

Board of Education Agenda Item

Item: _____ C. _____

Date: February 19, 2009

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from Fairfax County Public Schools for the Kilmer Center

Presenter: Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Dr. Patrick Murphy, Assistant Superintendent for Accountability

Telephone Number: (804) 225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: March 26, 2009
(date)

Previous Review/Action:

No previous board review/action
 Previous review/action
date _____
action _____

Background Information:

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

Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in §22.1-26 of the Code, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

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

Summary of Major Elements:

The Kilmer Center is a special purpose school serving students with severe disabilities. Students are placed at the Kilmer Center because of cognitive and physical limitations; very challenging behaviors; and, complex medical reasons that warrant such a restrictive placement. Thus, it is not a “neighborhood” school and draws students from approximately one-half of the school system’s boundary areas. The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of their student. In-home support to families has been coordinated by the school social worker, through Child Specific Teams, which has identified resources for respite, behavior management, and day-to-day care. Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor the health and behavioral concerns during transport. Nurses who support students ride the bus to and from school with the student.

The Kilmer Center is a public day school and is considered the most restrictive educational placement along the continuum of options available within Fairfax County Public Schools (FCPS), as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). Students are placed at the Kilmer Center through the individualized education program (IEP) process, based upon a consensus of the IEP team (including parents) that the school is the least restrictive educational placement for the student. Parents participate in the placement process and have the right to appeal the recommended placement if they disagree with the consensus of the IEP team. IEP’s are conducted at least annually. At least every three years, more extensive evaluations may be completed to have the most up-to-date information available when determining placement. This re-evaluation may include a psychological evaluation, social case history, and updated evaluations by the teacher and other specialists. Students are identified with the following special education designations: Severe Disabilities, Moderate Mental Retardation, Mild Mental Retardation, and/or Autism.

Students at the Kilmer Center follow a modified instructional program based upon the areas of: Personal Management, Recreation and Leisure, School and Community, Vocational, Motor Skills, Functional Academics, Communication, and Social Competence. Additionally, instruction in the core academic areas of reading, mathematics, science, and social studies is embedded throughout instruction and support the Aligned Standards of Learning (ASOL). Students are taught by highly qualified teachers licensed and endorsed as special education teachers (Severe Disabilities, Mental Retardation) by the Virginia Department of Education (VDOE) and as directed in the *No Child Left Behind Act of 2001*. Students are also provided support by classroom assistants. Because of their unique and complex medical and behavioral needs, students are supported by adapted physical education teachers; a music therapist; itinerant teachers for the visually impaired and hearing impaired; speech/language clinicians; physical and occupational therapists; a psychologist; a social worker; a vocational coordinator; and nurses (as a related service).

The instructional program utilizes modified instructional materials, such as the Edmark reading and math programs, math for non-readers, step-up math, E-books developed by teachers, online resources (News-to-You; EdHelper), FCPS teacher leadership grant (to develop educational units of instruction), augmentative communication devices, and use of picture symbols for communication. Students are placed in classes of 4 -7 students supported by a teacher and two support staff. A majority of instruction is 1:1 and every student is on schedule to receive a special diploma. Technology provides a means to communicate (augmentative communication devices), access/control the environment (switches), and instructional support for students. The instructional program is geared toward developing academic skills that will lead to proficiency in the Standards of Learning (SOL) and beyond.

Students are provided regular opportunities to develop skills outside of the school through community-based instruction for academic, leisure, and vocational skills. Each student is considered for placement in a less restrictive educational setting by the IEP at least annually. Approximately 10 percent of the student population successfully transitions to less restrictive educational placements annually. Due to the nature of the challenging behaviors of some students, it may be necessary to refer the student to a more restrictive educational placement, either in a private day school or private residential school, if successful intervention strategies cannot be implemented.

Student progress is measured by Quarterly Progress Reports on IEP goals and objectives. Data is collected through checklists, observations, and noting student participation, this data is recorded at regular intervals as determined by the individual student's IEP. The Brigance Inventory of Early Development is administered annually, at the time of the IEP review.

The school meets the pre-accreditation eligibility requirements outlined in 8 VAC-20-131-280-F.

The Kilmer Center is asking for a waiver for accreditation purposes for 8 VAC 20-131-280.B which bases accreditation on the percentage of students passing Virginia assessment program tests in core academic areas as follows:

- B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 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 number of students who successfully complete a remediation recovery program.
 3. Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

All students at the Kilmer Center participate in the Virginia Alternate Assessment Program (VAAP), as

determined through the IEP process. The VAAP, which identifies SOL, is first used at the third grade level, with identified skills as low as the kindergarten level. It has been determined that students at the Kilmer Center demonstrate skills from the three month level up to approximately the second and third grade level (up through age 21). This significant gap between the functioning level of many of the students at Kilmer Center and the lowest levels of the VAAP make it extremely difficult for students to demonstrate proficiency in the SOL and thus, they require additional measures to determine if they are making sufficient progress in their instructional programs.

The Kilmer Center proposes an alternative accreditation plan. All students will participate in the VAAP for the purpose of determining progress and meeting the requirements of the No Child Left Behind Act. To determine the state’s accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If pass rates on the VAAP meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary. If a core academic area fails to meet accreditation standards, then the following alternative system will be used:

For each content area of the VAAP, student scores must average at least 70 points to achieve VDOE accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments allowed by current policy determined by VDOE.
- Scores for students who are not in attendance for 75 percent of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75 percent) of instruction from the start of the school year to May 1 for their scores to be included.

Scores for each content area will be assigned a certain number of points, based on the “cut score” from VAAP for that content area. Scores for students at all grade levels tested will be combined for a composite score for each content area (because of the small pool of students at each grade level).

Content Area:

Cut Score:

| Performance Level | Number of Students | Number of Points | Total Points |
|-----------------------------------|--------------------|------------------|--------------|
| Pass Advanced | | 125 | |
| Pass Proficient | | 100 | |
| 1 point below cut score | | 90 | |
| More than 1 point below cut score | | 0 | |
| TOTAL | | | |

A composite average will be determined by averaging the “final” scores of all areas assessed.

| Performance Level | Reading Number of Students | Mathematics Number of Students | Science Number of Students | Social Studies Number of Students | Total Number of Students | Number of Points | Total Points |
|---|----------------------------|--------------------------------|----------------------------|-----------------------------------|--------------------------|------------------|--------------|
| Pass Advanced | | | | | | 125 | |
| Pass Proficient | | | | | | 100 | |
| 1 point below VAAP cut scores | | | | | | 90 | |
| More than 1 point below VAAP cut scores | | | | | | 0 | |
| TOTAL | | | | | | | |

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

The composite score from all areas assessed must be at least 70 points to achieve VDOE accreditation. If the composite score is not at least 70, additional accreditation adjustments will be applied:

- Three points will be added to the composite score for each student who transitions from the Kilmer Center to a special education placement in a less restrictive educational setting.
- Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators from the Kilmer Center School Improvement Plan (FCPS):
 - 75 percent of all students who use technology to access the curriculum, communicate, or for other purposes, will average at least three opportunities per day to practice their skills. Data on each student will be submitted monthly (October through April data).
 - 90 percent of the students, who are present at school on the days that they are scheduled to travel, will travel once a month into the community as indicated on the CBI travel survey (October through April data).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the alternative accreditation plan from Fairfax County Public Schools for the Kilmer Center.

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

Timetable for Further Review/Action: None

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

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

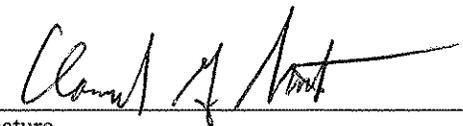
The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

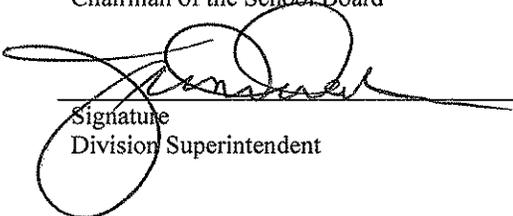
In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

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

11/28/09
Date Approved
by the Local School Board


Signature
Chairman of the School Board

1/28/09
Submission Date


Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

| | | | |
|--------------------------------------|---|----------------|----------------------------|
| School Name | <u>KILMER CENTER</u> | Division | <u>FAIRFAX</u> |
| School Address | <u>8102 Wolftrap Road Vienna VA 22182</u> | | |
| Contact Person | <u>Michael Marsallo</u> | Phone | <u>571-226-8440</u> |
| Fax | <u>571-226-8497</u> | E-mail Address | <u>memarsallo@fcps.edu</u> |
| Proposed Duration of the Plan | <u>1 year</u> | | |
| Grade Levels Served | <u>special education, ungraded, ages 5-21</u> | | |
| No. Students Enrolled by Grade Level | <u>80 students: 3@K; 5@ 1; 4@ 2; 8@3; 1@4; 3@ 5; 2@ 6; 6@ 7; 6@ 8; 5@9; 9@ 10; 25@ 11 (ages 16-20); 3@ 12</u> | | |

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

I. Describe the mission and purpose of the school.

MISSION: Kilmer Center strives to be a school that

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

VISION: Kilmer Center will be a school in which

- Students are taught by qualified, enthusiastic staff
- Collaborative teaching occurs
- Students are taught from a structured curriculum
- Technology is used to enhance instruction and communication
- A school-wide approach to discipline is incorporated

COMMITMENTS: To achieve our shared vision, we will

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

GOALS: Through a shared Mission, common Vision, and collaborative Commitments, we will

- Improve student performance on IEP goals and objectives
- Improve student performance on local, state, and national assessments

II. Describe the Characteristics of the Student Population Served by the School. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

STUDENTS

- The 80 students at the Kilmer Center are ages 5-21 and have been found eligible for special education services. Students have severe disabilities, moderate mental retardation, and autism.
- All students have significant cognitive disabilities, are significantly below age/grade level in their academic performance, and receive instruction in self contained classrooms.
- 16 students receive Homebound instruction and are unable to attend school (even with nursing services) because of medically fragile conditions.
- 33 students are severely disabled, use wheelchairs, and function in the 3-12 month range, based upon testing used for eligibility for special education services.
- 21 students are severely disabled, ambulatory, and function in the 6-18 month range based upon testing used for eligibility for special education services.
- 3 students have been determined to have mental retardation based upon testing used for eligibility for special education services and are functioning no higher than at the 1st--2nd grade level based upon educational testing and classroom performance.
- 7 students have autism and are functioning no higher than the 1st--2nd grade level, based upon educational testing and classroom performance.
- 38 of the above students receive support from teachers of students with visual and hearing impairments and an audiologist.
- Student demographics reflect: * 63% Male; 37% Female; * Asian 22%; Black 13%; Hispanic 17%; White 47%; Other 1%; 40% of the students receive Free/Reduced Priced Meals.

PLACEMENT

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

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

- Students at the Kilmer Center follow a modified instructional program based upon the areas of: Personal Management, Recreation and Leisure, School and Community, Vocational, Motor Skills, Functional Academics, Communication, and Social Competence. Additionally, instruction in the core academic areas of reading, math, science, and social studies is embedded throughout instruction and support the Aligned Standards of Learning.
- Students are taught by highly qualified teachers licensed and endorsed as special education teachers (Severe Disabilities, Mental Retardation) by the Virginia Department of Education and as directed in the No Child Left Behind Act of 2005. Students are also provided support by classroom assistants.
- Because of their unique and complex medical and behavioral needs, students are supported by: * adapted physical education teachers; * a music therapist; * itinerant teachers for the visually impaired and hearing impaired; * speech/language clinicians; * physical and occupational therapists; * a psychologist; * a social worker; * a vocational coordinator; * and nurses (as a related service, for 5 students).
- Students are placed at Kilmer Center because of: * cognitive and physical limitations; * very challenging behaviors; * and complex medical reasons that warrant such a restrictive placement. Thus, it is not a “neighborhood” school and draws students from approximately ½ of the school system’s boundary areas.
- The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of their student.
- In-home support to families has been coordinated by the school social worker, through Child Specific Teams, which has identified resources for respite, behavior management, and day to day care.
- Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor the health and behavioral concerns during transport. Nurses who support students (5) ride the bus to and from school with the student.
- The instructional program utilizes modified instructional materials, such as the Edmark reading and math programs, math for non-readers, step-up math, E-books developed by teachers, online resources (News-to-You; EdHelper), FCPS teacher leadership grant (to develop educational units of instruction), augmentative communication devices, and use of picture symbols for communication
- Students are placed in classes of 4 -7 students supported by a teacher and two support staff
- A majority of instruction is 1:1 and every student is on schedule to receive a Special Diploma
- Technology: used to provide a means to communicate (augmentative communication devices), access/control the environment (switches), and instructional support (e-books ...)
- The instructional program is geared toward developing academic skills that will lead to proficiency in the Aligned Standards of Learning (ASOLs) and beyond.

TRANSITION PLANNING

- Kilmer Center is a Public Day School
- Students are provided regular opportunities to develop skills outside of the school through community based instruction for academic, leisure, and vocational skills.
- Each student is considered for placement in a less restrictive educational setting by the IEP at least annually. Approximately 10% of the student population successfully transitions to less restrictive educational placements annually.
- Due to the nature of the challenging behaviors of some students, it may be necessary to refer the student to a more restrictive educational placement, either in a Private Day School or Private Residential School, if successful intervention strategies can not be implemented.

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

EVALUATING STUDENT PROGRESS

- Quarterly Progress Reports on IEP goals and objectives
- Data is collected through checklists, observations, and noting student participation, this data is recorded at regular intervals as determined by the individual student's IEP.
- Brigance Inventory of Early development – administered annually, at the time of the IEP
- Reevaluation testing at least every three years, including testing by the psychologist, social worker, teacher(s), and related service providers (Speech, Physical & Occupational therapy)
- Fairfax County Public Schools Teacher Leadership Grant – creating benchmarks for reading and math that identify the earliest skills necessary before a student is “ready” to demonstrate success with the Aligned Standards of Learning

| | | | |
|---|-------------------------------------|------------------------------|-----------------------------|
| <p>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.)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|---|-------------------------------------|------------------------------|-----------------------------|

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

8VAC20-1313-280 Expectations for School Accountability, which bases accreditation on the percentage of students passing Virginia assessment program tests in core academic areas.

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

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

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

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

- Virginia Alternate Assessment Program
- Alternate Accreditation System (below)

ALTERNATIVE ACCREDITATION PLAN

All students participate in the Virginia Alternate Assessment Program (VAAP) for the purpose of determining progress and meeting the requirements of the No Child Left Behind Act. To determine the state's accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If student scores on the Virginia Alternate Assessment Program (VAAP) meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary.

Alternative Accreditation Calculation Proposal

If a core academic area fails to meet accreditation standards, then the following alternative system will be used.

Scores for each content area will be assigned a certain number of points, based on the "cut score" from VAAP for that content area. Scores for students at **all** grade levels tested will be combined for a composite score for **each** content area (because of the small pool of students at each grade level).

Content Area:
Cut Score:

| Performance Level | Number of Students | Number of Points | Total Points |
|-----------------------------------|--------------------|------------------|--------------|
| Pass Advanced | | 125 | |
| Pass Proficient | | 100 | |
| 1 point below cut score | | 90 | |
| More than 1 point below cut score | | 0 | |
| TOTAL | | | |

For each content area of the VAAP, student scores must average at least 70 points to achieve VDOE accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments already determined by the VDOE.
- Scores for students who are not in attendance for 75% of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75%) of instruction from the start of the school year to May 1 for their scores to be included.

A composite average will be determined by averaging the “final” scores of all areas assessed.

| Performance Level | Reading Number of Students | Mathematics Number of Students | Science Number of Students | Social Studies Number of Students | Total Number of Students | Number of Points | Total Points |
|---|----------------------------|--------------------------------|----------------------------|-----------------------------------|--------------------------|------------------|--------------|
| Pass Advanced | | | | | | 125 | |
| Pass Proficient | | | | | | 100 | |
| 1 point below VAAP cut scores | | | | | | 90 | |
| More than 1 point below VAAP cut scores | | | | | | 0 | |
| TOTAL | | | | | | | |

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

The composite score from all areas assessed must be at least 70 points to achieve VDOE accreditation. If the composite score is not at least 70, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments already determined by the VDOE.
- Scores for students who are not in attendance for 75% of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Students must be present for at least 112 days (75%) of instruction from the start of the school year to May 1
- Three points will be added to the composite score for each student who transitions from Kilmer Center to a special education placement in a less restrictive educational setting.
- Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators from the Kilmer Center School Improvement Plan (FCPS):
 - 75% of all students who use technology to access the curriculum, communicate, or for other purposes, will average at least 3 opportunities per day to practice their skills. Data on each student will be submitted monthly (October through April data).
 - 90% of the students, who are present at school on the days that they are scheduled to travel, will travel once a month into the community as indicated on the CBI travel survey (October through April data).

Example (example does not reflect actual student numbers)

Content Area: Reading

Cut Score: 4

| Performance Level | Number of Students | Number of Points | Total Points |
|-----------------------------------|--------------------|------------------|--------------|
| Pass Advanced | 10 | 125 | 1250 |
| Pass Proficient | 3 | 100 | 300 |
| 1 point below cut score | 0 | 90 | 0 |
| More than 1 point below cut score | 13 | 0 | 0 |
| TOTAL | 26 | | 1550 |

Calculation: $1550/26 = 59.61$

Content Area: Mathematics

Cut Score: 11

| Performance Level | Number of Students | Number of Points | Total Points |
|-----------------------------------|--------------------|------------------|--------------|
| Pass Advanced | 10 | 125 | 1250 |
| Pass Proficient | 1 | 100 | 100 |
| 1 point below cut score | 0 | 90 | 0 |
| More than 1 point below cut score | 11 | 0 | 0 |
| TOTAL | 22 | | 1350 |

Calculation: $1350/22 = 61.36$

| Performance Level | Reading Number of Students | Mathematics Number of Students | Science Number of Students | Social Studies Number of Students | Total Number of Students | Number of Points | Total Points |
|---|----------------------------|--------------------------------|----------------------------|-----------------------------------|--------------------------|------------------|--------------|
| Pass Advanced | 10 | 10 | 1 | 0 | 21 | 125 | 2625 |
| Pass Proficient | 3 | 2 | 4 | 1 | 10 | 100 | 1000 |
| 1 point below VAAP cut scores | 0 | 0 | 0 | 0 | 0 | 90 | 0 |
| More than 1 point below VAAP cut scores | 13 | 10 | 7 | 0 | 30 | 0 | 0 |
| TOTAL # of Students | 26 | 22 | 12 | 1 | 31 | XXX | 3625 |

Calculation: $3625/61 = 59.42$ **Accreditation not achieved**

Example of Accreditation Adjustments Applied to Example:

Composite Calculation: $3625/61 = 59.42$ points (need 70 for accreditation)

Adjustment # 1: Scores excluded by VDOE guidelines: 0 students
No change in accreditation status – 59.42 points

Adjustment # 2: Students attending less than 75% 4 students
Adjusted calculation: $3625/57 = 63.59$ composite

Adjustment # 3: Student transitions to less restrictive 3 students
educational placement (3 points per transition = 9)

Adjusted calculation: $69.69 + 9 = 72.69 = \text{ACCREDITATION ACHIEVED}$

Adjustment # 4: meeting School improvement Plan criteria --- not necessary

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

Michael Marsallo, Principal, Kilmer Center
Carol Jordan, Assistant Principal, Kilmer Center
Selected staff members, Kilmer Center School and PTA
Kendra Weber, FCPS Department of Accountability
Blair Robertson, FCPS Department of Accountability

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

- student progress as measured against evaluative criteria in plan
- success as determined by VDOE

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

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

*Transitions are to special education classrooms in regular school settings. While it is true that few students return to a regular school setting (into a general education class), Kilmer transitions approximately 5-10% students to less restrictive educational placements (special education) annually.

| Alternative Accreditation Accountability Criteria: | | | |
|--|---|--|--|
| 1. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA). | √ | | |
| 2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school. | √ | | |
| 3. The plan includes use of statewide assessment student achievement results of English and mathematics. | √ | | |
| 4. The plan meets the testing requirements of the SOA. | √ | | |
| 5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law. | √ | | |
| 6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested. | √ | | |
| 7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school. Although in most cases a comprehensive program is not included in the IEP, any needs the student would have to meet a comprehensive program will be provided. | √ | | |