

Board of Education Agenda Item

Item: _____ B. _____

Date: _____ May 28, 2009 _____

Topic: First Review of a Request to Extend Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Perrymont Middle School

Presenters: Dr. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Marcus J. Newsome, Superintendent, Chesterfield County Public Schools

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Origin:

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

Board review required by
_____ State or federal law or regulation

Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting

Action requested at future meeting: June 25, 2009
(date)

Previous Review/Action:

_____ No previous board review/action

Previous review/action
date September 21, 2005

action Approval of the Alternative Accreditation Plan from Chesterfield County Public Schools

Background Information:

The Regulations Establishing Standards for Accrediting Public Schools in Virginia effective September 7, 2006, Section 8 VAC 20-131.280.C. of the standards 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.

Chesterfield County Public Schools (CCPS) received approval by the Board of Education for a three-year alternative accreditation plan for Perrymont Middle School on September 21, 2005. This approval included the provision that future extensions would be contingent upon the submission of an evaluation showing that the stated objectives of the program and evaluative criteria had been met. To date, Chesterfield County Public Schools has submitted data each year and, as a result of this data, has been rated fully accredited in 2006-2007, 2007-2008, and 2008-2009.

The school's success in the current plan is measured by the percentage of those who pass the 8th grade in Perrymont Middle School and who subsequently pass the 9th grade. Former students' grades and attendance are monitored during their 9th grade year.

The following is offered as evidence of the school's effectiveness and in support of this application for continuance of its alternative accreditation status:

Perrymont Middle School students attend their home high school or may apply to attend our alternative Community High School. Earning at least five course credits is required for promotion to the next grade; the following data show the percentage of students completing the program at Perrymont Middle School in 2004-05, 2005-06 and 2006-07 who went on to earn five or more credits to pass the 9th grade: in 2004-2005, 37 of 49 students or 75.5%; in 2005-2006, 37 of 47 students or 78.7%; and, for 2006-2007, 58 of 77 students or 75.3%.

Summary of Major Elements:

The targeted population for attendance at Perrymont Middle is CCPS students, aged 11 through 15, who are working at least two years below grade level in reading and/or mathematics, for whom no other appropriate services have provided them with academic success, and, who are unlikely to catch up their skills development in a comprehensive middle school setting.

Students obtain entry through an application process that includes parental consultation and consent. In order to qualify for and satisfy the intended purpose of the Perrymont program, a student must meet at least one of the following admission criteria: failure on the 5th grade or most recently taken Standards of Learning (SOL) tests in reading, mathematics and/or writing; a history of one or more years of retention in grade; or, a history of excessive absences and out-of-school stressors that have significantly affected the student's achievement. However, under special circumstances applied on a case-by-case basis, a student may be admitted into the program without having first met one or more of the formal admission criteria, if the student is nonetheless deemed to be a good candidate by the Perrymont Admission Review Committee.

The Perrymont Admission Review Committee includes the Perrymont Middle School Principal (or designee), the Perrymont Guidance Counselor, the Assistant Superintendent for Instructional Support (or designee), the Director of Middle School Education (or designee), and the Principal of another CCPS middle school.

The instructional focus is language arts (reading and writing), mathematics instruction designed to prepare each student for success in Algebra, blended science from 7th and 8th grade science SOL; and,

physical education (part-time). Science instruction is provided by qualified science teacher(s) using a curriculum developed to target selected components of life science and physical science. Career exploration is provided through the use of interest and aptitude inventories (such as Kuder).

Each student has an individualized Student Success Plan developed cooperatively with parental and student input. Since many Perrymont students have a history of excessive absences, attendance goals are a component of this plan.

The student day is six hours and includes weekly SOL workshops for individual tutoring. The pupil teacher ratio (PTR) is 17:1; with added services, the actual PTR is 10:1 to better serve the students at this school.

Student support services through Communities in Schools include a focus on self-management and adjustment skills and provide other sources of assistance through Communities in Schools.

Students will be assessed in reading, mathematics and science in accordance with the requirements of the *No Child Left Behind Act of 2001* (NCLB). At the beginning of the school year and at mid-year, each student will be tested in language arts (on the Gates-MacGinitie) and in mathematics (on a diagnostic mathematics assessment such as the Algebra Readiness Diagnostic Test) to determine the individualized instruction the student subsequently receives.

Students classified as 6th or 7th graders will take the SOL assessments in reading for their assigned grade level. Students classified as 8th graders will take the 8th grade reading SOL test and the writing SOL test. Students classified as 8th graders will take the 8th grade science SOL test at the end of the academic year. Students do not participate in SOL testing in history.

At the end of the year, students will take the mathematics SOL test associated with their grade level. Students taking and passing the 8th grade mathematics SOL test at the end of the 1st semester of their second year at Perrymont will advance to the high school to receive instruction in Algebra I (and other core content subjects) at the beginning of the 2nd semester.

Benchmark testing throughout the year (and at the end of summer session, if included) in all four core disciplines will document academic progress and determine content for the next instructional period.

These students have received experiences and instruction in non-core areas such as the arts, music and health and physical education throughout elementary and perhaps during time spent in a comprehensive middle school and will again when they return to a comprehensive high school. This school is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not. For this reason the following waivers for 8 VAC 20-131-90 A-E and 8 VAC 20-131-190 A are requested:

8 VAC 20-131-90. Instructional program in middle schools.

A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

B. The middle school shall provide a minimum of eight courses to students in the eighth grade. English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.

C. Level one of a foreign language and an Algebra I course shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, mathematics, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

E. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.

8 VAC 20-131-190. Library media, materials and equipment.

A. Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during, and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and

For purposes of calculating accreditation, test results for all students in reading and mathematics (including Algebra I) and for all 8th graders in writing will be included as follows:

| <i>SOL Scaled Score</i> | <i>SOL Proficiency Level</i> | <i>Points Awarded Each SOL Score</i> |
|---|---|--------------------------------------|
| 500-600 | Advanced | 100 |
| 400-499 | Proficient | 90 |
| 375-399 | Reading and Mathematics 6-8, Algebra I; Writing 8 | 70 |
| Below 375 | Fail | 0 |
| <i>Core Other Academic Objectives (Points maximum)</i> | | |

| | |
|---|---|
| Students transition to Chesterfield Community High School or a comprehensive middle or high school. | Index scores and Points Earned: Up to 10 students 1 point More than 10 students... 3 points |
|---|---|

An index score of 70 points or above will be required for fall accreditation. For purposes of measuring adequate yearly progress (AYP) under NCLB, the school will be measured on reading, mathematics, and writing (as the third academic indicator).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Request to Extend Approval of a Alternative Accreditation Plan for three years from Chesterfield County Public Schools for Perrymont Middle School.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: June 25, 2009

**Virginia Department of Education
Evaluation Criteria
Perrymont Alternative School, Chesterfield County Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

| 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. | √ | | |
| 2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement. | √ | | |
| 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. <i>The plan requests a waiver of 8 VAC 20-131-90 A-E and 8 VAC 20-131-190 A</i> | | | √ |
| 4. The school provides transition planning to help students be successful when they return to a regular school setting. | √ | | |
| 5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures. | √ | | |
| 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. | √ | | |
| 7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel. <i>See letter as an addendum to Attachment A</i> | √ | | |

| Alternative Accreditation Accountability Criteria: | | | |
|---|---|--|--|
| 1. 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 <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA). | √ | | |
| 2. 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. | √ | | |
| 3. The plan includes use of statewide assessment student achievement results of English and mathematics. | √ | | |
| 4. The plan meets the testing requirements of the SOA. | √ | | |
| 5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law. | √ | | |
| 6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested. | √ | | |
| 7. 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. | √ | | |

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.

Date Approved
by the Local School Board

Signature
Chairman of the School Board

Submission Date

Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

| | | | |
|---|---|-----------------------|-------------------------------------|
| School Name | <i>Perrymont Middle School</i> | Division | <i>Chesterfield</i> |
| School Address | <i>8610 Perrymont Road, Richmond Va 23237</i> | | |
| Contact Person | <i>Dr. Robert Wingfield</i> | Phone | <i>(804) 594- 1756</i> |
| Fax | <i>(804) 594-1683</i> | E-mail Address | <i>Robert_Wingfield@ccpsnet.net</i> |
| Proposed Duration of the Plan | <i>Three years covering 2009-10, 2010-11, 2011-12 school years</i> | | |
| Grade Levels Served | <i>Grades 6 - 8</i> | | |
| No. Students Enrolled by Grade Level | <i>88 students; 19 currently classified as 8th graders</i> | | |

NOTE: The space provided will expand to accommodate the description if the form is prepared in Word.

I. Describe the mission and purpose of the school. *Perrymont Middle School is an educational environment where certain students who have not experienced academic success in a comprehensive upper elementary- or middle- school setting can receive academic and support services needed to develop the academic and personal skills and habits that will prepare them for success in high school. Time in the program would be two years maximum; maximum capacity of the school/program will be 100 students.*

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.

The targeted population for attendance at Perrymont Middle is CCPS students:

- aged 11 through 15*
- who are working at least two years below grade level in reading and/or mathematics*
- for whom no other appropriate services have provided them with academic success and*
- who are unlikely to catch up their skills development in a comprehensive middle school setting.*

In order to qualify for and satisfy the intended purpose of the Perrymont program, a student must meet at least one of the following admission criteria:

- failure on the 5th grade or most recently taken SOL tests in reading, mathematics and/or writing*
- a history of one or more years of retention in grade*
- a history of excessive absences and out-of-school stressors that have significantly affected the student's achievement*

However, under special circumstances applied on a case-by-case basis, a student may be admitted into the program without having first met one or more of the formal admission criteria, if the student is nonetheless deemed to be a good candidate by the Perryont Admission Review Committee. A good candidate is one who is likely to benefit substantially from the program notwithstanding the fact that he or she does not meet one or more of the admission criteria. The Perryont Admission Review Committee will consist of the Perryont Middle School Principal (or designee), the Perryont Guidance Counselor, the Assistant Superintendent for Instructional Support (or designee), the Director of Middle School Education (or designee), and the Principal of another CCPS middle school.

Students obtain entry through an application process that includes parental consultation and consent. Enrollment in the 2007-08 school year was 28% white, 65% black, 7 % Hispanic; there were 60% boys and 40% girls.

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.

- The instructional focus is
 - language arts (reading and writing),
 - mathematics instruction designed to prepare each student for success in Algebra
 - blended science from 7th and 8th grade science SOLs; and
 - physical education (part time).
- Science instruction is provided by qualified science teacher(s) using a curriculum developed to target selected components of Life Science and Physical Science.
 - Over 80% of the students attending Perryont have previously received instruction in 6th grade science.
- The student day is six hours and includes weekly SOL workshops for individual tutoring.
- Budgeted PTR is 17:1; with added resources, the actual PTR is 10:1 to better serve the students at this school.
- Student support services through Communities in Schools include a focus on self-management and adjustment skills and provide other sources of assistance through Communities in Schools.
- Physical education is taught 55 minutes every other day.
- Career exploration is provided through the use of interest and aptitude inventories (such as Kuder). Each student is counseled on the results for the purpose of planning his or her high school course of study and preparing for a career or college. Periodic speakers from the business community and scheduled Career Days will support the endeavor.
- Each student has an individualized Student Success Plan developed cooperatively with parental and student input. Since many Perryont students have a history of excessive absences, attendance goals are a component of this plan.
- Through Expeditionary Learning, whole school inquiry-based investigations supports attainment of SOLs with assignments that are rigorous and demanding and that promote self-directed learning and high quality work. Self-esteem is built through daily team meetings and opportunities for adventure, including kayaking and hiking trips, related to classroom activities.

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

- Students will be assessed in reading, mathematics and science in accordance with the requirements of the state NCLB Workbook.
- At the beginning of the school year and at mid-year, each student will take formative (diagnostic) assessments in language arts (on the Gates-MacGinitie) and in mathematics (on a diagnostic mathematics assessment such as the Algebra Readiness Diagnostic Test) .
- The results of the mid-year administration of the Gates-MacGinitie will determine student grade level for the purposes of subsequent instruction and SOL testing at the end of the year.
- Students will receive 110 minutes of instruction in language arts and mathematics daily.
- Language Arts:
 - Students will receive differentiated small group instruction in 6th, 7th and 8th grade SOLs based on their results on the Gates-McGinitie and other assessments of current achievement levels.
 - At the end of the year, students will take the reading SOL test associated with their grade level.
 - Students will take the 8th grade writing SOL test in the same semester that they take the 8th grade reading SOL test.
- Mathematics
 - Students will receive differentiated small group instruction in 6th, 7th, and 8th grade SOLs designed to prepare them for success in Algebra 1.
 - At the end of the year, students will take the mathematics SOL test associated with their grade level.
 - Students taking and passing the 8th grade mathematics SOL test at the end of semester 1 of their second year at Perrymont will advance to the high school to receive instruction in Algebra I (and other content subjects) at the beginning of semester 2.
- Science - Students will take the 8th grade science SOL test in the same semester that they take the 8th grade reading and writing SOL tests.
- History – Perrymont students do not participate in SOL testing in history.
- Benchmark testing throughout the year (and at the end of summer session, if included) in all four core disciplines will document academic progress and determine content for the next instructional period.

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 | X | No |
|--|------------|----------|-----------|

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.)

- Instructional Program in Middle School 8 VAC 20-131-90 A-E
- Library Media, material and equipment 8 VAC 20-131-190

These students have received experiences and instruction in non-core areas such as the arts, music and health and physical education throughout elementary and perhaps during time spent in a comprehensive middle school and will again when they return to a comprehensive high school. This school is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not.

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.

Basis for Accreditation and Adequate Yearly Progress:

- For purposes of calculating state **accreditation**:
 - test results for all students in reading and mathematics and for all 8th graders in writing will be included as follows:
 - A scale score of 500-600 will be weighted at 100 points
 - A scale score of 400-499 will be weighted at 90 points
 - A scale score of 375-399 will be weighted at 70 points
 - A scale score below 375 will carry no points in the calculation
 - Additionally the school will receive recognition in the calculation for successfully preparing students for transition to high school or return to comprehensive middle school settings as follows:
 - one point for up to ten students who leave Perrymont for attendance in a high school or comprehensive middle; and
 - three points for 11 or more students who leave Perrymont for attendance in a high school or comprehensive middle school

| SOL Scaled Score | SOL Proficiency Level | Points Awarded Each SOL Score |
|-------------------------|---|--------------------------------------|
| 500-600 | Advanced | 100 |
| 400-499 | Proficient | 90 |
| 375-399 | Reading and Mathematics 6-8; Writing 8 | 70 |
| Below 375 | Fail | 0 |

Core Other Academic Objectives (Points maximum)

| | |
|---|---|
| Students transition to Chesterfield Community High School or a comprehensive middle or high school. | Index scores and Points Earned: Up to 10 students 1 point More than 10 students... 3 points |
|---|---|

Alternative Accreditation Index Score Calculations Illustrated:

Example: English/Reading Index Score

| No. of Student Scores | SOL Proficiency Level | Points Awarded Each SOL Score | Points Awarded |
|------------------------------|------------------------------|--------------------------------------|-----------------------|
| 10 | Advanced | 100 | 1,000 |
| 55 | Proficient | 90 | 4,950 |
| 20 | 375-399 | 70 | 1,400 |
| 15 | Fail | 0 | 0 |

| | |
|--|-------|
| (a) SOL Score Points Awarded | 7,350 |
| (b) Total No. of Student Scores | 100 |
| (c) SOL Index Points (a) divided by Total No. Scores (b) | 73.5 |
| (d) Additional Index Points (up to three points maximum) [Example: 5 pts. earned] | 3 |
| (e) Alternative Accreditation Index Score = SOL Index Score (c) + Additional Index Points (d) | 76.5 |
| Met content area alternative accreditation requirements: YES/NO Yes = Index Score of 70 or above | Yes |

Example: Mathematics Index Score

| No. of Student Scores | SOL Proficiency Level | Points Awarded Each SOL Score | Points Awarded |
|------------------------------|------------------------------|--------------------------------------|-----------------------|
| 15 | Advanced | 100 | 1,500 |
| 50 | Proficient | 90 | 4,500 |
| 15 | 375-399 | 70 | 1,050 |
| 20 | Fail | 0 | 0 |

| | |
|--|-------|
| (a) SOL Score Points Awarded | 7,050 |
| (b) Total No. of Student Scores | 100 |
| (c) SOL Index Points (a) divided by Total No. Scores (b) | 70.5 |
| (d) Additional Index Points (up to three points maximum) [Example: 5 pts. earned] | 3 |
| (e) Alternative Accreditation Index Score = SOL Index Score (c) + Additional Index Points (d) | 73.5 |
| Met content area alternative accreditation requirements: YES/NO Yes = Index Score of 70 or above | Yes |

| Content Area | Index Score | Met Alternative Accreditation Requirement |
|---------------------|--------------------|--|
| English | 76.5 | Yes |
| Mathematics | 73.5 | Yes |

| | |
|---|------------------|
| School Accreditation Rating: Fully Accredited Accredited with Warning Denied Accreditation | Fully Accredited |
|---|------------------|

- For purposes of measuring **Adequate Yearly Progress** under the No Child Left Behind Act, the school will be measured on reading, mathematics, and writing (as the third academic indicator)
 - Using reading and mathematics, with attendance as the third academic indicator, Perrymont Middle School made AYP in 2007-08 and in 2008-09.

VIII. Describe who was involved in the development of the proposed plan. *Perrymont Middle previously served as an alternative school for students who were both academically challenged and discipline problems in the comprehensive middle school. The Director of Middle Schools with the Office of School Improvement and Curriculum and Instruction identified the need for an academic bridge curriculum for struggling middle schoolers and with the concurrence of the Superintendent and the School Board, re-missioned Perrymont in 2001-02.*

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

The school's success is measured by the percentage of those who pass the 8th grade in Perrymont and who subsequently pass the 9th grade. Former students' grades and attendance are monitored during their 9th grade year.

The following is offered as evidence of the school's effectiveness and in support of this application for continuance of its alternative accreditation status. Perrymont students attend their home high school or may apply to attend our alternative Community High School. Results for the past three years are shown below. Earning at least five course credits is required for promotion to the next grade; these data show the percentage of students completing the program at Perrymont Middle School in 2004-05, 2005-06 and 2006-07 who went on to earn five or more credits to pass the 9th grade.

| | |
|---------|-----------------------------|
| 2004-05 | 37 of 49 students for 75.5% |
| 2005-06 | 37 of 47 students for 78.7% |
| 2006-07 | 58 of 77 students for 75.3% |