

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

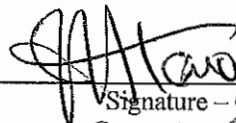
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

9.12.19

Date Approved by the Local School Board

9.13.19

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

School Name: Community Public Charter School

Division Name: Albemarle County Public Schools

School Address: 1200 Forest St, Charlottesville, VA 22903

Contact Person: Chad Ratliff

Phone Number: 434-296-3090

Email: cratliff@k12albemarle.org

Proposed Duration of Plan: 3 years

Grade Levels Served: 6-8

Number of Students Enrolled by Grade: 6th – 26, 7th – 18, 8th - 12

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

The purpose of Community Public Charter School's alternative accreditation plan is to emphasize growth of students who do not pass Virginia's Standards of Learning (SOL) tests. Traditional assessments such as the SOL tests are not always reflective of their academic growth and achievement. Not only will we emphasize and track individual student growth for each year, we will be able to use growth measures over more than one year to validate continued success and progress. CPCS has a student population under 60 students, and as a result there are only a small number of students across various membership groups. Alternative accreditation allows us to focus on the growth of these students.

2. Describe the characteristics of the student population.

Community Public Charter School serves students in grades 6-8 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. 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.

Group	Number of Students	Percent of Population
Economically Disadvantaged	15	26.8%
Special Education	8	14.3%
English Learner	2	3.6%
African American or Black	1	1.8%
Hispanic	5	8.9%
Multi-race	7	12.5%
White	42	75%

3. Describe how the program of instruction provides all students with opportunities to study a comprehensive curriculum to ensure success in achieving the Standards of Learning. Community Public Charter School uses an inter-disciplinary, project-based approach to instruction. Students apply their own interests to their projects that center around mastering the Virginia Standards of Learning. Projects regularly incorporate technology, design, and the arts. There is a focus on communication, collaboration, and social-emotional learning. Students regularly reflect on their progress mastering academic and social-emotional competencies. Feedback is provided based on master of standards, approaching mastery of standards, or not mastered standards. Students work continuously until they have mastered each standard. Students are instructed in the core content areas just as they would be at one of the comprehensive middle schools in Albemarle County.
4. Describe the strategies used to evaluate student progress—include standards-based academic achievement measures. Student progress is measured through reading and math MAP testing, which is administered at the end of August and again in May to monitor growth. Albemarle County alternative assessments will be administered in appropriate grade-level courses. Students will be regularly assessed on mastery of Virginia Standards of Learning standards. Math progress will be monitored through IXL online practice.
5. Describe how students will be taught by teachers who meet the Board of Education’s licensure requirements for instructional personnel. Community Public Charter School is staffed with highly qualified teachers certified to teach all core areas as well as a full time art teacher. Currently, teacher/pupil ratio is 12-1 in core classes. We have one full-time special education teacher.
6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:

6.a Academic achievement measures for all students;

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, science, and mathematics) is calculated by combining the SOL index score and the additional index points (see Appendix A for example calculation).

An alternative accreditation composite index score of at least 75 points in English and 70 points in

Attachment A
mathematics and science must be earned in grades 6-8 to achieve *Fully Accredited* status as a Level 1. Level 2 is 66 - 74 in English and 66 - 69 in math and science. Level 3 is 55 - 65 index points in all subject areas: English, Science, and Mathematics.

6.b Academic achievement gap measures for prevalent student groups

All applicable sub-groups will be calculated using the same formula (see Appendix A for example calculation) to establish levels for the Achievement Gap Calculations.

6.c Student engagement and outcome measures related to absenteeism for all schools

We are not requesting a waiver for chronic absenteeism; we will use the state's formulas and levels to measure chronic absenteeism.

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

Virginia SOL testing results from the previous school year will be used to plan instruction for remediation, support, and extension.

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

The tests used in this Alternative Accreditation plan are the State Standards of Learning and use a similar methodology for calculating pass rates for Reading and Mathematics. The adjustments made to the methodology are designed to reflect the small student population and the diverse population served, which may not be accounted for in the traditional accreditation calculations.

9. Describe how the plan meets the testing requirements in federal law.
Federal Indicators measure students' understanding of the grade-level curriculum, and that schools will continue to improve students' understanding, which will be evident in their SOL test pass rates.

Students will complete all necessary and appropriate Standards of Learning assessments in accordance with federal law to guarantee that they have been instructed on the Standard of Learning and mastered those standards.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

We have requests waivers for all standards.

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

Appendix A

Basis for Accreditation:

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:

- MAP growth in reading
- Curriculum Based Measurements

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

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

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

- High School Science EOC passing SOL scores from Murray High School

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

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

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

Other Academic Indicators :

- Students in “Recovery”

Current Reading 23 of 50 (46%)

Current Math 29 of 50 (48%)

- 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	Attachment A
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
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
Algebra/Geometry SOL scores for students taking classes at Murray High School	Same as scoring for Math 6,7, 8
Core Other Academic Objectives - Science (Students counted only counted once in this category)	
Science EOC SOL scores for students taking classes at Murray High School	Same as scoring for Science 8

Bonus Points (Maximum of 10 points)

Table C – School-Wide Results

Core Other Academic Objectives (3 points maximum)		
Social Studies SOL pass rate	70% pass rate	1 point
	80% pass rate	2 points
	90% pass rate	3 points
Core Other Academic Objectives (3 points maximum)		
8 th 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 (Reading), 70 (Math & Science): Stop here, and assign Level 1.

Step Two: Calculate points from Table A and Table B

If points exceed 75 (Reading), 70 (Math & Science): Stop here, and assign Level 1.

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

If points exceed 75 (Reading), 70 (Math & Science): Stop here, and assign Level 1. Attachment A

Step Four: If points fall between 66-75 (Reading) and 66-69 (Math & Science) assign Level 2.

Step Five: If points fall between 55-65 (Reading, Math, & Science) assign Level 3.

Example:

Table A

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500 - 600	Pass Advanced	$2 \times 150 = 300$
426-500	Pass Proficient	$11 \times 120 = 1320$
375 - 425	Fail	$14 \times 100 = 1400$
Below 375	Fail	$21 \times 0 = 0$
0 students in recovery		+0 for recovery
		Total Points $3020/48 = 62.9\%$

Table B

MAP Growth Goal	Points Awarded Each SOL Score
Met	$32 \times 1 = 32$
Not Met	$16 \times 0 = 0$
	Total Points = 32%

Tables A & B = 94.9 points

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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.

August 22, 2019

Date Approved by the Local School Board

Tannia Talents

Signature – Chairman of the School Board

August 28, 2019

Submission Date

Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN

School Name: Arlington Community High School
Division Name: Arlington Public Schools
School Address: 800 S. Walter Reed Dr., Arlington, VA 22204
Contact Person: Dr. Barbara Thompson
Phone Number: 703-228-5350
Email: Barbara.thompson@apsva.us
Proposed Duration of Plan: 3 years
Grade Levels Served: Grades 9 – 12; and adults
Number of Students Enrolled by Grade: [from the 2018/19 school year]

Grade	# of Students
9	10
10	31
11	42
12	59
Total Graded =	142
Adults	184
TOTAL	326

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

Arlington Community High School (ACHS) is an alternative high school serving students age 16 and older seeking to complete their high school diploma. Since there is no upper age limit to enrollment, ACHS provides students the flexibility to complete their high school diploma over a longer time when life circumstances interrupt schooling, and/or provides the opportunity to return to school for those who left prior to completing their diploma. Classes are offered on a semester basis in the day classes, and year-long in the evening classes. All courses are moving to competency-based structures to allow students to earn credit upon mastery of the Virginia content standards, at their individual pace. The school's vision is: *Empowered Graduates*. The school's mission is: *Making success possible for every student*. The school's hope is: *To instill skills and curiosity to continue intellectual and personal growth and to be productive citizens*. The school strives to provide the flexibility students need to complete their high school diploma, while maintaining content rigor to assure the diploma is meaningful and a stepping stone to further education, training, or careers. All students enrolled have experienced some interruption to their schooling, many are recent immigrants, and all are at-risk of not completing their high school diploma. Most students work part- or full-time to support themselves and/or families and therefore are enrolled in school part-time (if over age 18). The purpose of the alternative accreditation plan is to fairly and accurately assess the educational program at ACHS, given the factors that prevent the students from graduating with their cohort peers. The program flexibility required by the students, the learning needs of the students served, and the alternative nature of the class schedules justifies the need for an alternative accreditation plan.

2. Describe the characteristics of the student population.

All students enrolled in ACHS must be age 16 or older. There is no upper age limit. All students have experienced some interruption to their schooling, many are recent immigrants, and all are at-risk of not completing their high school diploma. The circumstances that lead to interrupted education continue to influence their ability to complete school. Some of these circumstances include socioeconomic pressures and insecurity, parenting, homelessness, social/emotional and mental health issues, serious illnesses, and family responsibilities. These issues may be under control at the time of enrollment, however, may resurface and cause further interruptions to school completion. Most students work part- or full-time to support themselves and/or families and therefore may be enrolled in school part-time (if over age 18). Currently, 96% of the students are over age 18, and outside of compulsory school age. Over half of the students do not take a full course load in any given term. Students come from approximately 23 countries and speak 16 different languages. Nearly 90% of the students are considered Limited English Proficient (LEP). Over half of the enrollment is over school aged (age 20 if non-LEP, or age 22 if LEP, and identified as grade 77). Officially, 33.3% of enrolled students qualify for free or reduced priced meals. However, since over half (52%) of our enrollment is over school aged, they don't qualify for the federal lunch program. And given that these adult students do not have their high school diploma, the rate may be as high as 85% who are economically disadvantaged. Given these challenges, nearly 20% of the enrollment exits during a given school year. However, many return the following year, making the 'dropout' data indicative of only a single point in time. All the students are out-of-step from their cohort peers in meeting graduation requirements for credits and/or end-of-course tests for verified credits. Most are considered as over-aged and under-credited. However, ACHS students are often able to recover credits and testing through the school's innovative instructional programs and structures. The graduating class is usually between 50 – 70 students per school year.

Data:

Age Range	18-19	
16-18 yrs old	9%	48% (graded)
19-20 yrs old	20%	
21-22 yrs old	20%	
23-25 yrs old	17%	52% (adults)
26-29 yrs old	14%	
30+ yrs old	20%	

Race/ Ethnicity	2018-19
Hispanic	83%
Black	5%
Asian	6%
White	3%
Other (2+)	3%

English Proficiency	2018-19
In HILT Classes (WiDA 1 – 4)	87%
Limited English Proficient [WiDA 1-6]	89%
Non-LEP	11%

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

Arlington Community High School (ACHS) offers all courses required to complete a high school diploma. Students can earn a standard or advanced diploma. Certificates of Completion are available for those who desire. Applied Diplomas are available to those who qualify. Graduation requirements, including the number of verified credits, are based upon each student's ninth grade entry year. Every course follows the Virginia Standards of Learning and the Arlington Public Schools Program of Studies requirements. Course offerings are frequently reviewed to ensure courses required by students are offered. Dual enrollment opportunities exist with courses aligned with Northern Virginia Community College for English and math offerings. Career and Technical

(CTE) courses are available through the Arlington Career Center. Additional dual enrollment opportunities exist with the CTE courses and academic dual enrollment at the Arlington Career Center.

ACHS courses are offered on a flexible schedule to meet student needs. Day classes are scheduled on a semester basis and evening classes for the full year. However, because of the needs of our students, ACHS is moving toward a full competency-based model to assure that students reach mastery of the Standards of Learning. Therefore, students gain credit and move on to the next class only when they achieve proficiency on 80% of each course content. This provides the flexibility students need, while ensuring student achieve success in every course.

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

Student achievement is on-going and comprehensive in every class. Competency measures define the outcomes and power standards for each class encompassing the Virginia Standards of Learning and the Arlington Public Schools Program of Studies curricular requirements. All instructional activities are tied to these outcomes and students are assessed as *insufficient evidence*, *developing*, *proficient*, or *highly proficient* on each outcome. These measures are averaged into a final grade following APS grading policies. Student progress is measured by individual teacher designed activities, as well as designed assessments using PowerSchool incorporating higher order questions modelled after many end-of-course tests. Students can monitor their progress daily through our use of standards-based reporting in the Student Information System. As students achieve proficiency on all outcomes, they receive course credit and a final grade. When students have met the course standards for those courses with an end-of-course test, they complete that assessment following the testing requirements from the Virginia SOA Guidance Document.

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

All teachers at Arlington Community High School are considered highly qualified. All are licensed by Virginia and endorsed in their teaching field assigned courses respectively. Nearly all have a Master’s degree or higher.

6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:
 - a. Academic achievement measures for all students;

ACHIEVEMENT MEASURES for ALL STUDENTS [and Prevalent Gap Groups]

Alternate Combined SOL Core Subject Composite Index Point System:

Students will participate in SOL end-of-course tests as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student academic achievement measures 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. This will include those students who transfer within Arlington Public Schools.

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 Combined SOL Core Subject Composite Index score for Student Achievement will rate as follows:

School Quality – Achievement	LEVEL ONE	LEVEL TWO	LEVEL THREE
Combined SOL Core Subject Composite Index by Gap Group	72 points or greater; OR 10% decrease in failure if previously Level Two	66 – 71 points; OR 10% decrease in failure if previously rate was 50-65%	65 or lower points; OR Level Two for more than 4 consecutive years

- For purposes of calculating the Alternate Combined SOL Core Subject Composite Index:
 - test results for all students in **reading, writing, science, and mathematics** will be included as follows:
 - A scaled score of 500-600 will be weighted at 120 points,
 - A scaled score of 400-499 will be weighted at 100 points,
 - A scaled score of 375-399 will be weighted at 100 points, and
 - A scaled score below 375 will carry no points in the calculation.

This measure will reflect the success of all SOL test-takers, including those students who meet the requirements for an expedited retake (scale scores 375-399) and are most likely to benefit from short-term remediation and support, one of the strengths of Arlington Community High School’s instructional program.

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	120	
	400-499	2	100	
	375-399	3	100	
	Below 374	4	0	
(A)Total Number of Points Awarded				
(B)Total Number of Student Scores				
Alternate SOL Core Subject Index Score = (A)/(B)				
Met Alternative Accreditation Requirements: YES/NO				
Yes = Index Score of 72 or above				

- b. Academic achievement gap measures for prevalent student groups;

Using the above method for the SOL Combined Core Subject Composite Index Points for **reading, writing, and mathematics** ONLY for any identified gap group of large enough size, the combined achievement scores will rate as follows:

School Quality – Achievement Gaps	LEVEL ONE	LEVEL TWO	LEVEL THREE
Combined SOL Core Subject Composite Index by Gap Group	No more than one student group in Level Two	Two or more student groups in Level Two	Two or more student groups in Level Three

- c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.

ABSENTEEISM

As described in the characteristics of the student population of ACHS, students are over-aged (more than 90% are over compulsory school-age), under credited, and balancing numerous life challenges. For this reason, the school program provides flexibility so that students can still graduate. Therefore, attendance expectations need to be quite different than other schools and cannot be the only measure of student engagement. Therefore, for those students who have attended more than 50% of the school year, absenteeism/engagement will be measured as a percentage of 'attendance' to include:

- Daily attendance;
- Excused absences (excusing an absence is a measure of engagement);
- Average weekly student login through:
 - Student Information System
 - Learning Management System (LMS such as Canvas),
 - Student texting contact with staff; OR
 - Online course provider

The expectation is that, for students who are enrolled more than 50% of the year, no more than 20% of students will have less than 60% engagement/attendance of their enrollment days. Engagement/absenteeism will be measured as:

Table 2

Engagement/Absenteeism of Students Enrolled >50% of the School Year

Type of Engagement of Students Enrolled >50% year	Number
Daily attendance of 60% or greater of enrolled days (including excused absences)	
Students with less than 60% attendance meeting ONE area below - Weekly average of:	
Student Information System Login, OR	
Learning Management System Login, OR	
Student texting contact with staff, OR	
Online Learning module Login	
Total number of students from above (P)	
Total number of students enrolled more than 50% of year (Q)	
Total number 'absent' or Non-engaged (Q) – (P) = (S)	
Engagement/absenteeism rate of less than 60% = (S)/(Q)	

Engagement, as figured above, will be rated as follows:

School Quality – Engagement Absenteeism	LEVEL ONE	LEVEL TWO	LEVEL THREE
Chronic Absenteeism/ Engagement	With a current or three-year average of no more than 20% of students will have less than 60% engagement/attendance, OR, if at Level Two the prior year and decrease of 5% engagement/ attendance from the prior year.	With a current or three-year average rate of no more than 29% of students having less than 60% engagement/attendance.	30% or higher OR Level Two for more than four consecutive years

DROPOUTS

As described in the characteristics of the student population of ACHS, students are highly at-risk of not completing their high school diploma and/or dropping out, as many have already previously done. As consistently shown in data over the last 6 years, maintaining a dropout rate of less than 30% has been worthy of bonus points toward ACHS accreditation. Therefore, dropout rate will be measured for cohort members and rated as follows:

School Quality – Engagement Dropout Rate	LEVEL ONE	LEVEL TWO	LEVEL THREE
Dropout Rate	0 – 30% dropout rate OR, 10% decrease if previously Level Two	31 – 36% dropout rate OR, 10% decrease if previously Level Three	37% or higher OR Level Two for more than four consecutive years

GRADUATION

As described in the characteristics of the student population of ACHS, students are over-aged (more than 90% are over compulsory school-age), under credited, balancing numerous life challenges, and often take longer to graduate. For this reason, the school program provides flexibility so that students can still graduate while balancing their life challenges. Therefore, Graduation and Completion Index must be measured differently than other schools and is described below.

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 (Advanced 120 points, Standard 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 points awarded will be divided by the total number of students in the on-time graduation cohort (see Table 3).

Table 3

Alternate Graduation and Completion Index Points

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	120	
	Standard	100	
	GED	75	
	Still In School	70	
	Certificate of Completion	25	
(C) Total Number of Points Awarded			
(D) Total Number of Students in Cohort			
Graduation and Completion Index Scores =(C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category (see Table 4).

Table 4

Additional Graduation and Completion Index Points

Other GCI Indicators	Points Awarded
90% or more of students who complete high school will earn an Advanced or Standard diploma	5
25% or more of the students enrolled in Career and Technical Education (CTE) courses will pass industry certification tests	5
85% of graduating students will enter postsecondary studies in a two- or four-year college, vocational school, enter the military, or obtain a full-time job as reported on the APS Senior Survey	10
80% or more of students enrolled will have 18 or more credits	5
Maintain a graduation rate of 50% or higher	10
Maintain a dropout rate below 30%	10
50% or more of students who reach the maximum age for educational services will continue in school	5
50% or more of the graduating students enroll in a post-secondary transition program (i.e., NOVA Pathways to the Baccalaureate Program), complete the Virginia Wizard Career Assessment, or obtain career counseling from a ACHS or Communities In Schools counselor.	5

This measure will reflect the status of all students with respect to graduation or program completion as well as the progress Arlington Community High School is making in supporting all students in completing a high school diploma.

Cohort Membership:

Because of the unique needs and characteristics of the students at ACHS, the plan proposes that certain students be removed from the cohort as indicated below:

- Students who enter Arlington Public Schools as their first Virginia public school at age 18 years or older;
- Students who enroll in ACHS over age 18 and do not complete two full semesters at ACHS;
- Students over age 18 who move out of state or country; or
- Students who discontinue school because of incarceration, or are placed in a juvenile detention center

The categories used to calculate the Alternate Graduation and Completion Index (GCI) Score are summarized in Table 5.

Table 5

Alternate Graduation and Completion Index Score Calculations

Categories	Points Awarded
Graduation and Completion Index Scores $= (C)/(D)$	
Total Number of Additional Index Points (up to 25 points)	
Alternate Graduation and Completion Index Composite Index Score = $[(C)/(D) + \text{Total number of additional GCI Indicator points up to 25}]$	

Overall GCI Ratings are based on performance during the most recent year or on a three-year average as follows:

School Quality – Engagement – Graduation Completion Index	LEVEL ONE	LEVEL TWO	LEVEL THREE
Graduation Completion Index Points	85 points or greater; OR 2% improvement if previously Level Two	78 - 84 points; OR 2.5% increase if previously Level Three	77 or lower points; OR Level Two for more than 4 consecutive years

COLLEGE, CAREER AND CIVIC READINESS

Beginning in the 2021-22 school year, college, career and civic readiness will be a school quality indication for accreditation ratings. Since ACHS students are typically over-aged, under-credited and balancing many life challenges, including most of the students currently working while going to school, an alternative measure of readiness for careers and work will be required. Since career and college readiness have been measures within our bonus GCI rankings for 6 years, these will be used to determine college, career and civic readiness beginning in the 2021-22 school year as follows:

Of the graduating cohort as determined for GCI, students will complete at least ONE of the following:

College, Career, and Civic Readiness	Number of students
Enroll in a post-secondary transition program (i.e., NOVA Pathways to the Baccalaureate Program), complete the Virginia Wizard Career Assessment, or obtain career counseling from an ACHS or Communities In Schools counselor.	
Enter postsecondary studies in a two- or four-year college, vocational school, enter the military, or obtain a full-time job as reported on the APS Senior Survey	
Successfully maintain employment for 6 months or more as documented by an employer validation	
Complete a dual enrollment course for college and high school credit	
Complete Career and Technical Education (CTE) course and complete a credential	
Successfully complete the National Career Readiness Certification	
(X) TOTAL NUMBER OF STUDENTS ABOVE	
(D) TOTAL NUMBER OF STUDENTS IN COHORT [Table 3]	
% of Students completing College, Career, Civic Readiness (X)/(D)	

School Quality – Engagement – College, Career, Civic Readiness	LEVEL ONE	LEVEL TWO	LEVEL THREE
College, Career, Civic Readiness Measures	85 points or greater	71 - 84 points; not for more than 4 consecutive years	Not meeting Level One or Two

ALTERNATE ACCREDITATION DETERMINATION

All *Alternate Accreditation* measures above will be used to determine the overall accreditation rating (see Table 6).

Table 6
Accreditation Status

Accreditation Category	Level
Achievement – Combined English, math, science	
Achievement Gaps – Combined English & math	
Student Engagement – Absenteeism/Engagement	
Student Engagement – Dropout rate	
Student Engagement – Graduation Completion Index	
Student Engagement – College, Career & Civic Readiness (2021-2022)	
Overall Accreditation Rating	

--	--

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

Arlington Community High School has a commitment to continual learning and improvement. As with all student achievement measures, statewide assessment data are critical for our continual improvement planning and reflection. Scores on statewide assessments are used to reflect and refine power standards and defined outcomes per course, through the Professional Learning Community within the school, and the Collaborative Learning Teams which meet bi-weekly. Achievement results on statewide tests are yet one additional external measure to facilitate these discussions and opportunities for targeted improvement.

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

Arlington Community High School follows and meets all testing requirements from the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, as documented by the Assessment Office in the Department of Teaching and Learning, in Arlington Public Schools. Students who complete courses with end-of-course tests are tested according to Virginia guidelines and requirements for high school students, including permissible accommodations for Limited English Proficient or students requiring special education services.

9. Describe how the plan meets the testing requirements in federal law.

Arlington Community High School follows and meets all testing requirements in federal law as documented by the Assessment Office in the Department of Teaching and Learning, in Arlington Public Schools. Students who complete courses with end-of-courses tests are tested according to federal guidelines for high school students, at this time to include reading, math, and science (reference VDOE Guidance Document).

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

All pre-accreditation standards have been met as evidenced by Arlington Community High School being accredited for the past 6 years and as described.

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

No waivers of requirements for accreditation have been sought.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

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.

9/10/2019

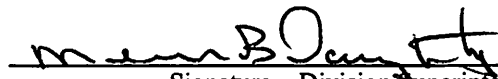
Date Approved by the Local School Board



Signature – Chairman of the School Board

9/11/2019

Submission Date



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Carver College and Career Academy
Division Name: Chesterfield County Public Schools
School Address: 12400 Branders Bridge Rd., Chester, VA 23831
Contact Person: LaShel Bradley
Phone Number: (804) 639-8717
Email: lashel_bradley@ccpsnet.net
Proposed Duration of Plan: 2019-2022
Grade Levels Served: 9-12
Students Enrolled: 284
Number of Students Enrolled by Grade:

Grade	Number of Students
09	54
10	78
11	65
12	87

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

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

2. Describe the characteristics of the student population.

There are 284 students enrolled at CCCA and their demographic make up is as follows:

- 34% White
- 37% Black
- 22% Hispanic

- 5% 2 or more races
- 1% Asian
- 1% American Indian/Alaskan Native

These students also make up the special and complex educational needs categories as follows:

- 22% are served under special education
- 13% have a 504 plan.
- 7% are English Language Learners (ELL)
- 7% of seats are reserved for placement by the Office of Student Conduct
- 32.4% missed more than 18 days of school in the previous school year
- 52.6% receive free or reduced lunch, a proxy measure for living in poverty

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

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

- The academic program for grades 9-12 will focus on the Virginia Standards of Learning and Virginia requirements for a standard diploma with elective courses offering vocational training, career counseling, job readiness and college preparation
- Emphasis is placed on coordination of core content courses matched with elective courses that are directly responsive to regional workforce demand and forecasting
- Students take four courses each fall and spring term with an average class size of 16, and no class larger than 20
- Students are supported through Communities in School
- Credit recovery programs are provided to students in grades 9-12 to support on-time graduation
- Chesterfield County Public Schools GED program is housed within CCCA
- The Night School program offerings supports students who need additional credits outside of the normal school day
- All students have 24/7 access to technology as they are issued a Chromebook computer for their use during the school year
 - Through a partnership with a cable provider, internet access cost is subsidized so that all students can access the curriculum at home

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

All students will participate in grade level SOL tests in all core areas. At this time, all ESSA requirements will be met through the planned assessments and program offerings.

Additionally, pre- and post-assessments are given in each class to guide instruction and evaluate student progress. Students, whose prior academic performance indicate a need for tier 2 supplemental instruction or tier 3 intensive intervention, take an initial baseline reading comprehension assessment, such as Gates-MacGinitie Reading Test to inform the design of their intervention programs. Staff administers mid-term and final exams at the 8-week and 16-week marks of each term.

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

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

- Integrating technology into the curriculum
- Understanding by Design
- Kansas SIM learning strategies
- Writing to Learn
- PBIS
- Restorative Practices

6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:

- a. Academic achievement measures for all students;**
- b. Academic achievement gap measures for prevalent student groups; and**
- c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.**

a. Academic achievement measures for all students

Due to the population served, an Adjusted Pass Rate (APR) is necessary to create a more representative measure for student academic achievement. Performance targets for level 1, 2, and 3 for all monitored content areas will be:

- Level 1: Meeting benchmark
 - 70% using current APR or 3 year APR
 - Reducing failure rate by 10%
- Level 2: Approaching benchmark
 - 66% using current APR or 3 year APR
 - Reducing failure rate by 10%
- Level 3: Below benchmark
 - not meeting level 1 or 2 standards
- For purposes of calculating the Adjusted Pass Rate (APR), test results for all students in reading, mathematics, and science will be included as follows:
 - a scaled score of 500-600 will be weighted at 150 points;
 - a scaled score of 400-499 will be weighted at 125 points;
 - a scaled score of 375-399 will be weighted at 100 points;
 - a scaled score below 375 will carry no points in the calculation; and additionally,
 - any passing score on a substitute test will receive 100 points

Table 1-How we are measuring academic performance?

SOL Core Subject Composite Index Points

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL		500-600	150	
SOL		400-499	125	

SOL		375-399	100	
SOL		Below 374	0	
Substitute		*Passing	100	
(A) Total Number of Points Awarded				
(B) Total Number of Student Scores				
SOL Core Subject Index Score = (A)/(B)				
Performance Level (1, 2, or 3)				

- b. Academic achievement gap measures for prevalent student groups; and**
Prevalent reporting groups will be measured according to Table 1 in 6a. Prevalent reporting groups are identified as: white, black, hispanic, two or more, special education, English language learners, and disadvantaged.
- c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.**

CHRONIC ABSENTEEISM

Because students who attend CCCA typically have had attendance issues and are attending adjusted programs at CCCA, we are requesting the following modifications to the Chronic Absenteeism benchmarks:

Performance targets for level 1, 2, and 3 for Chronic Absenteeism will be:

- Level 1: Meeting benchmark
 - 20% or 5% decrease from the previous year
- Level 2: Approaching benchmark
 - 21-29% or 5% decrease from the previous year
- Level 3: Below benchmark
 - 30% or higher or not meeting level 1 or 2 standards

GED students will not contribute in the student engagement computation due to the flexible nature of the GED program. Students enter and leave based on GED requirements being met. Only students attending CCCA in a comprehensive program will contribute to the computation of engagement and outcome measurement.

GRADUATION AND COMPLETION INDEX

As with APR, an Adjusted Graduation and Completion Index (AGCI) will better represent the outcomes for students of Carver College and Career Academy. Performance targets for level 1, 2, and 3 for AGCI will be:

- Level 1: Meeting benchmark
 - 88 points or 2.5% increase from previous year
- Level 2: Approaching benchmark
 - 81-87 points or 2.5% increase from previous year
- Level 3: Below benchmark
 - not meeting level 1 or 2 standards

An *Alternate Graduation and Completion Composite Index (GCI)* will be used to determine the score for the school's graduation and completion index. The index

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

Table 2*Alternate Graduation and Completion Index Points*

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

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

Table 3*Additional Graduation and Completion Index Points*

Criteria	Point Value
Maintaining a student dropout rate below 30%	10
50% or more of the students who reach the maximum age for educational services continue in school, whether job corps, adult GED, apprenticeship, or other alternate learning opportunities	5
70% or more of students enrolled will have 18 or more credits	5
75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	10
75% or more students with a reduced course load and extended time meet the goals of their educational plan	5
75% or more of CTE completers receive a standard diploma	5
50% or more of students placed by a hearing officer continue	5
25% or more of seniors participate in a work-based career development program (internships, job shadowing, cooperative education)	5

75% or more of students who are enrolled in fewer than four courses and need extended time for completing course requirements while shouldering work and family responsibilities continue to meet the goals of their educational plans	5
50% or more of GED completers leave with an industry certification	10
25% or more students graduate with the CTE diploma seal	5

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

- Students who discontinue school because of incarceration,
- Students who are placed in a juvenile detention center
- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 17 years or older
- Students who leave the country prior to the end of their cohort graduation timeline
- Student who have attended less than one semester at Carver College and Career Academy

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

DROPOUT RATE

Performance targets for level 1, 2, and 3 for Dropout Rate will be:

- Level 1: Meeting benchmark
 - 6% or lower OR schools within Level 2 range decrease rate by 10% or more from the previous year
- Level 2: Approaching benchmark
 - is greater than 6% but less than 9% OR schools within Level 3 range decrease rate by 10% or more from the previous year
- Level 3: Below benchmark
 - is 9% or higher OR school has stayed at Level 2 or 3 criteria through 4 consecutive years

GED students will not contribute in the student engagement computation due to the flexible nature of the GED program. Students enter and leave based on GED requirements being met. Only students attending CCCA in a comprehensive program will contribute to the computation of engagement and outcome measurement.

In addition, the plan proposes that certain students be removed from the dropout rate calculation as indicated:

- Students who discontinue school because of incarceration
- Students who are placed in a juvenile detention center
- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 17 years or older
- Students who leave the country prior to the end of their cohort graduation timeline
- Student who have attended less than one semester at Carver College and Career Academy

COLLEGE, CAREER, AND CIVIC READINESS INDEX (CCCRI)

Performance targets for level 1, 2, and 3 for College, Career, and Civic Readiness will be:

- Level 1: Meeting benchmark
 - CCCRI is 85% or higher;
- Level 2: Approaching benchmark
 - CCCRI is less than 85% but greater than 70%
- Level 3: Below benchmark
 - CCCRI is 70% or lower

GED students will not contribute in the CCCRI computation due to the flexible nature of the GED program. Students enter and leave based on GED requirements being met. Only students attending CCCA in a comprehensive program will contribute to the computation of CCCRI.

Table 4: Alternate Graduation and Completion Index Score Calculations

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

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

Table 5 Accreditation Status

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = [(A)/(B)]		Must Meet or Exceed 70 points for Level 1 and must be at least 66 for Level 2	
Alternate GAP Core Subject Composite Index Score = [(A)/(B)]		Must Meet or Exceed 70 points for Level 1 and must be at least 66 for Level 2	
Alternate Graduation and Completion Composite Index Score = [(C)/(D)] + Total no. of additional GCI points		Must Meet or Exceed 88 points or 2.5% increase for Level 1 and 81-87 points or 2.5% increase for Level 2	
Alternate Dropout Rate Composite Index Score		Must Meet less than 6% for Level 1 and must be greater the 6% but	

		less than 9% for Level 2	
College, Career, and Civic Readiness Index		Must Meet or Exceed 85 points for Level 1 and must be at least 70 for Level 2	
Accreditation Rating			

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

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

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

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

9. Describe how the plan meets the testing requirements in federal law.

Students will participate in SOL end-of-course tests as required by VDOE Standards of Accreditation. Student performance for accreditation will be determined based on students passing the SOL end-of-course tests, as shown in Table 1.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

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

- confirming the extent to which the school continues to meet the standards reported as met in the previous year on
 - the division's promotion/retention policies
 - compliance with the requirements to offer courses that will allow students to complete the graduation requirements
 - the ability to offer the instructional program as prescribed in 8VAC20-131-70 through 8VAC20-131-100
 - the leadership and staffing requirements
 - the facilities and safety provisions
- assuring that
 - the Standards of Learning have been fully incorporated into the school division's curriculum at Carver College and Career Academy
 - the Standards of Learning material is being taught to all students eligible to take the SOL tests
- reporting any actions taken to correct any noncompliance issues cited in the previous year

- ensuring that Carver College and Career Academy shall provide to its students, parents, or guardians information on the availability of and source for receiving
 - a copy of the syllabus for each of the course
 - a copy of the school division's promotion, retention, and remediation policies
 - the Standards of Learning applicable to the current grade or course requirements and the approximate date and potential impact of upcoming SOL testing
 - a notice to students in all grade levels of all requirements for Standard Diploma and Advanced Studies Diplomas

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

Waivers are not being requested.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

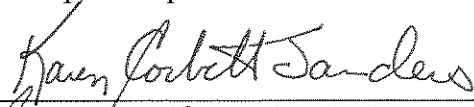
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

September 26, 2019

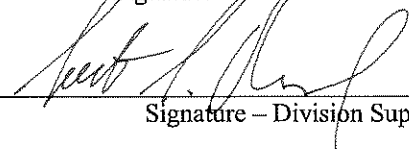
Date Approved by the Local School Board

September 27, 2019

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Bryant High School

Division Name: Fairfax County Public Schools

School Address: 2709 Popkins Lane, Alexandria, VA 22306

Contact Person: Dr. Christopher Larrick

Phone Number: 703-660-2001

Email: cslarrick@fcps.edu

Proposed Duration of Plan: Three years (Ratings for 2019-20 through 2021-22)

Grade Levels Served: 9-12

Number of Students Enrolled by Grade: (Based on June 2019 Membership)

Grade 9	Grade 10	Grade 11	Grade 12
19	33	108	105

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

The individual alternative accreditation plan for Bryant High School (BHS) allows for consideration of non-standard measurements of growth related to specific areas of progress. The plan offers the school—which serves as a Tier 3 academic, behavior, and attendance intervention placement for students—the ability to demonstrate student growth in academics, career readiness, and school participation in a non-traditional manner.

Bryant High School (BHS) is one of two alternative high schools in Fairfax County serving students whose life circumstances have challenged and/or interrupted their ability to attend and complete high school. This includes students who may be pregnant or parenting, English learners, older school-age students working toward a high school degree, under-credited students based on age and grade level, students administratively placed because of disciplinary infractions at their previous school, and students who need a flexible program to accommodate work or family obligations. With this in mind, it is imperative that BHS continue to be held accountable under an alternative accreditation plan in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs.

Bryant High School's beliefs, mission, and vision encapsulates its purpose and function with at-risk students who often come to school feeling disenfranchised and discouraged about the future. As required by the Fairfax County Public School System, Bryant High School submits an annual School Improvement and Innovation Plan (SIIP) to target both academic and non-academic areas for growth. BHS inspires and empowers a diverse student population to earn a high school diploma in a non-traditional setting. The Bryant High School community embodies a commitment to excellence, educational achievement, and family and community engagement. As a fully accredited alternative high school, BHS seeks to improve and provide the necessary support for students and staff to grow personally and professionally. BHS 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. Staff encourage BHS students 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 BHS affords faculty, staff, and students the opportunity to understand and appreciate a myriad of people and cultures.

2. Describe the characteristics of the student population.

The student body at Bryant High School is primarily composed of students who are at significant risk to drop out of school. The circumstances that lead to interrupted schooling for the majority of BHS students continue to exist in their lives. Socioeconomic pressures, parenting and family responsibilities, work obligations, and other social and emotional factors that may be under control at the time of a student's enrollment may re-appear while the student is at BHS.

BHS students are at significant risk to drop out of school. Most of the students at BHS are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Approximately 90 percent of the students need two or more verified credits to meet graduation requirements at the time of their enrollment. Students over the age of 18 may opt to withdraw from compulsory education based on any of these academic challenges combined with their socioeconomic, family, and social needs. The number of students who leave BHS at some point during a given school year because of difficult life circumstances is significant. However, dropping out and later reenrolling is the norm for some students at BHS.

Due to managed enrollment, the student population at BHS averages approximately 300 students at any given time and is drawn from 11 Fairfax County traditional high schools. Even though the yearly enrollment averages around 300 students, approximately 500 students enrolled at some point in time over the 2018-19 school year. Currently, 72 percent of BHS students are 18 or older, 41 percent are independent and self-enrolled, 60 percent are English learners. Additionally, 71 percent of the student body work in addition to attending school with 61 percent of those students working 20 hours or more per week. Many of these students juggle family and/or financial obligations while attending school so disrupted schooling is not uncommon.

Student Membership by Student Reporting Group, 3-Years Based on June Membership

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
2017	264	21	51	160	8	21	178	167	44
2018	303	27	56	188	6	22	187	206	26
2019	265	33	42	168	3	17	174	187	21

Students Beyond the Age of Compulsory Attendance (Age 18 and Older) Based on Annual June Membership

Year	Total Students
2017	142
2018	182
2019	170

Additional Student Demographics Data, Based on 2018-19 End-of-Year Enrollment

Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22+ (Tuition-Paying)	Homeless Unaccompanied Youth (HUY)
10%	7%	42%	9%	42%

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

Bryant High School enrolls new and returning students throughout the semester and school year for a variety of reasons. Students who may enroll at BHS at any point during the year include those placed by the hearing's office for disciplinary infractions, ELs entering the county through the central office registration process, and students who are pregnant and/or parenting. Students from other high schools who are requesting an elective placement can only start during the first six weeks of each semester.

Bryant High School utilizes flexible schedules in which courses are offered between 8 a.m. and 2:45 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 can earn four, and sometimes five, credits during a semester of coursework. For students who have partial credits and/or have mostly completed course requirements, online courses may be offered. Additionally, Bryant High School has been offering a blended learning environment in classrooms to students with all students being issued laptops during the 2019-20 school year. This allows for 24/7 access to Google Classroom, which gives great flexibility to students for assignment completion. Classes offered to support students struggling in literacy skills include Literacy Lab, English 12 with SOL Focus, and English Language Development classes for ELs. These courses provide additional support for those students who need more assistance with their academic skills. An advisory period has also been created to provide, among other things, additional intervention time for students who need extra practice and instruction in select content areas.

For pregnant and parenting students, BHS offers a unique program called Project Opportunity. This program focuses on parenting education, child development, and relationship classes. Students enrolled in this program have access to guest speakers throughout the year and additional resources such as free diapers. Participating students have clinical access to a full time school social worker and full time school psychologist in addition to the school counseling staff. BHS historically enrolls between 25 and 35 students per year into this parenting program.

When each student enrolls at BHS, they participate in a graduation planning session with their school counselor to outline an approximate projected timeline for graduation. 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. The career counselor works with all students, helping them look at options for postsecondary schooling and career/work opportunities.

Bryant High School staff believes that common goals are necessary for student success. Shared values among BHS staff are as follows.

- 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 BHS students.
- The cultural diversity of BHS contributes to the understanding and appreciation of different peoples and cultures.

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

When students enter Bryant High School, they are required to meet one-on-one with a counselor for a program overview and to identify their specific needs. In addition, students that are placed by the Hearings Office meet with the principal to discuss expectations and available support. All students are assigned an advisory period, where teachers will use the time to review grades and goals with students. Teachers meet two to three times weekly in collaborative teams (CTs) to develop and share common lessons and 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 across many subjects. An instructional coach provides academic support to all teachers and teams through the CT Cycle and the Impact Cycle.

Bryant High School is a standards-based school that follows the Fairfax County Public Schools Program of Studies for all courses. Students are required to meet the standards of the course and division guidelines on grading and reporting. Students and parents/guardians have access to teacher gradebooks, which are electronically updated daily. The open enrollment policy allows students to complete a course within eighteen weeks with mastery of the course objectives. The following assessments are used to measure and monitor student progress, document skill growth, and evaluate mastery of content: WIDA ACCESS for ELLs 2.0, SOL tests, ACT WorkKeys, Jefferson Labs, Workplace Readiness Skills (WRS), Working in Support of Education (W!SE), division-created benchmark assessments (Horizon), Math Inventory, and teacher made formative and summative assessments.

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

Bryant High School maintains a staff of highly qualified teachers. The school makes every effort to hire a diverse teaching staff to include those with experience working with English learners, students with disabilities, and students who have experienced trauma and/or interruptions to their schooling. Administrators additionally seek candidates who have a fundamental belief in giving students multiple opportunities to succeed. In rare cases, the school must hire provisionally licensed teachers or assign a teacher to a class section for which they are not endorsed. Bryant High School’s data from the annual Instructional Personnel Report (IPAL) for the last three years illustrates that the school is consistently able to provide students instruction by high quality staff meeting the state’s licensure requirements for over 95 percent of classes due to a lack of candidates.

Instructional Personnel Report Summary, 3-Years

Indicators of High Quality Instruction	2016-17	2017-18	2018-19
# of Total Class Sections	130	118	124
% of Class Sections Taught by Licensed and Properly Endorsed Instructional Personnel	96.30%	96.72%	97.64%
# of Total Teaching Staff	48	47	44
% of Teachers with Provisional Licenses	6.25%	10.64%	11.36%
% of Teachers Teaching in a Subject or Field in Which They Are NOT Licensed or NOT Properly Endorsed	6.25%	4.26%	2.27%
% of Teachers Reported with Less than 1 Year Full-time Teaching Experience	4.17%	2.13%	2.27%

6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:
- Academic achievement measures for all students;
 - Academic achievement gap measures for prevalent student groups; and
 - Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.

Part 6A—Academic Achievement

As noted in the description of the student population in Part 2 above, most students at Bryant High School are already academically behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Approximately 90 percent of students need two or more verified credits to meet graduation requirements at the time of their enrollment. Additionally, Bryant High School has a chronic absenteeism rate of 66 percent which significantly impacts the academic success of many students both in the classroom and on SOL EOC assessments. BHS staff support students to overcome these challenges and persevere to recover credits toward graduation through the school's unique instructional program.

Academic Achievement Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Bryant High School.

Recognizing the unique needs of students served at this Tier 3 attendance, academic, and behavior intervention school, it is appropriate to modify the approach for applying credits and adjustments when calculating Academic Achievement school quality indicators for Bryant High School. Specifically, it is necessary to **broaden the definition** for certain standard academic calculation features, as follows.

- Based on the transiency and academic interruptions experienced by many students served at this school, extend the definition of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, such as Achievement Integrity Maturity (AIM), Interagency Alternative Secondary (IAS), or Alternative Learning Center (ALC) through a court order, hearings office decision, or social services department assignment.
- Based on the history of academic failure experienced by many BHS students and the focus of the school on building within students the will to persist to academic success, extend the definition of “Recovery” to include Science as an eligible subject area, using the same eligibility criteria as for Mathematics and Reading.

Due to the small number of students taking state tests for federal accountability and graduation requirements and the significant challenges BHS students overcome for academic success, it is appropriate to modify the pass rate/combined rate calculations for determining the school’s performance level for the indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges when calculating the school’s pass rate/combined rate for Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science, as follows.

- Weight students at 1.25 when they:
 - Score Pass Advanced on SOL or substitute test; or
 - Pass after two (2) or more failed attempts with the same test taken across two (2) or more testing windows.
- Weight students at 1.0 when they (*students not already counted above*):
 - Score Pass Proficient on SOL or substitute test;
 - Fail SOL or substitute test but show WIDA growth (English only); or
 - Score 375-399 on the SOL test after previously scoring below 375 on the same test in an earlier testing window.
- Weight students at 0.75 when they (*students not already counted above*):
 - Score 375-399 on the SOL test.
- Weight students at 0.0 when they (*students not already counted above*):
 - Fail all SOL and substitute test attempts.

Academic Achievement Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Bryant High School.

Based on the unique academic backgrounds, interruptions in schooling, transient student population, and behavioral/social-emotional needs served at this Tier 3 attendance, academics, and behavior intervention school, it is appropriate to **award bonus points** when staff and students demonstrate success related to students’ learning outcomes toward graduation and completion. *Each time* the school meets one of the bonus scenarios, add five (5) percentage points to the Modified Pass/Combined Rate for the subject area (English, Mathematics, Science). Up to a maximum of 25 bonus points will be applied toward the school’s “Alternative Core Subject Index” for English, Mathematics, and Science, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere to academic success despite external challenges. Add five (5) percentage points as a bonus when:
 - Scenario 1 – At least 25 percent of school age students who are employed for 20 or more hours per week and/or live independently pass the SOL/substitute test.
 - Scenario 2 - At least 20 percent of students who withdrew and re-enrolled within the same academic year pass the SOL/substitute test.
- Award bonus points for scenarios where staff are successful in supporting the school’s unique student population to other measures of academic success. Add five (5) percentage points as a bonus when:
 - Scenario 3 - At least 10 percent of the school age enrollment were assigned locally awarded verified credit (LAVC) or special permission locally awarded verified credit accommodations (SPLAVC-A) in the content area.
 - Scenario 4 - At least 50 percent of the school age enrollment demonstrates persistence by successfully earning course credit in the content area and being promoted to the next academic grade level.
 - Scenario 5A – **(English only)** At least 52 percent of ELs meet annual progress targets for the WIDA ACCESS for ELLs assessment from the prior year (e.g., spring 2019 compared to spring 2018).
 - Scenario 5B – **(Mathematics only)** At least 70 percent of students who take both a pre- and post-test using the Math Inventory online assessment meet or exceed quantile score growth targets, as defined by the individualized Math Inventory reports.
 - Scenario 5C – **(Science only)** At least 50 percent or higher on a division science benchmark assessment in fall and/or spring.

Academic Achievement Indicator Calculations: For each school quality indicator English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement, the school’s performance level will first be determined using the standard calculation method established for the indicator. Only when the school’s performance falls at Level 2 or Level 3 for a specific school quality indicator will the requested modified methodology and bonus points be applied to calculate an “Alternative Core Subject Index.”

Additionally, to recognize the unique academic backgrounds and family/economic needs of students served at this Tier 3 intervention school, **modify the options** for performance level decisions that are available when determining the school’s final status for each school quality indicator: English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement.

- Reduction of the failure rate by (R10) will be available whenever the current year modified combined/pass rate (line H in Table 1.1 below) is 40 percent or higher. The R10 calculation will continue to be applied using unadjusted failure rates and require a reduction of at least 10 percent compared to the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Core Subject Index (line J from Table 1.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate the Alternative Core Subject Index for each academic achievement school quality indicator, as necessary, to appropriately reflect the school’s unique purpose and population. Table 1.1 displays the model that will be used to calculate the Alternative Core Subject Index. Table 1.2 displays a sample calculation for the Alternative Core Subject Index, applying modifications and bonus points outlined above. Note that when applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 1.1. Alternative Core Subject Index Calculation Model (English, Mathematics, Science)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	
(B)	1.25 * (# Meeting 1.25 Weight Criteria)		
(C)	1.00 * (# Meeting 1.0 Weight Criteria)		
(D)	0.75 * (# Meeting 0.75 Weight Criteria)		
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	
(F)	# of Modified Recovery Tests	n/a	
(G)	# of Modified Adjustments	n/a	
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	
(I)	Additions Based on Bonus Scenarios 1-4 and/or 5A-5C (Add up to 25 Points)	n/a	
(J)	Alternative Core Subject Index = (H) + (I)	n/a	
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	

Table 1.2. SAMPLE CALCULATION Alternative Core Subject Achievement Index (English)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	270
(B)	1.25 * (# Meeting 1.25 Weight Criteria)	2	2.5
(C)	1.00 * (# Meeting 1.0 Weight Criteria)	150	150.0
(D)	0.75 * (# Meeting 0.75 Weight Criteria)	20	15.0
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	167.50
(F)	# of Modified Recovery Tests	n/a	1
(G)	# of Modified Adjustments	n/a	20
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	67.13
(I)	Additions Based on Bonus Scenarios 1-4 and/or 5A-5C (Add up to 25 Points)	n/a	10 (Scenarios 2, 3)
(J)	Alternative Core Subject Index = (H) + (I)	n/a	77.13
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	YES

Part 6B—Academic Achievement Gaps

Academic Achievement Gap Methodology Modifications: Applying the same rationale as offered for Academic Achievement in English and Mathematics above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Bryant High School.

As with the Academic Achievement indicators, a modification is needed for application of the “Transfer” adjustment within Academic Achievement Gap indicators for English and mathematics. **Broaden the definition** of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, as described on page 7.

Further, as with Academic Achievement above, it is appropriate to modify the pass rate/combined rate calculations for determining the reporting group performance level within the Academic Achievement Gap indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges as outlined on page 7 when calculating for each reporting group.

Academic Achievement Gap Bonus Points: Using the same rationale as for Academic Achievement, the Fairfax County School Board also requests bonus points be applied to calculations for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Bryant High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 25 points applied toward a reporting group’s “Alternative Core Subject Index” calculation for English and Mathematics. Add five (5) percentage points to the reporting group’s Modified Pass/Combined Rate for the subject area (English, Mathematics) as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance to academic success despite external challenges (Scenarios 1-2, page 8); and
- Staff success in supporting the school’s unique student population to other measures of academic success (Scenarios 3-4 and 5A-5B, page 8).

Academic Achievement Gap Indicator Calculations: As with calculations for Academic Achievement above, performance levels for each reporting group within the school quality indicators English Academic Achievement Gap and Mathematics Academic Achievement Gap will first be determined using the standard calculation method established for the indicator. Only when the performance for a reporting group falls at Level 2 or Level 3 for in specific subject area will the modified methodology and bonus points be applied.

Additionally, as with Academic Achievement indicators, **modify the options** for performance level decisions (R10 and cumulative 3-year average) that are available when determining the school’s final status for each reporting group within English Academic Achievement Gap and Mathematics Academic Achievement Gap.

Tables 1.1 and 1.2 for Academic Achievement above demonstrate how modified calculations and bonus points are applied for the school’s overall assessed student population. This same approach will be applied to calculate an Alternative Core Subject Index for each reporting group, when the group does not attain Level 1 under the standard calculations. Only students who are part of the reporting group will be included in test counts and considered when determining bonus scenarios for the alternative index calculation. Applying the Alternative Core Subject Index for reporting groups, as

necessary, will appropriately reflect the school's unique purpose and population. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Part 6C—Student Engagement and Outcome Measures

The section that follows is divided into four sub-parts:

- 6C.1 Chronic Absenteeism Rate
- 6C.2 Graduation and Completion Index
- 6C.3 Dropout Rate
- 6C.4 College Career Civic Readiness Index

Part 6C.1—Chronic Absenteeism Rate

As noted in the description of the student population in Part 2 above, socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors often interfere with students' consistent attendance at BHS.

Chronic Absenteeism Rate Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Chronic Absenteeism Rate for Bryant High School.

To recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, where students come with unique behavioral/social-emotional needs, it is necessary to modify the approach for calculating student absences. Specifically, when calculating individual students' absenteeism rates, **omit days missed** in the following instances:

- While the student was served at a hospital, mental health treatment facility, or substance abuse treatment center; and
- Due to a documented medical condition for the student or a dependent child.

Due to the voluntary nature of school participation and additional family/economic challenges, chronic absenteeism for students aged 18 and older should not count toward the school's overall Chronic Absenteeism Rate in certain cases. **Extend adjustments** from the school's chronic absenteeism calculation to exclude certain students aged 18 and older with the following status:

- Above school age (20 for general education students; 21 for students with disabilities; 22 for ELs) and no longer eligible for free public education; and/or
- Documented to have been incarcerated at any point in the year.

Due to the population's transient and voluntary nature and the additional family/economic challenges faced by many students at BHS, it is appropriate to modify the calculation for determining the school's chronic absenteeism rate for the indicator. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Miss between 10 and 14.99 percent of enrolled days;
 - Miss 15 percent or more and transferred from another Virginia public high school, at which they were chronically absent; or
 - Miss 15 percent or more and are parenting, living independently, and/or employed 20 or more hours per week.
- Weight students at 0.5 when they (*students not already counted above*):
 - Miss between 15 and 20 percent of enrolled days.
- Weight students at 1.0 when they (*students not already counted above*):
 - Miss 10 percent or more of enrolled days.

Chronic Absenteeism Rate Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of Chronic Absenteeism Rate for Bryant High School.

Based on the challenges BHS students frequently must overcome to maintain regular school attendance it is appropriate to **award bonus points** when staff and students are successful in exceeding identified targets. *Each time* the school meets one of the bonus scenarios, subtract five (5) percentage points from the Modified Chronic Absenteeism Rate. Up to a maximum of 30 bonus points will be applied toward the school's Alternative Chronic Absenteeism Index

- Award bonus points for scenarios where students meet attendance targets reflecting their unique needs. Subtract five (5) percentage points as a bonus when:
 - Scenario 1 - At least 40 percent of students aged 18 and older are in attendance at least 60 percent of enrolled days.
 - Scenario 2 - At least 10 percent of students designated as homeless miss less than 10 percent of enrolled days.
 - Scenario 3 - At least 30 percent of students who are pregnant or parenting miss less than 25 percent of enrolled days.
- Award bonus points for scenarios where staff are successful in supporting students to demonstrate engagement through alternative measures. Subtract five (5) percentage points as a bonus when:
 - Scenario 4 – At least 40 percent of students who transfer from another Virginia public school improve their attendance while at BHS compared to their attendance rate at their previous school.
 - Scenario 5 - At least 50 percent of students who are employed 20 or more hours per week earn at least 1 academic credit per semester toward graduation.
 - Scenario 6 - At least 10 percent of students engage with curriculum digitally while outside the classroom two or more hours per week.

Chronic Absenteeism Rate Indicator Calculations: When calculating the Chronic Absenteeism Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Chronic Absenteeism Index."

Additionally, to recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the school quality indicator of Chronic Absenteeism Rate.

- Reduction of the failure rate (R10) will be available whenever the current year modified chronic absenteeism rate (line E in Table 2.1 below) is decreased more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Chronic Absenteeism Index (line G from Table 2.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Chronic Absenteeism Index for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 2.1 displays the model that will be used to calculate the Alternative Chronic Absenteeism Index. Table 2.2 displays a sample calculation for the Alternative Chronic Absenteeism Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 2.1. Alternative Chronic Absenteeism Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	0.5 * (# Meeting 0.5 Weight Criteria)		
(D)	1.0 * (# Meeting 1.0 Weight Criteria)		
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	

Table 2.2. SAMPLE CALCULATION Alternative Chronic Absenteeism Index

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	280
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	100	25.0
(C)	0.5 * (# Meeting 0.5 Weight Criteria)	60	30.0
(D)	1.0 * (# Meeting 1.0 Weight Criteria)	20	20.0
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	26.79
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	15 (Scenarios 2, 4, 5)
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	11.79
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	YES

Part 6C.2—Graduation and Completion Index (GCI)

As noted in the description of the student population in Part 2 above, the student body at Bryant High School is primarily composed of students who are at significant risk to drop out of school. The circumstances that lead to interrupted schooling for the majority of BHS students continue to exist in their lives. Students over the age of 18 may opt to withdraw from compulsory education due to socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors. Compounding these barriers to graduation, most of the students enrolling at BHS are significantly behind their cohort when they enter. Dropping out to later reenroll is the norm for many of the students who come to BHS.

GCI Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of GCI for Bryant High School.

To recognize the unique population served at this Tier 3 attendance, academic, behavior intervention school, **adjust the cohort** used for calculating GCI as follows.

- Due to the voluntary nature of school participation and additional family/economic challenges, students over age 18 who are unable to complete school should not count as dropouts in certain cases. Modify the GCI cohort to exclude students with a status of dropout or unconfirmed who:
 - Were aged 18 or older at the time of first enrollment in Virginia public schools;
 - Were above school age (20 for general education students; 21 for students with disabilities; 22 for ELs) at the time of withdrawal and no longer eligible for free public education; and/or
 - Transferred from another Virginia public high school and attended BHS less than one month before dropping out.
- Due to a lack of programs available to serve the needs of these students, students requiring a Tier 3 intervention setting who are unable to complete school should not count as dropouts in certain cases. Modify the GCI cohort to exclude students with a status of dropout or unconfirmed who:
 - Are documented to have moved outside Fairfax County Public Schools; and/or
 - Are hospitalized, are in a mental health treatment facility or substance abuse treatment center, or have a documented medical condition which prevents them from continued enrollment.

Due to the significant challenges Bryant High School students overcome to attain graduation and completion outcomes, it is appropriate to modify the calculation for determining the school's GCI for the indicator. **Adapt the weighted values** for graduation and completion outcomes when calculating the school's GCI as follows.

- Weight students at 125 points when they:
 - Earn an Advanced Studies Diploma.
- Weight students at 100 points when they (*students not already counted above*):
 - Earn a Standard Diploma.
- Weight students at 90 points when they (*students not already counted above*):
 - Earn a HSE/GED.
- Weight students at 75 points when they (*students not already counted above*):
 - Report as Still in School; or
 - Report as Dropout or Unconfirmed but re-enroll at BHS by September 1 of the following year.
- Weight students at 30 points when they (*students not already counted above*):
 - Earn a Certificate of Completion; or

- Enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 0 points when they (*students not already counted above*):
 - Report with latest status of Dropout of Unconfirmed.

GCI Indicator Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of GCI for Bryant High School.

Based on the unique needs, life challenges, and postsecondary pathways for most students served at this Tier 3 attendance, academic, and behavior intervention school, it is appropriate to **award bonus points** when staff and students are successful in preserving toward graduation and completion goals. *Each time* the school meets one of the bonus scenarios, add five (5) index points to the Modified GCI. Up to a maximum of 65 bonus points will be applied toward the school's Alternative GCI calculation, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere in the face of external obstacles toward graduation. Add five (5) index points as a bonus when:
 - Scenario 1: At least 25 percent of the graduates and completers was employed 20 or more hours per week.
 - Scenario 2: At least 25 percent of the graduates and completers request a pass for free public transportation to and from school, from among those eligible.
 - Scenario 3: At least 50 percent of homeless or unaccompanied youth (HUY) in the cohort graduate or remain in school.
- Award bonus points for scenarios where students meet identified targets related to their unique needs. Add five (5) index points as a bonus when:
 - Scenario 4: At least 50 percent of students who previously dropped out from a traditional high school successfully transition to BHS, as evidenced by maintaining active enrollment at BHS more than one semester (or until graduation).
 - Scenario 5: At least 50 percent of students who are temporary placed at BHS gain momentum for a successful transition back to a traditional high school, as evidenced by earning a passing quarter mark in at least one standard credit-bearing course from BHS and then maintaining active enrollment at their next school for at least 1 semester (or until graduation).
 - Scenario 6: At least 75 percent of students with a reduced course load and extended time for graduation meet the annual goals within their academic and career plans.
 - Scenario 7: 50 percent of students in the cohort who were placed at the school by the Hearings Office or a court graduate or remain in school.
 - Scenario 8: At least 10 percent of students who enrolled at BHS after previously dropping out either graduate or remain in school.
- Award bonus points for scenarios where staff are successful in supporting students to postsecondary pathways. Add five (5) index points as a bonus when:
 - Scenario 9: At least 75 percent of graduates enroll in college or trade school, join the military, or obtain full-time employment.
 - Scenario 10: At least 10 percent of students in the cohort are confirmed to have enrolled in a postsecondary career pathway, such as Job Corps, Commonwealth Challenge, Workforce Innovation and Opportunity Act (WIOA), etc.
 - Scenario 11: At least 25 percent of students in the cohort participate in a school-based career development program.
 - Scenario 12: 25 percent of students in the cohort earn a Career and Technical Education (CTE) credential.

- Scenario 13: At least 50 percent of students in the cohort successfully complete one or more CTE course.

GCI Indicator Calculations: When calculating the GCI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative GCI."

Additionally, to recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the GCI school quality indicator.

- Increase of the GCI (I2) will be available whenever the current year modified GCI (line G in Table 3.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative GCI (line I from Table 3.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative GCI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 3.1 displays the model that will be used to calculate the Alternative GCI. Table 3.2 displays a sample calculation for the Alternative GCI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 3.1. Alternative GCI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in Modified Cohort)		
(B)	125 * (# Meeting 125 Weight Criteria)		
(C)	100 * (# Meeting 100 Weight Criteria)		
(D)	90 * (# Meeting 90 Weight Criteria)		
(E)	75 * (# Meeting 75 Weight Criteria)		
(F)	30 * (# Meeting 30 Weight Criteria)		
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	
(I)	Alternative GCI = (G) + (H)	n/a	
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	

Table 3.2. SAMPLE CALCULATION Alternative GCI

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in Modified Cohort)	220	22,200
(B)	125 * (# Meeting 125 Weight Criteria)	10	1,250
(C)	100 * (# Meeting 100 Weight Criteria)	110	11,000
(D)	90 * (# Meeting 90 Weight Criteria)	1	90
(E)	75 * (# Meeting 75 Weight Criteria)	42	3,150
(F)	30 * (# Meeting 30 Weight Criteria)	7	210
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	71.36
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	20 (Scenarios 1, 4, 9, 11)
(I)	Alternative GCI = (G) + (H)	n/a	91.36
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	YES

Part 6C.3—Dropout Rate

Dropout Rate Methodology Modifications: Applying the same rationale as offered for GCI above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Dropout Rate for Bryant High School.

As with GCI, a modification is needed for the cohort definition. **Adjust the cohort** used when calculating Dropout Rate by applying the same modifications outlined on page 14. These adjustments reflect the unique academic, behavioral, family, and economic challenges and lack of programs outside Fairfax County Public Schools to meet the needs of learners in this Tier 3 intervention setting.

In the same way a modified calculation is needed for GCI, it is also necessary to modify the calculation for Dropout Rate. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Report as Dropout or Unconfirmed but re-enroll at BHS by September 1 of the following year; or
 - Report as Dropout or Unconfirmed but enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 1.0 when they (*students not already counted above*):
 - Report with latest status of Dropout or Unconfirmed.

Dropout Rate Bonus Points: Using the same rationale as for GCI, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicator of Dropout Rate for Bryant High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 65 bonus points applied toward the Alternative Dropout Index calculation. Subtract five (5) percentage points from the overall Modified Dropout Rate as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance in the face of external obstacles toward graduation (Scenarios 1-3, page 15);
- Student success in meeting identified targets related to their unique needs (Scenarios 4-8, page 15); and
- Staff success in supporting students to postsecondary pathways (Scenarios 9-13, pages 15-16).

Dropout Rate Indicator Calculations: As with the calculation for GCI, the school's Dropout Rate performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an Alternative Dropout Index.

Additionally, to recognize the unique population served at this Tier 3 intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the Dropout Rate school quality indicator.

- Reduction of the failure rate (R10) will be available whenever the current year modified dropout rate (line D in Table 4.1 below) is decreased by more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Dropout Index (line F from Table 4.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Dropout Index school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 4.1 displays the model that will be used to calculate the Alternative Dropout Index. Table 4.2 displays a sample calculation for the Alternative Dropout Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 4.1. Alternative Dropout Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	1.0 * (# Meeting 1.0 Weight Criteria)		
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	
(F)	Alternative Dropout Index = (D) - (E)	n/a	
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	

Table 4.2. SAMPLE CALCULATION Alternative Dropout Index

Row	Calculation Step	Student Count	Value
(A)	# of Students in <i>Modified</i> Cohort	n/a	220
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	30	7.50
(C)	1.0 * (# Meeting 1.0 Weight Criteria)	50	50.00
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	26.14
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	20 (Scenarios 1, 4, 9, 11)
(F)	Alternative Dropout Index = (D) - (E)	n/a	6.14
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	YES

Part 6C.4—College Career Civic Readiness Index (CCCRI)

As noted in the description of the student population in Part 2 above, many students at BHS have had significant interruptions in their schooling and/or trauma within their lives. This includes students transitioning through the discipline process, refugees going through the immigration process, and young parents with family responsibilities. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored workbased learning or service learning experiences.

CCCRI Methodology Modifications: Applying similar rationale as offered for GCI and Dropout Rate, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of CCCRI for Bryant High School.

As with GCI and Dropout Rate, a modification is needed for the cohort definition when calculating CCCRI. **Adjust the cohort** used when calculating CCCRI by applying the same modifications outlined on page 14. These adjustments reflect the unique social-emotional, family, and economic challenges and lack of programs outside Fairfax County Public Schools to meet Tier 3 intervention needs.

Recognizing the diverse backgrounds and needs of the students served at this Tier 3 attendance, academic, behavior intervention school, it is necessary to **broaden the definitions** used for student activities that count toward the CCCRI calculation.

- Expand the service learning experience definition to include students who successfully complete the culminating activity for a schoolwide service learning function and earn at least one credit toward graduation.
- Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and have a documented positive review from their work supervisor.

In the same way a modified calculation is needed for GCI and Dropout, it is also necessary to modify the calculation for CCCRI. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 1.0 points when they (*students not already counted above*):
 - Earn credit for advanced coursework;
 - Report as CTE finishers with CTE credentials;
 - Gain at least one workbased learning experience, using the broader definition above; or
 - Fulfill at least one service learning experience, using the broader definition above.
- Weight students at 0.75 points when they (*students not already counted above*):
 - Earn at least one CTE credential; or
 - Pass at least one CTE course.
- Weight students at 0.25 points when they (*students not already counted above*):
 - Enroll in at least one CTE course at BHS; or
 - Enroll in at least one business/technical training course from through the division-sponsored Adult and Community Education (ACE) program.
- Weight students at 0 points when they (*students not already counted above*):
 - Fail to meet any CCCRI criteria options.

CCCRI Bonus Points: Using similar rationale as for GCI and Dropout Rate, the Fairfax County School Board also requests the following bonus points be applied to calculations for the CCCRI school quality indicator for Bryant High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 25 bonus points applied toward the Alternative CCCRI calculation. Add five (5) percentage points to the overall Modified CCCRI as a bonus *each time* the school meets one of the scenarios recognizing staff success in supporting students to postsecondary pathways (Scenarios 9-13, pages 15-16).

CCCRI Indicator Calculations: When calculating the CCCRI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative CCCRI."

Additionally, to recognize the unique population served at this Tier 3 intervention school, **permit options** for performance level decisions that can be considered when determining the school's final status level for the CCCRI school quality indicator.

- Increase of the CCCRI (I2) will be made available whenever the current year modified CCCRI (line E in Table 5.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will be made available, using the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative CCCRI (line G from Table 5.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative CCCRI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 5.1 displays the model that will be used to calculate the Alternative CCCRI. Table 5.2 displays a sample calculation for the Alternative CCCRI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 5.1. Alternative CCCRI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	
(B)	1.0 * (# Meeting 1.0 Weight Criteria)		
(C)	0.75 * (# Meeting 0.75 Weight Criteria)		
(D)	0.25 * (# Meeting 0.25 Weight Criteria)		
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	
(G)	Alternative CCCRI = (E) + (F)	n/a	
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	

Table 5.2. SAMPLE CALCULATION Alternative CCCRI

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	220
(B)	1.0 * (# Meeting 1.0 Weight Criteria)	130	130.00
(C)	0.75 * (# Meeting 0.75 Weight Criteria)	45	33.75
(D)	0.25 * (# Meeting 0.25 Weight Criteria)	5	1.25
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	75.00
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	10 (Scenarios 9, 11)
(G)	Alternative CCCRI = (E) + (F)	n/a	85.00
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	YES

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

Student performance results are used to develop the School Innovation and Improvement Plan (SIIP), which is aligned with the Fairfax County Public Schools' Portrait of a Graduate. School goals are based on student achievement and inform planning for teaching and learning, professional development, multi-tiered interventions, and division-level support. Staffing and program resources have been expanded and revised to support continued academic improvement in English and Mathematics. Specifically for the 2019-20 school year, an instructional coach will provide direct support to teachers of Mathematics and English. Programming was revised based on student achievement data to include add a multi-tiered systematic approach with academic intervention. The academic intervention and support will expand the Tier 1 opportunities for students by providing additional time for intervention, remediation, and instruction in English and Mathematics.

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

Each student at Bryant High School takes all applicable end-of-course (EOC) SOL tests following course instruction. Students may use a state Board approved substitute test for verified credit in place of the SOL test once any applicable federal test participation requirements have been met. If any students who is enrolled in a SOL-associated course and expected to test for verified credit or federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing. The division's policy for dropping courses ensures that students' course schedules are not changed to avoid EOC tests. Failing a SOL EOC test does not prevent a student from enrolling in the next academic course in a sequence or taking the SOL test for that subsequent course.

Students are not tested in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order to fulfill federal test participation requirements in reading, biology, and mathematics. Students who need a student-selected verified credit to graduate may choose to attempt only one available SOL EOC test, or they may choose to attempt multiple available SOL EOC tests to fulfill the requirement. In cases where the student chooses to attempt multiple available tests for the student-selected verified credit, staff stop the student from further testing once they have passed one such attempt. Any inadvertent overtesting beyond tests required for verified credit is filed as a testing irregularity, and the score is removed from the student's academic record.

Parents may opt-in to SOL EOC tests for their students beyond those required for graduation with a written request. Such tests are coded as opt-in, and results are excluded from the student's academic record and school accountability calculations.

9. Describe how the plan meets the testing requirements in federal law.

Each student at Bryant High School fulfills federal test participation requirements by taking at least one attempt with a SOL EOC SOL tests following course instruction in Biology, mathematics (Algebra 1, Geometry, or Algebra 2), and grade 11 English: Reading. Students who passed all three SOL EOC mathematics tests by the end of middle school may use a state Board approved Advanced Placement (AP), International Baccalaureate (IB), SAT, or ACT test to fulfill federal participation requirements. If any student enrolled in Biology, English 11, Algebra 1, Geometry, or Algebra 2 who is expected to test for federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

Through the annual Standards of Quality (SOQ) compliance and certification data collection process, completed August 2019, the superintendent of schools and School Board chair have verified compliance with the prerequisite conditions for accreditation under 8VAC20-131-390. The Bryant High School principal further documents that the school complies with pre-accreditation eligibility criteria for the standards, as follows:

1. Applies the division promotion and retention policies;
2. Offers courses that shall allow students to complete graduation requirements;
3. Offers instructional programs prescribed by the state and division;
4. Offers instruction in history and social science and English, to include writing;

5. Applies state and division leadership and staffing requirements;
6. Applies facilities and safety provisions;
7. Provides required parental notifications;
8. Applies the division program of studies to incorporate Standards of Learning curriculum in all subjects, and teaches SOL material to all students eligible to take the SOL tests;
9. Prepares and implements an annual comprehensive school innovation and improvement plan aligned to the division's long-range comprehensive strategic plan; makes the plan available to students, parents, staff, and the public; and evaluates it as part of developing the next plan.

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

Bryant High School meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

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.

September 26, 2019

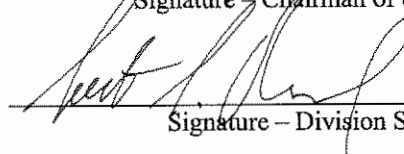
Date Approved by the Local School Board

September 27, 2019

Submission Date



Signature - Chairman of the School Board



Signature - Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Fairfax County Adult High School
Division Name: Fairfax County Public Schools
School Address: 6815 Edsall Road, Springfield, VA 22151
Contact Person: Bradley Rickel
Phone Number: 703-658-2740
Email: brrickel@fcps.edu
Proposed Duration of Plan: Three years (Ratings for 2019-20 through 2021-22)
Grade Levels Served: 9-12
Number of Students Enrolled by Grade: (Based on June 2019 Membership)

Grade 9	Grade 10	Grade 11	Grade 12
43	62	201	112

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

The individual alternative accreditation plan for Fairfax County Adult High School (FCAHS) allows for consideration of non-standard measurements of growth related to specific areas of progress. The plan offers the school—which serves exclusively students aged 18 and older—the ability to demonstrate student growth in academics, career readiness, and school participation in a non-traditional manner.

FCAHS is unique in that adult students, both those considered school-age and non-school age, can complete the diploma program. Non-school age students are eligible to pursue a diploma as long as they need fewer than eight credits. FCAHS offers a pathway for learners to earn either a board recognized Advanced Studies Diploma, Standard Diploma, or Adult Diploma or the state board approved High School Equivalency (HSE), which for the state of Virginia is the General Education Diploma (GED). Other school divisions in Virginia and throughout the nation offer only the HSE program option for non-school age students. FCAHS provides educational services for diploma completion and HSE/GED completion to non-school aged learners at a very affordable tuition rate. Educational opportunities for adult learners to complete a high school diploma (and sometimes HSE/GED) are extremely limited and most often, unaffordable in Virginia and the United States. Working in collaboration with our local jail, FCAHS also offers the HSE/GED program pathway to adult inmates free of charge. With this in mind, it is imperative that FCAHS continue to be held accountable under an alternative accreditation plan in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs.

It is important to note that the age of the student population at FCAHS has a significant impact on the graduation requirements in a Virginia public school. Specifically, a student is eligible to earn the Adult Diploma based on the student's ninth grade entry graduation requirements. During 2018-19, 88 percent of the graduating students earned an Adult Diploma and the remaining 12 percent earned a Standard Diploma. Similarly, during 2017-18, 88 percent of graduates earned an Adult Diploma and the remaining 12 percent earned a Standard Diploma. This statistic is reflective of both the wide range of ninth grade entry dates among the student population and the number of FCAHS students who take five or more years to earn a diploma. As an example, during 2018-19, ninth grade entry dates for students earning the Adult Diploma ranged from 1980 to 2014. While the diploma type earned by FCAHS students has a minimal impact on the student's postsecondary plans, the diploma type can and does have a substantial impact on the course of study while enrolled at FCAHS. Students with a ninth grade entry date prior to the year 2000 are not required to earn verified credits for the Adult Diploma. Additionally, the number of credits required in some content areas is less than the number of credits required for the Standard Diploma.

2. Describe the characteristics of the student population.

Given their educational background and life circumstances, adult students at FCAHS commonly take more than five years to graduate. Most students do not enroll as traditional full-time students. Most students enroll part-time while maintaining at least part-time employment and/or assume responsibility for managing a household and family. In addition, the FCAHS students have either not been successful in a traditional high school setting or, in many cases have never attended a traditional high school in the United States or their home country. These factors have prevented FCAHS learners from completing their program of studies with their cohort peers.

As all FCAHS students are aged 18 and above, all learners are exempt from Virginia compulsory attendance policies. Life experiences, for almost all learners, have interrupted their education, and these circumstances still present substantial obstacles that impede academic achievement and graduation. All students who enroll at FCAHS are self-enrolled, and a consequence of self-enrollment is that many students are employed either part-time or full-time inside and/or outside the home. Additionally, many of the students enrolled at FCAHS have parenting and family responsibilities, and many students experience socioeconomic pressures such as housing, medical, and transportation limitations. Because of interrupted educational experiences, many students experience low literacy and numeracy skills, a lack of prior academic knowledge, and the requisite skills and resources for self-advocacy, all of which have negatively impacted FCAHS students' continuous enrollment and personal academic success. Given that compulsory attendance laws do not apply to FCAHS students, continued enrollment and attendance are intrinsically motivated by an individual's personal goal to complete high school and earn a diploma. This motivation is a powerful driver of student persistence despite the many challenges faced by adult students.

It is worth noting that approximately 24 percent of FCAHS students have been enrolled in a U.S. school for less than two years, and nine percent have been enrolled in U.S. schools for less than one year. Additionally, adult students with individualized education programs (IEPs) in Fairfax County Public Schools are served either at a traditional high school, alternative high school, or through a special education center-based program. Therefore, FCAHS has no enrollment for students with disabilities.

Fairfax County Public Schools evaluated the programming at FCAHS during 2017-18 as part of a division focus on equity and to ensure the school's resources were aligned with the needs of its student population. As a result, the division's Facilities and Transportation departments identified two new locations that would enable FCAHS to serve student populations in high need areas. As a result of these program changes, during 2018-19, FCAHS substantially increased enrollment of school-age students aged 18 through 21, and it is expected that this pattern will continue over the next three years. These program changes also resulted in an overall decrease in the number of students served at FCAHS, with about 275 fewer students in June 2019 compared to June 2017. These enrollment trends are noted in the table below.

**Student Membership by Student Reporting Group, 3-Years
Based on June Membership**

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners
2016-17	694	46	27	585		34	98	671
2017-18	523	37	21	426		37	70	510
2018-19	418	27	19	345	1	25	94	374

Due to the programmatic and location changes FCAHS implemented in 2018-19, the school saw a substantial shift toward younger adult student membership, as illustrated in the table below.

Age-Group Distribution, Based on June Membership

Year	Aged 18-21	Aged 22-25	Aged 26 and Older
2017-18	21%	22%	57%
2018-19	44%	17%	39%

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

The mission of FCAHS is to provide an opportunity for adult learners to identify their learning needs and to accomplish their goal of obtaining a high school credential. The vision of FCAHS is for all staff members to support adult learners in an environment that is safe, respectful, flexible, cooperative, equitable, technology-rich, and engaging. FCAHS provides the programming, tools, and resources to inspire lifelong learning and to empower our learners' personal, intellectual, and social growth.

The instructional program for all courses at FCAHS is based on the Virginia Standards of Learning (SOLs) and the Fairfax County Public Schools (FCPS) Program of Studies. While course offerings are not comprehensive in comparison to other high schools in the school division, course offerings are evaluated annually to ensure a pathway to graduation for students. Courses are offered at a variety of times and locations in Fairfax County to provide students with a number of flexible options because of the life responsibilities of adult students. Classes are offered at two locations in Fairfax County during the daytime hours and at three sites in evening hours. Additionally, FCAHS offers adult students rolling enrollment with class start dates twice each month.

Daytime classes begin at 8:45 and end at 4 p.m., with each class meeting for 75 minutes, five days per week on a semester schedule. Students can enroll in up to five classes per semester during the day session. Evening classes are offered at three sites throughout the county from 5:30 p.m. until 8:30 p.m. Evening classes last 90 minutes each and meet twice weekly on a ten-month academic schedule. Students can take up to four classes annually through evening programming. The contracted and hourly teaching staff are certified in the content area taught, pursuant to state requirements. Teaching staff participate in regular professional development in best teaching practices, including differentiation of instruction, blended learning, and the use of assessment for data-driven decision making. FCAHS offers one-to-one technology use for students, and many courses are taught in a blended format utilizing online instructional resources and course content. The increased use of technology and digital course content enables students to work independently while off-campus. Opportunities to work independently provide additional flexibility for adult students with many competing responsibilities. Three counselors provide academic and college and career advisement and monitor students' progress towards graduation.

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

Course completion at FCAHS is measured by performance on Virginia standards; therefore, teachers are required to assess and evaluate students based on demonstration of those standards. Each of the academic departments at FCAHS has established procedures for assessing student readiness using common diagnostic assessments when new students begin classes during the year. Progress is monitored closely while a student is enrolled in a class. Student progress reports are distributed electronically at the mid-point and end of each grading period. Additionally, students are encouraged to monitor individual progress using the StudentView option in the division's electronic Student Information System (SIS). Course syllabi and individualized 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 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. FCAHS staff has adopted a uniform grading practice designed to provide consistency among teachers and ensure students understand academic progress and pacing towards course completion. The school's grading practices were developed to ensure compliance with the division's grading policy and best practices. All teachers provide students with multiple opportunities to successfully complete standards. Students are provided remediation and opportunities for reassessment.

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

Fairfax County Adult High School maintains a staff of licensed and highly qualified staff. In some cases, the school must hire provisionally licensed teachers or assign a teacher to a class section for which they are not endorsed due to a lack of fully licensed and properly endorsed candidates ready to commit to serving at this adult high school. This is particularly true for classes operating on an evening schedule. Administrators seek teacher candidates with prior experience applicable to working with the school's specific student population and provide support to ensure teachers are successful in their instructional practice at FCAHS. Fairfax County Adult High School's data from the annual Instructional Personnel Report (IPAL) for the last three years illustrates that the school is consistently able to provide students instruction by high quality staff meeting the state's licensure requirements for approximately 90 percent of classes.

Instructional Personnel Report Summary, 3-Years

Indicators of High Quality Instruction	2016-17	2017-18	2018-19
# of Total Class Sections	379	185	127
% of Class Sections Taught by Licensed and Properly Endorsed Instructional Personnel	91.11%	91.13%	89.44%
# of Total Teaching Staff	69	66	36
% of Teachers with Provisional Licenses	1.45%	9.09%	8.33%
% of Teachers Teaching in a Subject or Field in Which They Are NOT Licensed or NOT Properly Endorsed	18.84%	10.61%	25.00%
% of Teachers Reported with Less than 1 Year Full-time Teaching Experience	4.35%	1.52%	0.00%

- 6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:**
- a. Academic achievement measures for all students;**
 - b. Academic achievement gap measures for prevalent student groups; and**
 - c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.**

Part 6A—Academic Achievement

As noted in the description of the student population in Part 2 above, students who attend FCAHS were likely academically unsuccessful in a traditional or alternative high school, and many ELs are enrolling in high school for the first time. The academic challenges FCAHS students had during previous educational experiences persist and are frequently magnified because of life choices and demands. Adult students face many barriers personally that impact academic achievement including employment, child and family care, and transportation.

Academic Achievement Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Fairfax County Adult High School.

Recognizing the unique needs of students served at this adult high school, it is appropriate to modify the approach for applying credits and adjustments when calculating Academic Achievement school quality indicators for FCAHS. Specifically, it is necessary to **broaden the definition** for certain standard academic calculation features, as follows.

- Based on the academic interruptions and other challenges associated with relocation and transience experienced by many students served at this adult high school, extend the definition of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, such as Achievement Integrity Maturity (AIM), Interagency Alternative Secondary (IAS), or Alternative Learning Center (ALC) through a court order, hearings office decision, or social services department assignment.
- Based on the history of academic failure experienced by many FCAHS students and the focus of the school on building within students the will to persist to academic success, extend the definition of “Recovery” to include Science as an eligible subject area, using the same eligibility criteria as for Mathematics and Reading.

Due to the small number of students taking state tests for federal accountability and graduation requirements and the significant challenges FCAHS students overcome for academic success, it is appropriate to modify the pass rate/combined rate calculations for determining the school’s performance level for the indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges when calculating the school’s pass rate/combined rate for Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science, as follows.

- Weight students at 1.25 when they:
 - Score Pass Advanced on SOL or substitute test; or
 - Pass after two (2) or more failed attempts with the same test taken across two (2) or more testing windows.
- Weight students at 1.0 when they (*students not already counted above*):
 - Score Pass Proficient on SOL or substitute test;
 - Fail SOL or substitute test but show WIDA growth (English only); or
 - Score 375-399 on the SOL test after previously scoring below 375 on the same test in an earlier testing window.
- Weight students at 0.75 when they (*students not already counted above*):
 - Score 375-399 on the SOL test.
- Weight students at 0.0 when they (*students not already counted above*):
 - Fail all SOL and substitute test attempts.

Academic Achievement Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Fairfax County Adult High School.

Based on the unique academic backgrounds and family/economic needs of students served at this adult high school, it is appropriate to **award bonus points** when staff and students demonstrate success related to students' learning outcomes toward graduation and completion. *Each time* the school meets one of the bonus scenarios, add five (5) percentage points to the Modified Pass/Combined Rate for the subject area (English, Mathematics, Science). Up to a maximum of 35 bonus points will be applied toward the school's "Alternative Core Subject Index" for English, Mathematics, and Science, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere to academic success despite external challenges. Add five (5) percentage points as a bonus when:
 - Scenario 1 – At least 25 percent of school age students who are employed for 20 or more hours per week and/or live independently pass the SOL/substitute test.
 - Scenario 2 - At least 20 percent of students who withdrew and re-enrolled within the same academic year pass the SOL/substitute test.
- Award bonus points for scenarios where staff are successful in supporting the school's unique student population to other measures of academic success. Add five (5) percentage points as a bonus when:
 - Scenario 3 - At least 10 percent of the school age enrollment were assigned locally awarded verified credit (LAVC) or special permission locally awarded verified credit accommodations (SPLAVC-A) in the content area.
 - Scenario 4 - At least 50 percent of students pursuing an Adult Diploma demonstrate persistence by successfully earning course credit in the content area.
 - Scenario 5 - At least 50 percent of the school age enrollment demonstrates persistence by successfully earning course credit in the content area and being promoted to the next academic grade level.
 - Scenario 6 - At least 25 percent of FCAHS students who attempted a content HSE/GED subject test after participating in a HSE/GED preparation class at any FCPS campus earn a passing test result, regardless of the age of the learner.
 - Scenario 7A – **(English only)** At least 52 percent of ELs meet annual progress targets for the WIDA ACCESS for ELLs assessment from the prior year (e.g., spring 2019 compared to spring 2018).
 - Scenario 7B – **(Mathematics only)** At least 70 percent of students who take both a pre- and post-test using the Math Inventory online assessment meet or exceed quantile score growth targets, as defined by the individualized Math Inventory reports.
 - Scenario 7C – **(Science only)** At least 70 percent of students enrolled in a science course earn a score of 50 percent or higher on a division science benchmark assessment in fall and/or spring.

Academic Achievement Indicator Calculations: For each school quality indicator English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 for a specific school quality indicator will the requested modified methodology and bonus points be applied to calculate an "Alternative Core Subject Index."

Additionally, to recognize the unique academic backgrounds and family/economic needs of students served at this adult high school, **modify the options** for performance level decisions that are available when determining the school's final status for each school quality indicator: English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement.

- Reduction of the failure rate by (R10) will be available whenever the current year modified combined/pass rate (line H in Table 1.1 below) is 40 percent or higher. The R10 calculation will continue to be applied using unadjusted failure rates and require a reduction of at least 10 percent compared to the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Core Subject Index (line J from Table 1.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate the Alternative Core Subject Index for each academic achievement school quality indicator, as necessary, to appropriately reflect the school's unique purpose and population. Table 1.1 displays the model that will be used to calculate the Alternative Core Subject Index. Table 1.2 displays a sample calculation for the Alternative Core Subject Index, applying modifications and bonus points outlined above. Note that when applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 1.1. Alternative Core Subject Index Calculation Model (English, Mathematics, Science)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	
(B)	1.25 * (# Meeting 1.25 Weight Criteria)		
(C)	1.00 * (# Meeting 1.0 Weight Criteria)		
(D)	0.75 * (# Meeting 0.75 Weight Criteria)		
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	
(F)	# of Modified Recovery Tests	n/a	
(G)	# of Modified Adjustments	n/a	
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	
(I)	Additions Based on Bonus Scenarios 1-6 and/or 7A-7C (Add up to 35 Points)	n/a	
(J)	Alternative Core Subject Index = (H) + (I)	n/a	
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	

Table 1.2. SAMPLE CALCULATION Alternative Core Subject Achievement Index (English)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	210
(B)	1.25 * (# Meeting 1.25 Weight Criteria)	2	2.5
(C)	1.00 * (# Meeting 1.0 Weight Criteria)	125	125.0
(D)	0.75 * (# Meeting 0.75 Weight Criteria)	10	7.5
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	135.0
(F)	# of Modified Recovery Tests	n/a	1
(G)	# of Modified Adjustments	n/a	15
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	69.39
(I)	Additions Based on Bonus Scenarios 1-6 and/or 7A-7C (Add up to 35 Points)	n/a	10 (Scenarios 2, 3)
(J)	Alternative Core Subject Index = (H) + (I)	n/a	79.39
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	YES

Part 6B—Academic Achievement Gaps

Academic Achievement Gap Methodology Modifications: Applying the same rationale as offered for Academic Achievement in English and Mathematics above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Fairfax County Adult High School.

As with the Academic Achievement indicators, a modification is needed for application of the “Transfer” adjustment within Academic Achievement Gap indicators for English and mathematics. **Broaden the definition** of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, as described on page 6.

Further, as with Academic Achievement above, it is appropriate to modify the pass rate/combined rate calculations for determining the reporting group performance level within the Academic Achievement Gap indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges as outlined on page 6 when calculating for each reporting group.

Academic Achievement Gap Bonus Points: Using the same rationale as for Academic Achievement, the Fairfax County School Board also requests bonus points be applied to calculations for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Fairfax County Adult High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 35 points applied toward a reporting group's "Alternative Core Subject Index" calculation for English and Mathematics. Add five (5) percentage points to the reporting group's Modified Pass/Combined Rate for the subject area (English, Mathematics) as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance to academic success despite external challenges (Scenarios 1-2, page 7); and
- Staff success in supporting the school's unique student population to other measures of academic success (Scenarios 3-6 and 7A-7B, page 7).

Academic Achievement Gap Indicator Calculations: As with calculations for Academic Achievement above, performance levels for each reporting group within the school quality indicators English Academic Achievement Gap and Mathematics Academic Achievement Gap will first be determined using the standard calculation method established for the indicator. Only when the performance for a reporting group falls at Level 2 or Level 3 for in specific subject area will the modified methodology and bonus points be applied.

Additionally, as with Academic Achievement indicators, **modify the options** for performance level decisions (R10 and cumulative 3-year average) that are available when determining the school's final status for each reporting group within English Academic Achievement Gap and Mathematics Academic Achievement Gap.

Tables 1.1 and 1.2 for Academic Achievement above demonstrate how modified calculations and bonus points are applied for the school's overall assessed student population. This same approach will be applied to calculate an Alternative Core Subject Index for each reporting group, when the group does not attain Level 1 under the standard calculations. Only students who are part of the reporting group will be included in test counts and considered when determining bonus scenarios for the alternative index calculation. Applying the Alternative Core Subject Index for reporting groups, as necessary, will appropriately reflect the school's unique purpose and population. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Part 6C—Student Engagement and Outcome Measures

The section that follows is divided into four sub-parts:

- 6C.1 Chronic Absenteeism Rate
- 6C.2 Graduation and Completion Index
- 6C.3 Dropout Rate
- 6C.4 College Career Civic Readiness Index

Part 6C.1—Chronic Absenteeism Rate

Regular attendance is a major barrier to academic success for adult students enrolled at FCAHS. As indicated in Appendix Table A.1, the two largest barriers to regular attendance, as identified by a targeted group of students, were a work issues and a family/personal responsibility issues. These two barriers disproportionately impact school outcomes for chronic absenteeism because a large number of

the student population at FCAHS are working at least part-time and have significant responsibility for themselves and/or dependent family members.

Chronic Absenteeism Rate Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Chronic Absenteeism Rate for Fairfax County Adult High School.

To recognize the unique population served at this adult high school, where students are often the heads of their households, it is necessary to modify the approach for calculating student absences. Specifically, when calculating individual students' absenteeism rates, **omit days missed** in the following instances:

- While the student was served at a hospital, mental health treatment facility, or substance abuse treatment center; and
- Due to a documented medical condition for the student or a dependent child.

Due to the voluntary nature of school participation and additional family/economic challenges, chronic absenteeism for adult students should not count toward the school's overall Chronic Absenteeism Rate in certain cases. **Extend adjustments** from the school's chronic absenteeism calculation to exclude certain adult students with the following status:

- Above school age (20 for general education students; 22 for ELs) and no longer eligible for free public education; and/or
- Documented to have been incarcerated at any point in the year.

Due to the population's transient and voluntary nature and the additional family/economic challenges faced by adult students at FCAHS, it is appropriate to modify the calculation for determining the school's chronic absenteeism rate for the indicator. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Miss between 10 and 14.99 percent of enrolled days;
 - Miss 15 percent or more and transferred from another Virginia public high school, at which they were chronically absent; or
 - Miss 15 percent or more and are parenting, living independently, and/or employed 20 or more hours per week.
- Weight students at 0.5 when they (*students not already counted above*):
 - Miss between 15 and 20 percent of enrolled days.
- Weight students at 1.0 when they (*students not already counted above*):
 - Miss 10 percent or more of enrolled days.

Chronic Absenteeism Rate Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of Chronic Absenteeism Rate for Fairfax County Adult High School.

Based on the challenges FCAHS students frequently must overcome to maintain regular school attendance, it is appropriate to **award bonus points** when staff and students are successful in exceeding identified targets. *Each time* the school meets one of the bonus scenarios, subtract five (5) percentage points from the Modified Chronic Absenteeism Rate. Up to a maximum of 30 bonus points will be applied toward the school's Alternative Chronic Absenteeism Index

- Award bonus points for scenarios where students meet attendance targets reflecting their unique needs. Subtract five (5) percentage points as a bonus when:
 - Scenario 1 - At least 40 percent of adult students are in attendance at least 60 percent of enrolled days.
 - Scenario 2 - At least 10 percent of students designated as homeless miss less than 10 percent of enrolled days.
 - Scenario 3 - At least 30 percent of students who are pregnant or parenting miss less than 25 percent of enrolled days.

- Award bonus points for scenarios where staff are successful in supporting students to demonstrate engagement through alternative measures. Subtract five (5) percentage points as a bonus when:
 - Scenario 4 – At least 40 percent of students who transfer from another Virginia public school improve their attendance while at FCAHS compared to their attendance rate at their previous school.
 - Scenario 5 - At least 50 percent of students who are employed 20 or more hours per week earn at least 1 academic credit per semester toward graduation.
 - Scenario 6 - At least 10 percent of students engage with curriculum digitally while outside the classroom two or more hours per week.

Chronic Absenteeism Rate Indicator Calculations: When calculating the Chronic Absenteeism Rate school quality indicator, the school’s performance level will first be determined using the standard calculation method established for the indicator. Only when the school’s performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an “Alternative Chronic Absenteeism Index.”

Additionally, to recognize the unique population served at this adult high school, **modify the options** for performance level decisions that are available when determining the school’s final status for the school quality indicator of Chronic Absenteeism Rate.

- Reduction of the failure rate (R10) will be available whenever the current year modified chronic absenteeism rate (line E in Table 2.1 below) is decreased more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Chronic Absenteeism Index (line G from Table 2.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Chronic Absenteeism Index for the school quality indicator, as necessary to appropriately reflect the school’s unique purpose and population. Table 2.1 displays the model that will be used to calculate the Alternative Chronic Absenteeism Index. Table 2.2 displays a sample calculation for the Alternative Chronic Absenteeism Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 2.1. Alternative Chronic Absenteeism Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	0.5 * (# Meeting 0.5 Weight Criteria)		
(D)	1.0 * (# Meeting 1.0 Weight Criteria)		
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	

Table 2.2. SAMPLE CALCULATION Alternative Chronic Absenteeism Index

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	150
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	60	15.0
(C)	0.5 * (# Meeting 0.5 Weight Criteria)	30	15.0
(D)	1.0 * (# Meeting 1.0 Weight Criteria)	20	20.0
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	33.33
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	20 (Scenarios 1, 2, 4, 5)
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	13.33
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	YES

Part 6C.2—Graduation and Completion Index (GCI)

As noted in the description of the student population in Part 2 above, adult students enrolled at FCAHS experience significant challenges that have impeded their progress toward graduation and completion. These challenges persist for students throughout their enrollment at FCAHS. Given that compulsory attendance laws do not apply to FCAHS students, continued enrollment is intrinsically motivated by a personal goal to complete high school and earn a diploma or HSE.

GCI Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of GCI for Fairfax County Adult High School.

To recognize the unique population served at this adult high school, **adjust the cohort** used for calculating GCI as follows.

- Due to the voluntary nature of school participation and additional family/economic challenges, adult students who are unable to complete school should not count as dropouts in certain cases. Adjust the cohort to exclude students with a status of dropout or unconfirmed who:
 - Were aged 18 or older at the time of first enrollment in Virginia public schools;
 - Were above school age (20 for general education students; 22 for ELs) at the time of withdrawal and no longer eligible for free public education; and/or
 - Transferred from another Virginia public high school and attended FCAHS less than one month before dropping out.
- Due to a lack of programs available to serve the needs of these students, adult students who are unable to complete school should not count as dropouts in certain cases. Adjust the cohort to exclude students with a status of dropout or unconfirmed who:
 - Are documented to have moved outside Fairfax County Public Schools; and/or
 - Are hospitalized, are in a mental health treatment facility or substance abuse treatment center, or have a documented medical condition which prevents them from continued enrollment.

Due to the significant challenges FCAHS students overcome to attain graduation and completion outcomes, it is appropriate to modify the calculation for determining the school's GCI for the indicator.

Adapt the weighted values for graduation and completion outcomes when calculating the school's GCI as follows.

- Weight students at 125 points when they:
 - Earn an Advanced Studies Diploma.
- Weight students at 100 points when they (*students not already counted above*):
 - Earn a Standard Diploma or Adult Diploma.
- Weight students at 90 points when they (*students not already counted above*):
 - Earn a HSE/GED.
- Weight students at 75 points when they (*students not already counted above*):
 - Report as Still in School; or
 - Report as Dropout or Unconfirmed but re-enroll at FCAHS by September 1 of the following year.
- Weight students at 30 points when they (*students not already counted above*):
 - Earn a Certificate of Completion; or
 - Enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 0 points when they (*students not already counted above*):
 - Report with latest status of Dropout or Unconfirmed.

GCI Indicator Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of GCI for Fairfax County Adult High School.

Based on the unique needs and postsecondary pathways for students served at this adult high school, it is appropriate to **award bonus points** when staff and students are successful in preserving toward graduation and completion goals. *Each time* the school meets one of the bonus scenarios, add five (5) index points to the Modified GCI. Up to a maximum of 65 bonus points will be applied toward the school's Alternative GCI calculation, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere in the face of external obstacles toward graduation. Add five (5) index points as a bonus when:
 - Scenario 1: At least 25 percent of the graduates and completers were employed 20 or more hours per week.
 - Scenario 2: At least 25 percent of the graduates and completers request a pass for free public transportation to and from school, from among those eligible.
 - Scenario 3: At least 50 percent of homeless or unaccompanied youth (HUY) in the cohort graduate or remain in school.

- Award bonus points for scenarios where students meet identified targets related to their unique needs. Add five (5) index points as a bonus when:
 - Scenario 4: At least 75 percent of students with a reduced course load and extended time for graduation meet the annual goals within their academic and career plans.
 - Scenario 5: At least 70 percent of tuition-paying seniors successfully graduate or complete.
 - Scenario 6: At least 50 percent of the total adult cohort graduate or remain in school.
 - Scenario 7: At least 10 percent of students who enrolled at FCAHS after previously dropping out of high school either graduate or remain in school.
 - Scenario 8: At least 10 inmates at the Local/Regional Jail earn a HSE/GED through the FCAHS HSE/GED program.

- Award bonus points for scenarios where staff are successful in supporting students to postsecondary pathways. Add five (5) index points as a bonus when:
 - Scenario 9: At least 75 percent of graduates enroll in college or trade school, join the military, or obtain full-time employment.
 - Scenario 10: At least 10 percent of students in the cohort are confirmed to have enrolled in a postsecondary career pathway, such as Job Corps, Commonwealth Challenge, Workforce Innovation and Opportunity Act (WIOA), etc.
 - Scenario 11: At least 25 percent of students in the cohort participate in a school-based career development program.
 - Scenario 12: At least 25 percent of students in the cohort earn a Career and Technical Education (CTE) credential.
 - Scenario 13: At least 50 percent of students in the cohort obtain college and career counseling from the school counselor.

GCI Indicator Calculations: When calculating the GCI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative GCI."

Additionally, to recognize the unique population served at this adult high school, **modify the options** for performance level decisions that are available when determining the school's final status for the GCI school quality indicator.

- Increase of the GCI (I2) will be available whenever the current year modified GCI (line G in Table 3.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative GCI (line I from Table 3.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative GCI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 3.1 displays the model that will be used to calculate the Alternative GCI. Table 3.2 displays a sample calculation for the Alternative GCI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 3.1. Alternative GCI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in Modified Cohort)		
(B)	125 * (# Meeting 125 Weight Criteria)		
(C)	100 * (# Meeting 100 Weight Criteria)		
(D)	90 * (# Meeting 90 Weight Criteria)		
(E)	75 * (# Meeting 75 Weight Criteria)		
(F)	30 * (# Meeting 30 Weight Criteria)		
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	
(I)	Alternative GCI = (G) + (H)	n/a	
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	

Table 3.2. SAMPLE CALCULATION Alternative GCI

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in Modified Cohort)	175	17,500
(B)	125 * (# Meeting 125 Weight Criteria)	2	250
(C)	100 * (# Meeting 100 Weight Criteria)	55	5,500
(D)	90 * (# Meeting 90 Weight Criteria)	3	270
(E)	75 * (# Meeting 75 Weight Criteria)	45	3,375
(F)	30 * (# Meeting 30 Weight Criteria)	40	1,200
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	60.54
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	30 (Scenarios 1, 4, 5, 6, 9, 11)
(I)	Alternative GCI = (G) + (H)	n/a	90.54
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	YES

Part 6C.3—Dropout Rate

Dropout Rate Methodology Modifications: Applying the same rationale as offered for GCI above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Dropout Rate for Fairfax County Adult High School.

As with GCI, a modification is needed for the cohort definition. **Adjust the cohort** used when calculating Dropout Rate by applying the same modifications outlined on page 14. These adjustments reflect the unique family/economic challenges and lack of programs outside FCPS to meet the needs of adult learners.

In the same way a modified calculation is needed for GCI, it is also necessary to modify the calculation for Dropout Rate. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Report as Dropout or Unconfirmed but re-enroll at FCAHS by September 1 of the following year; or
 - Report as Dropout or Unconfirmed but enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 1.0 when they (*students not already counted above*):
 - Report with latest status of Dropout or Unconfirmed.

Dropout Rate Bonus Points: Using the same rationale as for GCI, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicator of Dropout Rate for Fairfax County Adult High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 65 bonus points applied toward the Alternative Dropout Index calculation. Subtract five (5) percentage points from the overall Modified Dropout Rate as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance in the face of external obstacles toward graduation (Scenarios 1-3, page 15);
- Student success in meeting identified targets related to their unique needs (Scenarios 4-8, page 15); and
- Staff success in supporting students to postsecondary pathways (Scenarios 9-13, page 15).

Dropout Rate Indicator Calculations: As with the calculation for GCI, the school's Dropout Rate performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Dropout Index."

Additionally, to recognize the unique population served at this adult high school, **modify the options** for performance level decisions that are available when determining the school's final status for the Dropout Rate school quality indicator.

- Reduction of the failure rate (R10) will be available whenever the current year modified dropout rate (line D in Table 4.1 below) is decreased by more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Dropout Index (line F from Table 4.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Dropout Index school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 4.1 displays the model that will be used to calculate the Alternative Dropout Index. Table 4.2 displays a sample calculation for the Alternative Dropout Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 4.1. Alternative Dropout Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in <i>Modified</i> Cohort	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	1.0 * (# Meeting 1.0 Weight Criteria)		
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	
(F)	Alternative Dropout Index = (D) - (E)	n/a	
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	

Table 4.2. SAMPLE CALCULATION Alternative Dropout Index

Row	Calculation Step	Student Count	Value
(A)	# of Students in <i>Modified</i> Cohort	n/a	175
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	35	8.75
(C)	1.0 * (# Meeting 1.0 Weight Criteria)	30	30.00
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	22.14
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	20 (Scenarios 1, 4, 9, 11)
(F)	Alternative Dropout Index = (D) - (E)	n/a	2.14
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	YES

Part 6C.4—College Career Civic Readiness Index (CCCRI)

As noted in the description of the student population in Part 2 above, students at FCAHS are self-enrolled adults over age 18. Most of these students have had interruptions to their schooling due previous choices or life events. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored workbased learning or service learning experiences. However, FCAHS students live independently, are the head of their household, and work at least part-time, demonstrating career and civic readiness skills.

CCCRI Methodology Modifications: Applying similar rationale as offered for GCI and Dropout Rate, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of school quality indicator of CCCRI for Fairfax County Adult High School.

As with GCI and Dropout Rate, a modification is needed for the cohort definition when calculating CCCRI. **Adjust the cohort** used when calculating CCCRI by applying the same modifications outlined on page 14. These adjustments reflect the unique family/economic challenges and lack of programs outside Fairfax County Public Schools to meet the needs of adult learners.

Recognizing the diverse backgrounds and responsibilities of the students served at this adult high school, it is necessary to **broaden the definitions** used for student activities that count toward the CCCRI calculation.

- Expand the service learning experience definition to include students who successfully complete the culminating activity for a schoolwide service learning function and earn at least one credit toward graduation.
- Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and have a documented positive review from their work supervisor.

In the same way a modified calculation is needed for GCI and Dropout, it is also necessary to modify the calculation for CCCRI. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 1.0 points when they (*students not already counted above*):
 - Earn credit for advanced coursework;
 - Report as CTE finishers with CTE credentials;
 - Gain at least one workbased learning experience, using the broader definition above; or
 - Fulfill at least one service learning experience, using the broader definition above.
- Weight students at 0.75 points when they (*students not already counted above*):
 - Earn at least one CTE credential; or
 - Pass at least one CTE course.
- Weight students at 0.25 points when they (*students not already counted above*):
 - Enroll in at least one CTE course at FCAHS; or
 - Enroll in at least one business/technical training course from through the division-sponsored Adult and Community Education (ACE) program.
- Weight students at 0 points when they (*students not already counted above*):
 - Fail to meet any CCCRI criteria options.

CCCRI Bonus Points: Using similar rationale as for GCI and Dropout Rate, the Fairfax County School Board also requests the following bonus points be applied to calculations for the CCCRI school quality indicator for Fairfax County Adult High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 25 bonus points applied toward the Alternative CCCRI calculation. Add five (5) percentage points to the overall Modified CCCRI as a bonus *each time* the school meets one of the scenarios recognizing staff success in supporting students to postsecondary pathways (Scenarios 9-13, page 15).

CCCRI Indicator Calculations: When calculating the CCCRI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative CCCRI."

Additionally, to recognize the unique population served at this adult high school, **permit options** for performance level decisions that can be considered when determining the school's final status level for the CCCRI school quality indicator.

- Increase of the CCCRI (I2) will be made available whenever the current year modified CCCRI (line F in Table 5.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will be made available, using the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative CCCRI (line H from Table 5.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative CCCRI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 5.1 displays the model that will be used to calculate the Alternative CCCRI. Table 5.2 displays a sample calculation for the Alternative CCCRI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 5.1. Alternative CCCRI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	
(B)	1.0 * (# Meeting 1.0 Weight Criteria)		
(C)	0.75 * (# Meeting 0.75 Weight Criteria)		
(D)	0.25 * (# Meeting 0.25 Weight Criteria)		
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	
(G)	Alternative CCCRI = (E) + (F)	n/a	
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	

Table 5.2. SAMPLE CALCULATION Alternative CCCRI

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	175
(B)	1.0 * (# Meeting 1.0 Weight Criteria)	100	100.00
(C)	0.75 * (# Meeting 0.75 Weight Criteria)	35	26.25
(D)	0.25 * (# Meeting 0.25 Weight Criteria)	20	5.00
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	75.00
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	10 (Scenarios 9, 11)
(G)	Alternative CCCRI = (E) + (F)	n/a	85.00
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	YES

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

Student performance results are used to develop an innovation and improvement plan for the school, which is aligned with Fairfax County Public Schools strategic plan and Portrait of a Graduate. School goals are based on student achievement and inform planning for teaching and learning, professional development, and division-level support. Staffing and programming resources have been expanded and revised to support continued academic improvement in English and mathematics. Specifically, for 2019-20, an instructional coach will provide direct support to teachers of English and mathematics, and an on-time graduation coordinator (OTG) will provide direct support to students in English and mathematics by linking them to academic support when needed. Programming was revised based on student achievement data to include increasing the instructional minutes of each class period and adding an academic intervention and support period daily. This academic intervention and support period will expand Tier 1 academic support opportunities for students by providing additional time for remediation and instruction in English and mathematics.

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

Each student at Fairfax County Adult High School takes all applicable end-of-course (EOC) SOL tests following course instruction. Students may use a state Board approved substitute test for verified credit in place of the SOL test once any applicable federal test participation requirements have been met. If any students who is enrolled in a SOL-associated course and expected to test for verified credit or federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing. The division's policy for dropping courses ensures that students' course schedules are not changed to avoid EOC tests. Failing a SOL EOC test does not prevent a student from enrolling in the next academic course in a sequence or taking the SOL test for that subsequent course.

Students are not tested in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order to fulfill federal test participation requirements in reading, biology, and mathematics. Students who need a student-selected verified credit to graduate may choose to attempt only one available SOL EOC test, or they may choose to attempt multiple available SOL EOC tests to fulfill the requirement. In cases where the student chooses to attempt multiple available tests for the student-selected verified credit, staff stop the student from further testing once they have passed one such attempt. Any inadvertent overtesting beyond tests required for verified credit is filed as a testing irregularity, and the score is removed from the student's academic record.

Parents may opt-in to SOL EOC tests for their students beyond those required for graduation with a written request. Such tests are coded as opt-in, and results are excluded from the student's academic record and school accountability calculations.

9. Describe how the plan meets the testing requirements in federal law.

Each student at Fairfax County Adult High School fulfills federal test participation requirements by taking at least one attempt with a SOL EOC SOL tests following course instruction in Biology, mathematics (Algebra 1, Geometry, or Algebra 2), and grade 11 English: Reading. Students who passed all three SOL EOC mathematics tests by the end of middle school may use a state Board approved Advanced Placement (AP), International Baccalaureate (IB), SAT, or ACT test to fulfill federal participation requirements. If any student enrolled in Biology, English 11, Algebra 1, Geometry, or

Algebra 2 who is expected to test for federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

Through the annual Standards of Quality (SOQ) compliance and certification data collection process, completed August 2019, the superintendent of schools and School Board chair have verified compliance with the prerequisite conditions for accreditation under 8VAC20-131-390. The Fairfax County Adult High School administrator further documents that the school complies with pre-accreditation eligibility criteria for the standards, as follows:

1. Applies the division promotion and retention policies;
2. Offers courses that shall allow students to complete graduation requirements;
3. Offers instructional programs prescribed by the state and division;
4. Offers instruction in history and social science and English, to include writing;
5. Applies state and division leadership and staffing requirements;
6. Applies facilities and safety provisions;
7. Provides required parental notifications;
8. Applies the division program of studies to incorporate Standards of Learning curriculum in all subjects, and teaches SOL material to all students eligible to take the SOL tests;
9. Prepares and implements an annual comprehensive innovation and improvement plan for the school aligned to the division's long-range comprehensive strategic plan; makes the plan available to students, parents, staff, and the public; and evaluates it as part of developing the next plan.

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

Fairfax County Adult High School meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.

APPENDIX

To better understand the factors contributing to absences among FCAHS students aged 18-21, during 2018-19, the FCAHS leadership contacted 124 learners directly by phone or in person to collect detailed feedback. Table A.1 below describes the feedback students offered, identifying the major barriers to their attendance.

Table A.1. Student-Identified Barriers to Regular School Attendance (Students Aged 18-21)

Code	Reasons for absence that fall under code	Frequency by number of students
AC – Academic Challenge	-Academic material too difficult -Student wants to learn English only	Total: 0
FR – Family/Personal Responsibility	-Sick child -Sick parent/family member -Personal illness -Child care -Travel Abroad -Official Court Business	Total: 21 Black 1; Asian 1; Hispanic 16; White 1; Two or more races 2
SD – Student Dispute	-Student disputes attendance record accuracy	Total: 1 Hispanic 1
TR – Transportation Issue	-Transportation out of commission/unreliable -No ride to school	Total: 7 Black 1; Hispanic 5; White 1
U – Unable to Contact	-Student unresponsive to contact attempt -Student's contact info (phone/VM/email) does not work	Total: 60 Black 2; Asian 3; Hispanic 54; White 1
WI – Work Issue	-Work schedule change -New job -Work location change -Student tired from work schedule	Total: 33 Black 1; Asian 1; Hispanic 30; Two or more races 1

In 2018-19, the FCAHS leadership team identified regular attendance as a major barrier to academic success. Table A.2 outlines findings by the FCAHS leadership team in its review of attendance data during 2018-19.

Table A.2. Level of Student Unexcused Absences, Based on SIS Data, February 12, 2019

Attendance Description	All Students	Age Distribution		EL Status Distribution	
		School -Age Students	Non-School Age Students	EL Students	Non-EL Students
Students with less than 5 Unexcused Absences	98 (22.5%)	27 (6%)	71 (16.35%)	81 (18.6%)	17 (3%)
Students with 5-10 Unexcused Absences	129 (29.72%)	94 (21.65%)	35 (8%)	106 (24.4%)	23 (5%)
Students with 11 or more Unexcused Absences	207 (47.69%)	79 (18.2%)	128 (29.49%)	181 (41.7%)	26 (5%)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*


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.

September 26, 2019

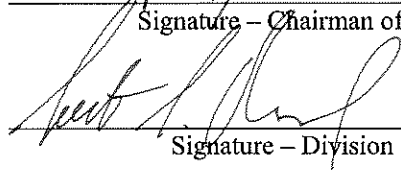
Date Approved by the Local School Board

September 27, 2019

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Key Center School

Division Name: Fairfax County Public Schools

School Address: 6404 Franconia Road, Springfield, VA 22150

Contact Person: Ann M. Smith

Phone Number: 703-313-4000

Email: amsmith2@fcps.edu

Proposed Duration of Plan: Three years (Ratings for 2019-20 through 2021-22)

Grade Levels Served: K-12 (Ages 5-22)

Number of Students Enrolled by Grade: (Based on June 2019 Membership)

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
1	4	1	3	3	9	1	6	5	4	8	4	28

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

The individual alternative accreditation plan for Key Center School allows for consideration of non-standard measurements of growth related to specific areas of progress. The plan offers the school—which serves students with significant cognitive, physical, and behavioral challenges—the ability to demonstrate student growth in academics, career readiness, and school participation in a non-traditional manner. Students attending Key Center School have significant challenges, including severe cognitive delays and either complex medical conditions or behavioral challenges. Their challenges impact their ability to attend and participate in traditional instructional strategies. It is the nature of their disability to require non-standard measures of growth. With this in mind, it is imperative that Key Center School is held accountable under an alternative accreditation plan in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs.

Key Center School staff recognizes the restrictive nature of the school, which for the special population of students served, actually is less restrictive to meet their needs. With a smaller school, fewer transitions, and a caring culture from staff, Key Center School regularly sees student growth. The school's commitment to offering a caring culture focuses on building trust and positive relationships. As a result, staff witness the increase in student interest, student attention and, subsequently, an increase in student participation in all aspects of their school day. The school staff take pride in witnessing and celebrating the many gains each student projects as a result of the school programming. A great majority of the students fulfill their individualized education program (IEP) components to graduate with an Applied Studies Diploma and transition to other settings when they are no longer of school age.

Key Center School is identified as a public day school, serving students identified for intellectual disabilities severe or autism based on IEP documentation. All students have active IEPs to address their complex learning needs. The school has a "Center" focused program which includes students who have medically fragile conditions as well as significant cognitive challenges. These classes range in size from 6-8 students supported by a classroom teacher, an assistant, and an attendant. In addition, some students have private duty nurses with specialized medical training. Key Center School also has a behavior-focused "Transition" program for students who have behavioral complexities that impact their learning. This low-ratio grouping of students has 4-6 students per classroom supported by a teacher and two paraprofessionals. Transition program students have FBA and BIP considerations on a consistent basis for optimizing their learning and behavioral performances. Students in this program may also have complex medical needs and may require staff with specialized medical training. Since IEP meetings are held annually, the school team and parents discuss the benefits or concerns of the school setting. Students are considered for other placement options in either less or more restrictive settings based on their changes in performance.

2. Describe the characteristics of the student population.

All Key Center School students receive special education programming for intellectual disabilities severe or autism. Student success is highly dependent on intensive staff support, and every student participates in an adapted curriculum. A majority of students have a literacy level of emergent or lower. Communication and overall language development are priorities for Key Center School students. Twenty-six percent of students have oral or verbal language skill deficits, others require a variety of supports for oral, assistive, or computer-aided language. Classroom staff offer intensive opportunities for students to develop core language while also increasing expressive and receptive language skills. Ninety percent of students receive Assistive Technology Support, while 85 percent of the student population receive Speech Language services.

Key Center School students also have significant medical and/or behavioral challenges, which require intensive support in a highly structured setting for their educational programming. All students who attend Key Center School are required to have direct supervision for their daily living needs. Twelve percent of students have an active formal Behavior Intervention Plan. Fifty-three percent of students have at least one health care plan, and some students have multiple health care plans. Their complex immune systems result in greater risk for sickness and injury, while sleep issues also impact many of students. Health care plans include students with the following needs: oral suctioning (one student), asthma (four students), hydrocephalus with shunt (nine students), gastrostomy-tube feeding (22 students), seizure disorders (45 students), respiratory disorders (five students), chronic lung disease (one student), cardiovascular disorder (one student), and tracheostomy and/or ventilator dependent (six students).

Thirty-four percent of students receive vision services. These conditions greatly impact a student's classroom and life performance in all areas. Students are difficult to test for vision and hearing loss; however, many students have confirmed vision issues which frequently coexist with having severe cognitive delays, presenting additional instructional challenges. Fourteen percent of students have much more complex visual acuity issues under the following conditions: cortical visual impairment (five students), blindness (one student), optic nerve hypoplasia (four students), blindness (two students), and optic atrophy (one student).

Seventy-one percent of students receive occupational therapy, and 52 percent receive physical therapy. Only 43 percent of students are ambulatory, or able to walk, with two of these receiving orientation and mobility services. Additionally, some Key Center School students have traumatic brain injury (TBI). Two students have this as an area of eligibility, and two more have TBI as a further complexity to their learning styles and performance.

**Student Membership by Student Reporting Group, 3-Years
Based on June Membership**

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
2016-17	87	11	12	18	7	39	36	36	87
2017-18	82	12	12	13	5	40	29	35	82
2018-19	77	8	13	15	4	37	35	31	77

2018-19 Primary Disability Type Distribution, Based on June Membership

Primary Disability Type	Total Students
Autism	18
Developmental Delay	1
Intellectual Disability	12
Multiple Disabilities	42
Other Health Impairment	2
Traumatic Brain Injury	2

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

Key Center School students can range from five to 22 years of age. Classroom settings include mixed grade classes due to the range of student ages and abilities. For both the center-focused classrooms and the transition-focused classes, Key Center School offers a small number of classrooms at each of the following levels: elementary school, middle school, and high school. Currently, a majority of students are over 18 years of age. Key Center School also has students receiving their educational programming in their home, with one student on homebound instruction and four students on home-based instruction. Each of these students receives instruction in the adapted curriculum and completes assessments for the state assessment program.

The mission of Key Center School is to set high expectations, create opportunities, and expect success for its students. The vision of Key Center School is to create an opportunity where diversity and individuality are celebrated and respected, and where all staff continually strives to maximize the potential of each student through increasingly higher expectations. Key Center School strives to ensure all students have an optimal instructional program on a consistent basis. The school is staffed with a paraprofessional to teacher ratio of 2 to 1. The school faculty offers instructional activities focused on the division's Portrait of a Graduate, where students learn real-life and meaningful skills, which they will continue to develop and utilize the rest of their lives. There is a staff commitment to high expectations and maximizing opportunities for students to learn to use their communication skills to advocate for themselves. There is an overall commitment to honoring students' needs, with staff applying for and being awarded grant funding for various projects which focus on promoting student growth and self-advocacy.

The school is heavily supported by the division to ensure all instructional materials are available to the teaching staff and that training is offered to ensure proficiency in instructional delivery. In addition, the administrative team, along with the school-based technology specialist and testing coordinators, ensure subscriptions to materials supporting the adapted curriculum remain current and ready for teacher access. These materials include Boardmaker, Unique Learning System, Splashtop, and News2You. There is a commitment to ensuring all peripherals are available and in working order at all times. Each classroom has two iPads for bridging student access to educational content. The iPads and Smartboards are in sync to present material in an optimal fashion for student engagement. Lastly, the school English for Speakers of Other Languages (ESOL) teacher is well versed in using the curriculum and materials that students need and provides critical supports for English learners and families with a primary home language other than English.

Collaboration is a critical element for promoting student achievement and overall gains in student independence. Key Center School is a caring culture where all staff are invested in the development of student learning. Staff work hard to gain familiarity in each student and are committed to building positive relationships with students and their family members. There are frequent opportunities for staff to review instructional practices and consider instructional programming adjustments to impact student learning. There is a collaborative team meeting weekly, consisting of a classroom teacher, related service staff (speech language pathologists, physical therapists, adapted physical education teacher, hearing/vision teachers, ESOL teacher), assistant principal, lead teacher, and behavior specialist, if applicable. Collaborative conversations focus on each student's strengths, needs, and areas of interest. The work of the team solidifies a match to student need and assists in goals being developed to foster student growth. In addition, an administrative team meets weekly, consisting of the principal, assistant principal, vocational coordinator, lead teacher, psychologist, social worker, behavior specialist, and school-based technology specialist. During this weekly administrative meeting, the specialized training and experiences of each individual member impacts positive school culture and instructional programming to ensure best practices are utilized consistently. This team reviews staff morale, material and instructional needs, student challenges, and needs for family, staff, or classroom support.

All teachers participate in monthly trainings to support their ongoing professional learning and ability to meet the needs of all students, with a wealth of opportunities available. Topics range from student-specific trainings on medical or behavioral topics to crisis management to core language development to mental health related topics, with additional topics identified by administrators and staff based on need or interest. Large and small group professional learning sessions are available throughout the school year to ensure all staff members have a chance to identify their areas of growth and to address topics of interest. Training occur frequently throughout the school year to ensure all staff are maintaining positive interactions with students, utilizing best practices, consistently offering strong and applicable instructional content. Additionally, Key Center School offers a structured student mentoring program where general education students from a nearby middle and high school mentor Key Center School students. The middle school mentor program is present in classrooms four out of five days per week, with the fifth day serving as an "activity day" designed to build student mentors' understanding and familiarity with supporting students with disabilities.

Key Center School's specific focus on language development is clearly evident, as staff offers every student multiple opportunities to "use their voice." Staff focuses on the receptive and expressive development for each student. The instruction in these settings is significantly supplemented with systems of visual and auditory supports, promoting student attention and interaction for greater comprehension of the content. Students have access to a variety of extensive supports, such as wait time for comprehending direction and to foster a response, assistive technology devices to support motor movement limitations as students reach or activate a device, and iPads or tablets to support student response. Programs consistently support a visual display of material at the optimal position for student engagement. All staff—and parents/guardians when available—are trained on promoting language to assist every student in making progress across all settings. Staff strive to meet parents at a time of their convenience, and after-hours options are offered to parents and caregivers to assist them in attending school trainings. Key Center School provides 'specials' classes in which language opportunities are promoted in addition to the instructional topic.

Key Center School staff have found the caring culture they offer is paramount to student success. The focus throughout the school year is on how staff can assist students to engage and thrive in activities that promote their educational performance with adapted curriculum while also offering real-world experiences for overall student growth. Staff frequently reteach content and offer extended wait time to ensure student comprehension is optimized. Instructional staff members work diligently to offer instruction throughout the year. Staff monitor and respond when students display concerning factors, such as a decline in performance, a pattern of sleeping, or a change in behavior or medical condition over time. When such shifts are observed, a Key Center School staff member—either a teacher, administrator, health room staff member, or school social worker—makes contact with a parent/guardian to ensure there are reasonable explanations for the change. Sometimes, additional

doctors' visits are needed; and, at times, the school social worker will attend appointments with family members to assist in explaining the doctor's findings related to the changes.

Students aged 14 and older participate in transition planning. A variety of interests and strengths are explored to broaden student interest and skill sets. As students age, they are offered more work-related opportunities, both within the school and in the community. Travel training can occur on public transportation, though most students travel to work sites on school buses. Students apply a variety of skills developed at school and transfer these to the worksite, generalizing and navigating the community. A vocational coordinator supports a broad range of work and/or vocational areas of interest for all students. This coordinator facilitates work sites both in school and in the nearby community. School work experiences are encouraged for all students, and many experiences can be offered to Key Center School students given the school environment. A few examples include laundry related tasks, can crushing, data destruction, creating and bagging dog biscuits, materials handling (e.g., brochures and newsletters), and internal deliveries. Students have a variety of educational opportunities within their classroom, throughout the school building, in community-based learning activities, and community work experiences.

There are multiple opportunities for students to make individual growth, both academically and personally as they individually participate in their school day. Students benefit from service learning experiences which include instruction on the service area and student participation in the activity. These experiences foster student empathy toward supporting outside entities and develop pride in their efforts to support others. An example of this is a yearly service learning project around Veterans Day. Staff select a few charities and offer instruction so students may become more aware of each charity's focus. After having time to gain additional insight on each charity, a schoolwide vote is held, and the charity with the winning vote becomes the beneficiary of a fundraising event. Students participate in all facets of the fundraising event, preparing and packaging items and sharing what they know about the charity and product to pursue donations. Through such events, students can apply explicit skills to promote their educational and individual development.

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

Student progress is shared with parents via progress reports and during annual IEP meetings. Students have re-evaluation meetings every three years where updates to student performance is shared. Teachers complete the Brigance Inventory of Early Development at least annually to help drive their understanding of student strengths and challenges and to help drive goal creations. Feedback from the state assessment program is shared with staff to better inform all staff in the area of student performance. In addition, a random sample of students are assessed on the Essentials for Learning protocol.

Information gathered from parents, teacher observations, formative assessments, and input by team member helps support the creation of goals for each student. All goals are discussed and reviewed during the draft IEP process. Teachers have a variety of evidence-based programs available to support instructional practices and to strengthen student performance. Progress reports include the percentage of student performance toward each specific goal to again offer very specific information in reference to student performance.

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

Key Center School maintains a staff of licensed and highly qualified staff. In rare cases, the school must hire provisionally licensed or endorsed teachers due to a lack of candidates available for hire with Fairfax County Public Schools

the appropriate special education endorsements to serve students at this special education center school. Administrators seek teacher candidates with prior experience applicable to working with the school's specific student population and provide support to ensure teachers are successful in their instructional practice at Key Center School. Administrators ensures all new teachers have an experienced mentor who will offer frequent check-ins to support their work, their growth, and their overall instructional performance. Administrators also provide check-ins to ensure new teachers are supported by their supervisors. Key Center School's data from the annual Instructional Personnel Report (IPAL) for the last three years illustrates that the school is consistently able to provide students instruction by high quality staff meeting the state's licensure requirements.

Instructional Personnel Report Summary, 3-Years

Indicators of High Quality Instruction	2016-17	2017-18	2018-19
# of Total Class Sections	52	49	37
% of Class Sections Taught by Licensed and Properly Endorsed Instructional Personnel	100.0%	100.0%	100.0%
# of Total Teaching Staff	31	29	24
% of Teachers with Provisional Licenses	9.68%	6.90%	4.17%
% of Teachers Teaching in a Subject or Field in Which They Are NOT Licensed or NOT Properly Endorsed	0.00%	0.00%	0.00%
% of Teachers Reported with Less than 1 Year Full-time Teaching Experience	6.45%	3.45%	0.00%

- 6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:**
- a. Academic achievement measures for all students;**
 - b. Academic achievement gap measures for prevalent student groups; and**
 - c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.**

Part 6A—Academic Achievement

Key Center School students are taught using the Aligned Standards of Learning (ASOLs) are identified within their IEPs as eligible for assessment using the Virginia Alternate Assessment Program (VAAP). While all Key Center School students participate in the VAAP for the purpose of meeting state and federal assessment participation requirements, there is a significant gap between the functioning level of many Key Center School students and the performance levels measured by VAAP, making it extremely difficult for students to demonstrate proficiency in the ASOLs. In addition, students require direct, frequent, intensive, and individualized instruction in a variety of settings to show progress. Therefore, Key Center School students require a different measure to determine if they are making sufficient progress in their instructional programs.

Academic Achievement Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Key Center School.

To recognize the unique needs and assessment format for students served at this special education center school, it is necessary to modify the pass rate/combined rate calculations for determining the school performance level in the subject areas. **Use weighted values** for VAAP results falling in specified outcome ranges when calculating the school's Academic Achievement English combined rate, Academic Achievement Mathematics combined rate, and Academic Achievement Science pass rate, as follows.

- Weight students at 1.25 when they:
 - Pass Advanced (grades 3-12).
- Weight students at 1.0 when they:
 - Score Pass Proficient (grades 3-12); or
 - Fail but show VAAP growth (grades 3-8).
- Weight students at 0.9 when they (*students not already counted above*):
 - Score one point below the passing cut score.
- Weight students at 0.0 when they (*students not already counted above*):
 - Score more than one point below the passing cut score.

Academic Achievement Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Key Center School.

Based on the complex educational and physical needs and individual goals of students served at this special education center school, it is appropriate to **award bonus points** when staff and students are successful in demonstrating positive outcomes related to students' learning environment and individual targets.

- Scenario 1 - Add five (5) percentage points to the overall modified Academic Achievement pass/combined rate for each subject area as a bonus when five (5) percent of students in grades 3-12 transition from Key Center School to a special education placement in a less restrictive educational setting.
- Scenario 2 - Add five (5) percentage points to the overall modified Academic Achievement pass/combined rate for the subject area as a bonus when 90 percent of students in grades 3-12 participated in an instructional program for the core subject area and showed progress according to their IEP goals.

Academic Achievement Indicator Calculations: For each school quality indicator English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 for a specific school quality indicator will the requested modified methodology and bonus points be applied to calculate an "Alternative Core Subject Index."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate the Alternative Core Subject Index for each academic achievement school quality indicator, as necessary, to appropriately reflect the school's unique purpose and population. Table 1.1 displays the

model that will be used to calculate the Alternative Core Subject Index. Table 1.2 displays a sample calculation for the Alternative Core Subject Index, applying modifications and bonus points outlined above.

Table 1.1. Alternative Core Subject Index Calculation Model (English, Mathematics, Science)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	
(B)	1.25 * (# Scoring Pass Advanced on VAAP)		
(C)	1.00 * (# Scoring Pass Proficient)		
(D)	1.00 * (# Failing but Showing VAAP Growth)—Reading/Math		
(E)	0.90 * (# Scoring 1 Point Below Passing Cut Score)		
(F)	Modified Pass/Combined Rate = (B+C+D+E) / (A) * 100	n/a	
(G)	Additions Based on Bonus Scenarios 1-2 (Add up to 10 Points)	n/a	
(H)	Alternative Core Subject Index = (F) + (G)	n/a	
(I)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	

Table 1.2. SAMPLE CALCULATION Alternative Core Subject Achievement Index (English)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	40
(B)	1.25 * (# Scoring Pass Advanced on VAAP)	2	2.5
(C)	1.00 * (# Scoring Pass Proficient)	24	24.0
(D)	1.00 * (# Failing but Showing VAAP Growth)—Reading	1	1.0
(E)	0.90 * (# Scoring 1 Point Below Passing Cut Score)	2	1.8
(F)	Modified Pass/Combined Rate = (B+C+D+E) / (A) * 100	n/a	73.25
(G)	Additions Based on Bonus Scenarios 1-2 (Add up to 10 Points)	n/a	5 (Scenario 2)
(H)	Alternative Core Subject Index = (F) + (G)	n/a	78.25
(I)	Level 1 Target Met / Not Met (English 74.50 or Higher)	n/a	YES

Part 6B—Academic Achievement Gaps

Academic Achievement Gap Methodology Modifications: Applying the same rationale as offered for Academic Achievement in English and Mathematics above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Key Center School .

As with Academic Achievement above, it is appropriate to modify the pass rate/combined rate calculations for determining the reporting group performance level within the Academic Achievement Gap indicators. **Use weighted values** for VAAP results falling in specified outcome ranges as outlined on page 8 when calculating for each reporting group.

Academic Achievement Gap Indicator Bonus Points: Using the same rationale as for Academic Achievement, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Key Center School.

It is appropriate to **award bonus points** based on attainment of specific scenarios, with up to 10 points applied toward a reporting group’s “Alternative Core Subject Index” calculation for English and Mathematics. When calculating each reporting group’s Modified Pass/Combined Rate for the subject area (English, Mathematics), add five (5) bonus points *each time* the school meets one of the specific scenarios recognizing staff and student successes in demonstrating positive outcomes related to students’ learning environment and individual targets (Scenarios 1-2, page 8).

Academic Achievement Indicator Calculations: As with calculations for Academic Achievement above, performance levels for each student reporting group within the school quality indicators English Academic Achievement Gap and Mathematics Academic Achievement Gap will first be determined using the standard calculation method established for the indicator. Only when the performance for a student reporting group falls at Level 2 or Level 3 for in specific subject area will the requested modified methodology and bonus points be applied.

Tables 1.1 and 1.2 for Academic Achievement above demonstrate how modified calculations and bonus points are applied for the school’s assessed student population. This same approach will be applied to calculate an Alternative Core Subject Index for each reporting group, when the group does not attain Level 1 under the standard calculations. Only students who are part of the reporting group will be included in test counts and considered when determining bonus point scenarios for the alternative index calculation. Applying the Alternative Core Subject Index for reporting groups, as necessary, will appropriately reflect the school’s unique purpose and population. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Part 6C—Student Engagement and Outcome Measures

The section that follows is divided into four sub-parts:

- C.1 Chronic Absenteeism Rate
- C.2 Graduation and Completion Index
- C.3 Dropout Rate
- C.4 College Career Civic Readiness Index

Part 6C.1—Chronic Absenteeism Rate

As noted in the description of the school population in Part 2 above, Key Center School serves a student community with significant health needs that require extensive medical interventions. Despite this, Key Center School focuses on student engagement, and families are strongly encouraged to have their child participate fully in the school day. The school employs a variety of strategies to address absenteeism, including the following.

- Teachers ensure student absences are reported and coded in the student information system.
- Staff contacts a parent/guardian if a student misses more than two days of school for illness or behavior.
- Staff report absences of more than three days to the administration and school social worker.
- The school social worker or public health nurse works with the family to alleviate the situation, whenever possible.
- When absences are not connected to medical or behavioral concerns, the school social worker or an administrator identifies appropriate resources to assist the family so the student may return to school.
- Whenever a student is out for more than three days, a “Ready to Learn” conversation or meeting is held to help the student successfully transition back to school, sometimes on a part-time basis.
- Staff supports students who are returning on a part-time basis to slowly increase their participation time within the school day.
- Trends in absenteeism or delayed arrivals are reviewed at weekly administrative team meetings to identify potential interventions.

Chronic Absenteeism Rate Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Chronic Absenteeism Rate for Key Center School.

To recognize the significant health care needs students face associated with their disabilities, is necessary to modify the approach for calculating student absences. Specifically, when calculating individual students’ absenteeism rates, **omit days missed** in the following instances based on health risks outside the control of the student or family:

- When a student residing at a nursing home or group home is not permitted to attend school due to movement restrictions at the residential facility due to an infectious illness prevalent in the living environment.
- When parents elect to keep the student home as a preventative measure due to risk of infectious illness prevalent in the school community.
- Due to a condition directly associated with the student’s documented health care plan (e.g., respiratory issues, migraine, seizure).
- While the student was served at a hospital or mental health treatment facility.

Due to the unique needs of the population served at this special education center school, it is appropriate to modify the calculation for determining the school’s chronic absenteeism rate for the indicator. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.10 when they:
 - Miss between 10 and 14.99 percent of enrolled days.
- Weight students at 0.25 when they (*students not already counted above*):
 - Miss between 15 and 20 percent of enrolled days.
- Weight students at 1.0 when they (*students not already counted above*):
 - Miss 10 percent or more of enrolled days.

Chronic Absenteeism Rate Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of Chronic Absenteeism Rate for Key Center School.

Based on the challenges Key Center School students frequently must overcome to maintain regular school attendance, it is appropriate to **award bonus points** when staff and students are successful in exceeding identified targets. Up to a maximum of 15 bonus points will be applied toward the school's Chronic Absenteeism Rate calculation, based on attainment of the scenarios outlined below.

- **Scenario 1** - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 30 percent of students without a documented health plan miss less than five (5) percent of their enrolled days.
- **Scenario 2** - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 10 percent of students who have a documented health plan are in attendance for 85 percent or more of enrolled days.
- **Scenario 3** - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 30 percent of students who are enrolled in the behavior transition program miss less than five (5) percent of enrolled days.

Chronic Absenteeism Rate Indicator Calculations: When calculating the Chronic Absenteeism Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Chronic Absenteeism Index."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Chronic Absenteeism Index for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 2.1 displays the model that will be used to calculate the Alternative Chronic Absenteeism Index. Table 2.2 displays a sample calculation for the Alternative Chronic Absenteeism Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 2.1. Alternative Chronic Absenteeism Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students Enrolled > 50 Percent of School Year	n/a	
(B)	0.1 * (# Missing Between 10 and 14.99 Percent of Enrolled Days)		
(C)	0.25 * (# Missing Between 15 and 19.99 Percent of Enrolled Days)		
(D)	1.0 * (# Missing (# Missing 20 Percent or More of Enrolled Days)		
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	
(F)	Reductions Based on Bonus Scenarios 1-3 (Reduce up to 15 Points)	n/a	
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	

Table 2.2. SAMPLE CALCULATION Alternative Chronic Absenteeism Index

Row	Calculation Step	Student Count	Value
(A)	# of Students Enrolled > 50 Percent of School Year	n/a	70
(B)	0.1 * (# Missing Between 10 and 14.99 Percent of Enrolled Days)	5	0.50
(C)	0.25 * (# Missing Between 15 and 19.99 Percent of Enrolled Days)	10	2.50
(D)	1.0 * (# Missing (# Missing 20 Percent or More of Enrolled Days)	10	10.00
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	18.57
(F)	Reductions Based on Bonus Scenarios 1-3 (Reduce up to 15 Points)	n/a	5 (Scenario 1)
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	13.57
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	YES

Part 6C.2—Graduation and Completion Index (GCI)

Key Center School students are working on goals to achieve and Applied Studies Diploma; they are not eligible for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma. Due to their disabilities, students enrolled at Key Center School do not pursue a Certificate of Completion or High School Equivalency/General Education Diploma (HSE/GED).

As a result of their significant cognitive disabilities and/or medical needs, most students at Key Center School remain in school until their eligibility ends at the close of the school year in which they turn 22 years of age. At that time, most students are successful in being awarded an Applied Studies Diploma and then transition into a private facility for adult activities and support or another supported postsecondary opportunity. Key Center School works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities when they transition from the school; however, under CSB bylaws, students cannot be placed until age 22. Those Key Center School students who withdraw from the school before age 22 often do so for medical reasons. These students appear as dropouts for GCI and dropout rate calculations.

GCI Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of GCI for Key Center School.

To recognize the unique population served at this special education center school, it is necessary to **adjust the cohort** used for calculating GCI. Due to the fragility of many Key Center School students, extreme medical conditions should not be equated to dropping out of school. Modify the GCI cohort to exclude students who withdraw for health reasons (withdrawal code W830) before their eligibility ends at age 22.

GCI Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of GCI for Key Center School.

Based on the unique needs and postsecondary pathways for most students at this special education center school, it is appropriate to **award bonus points** toward the school's Alternative GCI calculation when staff successfully support students in transitioning to adult services support. Add five (5) index points to the Modified GCI as a bonus when 50 percent of the cohort transitions into adult services placement upon graduation

GCI Indicator Calculations: When calculating the GCI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative GCI."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative GCI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 3.1 displays the model that will be used to calculate the Alternative GCI. Table 3.2 displays a sample calculation for the Alternative GCI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 3.1. Alternative GCI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	100* (# of Students in <i>Modified</i> Cohort)		
(B)	100 * (# with Applied Studies Diplomas)		
(C)	70 * (# Still in School)		
(D)	Modified GCI = (B+C) / (A) * 100	n/a	
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	n/a	
(F)	Alternative GCI = (D) + (E)	n/a	
(G)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	

Table 3.2. SAMPLE CALCULATION Alternative GCI

Row	Calculation Step	Student Count	Value
(A)	100* (# of Students in <i>Modified</i> Cohort)	10	1,000
(B)	100 * (# with Applied Studies Diplomas)	8	800
(C)	70 * (# Still in School)	1	70
(D)	Modified GCI = (B+C) / (A) * 100	n/a	87.00
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	n/a	5
(F)	Alternative GCI = (D) + (E)	n/a	92.00
(G)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	YES

Part 6C.3—Dropout Rate

Dropout Rate Methodology Modifications: Applying the same rationale as offered for GCI above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Dropout Rate for Key Center School.

As with GCI, a modification is needed for the cohort definition. **Adjust the cohort** used when calculating Dropout Rate by applying the same modification outlined on page 13. This adjustment reflects the unique services required by older students served at this special education center school disabilities.

Dropout Rate Bonus Points: Using the same rationale as for GCI, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicator of Dropout Rate for Key Center School.

It is appropriate to **award bonus points** based on attainment of the identified scenario, with up to five points applied toward the Alternative Dropout Index calculation. Subtract five (5) percentage points from the overall Modified Dropout Rate as a bonus when staff successfully support students in transitioning to adult services support, as defined by the scenario on page 14.

Dropout Rate Indicator Calculations: When calculating the Dropout Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an "Alternative Index" for the Dropout Rate school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 4.1 displays the model that will be used to calculate the Alternative Dropout Index. Table 4.2 displays a sample calculation for the Alternative Dropout Index, applying requested modifications and bonus points.

Table 4.1. Alternative Dropout Index Calculation Model

Row	Calculation Step	Value
(A)	# of Students in Modified Cohort	
(B)	# Reported as Dropout or Unconfirmed	
(C)	Modified Dropout Rate = (B) / (A) * 100	
(D)	Reductions Based on the Bonus Scenario (Reduce up to 5 Points)	
(E)	Alternative Dropout Index = (C) - (D)	
(F)	Level 1 Target Met / Not Met at 6.49 or Lower	

Table 4.2. SAMPLE CALCULATION Alternative Dropout Index

Row	Calculation Step	Value
(A)	# of Students in <i>Modified</i> Cohort	10
(B)	# Reported as Dropout or Unconfirmed	1
(C)	Modified Dropout Rate = (B) / (A) * 100	10.00
(D)	Reductions Based on the Bonus Scenario (Reduce up to 5 Points)	5
(E)	Alternative Dropout Index = (C) - (D)	5.00
(F)	Level 1 Target Met / Not Met at 6.49 or Lower	YES

Part 6C.4—College Career Civic Readiness Index (CCCRI)

Students in the center-based programs participate in a variety of career readiness activities tailored to their postsecondary projected outcomes and aligned with their transition plan as part of the IEP development process. At Key Center School, students participate in Community Based Instruction (CBI), Community Work Experience (CWE) and School Based Enterprise (SBE). In addition, students develop work skills in the school setting with various jobs to develop the soft skills necessary for community experiences. These skills include work performance behaviors such as attention to task, task perseverance, task initiation, and following directions. Students have been making progress on these behaviors over the past several years, with a concentration on secondary students. Students also participate in service learning projects at the classroom level, which are determined by the students from choices provided by the classroom teachers.

Note that due to their disabilities, students enrolled at Key Center School do not pursue Advanced Placement or International Baccalaureate courses to meet the advanced coursework criteria for CCCRI, nor do they complete the necessary Career and Technical Education (CTE) credentials and course sequences to fulfill the CTE finisher with credential criteria for CCCRI.

CCCRI Methodology Modifications: Applying similar rationale as offered for GCI and Dropout Rate, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of CCCRI for Key Center School.

As with GCI and Dropout Rate, a modification is needed for the cohort definition when calculating CCCRI. **Adjust the cohort** when calculating CCCRI by applying the same modification outlined on page 13. This adjustment reflects the unique services required by older students served at this special education center school disabilities.

Recognizing the diverse needs of the students served at this special education center school, it is necessary to **broaden the definitions** used for student activities that count toward the CCCRI calculation.

- Expand the service learning experience definition to include students who successfully complete the culminating activity for a schoolwide or classroom-based service learning function and demonstrate progress toward IEP goals.
- Expand the work-based learning experience definition to include students who participate in community work experience at least once per week to fulfill career transition goals in their IEP.

CCCRI Bonus Points: Using similar rationale as for GCI and Dropout Rate, the Fairfax County School Board also requests the following bonus points be applied to calculations for the CCCRI school quality indicator for Key Center School.

It is appropriate to **award bonus points** based on attainment of the identified scenario, with up to five points applied toward the Alternative CCCRI calculation. Add five (5) percentage points to the overall Modified CCCRI as a bonus when staff successfully support students in transitioning to adult services support, as defined by the scenario on page 14.

CCCRI Indicator Calculations: When calculating the CCCRI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate the "Alternative CCCRI."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative CCCRI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 5.1 displays the model that will be used to calculate the Alternative CCCRI. Table 5.2 displays a sample calculation for the Alternative CCCRI, applying modifications and bonus points outlined above.

Table 5.1. Alternative CCCRI Calculation Model

Row	Calculation Step	Value
(A)	# of Students in Modified Cohort	
(B)	# with Modified Workbased Learning Experiences	
(C)	# Modified Service Learning Experiences	
(D)	Modified CCCRI = (B+C) / (A) * 100	
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	
(F)	Alternative CCCRI = (D) + (E)	
(G)	Level 1 Target Met / Not Met (84.50 or Higher)	

Table 5.2. SAMPLE CALCULATION Alternative CCCRI

Row	Calculation Step	Value
(A)	# of Students in Modified Cohort	10
(B)	# with Modified Workbased Learning Experiences	5
(C)	# Modified Service Learning Experiences	3
(D)	Modified CCCRI = (B+C) / (A) * 100	80.00
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	5
(F)	Alternative CCCRI = (D) + (E)	85.00
(G)	Level 1 Target Met / Not Met (84.50 or Higher)	YES

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

Over the last several years Key Center School has had a high rate of student success with the state assessments. A majority of students across all grade levels have successfully passed all core subject areas. Some years additionally reflect a high number of students scoring at the Pass Advanced proficiency level. Staff attributes this success to careful planning, both in the coordination of instruction and in the assessment process within the adapted curriculum for core content. School testing coordinators are a constant presence in classrooms to ensure teachers utilize formative and summative assessment materials that promote and reflect student learning. Two additional contributing factors to the school's achievement results are deliberate instruction from staff and attention to individual student needs and timelines, ensuring students are at their optimal rate of attending and participating, both in instructional activities and subsequent assessments.

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

Each student in grades 3-8 and grades 10-11 at Key Center School participate in the VAAP to assess the ASOLs addressed in course instruction. Teachers prepare collections of evidence to document students' ASOL learning as follows:

- Grade 3 - reading and mathematics
- Grade 4 - reading, mathematics, and Virginia Studies
- Grades 5 - reading, mathematics, and science
- Grade 6 - reading and mathematics
- Grade 7 - reading and mathematics
- Grade 8 - reading, mathematics, writing, science, and Civics and Economics
- Grade 10 - science and history and social sciences
- Grade 11 - reading, mathematics, and writing

If any students in a VAAP grade-level is unable to complete the collection of evidence during the academic year, a testing status is filed for the student to document the reason no collection was submitted for scoring.

9. Describe how the plan meets the testing requirements in federal law.

Each student at Key Center School fulfills federal test participation requirements by participating in the VAAP as follows:

- Grades 3-7 - reading and mathematics
- Grade 8 - reading, mathematics, and science
- Grade 10 - science
- Grade 11 - reading and mathematics.

If any students in a VAAP grade-level is unable to complete the collection of evidence during the academic year, a testing status is filed for the student to document the reason no collection was submitted for scoring.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

Through the annual Standards of Quality (SOQ) compliance and certification data collection process, completed August 2019, the superintendent of schools and School Board chair have verified compliance with the prerequisite conditions for accreditation under 8VAC20-131-390. The Key Center School principal further documents that the school complies with pre-accreditation eligibility criteria for the standards, as follows:

1. Applies the division promotion and retention policies;
2. Offers courses that shall allow students to complete graduation requirements;
3. Offers instructional programs prescribed by the state and division;
4. Offers instruction in history and social science and English, to include writing;
5. Applies state and division leadership and staffing requirements;
6. Applies facilities and safety provisions;
7. Provides required parental notifications;
8. Applies the division program of studies to incorporate ASOL curriculum in all subjects, and teaches ASOL material to all students eligible to take the VAAP in lieu of Standards of Learning tests;
9. Prepares and implements an annual comprehensive school innovation and improvement plan aligned to the division's long-range comprehensive strategic plan; makes the plan available to parents, staff, and the public; and evaluates it as part of developing the next plan.

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

Key Center School meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

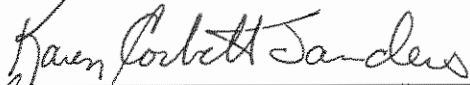
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

September 26, 2019

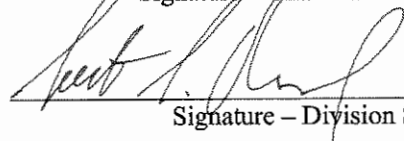
Date Approved by the Local School Board

September 27, 2019

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Kilmer Center School
Division Name: Fairfax County Public Schools
School Address: 8102 Wolftrap Road, Vienna, VA 22182
Contact Person: Dr. Jane Quenneville
Phone Number: 571-226-8440
Email: jmquennevill@fcps.edu
Proposed Duration of Plan: Three years (Ratings for 2019-20 through 2021-22)
Grade Levels Served: K-12 (Ages 5-22)
Number of Students Enrolled by Grade: (Based on June 2019 Membership)

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
2	0	2	4	5	1	4	4	6	6	10	9	19

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

The individual alternative accreditation plan for Kilmer Center School allows for consideration of non-standard measurements of growth related to specific areas of progress. The plan offers the school—which serves students with significant cognitive, physical, and behavioral challenges—the ability to demonstrate student growth in academics, career readiness, and school participation in a non-traditional manner. Kilmer Center School students are a diverse group of individuals who should be viewed as capable learners needing customized instruction and alternatives to participation. The nature of their disabilities is was not a choice, but rather a situation they experience every day and must persevere through to be perceived first as people. Kilmer Center School students are held to high standards, and the rigor of instruction is matched to meet their individual needs. Teaching and learning are a high priority as staff prepare this group of students for life and equip them with the necessary skills to be contributing members of their community. With this in mind, it is imperative that Kilmer Center School is held accountable under an alternative accreditation plan in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs.

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

The mission of Kilmer Center School is to develop students who are self-determined, effective communicators, and independent individuals who advocate for themselves and others as contributing members of their community. The vision for the school is to empower students to set goals, self-advocate and learn the skills essential to achieve a meaningful life.

2. Describe the characteristics of the student population.

Students attending Kilmer Center School are between age five (5) and 22. The students at Kilmer Center School are being served for characteristics of autism and intellectual disabilities and students with physical disabilities, including medically fragile conditions and intellectual disabilities severe.

Many of Kilmer Center School students have documented chronic health conditions, which require extensive medical interventions that result in the need to be absent from school because the treatments cannot be administered in a school setting. Additionally, immune systems are compromised and, therefore, students are more susceptible to illnesses that most students would recover from easily. Seven students have private duty nurses and three students have one-on-one support provided through Kilmer Center School staffing allocations. Specifically, the following conditions are noted on the Kilmer Center School student health conditions list:

- Feeding tubes - 32 students
- Seizures - 60 students
- Asthma - 22 students
- Headaches/migraines - 5 students
- Respiratory disorder - 5 students
- Cardiovascular issues - 5 students
- Tracheostomy/ventilator dependent - 2 students
- Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS) - 1 student

Student Membership by Student Reporting Group, 3-Years Based on June Membership

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
2016-17	80	13	10	19	6	32	27	32	80
2017-18	71	13	9	18	3	28	27	28	71
2018-19	72	15	10	16	5	26	31	28	72

2018-19 Primary Disability Type Distribution, Based on June Membership

Primary Disability Type	Total Students
Autism	16
Intellectual Disability	4
Multiple Disabilities	49
Other Health Impairment	2
Traumatic Brain Injury	1

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

Kilmer Center School's curriculum includes opportunities for improving academics, communication, and social skills while also focusing on functional life skills. The School Innovation and Improvement Plan (SIIP) reveals commitment to addressing areas directly related to the Fairfax County Public Schools Strategic Plan and Theory of Action. Kilmer Center School has consistently exceeded the state standards for performance and participation in all areas to include Reading, Mathematics, Science, and History for the past two years.

Kilmer Center School has an established Collaborative Learning Team (CLT) structure which is facilitated by the instructional coach, school-based technology specialist, and the employment transition representative on a weekly basis. Teachers are teamed by grade level in order to participate in collaborative learning teams on a weekly basis. This time gives instructional staff an opportunity to meet as a grade level, discuss lessons, create common assessments, and work collectively as a team. Common planning time is available while students participate in "Specials," which consist of music therapy, art therapy and adapted physical education. During each team meeting teachers adhere to a set of agreed upon standards, set an agenda, share resources and create lesson plans in order to ensure continuity with delivering the ASOLs in order for students to demonstrate knowledge and skills in each academic area assessed. Intensive differentiation and customization of academic materials is required for students with physical/intellectual disabilities severe in order for each of them to access the content. During academic instruction, related service providers often co-teach to integrate a variety of total communication systems into the instructional day.

In addition to many classroom-based and related service staff, Kilmer Center School has a School Support Team composed of the principal, assistant principal, school social worker, school nurse, a school-based technology specialist, a Fairfax County public health nurse, school psychologist, an employment transition representative, two board certified behavior analysts, and an instructional coach. There are three separate teams (clinical team, student support team, and instructional leadership team) that meet regularly to address academic programming, school-wide, classroom based, and individual student issues and concerns. All information is shared and discussed with relevant members of the student's team in order to ensure continuity of services. The specialists meet at least monthly with each classroom team to analyze data and make adjustments to the plan. In addition, the school has arranged for a monthly consultation with a psychiatrist from the county to assist families in the behavioral/medical management of their child.

Additional support personnel visit Kilmer Center School on a scheduled basis, including an audiologist, itinerants for vision and hearing, speech language pathologists, assistive technology specialists, occupational therapists, and physical therapists. These staff members support additional schools, yet most are based at Kilmer Center School, and are often in the building over the course of the school day, consulting frequently with teachers to enhance the students' curricular program. Kilmer Center School also has a teacher for English for Speakers of Other Languages (ESOL).

Kilmer Center School provides a wealth of training for staff members. In addition to professional development for classroom teachers on topics specific to student and staff needs, the school offers training for support staff to promote and expand the skills of these staff members who support classroom instruction. Staff members assisting in the Behavior Transition Program for students with behavioral challenges receive Professional Crisis Management (PCM) training to support students in order to maintain positive responses to challenging student behaviors. Ongoing consultations, modeling and coaching are provided to all classroom teachers by the instructional leadership team members and administration in order to ensure the highest quality instructional practices.

Kilmer Center School's academic expectations emphasizes the implementation of evidenced-based reading and mathematics curriculum. Kilmer Center School students are grouped within classroom

settings based on their age, educational needs, and supports for programming. Center-based classrooms for students with physical challenges and medically fragile conditions contain six to seven students supported by a classroom teacher and two support staff.

In addition, Kilmer Center School has a reduced ratio group of classes entitled “Behavior Transition Program” for the purpose of providing intensive behavioral interventions for students with Autism. Students placed in these classes have demonstrated frequent and intense challenges in their previous classroom settings and require specific behavior plans and supports. The Transition classroom contain approximately five students supported by a classroom teacher and two support staff. The overall goal is to assist these students in managing their behaviors and/or communication deficits in order to return to a less restrictive general education school-based setting. Students in the Transition program are grouped by instructional level for reading each day in order to best meet the individual needs of this student group and to maintain high expectations for all students to achieve. Behaviorally, the transition program students require a functional behavior assessment and a behavior intervention plan, which is included in the student’s IEP.

Integration opportunities are provided with general education peers at Kilmer Center School. Students at the adjacent Kilmer Middle School may elect to take a one credit course in a semester where they spend the entire academic block engaging with the students at Kilmer Center School. Another opportunity includes partnerships with the Madeira School integrating into classrooms at Kilmer Center School for two 6-week periods during the school year. The Langley School also supports “Kilmer Day” each school year in June. High school and post graduate students (18-22 years old) are provided opportunities to develop skills outside of the school through community-based instruction and work experience to support their learning in the areas of academic, leisure, and work experience skills.

At least annually, each student is considered for placement in a less restrictive educational setting by the IEP team. Due to the nature of the challenging behaviors of some students, it may be necessary to refer the student to a more restrictive educational placement, when evidenced based intervention strategies implemented have not been successful and the safety of the student is at risk. Some students demonstrate a more consistent response to their educational programming at Kilmer 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 division staff members are available to help make the transition positive for the student. Parents visit and observe these recommended settings so they may also ensure that adequate support will be in place to facilitate a smooth and successful transition for the student. Kilmer Center School strives to prepare students for the most meaningful postsecondary opportunity when they age out of public school services. The employment transition representative and the school social worker are closely involved in supporting the 18-22 year old student population and their families as they move from public school services to adult services.

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

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

improve student performance. Lastly, behavior data analysis meetings are held monthly with all behavior transition teachers.

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

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

Kilmer Center School maintains a staff of licensed and highly qualified staff. In rare cases, the school must hire provisionally licensed or endorsed teachers due to a lack of candidates available for hire with the appropriate special education endorsements to serve students at this special education center school. Administrators seek teacher candidates with prior experience applicable to working with the school’s specific student population and provide support to ensure teachers are successful in their instructional practice at Kilmer Center School.

Kilmer Center School’s data from the annual Instructional Personnel Report (IPAL) for the last three years illustrates that the school is consistently able to provide students instruction by high quality staff meeting the state’s licensure requirements.

Instructional Personnel Report Summary, 3-Years

Indicators of School’s Level of High Quality Instruction	2016-17	2017-18	2018-19
# of Total Class Sections	76	89	64
% of Class Sections Taught by Licensed and Properly Endorsed Instructional Personnel	98.70%	100.0%	100.0%
# of Total Teaching Staff	25	25	21
% of Teachers with Provisional Licenses	16.00%	12.00%	19.05%
% of Teachers Teaching in a Subject or Field in Which They Are NOT Licensed or NOT Properly Endorsed	4.00%	0.00%	0.00%
% of Teachers Reported with Less than 1 Year Full-time Teaching Experience	16.00%	8.00%	0.00%

- 6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:**
- a. Academic achievement measures for all students;**
 - b. Academic achievement gap measures for prevalent student groups; and**
 - c. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.**

Part 6A—Academic Achievement

Kilmer Center School students are assessed with the Virginia Alternate Assessment Program (VAAP) as determined by the IEP process. The Aligned Standards of Learning (ASOLs) are described to apply to students with significant cognitive disabilities because of the difficulty for those students to attempt and master the Standards of Learning due to their cognitive deficits. Every Kilmer Center School student meets the state criteria for the alternate assessment. All students need direct and customized instruction in an adapted curriculum based on the ASOLs. In addition, the students require frequent, intensive, and individualized instruction in a variety of settings to show progress. Therefore, Kilmer Center School students require a different measure to determine if they are making sufficient progress in their instructional program.

Academic Achievement Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Kilmer Center School.

To recognize the unique needs and assessment format for students served at this special education center school, it is necessary to modify the pass rate/combined rate calculations for determining the school performance level in the subject areas. **Use weighted values** for VAAP results falling in specified outcome ranges when calculating the school's Academic Achievement English combined rate, Academic Achievement Mathematics combined rate, and Academic Achievement Science pass rate, as follows.

- Weight students at 1.25 when they:
 - Pass Advanced (grades 3-12).
- Weight students at 1.0 when they:
 - Score Pass Proficient (grades 3-12); or
 - Fail but show VAAP growth (grades 3-8).
- Weight students at 0.9 when they (*students not already counted above*):
 - Score one point below the passing cut score.
- Weight students at 0.0 when they (*students not already counted above*):
 - Score more than one point below the passing cut score.

Academic Achievement Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Kilmer Center School.

Based on the complex educational and physical needs and individual goals of students served at this special education center school, it is appropriate to **award bonus points** when staff and students are successful in demonstrating positive outcomes related to students' learning environment and individual targets.

- Scenario 1 - Add five (5) percentage points to the overall modified Academic Achievement pass/combined rate for each subject area as a bonus when five (5) percent of students in grades 3-12 transition from Kilmer Center School to a special education placement in a less restrictive educational setting.

- **Scenario 2** - Add five (5) percentage points to the overall modified Academic Achievement pass/combined rate for the subject area as a bonus when 90 percent of students in grades 3-12 participated in an instructional program for the core subject area and showed progress according to their IEP goals.

Academic Achievement Indicator Calculations: For each school quality indicator English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 for a specific school quality indicator will the requested modified methodology and bonus points be applied to calculate an "Alternative Core Subject Index."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate the Alternative Core Subject Index for each academic achievement school quality indicator, as necessary, to appropriately reflect the school's unique purpose and population. Table 1.1 displays the model that will be used to calculate the Alternative Core Subject Index. Table 1.2 displays a sample calculation for the Alternative Core Subject Index, applying modifications and bonus points outlined above.

Table 1.1. Alternative Core Subject Index Calculation Model (English, Mathematics, Science)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	
(B)	1.25 * (# Scoring Pass Advanced on VAAP)		
(C)	1.00 * (# Scoring Pass Proficient)		
(D)	1.00 * (# Failing but Showing VAAP Growth)— Reading/Math		
(E)	0.90 * (# Scoring 1 Point Below Passing Cut Score)		
(F)	Modified Pass/Combined Rate = (B+C+D+E) / (A) * 100	n/a	
(G)	Additions Based on Bonus Scenarios 1-2 (Add up to 10 Points)	n/a	
(H)	Alternative Core Subject Index = (F) + (G)	n/a	
(I)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	

Table 1.2. SAMPLE CALCULATION Alternative Core Subject Achievement Index (English)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	40
(B)	1.25 * (# Scoring Pass Advanced on VAAP)	2	2.5
(C)	1.00 * (# Scoring Pass Proficient)	24	24.0
(D)	1.00 * (# Failing but Showing VAAP Growth)—Reading	1	1.0
(E)	0.90 * (# Scoring 1 Point Below Passing Cut Score)	2	1.8
(F)	Modified Pass/Combined Rate = (B+C+D+E) / (A) * 100	n/a	73.25
(G)	Additions Based on Bonus Scenarios 1-2 (Add up to 10 Points)	n/a	5 (Scenario 2)
(H)	Alternative Core Subject Index = (F) + (G)	n/a	78.25
(I)	Level 1 Target Met / Not Met (English 74.50 or Higher)	n/a	YES

Part 6B—Academic Achievement Gaps

Academic Achievement Gap Methodology Modifications: Applying the same rationale as offered for Academic Achievement in English and Mathematics above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Kilmer Center School.

As with Academic Achievement above, it is appropriate to modify the pass rate/combined rate calculations for determining the reporting group performance level within the Academic Achievement Gap indicators. **Use weighted values** for VAAP results falling in specified outcome ranges as outlined on page 7 when calculating for each reporting group.

Academic Achievement Gap Bonus Points: Using the same rationale as for Academic Achievement, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Kilmer Center School.

It is appropriate to **award bonus points** based on attainment of specific scenarios, with up to 10 points applied toward a reporting group's "Alternative Core Subject Index" calculation for English and Mathematics. When calculating each reporting group's Modified Pass/Combined Rate for the subject area (English, Mathematics), add five (5) bonus points *each time* the school meets one of the specific scenarios recognizing staff and student successes in demonstrating positive outcomes related to students' learning environment and individual targets (Scenarios 1-2, pages 7-8).

Academic Achievement Indicator Calculations: As with calculations for Academic Achievement above, performance levels for each student reporting group within the school quality indicators English Academic Achievement Gap and Mathematics Academic Achievement Gap will first be determined using the standard calculation method established for the indicator. Only when the performance for a student reporting group falls at Level 2 or Level 3 for in specific subject area will the requested modified methodology and bonus points be applied.

Tables 1.1 and 1.2 for Academic Achievement above demonstrate how modified calculations and bonus points are applied for the school's assessed student population. This same approach will be applied to calculate an Alternative Core Subject Index for each reporting group, when the group does not attain Level 1 under the standard calculations. Only students who are part of the reporting group will be included in test counts and considered when determining bonus point scenarios for the alternative index calculation. Applying the Alternative Core Subject Index for reporting groups, as necessary, will appropriately reflect the school's unique purpose and population. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Part 6C—Student Engagement and Outcome Measures

The section that follows is divided into four sub-parts:

- C.1 Chronic Absenteeism Rate
- C.2 Graduation and Completion Index
- C.3 Dropout Rate
- C.4 College Career Civic Readiness Index

Part 6C.1—Chronic Absenteeism Rate

As noted in the description of the school population in Part 2 above, Kilmer Center School has a student population with varying complex health needs that require extensive medical interventions. Because a majority of these treatments cannot be administered in a school setting, they require absence from school, which is often substantial.

An added challenge unique to Kilmer Center School is the attendance of students in a local Nursing Home zoned for Kilmer Center School where students are often kept at home due to pervasive illnesses affecting all members in the home. This situation can occur at any time of the year and will result in no students being allowed to come to school for weeks or months at a time until the condition is satisfactorily controlled per the resident physician. In addition, students served in the behavior transition program may suffer from mental health conditions as comorbidities to their Autism diagnosis. These situations may require extensive hospitalizations to address behavioral aggressions toward family members placing them in danger, management of medications, diagnostic observations and behavioral modification strategies.

In order to address chronic absenteeism, Kilmer Center School implements the following proactive strategies through its school innovation and improvement plan.

- School office staff provide monthly reports on absenteeism to the administration and school social worker.
- Administrators and the school social worker analyze data on a monthly basis.

- Staff schedule meetings with parents who continue to show a pattern of student absences not related to any medical or mental health related issues.
- Staff follow up with parents and ask for a doctor's note for planned extended absences.

Chronic Absenteeism Rate Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Chronic Absenteeism Rate for Kilmer Center School.

To recognize the significant health care needs students face associated with their disabilities, is necessary to modify the approach for calculating student absences. Specifically, when calculating individual students' absenteeism rates, **omit days missed** in the following instances based on health risks outside the control of the student or family:

- When a student residing at a nursing home or group home is not permitted to attend school due to movement restrictions at the residential facility due to an infectious illness prevalent in the living environment.
- When parents elect to keep the student home as a preventative measure due to risk of infectious illness prevalent in the school community.
- Due to a condition directly associated with the student's documented health care plan (e.g., respiratory issues, migraine, seizure).
- While the student was served at a hospital or mental health treatment facility.

Due to the unique needs of the population served at this special education center school, it is appropriate to modify the calculation for determining the school's chronic absenteeism rate for the indicator. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.10 when they:
 - Miss between 10 and 14.99 percent of enrolled days.
- Weight students at 0.25 when they (*students not already counted above*):
 - Miss between 15 and 20 percent of enrolled days.
- Weight students at 1.0 when they (*students not already counted above*):
 - Miss 10 percent or more of enrolled days.

Chronic Absenteeism Rate Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of Chronic Absenteeism Rate for Kilmer Center School.

Based on the challenges Kilmer Center School students frequently must overcome to maintain regular school attendance, it is appropriate to **award bonus points** when staff and students are successful in exceeding identified targets. Up to a maximum of 15 bonus points will be applied toward the school's Chronic Absenteeism Rate calculation, based on attainment of the scenarios outlined below.

- Scenario 1 - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 30 percent of students without a documented health plan miss less than five (5) percent of their enrolled days.
- Scenario 2 - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 10 percent of students who have a documented health plan are in attendance for 85 percent or more of enrolled days.
- Scenario 3 - Subtract five (5) percentage points from the overall modified Chronic Absenteeism Rate as a bonus when 30 percent of students who are enrolled in the behavior transition program miss less than five (5) percent of enrolled days.

Chronic Absenteeism Rate Indicator Calculations: When calculating the Chronic Absenteeism Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Chronic Absenteeism Index."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Chronic Absenteeism Index for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 2.1 displays the model that will be used to calculate the Alternative Chronic Absenteeism Index. Table 2.2 displays a sample calculation for the Alternative Chronic Absenteeism Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 2.1. Alternative Chronic Absenteeism Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students Enrolled > 50 Percent of School Year	n/a	
(B)	0.1 * (# Missing Between 10 and 14.99 Percent of Enrolled Days)		
(C)	0.25 * (# Missing Between 15 and 19.99 Percent of Enrolled Days)		
(D)	1.0 * (# Missing (# Missing 20 Percent or More of Enrolled Days)		
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	
(F)	Reductions Based on Bonus Scenarios 1-3 (Reduce up to 15 Points)	n/a	
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	

Table 2.2. SAMPLE CALCULATION Alternative Chronic Absenteeism Index

Row	Calculation Step	Student Count	Value
(A)	# of Students Enrolled > 50 Percent of School Year	n/a	65
(B)	0.1 * (# Missing Between 10 and 14.99 Percent of Enrolled Days)	2	0.20
(C)	0.25 * (# Missing Between 15 and 19.99 Percent of Enrolled Days)	10	2.50
(D)	1.0 * (# Missing (# Missing 20 Percent or More of Enrolled Days)	10	10.00
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	19.54
(F)	Reductions Based on Bonus Scenarios 1-3 (Reduce up to 15 Points)	n/a	5 (Scenario 1)
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	14.54
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	YES

Part 6C.2—Graduation and Completion Index (GCI)

Kilmer Center School students are working on goals to achieve an Applied Studies Diploma; they are not eligible for a Standard, or Advanced Studies Diploma. Due to their disabilities, students enrolled at Kilmer Center School do not pursue a Certificate of Completion or High School Equivalency/General Education Diploma (HSE/GED).

As a result of significant cognitive disabilities and/or medical needs, most students at Kilmer Center School remain in school until their eligibility ends at the close of the school year in which they turn 22 years of age. At that time, most students are successful in being awarded an Applied Studies Diploma and then transition into Day Support programs or supported Community Work-Based programs. Kilmer Center School works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities when they transition from the school. Those Kilmer Center School students who withdraw from school before age 22 often do so for medical reasons.

GCI Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of GCI for Kilmer Center School.

To recognize the unique population served at this special education center school, it is necessary to **adjust the cohort** used for calculating GCI. Due to the fragility of many Kilmer Center School students, extreme medical conditions should not be equated to dropping out of school. Modify the GCI cohort to exclude students who withdraw for health reasons (withdrawal code W830) before their eligibility ends at age 22.

GCI Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of GCI for Kilmer Center School.

Based on the unique needs and postsecondary pathways for most students at this special education center school, it is appropriate to **award bonus points** toward the school's Alternative GCI calculation when staff successfully support students in transitioning to adult services support. Add five (5) index points to the Modified GCI as a bonus when 50 percent of the cohort transitions into adult services placement upon graduation.

GCI Indicator Calculations: When calculating the GCI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative GCI."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative GCI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 3.1 displays the model that will be used to calculate the Alternative GCI. Table 3.2 displays a sample calculation for the Alternative GCI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 3.1. Alternative GCI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	100* (# of Students in Modified Cohort)		
(B)	100 * (# with Applied Studies Diplomas)		
(C)	70 * (# Still in School)		
(D)	Modified GCI = (B+C) / (A) * 100	n/a	
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	n/a	
(F)	Alternative GCI = (D) + (E)	n/a	
(G)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	

Table 3.2. SAMPLE CALCULATION Alternative GCI

Row	Calculation Step	Student Count	Value
(A)	100* (# of Students in Modified Cohort)	10	1,000
(B)	100 * (# with Applied Studies Diplomas)	8	800
(C)	70 * (# Still in School)	1	70
(D)	Modified GCI = (B+C) / (A) * 100	n/a	87.00
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	n/a	5
(F)	Alternative GCI = (D) + (E)	n/a	92.00
(G)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	YES

Part 6C.3—Dropout Rate

Dropout Rate Methodology Modifications: Applying the same rationale as offered for GCI above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Dropout Rate for Kilmer Center School.

As with GCI, a modification is needed for the cohort definition. **Adjust the cohort** used when calculating Dropout Rate by applying the same modification outlined on page 13. This adjustment reflects the unique services required by older students served at this special education center school disabilities.

Dropout Rate Bonus Points: Using the same rationale as for GCI, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicator of Dropout Rate for Kilmer Center School.

It is appropriate to **award bonus points** based on attainment of the identified scenario, with up to five points applied toward the Alternative Dropout Index calculation. Subtract five (5) percentage points from the overall Modified Dropout Rate as a bonus when staff successfully support students in transitioning to adult services support, as defined by the scenario on page 13.

Dropout Rate Indicator Calculations: When calculating the Dropout Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an "Alternative Index" for the Dropout Rate school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 4.1 displays the model that will be used to calculate the Alternative Dropout Index. Table 4.2 displays a sample calculation for the Alternative Dropout Index, applying requested modifications and bonus points.

Table 4.1. Alternative Dropout Index Calculation Model

Row	Calculation Step	Value
(A)	# of Students in <i>Modified</i> Cohort	
(B)	# Reported as Dropout or Unconfirmed	
(C)	Modified Dropout Rate = (B) / (A) * 100	
(D)	Reductions Based on the Bonus Scenario (Reduce up to 5 Points)	
(E)	Alternative Dropout Index = (C) - (D)	
(F)	Level 1 Target Met / Not Met at 6.49 or Lower	

Table 4.2. SAMPLE CALCULATION Alternative Dropout Index

Row	Calculation Step	Value
(A)	# of Students in <i>Modified</i> Cohort	10
(B)	# Reported as Dropout or Unconfirmed	1
(C)	Modified Dropout Rate = (B) / (A) * 100	10.00
(D)	Reductions Based on the Bonus Scenario (Reduce up to 5 Points)	5
(E)	Alternative Dropout Index = (C) - (D)	5.00
(F)	Level 1 Target Met / Not Met at 6.49 or Lower	YES

Part 6C.4—College Career Civic Readiness Index (CCCRI)

Students in special education center-based programs participate in a variety of career readiness activities tailored to their postsecondary projected outcomes and aligned with their transition plan as part of the IEP development process. At Kilmer Center School students participate in Community Based Instruction (CBI), Community Work Experience (CWE), and School Based Enterprise (SBE). In addition, students develop work skills in the school setting with various jobs to develop the soft skills necessary for community experiences. These skills include work performance behaviors such as attention to task, task perseverance, task initiation, and following directions. Students have been making progress on these behaviors over the past several years with a concentration on secondary students. Students also participate in service learning projects at the classroom level, which are determined by the students from choices provided by the classroom teachers.

Due to their disabilities, students enrolled at Kilmer Center School do not pursue Advanced Placement or International Baccalaureate courses to meet the advanced coursework criteria for CCCRI, nor do they complete the necessary Career and Technical Education (CTE) credentials and course sequences to fulfill the CTE finisher with credential criteria for CCCRI.

CCCRI Calculation Methodology Modifications: Applying similar rationale as offered for GCI and Dropout Rate, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of CCCRI for Kilmer Center School.

As with GCI and Dropout Rate, a modification is needed for the cohort definition when calculating CCCRI. **Adjust the cohort** when calculating CCCRI by applying the same modification outlined on page 13. This adjustment reflects the unique services required by older students served at this special education center school disabilities.

Recognizing the diverse needs of the students served at this special education center school, it is necessary to **broaden the definitions** used for student activities that count toward the CCCRI calculation.

- Expand the service learning experience definition to include students who successfully complete the culminating activity for a schoolwide or classroom-based service learning function and demonstrate progress toward IEP goals.
- Expand the work-based learning experience definition to include students who participate in community work experience at least once per week to fulfill career transition goals in their IEP.

CCCRI Bonus Points: Using similar rationale as for GCI and Dropout Rate, the Fairfax County School Board also requests the following bonus points be applied to calculations for the CCCRI school quality indicator for Kilmer Center School.

It is appropriate to **award bonus points** based on attainment of the identified scenario, with up to five points applied toward the Alternative CCCRI calculation. Add five (5) percentage points to the overall Modified CCCRI as a bonus when staff successfully support students in transitioning to adult services support, as defined by the scenario on page 13.

CCCRI Indicator Calculations: When calculating the CCCRI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate the "Alternative CCCRI."

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative CCCRI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 5.1 displays the model that will be used to calculate the Alternative CCCRI. Table 5.2 displays a sample calculation for the Alternative CCCRI, applying modifications and bonus points outlined above.

Table 5.1. Alternative CCCRI Calculation Model

Row	Calculation Step	Value
(A)	# of Students in Modified Cohort	
(B)	# with Modified Workbased Learning Experiences	
(C)	# Modified Service Learning Experiences	
(D)	Modified CCCRI = (B+C) / (A) * 100	
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	
(F)	Alternative CCCRI = (D) + (E)	
(G)	Level 1 Target Met / Not Met (84.50 or Higher)	

Table 5.2. SAMPLE CALCULATION Alternative CCCRI

Row	Calculation Step	Value
(A)	# of Students in Modified Cohort	10
(B)	# with Modified Workbased Learning Experiences	5
(C)	# Modified Service Learning Experiences	3
(D)	Modified CCCRI = (B+C) / (A) * 100	80.00
(E)	Additions Based on the Bonus Scenario (Increase up to 5 Points)	5
(F)	Alternative CCCRI = (D) + (E)	85.00
(G)	Level 1 Target Met / Not Met (84.50 or Higher)	YES

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

Kilmer Center School has demonstrated strong performance on the VAAP over the past two years, with a 100 percent pass rate in English and Mathematics. These results are a direct result of a solid CLT process, grade level planning, and the ability to unpack the standards in a meaningful way that has a direct impact on instruction. High achieving results are the result of high expectations for all learners and quality instruction, which includes differentiation of instruction, customization of all materials, and the necessary scaffolding to support the learner. All of these structures and processes will continue to support positive achievement results in the areas of English and Mathematics. Additionally, Kilmer

Center School was most recently recognized by the state Board of Education with the Continuous Improvement Award for improved performance on accreditation-related school quality indicators.

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

Each student in grades 3-8 and grades 10-11 at Kilmer Center School participates in the VAAP to assess the Aligned Standards of Learning (ASOLs) addressed in course instruction. Teachers prepare collections of evidence to document students' ASOL learning as follows:

- Grade 3 - reading and mathematics
- Grade 4 - reading, mathematics, and Virginia Studies
- Grades 5 - reading, mathematics, and science
- Grade 6 - reading and mathematics
- Grade 7 - reading and mathematics
- Grade 8 - reading, mathematics, writing, science, and Civics and Economics
- Grade 10 - science and history and social sciences
- Grade 11 - reading, mathematics, and writing

If any students in a VAAP grade-level is unable to complete the collection of evidence during the academic year, a testing status is filed for the student to document the reason no collection was submitted for scoring.

9. Describe how the plan meets the testing requirements in federal law.

Each student at Kilmer Center School fulfills federal test participation requirements by participating in the VAAP as follows:

- Grades 3-7 - reading and mathematics
- Grade 8 - reading, mathematics, and science
- Grade 10 - science
- Grade 11 - reading and mathematics.

If any students in a VAAP grade-level is unable to complete the collection of evidence during the academic year, a testing status is filed for the student to document the reason no collection was submitted for scoring.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

Through the annual Standards of Quality (SOQ) compliance and certification data collection process, completed August 2019, the superintendent of schools and School Board chair have verified compliance with the prerequisite conditions for accreditation under 8VAC20-131-390. The Kilmer Center School principal further documents that the school complies with pre-accreditation eligibility criteria for the standards, as follows:

1. Applies the division promotion and retention policies;
2. Offers courses that shall allow students to complete graduation requirements;
3. Offers instructional programs prescribed by the state and division;
4. Offers instruction in history and social science and English, to include writing;
5. Applies state and division leadership and staffing requirements;
6. Applies facilities and safety provisions;

7. Provides required parental notifications;
8. Applies the division program of studies to incorporate ASOL curriculum in all subjects, and teaches ASOL material to all students eligible to take the VAAP in lieu of Standards of Learning (SOL) tests;
9. Prepares and implements an annual comprehensive school innovation and improvement plan aligned to the division's long-range comprehensive strategic plan; makes the plan available to parents, staff, and the public; and evaluates it as part of developing the next plan.

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

Kilmer Center School meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-420.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, 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. Schools offering alternative education programs, 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 Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.*

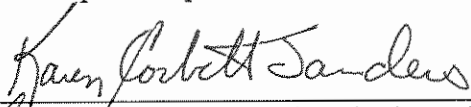
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

September 26, 2019

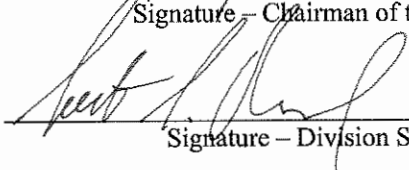
Date Approved by the Local School Board

September 27, 2019

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name: Mountain View High School
Division Name: Fairfax County Public Schools
School Address: 5775 Spindle Court, Centerville, VA 20121
Contact Person: James Lockwood
Phone Number: 703-227-2316
Email: jlockwood@fcps.edu
Proposed Duration of Plan: Three years (Ratings for 2019-20 through 2021-22)
Grade Levels Served: 9-12
Number of Students Enrolled by Grade: (Based on June 2019 Membership)

Grade 9	Grade 10	Grade 11	Grade 12
15	23	95	91

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

The individual alternative accreditation plan for Mountain View High School (MVHS) allows for consideration of non-standard measurements of growth related to specific areas of progress. The plan offers the school—which serves as a Tier 3 academic, behavior, and attendance intervention placement for students—the ability to demonstrate student growth in academics, career readiness, and school participation in a non-traditional manner.

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 learners, older school-age students working toward a high school degree, under-credited students based on age and grade level, students administratively placed because of disciplinary infractions at their base schools, and students who need a flexible program to accommodate work or family obligations. Mountain View High School's vision, mission, and core values and beliefs encapsulate its purpose and function with at-risk students who often come to school feeling disenfranchised and discouraged about the future. With this in mind, it is imperative that MVHS continue to be held accountable under an alternative accreditation plan in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs.

2. Describe the characteristics of the student population.

The student body at Mountain View High School is primarily composed of students who have had interruptions in their schooling. The circumstances that led to interrupted schooling continue to exist in their lives even after they transfer to MVHS. For some students, interruptions occur during transition through the discipline process. A substantial percentage of students have been through the refugee process and are going through the immigration process, wrestling with a placement process that can often be traumatic. 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 may re-appear while the student is at MVHS.

MVHS students are at significant risk to drop out of school. Most of the students at MVHS are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Approximately 90 percent of the students need two or more verified credits to meet graduation requirements at the time of their enrollment. Students over the age

of 18 may opt to withdraw from compulsory education based on any of these academic challenges combined with their socioeconomic, family, and social needs. The number of students who leave MVHS at some point during a given school year because of difficult life circumstances is significant.

Due to managed enrollment, the student population at MVHS averages approximately 270 students at a given time (small by Fairfax County standards) drawn from 14 Fairfax County traditional high schools. Currently, 81 percent of the student population is 18 or older, 37 percent are independent and self-enrolled, 30 percent are primary wage earners in their households, and 14 percent are homeless/unaccompanied youth (HUY). Many of these students juggle family and/or financial obligations while attending school. In addition, MVHS also provides instruction to students from the Mountain View Alternative Learning Center who are registered concurrently.

**Student Membership by Student Reporting Group, 3-Years
Based on June Membership**

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
2017	227	18	31	144	6	28	143	160	24
2018	216	13	29	142	4	24	115	149	26
2019	224	30	22	135	5	31	148	149	23

**Students Beyond the Age of Compulsory Attendance (Age 18 and Older)
Based on Annual June Membership**

Year	Total Students
2017	142
2018	148
2019	128

Additional Student Demographics Data, Based on 2018-19 End-of-Year Enrollment

Description	Percent of Student Population
Male	60%
Female	40%
Hearings Office Placement	29%
Pregnant or Parenting	5%
Self-Enrolled	31%
Age 15	1%
Age 16	5%
Age 17	21%
Age 18+	73%
Age 22+ (Tuition-Paying)	10%
ELP Level 1	17%
ELP Level 2	16%
ELP Level 3	22%
ELP Level 4	1%

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

Mountain View High School seeks to become an exemplar of what is best in educational practice. The staff strives to create a model community guided by a commitment to family, love, and respect, where teachers collaborate to meet the unique needs of each student. The school faculty and administrators envision the school as a challenging learning environment where all students discover their strengths and abilities and experience academic achievement and personal success. MVHS strives to build connections with 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.

Mountain View High School provides students with a challenging learning environment that is safe, secure, and accepting. The MVHS 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.

Mountain View High School 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 a.m. and 2:50 p.m., Monday through Friday. The student/teacher ratio is capped at a maximum of 20:1 for most classes. The instructional design uses the semester (4x4) model, and students complete individual courses within a flexible framework based on mastery of all course content. Students start and complete courses in an individualized, self-paced course of study. They are provided the required time to demonstrate mastery of material before they are completed in the course to earn the associated credit. This adult-oriented setting enables students to come and go in conjunction with the other life responsibilities in their lives. All curricula at Mountain View High School are aligned with the Virginia Department of Education Standards of Learning and the Fairfax County Public Schools Programs of Study. Teachers participate in professional learning and collaborative planning to ensure they are able to facilitate appropriate and high quality instruction to meet MVHS students' unique needs.

Through classroom instruction and the mentoring program, MentorWorks, students are taught academic, social, and executive functioning skills aimed at developing self-motivation and self-discipline as they work toward a Standard Diploma, Standard Diploma with Credit Accommodations, or Advanced Studies Diploma. Teachers embed executive functioning instruction into academic content to support students in reaching their secondary and postsecondary plans. 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 projected timeline for graduation is outlined. Students and/or parents receive a copy of the graduation plan. Updated planning meetings occur as students complete courses, and individual transition planning is completed with all students prior to graduation. Students meet with either the career development teacher or employment transition representative to develop a written transition plan detailing, step-by-step, the tasks the student will complete prior to and upon graduating. This transition plan incorporates the division grade-level expectations for the Student Learning Plan (SLP), as well as requirements for the mandated Virginia Academic and Career Plan (ACP), and the College Career and Civic Readiness Index (CCCRI).

During the Southern Association of Colleges and Schools (SACS) Council on Accreditation and School Improvement (CASI) review process, the school was awarded full accreditation based the new AdvancED Standards of Quality. The Quality Assurance Review Team found evidence that MVHS 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.

Mountain View High School staff believe that:

- the concepts of family, love, and respect are essential elements of a successful learning community;
- the individuality of each member of the school community should be recognized and valued;
- creativity, critical thinking, and leadership are essential life skills;
- clearly-stated goals establish the framework for academic achievement;
- academic and personal success can be achieved when student progress is continually assessed and instruction is tailored to individual needs;
- learning is a lifelong process and foundation for long-term success;
- technology is an essential tool for instruction, learning, communication, and creativity;
- career development and transition skills are needed to meet the challenges of the 21st century;
- providing a student-centered learning environment is needed to appropriately support the development of students, provide real-world learning experiences that foster exploration, engagement, and collaboration;
- communication, collaboration, and accommodation are essential to support the academic and personal successes of staff and students; and
- the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.

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

Each of the academic departments at Mountain View High School has established procedures for assessing student readiness using common diagnostic assessments when new students begin classes during the year. Progress is monitored closely while a student is enrolled in a class. Student progress reports are distributed electronically on a bi-weekly basis and report cards are emailed 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 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.

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

Mountain View High School maintains a staff of licensed and highly qualified staff. In rare cases, the school must hire provisionally licensed teachers or assign a teacher to a class section for which they are not endorsed due to a lack of candidates ready to commit to serving at this Tier 3 academic, attendance, and behavior intervention school. Administrators seek teacher candidates with prior experience applicable to working with English learners, students with disabilities, students who have experienced trauma and/or interruptions to their education, and twice-exceptional learners. Administrators provide support to ensure teachers are successful in their instructional practice at MVHS. Most classroom teachers have a Master's degree and are "highly qualified" in their respective subject areas. Mountain View High School's data from the annual Instructional Personnel Report (IPAL) for the last three years illustrates that the school is consistently able to provide students

instruction by high quality staff meeting the state’s licensure requirements for over 95 percent of classes.

Instructional Personnel Report Summary, 3-Years

Indicators of High Quality Instruction	2016-17	2017-18	2018-19
# of Total Class Sections	171	188	193
% of Class Sections Taught by Licensed and Properly Endorsed Instructional Personnel	98.28%	98.95%	97.97%
# of Total Teaching Staff	42	34	36
% of Teachers with Provisional Licenses	2.38%	2.94%	0.00%
% of Teachers Teaching in a Subject or Field in Which They Are NOT Licensed or NOT Properly Endorsed	2.38%	2.94%	2.78%
% of Teachers Reported with Less than 1 Year Full-time Teaching Experience	2.38%	2.94%	0.00%

6. For each of the following categories, describe measures that are objective, measurable, and directly related to the mission and purpose of the school:
- Academic achievement measures for all students;
 - Academic achievement gap measures for prevalent student groups; and
 - Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2021-2022 should also include measures related to the college and career readiness.

Part 6A—Academic Achievement

As noted in the description of the student population in Part 2 above, most students at Mountain View High School are already academically behind their cohort for graduation when they enroll. Some students transfer in after three years of high school without having earned any course credits or having passed any Standards of Learning (SOL) end-of-course (EOC) assessments. Approximately 90 percent of students need two or more verified credits to meet graduation requirements at the time of their enrollment. MVHS staff support students to overcome these challenges and persevere to recover credits toward graduation through the school’s unique instructional program.

Academic Achievement Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Mountain View High School.

Recognizing the unique needs of students served at this Tier 3 attendance, academic, and behavior intervention school, it is appropriate to modify the approach for applying credits and adjustments when

calculating Academic Achievement school quality indicators for Mountain View High School. Specifically, it is necessary to **broaden the definition** for certain standard academic calculation features, as follows.

- Based on the transiency and academic interruptions experienced by many students served at this school, extend the definition of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, such as Achievement Integrity Maturity (AIM), Interagency Alternative Secondary (IAS), or Alternative Learning Center (ALC) through a court order, hearings office decision, or social services department assignment.
- Based on the history of academic failure experienced by many MVHS students and the focus of the school on building within students the will to persist to academic success, extend the definition of “Recovery” to include Science as an eligible subject area, using the same eligibility criteria as for Mathematics and Reading.

Due to the small number of students taking state tests for federal accountability and graduation requirements and the significant challenges MVHS students overcome for academic success, it is appropriate to modify the pass rate/combined rate calculations for determining the school’s performance level for the indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges when calculating the school’s pass rate/combined rate for Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science, as follows.

- Weight students at 1.25 when they:
 - Score Pass Advanced on SOL or substitute test; or
 - Pass after two (2) or more failed attempts with the same test taken across two (2) or more testing windows.
- Weight students at 1.0 when they (*students not already counted above*):
 - Score Pass Proficient on SOL or substitute test;
 - Fail SOL or substitute test but show WIDA growth (English only); or
 - Score 375-399 on the SOL test after previously scoring below 375 on the same test in an earlier testing window.
- Weight students at 0.75 when they (*students not already counted above*):
 - Score 375-399 on the SOL test.
- Weight students at 0.0 when they (*students not already counted above*):
 - Fail all SOL and substitute test attempts.

Academic Achievement Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicators of Academic Achievement English, Academic Achievement Mathematics, and Academic Achievement Science for Mountain View High School.

Based on the unique academic backgrounds, interruptions in schooling, transient student population, and behavioral/social-emotional needs served at this Tier 3 attendance, academics, and behavior intervention school, it is appropriate to **award bonus points** when staff and students demonstrate success related to students’ learning outcomes toward graduation and completion. *Each time* the school meets one of the bonus scenarios, add five (5) percentage points to the Modified Pass/Combined Rate for the subject area (English, Mathematics, Science). Up to a maximum of 25 bonus points will be applied toward the school’s “Alternative Core Subject Index” for English, Mathematics, and Science, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere to academic success despite external challenges. Add five (5) percentage points as a bonus when:
 - Scenario 1 - At least 25 percent of school age students who are employed for 20 or more hours per week and/or live independently pass the SOL/substitute test.
 - Scenario 2 - At least 20 percent of students who withdrew and re-enrolled within the same academic year pass the SOL/substitute test.

- Award bonus points for scenarios where staff are successful in supporting the school's unique student population to other measures of academic success. Add five (5) percentage points as a bonus when:
 - Scenario 3 - At least 10 percent of the school age enrollment were assigned locally awarded verified credit (LAVC) or special permission locally awarded verified credit accommodations (SPLAVC-A) in the content area.
 - Scenario 4 - At least 50 percent of the school age enrollment demonstrates persistence by successfully earning course credit in the content area and being promoted to the next academic grade level.
 - Scenario 5A – (English only) At least 52 percent of ELs meet annual progress targets for the WIDA ACCESS for ELLs assessment from the prior year (e.g., spring 2019 compared to spring 2018).
 - Scenario 5B – (Mathematics only) At least 70 percent of students who take both a pre- and post-test using the Math Inventory online assessment meet or exceed quantile score growth targets, as defined by the individualized Math Inventory reports.
 - Scenario 5C – (Science only) At least 70 percent of students enrolled in a science course earn a score of 50 percent or higher on a division science benchmark assessment in fall and/or spring.

Academic Achievement Indicator Calculations: For each school quality indicator English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 for a specific school quality indicator will the requested modified methodology and bonus points be applied to calculate an "Alternative Core Subject Index."

Additionally, to recognize the unique academic backgrounds and family/economic needs of students served at this Tier 3 intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for each school quality indicator: English Academic Achievement, Mathematics Academic Achievement, and Science Academic Achievement.

- Reduction of the failure rate by (R10) will be available whenever the current year modified combined/pass rate (line H in Table 1.1 below) is 40 percent or higher. The R10 calculation will continue to be applied using unadjusted failure rates and require a reduction of at least 10 percent compared to the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Core Subject Index (line J from Table 1.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate the Alternative Core Subject Index for each academic achievement school quality indicator, as necessary, to appropriately reflect the school's unique purpose and population. Table 1.1 displays the model that will be used to calculate the Alternative Core Subject Index. Table 1.2 displays a sample calculation for the Alternative Core Subject Index, applying modifications and bonus points outlined above. Note that when applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 1.1. Alternative Core Subject Index Calculation Model (English, Mathematics, Science)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	
(B)	1.25 * (# Meeting 1.25 Weight Criteria)		
(C)	1.00 * (# Meeting 1.0 Weight Criteria)		
(D)	0.75 * (# Meeting 0.75 Weight Criteria)		
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	
(F)	# of Modified Recovery Tests	n/a	
(G)	# of Modified Adjustments	n/a	
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	
(I)	Additions Based on Bonus Scenarios 1-4 and/or 5A-5C (Add up to 25 Points)	n/a	
(J)	Alternative Core Subject Index = (H) + (I)	n/a	
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	

Table 1.2. SAMPLE CALCULATION Alternative Core Subject Achievement Index (English)

Row	Calculation Step	Test Count	Value
(A)	# of Assessed Students in the Core Subject	n/a	240
(B)	1.25 * (# Meeting 1.25 Weight Criteria)	2	2.5
(C)	1.00 * (# Meeting 1.0 Weight Criteria)	125	125.0
(D)	0.75 * (# Meeting 0.75 Weight Criteria)	25	18.75
(E)	Subtotal Weighted Test Counts = (B+C+D)	n/a	146.25
(F)	# of Modified Recovery Tests	n/a	1
(G)	# of Modified Adjustments	n/a	25
(H)	Modified Pass/Combined Rate = (E+F) / (A+F-G) * 100	n/a	68.17
(I)	Additions Based on Bonus Scenarios 1-4 and/or 5A-5C (Add up to 25 Points)	n/a	10 (Scenarios 2, 3)
(J)	Alternative Core Subject Index = (H) + (I)	n/a	78.17
(K)	Level 1 Target Met / Not Met (English 74.50 or Higher; Mathematics/Science 69.50 or Higher)	n/a	YES

Part 6B—Academic Achievement Gaps

Academic Achievement Gap Methodology Modifications: Applying the same rationale as offered for Academic Achievement in English and Mathematics above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Mountain View High School.

As with the Academic Achievement indicators, a modification is needed for application of the “Transfer” adjustment within Academic Achievement Gap indicators for English and mathematics. **Broaden the definition** of “Transfer” to include students who were placed for any part of the year to a nontraditional school program, as described on page 7.

Further, as with Academic Achievement above, it is appropriate to modify the pass rate/combined rate calculations for determining the reporting group performance level within the Academic Achievement Gap indicators. **Use weighted values** for SOL/substitute test results falling in specified outcome ranges as outlined on page 7 when calculating for each reporting group.

Academic Achievement Gap Bonus Points: Using the same rationale as for Academic Achievement, the Fairfax County School Board also requests bonus points be applied to calculations for the school quality indicators of Academic Achievement Gap English and Academic Achievement Gap Mathematics for Mountain View High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 25 points applied toward a reporting group’s “Alternative Core Subject Index” calculation for English and Mathematics. Add five (5) percentage points to the reporting group’s Modified Pass/Combined Rate for the subject area (English, Mathematics) as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance to academic success despite external challenges (Scenarios 1-2, page 8); and
- Staff success in supporting the school’s unique student population to other measures of academic success (Scenarios 3-4 and 5A-5B, page 8).

Academic Achievement Gap Indicator Calculations: As with calculations for Academic Achievement above, performance levels for each reporting group within the school quality indicators English Academic Achievement Gap and Mathematics Academic Achievement Gap will first be determined using the standard calculation method established for the indicator. Only when the performance for a reporting group falls at Level 2 or Level 3 for in specific subject area will the modified methodology and bonus points be applied.

Additionally, as with Academic Achievement indicators, **modify the options** for performance level decisions (R10 and cumulative 3-year average) that are available when determining the school’s final status for each reporting group within English Academic Achievement Gap and Mathematics Academic Achievement Gap.

Tables 1.1 and 1.2 for Academic Achievement above demonstrate how modified calculations and bonus points are applied for the school’s overall assessed student population. This same approach will be applied to calculate an Alternative Core Subject Index for each reporting group, when the group does not attain Level 1 under the standard calculations. Only students who are part of the reporting group will be included in test counts and considered when determining bonus scenarios for the alternative index calculation. Applying the Alternative Core Subject Index for reporting groups, as

necessary, will appropriately reflect the school's unique purpose and population. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Part C—Student Engagement and Outcome Measures

The section that follows is divided into four sub-parts:

- 6C.1 Chronic Absenteeism Rate
- 6C.2 Graduation and Completion Index
- 6C.3 Dropout Rate
- 6C.4 College Career Civic Readiness Index

Part 6C.1—Chronic Absenteeism Rate

As noted in the description of the student population in Part 2 above, socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors often interfere with students' consistent attendance at MVHS.

Chronic Absenteeism Rate Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Chronic Absenteeism Rate for Mountain View High School.

To recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, where students come with unique behavioral/social-emotional needs, it is necessary to modify the approach for calculating student absences. Specifically, when calculating individual students' absenteeism rates, **omit days missed** in the following instances:

- While the student was served at a hospital, mental health treatment facility, or substance abuse treatment center; and
- Due to a documented medical condition for the student or a dependent child.

Due to the voluntary nature of school participation and additional family/economic challenges, chronic absenteeism for students aged 18 and older should not count toward the school's overall Chronic Absenteeism Rate in certain cases. **Extend adjustments** from the school's chronic absenteeism calculation to exclude certain students aged 18 and older with the following status:

- Above school age (20 for general education students; 21 for students with disabilities; 22 for ELs) and no longer eligible for free public education; and/or
- Documented to have been incarcerated at any point in the year.

Due to the population's transient and voluntary nature and the additional family/economic challenges faced by many students at MVHS, it is appropriate to modify the calculation for determining the school's chronic absenteeism rate for the indicator. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Miss between 10 and 14.99 percent of enrolled days;
 - Miss 15 percent or more and transferred from another Virginia public high school, at which they were chronically absent; or
 - Miss 15 percent or more and are parenting, living independently, and/or employed 20 or more hours per week.
- Weight students at 0.5 when they (*students not already counted above*):
 - Miss between 15 and 20 percent of enrolled days.
- Weight students at 1.0 when they (*students not already counted above*):
 - Miss 10 percent or more of enrolled days.

Chronic Absenteeism Rate Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of Chronic Absenteeism Rate for Mountain View High School.

Based on the challenges MVHS students frequently must overcome to maintain regular school attendance, it is appropriate to **award bonus points** when staff and students are successful in exceeding identified targets. *Each time* the school meets one of the bonus scenarios, subtract five (5) percentage points from the Modified Chronic Absenteeism Rate. Up to a maximum of 30 bonus points will be applied toward the school's Alternative Chronic Absenteeism Index.

- Award bonus points for scenarios where students meet attendance targets reflecting their unique needs. Subtract five (5) percentage points as a bonus when:
 - Scenario 1 - At least 40 percent of students aged 18 and older are in attendance at least 60 percent of enrolled days.
 - Scenario 2 - At least 10 percent of students designated as homeless miss less than 10 percent of enrolled days.
 - Scenario 3 - At least 30 percent of students who are pregnant or parenting miss less than 25 percent of enrolled days.
- Award bonus points for scenarios where staff are successful in supporting students to demonstrate engagement through alternative measures. Subtract five (5) percentage points as a bonus when:
 - Scenario 4 – At least 40 percent of students who transfer from another Virginia public school improve their attendance while at MVHS compared to their attendance rate at their previous school.
 - Scenario 5 - At least 50 percent of students who are employed 20 or more hours per week earn at least 1 academic credit per semester toward graduation.
 - Scenario 6 - At least 10 percent of students engage with curriculum digitally while outside the classroom two or more hours per week.

Chronic Absenteeism Rate Indicator Calculations: When calculating the Chronic Absenteeism Rate school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Chronic Absenteeism Index."

Additionally, to recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the school quality indicator of Chronic Absenteeism Rate.

- Reduction of the failure rate (R10) will be available whenever the current year modified chronic absenteeism rate (line E in Table 2.1 below) is decreased more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Chronic Absenteeism Index (line G from Table 2.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Chronic Absenteeism Index for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 2.1 displays the model that will be used to calculate the Alternative Chronic Absenteeism Index. Table 2.2 displays a sample calculation for the Alternative Chronic Absenteeism Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 2.1. Alternative Chronic Absenteeism Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	0.5 * (# Meeting 0.5 Weight Criteria)		
(D)	1.0 * (# Meeting 1.0 Weight Criteria)		
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	

Table 2.2. SAMPLE CALCULATION Alternative Chronic Absenteeism Index

Row	Calculation Step	Student Count	Value
(A)	Modified # of Students Enrolled > 50 Percent of School Year	n/a	200
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	50	12.5
(C)	0.5 * (# Meeting 0.5 Weight Criteria)	20	10.0
(D)	1.0 * (# Meeting 1.0 Weight Criteria)	10	10.0
(E)	Modified Chronic Absenteeism Rate = (B+C+D) / (A) * 100	n/a	16.25
(F)	Reductions Based on Bonus Scenarios 1-6 (Reduce up to 30 Points)	n/a	5 (Scenario 2)
(G)	Alternative Chronic Absenteeism Index = (E) - (F)	n/a	11.25
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	n/a	YES

Part 6C.2—Graduation and Completion Index (GCI)

As noted in the description of the student population in Part 2 above, 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 MVHS students continue to exist in their lives. Students over the age of 18 may opt to withdraw from compulsory education due to socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors. Compounding these barriers to graduation, most of the students enrolling at MVHS are significantly behind their cohort when they enter. While the extent varies, some students enter MVHS with no standard credits toward graduation after three years of enrollment at a traditional high school.

GCI Methodology Modifications: The Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of GCI for Mountain View High School.

To recognize the unique population served at this Tier 3 attendance, academic, behavior intervention school, **adjust the cohort** used for calculating GCI as follows.

- Due to the voluntary nature of school participation and additional family/economic challenges, students over age 18 who are unable to complete school should not count as dropouts in certain cases. Modify the GCI cohort to exclude students with a status of dropout or unconfirmed who:
 - Were aged 18 or older at the time of first enrollment in Virginia public schools;
 - Were above school age (20 for general education students; 21 for students with disabilities; 22 for ELs) at the time of withdrawal and no longer eligible for free public education; and/or
 - Transferred from another Virginia public high school and attended MVHS less than one month before dropping out.
- Due to a lack of programs available to serve the needs of these students, students requiring a Tier 3 intervention setting who are unable to complete school should not count as dropouts in certain cases. Modify the GCI cohort to exclude students with a status of dropout or unconfirmed who:
 - Are documented to have moved outside Fairfax County Public Schools; and/or
 - Are hospitalized, are in a mental health treatment facility or substance abuse treatment center, or have a documented medical condition which prevents them from continued enrollment.

Due to the significant challenges MVHS students overcome to attain graduation and completion outcomes, it is appropriate to modify the calculation for determining the school's GCI for the indicator.

Adapt the weighted values for graduation and completion outcomes when calculating the school's GCI as follows.

- Weight students at 125 points when they:
 - Earn an Advanced Studies Diploma.
- Weight students at 100 points when they (*students not already counted above*):
 - Earn a Standard Diploma.
- Weight students at 90 points when they (*students not already counted above*):
 - Earn a HSE/GED.
- Weight students at 75 points when they (*students not already counted above*):
 - Report as Still in School; or
 - Report as Dropout or Unconfirmed but re-enroll at MVHS by September 1 of the following year.
- Weight students at 30 points when they (*students not already counted above*):
 - Earn a Certificate of Completion; or

- Enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 0 points when they (*students not already counted above*):
 - Report with latest status of Dropout of Unconfirmed.

GCI Bonus Points: The Fairfax County School Board requests the following bonus points be applied to calculations for the school quality indicator of GCI for Mountain View High School.

Based on the unique needs, life challenges, and postsecondary pathways for most students served at this Tier 3 attendance, academic, and behavior intervention school, it is appropriate to **award bonus points** when staff and students are successful in preserving toward graduation and completion goals. *Each time* the school meets one of the bonus scenarios, add five (5) index points to the Modified GCI. Up to a maximum of 65 bonus points will be applied toward the school's Alternative GCI calculation, based on attainment of the scenarios outlined below.

- Award bonus points for scenarios where students persevere in the face of external obstacles toward graduation. Add five (5) index points as a bonus when:
 - Scenario 1: At least 25 percent of the graduates and completers was employed 20 or more hours per week.
 - Scenario 2: At least 25 percent of the graduates and completers request a pass for free public transportation to and from school, from among those eligible.
 - Scenario 3: At least 50 percent of homeless or unaccompanied youth (HUY) in the cohort graduate or remain in school.
- Award bonus points for scenarios where students meet identified targets related to their unique needs. Add five (5) index points as a bonus when:
 - Scenario 4: At least 50 percent of students who previously dropped out from a traditional high school successfully transition to MVHS, as evidenced by maintaining active enrollment at MVHS more than one semester (or until graduation).
 - Scenario 5: At least 50 percent of students who are temporary placed at MVHS gain momentum for a successful transition back to a traditional high school, as evidenced by earning a passing quarter mark in at least one standard credit-bearing course from MVHS and then maintaining active enrollment at their next school for at least 1 semester (or until graduation).
 - Scenario 6: At least 75 percent of students with a reduced course load and extended time for graduation meet the annual goals within their academic and career plans.
 - Scenario 7: At least 50 percent of students in the cohort who were placed at the school by the Hearings Office or a court graduate or remain in school.
 - Scenario 8: At least 10 percent of students who enrolled at MVHS after previously dropping out either graduate or remain in school.
- Award bonus points for scenarios where staff are successful in supporting students to postsecondary pathways. Add five (5) index points as a bonus when:
 - Scenario 9: At least 75 percent of graduates enroll in college or trade school, join the military, or obtain full-time employment.
 - Scenario 10: At least 10 percent of students in the cohort are confirmed to have enrolled in a postsecondary career pathway, such as Job Corps, Commonwealth Challenge, Workforce Innovation and Opportunity Act (WIOA), etc.
 - Scenario 11: At least 25 percent of students in the cohort participate in a school-based career development program.
 - Scenario 12: At least 25 percent of students in the cohort earn a Career and Technical Education (CTE) credential.

- Scenario 13: At least 50 percent of students in the cohort successfully complete one or more CTE course.

GCI Indicator Calculations: When calculating the GCI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative GCI."

Additionally, to recognize the unique population served at this Tier 3 attendance, academic, and behavior intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the GCI school quality indicator.

- Increase of the GCI (I2) will be available whenever the current year modified GCI (line G in Table 3.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative GCI (line I from Table 3.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative GCI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 3.1 displays the model that will be used to calculate the Alternative GCI. Table 3.2 displays a sample calculation for the Alternative GCI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 3.1. Alternative GCI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in Modified Cohort)		
(B)	125 * (# Meeting 125 Weight Criteria)		
(C)	100 * (# Meeting 100 Weight Criteria)		
(D)	90 * (# Meeting 90 Weight Criteria)		
(E)	75 * (# Meeting 75 Weight Criteria)		
(F)	30 * (# Meeting 30 Weight Criteria)		
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	
(I)	Alternative GCI = (G) + (H)	n/a	
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	

Table 3.2. SAMPLE CALCULATION Alternative GCI

Row	Calculation Step	Student Count	Value
(A)	100 * (# of Students in <i>Modified</i> Cohort)	180	18,000
(B)	125 * (# Meeting 125 Weight Criteria)	10	1,250
(C)	100 * (# Meeting 100 Weight Criteria)	10	10,000
(D)	90 * (# Meeting 90 Weight Criteria)	1	90
(E)	75 * (# Meeting 75 Weight Criteria)	28	2,100
(F)	30 * (# Meeting 30 Weight Criteria)	1	30
(G)	Modified GCI = (B+C+D+E+F) / (A) * 100	n/a	74.83
(H)	Additions Based on Bonus Scenarios 1-13 (Increase up to 65 Points)	n/a	15 (Scenarios 1, 4, 9)
(I)	Alternative GCI = (G) + (H)	n/a	89.83
(J)	Level 1 Target Met / Not Met (87.50 or Higher)	n/a	YES

Part 6C.3—Dropout Rate

Dropout Rate Methodology Modifications: Applying the same rationale as offered for GCI above, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of Dropout Rate for Mountain View High School.

As with GCI, a modification is needed for the cohort definition. **Adjust the cohort** used when calculating Dropout Rate by applying the same modifications outlined on page 14. These adjustments reflect the unique academic, behavioral, family, and economic challenges and lack of programs outside Fairfax County Public Schools to meet the needs of learners in this Tier 3 intervention setting.

In the same way a modified calculation is needed for GCI, it is also necessary to modify the calculation for Dropout Rate. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 0.25 when they:
 - Report as Dropout or Unconfirmed but re-enroll at MVHS by September 1 of the following year; or
 - Report as Dropout or Unconfirmed but enroll in a division-sponsored HSE/GED preparation program and/or pass one or more of the HSE/GED subject tests.
- Weight students at 1.0 when they (*students not already counted above*):
 - Report with latest status of Dropout or Unconfirmed.

Dropout Rate Bonus Points: Using the same rationale as for GCI, the Fairfax County School Board also requests the following bonus points be applied to calculations for the school quality indicator of Dropout Rate for Mountain View High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 65 bonus points applied toward the Alternative Dropout Index calculation. Subtract five (5)

percentage points from the overall Modified Dropout Rate as a bonus *each time* the school meets one of the specific scenarios recognizing:

- Student perseverance in the face of external obstacles toward graduation (Scenarios 1-3, page 15);
- Student success in meeting identified targets related to their unique needs (Scenarios 4-8, page 15); and
- Staff success in supporting students to postsecondary pathways (Scenarios 9-13, pages 15-16).

Dropout Rate Indicator Calculations: As with the calculation for GCI, the school's Dropout Rate performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative Dropout Index."

Additionally, to recognize the unique population served at this Tier 3 intervention school, **modify the options** for performance level decisions that are available when determining the school's final status for the Dropout Rate school quality indicator.

- Reduction of the failure rate (R10) will be available whenever the current year modified dropout rate (line D in Table 4.1 below) is decreased by more than five percent from the prior year.
- Cumulative 3-year average calculations will use the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative Dropout Index (line F from Table 4.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative Dropout Index school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 4.1 displays the model that will be used to calculate the Alternative Dropout Index. Table 4.2 displays a sample calculation for the Alternative Dropout Index, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 4.1. Alternative Dropout Index Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	
(B)	0.25 * (# Meeting 0.25 Weight Criteria)		
(C)	1.0 * (# Meeting 1.0 Weight Criteria)		
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	
(F)	Alternative Dropout Index = (D) - (E)	n/a	
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	

Table 4.2. SAMPLE CALCULATION Alternative Dropout Index

Row	Calculation Step	Student Count	Value
(A)	# of Students in <i>Modified</i> Cohort	n/a	180
(B)	0.25 * (# Meeting 0.25 Weight Criteria)	18	4.50
(C)	1.0 * (# Meeting 1.0 Weight Criteria)	40	40.00
(D)	Modified Dropout Rate = (B+C) / (A) * 100	n/a	24.72
(E)	Reductions Based on Bonus Scenarios 1-13 (Reduce up to 65 Points)	n/a	20 (Scenarios 1, 4, 9, 11)
(F)	Alternative Dropout Index = (D) - (E)	n/a	4.72
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	n/a	YES

Part 6C.4—College Career Civic Readiness Index (CCCRI)

As noted in the description of the student population in Part 2 above, many students at MVHS have had significant interruptions in their schooling and/or trauma within their lives. This includes students transitioning through the discipline process, refugees going through the immigration process, and young parents with family responsibilities. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored workbased learning or service learning experiences.

CCCRI Methodology Modifications: Applying similar rationale as offered for GCI and Dropout Rate, the Fairfax County School Board requests the following modifications to general calculation methodology for the school quality indicator of CCCRI for Mountain View High School

As with GCI and Dropout Rate, a modification is needed for the cohort definition when calculating CCCRI. **Adjust the cohort** used when calculating CCCRI by applying the same modifications outlined on page 14. These adjustments reflect the unique social-emotional, family, and economic challenges and lack of programs outside Fairfax County Public Schools to meet Tier 3 intervention needs.

Recognizing the diverse backgrounds and needs of the students served at this Tier 3 attendance, academic, behavior intervention school, it is necessary to **broaden the definitions** used for student activities that count toward the CCCRI calculation.

- Expand the service learning experience definition to include students who successfully complete the culminating activity for a schoolwide service learning function and earn at least one credit toward graduation.
- Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and have a documented positive review from their work supervisor.

In the same way a modified calculation is needed for GCI and Dropout, it is also necessary to modify the calculation for CCCRI. **Use weighted values** for students meeting specific criteria as follows.

- Weight students at 1.0 points when they (*students not already counted above*):
 - Earn credit for advanced coursework;
 - Report as CTE finishers with CTE credentials;
 - Gain at least one workbased learning experience, using the broader definition above; or
 - Fulfill at least one service learning experience, using the broader definition above.
- Weight students at 0.75 points when they (*students not already counted above*):
 - Earn at least one CTE credential; or
 - Pass at least one CTE course.
- Weight students at 0.25 points when they (*students not already counted above*):
 - Enroll in at least one CTE course at MVHS; or
 - Enroll in at least one business/technical training course from through the division-sponsored Adult and Community Education (ACE) program.
- Weight students at 0 points when they (*students not already counted above*):
 - Fail to meet any CCCRI criteria options.

CCCRI Bonus Points: Using similar rationale as for GCI and Dropout Rate, the Fairfax County School Board also requests the following bonus points be applied to calculations for the CCCRI school quality indicator for Mountain View High School.

It is appropriate to **award bonus points** based on attainment of defined scenarios, with up to a maximum of 25 bonus points applied toward the Alternative CCCRI calculation. Add five (5) percentage points to the overall Modified CCCRI as a bonus *each time* the school meets one of the scenarios recognizing staff success in supporting students to postsecondary pathways (Scenarios 9-13, pages 15-16).

CCCRI Indicator Calculations: When calculating the CCCRI school quality indicator, the school's performance level will first be determined using the standard calculation method established for the indicator. Only when the school's performance falls at Level 2 or Level 3 will the requested modified methodology and bonus points be applied to calculate an "Alternative CCCRI."

Additionally, to recognize the unique population served at this Tier 3 intervention school **permit options** for performance level decisions that can be considered when determining the school's final status level for the CCCRI school quality indicator.

- Increase of the CCCRI (I2) will be made available whenever the current year modified CCCRI (line E in Table 5.1 below) is improved by two or more points from the prior year.
- Cumulative 3-year average calculations will be made available, using the best three out of the last four consecutive years. The cumulative 3-year average calculation will use the Alternative CCCRI (line G from Table 5.1 below) for each year.

The tables below demonstrate how the modified methodology and bonus points will be used to calculate an Alternative CCCRI for the school quality indicator, as necessary to appropriately reflect the school's unique purpose and population. Table 5.1 displays the model that will be used to calculate the Alternative CCCRI. Table 5.2 displays a sample calculation for the Alternative CCCRI, applying modifications and bonus points outlined above. Note: When applying bonus points, the minimum points necessary to attain Level 1 will be used.

Table 5.1. Alternative CCCRI Calculation Model

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	
(B)	1.0 * (# Meeting 1.0 Weight Criteria)		
(C)	0.75 * (# Meeting 0.75 Weight Criteria)		
(D)	0.25 * (# Meeting 0.25 Weight Criteria)		
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	
(G)	Alternative CCCRI = (E) + (F)	n/a	
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	

Table 5.2. SAMPLE CALCULATION Alternative CCCRI

Row	Calculation Step	Student Count	Value
(A)	# of Students in Modified Cohort	n/a	180
(B)	1.0 * (# Meeting 1.0 Weight Criteria)	130	130.00
(C)	0.75 * (# Meeting 0.75 Weight Criteria)	10	7.50
(D)	0.25 * (# Meeting 0.25 Weight Criteria)	5	1.25
(E)	Modified CCCRI = (B+C+D) / (A) * 100	n/a	77.08
(F)	Additions Based on Bonus Scenarios 9-13 (Increase up to 25 Points)	n/a	10 (Scenarios 9, 11)
(G)	Alternative CCCRI = (E) + (F)	n/a	87.08
(H)	Level 1 Target Met / Not Met (84.50 or Higher)	n/a	YES

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

Mountain View High School follows the Fairfax County Public Schools (FCPS) school innovation and improvement planning (SIIP) process and creates an annual plan that targets student achievement goals. Student performance results are used to develop the SIIP, which is aligned with FCPS Portrait of a Graduate. School goals are based on student achievement and inform planning for teaching and learning, professional development, multi-tiered interventions, and division-level support. Staffing and programming resources have been expanded and revised to support continued academic improvement in English and mathematics. Specifically, for 2019-20, an intervention specialist will provide direct support to teachers of English and mathematics. Programming was revised based on student achievement data to include adding a multi-tiered systematic approach with academic intervention. This academic intervention and support will expand the tier one opportunities for

students by providing additional time for intervention, remediation, and instruction in English and mathematics.

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

Each student at Mountain View High School takes all applicable SOL end-of-course (EOC) tests following course instruction. Students may use a state Board approved substitute test for verified credit in place of the SOL test once any applicable federal test participation requirements have been met. If any students who is enrolled in a SOL-associated course and expected to test for verified credit or federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing. The division's policy for dropping courses ensures that students' course schedules are not changed to avoid EOC tests. Failing a SOL EOC test does not prevent a student from enrolling in the next academic course in a sequence or taking the SOL test for that subsequent course.

Students are not tested in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order to fulfill federal test participation requirements in reading, biology, and mathematics. Students who need a student-selected verified credit to graduate may choose to attempt only one available SOL EOC test, or they may choose to attempt multiple available SOL EOC tests to fulfill the requirement. In cases where the student chooses to attempt multiple available tests for the student-selected verified credit, staff stop the student from further testing once they have passed one such attempt. Any inadvertent overtesting beyond tests required for verified credit is filed as a testing irregularity, and the score is removed from the student's academic record.

Parents may opt-in to SOL EOC tests for their students beyond those required for graduation with a written request. Such tests are coded as opt-in, and results are excluded from the student's academic record and school accountability calculations.

9. Describe how the plan meets the testing requirements in federal law.

Each student at Mountain View High School fulfills federal test participation requirements by taking at least one attempt with a SOL EOC SOL tests following course instruction in Biology, mathematics (Algebra 1, Geometry, or Algebra 2), and grade 11 English: Reading. Students who passed all three SOL EOC mathematics tests by the end of middle school may use a state Board approved Advanced Placement (AP), International Baccalaureate (IB), SAT, or ACT test to fulfill federal participation requirements. If any student enrolled in Biology, English 11, Algebra 1, Geometry, or Algebra 2 who is expected to test for federal participation is unable to test during the testing window following course instruction, a testing status is filed for the student to document the reason for not testing.

10. Describe how the plan provides convincing evidence that all pre-accreditation eligibility criteria (8 VAC 20-131-390.A) are met for standards in which waivers have not been requested.

Through the annual Standards of Quality (SOQ) compliance and certification data collection process, completed August 2019, the superintendent of schools and School Board chair have verified compliance with the prerequisite conditions for accreditation under 8VAC20-131-390. The Mountain View High School principal further documents that the school complies with pre-accreditation eligibility criteria for the standards, as follows:

1. Applies the division promotion and retention policies;
2. Offers courses that shall allow students to complete graduation requirements;
3. Offers instructional programs prescribed by the state and division;
4. Offers instruction in history and social science and English, to include writing;
5. Applies state and division leadership and staffing requirements;
6. Applies facilities and safety provisions;
7. Provides required parental notifications;
8. Applies the division program of studies to incorporate Standards of Learning curriculum in all subjects, and teaches SOL material to all students eligible to take the SOL tests;
9. Prepares and implements an annual comprehensive school innovation and improvement plan aligned to the division's long-range comprehensive strategic plan; makes the plan available to students, parents, staff, and the public; and evaluates it as part of developing the next plan.

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

Mountain View High School meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.