



## **Summary of Major Elements:**

As indicated in Attachments A and B, both the Kilmer and Key Centers are special purpose schools. Fairfax County Public Schools is requesting approval of alternative accreditation plans for the Kilmer and Key Centers.

Students attending the Kilmer and Key Centers are ages 5-21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled--severe, intellectually disabled--moderate, multiple disabilities, traumatic brain injury, and/or autism. All students have significant cognitive disabilities, are significantly below age-/grade-level in their academic performance and receive instruction in self-contained classrooms.

For the accreditation ratings in 2010 based on assessments in 2009-2010, both Kilmer and Key Centers met full accreditation without the use of the alternative accreditation plan approved by the Virginia Board of Education on February 19, 2009.

All students at the Kilmer and Key Centers participate in the Virginia Alternate Assessment Program (VAAP). In order to participate in the VAAP, students meet the following criteria as required by the Virginia Department of Education (VDOE):

- have an IEP;
- demonstrate severe cognitive disabilities;
- need extensive, direct instruction in a curriculum based on Aligned Standards of Learning;
- require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and
- are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

The VAAP is administered to all students. It has been determined that students at both Kilmer and Key Centers demonstrate skills from the 3-month level up to approximately the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels (up through age 21). This significant gap between the functioning level of many Kilmer and Key Center students and the lowest levels of the VAAP make it extremely difficult for students to demonstrate proficiency on many of the Aligned Standards of Learning (ASOL). Thus, these students require additional measures to determine if they are making sufficient progress in their instructional programs. These measures are proposed as part of the alternative accreditation plan outlined in Attachments A and B.

Students with severe intellectual disabilities require additional time to learn and generalize the most basic skills and, thus, remain in school longer than the typical four years. Kilmer and Key Center students remain in school until their eligibility runs out at age 22, at which time they are transitioned into a private facility. Both centers work closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility, and with no placement options, students remain at Kilmer and Key Center until age 22.

Most of the Kilmer and Key Center students who leave the school before age 22 do so for medical reasons. These students appear as dropouts when they withdraw for health reasons. Due to the fragility of some of the Kilmer and Key Center students, extreme medical conditions should not equate to dropping out of school. For this reason, Kilmer and Key Centers propose adjustments to the graduation rate as indicated in Attachments A and B.

As part of its request for alternative accreditation plans for Kilmer and Key Centers, Fairfax County Public Schools is requesting waivers of the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to accreditation calculations and to the Graduation and Completion Index (GCI) for accountability purposes.

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

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:

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

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the request for alternative accreditation plans from Fairfax County Public Schools for Kilmer and Key Centers.

**Impact on Resources:**

None

**Timetable for Further Review/Action:**

Final action will be requested at the June 23, 2011, meeting.

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.*

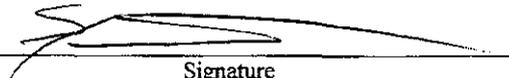
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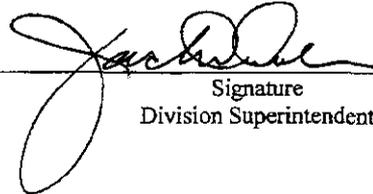
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Date Approved  
by the Local School Board

3/28/11

\_\_\_\_\_  
Submission Date



\_\_\_\_\_  
Signature  
Chairman of the School Board



\_\_\_\_\_  
Signature  
Division Superintendent

**Proposed Alternative Accreditation Plan  
Kilmer Center  
Fairfax County Public Schools**

**School Name:** Kilmer Center  
**Division:** Fairfax County Public Schools  
**School Address:** 8102 Wolftrap Road, Vienna, VA 22182  
**Contact Person:** Mr. Michael Marsallo  
**Telephone Number:** 571-226-8449  
**Email:** [Michael.Marsallo@fcps.edu](mailto:Michael.Marsallo@fcps.edu)  
**Proposed Duration:** Three Years  
**Grade Levels Served:** Ages 5-21, Special Education, ungraded  
**Number of Students enrolled by grade:** 78 students: 1@K; 2@ 1; 5@ 2; 5@3; 1@4; 5@ 5;  
2@ 6; 1@ 7; 6@ 8; 8@9; 6@ 10; 33@ 11 (ages 16-20);  
3@ 12

**I. Describe the mission and purpose of the school.**

**Mission:** Kilmer Center strives to be a school that

- provides an enriched, stimulating, and safe educational environment for all, where students can be challenged toward greater levels of independence and integrated into the community;
- provides opportunities for students to experience the general curriculum; and
- works with families to promote cooperative relationships that enhance their quality of life.

**Vision:** Kilmer Center will be a school in which

- students are taught by qualified, enthusiastic staff;
- collaborative teaching occurs;
- students are taught from a structured curriculum;
- technology is used to enhance instruction and communication; and
- a school-wide approach to discipline is incorporated.

**Commitments:** To achieve our shared vision, we will

- develop curricular opportunities that are based upon students' strengths;
- utilize current technology and other strategies that maximize student involvement;
- align curriculum with local, state and national expectations;
- use data to make curricular/behavioral decisions/develop common assessments;
- attend relevant staff development opportunities and use acquired information to improve instruction;
- develop relevant communication systems that all students will use;
- group students as a team, for educational and behavioral purposes; and
- celebrate our successes together!

**Goals:** Through our shared mission, common vision, and collaborative commitments, we will

- improve student performance on Individualized Education Program (IEP) goals and objectives, and
- improve student performance on local, state, and national assessments.

**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.**

**Students**

- The 78 students at Kilmer Center are ages 5-21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled--severe, intellectually disabled, multiple disabilities, and/or autism.
- All students have significant cognitive disabilities, are significantly below age/grade level in their academic performance and receive instruction in self-contained classrooms.
- Fifteen (15) students receive homebound instruction and are unable to attend school (even with nursing services) because of their medically fragile condition.
- Thirty (30) students receive services as students who are intellectually disabled--severe, use wheelchairs, and function in the 3-12 month range, based upon testing used for eligibility for special education services and IEP team decisions.
- Twenty-three (23) students receive services as students who are intellectually disabled--severe, are ambulatory, and function in the 6-18 month range based upon testing used for eligibility for special education services and IEP team decisions.
- Five (5) students receive services as intellectually disabled, based upon testing for eligibility for special education services and IEP team decisions. These students function no higher than the 1<sup>st</sup>-2<sup>nd</sup> grade level.
- Five (5) students have autism and are functioning no higher than the 1<sup>st</sup>-2<sup>nd</sup> grade level, based upon educational testing, IEP team decisions, and classroom performance.
- Thirty-eight (38) of the above students receive support from teachers of students with visual and hearing impairments and an audiologist.
- Sixty-six (66) students receive speech/language services; 49 receive occupational therapy services; 34 receive physical therapy services; and four (4) receive nursing services while in school and during transport to and from school.
- Student demographics reflect: 60% male; 40% female; Asian 37%; Black 8%; Hispanic 20%; white 39%; other 6%; 32% of the students receive free/reduced priced meals.

**Placement**

- Kilmer Center is a public day school and is considered the most restrictive educational placement along the continuum of options available within Fairfax County Public Schools, as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).
- Students are placed at Kilmer Center through the IEP process, based upon a consensus of the IEP team (including parents) that the school is the least restrictive educational placement for the student. Prior to the IEP meeting, a student's goals and objectives are drafted by the educational team consisting of classroom staff and related service providers. Parental input is also sought, and the goals and objectives are formally presented at the meeting.
- Parents must sign an agreement at the IEP meeting to place their student at the Kilmer Center. Parents participate in the placement process and have the right to appeal the recommended placement if they disagree with the consensus of the IEP team. IEPs are conducted at least annually.
- At least every three years, more extensive evaluations may be completed to access the most up-to-date information available when determining placement. This re-evaluation may include a psychological evaluation, social case history, and updated evaluations by the teacher and other specialists.

**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.**

- Students at Kilmer Center follow a modified instructional program based upon the following areas: personal management, recreation and leisure, school and community, vocational, motor skills, functional academics, communication, and social competence. Additionally, instruction in the core academic areas of reading, mathematics, science, and social studies is embedded throughout instruction which support the Aligned Standards of Learning (ASOL).
- Students are taught by highly-qualified teachers who are licensed and endorsed as special education teachers (severe disabilities, mental retardation, special education, adapted curriculum) by the Virginia Department of Education and as directed in the *No Child Left Behind Act of 2001* and the *Individuals with Disabilities Education Act of 2004*. Students are also provided support by classroom assistants.
- Because of their unique and complex medical and behavioral needs, students are supported by the following specialists: adapted physical education teachers; a music therapist; itinerant teachers for the visually impaired and hearing impaired; speech/language clinicians; physical and occupational therapists; a psychologist; a social worker; a vocational coordinator; and nurses (as a related service for four students).
- Students are placed at Kilmer Center because of the following conditions: cognitive and physical limitations; very challenging behaviors; and complex medical reasons that warrant such a restrictive placement. Thus, it is not a “neighborhood” school—Kilmer Center draws students from approximately half of the school system’s boundary areas.
- The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of the child.
- In-home support to families is coordinated by the school social worker through child specific teams, which has identified resources for respite, behavior management, and day-to-day supplies and care.
- Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor health and behavioral concerns during transport. Nurses ride the bus to and from school with the students they support.
- The instructional program utilizes modified instructional materials, such as the Edmark reading and mathematics programs, mathematics for non-readers, step-up mathematics, e-books developed by teachers, online resources (News-to-You; EdHelper), augmentative communication devices, and the use of picture symbols for communication.
- Students are placed in classes with four to seven students supported by a teacher and two support staff.
- A majority of instruction has a teacher to student ratio of 1:1, and every student is on schedule to receive a Special Diploma.
- Technology is used to provide a means to communicate (augmentative communication devices), access/control of the environment (switches), and instructional support (e-books).
- The instructional program is drawn from the Aligned Standards of Learning (ASOL) and IEP goals in essential life skills areas.

**Transition Planning**

- Students are provided regular opportunities to develop skills outside of the school through community based instruction for academic, leisure, and vocational skills.

- At least annually, each student is considered for placement in a less restrictive educational setting by the IEP team. Approximately five to ten students successfully transition to less restrictive educational placements annually.
- Due to the nature of the challenging behaviors of some students, it may be necessary to refer the student to a more restrictive educational placement, either in a private day school or private residential school, if successful intervention strategies cannot be implemented.
- Prior to graduation, students and parents are invited to visit potential sites where adult services are offered. If acceptable, the student transitions from school to adult services.

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

- Quarterly progress reports are issued on IEP goals and objectives.
- Data are collected at regular intervals through checklists, observations, and noting student participation as determined by the individual student's IEP.
- Brigance Inventory of Early Development is administered annually, at the time of the IEP.
- Re-evaluation testing is conducted at least every three years, which may include testing by the psychologist, social worker, teacher(s), and related service providers (speech, physical and occupational therapy).

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

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

8 VAC 20-131-280.B.1 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; The percentage of students passing the Virginia assessment program tests in the four academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

All students at Kilmer Center participate in the Virginia Alternate Assessment Program (VAAP), as determined through the IEP process. In order to participate in the VAAP, students meet the following criteria as required by the Virginia Department of Education (VDOE):

- have an IEP;
- demonstrate severe cognitive disabilities;
- need extensive, direct instruction in a curriculum based on Aligned Standards of Learning (ASOL);
- require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and

- are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

The VAAP, which identifies ASOL, is first administered at the 3<sup>rd</sup> grade level with identified skills as low as the Kindergarten level. It has been determined that students at Kilmer Center demonstrate skills from the three-month level up to approximately the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels (up through age 21). This significant gap between the functioning level of many Kilmer Center students and the lowest levels of the VAAP make it extremely difficult for our students to demonstrate proficiency on many of the ASOL and, thus, they require additional measures to determine if they are making sufficient progress in their instructional programs.

- 8 VAC 20-1313-280.B.2 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; (in part) The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. Specifically,
- a. A benchmark of 85 points must be met for full accreditation rating
  - b. A “Provisionally Accredited” rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively
  - c. The graduation and completion index is based upon program completion four years after a student enters the 9<sup>th</sup> grade

Students with intellectual disabilities (severe) require additional time to learn and generalize the most basic skills and thus remain in school longer than the typical four years. Kilmer Center students remain in school until their eligibility runs out at age 22, at which time they are usually transitioned into a private facility. Kilmer Center works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility, and with no placement options, students remain at Kilmer Center until age 22. Those Kilmer Center students who leave the school before age 22 often do so for medical reasons. These students appear as dropouts when they withdraw for health reasons (Code W830). Under the current Graduation and Completion Index (GCI) guidelines, all dropouts receive 0 points. Due to the fragility of some of Kilmer Center’s students, extreme medical conditions should not equate to dropping out of school.

**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.**

- Virginia Alternate Assessment Program
- Graduation Data
- Alternative Accreditation Plan (below)

**Alternative Accreditation Plan – Academic Content Areas**

All Kilmer Center students participate in the VAAP for the purpose of determining Adequate Yearly Progress (AYP) and meeting the requirements of the *No Child Left Behind Act of 2001*. To determine state accreditation, scores from the VAAP will be the first measure used, followed by the consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

**Measure # 1**

Virginia Alternate Assessment Program scores will be used to determine student achievement during the previous academic year and over a three-year average when state adjustments are applied. If student scores on the VAAP meet the accreditation benchmarks for Standard 8 VAC20-131-280, no adjustment will be necessary. If a core academic area fails to meet accreditation standards, an alternate accreditation calculation (Measure #2) will be implemented.

**Measure # 2 – Alternate Accreditation Calculation**

Points will be assigned to each student’s score in the grade level and content area (i.e., English, mathematics, science, and history/social science) that did not meet the accreditation benchmark, based on the performance level each student achieved on the VAAP and the cut scores identified by the VDOE.

**Alternative Accreditation Index Score Calculations Illustrated****Calculation:****Total Points/Total Number of Students = Accreditation Rating**

<b>Content Area:</b>		<b>Accreditation Benchmark:</b>		
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
Pass Advanced		125		
Pass Proficient		100		
1 point below VAAP cut score		90		
More than 1 point below cut score		0		
<b>TOTAL</b>				

To achieve VDOE accreditation for each content area of the VAAP, student scores must meet the grade-level accreditation benchmarks or alternate benchmarks as determined by VDOE.

Example of Measure #2 Alternative Accreditation Index Score Calculations**Calculation:****Total Points/Total Number of Students = Accreditation Rating**

<b>Content Area:</b> English – Grades 6 to 12		<b>Accreditation</b>		
<b>Benchmark:</b> 70				
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
Pass Advanced	8	125	1000	
Pass Proficient	5	100	500	
1 point below VAAP cut score	0	90	0	
More than 1 point below cut score	9	0	0	
<b>TOTAL</b>	<b>22</b>		<b>1500</b>	<b>68.2</b>

If the accreditation benchmark is not achieved after Measure #2 adjustments are applied, Measure #3 criteria will be utilized.

### Measure # 3

- A. Three (3) points will be added to the total score for each student who transitions from Kilmer Center to a special education placement in a less restrictive educational setting.
- B. Three (3) points will be added to the total score if 90% of all students participated in at least four technology-based lessons (e.g., SmartBoard, e-books, etc.) per month according to Achievement Indicators from the Kilmer Center School Improvement Plan (FCPS) for the current year.
- C. Three (3) points will be added to the total score if 90% of all secondary students accessed vocational workshops and participated in vocational activities at least once a week, as identified in the achievement indicators from the Kilmer Center School Improvement Plan (FCPS) for the current year.

### Example of Measure #3 Alternative Accreditation Index Score Calculations

The following table reflects the addition of six points for meeting two of the criteria listed in Measure #3.

#### Calculation:

**Total Points/Total Number of Students + Additional Points = Accreditation Rating**

<b>Content Area:</b> English – Grades 6 to 12		<b>Accreditation Benchmark:</b>		
70				
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
Pass Advanced	8	125	1000	
Pass Proficient	5	100	500	
1 point below VAAP cut score	0	90	0	
More than 1 point below cut score	9	0	0	
<b>TOTAL</b>	22		1500	68.2
<b>ADDITIONAL POINTS for: A &amp; B</b>				6.0
<b>TOTAL</b>				74.2

### Alternative Accreditation Plan – Graduation and Completion index

As stated earlier, Kilmer Center students historically attend public school until their eligibility runs out. Therefore, students will be counted in GCI calculations when they receive a Special Education Diploma or reach the age of 22. Also, due to the fragility of some of Kilmer Center's students, students who leave due to extreme medical reasons will be removed from this cohort. (Documentation will be kept on file at the school.)

Under VDOE regulations, a benchmark of 85 points must be met for full accreditation using the following point values assigned to the GCI:

<b>Diploma/Certificate/Other</b>	<b>Point Value</b>
Board recognized diplomas	100
Dropouts	0

In addition, five (5) points will be added to the total score if 50% of the graduating class transitions into adult services placement upon graduation.

## Example of Graduation and Completion Index Calculations

**Calculation:**  
**Total Points/Total Number of Students = Accreditation Rating**

<b>Diploma/Certificate/Other</b>	<b>Point Value</b>	<b>Number of Students</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
Board recognized diplomas	100	9	900	
Dropouts	0	2	0	
<b>TOTAL</b>		11	900	81.8
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
<b>TOTAL</b>				86.8

Kilmer Center will be *Fully Accredited* when its eligible students meet the grade level or alternate benchmarks for achievement and the 85 point accreditation benchmark for graduation as outlined under the alternative measures above.

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

Michael Marsallo, Principal, Kilmer Center

Carol Jordan, Assistant Principal, Kilmer Center

Selected staff members, Kilmer Center School and PTA

Kathy Oliver, Director, Office of Student Testing, FCPS Department of Professional Learning and Accountability

Michelle Rahal, FCPS Department of Professional Learning and Accountability

Kendra Chapman, FCPS Department of Professional Learning and Accountability

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

- Virginia Alternate Assessment Program test results as determined by VDOE
- Virginia On-time Graduation data and graduation data collected via Fairfax County Public School's Student Information System
- Achievement indicators from the annual Kilmer Center School Improvement Plan

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

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*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.*

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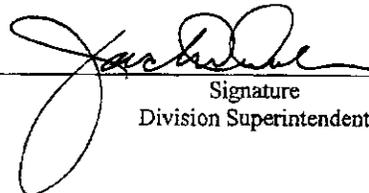
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Date Approved  
by the Local School Board

3/28/11

\_\_\_\_\_  
Submission Date



\_\_\_\_\_  
Signature  
Chairman of the School Board



\_\_\_\_\_  
Signature  
Division Superintendent

**Proposed Alternative Accreditation Plan  
Key Center  
Fairfax County Public Schools**

**School Name:** Key Center  
**Division:** Fairfax County Public Schools  
**School Address:** 6404 Franconia Road, Springfield, VA 22150  
**Contact Person:** Mr. Tom Flick  
**Telephone Number:** 703-313-4000  
**Email:** [Thomas.Flick@fcps.edu](mailto:Thomas.Flick@fcps.edu)  
**Proposed Duration:** Three Years  
**Grade Levels Served:** Ages 5-22, Special Education, ungraded  
**Number of Students enrolled by grade:** 113 total students: 7@K; 4 @1<sup>st</sup>; 5 @2<sup>nd</sup>; 6@3<sup>rd</sup>; 9@4<sup>th</sup>; 12 @5<sup>th</sup>; 5 @6<sup>th</sup>; 3 @7<sup>th</sup>; 5@8<sup>th</sup>; 7 @ 9<sup>th</sup>; 11@10<sup>th</sup>; 33 @11<sup>th</sup>(ages 16-20); 6 @12<sup>th</sup>

**I. Describe the mission and purpose of the school.**

**Vision**

Key Center School creates an educational climate where diversity and individuality are celebrated and respected, and where all staff continually strives to maximize the potential of each student through increasingly higher expectations.

**School Mission Statement**

Key Center School will set high expectations, create opportunities, and expect success for all students.

**Core Values/Beliefs**

- Relationships built upon the unique differences of our staff, students, and families create a dynamic learning environment.
- All students are capable of learning and deserve an engaging, challenging, and motivating environment.
- Learning occurs at all times and across all domains of a student's life.
- All students have a voice.
- The teacher's role is to motivate, provide instruction, check for understanding, and continuously assess student needs.

**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.**

Students attending Key Center School are between five (5) and twenty-two (22) years of age. Areas of eligibility for students include mental retardation, moderate retardation, severe disabilities, autism, and traumatic brain injury. Nearly forty percent (40%) of Key Center's students are on free or reduced status for school meals. Students who attend Key Center may live forty minutes from the school, but still reside in the half of Fairfax County served by the center.

Key Center School is a public day school with all students found eligible for special education services. Integration opportunities are provided by bringing general education peers into Key Center. One group of students from Key Middle School assists on a daily basis. Another integration opportunity takes Key Center students to a neighborhood elementary school, and a third integration program has peer groups from Lee High School visiting Key Center students on a monthly basis.

Concurrent conditions occur with most, if not all, Key Center students; these may include motorical or physical challenges, medical needs, and behavioral issues. A majority of students need support and close monitoring during mealtime for safe consumption of meals. Thirty-one (31) students have gastronomy tubes for caloric intake; some in this group may take additional nutrition orally. Five (5) students require full-time private nursing supports during the school day which is approved through the county health department. Some students are building their resistance and/or endurance for the school day; therefore, they attend classes on a part-time basis until their strength or condition improves, if possible. Student health conditions often develop over the course of the school year that may require extended absences; this includes surgical needs and/or hospitalizations. Consequently, the school has a full-time homebound teacher to provide homebound services as needed.

Key Center students are grouped within classroom settings based on their educational needs and supports for programming. Center-based classrooms contain seven to eight students supported by a classroom teacher, a public health training assistant, and a public health attendant. In addition, Key Center has a reduced ratio group of classes entitled "Transition Program" for the purpose of providing intensive behavioral interventions. Students who attend these classes have demonstrated frequent and intense challenges in their previous classroom settings and require specific behavior plans and supports. The classroom teams have the same staffing for personnel to more adequately address the needs of these students. The overall goal is to assist these students in managing their skill and/or communication deficits in order to return to a school-based setting.

Parent involvement is both encouraged and expected with regard to educational programming. Parents attend annual Individualized Education Program (IEP) meetings and advocate for their child's needs. Additional parent meetings or IEPs are often held throughout the school year to address changes in student performance or to discuss concerns about a student's involvement in their educational program. In addition to teachers and parents attending these meetings, specialists, clinical team members, and administrative personnel offer multiple perspectives and a variety of resources for the benefit of the students. Parent groups and trainings are held throughout the school year to expand parental expertise, as well as to inform families of additional support for students and their families.

Each student has an opportunity to undergo a full evaluation every three years. The school psychologist performs psychological testing when needed, and the social worker completes an adaptive skill review and updates the family socio-cultural information. In addition, classroom teachers perform yearly educational testing that provides consistent reflection on student performance in all areas.

Students may demonstrate a more consistent response to their educational programming at Key Center School. When this occurs, a review of the student's educational setting and transitions are discussed to consider alternative options for school settings. Additional resources and Fairfax County Public Schools (FCPS) staff members are accessed to help make the transition positive for the student. Parents visit and observe these recommended settings so that they may also ensure that adequate supports will be in place to facilitate a smooth transition into a successful educational setting for the student. Students who age out of Key Center are often moved to a day support facility. Key Center's vocational coordinator and social worker are heavily involved in supporting these secondary-aged students and their families as they move from our setting to a post-secondary option after they finish their education with FCPS.

**THREE-YEAR DEMOGRAPHICS SUMMARY  
KEY CENTER SCHOOL**

**Student Membership Demographics and Supplemental Programs (as of June for each school year)**

	2007-08		2008-09		2009-10	
<b>Enrollment</b>	#	%	#	%	#	%
English for Speakers of Other Languages	22	20.18	21	18.26	22	18.33
Special Education Services	109	100.00	115	100.00	120	100.00

	2007-08		2008-09		2009-10	
<b>Gender</b>	#	%	#	%	#	%
Female	33	30.28	36	31.30	42	35.00
Male	76	69.72	79	68.70	78	65.00

	2007-08		2008-09		2009-10	
<b>Ethnicity</b>	#	%	#	%	#	%
Asian or Pacific Islander	14	12.84	17	14.78	17	14.17
Black (Not of Hispanic Origin)	23	21.10	22	19.13	23	19.17
Hispanic	23	21.10	26	22.61	30	25.00
White (Not of Hispanic Origin)	42	38.53	42	36.52	39	32.50
Other	7	6.42	8	6.96	11	9.17

	2007-08		2008-09		2009-10	
<b>English Proficiency</b>	#	%	#	%	#	%
English Proficient	55	50.46	66	57.39	68	56.67
Limited English Proficient	54	49.54	49	42.61	52	43.33

	2007-08		2008-09		2009-10	
<b>Free/Reduced - Priced Meals</b>	#	%	#	%	#	%
Yes	38	34.86	39	33.91	46	38.33
No	71	65.14	76	66.09	74	61.67

	2007-08		2008-09		2009-10	
<b>Mobility Rate</b>	%		%		%	
Division	14.76		14.59		13.40	
School	NA		NA		NA	

**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.**

**Staff/Methodologies**

Key Center School has highly-qualified staff. Most classroom teachers have received a master's degree or are in the process of earning one. Many have also reached the status of 'highly-qualified' and/or have an additional endorsement in severe disabilities. Teachers who have not yet reached highly-qualified

status or completed their endorsement are actively pursuing the status and anticipate receiving it by the end of this school year.

Teachers are teamed by grade level in order to participate in common planning time to meet, to discuss lessons, and to brainstorm curricular challenges. Planning time is available while students participate in specials, which consist of Music/Sensory class or Adapted Physical Education. Starting in the 2010-11 school year, Key Center initiated two new specials: Quest and Adaptive Dance. Quest involves activities built to expand literacy for students. During Quest class, students participate in guided reading, self-selected reading, working with words, and writing activities that make literacy interactive, fun, challenging, and engaging. Adaptive Dance is a creative movement-based program that encourages students to participate in a variety of movement and sensory related activities. Each student is given opportunities to internalize concepts while improving their balance and mobility, listening skills, and interactions with others. Students also have access to a modified Art class in order to access additional sensory and multi-modal experiences.

In addition to the many classroom-based and related service staff, Key Center has a clinical team composed of the principal, assistant principal, social worker, school nurse, a Fairfax County public health nurse, two part-time school psychologists, a vocational coordinator, and two behavior specialists. The team meets weekly to address school-wide, classroom-based, and individual student issues and concerns. Each clinical topic is reviewed, required actions are determined and a clinical team member is assigned to follow-up and report back on progress. Additional support personnel visit Key Center on a very frequent basis, including an audiologist, itinerants for vision and hearing, speech and language clinicians, occupational therapists, and physical therapists. These staff members support additional schools yet are based at Key Center, and they are often in our building over the course of the school day. Speech and language clinicians, itinerants, and therapists consult frequently with teachers to enhance the students' curricular program. Key Center School also has a teacher for English for Speakers of Other Languages (ESOL) who supports both students and our Parents as Educational Partners (PEP) program.

Key Center provides a wealth of training for staff members. In addition to professional development for classroom teachers and related service providers on topics specific to our student and staff needs, we offer paraprofessional training for public health assistants and public health attendants to promote and expand the skills of these staff members who support classroom programming. School based and district based staff members offer these trainings on a bi-weekly basis over the course of the school year. Staff members assisting in the Behavior Transition Program for students with behavioral challenges receive Professional Crisis Management (PCM) training to support students who are not always able to maintain positive responses to school challenges.

### **Special Purpose/ Methodologies**

Key Center School offers a functional life skills' curriculum that includes opportunities for improving academics, communication, and social skills. Our school improvement plan (SIP) reveals our commitment to addressing skills within a focus of Academics, Life Skills, and Responsibility to the Community. The school met annual measureable objectives for performance and participation in reading and mathematics under the No Child Left Behind Act of 2001 in each of the last three years as a result of the Virginia Alternate Assessment Program (VAAP) submissions. Students in grades 3–8 and 11 participate in the VAAP based on the school district testing schedule, as required by law. Despite academic success, Key Center did not make Adequate Yearly Progress (AYP) last year due to the other academic indicator--graduation.

All students receive accommodations in the classroom and through the transportation services of the district. Many students require an air conditioned vehicle as prescribed by a physician. A small number of students utilize a cab for their transportation to and from school. All buses and cabs include an

attendant to offer medical, social, and/or behavioral support. Students who have been assigned a nurse for medical stability also have the nurse accompany them on the bus to/from school.

Key Center emphasizes language development, as many students must rely on augmentative devices or alternative communication styles to express themselves. Each Key Center student has IEP goals that include mathematics and reading skills in addition to specific life skills. Adding mathematics and reading goals to IEP documents allows all students to consistently experience parallel portions of the VAAP that align to the Standards of Learning (SOL), yet the skills are task analyzed or broken down into increments to best meet individual learning needs. Students also participate in writing experiences to help foster familiarity and build writing skills. The Aligned Standards of Learning (ASOL) are described to equate to student performance at the cognitive level of 60 months and are, therefore, extremely difficult for our students to attempt and master due to their cognitive deficits.

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

The student's goals and objectives are established and agreed upon by parents, teachers, and related service personnel at the annual IEP meeting. These IEP goals and objectives are reported to parents on a quarterly basis.

Teachers and related staff determine a score for each objective and goal based on a compilation of information from various sources. With the goals and objectives individualized, the method of data collection has to be individualized as well (one standard form would not meet everyone's needs). All teachers use some variation of data sheets. They may be data sheets provided by specific sources (ABA data sheet adaptation), probe data sheets provided by administrators, or excel documents created by teachers and therapists. Some of the data points used are frequency, prompting, reinforcement, and task/trial.

Re-evaluations are completed every three years. This includes testing by the classroom teacher, related service providers, the assigned school psychologist, and school social worker. In addition, all students are given the Brigance Inventory of Early Development on a pre- and post-school year assessment schedule.

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

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

8 VAC 20-131-280.B.1 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; The percentage of students passing the Virginia assessment program tests in the four academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that

includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

Key Center School students are assessed with the VAAP as determined by the IEP process. Every Key Center student meets the Virginia Department of Education (VDOE) criteria for the alternate assessment because every student has a severe cognitive disability and has an IEP in effect. All students need direct and extensive instruction in a curriculum based on the ASOL. There is a significant gap between the functioning level of the students at Key Center, and the lowest levels of the VAAP, which make it extremely difficult for students to demonstrate proficiency in the ASOL. In addition, the students require frequent, intensive, and individualized instruction in a variety of settings to show progress. Key Center students are working on goals to achieve a Special Diploma; they are not eligible for a Modified Standard, Standard, or Advanced Studies Diploma. Therefore, Key Center students require a different measure to determine if they are making sufficient progress in their instructional programs.

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

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

Key Center students remain in school until their eligibility runs out at age 22, at which time they are usually transitioned into a private facility. Key Center works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities, but under the CSB bylaws, students cannot be placed until age 22. Those Key Center students who leave the school before age 22 often do so for medical reasons. These students appear as dropouts when they withdraw for health reasons (Code W830). Under the current GCI guidelines, all dropouts receive zero (0) points. Due to the fragility of some of Key Center's students, extreme medical conditions should not equate to dropping out of school.

**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.**

- Students will be assessed with the Virginia Alternate Assessment Program
- Graduation and accreditation will be based on the Alternate Accreditation Plan (described below)

**Alternative Accreditation Plan**

All Key Center students participate in the VAAP for the purpose of determining Adequate Yearly Progress (AYP) and meeting the requirements of the No Child Left Behind Act of 2001. To determine state accreditation, scores from the VAAP will be the first measure used, followed by the consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

**Measure #1**

Virginia Alternate Assessment Program scores will be used to determine student achievement during the previous academic year and over a three-year average when state adjustments are applied. If student scores on the VAAP meet the accreditation benchmarks for Standard 8 VAC20-131-280, no adjustment

will be necessary. If a core academic area fails to meet accreditation standards, an alternate accreditation calculation (Measure #2) will be implemented.

**Measure #2 – Alternate Accreditation Calculation**

Points will be assigned to each student’s score in the grade level and content area (i.e., English, mathematics, science, and history/social science) that did not meet the accreditation benchmark, based on the performance level each student achieved on the VAAP and the cut scores identified by the VDOE.

<b>Performance Level</b>	<b>Pass Advanced</b>	<b>Pass Proficient</b>	<b>1 point below cut score</b>	<b>More than 1 point below cut score</b>
<b>Point Value</b>	125	100	90	0

**Total Points/Total Number of Students = Composite Score (Accreditation Rating)**

To achieve VDOE accreditation for each content area of the VAAP, student scores must meet the grade-level accreditation benchmarks or alternate benchmarks as determined by VDOE.

Example of Measure #2

**Calculation:**

**Total Points/Total Number of Students = Composite Score (Accreditation Rating)**

<b>Content Area:</b> English - Grades 6 to 12		<b>Accreditation Benchmark:</b> 70		
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
Pass Advanced	11	125	1375	
Pass Proficient	32	100	3200	
1 point below VAAP cut score	3	90	270	
More than 1 point below cut score	10	0	0	
<b>TOTAL</b>	56		4845	86.5

If the benchmark is not achieved in a content area, an alternate accreditation calculation (Measure #3) will be implemented.

**Measure #3 – Alternate Accreditation Calculation**

The composite scores from all four core academic areas (English, mathematics, history, and science) will be averaged to determine one overall composite score (accreditation rating).

Example of Measure #3

**Calculation:**

**Total Composite Score/4 (academic areas) = Composite Score (Accreditation Rating)**

<b>Accreditation Benchmark:</b> 75				
<b>Subject</b>	<b>English Composite</b>	<b>Mathematics Composite</b>	<b>History Composite</b>	<b>Science Composite</b>
<b>Composite Score</b>	98.0	89.0	85.0	92.0
			<b>Total Composite Score:</b> <b>365.0</b>	
			<b>Accreditation Rating:</b> <b>91.0</b>	

## Alternative Accreditation Plan – Graduation and Completion Index

As stated earlier, Key Center students historically attend public school until their eligibility runs out. Therefore, students will be counted in the Graduation and Completion Index (GCI) calculations when they receive a Special Education Diploma or reach the age of 22. Also, due to the fragility of some of Key Center’s students, students who leave due to extreme medical reasons will be removed from this cohort. (Documentation will be kept on file at the school.)

Under VDOE regulations, a benchmark of 85 points must be met for full accreditation using the following point values assigned to the GCI:

Diploma/Certificate/Other	Point Value
Board recognized diplomas (Special Diploma)	100
Dropouts (other than those who leave due to medical reasons, are placed in a private facility, or pass away)	0

In addition, five (5) points will be added to the total score if 50% of the graduating class transitions into adult services placement upon graduation.

### Example of Graduation and Completion Index Calculations

#### Calculation:

**Total Points/Total Number of Students + Additional Points = Accreditation Rating**

Diploma/Certificate/Other	Point Value	Number of Students	Total Points	Accreditation Rating
Board recognized diplomas	100	25	2500	
Dropouts	0	3	0	
TOTAL		28	2500	89.3
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
TOTAL				94.3

Key Center will be *Fully Accredited* when its eligible students meet the grade level or alternate benchmarks for achievement and the 85 point accreditation benchmark for graduation as outlined under the alternative measures above.

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

Tom Flick, Principal, Key Center

Ann Smith, Assistant Principal, Key Center

Kathy Oliver, Director, Office of Student Testing, FCPS Department of Professional Learning and Accountability

Michelle Rahal, FCPS Department of Professional Learning and Accountability

Kendra Chapman, FCPS Department of Professional Learning and Accountability

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

Student progress will be measured against the evaluative criteria in the plan using VAAP results, Virginia On-time Graduation data, and Key Center School Improvement Plan indicators.

**Virginia Department of Education  
Evaluation Criteria  
Kilmer Center  
Fairfax County Public Schools  
Alternative Accreditation Plans for Special Purpose Schools**

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

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

**Virginia Department of Education  
Evaluation Criteria  
Key Center  
Fairfax County Public Schools  
Alternative Accreditation Plans for Special Purpose Schools**

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

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