

# Virginia Board of Education Agenda Item



Agenda Item: C

Date: April 27, 2017

<b>Title</b>	First Review of Requests for Renewal of Alternative Accreditation Plans from Albemarle County Public Schools, Chesterfield County Public Schools, and Fairfax County Public Schools		
<b>Presenter</b>	Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
<b>E-mail</b>	<a href="mailto:Beverly.Rabil@doe.virginia.gov">Beverly.Rabil@doe.virginia.gov</a>	<b>Phone</b>	(804) 225-2865

**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Date: March 27, 2014: Action: Approval of Alternative Accreditation Plan for Albemarle County Public Schools: Albemarle Community Public Charter School

Date: March 27, 2014: Action: Approval of Alternative Accreditation Plan for Chesterfield County Public Schools: Chesterfield Community High School (Note: School name change to Carver College and Career Academy in 2015-2016)

Date: March 27, 2014: Action: Approval of Alternative Accreditation Plans for Fairfax County Public Schools: Bryant Alternative High School, Fairfax County Adult High School, Key Center School, Kilmer Center, Mountain View High School

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

Final Review: May 25, 2017

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: Approving the alternative accreditation plans support accountability for all public schools through state policies that help schools increase the academic success of all students.

Section 8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

C. Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor’s schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

**Summary of Important Issues:**

The following school divisions are seeking renewal of the alternative accreditation plans for the following special purpose schools:

<b>Division</b>	<b>School</b>	<b>2014-2015 Accreditation Status Based on Assessment Data 2013-2014</b>	<b>2015-2016 Accreditation Status Based on Assessment Data 2014-2015</b>	<b>2016-2017 Accreditation Status Based on Assessment Data 2015-2016</b>
Albemarle County	Albemarle Community Public Charter School	Fully Accredited*	Fully Accredited*	Fully Accredited based on SB368 and using alternative accreditation application
Chesterfield County	Carver College and Career Academy	Fully Accredited*	Fully Accredited*	Fully Accredited*
Fairfax County	Bryant Alternative High School	Fully Accredited*	Fully Accredited*	Fully Accredited based on SB368 and using alternative accreditation application
Fairfax County	Fairfax County Adult High School	Fully Accredited*	Fully Accredited*	Fully Accredited*
Fairfax County	Key Center School	Fully Accredited	Fully Accredited	Fully Accredited

<b>Division</b>	<b>School</b>	<b>2014-2015 Accreditation Status Based on Assessment Data 2013-2014</b>	<b>2015-2016 Accreditation Status Based on Assessment Data 2014-2015</b>	<b>2016-2017 Accreditation Status Based on Assessment Data 2015-2016</b>
Fairfax County	Kilmer Center	Fully Accredited*	Fully Accredited*	Fully Accredited
Fairfax County	Mountain View High School	Fully Accredited*	Fully Accredited*	Fully Accredited based on SB368 and using alternative accreditation application

\*Accreditation rating based on data submitted using a previous alternative accreditation plan.

As part of their requests for the renewal of alternative accreditation plans for these schools, the school divisions are requesting waivers of the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) so that adjustments may be made to accreditation calculations and to the Graduation and Completion Index (GCI) for accountability purposes. These waivers are outlined in Attachment A.

<b>Division</b>	<b>School</b>	<b>SOA Waivers Requested</b>
Albemarle County	Albemarle Community Public Charter School	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core areas)
Chesterfield County	Carver College and Career Academy	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core areas and B.2 Graduation Rate)
Fairfax County	Bryant Alternative High School	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core areas and B.2 Graduation Rate)
Fairfax County	Fairfax County Adult High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Fairfax County	Key Center School	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core areas and B.2 Graduation Rate)
Fairfax County	Kilmer Center	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core areas and B.2 Graduation Rate)
Fairfax County	Mountain View High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)

Certain criteria are considered for approval of alternative accreditation plans for special purpose schools as outlined below:

1. The purpose and rationale of the individual accreditation plan justifies the need for an individual alternative accreditation plan.
2. The characteristics of the student population are clearly defined.
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum to ensure success in achieving the Standards of Learning.
4. Strategies used to evaluate student progress include standards-based academic achievement measures.
5. Students will be taught by highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.
6. Academic achievement measures must be included that are objective, measurable, and directly related to the mission and purpose of the school.
7. The plan must include use of statewide assessment student achievement results of English and mathematics.
8. The plan must meet the testing requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
9. The plan must meet the testing requirements in federal law and describe how the school plans to meet “adequate yearly progress” requirements of the federal law.
10. The plan must provide convincing evidence that all pre-accreditation eligibility criteria ([8 VAC 20-131-290](#)) are met for standards in which waivers have not been requested.
11. The Board will consider whether 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.

The proposed alternative accreditation plans are provided in Attachments B – H. The table below indicates the results of the review of each plan.

<b>Division</b>	<b>School</b>	<b>Attachment Reference</b>	<b>Meets All Criteria</b>	<b>Did not Meet All Criteria</b>
Albemarle County	Albemarle Community Public Charter School	Attachment B	X	
Chesterfield County	Carver College and Career Academy	Attachment C	X	
Fairfax County	Bryant Alternative High School	Attachment D	X	
Fairfax County	Fairfax County Adult High School	Attachment E	X	
Fairfax County	Key Center School	Attachment F	X	
Fairfax County	Kilmer Center	Attachment G	X	
Fairfax County	Mountain View High School	Attachment H	X	

**Impact on Fiscal and Human Resources:**

None

**Timetable for Further Review/Action:**

Final review is expected at the May 25, 2017, Board meeting.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the requests for renewal of alternative accreditation plans Albemarle County Public Schools, Chesterfield County Public Schools, and Fairfax County Public Schools.

Waivers requested from the  
*Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*

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.

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

The *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):

*Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

In addition, pursuant to § 22.1-253.13:3 of the *Code of Virginia*, any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the *Virginia Administrative Code*.

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:

*In accordance with the provisions of 8 VAC 20-131-350 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of schools. Such requests must include documentation of the need for the waiver. Waiver requests for schools and schools with a graduation cohort of 50 or fewer student will be considered based upon specified criteria. All applications must be submitted to the Board for consideration at least 90 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. The chair of the local school board and the division superintendent are requested to be in attendance at the Board of Education meeting when the proposal is considered.*

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.

February 9, 2017

Date Approved by the Local School Board

Kate Acuff

Signature – Chairman of the School Board

February 9, 2017

Submission Date

Pam Moran

Signature – Division Superintendent

## ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Community Public Charter School

**Division Name:** Albemarle County

**School Address:** 1200 Forest St. Charlottesville, VA 22903

**Contact Person:** Ashby Kindler

**Phone Number:** (434) 296-3090

**Email:** [akindler@k12albemarle.org](mailto:akindler@k12albemarle.org)

**Proposed Duration of Plan:** 3 years

**Grade Levels Served:** 6, 7, 8

**Number of Students Enrolled by Grade:** 6<sup>th</sup> – 16      7<sup>th</sup> -16      8<sup>th</sup> - 18

1. Explain why the purpose and rationale of the individual accreditation plan justifies the need for an individual alternative accreditation plan.

The purpose of Community Public Charter School's alternative accreditation plan is to emphasize growth of students who do not pass Virginia's Standards of Learning (SOL) tests. Many of CCPS's students have never passed an SOL test prior to attending CPCS. Due to significant special education and/or social and emotional (depression, trauma, anxiety, etc.) needs, these students do not exhibit their achievement on standards based curriculum in traditional ways. Traditional assessments such as the SOL tests are not always reflective of their academic growth and achievement. Not only will we emphasize and track individual student growth for each year, we will be able to use growth measures over more than one year to validate continued success and progress.

2. Describe the characteristics of the student population.

Community Public Charter School serves students in grades 6-8 who are behind grade level in mathematics and /or reading, who are not performing up to their potential in traditional schools, and who may benefit from a smaller environment with an arts-infused focus. All Albemarle County Public School students entering grades 6-8 are eligible to apply for enrollment. Our target population includes students who are one or more years below grade level, or who have not experienced optimum success in school. Students are identified by their teachers, counselors, administrators or parents and with parent/guardian support, apply for admission to CPCS. We accept, but do not specifically target, students who are identified as needing special education services. If there are more applicants than spaces, students will be selected by lottery. Current enrollment demographics provide for a fully diverse school with percentages within the range of demographics found in other Albemarle County Public Middle Schools.

Currently, of the 50 students attending CPCS, students fall into the following sub-group categories:

Sub-groups	Number of students	Percentage of Students
Free and Reduced Lunch	12	34%
Special Education	14	38%
ESOL	4	2%
White	38	76%
African-American	3	6%
Hispanic	2	4%

Native American	0	0%
Multi-Racial or other	7	14%
Male	25	50%
Female	25	50%

3. Describe how the program of instruction provides all students with opportunities to study a comprehensive curriculum to ensure success in achieving the Standards of Learning.

Community Public Charter School teaches the core subjects of language arts, social studies, math, and science with an arts infused, project based, and technology focus. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized through an arts and technology focus to support the mission of the school. All students have access to the full range of standards based courses offered in Albemarle County Public Middle Schools.

With Choice Theory as the philosophical base, we strive to help students gain more responsibility in their socio-emotional lives as well as in their academics. We offer choice in learning activities and place a high value on student/teacher and student/student relationships. Choice Theory and William Glasser's Quality Schools movement guide the ways in which we interact with students. When students are disruptive or unable to attend to the behavioral or work expectations in a class, we use Choice Theory practices to help them identify root causes and make a plan for their return to class rather than simply assigning more traditional disciplinary consequences. This may take the form of a short individual conference with the classroom teacher or a more formal process with the administration to create a written plan of action.

Complementing our Choice Theory strategies, CPCS focuses on student self-evaluations as means toward increased engagement and academic progress. Students participate in self-evaluation of every assignment as well as writing their own interim progress reports to parents. It is through this growth in their understanding of themselves as learners that we engage students in goal setting and achievement, as well as developing confidence through identifying their strengths.

Wilson Reading instruction is provided for those students who are more than 2 grade levels behind. A systematic and cumulative approach to teaching total word structure for decoding and encoding is a primary focus of this program which is taught by a reading specialist/special education teacher. Comprehension strategies are also addressed in individual tutorials with a reading specialist/special education teacher, and in the language arts classroom. and in all classrooms through strategies adopted from Visible Learning for Literacy.

Students participate in arts related activities on and off our campus including blacksmithing, music lessons with professional musicians, visiting artists, and community service.

4. Describe the strategies used to evaluate student progress—include standards-based academic achievement measures.

In addition to standards based teacher developed classroom assessments including projects, presentations, writing samples, artistic representations, students will be assessed using pre and post Wilson Reading (WADE), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and Composite Reading Inventory (CRI) reading assessments, and Qualitative Reading

Inventory (QRI). In math we will use MAP, IXL, Reflex Math, Spatial-Temporal Math and CBM assessments. We will also use MAP for science. In social studies we are using the Albemarle County's assessments for determining 6<sup>th</sup> and 7<sup>th</sup> grade progress.

5. Describe how students will be taught by highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.

Community Public Charter School is staffed with highly qualified teachers certified to teach all core areas as well as a full time art teacher. Currently, teacher/pupil ratio is 12-1 in core classes. CPCS has a part-time "Mindfulness" instructor who also serves as a counselor; this position is funded by a grant. We have one full-time special education teacher and a full time TA, provided by Albemarle County and one full time therapeutic day treatment case worker provided by local mental health agencies. Support is also provided by Albemarle County special education support, and by volunteers. Our "Choices" program is guided by our "Coordinator of Student Services" who is a certified guidance counselor; this position is funded by private donations.

6. Describe the academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.

The alternative accreditation index model will hold the Community Public Charter School accountable for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and use 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. The plan includes academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.

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 proficient to advanced levels of performance on Standards of Learning (SOL) 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 and other indicators).

An alternative accreditation index score (0 to 150) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics.

Standards of Learning 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 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 composite index score of at least 75 points must be earned in both reading and mathematics in grades 6-8 to achieve *Fully Accredited* status. Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation.

#### Basis for Accreditation:

Strategies used to evaluate student progress are aligned to the mission and purpose of our school and include academic achievement measures for all students.

If the Community Public Charter school does not meet full accreditation based on the SOA, then for the purposes of calculating state accreditation, test results for all students in reading and mathematics will be included as follows:

- A scale score of 500-600 will be weighted at 150 points
- A scale score of 426-499 will be weighted at 120 points
- A scale score of 375-425 will be weighted at 100 points

Additionally the school will receive recognition in the calculation for core or other academic indicators for improvement in the following categories measuring reading:

- Wilson Reading program growth
- MAP growth in reading
- CRI growth
- SIPPs assessments

The school will receive recognition in the calculation for core other academic indicators for improvement in the following categories measuring math:

- Algebra and Geometry passing SOL scores from Murray High School
- MAP growth in math
- Reflex Math, ST Math, and IXL Math
- Curriculum Based Measurements

Each student will be counted in only one of the reading categories, meaning that points will not be awarded for growth on both MAP and CRI.

These are assessments used to track student growth in reading. Since every student is not enrolled in Wilson, each student will be tracked for accountability purposes with one MAP and/or CRI. This will also address the various assessment needs of students with disabilities enrolled in the program.

MAP is a research based assessment program that is nationally normed and provides a “Rasch unIT” (RIT) score as well as a growth goal target score. MAP assessments provide detailed, actionable data about where each child is on his/her unique learning path. It is information teachers can use in the classroom to help every child, every day. Understanding each student’s academic level gives teachers the power to help them excel. MAP computerized adaptive assessments are the tools that make it possible to build curriculum and meet students’ needs, one child at a time. RIT is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal-interval scale. This score is independent of the age or grade of the student, and reflects the instructional level at which the student is currently performing.

Growth is defined as the change in a student’s score and improvement in achievement over time. Individual growth targets are defined as the average amount of RIT growth observed for students who started the year with the same RIT score as the individual student.

The spring assessment in both reading and math will provide evidence of the number of students who are able to meet or exceed their growth goal.

Other Academic Indicators :

- Students in “Recovery”

Current Reading	23 of 50 (46%)
Current Math	29 of 50 (48%)

- 8<sup>th</sup> Grade science SOL pass rate
- Social Studies SOL pass rate
- 8<sup>th</sup> Grade writing SOL pass rate

## Base Formula

**TABLE A – Individual Student Achievement**

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500 - 600	Pass Advanced	150
426 - 499	Pass Proficient	120
375 – 425	Fail/Bubble	100
<b>Optional Objectives</b>		
<b>Recovering</b> students pass rates in mathematics and reading Current number of students in recovery	Each student in recovery will be counted a second time in both the numerator and the denominator of our original calculation (as in the normal state accreditation system)	

**TABLE B – Individual Student Growth**

<b>Core Other Academic Objectives - Reading (Students counted only counted once in this category)</b>	
MAP (Measures of Academic Progress) growth in Reading administered 2 /yr.	Each student who meets or exceeds their <b>Rasch unIT</b> (RIT) growth goal will earn 1 point
<b>Wilson Reading</b> program growth <b>SIIPS Reading</b> program	Growth of 1.5 years      1 point Growth of 2 or more years      2 points Each student counts for 1 or 2 points
<b>CRI</b> (composite reading index) growth	Growth of 1.5 years      1 points Growth of 2 or more years      2 points Each student counts for 1 or 2 points
<b>Core Other Academic Objectives - Math</b>	
MAP (Measures of Academic Progress) growth in Mathematics administered 2 /yr.	Each student who meets or exceeds their <b>Rasch unIT</b> (RIT) growth goal will earn 1 point
<b>Algebra/Geometry SOL</b> scores for students taking classes at Murray High School	Same as scoring for Math 6,7, 8

## Bonus Points (Maximum of 10 points)

### Table C – School-Wide Results

Core Other Academic Objectives (3 points maximum)		
8 <sup>th</sup> Grade Science SOL pass rate	70% pass rate	1 point
	80% pass rate	2 points
	90% pass rate	3 points
Core Other Academic Objectives (3 points maximum)		
Social Studies SOL pass rate	70% pass rate	1 point
	80% pass rate	2 points
	90% pass rate	3 points
Core Other Academic Objectives (3 points maximum)		
8 <sup>th</sup> Grade Writing SOL pass rate	70% pass rate	1 point
	80% pass rate	2 points
	90% pass rate	3 points

**The Calculation:**

**Step One:** Calculate points from Table A

If points exceed 75: Stop here.

**Step Two:** Calculate points from Table A and Table B

If points exceed 75: Stop here.

**Step Three:** Add bonus points for overall pass rate in social studies, science, and writing.

**Example:**

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500 - 600	Pass Advanced	1 x 150 = 150
426-500	Pass Proficient	18 x 120 = 2160
375 – 425	Fail	11 x 100 = 1100
Below 375	Fail	9 x 0 = 0
0 students in recovery		+0 for recovery
		Total Points 3410/39 = 87%

Table A = 87 points

**STOP HERE:** If points were below 75 we would continue.

- Describe how statewide assessment student achievement results of English and mathematics will be used to support instruction.  
Our SOL assessment data is used to track progress of individual students and of grade level cohorts from year to year to determine if our program is effective and if our students are demonstrating learning. Additionally, we use our Performance By Question data to inform us of where to strengthen our instructional program and in which areas to provide targeted instruction for individual and small groups of students.
- Describe how the plan meets the testing requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.  
The tests used in this Alternative Accreditation plan are the State Standards of Learning and use a similar methodology for calculating pass rates for Reading and Mathematics. The adjustments made

to the methodology are designed to reflect the small student population and the diverse population served, which may not be accounted for in the traditional accreditation calculations.

9. Describe how the plan meets the testing requirements in federal law and how the school plans to meet “adequate yearly progress” requirements of the federal law.  
Annual Yearly Progress is a measure of students’ understanding of the grade-level curriculum, and that schools will continue to improve students’ understanding, which will be evident in their SOL test pass rates.  
Students will complete all necessary and appropriate Standards of Learning assessments in accordance with federal law to guarantee that they have been instructed on the Standard of Learning and mastered those standards.
10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-290) are met for standards in which waivers have not been requested.  
We have requested waivers for all standards.
11. Indicate the waivers requested for accrediting standards that are not being met, and the rationale for these waivers.

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

The *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.

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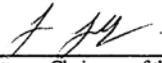
In addition, pursuant to § 22.1-253.13:3 of the *Code of Virginia*, any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the *Virginia Administrative Code*.

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:

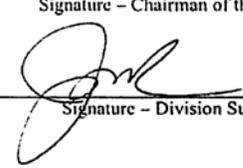
*In accordance with the provisions of 8 VAC 20-131-350 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of schools. Such requests must include documentation of the need for the waiver. Waiver requests for schools and schools with a graduation cohort of 50 or fewer student will be considered based upon specified criteria. All applications must be submitted to the Board for consideration at least 90 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. The chair of the local school board and the division superintendent are requested to be in attendance at the Board of Education meeting when the proposal is considered.*

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.

2/14/17  
Date Approved by the Local School Board

  
Signature – Chairman of the School Board

2/17/17  
Submission Date

  
Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE****School Name:** Carver College and Career Academy**Division Name:** Chesterfield County Public Schools**School Address:** 12400 Branders Bridge Rd., Chester, VA 23831**Contact Person:** Dr. Tinkhani White**Phone Number:** (804) 639-8725**Email:** tinkhani\_white@ccpsnet.net**Proposed Duration of Plan:** Three years**Grade Levels Served:** 9-12**Number of Students Enrolled by Grade:**

Grade	Number of Students
09	57
10	72
11	64
12	55

**1. Explain why the purpose and rationale of the individual accreditation plan justifies the need for an individual alternative accreditation plan.**

Carver College and Career Academy provides a high school setting with innovative programs and supportive services for students who have not found success in a more traditional school setting. Carver College and Career Academy is a caring educational setting with high expectations for academic achievement, appropriate social behavior, and preparation for the workplace and higher education. Because of the small number of students, the serving of students who have traditionally underperformed in comprehensive environments, and the varied paths to school completion, the traditional accreditation standards applied to a comprehensive high school would not be appropriate at Carver. Therefore Carver College and Career Academy meets the Virginia Department of Education definition of a special purpose school and requests approval for an alternative accreditation plan as provided in the Regulations Establishing Standards for Accrediting Public Schools in Virginia, Part VIII, Section 8 VAC 20-131-280 D.

**2. Describe the characteristics of the student population.**

There are 240 students enrolled at CCCA and their demographic makeup is as follows:

- 40% White
- 36% Black
- 18% Hispanic
- 5% 2 or more races
- 1% Asian

Of these students, they comprise of the following special and complex educational needs

- 19% are served under special education
- 6% are English Language Learners (ELL)

- 68% are over-aged
- 24% have a contract from Office of Student Conduct, have been incarcerated or have served 10 or more days of out-of-school suspension in the previous school year
- 34% missed more than 18 days of school in the previous school year
- 49.2% receive free or reduced lunch, a proxy measure for living in poverty
- 61% have attended more than 5 schools before coming to Carver Academy

**3. Describe how the program of instruction provides all students with opportunities to study a comprehensive curriculum to ensure success in achieving the Standards of Learning.**

Carver is structured around a College and Career Academy model that allows students to apply their learning from the comprehensive curriculum that encompasses all the requirements of the Standards of Learning. To support our students the following programs are in place.

- The academic program for grades 9-12 will focus on the Virginia Standards of Learning and Virginia requirements for a standard diploma with elective courses offering vocational training, career counseling, job readiness and college preparation;
- Emphasis is placed on coordination of core content and trades in an interdisciplinary manner (For example, we have courses such as Geometry in Construction and Algebra in Manufacturing in which students learn practical applications of the mathematics. Students are still responsible for End-of-Course Assessments as required by the Standards of Learning)
- Students take four courses each fall and spring term with an average class size of 16, and no class larger than 20;
- Students are supported through Communities in School
- Credit recovery programs are provided to students in grades 9-12 to support on-time graduation
- GED preparation is available on site.
- Night School program to support students who need additional credits outside of the normal school day
- All students have 24/7 access to technology as they are issued a Chromebook computer for their use during the school year
  - Through a partnership with a cable provider, internet access cost is subsidized so that all students can access the curriculum at home.

Students are organized into smaller learning communities with career pathways: Business and Information Technology, Child Development, Construction Trades, Hospitality and Tourism, and Recreation and Sports Leadership. Each Career Academy has the following components:

- A recommended sequence of courses
- A capstone project or work site experience
- An advisory board that creates partnerships with higher education and employers

Students have a variety of avenues to career and technical preparation.

- All students have an individualized career plan that determines the curriculum path with regular explanations of how this links to the current and future workplace
- All students participate a partnership with the Better Business Bureau and Chesterfield Chamber of Commerce that supports Workplace Readiness skills, especially ethics
- Students have opportunities to earn dual enrollment credits through John Tyler and J. Sargeant Reynolds Community Colleges;
- Every student is enrolled in at least one CTE completer sequence; many will complete two sequences.

- Every student has the opportunity to earn at least one career certificate in addition to the W!se.
- Students have the opportunity to complete job-shadowing, internship and cooperative education experiences as a part of their program plan

**4. Describe the strategies used to evaluate student progress—include standards-based academic achievement measures.**

All students will participate in grade level SOL tests in all core areas. At this time, all ESSA requirements will be met through the planned assessments and program offerings. Additionally, pre- and post-assessments are given in each class to guide instruction and evaluate student progress. Students whose prior academic performance indicate a need for tier 2 supplemental instruction or tier 3 intensive intervention take an initial baseline reading comprehension assessment, such as Gates MacGinitie Reading Test to help design their intervention program. Staff administers mid-term and final exams at the 8-week and 16-week marks of each term.

**5. Describe how students will be taught by highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.**

All Carver College and Career Academy teachers are properly certified to teach their content. An ongoing professional development program includes:

- Integrating technology into the curriculum
- Understanding by Design
- University of Kansas SIM learning strategies
- Writing to Learn
- Positive Behavior Intervention Supports
- Restorative justice practices

**6. Describe the academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.**

Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. An Alternate SOL Core Subject Composite

Index score of at least 70 points and an Alternate Graduation and Completion Composite Index score of 85 points must be earned for Carver College and Career Academy will serve as the criteria for a rating of Full Accreditation.

- For purposes of calculating the Alternate SOL Core Subject Composite Index:
  - Test results for all students in reading, mathematics, science, and history will be included as follows:
    - A scaled score of 500-600 will be weighted at 125 points,
    - A scaled score of 400-499 will be weighted at 100 points,
    - A scaled score of 375-399 will be weighted at 75 points, and
    - A scaled score below 375 will carry no points in the calculation

Table 1

*SOL Core Subject Composite Index Points*

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	500-600	1	125	
	400-499	2	100	
	375-399	3	75	
	Below 374	4	0	
(A)Total Number of Points Awarded				
(B)Total Number of Student Scores				
SOL Core Subject Index Score = (A)/(B)				
Met Alternative Accreditation Requirements: YES/NO				
Yes = Index Score of 70 or above				

An *Alternate Graduation and Completion Composite Index (GCI)* will be used to determine the score for the school's graduation and completion index. The index includes points assigned for the type of diplomas awarded during the school year. The Board of Education's graduation and completion index shall include weighted points for advanced diploma graduates (125 points), standard diploma graduates (100 points), GED recipients (100 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The total Number of Points Awarded (C) will be divided by the Number of Students in the On-time Graduation Cohort (D). See Table 2.

Table 2

*Alternate Graduation and Completion Index Points*

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	125	
	Standard	100	
	Special	100	
	GED	100	
	Still in School	70	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Students in the On-time Graduation Cohort			
Graduation and Completion Index Score (C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category. The bonus points shall not exceed 25 points. See Table 3.

Table 3

*Additional Graduation and Completion Index Points*

<b>Criteria</b>	<b>Point Value</b>
Maintaining a student dropout rate below 30%	10
50% or more of the students who reach the maximum age for educational services continue in school, whether job corps, adult GED, apprenticeship, or other alternate learning opportunities.	5
70% or more of students enrolled will have 18 or more credits	5
75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	10
75% or more students with a reduced course load and extended time meet the goals of their educational plan	5
75% or more of CTE completers receive standard diploma	5
50% or more of students placed by hearing officer continue	5
25% or more of seniors participate in a work-based career development program. (Internships, job shadowing, cooperative education)	5
75% or more of students who are enrolled in fewer than four courses and need extended time for completing course requirements while shouldering work and family responsibilities continue to meet the goals of their educational plans	5
50% or more of GED completers leave with an industry certification	10
25% or more students graduate with CTE diploma seal	5

In addition, the plan proposes that certain students be removed from the cohort as indicated:

- Students who discontinue school because of incarceration,
- Students who are placed in a juvenile detention center
- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older
- Students who leave Chesterfield Country Public Schools prior to the end of their cohort graduation timeline
- Student who have attended less than one semester at Carver College and Career Academy

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 4.

Table 4

*Alternate Graduation and Completion Index Score Calculations*

Categories	Points Awarded
Graduation and Completion Index Score = (C)/(D)	
Total Number of Additional Index Points (Up to x points)	
Alternate Graduation and Completion Index Composite Index Score = [(C)/(D)] + Total number of additional GCI indicator points up to x points	

An *Alternate Accreditation Composite Index Point System* will be used to determine the accreditation rating. See Table 5.

Table 5

*Accreditation Status*

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = [(A)/(B)]		Must Meet or Exceed 70 points	
Alternate Graduation and Completion Composite Index Score = [(C)/(D)] + Total no. of additional GCI points		Must Meet or Exceed 85 points	
<b>Accreditation Rating</b>			

**7. Describe how statewide assessment student achievement results of English and mathematics will be used to support instruction.**

Student performance results are used to guide the design of the school Annual Operating Plan (AOP) that is aligned with Chesterfield County Public Schools' strategic plan. School goals are based on this performance and therefore inform planning for teaching, professional learning opportunities, and division support.

**8. Describe how the plan meets the testing requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.**

All students enrolled in courses with end-of-year assessments will participate in the appropriate Standards of Learning Assessments according to the Regulations for Accrediting Public Schools in Virginia.

**9. Describe how the plan meets the testing requirements in federal law and how the school plans to meet "adequate yearly progress" requirements of the federal law.**

Students will participate in SOL end-of-course tests as required by ESEA Waiver until guidance is given regarding ESSA. Student performance for accreditation will be determined based on students passing the SOL end-of-course tests, as shown in Table 1.

**10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-290) are met for standards in which waivers have not been requested.**

Carver College and Career Academy will meet the pre-accreditation eligibility requirements described in 8VAC20-131-280 F by having the principal and the division superintendent report to the Department of Education

- confirming the extent to which each school continues to meet the standards reported as met in the previous year on
  - the division's promotion/retention policies
  - compliance with the requirements to offer courses that will allow students to complete the graduation requirements
  - the ability to offer the instructional program as prescribed in 8VAC20-131-70 through 8VAC20-131-100
  - the leadership and staffing requirements
  - the facilities and safety provisions
- assuring that
  - the SOL have been fully incorporated into the school division's curriculum at Carver College and Career Academy
  - the SOL material is being taught to all students eligible to take the SOL tests
- reporting any actions taken to correct any noncompliance issues cited in the previous year
- ensuring that Carver College and Career Academy shall provide to its students' parents or guardians information on the availability of and source for receiving
  - a copy of the syllabus for each of their child's courses and a copy of the school division promotion, retention, and remediation policies
  - the Standards of Learning applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing
  - notice to students in all grade levels of all requirements for Standard Diploma and Advanced Studies Diplomas and the board's policies on promotion and retention

**11. Indicate the waivers requested for accrediting standards that are not being met, and the rationale for these waivers.**

Waivers are not being requested

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* (SOA), (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 ( 22.1253.13:1 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 SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma must meet the requirements prescribed in [8 VAC 20-131-50](#).

8 VAC 20-131-350 of the SOA states that waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III ([8 VAC 20-131-30](#) et seq.) of these regulations except that the Board of Education may provide for the waiver of certain graduation requirements in [8 VAC 20-131-50](#) (i) upon the Board's initiative or (ii) at the request of a local school board on a case-by-case basis. The Board shall develop guidelines for implementing these requirements.

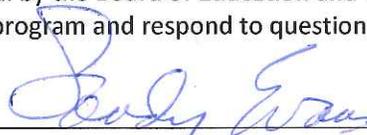
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

February 23, 2017

\_\_\_\_\_  
Date Approved  
by the Local School Board

February 8, 2017

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



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



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

## Alternative Accreditation Plan

### School Information

<b>Division</b>	Fairfax County Public Schools
<b>School Name</b>	Bryant Alternative High School
<b>School Address</b>	2709 Popkins Lane, Alexandria, VA 22306
<b>Contact Person</b>	Mrs. Tanganyika Millard
<b>Telephone Number</b>	703-660-2091
<b>Email Address</b>	thmillard@fcps.edu
<b>Proposed Duration of the Plan</b>	Three Years
<b>Grade Levels Served</b>	Grades 9 - 12
<b>Number of Students Enrolled by Grade Level</b>	9 <sup>th</sup> grade - 19; 10 <sup>th</sup> grade - 55; 11 <sup>th</sup> grade -77 ; 12 <sup>th</sup> grade - 146

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

#### Mission

Bryant Alternative High School inspires and empowers a diverse student population to earn a high school diploma in a non-traditional setting.

#### Vision

Commitment to Excellence – Bryant, a fully accredited alternative high school, seeks to improve and provide the necessary support for students and staff to grow personally and professionally.

Commitment to Educational Achievement – Bryant students develop the academic and workforce skills necessary to be successful in their lives. A flexible environment accommodates diverse learning and life situations in which students are encouraged to expand their horizons through the pursuit of further academic, vocational, technical, and career training.

Commitment to Family and Community Involvement – Bryant students are encouraged to develop attitudes and skills that will allow them to be effective, productive, and contributing members of their families and communities. Additionally, the cultural diversity of Bryant affords faculty, staff, and students the opportunity to understand and appreciate a myriad of peoples and cultures.

#### Core Beliefs

Bryant Alternative High School’s staff believes that common goals are necessary for student success. Our shared values are:

- Faculty and staff, students, parents, and the community all share in the responsibility for success of the school’s mission.
- Mutual respect and caring interpersonal relationships lead to increased student self-esteem and positive staff morale.
- A safe and inviting physical environment facilitates learning.
- Small and supportive classes allow individualized instruction.

- A variety of teaching strategies and assessment techniques promotes high academic achievement while providing for different learning styles.
- Students need the support of specialists such as social workers, career specialists, school psychologists, and health care professionals.
- Vocational, technical, and career training prepares students to pursue further education and career paths.
- Ongoing use of technology tools and training enhances teaching and learning.
- Flexible scheduling and specialized programs accommodate home, academic, and work requirements of our students.
- The cultural diversity of Bryant High School contributes to the understanding and appreciation of different peoples and cultures.

### Goals and Expectations

Bryant Alternative High School follows the Fairfax County School Improvement Planning process and annually creates a plan that outline specific measurable goals toward overall student achievement and yearly growth.

**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.**

Bryant Alternative High School is classified as a special purpose high school in the Commonwealth of Virginia and was "Fully Accredited" in each of the last three years. Due to managed enrollment, the student population at Bryant High School averages approximately 350 students at a given time (small by Fairfax County standards) and is drawn from 15 Fairfax County traditional high schools.

Number of Students	Males	Females	*English Language Learners ELL's	Special Education SPED	Age **22+	Hearings Office Placement	Pregnant or Parenting	Free Lunch	Homeless UAY	Self Registered
297	165	132	117	55	13	44	48	178	25	89
100%	55%	45%	39%	18%	4%	15%	16%	60%	8%	30%

\*LEP Levels 1-5

\*\*Reflects tuition paying students

Hispanic	Black	White	Asian/Pacific	Other
64%	18%	8%	6%	4%

All percentages above are based on current enrollment.

The student body at Bryant High School is primarily composed of students who are at significant risk to drop out of school. The circumstances that lead to interrupted schooling for the majority of Bryant students continue to exist in the lives of the students. Socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors that may be under control at the time of a student's enrollment might just as easily re-appear at some point while the student is enrolled. Students over the age of 18 can opt to withdraw from compulsory education for any of the aforementioned reasons. The number of students who leave Bryant at some point during a given school year because of difficult life circumstances is significant. Currently, 66% of the student population is 18 or older, 30% are independent and self-enrolled, and 18% are primary wage earners in their households. Many of these students juggle family and/or financial obligations while attending school. In addition, during 2016-17, Bryant High School continues to provide instruction to students from the Bryant Alternative Learning Center who are registered concurrently.

Many of the students at Bryant Alternative High School are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Most of the students need two or more verified credits (SOL's) to meet graduation requirements at the time of their enrollment. Despite the discrepancy, many Bryant students are able to recover credits through the school's unique instructional program and school structures.

**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.**

Bryant Alternative High School practices open enrollment, which means that it enrolls new students approximately every twice weekly throughout the school year. The school utilizes flexible schedules where courses are offered between 8:00 a.m. and 6:00 p.m., Monday through Thursday. The instructional design uses the semester (4x4) model, and students complete individual courses within a flexible framework based on mastery of all course content. Essentially, students are provided all the time necessary to demonstrate mastery of material before they are completed in the course. For students who have partial credits and or need to complete courses APEX online learning provides tailored opportunities to complete. Bryant is also developing a 1:1 laptop environment to support blended learning giving students access to their learning on Google platforms 24/7. Classes such as Literacy Lab, English 12 with SOL Focus, and English for Speakers of Other Languages (ESOL) Writing class provide additional support for those students who need more assistance with their academic skills. Additionally, CHAT Period, is a remediation/enrichment period every day that allows students the opportunity to meet in small groups or individually with their teachers to receive assistance. Bryant has also developed a credit recovery/new course option program for students attending traditional high schools in the surrounding areas. Students are enrolled concurrently in both schools and attend afternoon classes at Bryant from 3:15 p.m. to 6:00 p.m., Monday through Thursday, September through August. Grades are transferred back to the students' base schools, thus enabling them to graduate on time with their cohort class.

## **Real-World Programs**

Bryant offers a unique parenting education program for pregnant and parenting youth called *Project Opportunity*. Students in this program take focused parenting education, child development, and relationship classes. Project Opportunity is completing its 29<sup>th</sup> successful year.

Within *Project Opportunity* exists the *Jobs for Virginia Graduates* (JVG) grant program that assists economically disadvantaged pregnant or parenting teens with supports for graduation, employment, and job retention. The JVG employment preparation curriculum focuses on career awareness, resume writing, and interviewing skills. It also assists students in gaining employment while attending high school and retaining quality jobs after graduation through post-secondary education opportunities (e.g., community college, four-year college, business, trade, or technical programs) and training opportunities (e.g., apprenticeship, military, or correspondence). During the 2014-2015 school year, the senior graduation rate for students in the program was 91% with 77% obtaining full time jobs. The JVG grant program has been a component of *Project Opportunity* at Bryant Alternative High School since 1997.

The alternative setting at Bryant enables students to come and go in conjunction with the other responsibilities in their lives. Students are taught both academic and social skills aimed at developing self-motivation and self-discipline as they work toward a Standard, Advanced, or Standard Diploma with Accommodations.

## **Post-Secondary Planning**

During the registration process, a graduation planning meeting is conducted with each student to develop a Bryant Individual Graduation Plan (BIGP). During this meeting, the school counselor provides students and parent with an approximate timeline for graduation including the standard and verified credits needed to earn a standard or advanced studies diploma. Academic advising meetings occur several times during the school year to update graduation plans as students earn credits and identify post-secondary plans. Students meet with the career development teacher and school counselors to develop written transition plans to identify post-secondary options and the tasks to complete prior to graduating. This transition plan incorporates the district grade-level expectations for the Student Learning Plan (SLP), as well as requirements for the mandated Virginia Academic and Career Plan (ACP). A series of workshops are conducted to provide students with pathways to different post-secondary options; representatives from 2 and 4-year colleges, military, apprenticeships, Gap Year programs, adult and community education programs presented to students, as well as seminars on financial aid, resume writing, and interviewing skills.

## **Teaching Staff**

Bryant Alternative High School has an extremely professional staff. Most classroom teachers have a master's degree, and all are "highly qualified" in their respective subject areas. The student/teacher ratio is capped at a maximum of 18:1 for all classes.

During the Southern Association of Colleges and Schools (SACS) Council on Accreditation and School Improvement (CASI) External Review, Bryant successfully completed the 2012-2013 AdvancED External Review and received a five-year term of accreditation. The External Review Team noted, “First, respect played an important role within the school. Teachers and students worked in an environment conducive to learning and to risk taking asking and answering questions. Secondly, there was high time on task by both teachers and students. Next, students received individual assistance from teachers in most classes. Another theme observed was shared leadership. Leadership opportunities were available for students through the Leadership Council; teachers led professional learning communities, and chaired committees. Finally, there was a strong sense of community among all stakeholders.”

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

When students enter Bryant Alternative High School, they are required to attend a one-day orientation session to introduce them to the expectations of the school. They are also given a reading, mathematics, and writing pre-assessment. Teachers meet twice weekly in Collaborative Learning Teams (CLT) to develop and share common assessments, curriculum, and teaching strategies. Co-teaching is an opportunity for teachers to work closely with other professionals to reach all students in academic and essential life skills.

Bryant Alternative High School is a standards-based school that follows the FCPS Program of Studies for all courses. Students are required to meet the standards of the course and FCPS guidelines on grading and reporting. Students receive a weekly progress report in each course using the division’s IGPRO grading system. Students receive quarterly FCPS progress reports (report cards) on completion of objectives. The open enrollment policy allows students to complete a course within eighteen weeks with mastery of the course objectives. However, students may take additional time if necessary to meet the course objectives before participating in the EOC Standards of Learning tests offered in January, May, or August.

<b>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.)</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Bryant High School 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 ESSA Flexibility Waiver Application and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)**

**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. 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. The graduation and completion index is based upon program completion four years after a student enters the 9<sup>th</sup> grade

Bryant Alternative High School offers a second chance to students who have not been successful in a traditional high school. Many students come to Bryant already behind their cohort for graduation; some students transfer in with fewer credits than customary for their grade and age level. They may need to audit courses or take remediation classes to improve or recover the skills necessary to pass the EOC Standards of Learning tests. Students may take longer than the four years or eight semesters it normally takes to graduate. Since the Graduation and Completion Index (GCI) is based upon program completion in this time frame, Bryant Alternative High School will need additional support in meeting the GCI benchmarks established for full accreditation.

**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.**

1. A majority of students who enroll at Bryant Alternative High School are already behind their cohort for graduation. Many students are over age 18 and, by law, can leave school. Those who do drop out do so in order to work to support themselves and their families or raise children. Yet many have made the commitment to continue working towards a diploma beyond the time limitations set by the state and in spite of their socioeconomic circumstances. Given that students over the age of eighteen are not required to remain in school, a GCI bonus of 5 points will be added to the school's GCI for maintaining a dropout rate below 30% for these overage students.
2. A number of Bryant students reach the maximum age to receive qualified educational services before they earn a diploma, yet Bryant continues to work with these students beyond the state's limit to ensure they will eventually succeed. If 50% or more of this population continues to work toward a diploma beyond their final year of eligibility, a GCI bonus of 5 points will be added to Bryant's GCI. Also, for the purposes of GCI calculations, these students will not be counted as dropouts.
3. A large percentage of the school's at-risk population does earn a high school diploma, and a significant percentage of students opt to enroll in college after leaving Bryant, join the military, or gain full-time employment. Students for whom completing high school had once seemed impossible develop the skills and self-confidence needed to succeed in the world. Therefore, a GCI bonus of 5 points will be added to the school's GCI if 75% or more of its graduates enroll in a two-year or four-year college, join the military, or obtain a full-time job, as reported in the Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools.

4. A majority of students choose to remain in school and pursue a high school education beyond their cohort's graduation date. Many of these students are juggling employment and/or family obligations. For these students, a reduced course load and extended time for competing course requirements are two alternative strategies that often lead to success. However, these strategies result in students falling further behind their cohort despite the fact that they are making steady progress toward meeting their academic goals. Students who are enrolled in less than 4 courses who need extended time for completing course requirements while shouldering work and family responsibilities will be identified. If 75% of these students continue to meet the goals of their educational plans, a bonus of 5 points will be added to the school's GCI.
5. A number of Bryant students who obtain their high school diploma are enrolled in the *Jobs for Virginia Graduates* (JVG) grant program, which assists economically disadvantage pregnant and parenting teens with graduation and employment. Despite the strains of family life, a significant number of JVG participants go on to college or obtain a full-time job. Therefore, a GCI bonus of 5 points will be added to the school's GCI if 80% or more of JVG graduates enroll in a two- or four-year college or obtain full-time employment. This will be documented through the FCPS Senior Survey, the National Student Clearinghouse's Student Tracker for High Schools, and through JVG documentation.
6. If 80% of the students who were placed at Bryant Alternative High School by the Hearings Office are either still enrolled at the end of the school year or have graduated, a GCI bonus of 5 points will be added to the school's GCI. Annual documentation on student status is required by the Hearings Office.
7. For the purposes of calculating the GCI, the following students will not be included in the cohort and GCI calculations:
  - Students 18 years of age or older who move out of the state or country; and,
  - Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

Under VDOE regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index (GCI). In addition, bonus points, as described below will be added to the GCI total.

<b>Criteria</b>	<b>Point Value</b>	<b>Students Included</b>
Graduate – Board recognized diploma	100	General education students to age 20; ESOL students and Students with Disabilities (SWD) to age 22
Still enrolled students	70	General education students to age 20; ESOL students and SWD in final year only
GED recipients	75	General education students to age 20; ESOL students and SWD to age 22
Dropout recovery (Students counted as dropouts in a previous year who have returned to school)	90	General education students to age 20; ESOL students and SWD to age 22
Dropouts	0	General education students to age 20; ESOL students and SWD to age 22
1. Maintaining a student dropout rate below 30% for overage students	+5	GCI Bonus Points
2. When 50% of the students who are homeless or unaccompanied youth (UAY) graduate or remain enrolled.	+5	GCI Bonus Points
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5	GCI Bonus Points
4. When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5	GCI Bonus Points
5. When 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment	+5	GCI Bonus Points
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate	+5	GCI Bonus Points

Example of Alternative GCI Calculations**Calculation:****Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating**

<b>Student Status</b>	<b>Point Value</b>	<b># Students*</b>	<b># Points</b>	<b>Accreditation Rating</b>
Diploma graduate	100			
Still enrolled students	70			
GED recipients	75			
Dropout recovery	90			
Dropouts	0			
<b>TOTAL</b>				
1. Maintaining a student dropout rate below 30% for overage students	+5			
2. When 50% of the students who are homeless or unaccompanied youth (UAY) graduate or remain enrolled	+5			
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5			
4. When 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5			
5. When 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment	+5			
6. When 75% of the students placed by the Hearings Office are still enrolled or graduate	+5			
<b>GCI BONUS POINT TOTAL</b>				
<b>FINAL GCI TOTAL</b>				

\*Includes only General Education students to age 20 and ELL students to age 22 where applicable.

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

Tanganyika Millard, Principal, Bryant Alternative High School  
Sylinda Banks, Director of Student Services, Bryant Alternative High School  
James Sykes, Assistant Principal, Bryant Alternative High School  
Marilyn Moore, Assistant Principal, Bryant Alternative High School  
Tamika Covington, Assessment Coach, Bryant Alternative High School  
Kathy Oliver, Director, Office of Student Testing (OST), *Chief Academic Office*  
Emmanuel Bonhomme, Psychometrician, *OST, Chief Academic Office*  
Mary Ann Panarelli, Director, Intervention and Prevention Services, Special Services  
Kate Salerno, Coordinator, Nontraditional School Programs, Special Services

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

Bryant Alternative High School's primary goals are to maintain accreditation and continue the mission of ensuring a high school diploma for all students. To evaluate the success of the plan, the dropout rate will be closely monitored through the use of withdrawal codes in the division's student information system, college enrollment, apprenticeships, military, and work force data will be collected through the FCPS Senior Survey tool and the National Student Clearinghouse's Student Tracker for High Schools. In addition, enrollment and graduation status will be documented as required for students participating in the JVG grant program and for students placed by the Hearings Office. Use of the Virginia on-time graduation data and annual achievement indicators from the Bryant Alternative High School Innovation and Improvement Plan will also be used to evaluate the success of the alternative accreditation plan.

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* (SOA), (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 ( 22.1253.13:1 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.

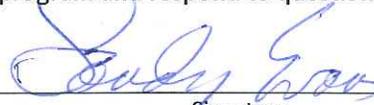
8 VAC 20-131-280 of the SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma must meet the requirements prescribed in [8 VAC 20-131-50](#).

8 VAC 20-131-350 of the SOA states that waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III ([8 VAC 20-131-30](#) et seq.) of these regulations except that the Board of Education may provide for the waiver of certain graduation requirements in [8 VAC 20-131-50](#) (i) upon the Board's initiative or (ii) at the request of a local school board on a case-by-case basis. The Board shall develop guidelines for implementing these requirements.

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.

February 23, 2017

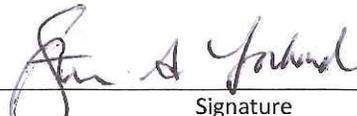
Date Approved  
by the Local School Board

  
Signature

Chairman of the School Board

February 8, 2017

Submission Date

  
Signature

Division Superintendent

## ALTERNATIVE ACCREDITATION PLAN TEMPLATE

<b>Division Name</b>	<i>Fairfax County Public Schools</i>
<b>School Name</b>	<i>Fairfax County Adult High School</i>
<b>School Address</b>	<i>4105 Whitacre Road, Fairfax, VA 22032</i>
<b>Contact Person</b>	<i>Bradley Rickel</i>
<b>Phone Number</b>	<i>703-503-6405</i>
<b>Email Address</b>	<a href="mailto:brrickel@fcps.edu"><i>brrickel@fcps.edu</i></a>
<b>Proposed Duration of Plan</b>	<i>Three Years</i>
<b>Grade Levels Served</b>	<i>Grades 9-12</i>
<b>Number of Students Enrolled by Grade</b>	<i>(January 2017 enrollment) ninth grade – 257 students; tenth grade – 312 students; eleventh grade – 329 students; twelfth grade – 71 students</i>

<b>I. Describe the mission and purpose of the school.</b>
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Fairfax County Adult High School (FCAHS) is an adult high school for students age 18 and over whose primary mission is to ensure students earn a board approved diploma. Earning a diploma will lead to self-sustaining employment, career and technical skills attainment, and qualification for postsecondary education. Students who enroll at FCAHS are already behind graduation cohort peers. A majority of the students have experienced interruptions in education for a variety of reasons. A number of students are at-risk due to serious life challenges. Many are recent immigrants, who have never attended a United States school, or are refugees. Given their educational background and current responsibilities, adult students at FCAHS commonly take more than five years to graduate. Most students are enrolled on a part time basis and are working at least part time. The purpose of this individual accreditation plan is to fairly and accurately assess the progress of the educational program at FCAHS. This individual accreditation plan is needed because the student population has not been successful in a traditional high school setting or may have never attended a traditional high school. These factors prevent the majority of FCAHS learners from completing their program of studies with their cohort peers.

<b>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.</b>
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The characteristics of the 969 students enrolled as of January 2017 are:

- Forty one percent (43%) of the students are male; 57% are female
- Sixty eight percent (68%) are English Language Learners (ELL)
- Students are from 53 different countries and speak 35 languages
- Students range in age from 18 to 62, with 27% of the student body considered "school-aged" (270 students).
- Latinos comprise 82% of the student population; blacks 4%; whites (including Middle Eastern); 6%; and Asians; 8%.

Because the adult high school only enrolls students aged 18 and older, students self-select to enroll. Parent involvement is limited because students are over age 18.

**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.**

FCAHS is an adult high school completion program for students who are age 18 and over. Some students attended high school previously; some students are enrolling in high school for the first time. Graduation requirements, including the number of verified credits, for the adult high school diploma are based on each student's ninth grade entry year. FCAHS students can earn an adult, standard, or advanced diploma. The instructional program for all courses at FCAHS is based on the Virginia Standards of Learning (SOL) and the FCPS Program of Studies. While course offerings are not comprehensive in comparison to other high schools in the school division, course offerings are evaluated annually to ensure a pathway to graduation for students. The contracted and hourly teaching staff are certified in the content being taught, pursuant to state requirements. The teaching staff participate in regular professional development in best teaching practices including differentiation, blended learning, and the use of assessment for data-driven decision making. FCAHS is participating in FCPSOn, a program to ensure one-to-one technology use for students. Additionally, many of the courses are taught in a blended format utilizing online instructional resources and course content. The increased use of technology and digital course content enables students to work independently while off-campus. Opportunities to work independently provide additional flexibility for adult students with many competing responsibilities. Three counselors provide academic advisement for the completion options and monitor students' pathway to graduation. Additionally, a College Career Specialist provides transition opportunities including resume writing workshops, career fairs, exposure to community college course offerings, registration and participation in Virginia Wizard activities, and Adult and Community Education career and technical education classes.

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

Course completion at FCAHS is measured by performance on Virginia SOLs; therefore, teachers are required to assess and evaluate students based on demonstration of those standards. FCAHS has adopted a uniform grading practice designed to provide consistency among teachers. The school's grading practices were developed to ensure compliance with the division's grading policy and best practices. All teachers provide students with multiple opportunities to successfully complete standards. Students are provided remediation and opportunities for reassessment.

**V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)**

Yes X

FCAHS courses are taught by teachers certified to teach the content and are licensed by Virginia. The adult programs are offered at four Fairfax County Public School facilities, three of the sites serve as regular high schools during the day and the fourth sites serves as a special needs preschool and

community center in addition to housing the day adult high school program. All four sites meet all facilities and safety requirements of public school facilities. Courses offered are designed to meet or exceed the minimum standards of the Virginia SOL curriculum. Program offerings include all of the courses required to meet graduation requirements for students. Finally, FCAHS meets the requirements of [8VAC20-30-20](#) (Minimum Requirements for Adult High School Programs).

**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 ESSA Flexibility Waiver Application and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)**

*8VAC20-131-280* Expectations for School Accountability: *8VAC20-131-30* and in *8VAC20-131-50*

The purpose of this individual accreditation plan is to provide FCAHS with the chance to be a fully accredited school. FCAHS staff members are dedicated to the goal of providing adult students with the opportunity to earn a high school diploma. Because of this, FCAHS staff members and students face unique challenges in order to obtain a high school diploma and alternative strategies are required. This individual accreditation plan requests approval to calculating the Graduation and Completion Index (GCI) in a way that recognizes the need for alternative strategies and rewards the successes of students who are making steady progress toward the achievement of their goals.

One hundred percent of the students enrolled at FCAHS are students who either have not been successful in school previously or are enrolling in high school for the first time. The circumstances that prevented the students from succeeding in the traditional school setting, often, still persist in their lives today. Those circumstances include socioeconomic pressures, parenting pressures, adverse responsibilities, employment expectations, ELL status, and family mobility.

FCAHS supports the assigned benchmark of 85 for the GCI and is proposing an alternative point system to accommodate the unique qualities and realities of the student enrollment:

Under VDOE regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index (GCI). In addition, bonus points, as described below will be added to the GCI total.

Criteria	Point Value	Students Included
Graduate – Board recognized diploma	100	General education students to age 20; ESOL students to age 22
Still enrolled students	70	General education students to age 20
High School Equivalency (HSE) recipients	75	General education students to age 20; ESOL students to age 22
Certificate of Program Completion	25	General education students to age 20; ESOL students to age 22
Dropouts	0	General education students to age 20; ESOL students to age 22
1. When 25% of FCHAS cohort dropouts enroll in the	+5	GCI Bonus Points

HSE/ABE or National External Diploma Program (NEDP) as alternatives to complete their high school credential		
2. When 50% of the students in the cohort who reach the maximum age for educational services continue in an adult high school completion program	+5	GCI Bonus Points
3. When 75% or more cohort graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5	GCI Bonus Points
4. When 50% or more cohort students with a reduced course load meet the goals of their educational plan	+5	GCI Bonus Points
5. When 25% or more cohort graduates participate in a school-based career and technical education class	+5	GCI Bonus Points
6. When 50% or more cohort graduates enroll in an ACE certification program, participate in Virginia Wizard career assessment, or obtain counseling from the FCAHS Career Specialist	+5	GCI Bonus Points

### Example of Alternative GCI Calculations

Student Status	Point Value	# of Students	Point Value	GCI for Accreditation Rating
Graduates	100			
GED	70			
Still Enrolled	70			
Certificate of Program Completion	25			
Dropouts	0			
Total				
1. When 25% of FCHAS cohort dropouts enroll in the HSE/ABE or National External Diploma Program (NEDP)	5		5	

as alternatives to complete their high school credential				
2. When 50% of the students in the cohort who reach the maximum age for educational services continue in an adult high school completion program	5		5	
3. When 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	5		5	
4. When 50% or more cohort students with a reduced course load meet the goals of their educational plan	5		5	
5. When 25% or more cohort graduates participate in a school-based career and technical education class	5		5	
6. When 50% or more cohort graduates enroll in an ACE certification program, participate in Virginia Wizard career assessment, or obtain counseling from the FCAHS Career Specialist	5		0	
Bonus Points			25	85.43

**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.**

FCAHS uses a variety of achievement measures to inform instruction. FCAHS courses are aligned to the Virginia Standards of Learning (SOL) for curriculum, instruction, and assessment. All students who entered 9<sup>th</sup> grade for the first time after 2000 participate in the Virginia SOL assessment program and are required to take and pass corresponding SOL tests to earn verified credit. All assessments listed in teacher grade books are tied to Virginia standards, benchmarks, and indicators, and lead to course completion and ultimately graduation. Additionally, teachers utilize division created assessments to assess student progress on standards. Many of these assessments serve as benchmark assessments that are given each nine week grading period. Results of these division created assessments provide teachers and students with vital information regarding progress and identify areas to target for re-teaching and/or remediation.

ELLs are assessed annually using WIDA Access for ELLs. Results of this language proficiency assessment provide ELLs and FCHAS staff with specific reading, writing, listening, and speaking scores and inform instruction with Can Do Descriptors. FCAHS uses the VDOE criteria for growth on WIDA Access for ELLs to measure annual growth in language proficiency.

Student achievement results from statewide assessments are used by classroom and SOL remediation teachers to individualize instruction and improve methods. The school's overall achievement is reviewed with teachers annually. This information is used to inform the achievement goals for the school and as part of the teacher evaluation process. Teachers and students review Student Performance By Question (SPBQ) reports to inform instruction for students who have not completed the course or are repeating a course that was failed previously. SPBQ reports are used regularly as a part of the preparation and/or remediation for SOL tests.

FCAHS test students as required by federal law utilizing state and local procedures and guidelines. FCAHS will meet Annual Measurable Objectives requirements through a combination of strategies. The requirements for reading and mathematics will be met by providing support for math students through online instruction that is available 24 hours and blended instruction in the classroom. Students are provided laptops and Wi-Fi devices that allow learning to take place anytime, anywhere. Volunteer tutors are also available to reinforce instruction. Students receive additional support through short intensive remediation sessions to prepare for taking their SOL tests.

Finally, for the purposes of calculating the GCI, the following exceptions will be made in determining inclusion in the cohort and GCI calculations:

- Students who enroll at FCAHS from outside the county and do not complete two full semesters at FCAHS will be removed from the cohort.
- Students 18 years of age or older who move out of the country will be removed from the cohort.
- Students who enter FCPS as their first Virginia public school at age 18 years or older will not be included in the cohort.
- Limited English Proficient (LEP) students who are over 22 years in age will be dropped from the cohort as they are no longer eligible for free public education.
- LEP students who advance to Formerly LEP (FLEP) status will be dropped from the cohort if they are over 20 years of age as they are no longer eligible for free public education services.

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

Bradley Rickel, Principal, Fairfax County Adult High School  
 Kathy Oliver, Director, Office of Student Testing (OST), *Chief Academic Office*  
 Emmanuel Bonhomme, Psychometrician, *OST, Chief Academic Office*  
 Mary Ann Panarelli, Director, Intervention and Prevention Services, Special Services  
 Kate Salerno, Coordinator, Nontraditional School Programs, Special Services

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

Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria ([8 VAC 20-131-290](#)) are met for standards in which waivers have not been requested.

To ensure that FCAHS can achieve the new graduation benchmark of 85, staff will incorporate the following practices:

- Quarterly audits on the application of dropout codes
- Quarterly audits on coding students who have not been enrolled for at least two semesters
- Tracking general education students
- Tracking student enrollment in a college or university, the military, or a technical program via the Student Survey tool and the National Student Clearinghouse's Student Tracker for High Schools
- Tracking career development certificates awarded through the Carl D. Perkins grant
- Tracking career development activities
- Virginia On-time Graduation data collected via FCPS's student information system
- Tracking student academic progress each quarter and reviewing course grades

- Monitor and track referrals to the ABE, HSE, and NEDP, which are alternatives pathways to earn a high school credential

**COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA**

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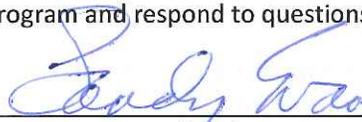
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February 23, 2017

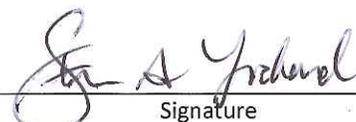
\_\_\_\_\_  
Date Approved  
by the Local School Board

February 8, 2017

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



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



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

## Alternative Accreditation Plan

### School Information

<b>Division</b>	Fairfax County Public Schools
<b>School Name</b>	Key Center School
<b>School Address</b>	6404 Franconia Road, Springfield, VA 22150
<b>Contact Person</b>	Ann M. Smith
<b>Telephone Number</b>	703-313-4000
<b>Email Address</b>	amsmith2@fcps.edu
<b>Proposed Duration of the Plan</b>	3 years
<b>Grade Levels Served</b>	Special education students, ages 5 to 22 years
<b>Number of Students Enrolled by Grade Level</b>	90 total students: 0 @ K; 2 @ 1 <sup>st</sup> ; 1 @ 2 <sup>nd</sup> ; 5 @ 3 <sup>rd</sup> ; 1 @ 4 <sup>th</sup> ; 5 @ 5 <sup>th</sup> ; 5 @ 6 <sup>th</sup> ; 6 @ 7 <sup>th</sup> ; 9 @ 8 <sup>th</sup> ; 6 @ 9 <sup>th</sup> ; 13 @ 10 <sup>th</sup> ; 11 @ 11 <sup>th</sup> ; 24 @ 12 <sup>th</sup> . (This includes 6 Homebound students.)

### 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 strive 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.

Key Center School is a Public Day School with all students found eligible for special education services. A public day level of service is designed to serve students age 5-22 with moderate to severe intellectual disabilities, or students with autism with moderate to severe cognitive impairment, who are exhibiting

significant cognitive, medical, and/or behavioral challenges which result in the student's inability to benefit from the current instructional program, or which impede the delivery of instruction and/or results in a danger to student or others in the environment. A student will attend Key Center when an IEP team determines that Key Center is the least restrictive environment most appropriate for the student. Areas of eligibility for students include intellectual disabilities and intellectual disabilities-severe, autism, multiple disabilities, and traumatic brain injury. Key Center serves the eastern half of Fairfax County, so students who attend Key Center may live up to forty minutes from the school, but still reside in the half of Fairfax County served by the center. Nearly forty three percent (43%) of Key Center's students are on free or reduced status for school meals.

Concurrent disabilities occur with most, if not all, Key Center students; these may include physical challenges including fine motor skills and gross motor skills, medical needs, or behavioral issues. A majority of students need support and close monitoring during mealtime for safe consumption of meals. Approximately twenty (20) students have gastronomy tubes for caloric intake; some in this group may take additional nutrition orally. Three (3) students require full-time private nursing supports during the school day, which is approved through the county health department. 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, FCPS provides homebound teachers to provide homebound services as needed.

Key Center students are grouped within classroom settings based on their educational needs and programming supports requirements. The school runs two concurrent programs – a "Center" program for students who mainly have physical and intellectual disabilities and a "Behavior Transition" program for students who primarily have intellectual disabilities and autism and who may also require intensive behavioral interventions. Center-based classrooms can contain seven to eight students supported by a classroom teacher, a Public Health Training Assistant, and a Public Health Attendant. Students placed in Behavior Transition classes have demonstrated frequent and intense challenges in their previous classroom settings and require specific behavior plans and supports. The Transition classroom teams have lower student/staff ratios to more adequately address the needs of these students. The overall goal is to assist these students in managing their behaviors and/or communication deficits in order to return to a less restrictive school-based setting.

Parent involvement in educational programming is both encouraged and expected. Parents attend annual 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. Teachers and parents attend these meetings as do specialists, clinical team members, and administrative personnel, offering multiple perspectives and providing a variety of resources for the benefit of the students. Parent groups and trainings are offered throughout the school year to expand parental expertise, as well as to inform families of additional support for students and their families.

When a student demonstrates a more consistent response to their educational programming at Key Center (e.g., their behavior improves or their ability to access their education improves) the student's current educational setting is reviewed and staff may discuss alternative school settings. Additional resources and FCPS staff members are available to help make the transition positive for the student. Parents are invited to observe these recommended settings so that they may also ensure that

adequate supports will be in place to facilitate a successful transition for the student. When students age out of Key Center, they often transition 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 complete their FCPS education.

### 3-YEAR DEMOGRAPHICS SUMMARY KEY CENTER SCHOOL

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

Enrollment	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
General Education	4	3.39	4	3.77	5	4.95
English Language Services	47	39.83	43	40.57	42	41.58
Special Education Services	118	100.00	106	100.00	101	100.00

Gender	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Female	40	33.90	40	37.74	38	37.62
Male	78	66.10	66	62.26	63	62.38

Ethnicity	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Asian	15	12.71	12	11.32	11	10.89
Black (Not Of Hispanic Origin)	21	17.80	19	17.92	17	16.83
Hispanic	30	25.42	27	25.47	24	23.76
White (Not Of Hispanic Origin)	45	38.14	41	38.68	42	41.58
Other	7	5.93	7	6.60	7	6.93

English Proficiency	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
English Proficient	71	60.17	63	59.43	59	41.58
Limited English Proficient	47	39.83	43	40.57	N/A	58.42

Free/Reduced - Priced Meals	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Free Or Reduced Fees	47	39.83	43	40.57	43	42.57
No Fee Waiver	71	60.17	63	59.43	58	57.43

Mobility Rate	2013-14		2014-15		2015-16	
	%		%		%	
Division	12.21		12.30		12.05	
School	<u>NA</u>		<u>NA</u>		<u>NA</u>	

**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 high quality staff. 100% of our teachers have reached the status of 'highly qualified' and/or have an additional endorsement in Adapted Curriculum or Severe Disabilities. Those teachers who have not yet completed licensure requirements in Adapted Curriculum are actively pursuing the status and anticipate receiving it within a short period of time.

Collaborative teams, based on grade level, have a common planning time to provide opportunity to discuss lessons, brainstorm curricular challenges, and collaborate on Community Based Instruction or Community Work Experience trips. Planning time occurs while students participate in "Specials," which consist of 2 separate classroom options, and Adapted Physical Education. Because nearly every teacher has students in more than one grade level, teachers rely heavily upon one another to help create and differentiate activities to meet the needs of each and every student in their room. Co-teaching broad based units is a common activity at Key Center School.

In addition to the many classroom-based and related service staff, Key Center has a School Support Team composed of the principal, assistant principal, social worker, school nurse, a technology specialist, a Fairfax County public health nurse, a school psychologist, a vocational coordinator, a behavior resource teacher, and a department chair responsible for all IEP and eligibility scheduling. The team meets weekly to address school-wide, classroom based, and individual student issues and concerns. Each School Support Team topic is reviewed, required actions are determined and an administrative support team is assigned to follow-up and report back on progress. Additional support personnel visit Key Center on a very frequent basis, including vision, hearing and assistive technology itinerants, an audiologist, occupational therapists, and physical therapists. These staff members support additional schools yet most are based at Key Center, and are often in our building over the course of the school day. School-based 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).

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 throughout the school year. Staff members assisting in the Behavior Transition Program s 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’s curriculum includes opportunities for improving academics, communication, and social skills while also focusing on functional life skills. Our School Improvement Plan (SIP) reveals our commitment to addressing student navigation in both the school and in the community. The school met annual measureable objectives for performance and participation in Reading and Mathematics under *No Child Left Behind* legislation in each of the last three years based on Virginia Alternative 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.

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. One student from a neighboring school district is transported to and from school by cab. All buses have 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.

Many Key Center students are non-verbal and must rely on augmentative devices or alternative communication styles to express themselves, so Key Center emphasizes language development and the use of Core Vocabulary. Each Key Center student has IEP goals that include mathematics and reading skills, in addition to specific life skills. This learning expectation means that all students have learning experiences that reflect the Aligned Standards of Learning, 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.

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

Each student’s goals and objectives are established and agreed upon by parents, teachers, and related service personnel at the annual IEP meeting. Progress reports on these IEP goals and objectives are provided to parents on a quarterly basis. Each objective receives a score of between 1 and 5:

- 1 – This goal/objective has not been introduced
- 2 – The student has not yet demonstrated progress toward achieving this goal/objective and may not achieve this goal within the duration of this IEP
- 3 – The student demonstrates emerging skill but may not achieve this goal/objective within the duration of this IEP
- 4 – The student is making sufficient progress toward achieving this goal/objective within the duration of the IEP
- 5 – The student has met the criteria for this goal/objective

The score for each objective is determined by gathering information and data based on the skill/item being measured. Since the goals and objectives individualized, the method of data collection is 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.

Reevaluations 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.

<b>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.)</b>	<b>X</b>	
	Yes	No

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 ESSA Flexibility Waiver Application 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 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.

Key Center students are assessed with the Virginia Alternate Assessment Program (VAAP) as determined by the IEP process. The Aligned Standards of Learning are described to equate to student performance at the cognitive level of sixty months (60) and are, therefore, extremely difficult for our students to attempt and master due to their cognitive deficits. Every Key Center student meets the 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 Aligned Standards of Learning (ASOL). There is a significant gap between the functioning level of the students at Key Center, and the lowest levels of the VAAP, which makes it extremely difficult for students to demonstrate proficiency in the ASOLs. 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 20-131-280.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 8 VAC 20-20-131-50; (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. 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.

- 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.

Key Center students remain in school until their eligibility ends at the end of the school year which they turn 22 years of age. At this time, they usually transition into a private facility for adult activities and support. 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 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 (VAAP)
- Graduation and accreditation will be based on the Alternate Accreditation Plan (described below)

#### **Alternative Accreditation Plan – Academic Content Areas Using Current Year or 3-Year Results**

All Key Center students participate in the Virginia Alternate Assessment Program (VAAP) for the purpose of meeting the requirements of the *ESSA*. 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>
<b>Pass Advanced</b>		125		
<b>Pass Proficient</b>		100		
<b>1 point below VAAP cut score</b>		90		
<b>More than 1 point below cut score</b>		0		
<b>TOTAL</b>				

To achieve VDOE accreditation for each content area of the VAAP, student scores must meet the grade-level accreditation 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 Benchmark:</b> 75		
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
<b>Pass Advanced</b>	8	125	1000	
<b>Pass Proficient</b>	5	100	500	
<b>1 point below VAAP cut score</b>	1	90	90	
<b>More than 1 point below cut score</b>	8	0	0	
<b>TOTAL</b>	22		1590	72.3

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 Key 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 showed progress in their reading instruction as reflected in their IEP goals.
- C.** Three (3) points will be added to the total score if 90% of all secondary students accessed activities of daily living/vocational workshops and participated in these activities at least once a week.
- D.** Three (3) points will be added to the total score if 90% of all students show progress on their self-advocacy goal according to Achievement Indicators from the Key Center School Improvement Plan 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: 75</b>		
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
<b>Pass Advanced</b>	8	125	1000	
<b>Pass Proficient</b>	5	100	500	
<b>1 point below VAAP cut score</b>	1	90	90	
<b>More than 1 point below cut score</b>	8	0	0	
<b>TOTAL</b>	22		1590	72.3
<b>ADDITIONAL POINTS for: A &amp; B</b>				6.0
<b>TOTAL</b>				78.3

**Alternative Accreditation Plan – Graduation and Completion Index**

As stated in Section VI, Key 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 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 Graduation and Completion Index:

<b>Diploma/Certificate/Other</b>	<b>Point Value</b>
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 = 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	4	400	
Dropouts (Due to the fragility of some of Key Center's students, students leaving school due to extreme medical conditions will not be included as dropouts.)	0	1	0	
<b>TOTAL</b>		<b>5</b>	<b>400</b>	<b>80</b>
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
<b>TOTAL</b>				<b>85</b>

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

<b>VIII. Describe who was involved in the development of the proposed plan.</b>
---

Ann Smith, Principal, Key Center

Emily Kaltenmark, Assistant Principal, Key Center

Nicole Bracken, School Based Technology Specialist, Key Center

Kathy Oliver, Director, Office of Student Testing, (OST) Chief Academic Office

Emmanuel Bonhomme, Psychometrician, OST, Chief Academic Office

<b>IX. Describe the method(s) to be used in evaluating the success of the plan.</b>
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Student progress will be measured against the evaluative criteria in the plan using VAAP results, Virginia On-time Graduation data, and Key Center's School Improvement Plan indicators.

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* (SOA), (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 ( 22.1253.13:1 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 SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma must meet the requirements prescribed in [8 VAC 20-131-50](#).

8 VAC 20-131-350 of the SOA states that waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III ([8 VAC 20-131-30](#) et seq.) of these regulations except that the Board of Education may provide for the waiver of certain graduation requirements in [8 VAC 20-131-50](#) (i) upon the Board's initiative or (ii) at the request of a local school board on a case-by-case basis. The Board shall develop guidelines for implementing these requirements.

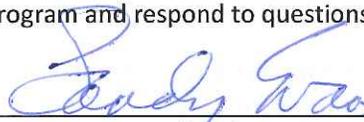
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

February 23, 2017

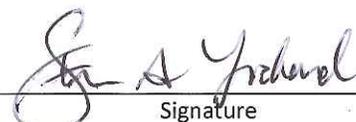
\_\_\_\_\_  
Date Approved  
by the Local School Board

February 8, 2017

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



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



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

## Alternative Accreditation Plan

### School Information

<b>Division</b>	Fairfax County Public Schools
<b>School Name</b>	Kilmer Center
<b>School Address</b>	8102 Wolftrap Road, Vienna, VA 22182
<b>Contact Person</b>	Dr. Jane Quenneville
<b>Telephone Number</b>	571-226-8440
<b>Email Address</b>	<a href="mailto:jmquennevill@fcps.edu">jmquennevill@fcps.edu</a>
<b>Proposed Duration of the Plan</b>	Three Years
<b>Grade Levels Served</b>	Ages 5 – 22
<b>Number of Students Enrolled by Grade Level</b>	76 total students: 1@K; 2@1; 4@2; 1@3;5@4; 4@5;5@6;3@7; 11@8; 9@9; 1@10; 9@11 and 21@12.

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

**Mission:** Kilmer Center will develop students who are self-determined, effective communicators, and independent individuals who advocate for themselves and others as contributing members of their community.

**Vision:** Empower students to set goals, self-advocate and learn the skills essential to achieve a meaningful life.

### 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 Kilmer Center are between five (5) and twenty-two (22) years of age. Areas of eligibility for students include intellectual disabilities, intellectual disabilities-severe, autism, multiple disabilities, deaf-blind and traumatic brain injury. Currently, nearly twenty-nine percent (28.9%) of Kilmer Center's students are eligible for free or reduced school meals. Students who attend Kilmer Center all reside in Fairfax County but may live forty minutes or more from the school location.

Kilmer Center is a Public Day School with all students found eligible for special education services. Division level referral guidelines for Kilmer Center have been successfully implemented and monitored in order to ensure each student considered for placement at Kilmer Center meets the necessary requirements for considering and proposing a more restrictive educational setting based on the most current data. Parents must sign in agreement at the IEP meeting to place their student at the Kilmer Center. Parents participate in the placement process which includes an observation and site visit of the school prior to a placement decision of the IEP team.

Integration opportunities are provided by integrating general education peers into Kilmer Center. Students at the adjacent Kilmer Middle School may elect to take a one credit course in a semester where they spend the entire academic block engaging with the students at Kilmer Center. Another integration opportunity takes select Kilmer Center students to a neighborhood elementary school, and

a third integration program has peer groups from the Madeira School integrating into our classrooms at Kilmer Center for (2) 6 week periods during the school year.

A majority of the students at Kilmer Center are being served for characteristics of Autism and Intellectual Disabilities. The remaining student body is challenged with physical disabilities, including medically fragile conditions and intellectual disabilities severe. A majority of students need support and close monitoring during mealtime for safe consumption of meals. Fourteen (14) students have gastronomy tubes for caloric intake as well as medications. Five (5) students require full-time private nursing supports during the school day.

Kilmer Center students are grouped within classroom settings based on their age, educational needs and supports for programming. Center-based classrooms for students with physical challenges and medically fragile conditions contain six to seven students supported by a classroom teacher and two support staff. In addition, Kilmer Center has a reduced ratio group of classes entitled "Behavior Transition Program" for the purpose of providing intensive behavioral interventions for students with Autism. Students placed in these classes have demonstrated frequent and intense challenges in their previous classroom settings and require specific behavior plans and supports. The Transition classroom contain five students supported by a classroom teacher and 2 support staff. The overall goal is to assist these students in managing their behaviors and/or communication deficits in order to return to a less restrictive general education school-based setting.

Parent involvement in educational programming is both encouraged and expected. Parents attend annual 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. Teachers and parents attend these meetings as do specialists, clinical team members, and administrative personnel, offering multiple perspectives and providing a variety of resources for the benefit of the students. Parent groups and trainings are offered 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 and the social worker completes a family socio-cultural as deemed necessary by the team. In addition, classroom teachers perform twice yearly performance assessments that provide consistent reflection on student performance in all areas.

Students may demonstrate a more consistent response to their educational programming at Kilmer Center. When this occurs, the student's current educational setting is reviewed and potential transitions are discussed to consider alternative options for school settings. Additional resources and FCPS staff members are available to help make the transition positive for the student. Parents visit and observe these recommended settings so they may also ensure that adequate supports will be in place to facilitate a smooth and successful transition for the student. Kilmer Center strives to prepare our students for the most meaningful post-secondary opportunity when they age out of public school services. The Employment Transition Specialist and the School Social Worker are closely involved in supporting our 18-22 year old student population and their families as they move from public school services to adult services.

**STUDENT DEMOGRAPHICS**

Enrollment	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
General Education	16	21.33	18	22.22	15	18.52
English Language Services	29	38.67	33	40.74	<a href="#">NA</a>	<a href="#">NA</a>
English Learner Services	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>	30	37.04
Special Education Services	75	100.00	81	100.00	81	100.00

Gender	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Female	27	36.00	32	39.51	33	40.74
Male	48	64.00	49	60.49	48	59.26

Ethnicity	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Asian	13	17.33	12	14.81	12	14.81
Black (Not Of Hispanic Origin)	12	16.00	12	14.81	14	17.28
Hispanic	17	22.67	21	25.93	15	18.52
White (Not Of Hispanic Origin)	32	42.67	34	41.98	35	43.21
Other	1	1.33	2	2.47	5	6.17

English Proficiency	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
English Learner	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>	<a href="#">NA</a>	31	38.27
English Proficient	44	58.67	46	56.79	50	61.73
Limited English Proficient	31	41.33	35	43.21	<a href="#">NA</a>	<a href="#">NA</a>

Free/Reduced - Priced Meals	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Free Or Reduced Fees	23	30.67	23	28.40	25	30.86
No Fee Waiver	52	69.33	58	71.60	56	69.14

Mobility Rate	2013-14		2014-15		2015-16	
	%		%		%	
Division	12.21		12.30		12.05	
School	<a href="#">NA</a>		<a href="#">NA</a>		<a href="#">NA</a>	

**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.**

### **STAFFING and SUPPORTS/METHODOLOGIES**

Kilmer Center School recruits and retains highly qualified instructional staff members. Approximately 90% of our teachers have reached the status of highly qualified

Teachers are teamed by grade level in order to participate in collaborative learning teams on a weekly basis. This time gives our instructional staff an opportunity to meet as a grade level, discuss lessons, and create common assessments and to work collectively as a team. Common planning time is available while students participate in "Specials," which consist of Music Therapy, Art Therapy, Adapted Physical Education and Personal Development.

In addition to the many classroom based and related service staff, Kilmer Center has a School Support Team composed of the principal, assistant principal, school social worker, school nurse, a technology specialist, a Fairfax County public health nurse, school psychologist, an employment transition representative, board certified behavior analyst, behavior resource teacher and an instructional coach. There are three separate teams (clinical team, student support team and instructional leadership team) that meet regularly to address academic programming, school-wide, classroom based, and individual student issues and concerns. All information is shared and discussed with relevant members of the student's team in order to ensure continuity of services. Additional support personnel visit Kilmer Center on a scheduled basis, including an audiologist, itinerants for vision and hearing, speech language pathologists, occupational therapists, and physical therapists. These staff members support additional schools yet most are based at Kilmer Center, and are often in our building over the course of the school day and consult frequently with teachers to enhance the students' curricular program. Kilmer Center also has a teacher for English for Speakers of Other Languages (ESOL).

Kilmer 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 training for support staff to promote and expand the skills of these staff members who support classroom programming. Staff members assisting in the Behavior Transition Program for students with behavioral challenges receive Professional Crisis Management (PCM) training to support students in order to maintain positive responses to school challenges.

### **INSTRUCTIONAL PROGRAMMING/ METHODOLOGIES**

Kilmer Center's curriculum includes opportunities for improving academics, communication, and social skills while also focusing on functional life skills. Our School Improvement Plan (SIP) reveals our commitment to addressing areas directly related to the Fairfax County Public Schools Strategic Plan. The school met annual measureable objectives for performance and participation in all areas to include Reading, Mathematics, Science and History for the 2015-16 school year.

Kilmer Center's academic expectations emphasizes the implementation of evidenced based reading and math curriculum. Students in the Transition program are grouped by instructional level for reading each day in order to best meet the individual needs of this student group and to maintain high expectations for all students to achieve. During academic related service providers are often co-teaching as we integrate a variety of total communication systems into the instructional day. Each Kilmer Center student has IEP goals that include mathematics and reading skills in addition to specific life skills that are individually determined based on student need.

Behaviorally, the transition program students all have a functional behavior assessment and a behavior intervention plan in order to address behavioral challenges. The specialists meet monthly and more often if necessary with each classroom team to analyze data and make adjustments to the plan. In addition, the school has arranged for a monthly consultation with a psychiatrist from the county to assist families in the behavioral/medical management of their child.

Students are provided weekly opportunities to develop skills outside of the school through community based instruction and work experience to support their learning in the areas of academic, leisure, and work experience skills. At least annually, each student is considered for placement in a less restrictive educational setting by the IEP team. 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.

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.

Daily consultations, modeling and coaching are provided to all classroom teachers by the instructional leadership team members and administration in order to ensure highest quality instructional practices.

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

Student progress toward established goals and objectives are measured in a variety of ways to meet the individual needs of our student population. School wide data collection systems have been established for all students at Kilmer Center School. Each student has a data binder which includes the current IEP, quarterly progress reports, academic data collection on goals and objectives, behavioral data on goals and objectives (if applicable), related services data collection and health information (if applicable). Data are collected at regular intervals through the use of a variety of methods that are student specific and anecdotal observation notes as determined by the individual student's IEP. Additionally, data directly related to the school improvement plan may be collected and analyzed to improve student performance. Lastly, behavior data analysis meetings are held monthly with all behavior transition teachers and the behavioral specialists.

Reevaluations are completed every three years; this may include testing, teacher narrative, related service providers, school psychologist and the school social worker. In addition, all students are given the Brigance Inventory of Early Development on a pre- and post-school year assessment schedule.

<b>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.)</b>	<b>X</b> Yes	<b>No</b>
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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 ESEA Flexibility Waiver Application 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 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.

Kilmer Center School students are assessed with the Virginia Alternate Assessment Program (VAAP) as determined by the IEP process. The Aligned Standards of Learning are described to equate to student performance at the cognitive level of sixty months (60) and are, therefore, extremely difficult for our students to attempt and master due to their cognitive deficits. Every Kilmer Center student meets the 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 Aligned Standards of Learning (ASOL). There is a significant gap between the functioning level of the students at Kilmer Center, and the lowest levels of the VAAP, which makes it extremely difficult for students to demonstrate proficiency in the ASOLs. In addition, the students require frequent, intensive, and individualized instruction in a variety of settings to show progress. Kilmer Center students are working on goals to achieve a Applied Studies Diploma; they are not eligible for a Standard or Advanced Studies Diploma. Therefore, Key Center students require an alternate measure to determine if they are making sufficient progress in their instructional program.

**8 VAC 20-131-280.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 8 VAC 20-20-131-50; (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. 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.

Students with intellectual disabilities (severe) require additional time to learn and generalize the most basic skills and thus remain in secondary school longer than the typical four years. Kilmer Center students remain in school until their eligibility terminates at age 22, at which time they may transition into a variety of post-secondary opportunities. Kilmer Center works closely with the Fairfax County Community Services Board (CSB) to place students appropriately based on many variables. 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 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 (VAAP)
- Graduation data and accreditation will be determined by the Alternate Accreditation Plan (described below)

#### **Alternative Accreditation Plan – Academic Content Areas Using Current Year or 3-Year Results**

All Kilmer Center students participate in the VAAP for the purpose of meeting the requirements of the *ESEA*. To determine state accreditation, scores from the VAAP will be the first measure used, followed by the consideration of alternative criteria based upon the 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**

Content Area:		Accreditation Benchmark:		
Performance Level	Number of Students	Number of Points	Total Points	Accreditation Rating
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 as determined by VDOE.

**Example of Measure #2 Alternative Accreditation Index Score Calculations**

**Calculation:**

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

Content Area: English – Grades 6 to 12		Accreditation Benchmark: 75		
Performance Level	Number of Students	Number of Points	Total Points	Accreditation Rating
Pass Advanced	8	125	1000	
Pass Proficient	5	100	500	
1 point below VAAP cut score	1	90	90	
More than 1 point below cut score	8	0	0	
<b>TOTAL</b>	22		1590	72.3

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 a reading program and showed progress according to Achievement Indicators from Kilmer Center's School Improvement Plan (SIP) 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.
- D. Three (3) points will be added to the total score if 90% of all students show progress on their leisure goal according to Achievement Indicators from Kilmer Center's School Improvement Plan (SIP) 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> 75		
<b>Performance Level</b>	<b>Number of Students</b>	<b>Number of Points</b>	<b>Total Points</b>	<b>Accreditation Rating</b>
<b>Pass Advanced</b>	8	125	1000	
<b>Pass Proficient</b>	5	100	500	
<b>1 point below VAAP cut score</b>	1	90	90	
<b>More than 1 point below cut score</b>	8	0	0	
<b>TOTAL</b>	22		1590	72.3
<b>ADDITIONAL POINTS for: A &amp; B</b>				6.0
<b>TOTAL</b>				78.3

**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 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	100
Dropouts	0

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

#### Example of Graduation and Completion Index Calculations

#### Calculation:

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

Diploma/Certificate/Other	Point Value	Number of Students	Total Points	Accreditation Rating
Board recognized diplomas	100	9	900	
Dropouts (Due to the fragility of some of Kilmer Center's students, students leaving school due to extreme medical conditions will not be included as dropouts.)	0	2	0	
<b>TOTAL</b>		<b>11</b>	<b>900</b>	<b>81.8</b>
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
<b>TOTAL</b>				<b>86.8</b>

Kilmer Center will be *Fully Accredited* when its eligible students meet the grade level 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**

Dr. Jane Quenneville, Principal, Kilmer Center  
 Hoang Nguyen, Assistant Principal, Kilmer Center  
 Patricia Kyle, School Testing Coordinator  
 Kathy Oliver, Director, Office of Student Testing (OST), *Chief Academic Office*  
 Emmanuel Bonhomme, Psychometrician, *OST, Chief Academic Office*

#### **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 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

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

*Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*, (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 ( 22.1253.13:1 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 SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma must meet the requirements prescribed in [8 VAC 20-131-50](#).

8 VAC 20-131-350 of the SOA states that waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III ([8 VAC 20-131-30](#) et seq.) of these regulations except that the Board of Education may provide for the waiver of certain graduation requirements in [8 VAC 20-131-50](#) (i) upon the Board's initiative or (ii) at the request of a local school board on a case-by-case basis. The Board shall develop guidelines for implementing these requirements.

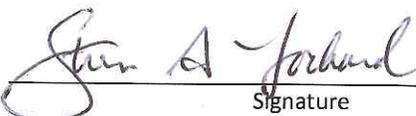
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

February 23, 2017  
Date Approved  
by the Local School Board

  
Signature

Chairman of the School Board

February 8, 2017  
Submission Date

  
Signature

Division Superintendent

## Alternative Accreditation Plan

### School Information

<b>Division</b>	Fairfax County Public Schools
<b>School Name</b>	Mountain View High School
<b>School Address</b>	5775 Spindle Ct., Centreville, VA 20121
<b>Contact Person</b>	Mr. James Lockwood
<b>Telephone Number</b>	703-227-2310
<b>Email Address</b>	JLockwood@fcps.edu
<b>Proposed Duration of the Plan</b>	Three years
<b>Grade Levels Served</b>	Grades 9 - 12
<b>Number of Students Enrolled by Grade Level</b>	9 <sup>th</sup> – 9; 10 <sup>th</sup> —29; 11 <sup>th</sup> –98; 12 <sup>th</sup> -- 122

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

Mountain View High School is an alternative high school in Fairfax County for those students whose life circumstances have interrupted their schooling. These include students who may be pregnant or parenting, English language learners, older school-age students working toward a high school degree, under-credited students based on age and grade level, students administratively placed because of disciplinary infractions at their base schools, and students who need a flexible program to accommodate work or family obligations.

Mountain View High School’s vision, mission, and core values and beliefs encapsulate its purpose and function with at-risk students who often come to the school feeling disenfranchised and discouraged about the future.

#### **Vision:**

Mountain View High School seeks to become an exemplar of what is best in educational practice. We want to continue creating a model community guided by our commitment to family, love, and respect, where teachers collaborate to meet the unique needs of each student. We envision our school as a challenging learning environment where all students discover their strengths and abilities and experience academic achievement and personal success.

Mountain View High School seeks the increasing support of individuals and organizations from the larger Fairfax County community to engage with students in activities and form relationships that both model collaboration and provide mutual benefit.

#### **Mission:**

Mountain View High School provides students with a challenging learning environment that is safe, secure, and accepting. The Mountain View community values the individuality of its members and strives to provide an educational setting that encourages creativity, critical thinking, and leadership. Clearly stated goals, aligned with the Virginia Standards of Learning and the Fairfax County Program of Studies, establish the framework for academic achievement. Faculty and staff monitor student progress in a variety of ways to meet individual needs and to ensure academic and personal success. Mountain View High School recognizes learning as a

lifelong process that begins with the building of a solid academic foundation and continues with the development of essential career and transition skills that prepare students to meet the challenges of the 21<sup>st</sup> century.

### Core Beliefs:

We believe that

- the concepts of family, love, and respect are essential elements of a successful learning community;
- the individuality of each member of our community should be recognized and valued;
- creativity, critical thinking, and leadership are essential life skills;
- clearly-stated goals establish the framework for academic achievement;
- academic and personal success can be achieved when student progress is continually assessed and instruction is tailored to individual needs;
- learning is a lifelong process and foundation for long-term success;
- technology is an essential tool for instruction, learning, communication, and creativity;
- career development and transition skills are needed to meet the challenges of the 21<sup>st</sup> century.

Mountain View High School follows the Fairfax County school improvement planning process and creates an annual plan that targets student achievement goals.

**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.**

Mountain View is classified as a special purpose high school in the Commonwealth of Virginia and was "Fully Accredited" in each of the last three years. Due to managed enrollment, the student population at Mountain View High School averages approximately 300 students at a given time (small by Fairfax County standards) and is drawn from thirteen Fairfax County traditional high schools.

### MOUNTAIN VIEW HIGH SCHOOL 2016-17

Number of Students	Males	Females	*English Language Learners ELL's	Special Education SPED	Age **22+	Hearings Office Placement	Pregnant or Parenting	Free Lunch	Homeless UAY	Self Registered
259	152	107	132	23	29	47	24	130	37	95
	59%	41%	51%	8%	11%	18%	9%	50%	14%	37%

\*LEP Levels 1-5

\*\*Reflects tuition paying students

Hispanic	Black	White	Asian/Pacific	Other
65%	12%	13%	9%	1%

All percentages above are based on current enrollment.

The student body at Mountain View High School is primarily composed of students who are at significant risk to drop out of school. The circumstances that lead to interrupted schooling for the majority of Mountain View students continue to exist in the lives of the students.

Socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors that may be under control at the time of a student's enrollment might just as easily re-appear at some point while the student is enrolled. Students over the age of 18 can opt to withdraw from compulsory education for any of the aforementioned reasons. The number of students who leave Mountain View at some point during a given school year because of difficult life circumstances is significant. Currently, 81% of the student population is 18 or older, 37% are independent and self-enrolled, 30% are primary wage earners in their households, and 14% are Homeless/Unaccompanied Youth (HUY). Many of these students juggle family and/or financial obligations while attending school. In addition, during 2016-17, Mountain View High School continues to provide instruction to students from the Mountain View Alternative Learning Center who are registered concurrently.

Most of the students at Mountain View Alternative High School are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Ninety percent (90%) of the students need two or more verified credits (SOL's) to meet graduation requirements at the time of their enrollment. Despite the discrepancy, many Mountain View students are able to recover credits through the school's unique instructional program.

**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.**

Mountain View practices managed enrollment, which means that it enrolls new students approximately every two weeks throughout the school year. The school utilizes flexible schedules in which courses are offered between 8:00 a.m. and 2:50 p.m., Monday through Friday. The instructional design uses the semester (4x4) model, and students complete individual courses within a flexible framework based on mastery of all course content. Students start and complete courses in an individualized, self-paced course of study. They are provided the required time to demonstrate mastery of material before they are completed in the course to earn the associated credit. The adult-oriented setting enables students to come and go in conjunction with the other responsibilities in their lives.

Through classroom instruction and our mentoring program, MentorWorks, students are taught academic, social, and executive functioning skills aimed at developing self-motivation and self-discipline as they work toward a Standard, Standard with Credit Accommodations, or Advanced Diploma. The student/teacher ratio is capped at a maximum of 18:1 for most

classes. Most classroom teachers have a Master’s degree, and all are “highly qualified” in their respective subject areas.

A graduation planning session is conducted with each student at the time of his/her registration with the student’s school counselor during which an approximate timeline for graduation is outlined. Students and/or parents receive a copy of the graduation plan. Updated planning meetings occur as students complete courses, and individual transition planning is completed with all students prior to graduation. Students meet with either the career development teacher and employment transition representative to develop a written transition plan detailing, step-by-step, the tasks the student will complete prior to and upon graduating. This transition plan incorporates the district grade-level expectations for the Student Learning Plan (SLP), as well as requirements for the mandated Virginia Academic and Career Plan (ACP).

During the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) review process, the school was awarded full accreditation based the new AdvancED Standards of Quality. The Quality Assurance Review Team found evidence that Mountain View High School has developed competency with a rating of 3, on a 4-point scale, in the five areas evaluated. The school was further recognized for creating a caring and concerned faculty that embraces the school’s motto of Family, Love, and Respect while holding high academic standards for its students.

<p><b>IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.</b></p>
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Each of the academic departments at Mountain View has established procedures for assessing student readiness using common assessments when new students begin classes during the year. Progress is monitored closely while a student is enrolled in a class. Student progress reports are distributed electronically on a bi-weekly basis and report cards are mailed home quarterly. Course syllabi and pacing guides provide a road map for students to complete courses, and a common post-assessment is administered in all academic classes. Both formative and summative assessment tools are used in all classes. In addition, SRI assessments are administered to track student progress in reading while they are enrolled at Mountain View. In SOL courses, progress is monitored closely as students prepare for the EOC assessments, and immediate remediation is undertaken if a student fails an initial attempt on an EOC assessment. All curricula are aligned with the Virginia Department of Education standards and the Fairfax County Public Schools Programs of Study.

<p><b>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.)</b></p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
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Mountain View High School 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 ESSA Flexibility Waiver Application and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)**

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. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education.

- a) A benchmark of 85 points must be met for full accreditation rating.
- b) The graduation and completion index is based upon program completion four years after a student enters the 9<sup>th</sup> grade.

Mountain View High School meets the needs of a unique group of students who are normally behind their cohorts at the time of enrollment. The school's mission is to provide a second, and in many cases, final opportunity for students to graduate. Students may take longer than the four years or eight semesters it normally takes to graduate. Since the Graduation and Completion Index (GCI) is based upon program completion in this time frame, Mountain View High School will need additional support in meeting the GCI benchmark of 85 points established for full accreditation.

**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.**

Mountain View High School proposes an alternative accreditation plan to meet the new graduation benchmark outlined in the GCI. Mountain View supports the assigned benchmark of 85 points for full accreditation. However, given the unique qualities of the student population served by Mountain View, an alternative point system is proposed.

1. As stated previously, a majority of students who enroll at Mountain View are already behind their cohorts for graduation. Many students are over age 18 and, by law, can leave school. Many drop out in order to work to support themselves and their families or to raise children. Yet many have made the commitment to continue working towards a diploma beyond the time limitations set by the state and in spite of their socioeconomic circumstances. Most would be unwilling or unable to re-enroll in a traditional high school setting, and Mountain View provides a viable alternative to dropping out. Any student who continues in school beyond cohort graduation or who earns a GED is one less dropout in the Commonwealth of Virginia. Given that students over the age of 18 are not required to remain in school, a bonus of five (5) points will be added to the school's GCI for maintaining a dropout rate below 30% for these overage students.
2. A number of Mountain View students reach the maximum age to receive qualified educational services before they earn a diploma. Mountain View continues to work

with these students beyond the state's limit to ensure they will eventually obtain a diploma. If 50% or more of this population continues to work toward a diploma beyond their final year of eligibility, a bonus of five (5) points will be added to the school's GCI. For the purposes of GCI calculations, these students will not be counted as dropouts.

3. A bonus of five (5) points will be added to the school's GCI if 75% or more of its graduates enroll in a two- or four-year college, join the military, or obtain a full-time job, as reported in the Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools.
4. Though the majority of students are behind their cohorts when they enter Mountain View, they have chosen to remain in school and pursue a high school education, often while juggling employment and/or family obligations. A reduced course load and extended time for completing course requirements are two alternative strategies that help these students succeed. However, these strategies also result in students falling further behind their cohorts. Students who are progressing at a slow but steady pace represent success at Mountain View. If 75% of students who are enrolled in fewer than four courses and need extended time for completing course requirements while shouldering work and family responsibilities continue to meet the goals of their educational plans, a bonus of five (5) points will be added to the school's GCI.
5. As a result of career transition resources provided at Mountain View, students for whom completing high school had once seemed impossible develop the skills, self-confidence, and motivation to succeed in the world. A bonus of five (5) points will be added to the school's GCI if 25% or more of seniors participate in a school-based career development program.
6. If 80% of the students who were placed at Mountain View by the Hearings Office are either still enrolled at the end of the school year or have graduated, a bonus of five (5) points will be added to the school's GCI.
7. For the purposes of calculating the GCI, the following students will not be included in the cohort and GCI calculations:
  - Students 18 years of age or older who move out of the state or country.
  - Students who enter Fairfax County Public Schools as their first Virginia public school at age 18 years or older.

Under VDOE regulations, a benchmark of 85 points will be met for full accreditation using the following point values assigned to the Graduation and Completion Index (GCI). In addition, bonus points, as described below will be added to the GCI total.

<b>Criteria</b>	<b>Point Value</b>	<b>Students Included</b>
Graduate – Board recognized diploma	100	General education students to age 20; ESOL students and Students with Disabilities (SWD) to age 22
Still enrolled students	70	General education students to age 20; ESOL students and SWD in final year only
GED recipients	75	General education students to age 20; ESOL students and SWD to age 22
Dropout recovery (Students counted as dropouts in a previous year who have returned to school)	90	General education students to age 20; ESOL students and SWD to age 22
Dropouts	0	General education students to age 20; ESOL students and SWD to age 22
1. Maintaining a student dropout rate below 30% for overage students	+5	GCI Bonus Points
2. When 50% of the students who are homeless or unaccompanied youth (HUY) graduate or remain enrolled.	+5	GCI Bonus Points
3. When 75% or more of the graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5	GCI Bonus Points
4. When 75% or more of the students with a reduced course load and extended time meet the goals of their educational plan	+5	GCI Bonus Points
5. When 25% or more of the graduates participate in a school-based career development program	+5	GCI Bonus Points
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate	+5	GCI Bonus Points

Example of Alternative GCI Calculations**Calculation:****Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating**

<b>Student Status</b>	<b>Point Value</b>	<b># Students*</b>	<b># Points</b>	<b>Accreditation Rating</b>
Diploma graduate	100			
Still enrolled students	70			
GED recipients	75			
Dropout recovery	90			
Dropouts	0			
<b>TOTAL</b>				
1. Maintaining a student dropout rate below 30% for overage students	+5			
2. When 50% of the students who are homeless or unaccompanied youth (UAY) graduate or remain enrolled	+5			
3. When 75% or more of the graduates enroll in post-secondary education, join the military, or obtain a full-time job	+5			
4. When 75% or more of the students with a reduced course load and extended time meet the goals of their educational plan	+5			
5. When 25% or more of the graduates participate in a school-based career development program	+5			
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate	+5			
GCI BONUS POINT TOTAL				
<b>FINAL GCI TOTAL</b>				

\*Includes only General Education students to age 20 and ELL students to age 22 where applicable.

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

James F. Lockwood, Director of Student Services, Mountain View High School  
Gary Morris, Principal, Mountain View High School  
Kathy Oliver, Director, Office of Student Testing (OST), *Chief Academic Office*  
Emmanuel Bonhomme, Psychometrician, *OST, Chief Academic Office*  
Mary Ann Panarelli, Director, Intervention and Prevention Services, Special Services  
Kate Salerno, Coordinator, Nontraditional School Programs, Special Services

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

Mountain View students are held to the same performance standards as their peers in traditional Virginia high schools. Mountain View's primary goal is to ensure it can maintain accreditation given the new GCI regulations while recognizing and addressing the needs of its students. The primary method to evaluate the success of the plan will be determined by whether the GCI benchmark of 85 points was met. To do this, the dropout rate will be closely monitored through the use of withdrawal codes in the division's student information system and school-wide data tracker. College enrollment, apprenticeships, military, and work force data will be collected through the FCPS Senior Survey tool and the National Student Clearinghouse's Student Tracker for High Schools. Enrollment and graduation status will also be tracked in the county's student information system and school-wide data tracker, and will be documented as required for those students placed at Mountain View by the Hearings Office. In addition, Virginia on-time graduation data and achievement indicators from the annual school improvement plan will be used to evaluate the success of the alternative accreditation plan.