

Section 22.1-253.13:1.D.8 of the Standards of Quality requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Virginia Board of Education (VBOE). Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the VBOE to grant waivers to certain provisions of the standards.

Summary of Major Elements:

Richmond City Public Schools partners with the Community Education Partners (CEP) to provide services through the Capital City Program (CCP) at Richmond Alternative School for students in grades 6-11. The purpose of the partnership is to support low-performing and disruptive students so that they can return to their home schools prepared to be successful. This program focuses on the most difficult students with learning and behavioral issues as a result of factors beyond the control of public education.

Richmond City Public Schools is seeking an extension of an alternative accreditation plan for Richmond Alternative School. The VBOE approved the first alternative accreditation plan on April 27, 2007. Since that time, the school has met the alternative accreditation targets. Achievement data is indicated below. It should be noted that the student population in this alternative school changes from year to year. It is difficult to analyze data across time as the needs of students in one year may be quite different from the next year.

Unadjusted AYP Pass Rates	2007-2008	2008-2009	2009-2010
	Percent Passing		
English Performance			
All Students	57%	64%	57%
Mathematics Performance			
All Students	43%	57%	51%
History Performance			
All Students	19%	32%	28%
Science Performance			
All Students	58%	70%	53%

The following data was used to determine the accreditation status of Richmond Alternative School for the 2010-2011 year based on data from the 2009-2010 year.

ENGLISH			MATHEMATICS		
NUMBER OF STUDENT SCORES	INDEX POINTS	TOTAL	NUMBER OF STUDENT SCORES	INDEX POINTS	TOTAL
8	Advanced 100 pts.	800	1	Advanced 100 pts.	100
145	Proficient 90 pts.	13,050	127	Proficient 90 pts.	11,430
89	Basic 70 pts.	6,230	66	Basic 70 pts.	4,620
26	Fail 0 pt.	0	81	Fail 0 pt.	0
SOL Score Points Awarded		20,080	SOL Score Points Awarded		16,150
Total No. of Student Scores		255	Total No. of Student Scores		247
SOL Index Points		78.8	SOL Index Points		65.4

BONUS POINTS	TOTAL	BONUS POINTS	TOTAL
Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	1	Weighted Index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	1
Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED	2	Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED	2
Increased percentage or number of students in grades 6-8 taking Algebra I	1	Increased percentage or number of students in grades 6-8 taking Algebra I	1
Increased number of high school students earning a career and technical industry certification or national occupational assessment credential	0	Increased number of high school students earning a career and technical industry certification or national occupational assessment credential	0
Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course	0	Increased percentage or number of high school students taking at least one dual enrollment, Advanced Placement, or other college-level course	0
Decreased number of students identified as truants by 10%	0	Decreased number of students identified as truants by 10%	0
Average daily attendance meets or exceeds 80%	0	Average daily attendance meets or exceeds 80%	0
Increased number of students successfully transitioned into the regular school setting	2	Increased number of students successfully transitioned into the regular school setting	2
Decreased number of serious incidents while at CCP	2	Decreased number of serious incidents while at CCP	2
TOTAL BONUS POINTS	8	TOTAL BONUS POINTS	8
TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	86.8	TOTAL ALTERNATIVE ACCREDITATION INDEX SCORE	73.4

The proposed alternative education plan, Attachment A, includes student achievement criteria. It does not include graduation criteria as students return to their home school for graduation.

Richmond City Public Schools is requesting waivers from specific provisions of sections 8 VAC 20-131-90 A- C and 8 VAC 20-131-100 A-B as foreign language and the fine arts are not provided. At the secondary level, students have opportunities to receive the needed credits for graduation in foreign language and fine arts when they return to their home school. Richmond City Public Schools is requesting the following waivers:

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

Fine arts, foreign language

8 VAC 20-131-100 A-B. Instructional program in secondary schools

Fine arts, foreign language

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the continuation of an alternative accreditation plan from Richmond City Public Schools for Richmond Alternative School for the accreditation cycle beginning in September 2011 through September 2013.

Impact on Resources:

None

Timetable for Further Review/Action:

None

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.). 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.

12/6/10

Date Approved
by the Local School Board

12/7/10

Submission Date

Kimberly M. Bridges

Signature
Chairman of the School Board

Yvonne M. Beardon

Signature
Division Superintendent

**Alternative Accreditation Plan
Richmond Alternative School - Capital City Program**

School Name: Richmond Alternative School - Capital City Program

Division: Richmond City Public Schools

School Address: 100 West Baker Street Richmond, VA 23220

Contact Person: Victoria S. Oakley, Chief Academic Officer

Phone: 804-780-7727

Fax: 804-780-5414

E-mail Address: voakley@richmond.k12.va.us

Proposed Duration of the Plan: 3 yrs.

Grade Levels Served: 6-11

No. Students Enrolled by Grade Level: Grades 6-8: 108
Grades 9-11: 195 (12th graders graduate from their home schools)

I. Describe the mission and purpose of the school.

Purpose: To ensure that no child is left behind, the Capital City Program (CCP) works in partnership with the Richmond Public Schools and the community to get low performing and disruptive students back on track in their learning and behavior, enabling them to successfully return academically and socially prepared to their home schools. 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 traditional education.

Mission: The Capital City Program provides quality alternative education services to the middle and high school students of Richmond Public Schools by making a positive difference in the lives of the students served and by achieving measurable results in academic and behavioral skills. A rigorous instructional program and a personal/social development program are provided for each child in a safe and secure learning environment. CCP works in partnership with Richmond Public Schools and the community to get low performing and disruptive students back on track in their learning and behavior so they can return to their home schools prepared to be successful.

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.

Target Population: The CCP encompasses secondary students who experience severe behavioral problems and for whom no other appropriate services have been successful. Students are placed at CCP for a period of 180 days through a referral from their current school principal or the hearing officer due to poor academic performance, inappropriate behavior and poor attendance. Most of the students are assigned to the alternative school by the district's hearing officer or by school board decision after a disciplinary hearing has been completed. Placement decisions are based on the belief that students can improve their behavior and academic performance if given the time, opportunity, tools, structure and encouragement they need. Students assigned to our alternative program have failed to respond

positively to the traditional schools' intervention strategies and may face the possibilities of being retained and/or of dropping out of school.

Student Selection Criteria: The CCP has a specialized design that offers instructional strategies and a unique organizational structure to meet the needs of challenged students who have been unsuccessful in the traditional comprehensive school setting. Student selection evidence in the following areas is considered for placement:

- Severe behavioral needs that interfere with learning
- Severe social/emotional needs that are barriers to the student's success and/or the learning of others
- Attendance/truancy issues
- Poor academic performance
- A referral from the hearing officer for violation of the RPS Students' Code of Conduct

Parental Involvement: Prior to the assignment to CCP, the parent(s), student, and the principal discuss the components of the program. Parents are intricately involved in the assignment process. When a student is referred by the principal for placement, a parental conference is convened. Parents must agree to the placement. In the case of assignment by the hearing officer, parents are included in the process and have the right to appeal the decision of the hearing officer. Appeals are reviewed by the School Board Discipline Committee. The decision by the School Board is final. Parent and student meetings are also held upon enrollment with the welcome center coordinator. Parents and students must participate in an orientation session at the alternative school. Parents are provided an overview of the program and encouraged to become active in the school's parental programs. Home/school communication plans are also reviewed. Academic and behavioral progress is accomplished and monitored through each student's individual plan for success that is reviewed and shared with parents. Additionally, parents participate in the transition program in preparation for the child to return to his/her home school environment.

Student Demographic Data

Total Number of Students Served	303
High School Boys	102
High School Girls	93
Middle School Boys	60
Middle School Girls	48
Black	299
Hispanic	4
Exceptional Education	3
Disadvantaged	75.3%

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.

Capital City Program offers a challenging curriculum aligned with state and local standards in safe, supportive, small learning communities to provide quality learning opportunities affording students skills and behaviors necessary to become lifelong learners. Students are offered appropriate grade-level core courses in English/Reading, science, mathematics, and social science. The students also receive instruction in workplace readiness, basic academic skills and personal social development.

Upon enrollment, each student participates in a four-day orientation program that is designed to provide an overview of the school and its program. Each student takes a reading and math assessment to determine reading and math strengths and weaknesses. These data are then used to develop a plan for the student's success at CCP.

Instruction is provided in four small learning communities staffed by a learning community instructional leader and learning community assistant in leadership/supervisory roles. High school boys and high school girls are enrolled in six classes daily with each class lasting 55 minutes. Middle school boys and middle school girls are enrolled in five classes daily with each class lasting 65 minutes. Reading and math computer labs are included in all communities.

The Virginia Standards of Learning (SOL) are taught through grade level, courses in the four academic area of reading, math, science and social studies at the middle school level and the full range of appropriate courses for high school students. Additionally, electives are required in personal/social development, reading and math intensive enrichment offered through a computer lab setting, and employment seminar (career education), life planning and family relations which are offered through the computer lab at the high school level. High school students have the opportunity to take business career and technical education classes leading to industry certification and middle school students have the opportunity to take career investigation courses.

Plans for academic, attendance/truancy, and behavioral improvements are developed with students to address their specific needs. These plans will guide students during the 180-day stay at CCP so that they may successfully transition to the next placement at a comprehensive middle or high school.

Academic growth is monitored bi-weekly at department chair meetings to ensure gains for each student. It is expected that each student will show at least 1.5 years of growth in both reading and mathematics by the 120th day of enrollment. Administrators meet with departments monthly to monitor student progress in all subject areas. Nine week benchmark assessment data are analyzed to determine mastery of SOL objectives. These data are used to develop appropriate intervention and remediation strategies.

Capital City Program is staffed with a faculty of highly qualified teachers certified to teach in the assigned core subject areas. The teacher / pupil ratio is 1:16 per class. Paraprofessionals are assigned to each core class to provide academic and behavioral support. Pupil support services are on-site to assist students and their families with issues that serve as barriers to academic and behavior successes.

Forty hours of school level professional development are required for all instructional staff during the week preceding the beginning of each school year. A week-long teacher academy is held in the summer. Teachers receive instruction on data analysis, differentiation of instruction and how to relate and work with students who have behavioral issues. All CCP staff members receive training in the program, Handle with Care. Monthly district instructional meetings for representative lead teachers are held to provide support for continuous improvement as a high quality instructional program.

Capital City Program teachers use all of the instructional resources available from the Richmond Public Schools. These resources were developed based upon the Standards of Learning. Instructional staff members have been trained in using these resources as well as how to use data to make instructional decisions.

All students receive counseling services which focus on coping skills strategies. Select students receive concentrated therapeutic day counseling. Intensive in-home counseling services are provided by Associated Educational Services (AES), a local agency, to ensure that the social needs of students

continue to be met. Medical data concerning unmet needs or those that require maintenance are coordinated between the nurses of CCP and the home school.

Services from Department of Juvenile Justice, Richmond City Social Services, Richmond Behavioral Health Authority, Richmond Division of Public Health, Family Focus, Associated Educational Services, and other service providers are coordinated by two student service specialists.

Capital City Program's student service specialists are assigned to visit weekly the students who transition back to their home schools. During these visits, the following information is collected and reviewed:

- Attendance
- Behavior
- Classes
- Grades earned
- Test results

Specific plans for improvement are developed and monitored. Students who have transitioned back to their comprehensive school meet with CCP student service specialists weekly to ensure success. Learning community leaders send letters of congratulations to former students who make grades of C or better at the end of each marking period. Students who earn Ds and Fs are sent a note of encouragement telling them to continue trying and to offer assistance from the CCP student service specialist. Letters from principals to transitioned students are mailed at the end of each year wishing them well on their future studies and job selections.

When rising seniors are ready to transition, their transcripts and behavioral/life skill strategies are reviewed to determine the most appropriate placement. Students may transition back to their comprehensive high school or to a Performance Learning Center or to the Adult Career Development Center to earn a GED. Each senior's transition plan addresses both academic and social/ life skills. This plan is monitored weekly by the CCP student service specialists and the school counselor to ensure that each senior is successful academically and is continuing to use behavioral and life skill strategies learned at CCP. If a student needs additional assistance, an intervention / remediation plan is developed and monitored bi-weekly. Students will receive tutoring in any academic class where standards are not being achieved. A behavioral specialist will work with students if needed to reinforce behavioral and life skill strategies learned at CCP to ensure transfer to the new school setting. Each student's progress is monitored and supported to ensure graduation and successful transition to post-secondary options or the world of work.

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

Student Assessment and Evaluation:

- Students at all grade levels participate in SOL testing in all four content areas. Each year progress is monitored to ensure steady gains toward meeting state and district goals.
- Benchmark nine-week assessment data are used to monitor student progress toward mastery of the SOL. Data are analyzed so that appropriate interventions and program improvement are implemented.
- Diagnostic assessments are administered to each student upon enrollment and regularly thereafter to monitor student growth in reading and math.
- Progress reports are sent to parents on a weekly basis.

- Weekly teacher-made assessments monitor students' mastery of objectives taught during the week based upon the teaching of an aligned curriculum. Re-teaching activities are planned and implemented.
- Richmond Public Schools report cards are given to students according to the district's guidelines and calendar.

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, this school meets all pre-accreditation eligibility requirements.

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.)

Much of the time spent by students at CCP program focuses on teaching life skills needed for success. Due to this time required for this focus, foreign language and fine arts are not offered. For this reason, the Capital City Program is requesting a waiver from 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B of the Standards of Accreditation that requires foreign language and fine arts.

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.

The alternative accreditation index model is the alternative accountability system for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and uses science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. The alternative accreditation index model will measure student achievement based on students' progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores) as well as "reach" or excellence goals for the student population.

An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics. SOL Index Points are assigned for student performance on the SOL tests by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores. Additional Index Points may be earned for meeting performance measures in the core "other academic" and optional "reach" objectives categories. The Alternative Accreditation Index Score for each content area (English and mathematics) is calculated by combining the SOL Index Score and the Additional Index Points.

An Alternative Accreditation Index Score of at least 70 points must be earned in both English and mathematics to achieve fully accredited status. If the school fails to achieve fully accredited status, the rating will be in accordance with provisions of the Standards of Accreditation. Attached is the Alternative Accreditation Index Point System based on 2009-10 assessment data.

Goal and Performance Objectives for Alternative Accreditation Plan

Goal: 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 English and mathematics and through achieving certain behavioral and conduct modifications that are indicative of being a responsible and productive student in an academic environment.

Performance Objective	Performance Measure
Core Achievement Objectives:	
1. Increase the percentage of students in grades 6-11 passing SOL English(Reading and Writing tests)	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the basic, proficient, and advanced levels on the SOL reading in grades 6-7 and high school and at the proficient and advanced levels in writing tests in grade 8 and high school
2. Increase the percentage of students in grades 6-8 passing SOL mathematics tests	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the basic, proficient, and advanced levels on the SOL mathematics tests in grades 6-8
3. Increase the percentage of students in grades 9-11 passing Algebra I, Geometry, or Algebra II SOL exams	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient and advanced levels on the SOL end-of-course exams in Algebra I, Geometry, or Algebra II
Core “Other Academic” Indicators	
4. Increase the percentage of students in grades 6-8 and high school passing science and history and social science SOL tests	Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science
5. Increase the percentage of high school graduates and completers	Percentage of students enrolled for at least two consecutive semesters who complete high school with a diploma or GED certificate
Core “Other Indicator” Objectives:	
6. Decrease number of students identified as truants by 10%	Truancy rates for students in program
7. Average Daily Attendance meets or exceeds 80%	Average Daily Attendance rates for students
8. Increase number of students successfully transitioned into regular school setting	Successful transition shall be measured by a student completing the program who passes three

	or more subjects in the transition school during the first semester at the transition school
9. Decrease the number of serious incidents while at CCP.	Serious incident data for CCP students
Optional “Reach” Objectives:	
10. Increase the percentage or number of middle school students taking Algebra I	Percentage or number of students in grades 6-8 taking Algebra I increases annually
11. Increase number of high school and/or middle school students successfully completing online courses through Virtual Virginia	Percentage or number of students who pass online courses offered through Virtual Virginia
12. Increase the percentage or number of high school students taking dual-enrollment, Advanced Placement, or other college-level Courses	Percentage or number of high school students taking at least one dual-enrollment, Advanced Placement, or other college-level courses

Alternative Accreditation Index Point System:

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500-600	Advanced	100
400-499	Proficient	90
Up to 399 (varies by test)	Basic (Reading and Math 3-8)	70
Below 400 (except Basic)	Fail	0

Core Other Academic Objectives (points maximum)	
Weighted index of students enrolled for a full academic year (at least 2 semesters) achieving at the proficient and advanced levels on the SOL assessments in science and history and social science	Index scores and Points Earned: 70 and above.....3 points 60 – 69.....1 point
Increased percentage of students enrolled for at least 2 consecutive semesters who complete high school with a diploma or GED certificate	2 points
Optional Reach Objectives (3 points maximum)	
Increased percentage or number of students in grades 6-8 taking Algebra I	1 point
Increase number of high school and/or middle school students successfully completing online courses through Virtual Virginia.	1 point
Increase the percentage or number of high school students taking dual-enrollment, Advanced Placement, or other college-level courses.	1 point
Core Other Indicator Objectives (8 points maximum)	
Decrease number of students identified as truants by 10%	2 points

Average daily attendance meets or exceeds 80 percent	2 points
Increased number of students successfully transitioned into regular school setting	2 points
Decrease the number of serious incidents while at CCP	2 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
15	Advanced	100	1,500
45	Proficient	90	4,050
25	Basic	70	1,750
15	Fail	0	0
(a) SOL Score Points Awarded			7,300
(b) Total No. of Student Scores			100
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			73
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. Earned]			5
(e) Alternative Accreditation Index Score = SOL Score Index Score (c) + Additional Index Points (d)			78
Met content area alternative accreditation requirements: YES/NO Yes=Index Scores of 70 or above			Yes

Example: Mathematics Index Score

No. of Student Scores	SOL Proficiency Level	Points Awarded Each SOL Score	Points Awarded
5	Advanced	100	500
60	Proficient	90	5,400
25	Basic	70	1,750
10	Fail	0	0
(a) SOL Score Points Awarded			7,650
(b) Total No. of Student Scores			100
(c) SOL Index Points = Total Score Points (a) divided by Total No. Scores (b)			76.5
(d) Additional Index Points (up to 15 points maximum from other objective measures) [Example: 5 pts. Earned]			5
(e) Alternative Accreditation Index Score = SOL Score Index Score (c) + Additional Index Points (d)			81.5
Met content area alternative accreditation requirements: YES/NO Yes=Index Scores of 70 or above			Yes

Example: Determination of School Alternative Accreditation Rating

Current Area	Index Score	Met Alternative Accreditation Requirement
English	78	Yes
Mathematics	81.5	Yes

No Child Left Behind (NCLB): The Capital City Program is in compliance with all testing requirements under NCLB. Progress will be continuously assessed toward meeting all required goals. CCP students are taught by highly qualified teachers who are licensed and endorsed in their content areas.

VIII. Describe who was involved in the development of the proposed plan.

Dr. Kirk Schroder

Mrs. Alberta Person, CCP Principal

Mr. Frank Butts, CCP Facilitator

Mr. Angelo Cuffee, Assistant Principal for Curriculum and Instruction

Mrs. Rebecca Beard, CCP Testing Coordinator

Victoria S. Oakley, Chief Academic Officer, Richmond Public Schools

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

- Bi-weekly and nine-week benchmark assessment data will be used to monitor student mastery of objectives.
- Bi-monthly Charting the Course visits by RPS administrative and instructional personnel.
- Classroom observations and walkthroughs by CCP administrators.
- Monthly analysis of Plato Lab data for reading and mathematics.
- Bi-monthly monitoring of the School Improvement Plan on Indistar.
- Monthly analysis of student support services provided to students.

**Virginia Department of Education
Evaluation Criteria
Richmond Alternative School, Richmond City 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.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. The plan requests a waiver of 8 VAC 20-131-90 A- C and 8 VAC 20-131-100 A-B			X
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	X		

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