External Program Support** – A program for community outreach to build school, business, and community partnerships is a legislative component of the regional alternative education programs. All programs report extensive efforts to build external support, and the program administrators report that they generally receive very good external support.

Administrators report that their school boards, localities, and area agencies generally provide excellent support. Over 90 percent of the responses regarding these sources indicate “excellent” or “good” support.

**D. Parental and Community Involvement**

A procedure for obtaining the participation and support from parents is a legislative requirement of the regional alternative education program. Each program reports initiatives addressing these objectives. Of the responding administrators, 20.7 percent report that parental involvement in their program is “excellent”; 58.6 percent report “good” parental involvement; 20.7 percent report “fair” parental involvement; and zero percent reported that the parental involvement in their program was “poor.”

Perceptions regarding community involvement in the regional alternative education programs are mixed. Of the responding administrators, 10.3 percent report that community involvement in their program is “excellent”; 34.5 percent report “good” community involvement; 44.8 percent report “fair” community involvement; and 10.3 percent reported that the community involvement in their program was “poor.”



## CHAPTER FOUR

### Program and Student Performance

Defining and measuring performance are different for the alternative education population than it would be in the traditional school systems.

#### A. Considerations for Evaluating Regional Alternative Education Program and Student Performance

The student populations in the regional alternative education programs present challenges because the assigned students often have histories of dysfunctional behavioral problems, low self-esteem, and academic failure. Since these are generally students who have been suspended, these programs are deemed as the only remaining academic option (e.g., 85 percent of programs report that students are placed or assigned to their program as “a last chance option”).

The student body of any given program has less continuity from year-to-year (often from month-to-month) than a traditional school. Programs are generally small and address an array of needs. The combination of these needs and the operational constraints of the programs dictate different policies, administrative procedures, and academic approaches.

They also dictate a different approach to evaluating both program and student performance. One approach for assessing program and student performance is the programs’ self-reported “program purposes” as presented in Figure 1. These include:

- Build self-esteem and responsibility;
- Reduce dropout rate;
- Return to sending high school to graduate;
- Correct dysfunctional or dangerous behavior;
- Identify career interests;
- Gain admission to an institution of higher education.
- Obtain diploma from sending school in absentia; and
- Earn a General Educational Development (GED) certificate through an Individual Student Alternative Education Plan (ISAEP)

#### B. Measures of Achievement

Standard measurements such as Standards of Learning (SOL) tests, attendance, and dropout rates may not be considered in the same way as they would be considered for traditional schools because the student populations, educational models, and operational models are different.

**Standards of Learning** – There were 1,762 alternative education students who took the Standards of Learning tests in English and mathematics. The ability to correlate SOL test results with students who have spent time in a regional alternative education program was available for the first time during the 2005-2006 school year. These students achieved a 32 percent pass rate on the English SOL and a 19 percent pass rate on the mathematics SOL. It is difficult to know if these students would have performed better or worse in their home schools.

**Dropout Rates** –The total 2005-2006 dropouts reported by the program administrators for this evaluation was 7.1 percent (i.e., 296 dropouts). The state average for dropouts for traditional schools was 1.8 percent. Most regional alternative education students are considered dropout risks prior to being assigned to these programs.

**Dismissal Rate** – The dismissal/expulsion rate for 2005-2006 was seven (7) percent, and 290 students were dismissed or expelled.

**Perceptions of Changes in Student Academic Performance** – Administrators were asked to provide their perceptions of changes in their students’ academic performance. The administrators perceive somewhat or substantial improvement in approximately 80 percent of students served.

**Table 4.  
Reported Change in Academic Performance**

| Reported Change During Assignment to Alternative Education | Substantially Improved | Somewhat Improved | Somewhat Decreased | Substantially Decreased | No Apparent Change | Total Responses |
|--|------------------------|-------------------|--------------------|-------------------------|--------------------|-----------------|
| Middle Grades – Mathematics                                | 14.8%                  | 55.6%             | 7.4%               | 0.0%                    | 22.2%              | 26              |
| Middle Grades – English                                    | 18.5%                  | 59.3%             | 3.7%               | 3.7%                    | 14.8%              | 26              |
| High School – Mathematics                                  | 14.3%                  | 71.4%             | 7.1%               | 0.0%                    | 7.1%               | 28              |
| High School – English                                      | 25.0%                  | 60.7%             | 3.6%               | 0.0%                    | 10.7%              | 28              |

**Perceptions of Changes in Student Disciplinary Incidences** – Correcting dysfunctional behavior is a primary goal of regional alternative education programs. Over 60 percent of the administrators reported decreases in physical violence. Slightly over 50 percent reported decreases in firearms violations. Just under 60 percent reported decreases in possession of other weapons. Decreases in substance abuse were reported by 35 percent and 34.5 percent reported an increase in substance abuse. Thirty eight (38) percent reported decreases in offenses against property while 13.8 percent reported increases in offenses against property.

**End-of-Year Status of 2005-2006 Students** – Data discussed previously in this report suggest that many of the students that the programs served in 2005-2006 were assigned as a final alternative. Most of these students were at-risk of dropping out, being expelled permanently, or failing academically. Some had already been incarcerated, and the violations that led to their enrollment in the alternative education program (see Table 2) suggest many others were candidates for future incarceration. Table A3 in Attachment A3 summarizes the status of the 2005-2006 students served by the regional alternative education programs based on data provided by the programs as of June 2006. Based on these data, almost 70 percent of students served in the 2005-2006 regional alternative education programs remain in school, either returning to the regional alternative program for 2006-2007 (18.9 percent) or returning to their sending school for 2006-2007 (50.8 percent). For this population, remaining in school is an accomplishment and a stated goal of the regional alternative education programs.

**ATTACHMENTS**

**Attachment A1**

**Listing of Regional Alternative Education Programs – 2005-2006**

**Table A1.**

**Regional Alternative Education Programs – 2005-2006**

| <b>School Division-Fiscal Agent</b>       | <b>Other Participating Divisions</b>  | <b>Program Name</b>   |
|---|---|---|
| <b>Bristol City Public Schools</b>        | Washington County Public Schools  | Crossroads Alternative Education Program                              |
| <b>Brunswick County Public Schools</b>    | Greensville and Mecklenburg County Public Schools   | Southside LINK  |
| <b>Carroll County Public Schools</b>      | Galax City Public Schools   | Carroll-Galax Regional Alternative Education Program (The RAE Center) |
| <b>Fairfax County Public Schools</b>      | Alexandria City Public Schools  | Transition Support Resource Center                                    |
| <b>Fauquier County Public Schools</b>     | Rappahannock County Public Schools  | The Regional Continuum of Alternative Education Services              |
| <b>Fluvanna County Public Schools</b>     | Alleghany, Bath, Botetourt, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth County Public Schools, Radford City Public Schools | Project RETURN  |
| <b>Henry County Public Schools</b>        | Martinsville City and Patrick County Public Schools   | Breaking Barriers   |
| <b>King William County Public Schools</b> | Gloucester, Mathews, Middlesex, Essex, King and Queen, and New Kent County Public Schools, Town of West Point Public Schools  | Middle Peninsula Regional Alternative Education Program               |
| <b>Lynchburg City Public Schools</b>      | Appomattox, Amherst, Bedford, and Nelson County Public Schools  | Regional Alternative Education Project                                |

| <b>School Division-Fiscal Agent</b>         | <b>Other Participating Divisions</b>   | <b>Program Name</b>   |
|---|--|---|
| <b>Montgomery County Public Schools</b>     | Pulaski County Public Schools  | Regional Program for Behaviorally Disturbed Youths            |
| <b>Newport News City Public Schools</b>     | Hampton City Public Schools  | Enterprise Academy  |
| <b>Norfolk City Public Schools</b>          | Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach City Public Schools, Isle of Wight and Southampton County Public Schools | Southeastern Cooperative Education Program                    |
| <b>Northampton County Public Schools</b>    | Accomack County Public Schools   | Project Renew   |
| <b>Nottoway County Public Schools</b>       | Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, and Prince Edward County Public Schools  | Piedmont Regional Alternative School                          |
| <b>Petersburg City Public Schools</b>       | Dinwiddie, Prince George, and Sussex County Public Schools, Colonial Heights and Hopewell City Public Schools                          | Bermuda Run Educational Center Regional Alternative Program   |
| <b>Pittsylvania County Public Schools</b>   | Danville City Public Schools   | Pittsylvania County/Danville City Regional Alternative School |
| <b>Powhatan County Public Schools</b>       | Goochland and Louisa County Public Schools   | Project Return Regional Alternative Education Program         |
| <b>Prince William County Public Schools</b> | Manassas and Manassas Park City Public Schools   | New Dominion Alternative School                               |
| <b>Richmond City Public Schools</b>         | Hanover and Henrico County Public Schools  | Metro-Richmond Alternative Education Program                  |
| <b>Roanoke City Public Schools</b>          | Salem City Public Schools  | Roanoke/Salem Regional  |
| <b>Roanoke County Public Schools</b>        | Bedford County Public Schools  | R. E. Cook Regional Alternative School                        |

| <b>School Division-Fiscal Agent</b>       | <b>Other Participating Divisions</b>  | <b>Program Name</b>                                  |
|---|---|--|
| <b>Russell County Public Schools</b>      | Tazewell County Public Schools  | Project BRIDGE                                       |
| <b>Scott County Public Schools</b>        | Lee County Public Schools   | Renaissance Program                                  |
| <b>Stafford County Public Schools</b>     | Caroline, King George, and Spotsylvania County Public Schools, and Fredericksburg City Public Schools | Regional Alternative Education Program               |
| <b>Staunton City Public Schools</b>       | Harrisonburg and Waynesboro City Public Schools, and Augusta County Public Schools                    | Genesis Alternative School                           |
| <b>Westmoreland County Public Schools</b> | Northumberland and Richmond County Public Schools   | Northern Neck Regional Alternative Education Program |
| <b>Wise County Public Schools</b>         | Dickenson County Public Schools and Norton City Public Schools  | Regional Learning Academy                            |
| <b>Wythe County Public Schools</b>        | Bland County Public Schools   | Wythe/Bland Alternative Education Program            |
| <b>York County Public Schools</b>         | Poquoson City and Williamsburg-James City County Public Schools                                       | Three Rivers Project-Enterprise Academy              |

Attachment A2

Profile of Regional Alternative Education Programs – 2005-2006

Table A2.

Profile of Available Slots, Students Served, and Grades Served – 2005-2006

| School Division<br>Fiscal Agent | Grades Served by Each of the Regional Alternative Education Programs |          |          |          |          |          |           |           |           |           |           |           | Number of Students Served* | Number of Slots Available* | Number of Grades Served | Students Per Grade |    |
|---------------------------------|--|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------|-------------------------|--------------------|----|
|                                 | K  | 1        | 2        | 3        | 4        | 5        | 6         | 7         | 8         | 9         | 10        | 11        |                            |                            |                         |                    | 12 |
| Bristol City                    |  |          |          |          |          |          |           | x         | x         | x         | x         | x         | x                          | 86                         | 71                      | 6                  | 15 |
| Brunswick County                |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 83                         | 87                      | 7                  | 12 |
| Carroll County                  |  |          |          |          |          |          |           | x         | x         | x         | x         | x         | x                          | 57                         | 29                      | 6                  | 10 |
| Fairfax County                  |  |          |          |          |          |          |           | x         | x         | x         | x         | x         | x                          | 81                         | n/a                     | 6                  | 14 |
| Fauquier County                 |  |          |          |          |          |          |           | x         | x         | x         | x         | x         | x                          | 132                        | 65                      | 6                  | 22 |
| Fluvanna County                 | x  | x        | x        | x        | x        | x        | x         | x         | x         | x         | x         | x         | x                          | 373                        | 66                      | 13                 | 29 |
| Henry County                    |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 38                         | 62                      | 7                  | 6  |
| King William County             |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 175                        | 106                     | 7                  | 25 |
| Lynchburg City                  |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 92                         | 67                      | 7                  | 14 |
| Montgomery County               |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 489                        | 120                     | 7                  | 70 |
| Newport News City               |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 444                        | 230                     | 7                  | 64 |
| Norfolk City                    |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 415                        | 269                     | 7                  | 60 |
| Northampton County              |  |          |          |          |          |          |           |           |           | x         | x         | x         | x                          | 42                         | 50                      | 4                  | 11 |
| Nottoway County                 |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 135                        | 91                      | 7                  | 20 |
| Petersburg City                 |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 53                         | 28                      | 7                  | 8  |
| Pittsylvania County             |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 73                         | 36                      | 7                  | 11 |
| Powhatan County                 |  |          |          |          |          |          |           |           |           | x         | x         | x         | x                          | 55                         | 55                      | 4                  | 14 |
| Prince William County           |  |          |          |          |          |          | x         | x         | x         |           |           |           |                            | 151                        | 128                     | 3                  | 51 |
| Richmond City                   |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 52                         | 41                      | 7                  | 8  |
| Roanoke City                    |  |          |          |          |          |          |           | x         | x         | x         | x         | x         | x                          | 242                        | 220                     | 6                  | 41 |
| Roanoke County                  |  |          |          | x        | x        | x        | x         | x         | x         | x         | x         | x         | x                          | 63                         | 40                      | 10                 | 7  |
| Russell County                  | x  | x        | x        | x        | x        | x        | x         | x         | x         | x         | x         | x         | x                          | 164                        | 169                     | 12                 | 14 |
| Scott County                    |  |          |          |          |          | x        | x         | x         | x         | x         | x         | x         | x                          | 126                        | 61                      | 8                  | 16 |
| Stafford County                 |  |          |          |          |          |          |           |           |           | x         | x         | x         | x                          | 215                        | 182                     | 4                  | 54 |
| Staunton City                   |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 100                        | 92                      | 7                  | 15 |
| Westmoreland County             |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 92                         | 41                      | 7                  | 14 |
| Wise County                     |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 45                         | 70                      | 7                  | 7  |
| Wythe County                    |  |          |          |          |          |          |           |           | x         | x         | x         | x         | x                          | 20                         | 25                      | 5                  | 4  |
| York County                     |  |          |          |          |          |          | x         | x         | x         | x         | x         | x         | x                          | 62                         | 68                      | 7                  | 9  |
| <b>Totals =</b>                 | <b>2</b>   | <b>2</b> | <b>2</b> | <b>3</b> | <b>3</b> | <b>4</b> | <b>20</b> | <b>24</b> | <b>26</b> | <b>28</b> | <b>28</b> | <b>28</b> | <b>28</b>                  | <b>4,155</b>               | <b>2,569</b>            |                    |    |

\*Since students are assigned for short periods of time in some programs, multiple students can be served per slot.

Attachment A3

Profile of Regional Alternative Education Program Student Status  
End of School Year – 2005-2006

Table A3.

Status of Students at the End of the 2005-2006 School Year [1]

| School Division<br>Fiscal Agent      | Number<br>of<br>Students<br>Served | Total Number of Students Who...                |  |   |
|--------------------------------------|------------------------------------|--|--|---|
|                                      |                                    | Remain in the<br>Program for 2006-<br>2007 [2] | Returned to Sending<br>School for 2006-2007<br>[2] | Dropped out or Were<br>Expelled/Dismissed in<br>2005-2006 [2] |
| Bristol City Public Schools          | 86                                 | 32 (37.2%)                                     | 17 (19.8%)   | 14 (16.3%)  |
| Brunswick County Public Schools      | 83                                 | 43 (51.8%)                                     | 4 (4.8%)   | 23 (27.7%)  |
| Carroll County Public Schools        | 57                                 | 23 (40.4%)                                     | 5 (8.8%)   | 26 (45.6%)  |
| Fairfax County Public Schools        | 81                                 | 4 (4.9%)                                       | 72 (88.9%)   | 9 (11.1%)   |
| Fauquier County Public Schools       | 132                                | 44 (33.3%)                                     | 33 (25.0%)   | 2 (1.5%)  |
| Fluvanna County Public Schools       | 373                                | 69 (18.5%)                                     | 186 (49.9%)  | 31 (8.3%)   |
| Henry County Public Schools          | 38                                 | 7 (18.4%)                                      | 24 (63.2%)   | 2 (5.3%)  |
| King William County Public Schools   | 175                                | 16 (9.1%)                                      | 111 (63.4%)  | 25 (14.3%)  |
| Lynchburg City Public Schools        | 92                                 | 15 (16.3%)                                     | 50 (54.3%)   | 8 (8.7%)  |
| Montgomery County Public Schools     | 489                                | 4 (0.8%)                                       | 442 (90.4%)  | 35 (7.2%)   |
| Newport News City Public Schools     | 444                                | 38 (8.6%)                                      | 267 (60.1%)  | 73 (16.4%)  |
| Norfolk City Public Schools          | 415                                | 113 (27.2%)                                    | 128 (30.8%)  | 43 (10.4%)  |
| Northampton County Public Schools    | 42                                 | 8 (19.0%)                                      | 4 (9.5%)   | 6 (14.3%)   |
| Nottoway County Public Schools       | 135                                | 4 (3.0%)                                       | 75 (55.6%)   | 45 (33.3%)  |
| Petersburg City Public Schools       | 53                                 | 4 (7.5%)                                       | 16 (30.2%)   | 20 (37.7%)  |
| Pittsylvania County Public Schools   | 73                                 | 5 (6.8%)                                       | 54 (74.0%)   | 13 (17.8%)  |
| Powhatan County Public Schools       | 55                                 | 24 (43.6%)                                     | 21 (38.2%)   | 11 (20.0%)  |
| Prince William County Public Schools | 151                                | 94 (62.3%)                                     | 23 (15.2%)   | 30 (19.9%)  |
| Richmond City Public Schools         | 52                                 | 5 (9.6%)                                       | 41 (78.9%)   | 0 (0.0%)  |
| Roanoke City Public Schools          | 242                                | 55 (22.7%)                                     | 179 (74.0%)  | 22 (9.1%)   |
| Roanoke County Public Schools        | 63                                 | 18 (28.6%)                                     | 17 (27.0%)   | 5 (7.9%)  |
| Russell County Public Schools        | 164                                | 42 (25.6%)                                     | 50 (30.5%)   | 28 (17.1%)  |
| Scott County Public Schools          | 126                                | 15 (11.9%)                                     | 38 (30.2%)   | 14 (11.1%)  |
| Stafford County Public Schools       | 215                                | 21 (9.8%)                                      | 134 (62.3%)  | 34 (15.8%)  |
| Staunton City Public Schools         | 100                                | 42 (42.0%)                                     | 16 (16.0%)   | 38 (38.0%)  |
| Westmoreland County Public Schools   | 92                                 | 12 (13.0%)                                     | 80 (86.9%)   | 2 (2.2%)  |
| Wise County Public Schools           | 45                                 | 16 (35.6%)                                     | 10 (22.2%)   | 1 (2.2%)  |
| Wythe County Public Schools          | 20                                 | 3 (15.0%)                                      | 4 (20.0%)  | 7 (35.0%)   |
| York County Public Schools           | 62                                 | 11 (17.7%)                                     | 8 (12.9%)  | 16 (25.8%)  |
| Totals =                             | 4,155                              | 787 (18.9%)                                    | 2,109 (50.8%)                                      | 586 (14.1%)   |

Note [1]: Data collection regarding the number of graduates or GED recipients and students who otherwise left the program was incomplete at the time of this report and those numbers are not reflected in this chart.

Note [2]: Estimates based on data reported by the programs and follow-up communications.