

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022

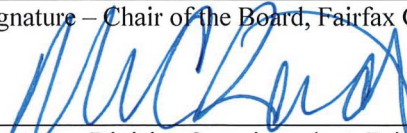
Date Approved by the Local School Board

December 19, 2022

Submission Date



Signature – Chair of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN TEMPLATE For Special Purpose Schools

School Name Bryant High School	Division Name Fairfax County Public Schools
School Address 2709 Popkins Lane, Alexandria, VA 22306	
Contact Person Dr. Christopher Larrick, Principal	
Phone Number of Contact Person 703-660-2001	Email of Contact Person cslarrick@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
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Number of Students Enrolled by Grade (as of September Membership 2022):

Grade	Number of Students
9	11
10	18
11	63
12	81

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.

For Academic Achievement and Achievement Gap indicators, this plan changes the weighted value from 0.9 to 0.75 for Standards of Learning (SOL) test results in the 375-399 score range.

For the Chronic Absenteeism indicator, this plan:

- 1) Changes the student-level threshold for chronically absent to 20 percent of the school year, rather than 15 percent of the school year as approved for accreditation year 2022-2023;
- 2) Further redefines meaningful engagement and interactions to include a task-based methodology in addition to the time-based methodology approved for accreditation year 2022-2023;
- 3) Further allows exclusion of chronically absent students enrolling at the school aged 18 or older and completing less than two semesters, beyond the exclusion based on first time Virginia enrollment approved for accreditation year 2022-2023.

For Graduation and Completion Index (GCI) and Dropout Rate indicators, this plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate composite scores for determining the final indicator performance levels.

For the College Career Civic Readiness Index (CCCRI), this plan includes a broader definition for service learning experiences in addition to the broader definition for work-based learning approved for accreditation year 2022-2023.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The main purpose of Bryant High School (HS) is to offer a non-traditional/alternative educational setting to support the division’s needs and the students who live within the boundaries of 11 traditional high schools feeding the campus. Bryant HS provides academic and social-emotional support to at-risk students who have become disenfranchised and discouraged about the future. The school supports these learners in an environment that is caring, flexible, inclusive, collaborative, and encouraging. The campus programming offers high school completion opportunities for students in grades 9-12 who often need a smaller setting and those more likely to drop-out prior to graduation. Bryant HS serves students in the division who are not seeing success at their traditional base high school, who choose to attend the school through the central office registration process, those assigned for disciplinary reasons, and/or students who need a flexible program to accommodate work or family obligations. After consultation with the base school, Bryant HS staff determine a variety of Tier 3 Multi-Tiered Systems of Support options for students not progressing adequately in the comprehensive school setting. Bryant HS’s goal is to support and prepare its students who want to return to a traditional high school, those who may be temporarily placed at the campus on probation, and those who want to graduate from Bryant HS. The school provides instruction in all courses required for the standard diploma in the Commonwealth and helps its students to earn the remainder of their high school credits.

With an overall smaller campus population and classroom ratios, Bryant HS’s goal is to build and repair relationships while establishing trust with students who have not had the greatest success in their other academic settings. An advantage for students coming to this campus is that Bryant HS staff get to know them extremely well, so staff are able to provide more direct support, services, and resources to them compared to the larger base schools. Bryant HS has four counselors, including two ESOL counselors, which allows the school to offer much smaller counselor to student ratios which benefits the health and wellness of the student body. Since the majority of students remain on the Bryant HS campus, the school’s larger mission is to ensure that all students who graduate have an actionable plan to pursue continued education, the military, work-force training, and credentialing in CTE, such as IT or traditional trades like HVAC, plumbing and heating, auto-tech, or welding.

School—Mission Statement

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

School—Vision Statement

COMMITMENT TO EXCELLENCE: Bryant High School, a fully accredited alternative high school, seeks to improve and provide the necessary support for students and staff to grow personally and professionally.

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

COMMITMENT TO FAMILY AND COMMUNITY INVOLVEMENT: Bryant students are encouraged to develop attitudes and skills that will allow them to be effective, productive, and contributing members of their families and communities. Additionally, the cultural diversity of Bryant affords faculty, staff, and students the opportunity to understand and appreciate a myriad of people and cultures.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

Bryant High School is not a neighborhood school for any student attending. The student body at Bryant High School is primarily made up of students who have had interruptions, disruptions, or significant challenges attending school consistently which has greatly impacted their academic, social, and emotional growth. The circumstances that create these barriers to schooling for the majority of Bryant High School students continue to exist in their lives once enrolled to include socioeconomic pressures including homelessness, parenting and family responsibilities, work obligations, substance abuse, some form of trauma, and/or other mental health and wellness factors as examples. Additional students at Bryant have gone through the informal and formal refugee and immigration process also adding other stressors to themselves and their families. As a result, a number of students struggle to get to school each day and be ready to learn and engage with others. Furthermore, the student population was especially impacted during the pandemic and are arriving at the campus with even wider gaps in learning, social and emotional progress, and executive functioning skills.

Bryant High School welcomes and serves a unique population of students to include: 1) students new to Fairfax County who are older and often second language learners looking to earn a high school diploma; 2) students who apply through the elective placement process from other high schools in the division due to academic, social, behavioral, and/or mental health and wellness challenges and/or setbacks; 3) students who are pregnant and/or parenting who want to access the Project Opportunity Program; 4) self-enrolled students 18 and older who have dropped out of other schools but looking to re-enroll and earn a high school diploma; 5) students who have been placed through the IEP process, and 6) students who are placed by the Hearing's Office for violating the student code of conduct in their base schools. Another draw to the campus is that the school operates on a 4 x 4 bell schedule with many full year courses taught in a semester. Therefore, Bryant HS enrolls a small group of fifth year seniors each year who need a few extra credits to graduate and come to the campus to finish up their high school diploma requirements. None of these students attend Bryant High School for four years, and most are enrolled for an average of two years. Subsequently, Bryant HS staff is able to work with these students for a relatively short amount of time. Staff often equate the work to performing triage on students, trying to help them earn a high school diploma while providing support and advising for post-secondary careers and schooling.

Bryant High School students are at significant risk to drop out of school for all the reasons previously referenced. Many of the students are already behind their cohort for graduation when they enroll. Some students transfer in after two-three years of high school with limited course credits and still needing to pass Standards of Learning (SOL) end-of-course (EOC) assessments often needing two or more verified credits to meet graduation requirements at the time of their enrollment as well. 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 Bryant HS at some point during a given school year because of difficult life circumstances is significant. However, dropping out and later re-enrolling is common for many students served. The student population at Bryant High School pre-COVID averaged approximately 300 students at any given time, drawing from 11 Fairfax County traditional high schools. Since March of 2020, enrollment has been significantly impacted as a result of the division closing schools, moving to a virtual model, and transitioning back to hybrid offerings. Bryant HS is now back to an enrollment approaching 190 students and expects to continue increasing from each cohort through the remainder of this school year.

Traditionally, as noted in the chart below, over 75 percent of Bryant HS students are 18 or older with about a third having self-enrolled which means they are typically living on their own. These

students are often juggling diploma requirements and adult responsibilities as a result. Currently, over 65 percent of the student body are second language learners, as well, represented by the following enrollment numbers: Level 1 = 49, Level 2 = 39, Level 3 = 35, and Level 4 = 3. Additionally, many students work while attending school with some working 20 hours or more per week. For some students who work, working during the day is expected from their employer so they are often in conflict with school and work attendance. Others work late at night which creates attendance issues as well. One final factor that impacts students' attendance at school each day is efficient transportation. Bryant HS offers transportation to students but serves an extremely large area of the division, so some students have a significant bus ride to and from school each day. Being in an urban area, public transportation and private transportation such as Uber are utilized as well. However, traffic is heavy, so getting to school on time is an issue regardless of how students arrive.

3-Year Reporting Group Distribution, Based on September Membership

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2020	193	10%	16%	64%	3%	6%	35%	58%	10%
Sept 2021	140	7%	14%	74%	1%	3%	71%	56%	7%
Sept 2022	173	8%	12%	68%	1%	10%	79%	68%	8%

3-Year Age Distribution, Based on September Membership

Data View	Aged 17 and Younger	Aged 18 and Older
Sept 2020	23%	78%
Sept 2021	26%	74%
Sept 2022	29%	71%

Additional Student Demographics Data , Based on Student Information System Enrollment

Data View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22+ (Tuition-Paying)	Homeless
Nov 2022	6%	10%	33%	3%	5%

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Bryant HS is a special purpose school serving as students' school of principal enrollment and is eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program. As described in the sections above, Bryant HS is a Tier 3 academic, behavior, and attendance intervention placement for students in the eastern half of Fairfax County and is the responsible school for all its enrolled students' services and state reporting. Therefore, Bryant HS seeks approval to be evaluated using modified methodology in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs, as defined in the sections that follow.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their life circumstances and academic needs, Bryant HS students engage with schooling in ways different from their peers in traditional high schools. Information on how each of the standard calculations for the indicators is not appropriate when measuring success at Bryant HS can be found below.

Academic Achievement and Achievement Gap: Only a small number of students at Bryant HS take state tests for federal accountability and graduation requirements. Due to the unique academic backgrounds, standard calculations imperfectly and inequitably represent Bryant HS as underperforming for academic achievement in mathematics and science and mathematics achievement gaps. Therefore, the standard calculations are not appropriate to reflect Bryant HS performance. Historical pass rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- **Academic Achievement-Mathematics**

- SY 2017-18 (41 percent) for Level 3
- SY 2018-19 (45 percent) for Level 3

- **Academic Achievement-Science**

- SY 2017-18 (42 percent) for Level 3
- SY 2018-19 (33 percent) for Level 3
- SY 2021-22 (35 percent) for Level 3

- **Achievement Gap-Mathematics**

- SY 2017-18 (Black 34 percent; Hispanic 32 percent; Multiple Races 20 percent; White 57 percent; Economically Disadvantaged 40 percent; English Learners 65 percent; Students with Disabilities 7 percent) for overall Level 3
- SY 2018-19 (Black 38 percent; Hispanic 41 percent; White 25 percent; Economically Disadvantaged 46 percent) for overall Level 3

Chronic Absenteeism: Socioeconomic pressures, transportation issues, parenting and family responsibilities, and other social and emotional factors often interfere with students' consistent attendance at Bryant HS. Students may be assigned to a hospital, mental health treatment facility,

substance abuse treatment center, or incarceration. Others have dependent children with documented medical conditions. As a result of these factors, standard calculations for chronic absenteeism imperfectly and inequitably represent Bryant HS as underperforming and are not appropriate to reflect Bryant HS performance. Historical chronic absenteeism data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (66 percent) for Level 3
- SY 2018-19 (65 percent) for Level 3
- SY 2021-22 (80 percent) for Level 3

GCI and Dropout Rate: The circumstances that lead to interrupted schooling for the majority of Bryant HS 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. As a result of these factors, standard calculations for GCI and dropout rate imperfectly and inequitably represent Bryant HS as underperforming and are not appropriate to reflect Bryant HS outcomes. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (GCI 53 percent and Dropout Rate 47 percent), both at Level 3
- SY 2018-19 (GCI 53 percent and Dropout Rate 48 percent), both at Level 3
- SY 2021-22 (GCI 58 percent and Dropout Rate 44 percent), both at Level 3

CCCRI: Finally, standard calculations for CCCRI imperfectly and inequitably represent Bryant HS as underperforming and are not appropriate to reflect Bryant HS outcomes. Due to their educational interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored work-based learning or service learning experiences. Historical CCCRI data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (20 percent) for Level 3
- SY 2018-19 (17 percent) for Level 3
- SY 2021-22 (21 percent) for Level 3

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

The sections that follow provide a description of the alternate means that will be used to evaluate each indicator. These descriptions include modifications to definitions, cohorts, and calculation options. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 6A - Academic Achievement-Mathematics and Science](#), page 8
- [Section 6B - Achievement Gap-Mathematics](#), page 9
- [Section 6C - Chronic Absenteeism](#), page 11
- [Section 6D - GCI](#), page 13
- [Section 6E - Dropout Rate](#), page 16
- [Section 6F - CCCRI](#), page 18

6A. Academic Achievement-Mathematics and Science

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within Academic Achievement-Mathematics and Science indicators.

- **Use a weighted value** of 0.75 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** from 50 percent to 40 percent when considering improvement from the prior year (reduction in the failure rate).
- **Change the reduction** in failure rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Pass Rate–

When the mathematics or science academic achievement indicator does not meet Level 1 using the standard indicator calculation, an Alternative Pass Rate will be calculated. To complete the Alternative Pass Rate calculation:

1. Identify the total students who participated in SOL or approved substitute testing in the current assessment year (summer, fall, spring).
2. Determine how many of these participants:
 - a. Earned a passing score on an SOL or approved substitute test
 - b. Scored between 375 and 399 for their highest SOL attempt for the year
 - c. Failed with their highest SOL attempt below 375
3. Use the standard calculation process to identify students who:
 - a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
 - b. For mathematics only, are eligible for Recovery credit
4. Combine these values to generate an Alternative Pass Rate for mathematics and for science, as outlined in the Table 6.A sample below.
 - a. Sum the number of passing tests, the weighted value of 375-399 scores, and (mathematics only) the number of Recovery tests to form a numerator.
 - b. Subtract the failing student adjustments from the total number assessed and add the number of Recovery tests (mathematics only) to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative Pass Rate value.

**Table 6.A. SAMPLE CALCULATION: Alternative Pass Rate
(SAMPLE = Mathematics)**

Note: A similar calculation could be demonstrated for Science, omitting Recovery.

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	110
(B)	# passing the SOL or approved substitute test	43
(C)	0.75 * (# scoring 375-399 on the SOL test)	(0.75 * 26) = 19.5
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	19
(E)	# of Recovery tests - MATHEMATICS ONLY <i>Add to numerator and denominator</i>	3
(F)	Numerator = (B+C+E)	(43 + 19.5 + 3) = 65.5
(G)	Denominator = (A-D+E)	(110 - 19 + 3) = 94
(H)	Alternative Pass Rate = (F) / (G) * 100	(65.5 / 94) * 100 = 69.681

Note that this sample Alternative Pass Rate calculation of 69.681 (Level 1) compares to a standard pass rate calculation of 48.936 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate calculated above for mathematics and/or science still falls below the Level 1 target, then academic achievement performance in that core subject is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Confirm that the current year’s *standard* pass rate for the core area meets the modified floor of 40 percent, including all standard calculation adjustments.
 2. Compare the prior year’s *unadjusted* failure rate (using outcomes from SY 2021-22) to the current year’s *unadjusted* failure rate and calculate the reduction in the failure rate.
 3. If the modified improvement target is met, with reduction of the failure rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final mathematics and science academic achievement indicator performance levels for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Academic Achievement - Mathematics/Science Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6B. Achievement Gap-Mathematics

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics indicator, the same four modifications are needed as outlined in section 6A above.

Calculation Steps to Generate an Alternative Pass Rate–

When any student reporting group in mathematics does not meet Level 1 using the standard indicator calculation, an Alternative Pass Rate will be calculated using the same methodology detailed in section 6A and Table 6.A. Note that the modified calculation is repeated, as needed, for each reporting group that did not meet Level 1 under the standard indicator calculation.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate in mathematics for any student reporting group still falls below the Level 1 target, then achievement gap performance for that reporting group is viewed using the same modified multi-year calculation methods for cumulative year average and improvement that were described in section 6A.

Note that the modified multi-year and improvement calculations are repeated, as needed, for each reporting group that did not meet Level 1 for the standard current year calculation.

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final performance level for *each reporting group* in mathematics under the alternative accreditation plan. *Each reporting group* performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

The *overall Achievement Gap-Mathematics indicator* performance level is determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group at Level 2 based on the modified calculation procedures above.

Reporting Group Mathematics Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3-4 Years)</i></p>

Achievement Gap - Mathematics Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>No more than 1 reporting group with a mathematics rate at Level 2</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 2</i></p> <p><i>or no more than 1 reporting group with a mathematics rate at Level 3</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 3</i></p>

6C. Chronic Absenteeism

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent from 10 percent to 20 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy, to include the following types.
 - A time-based methodology will be applied to track specific dates of:
 - Excused absence for which staff interact with students regarding reasons for absences, with a minimum of one interaction for each day of absence.
 - Unexcused absences for which staff document student interaction with the teacher and/or curriculum, with at least one interaction per course for each week of absence.
 - A task-based methodology will be applied to track student engagement by class period for students who engage with teachers and the curriculum, receiving grades through participation in class activities and submission of class assignments, with a minimum of one engagement per week of enrollment.

Engagement and interactions may take place within or outside regular school hours, apply across instructional settings, and may utilize a variety of methods, including digital curriculum login, assignment submission, Schoology Learning Management System (LMS) responses, phone, text, email, video conference, etc. Days and class periods meeting the time-based or task-based definition count as having meaningful engagement and interaction when calculating individual student rates under the alternative accreditation plan.

- **Exclude chronically absent students** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters
- **Change the reduction** in absenteeism rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Chronic Absenteeism Rate–

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, an Alternative Chronic Absenteeism Rate will be calculated. To complete the Alternative Chronic Absenteeism Rate calculation:

1. Identify the total students who were in enrollment at the school for more than 50 percent of the school year, using the standard calculation process.
2. From this set, determine how many:
 - a. Missed 20 percent or more of enrolled days, ignoring days of home-based instruction, per the standard calculation process.
 - b. Surpass 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions.
3. Determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older and do *not* surpass the 80 percent attendance threshold for meaningful engagement and interactions.
 - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters.
4. Combine these values to generate an Alternative Chronic Absenteeism Rate, as outlined in the Table 6.B sample below.
 - a. Subtract the number surpassing 80 percent when counting days fitting the revised definition and the number qualifying for exclusion from the initial number missing 20 percent or more to form a numerator.

- b. Subtract the exclusions from the total number enrolled half the year to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Chronic Absenteeism Rate value.

Table 6.C. SAMPLE CALCULATION: Alternative Chronic Absenteeism Rate

Row	Calculation Step	Value
(A)	# of students enrolled \geq 50 percent of school year	194
(B)	# missing \geq 20 percent of the school year	75
(C)	# from row B who show $>$ 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B not counted in row C who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	(75 - 36 - 12) = 27
(F)	Denominator = (A-D)	(194 - 12) = 182
(G)	Alternative Chronic Absenteeism Rate = (E) / (F) * 100	(27 / 182) * 100 = 14.835

Note that this sample Alternative Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 63.402 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Chronic Absenteeism Rate calculated above still falls below the Level 1 target, then chronic absenteeism performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, SY 2015-16), using the same alternative rules above. *Note that the SY 2021-22 rate is removed from chronic absenteeism cumulative average calculations, per Virginia Board of Education decision on November 17, 2022.*
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2018-19) to the current year’s alternative rate and calculate the reduction in the failure rate. *Note that the SY 2021-22 rate is removed from chronic absenteeism improvement considerations, per Virginia Board of Education decision on November 17, 2022.*
 2. If the modified improvement target is met--with reduction of the absenteeism rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final chronic absenteeism indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Chronic Absenteeism Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average</i></p> <p><i>or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement</i></p> <p><i>or greater than 9% (25.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6D. GCI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the GCI calculation.

- **Allow points for Accelerated Credit Recovery Program (ACRP) completion.** Bryant HS initiated the ACRP in January 2021 as a short-term self-enrollment opportunity for seniors from across Fairfax County Public Schools (FCPS) high schools seeking intensive intervention for outstanding standard credits needed to graduate by June. Students enrolling in the ACRP generally take one or two courses during a four to six week mini-term, using a schedule modeled after that traditionally used for summer credit recovery. Students may renew enrollment for consecutive mini-terms to access additional courses. ACRP enrollment is flexible to allow students to readily transfer back to their base high school prior to graduation. Because the ACRP is an essential service for FCPS students that leads directly to the diploma attainment, this program is included as a GCI calculation modification in the alternative accreditation plan. This GCI modification awards an additional 25 points for each student who received a diploma by August 31 from another FCPS high school after earning at least one standard credit required for graduation through the Bryant HS ACRP during the student's last three semesters of high school enrollment.
- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with GCI to generate a composite score for determining overall GCI indicator performance.

Calculation Steps to Generate an Alternative GCI–

When GCI does not meet Level 1 using the standard indicator calculation, an Alternative GCI will be calculated. To complete the Alternative GCI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:

- a. Earned a Virginia Board recognized diploma
 - b. Earned a high school equivalency (HSE) general education diploma (GED)
 - c. Were awarded a certificate of completion.
 - d. Were "still enrolled"
3. Identify how many graduated with Accelerated Credit Recovery Program services.
 4. From the non-graduates, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
 5. Combine these values to generate an Alternative GCI, as outlined in the Table 6.D.a sample below.
 - a. Multiply each of the graduate-completer status groups and Accelerated Credit Recovery Program graduates by the set weight and sum to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative GCI value.

Table 6.D.a. SAMPLE CALCULATION: Alternative GCI

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	20
(C)	100 * (# earning a diploma)	$(100 * 123) = 12,300$
(D)	75 * (# not counted in row B who earned a HSE/GED)	$(75 * 1) = 75$
(E)	25 * (# not counted in row B who earned a certificate of completion)	$(25 * 9) = 225$
(F)	70 * (# not counted in row B who were "still enrolled")	$(70 * 13) = 910$
(G)	25 * (# of students who graduated with ACRP services)	$(25 * 6) = 150$
(H)	Numerator = (C+D+E+F+G)	$(12,300 + 75 + 225 + 910 + 150) = 13,660$
(I)	Denominator = 100* (A-B)	$100 * (180 - 20) = 16,000$
(J)	Alternative GCI = (H) / (I) * 100	$(13,660 / 16,000) = 85.375$

Note that this sample Alternative GCI of 85.375 (Level 2) compares to a standard GCI calculation of 75.055 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model

If the Alternative GCI is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new GCI Composite Score is outlined here for use in determining the overall GCI indicator performance level.

To generate a GCI Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Add the calculated DRM value (from Table 7) to the Alternative GCI (from Table 6.D.a) to generate a new GCI Composite Score, as illustrated in the Table 6.D.b sample.

Table 6.D.b SAMPLE CALCULATION: GCI Composite Score

Row	Calculation Step	Value
(J)	Alternative GCI (see Table 6.D.a)	85.375
(K)	DRM Value (see Table 7)	6.250
(L)	GCI Composite Score = (A + B)	(85.375 + 6.250) = 91.625

Note how this sample GCI Composite Score calculation of 91.625 (Level 1) compares to the calculated Alternative GCI of 85.375 (Level 2) from Table 6.D.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the GCI Composite Score calculated above still falls below the Level 1 target, then GCI performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative GCI for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative indexes, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
 3. If the modified cumulative year average is not met using the Alternative GCI, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years’ GCI Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s Alternative GCI (using outcomes from SY 2021-22) to the current year’s Alternative GCI and calculate the improvement in the index. If the modified improvement target is met--with improvement of the index by at least 2 points (I2), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative GCI, then calculate modified improvement by comparing the prior year’s GCI Composite Score to the current year’s GCI Composite Score and calculate the improvement in the index. If the modified improvement target is met using the GCI Composite Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative GCI, the GCI Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (I2) based on the Alternative GCI or the GCI Composite Score.

GCI Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year</i></p>	<p><i>GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement</i></p> <p><i>or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year</i></p>	<p><i>GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6E. Dropout Rate

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters at the school
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with dropout rate to generate a composite score for determining overall dropout rate indicator performance.

Calculation Steps to Generate an Alternative Dropout Rate–

When the dropout rate does not meet Level 1 using the standard indicator calculation, an Alternative Dropout Rate will be calculated. To complete an Alternative Dropout Rate calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative Dropout Rate, as outlined in the Table 6.E.a sample below.
 - a. Subtract the number who re-enrolled by September 1 and the dropout exclusions from the total number of dropouts to form a numerator.
 - b. Subtract the dropout exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Dropout Rate value.

Table 6.E.a. SAMPLE CALCULATION: Alternative Dropout Rate

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with latest status of dropout	34
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	20
(D)	Numerator = (B-C)	$(34 - 20) = 14$
(E)	Denominator = (A-C)	$(180 - 20) = 160$
(F)	Alternative Dropout Rate = (D) / (E) * 100	$(14 / 160) * 100 = 8.750$

Note that this sample Alternative Dropout Rate calculation of 8.750 (Level 2) compares to a standard dropout rate calculation of 20.000 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative Dropout Rate is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new Dropout Rate Composite Score is outlined here for use in determining the overall dropout rate indicator performance level.

To generate a Dropout Rate Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Subtract the calculated DRM value (from Table 7) from the Alternative Dropout Rate (from Table 6.E.a) to generate a new Dropout Rate Composite Score, as illustrated in the Table 6.E.b sample.

Table 6.E.b. SAMPLE CALCULATION: Dropout Rate Composite Score

Row	Calculation Step	Value
(F)	Alternative Dropout Rate (see Table 6.E.a)	8.750
(G)	DRM Value (see Table 7)	6.250
(H)	Dropout Rate Composite Score = (A - B)	$(8.750 - 6.250) = 2.500$

Note how this sample Dropout Rate Composite Score calculation of 2.500 (Level 1) compares to the calculated Alternative Dropout Rate of 8.750 (Level 2) from Table 6.E.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Dropout Rate Composite Score calculated above still falls below the Level 1 target, then dropout rate performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative Dropout Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.

3. If the modified cumulative year average is not met using the Alternative Dropout Rate, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years' Dropout Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year's Alternative Dropout Rate (using outcomes from SY 2021-22) to the current year's Alternative Dropout Rate and calculate the reduction in the rate. If the modified improvement target is met--with reduction of the dropout rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative Dropout Rate, then calculate modified improvement by comparing the prior year's Dropout Rate Composite Score to the current year's Dropout Rate Composite Score and calculate the improvement in the rate. If the modified improvement target is met using the Dropout Rate Composite Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation--

The culmination of the modifications above, used only as needed, determines the final dropout rate indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative Dropout Rate, the Dropout Rate Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5) based on the Alternative Dropout Rate or the Dropout Rate Composite Score.

Dropout Rate Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<p><i>Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average</i></p> <p><i>or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement</i></p> <p><i>or greater than 9% (9.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6F. CCCRI

Modifications Supporting an Alternate Means to Evaluate the Indicator--

The following modifications are needed within the CCCRI calculation.

- **Broaden the definition** used for student activities that count toward the CCCRI calculation.
 - Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and successfully connect work-related skills to coursework through a career survey documented by Student Services.
 - Expand the service learning experience definition to include students who complete the culminating activity for a schoolwide service learning function and successfully connect the experience to college or career goals through a career survey documented by Student Services.

- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration

Calculation Steps to Generate an Alternative CCCRI–

When CCCRI does not meet Level 1 using the standard indicator calculation, an Alternative CCCRI will be calculated. To complete the Alternative CCCRI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many:
 - a. Show CCCRI credit earned in the cohort list
 - b. Meet the broadened definition of work-based learning
3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative CCCRI, as outlined in the Table 6.F sample below.
 - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of work-based learning to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative CCCRI value.

Table 6.F. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with CCCRI credit earned	112
(C)	# who meet the broadened definition of service learning or work-based learning <i>Add to numerator</i>	25
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	20
(E)	Numerator = (B+C)	(112 + 25) = 137
(F)	Denominator = (A-D)	(180 - 20) = 160
(G)	Alternative CCCRI = (E) / (F) * 100	(137 / 160) * 100 = 85.625

Note that this sample Alternative CCCRI calculation of 85.625 (Level 1) compares to a standard CCCRI calculation of 62.222 (Level 3).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The modified calculation above, used only as needed, determines the final indicator performance level for accountability under this alternative accreditation plan.

CCCRI Indicator Performance Level

Level 1	Level 2	Level 3
CCCRI greater than or equal to 85% (84.50000-100) for current year or cumulative year average	CCCRI greater than 70% but less than 85% (70.0050-84.4999)	CCCRI less than or equal to 70% (0-70.0049)

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

This section describes another proposed measure outside the current accreditation model and how it will be used in the overall accreditation rating for GCI and dropout rate. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score and Dropout Rate Composite Score as part of overall GCI and dropout rate indicator performance level determinations, as outlined in sections 6C and 6D above.

Dropout Recovery Modifier (DRM)

Description and Rationale for the DRM Proposed Measure–

The DRM is proposed as another measure outside the current accreditation model to reflect the persistence of Bryant HS students in pursuing a high school diploma. The DRM is used together with the Alternative GCI and Alternative Dropout Rate calculations to calculate composite scores that determine the overall performance level for GCI and dropout rate for accreditation year 2023-24, as outlined in sections 6D and 6E above.

As noted in questions 1-2, Bryant HS students face a myriad of complex factors that influence their ability to focus and maintain pacing of credit attainment toward graduation requirements. It is not uncommon for students who begin a school year to have to pull out of classes prior to the last day of school. As self-motivated students aged 18 or older within the Bryant HS graduation cohort, these adults are generally committed to re-enrolling to complete their degree requirements as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the next school year after having put their schooling temporarily on hold.

Specifically, **students reported for the DRM** are:

- Included in the current four-year on-time graduation cohort with latest status of dropout, unconfirmed, or long-term absence and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year
- Re-enrolled in the diploma program at Bryant HS or enrolled in a division HSE program by the day after Labor Day
- Not excluded from the GCI and dropout rate modified calculations outlined in sections 6D and 6E above.

Calculation Steps to Generate a DRM Value–

When the GCI and/or dropout rate indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6D and 6E

above, then a DRM value will be calculated and used to generate a GCI Composite Score and/or a Dropout Rate Composite Score, used for determining the overall indicator performance levels.

To calculate the DRM value:

1. Identify the total students in the graduation cohort with latest status of dropout, unconfirmed, or long-term absence who are not eligible to slide to the next cohort
2. Of these latest status students, determine how many:
 - a. Were not actively enrolled or actively attending on the last day of school but re-enrolled in a degree or HSE program by the day after Labor Day
 - b. Were excluded from the GCI and dropout rate modified calculations based on exclusion criteria defined in sections 6D and 6E
3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
 - a. Multiply the students re-enrolled by the day after Labor Day by 20 to form a numerator.
 - b. Subtract the non-graduate exclusions from the total latest status students to form a denominator.
 - c. Divide the numerator by the denominator to find the DRM value.

Table 7. SAMPLE CALCULATION: DRM Value

Row	Calculation Step	Value
(A)	# of students with latest status dropout, unconfirmed, or long-term absence	36
(B)	# of students who meet a defined exclusion criterion from section 6D and 6E <i>Remove from denominator</i>	20
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the day after Labor Day)	(20 * 5) = 100
(D)	Numerator = (C)	100
(E)	Denominator = (A-B)	(36 - 20) = 16
(F)	DRM Value = (D) / (E)	(100 / 16) = 6.250

Approach for Applying the Additional Measure–

As outlined in sections 6D (GCI) and 6E (Dropout Rate), the DRM additional measure is applied only in cases when the calculated Alternative GCI and/or Alternative Dropout Rate is below Level 1. In these cases, the DRM is added to the Alternative GCI to generate a GCI Composite Score and/or is subtracted from the Alternative Dropout Rate to generate a Dropout Rate Composite Score. This composite score is then used within the final indicator performance level determinations, as detailed in sections 6D and 6E.

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)
- No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

The majority of Bryant HS students have the option of returning to a “regular” school setting even those who are placed by the Hearing’s Office. However, most students do not return because they see academic success in the school’s smaller setting and often share that they feel more supported

on the Bryant HS campus. The other data point is that often students are juniors or seniors when they arrive, so returning back after a semester or two of study does not make much sense. The majority of the school's transition activities and programs focus on the transition out of high school and into post-secondary training, work, and education. Bryant HS staff encourage FCPS base schools to identify students who might benefit from a semester or year on the campus, looking at the services and programs as a type of intervention. Nonetheless, the school transitions back very few students, because they choose to stay at the Bryant HS location.

Bryant High School offers a "temporary" placement for some students who are looking to eventually return to their base schools but also an appropriate non-traditional instructional setting for most students who remain in the school. Most students attending Bryant HS have selected this setting to meet their family, work, social, and learning needs. Some students may choose to return to their traditional high school at some point, but in most cases, students stay and complete their secondary program with us. For the subset of students placed through the elective referral process from their base school or through hearings office placement, Bryant has programs and planning systems in place to help them prepare to return to a traditional high school if they so choose. However, many of these students also decide to remain at the alternative high school after their placement period is over because they have found success for the first time through the impact of the smaller class sizes, more personalized learning environment, and strong staff support network surrounding each student. Additionally, Bryant High School utilizes a comprehensive, multi-tiered system of support to track and monitor student progress.

Examples of programs and planning systems that support students who wish to return to a traditional high school are:

- Learning Seminar, Advisory, and Mentor Program
- Weekly Social-Emotional Lessons
- Student Leadership
- Weekly Student Services and Career/Work Activities
- Smaller class sizes
- Team Teaching in Math and Science
- After school "virtual" support for academic and wellness interventions and coaching
- Supports through internal programs and outside organizations to include the GMU Dream Catchers Program, Jobs for Virginia Graduates Program, College Partnership Program, Project Opportunity, Bryant Mentoring Program, and Genesys Works.
- Expansion of clubs, organizations, and activities through bi-weekly Activity Period
- Use of Edmentum, an online standards based learning program
- Partnership with county government Workforce Innovation and Skills Hub to help students with job skills, internships, training, mentoring, apprenticeships, and employment opportunities.
- Consultation meetings with receiving schools for students returning to a base high school campus.

Bryant HS collaborates with half of the county's traditional high schools looking to support their work and helps identify students who may find success by enrolling at Bryant. Each of the above programs, structures, and supports help all students at Bryant develop and grow while preparing those students who specifically want to return to a regular school setting.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022

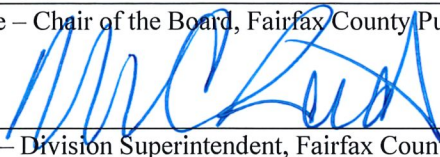
Date Approved by the Local School Board

December 19, 2022

Submission Date



Signature – Chair of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
For Special Purpose Schools**

School Name Fairfax County Adult High School	Division Name Fairfax County Public Schools
School Address 6815 Edsall Road, Springfield, VA 22151	
Contact Person Michelle Morgan, Administrator	
Phone Number of Contact Person 703-658-2740	Email of Contact Person mmorgan3@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
Joe Thompson	Special Projects Administrator, Nontraditional School Programs	jthompson1@fcps.edu
Betrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (as of September Membership 2022):

Grade	Number of Students
9	23
10	36
11	122
12	61

<p>Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) Yes</p>
<p>Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.</p> <p>For Academic Achievement and Achievement Gap indicators, this plan changes the weighted value from 0.9 to 0.75 for Standards of Learning (SOL) test results in the 375-399 score range.</p> <p>For the Chronic Absenteeism indicator, this plan:</p> <ol style="list-style-type: none"> 1) Adjusts the time-based methodology used to redefine meaningful engagement and interactions to include an approach for documenting interactions in cases of unexcused absences in addition to the approach for documenting interactions in cases of excused absences that was approved for accreditation year 2022-2023; 2) Further allows exclusion of chronically absent students enrolling at the school aged 18 or older and completing less than two semesters, beyond the exclusion based on first time Virginia enrollment approved for accreditation year 2022-2023. <p>For Graduation and Completion Index (GCI) and Dropout Rate indicators, this plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate composite scores for determining the final indicator performance levels.</p> <p>For the College Career Civic Readiness Index (CCCRI), this plan includes a broader definition for service learning experiences in addition to the broader definition for work-based learning approved for accreditation year 2022-2023.</p>

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The mission and purpose of Fairfax County Adult High School (FCAHS) is to provide an opportunity for adult learners to accomplish their goal of obtaining a high school credential. Staff members 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 learners' personal, academic, and social growth. As defined by the school's special purpose, FCAHS does not serve as a "temporary" placement for learners but rather as an appropriate alternative instructional setting that matches adult learner needs.

FCAHS is unique in that adult learners, both those considered school-age and non-school age, can complete the diploma program. 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 Development (GED) equivalency credential.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

The adult high school was established as a dedicated site to serve the special population of above-compulsory-school-aged learners. As all FCAHS learners are aged 18 and above, all learners are exempt from Virginia compulsory attendance policies, and all learners who enroll at FCAHS are self-enrolled. Given that compulsory attendance laws do not apply to FCAHS learners, 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 learners.

Life experiences, for almost all learners, have interrupted their education, and these circumstances still present substantial obstacles that impede academic achievement and graduation. Given their educational background and life circumstances, most adult learners do not enroll as traditional full-time learners and commonly take more than five years to graduate. Most learners maintain at least part-time employment and/or assume responsibility for managing a household and family.

In addition, most FCAHS learners 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. Further, based on their age, most FCAHS learners are not eligible for enrollment at a traditional high school. Some FCAHS learners may be starting 9th grade at the age of 18 or beyond. These factors have prevented FCAHS learners from completing their program of studies with their cohort peers.

Many of the learners enrolled at FCAHS have parenting and family responsibilities, and many learners experience socioeconomic pressures such as housing, medical, and transportation limitations. Because of interrupted educational experiences, many learners 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 learners' continuous enrollment and personal academic success.

It is worth noting that approximately 35 percent of FCAHS learners have been enrolled in a U.S. school for two years or less, and 33 percent have been enrolled in U.S. schools for one year or

less. Adult learners 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 learners with disabilities.

3-Year Reporting Group Distribution, Based on September Membership

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners
Sept 2020	162	6%	1%	91%	0%	2%	9%	85%
Sept 2021	142	8%	2%	84%	1%	5%	45%	85%
Sept 2022	242	4%	2%	90%	0%	4%	45%	89%

3-Year Age Distribution, Based on September Membership

Data View	Aged 18-22	Aged 23+
Sept 2020	76%	24%
Sept 2021	80%	20%
Sept 2022	83%	17%

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Fairfax County Adult High School (FCAHS) is a special purpose school serving as students' school of principal enrollment and is eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program. As described in the sections above, FCAHS serves exclusively learners aged 18 and older with high school diploma programming, accepting enrollment for adults residing anywhere in Fairfax County. For its school-aged adult students (through age 20 for general education and through age 22 for English learners), FCAHS is the responsible school for all its enrolled students' services and state reporting. Therefore, FCAHS seeks approval to be evaluated using modified methodology in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs, as defined in the sections that follow.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their age, life circumstances, and academic needs, FCAHS students engage with schooling in ways different from their peers in traditional high schools. Information on how each of the standard calculations for the indicators is not appropriate when measuring success at FCAHS can be found below.

Academic Achievement and Achievement Gap: Only a small number of students at FCAHS take state tests for federal accountability and graduation requirements. Due to the unique academic backgrounds, standard calculations imperfectly and inequitably represent FCAHS as underperforming for academic achievement in mathematics and science and mathematics achievement gaps. Therefore, the standard calculations are not appropriate to reflect FCAHS performance. Historical pass rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- **Academic Achievement-Mathematics**
 - SY 2017-18 (46 percent) for Level 3
 - SY 2018-19 (55 percent) for Level 3
- **Academic Achievement-Science**
 - SY 2017-18 (39 percent) for Level 3
 - SY 2018-19 (54 percent) for Level 3
 - SY 2021-22 (69 percent) for Level 2
- **Achievement Gap-Mathematics**
 - SY 2017-18 (Asian 50 percent; Hispanic 42 percent; White 60 percent; Economically Disadvantaged 67 percent; English Learners 58 percent) for overall Level 3
 - SY 2018-19 (Black 60 percent; Hispanic 47 percent; English Learners 58 percent) for overall Level 3

Chronic Absenteeism: Socioeconomic pressures, parenting, and family responsibilities often interfere with students' consistent attendance at FCAHS. With the large majority of students attending school on a part-time basis, the traditional chronic absenteeism measure does not accurately reflect FCAHS student engagement. As a result of these factors, standard calculations for chronic absenteeism imperfectly and inequitably represent FCAHS as underperforming and are not appropriate to reflect FCAHS performance. Historical chronic absenteeism data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (21 percent) for Level 2
- SY 2018-19 (76 percent) for Level 3
- SY 2021-22 (72 percent) for Level 3

GCI and Dropout Rate: The circumstances that lead to interrupted schooling for the majority of FCAHS students continue to exist in their lives. FCAHS students may opt to withdraw from compulsory education due to socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors. As a result of these factors, standard calculations for GCI and dropout rate imperfectly and inequitably represent FCAHS as underperforming and are not appropriate to reflect FCAHS outcomes. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (GCI 27 percent and Dropout Rate 87 percent), both at Level 3
- SY 2018-19 (GCI 30 percent and Dropout Rate 85 percent), both at Level 3
- SY 2021-22 (GCI 31 percent and Dropout Rate 82 percent), both at Level 3

CCCRI: Finally, standard calculations for CCCRI imperfectly and inequitably represent FCAHS as underperforming and are not appropriate to reflect FCAHS outcomes. Due to their educational interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored work-based 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. Historical CCCRI data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (1 percent) for Level 3
- SY 2018-19 (5 percent) for Level 3
- SY 2021-22 (7 percent) for Level 3

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

The sections that follow provide a description of the alternate means that will be used to evaluate each indicator. These descriptions include modifications to definitions, cohorts, and calculation options. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 6A - Academic Achievement-Mathematics and Science](#), page 6
- [Section 6B - Achievement Gap-Mathematics](#), page 8
- [Section 6C - Chronic Absenteeism](#), page 10
- [Section 6D – GCI](#), page 12
- [Section 6E - Dropout Rate](#), page 15
- [Section 6F – CCCRI](#), page 17

6A. Academic Achievement-Mathematics and Science

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within Academic Achievement-Mathematics and Science indicators.

- **Use a weighted value** of 0.75 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** from 50 percent to 40 percent when considering improvement from the prior year (reduction in the failure rate).
- **Change the reduction** in failure rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Pass Rate–

When the mathematics or science academic achievement indicator does not meet Level 1 using the standard indicator calculation, an Alternative Pass Rate will be calculated. To complete the Alternative Pass Rate calculation:

1. Identify the total students who participated in SOL or approved substitute testing in the current assessment year (summer, fall, spring).

2. Determine how many of these participants:
 - a. Earned a passing score on an SOL or approved substitute test
 - b. Scored between 375 and 399 for their highest SOL attempt for the year
 - c. Failed with their highest SOL attempt below 375
3. Use the standard calculation process to identify students who:
 - a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
 - b. For mathematics only, are eligible for Recovery credit
4. Combine these values to generate an Alternative Pass Rate for mathematics and for science, as outlined in the Table 6.A sample below.
 - a. Sum the number of passing tests, the weighted value of 375-399 scores, and (mathematics only) the number of Recovery tests to form a numerator.
 - b. Subtract the failing student adjustments from the total number assessed and add the number of Recovery tests (mathematics only) to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative Pass Rate value.

Table 6.A. SAMPLE CALCULATION: Alternative Pass Rate (SAMPLE = Mathematics)

Note: A similar calculation could be demonstrated for Science, omitting Recovery.

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	50
(B)	# passing the SOL or approved substitute test	27
(C)	$0.75 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	$(0.75 * 6) = 4.5$
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	5
(E)	# of Recovery tests - MATHEMATICS ONLY <i>Add to numerator and denominator</i>	1
(F)	Numerator = (B+C+E)	$(27 + 4.5 + 1) = 32.5$
(G)	Denominator = (A-D+E)	$(50 - 5 + 1) = 46$
(H)	Alternative Pass Rate = (F) / (G) * 100	$(32.5 / 46) * 100 = 70.652$

Note that this sample Alternative Pass Rate calculation of 70.652 (Level 1) compares to a standard pass rate calculation of 60.870 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate calculated above for mathematics and/or science still falls below the Level 1 target, then academic achievement performance in that core subject is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Confirm that the current year’s *standard* pass rate for the core area meets the modified floor of 40 percent, including all standard calculation adjustments.
 2. Compare the prior year’s *unadjusted* failure rate (using outcomes from SY 2021-22) to the current year’s *unadjusted* failure rate and calculate the reduction in the failure rate.

3. If the modified improvement target is met, with reduction of the failure rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final mathematics and science academic achievement indicator performance levels for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Academic Achievement - Mathematics/Science Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i>	<i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement</i>	<i>Pass rate less than or equal to 65% (0-65.0049) without meeting improvement</i>
<i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i>	<i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i>	<i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i>

6B. Achievement Gap-Mathematics

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics indicator, the same four modifications are needed as outlined in section 6A above.

Calculation Steps to Generate an Alternative Pass Rate–

When any student reporting group in mathematics does not meet Level 1 using the standard indicator calculation, an Alternative Pass Rate will be calculated using the same methodology detailed in section 6A and Table 6.A. Note that the modified calculation is repeated, as needed, for each reporting group that did not meet Level 1 under the standard indicator calculation.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate in mathematics for any student reporting group still falls below the Level 1 target, then achievement gap performance for that reporting group is viewed using the same modified multi-year calculation methods for cumulative year average and improvement that were described in section 6A.

Note that the modified multi-year and improvement calculations are repeated, as needed, for each reporting group that did not meet Level 1 for the standard current year calculation.

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final performance level for *each reporting group* in mathematics under the alternative accreditation plan. *Each reporting group* performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

The *overall Achievement Gap-Mathematics indicator* performance level is determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group at Level 2 based on the modified calculation procedures above.

Reporting Group Mathematics Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

Achievement Gap - Mathematics Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>No more than 1 reporting group with a mathematics rate at Level 2</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 2</i></p> <p><i>or no more than 1 reporting group with a mathematics rate at Level 3</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 3</i></p>

6C. Chronic Absenteeism

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. from 10 percent to 20 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy, to include the following types.
 - A time-based methodology will be applied to track specific dates of:
 - Excused absence for which staff interact with students regarding reasons for absences, with a minimum of one interaction for each day of absence.
 - Unexcused absences for which staff document student interaction with the teacher and/or curriculum, with at least one interaction per course for each week of absence.
 - A task-based methodology will be applied to track student engagement by class period for students who engage with teachers and the curriculum, receiving grades through participation in class activities and submission of class assignments, with a minimum of one engagement per week of enrollment.

Engagement and interactions may take place within or outside regular school hours, apply across instructional settings, and may utilize a variety of methods, including digital curriculum login, assignment submission, Schoology Learning Management System (LMS) responses, phone, text, email, video conference, etc. Days and class periods meeting the time-based or task-based definition count as having meaningful engagement and interaction when calculating individual student rates under the alternative accreditation plan.

- **Exclude chronically absent students** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters
- **Change the reduction** in absenteeism rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Chronic Absenteeism Rate–

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, an Alternative Chronic Absenteeism Rate will be calculated. To complete the Alternative Chronic Absenteeism Rate calculation:

1. Identify the total students who were in enrollment at the school for 50 percent or more of the school year, using the standard calculation process.
2. From this set, determine how many:
 - a. Missed 20 percent or more of enrolled days, ignoring any days for which the student was assigned to home-based instruction
 - b. Surpass 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions.
3. Determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older and do *not* surpass the 80 percent attendance threshold for meaningful engagement and interactions.
 - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
4. Combine these values to generate an Alternative Chronic Absenteeism Rate, as outlined in the Table 6.C sample below.
 - a. Subtract the number surpassing 80 percent when counting days fitting the revised definition and the number qualifying for exclusion from the initial number missing 20 percent or more to form a numerator.

- b. Subtract the exclusions from the total number enrolled half the year to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Chronic Absenteeism Rate value.

Table 6.C. SAMPLE CALCULATION: Alternative Chronic Absenteeism Rate

Row	Calculation Step	Value
(A)	# of students enrolled \geq 50 percent of school year	194
(B)	# missing \geq 20 percent of the school year	75
(C)	# from row B who show $>$ 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B not counted in row C who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	(75 - 36 - 12) = 27
(F)	Denominator = (A-D)	(194 - 12) = 182
(G)	Alternative Chronic Absenteeism Rate = (E) / (F) * 100	(27 / 182) * 100 = 14.835

Note that this sample Alternative Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 63.402 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Chronic Absenteeism Rate calculated above still falls below the Level 1 target, then chronic absenteeism performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, SY 2015-16), using the same alternative rules above. *Note that the SY 2021-22 rate is removed from chronic absenteeism cumulative average calculations, per Virginia Board of Education decision on November 17, 2022.*
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2018-19) to the current year’s alternative rate and calculate the reduction in the failure rate. *Note that the SY 2021-22 rate is removed from chronic absenteeism improvement considerations, per Virginia Board of Education decision on November 17, 2022.*
 2. If the modified improvement target is met--with reduction of the absenteeism rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final chronic absenteeism indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Chronic Absenteeism Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average</i></p> <p><i>or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement</i></p> <p><i>or greater than 9% (25.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6D. GCI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the GCI calculation.

- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with GCI to generate a composite score for determining overall GCI indicator performance.

Calculation Steps to Generate an Alternative GCI–

When GCI does not meet Level 1 using the standard indicator calculation, an Alternative GCI will be calculated. To complete the Alternative GCI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
 - a. Earned a Virginia Board recognized diploma
 - b. How many earned a high school equivalency (HSE) general education diploma (GED)
 - c. How many students were awarded a certificate of completion
 - d. How many students were “still enrolled”
3. From the non-graduates, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative GCI, as outlined in the Table 6.D.a sample below.
 - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.

- b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to find the Alternative GCI value.

Table 6.D.a. SAMPLE CALCULATION: Alternative GCI

Row	Calculation Step	Value
(A)	# of students in cohort	130
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	54
(C)	100 * (# earning a diploma)	(100 * 53) = 5,300
(D)	75 * (# not counted in row B who earned a HSE/GED)	(75 * 3) = 225
(E)	25 * (# not counted in row B who earned a certificate of completion)	(25 * 2) = 50
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 11) = 770
(G)	Numerator = (C+D+E+F)	(5,300 + 225 + 50 + 770) = 6,345
(H)	Denominator = 100* (A-B)	100 * (130 - 54) = 7,600
(J)	Alternative GCI = (H) / (I) * 100	(6,345 / 7,600) = 83.487

Note that this sample Alternative GCI of 83.487 (Level 2) compares to a standard GCI calculation of 48.808 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative GCI is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new GCI Composite Score is outlined here for use in determining the overall GCI indicator performance level.

To generate a GCI Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Add the calculated DRM value (from Table 7) to the Alternative GCI (from Table 6.D.a) to generate a new GCI Composite Score, as illustrated in the Table 6.D.b sample.

Table 6.D.b SAMPLE CALCULATION: GCI Composite Score

Row	Calculation Step	Value
(J)	Alternative GCI (see Table 6.D.a)	83.487
(K)	DRM Value (see Table 7)	8.571
(L)	GCI Composite Score = (A + B)	(83.487 + 8.571) = 92.058

Note how this sample GCI Composite Score calculation of 92.058 (Level 1) compares to the calculated Alternative GCI of 83.487 (Level 2) from Table 6.D.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the GCI Composite Score calculated above still falls below the Level 1 target, then GCI performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:

1. Calculate the indicator’s Alternative GCI for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative indexes, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
 3. If the modified cumulative year average is not met using the Alternative GCI, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years’ GCI Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s Alternative GCI (using outcomes from SY 2021-22) to the current year’s Alternative GCI and calculate the improvement in the index. If the modified improvement target is met--with improvement of the index by at least 2 points (I2), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative GCI, then calculate modified improvement by comparing the prior year’s GCI Composite Score to the current year’s GCI Composite Score and calculate the improvement in the index. If the modified improvement target is met using the GCI Composite Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative GCI, the GCI Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (I2) based on the Alternative GCI or the GCI Composite Score.

GCI Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average</i>	<i>GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement</i>	<i>GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement</i>
<i>or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year</i>	<i>or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year</i>	<i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i>

6E. Dropout Rate

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters at the school
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with dropout rate to generate a composite score for determining overall dropout rate indicator performance.

Calculation Steps to Generate an Alternative Dropout Rate–

When the dropout rate does not meet Level 1 using the standard indicator calculation, an Alternative Dropout Rate will be calculated. To complete an Alternative Dropout Rate calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative Dropout Rate, as outlined in the Table 6.E.a sample below.
 - a. Subtract the number who re-enrolled by September 1 and the dropout exclusions from the total number of dropouts to form a numerator.
 - b. Subtract the dropout exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Dropout Rate value.

Table 6.E.a. SAMPLE CALCULATION: Alternative Dropout Rate

Row	Calculation Step	Value
(A)	# of students in cohort	130
(B)	# showing with latest status of dropout	61
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	54
(D)	Numerator = (B-C)	$(61 - 54) = 7$
(E)	Denominator = (A-C)	$(130 - 61) = 76$
(F)	Alternative Dropout Rate = (D) / (E) * 100	$(7 / 76) * 100 = 9.211$

Note that this sample Alternative Dropout Rate calculation of 9.211 (Level 3) compares to a standard dropout rate calculation of 49.038 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative Dropout Rate is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new Dropout Rate Composite Score is outlined here for use in determining the overall dropout rate indicator performance level.

To generate a Dropout Rate Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Subtract the calculated DRM value (from Table 7) from the Alternative Dropout Rate (from Table 6.E.a) to generate a new Dropout Rate Composite Score, as illustrated in the Table 6.E.b sample.

Table 6.E.b. SAMPLE CALCULATION: Dropout Rate Composite Score

Row	Calculation Step	Value
(F)	Alternative Dropout Rate (see Table 6.E.a)	9.211
(G)	DRM Value (see Table 7)	8.571
(H)	Dropout Rate Composite Score = (A - B)	(9.211 - 8.571) = 0.6390

Note how this sample Dropout Rate Composite Score calculation of 0.639 (Level 1) compares to the calculated Alternative Dropout Rate of 9.211 (Level 3) from Table 6.E.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Dropout Rate Composite Score calculated above still falls below the Level 1 target, then dropout rate performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative Dropout Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
 3. If the modified cumulative year average is not met using the Alternative Dropout Rate, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years’ Dropout Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s Alternative Dropout Rate (using outcomes from SY 2021-22) to the current year’s Alternative Dropout Rate and calculate the reduction in the rate. If the modified improvement target is met--with reduction of the dropout rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative Dropout Rate, then calculate modified improvement by comparing the prior year's Dropout Rate Composite Score to the current year's Dropout Rate Composite Score and calculate the improvement in the rate. If the modified improvement target is met using the Dropout Rate Composite

Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final dropout rate indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative Dropout Rate, the Dropout Rate Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5) based on the Alternative Dropout Rate or the Dropout Rate Composite Score.

Dropout Rate Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average</i></p> <p><i>or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement</i></p> <p><i>or greater than 9% (9.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6F. CCCRI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the CCCRI calculation.

- **Broaden the definition** used for student activities that count toward the CCCRI calculation.
 - Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and successfully connect work-related skills to coursework through a career survey documented by Student Services.
 - Expand the service learning experience definition to include students who complete the culminating activity for a schoolwide service learning function and successfully connect the experience to college or career goals through a career survey documented by Student Services.
- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration

Calculation Steps to Generate an Alternative CCCRI–

When CCCRI does not meet Level 1 using the standard indicator calculation, an Alternative CCCRI will be calculated. To complete the Alternative CCCRI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many:
 - a. Show CCCRI credit earned in the cohort list

- b. Meet the broadened definition of work-based learning
- 3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
- 4. Combine these values to generate an Alternative CCCRI, as outlined in the Table 6.F sample below.
 - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of work-based learning to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative CCCRI value.

Table 6.F. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	130
(B)	# showing with CCCRI credit earned	35
(C)	# who meet the broadened definition of service learning or work-based learning <i>Add to numerator</i>	30
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	54
(E)	Numerator = (B+C)	(35 + 30) = 65
(F)	Denominator = (A-D)	(130 - 54) = 76
(G)	Alternative CCCRI = (E) / (F) * 100	(65 / 76) * 100 = 85.526

Note that this sample Alternative CCCRI calculation of 85.526 (Level 1) compares to a standard CCCRI calculation of 26.923 (Level 3).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The modified calculation above, used only as needed, determines the final indicator performance level for accountability under this alternative accreditation plan.

CCCRI Indicator Performance Level

Level 1	Level 2	Level 3
CCCRI greater than or equal to 85% (84.50000-100) for current year or cumulative year average	CCCRI greater than 70% but less than 85% (70.0050-84.4999)	CCCRI less than or equal to 70% (0-70.0049)

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

This section describes another proposed measure outside the current accreditation model and how it will be used in the overall accreditation rating for GCI and dropout rate. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score and Dropout Rate Composite Score as part of overall GCI and dropout rate indicator performance level determinations, as outlined in sections 6C and 6D above.

Dropout Recovery Modifier (DRM)

Description and Rationale for the DRM Proposed Measure—

The DRM is proposed as another measure outside the current accreditation model to reflect the persistence of FCAHS students in pursuing a high school diploma. The DRM is used together with the Alternative GCI and Alternative Dropout Rate calculations outlined in sections 6D and 6E above to calculate composite scores that determine the overall performance level for GCI and dropout rate for accreditation year 2023-24.

As outlined in questions 1-2 above, FCAHS students face a myriad of complex factors that influence their ability to focus and maintain pacing of credit attainment toward graduation requirements. It is not uncommon for students who begin a school year to have to pull out of classes prior to the last day of school. As self-motivated adults, these students are generally committed to re-enrolling to complete their degree requirements as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the next school year after having put their schooling temporarily on hold.

Specifically, **students reported for the DRM** are:

- Included in the current four-year on-time graduation cohort with latest status of dropout, unconfirmed, or long-term absence and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year
- Re-enrolled in the diploma program at FCAHS or enrolled in a division HSE program by the day after Labor Day
- Not excluded from the GCI and dropout rate modified calculations outlined in sections 6D and 6E above.

Calculation Steps to Generate a DRM Value—

When the GCI and/or dropout rate indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6D and 6E above, then a DRM value will be calculated and used to generate a GCI Composite Score and/or a Dropout Rate Composite Score, used for determining the overall indicator performance levels.

To complete the DRM value calculation:

1. Identify the total students in the graduation cohort with latest status of dropout, unconfirmed, or long-term absence who are not eligible to slide to the next cohort
2. Of these latest status students, determine how many:
 - a. Were not actively enrolled or actively attending on the last day of school but re-enrolled in a degree or HSE program by the day after Labor Day

- b. Were excluded from the GCI and dropout rate modified calculations based on exclusion criteria defined in sections 6D and 6E
- 3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
 - a. Multiply the students re-enrolled by the day after Labor Day by 20 to form a numerator.
 - b. Subtract the non-graduate exclusions from the total latest status students to form a denominator.
 - c. Divide the numerator by the denominator to find the DRM value.

Table 7. SAMPLE CALCULATION: DRM Value

Row	Calculation Step	Value
(A)	# of students with latest status dropout, unconfirmed, or long-term absence	61
(B)	# of students who meet a defined exclusion criterion from section 6D and 6E <i>Remove from denominator</i>	54
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the day after Labor Day)	(20 * 3) = 60
(D)	Numerator = (C)	60
(E)	Denominator = (A-B)	(61 - 54) = 7
(F)	DRM Value = (D) / (E)	(60 / 7) = 8.571

Approach for Applying the Additional Measure

As outlined in sections 6D (GCI) and 6E (Dropout Rate), the DRM additional measure is applied only in cases when the calculated Alternative GCI and/or Alternative Dropout Rate is below Level 1. In these cases, the DRM is added to the Alternative GCI to generate a GCI Composite Score and/or is subtracted from the Alternative Dropout Rate to generate a Dropout Rate Composite Score. This composite score is then used within the final indicator performance level determinations, as detailed in sections 6D and 6E.

- 8. Do students return to a “regular” school setting after they complete part or all of the school’s program?
 - Yes (proceed to question 9)
 - No (do not answer question 9)

- 9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

Not applicable.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022

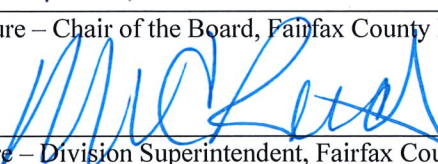
Date Approved by the Local School Board

December 19, 2022

Submission Date



Signature – Chair of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN TEMPLATE For Special Purpose Schools

School Name Key Center School	Division Name Fairfax County Public Schools
School Address 6404 Franconia Road, Springfield, VA 22150	
Contact Person Ann M. Smith, Principal	
Phone Number of Contact Person 703-313-4000	Email of Contact Person amsmith2@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
Grace Taylor	Assistant Superintendent, Region 3	getaylor@fcps.edu
Jesse Kraft	Executive Principal	jkraft@fcps.edu
Leona Smith-Vance	Executive Principal	lmsmith3@fcps.edu
Deirdre Lavery	Interim Executive Principal	dmlavery@fcps.edu
Mike Bloom	Director, Special Education Instruction	msbloom@fcps.edu
Betrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (as of September Membership 2022):

Grade	Number of Students
K	0
1	0
2	0
3	0
4	0
5	5
6	2
7	1
8	3
9	8
10	3
11	5
12	25

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.

Based on new evidence of need, this plan adds an alternate means evaluation for the Academic Achievement and Achievement Gap indicators to the alternate means for evaluating non-academic indicators approved for accreditation year 2022-2023. The modifications included for academic indicators include:

- 1) Adjusting the floor when considering improvement from the prior year
- 2) Changing the required reduction in failure rate to 5 percent rather than 10 percent
- 3) Extending options for cumulative year averages to allow consideration of 4-year and 5-year averages, as needed, in addition to the 3-year average

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The mission of Key Center school is to: Set high expectations, create meaningful opportunities, and expect success for all students. Key Center School is a Separate Public Day School which is considered a more restrictive environment. Students are placed at Key Center, through an IEP meeting, throughout the school year when: behavioral and medical challenges prevent them from making progress in their attending school; through hearing office placement decisions; and due to parent requests.

Students who attend Key Center School have significant medical and/or behavioral challenges, who require intensive support in a highly structured setting for their educational programming and to address their behavioral and medical needs. All students who attend Key Center School are provided direct supervision for their educational programming and their activities of daily living. The purpose of Key Center is to provide educational instruction to include behavior and medical interventions and care for all students in an effort to be able to return them to their base school program which is their Least Restrictive Environment (LRE). If a student is unable to transition back to a base school program, the goal is to provide them a meaningful educational experience while preparing them for their post-21 placement.

The Key Center community remains committed to offering a caring culture focused 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 subsequently transition to other settings when they are no longer of school age. Students in their final year at Key Center participate in creating their own Electronic Portfolio in order to participate in their transition meeting. The electronic portfolio was created by Key Center staff to provide a holistic understanding of the student to include: medical/behavioral needs, work preferences, communication, likes/dislikes, etc. The goal is for the student to attend the transition meeting and to present their portfolio. This process allows the student to advocate for themselves and have an integral part of this very important meeting.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

Key Center School is identified as a separate public day school, serving students identified for intellectual disabilities severe or autism based on IEP documentation. As there are only 2 public separate day schools in Fairfax County Public Schools (FCPS), Key Center pulls from the southern and eastern portion of the county. At Key Center School, 100% of the 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, nine 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 (at least) annually, the school team and parents discuss the benefits or concerns of the school setting. Students with behavioral challenges meet every 6-8 weeks to review progress and update FBA/BIP documents when necessary. Students are considered for other placement options in either less or more restrictive settings based on changes in school performance. All staff in either the center focused program or the behavioral focused program have extensive training in medical and/or behavioral systems to facilitate their work with students.

All students receive instruction in the adapted curriculum and participate in the Virginia Alternate Assessment Program (VAAP). Most students have a literacy level of emergent or lower. Communication and overall language development are priorities for Key Center School students. Ninety-three 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. Fifty-one students receive Assistive Technology Support and Speech Language services. All students access their related service goals in the areas of: orientation and mobility services, vision services, Adapted Physical Education(APE) services, Physical Therapy(PT), Occupational Therapy(OT) services, services, hearing services and ESOL services. Key Center School also has a Vocational Coordinator to support the pre-vocational and vocational interests and growth for all students. Options for students include in-classroom and in-school jobs, as well as in-school workshop and community-based work experiences and promoting student driven recreation/leisure interests.

Sixteen students have an active formal Behavior Intervention Plan. Sixty-three percent of students have at least one health care plan, and some students have multiple health care plans. Many of the students have complex immune systems which result in greater risk for sickness and injury, while sleep issues also impact many students. Health care plans include students with the following needs: oral suctioning (1 student), asthma (1 student), hydrocephalus with shunt (7 students), gastrostomy-tube feeding (17 students), seizure disorders (30 students), respiratory disorders (five students), chronic lung disease (2 students), cardiovascular disorder (1 student), and tracheostomy and/or ventilator dependent (4 students), mitrofanoff/urinary catheterization (2 students) and 6 students attend school with a private duty nurse.

Student Reporting Group Distribution, 3-Years, Based on September Membership

Year	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2020	64	11%	14%	19%	9%	47%	22%	42%	100%
Sept 2021	63	13%	14%	16%	8%	49%	27%	38%	100%
Sept 2022	52	13%	19%	13%	10%	44%	35%	44%	100%

3-Year Primary Disability Type Distribution, Based on September Membership

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2020	27%	2%	13%	53%	3%	3%
Sept 2021	28%	n/a	10%	59%	2%	2%
Sept 2022	25%	n/a	13%	56%	2%	4%

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Key Center School is a special purpose school serving as students' school of principal enrollment and is eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program. As described in the sections above, Key Center School is a special education separate public day school for students in the southern half of Fairfax County--or as determined by the IEP team--and is the responsible school for all its enrolled students' services and state reporting. Therefore, Key Center School seeks approval to be evaluated using modified methodology in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs, as defined in the sections that follow.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their disabilities, Key Center School students must engage with schooling in ways different from their peers in traditional public schools. Information on how each of the standard calculations for the indicators is not appropriate when measuring success at Key Center School can be found below.

Academic Achievement and Achievement Gap: Because Key Center School students' significant disabilities identify them to complete the Virginia Alternate Assessment Program (VAAP) assessment, the school was affected by the change in VAAP assessment design to a much greater extent than a traditional school. Whereas at most schools, only 1-2 percent of students would participate in VAAP, virtually 100 percent of Key Center School students participate in VAAP. The shift to the new multiple choice test format assessing the Essentialized Standards of Learning resulted in a complete reset for teachers and students during 2021-22 and generated a new

baseline for improving test performance. Additionally, since all students are accessing VAAP and also use the WIDA Alternate ACCESS for ELLs assessment, standard calculations do not offer any opportunity to incorporate growth (English or mathematics) or EL progress (English); furthermore, no students are able to leverage approved substitute tests for verified credit. All of these factors have an effect on Key Center School's academic achievement and achievement gap calculations. The standard calculations do not offer sufficient latitude to adequately draw on improvement on these new tests or to fully consider positive past outcomes when determining final performance levels. Therefore, the standard calculations are not appropriate to reflect Key Center School performance. Historical pass rate data demonstrate how the standard calculation is not adequate to reflect school performance based on the precipitous decline between SY 2018-19 and SY 2021-22. *Please note that all percentages below reflect the VAAP pass rates for Key Center School's students, all of whom are students with disabilities.*

- **Academic Achievement-Mathematics**
 - SY 2018-19 (100 percent) for Level 1
 - SY 2021-22 (24 percent) for Level 3
- **Academic Achievement-English**
 - SY 2017-18 (93 percent) for Level 1
 - SY 2018-19 (47 percent) for Level 3
- **Academic Achievement-Science**
 - SY 2018-19 (95 percent) for Level 1
 - SY 2021-22 (9 percent) for Level 3
- **Achievement Gap-Mathematics**
 - SY 2018-19 (Asian 100 percent; Black 100 percent; Hispanic 100 percent; Multiple Races 100 percent; White 100 percent; Economically Disadvantaged 100 percent; English Learners 100 percent; Students with Disabilities 100 percent) for overall Level 1
 - SY 2021-22 (Asian 0 percent; Black 50 percent; Hispanic 0 percent; Multiple Races 0 percent; White 13 percent; Economically Disadvantaged 33 percent; English Learners 60 percent; Students with Disabilities 24 percent) for overall Level 3
- **Achievement Gap-English**
 - SY 2018-19 (Asian 86 percent; Black 100 percent; Multiple Races 100 percent; White 94 percent; Students with Disabilities 93 percent) for overall Level 1
 - SY 2021-22 (Asian 0 percent; Black 71 percent; Multiple Races 0 percent; White 33 percent; Students with Disabilities 47 percent) for overall Level 3

Chronic Absenteeism: Similar factors apply when considering chronic absenteeism measures. Key Center School serves a student community with significant health needs that require extensive medical interventions. A majority of students face significant health care needs associated with their disabilities and must overcome substantial challenges to maintain regular school attendance. Additional factors which sometimes prevent students from beginning on the first day of school include being approved for private duty nursing but not having a nurse available to accompany them to school as well as extended recovery time needed for surgeries conducted over the summer. As a result of these factors, standard calculations for chronic absenteeism imperfectly and inequitably represent Key Center School as underperforming and are not appropriate to reflect Key Center School performance. Therefore, the standard calculations are not appropriate to reflect Key Center School performance. Historical chronic absenteeism data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (31 percent) for Level 2
- SY 2018-19 (38 percent) for Level 3
- SY 2021-22 (48 percent) for Level 3

GCI and Dropout Rate: Graduation and completion measures are also affected by the composition of the special student population. As noted in the description of the student population above, Key Center School students are working on goals to achieve an Applied Studies Diploma; they are not eligible for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma. Due to

their significant cognitive disabilities and/or medical needs, students enrolled at Key Center School do not pursue a Certificate of Completion or High School Equivalency/General Education Diploma (HSE/GED). Rather, 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, students fulfilling their IEP components 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 school before age 22 often do so for medical reasons. However, these students appear as dropouts for standard GCI and dropout rate calculations. As a result, standard calculations for GCI and dropout rate imperfectly and inequitably represent student outcomes at Key Center School. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2018-19 (GCI 60 percent and Dropout Rate 20 percent), both at Level 3

CCCRI: A majority of the service learning and work-based learning programs that Key Center School students access do not count toward the standard CCCRI calculations. Students in the special education center-based program at Key Center School 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. 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. Further, 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. As a result of these factors, standard calculations for CCCRI imperfectly and inequitably represent Key Center School student post-secondary readiness outcomes and are not appropriate to reflect Key Center School performance. Historical CCCRI data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (0 percent) for Level 3
- SY 2018-19 (0 percent) for Level 3
- SY 2021-22 (0 percent) for Level 3

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

The sections that follow provide a description of the alternate means that will be used to evaluate each indicator. These descriptions include modifications to definitions, cohorts, and calculation options. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 6A - Academic Achievement-Mathematics, English and Science](#), page 8
- [Section 6B - Achievement Gap-Mathematics and English](#), page 9
- [Section 6C - Chronic Absenteeism](#), page 10
- [Section 6D - GCI](#), page 13
- [Section 6E - Dropout Rate](#), page 14
- [Section 6F - CCCRI](#), page 16

6A. Academic Achievement-Mathematics, English, and Science

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within Academic Achievement-Mathematics, English, and Science indicators.

- **Adjust the floor** from 50 percent to 40 percent when considering improvement from the prior year (reduction in the failure rate).
- **Change the reduction** in failure rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Considering Cumulative Year Averages and Improvement from the Prior Year–

Because weighted values are not available for VAAP assessments, Key Center School will use the standard calculation for each academic achievement core subject. However, when the current year standard pass rate calculation falls below the Level 1 target, then academic achievement performance in that core subject is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator's standard pass rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17).
 2. Using the numerators and denominators for these pass rates, calculate the cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Confirm that the current year's standard pass rate for the core area meets the modified floor of 40 percent, including all standard calculation adjustments.
 2. Compare the prior year's *unadjusted* failure rate (using outcomes from SY 2021-22) to the current year's *unadjusted* failure rate and calculate the reduction in the failure rate.
 3. If the modified improvement target is met with reduction of the failure rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The current year rate, modified cumulative average, and modified improvement calculation will be used collectively to determine the final mathematics, English, and science academic achievement indicator performance levels for accountability under this alternative accreditation plan. The indicator performance level will be based on the current year rate of Level 1. If not, the indicator performance level will be based on the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR) and/or modified improvement from the prior year (R5).

Academic Achievement - Mathematics/Science Indicator Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

Academic Achievement - English Indicator Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 75% (74.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 75% (65.0050-74.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 75% (65.0050-74.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics and English indicators, the same three modifications are needed as outlined in section 6A above.

Considering Cumulative Year Averages and Improvement from the Prior Year–

When any student reporting group in mathematics or English does not meet Level 1 using the standard pass rate calculation for the current year, then performance for that reporting group is viewed using the same modified multi-year calculation methods for cumulative year average and improvement that were described in section 6A.

Note that the modified multi-year and improvement calculations are repeated, as needed, for each reporting group that did not meet Level 1 for the standard current year calculation.

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of these modifications, used only as needed, determines the final performance level for *each reporting group* in mathematics and English under the alternative accreditation plan. *Each reporting group* performance level is based on the standard current year rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

The overall Achievement Gap-Mathematics and English indicator performance levels are determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group at Level 2 based on the modified calculation procedures above.

Reporting Group Mathematics Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

Reporting Group English Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 75% (74.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 75% (65.0050-74.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 75% (65.0050-74.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

Achievement Gap - Mathematics/English Indicator Performance Level

Level 1	Level 2	Level 3
<p>No more than 1 reporting group with a subject rate at Level 2</p>	<p>2 or more reporting groups with a subject rate at Level 2</p> <p>or no more than 1 reporting group with a pass rate at Level 3</p>	<p>2 or more reporting groups with a subject rate at Level 3</p>

6C. Chronic Absenteeism Indicator

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent from 10 percent to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy. A time-based methodology will be applied to track specific dates of excused absence for which staff interact with students and their families regarding reasons

for absences, helping to keep students connected to their IEP goals and to their school community. This interaction will involve a minimum of one interaction for each day of absence, which may take place within or outside regular school hours and may utilize a variety of methods, including phone, text, email, video conference, etc. Such days count as having meaningful engagement and interaction within individual student rate calculations under the alternative accreditation plan.

- **Exclude chronically absent students** who enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws).
- **Change the reduction** in absenteeism rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Chronic Absenteeism Rate–

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, an Alternative Chronic Absenteeism Rate will be calculated. To complete the Alternative Chronic Absenteeism Rate calculation:

1. Identify the total students who were in enrollment at the school for 50 percent or more of the school year, using the standard calculation process.
2. From this set, determine how many:
 - a. Missed 15 percent or more of enrolled days, ignoring any days for which the student as assigned to home-based instruction
 - b. Surpass 85 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions.
3. Determine how many meet the exclusion criterion of entering Virginia public schools for the first time at age 18 or older and do *not* surpass the 85 percent attendance threshold for meaningful engagement and interactions.
4. Combine these values to generate an Alternative Chronic Absenteeism Rate, as outlined in the Table 6.C sample below.
 - a. Subtract the number surpassing 85 percent when counting days fitting the revised definition and the number qualifying for exclusion from the initial number missing 15 percent or more to form a numerator.
 - b. Subtract the exclusions from the total number enrolled half the year to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Chronic Absenteeism Rate value.

Table 6.C. SAMPLE CALCULATION: Alternative Chronic Absenteeism Rate

Row	Calculation Step	Value
(A)	# of students enrolled ≥ 50 percent of school year	70
(B)	# missing ≥ 15 percent of the school year	25
(C)	# from row B who show > 85 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions <i>Remove from numerator</i>	14
(D)	# of students from row B not counted in row C who meet the defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(E)	Numerator = (B-C-D)	(25 - 14 - 1) = 10
(F)	Denominator = (A-D)	(70 - 1) = 69
(G)	Alternative Chronic Absenteeism Rate = (E) / (F) * 100	(10 / 69) * 100 = 14.493

Note that this sample Alternative Chronic Absenteeism Rate calculation of 14.493 (Level 1) compares to a standard chronic absenteeism calculation of 74.286 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Chronic Absenteeism Rate calculated above still falls below the Level 1 target, then chronic absenteeism performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, SY 2015-16), using the same alternative rules above. *Note that the SY 2021-22 rate is removed from chronic absenteeism cumulative average calculations, per Virginia Board of Education decision on November 17, 2022.*
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2018-19) to the current year’s alternative rate and calculate the reduction in the failure rate. *Note that the SY 2021-22 rate is removed from chronic absenteeism improvement considerations, per Virginia Board of Education decision on November 17, 2022.*
 2. If the modified improvement target is met--with reduction of the absenteeism rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final chronic absenteeism indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Chronic Absenteeism Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average</i></p> <p><i>or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without improvement</i></p> <p><i>or greater than 9% (25.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism greater than 25% (25.0001-100) without improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6D. GCI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the GCI calculation.

- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Key Center School at age 18 or older and completed less than 2 semesters
- **Change the improvement** in the index from 2.5 points to 2 points to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative GCI–

When GCI rate does not meet Level 1 using the standard indicator calculation, an Alternative GCI will be calculated. To complete the Alternative GCI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
 - a. Earned a Virginia Board recognized diploma.
 - b. Were “still enrolled”
3. From the non-graduates, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Key Center School at age 18 or older and completed less than 2 semesters
4. Combine these values to generate an Alternative GCI, as outlined in the Table 6.D sample below.
 - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative GCI value.

Table 6.D. SAMPLE CALCULATION: Alternative GCI

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(C)	100 * (# earning a diploma)	(100 * 9) = 900
(D)	70 * (# not counted in row B who were "still enrolled")	(70 * 2) = 140
(E)	Numerator = (C+D)	(900 + 140) = 1,040
(F)	Denominator = 100 * (A-B)	100 * (12 - 1) = 1,100
(G)	Alternative GCI = (E) / (F) * 100	(1,040 / 1,100) * 100 = 94.545

Note that this sample Alternative GCI calculation of 94.545 (Level 1) compares to a standard GCI calculation of 86.667 (Level 2).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative GCI calculated above still falls below the Level 1 target, then GCI performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative GCI for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative indexes, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative index (using outcomes from SY 2021-22) to the current year’s alternative index and calculate the improvement in the index.
 2. If the modified improvement target is met--with improvement of the index by at least 2 points (I2), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative GCI, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (I2).

GCI Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>GCI greater than or equal to 88% (87.5000-100) for current year or cumulative year average</i>	<i>GCI greater than 80% but less than 88% (80.0050-87.4999) without improvement</i>	<i>GCI less than or equal to 80% (0-80.0049) without improvement</i>
<i>or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year</i>	<i>or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year</i>	<i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i>

6E. Dropout Rate

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Key Center School at age 18 or older and completed less than 2 semesters
- **Change the reduction** in dropout rate from 10 percent to 5 percent to meet improvement criteria from the previous year.

- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Dropout Rate–

When the dropout rate does not meet Level 1 using the standard indicator calculation, an Alternative Dropout Rate will be calculated. To complete an Alternative Dropout Rate calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Key Center School at age 18 or older and completed less than 2 semesters
4. Combine these values to generate an Alternative Dropout Rate, as outlined in the Table 6.E sample below.
 - a. Subtract the dropout exclusions from the total number of dropouts to form a numerator.
 - b. Subtract the dropout exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Dropout Rate value.

Table 6.E. SAMPLE CALCULATION: Alternative Dropout Rate

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with latest status of dropout	1
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(D)	Numerator = (B-C)	$(1 - 1) = 0$
(E)	Denominator = (A-C)	$(12 - 1) = 11$
(F)	Alternative Dropout Rate = (D) / (E) * 100	$(0 / 11) * 100 = 0.000$

Note that this sample Alternative Dropout Rate calculation of 0.000 (Level 1) compares to a standard dropout rate calculation of 8.333 (Level 2).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Dropout Rate calculated above still falls below the Level 1 target, then dropout rate performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years, 4-years, and 5-years of data
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2021-22) to the current year’s alternative rate and calculate the reduction in the dropout rate.
 2. If the modified improvement target is met--with reduction of the dropout rate by at least 5 percent--then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final dropout rate indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Dropout Rate Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Dropout rate less than or equal to 6% (0-6.0000) for current year or cumulative year average</i></p> <p><i>or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate greater than 6% but less than or equal to 9% (6.0001-9.0000) without improvement</i></p> <p><i>or greater than 9% (9.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate greater than 9% (9.00001-100) without improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6F. CCCRI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the CCCRI calculation.

- **Broaden the definitions** used for student activities that count toward the CCCRI calculation.
 - Expand the work-based learning experience definition to include students who participate in community work experience either within or outside of the school at least once per week and successfully connect work-related skills to career transition goals in their IEP.
 - 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 successfully connect the experience to career transition goals in their IEP.
- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Key Center School at age 18 or older and completed less than 2 semesters

Calculation Steps to Generate an Alternative CCCRI–

When CCCRI does not meet Level 1 using the standard indicator calculation, an Alternative CCCRI will be calculated. To complete the Alternative CCCRI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many:
 - a. Show CCCRI credit earned in the cohort list
 - b. Meet the broadened definition of service learning and/or work-based learning.
3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Key Center School at age 18 or older and completed less than 2 semesters.

4. Combine these values to generate an Alternative CCCRI, as outlined in the Table 6.F sample below.
 - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of CCCRI components to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative CCCRI value.

Table 6.F. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(E)	Numerator = (B+C)	(2 + 8) = 10
(F)	Denominator = (A-D)	(12 - 1) = 11
(G)	Alternative CCCRI = (E) / (F) * 100	(10 / 11) * 100 = 90.909

Note that this sample Alternative CCCRI calculation of 90.909 (Level 1) compares to a standard CCCRI calculation of 16.667 (Level 3).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The modified calculation above, used only as needed, determines the final indicator performance level for accountability under this alternative accreditation plan.

CCCRI Indicator Performance Level

Level 1	Level 2	Level 3
<i>CCCRI greater than or equal to 85% (84.50000-100) for current year or cumulative year average</i>	<i>CCCRI greater than 70% but less than 85% (70.0050-84.4999)</i>	<i>CCCRI less than or equal to 70% (0-70.0049)</i>

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

No other indicator outside the current accreditation model is proposed.

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)
- No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

Student placement is an IEP team decision. As IEP teams convene and student progress is noted, a decision to return the student to a “regular” or “community based” school special education program commences. Placement is driven by data and the IEP Team input/discussion.

As a special purpose school, Key Center School staff establish relationships with students to help each student reach an optimal level of independent performance. For some students, this may occur right away, for other students, this takes time to build and gain the mutual trust in one another. Students transition back to a “regular” school, which is very likely a self-contained program in a larger school environment via IEP determination. The transition process is catered to the students needs and often requires a Key Center staff member to accompany the student in a systematic manner to the receiving school. Students are often slowly integrated into the new classroom using familiar supports provided by Key Center staff. Collaboration is imperative during this process between the sending and receiving school in order to best set the student up for success.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022

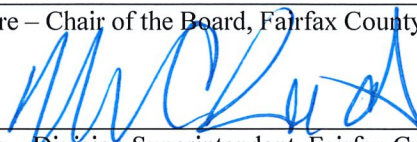
Date Approved by the Local School Board

December 19, 2022

Submission Date



Signature – Chair of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN TEMPLATE For Special Purpose Schools

School Name Kilmer Center School	Division Name Fairfax County Public Schools
School Address 8102 Wolftrap Road, Vienna, VA 22182	
Contact Person Hoang Nguyen, Principal	
Phone Number of Contact Person 571-226-8444	Email of Contact Person hhnguyen3@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
Fabio Zuluaga	Assistant Superintendent, Region 2	fezuluaga@fcps.edu
Mike Bloom	Director, Special Education Instruction	msbloom@fcps.edu
Betrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (as of September Membership 2022):

Grade	Number of Students
K	0
1	0
2	4
3	1
4	3
5	0
6	2
7	5
8	3
9	1
10	4
11	10
12	20

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) Yes
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.
<p>Based on new evidence of need, this plan adds an alternate means evaluation for the Academic Achievement and Achievement Gap indicators to the alternate means for evaluating non-academic indicators approved for accreditation year 2022-2023. The modifications included for academic indicators include:</p> <ol style="list-style-type: none"> 1) Adjusting the floor when considering improvement from the prior year 2) Changing the required reduction in failure rate to 5 percent rather than 10 percent 3) Extending options for cumulative year averages to allow consideration of 4-year and 5-year averages, as needed, in addition to the 3-year average

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The purpose of the school is to provide specialized instruction services for students aged 5-22, with disability designations of multiple disabilities (MD), autism (AUT), and intellectual disabilities severe (IDS). The school is considered a separate public day school as part of the continuum of special education services for students who are not able to demonstrate progress with appropriate accommodations and strategies in less restrictive educational settings (i.e., special education services in a special education setting in a general education school setting). The school offers two separate programs: the Severe Disabilities Program and the Behavior Transition Program.

Students who attend the Severe Disabilities Program are severely or profoundly cognitively delayed and/or exhibit delays in all areas of development. Many students in this program have fragile medical conditions and some require private nursing. All students may require significant instructional adaptations, and many require hand-over-hand assistance to perform simple tasks and need some level of support to complete daily living activities. Students who attend the Behavior Transition Program consistently exhibit significant challenging behaviors which are high in intensity, high in frequency and duration.

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.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

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 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 separate 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 an 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.

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
- Seizures
- Asthma
- Gastro/intestinal issues
- Headaches/migraines
- Respiratory disorder
- Cardiovascular issues
- Tracheostomy/ventilator dependent
- Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS)

Kilmer Center School students' 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 Kilmer Center School students. Classroom staff offer extensive opportunities for students to develop core language while also increasing expressive and receptive language skills. Mostly all students who attend Kilmer Center School receive Assistive Technology services and Speech Language services.

Kilmer Center School students also have significant medical and behavioral challenges, which require intensive support in a highly structured setting for their educational programming. All students who attend Kilmer Center School are provided direct supervision for their activities of daily living needs. All students in the Behavior Transition Program have active formal Behavior Intervention Plans.

Related services are essential for students to access instruction, make progress and benefit from their education. Students at Kilmer Center School may receive: vision services and hearing Adapted Physical Education(APE)services, Occupational Therapy(OT) services, Physical Therapy(PT) services and ESOL services. Most students in the Severe Disabilities Program are non-ambulatory, or able to walk on their own. Two students also receive orientation and mobility services.

Student Reporting Group Distribution, 3-Years, Based on September Membership

Year	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2020	62	24%	15%	21%	3%	35%	35%	45%	100%
Sept 2021	53	32%	11%	23%	2%	30%	38%	53%	100%
Sept 2022	53	28%	9%	23%	4%	34%	49%	47%	100%

3-Year Primary Disability Type Distribution, Based on September Membership

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2020	26%	n/a	8%	63%	5%	n/a
Sept 2021	26%	n/a	9%	57%	7%	n/a
Sept 2022	28%	n/a	8%	58%	6%	n/a

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Kilmer Center School is a special purpose school serving as students' school of principal enrollment and is eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program. As described in the sections above, Kilmer Center School is a special education separate public day school for students in the northern half of Fairfax County--or as determined by the IEP team--and is the responsible school for all its enrolled students' services and state reporting. Therefore, Kilmer Center School seeks approval to be evaluated using modified methodology in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students' unique needs, as defined in the sections that follow.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their disabilities, Kilmer Center School students must engage with schooling in ways different from their peers in traditional public schools. Information on how each of the standard calculations for the indicators is not appropriate when measuring success at Kilmer Center School can be found below.

Academic Achievement and Achievement Gap: Because Kilmer Center School students' significant disabilities identify them to complete the Virginia Alternate Assessment Program (VAAP) assessment, the school was affected by the change in VAAP assessment design to a much greater extent than a traditional school. Whereas at most schools, only 1-2 percent of students would participate in VAAP, virtually 100 percent of Kilmer Center School students participate in VAAP. The shift to the new multiple choice test format assessing the Essentialized Standards of Learning resulted in a complete reset for teachers and students during 2021-22 and generated a new baseline for improving test performance. Additionally, since all students are accessing VAAP and also use the WIDA Alternate ACCESS for ELLs assessment, standard calculations do not offer any opportunity to incorporate growth (English or mathematics) or EL progress (English); furthermore, no students are able to leverage Board-approved substitute tests to support pass rates. All of these

factors have an effect on Kilmer Center School's academic achievement and achievement gap calculations. The standard calculations do not offer sufficient latitude to adequately draw on improvement on these new tests or to fully consider positive past outcomes when determining final performance levels. Therefore, the standard calculations are not appropriate to reflect Kilmer Center School performance. Historical pass rate data demonstrate how the standard calculation is not adequate to reflect school performance based on the precipitous decline between SY 2018-19 and SY 2021-22. *Please note that all percentages below reflect the VAAP pass rates for Kilmer Center School's students, all of whom are students with disabilities.*

- **Academic Achievement-Mathematics**

- SY 2018-19 (93 percent) for Level 1
- SY 2021-22 (13 percent) for Level 3

- **Academic Achievement-English**

- SY 2017-18 (98 percent) for Level 1
- SY 2018-19 (33 percent) for Level 3

- **Academic Achievement-Science**

- SY 2018-19 (92 percent) for Level 1
- SY 2021-22 (29 percent) for Level 3

- **Achievement Gap-Mathematics**

- SY 2018-19 (Asian 100 percent; Hispanic 82 percent; White 100 percent; Economically Disadvantaged 89 percent; English Learners 92 percent; Students with Disabilities 93 percent) for overall Level 1
- SY 2021-22 (Asian 25 percent; Hispanic 0 percent; White 0 percent; Economically Disadvantaged 33 percent; English Learners 20 percent; Students with Disabilities 13 percent) for overall Level 3

- **Achievement Gap-English**

- SY 2018-19 (Asian 100 percent; Hispanic 93 percent; White 100 percent; Economically Disadvantaged 93 percent; English Learners 95 percent; Students with Disabilities 98 percent) for overall Level 1
- SY 2021-22 (Asian 25 percent; Hispanic 0 percent; White 67 percent; Economically Disadvantaged 50 percent; English Learners 33 percent; Students with Disabilities 33 percent) for overall Level 3

Chronic Absenteeism measures are also affected by the varying complex health needs of the special student population. As a result of these factors, standard calculations for chronic absenteeism imperfectly and inequitably represent Kilmer Center School as underperforming and are not appropriate to reflect Kilmer Center School performance. As noted above, Kilmer Center School has a student population that requires extensive medical interventions. A majority of these treatments cannot be administered in a school setting and require--often substantial--absence from school. 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. Therefore, the standard calculations are not appropriate to reflect Kilmer Center School performance. Historical chronic absenteeism data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (38 percent) for Level 2
- SY 2018-19 (36 percent) for Level 3
- SY 2021-22 (39 percent) for Level 3

GCI and Dropout Rate: Graduation and completion measures are also affected by the composition of the special student population. 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. However, these students appear as dropouts for standard GCI and dropout rate calculations. As a result, standard calculations for GCI and dropout rate imperfectly and inequitably represent student outcomes at Kilmer Center School. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2018-19 (GCI 93 percent and Dropout Rate 17 percent), at Level 2 and Level 3 respectively
- SY 2021-22 (GCI 60 percent and Dropout Rate 20 percent), both at Level 3

CCCRI: A majority of the service learning and work-based learning programs that Kilmer Center School students access do not count toward the standard CCCRI calculations. 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. Further, 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. As a result of these factors, standard calculations for CCCRI imperfectly and inequitably represent Kilmer Center School student post-secondary readiness outcomes and are not appropriate to reflect Kilmer Center School performance. Historical CCCRI data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (0 percent) for Level 3
- SY 2018-19 (0 percent) for Level 3
- SY 2021-22 (0 percent) for Level 3

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

The sections that follow provide a description of the alternate means that will be used to evaluate each indicator. These descriptions include modifications to definitions, cohorts, and calculation options. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 6A - Academic Achievement-Mathematics, English and Science](#), page 8
- [Section 6B - Achievement Gap-Mathematics and English](#), page 9
- [Section 6C - Chronic Absenteeism](#), page 10
- [Section 6D - GCI](#), page 13
- [Section 6E - Dropout Rate](#), page 14
- [Section 6F - CCCRI](#), page 16

6A. Academic Achievement-Mathematics, English, and Science

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within Academic Achievement-Mathematics, English, and Science indicators.

- **Adjust the floor** from 50 percent to 40 percent when considering improvement from the prior year (reduction in the failure rate).
- **Change the reduction** in failure rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Approach for Finding Cumulative Year Averages and Improvement from the Prior Year–

Because weighted values are not available for VAAP assessments, Kilmer Center School will use the standard calculation for each academic achievement core subject. However, when the current year standard pass rate calculation falls below the Level 1 target, then academic achievement performance in that core subject is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator's standard pass rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17).
 2. Using the numerators and denominators for these pass rates, calculate the cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Confirm that the current year's standard pass rate for the core area meets the modified floor of 40 percent, including all standard calculation adjustments.
 2. Compare the prior year's *unadjusted* failure rate (using outcomes from SY 2021-22) to the current year's *unadjusted* failure rate and calculate the reduction in the failure rate.
 3. If the modified improvement target is met with reduction of the failure rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The current year rate, modified cumulative average, and modified improvement calculation will be used collectively to determine the final mathematics, English, and science academic achievement indicator performance levels for accountability under this alternative accreditation plan. The indicator performance level will be based on the current year rate of Level 1. If not, the indicator performance level will be based on the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR) and/or modified improvement from the prior year (R5).

Academic Achievement - Mathematics/Science Indicator Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

Academic Achievement - English Indicator Performance Level

Level 1	Level 2	Level 3
<p>Pass rate greater than or equal to 75% (74.5000-100) for current year or cumulative year average</p> <p>or greater than 65% but less than 75% (65.0050-74.4999) and meets the improvement target from the prior year</p>	<p>Pass rate greater than 65% but less than 75% (65.0050-74.4999) without improvement</p> <p>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</p>	<p>Pass rate less than or equal to 65% (0-65.0049) without improvement</p> <p>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</p>

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics and English indicators, the same three modifications are needed as outlined in section 6A above.

Approach for Finding Cumulative Year Averages and Improvement from the Prior Year–

When any student reporting group in mathematics or English does not meet Level 1 using the standard pass rate calculation for the current year, then performance for that reporting group is viewed using the same modified multi-year calculation methods for cumulative year average and improvement that were described in section 6A.

Note that the modified multi-year and improvement calculations are repeated, as needed, for each reporting group that did not meet Level 1 for the standard current year calculation.

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of these modifications, used only as needed, determines the final performance level for *each reporting group* in mathematics and English under the alternative accreditation plan. *Each reporting group* performance level is based on the standard current year rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

The overall *Achievement Gap-Mathematics and English indicator* performance levels are determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group at Level 2 based on the modified calculation procedures above.

Reporting Group Mathematics Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

Reporting Group English Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 75% (74.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 75% (65.0050-74.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 75% (65.0050-74.4999) without improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

Achievement Gap - Mathematics/English Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>No more than 1 reporting group with a subject rate at Level 2</i></p>	<p><i>2 or more reporting groups with a subject rate at Level 2</i></p> <p><i>or no more than 1 reporting group with a pass rate at Level 3</i></p>	<p><i>2 or more reporting groups with a subject rate at Level 3</i></p>

6C. Chronic Absenteeism Indicator

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent from 10 percent to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy. A time-based methodology will be applied to track specific dates of excused absence for which staff interact with students and their families regarding reasons

for absences, helping to keep students connected to their IEP goals and to their school community. This interaction will involve a minimum of one interaction for each day of absence, which may take place within or outside regular school hours and may utilize a variety of methods, including phone, text, email, video conference, etc. Such days count as having meaningful engagement and interaction within individual student rate calculations under the alternative accreditation plan.

- **Exclude chronically absent students** who enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws).
- **Change the reduction** in absenteeism rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Chronic Absenteeism Rate–

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, an Alternative Chronic Absenteeism Rate will be calculated. To complete the Alternative Chronic Absenteeism Rate calculation:

1. Identify the total students who were in enrollment at the school for 50 percent or more of the school year, using the standard calculation process.
2. From this set, determine how many:
 - a. Missed 15 percent or more of enrolled days, ignoring any days for which the student as assigned to home-based instruction
 - b. Surpass 85 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions.
3. Determine how many meet the exclusion criterion of entering Virginia public schools for the first time at age 18 or older and do *not* surpass the 85 percent attendance threshold for meaningful engagement and interactions.
4. Combine these values to generate an Alternative Chronic Absenteeism Rate, as outlined in the Table 6.C sample below.
 - a. Subtract the number surpassing 85 percent when counting days fitting the revised definition and the number qualifying for exclusion from the initial number missing 15 percent or more to form a numerator.
 - b. Subtract the exclusions from the total number enrolled half the year to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Chronic Absenteeism Rate value.

Table 6.C. SAMPLE CALCULATION: Alternative Chronic Absenteeism Rate

Row	Calculation Step	Value
(A)	# of students enrolled ≥ 50 percent of school year	70
(B)	# missing ≥ 15 percent of the school year	25
(C)	# from row B who show > 85 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions <i>Remove from numerator</i>	14
(D)	# of students from row B not counted in row C who meet the defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(E)	Numerator = (B-C-D)	(25 - 14 - 1) = 10
(F)	Denominator = (A-D)	(70 - 1) = 69
(G)	Alternative Chronic Absenteeism Rate = (E) / (F) * 100	(10 / 69) * 100 = 14.493

Note that this sample Alternative Chronic Absenteeism Rate calculation of 14.493 (Level 1) compares to a standard chronic absenteeism calculation of 74.286 (Level 3).

Approach for Finding Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Chronic Absenteeism Rate calculated above still falls below the Level 1 target, then chronic absenteeism performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, SY 2015-16), using the same alternative rules above. *Note that the SY 2021-22 rate is removed from chronic absenteeism cumulative average calculations, per Virginia Board of Education decision on November 17, 2022.*
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2018-19) to the current year’s alternative rate and calculate the reduction in the failure rate. *Note that the SY 2021-22 rate is removed from chronic absenteeism improvement considerations, per Virginia Board of Education decision on November 17, 2022.*
 2. If the modified improvement target is met--with reduction of the absenteeism rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final chronic absenteeism indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Chronic Absenteeism Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average</i></p> <p><i>or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without improvement</i></p> <p><i>or greater than 9% (25.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism greater than 25% (25.0001-100) without improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6D. GCI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the GCI calculation.

- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Kilmer Center School at age 18 or older and completed less than 2 semesters
- **Change the improvement** in the index from 2.5 points to 2 points to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative GCI–

When GCI rate does not meet Level 1 using the standard indicator calculation, an Alternative GCI will be calculated. To complete the Alternative GCI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
 - a. Earned a Virginia Board recognized diploma.
 - b. Were “still enrolled”
3. From the non-graduates, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Kilmer Center School at age 18 or older and completed less than 2 semesters
4. Combine these values to generate an Alternative GCI, as outlined in the Table 6.D sample below.
 - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative GCI value.

Table 6.D. SAMPLE CALCULATION: Alternative GCI

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(C)	100 * (# earning a diploma)	(100 * 9) = 900
(D)	70 * (# not counted in row B who were "still enrolled")	(70 * 2) = 140
(E)	Numerator = (C+D)	(900 + 140) = 1,040
(F)	Denominator = 100 * (A-B)	100 * (12 - 1) = 1,100
(G)	Alternative GCI = (E) / (F) * 100	(1,040 / 1,100) * 100 = 94.545

Note that this sample Alternative GCI calculation of 94.545 (Level 1) compares to a standard GCI calculation of 86.667 (Level 2).

Approach for Finding Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative GCI calculated above still falls below the Level 1 target, then GCI performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative GCI for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative indexes, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative index (using outcomes from SY 2021-22) to the current year’s alternative index and calculate the improvement in the index.
 2. If the modified improvement target is met--with improvement of the index by at least 2 points (I2), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative GCI, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (I2).

GCI Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>GCI greater than or equal to 88% (87.5000-100) for current year or cumulative year average</i>	<i>GCI greater than 80% but less than 88% (80.0050-87.4999) without improvement</i>	<i>GCI less than or equal to 80% (0-80.0049) without improvement</i>
<i>or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year</i>	<i>or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year</i>	<i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i>

6E. Dropout Rate

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Kilmer Center School at age 18 or older and completed less than 2 semesters

- **Change the reduction** in dropout rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Dropout Rate–

When the dropout rate does not meet Level 1 using the standard indicator calculation, an Alternative Dropout Rate will be calculated. To complete an Alternative Dropout Rate calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Kilmer Center School at age 18 or older and completed less than 2 semesters
4. Combine these values to generate an Alternative Dropout Rate, as outlined in the Table 6.E sample below.
 - a. Subtract the dropout exclusions from the total number of dropouts to form a numerator.
 - b. Subtract the dropout exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Dropout Rate value.

Table 6.E. SAMPLE CALCULATION: Alternative Dropout Rate

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with latest status of dropout	1
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(D)	Numerator = (B-C)	$(1 - 1) = 0$
(E)	Denominator = (A-C)	$(12 - 1) = 11$
(F)	Alternative Dropout Rate = (D) / (E) * 100	$(0 / 11) * 100 = 0.000$

Note that this sample Alternative Dropout Rate calculation of 0.000 (Level 1) compares to a standard dropout rate calculation of 8.333 (Level 2).

Approach for Finding Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Dropout Rate calculated above still falls below the Level 1 target, then dropout rate performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years, 4-years, and 5-years of data
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2021-22) to the current year’s alternative rate and calculate the reduction in the dropout rate.

2. If the modified improvement target is met--with reduction of the dropout rate by at least 5 percent--then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation--

The culmination of the modifications above, used only as needed, determines the final dropout rate indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Dropout Rate Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>Dropout rate less than or equal to 6% (0-6.0000) for current year or cumulative year average</i>	<i>Dropout rate greater than 6% but less than or equal to 9% (6.0001-9.0000) without improvement</i>	<i>Dropout rate greater than 9% (9.00001-100) without improvement</i>
<i>or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year</i>	<i>or greater than 9% (9.00001-100) and meets improvement target from the prior year</i>	<i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i>

6F. CCCRI

Modifications Supporting an Alternate Means to Evaluate the Indicator--

The following modifications are needed within the CCCRI calculation.

- **Broaden the definitions** used for student activities that count toward the CCCRI calculation.
 - Expand the work-based learning experience definition to include students who participate in community work experience either within or outside of the school at least once per week and successfully connect work-related skills to career transition goals in their IEP.
 - 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 successfully connect the experience to career transition goals in their IEP.
- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws)
 - Enrolled at Kilmer Center School at age 18 or older and completed less than 2 semesters

Calculation Steps to Generate an Alternative CCCRI--

When CCCRI does not meet Level 1 using the standard indicator calculation, an Alternative CCCRI will be calculated. To complete the Alternative CCCRI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many:
 - a. Show CCCRI credit earned in the cohort list
 - b. Meet the broadened definition of service learning and/or work-based learning.

3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Kilmer Center School at age 18 or older and completed less than 2 semesters.
4. Combine these values to generate an Alternative CCCRI, as outlined in the Table 6.F sample below.
 - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of CCCRI components to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative CCCRI value.

Table 6.F. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(E)	Numerator = (B+C)	(2 + 8) = 10
(F)	Denominator = (A-D)	(12 - 1) = 11
(G)	Alternative CCCRI = (E) / (F) * 100	(10 / 11) * 100 = 90.909

Note that this sample Alternative CCCRI calculation of 90.909 (Level 1) compares to a standard CCCRI calculation of 16.667 (Level 3).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The modified calculation above, used only as needed, determines the final indicator performance level for accountability under this alternative accreditation plan.

CCCRI Indicator Performance Level

Level 1	Level 2	Level 3
CCCRI greater than or equal to 85% (84.50000-100) for current year or cumulative year average	CCCRI greater than 70% but less than 85% (70.0050-84.4999)	CCCRI less than or equal to 70% (0-70.0049)

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

No other indicator outside the current accreditation model is proposed.

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)
- No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

The special purpose defined for Kilmer Center School is not designed as a “temporary” placement for students but rather as an appropriate alternative instructional setting for their needs. Students are placed at the school based on their IEP service needs specifically because their base school is unable to provide the level of intense support the student requires for their medically fragile condition and other significant physical, emotional, and cognitive disabilities. Students with significant maladaptive behaviors are provided with explicit instruction and behavioral modification support according to individualized needs. Extensive collaboration and frequent analysis of data tracks progress and drives instructional changes when needed. Partnering with families and supporting the school-home connection and consistent implementation of strategies helps students gain independence. School social worker and school psychologist partner with county services to help families and students receive additional supports. At the same time, staff do work toward the goal of moving students to a less restrictive setting, whenever possible.

Students returning/transitioning back into a “regular” school setting from Kilmer Center School is determined through a process that involves collaboration and data sharing from Kilmer Center School to the receiving regular school and includes an IEP meeting with parents. The recommendation to return/transition a student from either the Severe Disabilities Program and Behavior Transition Program to their regular school is data-based. In addition, strategies, interventions, and adaptations are explicitly communicated to the regular school to help the student acclimate to the environment change.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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](#).

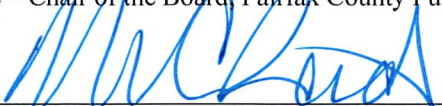
In addition, pursuant to § 22.1-253.13:3.H of the *Code of Virginia*, any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of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

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022
Date Approved by the Local School Board

December 19, 2022
Submission Date


Signature – Chair of the Board, Fairfax County Public Schools


Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN TEMPLATE For Special Purpose Schools

School Name Mountain View High School	Division Name Fairfax County Public Schools
School Address 5775 Spindle Court, Centerville, VA 20121	
Contact Person Catherine Stone, Acting Principal	
Phone Number of Contact Person 703-227-2303	Email of Contact Person cestone@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
Joe Thompson	Special Projects Administrator, Nontraditional School Programs	jthompson1@fcps.edu
Betrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (as of September Membership 2022):

Grade	Number of Students
9	7
10	17
11	46
12	59

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.

For the Achievement Gap indicator, this plan changes the weighted value from 0.9 to 0.75 for Standards of Learning (SOL) test results in the 375-399 score range.

For the Chronic Absenteeism indicator, this plan:

- 1) Changes the student-level threshold for chronically absent to 20 percent of the school year, rather than 15 percent of the school year as approved for accreditation year 2022-2023;
- 2) Further redefines meaningful engagement and interactions to include a task-based methodology in addition to the time-based methodology approved for accreditation year 2022-2023;
- 3) Adjusts the time-based methodology used to redefine meaningful engagement and interactions to include an approach for documenting interactions in cases of unexcused absences in addition to the approach for documenting interactions in cases of excused absences that was approved for accreditation year 2022-2023;
- 4) Further allows exclusion of chronically absent students enrolling at the school aged 18 or older and completing less than two semesters, beyond the exclusion based on first time Virginia enrollment approved for accreditation year 2022-2023.

For Graduation and Completion Index (GCI) and Dropout Rate indicators, this plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate composite scores for determining the final indicator performance levels.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Mountain View High School's mission is to partner with its school communities to create a safe, positive, and enriching environment that will promote resiliency, confidence, resourcefulness, and lifelong learning. At Mountain View HS, staff alter the learning environment and nature of the student/staff relationship--not the academic rigor. By doing so, school staff individualize academic plans to ensure student success and maintain the same academic standards that students would see in a comprehensive school.

Mountain View HS offers a non-traditional/alternative educational setting to support the division's needs and the students who live within the boundaries of 14 traditional high schools feeding the campus. The school provides academic and social-emotional support to at-risk students who have become disenfranchised and discouraged about the future. Staff support these learners in an environment that is caring, flexible, inclusive, collaborative, and encouraging. The campus programming offers high school completion opportunities for students in grades 9-12 who often need a smaller setting and those more likely to drop-out prior to graduation. Mountain View HS serves students in the division who are not seeing success at their traditional base high school, who choose to attend the school through the central office registration process, those assigned for disciplinary reasons, and/or students who need a flexible program to accommodate work or family obligations. After consultation with the base school, Mountain View HS staff determine a variety of Tier 3 Multi-Tiered Systems of Support options for students not progressing adequately in the comprehensive school setting. Mountain View HS's goal is to support and prepare its students who want to return to a traditional high school, those who may be temporarily placed at the campus on probation, and those who want to graduate from Mountain View HS. The school provides instruction in all courses required for the standard diploma in the Commonwealth and helps its students earn the remainder of their high school credits.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

The student body at Mountain View HS 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 Mountain View HS. 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 reappear while the student is at Mountain View HS.

Mountain View HS students are at significant risk of dropping out of school. Most of the students at Mountain View HS 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 Mountain View HS at some point during a given school year because of difficult life circumstances is significant.

Due to managed enrollment, the student population at Mountain View HS averages approximately 270 students at a given time (small by Fairfax County standards) drawn from 14 Fairfax County traditional high schools. Currently, over 80 percent of the student population is 18 or older, while one third are independent and self-enrolled. Additionally, approximately one third of Mountain View HS students are primary wage earners in their households, and several are designated as homeless or homeless unaccompanied youth (HUY). Many of these students juggle family and/or financial obligations while attending school. In addition, Mountain View HS also provides instruction to students from the Mountain View Alternative Learning Center who are registered concurrently.

3-Year Reporting Group Distribution, Based on September Membership

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2020	138	12%	12%	64%	3%	9%	35%	65%	13%
Sept 2021	154	10%	7%	69%	0%	13%	68%	70%	11%
Sept 2022	129	8%	7%	76%	1%	9%	55%	70%	13%

3-Year Age Distribution, Based on September Membership

Data View	Aged 17 and Younger	Aged 18 and Older
Sept 2020	18%	82%
Sept 2021	22%	78%
Sept 2022	26%	74%

Additional Student Demographics Data, Based on Student Information System Enrollment

Data View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22+ (Tuition-Paying)	Homeless
Nov 2022	6%	7%	40%	2%	3%

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Mountain View HS is a special purpose school serving as students’ school of principal enrollment and is eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program. As described in the sections above, Mountain View HS is a Tier 3 academic, behavior, and attendance intervention placement for students in the western half of Fairfax County and is the responsible school for all its enrolled students’ services and state reporting. Therefore, Mountain View HS seeks approval to be evaluated using modified methodology in order to meet the Standards of Accreditation (SOA) requirements in a manner that is customized to its students’ unique needs, as defined in the sections that follow.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index (GCI)
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness (CCCRI)

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their life circumstances and academic needs, Mountain View HS students engage with schooling in ways different from their peers in traditional high schools. Information on how each of the standard calculations for the indicators is not appropriate when measuring success at Mountain View HS can be found below.

Achievement Gap-Mathematics: Only a small number of students at Mountain View HS take state tests for federal accountability and graduation requirements. Due to the unique academic backgrounds, standard calculations for achievement gaps in mathematics imperfectly and inequitably represent Mountain View HS as underperforming. Historical pass rate data demonstrate how the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (White 67 percent; Students with Disabilities 43 percent) for overall Level 2
- SY 2018-19 (Multiple Races 0 percent; Students with Disabilities 59 percent) for overall Level 3

Chronic Absenteeism: Socioeconomic pressures, transportation issues, parenting and family responsibilities, and other social and emotional factors often interfere with students' consistent attendance at Mountain View HS. Students may be assigned to a hospital, mental health treatment facility, substance abuse treatment center, or incarceration. Others have dependent children with documented medical conditions. As a result of these factors, standard calculations for chronic absenteeism imperfectly and inequitably represent Mountain View HS as underperforming and are not appropriate to reflect Mountain View HS performance. Historical chronic absenteeism data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (33 percent) for Level 3
- SY 2018-19 (40 percent) for Level 3
- SY 2021-22 (68 percent) for Level 3

GCI and Dropout Rate: The circumstances that led to interrupted schooling for the majority of Mountain View HS 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. As a result of these factors, standard

calculations for GCI and dropout rate imperfectly and inequitably represent Mountain View HS as underperforming and are not appropriate to reflect Mountain View HS outcomes. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (GCI 59 percent and Dropout Rate 45 percent), both at Level 3
- SY 2018-19 (GCI 58 percent and Dropout Rate 42 percent), both at Level 3
- SY 2021-22 (GCI 63 percent and Dropout Rate 40 percent), both at Level 3

CCCRI: Finally, standard calculations for CCCRI imperfectly and inequitably represent Mountain View HS as underperforming and are not appropriate to reflect Mountain View HS outcomes. Due to their educational interruptions, Mountain View HS students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored work-based learning or service learning experiences. Historical CCCRI data demonstrate that the standard calculation is not adequate to reflect school performance.

- SY 2017-18 (14 percent) for Level 3
- SY 2018-19 (9 percent) for Level 3
- SY 2021-22 (16 percent) for Level 3

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

The sections that follow provide a description of the alternate means that will be used to evaluate each indicator. These descriptions include modifications to definitions, cohorts, and calculation options. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 6A - Achievement Gap-Mathematics](#), page 6
- [Section 6B - Chronic Absenteeism](#), page 9
- [Section 6C – GCI](#), page 11
- [Section 6D - Dropout Rate](#), page 14
- [Section 6E – CCCRI](#), page 16

6A. Achievement Gap-Mathematics

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Achievement Gap-Mathematics indicator.

- **Use a weighted value** of 0.75 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** from 50 percent to 40 percent when considering improvement from the prior year (reduction in the failure rate)
- **Change the reduction** in failure rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Pass Rate–

When any student reporting group in mathematics does not meet Level 1 using the standard indicator calculation, an Alternative Pass Rate will be calculated. To complete the Alternative Pass Rate calculation:

1. Identify the total students from the reporting group who participated in SOL testing in the current assessment year (summer, fall, spring).
2. Determine how many of these participants:
 - a. Earned a passing score on an SOL or approved substitute test
 - b. Scored between 375 and 399 for their highest SOL attempt for the year
 - c. Failed with their highest SOL attempt below 375
3. Use the standard calculation process to identify students from the reporting group who:
 - a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
 - b. Are eligible for Recovery credit in mathematics
4. Combine these values to generate an Alternative Pass Rate for each reporting group, as outlined in the Table 6.A sample below.
 - a. Sum the number of passing tests, the weighted value of 375-399 scores, and the number of Recovery tests to form a numerator.
 - b. Subtract the failing student adjustments from the total number assessed and add the number of Recovery tests to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative Pass Rate value.

The modified calculation is repeated, as needed, for each reporting group that did not meet Level 1 under the standard indicator calculation.

Table 6.A. SAMPLE CALCULATION: Alternative Pass Rate - Mathematics Groups (SAMPLE = White)

Note: A similar calculation could be demonstrated for any other reporting groups.

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	31
(B)	# passing the SOL or approved substitute test	14
(C)	$0.75 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	$(0.75 * 6) = 4.5$
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	4
(E)	# of Recovery tests <i>Add to numerator and denominator</i>	1
(F)	Numerator = (B+C+E)	$(14 + 4.5 + 1) = 19.5$
(G)	Denominator = (A-D+E)	$(31 - 4 + 1) = 28$
(H)	Alternative Pass Rate = (F) / (G) * 100	$(19.5 / 28) * 100 = 69.643$

Note that this sample Alternative Pass Rate calculation of 69.643 (Level 1) compares to a standard pass rate calculation of 53.571 (Level 3) for the same reporting group.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate calculated above for a reporting group still falls below the Level 1 target, then achievement gap performance for that reporting group is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average for a reporting group:
 1. Calculate the reporting group’s Alternative Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.

2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement for a reporting group:
 1. Confirm that the current year’s *standard* pass rate for the reporting group meets the modified floor of 40 percent, including all standard calculation adjustments.
 2. Compare the prior year’s *unadjusted* failure rate (using outcomes from SY 2021-22) to the current year’s *unadjusted* failure rate and calculate the reduction in the failure rate.
 3. If the modified improvement target is met, with reduction of the failure rate by at least 5 percent (R5), then the calculated reporting group performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Note that the modified multi-year and improvement calculations are repeated, as needed, for each reporting group that did not meet Level 1 for the standard current year calculation.

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final performance level for *each reporting group* in mathematics under the alternative accreditation plan. *Each reporting group* performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

The *overall Achievement Gap-Mathematics indicator* performance level is determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group at Level 2 based on the modified calculation procedures above.

Reporting Group Mathematics Performance Level

Level 1	Level 2	Level 3
<p><i>Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement</i></p> <p><i>or greater than the modified improvement floor of 40% but less than or equal to 65% (40.0000-65.0049) and meets the improvement target from the prior year</i></p>	<p><i>Pass rate less than or equal to 65% (0-65.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3-4 Years)</i></p>

Achievement Gap - Mathematics Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>No more than 1 reporting group with a mathematics rate at Level 2</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 2</i></p> <p><i>or no more than 1 reporting group with a mathematics rate at Level 3</i></p>	<p><i>2 or more reporting groups with a mathematics rate at Level 3</i></p>

6B. Chronic Absenteeism Indicator

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent from 10 percent to 20 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy, to include the following types.
 - A time-based methodology will be applied to track specific dates of:
 - Excused absence for which staff interact with students regarding reasons for absences, with a minimum of one interaction for each day of absence.
 - Unexcused absences for which staff document student interaction with the teacher and/or curriculum, with at least one interaction per course for each week of absence.
 - A task-based methodology will be applied to track student engagement by class period for students who engage with teachers and the curriculum, receiving grades through participation in class activities and submission of class assignments, with a minimum of one engagement per week of enrollment.

Engagement and interactions may take place within or outside regular school hours, apply across instructional settings, and may utilize a variety of methods, including digital curriculum login, assignment submission, Schoology Learning Management System (LMS) responses, phone, text, email, video conference, etc. Days and class periods meeting the time-based or task-based definition count as having meaningful engagement and interaction when calculating individual student rates under the alternative accreditation plan.

- **Exclude chronically absent students** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
- **Change the reduction** in absenteeism rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.

Calculation Steps to Generate an Alternative Chronic Absenteeism Rate–

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, an Alternative Chronic Absenteeism Rate will be calculated. To complete the Alternative Chronic Absenteeism Rate calculation:

1. Identify the total students who were in enrollment at the school for more than 50 percent of the school year, using the standard calculation process.
2. From this set, determine how many:
 - a. Missed 20 percent or more of enrolled days, ignoring days of home-based instruction, per the standard calculation process.
 - b. Surpass 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions.
3. Determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older and do *not* surpass the 80 percent attendance threshold for meaningful engagement and interactions.
 - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters.
4. Combine these values to generate an Alternative Chronic Absenteeism Rate, as outlined in the Table 6.B sample below.
 - a. Subtract the number surpassing 80 percent when counting days fitting the revised definition and the number qualifying for exclusion from the initial number missing 20 percent or more to form a numerator.

- b. Subtract the exclusions from the total number enrolled half the year to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Chronic Absenteeism Rate value.

Table 6.B. SAMPLE CALCULATION: Alternative Chronic Absenteeism Rate

Row	Calculation Step	Value
(A)	# of students enrolled \geq 50 percent of school year	194
(B)	# missing \geq 20 percent of the school year	75
(C)	# from row B who show $>$ 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B not counted in row C who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	(75 - 36 - 12) = 27
(F)	Denominator = (A-D)	(194 - 12) = 182
(G)	Alternative Chronic Absenteeism Rate = (E) / (F) * 100	(27 / 182) * 100 = 14.835

Note that this sample Alternative Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 63.402 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Chronic Absenteeism Rate calculated above still falls below the Level 1 target, then chronic absenteeism performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s alternative rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, SY 2015-16), using the same alternative rules above. *Note that the SY 2021-22 rate is removed from chronic absenteeism cumulative average calculations, per Virginia Board of Education decision on November 17, 2022.*
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
 3. If one or more of these calculations meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s alternative rate (using outcomes from SY 2018-19) to the current year’s alternative rate and calculate the reduction in the failure rate. *Note that the SY 2021-22 rate is removed from chronic absenteeism improvement considerations, per Virginia Board of Education decision on November 17, 2022.*
 2. If the modified improvement target is met--with reduction of the absenteeism rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final chronic absenteeism indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year alternative rate, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5).

Chronic Absenteeism Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average</i></p> <p><i>or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement</i></p> <p><i>or greater than 9% (25.0001-100) and meets improvement target from the prior year</i></p>	<p><i>Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6C. GCI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the GCI calculation.

- **Allow points for Accelerated Credit Recovery Program (ACRP) completion.** Mountain View HS initiated the ACRP in January 2021 as a short-term self-enrollment opportunity for seniors from across Fairfax County Public Schools (FCPS) high schools seeking intensive intervention for outstanding standard credits needed to graduate by June. Students enrolling in the ACRP generally take one or two courses during a four to six week mini-term, using a schedule modeled after that traditionally used for summer credit recovery. Students may renew enrollment for consecutive mini-terms to access additional courses. ACRP enrollment is flexible to allow students to readily transfer back to their base high school prior to graduation. Because the ACRP is an essential service for FCPS students that leads directly to the diploma attainment, this program is included as a GCI calculation modification in the alternative accreditation plan. This GCI modification awards an additional 25 points for each student who received a diploma by August 31 from another FCPS high school after earning at least one standard credit required for graduation through the Mountain View HS ACRP during the student's last three semesters of high school enrollment.
- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with GCI to generate a composite score for determining overall GCI indicator performance.

Calculation Steps to Generate an Alternative GCI–

When GCI does not meet Level 1 using the standard indicator calculation, an Alternative GCI will be calculated. To complete the Alternative GCI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:

- a. Earned a Virginia Board recognized diploma
- b. Earned a high school equivalency (HSE) general education diploma (GED)
- c. Were awarded a certificate of completion.
- d. Were "still enrolled"
3. Identify how many graduated with Accelerated Credit Recovery Program services.
4. From the non-graduates, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
5. Combine these values to generate an Alternative GCI, as outlined in the Table 6.C.a sample below.
 - a. Multiply each of the graduate-completer status groups and Accelerated Credit Recovery Program graduates by the set weight and sum to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative GCI value.

Table 6.C.a. SAMPLE CALCULATION: Alternative GCI

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	20
(C)	100 * (# earning a diploma)	$(100 * 123) = 12,300$
(D)	75 * (# not counted in row B who earned a HSE/GED)	$(75 * 1) = 75$
(E)	25 * (# not counted in row B who earned a certificate of completion)	$(25 * 9) = 225$
(F)	70 * (# not counted in row B who were "still enrolled")	$(70 * 13) = 910$
(G)	25 * (# of students who graduated with ACRP services)	$(25 * 6) = 150$
(H)	Numerator = (C+D+E+F+G)	$(12,300 + 75 + 225 + 910 + 150) = 13,660$
(I)	Denominator = 100* (A-B)	$100 * (180 - 20) = 16,000$
(J)	Alternative GCI = (H) / (I) * 100	$(13,660 / 16,000) = 85.375$

Note that this sample Alternative GCI of 85.375 (Level 2) compares to a standard GCI calculation of 75.055 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative GCI is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new GCI Composite Score is outlined here for use in determining the overall GCI indicator performance level.

To generate a GCI Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Add the calculated DRM value (from Table 7) to the Alternative GCI (from Table 6.C.a) to generate a new GCI Composite Score, as illustrated in the Table 6.C.b sample.

Table 6.C.b SAMPLE CALCULATION: GCI Composite Score

Row	Calculation Step	Value
(J)	Alternative GCI (see Table 6.C.a)	85.375
(K)	DRM Value (see Table 7)	6.250
(L)	GCI Composite Score = (A + B)	(85.375 + 6.250) = 91.625

Note how this sample GCI Composite Score calculation of 91.625 (Level 1) compares to the calculated Alternative GCI of 85.375 (Level 2) from Table 6.C.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the GCI Composite Score calculated above still falls below the Level 1 target, then GCI performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator’s Alternative GCI for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative indexes, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
 3. If the modified cumulative year average is not met using the Alternative GCI, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years’ GCI Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year’s Alternative GCI (using outcomes from SY 2021-22) to the current year’s Alternative GCI and calculate the improvement in the index. If the modified improvement target is met--with improvement of the index by at least 2 points (I2), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative GCI, then calculate modified improvement by comparing the prior year’s GCI Composite Score to the current year’s GCI Composite Score and calculate the improvement in the index. If the modified improvement target is met using the GCI Composite Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative GCI, the GCI Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (I2) based on the Alternative GCI or the GCI Composite Score.

GCI Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average</i></p> <p><i>or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year</i></p>	<p><i>GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement</i></p> <p><i>or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year</i></p>	<p><i>GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6D. Dropout Rate

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year averages to allow consideration of the 3-year average, 4-year average, and 5-year average.
- **Apply an additional measure** together with dropout rate to generate a composite score for determining overall dropout rate indicator performance.

Calculation Steps to Generate an Alternative Dropout Rate–

When the dropout rate does not meet Level 1 using the standard indicator calculation, an Alternative Dropout Rate will be calculated. To complete an Alternative Dropout Rate calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative Dropout Rate, as outlined in the Table 6.Da. sample below.
 - a. Subtract the dropout exclusions from the total number of dropouts to form a numerator.
 - b. Subtract the dropout exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to generate the Alternative Dropout Rate value.

Table 6.D.a. SAMPLE CALCULATION: Alternative Dropout Rate

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with latest status of dropout	34
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	20
(D)	Numerator = (B-C)	$(34 - 20) = 14$
(E)	Denominator = (A-C)	$(180 - 20) = 160$
(F)	Alternative Dropout Rate = (D) / (E) * 100	$(14 / 160) * 100 = 8.750$

Note that this sample Alternative Dropout Rate calculation of 8.750 (Level 2) compares to a standard dropout rate calculation of 20.000 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative Dropout Rate is below Level 1 after calculating the modifications outlined above, then apply a proposed additional measure outside the current accreditation model. This additional measure--titled the *Dropout Recovery Modifier (DRM)*--is defined, justified, and explained in question 7 below. However, the approach for applying this DRM value to generate a new Dropout Rate Composite Score is outlined here for use in determining the overall dropout rate indicator performance level.

To generate a Dropout Rate Composite Score:

1. Find the DRM value, as outlined in question 7 and illustrated in the Table 7 sample.
2. Subtract the calculated DRM value (from Table 7) from the Alternative Dropout Rate (from Table 6.D.a) to generate a new Dropout Rate Composite Score, as illustrated in the Table 6.D.b sample.

Table 6.D.b. SAMPLE CALCULATION: Dropout Rate Composite Score

Row	Calculation Step	Value
(F)	Alternative Dropout Rate (see Table 6.D.a)	8.750
(G)	DRM Value (see Table 7)	6.250
(H)	Dropout Rate Composite Score = (A - B)	$(8.750 - 6.250) = 2.500$

Note how this sample Dropout Rate Composite Score calculation of 2.500 (Level 1) compares to the calculated Alternative Dropout Rate of 8.750 (Level 2) from Table 6.D.a.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Dropout Rate Composite Score calculated above still falls below the Level 1 target, then dropout rate performance is viewed using a modified multi-year calculation method for cumulative year average and improvement.

- To find the modified cumulative year average:
 1. Calculate the indicator's Alternative Dropout Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2021-22, SY 2018-19, SY 2017-18, SY 2016-17), using the same alternative rules above.
 2. Using the numerators and denominators for these alternative rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.

3. If the modified cumulative year average is not met using the Alternative Dropout Rate, then calculate modified cumulative year average by finding the mean of the current year and consecutive prior years' Dropout Composite Rates based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data. If one or more of these averages meets the Level 1 target, then use the calculation based on the fewest years of data for reporting.
- To check modified improvement:
 1. Compare the prior year's Alternative Dropout Rate (using outcomes from SY 2021-22) to the current year's Alternative Dropout Rate and calculate the reduction in the rate. If the modified improvement target is met--with reduction of the dropout rate by at least 5 percent (R5), then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).
 2. If the modified improvement target is not met using the Alternative Dropout Rate, then calculate modified improvement by comparing the prior year's Dropout Rate Composite Score to the current year's Dropout Rate Composite Score and calculate the improvement in the rate. If the modified improvement target is met using the Dropout Rate Composite Scores, then the calculated indicator performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The culmination of the modifications above, used only as needed, determines the final dropout rate indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative Dropout Rate, the Dropout Rate Composite Score, the modified cumulative year average using the fewest years necessary (3YR, 4YR, 5YR), and/or modified improvement from the prior year (R5) based on the Alternative Dropout Rate or the Dropout Rate Composite Score.

Dropout Rate Indicator Performance Level

Level 1	Level 2	Level 3
<p><i>Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average</i></p> <p><i>or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement</i></p> <p><i>or greater than 9% (9.00001-100) and meets improvement target from the prior year</i></p>	<p><i>Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement</i></p> <p><i>or below Level 1 for a fifth consecutive year (Level 3- 4 Years)</i></p>

6E. CCCRI

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the CCCRI calculation.

- **Broaden the definitions** used for student activities that count toward the CCCRI calculation.
 - Expand the work-based learning experience definition to include students who are employed at least 20 hours per week and successfully connect work-related skills to coursework through a journal or reflection paper documented in the electronic grade book or through a career survey documented by Student Services.
 - Expand the service learning experience definition to include students who complete the culminating activity for a schoolwide service learning function and successfully connect

the experience to college or career goals through a journal or reflection paper documented in the electronic grade book or through a career survey documented by Student Services.

- **Exclude non-graduates** who:
 - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
 - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
 - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
 - Failed to complete the year due to incarceration

Calculation Steps to Generate an Alternative CCCRI–

When CCCRI does not meet Level 1 using the standard indicator calculation, an Alternative CCCRI will be calculated. To complete the Alternative CCCRI calculation:

1. Identify the total students in the graduation cohort.
2. Determine how many:
 - a. Show CCCRI credit earned in the cohort list
 - b. Meet the broadened definition of service learning and/or work-based learning
3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
 - a. Entered Virginia public schools for the first time at age 18 or older
 - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters
 - c. Transferred out of state at age 18 or older
 - d. Failed to complete the year due to incarceration
4. Combine these values to generate an Alternative CCCRI, as outlined in the Table 6.E sample below.
 - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of service learning and work-based learning to form a numerator.
 - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
 - c. Divide the numerator by the denominator and multiply by 100 to find the Alternative CCCRI value.

Table 6.E. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with CCCRI credit earned	112
(C)	# who meet the broadened definition of service learning or work-based learning <i>Add to numerator</i>	25
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	20
(E)	Numerator = (B+C)	(112 + 25) = 137
(F)	Denominator = (A-D)	(180 - 20) = 160
(G)	Alternative CCCRI = (E) / (F) * 100	(137 / 160) * 100 = 85.625

Note that this sample Alternative CCCRI calculation of 85.625 (Level 1) compares to a standard CCCRI calculation of 62.222 (Level 3).

Assigning an Indicator Performance Level Based on These Alternative Means of Evaluation–

The modified calculation above, used only as needed, determines the final indicator performance level for accountability under this alternative accreditation plan.

CCCRI Indicator Performance Level

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<i>CCCRI greater than or equal to 85% (84.50000-100) for current year or cumulative year average</i>	<i>CCCRI greater than 70% but less than 85% (70.0050-84.4999)</i>	<i>CCCRI less than or equal to 70% (0-70.0049)</i>

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

This section describes another proposed measure outside the current accreditation model and how it will be used in the overall accreditation rating for GCI and dropout rate. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score and Dropout Rate Composite Score as part of overall GCI and dropout rate indicator performance level determinations, as outlined in sections 6C and 6D above.

Dropout Recovery Modifier (DRM)

Description and Rationale for the DRM Proposed Measure–

The DRM is proposed as another measure outside the current accreditation model to reflect the persistence of Mountain View HS students in pursuing a high school diploma. The DRM is used together with the Alternative GCI and Alternative Dropout Rate calculations to calculate composite scores that determine the overall performance level for GCI and dropout rate for accreditation year 2023-24, as outlined in sections 6C and 6D above.

As noted in questions 1-2, Mountain View HS students face a myriad of complex factors that influence their ability to focus and maintain pacing of credit attainment toward graduation requirements. It is not uncommon for students who begin a school year to have to pull out of classes prior to the last day of school. As self-motivated students aged 18 or older within the Mountain View HS graduation cohort, these adults are generally committed to re-enrolling to complete their degree requirements as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the next school year after having put their schooling temporarily on hold.

Specifically, **students reported for the DRM** are:

- Included in the current four-year on-time graduation cohort with latest status of dropout, unconfirmed, or long-term absence and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year
- Re-enrolled in the diploma program at Mountain View HS or enrolled in a division HSE program by the day after Labor Day
- Not excluded from the GCI and dropout rate modified calculations outlined in sections 6C and 6D above.

Calculation Steps to Generate a DRM Value–

When the GCI and/or dropout rate indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6C and 6D above, then a DRM value will be calculated and used to generate a GCI Composite Score and/or a Dropout Rate Composite Score, used for determining the overall indicator performance levels.

To calculate the DRM value:

1. Identify the total students in the graduation cohort with latest status of dropout, unconfirmed, or long-term absence who are not eligible to slide to the next cohort
2. Of these latest status students, determine how many:
 - a. Were not actively enrolled or actively attending on the last day of school but re-enrolled in a degree or HSE program by the day after Labor Day
 - b. Were excluded from the GCI and dropout rate modified calculations based on exclusion criteria defined in sections 6C and 6D
3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
 - a. Multiply the students re-enrolled by the day after Labor Day by 20 to form a numerator.
 - b. Subtract the non-graduate exclusions from the total latest status students to form a denominator.
 - c. Divide the numerator by the denominator to find the DRM value.

Table 7. SAMPLE CALCULATION: DRM Value

Row	Calculation Step	Value
(A)	# of students with latest status dropout, unconfirmed, or long-term absence	36
(B)	# of students who meet a defined exclusion criterion from section 6C and 6D <i>Remove from denominator</i>	20
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the day after Labor Day)	(20 * 5) = 100
(D)	Numerator = (C)	100
(E)	Denominator = (A-B)	(36 - 20) = 16
(F)	DRM Value = (D) / (E)	(100 / 16) = 6.250

Approach for Applying the Additional Measure–

As outlined in sections 6C (GCI) and 6D (Dropout Rate), the DRM additional measure is applied only in cases when the calculated Alternative GCI and/or Alternative Dropout Rate is below Level 1. In these cases, the DRM is added to the Alternative GCI to generate a GCI Composite Score and/or is subtracted from the Alternative Dropout Rate to generate a Dropout Rate Composite Score. This composite score is then used within the final indicator performance level determinations, as detailed in sections 6C and 6D.

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?
 - Yes (proceed to question 9)
 - No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

The special purpose defined for Mountain View HS is not designed as a “temporary” placement for students but rather as an appropriate alternative instructional setting for their needs. Most students attending this alternative high school have selected this setting as to meet their family, work, social, and learning needs. Some students may choose to return to a traditional high school at some point, but in many cases they choose to stay and complete their secondary program at the alternative high school. For the subset of students placed through referral from their base school or through hearings office placement, staff have programs and planning systems in place to help them prepare to return to a traditional high school. However, many of these students also choose to remain at the alternative high school after their placement period is over because they have found success for the first time through the impact of the smaller class sizes, more personalized learning environment, and strong staff support network surrounding each student.

Mountain View HS offers programs designed to help students whose life circumstances often result in interrupted schooling. This adult high school population consists of students who may be pregnant or parenting, English Language Learners, older school-aged students who are returning to finish their high school graduation requirements, and students who need a flexible or extended program to accommodate their work or family situations. Students develop a high degree of motivation and self-discipline as well as the social, personal, and academic skills to reach their goals. In addition, Mountain View accepts students who are based at another school and wish to accelerate their educational program or who have been administratively placed.

Mountain View HS is a collaborative partner with fourteen division high schools, providing strategic, targeted intervention in order for students to improve academic performance and recover credit necessary for a standard or advanced diploma. In response to the academic, social/emotional, and wellness needs of the student population, Mountain View employs a comprehensive, multi-tiered system of support for students. With every student, an assigned team of staff members tracks student progress in all academic and non-academic standards. All interventions, including goals and progress monitoring, are documented in the Mountain View Tracker, which serves as a valuable resource when discussing student progress across different disciplines.

- Academic supports include individualized credit recovery and graduation plans; targeted, content-specific interventions, which include goal-setting and progress monitoring; and a post-secondary focus through community/business partnerships. Supporting programs and partnerships include College Partnership Program (CPP), Dream Catchers (in partnership with George Mason University), Mountain View’s mentoring program, in which every student is paired with a staff/faculty-member mentor, and the Mountain View Foundation, which awards scholarship money to students.
- Social-emotional supports include Social-Emotional Learning (SEL)/Executive Functioning curriculum delivered weekly to all students through Success Prep classes; Project Opportunity, which supports pregnant and parenting students; and Mountain View’s partnerships with Therapeutic Day Treatment (TDT) and Community Services Board (CSB).
- Behavioral supports include Mountain View’s Re-entry Option (REO), the goal of which is to transition students removed from the classroom back into the classroom as quickly and seamlessly as possible; Mountain View HS’s self-regulation room, which is focused on stable functioning and student choice within a safe space for de-escalation; and trauma-responsive strategies employed in the classroom.

Each of these programs and supports will help students to be successful if/when they return to a regular school setting. Additionally, Mountain View HS teachers, counselors, and other faculty members maintain contact with the students’ base-school teachers and counselors as appropriate.

COMMONWEALTH OF VIRGINIA
 DEPARTMENT OF EDUCATION
 RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

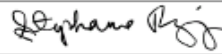

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et. seq.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

Date Approved by the Local School Board		Signature – Chairman of the School Board
2/24/2023 13:21 EST		
2/23/2023 09:01 EST		 SJ
Submission Date		Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
 For Special Purpose Schools**

<i>Amelia Street School</i>	<i>Richmond Public Schools</i>
<i>1821 Amelia Street School Richmond, Virginia 23220</i>	
<i>Dr. Mark Phillips</i>	
<i>(804)780-6275</i>	<i>Mphilli3@rvaschools.net</i>

All staff who should be copied on email correspondence:

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Solomon Jefferson	Principal Director	Sjeffer2@rvaschools.net
Valenta Wade	Manager of Testing/DDOT	vwade@rvaschools.net

Number of Students Enrolled by Grade:

Grade	# of Students 2019/2020	# of Students 2020/2021	# of Students 2021/2022	# of Students 2022/2023
1st	0	0	2	2
2nd	3	0	5	4
3rd	3	2	3	3
4th	9	2	5	4
5th	8	6	2	5
6th	3	2	0	0
7th	0	3	2	2
8th	0	0	2	2
9th	0	0	0	0
10th	3	0	0	0
11th	1	2	0	0
12th	3	1	2	2
Total Students	33	18	23	26

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? No

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that. NA

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Amelia Street School is a unique alternative educational environment that offers therapeutic services to students who are enrolled. There are two different programs housed within Amelia Street School. The first program educates students K-12 who are medically fragile, non-verbal, and low incidence. Our students are wheelchair bound and rely on communication devices, which assist them with learning, basic communication, and overall functioning that includes toileting and eating.

Our second program educates K-5 students who are referred to Amelia Street based on behaviors that are impeding their academic progress in their assigned comprehensive school. This population of students is transient throughout the year.

All K-5 students who are placed at Amelia Street because of behavior are provided an opportunity to complete the program in 45 days. However, as of December 2022, only 17% of students have met the criteria (behavior and academic progress) to return to their comprehensive school in their first 45 days of the 2022-23 school year. Student completion of the program is based on meeting specific behavior and academic requirements. Students enter the program on orientation level with 0 points. Through progress monitoring that includes both teacher-facing data and student-facing data, assessments during Social Emotional Learning whole group, teacher academic reports/report cards, and the maintenance of the top behavioral level (platinum) for a period of three weeks, the student has the potential to be considered for return to their comprehensive school.

Amelia Street provides a second opportunity for all K-5 students enrolled in our program. Amelia Street provides the opportunity for our students to reset using evidence-based strategies that include social emotional learning, and restorative and trauma informed strategies. We also provide educational programs that give students opportunities to develop communication, functional, behavioral, and social emotional skills that will allow them to be successful in their comprehensive schools and beyond. Our staff works closely with our families and community partners to ensure that a continuum of support and resources are provided for students while they are with us and beyond.

As for the medically fragile student population, these students are currently at Amelia Street as a continuation of their original program placement. Currently, these students are provided access to the adaptive curriculum to meet each student's needs. We no longer enroll new students for the therapeutic program. This population of students is being phased out of Amelia Street as the students are completing high school. As of the 2028-2029 school year, Amelia Street will no longer house the therapeutic program. At every annual IEP meeting for these students, the parents are informed that they can receive the same services at their zoned schools. At that time, they are asked if they would like to receive their services at their zoned comprehensive schools. All 6 of the current students have declined any transfers this school year.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

Our student population and demographics change throughout the school year due to the temporary nature of the placements of the K-5 population.

We currently have a total of 30 students enrolled in both programs. 3 students are Hispanic and 27 are black. We currently have 23 male students and 7 female students. All of our students are categorized as economically disadvantaged.

Many of our medically fragile students have long term absences due to hospitalization or illness that will keep them home for an extended period of time. Within the low incidence students (*students whose disabilities occur in low numbers such as deaf, blind, traumatic brain injuries and other health disabilities*) at Amelia Street School, the students have high medical needs that require frequent medical appointments, medical emergencies, hospitalizations, and staffing challenges as some of the students require 1:1 assistance from a private nurse and there has been a shortage of private nurses for our families. Students also utilize the school nurse for feeding through a G-Tube.

The behaviors of K-5 students who enter our therapeutic program at Amelia Street School impede them from meeting the baseline academic and attendance expectations set by the state and our division. The administration at the referring school initially provides tiered intervention and support at the comprehensive school to support the student's behaviors. Once the referring school has exhausted all possible interventions that they are able to provide. Some of these supports and interventions include the implementation of Behavior Intervention Plans (BIP), IEP/Child Study, Student Behavior Intervention Team, Multi-Tiered System of Support (MTSS), and all other available school-based MTSS efforts, the student is then referred to Amelia Street School for an observation. Once Amelia Street School determines that the student can benefit from coming to a therapeutic school environment, the student transfers.

Typically, the students who transfer to Amelia Street display behaviors such as elopement, physical, and verbal aggression. Students who attend Amelia Street School have an extensive history of school suspensions. Last year, 93% of the students surpassed 18 days of chronic absenteeism prior to their transfer to Amelia Street School. Over the past 2 years, 93% of the K-5 students that have been placed at Amelia Street are already chronically absent when they enroll with us. This school year (2022-23), 100% of the students who transitioned to our school came to us with Chronic Absenteeism.

The total student population by student group and by disability type are shown in the tables that follow.

Fall Membership by Student group			
Student groups	2020-2021	2021-2022	2022-2023
*All Students	33	18	30
Black	28	14	27
Hispanic	3	3	3
White	1	-	-
Multiple Races	1	-	-
Students with Disabilities	30	18	19
Economically Disadvantaged	23	13	26

* 6 of the students are enrolled due to several medical disabilities (2 Hispanic and 4 Black)

Primary Disability Type Distribution, Based on September Membership

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2020	0	0	6	7	7	1
Sept 2021	0	0	2	6	3	1
Sept 2022	1	0	1	5	5	1
Sept 2023	1	0	10	9	5	1

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Amelia Street School qualifies for an alternative accreditation plan due to the unique characteristics and special needs of its student population, the temporary enrollment of its student body (part of the Amelia Street program is designed for a short stay of education with a minimum of 45 days) and the small number of students who will be included in its accreditation calculations.

In addition, of the students who participated in state testing last year, 75% of the students transferred into Amelia Street in the middle of the second quarter. While these students were considered transfer students and did not count in accreditation unless they passed, this situation leaves the school with a very small number of students who are included in calculations (less than 10).

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- X Academic Achievement-Mathematics
- X Academic Achievement-English
- Academic Achievement-Science
- X Achievement Gap-Mathematics
- X Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- X Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are appropriate for the school or students served.)

Academic Achievement

The state accreditation calculations for Academic Achievement in Mathematics and English are not an appropriate measure of our school's programs due to the limited amount of time that many of our students are with us (45 day placements), the characteristics and hospitalizations of our students receiving therapeutic services, the small student testing population, as well as the social, emotional, and behavioral issues that are impeding consistent academic instruction and academic success for our K-5 students. While the enrolled students who receive therapeutic services receive educational services in the hospital, it can take weeks before the student can work with a teacher due to their medical conditions.

We have many students transferring to Amelia Street School mid-year or at the end of the school year which makes it a challenge for our teachers to assess their academic ability and provide the appropriate academic interventions for them to be successful. During the 2021-22 school year we had a total of 7 students (out of 30) transition back to their comprehensive school last year. One of the students returned after 45 days. 3 students returned in 90 days and the remaining 3 returned at the end of the school year. This also impacts their academic success due to the change of schools, teachers, and daily routines within a school year.

Achievement Gap

For the same reasons that state Academic Achievement indicators are not a good gauge of our school's programs and success, the Achievement Gap indicators in mathematics and English are not appropriate measures either. In addition, the same small number of total students (approximately 30) are represented in multiple student groups. This results in similar performance levels for each group, and limits the ability to earn differentiating performance levels.

Amelia Street's Historical SOL Accreditation Rate:

Subject	Student groups	Accreditation 2018-2019 (based on 2017-2018 data)	Annual Pass Rate 2017-2018 (Reading)	Accreditation 2019-2020 (based on 2020-2021 data)	Annual Pass Rate 2020-2021 (Reading)	Accreditation 2022-2023 (based on 2021-2022 data)	Annual Pass Rate 2021-2022 (Reading)
English	All Students	36.84	6.00	36.84	<	62.50	21
	Black	10.53	6.00	29.41	<	62.50	27
	Economically Disadvantaged	7.14	0.00	35.29	<	57.14	<
	Students with Disabilities	10.53	6.00	38.89	<	57.14	15
Math	All Students	17.65	0.00	17.65	<	0.00	0.00

	Black	18.75	0.00	13.33	<	0.00	0.00
	Economically Disadvantaged	15.38	0.00	13.33	<	0.00	0.00
	Students with Disabilities	17.65	0.00	18.75	<	0.00	0.00

*Source: VDOE SOL Test Results: School-based results SSWS

Chronic Absenteeism

The attendance table presented below demonstrates that the students who entered Amelia Street School for the (45) day program were on track to be or already were chronically absent prior to enrolling into our program. For example, this year more than 50% of our students came to us with excessive absences due to out-of-school suspension. The students who are long-term placed (high medical needs) are most likely to be chronically absent due to their high complex medical needs.

Amelia Street School's absenteeism and accreditation rate:

Amelia Street's Chronic Absenteeism Data:

	2019/20	2020/2021	2021/2022
State Data – Chronic Absentee Rate	48.84	58.14	57.17

- 6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.**

ACADEMIC ACHIEVEMENT INDICATOR in mathematics and English AND ACHIEVEMENT GAP INDICATOR in mathematics and English

Students will participate in the Virginia Assessment Program, participating in all state assessments as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student achievement measures for accreditation will be determined using rules that parallel those in the state *Calculating Accreditation* document.

The following modifications are needed for calculating the achievement rates and well as determining the Performance Level of the achievement indicators:

- Include SOL test results in the 375-399 score range in the pass rate (or other range for LVC as determined by the state).
 - There will be no changes to the way in which VAAP scores will be included in the calculations. Similar to the regular accreditation calculations, only passing VAAP scores will be included in the numerator.
- Change the reduction for the failure rate to show improvement from 10 percent to 5 percent.

- Adjust the floor for the Level Two range in all academic areas. Move the floor from 50 percent to 40 percent for content.
- Extend the options for cumulative year rate calculations. Allow consideration of a 4-year rate in addition to the standard 3-year rate.

Academic Achievement Indicators in Mathematics and English (Reading and Writing) as well as Achievement Gap in Mathematics and English Pass Rate Calculations

Calculations for Academic Achievement Indicators in Mathematics, English (Reading and Writing) as well as Achievement Gap in Mathematics and English are as follows:

Mathematics: $Percentage = 100 * \frac{(Component A) + (0.75)(Component B)}{denominator}$	
Numerator Components	Denominator
The total number of unduplicated students who: Component A = have a score of 400-600; OR, growth measures met, OR have a score that indicates proficiency on a Board approved Substitute test record Component B= have a score of 375-399	The total number of unduplicated students who: <ul style="list-style-type: none"> ● have a score of 0-600 (parent refusals are not included) ● have a score that indicates proficiency on a Board approved Substitute test record
Notes: Students coded as a <i>transfer</i> student or <i>SOA Adjustment-EL</i> will be removed from the calculations if their score is below 375 ¹ . Test records marked as retest with a score below 375 ¹ are removed from the calculation. Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator. Passing mathematics recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator). ¹ (or other LVC floor as determined by the state).	

English Combined Rate: $Percentage = 100 * \frac{(Component A) + (0.75)(Component B)}{denominator}$	
Numerator Components	Denominator

<p>The total number of unduplicated students who:</p> <p>Component A =</p> <ul style="list-style-type: none"> ● have a reading score of 400-600; OR ● have a score that indicates proficiency on a Board approved Substitute test record ● have a score below 375 but met VGA growth ● have a reading score below 375¹ but show progress on the English Language proficiency assessment ● <p>Component B =</p> <ul style="list-style-type: none"> ● have a writing score of 375¹-399 	<p>The total number of unduplicated students who: have a reading score of 0-600 (parent refusals are not included)</p> <ul style="list-style-type: none"> ● have a writing score of 0-600 ● have a score that indicates proficiency on a Board approved Substitute test record
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Notes:

Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375¹ and they do not show growth in English Language Proficiency. Test records marked as retest with a score below 375¹ are removed from the calculation. Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator. An EL student who scores below 375 on the reading test but shows growth and then passes a substitute test in the same test administration year will be counted once in the numerator and once in the denominator. Passing English recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator).

¹ (or other LVC floor as determined by the state).

Using these calculations will reflect the success of all students, including those students who many times meet the criteria for a locally awarded verified credit using scores of 375-399, or other score range as determined by the state.

This template will be used to calculate the rate.

		Numerator	Denominator
1	Numerator: Students who score between 400-600 and were first time test takers		
2	Denominator: Students who were first time test takers who score 0-600		
3	Numerator and Denominator: Students who score between 400-600 and were re-testers		

4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		
5	Numerator and Denominator: Number of tests that were marked as recovery		
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)		
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test		
8	Total number of students above [1-7]:		
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	$\times (.75) =$	
10	TOTALS [8+9]:		
	Performance Rate = 100 (numerator/denominator)		

Example for Calculating Academic Achievement-Mathematics

Data (LVC range at 375 – 399):

14 EOC tests taken for the first time, 7 scored 400-600, 4 scored 375-399, and 3 scored below 374

- Of the 3 tests that had a score below 374, 4 were marked as *SOA Adjustment-EL*

12 EOC tests taken as a retest; 6 scored 400-600, 2 scored 375-399.

- Of the 8 retests with a score of 375-600, 2 are marked as recovery

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	13	
2	Denominator: Students who were first time test takers who scored 0-600		26
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	12	12
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-3
5	Numerator and Denominator: Number of tests that were marked as recovery	2	2

6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	N/A	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	N/A	N/A
8	Total number of students above [1-7]:	27	37
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	$6 \div 0.75 = 4.5$	
10	TOTALS [8-9]:	31.5	37
	Performance Rate = 100 (numerator/denominator)	85.13%	

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Example for Calculating Academic Achievement- English Rate (combined Reading & Writing):

Data (LVC range at 375 – 399):

9 EOC reading tests taken for the first time, 4 scored 400-600 and 2 scored 375-399, 3 scored below 374

- Of the 3 tests that that had a score below 374, 1 was marked as *SOA Adjustment-EL*, and one was marked with an *SOL Adjustment-EL*, but this student showed growth in English Language Proficiency

7 writing tests taken:

- 6 were first time test takers: 4 scored 400-600; 2 scored 375-399; 1 scored below 375;
- 1 re-tester had a score below 375
- 4 substitute tests were taken for writing; 3 met the proficiency

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	$4 + 4 = 8$	
2	Denominator: Students who were first time test takers who scored 0-600		$9 + 7 = 16$
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	1	1
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-1
5	Numerator and Denominator: Number of tests that were marked as recovery	0	0

6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	1	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	3	3
8	Total number of students above [1-7]:	13	19
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	$2 \div 0.75 = 1.5$	
10	TOTALS [8+9]:	14.5	19
	Performance Rate = 100 (numerator/denominator)	76.31%	

Academic Achievement and Achievement Gap Performance Level Descriptions

Academic Achievement and Achievement Gap Indicators	LEVEL ONE	LEVEL TWO	LEVEL THREE
Academic Achievement-English (Reading & Writing) Combined Rate AND Achievement Gap-English	Current or 3 or 4-year cumulative rate of at least 75% <u>OR</u> Current year rate is in the Level Two range (less than 75% but greater than 65%) and the school decreased the failure rate by at least 5% from the previous year.	Current year or 3 or 4-year cumulative rate is less than 75% but greater than 65% <u>OR</u> Current year rate is greater than or equal to 40% and less than or equal to 65% and the school decreased the failure rate by at least 5% from the previous year.	Current year or 3 or 4-year cumulative three-year rate is less than or equal to 65% <u>OR</u> School has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating)
Academic Achievement-Mathematics AND Achievement Gap-Mathematics	Current or 3 or 4-year cumulative rate of at least 70% <u>OR</u> Current year rate is in the Level Two range (less than 70% but greater than 65%) and the school decreased the failure rate by at least 5% from the previous year.	Current year or 3 or 4-year cumulative rate is less than 70% but greater than 65% <u>OR</u> Current year rate is greater than or equal to 40% and less than or equal to 65% and the school decreased the failure rate by at least 5% from the previous year.	Current year or 3 or 4-year cumulative three-year rate is less than or equal to 65% <u>OR</u> School has stayed at a Level Two or Three through four consecutive years. (Level Three - 4 Years Rating)

Chronic Absenteeism

Given these considerations and given that only students enrolled in 50% or more of the school year are included, the following adjustments are needed within the Chronic Absenteeism calculation and Performance Level calculations.

- Use the definition of meaningful engagement to determine attendance: Meaningful engagement will be used to determine whether a student is counted as present for a school day. *Meaningful interactions/engagement* includes activities which show that students are engaged in instructional activities during a day, and due to the nature of their home lives as noted above, not necessarily during school hours. Meaningful engagement will be measured by:
 - Daily attendance;
 - On days not present in school, student engagement for a length of time reasonable for the workload in ways that include:
 - The use of communication for educational lessons via Google Classrooms. Teachers will provide access to all lessons via google that will enable students who are absent to complete assignments.

- Change the student-level threshold for determining a chronically absent student. Move the threshold from greater than or equal to 10 percent of the school year to greater than or equal to 15 percent of the school year. A student would be considered '*chronically absent*' if they have a measure of engagement as described above for less than 85% of their enrollment days.
- Change the reduction of the absenteeism rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.

Chronic Absenteeism Indicator Calculation

Students included in the calculation are those that are in school membership for >50% of the School Year. The template used for calculations:

Type of Attendance of Students Enrolled >50% year	Number
Daily attendance greater than 85% of total enrolled days	
Students who met attendance requirement by meeting at least one of these requirements daily:	
MS Teams (virtual learning) or other virtual class, OR	
Login and/or post completed assignments into the Learning Management System with teacher contact.	
Login and complete assignments through an online content provider or complete work provided through a work module	

	Student contact with staff for instructional support	
Total number of students from above (P)		
Total number of students enrolled more than 50% of year (Q)		
Total number 'absent' (Q) – (P) = (S)		
Absenteeism rate = (S)/(Q)		

Example: Chronic Absenteeism Indicator

	Type of Attendance of Students Enrolled >50% year	Number
	Daily attendance greater than 85% of total enrolled days	129
	Students who met attendance requirement by meeting at least one of these requirements daily:	55
	MS Teams (virtual learning) or other virtual class, OR	
	Login and/or post completed assignments into the Learning Management System with teacher contact	
	Login and complete assignments through an online content provider or complete work provided through a work module	
	Student contact with staff for instructional support	
Total number of students from above (P)		174
Total number of students enrolled more than 50% of year (Q)		187
Total number 'absent' (Q) – (P) = (S)		13
Absenteeism rate = (S)/(Q)		7%

Chronic Absenteeism Indicator Performance Level Descriptions

School Quality – Engagement Chronic Absenteeism	LEVEL ONE	LEVEL TWO	LEVEL THREE
Chronic Absenteeism/ Student Engagement	Current or 3 or 4-year cumulative rate is 15% or lower OR Current year rate is in the	Current or 3 or 4-year cumulative rate is Greater than 15% but less than or equal to	Current or 3 or 4- year cumulative rate is Greater than 25% OR School has stayed at a Level

	Level Two range (greater than 15% but less than or equal to 25%) and the school decreased the chronic absenteeism rate by at least 5% from the previous year.	25% OR Current year rate is greater than 25% and the school decreased the failure rate by at least 5% from the previous year.	Two or Three through four consecutive years. (Level Three - 4 Years Rating)
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7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

N/A

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)
- No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

Each K-5 student who enrolls into the Amelia Street School program will have an entry data meeting that will include the referring school, parent, and student to provide input on all behaviors that have impeded the student’s academic performance.

Each student will participate in orientation and will create an Alternative Behavior Strategy Plan that highlights the student’s strengths and identifies preferred adults that will support the student with a minimum of three behavior strategies for replacement behaviors.

Each student will have a revised BIP- Behavior Intervention Plan that will be data driven to identify a hypothesis for behaviors and will support the student in learning strategies for self-regulation.

Each student will be provided with Social Emotional Learning through evidence based and trauma informed curriculum to include Second Step in addition to restorative practices that include Community Circles.

The above activities provide the student with a more comprehensive skill-set to integrate back into the comprehensive school setting.

When a K-5 student completes the program and is ready to return to the comprehensive zoned school, they will participate in a re-integration session as a means to allow the student the opportunity to be a contributing team member of their own plan and to return back into the school in a timely manner that is agreed upon by both schools. Each student attends the transition meeting

with both schools present. The students discuss what they have learned at Amelia Street School, how they are prepared to return to their zone school, and what their goals are moving forward. Both schools then agree upon how many 2 hour school visits (3-6 visits) are needed before full transition. Amelia Street provides a staff member from our school to assist in these visits. Both schools also agree on a date of return where they will be back full time at their zone school. We also provide a staff member for support the first week back. After the first week, the child is fully transitioned out of our school and is now enrolled back into the zone school.

The student returns with the support of an Instructional Assistant, BCBA (Board Certified Behavior Analyst), and/or Behavioral Specialist who will then reinforce with the student the successful strategies learned at the Amelia Street School so they can be applied to the comprehensive school setting. They will touch base with the student and their zone school teacher during each school visit as well as the first week of their full return. After the students' first full week, the school will collaborate with the district behavior specialist as needed moving forward.

Regarding the transition for the medically fragile students, the least restrictive environment is addressed during every annual IEP meeting. At that time, the IEP team outlines the necessary services, accommodations and modifications required for students to access the general education program. For students enrolled in the original Amelia Street program and transitioning back into their zoned school, a transition plan will be developed to include any temporary or permanent support required for a successful transition. All necessary special education services, related services, supplemental aids and materials, etc. will be outlined in the IEP and transition plan.

COMMONWEALTH OF VIRGINIA
 DEPARTMENT OF EDUCATION
 RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

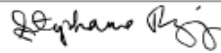

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et. seq.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

Date Approved by the Local School Board		Signature – Chairman of the School Board
2/24/2023 13:21 EST		
2/23/2023 09:01 EST		 SJ
Submission Date		Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
 For Special Purpose Schools**

School Name - Richmond Alternative School	Division Name- Richmond City
School Address- 119 W. Leigh St. Richmond, VA 23223	
Contact Person- Lamont Trotter	
Phone Number of Contact Person- 804-780-4388	Email of Contact Person- ltrotter@rvaschools.net

All staff who should be copied on email correspondence:

Name	Position	Email Address
Lamont Trotter	Principal	ltrotter@rvaschools.net
Solomon Jefferson	Chief Academic Officer/ Principal Director	sjeffer2@rvaschools.net
Jason Kamras	Superintendent	jkamras@rvaschools.net
Valenta Wade	Manager of Testing and Data Systems/DDOT	vwade@rvaschools.net

Number of Students Enrolled by Grade:

Grade	2020-2021	2021-2022	2022-2023
Grade 6	625	5	3
Grade 7	662	3	21
Grade 8	624	25	22
Grade 9	483	31	24
Grade 10	379	16	35
Grade 11	314	52	44
Grade 12	154	10	13
Post Graduate	5	2	-
Total Students	3,246	144	162

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) NO
Besides updated data, briefly summarize how this plan varies from the one approved for the accreditation year 2022-2023. If it does not differ, please indicate that. NA

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The purpose of Richmond Alternative School (RAS) is to address and provide academic, attendance, and behavioral support for students who've demonstrated a significant need for support while attending their comprehensive middle or high school.

Richmond Alternative School has three programs:

Spartan Academy supports and prepares students who want to return to their comprehensive school after successfully meeting the transition rubric requirements of attendance, behavior, uniform, and academics. Students are considered for transition back to their home school after a minimum period of 90 days. The transition occurs twice a year at the end of each semester. To ensure students transition back into their comprehensive school with the appropriate behavior and academic support the RAS leadership team meets with each school-based principal and support staff during the first month of transitions to discuss how the student has progressed in the new academic setting.

ISAEP (Individual Student Alternative Education Plan)- supports students who are working towards their high school equivalency. To attend students must be between the ages of 16 to 19.5. Students are recommended for the ISAEP program by our comprehensive high school counselors. All students recommended for the program must take the Official GED Practice Test in each content area and score a minimum of 125 in three of the five areas in order to be admitted. After completion of the program, students receive their high school equivalency diploma. All ISAEP completers have the opportunity to participate in the Capital Region graduation.

Our REACH Program (Recharging Education through Academic Communication and Hope)-supports students in grades 6-12 who receive court charges due to various violations. They are placed in the program until their charges are resolved. In this program, our students receive their academics through a blended learning model which includes the use of Edgenuity, face-to-face teacher support, and project-based learning tasks. REACH students attend school in person for three hours per day and work on their other assignments asynchronously.

The mission at Richmond Alternative School is to provide at-risk students with a comprehensive set of skills to return to their comprehensive school successfully; to provide high school GED students with a skill set that will support post-secondary success. Included in the ISAEP program is relevant career counseling and career and technical education, along with GED preparation.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

The Richmond Alternative School student population is comprised of students in grades 6 through 12. Most students have difficulty successfully completing SOL tests to verify core courses. High School students transitioning out of RAS have passed at least two of the six SOL's (33%) needed for graduation.

For almost all our students, life experiences have interrupted their education, and these circumstances still present substantial obstacles that impede academic achievement and graduation. The following experiences continue to have a significant impact on our students: death (murder), incarceration, teen pregnancy, mental health, community violence, and employment.

Over the past three years, our campus has lost ten students due to gun violence which adversely impacts our school's culture due to fear of safety expressed by our students, families, and the community. RAS serves students within all zones of Richmond Public School and there is often gang conflict within the various communities that often spill into the school and directly impacts attendance, academic performance, and graduation. RAS has established wrap-around services to support student social and emotional learning. This team meets monthly with families to provide support, interventions, and resources.

During the school year 2017-2021, Richmond Alternative School was associated with Virginia Virtual Academy (VAVA). VAVA is an online k-12 public school that serves students throughout Virginia. The chart below shows the progression of VAVA's enrollment over four years, prior to our district ending the partnership. The pairing of VAVA and RAS significantly skewed our data for all reporting categories and indicators. In many cases, it misleadingly demonstrated growth and progress in all indicators. VAVA students were removed after the 2020-2021 school year.

Fall Enrollment Count by Current Student Groups

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	983	1125	1499	3241	142	162
Black	333	344	397	701	132	145
SWD	64	69	95	204	53	48
Econ Dis	163	299	131	856	117	145
White	512	610	781	1801	1	5

RAS faces many issues with chronic absenteeism due to the many factors that negatively impact our students. Many of the students attending RAS have parenting and family responsibilities, and many experience socioeconomic pressures such as housing instability and transportation limitations. Our campus staff makes attempts to remove barriers for our students by conducting home visits, providing transportation pickup and drop-offs, conducting parent conferences around behaviors, providing social and academic support, and connecting families with therapeutic day treatment and other community organizations. The table below shows the chronic absenteeism data by student group. Note that RPS was all virtual in 2020-2021 and that is also the last year the VAVA students were in our data. In addition, the data from the 2021-2022 school year also includes students who are in THRIVE, another alternative education program in RPS. THRIVE data will not be included in RAS data for the 2022-2023 school year, though the percent of chronic absenteeism for RAS will likely be similar to the value shown in the table for 2021-2022.

Chronic Absenteeism Percent by Current Student Group

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	33.2	20.5	13.9	4.2	91.7
Black	65.4	53.5	42	19.1	91.7
White	0	7.1	0.2	0	100
SWD	65.9	60.5	40.5	13.5	94.7
Disadvantaged	81.7	39.6	45.7	11.8	92.4

3. What qualifies this school for the flexibility of an alternative accreditation plan?

Richmond Alternative School is requesting an alternative accreditation plan due to the unique nature of our campus. We support students who demonstrate behavior infractions at their comprehensive middle and high schools, as well as students who have been court-ordered to attend our REACH Program.

Richmond Alternative students are at significant risk to drop out of school for all the reasons previously referenced. Many of the students are already behind their cohort for graduation when they enroll. Some students transfer in after two-three years of high school with limited course credits and still need to pass Standards of Learning (SOL) end-of-course (EOC) assessments often needing two or more verified credits to meet graduation requirements at the time of their enrollment. Therefore, RAS seeks approval to be evaluated using the modified methodology in order to meet the Standards of

Accreditation (SOA) requirements in a manner that is customized to its students' unique needs, as defined in the sections that follow.

RAS also has a small n size for the current year, which could skew our current year's data. In addition, the small n size of the graduating class (less than 15) also indicates that RAS may need to utilize the waiver option for the Graduation and Completion Index that is available in the [Standards of Accreditation](#).

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- X Academic Achievement-Mathematics
- X Academic Achievement-English
- X Academic Achievement-Science
- X Achievement Gap-Mathematics
- X Achievement Gap-English
- X Graduation and Completion Index
- X Dropout Rate
- X Chronic Absenteeism
- X College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

As noted in the description of the student population above, by the nature of their life circumstances and academic needs, RAS students engage with schooling in ways different from their peers in traditional high schools.

Academic Achievement and Achievement Gap:

The transition process that occurs when our students transfer from their comprehensive school into RAS has a significant impact on their academic achievement. In most cases, students miss 5-7 days of instruction before transferring completely into RAS. Additionally, RAS operates on a 4 x 4 bell schedule with many full-year courses taught in a semester. When students miss 5-7 days of school that is equivalent to missing two weeks of instruction. Additionally, 90% of the students that enter RAS are under-credited. These students have also had significant difficulty passing any SOL test throughout their schooling. In addition, student refusals and disruptions are common on Student SOL Assessments due to various outside influences on the student's daily lives, as well as their current state of mental health. The percentage of student refusals for the 2021-2022 school year was 42%. These refusals negatively impact the pass rate.

The tables below show the drop-in rates from the 2020-2021 school year to the 2021-2022 school year after the VAVA students were not included in RAS data.

Annual Pass Rates (%) for Reading by Current Student Groups

School Year	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
All Students	78	77	83	82	23
Black	66	49	60	63	20
White	81	90	93	85	NA
SWD	42	45	44	68	13
Disadvantaged	48	36	18	71	11

SOL Accreditation Rates (%) for Reading By Current Student Groups

Accreditation Year	2018-2019 (2017-2018 Data)	2019-2020 (2018-2019 Data)	2022-2023 (2021-2022 Data)
All Students	76.28	81.62	34.26
Black	54.45	62.05	32.32
White	87.11	89.61	<
Students with Disabilities	46.81	47.06	23.08
Disadvantaged	47.93	30.91	27.63

Annual Pass Rates (%) for Science by Current Student Groups

School Year	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
All Students	69	64	73	77	7
Black	43	37	49	63	8
White	86	86	83	82	NA
SWD	29	25	28	66	NA
Disadvantaged	23	26	22	72	9

SOL Science Accreditation Rates (%)

Accreditation Year	2018-2019 (2017-2018 Data)	2019-2020 (2018-2019 Data)	2022-2023 (2021-2022 Data)
All Students	63.81	73.11	6.67

Annual Pass Rates (%) for Mathematics by Current Student Groups

School Year	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
All Students	58	52	65	65	5
Black	45	29	44	36	4
White	65	65	74	69	NA
SWD	41	23	20	41	NA
Disadvantaged	37	23	11	49	7

SOL Accreditation Rates (%) for Mathematics By Current Student Groups

Accreditation Year	2018-2019 (2017-2018 Data)	2019-2020 (2018-2019 Data)	2022-2023 (2021-2022 Data)
All Students	54.87	68.69	8.14
Black	33.45	50.32	6.17
White	67.88	76.17	<
SWD	26.00	29.79	4.17
Disadvantaged	28.04	18.75	8.33

Graduation and Completion Index (GCI) and Dropout Rate:

The circumstances that lead to interrupted schooling for the majority of RAS 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. As a result of these factors, standard calculations for GCI and dropout rate imperfectly and inequitably represent RAS as underperforming and are not appropriate to reflect outcomes. Historical GCI and dropout rate data demonstrate that the standard calculation is not adequate to reflect the efforts and programs in place at RAS to support students.

The historical On-time Graduation rate, Graduation and Completion Index and Dropout rates are shown in the tables below. The data for 2017-2020 and for 2021-2022 include only RAS students. The data in 2021 includes the VAVA students as well.

On-Time Graduation Rate (%) by Current Student Groups

Cohort Year	2017	2018	2019	2020	2021	2022
All Students	17	24	25	43	63	26
Black	18	24	27	26	31	8
White	NA	NA	NA	69	93	89
SWD	29	21	31	15	22	4
Disadvantaged	18	26	28	30	47	13

Graduation and Completion Index (%) by Current Student Groups

Accreditation Year	2018-2019 (2017-2018 Data)	2019-2020 (2018-2019 Data)	2022-2023 (2021-2022 Data)
All Students	46.62	52.42	33.13
Black	45.47	43.64	19.59
White	73	70	93.06
Students with Disabilities	41.35	22.5	4.35
Disadvantaged	46.15	47.01	24.92

Dropout Rate (%) by Current Student Groups

Cohort Year	2017	2018	2019	2020	2021	2022
All Students	60	49	46	27	22	51
Black	59	49	49	26	42	67
White	NA	NA	NA	26	4	6
SWD	68	79	65	20	75	87
Disadvantaged	56	46	47	25	27	61

Chronic Absenteeism:

Richmond Alternative School's chronic absenteeism is a measure of students who have missed at least 10% of the school year. Students enrolled at RAS from each of their middle and high schools (Spartan Academy) enroll with absences for well over ten days. Additionally, transportation is attributed to absenteeism. Upon enrolling at RAS, student transportation is arranged through district transportation. However, this process may take three to five business days. If students are unable to attend school during this period students are potentially marked absent.

Students are often suspended from school due to various infractions that violate our district's Student Code of Responsible Ethics. RAS incorporates preventive measures to reduce suspensions, such as home visits, student mediation, parent meetings, and administrative conferences, these measures are used in place of suspensions allowing us to decrease a small pocket of absences due to suspensions.

The historical chronic absenteeism data was included in question 2 when describing the student population.

College, Career, and Civic Readiness Index (CCCRI):

Students attending Richmond Alternative School follow course selections per each comprehensive high school. Career and Technical courses are part of their course requirements for graduation, as well as seeking credentialing through those courses. However, while at RAS, many students receive intensive academic supports that are focused on earning passing grades in core courses and recovering credits to graduate as quickly as possible. The focus on core courses helps students who struggle to meet graduation requirements. There is not a service-learning program at RAS, and most of these students are not enrolled in higher-level coursework (i.e. Advance Placement, International Baccalaureate). Further, many students are employed and an alternative measure of this indicator would allow working students to qualify for the CCCRI.

- 6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.**

ACADEMIC ACHIEVEMENT AND ACHIEVEMENT GAP INDICATORS in English and Mathematics

Students will participate in the Virginia Assessment Program, participating in all state assessments as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student achievement measures for accreditation will be determined using rules that parallel those in the state *Calculating Accreditation* document.

The following modifications are needed for calculating the achievement rates as well as determining the Performance Level of the achievement indicators:

- Include SOL test results in the 375-399 score range in the pass rate (or other range for LVC as determined by the state).
- Adjust the floor for the Level Two range in all academic areas. Move the floor from 50 percent to 40 percent for content.
- Change the reduction for the failure rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year rate calculations. Allow consideration of a 4-year rate in addition to the standard 3-year rate.

Academic Achievement Indicators in Mathematics, English (Reading and Writing), and Science, as well as Achievement Gap in Mathematics and English Pass Rate Calculations

Calculations for Academic Achievement Indicators in Mathematics, English (Reading and Writing), and Science, as well as Achievement Gap in Mathematics and English are as follows:

Mathematics and Science Rate: $Percentage = 100 * \frac{(component\ 1) + (0.75)(component\ 2)}{denominator}$	
Components 1 & 2 The total number of unduplicated students who: COMPONENT 1 = have a score of 400-600; OR have a score that indicates proficiency on a Board approved Substitute test record (standard accreditation rules/growth where available)	Denominator The total number of unduplicated students who: have a score of 0-600 have a score that indicates proficiency on a Board approved Substitute test record

COMPONENT 2 = have a score of 375-399	
---------------------------------------	--

Notes:
 Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375¹.
 Test records marked as retest with a score below 375¹ are removed from the calculation.
 Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.
 Passing mathematics recovery test scores count as two tests instead of one (twice in the numerator and twice in the denominator).

¹ (or other LVC floor as determined by the state).

English Combined Rate:

$$\text{Percentage} = 100 * \frac{(\text{component 1}) + (0.75)(\text{component 2})}{\text{denominator}}$$

Component	Denominator
The total number of unduplicated students who: COMPONENT 1 = <ul style="list-style-type: none"> ● have a reading score of 400-600; OR ● have a score that indicates proficiency on a Board approved Substitute test record ● have a reading score below 375¹ but show progress on the English Language proficiency assessment COMPONENT 2 = <ul style="list-style-type: none"> ● have a writing score of 375¹-399 	The total number of unduplicated students who: have a reading score of 0-600 have a writing score of 0-600 have a score that indicates proficiency on a Board approved Substitute test record

Notes:
 Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375¹ and they do not show growth in English Language Proficiency.
 Test records marked as retest with a score below 375¹ are removed from the calculation.
 Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.
 An EL student who scores below 375 on the reading test but shows growth and then passes a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.
 Passing English recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator).

¹ (or other LVC floor as determined by the state).

Using these calculations will reflect the success of all students, including those students who many times meet the criteria for a locally awarded verified credit using scores of 375-399, or other score range as determined by the state.
 This template will be used to calculate the rate.

		Component	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers		
2	Denominator: Students who were first time test takers who scored 0-600		
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers		

4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		
5	Numerator and Denominator: Number of tests that were marked as recovery		
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)		
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test		
8	Total number of students above [1-7]:		
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	x (0.75) =	
10	TOTALS [8+9]:		
	Performance Rate = 100 (numerator/denominator)		

Example for Calculating Academic Achievement-Mathematics

Data (LVC range at 375 – 399):

14 EOC tests taken for the first time, 7 scored 400-600, 4 scored 375-399, and 3 scored below 374

- Of the 3 tests that had a score below 374, 4 were marked as *SOA Adjustment-EL*

12 EOC tests taken as a retest; 6 scored 400-600, 2 scored 375-399.

- Of the 8 retests with a score of 375-600, 2 are marked as recovery

		Component	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	13	
2	Denominator: Students who were first time test takers who scored 0-600		26
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	12	12
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-3
5	Numerator and Denominator: Number of tests that were marked as recovery	2	2
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	N/A	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	N/A	N/A
8	Total number of students above [1-7]:	27	37
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	6 x 0.75 = 4.5	
10	TOTALS [8-9]:	31.5	37
	Performance Rate = 100 (numerator/denominator)		85.13%

Example for Calculating Academic Achievement- English Rate (combined Reading & Writing):

Data (LVC range at 375 – 399):

9 EOC reading tests taken for the first time, 4 scored 400-600 and 2 scored 375-399, 3 scored below 374

- Of the 3 tests that had a score below 374, 1 was marked as *SOA Adjustment-EL*, and one was marked with an *SOL Adjustment-EL*, but this student showed growth in English Language Proficiency

7 writing tests taken:

- 6 were first time test takers: 4 scored 400-600; 2 scored 375-399; 1 scored below 375;
- 1 re-tester had a score below 375

- 4 substitute tests were taken for writing; 3 met the proficiency

		Component	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	4 + 4 = 8	
2	Denominator: Students who were first time test takers who scored 0-600		9 + 7 = 16
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	1	1
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-1
5	Numerator and Denominator: Number of tests that were marked as recovery	0	0
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	1	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	3	3
8	Total number of students above [1-7]:	13	19
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	2x 0.75 = 1.5	
10	TOTALS [8+9]:	14.5	19
	Performance Rate = 100 (numerator/denominator)		76.31%

Academic Achievement and Achievement Gap Performance Level Descriptions

Academic Achievement and Achievement Gap Indicators	LEVEL ONE	LEVEL TWO	LEVEL THREE
Academic Achievement-English (Reading & Writing) Combined Rate AND Achievement Gap-English	Current or 3 or 4-year cumulative rate of at least 75% OR between 66-74% and a 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate of at least 66 - 74% OR Between 40-65% and 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate is 65% or lower OR Level Two or Level Three through four consecutive years
Academic Achievement-Mathematics AND Achievement Gap-Mathematics	Current or 3 or 4-year cumulative rate of at least 70% OR between 66-69% and a 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate of at least 66 – 69% OR Between 40-65% and 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate is 65% or lower OR Level Two or Level Three through four consecutive years
Academic Achievement-Science	Current or 3 or 4-year cumulative rate of at least 70% OR between 66-69% and a 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate of at least 66 - 69% OR Between 40-65% and 5% improvement in the failure rate from previous year	Current year or 3 or 4-year rate is 65% or lower OR Level Two or Level Three through four consecutive years

ADJUSTED ON-TIME GRADUATION RATE (OGR) COHORT

Indicators that are based on the adjusted on-time graduation cohort are GCI, Dropout rate, and CCCRI.

These students will be removed from the cohort:

- Students who fail to complete the school year due to incarceration.

GRADUATION AND COMPLETION INDEX

The total Graduation and Completion Index will be measured as follows:

The Performance Level determination will have these adjustments:

- Using additional years to calculate a multi-year rate to include a 3 or 4 year-rate;
- Amend the increase of the GCI rate to show sufficient improvement to 2% rather than 2.5%.

Due to the small n size of the graduating class, and per [8VAC20-131-380 F. 6](#) of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), RPS may submit an appeal of this indicator if a Level Three is earned. Prior to submitting an appeal, a value of five bonus points will be added to the GCI to determine whether the GCI is still a Level Three (this value is allowable, [per Superintendent's Memorandum 252-22](#), for graduating class sizes that are 15-20 students).

Example: Graduation and Completion Index Calculations

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
1	Advanced	100	100
8	Standard	100	800
5	GED	75	375
4	Still In School	70	280
2	Certificate of Completion	25	50
(C) Total Number of Points Awarded			1605
(D) Total Number of Students in Adjusted GCI Cohort			20
(F) Graduation and Completion Index Scores = (C)/(D)			80.25
(G) Bonus Points allowed by VDOE if (F) is a Level Three			NA
Final Graduation and Completion Index (F)+(G)			80.25

Performance Level Descriptions

School Quality – Engagement – Graduation Indicator	LEVEL ONE	LEVEL TWO	LEVEL THREE
Graduation Completion Index	Current or 3 or 4-year cumulative rate greater than or equal to 88 OR less than 88 but greater than 80 and 2% improvement from previous year	Current or 3 or 4-year cumulative rate less than 88 but greater than 80 OR less than or equal to 80 and 2% improvement from previous year	Current or 3 or 4-year cumulative rate is equal to 80 or lower OR Level Two or Level Three through four consecutive years

DROPOUT INDICATOR

As described in the characteristics of the student population of RAS, students are highly at-risk of not completing their high school diploma and/or dropping out, as many have already previously done. The adjusted OGR cohort will be used for this calculation.

The Performance Level determination will have these adjustments:

- Using additional years to calculate a multi-year rate to include a 3 or 4-year rate; and
- Change the reduction of the dropout rate necessary to show sufficient improvement from 10 percent to 5 percent.

Dropout Rate Calculation

	Number:
Number of students in adjusted cohort:	
Number of students who exited as a dropout or with an unconfirmed status:	
Cohort Dropout Rate	

Example: Dropout Rate Calculation

	Number:
Number of students in adjusted cohort:	29
Number of students who exited as a dropout or with an unconfirmed status:	2
Cohort Dropout Rate	6.8%

Dropout Rate Performance Level Descriptions

School Quality – Engagement Dropout Rate	LEVEL ONE	LEVEL TWO	LEVEL THREE
Dropout Rate	No more than 6% OR Greater than 6% but less than 9% and 5% improvement from previous year	Greater than 6% but no more than 9% OR 9% or higher and 5% improvement from previous year	Greater than 9% OR Level Two for more than four consecutive years

CHRONIC ABSENTEEISM INDICATOR

As described in the characteristics of the student population, RAS students are balancing numerous life challenges. For this reason, the school program provides flexibility so that students can still graduate.

Given these considerations and given that many students enrolled in more than 50% of the school year are included in the calculations, the following adjustments are requested within the Chronic Absenteeism calculation and Performance Level calculations.

- Use the definition of meaningful engagement to determine attendance: Meaningful engagement will be used to determine whether a student is counted as present for a school day. *Meaningful interactions/engagement* includes activities that show that students are engaged in instructional activities during the day, and due to the nature of their home lives as noted above, not necessarily during school hours. Meaningful engagement will be measured by:
 - Daily attendance;
 - On days not present in school, student engagement for a length of time reasonable for the workload in ways that include:
 - Login to Google Classroom (virtual learning) or other virtual class;
 - Login and/or post/email completed assignments to the respected teacher or post into Google Classroom for assignment grade completion.
 - Login and complete assignments through an online content provider (i.e Edgenuity).
 - Student contact with staff for instructional support

- Change the student-level threshold for determining a chronically absent student. Move the threshold from greater than or equal to 10 percent of the school year to greater than or equal to 20 percent of the school year. A student would be considered '*chronically absent*' if they have a measure of engagement as described above for less than 85% of their enrollment days.
- Change the reduction of the absenteeism rate to show sufficient improvement from 10 percent to 5 percent.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.

Chronic Absenteeism Indicator Calculation

Students included in the calculation are those that are in school membership for >50% of the School Year. The template used for calculations is shown:

Type of Attendance of Students Enrolled >50% year		Number
Daily attendance greater than 85% of total enrolled days		
Students who met attendance requirement by meeting at least one of these requirements daily:		
	MS Teams (virtual learning) or other virtual class, OR	
	Login and/or post completed assignments into the Learning Management System plus communication with teacher	
	Login and complete assignments through an online content provider or complete work provided through a work module	
	Student contact with staff for instructional support	
Total number of students from above (P)		
Total number of students enrolled more than 50% of year (Q)		
Total number 'absent' (Q) – (P) = (S)		
Absenteeism rate = (S)/(Q)		

Example: Chronic Absenteeism Indicator Calculation

Type of Attendance of Students Enrolled >50% year		Number
Daily attendance greater than 85% of total enrolled days		129
Students who met attendance requirement by meeting at least one of these requirements daily:		55
	MS Teams (virtual learning) or other virtual class, OR	
	Login and/or post completed assignments into the Learning Management System plus communication with teacher	
	Login and complete assignments through an online content provider or complete work provided through a work module	
	Student contact with staff for instructional support	
Total number of students from above (P)		174
Total number of students enrolled more than 50% of year (Q)		187
Total number 'absent' (Q) – (P) = (S)		13
Absenteeism rate = (S)/(Q)		7%

Chronic Absenteeism Indicator Performance Level Descriptions

School Quality – Engagement Chronic Absenteeism	LEVEL ONE	LEVEL TWO	LEVEL THREE
Chronic Absenteeism/ Student Engagement	Current or 3 or 4-year cumulative rate is 15% or lower OR Greater than 15% but less than or equal to 25% and 5% improvement from previous year	Current or 3 or 4-year cumulative rate is Greater than 15% but less than or equal to 25% OR Greater than 25% and 5%	Current or 3 or 4- year cumulative rate is Greater than 25% OR Level Two or Level

		improvement from previous year	Three through four consecutive years
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COLLEGE, CAREER, AND CIVIC READINESS INDICATOR (CCCRI)

Beginning in the 2023-24 accreditation year, college, career and civic readiness will be a school quality indicator for accreditation ratings. Since RAS 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.

The adjusted OGR cohort will be used for this calculation.

The definitions of work-based learning and service learning experiences will be amended. All of the criteria options to meet the CCCRI requirements are listed:

- Credit received for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled);
- CTE finishers with a CTE credential;
- Completion of a work-based learning experience to include successful employment across 30 days with an overall positive evaluation by the supervisor on employability skills; or
- Completion of a service-learning experience in the school or community through the school or other community group. A written reflection connecting to civic readiness skills is required.

Students will complete at least ONE of the CCCRI criteria, as tracked on the school database. Students cannot be counted more than one time, even if they meet more than one criteria.

CCCRI Calculations

This template will be used to determine the index rate.

College, Career, and Civic Readiness Index	Number of students
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential	
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> • Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills 	
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> • Service Club school or community-based project; or • Other organization community project completion; A written reflection connecting to civic readiness skills is required.	
Successful completion of the National Career Readiness Certification or Workforce Readiness Certification	
(X) TOTAL NUMBER OF STUDENTS ABOVE	
(D) TOTAL NUMBER OF STUDENTS IN ADJUSTED GCI COHORT	
% of Students completing College, Career, Civic Readiness (X)/(D)	

Example: CCCRI Calculations

College, Career, and Civic Readiness Index	Number of students
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	1
Earn credits to be considered a Career and Technical Education (CTE) completer and/or who earn a recognized CTE credential	4
Successful completion of a work-based learning experience to include:	18

Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills	
Successful completion of a service learning experience to include: <ul style="list-style-type: none"> • Service Club school or community-based project Other organization community project completion with a written reflection connecting to employability skills or civic readiness skills	6
Successful completion of the National Career Readiness Certification or Workforce Readiness certification	3
(X) TOTAL NUMBER OF STUDENTS ABOVE	32
(D) TOTAL NUMBER OF STUDENTS IN ADJUSTED GCI COHORT	34
% of Students completing College, Career, Civic Readiness (X)/(D)	94%

CCCRI Performance Level Descriptions

School Quality – Engagement – College, Career, Civic Readiness	LEVEL ONE	LEVEL TWO	LEVEL THREE
College, Career, Civic Readiness Measures	Index value is greater than or equal to 85%	Index value is greater than 70% but less than 85%.	Index value is less than or equal to 70% OR School is a Level Two or Three through four consecutive years

OVERALL ALTERNATE ACCREDITATION DETERMINATION

All Alternate Accreditation measures will be used to determine the overall accreditation rating.

Accredited: All indicators are Level One or Level Two.

Accredited with Conditions: At least one indicator is a Level Three.

Accreditation Denied: A School with accreditation of Accredited with Conditions fails to adopt and implement school correction plans with fidelity.

Accreditation Status Calculation:

Accreditation Category	Level
Academic Achievement – English	
Academic Achievement – Math	
Academic Achievement – Science	
Achievement Gaps – English	
Achievement Gaps – Math	
Student Engagement – Chronic Absenteeism	
Student Engagement – Dropout rate	
Student Engagement – Graduation Indicator	
Student Engagement – College, Career & Civic Readiness (included in accreditation years 2023-2024 and beyond)	
Overall Accreditation Rating	

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

No

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)**
 No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

Students who attend Richmond Alternative School have the opportunity to transition back to their comprehensive middle or high school. Middle school students are reviewed at the end of each nine-week quarter whereas high school students are reviewed each semester due to the 4x4 scheduling at the comprehensive high schools.

The eligibility for transition rubric is:

Academics: To be eligible for transitions, students should be passing all scheduled courses and pass a minimum of one (1) SOL assessment (if administered in the time frame while attending RAS).

Behavior: To be eligible for transitions, students should have no more than two (2) behavior infractions. Behavior infractions deemed high level will result in a student not transitioning during the current transition period.

Attendance: To be eligible for transitions, students should have an average of 80% ADA while attending Richmond Alternative Schools (this percentage does not include the student's comprehensive ADA from schools previously attended).

School Culture and Community: Students at the time of transition should have no uniform violations, participated in a community service project, or contributed positively to our school culture.

Students selected for transition meet with:

- Receiving school administrators,
- Richmond Alternative School administrators,
- Parent and,
- School Support Staff,

During the transition meetings the above team develops a Student Support File. This document addresses:

- Student's strengths and interests upon return to school,
- Supports for the receiving school (to address behaviors, academics, and parent communication),
- Strategies for student achievement and,
- Staff involvement and resources needed to support,

In addition, the support plan notes an area of review by the receiving school. This section of the plan allows the school to note:

- Area(s) of success,
- Addressing continued areas of concern or changes,
- Student needs updated and established,
- Parent comments and,
- Recommendations for return to Richmond Alternative School,

Within the first month after a student transitions to their comprehensive school the administration at Richmond Alternative School schedules a "check-in" visit for each student. This allows both schools and the student to pulse-check current behaviors, academic progress, and parent input.

If students are transitioning successfully both academic campuses will continue post-transition conversions periodically. Should the concern for student return be considered, the teams will reconvene to address potential returns.

COMMONWEALTH OF VIRGINIA
 DEPARTMENT OF EDUCATION
 RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

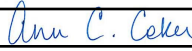

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et. seq.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

April 11, 2023		
Date Approved by the Local School Board		Signature – Chairman of the School Board
Submission Date		 Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
 For Special Purpose Schools**

School Name Carver College and Career Academy	Division Name Chesterfield County Public Schools
School Address 12400 Branders Bridge Rd., Chester, VA 23831	
Contact Person Darnella Sims	
Phone Number of Contact Person (804) 639-8725	Email of Contact Person Darnella_sims@ccpsnet.net

All staff who should be copied on email correspondence:

Name	Position	Email Address
Stephen Hackett	Principal	Stephen_hackett@ccpsnet.net
Belinda Merriman	Director of High School Leadership	Belinda_merriman@ccpsnet.net

Number of Students Enrolled by Grade:

Grade	Number of Students
09	91
10	68
11	40
12	60

<p>Previous Submission of an approved Alternative Accreditation Plan in 2022-2023</p> <p>Accreditation Year? (Yes or No)</p> <p>Yes</p>
<p>Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.</p> <p>Changes for the 2022-23 accreditation year include:</p> <ul style="list-style-type: none"> • In All Areas: When using a multi-year average, we will use a three or four-year average (the previous plan allowed the use of a five-year average) • In Academic and GAP Group Achievement: Students failing a SOL but eligible for a LVAC will be weighted 75%.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

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 utilizes a small and supportive setting to meet the individual needs of our students. Through this model, we are able to address and support academic achievement, appropriate social behavior, and preparation for the workplace and higher education.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

Carver Academy is the alternative high school for Chesterfield County Public Schools. There are two paths for enrollment into the high school diploma track at Carver College and Career Academy. The first is a student applying for admission by choice. This process is typically started by the current school administration or student support staff meeting with families about a smaller and more supportive learning environment to better support their students' success. In most cases, these meetings are held in response to students' current academic struggles, behavior, mental health, truancy, gaps in education, past academic performance, or if a student is behind in earning credits for graduation. The second path to enrollment is student placement through the Office of Student Conduct due to disciplinary issues. Students enter the GED program at Carver College and Career Academy through an application. Students applying to this program are, in most cases, overaged from their grade level and are well off the pace to graduate on time. Additionally, students that are on pace to graduate but experience a major life event that brings on a need to finish high school early will also apply to our GED program. Some examples of these events are pregnancy, homelessness, the need to enter the workforce full-time, or medical issues. Some students enter the FastTrac program at Carver College and Career Academy through the recommendation of the CCPS welcome center for ELL students. This recommendation is made for students aged 17 or older English learners with limited or interrupted formal education.

There are 259 students enrolled at CCCA and their demographic makeup is as follows:

- 46% Black
- 28% White
- 18% Hispanic
- 7% 2 or more races
- 1% Asian

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

- 30% are served under special education;
- 10% have a 504 plan;
- 5% are English Language Learners (ELL;)
- 10% of seats are reserved for placement by the Office of Student Conduct; and
- 56% missed more than 18 days of school in the previous school year.

3. What qualifies this school for the flexibility of an alternative accreditation plan?

In January of 2019, Carver Academy transitioned from a school that services students interested in a curriculum focused on career pathways to a school that services students not finding success in their zoned high school. Additionally, Carver Academy has increased the number of seats allotted for student placement through the Office of Student Conduct. Since these changes, 681 students have enrolled at Carver Academy. Of the 681 students, 33% were students with a disability, 6% were English Language Learners, 61% had been chronically absent prior to their enrollment with Carver Academy, 11% were homeless or in foster care, 6% had been hospitalized due to mental health, 4% came to Carver from a detention facility, and 10% were placed at Carver Academy by The Office of Student Conduct due to behaviors at their previous school.

Given the purpose of our school and the population it serves, Carver College and Career Academy meet 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

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

The data below compares students currently enrolled in Carver College and Career Academy (CCCA) during the 2021 & 2022 school years to students enrolled in CCCA during the 2018 school year (the last year prior to the change in the mission of the school).

Attendance

Students attending CCCA in 2021 tend to have much higher rates of absenteeism than did students attending CCCA in 2018. A higher proportion of students were chronically absent (missed at least 10% of their enrolled days), and the average attendance rate was lower per student.

	CCCA 2018	CCCA 2021	CCCA 2022
Percent of Students Chronically Absent	36%	46.5%	61.3%
Average % of Enrolled Days Attended	90%	84.9%	83.1%

Discipline

	CCCA 2018	CCCA 2021	CCCA 2022
Total Referrals	157	148	183
Referrals per Student	0.63	0.67	0.83
Total Days Disposition	338	475	607
Disposition Days per Referral	2.47	3.2	2.8

Note that “days disposition” refers to days that a student is removed from regular instruction – either in OSS or ISS.

Credits Earned

The table below shows the average credits earned by CCCA students based on their initial freshman year. The table is laid out to allow comparisons between students enrolled in CCCA in 2021 and in CCCA in 2018 by reading across a given row. We use “initial freshman year” to distinguish between cohorts of students rather than “current grade” since the current grade is contingent upon the number of credits earned.

The table below shows a change in the accumulation of credits by CCCA students over time. For instance, of students enrolled in CCCA in 2018, we see a consistent progression of credit-earning by student cohorts, suggesting students earned about 5 credits per year (by reading down the “CCCA 2018” column). However, among students enrolled in CCCA in 2021, we see a disruption in this pattern. Students with initial freshman years of 2020 had roughly the same number of credits earned as their counterparts in 2018; however, other freshman cohorts enrolled in CCCA in 2021 earned fewer credits than their counterparts in the CCCA-18 group (10.4 vs 13.3 and 15.5 vs 18.2).

Initial Freshman Year	CCCA 2018	CCCA 2021
2018/2020	8.04	8.54
2017/2019	13.3	10.4
2016/2018	18.2	15.5

Conclusion

These data show that the student body of CCCA has changed considerably between 2018 and 2021, and the school year 2022 continues this trend. In short, students when compared to students enrolled in CCCA in 2018, those enrolled in CCCA in 2022:

- Miss school more often,
- Receive both 1) more referrals and 2) more severe punishments for those referrals, and
- Have earned fewer credits both 1 year beyond and 2 years beyond their initial freshman year.

As stated above, Carver College and Career Academy serves the non-traditional student population in a diploma track program, GED program, and a specialized program to meet the needs of overaged students with limited English proficiency and interrupted schooling.

Because Carver serves a small number of students who have traditionally underperformed in a comprehensive environment and the varied alternative paths to school completion, the accreditation standards applied to a comprehensive high school would not be appropriate at Carver.

Carver College and Career Academy used an alternative accreditation plan in 2021-2022. The school earned a Level Three in Academic Achievement-Math, Achievement Gap-Math, Academic Achievement-Science, Chronic Absenteeism, and Graduation and Completion Index. Below are the modified calculations for Academic Achievement in math and science and GCI and dropout rate to demonstrate previous performance.

2021-2022 Student Performance with Alternative Calculations Applied

Academic Achievement - MATH				
Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL	0	500-600	100	0
SOL	14	400-499	100	1400
	6	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	100	600
SOL	35	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				2000
(B) Total Number of Student Scores				55
SOL Core Subject Adjusted Pass Rate = (A)/(B)				36.4%
Prior year SOL Core Subject Adjusted Pass Rate - Previous Year				63.73 %
Performance Level (1, 2, or 3)				Level 3

Academic Achievement - SCIENCE				
Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL	1	500-600	100	100
SOL	30	400-499	100	3000
	14	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	100	1400
SOL	27	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				4500
(B) Total Number of Student Scores				72
SOL Core Subject Adjusted Pass Rate = (A)/(B)				62.5%
Prior year SOL Core Subject Adjusted Pass Rate - Previous Year				63.64%

Performance Level (1, 2, or 3)	Level 3
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Graduation and Completion Index			
Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
14	Advanced	100	1400
42	Standard	100	4200
0	Special	100	0
34	GED	100	3400
9	Still in School	70	630
0	Certificate of Program Completion	25	0
(C)Number of Points Awarded			9630
(D)Number of Students in the On-time Graduation Cohort			157
Cohort 2019			62.40%
Graduation and Completion Index Score (C)/(D)			61%
Performance Level (1, 2, or 3)		Level 3	

Dropout Rate		
Number of Dropouts	Number in Cohort 2022	Dropout Rate
20	157	12.74%
Performance Level (1, 2 or 3)		Level 2 (R5)

Additional Data Overview

The data below compares students currently enrolled in Carver College and Career Academy (CCCA) during the 2021 & 2022 school years to students enrolled in CCCA during the 2018 school year.

Attendance

Students attending CCCA in 2021 tend to have much higher rates of absenteeism than did students attending CCCA in 2018. A higher proportion of students were chronically absent (missed at least 10% of their enrolled days), and the average attendance rate was lower per student.

	CCCA 2018	CCCA 2021	CCCA 2022
Percent of Students Chronically Absent	36%	46.5%	61.3%
Average % of Enrolled Days Attended	90%	84.9%	83.1%

Discipline

	CCCA 2018	CCCA 2021	CCCA 2022
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Credits Earned

The table below shows the average credits earned by CCCA students based on their initial freshman year. The table is laid out to allow comparisons between students enrolled in CCCA in 2021 and in CCCA in 2018 by reading across a given row. We use "initial freshman year" to distinguish between cohorts of students rather than "current grade" since the current grade is contingent upon the number of credits earned.

The table below shows a change in the accumulation of credits by CCCA students over time. For instance, of students enrolled in CCCA in 2018, we see a consistent progression of credit-earning by student cohorts, suggesting students earned about 5 credits per year (by reading down the "CCCA 2018" column). However, among students enrolled in CCCA in 2021, we see a disruption in this pattern. Students with initial freshman years of 2020 had roughly the same number of credits earned as their counterparts in 2018; however, other freshman cohorts enrolled in CCCA in 2021 earned fewer credits than their counterparts in the CCCA-18 group (10.4 vs 13.3 and 15.5 vs 18.2).

Initial Freshman Year	CCCA 2018	CCCA 2021
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Conclusion

These data show that the student body of CCCA has changed considerably between 2018 and 2021, and the school year 2022 continues this trend. In short, students when compared to students enrolled in CCCA in 2018, those enrolled in CCCA in 2022:

- Miss school more often,
- Receive both 1) more referrals and 2) more severe punishments for those referrals, and
- Have earned fewer credits both 1 year beyond and 2 years beyond their initial freshman year.

As stated above, Carver College and Career Academy serves the non-traditional student population in a diploma track program, GED program, and a specialized program to meet the needs of overaged students with limited English proficiency and interrupted schooling.

Because Carver serves a small number of students who have traditionally underperformed in a comprehensive environment and the varied, alternative paths to school completion, the accreditation standards applied to a comprehensive high school would not be appropriate at Carver.

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

a. **Academic achievement measures for all students**

we are requesting the following modifications to the Academic Achievement benchmarks:

- Adjust students: students enrolled in Virginia public schools for the first time at age 18 or older will not be included in the calculation.
- Change the reduction to show academic improvement from 10 to 5 percent for both levels 1 and 2.

- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4 year average in addition to the standard 3-year average.

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 levels 1, 2, and 3 for each monitored content area (reading, mathematics, or science) will be:

Academic Achievement Benchmarks

Accreditation Indicator	Level One	Level Two	Level Three
Achievement Indicators in English	The current year or cumulative three or four-year combined rate is greater than or equal to 75%, or a 5% decrease in failure rate if current year rate is a Level Two.	The current year or cumulative three or four-year combined rate is less than 75% and greater than or equal to 65%, or a 5% decrease in failure if current year rate is 45-65%.	The current year or cumulative three or four-year combined rate is less than 65% OR Level Two for more than 4 consecutive years
Achievement Indicators in Math	The current year or cumulative four-year rate is greater than or equal to 70%, or a 5% decrease in failure rate if current year rate is a Level Two.	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or a 5% decrease in failure if current year rate is 45-65%.	The current year or cumulative four-year combined rate is less than 65% OR Level Two for more than 4 consecutive years
Achievement Indicators in Science	The current year or cumulative four-year rate is greater than or equal to 70%, or a 5% decrease in failure rate if current year rate is a Level Two.	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or a 5% decrease in failure if current year rate is 45-65%.	The current year or cumulative four-year combined rate is less than 65% OR Level Two for more than 4 consecutive years

- For purposes of calculating the Adjusted Pass Rate (APR), the highest score available for a given student in a specific content area will be used. Scores to be considered include:
 - SOL scores
 - A passing score or a score that meets LAVC criteria will be weighted at 100 points;
 - a scaled score of 350-374 will be weighted at 100 points for testing that qualifies for COVID LAVC
 - a scaled score below 375 (excluding COVID LAVC) will carry no points in the calculation; and additionally,
 - Substitute tests
 - any passing score on a substitute test will receive 100 points

- For the purposes of calculating the APR, students who are not currently enrolled in a course but are testing for the purposes of earning a verified credit will only be included in the denominator if a qualifying score is achieved.

All Academic Achievement Indicators (English, math and science)

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL		500-600	100	
SOL		400-499	100	
SOL		350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	
SOL		Below 375	0	
Substitute		*Passing	100	
(A) Total Number of Points Awarded				
(B) Total Number of Student Scores				
Current Year SOL Core Subject Adjusted Pass Rate = (A)/(B)				
Prior year SOL Core Subject Adjusted Pass Rate				
Performance Level (1, 2, or 3)				

Example for Achievement Indicators:

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL	1	500-600	100	100
SOL	35	400-499	100	3500
SOL	14	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	100	1400
SOL	27	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				5000
(B) Total Number of Student Scores				77
Current Year SOL Core Subject Adjusted Pass Rate = (A)/(B)				64.93%
Prior year SOL Core Subject Adjusted Pass Rate				63.64%
Performance Level (1, 2, or 3)				Level Two (R5)

b. Academic achievement gap measures for prevalent student groups (English and math)

- Prevalent reporting groups are identified as White, Black, Hispanic, Asian, two or more, special education, English language learners, and disadvantaged
- Measurement will be the same as above.

c. 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:

- Change the level for determining a chronically absent student. Move the threshold from greater than or equal to 10 percent of the school year to 15 percent of the school year. A student would be considered chronically absent if they have a measure of engagement for less than 85 percent of their enrollment days.
- Adjust students: students who are chronically absent and who enrolled in Virginia public schools for the first time at age 18 or older will not be included in the calculation.
- Change the reduction of the absenteeism rate to show improvement from 10 to 5 percent.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.
- Use the definition of meaningful engagement to determine attendance status: Actions on a student's part will be used to determine whether a student is counted as present for a school day. Meaningful engagement will be measured by:
 - Daily Attendance
 - On school days not present in school, student engagement for a length of reasonable time for the workload in ways that include:
 - Login to Google Meet for virtual learning
 - Login and post to or submit completed assignments in our Learning Management System (Canvas or other LMS)
 - Login and complete assignments through an online content provider (Edgenuity or other providers)
 - Student contact with staff for instructional support

Chronic Absenteeism Benchmarks

Accreditation Indicator	Level One	Level Two	Level Three
Chronic Absenteeism	Current or cumulative three or four-year chronic absenteeism rate is 15% or lower, or a 5% decrease if current year is a Level Two	Current or cumulative three or four -year chronic absenteeism rate is greater than 15% but less than or equal to 25%, or a 5% decrease if current year is a Level Three.	Current or cumulative three or four-year chronic absenteeism rate is greater than 25% OR Level Two for more than 4 consecutive years.

Chronic Absenteeism Indicator Calculation

Students included in the calculation are those that are in school membership for >50% of the School Year. The following template is used for calculations:

Type of Attendance of Students Enrolled >50% of the year	Number
Daily attendance greater than 85% of total enrolled days	

Students who met attendance requirements by meeting at least one of these requirements on a school day they are not physically in the building:		
	Attending Google Meet or other virtual class	
	Login and post to or submit completed assignments in our Learning Management System (Canvas or other LMS)	
	Log in and complete assignments through an online content provider (Edgenuity or other providers)	
	Student contact with staff for instructional support	
Total Number of Students from above (P)		
Number of students enrolled more than 50% of the year (Q)		
Total number of students identified as chronically absent (Q) - (P) = (S)		
Current Year Absenteeism rate = (S)/(Q)		
Performance Level (1, 2, or 3)		

Example: Chronic Absenteeism Indicator

Type of Attendance of Students Enrolled >50% of the year		Number
Daily attendance greater than 85% of total enrolled days		175
Students who met attendance requirements by meeting at least one of these requirements on a school day they are not physically in the building:		60
	Attending Google Meet or other virtual class	
	Login and post or submit completed assignments in our Learning Management System (Canvas or other LMS) and communicate with teacher	
	Login and complete assignments through an online content provider (Edgenuity or other providers)	
	Student contact with staff for instructional support	

Total Number of Students from above (P)		235
Number of students enrolled more than 50% of the year (Q)		259
Total number of students identified as chronically absent (Q) - (P) = (S)		24
Current Year Absenteeism rate = (S)/(Q)		9%
Previous Year Rate	14%	
Performance Level (1, 2 or 3)	Level One	

d. Graduation and Completion Index

We are requesting the following modifications to the Academic Achievement benchmarks:

- Adjust students: Students enrolled in Virginia public schools for the first time at age 18 or older will not be included in the calculation.
- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older and are not in school for at least two semesters.
- Change the percentage needed to show improvement in GCI from 2.5 to 1.25 percent for both levels 1 and 2.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.

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:

GCI Benchmarks

Graduation Completion Index	Level One	Level Two	Level Three
	Current or cumulative three- or four-year GCI is greater than or equal to 88; OR 1.25% improvement if current year rate is Level Two	Current or cumulative three- or four-year GCI is less than 88 but greater than 80; OR 1.25% increase if current year rate is Level Three	Current or cumulative three- or four-year GCI is less than 80 OR Level Two for more than 4 consecutive years

The AGCI 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 (100 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).

GCI Indicator

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	100	
	Standard	100	
	Special	100	
	GED	75	
	Still in School	70	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Students in the On-time Graduation Cohort			
Current Year Graduation and Completion Index Score (C)/(D)			
Previous Year Rate			
Performance Level (1, 2 or 3)			

Example for GCI:

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
0	Advanced	100	0
25	Standard	100	2500
12	Special	100	1200
30	GED	75	2250
8	Still in School	70	560
0	Certificate of Program Completion	25	0
(C)Number of Points Awarded			6510
(D)Number of Students in the On-time Graduation Cohort			75
Current Year Graduation and Completion Index Score (C)/(D)			86.8
Previous Year Rate			84.3
Performance Level (1, 2, or 3)			Level One (11.25)

e. Dropout Rate

We are requesting the following modifications to the Dropout Rate benchmarks:

- Adjust students: students enrolled in Virginia public schools for the first time at age 18 or older will not be included in the calculation.
- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older and are not in school at least two semesters.
- Change the reduction to show improvement in the dropout rate from 10 to 5 percent for both levels 1 and 2.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4 year average in addition to the standard 3-year average.

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

Dropout Rate Benchmarks

Dropout Rate Indicator	Level One	Level Two	Level Three
	Current or cumulative three or four-year dropout rate is less than or equal to 6% or 5% decrease in dropout rate if current year is Level Two	Current or cumulative three or four-year dropout rate is greater than 6% or 5% decrease in dropout rate if current year is Level Three	Current or cumulative three or four-year dropout rate is 9% or higher, OR Level Two for more than 4 consecutive years

Modified Dropout Rate Indicator

Description	Number
Number of Students who are in Adjusted Cohort (A)	
Number of Students Removed from Cohort (modified rules) (B)	
Number of Students who have a status of dropout or unconfirmed (C)	
Current Year Dropout Rate (C) / [(A)-(B)]	
Previous Year Rate	
Performance Level (1, 2 or 3)	

Example for Dropout Rate:

Description	Number
Number of Students who are in Adjusted Cohort (A)	60
Number of Students Removed from Cohort (modified rules) (B)	5
Number of Students who have a status of dropout or unconfirmed (C)	9
Current Year Dropout Rate (C) / [(A)-(B)]	16.36%
Previous Year Rate	18.4%
Performance Level	Level Two (R5)

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please

clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

There are no additional indicators being proposed.

- 8. Do students return to a “regular” school setting after they complete part or all of the school’s program?**
- Yes (proceed to question 9)
 - No (do not answer question 9)
- 9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?**

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

December 15, 2022

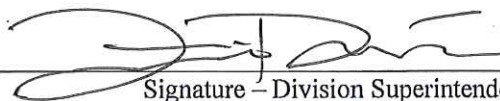
Date Approved by the Local School Board



Signature – Chairman of the School Board

January 4, 2023

Submission Date



Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
 For Special Purpose Schools**

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 of Contact Person: 703-228-5352		Email of Contact Person: Barbara.thompson@apsva.us	

All staff who should be copied on email correspondence:

Name	Position	Email Address
Dr. Jeannette Allen	Director, Secondary Education	Jeannette.allen@apsva.us
Cindy Schall	Assistant Principal	Cindy.schall@apsva.us

Number of Students Enrolled by Grade:

Grade	# of Students 2018/2019	# of Students 2019/2020	# of Students 2020/2021	# of Students 2021/2022
9	10	22	1	18
10	31	23	17	12
11	42	36	41	38
12	59	99	83	77
Total Graded =	142	180	142	145
Adults	184	155	146	156
TOTAL	326	335	288	301

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? (Yes or No) YES
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that. The only difference in the 2022-2023 year plan is the weight of the SOL scores in the defined LVC range shifts to 75%.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Arlington Community High School is an alternative school to provide students who have become out of step with the peers an opportunity to graduate with a high school diploma. 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 meets all state standards and is truly a steppingstone to further education, training, and/or careers.

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

Arlington Community High School (ACHS) is an alternative high school of choice for Arlington County, Virginia, students seeking to complete their high school diploma. Students must be at least 16 years old to enter. There is no upper age limit to enrollment. Students select enrollment in ACHS typically because they need flexibility to meet their other life demands for work, family, health, or finances. Almost all ACHS students are academically behind their cohort, have a history of school transiency, have a history of academic failure, are at high risk of dropping out of school, and/or are returning after previously dropping out. All students come to ACHS with multiple challenges. Graduation is the goal, and ACHS individually supports students to achieve that goal academically, socially, and emotionally.

AGES SERVED: For the past few years, enrollment has historically been almost evenly split between graded (under age 20 or 22) and adults (over age 20 or 22 depending on services):

Age Range*:	2018/2019	2019/2020	2020/2021	2021/2022
Graded students: (grades 9 – 12; under age 20 or 22 [ELL or SPED])	43%	54%	49%	48%
Adult Students: (over age 20 or 22 [ELL or SPED])	57%	46%	51%	51%

DEMOGRAPHICS: ACHS has a very diverse student population, coming from many countries and speaking a wide range of first languages, leading to very diverse educational backgrounds:

Origin*:	2018/19	2019/2020	2020/2021	2021/2022
Countries	23	30	24	32
First Languages	16	16	15	24

Race/Ethnicity*:	2018/19	2019/2020	2020/2021	2021/2022
Hispanic	83%	78%	79%	77%
Black	5%	8%	7%	7%
Asian	6%	6%	8%	7%
White	3%	5%	5%	7%
Other (2+)	3%	3%	1%	2%

EMPLOYMENT: On the latest school survey, 93% of ACHS reported as working at least one job. Some have multiple jobs. Here are the employment rates reported from the 3 previous surveys:

Work Status**:	2017/18	2018/2019	2019/2020	2021/2022
Employed in at least one job	94%	97%	95%	93%
No report or not employed	6%	3%	5%	7%

INTERRUPTION TO SCHOOL: Nearly all students come to ACHS out of step with their peers in their educational path. They are nearly all considered to have interrupted schooling and are over-age/under-credited for their grade designation (see data from the past 4 school years below):

Interrupted/Over-age*:	2018/19	2019/2020	2020/2021	2021/2022
Interrupted schooling	96.3%	92.2%	92.7%	97.6%
Over-age/under-credited for grade designation	96.9%	93.2%	95.6%	93%

ENGLISH LEARNER: A large percentage of the student enrollment are recent immigrants and English Learners (EL) (data from the last 4 years below).

English Learner (EL/LEP)*:	2018/19	2019/2020	2020/2021	2021/2022
Enrolled in EL classes (WiDA 1 – 4)	87%	77%	80%	76%
Limited English Proficient (LEP)(WiDA 1 – 6)	89%	81%	82%	78%
Non-LEP or Proficient	11%	19%	18%	22%

*Source: APS Student Information System

**Source: ACHS Student Questionnaires

Since there is no upper age limit to enrollment, ACHS provides students the flexibility to complete their high school diploma over a longer time to accommodate their life circumstances, and/or provides the opportunity to return to school for those who left prior to completing their diploma. Because of their varied educational backgrounds from numerous countries, students often have limited background knowledge in many content areas. As a result, all courses are structured as competency-based to allow students to earn credit upon mastery of the Virginia content standards, at their individual pace, throughout the school year.

3. What qualifies this school for the flexibility of an alternative accreditation plan?

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 class schedules justifies the need for an alternative accreditation plan to hold ACHS accountable.

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

Achievement Indicators in Core areas of Mathematics, English, and Science: Interrupted schooling, lack of background knowledge, English level, or new arrivals to school/schooling all impact achievement indicators. Students' need for flexibility to meet their life demands further interrupts their achievement. Historically, achievement indicators fluctuate widely with groups and subgroups of varying sizes (see data below). Giving weighted values for test scores within the Locally Verified Credit range provides an equitable measure for our students (historical data below).

ACHS HISTORICAL SOL ACCREDITATION RATE w/out alternative measures*:

Subject	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
English: Reading	All Students	93	62	73	56	69	87	94.3
English: Writing	All Students	77	73	64	100	78		
Mathematics	All Students	63	71	67	73	80	65	100
Science	All Students	68	64	64	69	100	40	88.9

*Source: VDOE SOL Test Results: School-based results SSWS

Achievement Gaps in Mathematics and Reading: The students enrolled at ACHS all have interrupted schooling, lack of prior schooling, a wide-variety of educational backgrounds, or have not experienced success in school, which impacts learning, achievement, and test taking skills. Since all are over age 16, with most over 18, and without a high school diploma, the employment available to them often places

them in the economically disadvantaged category. However, if they are over age 20 or 21, they are not categorized as such because they are not eligible for the federal lunch program. Racial and ethnic backgrounds vary widely, and it would be difficult to identify gap groups of significant number within the school to provide accurate comparative measures in all areas. However, achievement scores in mathematics and reading can be examined when groups are large enough and compared to other groups within the school system. Historically, achievement indicators fluctuate widely with these subgroups and have widely varying sizes (see data below).

ACHS HISTORICAL GAP GROUPS SOL ACCREDIATATION RATE w/out alternative measures*:

Test	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
English: Reading	Asian	<	<	<	<	<	80	75
English: Writing	Asian	<	<	<	<	<		
Mathematics	Asian		<	<	<	<		
English: Reading	Black	80	<	100	<	<	<	<
English: Writing	Black	<	<	83		<		
Mathematics	Black	45	71	<	<	<		
English: Reading	Economically Disadvantaged	86	<	83	<	83	<	90
English: Writing	Economically Disadvantaged	71	<	56	100	60		
Mathematics	Economically Disadvantaged	65	67	83	91	86		
English: Reading	English Learners	90	50	67	71	<	75	94.12
English: Writing	English Learners	68	57	56	100	<		
Mathematics	English Learners	76	70	70	72	73		
English: Reading	Hispanic	94	57	<	80	33	<	93.75
English: Writing	Hispanic	75	60	33	100	<		
Mathematics	Hispanic	65	69	71	69	75		
English: Reading	Students with Disabilities	<	<				<	<
English: Writing	Students with Disabilities	<				<		
Mathematics	Students with Disabilities	<	<		<			
English: Reading	White	<	<		<	<	<	100
English: Writing	White	<	<		<	<		
Mathematics	White	100		<	<			

Gap Group Rates per student group with alternative measures were not set to be implemented until the 2019/20 school year and was not required to be reported due to the pandemic.

Graduation and Completion Index: As described in the characteristics of the student population of ACHS, students are over-aged (more than 87% 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 in scheduling and timing so that students can still graduate while balancing their life challenges. In addition, the ACHS cohort size is typically small and varies widely from year to

year, posing the potential for a few students to skew the data. Therefore, the Graduation and Completion Index must be measured differently than other schools. Historically, GCI calculations using standard measures do not account for the varying needs of our students. Using our previous alternative accreditation plans provided the school the ability to demonstrate equitable graduation rates meeting benchmarks while accounting for student needs (see data below).

ACHS HISTORICAL GCI (with & without adjusted cohorts):

	2014/15	2015/16	2016/17	2017/18	2018/19	2020/2021	2021/2022
Without plan /without adjusted Cohort*	67.3	63.5	67.2	69.5	66.9	78	78.65
Adjusted Cohort size	22	74	36	28	57	40	36

*Source: VDOE School Quality

**Source: ACHS Reported Accreditation Plan Data

Dropout Rate: Research has shown that every time a student moves high schools, it nearly doubles their risk of dropping out of school (Rice University, 2021¹). Since ACHS is a school of choice for students over age 16, all students have changed high schools to come to our school, thus increasing greatly their chance of dropping out of school. ACHS is also the school to which students who have previously dropped out may return to complete their requirements for graduation. The individualized support approach used at ACHS, builds relationships and individualized supports for each student, however, if the tenure of enrollment doesn't allow these relationships to be built, the chance for student success and high school completion are impacted. Using an alternative measure is needed for this population with an adjustment to the cohorts of students to reflect both the needs of the ACHS students and the relationship and supports needed to complete their diploma. Since it takes time to build these relationships and successfully implement supports, some consideration must be given to the duration of enrollment when figuring dropout rates.

¹Rice University. (2021, Nov 10). High schoolers who change schools during academic year are 40% more likely to drop out. *Phys.org*. Retrieved 1/13/22 from: <https://phys.org/news/2021-11-high-schoolers-schools-academic-year.html>

ACHS HISTORICAL DROPOUT RATE*:

	2014/15	2015/16	2016/17	2017/18	2018/19	2021/22
School – not adjusted	13.6%	9.8%	20%	16.7%	15.7%	14.26%
Adjusted Cohort	8.3%	7.6%	7.9%	7.1%	4%	0%

*Source: VDOE GCI Cohort Reports

Chronic Absenteeism: More than 87% of the students in ACHS are over compulsory school-age, under credited, and balancing numerous life challenges. For this reason, the school program provides flexibility in class structures and schedules so that students can still attain their high school diploma. Students must provide their own transportation, although there is limited reimbursement available for public transit use. These needs and structures all impact attendance. Student engagement can still be measured based on meaningful interactions with the school, teachers, and course content. Interaction on many levels demonstrates these students' commitment and engagement to their education. Since this

indicator only became active in 2018-2019, historical data is limited, historical data on alternative measures is not available. Absentee data listed below demonstrates that daily attendance is a challenge. Course completion through competencies and graduation demonstrate the students' successful engagement.

ACHS ABSENTEEISM DATA:

	2016/17	2017/18	2018/19	2019/20	2020/2021	2021/2022
State Data – Chronic Absentee Rate	73.08	71.43	L3 (72.6)	L3	L3 (54.2)	L2 (R10)

College, Career and Civic Readiness Index (CCCRI): Many students take Career and Technical courses as part of their course requirements for graduation, as well as seek credentialing through those courses. Dual enrollment courses are available for those who wish to take them. However, many students are focused on recovering credits to graduate as quickly as possible. The school does have a service-learning group that students can choose to join to serve the community. In addition, most students are employed and can document successful career skills. The same limitations and impacts of the graduation cohort also impacts the CCCRI measures, therefore, the cohort needs to be adjusted as above.

6. For each of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.
- a. Academic achievement measures for all students; **AND** b. Achievement gap measures for student groups

ACADEMIC ACHIEVEMENT INDICATOR in mathematics, English, and science AND ACHIEVEMENT GAP INDICATOR in mathematics and English

Students will participate in the Virginia Assessment Program, participating in all SOL end-of-course tests as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student achievement measures for accreditation will be determined using rules that parallel those in the state *Calculating Accreditation* document.

The following modifications are needed for calculating the achievement rates and well as determining the Performance Level of the achievement indicators:

- Include SOL test results in the 375-399 score range in the pass rate (or other range for LVC as determined by the state).
- Adjust the floor for the Level Two range in science. Move the floor from 50 percent to 45 percent for science.
- Change the reduction for the failure rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year rate calculations. Allow consideration of a 4-year rate in addition to the standard 3-year rate.

Academic Achievement Indicators in Mathematics, English (Reading and Writing), and Science, as well as Achievement Gap in Mathematics and English Pass Rate Calculations

Calculations for Academic Achievement Indicators in Mathematics, English (Reading and Writing), and Science, as well as Achievement Gap in Mathematics and English are as follows:

Mathematics and Science Rate: $\text{Percentage} = 100 * \frac{(\text{numerator 1}) + (0.75)(\text{numerator 2})}{\text{denominator}}$	
Numerator 1 & 2 The total number of unduplicated students who: NUMERATOR 1 = have a score of 400-600; OR have a score that indicates proficiency on a Board approved Substitute test record NUMERATOR 2 = have a score of 375-399	Denominator The total number of unduplicated students who: have a score of 0-600 have a score that indicates proficiency on a Board approved Substitute test record
Notes: Students coded as a <i>transfer</i> student or <i>SOA Adjustment-EL</i> will be removed from the calculations if their score is below 375 ¹ . Test records marked as retest with a score below 375 ¹ are removed from the calculation. Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator. Passing mathematics recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator). ¹ (or other LVC floor as determined by the state).	

English Combined Rate: $\text{Percentage} = 100 * \frac{(\text{numerator 1}) + (0.75)(\text{numerator 2})}{\text{denominator}}$	
Numerator The total number of unduplicated students who: NUMERATOR 1 = <ul style="list-style-type: none"> • have a reading score of 400-600; OR • have a score that indicates proficiency on a Board approved Substitute test record 	Denominator The total number of unduplicated students who: have a reading score of 0-600 have a writing score of 0-600

<ul style="list-style-type: none"> • have a reading score below 375¹ but show progress on the English Language proficiency assessment <p>NUMERATOR 2 =</p> <ul style="list-style-type: none"> • have a writing score of 375¹-399 	<p>have a score that indicates proficiency on a Board approved Substitute test record</p>
<p>Notes:</p> <p>Students coded as a <i>transfer</i> student or <i>SOA Adjustment-EL</i> will be removed from the calculations if their score is below 375¹ and they do not show growth in English Language Proficiency.</p> <p>Test records marked as retest with a score below 375¹ are removed from the calculation. Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.</p> <p>An EL student who scores below 375 on the reading test but shows growth and then passes a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.</p> <p>Passing English recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator).</p> <p>¹ (or other LVC floor as determined by the state).</p>	

Using these calculations will reflect the success of all students, including those students who many times meet the criteria for a locally awarded verified credit using scores of 375-399, or other score range as determined by the state.

This template will be used to calculate the rate.

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers		
2	Denominator: Students who were first time test takers who scored 0-600		
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers		
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		
5	Numerator and Denominator: Number of tests that were marked as recovery		
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)		
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test		

8	Total number of students above [1-7]:		
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	* (0.75) =	
10	TOTALS [8+9]:		
	Performance Rate = 100 (numerator/denominator)		

Example for Calculating Academic Achievement-Mathematics

Data (LVC range at 375 – 399):

14 EOC tests taken for the first time, 7 scored 400-600, 4 scored 375-399, and 3 scored below 374

- Of the 3 tests that that had a score below 374, 4 were marked as *SOA Adjustment-EL*

12 EOC tests taken as a retest; 6 scored 400-600, 2 scored 375-399.

- Of the 8 retests with a score of 375-600, 2 are marked as recovery

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	13	
2	Denominator: Students who were first time test takers who scored 0-600		26
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	12	12
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-3
5	Numerator and Denominator: Number of tests that were marked as recovery	2	2
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	N/A	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	N/A	N/A
8	Total number of students above [1-7]:	27	37
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	6 * 0.75 = 4.5	
10	TOTALS [8-9]:	31.5	37
	Performance Rate = 100 (numerator/denominator)	85.13%	

Example for Calculating Academic Achievement- English Rate (combined Reading & Writing):

Data (LVC range at 375 – 399):

9 EOC reading tests taken for the first time, 4 scored 400-600 and 2 scored 375-399, 3 scored below 374

- Of the 3 tests that had a score below 374, 1 was marked as *SOA Adjustment-EL*, and one was marked with an *SOL Adjustment-EL*, but this student showed growth in English Language Proficiency

7 writing tests taken:

- 6 were first time test takers: 4 scored 400-600; 2 scored 375-399; 1 scored below 375;
- 1 re-tester had a score below 375
- 4 substitute tests were taken for writing; 3 met the proficiency

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	4 + 4 = 8	
2	Denominator: Students who were first time test takers who scored 0-600		9 + 7 = 16
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	1	1
4	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-1
5	Numerator and Denominator: Number of tests that were marked as recovery	0	0
6	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	1	
7	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	3	3
8	Total number of students above [1-7]:	13	19
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	2 * 0.75 = 1.5	
10	TOTALS [8+9]:	14.5	19
	Performance Rate = 100 (numerator/denominator)	76.31%	

Academic Achievement and Achievement Gap Performance Level Descriptions

Academic Achievement and Achievement Gap Indicators	LEVEL ONE	LEVEL TWO	LEVEL THREE
Academic Achievement-English (Reading	Current or 3 or 4-year cumulative rate of at least 75% OR between	Current year or 3 or 4-year cumulative rate of at least 66 - 74% OR	Current year or 3 or 4-year cumulative rate is 65% or lower OR

& Writing) Combined Rate AND Achievement Gap-English	66-74% and a 5% improvement in the failure rate from previous year	Between 50-65% and 5% improvement in the failure rate from previous year	Level Two or Level Three through four consecutive years
Academic Achievement- Mathematics AND Achievement Gap-Mathematics	Current or 3 or 4-year cumulative rate of at least 70% OR between 66-69% and a 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate of at least 66 – 69% OR Between 50-65% and 5% improvement in the failure rate from previous year	Current year or 3 or 4- year cumulative rate is 65% or lower OR Level Two or Level Three through four consecutive years
Academic Achievement- Science	Current or 3 or 4-year cumulative rate of at least 70% OR between 66-69% and a 5% improvement in the failure rate from previous year	Current year or 3 or 4-year cumulative rate of at least 66 - 69% OR Between 45-65% and 5% improvement in the failure rate from previous year	Current year or 3 or 4- year rate is 65% or lower OR Level Two or Level Three through four consecutive years

- b. 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 2022-2023 should also include measures related to college and career readiness.

CHRONIC ABSENTEEISM INDICATOR

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. Competency structures are in place for all classes to allow students to master content on a timeline that fits their schedule. Our school also continues to provide virtual synchronous instruction since some students need to stay home with children or work around changing work schedules, especially during the pandemic. Therefore, student attendance must include measures beyond mere attendance expectations, such as including other avenues of instructional access and school/teacher contact.

Given these considerations and given that only students enrolled in more than 50% of the school year are included, the following adjustments are needed within the Chronic Absenteeism calculation and Performance Level calculations.

- Use the definition of meaningful engagement to determine attendance: Meaningful engagement will be used to determine whether a student is counted as present for a school day. *Meaningful interactions/engagement* includes activities which show that students are engaged in instructional activities during a day, and due to the nature of their home lives as noted above, not necessarily during school hours. Meaningful engagement will be measured by:
 - Daily attendance;

- On days not present in school, student engagement for a length of time reasonable for the workload in ways that include:
 - Login to MS Teams (virtual learning) or other virtual class;
 - Login and/or post completed assignments into the Learning Management System (LMS such as Canvas); or
 - Login and complete assignments through an online content provider (i.e., Edmentum).
 - Login to the Student Information System (i.e., checking competency standards to work on needed assignments)
 - Student contact with staff for instructional support
- Change the student-level threshold for determining a chronically absent student. Move the threshold from greater than or equal to 10 percent of the school year to greater than or equal to 15 percent of the school year. A student would be considered '*chronically absent*' if they have a measure of engagement as described above for less than 85% of their enrollment days.
- Adjust students: Students who are chronically absent and who enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws) will not be included in the calculation.
- Change the reduction of the absenteeism rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.

Chronic Absenteeism Indicator Calculation

Students included in the calculation are those that are in school membership for >50% of the School Year. The template used for calculations:

Type of Attendance of Students Enrolled >50% year	Number
Daily attendance greater than 85% of total enrolled days	
Students who met attendance requirement by meeting at least one of these requirements daily:	
MS Teams (virtual learning) or other virtual class, OR	
Login and/or post completed assignments into the Learning Management System	
Login and complete assignments through an online content provider or complete work provided through a work module	
Student contact with staff for instructional support	
Total number of students from above (P)	
Total number of students enrolled more than 50% of year (Q)	
Total number 'absent' (Q) – (P) = (S)	
Absenteeism rate = (S)/(Q)	

Example: Chronic Absenteeism Indicator

Type of Attendance of Students Enrolled >50% year	Number
Daily attendance greater than 85% of total enrolled days	129
Students who met attendance requirement by meeting at least one of these requirements daily:	55
MS Teams (virtual learning) or other virtual class, OR	
Login and/or post completed assignments into the Learning Management System	
Login and complete assignments through an online content provider or complete work provided through a work module	
Student contact with staff for instructional support	
Total number of students from above (P)	174
Total number of students enrolled more than 50% of year (Q)	187
Total number 'absent' (Q) – (P) = (S)	13
Absenteeism rate = (S)/(Q)	7%

Chronic Absenteeism Indicator Performance Level Descriptions

School Quality – Engagement Chronic Absenteeism	LEVEL ONE	LEVEL TWO	LEVEL THREE
Chronic Absenteeism/ Student Engagement	Current or 3 or 4-year cumulative rate is 15% or lower OR Greater than 15% but less than or equal to 25% and 5% improvement from previous year	Current or 3 or 4-year cumulative rate is Greater than 15% but less than or equal to 25% OR Greater than 25% and 5% improvement from previous year	Current or 3 or 4-year cumulative rate is Greater than 25% OR Level Two or Level Three through four consecutive years

ADJUSTED ON-TIME GRADUATION RATE (OGR) COHORT

Indicators that are based on a cohort calculation (Dropout rate, GCI, and CCCRI) will be based on an adjusted OGR cohort membership.

These students will be removed from the cohort:

- Students who enrolled in a Virginia Public School for the first time after compulsory attendance age and did not graduate;
- Students who enrolled in the school for the first time over compulsory attendance age and did not complete 2 full semesters;

- Students who are over compulsory attendance age and transfer out of state where there is not a program for them;
- Students who fail to complete the school year due to incarceration.

DROPOUT INDICATOR

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. The adjusted OGR cohort will be used for this calculation.

The Performance Level determination will have these adjustments:

- Using additional years to calculate a multi-year rate to include 3 or 4 year rate; and
- Change the reduction of the dropout rate necessary to show improvement from 10 percent to 5 percent.

Dropout Rate Calculation

Dropout Rate:

	Number:
Number of students in adjusted cohort:	
Number of students who exited as a dropout or with an unconfirmed status:	
Cohort Dropout Rate	

Example: Dropout Rate Calculation

	Number:
Number of students in adjusted cohort:	29
Number of students who exited as a dropout or with an unconfirmed status:	2
Cohort Dropout Rate	6.8%

Dropout Rate Performance Level Descriptions

School Quality – Engagement Dropout Rate	LEVEL ONE	LEVEL TWO	LEVEL THREE
Dropout Rate	No more than 6% OR Greater than 6% but less than 9% and 5% improvement from previous year	Greater than 6% but no more than 9% OR 9% or higher and 5% improvement from previous year	Greater than 9% OR Level Two for more than four consecutive years

GRADUATION INDICATOR

As described in the characteristics of the student population of ACHS, due to life circumstances and adult responsibilities, ACHS students often do not graduate with their peers and/or take longer to graduate. For this reason, the school program provides flexibility so that students can still graduate while balancing these challenges. ACHS prides itself on keeping students motivated and engaged so that they DO graduate. The Graduation indicator, therefore, includes the Graduation and Completion Index based on the adjusted OGR cohort plus a Persistence to Graduation Measure (PGM).

Graduation Completion Index (GCI) + Persistence to Graduation Measure (PGM):

Graduation Completion Index:

The adjusted OGR cohort will be used for this calculation.

The Performance Level determination will have these adjustments:

- Using additional years to calculate a multi-year rate to include 3 or 4 year-rate; and
- Amend the increase of the GCI rate to 2% when improvement is used in conjunction with percent to determine performance level.

Graduation and Completion Index Calculations

As with all schools in Virginia, the GCI rate will be calculated as follows:

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

Example: Graduation and Completion Index Calculations

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
2	Advanced	100	200
15	Standard	100	1500
0	GED	75	0
14	Still In School	70	980
0	Certificate of Completion	25	0

(C)Total Number of Points Awarded	2680
(D)Total Number of Students in Adjusted GCI Cohort	34
Graduation and Completion Index Scores = (C)/(D)	78.8

Persistence to Graduation Measure:

Students who persist to graduation, maintaining enrollment, regardless of age of entry, should be included as a measure of our school success. This measure will provide accountability for students who take longer to graduate while balancing life challenges. The Persistence to Graduation measure includes cohort students not counted in other measures and:

- who enrolled in a Virginia Public School for the first time after compulsory attendance age and:
 - did not graduate;
 - did not 'transfer out'.

Students in this group who maintain enrollment will be counted with a multiplier of 20 and divided by the total number of students in the group described above. An example of the calculation is below. 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 to complete their high school diploma.

Persistence to Graduation Measure Calculation:

Group	Number of students	Multiplier	Total
Maintaining enrollment		20	(E)
Total in Persistence Cohort		1	(F)
Persistence to Graduation Measure = (E)/(F)			

Example: Persistence to Graduation Measure Calculation:

Group	Number of students	Multiplier	Total
Maintaining enrollment	32	20	640 (E)
Total in Persistence Cohort	44	1	44 (F)
Persistence to Graduation Measure = (E)/(F)			14.6

The Graduation Indicator Calculation

The total Graduation and Completion Index (GCI) + Persistence to Graduation Measure results will be added together to determine the Graduation Indicator Rate.

Categories	Points
Graduation and Completion Index Scores = (C)/(D)	

Persistence to Graduation Measure = (E)/(F)	
Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]	

Example: Graduation Indicator Rate Calculations

GCI:

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
2	Advanced	100	200
15	Standard	100	1500
0	GED	75	0
14	Still In School	70	980
0	Certificate of Completion	25	0
(C)Total Number of Points Awarded			2680
(D)Total Number of Students in Adjusted GCI Cohort			34
Graduation and Completion Index Scores = (C)/(D)			78.8

Persistence to Graduation Measure:

Group	Number of students	Multiplier	Points
Maintaining enrollment	32	20	640 (E)
Total in Persistence Cohort	44	1	44 (F)
Persistence to Graduation Measure = (E)/(F)			14.6

Graduation and Completion Index (GCI) + Persistence to Graduation Measure Calculation:

Categories	Points
Graduation and Completion Index Scores =(C)/(D)	78.8
Persistence to Graduation Measure = (E)/(F)	14.6
Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]	93.4

Performance Level Descriptions

School Quality – Engagement – Graduation Indicator	LEVEL ONE	LEVEL TWO	LEVEL THREE
Graduation Completion Index Points PLUS	Current or 3 or 4-year cumulative rate greater	Current or 3 or 4-year cumulative rate less	Current or 3 or 4-year cumulative rate is equal

Persistence to Graduation Measure	than or equal to 88 OR less than 88 but greater than 80 and 2% improvement from previous year	than 88 but greater than 80 OR less than or equal to 80 and 2% improvement from previous year	to 80 or lower OR Level Two or Level Three through four consecutive years
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COLLEGE, CAREER, AND CIVIC READINESS INDICATOR (CCCRI)

Beginning in the 2023-24 accreditation year, college, career and civic readiness will be a school quality indicator 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.

The adjusted OGR cohort will be used for this calculation.

The definitions of work-based learning and service learning experiences will be amended. All of the criteria options to meet the CCCRI requirements are listed:

- Credit received for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled);
- CTE finishers with a CTE credential;
- Completion of a work-based learning experience to include successful employment across 30 days with an overall positive evaluation by the supervisor on employability skills; or
- Completion of a service-learning experience in the school or community through the school or other community group. A written reflection connecting to civic readiness skills is required.

Students will complete at least ONE of the CCCRI criteria, as tracked on the school database. Students cannot be counted more than one time, even if they meet more than one criteria.

CCCRI Calculations

This template will be used to determine the index rate.

College, Career, and Civic Readiness Index	Number of students
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential	
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> • Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills 	
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> • Service Club school or community-based project; or • Other organization community project completion; A written reflection connecting to civic readiness skills is required.	

Successful completion of the National Career Readiness Certification or Workforce Readiness Certification	
(X) TOTAL NUMBER OF STUDENTS ABOVE	
(D) TOTAL NUMBER OF STUDENTS IN ADJUSTED GCI COHORT	
% of Students completing College, Career, Civic Readiness (X)/(D)	

Example: CCCRI Calculations:

College, Career, and Civic Readiness Index	Number of students
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	1
Earn credits to be considered a Career and Technical Education (CTE) completer and/or who earn a recognized CTE credential	4
Successful completion of a work-based learning experience to include: Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills	18
Successful completion of a service learning experience to include: <ul style="list-style-type: none"> • Service Club school or community-based project Other organization community project completion with a written reflection connecting to employability skills or civic readiness skills	6
Successful completion of the National Career Readiness Certification or Workforce Readiness certification	3
(X) TOTAL NUMBER OF STUDENTS ABOVE	32
(D) TOTAL NUMBER OF STUDENTS IN ADJUSTED GCI COHORT	34
% of Students completing College, Career, Civic Readiness (X)/(D)	94%

CCCRI Performance Level Descriptions

School Quality – Engagement – College, Career, Civic Readiness	LEVEL ONE	LEVEL TWO	LEVEL THREE
College, Career, Civic Readiness Measures	Index value is greater than or equal to 85%	Index value is greater than 70% but less than 85%.	Index value is less than or equal to 70% OR School is a Level Two or Three through four consecutive years

OVERALL ALTERNATE ACCREDITATION DETERMINATION

All Alternate Accreditation measures will be used to determine the overall accreditation rating.

Accredited: All indicators are Level One or Level Two.

Accredited with Conditions: At least one indicator is a Level Three.

Accreditation Denied: A School with an accreditation of Accredited with Conditions fails to adopt and implement school correction plans with fidelity

Accreditation Status Calculation:

Accreditation Category	Level
Academic Achievement – English	
Academic Achievement – Math	
Academic Achievement – Science	
Achievement Gaps – English	
Achievement Gaps – Math	
Student Engagement – Chronic Absenteeism	
Student Engagement – Dropout rate	
Student Engagement – Graduation Indicator (GCI + Persistence to Graduate)	
Student Engagement – College, Career & Civic Readiness (included in accreditation years 2023-2024 and beyond)	
Overall Accreditation Rating	

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

See *Persistence to Graduation Measure* (page 18).

8. Do students return to a “regular” school setting after they complete part or all of the school’s program?

- Yes (proceed to question 9)
- No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN
For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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 prior to **June 30**. This allows time for review by the Board at the beginning 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. 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. In accordance with 8VAC20-131-420, waivers of requirement in 8VAC20-131-30, 8VAC20-131-50, 8VAC20-131-51, 8VAC20-131-70, and 8VAC20-131-370 through 8VAC20-131-430 shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career, and the Technical Education for the 21st Century Act (Perkins V)*.

November 29, 2022

Date Approved by the Local School Board



Signature – Chairman of the School Board

January 9, 2023

Submission Date



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN

School Name: William Obediah Robey High School

Division Name: Loudoun County Public Schools

School Address: 21328 Augusta Drive, Sterling, VA 20164

Contact Person: Dr. Jeanene Sims

Phone Number: 571-434-4411

Email: jeanene.sims@lcps.org

Grade Levels Served: 9-12

Number of Students Enrolled by Grade: Enrollment for 2021-2022 and 2022-2023:

Grade*	2021-2022	2022-2023
9th	0	0
10th	2	0
11th	18	22
12th	9	14
total	29	36

1. *Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?*

William Obediah Robey High School (W. O. Robey HS) is an alternative high school serving students in grades 9–12. Students' ages range from 16-21. W.O. Robey HS was designed to address the unique needs of older-age students who may be credit deficient and age out before they are able to graduate and earn a high school diploma. The school schedule is a modified 4x4 schedule that allows students to complete up to five classes each semester. W. O. Robey HS offers morning and evening sessions to meet the unique needs of students who elect to attend the school.

The school's vision is: *Empowered students graduate from William Obediah Robey High School equipped with academic and life skills to follow individual paths to success in their worlds.* The school's mission is: *William Obediah Robey High School uses nontraditional engagement and personalized instruction to create an innovative, safe, and welcoming learning environment that gives students the confidence to advance toward graduation and make meaningful contributions to their communities.* W.O. Robey HS students are experiencing or enduring the residual effects of many of life's most difficult challenges such as parenting and family responsibilities, socioeconomic pressures, the immigration process, and other social/emotional issues that take students' focus and motivation out of the classroom. W. O. Robey HS students may be pregnant or parenting, English language learners, older school-age students working toward a high school diploma, under-credited students based on age and grade level, and students who need a flexible program to accommodate work or family obligations.

The purpose of the alternative accreditation plan is to accurately and fairly measure the educational program offered at W.O. Robey HS given the many circumstances that have impacted the students’ ability to graduate with their respective cohorts. The program must be adaptive to provide differentiated instructional support, to provide personalized scheduling, and to meet the individual needs of students at W. O. Robey HS, which justifies the need for the alternative accreditation plan.

According to Loudoun County School Board Policy 5120: Alternative Education Programs, currently enrolled Loudoun County Public School (LCPS) students may “self-refer or be referred to these programs.” Additionally, “LCPS parents or guardians may request placement of their student at W. O. Robey in conjunction with the base school principal or designee. Further, students may be placed by the Superintendent or his/her designee or involuntarily transferred at the request of the Superintendent’s designee and in accordance with school board policy 8220.”

The current student population consists of 36 students. The current demographics of W. O. Robey HS are as follows.

Ages Served: In our first year, the number of students varied between graded (under age 18) and adults (over age 18).

Age Range*	2020-2021	2022-2023
Graded Students: (grades 9 – 12: under age 18)	24%	28%
Adult Students:	(all adult students 18-21) 76% (20-21) (31%)	(all adult students 18-21) 72% (18) 22% (19) 31% (20) 11% (21) 8%

Demographics: W.O. Robey HS has a diverse student population, coming from many countries and speaking a range of first languages, leading to diverse educational backgrounds.

Origin*	2021-2022	2022-2023
Countries other than US	9	9
First Languages other than English	5	4

Race/Ethnicity*	2021-2022	2022-2023
Hispanic	83%	85%
Black	0%	6%
Asian	10%	9%
White	7%	15%
American Indian	-	68%
Other (2+)	0%	3%

Employment: Ninety-three percent of W.O. Robey HS reported working at least one job. Some students report that they have multiple jobs.

Work Status**	2021-2022	2022-2023
Employed in at least one job	93%	83%
No report or not employed	7%	17%

Interruption to School: Students come to W.O. Robey HS with different educational realities than same-aged peers. Most students have had interrupted schooling and are over age/under credited for their grade designation:

Interrupted/Over Age*	2021-2022	2022-2023
Interrupted schooling	17%	42%
Over age/under credited for grade designation	69%	50%

English Learner / Special Education: A significant percentage of the student enrollment are recent immigrants and English Learners (EL). Currently, W.O. Robey HS does not have any students identified as receiving Special Education services.

English Learner (EL/LEP)*	2021-2022	2022-2023
Receiving EL support and accommodations (Active EL, Levels 1 - 3)	93%	89%
Former EL/LEP (post-monitor status)	3.5%	2.7%
Non-EL/LEP or no record of EL services	3.5%	8.3%
Special Education*	2021-2022	2022-2023
Receiving Special Education services	0%	0%

McKinney-Vento/Economically Disadvantaged/ Number of High Schools Attended: A sizable percentage of the students enrolled at W.O. Robey HS meets the state definition of McKinney-Vento. Additionally, most W.O. Robey HS students are identified as Economically Disadvantaged and have attended two or more high schools.

M-V, Econ. Dis, No. of HS*	2021-2022	2022-2023
Identified as McKinney-Vento	41%	33%
Identified as Economically Disadvantaged	93%	88%
No. of high schools attended:		
● 2 or more high schools	100%	100%
● 3 or more high schools	59%	58%

*Source: Phoenix – Student Information System LCPS (Loudoun County Public Schools)

**Source: Student-provided information

2. *Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.*

- Achievement Indicators in Core areas of Mathematics, English, and Science
- Achievement Gaps in Mathematics and Reading
- Graduation Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

3. *Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?*

The alternative accreditation plan for W. O. Robey HS provides non-standard measures for student achievement and engagement while still incorporating the current performance level requirements of accreditation. The purpose of the alternative accreditation plan is to assess the educational program fairly and accurately at W. O. Robey HS, 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. Last and current school year data below supports the need for alternative measures of success.

Achievement Indicators in Core Areas of Mathematics, English, and Science:

W. O. Robey HS is in its second year of existence. The school began operations in July 2021. Students enrolled in W. O. Robey HS require differentiated instructional support, personalized scheduling, and program flexibility, which justifies the need for the alternative scheduling the school provides. The data to support the need for an alternate measure for all achievement indicators are under the next section (Achievement Gap).

The achievement indicators for Mathematics, English, and Science are as follows, as of November 14, 2022.

Subject	Subgroup	2021-2022
English: (Reading SOL or WorkKeys)	All students	11/20 passed 3 scored 375-399
English: (Writing or WorkKeys)	All Students	21/24 passed
Mathematics (Algebra I SOL – 2016)	All students	7/8 passed
Science (Biology SOL)	All students	3/13 passed 4/13 scored 375-399

< = Less than 10 participants

Achievement Gaps in Mathematics, Reading and Science:

Mathematics

An alternative accreditation indicator is needed for mathematics due to the small number of students that will take a mathematics SOL assessment, which can result in skewed data. Also, since this is only the second year W. O. Robey High School has been opened, the school cannot benefit from a multi-year rate. During the 2022-23 school year, W. O. Robey used the Exact Path math assessment to collect baseline data on students' progress. Additionally, the math department used Edia and Performance Matters to get additional data on students' ability levels. According to the data, some students require additional help in basic math functions, but this is varied by student which makes it difficult to teach new content. Often, remedial work is needed to fill in gaps in education.

Subject	Subgroup	2021-2022 (SOL data)	2022-2023 (SOL data)
Algebra I	All students	7 / 8 passed the SOL 1 scored 375-399	SOLS will be given in December 2022
FADA	All students	No SOL	No SOL

The Measures of Academic Progress Growth Test (MAP) was administered to students in 2021-22 to measure students' readiness for learning specific content and skills and to measure academic growth over time. Based on Fall 2021 MAP growth data, students that enroll at W.O. Robey HS entered the school with an average math MAP achievement percentile of 20.9. This is 34.5 percentiles below the division average of 55.4 for the fall MAP math assessment. Due to the use of the 4x4 schedule, W. O. Robey has discontinued the use of MAP which is a norm-referenced measurement based on a traditional daily or block schedule.

English Language Arts

During the 2021-2022 school year, only 55% (11 out of 20) of students passed the VA Reading SOL or ACT WorkKeys in Reading. Many students require multiple testing sessions to be able to pass this requisite test. In Fall 2022, twenty-eight W. O. Robey students were given the HMH Reading Inventory assessment. Thirty-nine percent of the students were identified as Beginning Readers, and approximately 86% of assessed students scored below a sixth grade reading level. At W. O. Robey, students averaged a 348 on the Lexile score in reading. This average score would fall within the primary grade level for readers nationally. These students are receiving daily instruction in phonics and reading. The students are flexibly grouped according to need and work directly with a reading teacher and English Language Learner teacher to address the gaps in background knowledge and reading.

During the 2021-22 school year, students are administered the HMH Phonics Inventory assessment. The Phonics Inventory Fluency scores resulted in 73.9% (17 out of 23) of the students entered W. O. Robey HS at the Beginning or Developing Decoder status. It is recommended that students at the Beginning Decoder status receive instruction on foundational phonics. Students at the Developing Decoder status are recommended to receive targeted phonics remediation. Of the 26 students assessed for Lexile scores, four students scored at the Beginning Reader level, and the average

Lexile score of the remaining students was 567.4, which would fall in the grade 3 range for beginning of the year based on Lexile Grade Level Charts.

Assessment		2021-2022	2022-2023
HMH Phonics Inventory	Decoding	AVG = 17.4 Developing	AVG = 12.3 Developing
	Pre-Decoder	0	1
	Beginning	2	6
	Developing	7	6
	Advancing	2	2
HMH Reading Inventory	Lexile	AVG = 324	AVG = 348
	Beginning reader	4	4
	1 - 299	5	10
	300-599	5	10
	600-1100	3	4

The gaps in English/Language Arts are evident when students take the VA SOL or ACT WorkKeys in reading. There seemed to be a strong correlation between the students with lower Lexiles needing more remediation and time to prepare for the tests and they require multiple administrations of the VA SOL and/or ACT WorkKey Reading.

Science

Science continues to be a challenge for the students at W. O. Robey. During the 2021-2022 school year, only 30% of students passed the Biology SOL. The science staff is working to help students access the content by individualizing the instruction and are working with students almost one-to-one to remediate to help them earn the needed verified credit in a science (Biology). This may be due to students taking the course in another school and needing the verified credit when they enroll at W. O. Robey without the benefit of coursework. An additional measure is to instruct and test students in Earth Science.

Graduation and Completion Index: Seventy-two percent of W. O. Robey HS students are over compulsory school attendance age, under-credited, dealing with difficult life challenges, and often in need of an accelerated pace to graduate before aging out. The Graduation and Completion Index must be measured differently than traditional schools due to the unique needs of the students.

Dropout Rate: As previously described in the characteristics of the student population, 76% of W. O. Robey HS students are over the compulsory attendance age, under-credited, and experiencing difficult challenges. Special consideration must be taken into account for W. O. Robey HS students due to the statistical probability they are more likely to drop out of school due to the many challenges they face on a daily basis.

College, Career, and Civic Readiness: Students enrolled in traditional LCPS high schools demonstrate college, career, and civic readiness through completion of college preparatory classes and school-based CTE courses. Some students may also earn industry certification and credentials through these CTE courses. W. O. Robey students regularly demonstrate the ability to work full time while meeting the demands of attending high school. Approximately 83% of W. O. Robey students are working which demonstrates a comparable, if not higher degree of career and work readiness skills, as compared to students enrolled in CTE course or those completing college preparatory courses.

4. *For each of the indicators listed in question 2, clearly describe the alternate means of evaluating the indicators that are objective, measurable, and directly related to the mission and purpose of the school (include how state assessments are used for the first two indicators if they are selected). Please include sample calculations to describe how the alternate data will be evaluated for each indicator. Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

A. Achievement Indicator – Math, English, and Science
Achievement Gaps in Mathematics and Reading

Students will participate in SOL end-of-course tests as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. For students with a score in the range of 375-399, a weighted value of ¾ of a point will be used. A combined rate for English includes students who made progress toward English proficiency as described in the current VDOE Standards of Accreditation. Modifications to the “floor” have been made (50% to 40%), the reduction for the failure rate has changed to 5% rather than 10%, and the multi-year rate will allow consideration of a 4-year rate in addition to the standard 3-year rate. Achieving at least the minimum score for a Pass/Proficient rating on the ACT WorkKeys tests (Business Documents and Business Writing) may be used as substitute assessments for reading and writing.

Table A.1. Achievement Indicator Levels

Accreditation Indicator	Level One	Level Two	Level Three
Achievement Indicators in English	The current year or cumulative combined rate is greater than or equal to 75%, or 5% decrease in failure if previously Level Two	The current year or cumulative combined rate is less than 75% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 40-65%.	The current year or cumulative combined rate is less than 65%
Achievement Indicators in Math	The current year or cumulative rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative rate is less than 70% and greater than or equal to 65%, or 5% decrease in failure if	The current year or cumulative combined rate is less than 65%

		previous rate was 40-65%.	
Achievement Indicators in Science	The current year or cumulative rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative rate is less than 70% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 40-65%.	The current year or cumulative combined rate is less than 65%
Achievement Gaps in Mathematics and Reading	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

Table A.1. Achievement Indicator Example

		Numerator	Denominator
1	Numerator: Students who scored between 400-600	8	
2	Denominator: Students who scored 0-600		20
3	Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		-4
4	Numerator and Denominator: Number of tests that were marked as recovery	2	2
5	Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	0	
6	Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	0	0
7	Total number of students above [1-6]:	10	18
8	Numerator: Students who scored between 375-399	$6 \times .75 = 4.5$	
9	TOTALS [7+8]:	14.5	18
10	Performance Rate = (numerator/denominator)	80.6	

B. Graduation Indicator

Cohort Membership

The plan proposes that certain non-graduates be removed from the cohort as indicated below:

- Students who first enroll in a Virginia public school at age 18 years or older
- Students who enroll in the school and do not complete two full semesters at the school
- Students over age 18 who move out of state or country and do not enroll in another school
- Students who discontinue school because of incarceration while enrolled at W. O. Robey HS

Graduation Completion Index (GCI):

The Graduation indicator includes the Graduation and Completion Index based on the adjusted OGR cohort.

The Performance Level determination will have these adjustments:

- Using additional years to calculate a multi-year rate to include three- or four-year rate; and
- Amend the increase of the GCI rate to 2% when improvement is used in conjunction with percent to determine performance level.

As with all schools in Virginia, the GCI rate will be calculated as follows:

Table B.1. GCI

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

Performance Level Descriptions

Table B.2. Graduation Indicator Levels

Accreditation Indicator	Level One	Level Two	Level Three
Graduation Completion Index Points	Current or three- or four-year cumulative rate greater than or equal to 88 OR less than 88 but greater than 80 and 2% improvement from previous year	Current or three- or four-year cumulative rate less than 88 but greater than 80 OR less than or equal to 80 and 2% improvement from previous year	Current or three- or four-year cumulative rate is equal to 80 or lower OR Level Two or Level Three through four consecutive years

Table B.3.GCI Example

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
2	Advanced	100	200
15	Standard	100	1500
0	GED	75	0
14	Still In School	70	980
0	Certificate of Completion	25	0
(C) Total Number of Points Awarded			2680
(D) Total Number of Students in Adjusted GCI Cohort			34
Graduation and Completion Index Scores = (C)/(D)			78.8

C. Modified Dropout Rate

The primary student population includes students who have experienced interruptions to their formal education, are learning content in a second language, have attended 3 or more high schools, are over the age of 18, are economically disadvantaged, and are most at risk for dropping out of high school. Many students enroll at W. O. Robey HS at an older age and lacking the requisite credits and graduation requirements. Due to the age of the enrolled students and the lack of credits, there is a risk that several students will age out before graduation. An LCPS Lifelong Learner Goal encourages students who will potentially age out to stay active during their enrollment at W. O. Robey HS and to continue their education after they are no longer eligible to attend an LCPS school. Therefore, the Modified Dropout Indicator will be measured for cohort members (based on the graduation indicator) and the level will be determined based on a combination of the drop-out rate indicator and the LCPS Lifelong Learner Goal.

Table C.1. Modified Dropout Indicator Levels

Accreditation Indicator	Level One	Level Two	Level Three
Modified Dropout Indicator	Dropout Rate and LLG are both Level One; OR one is Level One, and the other is Level Two	Dropout Rate and LLG are both Level Two; OR only one is Level Three	Both Dropout and LLG are Level Three

Table C.2. Dropout Rate Indicator Levels

	Level One	Level Two	Level Three
Dropout Rate Indicator	Current or cumulative four-year dropout rate is less than or equal to 6% or 5% decrease in dropout rate if previously Level Two	Current or cumulative four-year dropout rate is greater than 6% or 5% decrease in dropout rate if previously Level Three	37% or higher, OR Level Two for more than 4 consecutive years

Lifelong Learning Goal (LLG): This will be used to measure students' commitment to continue their learning and educational goals when they are unable to stay enrolled due to aging out. This only applies to students that do not graduate with their cohort and due to age are no longer eligible to attend W. O. Robey HS.

Table C.3. Lifelong Learning Goal Values

Lifelong Learning Goal	LLG Points
Students age out with 22 credits: <ul style="list-style-type: none"> ● Student has transferred credits from another country that count as elective credits and has not fulfilled VDOE requirements ● Student has transferred credits from another state that count as elective credits and has not fulfilled VDOE requirement ● Student has met VDOE course requirements but does not have verified credits or has not met other graduation requirements needed to earn a standard diploma 	100 pts
Students have aged out with < 22 credits and enroll in adult education/GED by September 15 th of following year	75 pts
Students drop out and do not meet criteria above	0 pts

Table C.4. Lifelong Learning Goal Indicator Levels

Lifelong Learning Goal (LLG)	Level One	Level Two	Level Three
	Current or cumulative four-year average LLG is greater than or equal to 75; OR 2% improvement if previously Level Two	Current or cumulative four-year average LLG is less than 75 but greater than 60; OR 2% increase if previously Level Three	Current or cumulative four-year average LLG is less than 60

Table C.5. Lifelong Learning Goal Indicator Calculation Example

Row	SAMPLE CALCULATION - Lifelong Learning Goal (LLG)	Value
(A)	# of students not eligible to enroll due to age	10
(B)	# of students who age out with 22 credits (x100)	600 (6 x 100)
(C)	# of students who have aged out with < 22 credits and enroll in adult education/ attain GED by Oct. 1st of following year (x75)	150 (2 x 75)
(D)	# of students who aged out and do not meet criteria above (x0)	0 (2 x 0)
(F)	Numerator (B + C+ D)	750 (600 + 150 + 0)
(G)	Denominator (A)	10
(H)	PTG = (F) / (G)	75 (750 / 10)
(I)	Level 1 LLG Target Met / Not Met (75 or higher)	MET

D. College, Career and Civic Readiness

As determined per the requirements of their cohort, students will complete at least ONE of the following:

Table D.1. College, Career, and Civic Readiness Definition

College, Career, and Civic Readiness
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual Enrollment, or identify and apply to a college)
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> ● Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills ● Completion of work-based learning experience (student presentation of current job, career paths, or managing money from jobs)
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> ● Service club school or community-based project; or ● Other organization community project completion. A written reflection connecting to civic readiness skills is required.

Table D.2. College, Career, and Civic Readiness Indicator Levels

Accreditation Indicator	Level One	Level Two	Level Three
College, Career, and Civic Readiness	85 points or greater	71-84 points	70 or lower points, OR Level Two for more than 4 consecutive years.

Table D.3. College, Career, and Civic Readiness Indicator Example

College, Career, and Civic Readiness	Number of Students
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual Enrollment, or identify and apply to a college)	2
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential	5
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> ● Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills ● Completion of work-based learning experience (student presentation of current job, career paths, or managing money from jobs) 	12
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> ● Service club school or community-based project; or ● Other organization community project completion. A written reflection connecting to civic readiness skills is required.	6
(N) Total Number of Students Above	25

(D) Total Number of Students in Cohort	27
% Students Completing College, Career, and Civic Readiness (N / D)	92.6%

5. *What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.*

W. O. Robey HS will provide the prerequisites for our students to complete their graduation requirements within the school setting.

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

N/A

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2023-2024 accreditation year based on data from the 2022-2023 school year

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.).

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.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we may be called to appear before the Board to discuss the program and respond to questions raised. We also understand that this school must meet all requirements of federal law including but not limited to the *Elementary and Secondary Education Act*, the *Individuals with Disabilities Education Act*, the *Strengthening Career and the Technical Education for the 21st Century Act (Perkins V)*.

2/16/2023

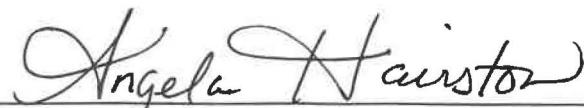
Date Approved by the Local School Board



Signature – Chairman of the School Board

2/17/2023

Submission Date



Signature – Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN TEMPLATE
 For Special Purpose Schools**

School Name: R.I.S.E. Academy	Division Name: Danville Public School
School Address: 228 Cleveland St, Danville, VA 24540	
Contact Person: Sonya Lawrence	
Phone Number of Contact Person: 434-799-5249	Email of Contact Person: slawrence@mail.dps.k12.va.us

All staff who should be copied on email correspondence:

Name	Position	Email Address
Dr. Melissa Newton	Executive Director, Assessment and State Reporting	mnewton@mail.dps.k12.va.us
Dr. Misti Williams	Director of Leader Quality	mwilliams3@mail.dps.k12.va.us

Number of Students Enrolled by Grade:

Grade	Number of Students
6 th	6
7 th	10
8 th	18
9 th	18
10 th	26
11 th	6
12 th	5

Previous Submission of an approved Alternative Accreditation Plan in 2022-2023 Accreditation Year? No
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2022-2023. If it does not differ, please indicate that.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Danville Public Schools opened R.I.S.E. Academy is a new public school during the 2022-2023 school year. R.I.S.E. Academy is an alternative school setting that exists to address the needs of students who are experiencing significant academic and behavior difficulties in a traditional education setting. The school serves students in sixth through twelfth grade. The high school schedule is a modified 4x4 block

schedule that allows students to complete courses in a semester and receive daily professional therapeutic and social and emotional services. The school offers two instructional placement options; virtual or face-to-face. This allows flexibility to provide students with the best environment to meet their individual needs. Students who enter R.I.S.E. Academy are experiencing and/or enduring the lingering effects of tough challenges that include socioeconomic pressures, underage parenting and family responsibilities, social/emotional issues and inherit institutional gang affiliation.

The mission of R.I.S.E. Academy is to allow students to recover credits towards graduation, earn verified credits by demonstrating proficiency on the state Standards of Learning assessments, and receive behavioral skill training to prepare them to return to a traditional school setting. Through our mission, we hope to inspire students to be the best they can be and to be empowered to take control of their own lives.

Our purpose is to focus on academic achievement, career development, character education, and social-emotional learning. The program uses the Positive Behavior and Intervention Support (PBIS) model to create positive changes in student's views and behaviors. R.I.S.E. Academy provides instructional support that guides students toward academic success and graduation

2. Describe the characteristics of the student population. Include how students are identified for attendance at this school. (Demographic data should be part of the description.)

The current school population of 89 students is:

- 94% African American, 4% Caucasian, 1% Multiple Race
- 1% Hispanic
- 1% English Learner
- 4% Section 504, 7% Students with Disabilities
- 55% Male, 45% Female
- 7% are age 18 or older
- 88% economically disadvantaged
- 30% retained in grade once, 3% retained in grade more than once since kindergarten
- 65% have experienced 9 or more school enrollment changes since entering school
- 70% of high school students have earned two or more failing grades this school year
- 18% of middle school students have earned two or more failing grades this school year
- 81% have been absent from school more than 10 days this school year
- 15% have been absent from school more than 25 days this school year
- 1% of the 2023 graduation cohort is over compulsory attendance age
- 8% of the students in grades 6-11 are on track to exceed compulsory attendance age before reaching their graduation cohort year
- 17% of the student population is overaged by one year

Students who arrive at R.I.S.E. Academy are middle and high school students who are:

- recommended by the hearing officer to attend in place of expulsion,
- transferring into the district from an alternative program,

- being released from the Department of Juvenile Justice (DJJ) center and have been referred by the re-enrollment committee; and,
- recommended by the Individual Education Plan (IEP) team.

3. What qualifies this school for the flexibility of an alternative accreditation plan?

R.I.S.E. Academy is a special purpose school eligible to seek the flexibility of an alternative accreditation plan as a result of its alternative education program, the unique life circumstances of its students, and the small number of students in the graduating cohort (currently 10).

4. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success. (Only include indicators for which there is data to support your choice.)

- Academic Achievement-Mathematics
- Academic Achievement-English
- Academic Achievement-Science
- Achievement Gap-Mathematics
- Achievement Gap-English
- Graduation and Completion Index
- Dropout Rate
- Chronic Absenteeism
- College, Career and Civic Readiness

5. Why are the current measures for the indicators selected in question 4 not appropriate, as they are currently calculated, for this school? Please provide data that supports your answer. (Historical data on the school's performance on each accreditation indicator, when available, must be included in the rationale for determining which indicators are not appropriate for the school or students served.)

Per the Standards of Accreditation, 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. Likewise, because of the small n size of the graduating cohort, R.I.S.E. Academy is requesting an alternate measure for the dropout rate. The current cohort size is very small (~10). Small group sizes impact the quality of statistical data provided and the data may not be reliable information. For this reason, an alternate determination of performance level is being requested.

In addition, alternative measures on all achievement indicators is being requested. Due to the nature of the specialty program, the student population has an atypically high percentage of students who have not had historical success on passing any Standards of Learning tests. The percentage of cumulative failing final course grade courses for the student population across the current and past two years is 49% for English Language Arts and 59% for mathematics. The primary challenge for these students is interrupted schooling. Our R.I.S.E. students are enduring the

lingering effects of challenges that include socioeconomic pressures, underage parenting and family responsibilities, social/emotional issues, and inherit institutional gang affiliation.

School attendance is paramount to provide students with instruction and supports to improve their outcomes and the majority of the student population has missed more than ten percent of the current school year. A student is considered to be chronically absent when they have missed ten percent of more of the school year for any reason. The majority of the student population at R.I.S.E. has already reached the threshold for chronic absenteeism for the current year and nearly half of the same students were chronically absent during the previous school year.

Academic Achievement-Mathematics

The target pass rate for a Level One performance rating is at least 70%. None of the students currently enrolled at R.I.S.E. Academy have ever scored in the advanced range on any state Standards of Learning (SOL) test given for mathematics. 16% of currently enrolled students have scored in the proficient range for mathematics. 84% of students have never passed any state SOL mathematics test. The test results reviewed include SOL tests administered in any grade level from 3rd through 12th grade.

Using the mathematics SOL test scores from the 2021-2022 school year, the pass rate for middle school mathematics, not including growth, is 6% and the pass rate for high school mathematics is 11%.

Academic Achievement-English

The target pass rate for a Level One performance rating is at least 75%. None of the students currently enrolled at R.I.S.E. Academy have ever scored in the advanced range on any state Standards of Learning (SOL) test given for reading or writing. 25% of currently enrolled students have scored in the proficient range for reading and 8% for writing. 75% of students have never passed any state SOL reading test and 92% have never passed a state SOL writing test. The test results reviewed include SOL tests administered in any grade level from 3rd through 12th grade.

Using the reading and writing SOL test scores from the 2021-2022 school year, the pass rate for middle school English, not including growth, is 20% and the pass rate for high school English is 18%.

Academic Achievement-Science

The target pass rate for a Level One performance rating is at least 70%. None of the students currently enrolled at R.I.S.E. Academy have ever scored in the advanced range on any state Standards of Learning (SOL) test given for science. 10% of currently enrolled students have scored in the proficient range for science. 90% of students have never passed any state SOL science test. The test results reviewed include SOL tests administered in any grade level from 5th through 12th grade.

Using the science SOL test scores from the 2021-2022 school year, the pass rate for middle school science is 0% and the pass rate for high school science is 0%.

Achievement Gap-Mathematics

The target pass rate for a Level One performance rating is at least 70%. The demographics of the student body change frequently. However, since the beginning of the 2022-2023 school year, 100% of the students served have been African-American and non-Hispanic. Students with disabilities have remained at or below .06% and economically disadvantaged students has ranged from 90-100%. The student body is primarily African-American and economically disadvantaged, thus student group performance for mathematics will mirror that of the entire student group.

Achievement Gap-English

The target pass rate for a Level One performance rating is at least 75%. The demographics of the student body change frequently. However, since the beginning of the 2022-2023 school year, 100% of the students served have been African-American and non-Hispanic. Students with disabilities have remained at or below .06% and economically disadvantaged students has ranged from 90-100%. The student body is primarily African-American and economically disadvantaged, thus student group performance for English will mirror that of the entire student group.

Graduation Completion Index

There are ten students in the 2023 graduation cohort. All are African-American, non-Hispanic, and economically disadvantaged. One student, originally in the 2022 cohort, is a student with disabilities who is now a part of the 2023 graduation cohort. Of the twenty-two standard credits needed to earn a standard diploma, 2 students have earned 20 credits, 1 student has earned 17 credits, 2 students have earned 14 credits, 1 has earned 12 credits, 1 has earned 11 credits, 1 has earned 10 credits and 2 have earned 8 credits each. Of the five verified credits needed to earn a standard diploma, only 1 has earned 5 verified credits, 2 have earned 3 verified credits, 3 have earned 2 verified credits, 1 has earned 1 verified credit and 3 have earned no verified credits. It will be a challenge for all ten students to earn the required standard and verified credits towards obtaining at least a standard diploma by the end of the 2022-2023 school year. We project that one student may complete graduation requirements by December of 2022. One student may complete graduation requirements by June 2023, one by the end of the summer of 2023 and one by December 2023. Each student has a detailed graduation plan detailing the specific courses and state tests required to earn a standard diploma.

Dropout Rate

Of the ten students in the 2023 graduation cohort, 5 are 18 years of age, 4 are 17 years of age and one is 19 years of age. While the supports provided by the school programs address both the academic and social-emotional factors that have impeded progress towards meeting graduation requirements, the dropout rate of such a small n size would not be representative of the school programs provided.

Chronic Absenteeism

At the midpoint of the 2022-2023 school year, 11% of the students enrolled have fewer than 10 days of absence, 48% have between 10 and 20 days of absence and 30% have more than 20 absences. Six of the students represented in the 30% have absences exceeding 30 days at the midpoint of the

school year. While supports are in place to improve school attendance, it is possible that more than 80% of the students enrolled may be chronically absent by year end.

6. For **each** of the indicators listed in question 4, clearly describe the alternate means of evaluating the indicator that are objective, measurable, and directly related to the mission and purpose of the school. Include sample calculations to describe how the data will be used to determine a rate for each indicator.

In 2019, the board approved the following for a school that is rated *New School* in the year in which data is collected for accreditation. (This indicates that there is only one year of data to base accreditation status.)

- If an academic indicator is rated Level Three based on current year data and the combined rate in English or mathematics (elementary and middle schools), or the mathematics pass rate (EOC) or science pass rate (elementary, middle, and high school) is at least 50%, the indicator shall be rated a Level Two.
- If the chronic absenteeism rate, dropout rate, or Graduation and Completion Index are rated Level Three based on current year data, the indicator shall be rated as Level Two.

Because of the unique characteristics of the R.I.S.E. Academy program and the factors that have negatively impacted a high percentage of the student body's success in coursework and Standards of Learning tests, the first statement regarding all academic achievement indicators (including achievement gap indicators) will be implemented at R.I.S.E. Academy for the 2023 accreditation year with the change of percentage noted:

- If an academic indicator is rated Level Three based on current year data and the combined rate in English or mathematics (elementary and middle schools), or the mathematics pass rate (EOC) or science pass rate (elementary, middle, and high school) is at least 40%, the indicator shall be rated a Level Two.

Academic Achievement for English, Mathematics, and Science for All Students and Student Groups

Students in grades 6-8 will participate in the Virginia Assessment Program, completing all standards of learning assessments associated with their coursework. High school students will complete standards of learning assessments required to earn verified credits towards graduation. The following modifications are needed for calculating the achievement rates used to determine the performance levels for achievement indicators:

- The scores for students in enrolled at R.I.S.E. Academy for less than 50% of the school year will be excluded from calculations.
- The highest state assessment score earned per subject, during the school year, within the locally awarded verified credit range (i.e. 375-399), weighted at 75%, , rounded to the nearest whole number, will be counted as a passing score towards accreditation.
- The scores of students who failed the reading or mathematics assessment in the previous year and grade level and earn a score of 400-600 on the current year reading test will be included in both the numerator and denominator of the calculation as Recovery Tests.

Modified Pass Rate Calculations for Reading and Writing

Row	Calculation Step for Reading and Writing	Value
(A)	Number of students, enrolled at R.I.S.E. Academy for 50% or more of the year, assessed in reading and writing	
(B)	Number of passing (i.e. 400-600) scores for reading and writing, including passing scores on an approved substitute test	
(C)	Number of reading and writing scores in locally awarded verified credit range (i.e. 375-399)	
(D)	Number of reading and writing scores in locally awarded verified credit range (i.e. 375-399), weighted at 75%, rounded to the nearest whole number = (C)*.75	
(E)	Number of passing Recovery Tests for reading	
(F)	Numerator = (B+D+E)	
(G)	Denominator = (A+E)	
(H)	Modified Pass Rate = (F/G) * 100	
(I)	Level 1 Target Met/Not Met (75% or higher, rounded to the nearest whole number)	

Sample Modified Pass Rate Calculation for Reading and Writing

Row	Calculation Step for Reading and Writing	Value
(A)	Number of students, enrolled at R.I.S.E. Academy for 50% or more of the year, assessed in reading and writing	79
(B)	Number of passing (i.e. 400-600) scores for reading and writing, including passing scores on an approved substitute test	29
(C)	Number of reading and writing scores in locally awarded verified credit range (i.e. 375-399)	34
(D)	Number of reading and writing scores in locally awarded verified credit range (i.e. 375-399), weighted at 75%, rounded to the nearest whole number = (C)*.75	34*.75=26
(E)	Number of passing Recovery Tests for reading	25
(F)	Numerator = (B+D+E)	29+26+25=80
(G)	Denominator = (A+E)	80+25=105
(H)	Modified Pass Rate = (F/G) * 100	(80/105)+100=76%
(i)	Level 1 Target Met/Not Met (75% or higher, rounded to the nearest whole number)	76% Level 1 Met

Modified Pass Rate Calculations for Mathematics or Science

Row	Calculation Step for Mathematics or Science	Value
(A)	Number of students, enrolled at R.I.S.E. Academy for 50% or more of the year, assessed in math or science	

(B)	Number of passing (i.e. 400-600) scores for mathematics and science, including passing scores on an approved substitute test	
(C)	Number of mathematics or science scores in locally awarded verified credit range (i.e. 375-399)	
(D)	Number of mathematics or science scores in locally awarded verified credit range (i.e. 375-399), weighted at 75%, rounded to the nearest whole number = $(C) \cdot .75$	
(E)	Number of passing Recovery Tests for mathematics only	
(F)	Numerator = $(B+D+E)$	
(G)	Denominator = $(A+E)$	
(H)	Modified Pass Rate = $(F/G) \cdot 100$	
(I)	Level 1 Target Met/Not Met (70% or higher, rounded to the nearest whole number)	

Sample Modified Pass Rate Calculation for Mathematics

Row	Calculation Step for Mathematics	Value
(A)	Number of students, enrolled at R.I.S.E. Academy for 50% or more of the year, assessed in mathematics or science	78
(B)	Number of passing (i.e. 400-600) scores for mathematics or science, including passing scores on an approved substitute test	28
(C)	Number of mathematics or science scores in locally awarded verified credit range (i.e. 375-399)	27
(D)	Number of mathematics or science scores in locally awarded verified credit range (i.e. 375-399), weighted at 75%, rounded to the nearest whole number = $(C) \cdot .75$	$27 \cdot .75 = 20$
(E)	Number of passing Recovery Tests for mathematics only	25
(F)	Numerator = $(B+D+E)$	$28+20+25=73$
(G)	Denominator = $(A+E)$	$78+25=103$
(H)	Modified Pass Rate = $(F/G) \cdot 100$	$(73/103) \cdot 100 = 71\%$
(I)	Level 1 Target Met/Not Met (70% or higher, rounded to the nearest whole number)	71% Level 1 Met

Graduation Completion Index and Dropout Rate

R.I.S.E. Academy will likely maintain a 2023 graduation cohort of less than 15 students. Per the current practices adopted by the Board in 2019, if the dropout rate, or Graduation and Completion Index are rated Level Three based on current year data, the indicator shall be rated as Level Two.

- The following modification will be used in calculating the Graduation Completion Index (GCI) and dropout rate for all students: Exclude from the calculations, any student over compulsory attendance age who is enrolled at R.I.S.E. Academy, cumulatively, for less than 50% of the current school year.

Even with the modified calculations, if our graduation cohort is fewer than 15 students, we will submit and appeal per 8VAC20-131-380 F. 6 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).

For cohort sizes less than 15 students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above, the local school board will submit a written appeal of this indicator to the State Superintendent of Public Instruction, to be presented to the Virginia Board of Education per 8VAC20-131-380 F. 6 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA).

Modified Calculation for the Graduation and Completion Index (GCI)

Row	Calculation Step for Graduation and Completion Index	Value
(A)	Number of students in four year graduation cohort	
(B)	Number of students over compulsory attendance age enrolled at R.I.S.E. Academy for less than 50% of the current school year	
(C)	100*number of students earning a diploma	
(D)	75*number of students earning a HSE/GED	
(E)	70*number of students still enrolled	
(F)	25*number of students earning a certificate of completion	
(G)	Numerator = (C+D+E+F)	
(H)	Denominator = (A-B)	
(I)	Modified GCI = (G/H) * 100	
(J)	Level 1 Target Met/Not Met (88 or higher, rounded to the nearest whole number)	

Sample Modified Graduation and Completion Index (GCI)

Row	Calculation Step for Graduation and Completion Index	Value
(A)	Number of students in four year graduation cohort	18
(B)	Number of students over compulsory attendance age enrolled at R.I.S.E. Academy for less than 50% of the current school year	3
(C)	100*number of students earning a diploma	100*9=900
(D)	75*number of students earning a HSE/GED	75*1=75
(E)	70*number of students still enrolled	70*5=350
(F)	25*number of students earning a certificate of completion	25*0=0
(G)	Numerator = (C+D+E+F)	(900+75+350+0)=1,325
(H)	Denominator = (A-B)*100	(18-3)*100=1,500
(I)	Modified GCI = (G/H) * 100	(1,325/1,500)*100=88
(J)	Level 1 Target Met/Not Met (88 or higher, rounded to the nearest whole number)	88 Level 1 Target Met

Modified Calculation for the Dropout Rate

Row	Calculation Step for Dropout Rate	Value
(A)	Number of students in four year graduation cohort	
(B)	Number of students with the status of dropout	
(C)	Number of students from row B over compulsory attendance age enrolled at R.I.S.E. Academy for less than 50% of the current school year	
(D)	Numerator = (B-C)	
(E)	Denominator = (A-C)	
(F)	Modified Dropout Rate = (D/E)*100	
(G)	Level 1 Target Met/Not Met (6% or lower, rounded to the nearest whole number)	

Sample Calculation for the Dropout Rate

Row	Calculation Step for Dropout Rate	Value
(A)	Number of students in four year graduation cohort	18
(B)	Number of students with the status of dropout	3
(C)	Number of students from row B over compulsory attendance age enrolled at R.I.S.E. Academy for less than 50% of the current school year	3
(D)	Numerator = (B-C)	(3-3)=0
(E)	Denominator = (A-C)	(18-3)=15
(F)	Modified Dropout Rate = (D/E)*100	(0-15)*100=0
(G)	Level 1 Target Met/Not Met (6% or lower, rounded to the nearest whole number)	0% Level 1 Target Met

Chronic Absenteeism

While supports are in place to improve school attendance, it is possible that more than 80% of the students enrolled at R.I.S.E. Academy will be chronically absent by year end. It is necessary to modify the threshold for chronic absenteeism and expand the definition of school attendance to include documented meaningful interaction with instruction. Virtual teachers are available on a daily basis and providing instruction to students who are unable to physically attend school for a variety of reasons. Students physically absent from school are expected to access the instructor and course virtually and to complete any assigned work.

The following modifications will be used in calculating Chronic Absenteeism for all students:

- Modify the student-level threshold for chronic absenteeism from 10% to 15% of the school year.
- Expand the definition of school attendance to include virtual attendance for instruction and the satisfactory completion of assigned work when the student is physically absent from school. Satisfactory completion is defined as submitting assigned work and earning a grade of "C" or better according to the Danville Public Schools grading scale.

Modified Calculation for the Chronic Absenteeism

Row	Calculation Step for Chronic Absenteeism	Value
(A)	Number of students enrolled for more than 50% of the year	
(B)	Number of students from row A absent for 15% or more of the school year	
(C)	Number of students from row A absent for 15% or more of the year, attending school with the virtual teacher, satisfactorily completing and submitting assigned work and earning a grade of "C" or better according to the Danville Public Schools grading scale (subtract from the denominator)	
(D)	Numerator = (B-C)	
(E)	Denominator = (A-C)	
(F)	Modified Chronic Absenteeism Rate = (D/E)*100	
(G)	Level 1 Target Met/Not Met (6% or lower, rounded to the nearest whole number)	

Sample Calculation for the Chronic Absenteeism

Row	Calculation Step for Chronic Absenteeism	Value
(A)	Number of students enrolled for more than 50% of the year	57
(B)	Number of students from row A absent for 15% or more of the school year	5
(C)	Number of students from row A absent for 15% or more of the year, attending school with the virtual teacher, satisfactorily completing and submitting assigned work and earning a grade of "C" or better according to the Danville Public Schools grading scale (subtract from the denominator)	2
(D)	Numerator = (B-C)	5-2=3
(E)	Denominator = (A-C)	57-2=55
(F)	Modified Chronic Absenteeism Rate = (D/E)*100	(3/55)*100=5%
(G)	Level 1 Target Met/Not Met (6% or lower, rounded to the nearest whole number)	5% Level 1 Target Met

7. Is there another indicator(s) or measure outside of the current accreditation model that is being proposed as part of this alternative accreditation plan? If so, please clearly describe how the indicator or measure will be used in the overall accreditation rating, a rationale of why it is being included, how it will be reported, and an example showing a sample calculation, if appropriate.

No additional measures are requested.

8. Do students return to a "regular" school setting after they complete part or all of the school's program?

Yes (proceed to question 9)

No (do not answer question 9)

9. If the answer to question 8 is yes, what transition activities are in place that will allow students to be successful when they return to the regular school setting?

Students receive daily professional group counseling services provided by a local multi-tiered human services company which services and supports at-risk youth, families, students and professionals across interlocking systems. These interlocking systems are comprised of the mental healthcare system, juvenile justice system, social services system, and the education system ranging from K-12 through the collegiate level. This organization is licensed by the Virginia Department of Behavioral Health and Developmental Services. Students are provided with research based instructional services that support the development of resilience and coping skills to address their life challenges and improve the execution of self-control.

The Danville Pittsylvania Community Services organization provides a full-time counselor on site daily to provide individual counseling services as requested by students and recommended by staff. They work one-on-one with the students to dive deep into the barriers that have kept the student from being successful in the past and works with the student to develop strategic plans to address and remove the barriers.

At the end of the student's placement term, students and parents are required to attend a Hearing Panel Transition Meeting. During the meeting, the panel reviews student's grades, attendance and discipline records while at R.I.S.E. Academy. Students who have demonstrated readiness to return to a traditional school setting are provided a school-based mentor to assist with acclimatization and placed on a behavior contract for one year.