

Virginia Board of Education Agenda Item



Agenda Item: D

Date: March 27, 2014

Title	First Review of Requests for Renewal of Alternative Accreditation Plans from Albemarle County Public Schools, Chesterfield County Public Schools, Danville City Public Schools and Fairfax County Public Schools		
Presenter	Dr. Kathleen M. Smith, Director of the Office of School Improvement		
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Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

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

Albemarle County Public Schools: June 23, 2011

Chesterfield County Public Schools: September 11, 2011

Danville City Public Schools: April 28, 2011

Fairfax County Public Schools: June 23, 2011

Action Requested:

Final review: Action requested at this meeting.

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:

Division	School	2011-2012 Accreditation Status	2012-2013 Accreditation Status	2013-2014 Accreditation Status
Albemarle County Public Schools	Albemarle Community Public Charter School Grades 6-8	Fully Accredited*	Fully Accredited*	Fully Accredited*
Chesterfield County Public Schools	Chesterfield Community High School Grades 9-12	Provisionally Accredited-Graduation Rate*	Fully Accredited*	Accredited with Warning: English, Mathematics, History, Science, Graduation
Danville City Public Schools	J. M. Langston Focus School Grades changed from 6-12 to 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*
Fairfax County Public Schools	Kilmer Center Ages 5-21 (K-12)	Fully Accredited	Fully Accredited	Fully Accredited*
Fairfax County Public Schools	Key Center Ages 5-21 (K-12)	Fully Accredited*	Fully Accredited	Fully Accredited*
Fairfax County Public Schools	Mountain View Alternative High School Grades 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High) Grades 9-12	Provisionally Accredited-Graduation Rate*	Fully Accredited*	Provisionally Accredited - Graduation Rate*

Division	School	2011-2012 Accreditation Status	2012-2013 Accreditation Status	2013-2014 Accreditation Status
Fairfax County Public Schools	Bryant Alternative High School Grades 9-12	Fully Accredited*	Fully Accredited*	Fully Accredited*

*Accreditation rating based on data submitted using the 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.

Division	School	SOA Waivers Requested
Albemarle County Public Schools	Albemarle Community Public Charter School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Chesterfield County Public Schools	Chesterfield Community High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Danville City Public Schools	J. M. Langston Focus School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate) 8 VAC 20-131-100 Instructional program in secondary schools. Foreign Language and Advanced Placement (AP) Schools
Fairfax County Public Schools	Kilmer Center	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core Areas and B.2 Graduation Rate)
Fairfax County Public Schools	Key Center	8 VAC 20-131-280 Expectations for school accountability. (B.1 Core Areas and B.2 Graduation Rate)
Fairfax County Public Schools	Mountain View Alternative High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)
Fairfax County Public Schools	Bryant Alternative High School	8 VAC 20-131-280 Expectations for school accountability. (B.2 Graduation Rate)

The following chart indicates the changes made in the proposed alternative accreditation plan for 2014-2015 and the previous plan. The plans are provided in Attachments B – I.

Division	School	Changes in 2014 Request
Albemarle County Public Schools	Albemarle Community Public Charter School	<ol style="list-style-type: none"> 1. Points awarded based on each SOL Scaled Score increased. 2. Deletion of use of Istation. 3. Maximum number of bonus points at 10.
Chesterfield County Public Schools	Chesterfield Community High School	None
Danville City Public Schools	J. M. Langston Focus School	<ol style="list-style-type: none"> 1. School no longer serves grades 6-8. 2. Deletion of points specific to grades 6-8, including remediation recovery and enrollment in high school courses in grades 6-8. 3. Addition of weighted index of students enrolled for a full academic year. 4. Addition of points for daily attendance of 81% or greater. 5. Addition of points for decrease in referrals for truancy. 6. Addition of points for decrease in serious violations in the student code of conduct. 7. Additional criteria to meet graduation and completion index.
Fairfax County Public Schools	Kilmer Center	None
Fairfax County Public Schools	Key Center	<ol style="list-style-type: none"> 1. Deletion of the use of composite scores for four core academic areas. 2. Addition of points for Measure #3: students who transition to a less restrictive educational setting; progress toward reading IEP goals; secondary students participation in daily living/vocational workshops weekly; progress toward self-advocacy goals.
Fairfax County Public Schools	Mountain View Alternative High School	<ol style="list-style-type: none"> 1. Deletion of points for Certificate of Completion. 2. Addition of points for Dropout Recovery. 3. Addition of bonus points when 80% of students placed by the Hearings

		Office are still enrolled; 25% or more graduates participate in an adult career pathway program.
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	1. School name changed to Fairfax County Adult High School from Woodson Adult High School. 2. Addition of points for Dropout Recovery.
Fairfax County Public Schools	Bryant Alternative High School	1. Deletion of points for Certificate of Completion. 2. Addition of points for Dropout Recovery. 3. Addition of bonus points when 25% or more graduates participate in a school based career development program.

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

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.
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.
Alternative Accreditation Accountability Criteria:
7. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).
8. 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.

9. The plan includes use of statewide assessment student achievement results of English and mathematics.
Alternative Accreditation Accountability Criteria (continued):
10. The plan meets the testing requirements of the SOA.
11. The plan meets the testing requirements of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Application and describes how the school plans to meet “Annual Measurable Objectives” for each of the three proficiency gap groups for reading, mathematics and the federal graduation rate.
12. The plan provides convincing evidence that all pre- accreditation eligibility criteria are met for standards in which waivers have not been requested.
13. 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.

Division	School	Meets All Criteria	Did not Meet Criteria
Albemarle County Public Schools	Albemarle Community Public Charter School	X	
Chesterfield County Public Schools	Chesterfield Community High School	X	
Danville City Public Schools	J. M. Langston Focus School	X *	
Fairfax County Public Schools	Kilmer Center	X	
Fairfax County Public Schools	Key Center	X	
Fairfax County Public Schools	Mountain View Alternative High School	X	
Fairfax County Public Schools	Fairfax County Adult High (Woodson Adult High)	X	
Fairfax County Public Schools	Bryant Alternative High School	X	

*Criteria 3 (above) – No foreign language or advanced placement courses provided.

Impact on Fiscal and Human Resources:

None

Timetable for Further Review/Action:

None

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and approve alternative accreditation plans from Albemarle County Public Schools, Chesterfield County Public Schools, Danville City 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.

[8 VAC 20-131-100](#). Instructional program in secondary schools.

A. The secondary school shall provide each student a program of instruction in the academic areas of English, mathematics, science, and history/social science that enables each student to meet the graduation requirements described in [8 VAC 20-131-50](#) and shall offer opportunities for students to pursue a program of studies in foreign languages, fine arts, and career and technical areas including:

1. Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;
2. Coursework and experiences that prepare the student for college-level studies including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof;
3. Preparation for college admissions tests; and
4. Opportunities to study and explore the fine arts and foreign languages.

Attachment B - Albemarle County Public Schools (Community Public Charter School)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia (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 (☐ 22.1-253.13:1 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.

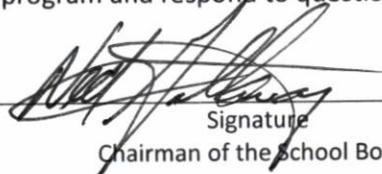
8 VAC 20-131-280 of the SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career 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.

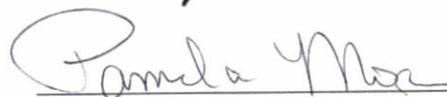
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

February 27, 2014

Date Approved
by the Local School Board



Signature
Chairman of the School Board



Signature
Division Superintendent

Submission Date

Alternative Accreditation Plan

School Information

Division	Albemarle County
School Name	Community Public Charter School
School Address	901 Rose Hill Dr. Charlottesville, VA 22903
Contact Person	Ashby Kindler/Billy Haun
Telephone Number	(434) 972-1607 or 296-3090/(434) 296-5820
Email Address	akindler@k12albemarle.org / bhaun@k12albemarle.org
Proposed Duration of the Plan	3 years
Grade Levels Served	6,7,8
Number of Students Enrolled by Grade Level	6 th -20 7 th -10 8 th -13

I. Describe the mission and purpose of the school.

The mission of the Community Public Charter School is to provide an alternative and innovative learning environment, using the arts to help children in grades six through eight to learn in ways that match their learning styles; and to develop the whole child intellectually, emotionally, physically, and socially. The program will serve students who have not succeeded in schools by offering a balance of literacy tutorials and the arts-infused curriculum.

Goals:

- Expand opportunities for students who have not been successful in school, using the arts as a means of increasing literacy skills, expression, discovery, invention and reflection;
- Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively;
- Provide opportunities for students to achieve in literary, performing, and visual arts;
- Help students learn self-responsibility, self-discipline, self-direction and self-nurturing;
- Create possibilities in which all students are an important part of something larger than themselves: family, school, community, and world.
- Design extensive process-oriented activities that result in a balance of process and product;
- Integrate educational experiences within the community and solicit active involvement from parents and others;
- Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists;
- Give students the skills to pursue their own goals and evaluate their own performance;
- Encourage family involvement as a contributor to success; and
- Teach students to think like artists.

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.

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 43 students attending CPCS student fall into the following sub-group categories:

Sub-groups	Number of students	Percentage of Students
Free and Reduced Lunch	12	28%
Special Education	14	32.6%
ESOL	4	9.3%
White	31	72.1%
African-American	3	7%
Hispanic	5	11.6%
Native American	1	2.3%
Multi-Racial or other	3	7%

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.

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 courses offered in Albemarle County Public Middle Schools.

With Choice Theory as our philosophical base, we strive to help students gain more responsibility in their socio-emotional lives as well as in their academics. We offer much 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 reading instruction is provided for those students who are significantly 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.

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

Community Public Charter School is staffed with highly qualified teachers certified to teach all core areas. Currently, teacher/pupil ratio is 10-1 in core classes. We have a full-time art teacher, partially funded by private donations. CPCS has a part-time “Mindfulness” instructor who also serves as a counselor; this position is funded by a grant. A paraprofessional, funded by private donations, is utilized to serve as an instructional assistant and resource for students. We have one full-time special education teacher, provided by Albemarle County and one part-time counselor 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 “head teacher” who is a certified guidance counselor.

Our students will transition either to one of three comprehensive high schools, or to a smaller alternative charter high school in Albemarle County. All students are provided with guidance services and transition planning to optimize their transition to the high school level. Academic and socio-emotional growth are key components within our program design. Students will be fully prepared to enter the high school programs offered in Albemarle County Public Schools. Our goal is for our students to be placed in standard level or higher classes as opposed to self-contained or remedial classes.

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

All students will participate in grade level SOL tests in all core areas. All requirements will be met through the planned assessments and program offerings. Additionally, students will be assessed using MAP, AimsWeb Curriculum Based Measurement, CRI's, Wilson Reading Assessments, SPED evaluations, SOL released tests, school division common benchmark assessments, and authentic standards based assessments as appropriate for each student.

<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.) Yes, because we are a school within an existing middle school that meets all pre-accreditation eligibility requirements, all students have access to the full offerings and required accreditation standards of any middle school student in Albemarle County.</p>	<p>Yes</p> <p>X</p>	<p>No</p>
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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

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.

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

The alternative accreditation index model 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 (Measures of Academic Progress) growth in reading
- CRI (composite reading index) growth

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

- MAP (Measures of Academic Progress) growth in math

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 (Measures of Academic Progress) 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. Rasch unIT is a unit of measure that uses individual item difficulty values to estimate student achievement. Rasch unIT 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	24 of 43 (56%)
Current Math	30 of 41 (73%)

- 8th Grade science SOL pass rate
- Social Studies SOL pass rate
- 8th 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
Optional Objectives		
Recovering 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

Core Other Academic Objectives - Reading (Students counted only counted once in this category)	
MAP (Measures of Academic Progress) growth in Reading administered 2 /yr.	Each student who meets or exceeds their Rasch unIT (RIT) growth goal will earn 1 point
Wilson Reading program growth	Growth of 1.5 years 1 point Growth of 2 or more years 2 points Each student counts for 1 or 2 points

CRI (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	
Core Other Academic Objectives - Math		
MAP (Measures of Academic Progress) growth in Mathematics administered 2 /yr.	Each student who meets or exceeds their Rasch unit (RIT) growth goal will earn 1 point	

Bonus Points (Maximum of 10 points)

Table C – School-Wide Results

Core Other Academic Objectives (3 points maximum)		
8th 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)		
8th 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

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

The plan was developed by Albemarle County staff, reviewed by CPCS staff, and was approved by the local board.

IX. Describe the method(s) to be used in evaluating the success of the plan. *Community Public Charter School targets students who have not felt successful in other public schools. As a result, many of our students are below grade level in reading, have never passed an SOL test or have had significant failure in school. For this reason, our plan includes multiple measures of student growth in addition to the SOL targets. Student success is viewed in terms of gains made as well as achieving objective targets.*

***Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools***

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

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

Attachment C - Chesterfield County Public Schools (Chesterfield Community High School)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia (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.

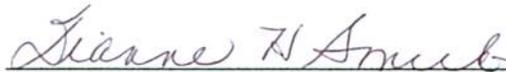
8 VAC 20-131-280 of the SOA states (in part): Subject to the provisions of [8 VAC 20-131-350](#), the governing school board of special purpose schools such as those provided for in [§ 22.1-26](#) of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career 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.

2-11-2014

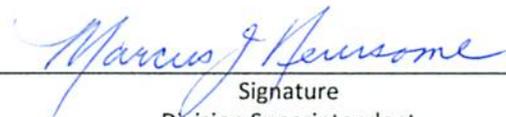
Date Approved
by the Local School Board



Signature
Chairman of the School Board

2/18/2014

Submission Date



Signature
Division Superintendent

Alternative Accreditation Plan

School Information

Division	Chesterfield County Public Schools
School Name	Chesterfield Community High School
School Address	12400 Branders Bridge Rd., Chester, VA 23831
Contact Person	Dr. Nancy Hoover
Telephone Number	(804) 279-7396
Email Address	Nancy_Hoover@ccpsnet.net
Proposed Duration of the Plan	Three years
Grade Levels Served	9-12
Number of Students Enrolled by Grade Level	9 th : 66 10 th : 86 11 th : 48 12 th : 61

I. Describe the mission and purpose of the school.

Chesterfield Community High School meets the state definition of a special purpose school and seeks 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. Chesterfield Community High School strives to provide a high school setting with innovative programs and supportive services for students. Chesterfield Community High School strives to be a caring educational setting with high expectations for academic achievement, appropriate social behavior, and preparation for the work place and higher education.

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.

Community High School serves students in grades 9-12 from Chesterfield's 10 comprehensive high schools. Community serves students who are overage, behind academically, and who prefer a smaller setting, with increased personal attention. Most of the students at Community High School are already behind their cohort for graduation when they enroll. Some students transfer in after one to three years of high school with few or no course or verified credits. Despite the discrepancy, many Community High School students are able to recover credits through the school's unique instructional program.

Parents are involved in the application process and attend an orientation to acquaint them with the academic program of study. Upon enrollment in Chesterfield Community High School, students and their parents participate in orientation sessions, in which each student and parent(s) review and revise the student's career and personalized academic plan. School administration and staff explain the academic and behavioral expectations of students and describe the different support services available to students and parents. During the orientation, students take reading, mathematics, and career assessments.

Most students do not return to their home high school; however, school counselors closely monitor those students who do return.

- ***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.***

Chesterfield Community High School is structured around a College and Career Academy model. Students are organized into smaller learning communities with a career cluster theme. Students have a variety of avenues to career and technical preparation. At the school, students may gain skills and experience in culinary arts, building trades, and information technology; as well as opportunities to take courses at the Chesterfield Career and Technical Center.

- 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;
- Students take four courses each fall and spring term;
- Students are supported through Communities in Schools;
- Credit recovery programs will be provided to students in grades 9-12 using on-site technology and after-school programs;
- Students are given additional time to master specific course objectives in English and mathematics courses that have an end-of-course (EOC) *Standards of Learning (SOL)* test;
- Students have opportunities to earn dual enrollment credits through John Tyler and J. Sargeant Reynolds Community Colleges; and
- GED preparation is available on site.

Chesterfield Community High School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas. The average class size is 17, with no class larger than 20.

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

All students will participate in grade level SOL tests in all core areas. All requirements of ESEA 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. All students are administered an initial baseline reading comprehension assessment (Gates MacGinitie Reading Test). Staff administers mid-term and final exams at the 8-week and 16-week marks of each term. Pre- and post-assessments are given in each class to guide instruction and evaluate student progress.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Yes.

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.)

CCPS requests no waivers. The program of instruction provides all students with opportunities to study a full comprehensive grade level curriculum customized for each student to lead to a diploma and college or career readiness, and support the mission of the school. Students will participate in assessments, as required by ESEA.

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.

Alternate SOL Core Subject Composite Index Point System

Students will participate in SOL end-of-course tests as required by ESEA Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student performance for accreditation will be determined based on students passing the SOL end-of-course tests, as shown in Table 1. The SOL scores of students, who receive an AYP Adjustment Code of A, B, or C, will be considered transfer students for the purpose of calculating the state accreditation rating.

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 Community High School 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 and mathematics will be included as follows:
 - A scaled score of 500-600 will be weighted at 100 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	100	
	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				

Alternate Graduation and Completion Composite Index Point System

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 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 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	100	
	Standard	100	
	Modified Standard	100	
	Special	100	
	GED	75	
	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

Other GCI Indicator	Points Awarded
Increase from the previous year in the percentage of students who complete high school with an Advanced, Standard diploma, or modified standard diploma	5
Increase from the previous year in the percentage of students who pass industry certification tests.	5
Increase from the previous year in the percentage of students who earn a Career and Technical Education (CTE) diploma seal.	5
Increase from the previous year in the percentage of students who successfully complete coursework for industry certification, but lack an overall B average	5
Increase in the percentage of students who complete high school with a GED and industry certification	5
Increase from the previous year in the percentage of students who enter post-secondary studies in a 2- or 4-year college, vocational school, enter the military, or obtain a full-time job	10
Increase from the previous year in the percentage of students who have 18 or more credits	5
Fifty percent of the student population placed by the Hearings Office are still enrolled or graduate	5
Increase the graduation rate by 10 points	10

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

- Students who discontinue school because of incarceration, and
- Students who are placed in a juvenile detention center.

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	

Alternate Accreditation Composite Index Point System

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	
Accreditation Rating			

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

Several individuals collaborated on the development of this proposed plan. They include:

- Ken Butta, Principal, Chesterfield Community High School
- Casta Childress, Assistant Principal, Chesterfield Community High School
- Lisa Ross, School Counseling Coordinator, Chesterfield Community High School
- Sylvia Bland, School Counselor, Chesterfield Community High School
- Fred Stoots, Dean of Students, Chesterfield Community High School
- Jennifer Grossnickle, Communities In Schools Site Coordinator, Chesterfield Community High School
- Kevin Hughes, Manager, Research and Evaluation, CCPS
- Nancy Hoover, Director, Research and Evaluation, CCPS
- Joseph Tylus, Director of High Schools, CCPS

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

School and central administrators will evaluate the effectiveness of the program using several criteria, as set forth in Section VII of this proposed plan. Staff will closely monitor students' attendance and academic progress toward graduation and completion. Student achievement will be monitored using report card grades; benchmark assessments; and summer, fall and spring SOL test results. School administrators will monitor student attendance and behavior weekly by using the student information system to track attendance and violations of the *Student Standards of Conduct*. School administrators will survey parents, faculty/staff, and students to gather data for school improvement.

**Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools**

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

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

Attachment D - Danville City Public Schools (J. M. Langston Focus School)

COMMONWEALTH OF
VIRGINIA DEPARTMENT OF
EDUCATION RICHMOND,
VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). 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 or Advanced Studies 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 1st 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.

July 1, 2013

Date Approved
by the Local School Board

December 20, 2013

Submission Date

Edward C. Polkman, Jr.
Signature
Chairman of the School Board

Signature
Division Superintendent

**DANVILLE PUBLIC SCHOOLS
J. M. LANGSTON FOCUS
SCHOOL DANVILLE,
VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE

ACCREDITATION PLAN INTRODUCTION:

J. M. Langston Focus School is in its sixth year as an alternative school within the school division, Danville Public Schools. Langston meets the state definition of a special purpose school and seeks 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.

INTENT:

To prepare students in grades 9-12 who are experiencing significant academic and behavior difficulties in a traditional education setting to successfully complete secondary grade content and earn a Standard or Advanced Studies Diploma.

VISION/MISSION:

J. M. Langston Focus School is designed to foster a learning environment for secondary students who have experienced academic and behavior difficulties in a traditional education environment.

TARGET POPULATION:

J. M. Langston Focus School serves students in grades 9-12 who are overage, under credited, and are deficient in reading and/or math as measured by their participation in Standards of Learning assessments, and/or the result of the Algebra Readiness Diagnostic Test (ARDT) and/or who continuously experience behavior deficits that are outlined in the school board's *Standards for Student Conduct*.

INSTRUCTIONAL PROGRAM:

- The academic program for grades 9-12 will focus on the four core subject areas English, mathematics, history and social science, and science. Students will receive instruction and guidance in goal setting, career awareness, and post-secondary education.
- Students will be administered assessments in Interactive Achievement and/or Algebra Readiness Diagnostic Test, at the beginning of the school year and periodically throughout the year to assist teachers with the development of a differentiated instructional program that addresses the needs of each student.
- Credit recovery programs will be provided to students in grades 9-12 using on-site technology and after-school programs.
- Students will be given additional time to master specific course objectives, particularly in courses that have an end-of- course (EOC)/*Standards of Learning* (SOL) test. This decision will be based on students' six weeks benchmark assessment scores, or social/environmental issues.

- A 30-minute lunch and recess will allow students time to eat and engage in physical activities.

STAFFING:

J. M. Langston Focus School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas proposed. Paraprofessionals will be assigned to the school to serve as instructional assistants. Pupil support services will be on-site to assist students in grades 9-12 and their families with issues that serve as barriers to academic and behavior successes.

STUDENT ASSESSMENT AND EVALUATION:

Content area assessments in Interactive Achievement and/or ARDT will be administered to all students at the beginning of the school year. The results will be used as baseline data for the students and to assist in instructional planning. Students will be administered benchmark assessments each nine weeks in the core subject area with the achievement data tracked and analyzed. Students in grades 9-12 will participate in the Virginia Standards of Learning Assessment Program.

WAIVER REQUESTED:

Waivers are requested from section 8 VAC 20-131-100 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as follows:

8 VAC 20-131-100. Instructional program in secondary schools Foreign language and Advanced Placement (AP) courses

ACCREDITATION:***Alternate SOL Core Subject Composite Index Point System***

Students in grades 9-12 will participate in end-of-course SOL tests as required by No Child Left Behind and *Standards of Accreditation*. Student performance for accreditation will be determined based on students passing the end-of-course tests. The SOL scores of students, who receive an AYP Adjustment Code of A, B, or C, will be considered transfer students for the purpose of calculating the state accreditation rating. See *Clarification on the Application of AYP Adjustment Codes* in Appendix A.

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 J. M. Langston Focus School to meet fully accredited status.

The SOL Core Subject Index includes points assigned for student performance on each of the SOL tests and additional other subject area indicators. The SOL test component of the Alternate SOL Core Subject Composite Index will be calculated by multiplying the number of grades 9-12 tests receiving a Tier I score by 100; the number of grades 9-12 tests receiving a Tier II score by 95; the number of grades 9-12 tests receiving a Tier III score by 85; and the number of grades 9-12 tests receiving a Tier IV score by 0. The total points awarded will be divided by the total number of tests administered. The criteria for the inclusion or exclusion of a test score will be based on those used in calculating AYP. See Table 1.

Table 1

SOL Core Subject Index Points

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	600-500	Tier I	100	
	499-400	Tier II	95	
	399-375	Tier III	85	
	Below 375	Tier IV	0	
(A) Total Number of Points Awarded				
(B) Total Number of Grades 9-12 Tests Meeting Criteria				
SOL Core Subject Index Score = (A)/(B)				

While historically Langston has not been the base school for students participating in Alternate or Special Assessment Accommodations, scores for such students with disabilities would be counted as follows:

- Advanced Proficient will be included in Tier I
- Proficient will be included in Tier II
- Scores below Proficient will be included in Tier IV

Table 2

Additional Subject Index Points

Additional SOL Core Subject Index points may be earned by meeting the performance criteria in the other subject indicators category. See Table 2.

Other Subject Indicators	Points Awarded
Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient or advanced levels on the SOL assessment in Reading	75 and above= 3 70-74= 2 65-69= 1
Weighted index of students enrolled for a full academic year (at least two semesters) achieving at the proficient or advanced levels on the SOL assessment in Mathematics	70 and above= 3 66-69= 2 61-65= 1
Average daily attendance meets or exceeds 81%	2
Decrease the number of students referred to the Truancy Response Team for interventions by 10%	2
Decrease the number of serious violations (Levels 2-5) of the Student Code of Conduct by 10%	2
Course GPA of students completing the College Success Skills at Danville Community College meets or exceeds 3.0 for 75% of completers	2
Forty percent of graduates enrolled in post-secondary studies in a 2- or 4-year college, vocational school or enter the military	4
Seventy-five percent of students administered the Work Keys during the school year receive at least a score of 3	1

The categories used to calculate the Alternate SOL Core Subject Composite Index Score are summarized in Table 3.

Table 3

Alternate SOL Core Subject Composite Index Score Calculations

Categories	Points Awarded
SOL Core Subject Index Score = (A)/(B)	
Total Number of Additional Subject Index Points (Up to 12 points)	
Alternate SOL Core Subject Composite Index Score = [(A)/(B)] + Total no. of additional subject index points up to 12 points	

Alternate Graduation and Completion Composite Index Point System

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 Graduation and Completion Index will be calculated by multiplying the number of students receiving a Standard or Advanced Studies Diploma by 100; the number of students receiving a GED by 75; the number of students not graduating, but still in school by 70; and the number of students receiving a certificate of program completion by 25. The total points awarded will be divided by the total number of seniors counted in membership during the school year. See Table 4.

Table 4

Number of Students	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced, Standard	100	
	GED	75	
	Still in school	70	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Seniors Counted in Membership During School Year			
Graduation and Completion Index Score (C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category. See Table 5.

Table 5

Additional Graduation and Completion Index Points

Other GCI Indicator	Points Awarded
Increase from the previous year the percent of students who complete high school with an Advanced Diploma, Standard Diploma, or GED.	2
Increase from the previous year the percent of students who enter post-secondary studies in a two- or four-year college or vocational school, who enter military service, or who obtain a full-time job.	2
Increase from the previous year in the percentage of students who have 18 or more credits.	2
The number of students concurrently enrolled in a college course is greater than or equal to 33% of the senior class.	2
Maintain a dropout rate at or below 25%.	5
The number of students receiving a Standard Diploma is equal to or greater than 75% of the number of students graduating or completing.	5
The cohort completion rate is equal to or greater than 65%.	5
Of the students that reach the maximum age for educational services, 50% will continue in school.	2
Of the students placed by the disciplinary hearing process, 75% are still enrolled or graduate.	2
The number of students earning enough standard credits for an Advanced Diploma, and who have earned 7 or more verified credits is greater than or equal to 10% of the students earning a Standard Diploma.	2

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 6.

Table 6

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 20 points)	
Alternate Graduation and Completion Index Composite Index Score = [(C)/(D)] + Total no. of additional GCI indicator points up to 6 points	

Alternate Accreditation Composite Index Point System

An *Alternate Accreditation Composite Index Point System* will be used to determine the accreditation rating. See Table 7.

Table 7

Accreditation Status

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = [(A)/(B)] + Total no. of additional other subject indicators points up to 12 points		Must Meet or Exceed 70 points	
Alternate Graduation and Completion Composite Index Score = [(C)/(D)] + Total no. of additional GCI points up to 6 points		Must Meet or Exceed 85 points	
Accreditation Rating			

PROGRAM EVALUATION:

The effectiveness of the program will be evaluated using several criteria. Student achievement will be monitored using report card grades; nine weeks benchmark assessments; and summer, fall and spring SOL test results. Student attendance and behavior will be monitored weekly by using the Power School student management system to track attendance and violations of the *Standards of Student Conduct*. Surveys will be distributed to students, faculty/staff and parents to gather data for school improvement at least twice during the school year.

TRANSITION PLAN:

Students and their parents will be interviewed face-to-face by a team composed of members of the administration, faculty, and support staff. The purposes of this interview are: (1) to explain the academic and behavior expectations of students entering J. M. Langston Focus School, and (2) to explain the different support services available to students and parents of J. M. Langston Focus School.

Most students do not return to a regular school setting; however, students who do return to the regular school setting are followed closely by their guidance counselor.

Virginia Department
of Education
Evaluation Criteria
J. M. Langston Focus School, Danville Public
Schools Alternative Accreditation Plans for
Special Purpose Schools

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. <i>The plan requests a waiver of 8 VAC 20-131-100 A-B</i>			X
4. The school provides transition planning to help students be successful when they return to a regular school setting. Note: Most students do not return to a regular school setting; however, students who do return to the regular school setting are followed closely by their guidance counselor.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:				
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).	X			
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X			
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X			
11. The plan meets the testing requirements of the SOA.	X			
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X			
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X			
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X			

Attachment E - Fairfax County Public Schools (Kilmer Center)

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 (§ 22.1-253.13:1 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 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.

March 20, 2014

Date Approved
by the Local School Board

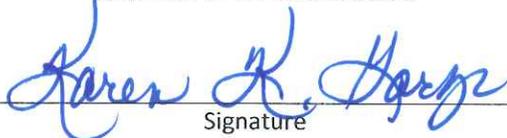
March 21, 2014

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Alternative Accreditation Plan

School Information

Division	Fairfax County Public Schools
School Name	Kilmer Center
School Address	8102 Wolftrap Road, Vienna, Va. 22182
Contact Person	Michael Romanelli
Telephone Number	571-226-8440
Email Address	mjromanelli1@fcps.edu
Proposed Duration of the Plan	Three Years
Grade Levels Served	Ages 5 – 21, ungraded
Number of Students Enrolled by Grade Level	N/A

I. Describe the mission and purpose of the school.

Mission: Kilmer Center strives to be a school that:

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

Vision: Kilmer Center will be a school in which:

- Students are taught by qualified, enthusiastic staff;
- Collaborative teaching occurs;
- Students are taught from a structured curriculum based on the Aligned Standards of Learning (ASOLs);
- Technology is used to enhance instruction and communication; and
- A school-wide approach to positive discipline is incorporated.

Commitments: To achieve our shared vision, we will

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

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

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

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

Students

- The 74 students at Kilmer Center are ages 5 – 21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled-severe, intellectually disabled, multiple disabilities, and autism.
- All students have significant cognitive disabilities, are significantly below age/grade level in their academic performance and receive instruction in self-contained classrooms.
- Sixteen (16) students receive homebound instruction and are unable to attend school (even with nursing services) because of their medically fragile conditions.
- Forty-four (44) students receive services as students who are intellectually disabled- severe, twenty-one (21) use wheelchairs and function in the 3 to 12 month range based upon testing used for eligibility for special education services and IEP team decisions.
- Two (2) students receive services as intellectually disabled based upon testing for eligibility for special education services and IEP team decisions. These students function no higher than the 1st-2nd grade level.
- Eleven (11) students have autism and are functioning no higher than the 1st-2nd grade level based upon educational testing, IEP team decisions, and classroom performance.
- Fifteen (15) of the above students receive support from teachers of students with visual and hearing impairments and an audiologist.
- Fifty-five (55) students receive speech/language services, thirty-two (32) receive occupational therapy services, twenty-six (26) receive physical therapy services, and five (5) receive nursing services while in school and during transport to and from school.
- Student demographics reflect: 25 females, 49 males, 11 Asian, 11 Black, 17 Hispanic, 33 white, and 1 other.

Placement

- Kilmer Center is a public day school and is considered the most restrictive educational placement along the continuum of options available within Fairfax County Public Schools, as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).
- Students are placed at Kilmer Center through the IEP process, based upon a consensus of the IEP team (including parents) that the school is the least restrictive placement for the student. Prior to the IEP meeting, a student's goals and objectives are drafted by the educational team consisting of classroom staff and related service providers. Parental input is also sought, and the goals and objectives are formally presented at the meeting.
- Parents must sign an agreement at the IEP meeting to place their student at the Kilmer Center. Parents participate in the placement process and have the right to appeal the recommended placement if they disagree with the consensus of the IEP team. IEPs are conducted at least annually.

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.

Instructional Program and Support Services

- Students at Kilmer Center follow a curriculum based on the Aligned Standards of Learning. The instructional program also includes personal management, recreation and leisure, school and community, vocational, motor skills, functional academics, communication, and social competence. Instruction in the core academics of reading, mathematics, science, and social studies is embedded throughout instruction and supports the Aligned Standards of Learning.
- Students are taught by highly qualified teachers who are licensed and endorsed as special education teachers (severe disabilities, mental retardation, special education, adapted curriculum) by the Virginia Department of Education and as directed in the *No Child Left Behind Act of 2001* and the *Individuals with Disabilities Education Act of 2004*. Students are also provided support by classroom assistants.
- Because of their unique and complex medical and behavioral needs, students are supported by the following specialists: adapted physical education teachers, a music therapist, itinerant teachers for the visually impaired and the hearing impaired, speech/language clinicians, physical and occupational therapists, a psychologist, a social worker, a vocational coordinator, nurses (as related services for 5 students), a school-based technology specialist and behavior resource teachers.
- Students are placed at Kilmer Center because of the following conditions: cognitive and physical limitations, very challenging behaviors, and complex medical reasons that warrant such a restrictive placement. Thus, it is not a “neighborhood” school – Kilmer draws students from approximately half of the school system’s boundary areas.
- The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of the child.
- In-home support to families is coordinated by the school social worker through child specific teams, which have identified resources for respite, behavior management, and day-to-day supplies and care.
- Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor health and behavioral concerns during transport. Nurses ride the bus to and from school with the students they support.
- The instructional program utilizes modified instructional materials, such as the Edmark reading and mathematics programs, mathematics for non-readers, Pathways to Literacy, set-up mathematics, e-books developed by teachers, the Unique Curriculum, online resources, augmentative communication devices, and the use of picture symbols for communication.
- Students are placed in classes with four to seven students supported by a teacher and two support staff.
- A majority of instruction has a teacher to student ratio of 1:1, and every student is on schedule to receive a Special Diploma.
- Technology is used to provide a means to communicate (augmentative communication devices), access/control of the environment (switches), and instructional support (e-books).

- The instructional program is drawn from the Aligned Standards of Learning (ASOL) and IEP goals in essential life skills areas.

Transition Planning

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

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

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

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)	X	
	Yes	No

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.

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

- Have an IEP;
- Demonstrate severe cognitive disabilities;
- Need extensive, direct instruction in a curriculum based on Aligned Standards of Learning (ASOL);
- Require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and
- Are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

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

8 VAC 20-131-280.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.

Students with intellectual disabilities (severe) require additional time to learn and generalize the most basic skills and thus remain in school longer than the typical four years. Kilmer Center students remain in school until their eligibility runs out at age 22, at which time they usually transition into a private facility. Kilmer Center works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility,

and with no placement options, students remain at Kilmer Center until age 22. Those Kilmer Center students who leave the school before age 22 often do so for medical reasons. These students appear as dropouts when they withdraw for health reasons (Code W830). Under the current Graduation and Completion Index (GCI) guidelines, all dropouts receive 0 points. Due to the fragility of some of Kilmer Center’s students, extreme medical conditions should not equate to dropping out of school.

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

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

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

All Kilmer Center students participate in the VAAP for the purpose of meeting the requirements of the *No Child Left Behind Act of 2011*. 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		
TOTAL				

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	
TOTAL	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 School Improvement Plan (FCPS) for the current year.

- C. Three (3) points will be added to the total score if 90% of all secondary students accessed vocational workshops and participated in vocational activities at least once a week.
- 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 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

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	
TOTAL	22		1590	72.3
ADDITIONAL POINTS for: A & B				6.0
TOTAL				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’s students, students who leave due to extreme medical reasons will be removed from this cohort. (Documentation will be kept on file at the school.)

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

Diploma/Certificate/Other	Point Value
Board recognized diplomas	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	
TOTAL		11	900	81.8
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
TOTAL				86.8

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.

Michael J. Romanelli, Principal, Kilmer Center
 Carol Jordan, Assistant Principal, Kilmer Center
 Kathy Oliver, Director, Office of Student Testing (OST), FCPS Department of Professional Learning and Accountability (PLA)
 Emmanuel Bonhomme, Psychometrician, OST, PLA

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

***Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools***

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

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

Attachment F - Fairfax County Public Schools (Key Center)

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 (§ 22.1-253.13:1 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 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.

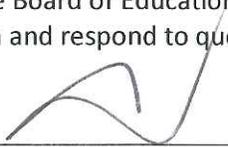
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

March 20, 2014

Date Approved
by the Local School Board

March 21, 2014

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Alternative Accreditation Plan

School Information

Division	Fairfax County Public Schools
School Name	Key Center School
School Address	6404 Franconia Road, Springfield, VA 22150
Contact Person	Ann M. Smith
Telephone Number	703-313-4000
Email Address	amsmith2@fcps.edu
Proposed Duration of the Plan	3 years
Grade Levels Served	Special education students, ages 5 to 22 years
Number of Students Enrolled by Grade Level	118 total students: 4 @ K; 1 @ 1 st ; 8 @ 2 nd ; 6 @ 3 rd ; 6 @ 4 th ; 9 @ 5 th ; 6 @ 6 th ; 14 @ 7 th ; 13 @ 8 th ; 5 @ 9 th ; 4 @ 10 th ; 31 @ 11 th ; 11 @ 12 th . (This includes 3 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.

Students attending Key Center School are between five (5) and twenty-two (22) years of age. Areas of eligibility for students include intellectual disabilities and intellectual disabilities-severe, autism, multiple disabilities, and traumatic brain injury. Nearly thirty seven percent (36.75%) of Key Center's students are on free or reduced status for school meals. Students who attend Key Center may live forty minutes from the school, but still reside in the half of Fairfax County served by the center.

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

Concurrent conditions occur with most, if not all, Key Center students; these may include motorical or physical challenges, medical needs, and behavioral issues. A majority of students need support and close monitoring during mealtime for safe consumption of meals. Approximately twenty (20) students have gastronomy tubes for caloric intake; some in this group may take additional nutrition orally. Four (4) students require full-time private nursing supports during the school day, which is approved through the county health department. Some students are building their resistance and/or endurance for the school day; therefore, they attend classes on a part-time basis until their strength or condition improves, if possible. Student health conditions often develop over the course of the school year that may require extended absences; this includes surgical needs and/or hospitalizations. Consequently, the school has a part-time homebound teacher to provide homebound services as needed.

Key Center students are grouped within classroom settings based on their educational needs and supports for programming. Center-based classrooms contain seven to eight students supported by a classroom teacher, a Public Health Training Assistant, and a Public Health Attendant. In addition, Key Center has a reduced ratio group of classes entitled "Behavior Transition Program" for the purpose of providing intensive behavioral interventions. 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 teams have the same staffing levels 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.

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

Students may demonstrate a more consistent response to their educational programming at Key Center School. When this occurs, 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 that they may also ensure that adequate supports will be in place to facilitate a smooth and successful transition for the student. Students who age out of Key Center are often moved to a day support facility. Key Center's vocational coordinator and social worker are heavily involved in supporting these secondary-aged students and their families as they move from our setting to a post-secondary option after they finish their FCPS education.

3-YEAR DEMOGRAPHICS SUMMARY KEY CENTER SCHOOL

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

Enrollment	2010-11		2011-12		2012-13	
	#	%	#	%	#	%
General Education	3	2.63	4	3.33	2	1.82
English Language Services	19	16.67	24	20.00	45	40.91
Special Education Services	114	100.00	120	100.00	110	100.00

Gender	2010-11		2011-12		2012-13	
	#	%	#	%	#	%
Female	43	37.72	47	39.17	38	34.55
Male	71	62.28	73	60.83	72	65.45

Ethnicity	2010-11		2011-12		2012-13	
	#	%	#	%	#	%
Asian	13	11.40	18	15.00	14	12.73
Black (Not Of Hispanic Origin)	23	20.18	20	16.67	22	20.00
Hispanic	34	29.82	34	28.33	27	24.55
White (Not Of Hispanic Origin)	38	33.33	41	34.17	40	36.36
Other	6	5.26	7	5.83	7	6.36

English Proficiency	2010-11		2011-12		2012-13	
	#	%	#	%	#	%
English Proficient	67	58.77	66	55.00	63	57.27
Limited English Proficient	47	41.23	54	45.00	47	42.73

Free/Reduced - Priced Meals	2010-11		2011-12		2012-13	
	#	%	#	%	#	%
Free Or Reduced Fees	42	36.84	44	36.67	38	34.55
No Fee Waiver	72	63.16	76	63.33	72	65.45

Mobility Rate	2010-11	2011-12	2012-13
	%	%	%
Division	12.81	12.35	13.06
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. 98.3% 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 the Adapted Curriculum are actively pursuing the status and anticipate receiving it within a short period of time.

Teachers are teamed by grade level in order to participate in common planning time to meet, to discuss lessons, and to brainstorm curricular challenges. Planning time is available while students participate in “Specials,” which consist of 2 separate classroom options and Adapted Physical Education.

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, two part-time school psychologists, a vocational coordinator, and a behavior resource teacher. The team meets bi-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 an audiologist, itinerants for vision and hearing, speech language clinicians, 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. 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 on a bi-weekly basis over the course of the school year. Staff members assisting in the Behavior Transition Program for students with behavioral challenges receive Professional Crisis Management (PCM) training to support students who are not always able to maintain positive responses to school challenges.

SPECIAL PURPOSE/ METHODOLOGIES

Key Center School'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 skills within the three main FCPS student achievement areas: Academics, Life Skills, and Responsibility to the Community. The school met annual measurable 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. Despite academic success, Key Center did not meet all federal accountability benchmarks last year due to the federal graduation rate requirement. (This is because our students do not graduate with one of the federally recognized diplomas.)

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 utilizes a cab for their transportation to and from school. All buses include an attendant to offer medical, social, and/or behavioral support. Students who have been assigned a nurse for medical stability also have the nurse accompany them on the bus to/from school.

Key Center emphasizes language development, as many students must rely on augmentative devices or alternative communication styles to express themselves. Each Key Center student has IEP goals that include mathematics and reading skills in addition to specific life skills. Adding mathematics and reading goals to IEP documents allows all students to consistently experience parallel portions of the VAAP that align to the Standards of Learning, 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.

<p>IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.</p>
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The student's goals and objectives are established and agreed upon by parents, teachers, and related service personnel at the annual IEP meeting. Information on these IEP goals and objectives are reported to parents on a quarterly basis.

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

created by teachers and therapists. Some of the data points used are frequency, prompting, reinforcement, and task/trial.

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.

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.)	X	
	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 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.

Key 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 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 *No Child Left Behind Act of 2001*. To determine state accreditation, scores from the VAAP will be the first measure used, followed by the consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

Measure #1

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

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

Measure #2 – Alternate Accreditation Calculation

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

Alternative Accreditation Index Score Calculations Illustrated

Calculation:

Total Points/Total Number of Students = Accreditation Rating

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		
TOTAL				

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	
TOTAL	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

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	
TOTAL	22		1590	72.3
ADDITIONAL POINTS for: A & B				6.0
TOTAL				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:

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

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

Example of Graduation and Completion Index Calculations

Calculation:

Total Points/Total Number of Students = Accreditation Rating

Diploma/Certificate/Other	Point Value	Number of Students	Total Points	Accreditation Rating
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	
TOTAL		5	400	80
ADDITIONAL POINTS for successful transition of 50% of graduates	5			5
TOTAL				85

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.

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

Ann Smith, Principal, Key Center

Emily Kaltenmark, Assistant Principal, Key Center

Jill Hunt, School Testing Coordinator, Key Center

Emmanuel Bonhomme, Psychometrician, Office of Student Testing (OST), Department of Professional Learning & Accountability (PLA)

Kathy Oliver, Director, OST, PLA

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

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

**Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools**

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

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

Attachment G - Fairfax County Public Schools (Mountain View Alternative High School)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia (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 (§ 22.1-253.13:1 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 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.

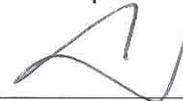
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

March 20, 2014

Date Approved
by the Local School Board

March 21, 2014

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Alternative Accreditation Plan

School Information

Division	Fairfax County Public Schools
School Name	Mountain View High School
School Address	5775 Spindle Ct., Centreville, VA 20121
Contact Person	Mr. James Lockwood
Telephone Number	703-227-2310
Email Address	JLockwood@fcps.edu
Proposed Duration of the Plan	Three years
Grade Levels Served	Grades 9 - 12
Number of Students Enrolled by Grade Level	9 th – 8; 10 th – 21; 11 th – 84; 12 th -- 128

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, 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 21st 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; and
- career and transition skills are needed to meet the challenges of the 21st 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 fourteen Fairfax County traditional high schools.

MOUNTAIN VIEW HIGH SCHOOL 2013-14

Number of Students	Limited English Proficient LEP	Special Education SPED	General Ed Ages 21-22	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the Country
255*	112**	39	16	38	14	38	1
	44%	15%	6%	15%	5%	15%	.4%

*Reflects current enrollment of students up to age 22, including concurrent students.

**LEP Levels 1-5.

Hispanic	Black	White	Asian/Pacific	Other
52%	17%	11%	18%	2%

All percentages above are based on current enrollment including concurrent students.

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, 78% of the student population is 18 or older, and 27% are primary wage earners in their household. Many of these students juggle family and/or financial obligations while attending school. In addition, during 2013-14, Mountain View High School provided instruction to 14 students from the Mountain View Alternative Learning Center who were 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 any earned 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 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 time necessary 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.

Students are taught both academic and social 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 coordinator, employment transition representative, or career center specialist 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 in April 2013, 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>IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.</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. Interim reports are generated at the mid-point of every quarter, 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>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>	<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 ESEA 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) A "Provisionally Accredited" rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively.
- c) The graduation and completion index is based upon program completion four years after a student enters the 9th 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 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:

Criteria	Point Value	Students Included
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 reach the maximum age for educational services continue in school	+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 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5	GCI Bonus Points
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5	GCI Bonus Points

Example of Alternative GCI Calculations

Calculation:

Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating

Student Status	Point Value	# Students*	# Points	Accreditation Rating
Diploma graduate	100	36	3,600	
Still enrolled students	70	53	3,710	
GED recipients	75	1	75	
Dropout recovery	90	5	450	
Dropouts	0	14	0	
TOTAL		109	7835	71.88
1. Maintaining a student dropout rate below 30% for overage students	+5		5	
2. When 50% of the students who reach the maximum age for educational services continue in school	+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 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
5. When 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5		0	
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5		5	
GCI BONUS POINT TOTAL			25	
FINAL GCI TOTAL				96.88

*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
Dave Jagels, Principal, Mountain View High School
Emmanuel Bonhomme, Psychometrician, Office of Student Testing (OST), Professional Learning and Accountability (PLA)
Kathy Oliver, Director, OST, PLA
Kate Salerno, Coordinator, Nontraditional School Programs, Special Services
Mary Ann Panarelli, Director, Intervention and Prevention Services, 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 college enrollment 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 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.

**Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools**

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

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

Attachment H - Fairfax County Public Schools (Fairfax County Adult High School)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia (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 (☐ 22.1-253.13:1 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 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.

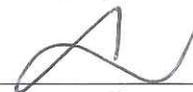
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

March 20, 2014

Date Approved
by the Local School Board

March 21, 2014

Submission Date



Signature
Chairman of the School Board



Signature
Division Superintendent

Alternative Accreditation Plan

School Information

Division	Fairfax County Public Schools
School Name	Fairfax County Adult High School
School Address	4105 Whitacre Road, Fairfax, VA 22032
Contact Person	Gary Morris
Telephone Number	703-503-6405
Email Address	gary.morris@fcps.edu
Proposed Duration of the Plan	Three Years
Grade Levels Served	Grades 9-12
Number of Students Enrolled by Grade Level	(January 2014 enrollment) ninth grade – 96 students; tenth grade – 120 students; eleventh grade – 193 students; Twelfth grade – 193 students

I. Describe the mission and purpose of the school.

Mission Statement: To communicate consistently, comprehend patiently, and collaborate tirelessly as a strong family to build a community.

The Fairfax County Adult High School (FCAHS) mission is to provide an adult educational environment that is student-centered, academically challenging, innovative, individualized, equitable, and standards-based for those adults seeking a Standard or Advanced Studies High School Diploma and progressing on to post-secondary education. The purpose of FCAHS is to ensure that no adults are left behind in their pursuit of career ambitions. Adults enter FCAHS with a variety of experiences on which to build; the creative task of the administration and teachers is to weave those adult experiences into the competencies required to succeed in the content coursework.

Fairfax County Adult High School programs and staff are responsive to changes in the needs of our students, community, and technology-based society as they strive to inform students of learning opportunities that will lead to a high school credential. The day and evening programs at FCAHS provide opportunities for adult learners to identify their needs and accomplish their educational goals in an environment that is safe, supportive, respectful, cooperative, equitable, and engaging. The mission of the teachers is to empower the students' personal, intellectual, and social growth; to model open communication, kindness, commitment, and integrity; to provide a supportive climate in which students can learn; to support students' full individual development; and to meet the diverse needs of all students. Fairfax County Adult High School makes available the options, tools, and resources to inspire lifelong learning.

Core Values/Beliefs

Fairfax County Adult High School believes in

- fostering a community of reflective, independent learners who can apply their knowledge in problem-solving situations so as to make connections among areas of study and between schoolwork and real world events;
- treating all students with respect and dignity in an environment that stresses trust, decency, and a climate of positive expectation;

- creating an educational environment that embraces the many cultures and perspectives that are the basis of a pluralistic society;
- providing equitable access to the materials and equipment necessary for meeting the needs of a diverse student body with an array of learning styles;
- equipping teachers to be highly qualified to ensure that instruction is cognitively and developmentally appropriate;
- providing students with access to a rich and challenging curriculum that fosters critical thinking, creativity, and successful performance capabilities; and
- using assessment strategies that are appropriate and authentic to the individual goals being pursued; evaluation measures that are culturally sensitive and permit students to demonstrate their capacities using diverse modes of expression and performance.

Fairfax County Adult High School provides traditional high school classes in a non-traditional environment, accredited correspondence coursework, approved online coursework, supervised independent study options, dual enrollment at Northern Virginia Community College (NVCC), flexible scheduling, individualized support, and referral to Adult and Community Education career development programs. Fairfax County Adult High School follows the same scope and sequence outlined in the Fairfax County Public Schools (FCPS) secondary Program of Studies (POS). The curriculum is designed to educate adults to improve their abilities as parents, employees, and citizens; to reinforce the value of lifelong learning; to provide counseling to adult students in defining their personal, academic, and career goals; and to provide the resources for adults to achieve their high school diploma. Fairfax County Adult High School follows the Fairfax County School Improvement Planning process and yearly creates a plan that involves and includes all students and staff. Student achievement goals target success in academics, life skills, and community responsibility.

Fairfax County Adult High School operates under the criteria established by the *Regulations Governing Adult High School Programs*, 8 VAC 20-30-20, Superintendent’s Memo #98, dated May 6, 2005, which states that “only in exceptional circumstances should local school officials permit a school-aged individual to earn credits toward high school graduation in adult classes.” All FCAHS students are 18 years old or older and do not enter FCAHS until after their assigned cohort graduating class has graduated.

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.

Fairfax County Adult High School students come from diverse backgrounds and with varied life experiences. At any given time, approximately 500 students (school age and adults) are enrolled in one to four classes while they work toward achieving their high school diploma. Because of the open enrollment, the number of students varies. Ninety-five percent (95%) of the students who enrolled this school year live at the poverty level as defined by the federal government’s Lower Living Standard Income Level (LLSIL). Forty-six percent (46%) of the students are male; 54% are female.

Ninety percent (90%) of the 602 current students (January 2014 enrollment) are English learners (ELs) from 60 different countries, including Latin America, Asia and South Asia, Africa, and Europe, who join students from all across the United States to enrich the FCAHS community. In addition to representing 60 countries and speaking 39 languages, the FCAHS students range in age from 18 to 75, with 14% of the student body considered “school-age” (82 students). Latinos comprise 63% of the student population; blacks, 11%, whites (including Middle Eastern), 10%; Asians, 15%; and multiracial, Pacific Islander, and American Indian, 1%.

The 2012-2013 snapshot of FCAHS’s annual student population, ages 18 to 22, mirrors the total enrollment of the adult high school:

FAIRFAX COUNTY ADULT HIGH SCHOOL 2012-2013

Number of Students*	Limited English Proficient LEP	Special Education SPED	General Ed Ages 20-22	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the County
161	91	0	38	8	0	No data	5

*Annual enrollment of students up to age 22, taking rolling enrollment into account.

Fairfax County Adult High School provides a safety net for those adult students who have special educational needs. Those needs may be cognitive or affective. The students may need smaller classes, differentiated instruction, differentiated scheduling, close monitoring by an administrative staff that tracks individual student progress, a different type of student body, or intensive English for Speakers of Other Languages (ESOL) services. Fairfax County Adult High School offers a full complement of courses in the morning and early afternoon and another full complement of courses in the late afternoon and evening, providing an opportunity for students who work or take care of their families to continue with their education. The day and evening program operates on an open-entry, year-round format. The schedules are designed for students who require a flexible program in a non-traditional environment that can accommodate career and family obligations.

A majority of the adult students have experienced interruptions in their education because of life circumstances, such as a need to provide for their families, complete a pregnancy, or care for their parents. A number of students are at-risk due to serious life challenges or are refugees from countries where war has dictated their lives. Some students are older adults who postponed their high school education many years prior to enrolling at FCAHS.

Because FCAHS is an adult high school, students choose to attend; the administration and faculty work directly with students themselves rather than parents to define a program and select classes to meet individual needs.

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.

In order to provide adults consistent and timely services, FCAHS offers a managed enrollment eleven-month program. Classes meet in the morning, late afternoon, and evening four days a week. The alternative scheduling allows students to enroll in one to four classes at a time as they juggle school work and family responsibilities. Fairfax County Adult High School offers all courses necessary for a student to complete the requirements for a high school diploma, but the length of time it takes a student to complete the program is dependent upon the needs of each individual student as well as demonstration of mastery.

Fairfax County Adult High School offers 91 sections of content and elective courses through face-to-face or online options, with an additional 20 sections offered through Independent Learning Options (ILO). ILO is an alternative instructional delivery method that includes student-directed independent study, correspondence classes, community college enrollment, and other options. Fairfax County Adult High School complies with all requirements for graduation from secondary schools, with the exclusion of physical education (VAC 20-30-10). There are no extracurricular sports activities, but there are weekend learning trips (e.g., Learning on Location) and school-wide functions such as the Harvest of Cultures. Graduates may earn a Standard or an Advanced Studies Diploma and be awarded a Governor's Seal. There are no AP or IB courses.

Fairfax County Adult High School, in collaboration with the NVCC Adult Career Pathway Program, has developed a seamless transition program for FCAHS graduates to access the NVCC program of their choice. Components of the alliance include NVCC counseling for FCAHS graduates, and orientations. In addition, NVCC classes offered at FCAHS include the skill development course and dual enrollment in English 111 and 112 for English 12 credit.

Because the basis of the FCAHS instructional program is mastery of competencies, as long as a student progresses and remains enrolled, he does not fail. Oftentimes, because of the highly transient nature of our adult student population, achieving the competencies of a course could take several months or more than a year. Because it is an adult high school, students may leave to comply with seasonal work or needs of a family and return at a later date to complete their coursework. Unfortunately, this is the reality of a majority of FCAHS students.

Expanding Literacies is an elective course offered to students needing reinforcement in reading and writing skills. It includes test preparation and test taking strategies. Other credit recovery services include a two-day-a-week writing lab, a two-day-a-week reading clinic, English 12 with a Standards of Learning (SOL) Focus, and SOL preparation classes taught right before the testing window each iteration.

FCAHS works diligently to infuse technology into the student learning experience. With the state-imposed curricular demand for including technology in the high school classes, FCAHS has ensured that

teachers have access to mobile labs, Ipads, and other technology driven resources. These resources allow students access to digital media and to practice technology skills that are necessary to prepare them for the 21st Century workplace environment. Fairfax County Adult High School also provides comprehensive educational and career preparation services for adult students who have not been successful in other school settings or who have postponed their education for reasons listed elsewhere.

Each year an average of 75 students graduate in two celebrations. Although students receive their diplomas as they complete their credits, oftentimes they also participate in one of the celebrations. A 74-year old graduate walking across the stage to shake the division superintendent's hand is a powerful motivator to all adult students who are still working toward that moment. More than 70% of FCAHS graduates go on to college, including NVCC, state universities, and Ivy League colleges.

Fairfax County Adult High School receives support from the Volunteer Learning Program (VLP), a free tutorial program designed to meet the academic needs of the FCAHS students. The volunteer tutors work one-on-one with students and with multiple learners in a classroom.

The average student-teacher ratio is 18:1, which allows for individualized instruction, as well as differentiated group instruction. Volunteer Learning Program tutors have become an integral part of the entire curriculum, supporting classes as well as individuals. Each year, 50 or more VLP tutors participate in classes and specialized writing and reading labs. Additional volunteer tutors from VLP work individually with students on the students' own time.

The profile of the FCAHS teachers reflects a diverse and experienced instructional staff whose ages range from the 20's to the 60's. Ninety-six percent (96%) of the hourly instructors also teach the same subject during the day in another Fairfax County public school, and all are endorsed to teach in their subject area. Thus, they have comprehensive knowledge of the requirements for their particular disciplines. Three teachers are assistant principals in FCPS. Others include a former assistant director of education with the Future for NASA, a policy analyst for the U.S. Army, and a self-employed businessman. Three percent (3%) of the teachers have a Ph.D., 81% have a master's degree, and 16% have a bachelor's degree. The staff is racially and ethnically diverse, with 52% of the staff of Asian, African-American, African, or Latino origin. All teachers are highly qualified.

The FCAHS also administers the National External Diploma Program (a diploma-granting program), General Educational Development (GED) preparation and testing, adult basic education classes, and the Volunteer Learning Program. Support for the day classes includes an assistant administrator, one school counselor, an administrative assistant, and a safety and security assistant, as well as five contracted instructional staff. Support for the evening classes includes an administrator, educational specialists, three support positions, a technology support specialist, a school-based technology specialist, one school counselor, and a safety and security assistant. Since fiscal year 2006, there have been three-and-a-half contracted teachers in the evening classes with the remaining instructional staff paid hourly, teaching from one to three classes a week.

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

Assessment is both formative and summative. Pencil and paper assessments, informal teacher evaluations, self-assessments, projects, and other demonstrations of mastery of knowledge are used. Fairfax County Adult High School utilizes the Virginia Standards of Learning (SOL) for curriculum, instruction, and assessment. End-of-course SOL tests are administered to students who entered ninth grade after the year 2000. In addition, FCAHS complies with the accountability standards set forth by the *Workforce Investment Act*, which are measured through the National Reporting System for Adult Education.

Some of the teachers have introduced electronic portfolios for summative assessments. Through maintaining the course benchmarks and the units for completion, students are continually aware of their progress in each course, as well as what they need to learn and do to successfully complete a course. Course completion is not based upon seat time or hours spent in the class, but rather mastery of competencies.

Fairfax County Public Schools administers ESOL assessments to students who are ready to move from one level of language proficiency to another. Fairfax County Adult High School provides services for ESOL learners and complies with state regulations to administer the World-Class Instructional Design and Assessment (WIDA ACCESS for ELLs®) test to its English learners (ELs). Students must achieve specific reading, writing, and oral scores to exit a given level of ESOL services.

Standards of Learning test-taking and course specific strategies are embedded throughout each course, often in the form of warm-ups at the start of class or in the use of released practice test items. Students are encouraged to attend preparation and review sessions, which are provided by classroom teachers and volunteer tutors. Examples of materials used are computer simulated games, various coaching books, and online resources provided on the VDOE Web site.

Although the regulations for adult secondary education require 108 seat hours of instruction (VAC 20-30-20), FCAHS courses are mastery-based and aligned with the SOL. Most often, students will remain in class longer than 108 hours in order to master the competencies. Fairfax County Adult High School is an 11-month program with open enrollment. Students attend one (five hours per week) to four (20 hours per week) courses at a time. During their studies at FCAHS, students may take from one (1) to 21 courses in order to fulfill their graduation requirements.

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	No
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Yes, Fairfax County Adult 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 ESEA 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) A “Provisionally Accredited” rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively.
- c) The graduation and completion index is based upon program completion four years after a student enters the 9th grade .

By virtue of the regulation that restricts enrollment in FCAHS until age 18, students are already behind their cohort when they enroll. Typically, a regular high school student can take between five and seven courses a day to earn a diploma in four years. A FCAHS student can take no more than four credits at a time, and each credit takes approximately seven months to complete. Due to the realities of the adult students’ schedules and family obligations, many are not able to attempt four credits at a time and must move at a slower pace. In addition, 90% of the students at FCAHS are classified as ELs. Because many of these students have not previously earned secondary credits, they are registered as 9th graders when they enter FCAHS. Given their educational background and current responsibilities, adult students at FCAHS commonly take more than five, often six, years to graduate with a Standard Diploma.

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.

Fairfax County Adult High School staff members are dedicated to the goal of providing opportunities for FCAHS students to identify their needs and accomplish their educational goals. These goals include the receipt of a Standard or Advanced Studies Diploma and access to post-secondary education. Fairfax County Adult High School students face unique challenges in meeting their goals and, frequently, alternative strategies are required in developing their educational plans. Therefore, FCAHS

requests approval of an approach to calculating the Graduation and Completion Index (GCI) 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 (100%) of the student body at FCAHS are students who have not been successful in school previously for a variety of reasons. The circumstances that prevented the FCAHS students from succeeding in a traditional school setting still persist in their lives--socioeconomic pressures, parenting issues, life circumstances, career expectations, English learner status, and family mobility. Students who are 18 years old and older may cease to attend school at any time due to difficult life circumstances, and they remain at high risk to drop out again if re-enrolled.

Fairfax County Adult High School proposes an alternative accreditation plan to meet the new graduation requirement for accreditation:

Although FCAHS supports the assigned benchmark of 85, in order to accommodate the unique qualities and realities of the FCAHS student population, an alternative point system is requested.

1. A majority of students who enroll at FCAHS 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 18 are not required to remain in school, a GCI 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 FCAHS students reach the maximum age to receive qualified educational services before they earn a diploma. Fairfax County Adult High School works 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 GCI bonus of five (5) points will be added to the school's GCI. Also, for the purposes of GCI calculations, these students will not be counted as dropouts.
3. A great majority of FCAHS graduates immediately enter college, join the military, or become employed. A bonus of five (5) points will be added to the school's GCI when 75% or more of a graduation class enrolls in post-secondary education, joins the military, or obtains a full-time job. The Senior Survey and the National Student Clearinghouse's Student Tracker for High Schools will serve as the tools to collect this data.
4. Though the majority of students are behind their cohort when they enter FCAHS, they have chosen to remain in school and pursue a high school education. Many of these students are juggling employment and/or family obligations. For these students, a reduced course load and extended time for completing 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 progressing at a slow but steady pace represent success at FCAHS. Students

will be identified who are enrolled in fewer than four (4) courses and 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 five (5) points will be added to the school's GCI.

5. Fairfax County Adult High School offers career development certificate courses funded by the federal Carl D. Perkins grant. Several students take advantage of these courses and complete their education with certificates in a variety of fields, such as medical assistant, veterinary assistant, desktop publishing technician, and accounting assistant. To recognize enrollment and success in those programs, a bonus of five (5) points will be added to the school's GCI when 25% or more of a graduation class participates in and completes the career development program.
6. Fairfax County Adult High School and NVCC have collaborated to make the Adult Career Pathway Program available to students in the area. The program was designed to help students navigate the transition from high school to college. College classes are held at FCAHS with student visits to NVCC. Upon high school graduation, students continue their education at NVCC with further emphasis on the next transition—getting students to enroll in a four-year college or university. A bonus of five (5) points will be added to the school's GCI when 25% or more of a graduation class participated in the FCAHS-NVCC Adult Career Pathway Program.
7. In addition, for the purposes of calculating the GCI, the following exceptions will be made in determining inclusion in the cohort and GCI calculations:
 - 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.
 - 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 who enroll at FCAHS from outside the U.S. and have not attended school for at least six years in their home country will be removed from the cohort.
 - English learners who reach maximum age without meeting the English Language Proficiency (ELP) criteria (tested on WIDA® ACCESS for ELLs® Tier C and earned a Composite Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater) and without having been enrolled in a Virginia public school for at least 11 semesters will be dropped from the cohort (these students are eligible for an LEP SOA adjustment).

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:

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; ESOL students in final year only
GED recipients	75	General education students to age 20; ESOL students 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 to age 22
Dropouts	0	General education students to age 20; ESOL students 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 reach the maximum age for educational services continue in school	+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 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5	GCI Bonus Points
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5	GCI Bonus Points

Example of Alternative GCI Calculations

Calculation:

Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating

Student Status	Point Value	# Students*	# Points	Accreditation Rating
Diploma graduate	100	36	3,600	
Still enrolled students	70	53	3,710	
GED recipients	75	1	75	
Dropout recovery	75	5	450	
Dropouts	0	14	0	
TOTAL		109	7,835	71.88
1. Maintaining a student dropout rate below 30% for overage students	+5		5	
2. When 50% of the students who reach the maximum age for educational services continue in school	+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 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
5. When 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5		0	
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5		5	
GCI BONUS POINT TOTAL			25	
FINAL GCI TOTAL				96.88

*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.

Gary Morris, Administrator, Fairfax County Adult High School and Adult High School Completion
Kathy Oliver, Director, Office of Student Testing (OST), Department of Professional Learning and Accountability (PLA)
Emmanuel Bonhomme, Psychometrician, OST, PLA
Kate Salerno, Coordinator, Nontraditional School Programs, Department of Special Services
Janet Sorlin-Davis, Intervention and Prevention Services, Department of Special Services

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

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 employment practices via the Student Survey tool
- Tracking career development certificates awarded through the Carl D. Perkins grant
- Tracking courses completed through the FCAHS- NVCC Adult Career Pathway Program
- Virginia On-time Graduation data collected via FCPS's student information system
- Achievement Indicators from FCAHS Student Improvement Plan

***Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools***

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

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

Attachment I - Fairfax County Public Schools (Bryant Alternative High School)

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

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia (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 (§ 22.1-253.13:1 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 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.

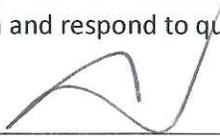
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

March 20, 2014

Date Approved
by the Local School Board

March 21, 2014

Submission Date



Signature

Chairman of the School Board



Signature

Division Superintendent

Alternative Accreditation Plan

School Information

Division	Fairfax County Public Schools
School Name	Bryant Alternative High School
School Address	2709 Popkins Lane, Alexandria, VA 22306
Contact Person	Mr. Larry Jones
Telephone Number	703-660-2091
Email Address	Larry.Jones@fcps.edu
Proposed Duration of the Plan	Three Years
Grade Levels Served	Grades 9 - 12
Number of Students Enrolled by Grade Level	9 th grade - 29; 10 th grade - 60; 11 th grade -98 ; 12 th grade - 110

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 involves and includes all students and staff. The primary Student Achievement Goals at the division and school level are as follows:

Academics – All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

School Objective: All Bryant students will make progress in the area of applying specific academic language as measured by content area common assessments.

Essential Life Skills – All students will demonstrate the aptitude, attitudes, and skills to lead responsible, fulfilling, and respectful lives.

School Objectives:

1. Students will increase their use of technology to access, enhance, and apply content knowledge and skills.
2. Students will develop practical life skills by making continuous progress toward completing graduation requirements.
3. Students will identify personal career goals by accomplishing their individual student learning plan.

Responsibility to the Community – All students will understand and model the important attributes that contribute to the community and the common good.

School Objective: Students will make progress towards becoming respectful participants in the school and community as measured by active student participation in positive school programs.

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 offers an educational option for Fairfax County students whose life circumstances have interrupted their schooling. The school serves English language learners, older school-age students working toward a high school degree, students who have been administratively placed, and students who need a flexible program to accommodate work or family obligations.

Bryant students come from diverse backgrounds and are provided with additional counseling and mentoring support that will enable them to succeed and earn their high school diploma. Some are referrals from other schools because of attendance issues, discipline problems, or lack of academic progress. Others are pregnant or returning to school after dropping out. Bryant serves as the base school for a number of 11th and 12th grade students who have been recommended for expulsion by the Fairfax County School Board. These Hearings Office placed students, due to their disciplinary infractions, are not permitted to attend any other FCPS traditional high school. Bryant's mission is to provide these students with a second, and in many cases, a final opportunity to graduate.

Based on the 2012-2013 data, the student population at Bryant averages approximately 300 and is drawn from 15 Fairfax County traditional high schools and over 10 other alternative programs. The ethnic composition of Bryant's students is predominantly Hispanic (60%) and Black (Not of Hispanic Origin) (23%). White students are a minority, making up approximately 8% of the student body. Asian students comprise 8% with 1% classified as other. Compared to national, Virginia, and Fairfax County demographics, many Bryant students live at or below the poverty line and are more likely to be members of one-parent families and/or have parents with little or no formal education. The National School Lunch Program Free and Reduced Price Eligibility report shows that 61% of Bryant students are eligible. Current data indicates that 51% of Bryant students are not native English speakers. They and their families face challenges of adjustment to their new country and learning a new language, while at the same time providing for themselves and their families in a new culture. Student data indicates the majority of students work long hours to support themselves and their families, and more than half do not have health insurance and, as a result, miss school frequently because of their own or family members' health issues.

Number of Students	Limited English Proficient LEP	Special Education SPED	General Ed Ages 21- and over	Hearings Office Placement	Concurrent Students From Other FCPS Schools	Pregnant or Parenting	Moved Out of the Country
297	150	33	97	44	28	46	0
100%	51%	11%	33%	15%	9%	15%	0%

Hispanic	Black	White	Asian/Pacific	Other
60%	23%	8%	8%	1%

Most of the students at Bryant Alternative High School are already behind their cohort for graduation when they enroll at the school; some students transfer in after three years of high school with few earned credits. The average score on the *Degrees of Reading Power (DRP)* for a student entering Bryant Alternative High School is a 61 DRP unit, which equates to a high school textbook readability level of a high 8th/low 9th grader. On pretests students enrolled in mathematics classes scored an average of 12 % to 39%. Based on these pretest results, approximately two-thirds of students entering mathematics classes exhibit deficiencies. Despite the low academic achievements, many are able to recover credits through the school’s focused instructional program that incorporates teach-reteach strategies

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 two weeks throughout the school year. The school utilizes flexible schedules where courses are offered between 8:30 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. Remediation classes such as Success Prep, Expanding Literacies, English 12 with SOL Focus, APEX, 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, Bear Time, a remediation/enrichment period every day, allows students the opportunity to meet in small groups or individually with their teachers to receive assistance. Bear Time meets every morning during the school day. 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 26th 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 2012-2013 school year, 33 students were enrolled in the “senior” program and 6 students were enrolled in the “multi-year” program. The roster class of 2012 included 26 students who graduated as senior JVG completers. The roster class of 2011 achieved a 92% graduation rate and 80% found full-time employment. The JVG grant program has been a component of *Project Opportunity* at Bryant Alternative High School since 1997.

Specialized programs have been created by staff to assist students who have been placed at Bryant by the Hearings Office, but they are also available to other students who can benefit from these programs. *Success Prep* offers focused support in the four core subjects to students who have passed an academic class but not the correlated SOL test. An *ESOL Writing Class* offers second language learners extra support when necessary. Students are identified for these specialized programs based on orientation test scores, SOL scores, IEP goals, and transcript information.

The Student Leadership Committee also provides students with opportunities to develop positive leadership traits through school projects and community service projects. The counselors and the career specialist encourage students to participate in workshops dealing with essential life skills.

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/Modified Diploma.

A Dean of Students was appointed to offer additional support to students, parents and the community. He is the school’s attendance officer responsible for ensuring students attend school on a regular basis. The dean works with parents, students, teachers, counselors, social worker, school psychologist, parent liaison, administrators and district personnel to encourage students to attend school. As a member of the administrative team he has additional responsibilities to include being responsible for new student orientation, mentoring, field trips, federal impact aid, and assisting with discipline and entry conferences.

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 19:1 for all classes.

Special Purpose School

Bryant Alternative High School is small by Fairfax County standards. It is classified as a special purpose high school in the Commonwealth of Virginia. Bryant Alternative High School was “Fully Accredited” in

each of the last eight years. The 2012-2013 Standard of Learning (SOL) pass rates were 88% for English, 87% for Mathematics, 92% for History, and 54% for Science.

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 assessment. Students write a reflection paper on why they came, what their goals are, and what they expect to accomplish at Bryant. They are asked to give any information they feel is important for their future success. Before students are enrolled in classes, the Student Services Department meets to discuss the best placement for each student. Students’ transcripts, SOL history, and pertinent information from the administrative entry conference are discussed. Students are given schedules of classes that meet their needs and graduation requirements. Each of the academic departments at Bryant has established procedures for assessing student readiness using common assessments when new students begin classes during the year. Course syllabi and pacing guides are given to students when they begin a course. 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.

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	No
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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 20-1313-280.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. A “Provisionally Accredited” rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively
- c. The graduation and completion index is based upon program completion four years after a student enters the 9th 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- 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 disadvantaged 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 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:

Criteria	Point Value	Students Included
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 reach the maximum age for educational services continue in school	+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 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5	GCI Bonus Points
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5	GCI Bonus Points

Example of Alternative GCI Calculations

Calculation:

Total Points/Total Number of Students + GCI Bonus points = Accreditation Rating

Student Status	Point Value	# Students*	# Points	Accreditation Rating
Diploma graduate	100	36	3,600	
Still enrolled students	70	53	3,710	
GED recipients	75	1	75	
Dropout recovery	75	5	450	
Dropouts	0	14	0	
TOTAL		109	7,835	71.88
1. Maintaining a student dropout rate below 30% for overage students	+5		5	
2. When 50% of the students who reach the maximum age for educational services continue in school	+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 75% or more students with a reduced course load and extended time meet the goals of their educational plan	+5		5	
5. When 25% or more graduates participate in a school-based career development program (Mountain View and Fairfax Adult), OR when 80% or more of Jobs for Virginia Graduates (JVG) enroll in a 2- or 4-year college or obtain full-time employment (Bryant Alternative)	+5		0	
6. When 80% of the students placed by the Hearings Office are still enrolled or graduate (Mountain View and Bryant Alternative), OR when 25% or more graduates participate in the NVCC Adult Career Pathway Program (Fairfax Adult)	+5		5	
GCI BONUS POINT TOTAL			25	
FINAL GCI TOTAL				96.88

*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.

Larry Jones, Principal, Bryant Alternative High School

Gloria Spriggs, Director of Student Services, Bryant Alternative High School

James Sykes, Assistant Principal, Bryant Alternative High School

Marilyn Moore, Assistant Principal, Bryant Alternative High School

Deborah Graham, English Department Chair/SIP Coordinator, Bryant Alternative High School

Sue DeGeare, Assessment Coach, Bryant Alternative High School

Kathy Oliver, Director, Office of Student Testing (OST), Department of Professional Learning and Accountability (PLA)

Emmanuel Bonhomme, Psychometrician, OST, PLA

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, and data on student plans after graduation will be captured with the FCPS Senior Survey 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 Improvement Plan will also be used to evaluate the success of the alternative accreditation plan.

**Criteria for Board Consideration of Alternative Accreditation Plans
for Special Purpose Schools**

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

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