

Board of Education Agenda Item

Item: _____ C. _____

Date: June 25, 2009

Topic: First Review of a Request to Extend Approval of Alternative Accreditation Plans from Henrico County Public Schools for Mt. Vernon Middle School and New Bridge Middle School

Presenters: Dr. Kathleen M. Smith, Director of the Office of School Improvement
Mr. Fred Morton, Superintendent, Henrico 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: Waive first review

Previous Review/Action:

No previous board review/action

Previous review/action
date September 27, 2006

action Approval of the Alternative Accreditation Plans from Henrico 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.

Henrico County Public Schools (HCPS) received approval by the Board of Education for a three-year extension for alternative accreditation plans for Mt. Vernon Middle School and New Bridge Middle School on September 27, 2006.

In the current approved accreditation plan, school accreditation for Mt. Vernon Middle School is based on the following criterion: scores for each test in each of the four content areas are combined to create one (composite) pass rate, reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 70 percent for grades 6-8 combined. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, are included in the accreditation calculation. With the current alternative accreditation plan, based on assessment data in 2007-2008, Mt. Vernon Middle School was fully accredited in 2008-2009.

In the current approved accreditation plan, school accreditation for New Bridge School is based on the following criterion: scores for each test in each of the four content areas will be combined to create (composite) pass rates, one for grades 3-5 and one for grades 6-8, reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 75 percent for grades 3-5 and 70 percent for grades 6-8. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation. New Bridge now serves only grades 6-8. Based on assessment data in 2007-2008, the school was provided a conditional accreditation rating in 2008-2009.

Summary of Major Elements:

Mt. Vernon and New Bridge Middle Schools serve students age 11 through 15 in grades 6-8 who are at least two years below grade level in reading and/or mathematics, who are over-aged, have been retained one or more years, who have been underserved when assigned to other appropriate services, and who are unlikely to make up academic deficits in a comprehensive middle school setting. Students identified for these nontraditional programs have failed to respond positively to the comprehensive schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Students are considered for placement in the nontraditional program based on recommendations of the child study committee in the home school, which has conducted a rigorous review of the student's academic performance, educational and family needs and behavioral challenges. In addition, the nontraditional schools may be selected by parents and students because of the educational environment that may meet the present needs of the student. Mt. Vernon and New Bridge Middle Schools offer an Academic and Career Plan (ACP). Students can be enrolled in Mt. Vernon and New Bridge Middle Schools by either administrative placement or by application.

All students will improve their academic performance so that they may successfully transition back to their home school environment through intensive focus on the core areas of language arts and mathematics and through achieving certain behavioral and conduct modifications that are indicative of being a responsible and productive student in an academic environment.

The middle school nontraditional programs present a middle school curriculum aligned with the state and local standards in safe, supportive, small learning communities to provide quality-learning opportunities affording students the skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level courses in reading, writing, science, mathematics, and

history/social science and the electives of art, physical education, and career and technical education (CTE). In addition, students receive instruction in workplace readiness, basic skill instruction in the core content subjects and personal social development.

An ACP is developed for each student attending Mt. Vernon and New Bridge Middle Schools. This plan is designed to address the specific academic and behavioral needs of the student and includes performance goals to support the transition to a comprehensive instructional setting. The Virginia Standards of Learning (SOL) are taught through grade-level courses in the four academic areas: English (reading and writing), science, mathematics, and history/social science. Additionally, electives are required in reading and mathematics for students performing two or more grade levels below as indicated on formal assessments. Career and technical education exploratory programs are available to students.

Each student is diagnostically pre-tested upon program entry in reading and mathematics using the Degrees of Reading Power (DRP), the Gates-McGinite, and the Algebra Readiness Diagnostic Test (ARDT) to assist in developing the Individual Student Improvement Plan (ISIP). All other pre-existing assessment information (SOL / Henrico Assessment Test) results will be utilized in developing the ISIP.

Teachers assigned to Mt. Vernon and New Bridge Middle Schools will be highly qualified to teach in their respective content areas. The goal is not to exceed the pupil-teacher ratio of 12:1 in order to better serve the unique needs of the students at the schools.

A waiver from 8 VAC 20-131-90 A-C is requested as foreign languages is not a part of the curriculum.

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 studies. 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 studies 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.

The alternative accreditation plan holds the school accountable for student achievement through an index based upon the instructional program and needs of students served. The plan provides a basis for determining state accreditation ratings for a three year period beginning in 2010-11 based upon student performance in 2009-10.

The alternative accreditation index and alternative accreditation point system will measure student achievement based upon progress made in all program areas. The weighted index of students enrolled for 2 years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL assessments in reading, writing, and mathematics will be used to determine accreditation.

Alternative Accreditation Plan

<i>Performance Objective</i>	<i>Performance measure</i>
<i>Core Achievement Objectives:</i>	
<i>1. The number of students in grades 6-8 passing SOL reading and writing tests by proficiency level.</i>	Weighted index of SOL test scores of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the reading SOL tests in grades 6-8 and the writing test at grade 8
<i>2. The number of students in grades 6-8 passing SOL mathematics tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL mathematics tests in grades 6-8
<i>Core Other Academic Indicators:</i>	
<i>3. The number of students in grade 8 passing the Algebra I SOL Assessment by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (at least 4 semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I
<i>4. The number of students in grades 6-8 passing science SOL tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science
<i>5. The number of students in grades 6-8 passing history and social science SOL tests by proficiency level.</i>	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in and history and social science
<i>Core Other Indicator Objectives:</i>	
<i>6. Average daily attendance meets or exceeds 80 percent.</i>	Average Daily Attendance rates for students
<i>7. Increase percentage of students successfully transitioned into regular school setting.</i>	Successful transition shall be measured by a student transitioning to a regular school setting who passes all subjects/courses in the transition

	school during the first semester at that school
8. <i>Decrease number of grade 6-8 discipline referrals.</i>	Incident data for Mt. Vernon Middle School and New Bridge Middle School students
Optional Reach Objectives:	
9. <i>Increase the number of middle school students taking Algebra I.</i>	Number of students in grade 8 taking Algebra I increases annually
10. <i>Increase the number of parent volunteers.</i>	Number of parents assisting with school operations increases annually
11. <i>Increase the number of students participating in the Extended Day Programs.</i>	Number of students attending the Extended Day Programs increases annually

Annual Performance Targets

<i>Language Arts/Reading and Writing</i>	75%
<i>Mathematics</i>	70%

Alternative Accreditation Index Point System:

Core Achievement Objectives		
1 and 2. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL assessments in reading, writing and mathematics.</i>		
SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500-600	Advanced	100
400-499	Proficient	90
375-399		70
Below 375		0
Core Other Academic Objectives (9 points maximum)		
3. <i>Weighted index of students enrolled for 2 years (4 semesters) at the proficient and advanced levels on the Algebra I SOL Assessment.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	
4. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	
5. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in history and social science.</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point	

<i>Core Other Indicator Objectives (6 points maximum)</i>	
<i>6. Average daily attendance meets or exceeds 80 percent.</i>	2 points
<i>7. Increase the percentage of students successfully transitioned into regular school setting.</i>	2 points
<i>8. Decrease number of grades 6-8 discipline referrals.</i>	2 points
<i>Optional Reach Objectives (3 points maximum)</i>	
<i>9. Increase the number of middle school students taking Algebra I.</i>	1 point
<i>10. Increase the number of parent volunteers.</i>	1 point
<i>11. Increase the number of students participating in the Extended Day Programs.</i>	1 point

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the request to extend approval of alternative accreditation plans for three years from Henrico County Public Schools for Mt. Vernon Middle School and New Bridge Middle School.

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

Timetable for Further Review/Action: N/A

**Virginia Department of Education
Evaluation Criteria
Mt. Vernon Middle School and New Bridge Middle School, Henrico 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-C</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.	√		

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 in 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.

May 28, 2009

Date Approved
by the Local School Board

June 1, 2009

Submission Date

[Handwritten Signature]

Signature
Chairman of the School Board

[Handwritten Signature]

Signature
Division Superintendent

Request for Approval of a Three-Year Alternative Accreditation Plan for Mount Vernon and New Bridge Middle Schools, Henrico County Public Schools

Purpose: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavior fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests). Mount Vernon and New Bridge Middle Schools will work in partnership with the Henrico County Public Schools and the community to assist participating students in getting back on track in their learning and behavior, enabling them to successfully return to their home schools or transition to a comprehensive high school academically and socially prepared. This partnership focuses on the most difficult students with learning and behavioral issues as a result of a variety of factors beyond the control of public education.

Vision / Mission: Mount Vernon and New Bridge Middle Schools will be educational environments where certain students who have not experienced academic success in a comprehensive elementary school or middle school setting, and who have been referred by their home schools, the Disciplinary Review Hearing Officer, or decided as their learning institution of choice can develop the academic and personal skills and habits that will prepare them for success in high school. Mount Vernon and New Bridge Middle Schools expose students to safe and stimulating alternative learning environments where they will grow academically through rigorous instructional and personal/social development programs provided for each child. Mount Vernon and New Bridge Middle Schools envision taking students who otherwise would not succeed in public education and turnaround to assist them in becoming successful life-long learners. Time in the program varies between a minimum of a completion of the year enrolled or a maximum of three years based upon needs of the students. The maximum capacity of each school program is 100 students.

Target Populations: Mount Vernon and New Bridge Middle Schools serve students aged 11 through 15 and grades 6-8 who are at least two years below grade level in reading and/or mathematics, over aged, retained one or more years, for whom no other appropriate services have worked and who are unlikely to make up academic deficits in a comprehensive middle school setting. Students identified for our non-traditional programs have failed to respond positively to the comprehensive schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Students are considered for placement in the nontraditional program based on recommendations of the child study committee in the home school, which has conducted a rigorous review of the student's academic performance, educational and family needs and behavioral challenges. In addition, the nontraditional schools may be selected by parents and students because the comprehensive school environment may not meet the present educational needs of the student.

Student Selection Criteria: Mount Vernon and New Bridge Middle Schools offer an individual Academic and Career Plan (ACP). The ACP is based upon learning strategies that fit the students' needs in a unique organized structure developed for students who have not been successful in the comprehensive school setting. Students can be enrolled in Mount Vernon and New Bridge Middle Schools by two pathways:

Administrative Placement: The Henrico County Public Schools Disciplinary Hearing Review Officer can place students at Mount Vernon and New Bridge Middle Schools through the process of a disciplinary hearing.

Application: A student may voluntarily apply to attend Mount Vernon or New Bridge Middle Schools or the student may be referred by the home comprehensive school. This process involves completing the application at the student's home school. The application includes all relevant academic, attendance, and behavior information as well as a copy of any Individualized Educational Plan (IEP) or child study minutes, if applicable.

Student selection and program placement is based upon evidence in the following areas:

- The type of instructional strategies needed to foster student achievement cannot be accommodated in a traditional setting.
- Academic performance is low or declining and the student is at-risk of being retained. The student may have failed one or more SOL or local criterion-reference tests, is over-aged, behind one or more grade levels.
- The student's behavior management needs are beyond the scope of programming that exists at any of our comprehensive schools.
- A series of in-school, short-, and long-term suspensions have not effectively modified the student's behavior.
- The student's behavior negatively affects the learning environment of others and impedes the teaching-learning process.
- The student has attendance and/or truancy issues.
- Prior to enrollment, the parent(s), student, and principal discuss the components of the nontraditional program. Signatures of the parent(s) and the student indicate their agreement to placement at Mt Vernon or New Bridge Middle School.

Program of Instruction: The middle school nontraditional programs present a middle school curriculum aligned with the state and local standards in safe, supportive, small learning communities to provide quality-learning opportunities affording students the skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level courses in English/reading/writing, science, mathematics, and social science and the electives of art, physical education, and career and technical education (CTE). In addition, students receive instruction in workplace readiness, basic skill instruction in the core content subjects and personal social development.

- An Academic and Career Plan (ACP) is developed for each student attending Mount Vernon and New Bridge Middle Schools. This plan is designed to address the specific academic and behavioral needs of the student, and includes performance goals to support the transition to a comprehensive instructional setting.
- The Virginia Standards of Learning (SOL) are taught through grade level courses in the four academic areas: English/reading/writing, science, math and social science.

Additionally, electives are required in reading and math for students performing two or more grade levels below as indicated on formal assessments.

- Before enrollment, during an orientation meeting, each student and parent meets with the principal, school counselor and grade level team leader, to review the child's record of past performance and to develop the ACP for his/her success at Mount Vernon / New Bridge.
- Upon enrollment, each student participates in a two-day transition program designed to review the child's record of past performance, administer pre-assessment tests in core areas, and to begin the development of the ACP. The school counselor assists the student and parent in planning for academic, attendance/truancy, and behavior improvements to address the student's specific needs. These plans guide students during their stay at the middle school alternative (nontraditional) programs so that they may successfully transition to the next placement at a comprehensive school.
- Core content assessments are completed upon entering the program to assist in the development of the ACP for academic success. Student growth is monitored weekly during team meetings. As students' progress is monitored, appropriate intervention and remediation strategies are developed, recorded in the ACP and deployed as deemed necessary from data analysis.
- Programs Offered:
 - Career and Technical Education (CTE), which is designed to help students explore career options, design/build products following a design brief, work in teams to accomplish course objectives, explore occupational areas and education programs for CTE within the 16 career families. Those students who participate in the CTE experiences will be well prepared to take advantage of similar opportunities at the high school level, or at either of the school division's technical centers or at Virginia Randolph Community High School.
 - The Greenhouse Program – “Go Green”, which is designed to assist students in developing an awareness of the relationship between technology and science, with a focus on the nature of science and how it is applied. It involves strong integration of reading, writing, and math skills. The “Go Green” course involves the topics of technology, biotechnology, transportation systems, alternative energy, aerospace/flight, and manufacturing.
 - Extended Learning Day, which includes tutorial services and exposure to the arts, career awareness and involvement in community service projects. It is an expectation that all students attending Mount Vernon and New Bridge Middle Schools will take advantage of the 4-days a week after-school program.
- Each student will be diagnostically pre-tested upon program entry in reading and mathematics using the Degrees of Reading Power (DRP) or other identified reading assessment, and the Algebra Readiness Diagnostic Test (ARDT) to assist in developing the ACP. All other pre-existing assessment information (SOL / Henrico Assessment Test) results will be utilized in developing the ACP.
- Individual course schedules will be designed to assist students to achieve their highest potential.
- Teachers assigned to Mt. Vernon and New Bridge will be highly qualified to teach in their respective content areas.

- Students complete rigorous work in the core subject areas of math, science, English and history through best practice based instructional strategies designed to meet the diverse academic needs of students.
- Instructional staff attends school-level staff development scheduled four weeks in August preceding the beginning of school. In addition, staff development is tailored to teacher needs and requests, and each 3rd Tuesday is devoted to staff development. Staff also attends district-wide staff development.
- Instructional staff is trained in how to use data to make instructional decisions.
- Six 55-minute blocks comprise the middle school day, totaling 5 hours and 30 minutes of direct daily instruction, not to include morning arrival, lunch, and dismissal.
- Grade level teams meet weekly and content teams meet monthly to discuss and plan instructionally. In addition, grade-level team members utilize weekly meetings to disaggregate data, monitor student academic success, discuss behavior issues, attendance, and share curriculum ideas.
- The goal is not to exceed the PTR of 10:1 in order to better serve the unique needs of the students at the schools.
- Student support services include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning serve as the foundation of curriculum and counseling in self-management, as well as, the life skills curriculum.
- All students participate in organized health and physical education activities.
- All students participate in an organized art program.
- Career exploration in CTE includes the use of ACT's *Explore* interest and aptitude inventory that each student will take for the purpose of planning a high school course of study. In addition, Career Days will be held at the schools annually.

Student Transition Process

Transition into the alternative (non-traditional) setting

- Upon enrollment at Mount Vernon and New Bridge in the two-day orientation program, students will develop Academic and Career Plans (ACP).
- Plans will be reviewed by the counselor, principal and the team leader who is responsible for filing the plans.
- Quarterly conferences conducted by the team leader, principal and counselor will be held with each student to review progress toward established goals and transition.

Transition back to the comprehensive setting

- Based upon student progress, plans are put in place during the last nine weeks of the student's stay at Mount Vernon and New Bridge to prepare him/her for a return to the comprehensive school setting.
- The principal, counselor, and team leader reviews the student's record pertaining to academics, attendance and discipline to determine which students have met their goals in a satisfactory manner.
- The counselor makes contact with the designated counselor of each home school preparing the students to return by developing schedules and a plan to return the students'

record, making contact with parents, and scheduling meetings between the comprehensive school counselors and Mount Vernon and New Bridge students.

- For a period of 180 days after transitioning, a structured support system is provided by Mount Vernon and New Bridge to ensure each student meets with success.

Waivers Requested: These innovative middle years schools will require a waiver from the following state standard:

- 8 VAC 20-131-90 A, B, and C pertaining to the instructional program in middle schools. To provide the instructional time needed in the core content areas, a waiver is requested of the foreign language elective requirement.

Student Assessment

The Virginia Standards of Learning (SOL) are taught through grade level courses in the four academic areas: Language Arts, math, science, and social science. Benchmark 4.5 and 9 week assessment data will be used to monitor student progress toward mastery of the SOL. All students will be required to take end-of-grade and/or end-of-course SOL tests associated with the courses taken in all four content areas at all three grades. Students will be targeted for remediation throughout the year to support the rating of full accreditation and achieving adequate yearly progress.

NCLB – Adequate Yearly Progress

The alternative accreditation plan holds the school accountable for student achievement through an index based upon the instructional program and needs of students served. The plan provides a basis for determining state accreditation ratings for a three year period beginning in 2010-11 based upon student performance on SOL tests and other measures beginning in 2009-10. No changes to the application of the federal requirements related to measuring Adequate Yearly Progress for the No Child Left Behind legislation are requested.

Alternative Accreditation Plan

All students will improve their academic performance so that they may successfully transition back to their home school environment through intensive focus on the core areas of Language Arts and mathematics and through achieving certain behavioral and conduct modifications that are indicative of being a responsible and productive student in an academic environment. An alternative accreditation index will measure student achievement based upon progress made in all program areas and is defined as follows.

<i>Performance Objective</i>	<i>Performance measure</i>
<i>Core Achievement Objectives:</i>	
<i>1. The number of students in grades 6-8 passing SOL reading and writing tests by proficiency level.</i>	<i>Weighted index of SOL test scores of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the reading SOL tests in grades 6-8</i>

2. The number of students in grades 6-8 passing SOL mathematics tests by proficiency level.	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL mathematics tests in grades 6-8
Core Other Academic Indicators:	
3. The number of students in grade 8 passing the Algebra I SOL Assessment by proficiency level.	Weighted index of students enrolled for 2 academic years (at least 4 semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I
4. The number of students in grades 6-8 passing science SOL tests by proficiency level.	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science
5. The number of students in grades 6-8 passing history and social science SOL tests by proficiency level.	Weighted index of students enrolled for 2 academic years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in and history and social science
Core Other Indicator Objectives:	
6. Average daily attendance meets or exceeds 80 percent	Average Daily Attendance rates for students
7. Increase percentage of students successfully transitioned into regular school setting	Successful transition shall be measured by a student transitioning to a regular school setting who passes all subjects/courses in the transition school during the first semester at that school
8. Decrease number of grade 6-8 discipline referrals	Incident data for MV/NB students
Optional Reach Objectives:	
9. Increase the number of middle school students taking Algebra I	Number of students in grades 8 taking Algebra I increases annually
10. Increase the number of parent volunteers	Number of parents assisting with school operations increases annually
11. Increase the number of students participating in the Extended Day Programs	Number of students attending the Extended Day Programs increases annually

Annual Performance Targets

Language Arts/Reading and Writing	75%
Math	70%

Alternative Accreditation Index Point System:

Core Achievement Objectives		
<i>1 and 2. Weighted index of students enrolled of students enrolled for 2 years (4 semesters) achieving at a scaled score of 375-399, proficient, and advanced levels on the SOL assessments in reading, writing and mathematics</i>		
SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500-600	Advanced	100
400-499	Proficient	90
375-399		70
Below 375		0
Core Other Academic Objectives (9 points maximum)		

3. <i>Weighted index of students enrolled for 2 years (4 semesters) at the proficient and advanced levels on the Algebra I SOL Assessment</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point
4. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point
5. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in history and social science</i>	Percent of students passing at the proficient and advanced levels and points earned: 70% and above.....3 points 60 – 69%.....1 point
Core Other Indicator Objectives (6 points maximum)	
6. <i>Average daily attendance meets or exceeds 80 percent</i>	2 points
7. <i>Increase the percentage of students successfully transitioned into regular school setting</i>	2 points
8. <i>Decrease number of grade 6-8 discipline referrals</i>	2 points
Optional Reach Objectives (3 points maximum)	
9. <i>Increase the number of middle school students taking Algebra I</i>	1 point
10. <i>Increase the number of parent volunteers</i>	1 point
11. <i>Increase the number of students participating in the Extended Day Programs</i>	1 point

Alternative Accreditation Index Score Calculations Illustrated:

Example: Language Arts (reading and writing combined) Index Score

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>	<i>Points Awarded</i>
30	Advanced	100	3,000
60	Proficient	90	5,400
25	375-399	70	1,750
15	Below 375	0	0
(a) SOL Scores Points Awarded			10,150
(b) Total No. of Student Scores			130
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			78.1
Core Other Academic Objectives(9 points maximum)			
3. <i>Weighted index of students enrolled for 2 years (4 semesters) at the proficient and advanced levels on the Algebra I SOL Assessment</i>			0
4. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in science</i>			68% = 1
5. <i>Weighted index of students enrolled for 2 years (4 semesters) achieving at the proficient and advanced levels on the SOL assessments in history and social science</i>			70% = 3
Core Other Indicator Objectives (6 points maximum)			
6. <i>Average daily attendance meets or exceeds 80 percent</i>			2

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7. Increase percentage of students successfully transitioned into regular school setting	0
8. Decrease number of grade 6-8 discipline referrals	2
Optional Reach Objectives (3 points maximum)	
9. Increase the number of middle school students taking Algebra I	0
10. Increase the number of parent volunteers	1
11. Increase the number of students participating in the Extended Day Programs	1
(d) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b) + 10 additional points (maximum 18)	88.1

Example: Mathematics Index Score

No. of Student Scores	Proficiency Level	Points Awarded Each SOL Score	Points Awarded
5	Advanced	100	500
60	Proficient	90	5,400
25	375-399	70	1,750
10	Below 375	0	0
(a) SOL Score Points Awarded			7,650
(b) Total No. of Students Scores			100
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			76.5
(d) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b) + 10 additional points (maximum 18)			86.5

Example: Determination of School Alternative Accreditation Rating

Content Area	Index Score	Met Alternative Accreditation Requirement
Language Arts	88.1	Yes
Mathematics	86.5	Yes
School Accreditation Rating:		Fully Accredited
Fully Accredited		
Accredited with Warning		
Denied Accreditation		