ATTACHMENT A

ALTERNATIVE ACCREDITATION APPLICATIONS

Overview
DIVISION: School (Page Numbers)

1. Arlington County: Arlington Community High School (pgs. 2-23)
2. Chesterfield County: Carver College and Career Academy (pgs. 25-44)
3. Fairfax County: Fairfax County Adult High (pgs. 46-66)
4. Fairfax County: Bryant High (pgs. 68-90)
5. Fairfax County: Key Center (pgs. 92-110)
6. Fairfax County: Kilmer Center (pgs.112-130)
7. Fairfax County: Mountain View High (pgs.132-153)
8. Loudoun County: W.O. Robey High (pgs. 155-170)
9. Richmond City: Amelia Street (pgs. 172-188)
10. Richmond City: Richmond Alternative (pgs. 190-206)
11. York County: York River Academy (pgs. 208-214)

A cover page is between each school with Division and School Information

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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):

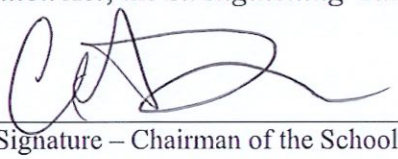
D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical 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).*

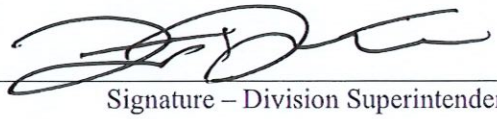
February 8, 2024

Date Approved by the Local School Board



Signature – Chairman of the School Board

Submission Date



Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN APPLICATION
For Special Purpose Schools

School Name: Arlington Community High School	**Division Name:** Arlington Public Schools
School Address: 4420 N. Fairfax Drive – 5th Floor; Arlington, VA 22203	
Contact Person: Dr. Lori Wiggins	
Phone Number of Contact Person: 703-228-5352	**Email of Contact Person:** lori.wiggins@apsva.us

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Number of Students Enrolled by Grade:

Grade	# of Students 2018/2019	# of Students 2019/2020	# of Students 2020/2021	# of Students 2021/2022	# of Students 2022/2023
9	10	22	1	18	25
10	31	23	17	12	24
11	42	36	41	38	41
12	59	99	83	77	91
Total Graded =	142	180	142	145	181
Adults	184	155	146	156	142
TOTAL	326	335	288	301	323

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No). YES
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that. No substantive differences have been included in this plan.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Arlington Community High School is a non-traditional, alternative school that 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 provides 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 obtain 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 primary goal with rigorous preparation for post-secondary options as the second, ACHS individually supports students to achieve those goals 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	2022/2023
Graded students: (grades 9 – 12: under age 20 or 22 [ELL or SPED])	43%	54%	49%	48%	30%
Adult Students: (over age 20 or 22 [ELL or SPED])	57%	46%	51%	51%	70%

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	2022/2023
Countries	23	30	24	32	30
First Languages	16	16	15	24	18

Race/Ethnicity*:	2018/19	2019/2020	2020/2021	2021/2022	2022/2023
Hispanic	83%	78%	79%	77%	80%
Black	5%	8%	7%	7%	7%
Asian	6%	6%	8%	7%	5%
White	3%	5%	5%	7%	7%
Other (2+)	3%	3%	1%	2%	>1%

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	2022/2023
Employed in at least one job	94%	97%	95%	93%	92%
No report or not employed	6%	3%	5%	7%	8%

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 5 school years below):

Interrupted/Over-age*:	2018/19	2019/2020	2020/2021	2021/2022	2022/2023
Over-age/under-credited for grade designation	96.9%	93.2%	95.6%	93%	96%

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	2022/2023
Enrolled in EL classes (WIDA 1 – 4)	87%	77%	80%	76%	70%
Limited English Proficient (LEP) (WIDA 1 – 6)	89%	81%	82%	78%	75%
Non-LEP or Proficient	11%	19%	18%	22%	25%

**Source: APS Student Information System*
***Source: ACHS Student Questionnaires*

As 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 earning 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?

Arlington Community High School is a non-traditional, alternative school that provide students who have become out of step with the peers an opportunity to graduate with a high school diploma. There is a population of students who reside in Arlington County who need an alternative route to a high school diploma. ACHS is the only school in the county to offers a pathway to graduation for non-traditional students, including the option to attend classes in the evening. During the years the school has operated with an alternative accreditation plan and prior, when the school was a program, there has been a demonstrated track record of meeting the needs of students with a flexible, yet rigorous academic offering. 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	2022-2023
English: Reading	All Students	93	62	73	56	69	87	94.3	84.3
English: Writing	All Students	77	73	64	100	78			
Mathematics	All Students	63	71	67	73	80	65	100	81.8
Science	All Students	68	64	64	69	100	40	88.9	80

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 ACCREDITATION RATE w/out alternative measures*:

Test	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
English: Reading	Asian	<	<	<	<	<	80	75	<
English: Writing	Asian	<	<	<	<	<			
Mathematics	Asian		<	<	<	<	<	100	<
English: Reading	Black	80	<	100	<	<	<	<	<
English: Writing	Black	<	<	83		<			
Mathematics	Black	45	71	<	<	<	<	<	<
English: Reading	Economically Disadvantaged	86	<	83	<	83	<	90	87.5
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	69	<	
English: Reading	Hispanic	94	57	<	80	33	<	93.75	76.47
English: Writing	Hispanic	75	60	33	100	<			
Mathematics	Hispanic	65	69	71	69	75	64	<	<
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	2020/21	2021/22	2022/23
Without plan /without adjusted Cohort*	67.3	63.5	67.2	69.5	66.9	78	78.65	70.16
Adjusted Cohort size	22	74	36	28	57	40	36	41

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, 2021[1]). Since ACHS is a school of choice for students over age 16, all students have changed high schools to come to our school, thus greatly increasing 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 support 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 is impacted. An alternative measure is needed for this population with an adjustment to the cohorts of students to reflect the ACHS students' needs and the relationship and support 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.

[1]Rice 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	2022/23
School – not adjusted	13.6%	9.8%	20%	16.7%	15.7%	14.26%	27%
Adjusted Cohort	8.3%	7.6%	7.9%	7.1%	4%	0%	9.37%

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, and 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	2020/21	2021/22	2022/23
State Data – Chronic Absentee Rate	73.08	71.43	L3 (72.6)	L3	L3 (54.2)	L2 (R10)	L2 (81.9)

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 has a service-learning group that students can 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.

	2022/23
College, Career, And Civic Readiness Indicator – not adjusted	68%
Adjusted Cohort	86.4%

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:

<table>
<tr><td colspan="2">Mathematics and Science Rate:
$$\text{Percentage} = 100 * \frac{(\text{numerator 1}) + (0.75)(\text{numerator 2})}{\text{denominator}}$$</td></tr>
<tr><td>Numerator 1 & 2</td><td>Denominator</td></tr>
<tr><td>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</td><td>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</td></tr>
<tr><td colspan="2">Notes:
Students coded as a transfer student or SOA Adjustment-EL 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).</td></tr>
</table>

<table>
<tr><td colspan="2">English Combined Rate:
$$\text{Percentage} = 100 * \frac{(\text{numerator 1}) + (0.75)(\text{numerator 2})}{\text{denominator}}$$</td></tr>
<tr><td>Numerator 1 & 2</td><td>Denominator</td></tr>
<tr><td>The total number of unduplicated students who:

NUMERATOR 1 =
• 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 375[1] but show progress on the English Language proficiency assessment</td><td>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</td></tr>
</table>

NUMERATOR 2 = • have a writing score of 375[1]-399	
Notes: Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375[1] and they do not show growth in English Language Proficiency. 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. 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 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 *Transfer* or *SOA Adjustment-EL* 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, 3 scored 375-399, and 3 scored below 374, 4 test total were marked as *SOA Adjustment-EL,* of the 3 tests that that had a score below 374.
- 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 (one score between 400-600, the other between 375-399).

		Numerator	Denominator
1	Numerator: Students who scored between 400-600 and were first time test takers	7	
2	Denominator: Students who were first time test takers who scored 0-600		14
3	Numerator and Denominator: Students who scored between 400-600 and were re-testers	6	6
4	Denominator: Subtract students who were marked as *Transfer* or *SOA Adjustment-EL* who had a score below 375		-3
5	Numerator and Denominator: Number of tests that were marked as recovery with passing scores *2	(1*2) 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]:	15	23
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	5 * 0.75 = 3.75	
10	TOTALS [8-9]:	18.75	23
	Performance Rate = 100 (numerator/denominator)	**81.5%**	

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	0	0
4	Denominator: Subtract students who were marked as *Transfer* or *SOA Adjustment-EL* who had a score below 375		-1
5	Numerator and Denominator: Number of tests that were marked as recovery with passing scores * 2	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]:	12	18
9	Numerator: Students who scored between 375-399 and were first time test takers or re-testers (non-duplicated)	4 * 0.75 = 3	
10	TOTALS [8+9]:	15	19
	Performance Rate = 100 (numerator/denominator)	**78.9%**	

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 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-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

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 to10 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 x100			(34 * 100) 3400
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 enrolled into ACHS after the compulsory attendance age and who will 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 Persistence to Graduation Measure	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

COLLEGE, CAREER, AND CIVIC READINESS INDICATOR (CCCRI)

Beginning in the 2023-24 accreditation year, college, career and civic readiness was identified as 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: • 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: • 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: • 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?**

2. Chesterfield County: Carver College and Career Academy (pgs. 25-45)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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).*

March 12, 2024	
Date Approved by the Local School Board	Signature – Chairman of the School Board
3/14/24	
Submission Date	Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN APPLICATION
For Special Purpose Schools

School Name Carver College and Career Academy	**Division Name** Chesterfield
School Address 12400 Branders Bridge Road Chester, VA 23831	
Contact Person Stephen Hackett	
Phone Number of Contact Person 804.768.6156	**Email of Contact Person** Stephen_Hackett@ccpsnet.net

All staff who should be copied on email correspondence:

Name	Position	Email Address
Darnella Sims	Director of School Improvement	Darnella_sims@ccpsnet.net
Belinda Merriman	Director of High School Leadership	Belinda_merriman@ccpsnet.net
Erica Gervais	Coordinator of School Improvement	Erica_gervais@ccpsnet.net

Number of Students Enrolled by Grade:

Grade	Number of Students
9	102
10	86
11	59
12	45 plus GED completers for SY23-24

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? Yes
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. This plan does not differ from the previous approved plan.

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 289 students enrolled at CCCA and their demographic makeup is as follows:
- 44% Black
- 32% White
- 18% Hispanic
- 6% 2 or more races

These students also make up the special and complex educational needs categories as follows:
- 30% are served under special education;
- 11% have a 504 plan;
- 5% are English Language Learners (ELL;)
- 10% of seats are reserved for placement by the Office of Student Conduct; and
- 61% missed 18 or more 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. In the first two years 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.)

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. Below, data sets from the two prior school years further demonstrate the need for an alternative accreditation pathway. Categories that did not use an adjusted pass rate have been excluded from this data set.

2023 Student Performance

Academic Achievement - ELA - No Adjustment

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status		Total
SOL	2	500-600		2
SOL	28	400-499		28
SOL	45	Below 400		45
Substitute	54	*Passing		54
(A) Total Number of Students Passing				84
(B) Total Number of Student Scores				129
SOL Core Subject Adjusted Pass Rate = (A)/(B)				65.12%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**				75.18%
Performance Level (1, 2, or 3)				**Level 2**

Academic Achievement – ELA - Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Points Awarded per Test	Points Awarded
SOL	2	500-600	100	200
SOL	28	400-499	100	2800
SOL	6	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	450
SOL	39	Below 375	0	0
Substitute	54	*Passing	100	5400
(A) Total Number of Points Awarded				8850
(B) Total Number of Student Scores				129
SOL Core Subject Adjusted Pass Rate = (A)/(B)				68.60%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**				75.18%
Performance Level (1, 2, or 3)				**Level 2**

Academic Achievement - MATH - No Adjustment

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status		Total
SOL	0	500-600		0
SOL	16	400-499		16
SOL	61	Below 400		61
Substitute	0	*Passing		0
(A) Total Number of Students Passing				16
(B) Total Number of Student Scores				77
SOL Core Subject Adjusted Pass Rate = (A)/(B)				20.78%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**				25.45%
Performance Level (1, 2, or 3)				**Level 3**

Academic Achievement - MATH - Adjusted				
Type of Test	**Number of Tests Meeting Criteria**	**SOL Scaled Score/Status**	**Points Awarded per Test**	**Points Awarded**
SOL		500-600	100	0
SOL	16	400-499	100	1600
SOL	25	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	1875
SOL	36	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				3475
(B) Total Number of Student Scores				77
SOL Core Subject Adjusted Pass Rate = (A)/(B)				45.13%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**				25.45%
Performance Level (1, 2, or 3)				**Level 2 (R5)**

Academic Achievement - SCIENCE - No Adjustment			
Type of Test	**Number of Tests Meeting Criteria**	**SOL Scaled Score/Status**	**Total**
SOL	0	500-600	0
SOL	26	400-499	26
[redacted]			
SOL	73	Below 400	73
Substitute	0	*Passing	0
(A) Total Number of Points Awarded			26
(B) Total Number of Student Scores			99
SOL Core Subject Adjusted Pass Rate = (A)/(B)			26.26%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**			41.67
Performance Level (1, 2, or 3)			**Level 3**

Academic Achievement - SCIENCE - Adjusted				
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	26	400-499	100	2600
SOL	28	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	2100
SOL	45	0	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				4700
(B) Total Number of Student Scores				99
SOL Core Subject Adjusted Pass Rate = (A)/(B)				47.47%
Prior year SOL Core Subject Adjusted Pass Rate - **Previous Year**				41.67
Performance Level (1, 2, or 3)				**Level 2 (R5)**

Achievement Gap - ELA - Black - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Total
SOL	1	500-600	1
SOL	11	400-499	11
SOL	29	Below 400	29
Substitute	30	*Passing	30
(A) Total Number of Students Passing			42
(B) Total Number of Student Scores			71
SOL Core Subject Adjusted Pass Rate = (A)/(B)			59.15%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**			74.32%
Performance Level (1, 2, or 3)			**Level 2 (Three Year)**

Achievement Gap - ELA - Black - Adjusted

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	11	400-499	100	1100
SOL	2	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	150
SOL	27	Below 375	0	0
Substitute	30	*Passing	100	3000
(A) Total Number of Points Awarded				4350
(B) Total Number of Student Scores				71
SOL Core Subject Adjusted Pass Rate = (A)/(B)				61.27%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				74.32%
Performance Level (1, 2, or 3)				**Level 2 (Three Year)**

Achievement Gap - ELA - White - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Total
SOL	1	500-600	1
SOL	9	400-499	9
SOL	13	Below 400	13

Substitute	12	*Passing	[redacted]	12
(A) Total Number of Students Passing				22
(B) Total Number of Student Scores				35
SOL Core Subject Adjusted Pass Rate = (A)/(B)				62.86%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				75.76%
Performance Level (1, 2, or 3)				**Level 2 (One Year)**

Achievement Gap - ELA - White - Adjusted

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	9	400-499	100	900
SOL	4	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	300
SOL	9	Below 375	0	0
Substitute	12	*Passing	100	1200
(A) Total Number of Points Awarded				2500
(B) Total Number of Student Scores				35
SOL Core Subject Adjusted Pass Rate = (A)/(B)				71.43%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				75.76%
Performance Level (1, 2, or 3)				**Level 2 (One Year)**

Achievement Gap - ELA - SPED - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	[redacted]	Total
SOL	1	500-600		1
SOL	5	400-499		5
[redacted]				
SOL	31	Below 400		31
Substitute	12	*Passing		12
(A) Total Number of Students Passing				18
(B) Total Number of Student Scores				49
SOL Core Subject Adjusted Pass Rate = (A)/(B)				36.73%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				61.29%
Performance Level (1, 2, or 3)				Level 3

Achievement Gap - ELA - SPED - Adjusted

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	5	400-499	100	500

SOL	5	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	375
SOL	26	Below 375	0	0
Substitute	12	*Passing	100	1200
(A) Total Number of Points Awarded				2175
(B) Total Number of Student Scores				49
SOL Core Subject Adjusted Pass Rate = (A)/(B)				44.39%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				61.29%
Performance Level (1, 2, or 3)				**Level 3**

Achievement Gap - ELA - Economically Dis. Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status		Total
SOL	1	500-600		1
SOL	16	400-499		16
[redacted]				
SOL	35	Below 400		35
Substitute	29	*Passing		29
(A) Total Number of Students Passing				46
(B) Total Number of Student Scores				81
SOL Core Subject Adjusted Pass Rate = (A)/(B)				56.79%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				69.12%
Performance Level (1, 2, or 3)				**Level 2 (Three Year)**

Achievement Gap - ELA - Economically Dis. - Adjusted

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	16	400-499	100	1600
SOL	4	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	300
SOL	31	Below 375	0	0
Substitute	29	*Passing	100	2900
(A) Total Number of Points Awarded				4900
(B) Total Number of Student Scores				81
SOL Core Subject Adjusted Pass Rate = (A)/(B)				60.49%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				69.12%
Performance Level (1, 2, or 3)				**Level 2 (Three Year)**

Achievement Gap - Math - Black - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Total
SOL	0	500-600	0
SOL	6	400-499	6
SOL	29	Below 400	29
Substitute	0	*Passing	0
(A) Total Number of Students Passing			6
(B) Total Number of Student Scores			35
SOL Core Subject Adjusted Pass Rate = (A)/(B)			17.14%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**			27.27%
Performance Level (1, 2, or 3)			Level 3

Achievement Gap - Math - Black - Adjusted

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	6	400-499	100	600
SOL	10	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	750
SOL	19	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				1350
(B) Total Number of Student Scores				35
SOL Core Subject Adjusted Pass Rate = (A)/(B)				38.57%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				27.27%
Performance Level (1, 2, or 3)				Level 3

Achievement Gap - Math - Hispanic - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	Total
SOL	0	500-600	0
SOL	4	400-499	4
SOL	12	Below 375	12
Substitute	0	*Passing	0
(A) Total Number of Students Passing			4

(B) Total Number of Student Scores	16
SOL Core Subject Adjusted Pass Rate = (A)/(B)	25.00%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**	28.57%
Performance Level (1, 2, or 3)	**Level 3**

Achievement Gap - Math - Hispanic - Adjusted

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	4	400-499	100	400
SOL	7	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	525
SOL	5	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				925
(B) Total Number of Student Scores				16
SOL Core Subject Adjusted Pass Rate = (A)/(B)				57.81%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				28.57%
Performance Level (1, 2, or 3)				**Level 2 (R5)**

Achievement Gap - Math - Economically Dis. - Not Adjusted

Type of Test	Number of Tests Meeting Criteria	SOL Scaled Score/Status	[redacted]	Total
SOL	0	500-600		0
SOL	11	400-499		11
[redacted]				
SOL	42	Below 400		42
Substitute	0	*Passing		0
(A) Total Number of Students Passing				11
(B) Total Number of Student Scores				53
SOL Core Subject Adjusted Pass Rate = (A)/(B)				20.75%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				19.44%
Performance Level (1, 2, or 3)				**Level 3**

Achievement Gap - Math - Economically Dis. - Adjusted

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	11	400-499	100	1100

SOL	17	350-399(COVID LAVC) 375-399 (Non-COVID LAVC)	75	1275
SOL	25	Below 375	0	0
Substitute	0	*Passing	100	0
(A) Total Number of Points Awarded				2375
(B) Total Number of Student Scores				53
SOL Core Subject Adjusted Pass Rate = (A)/(B)				44.81%
Prior year GAP Subject Adjusted Pass Rate - **Previous Year**				19.44%
Performance Level (1, 2, or 3)				**Level 2 (R5)**

Graduation and Completion Index - Not Adjusted

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
6	Advanced	100	600
34	Standard	100	3400
39	GED	75	2925
17	Still in School	70	1190
0	Certificate of Program Completion	25	0
(C)Number of Points Awarded			8115
(D)Number of Students in the On-time Graduation Cohort			158
Cohort 2022			54.85%
Graduation and Completion Index Score (C)/(D)			51.36%
Performance Level (1, 2, or 3)			Level 3

Graduation and Completion Index - Adjusted

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
6	Advanced	100	600
34	Standard	100	3400
0	Special	100	0
39	GED	75	2925
17	Still in School	70	1190
0	Certificate of Program Completion	25	0
(C)Number of Points Awarded			8115
(D)Number of Students in the On-time Graduation Cohort			158

Cohort 2022	54.85%
Graduation and Completion Index Score (C)/(D)	51.36%
Performance Level (1, 2, or 3)	Level 3

Chronic Absenteeism - Not Adjusted	
Type of Attendance of Students Enrolled >50% of the year	**Number**
Daily attendance greater than 90% of total enrolled days	82
[redacted]	
Total Number of Students from above (P)	82
Number of students enrolled more than 50% of the year (Q)	192
Total number of students identified as chronically absent (Q) - (P) = (S)	110
Current Year Absenteeism rate = (S)/(Q)	57.29%
Previous Year Rate	56.22%
Performance Level (1, 2 or 3)	level 3

Chronic Absenteeism - Adjusted	
Type of Attendance of Students Enrolled >50% of the year	**Number**
Daily attendance greater than 85% of total enrolled days	111
Students who met attendance requirements by meeting at least one of these requirements on a school day they are not physically in the building:	0
Attending Google Meet or other virtual class	0
Login and post to or submit completed assignments in our Learning Management System (Canvas or other LMS)	0
Log in and complete assignments through an online content provider (Edgenuity or other providers)	0
Student contact with staff for instructional support	0
Total Number of Students from above (P)	111
Number of students enrolled more than 50% of the year (Q)	192
Total number of students identified as chronically absent (Q) - (P) = (S)	81
Current Year Absenteeism rate = (S)/(Q)	42.19%
Previous Year Rate	56.22%
Performance Level (1, 2 or 3)	**Level 2 (R5)**

Dropout Rate - Not Adjusted	
Description	**Number**
Number of Students who are in Cohort (A)	157
[redacted]	
Number of Students who have a status of dropout or unconfirmed (B)	62
Current Year Dropout Rate (B) / (A)	39.49%
Previous Year Rate	34.62%
Performance Level	Level 3

Dropout Rate - Adjusted	
Description	**Number**
Number of Students who are in Cohort (A)	157
Number of Students Removed from Cohort (modified rules) (B)	11
Number of students in adjusted Cohort (A) – (B) = (C)	146
Number of Students who have a status of dropout or unconfirmed (D)	62
Current Year Dropout Rate (D) / (C)	42.47%
Previous Year Rate	34.62%

6. For <u>each</u> 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 level 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 four-year combined rate is greater than or equal to 75%, or 5% decrease in failure if previously Level Two	The current year or cumulative four-year combined rate is less than 75% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 45-65%.	The current year or cumulative four-year combined rate is less than 65%
Achievement Indicators in Math	The current year or cumulative four-year rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 45-65%.	The current year or cumulative four-year combined rate is less than 65%
Achievement Indicators in Science	The current year or cumulative four-year rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 45-65%.	The current year or cumulative four-year combined rate is less than 65%

- 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 will be weighted at 100 points;
    - A scaled score of 375-399 will be weighted at 75 points for testing that qualifies for LAVC
    - a scaled score of 350-399 will be weighted at 75 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.

Academic Achievement Indicator

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				
SOL Core Subject Adjusted Pass Rate = (A)/(B)				
Prior year SOL Core Subject Adjusted Pass Rate				
Performance Level (1, 2, or 3)				

b. Academic achievement gap measures for prevalent student groups

- Prevalent reporting groups are identified as White, Black, Hispanic, Asian, two or more, special education, English language learners, and disadvantaged.
- Due to the population served, an Adjusted Pass Rate (APR) for sub is necessary to create a more representative measure for student academic achievement. Performance targets for level 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 four-year combined rate is greater than or equal to 75%, or 5% decrease in failure if previously Level Two	The current year or cumulative four-year combined rate is less than 75% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 45-65%.	The current year or cumulative four-year combined rate is less than 65%
Achievement Indicators in Math	The current year or cumulative four-year rate is greater than or equal to 70%, or 5% decrease in	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or 5%	The current year or cumulative four-year combined rate is less than 65%

	failure if previously Level Two	decrease in failure if previous rate was 45-65%.	
Achievement Indicators in Science	The current year or cumulative four-year rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative four-year rate is less than 70% and greater than or equal to 65%, or 5% decrease in failure if previous rate was 45-65%.	The current year or cumulative four-year combined rate is less than 65%

- 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 will be weighted at 100 points;
    - a scaled score of 375-399 will be weighted at 75 points for testing that qualifies for LAVC
    - a scaled score of 350-374 will be weighted at 75 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.

Academic Achievement Indicator

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				
SOL Core Subject Adjusted Pass Rate = (A)/(B)				
Prior year SOL Core Subject Adjusted Pass Rate				
Performance Level (1, 2, or 3)				

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 than 10 percent of the school year to 10 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 four-year chronic absenteeism rate is 15% or lower, or 5% decrease if previously Level Two	Current or cumulative four - year chronic absenteeism rate is greater than 15% but less than or equal to 25%, or 5% decrease if previously Level Three.	Current or four-year average of students not demonstrating meaningful engagement is more than 25%

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 of the year or Greater	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)	
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)	
Number of students enrolled more than 50% of the year (Q)	
Total number of students identified as chronically absent (Q) - (P) = (S)	
Absenteeism rate = (S)/(Q)	

Example: Chronic Absenteeism Indicator

Type of Attendance of Students Enrolled 50% of the year or Greater	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
Absenteeism rate = (S)/(Q)	9%

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.
- 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 four-year GCI is greater than or equal to 88; OR 1.25% improvement if previously Level Two	Current or cumulative four-year GCI is less than 88 but greater than 80; OR 1.25% increase if previously Level Three	Current or cumulative four-year GCI is less than 80

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 (75 points),
- students not graduating but still in school (70 points), and .
- students earning certificates of program completion (25 points).

The Total Number of Points Awarded (C) will be divided by the Number of Students in the On-time Graduation Cohort (D).

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			
Graduation and Completion Index Score (C)/(D)			

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

- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 3.

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.
- 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 level 1, 2, and 3 for Dropout Rate will be:

Dropout Rate Benchmarks

	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% but less than or equal to 9 or 5% decrease in dropout rate if previously Level Three	Current or cumulative four-year dropout rate is 9% or higher, OR Level Two for more than 4 consecutive years

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

- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older

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?

3. Fairfax County: Fairfax County Adult High (pgs. 46-66)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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).*

January 11, 2024
Date Approved by the Local School Board

Signature – Chair of the Board, Fairfax County Public Schools

January 25, 2024
Submission Date

Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN APPLICATION
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 Schools	jthompson1@fcps.edu
Bettrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (Based on 2023 State Fall Membership Reports):

Grade	Number of Students
9	25
10	38
11	110
12	68

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that.

This plan adds alternative pass rate calculations for the Achievement Gap--English indicator based on a need demonstrated in historical data. The alternative pass rate calculation was previously approved for the Achievement Gap--Mathematics indicator within the 2023-2024 Alternative Accreditation Plan.

This plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate a composite score for the College Career Civic Readiness Index (CCCRI). The DRM was previously approved as another measure to generate composite scores for the Graduation and Completion Index (GCI) and Dropout Rate calculation modifier within the 2023-2024 Alternative Accreditation Plan.

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. 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, some 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 49 percent of FCAHS learners have been enrolled in a U.S. school for two years or less, and 40 percent have been enrolled in U.S. schools for one year or less.

3-Year Reporting Group Distribution (Based on State Fall Membership Reports)

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners
Sept 2021	142	8%	2%	84%	1%	5%	45%	85%
Sept 2022	214	6%	4%	86%	0%	3%	56%	90%
Sept 2023	241	7%	1%	82%	0%	8%	44%	93%

3-Year Age Distribution (Based on Division September Membership Reports)

Data View	School-Aged Adults, Under Age 22 *(as of September 30)*	Tuition-Paying Adults, Age 22 and Older *(as of September 30)*
Sept 2021	63%	37%
Sept 2022	79%	21%
Sept 2023	81%	19%

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 and achievement gaps in mathematics and English. 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
- **Achievement Gap-English**
    - SY 2021-22 (Hispanic 72 percent; Economically Disadvantaged 64 percent) for overall Level 2

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
- SY 2022-23 (76 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
- SY 2022-23 (GCI 28 percent and Dropout Rate 79 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
- SY 2022-23 (4 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 and English, page 8
- Section 6C - Chronic Absenteeism, page 9
- Section 6D – GCI, page 12
- Section 6E - Dropout Rate, page 14
- 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

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 SOL and approved substitute tests in the current assessment year (summer, fall, spring). This is the roster count omitting “did not attempt” records.
2. Using the student’s highest score per test, determine how many of these tests:
    a. Show a passing score on an SOL or approved substitute test
    b. Have a failing score where the student demonstrated EL progress on the WIDA assessment (English gap groups reported under section 6B only)
    c. Reflect a score between 375 and 399
    d. Show a failing test with a score below 375
3. Use the standard calculation process to identify tests that:
    a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
    b. Are excluded from standard calculations due to failing retest or failing test where the same test exists with a higher score
    c. Are eligible for Recovery credit (mathematics calculations and English gap groups only).
4. Combine these values to generate an Alternative Pass Rate for mathematics and for science (or for English gap groups), as outlined in the Table 6.A sample below.

a. Sum the number of passing tests, the weighted value of 375-399 scores, (English gap groups only) the number of failing tests with EL progress, and (mathematics and English gap groups only) the number of Recovery tests to form a numerator.
b. Subtract the failing student adjustments and exclusions from the total number of attempts and add the number of Recovery tests (mathematics and English gap groups 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 test attempts in the core subject (total attempted)	50
(B)	# of tests with a passing score on the SOL or approved substitute tests; and (ENGLISH GAP ONLY) failing tests where the student demonstrated EL progress on the WIDA assessment	27
(C)	0.75 * (# scoring 375-399 on the SOL test)	(0.75 * 6) = 4.5
(D)	# with a failing score that qualifies for Transfer adjustment, SOA Adjustment - EL, or standard exclusion, e.g., failing retest or failing duplicate test *Remove from denominator*	5
(E)	# of Recovery tests (MATHEMATICS AND ENGLISH GAP ONLY) *Add to numerator and denominator*	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 =70.6522**

Note that this sample Alternative Pass Rate calculation of 70.6522 (Level 1) compares to a standard pass rate calculation of 60.8696 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

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

Calculation Steps to Generate an Alternative Pass Rate–

When any student reporting group in mathematics or English 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 or English 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 and English 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 and Achievement Gap-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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Reporting Group English Performance Level

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

Achievement Gap - Mathematics and English Indicator Performance Level

Level 1	*Level 2*	*Level 3*
No more than 1 reporting group with a subject rate at Level 2	*2 or more reporting groups with a subject rate at Level 2* *or no more than 1 reporting group with a pass rate at Level 3*	*2 or more reporting groups with a subject rate at Level 3*

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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

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 as 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 ≥ 50 percent of school year	207
(B)	# missing ≥ 20 percent of the school year	115
(C)	# from row B who show > 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions *Remove from numerator*	59
(D)	# of students from row B ***not*** counted in row C who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	16
(E)	**Numerator = (B-C-D)**	**(115 - 59 - 16) = 40**
(F)	**Denominator = (A-D)**	**(207 - 16) = 191**
(G)	**Alternative Chronic Absenteeism Rate = (E) / (F) * 100**	**(40 / 191) * 100 = 20.9424**

Note that this sample Alternative Chronic Absenteeism calculation of 20.9424 (Level 2) compares to a standard chronic absenteeism calculation of 69.5652 (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 2022-23, SY 2018-19, SY 2017-18, SY 2016-17), 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 2022-23) to the current year's alternative rate and calculate the reduction in the failure rate.
  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*
Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average *or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year*	*Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement* *or greater than 9% (25.00001-100) and meets improvement target from the prior year*	*Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.
2. 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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    d. Failed to complete the year due to incarceration
3. Out of the remaining students, 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”
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 its 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 (omitting deceased, incarcerated, transferred out)	237
(B)	# of non-graduates who meet a defined exclusion criterion from the narrative *Remove from denominator*	151
(C)	100 * (# earning a diploma)	(100 * 61) = 6,100
(D)	75 * (# not counted in row B who earned a HSE/GED)	(75 * 2) = 150
(E)	25 * (# not counted in row B who earned a certificate of completion)	(25 * 3) = 75
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 12) = 840
(G)	**Numerator = (C+D+E+F)**	**(6,100 + 150 + 75 + 840) = 7,165**
(H)	**Denominator = 100* (A-B)**	**100 * (237 - 151) = 8,600**
(I)	**Alternative GCI = (G) / (H) * 100**	**(7,165 / 8,600) = 83.3140**

Note that this sample Alternative GCI of 83.3140 (Level 2) compares to a standard GCI calculation of 30.2321 (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. 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
(I)	Alternative GCI (see Table 6.D.a)	83.3140
(J)	DRM Value (see Table 7)	6.9231
(K)	**GCI Composite Score = (I + J)**	**(83.3140 + 6.9231) = 90.2371**

Note how this sample GCI Composite Score calculation of 90.2371 (Level 1) compares to the calculated Alternative GCI of 83.3140 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 a **composite modified cumulative 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 2022-23) 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 the **composite 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*
GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average *or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year*	*GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement* *or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year*	*GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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 (omitting deceased, incarcerated, transferred out)	203
(B)	# showing with latest status of dropout	150
(C)	# of students from row B who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	141
(D)	**Numerator = (B-C)**	(150 - 141) = 9
(E)	**Denominator = (A-C)**	(203 - 141) = 62
(F)	**Alternative Dropout Rate = (D) / (E) * 100**	**(9 / 62) * 100 = 14.5161**

Note that this sample Alternative Dropout Rate calculation of 14.5161 (Level 3) compares to a standard dropout rate calculation of 73.8916 (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. 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)	14.5161
(G)	DRM Value (see Table 7)	6.9231
(H)	**Dropout Rate Composite Score = (F - G)**	**(14.5161 - 6.9231) = 7.5931**

Note how this sample Dropout Rate Composite Score calculation of 7.5931 (Level 2) compares to the calculated Alternative Dropout Rate of 14.5161 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 a **composite modified cumulative 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 2022-23) 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 the **composite 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*
Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average *or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement* *or greater than 9% (9.00001-100) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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-college-career-civic-ready 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
    - Transferred when aged 18 or older out of state or to another Virginia division where programs are not available for over-18 students
    - Failed to complete the year due to incarceration
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative CCCRI to generate a composite score for determining overall CCCRI indicator performance.

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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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.a 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-college-career-civic-ready 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.a. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort (omitting deceased, incarcerated, transferred out)	203
(B)	# showing with CCCRI credit earned	11
(C)	# who meet the broadened definition of service learning or work-based learning *Add to numerator*	38
(D)	# of non-college-career-civic-ready students who meet a defined exclusion criterion from the narrative *Remove from denominator*	136
(E)	**Numerator = (B+C)**	**(11 + 38) = 49**
(F)	**Denominator = (A-D)**	**(203 - 136) = 67**
(G)	**Alternative CCCRI = (E) / (F) * 100**	**(49/ 67) * 100 = 73.1343**

Note that this sample Alternative CCCRI calculation of 73.1343 (Level 2) compares to a standard CCCRI calculation of 5.4187 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative CCCRI 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. The approach for applying this DRM value to generate a new CCCRI Composite Score is outlined here for use in determining the overall CCCRI indicator performance level.

To generate a CCCRI 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 CCCRI (from Table 6.F.a) to generate a new CCCRI Composite Score, as illustrated in the Table 6.F.b sample.

Table 6.F.b. SAMPLE CALCULATION: CCCRI Composite Score

Row	Calculation Step	Value
(G)	Alternative CCCRI (see Table 6.F.a)	73.1343
(H)	DRM Value (see Table 7)	6.9231
(I)	**CCCRI Composite Score = (A + B)**	**(73.1343 + 6.9231) = 80.0574**

Note how this sample CCCRI Composite Score calculation of 80.0574 (Level 2) compares to the calculated Alternative CCCRI of 73.1343 (Level 2) from Table 6.F.a.

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 CCCRI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative CCCR or the CCCRI Composite Score.

CCCRI Indicator Performance Level

Level 1	*Level 2*	*Level 3*
CCCRI/composite score greater than or equal to 85% (84.50000-100) for current year or cumulative year average	*CCCRI/composite score greater than 70% but less than 85% (70.0050-84.4999)*	*CCCRI/composite score less than or equal to 70% (0-70.0049)* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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, dropout rate, and CCCRI. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score, Dropout Rate Composite Score, and CCCRI Composite Score as part of overall GCI, dropout rate, and CCCRI indicator performance level determinations, as outlined in sections 6D-6F 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 and college-career readiness. The DRM is used together with the Alternative GCI, Alternative Dropout Rate, and Alternative CCCRI calculations outlined in sections 6D-6F above to calculate composite scores that determine the overall performance level for GCI, dropout rate, and CCCRI indicators for accreditation year 2024-25.

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 and college-career readiness. 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 and pursue career-readiness qualifications as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the subsequent 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, long-term absence, or incarcerated and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year in the current and/or prior year(s)
- Re-enrolled in the diploma program at FCAHS or enrolled in a division HSE program by the Monday before Labor Day of the current year
- Not excluded from the GCI, dropout rate, and CCCRI modified calculations outlined in sections 6D-6F above.

Calculation Steps to Generate a DRM Value–

When the GCI, dropout rate, and/or CCCRI indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6D-6F above, then a DRM value will be calculated and used to generate a GCI Composite Score, a Dropout Rate Composite Score, and/or a CCCRI 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, long-term absence, or incarcerated 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 in the current and/or prior year(s) but re-enrolled in a degree or HSE program by the Monday before Labor Day of the current year
    b. Were excluded from the modified calculations for GCI, dropout rate, and/or CCCRI based on exclusion criteria defined in sections 6D-6F.
3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
    a. Multiply the count of students re-enrolled by the Monday before Labor Day by a factor of 20 to form a numerator.
    b. Subtract the exclusion-eligible students from the total cohort 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, long-term absence, or incarcerated	203
(B)	# of students who meet a defined exclusion criterion from section 6D, 6E, and/or 6F *Remove from denominator*	151
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the Monday before Labor Day)	(20 * 18) = 360
(D)	**Numerator = (C)**	**360**
(E)	**Denominator = (A-B)**	**(203 - 151) = 52**
(F)	**DRM Value = (D) / (E)**	**(360 / 52) = 6.9231**

Approach for Applying the Additional Measure–

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

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.

4. Fairfax County: Bryant High (pgs. 68-90)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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)*.

January 11, 2024
Date Approved by the Local School Board

Signature – Chair of the Board, Fairfax County Public Schools

January 25, 2024
Submission Date

Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN APPLICATION
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 Karen Hertel, Principal	
Phone Number of Contact Person 703-660-2001	**Email of Contact Person** kjhertel@fcps.edu

All staff who should be copied on email correspondence:

Name	Position	Email Address
Ray Lonnett	Assistant Superintendent, Region 3	rlonnett1@fcps.edu
Bettrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (Based on 2023 State Fall Membership Reports):

Grade	Number of Students
9	14
10	16
11	57
12	72

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that.

This plan adds alternative pass rate calculations for the Achievement Gap--English indicator based on a need demonstrated in historical data. The alternative pass rate calculation was previously approved for the Achievement Gap--Mathematics indicator within the 2023-2024 Alternative Accreditation Plan.

This plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate a composite score for the College Career Civic Readiness Index (CCCRI). The DRM was previously approved as another measure to generate composite scores for the Graduation and Completion Index (GCI) and Dropout Rate calculation modifier within the 2023-2024 Alternative Accreditation Plan.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

Bryant High School's core objective is to establish a nontraditional learning environment, tailored to address the specific requirements of students in grades 9-12 residing within the boundaries of 11 traditional high schools that feed into the Bryant HS campus. Bryant HS accommodates Fairfax County Public Schools (FCPS) students who have faced setbacks in credit attainment at their base high school, those opting for central office registration, individuals assigned for disciplinary reasons, and those in need of a flexible academic program to balance work or familial commitments.

In collaboration with the students' base schools, Bryant HS staff implements a range of Tier 2 and 3 Multi-Tiered Systems of Support (MTSS) programs and structures to assist students who are not

making sufficient progress in the traditional school setting. Bryant HS provides comprehensive instruction in all courses necessary for the standard diploma in the Commonwealth and supports students in achieving the remainder of their high school credits.

Capitalizing on its smaller campus population and favorable student-teacher ratios, Bryant HS places a strong emphasis on building relationships while fostering trust with students who have experienced prior academic setbacks. This setting allows a dedicated staff to develop an intimate understanding of each student's needs, thereby facilitating the provision of more personalized support, services, and resources compared to larger base schools. Bryant HS benefits from a dedicated team of four counselors, including two English for Speakers of Other Languages (ESOL) counselors, offering notably smaller counselor-to-student ratios, thereby enhancing the overall health and wellness of the student body.

Furthermore, Bryant HS's larger mission extends beyond academic achievement, with a commitment to ensuring that all graduating students leave with a well-defined postsecondary plan for college education, military service, or workforce training. Bryant HS continues to expand its course offerings in Career and Technical Education (CTE) fields such as Information Technology (IT), Heating Ventilation and Air Conditioning (HVAC), plumbing, auto-tech, and welding.

In conclusion, Bryant High School is dedicated to providing a supportive and flexible learning environment that honors and addresses the unique strengths and challenges of each student. The school’s institutional mission revolves around empowering students to overcome obstacles, nurture self-confidence, and attain academic excellence, all while cultivating a profound sense of belonging. Staff are steadfast in a commitment to prepare students for seamless transition into higher education or successful entry into the workforce.

- Mission: Bryant High School provides a supportive and flexible learning environment that recognizes and values the unique strengths and needs of each student. Bryant High School empowers students to overcome challenges, build self-confidence, and achieve academic success.
- Vision: Bryant High School seeks to ensure every student completes an actionable postsecondary plan providing a clear career track. Additionally, Bryant seeks to help students to develop the attitudes and skills that allow them to be effective, productive, and contributing members of their families and communities.

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 an assigned base school for any student according to their residence. The Bryant HS student body is primarily made up of electively enrolled students who have experienced interruptions, disruptions, or significant challenges attending school consistently which, in turn, have greatly impacted their academic, social, and emotional growth. The circumstances that create these barriers to schooling for the majority of Bryant HS 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. Additionally, some students at Bryant HS have gone through the informal and formal refugee and immigration process possibly resulting in limited or interrupted formal education 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 wide 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 seeking to re-enroll and earn a high school diploma; 5) students who have been placed through the individualized education program (IEP) process, and 6) students who are placed by the Hearing's Office for violating the student code of conduct in their base schools. Bryant HS enrolls a small group of fifth year seniors each year who need 4 or fewer credits to graduate and come to the campus to finish up their high school diploma requirements. Often these students are eligible for a mid-year graduation in February. Very few students attend Bryant High School for four years, and most are enrolled for an average of two years. Consequently, Bryant HS staff is able to work with students only a relatively short amount of time. Staff often equate their work to performing instructional triage on students, trying to help them earn a high school diploma while providing support and advising for postsecondary 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 enroll at Bryant HS already behind their cohort for graduation 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 competing life factors 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. Each year post-COVID, Bryant HS has served well over 300 students; however the school's enrollment at any given time is under 200.

As noted in the charts below, over 70 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. Currently, over 65 percent of the student body are English learners, as well, with the bulk of these students in the early stages of English language development: Level 1 = 41, Level 2 = 39, Level 3 = 35, and Level 4 = 0. 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 can also create attendance issues. 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 walk to the depot-based bus stop and a long 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 State Fall Membership Reports)

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2021	140	7%	14%	74%	1%	3%	71%	56%	7%
Sept 2022	174	8%	13%	68%	1%	10%	79%	68%	7%
Sept 2023	159	8%	13%	70%	0%	9%	85%	70%	10%

3-Year Age Distribution (Based on Division September Membership Reports)

Data View	Under Age 18	Age 18 and Older
Sept 2021	26%	74%
Sept 2022	29%	71%
Sept 2023	29%	71%

Additional Student Demographics Data (Based on Division Student Information System Enrollment)

Data View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22 and Older (Tuition-Paying)	Homeless
As of Nov. 21, 2023	4%	10%	37%	3%	6%

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 achievement gaps in mathematics and English. 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
  - SY 2022-23 (32 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
- **Achievement Gap-English**
  - SY 2017-18 (Multiple Races 50 percent; Students with Disabilities 70 percent) for overall Level 2
  - SY 2021-22 (Black 69 percent; English Learners 70 percent) for overall Level 2

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
- SY 2022-23 (75 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
- SY 2022-23 (GCI 48 percent and Dropout Rate 48 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
- SY 2022-23 (25 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 7
- Section 6B - Achievement Gap-Mathematics and English, 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

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 SOL and approved substitute tests in the current assessment year (summer, fall, spring). This is the roster count omitting “did not attempt” records.
2. Using the student’s highest score per test, determine how many of these tests:

a. Show a passing score on an SOL or approved substitute test;
b. Have a failing score where the student demonstrated EL progress on the WIDA assessment (English gap groups reported under section 6B only);
c. Reflect a score between 375 and 399;
d. Show a failing test with a score below 375.

3. Use the standard calculation process to identify tests that:
    a. Are eligible for a Transfer adjustment or SOA Adjustment - EL;
    b. Are excluded from standard calculations due to failing retest or failing test where the same test exists with a higher score;
    c. Are eligible for Recovery credit (mathematics calculations and English gap groups only).
4. Combine these values to generate an Alternative Pass Rate for mathematics and for science (or for English gap groups), as outlined in the Table 6.A sample below.
    a. Sum the number of passing tests, the weighted value of 375-399 scores, (English gap groups only) the number of failing tests with EL progress, and (mathematics and English gap groups only) the number of Recovery tests to form a numerator.
    b. Subtract the failing student adjustments and exclusions from the total number of attempts and add the number of Recovery tests (mathematics and English gap groups 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 test attempts in the core subject (total attempted)	50
(B)	# of tests with a passing score on the SOL or approved substitute tests; and (ENGLISH GAP ONLY) failing tests where the student demonstrated EL progress on the WIDA assessment	27
(C)	0.75 * (# scoring 375-399 on the SOL test)	(0.75 * 6) = 4.5
(D)	# with a failing score that qualifies for Transfer adjustment, SOA Adjustment - EL, or standard exclusion, e.g., failing retest or failing duplicate test *Remove from denominator*	5
(E)	# of Recovery tests (MATHEMATICS AND ENGLISH GAP ONLY) *Add to numerator and denominator*	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 =70.6522**

Note that this sample Alternative Pass Rate calculation of 70.6522 (Level 1) compares to a standard pass rate calculation of 60.8696 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

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

Calculation Steps to Generate an Alternative Pass Rate–

When any student reporting group in mathematics or English 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 or English 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 and English 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 and Achievement Gap-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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Reporting Group English Performance Level

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

Achievement Gap - Mathematics and English Indicator Performance Level

Level 1	*Level 2*	*Level 3*
No more than 1 reporting group with a subject rate at Level 2	*2 or more reporting groups with a subject rate at Level 2* *or no more than 1 reporting group with a pass rate at Level 3*	*2 or more reporting groups with a subject rate at Level 3*

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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

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 ≥ 50 percent of school year	158
(B)	# missing ≥ 20 percent of the school year	86
(C)	# from row B who show > 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions *Remove from numerator*	46
(D)	# of students from row B ***not*** counted in row C who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	9
(E)	**Numerator = (B-C-D)**	**(86 - 46 - 9) = 31**
(F)	**Denominator = (A-D)**	**(158 - 9) = 149**
(G)	**Alternative Chronic Absenteeism Rate = (E) / (F) * 100**	**(31 / 149) * 100 = 20.8054**

Note that this sample Alternative Chronic Absenteeism calculation of 20.8054 (Level 2) compares to a standard chronic absenteeism calculation of 74.6835 (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 2022-23, SY 2018-19, SY 2017-18, SY 2016-17), 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 2022-23) to the current year's alternative rate and calculate the reduction in the failure rate.
  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*
Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average *or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year*	*Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement* *or greater than 9% (25.00001-100) and meets improvement target from the prior year*	*Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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.** ACRP is a short-term self-enrollment opportunity for seniors from across Fairfax County 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 students across the division 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 ACRP student who received a diploma by August 31 from another Fairfax County 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 when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.

2. 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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    d. Failed to complete the year due to incarceration
3. Out of the remaining students, 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”
4. Identify how many students graduated from another Fairfax County high school with ACRP services from Bryant HS.
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 ACRP graduates by its 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 (omitting deceased, incarcerated, transferred out)	135
(B)	# of non-graduates who meet a defined exclusion criterion from the narrative *Remove from denominator*	44
(C)	100 * (# earning a diploma)	(100 * 60) = 6,000
(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 * 8) = 200
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 12) = 840
(G)	25 * (# of students who graduated with ACRP services)	(25 * 5) = 125
(H)	**Numerator = (C+D+E+F+G)**	**(6,000 + 75 + 200 + 840 + 125) = 7,240**
(I)	**Denominator = 100* (A-B)**	**100 * (135 - 44) = 9,100**
(J)	**Alternative GCI = (H) / (I) * 100**	**(7,240 / 9,100) = 79.5604**

Note that this sample Alternative GCI of 79.5604 (Level 3) compares to a standard GCI calculation of 52.7037(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. 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)	79.5604
(K)	DRM Value (see Table 7)	2.7907
(L)	**GCI Composite Score = (J + K)**	**(79.5604 + 2.7907) = 82.3511**

Note how this sample GCI Composite Score calculation of 82.3511 (Level 2) compares to the calculated Alternative GCI of 79.5604 (Level 3) 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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 a **composite modified cumulative 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 2022-23) 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 the **composite 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*
GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average *or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year*	*GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement* *or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year*	*GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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 (omitting deceased, incarcerated, transferred out)	130
(B)	# showing with latest status of dropout	53
(C)	# of students from row B who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	44
(D)	**Numerator = (B-C)**	(53 - 44) = 9
(E)	**Denominator = (A-C)**	(130 - 44) = 86
(F)	**Alternative Dropout Rate = (D) / (E) * 100**	**(9 / 86) * 100 = 10.4651**

Note that this sample Alternative Dropout Rate calculation of 10.4651 (Level 3) compares to a standard dropout rate calculation of 40.7692 (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. 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)	10.4651
(G)	DRM Value (see Table 7)	2.7907
(H)	**Dropout Rate Composite Score = (F - G)**	**(10.4651 - 2.7907) = 7.6744**

Note how this sample Dropout Rate Composite Score calculation of 7.6744 (Level 2) compares to the calculated Alternative Dropout Rate of 10.4651 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), using the same alternative rules above.
    2. Using the numerators and denominators for these alternative rates, calculate the **modified cumulative average**s 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 a **composite modified cumulative 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 2022-23) 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 the **composite 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*
Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average *or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement* *or greater than 9% (9.00001-100) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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-college-career-civic-ready 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
    - Transferred when aged 18 or older out of state or to another Virginia division where programs are not available for over-18 students
    - Failed to complete the year due to incarceration
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative CCCRI to generate a composite score for determining overall CCCRI indicator performance.

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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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.a 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-college-career-civic-ready 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.a. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort (omitting deceased, incarcerated, transferred out)	130
(B)	# showing with CCCRI credit earned	30
(C)	# who meet the broadened definition of service learning or work-based learning *Add to numerator*	38
(D)	# of non-college-career-civic-ready students who meet a defined exclusion criterion from the narrative *Remove from denominator*	40
(E)	**Numerator = (B+C)**	**(30 + 38) = 68**
(F)	**Denominator = (A-D)**	**(130 - 40) = 90**
(G)	**Alternative CCCRI = (E) / (F) * 100**	**(68 / 90) * 100 = 75.5556**

Note that this sample Alternative CCCRI calculation of 75.5556 (Level 2) compares to a standard CCCRI calculation of 23.0769 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative CCCRI 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. The approach for applying this DRM value to generate a new CCCRI Composite Score is outlined here for use in determining the overall CCCRI indicator performance level.

To generate a CCCRI 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 CCCRI (from Table 6.F.a) to generate a new CCCRI Composite Score, as illustrated in the Table 6.F.b sample.

Table 6.F.b. SAMPLE CALCULATION: CCCRI Composite Score

Row	Calculation Step	Value
(G)	Alternative CCCRI (see Table 6.F.a)	75.5556
(H)	DRM Value (see Table 7)	2.7907
(I)	**CCCRI Composite Score = (G + H)**	**(75.5556 + 2.7907) = 78.3463**

Note how this sample CCCRI Composite Score calculation of 78.3463 (Level 2) compares to the calculated Alternative CCCRI of 75.5556 (Level 2) from Table 6.F.a.

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 CCCRI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative CCCRI or the CCCRI Composite Score.

CCCRI Indicator Performance Level

Level 1	*Level 2*	*Level 3*
CCCRI/composite score greater than or equal to 85% (84.50000-100) for current year or cumulative year average	*CCCRI/composite score greater than 70% but less than 85% (70.0050-84.4999)*	*CCCRI/composite score less than or equal to 70% (0-70.0049)* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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, dropout rate, and CCCRI. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score, Dropout Rate Composite Score, and CCCRI

Composite Score as part of overall GCI, dropout rate, and CCCRI indicator performance level determinations, as outlined in sections 6D-6F 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 and college-career readiness. The DRM is used together with the Alternative GCI, Alternative Dropout Rate, and Alternative CCCRI calculations outlined in sections 6D-6F above to calculate composite scores that determine the overall performance level for GCI, dropout rate, and CCCRI indicators for accreditation year 2024-25.

As outlined in questions 1-2 above, Bryant HS students face a myriad of complex factors that influence their ability to focus and maintain pacing of credit attainment toward graduation requirements and college-career readiness. 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 and pursue career-readiness qualifications as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the subsequent 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, long-term absence, or incarcerated and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year in the current and/or prior year(s)
- Re-enrolled in the diploma program at Bryant HS or enrolled in a division HSE program by the Monday before Labor Day of the current year
- Not excluded from the GCI, dropout rate, and CCCRI modified calculations outlined in sections 6D-6F above.

Calculation Steps to Generate a DRM Value–

When the GCI, dropout rate, and/or CCCRI indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6D-6F above, then a DRM value will be calculated and used to generate a GCI Composite Score, a Dropout Rate Composite Score, and/or a CCCRI 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, long-term absence, or incarcerated 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 in the current and/or prior year(s) but re-enrolled in a degree or HSE program by the Monday before Labor Day of the current year
    b. Were excluded from the modified calculations for GCI, dropout rate, and/or CCCRI based on exclusion criteria defined in sections 6D-6F.
3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
    a. Multiply the count of students re-enrolled by the Monday before Labor Day by a factor of 20 to form a numerator.
    b. Subtract the exclusion-eligible students from the total cohort 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, long-term absence, or incarcerated	130
(B)	# of students who meet a defined exclusion criterion from section 6D, 6E, and/or 6F *Remove from denominator*	44
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the Monday before Labor Day)	(20 * 12) = 240
(D)	**Numerator = (C)**	**240**
(E)	**Denominator = (A-B)**	**(130 - 44) = 86**
(F)	**DRM Value = (D) / (E)**	**(240 / 86) = 2.7907**

Approach for Applying the Additional Measure–

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

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 including those who are placed by the Hearing's Office for infractions to the FCPS Student Rights and Responsibilities. However, most students choose to remain at Bryant HS because they have experienced 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 to the base school after a semester or two of study at Bryant HS 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 postsecondary 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, Bryant HS returns very few students to their base school, because the supports in place at Bryant HS fulfill the students' needs and educational preferences. Bryant HS recently shifted its bell schedule to a 7-period school day (from the 4x4 block) to better accommodate students who might want to return to a traditional/base school setting.

Bryant High School offers a "temporary" placement for some students who are seeking to catch up with their graduation cohort and eventually return to their base schools. However, it remains an appropriate nontraditional instructional setting for most students who remain in the school through graduation. Most students attending Bryant HS have selected this setting to meet their family, work, social, and learning needs. For the subset of students placed through the elective referral process

from their base school or through hearings office placement, Bryant HS 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 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 to develop skills needed in a larger school setting
- Student Leadership
- Weekly Student Services and Career/Work Activities
- Smaller class sizes
- 7 period school day that mirrors the traditional schools
- Team Teaching in all core subjects.
- 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, for Credit Recovery and new course completion.
- Partnership with county government Workforce Innovation and Skills Hub (WISH) 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.
- Partnership with GED program.
- Development of an actionable postsecondary plan for all students.

Bryant High School collaborates with half of the county's traditional high schools to support their work and help identify students who may find success by enrolling at Bryant. Each of the above programs, structures, and supports help all Bryant HS students develop and grow whether they choose to graduate from Bryant HS or if they want to return to a traditional school setting.

5. Fairfax County: Key Center (pgs. 92-110)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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 Technical Education for the 21st Century Act (Perkins V)*.

January 11, 2024
Date Approved by the Local School Board

Signature – Chair of the Board, Fairfax County Public Schools

January 25, 2024
Submission Date

Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN APPLICATION
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
Michelle Boyd	Assistant Superintendent, Region 6	mboyd@fcps.edu
Mike Bloom	Director, Special Education Instruction	msbloom@fcps.edu
Bettrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade ***(as of 2023 State Fall Membership Reports):***

Grade	Number of Students
K	0
1	0
2	0
3	1
4	1
5	0
6	5
7	3
8	1
9	3
10	8
11	3
12	21

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) Yes
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that. The modifications requested in this plan are unchanged from 2023-2024.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The purpose of Key Center School is to provide educational instruction in the adapted curriculum while also focusing on behavior and medical interventions. Instruction and care for all students is provided in an effort to facilitate to school program which would be in a less restrictive environment. 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-school placement after 21 years of age.

Students who attend Key Center School have significant medical and/or behavioral challenges and all students require intensive support in a highly structured setting for their educational

programming and to address their behavioral and/or medical needs. All students who attend Key Center School are provided direct supervision for their educational programming and their activities of daily living.

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 compared to schools that have both general education and special education students. Students start at Key Center after an individualized education program (IEP) meeting brings a consensus of concerns for behavioral and/or medical challenges preventing the student from making progress in their attending school. Additional methods of moving to the school included hearing office placement decisions; and parent requests for considering a more restrictive setting. Student enrollment fluctuates across the school year, and students move to lesser restrictive school options as skills, behavior and/or independence become more proficient.

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 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 in any way they are most comfortable. This process allows the student to advocate for themselves through expressive communication and to also 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. The student ages can range from 5 to 22 years of age, yet currently the age range is 8 years of age to 21 years of age. As there are only two 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 percent of the students have active IEPs to address their complex learning needs. Students attend Key Center School based on IEP team decisions which reflect a student requires a specialized instruction in a more restrictive setting to meet their individual needs. 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 throughout the program.

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 5-8 students supported by a classroom teacher, an assistant, and an attendant. In addition, six students have private duty nurses with specialized medical training. Many of the students have complex immune systems which result in greater risk for sickness and injury, while sleep issues also impact many students. Fifty-three percent of students have at least one health care condition and/or plan, and some students have multiple health care conditions and/or plans. The following health care conditions and/or plans are in addition to six students who have agency nurses provided through a Medical Services Review Team (MSRT) process.

- 5 students with Hydrocephalus shunt health care plans

- 11 students with G-tube feeding plans
- 5 students with respiratory disorders
- 4 students with chronic lung disease
- 1 student with a cardiovascular disorder, Idiopathic Thrombocytopenic Purpura (ITP)
- 4 students with anaphylaxis
- 30 students with epilepsy or seizure disorder
- 5 students with asthma, 1 with plan and 1 with Registered Nurse (RN)
- 2 students with Mitrofanoff /catheterization plans
- 1 student with oral suction plan
- 3 students with trach/ventilator support

Key Center School also has a behavior-focused “Transition” program for students who have behavioral complexities that impact their learning. Additionally, these students may also have medical conditions, such as epilepsy that require medical assistance at times. This low-ratio grouping of students has 3-6 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. Currently, 17 students have an active formal Behavior Intervention Plan. The IEP team supporting students with behavioral challenges meet every 4-8 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 positive changes in school performance.

All students receive a modified 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. All enrolled students have delays in expressive and receptive language. Eighty-five percent of students receive speech and language as a related service. All students 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 developing students’ expressive and receptive language skills.

Forty-nine students receive Assistive Technology Support (ATS) and 93 percent of the student enrollment receive specific 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.

3-Year Reporting Group Distribution (Based on State Fall Membership Reports)

Year	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2021	63	13%	14%	16%	8%	49%	27%	38%	100%
Sept 2022	52	13%	19%	13%	10%	44%	35%	44%	100%
Sept 2023	46	17%	24%	11%	11%	37%	30%	41%	100%

3-Year Primary Disability Distribution (Based on State Fall Membership Reports)

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2021	27%	n/a	10%	59%	3%	2%
Sept 2022	25%	n/a	13%	56%	2%	4%
Sept 2023	28%	n/a	13%	52%	4%	2%

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 IEP team--and is the responsible school for all 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 about 1 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 have not historically offered the 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 that the standard calculation is not adequate to reflect school performance. *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 2021-22 (24 percent) for Level 3
    - SY 2022-23 (50 percent) for Level 3
- **Academic Achievement-English**
    - SY 2021-22 (47 percent) for Level 3
    - SY 2022-23 (60 percent) for Level 3
- **Academic Achievement-Science**
    - SY 2021-22 (9 percent) for Level 3
    - SY 2022-23 (67 percent) for Level 2
- **Achievement Gap-Mathematics**
    - SY 2021-22 (Asian 0 percent; Black 50 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
    - SY 2022-23 (Asian 33 percent; Multiple Races 0 percent; White 50 percent; Economically Disadvantaged 50 percent; English Learners 67 percent; Students with Disabilities 50 percent) for overall Level 3
- **Achievement Gap-English**
    - 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
    - SY 2022-23 (Multiple Races 0 percent; White 0 percent; Students with Disabilities 60 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 3
- SY 2018-19 (38 percent) for Level 3
- SY 2021-22 (48 percent) for Level 3
- SY 2022-23 (51 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
- SY 2022-23 (GCI 77 percent and Dropout Rate 8 percent), at Level 3 and Level 2 respectively

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 all 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
- SY 2022-23 (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 10
- Section 6C - Chronic Absenteeism, page 12
- Section 6D - GCI, page 14
- Section 6E - Dropout Rate, page 15
- Section 6F - CCCRI, page 17

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.

Calculation Steps to Generate the Standard Combined/Pass Rate–

A standard combined or pass rate is calculated for mathematics, English, and science academic achievement indicators, as follows:

1. Identify the total VAAP tests in the current assessment year. This is the roster count omitting "did not attempt" records.
2. Determine how many of these tests:
    a. Show a proficient score (740-880);
    b. Have a failing score where the student demonstrated growth from the prior year, based on state-approved VAAP progress tables (grades 4-8 only);
    c. Have a failing score where the student demonstrated EL progress on the WIDA assessment (English only);
    d. Show a failing VAAP score.
3. Use the standard calculation process to identify tests that:
    a. Are eligible for a Transfer adjustment or SOA Adjustment - EL;
    b. Are eligible for Recovery credit (mathematics and English only).
4. Combine these values to generate a standard combined or pass rate for mathematics, for English, and for science, as outlined in the Table 6.A sample below.
    a. Sum the number of passing tests, the number of failing tests with VAAP growth (grades 4-8 only) or EL progress (English only), and (mathematics and English gap groups only) the number of Recovery tests to form a numerator.
    b. Subtract the failing student adjustments and exclusions from the total number of attempts and add the number of Recovery tests (mathematics and English gap groups only) to form a denominator.

c. Divide the numerator by the denominator and multiply by 100 to find the combined or pass rate value.

Table 6.A. SAMPLE CALCULATION: Standard Combined/Pass Rate (SAMPLE = Mathematics)

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

Row	Calculation Step	Value
(A)	# of test attempts in the core subject (total attempted)	35
(B)	# of tests with a proficient score on the VAAP; and (GRADES 3-8 ONLY) failing tests with VAAP growth; and (ENGLISH ONLY) failing tests with EL progress	16
(C)	# not counted above that qualify for Transfer adjustment or SOA Adjustment - EL *Remove from denominator*	8
(D)	# of Recovery tests (MATHEMATICS AND ENGLISH ONLY) *Add to numerator and denominator*	3
(E)	**Numerator = (B+D)**	**(16+ 3) = 19**
(F)	**Denominator = (A-C+D)**	**(35 - 8 + 3) = 30**
(G)	**Standard Combined/Pass Rate = (E) / (F) * 100**	**(19 / 30) * 100 = 63.3333**

Note that, because this sample Alternative Pass Rate calculation comes in at 63.3333 (Level 2), the final academic achievement outcome would be calculated using the modified cumulative year averages and improvement described below.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the standard combined/pass rate calculated above for mathematics, English, and/or science 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.

1. To find the modified cumulative year average:
    1. Calculate the indicator's standard combined/pass rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2022-23, SY 2021-22, SY 2018-19, SY 2017-18).
    2. Using the numerators and denominators for these 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* combined/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 2022-23) 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, English, 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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Academic Achievement - English Indicator Performance Level

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

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics and Achievement Gap-English indicators, 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 or English 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 standard/combined pass rate in mathematics or English for any student reporting group 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 and English 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 and Achievement Gap-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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Reporting Group English Performance Level

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

Achievement Gap - Mathematics/English Indicator Performance Level

Level 1	*Level 2*	*Level 3*
No more than 1 reporting group with a subject rate at Level 2	*2 or more reporting groups with a subject rate at Level 2* *or no more than 1 reporting group with a pass rate at Level 3*	*2 or more reporting groups with a subject rate at Level 3*

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 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	56
(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 *Remove from numerator*	20

(D)	# of students from row B ***not*** counted in row C who meet the defined exclusion criterion from the narrative *Remove from numerator and denominator*	1
(E)	**Numerator = (B-C-D)**	**(25 - 20 - 1) = 4**
(F)	**Denominator = (A-D)**	**(56 - 1) = 55**
(G)	**Alternative Chronic Absenteeism Rate = (E) / (F) * 100**	**(4 / 55) * 100 = 7.2727**

Note that this sample Alternative Chronic Absenteeism Rate calculation of 7.2727 (Level 1) compares to a standard chronic absenteeism calculation of 58.9286 (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 2022-23, SY 2018-19, SY 2017-18, SY 2016-17), 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 2022-23) to the current year's alternative rate and calculate the reduction in the failure rate.
    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*
Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average *or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year*	*Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without improvement* *or greater than 9% (25.00001-100) and meets improvement target from the prior year*	*Chronic absenteeism greater than 25% (25.0001-100) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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, omitting deceased, incarcerated, and transferred out.
2. 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
3. Out of the remaining students, determine how many from the cohort:
    a. Earned a Virginia Board recognized diploma.
    b. Were “still enrolled”
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 its 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 (omitting deceased, incarcerated, transferred out)	12
(B)	# of non-graduates who meet a defined exclusion criterion from the narrative *Remove from denominator*	1
(C)	100 * (# earning a diploma)	(100 * 9) = 900
(D)	70 * (# not counted in row B who were "still enrolled")	(70 * 1) = 70
(E)	**Numerator = (C+D)**	**(900 + 70) = 970**
(F)	**Denominator = 100 * (A-B)**	**100 * (12 - 1) = 1,100**
(G)	**Alternative GCI = (E) / (F) * 100**	**(970 / 1,100) * 100 = 88.1818**

Note that this sample Alternative GCI calculation of 88.1818 (Level 1) compares to a standard GCI calculation of 80.8333 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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

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

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, omitting deceased, incarcerated, and transferred out.
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 (omitting deceased, incarcerated, transferred out)	12
(B)	# showing with latest status of dropout	1
(C)	# of students from row B who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	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 = 0.0000**

Note that this sample Alternative Dropout Rate calculation of 0.0000 (Level 1) compares to a standard dropout rate calculation of 8.3333 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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*
Dropout rate less than or equal to 6% (0-6.0000) for current year or cumulative year average *or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year*	*Dropout rate greater than 6% but less than or equal to 9% (6.0001-9.0000) without improvement* *or greater than 9% (9.00001-100) and meets improvement target from the prior year*	*Dropout rate greater than 9% (9.00001-100) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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-college-career-civic-ready students** 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, omitting deceased, incarcerated, and transferred out.
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-college-career-civic-ready 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 (omitting deceased, incarcerated, transferred out)	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of non-college-career-civic-ready students who meet a defined exclusion criterion from the narrative *Remove from denominator*	1
(E)	**Numerator = (B+C)**	**(2 + 8) = 10**
(F)	**Denominator = (A-D)**	**(12 - 1) = 11**
(G)	**Alternative CCCRI = (E) / (F) * 100**	**(10 / 11) * 100 = 90.9091**

Note that this sample Alternative CCCRI calculation of 90.9091 (Level 1) compares to a standard CCCRI calculation of 16.6667 (Level 3).

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 CCCRI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative CCCRI.

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)* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 and/or an improvement is noted in social skills to assist in participating in a less restrictive setting. For some students, this may occur right away, for other students, this takes time to build and gain the mutual trust of 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 after overall behavior improvements have been sustained. The transition process is catered to the students' needs and often requires a familiar 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 a successful reintegration in the less restrictive setting.

6. Fairfax County: Kilmer Center (pgs.112-130)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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).*

January 11, 2024
Date Approved by the Local School Board

Signature – Chair of the Board, Fairfax County Public Schools

January 25, 2024
Submission Date

Signature – Division Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN APPLICATION
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
Becky Baenig	Assistant Superintendent, Region 5	rgbaenig@fcps.edu
Mike Bloom	Director, Special Education Instruction	msbloom@fcps.edu
Bettrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (Based on 2023 State Fall Membership Reports):

Grade	Number of Students
K	1
1	0
2	0
3	5
4	1
5	5
6	0
7	4
8	5
9	4
10	1
11	6
12	27

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) Yes
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that. The modifications requested in this plan are unchanged from 2023-2024.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

The purpose of the Kilmer Center 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 and access to instruction. 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.

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. Several 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

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. Extensive collaboration with families in the Behavior Transition Program is imperative for consistent skill development which impacts the quality of life for students and families in the home environment.

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.

3-Year Reporting Group Distribution (Based on State Fall Membership Reports)

Year	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2021	53	32%	11%	23%	2%	30%	38%	53%	100%
Sept 2022	53	28%	9%	23%	4%	34%	49%	47%	100%
Sept 2023	59	29%	12%	20%	5%	32%	39%	47%	100%

3-Year Primary Disability Distribution (Based on State Fall Membership Reports)

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2021	26%	n/a	9%	57%	8%	n/a
Sept 2022	28%	n/a	8%	58%	6%	n/a
Sept 2023	36%	n/a	7%	54%	3%	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 have not historically offered the 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 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 that the standard calculation is not adequate to reflect school performance. *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 2021-22 (13 percent) for Level 3
- **Academic Achievement-English**
  - SY 2021-22 (33 percent) for Level 3
- **Academic Achievement-Science**
  - SY 2021-22 (29 percent) for Level 3
  - SY 2022-23 (50 percent) for Level 3
- **Achievement Gap-Mathematics**

    - 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 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
    - SY 2022-23 (Black 50 percent) for overall Level 2

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 3
- SY 2018-19 (36 percent) for Level 3
- SY 2021-22 (39 percent) for Level 3
- SY 2022-23 (48 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 83 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
- SY 2022-23 (GCI 73 percent and Dropout Rate 17 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
- SY 2022-23 (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 7
- Section 6B - Achievement Gap-Mathematics and English, page 10
- Section 6C - Chronic Absenteeism, page 11
- Section 6D - GCI, page 13
- Section 6E - Dropout Rate, page 15
- Section 6F - CCCRI, page 17

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.

Calculation Steps to Standard Combined/Pass Rate–

A standard combined or pass rate is calculated for mathematics, English, and science academic achievement indicators, as follows:

1. Identify the total VAAP tests in the current assessment year. This is the roster count omitting "did not attempt" records.
2. Determine how many of these tests:
    a. Show a proficient score (740-880);
    b. Have a failing score where the student demonstrated growth from the prior year, based on state-approved VAAP progress tables (grades 4-8 only);
    c. Have a failing score where the student demonstrated EL progress on the WIDA assessment (English only);
    d. Show a failing VAAP score.
3. Use the standard calculation process to identify tests that:
    a. Are eligible for a Transfer adjustment or SOA Adjustment - EL;
    b. Are eligible for Recovery credit (mathematics and English only).
4. Combine these values to generate a standard combined or pass rate for mathematics, for English, and for science, as outlined in the Table 6.A sample below.
    a. Sum the number of passing tests, the number of failing tests with VAAP growth (grades 4-8 only) or EL progress (English only), and (mathematics and English gap groups only) the number of Recovery tests to form a numerator.
    b. Subtract the failing student adjustments and exclusions from the total number of attempts and add the number of Recovery tests (mathematics and English gap groups only) to form a denominator.
    c. Divide the numerator by the denominator and multiply by 100 to find the combined or pass rate value.

Table 6.A. SAMPLE CALCULATION: Standard Combined/Pass Rate (SAMPLE = Mathematics)

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

Row	Calculation Step	Value
(A)	# of test attempts in the core subject (total attempted)	35
(B)	# of tests with a proficient score on the VAAP; and (GRADES 3-8 ONLY) failing tests with VAAP growth; and (ENGLISH ONLY) failing tests with EL progress	16
(C)	# not counted above that qualify for Transfer adjustment or SOA Adjustment - EL *Remove from denominator*	8
(D)	# of Recovery tests (MATHEMATICS AND ENGLISH ONLY) *Add to numerator and denominator*	3
(E)	**Numerator = (B+D)**	**(16+ 3) = 19**
(F)	**Denominator = (A-C+D)**	**(35 - 8 + 3) = 30**
(G)	**Standard Combined/Pass Rate = (E) / (F) * 100**	**(19 / 30) * 100 = 63.3333**

Note that, because this sample Alternative Pass Rate calculation comes in at 63.3333 (Level 2), the final academic achievement outcome would be calculated using the modified cumulative year averages and improvement described below.

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the standard combined/pass rate calculated above for mathematics, English, and/or science 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.

1. To find the modified cumulative year average:
    1. Calculate the indicator's standard combined/pass rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2022-23, SY 2021-22, SY 2018-19, SY 2017-18).

2. Using the numerators and denominators for these rates, calculate the modified cumulative averages based on 3-years (3YR), 4-years (4YR), and 5-years (5YR) of data.
1. 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* combined/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 2022-23) 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, English, 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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Academic Achievement - English Indicator Performance Level

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

6B. Achievement Gap-Mathematics and English

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics and Achievement Gap-English indicators, 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 or English 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 standard/combined pass rate in mathematics or English for any student reporting group 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 and English 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 and Achievement Gap-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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

Reporting Group English Performance Level

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

Achievement Gap - Mathematics/English Indicator Performance Level

Level 1	*Level 2*	*Level 3*
No more than 1 reporting group with a subject rate at Level 2	*2 or more reporting groups with a subject rate at Level 2* *or no more than 1 reporting group with a pass rate at Level 3*	*2 or more reporting groups with a subject rate at Level 3*

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 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	56
(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 *Remove from numerator*	20
(D)	# of students from row B ***not*** counted in row C who meet the defined exclusion criterion from the narrative *Remove from numerator and denominator*	1
(E)	**Numerator = (B-C-D)**	**(25 - 20 - 1) = 4**
(F)	**Denominator = (A-D)**	**(56 - 1) = 55**
(G)	**Alternative Chronic Absenteeism Rate = (E) / (F) * 100**	**(4 / 55) * 100 = 7.2727**

Note that this sample Alternative Chronic Absenteeism Rate calculation of 7.2727 (Level 1) compares to a standard chronic absenteeism calculation of 58.9286 (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 2022-23, SY 2018-19, SY 2017-18, SY 2016-17), 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 2022-23) to the current year's alternative rate and calculate the reduction in the failure rate.

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

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, omitting deceased, incarcerated, and transferred out.
2. 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
3. Out of the remaining students, determine how many from the cohort:
    a. Earned a Virginia Board recognized diploma.
    b. Were “still enrolled”

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 its 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 (omitting deceased, incarcerated, transferred out)	12
(B)	# of non-graduates who meet a defined exclusion criterion from the narrative *Remove from denominator*	1
(C)	100 * (# earning a diploma)	(100 * 9) = 900
(D)	70 * (# not counted in row B who were "still enrolled")	(70 * 1) = 70
(E)	**Numerator = (C+D)**	**(900 + 70) = 970**
(F)	**Denominator = 100 * (A-B)**	**100 * (12 - 1) = 1,100**
(G)	**Alternative GCI = (E) / (F) * 100**	**(970 / 1,100) * 100 = 88.1818**

Note that this sample Alternative GCI calculation of 88.1818 (Level 1) compares to a standard GCI calculation of 80.8333 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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

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

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, omitting deceased, incarcerated, and transferred out.
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 (omitting deceased, incarcerated, transferred out)	12
(B)	# showing with latest status of dropout	1

(C)	# of students from row B who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	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 = 0.0000**

Note that this sample Alternative Dropout Rate calculation of 0.0000 (Level 1) compares to a standard dropout rate calculation of 8.3333 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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*
Dropout rate less than or equal to 6% (0-6.0000) for current year or cumulative year average *or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year*	*Dropout rate greater than 6% but less than or equal to 9% (6.0001-9.0000) without improvement* *or greater than 9% (9.00001-100) and meets improvement target from the prior year*	*Dropout rate greater than 9% (9.00001-100) without improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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-college-career-civic-ready students** 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, omitting deceased, incarcerated, and transferred out.
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-college-career-civic-ready 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 (omitting deceased, incarcerated, transferred out)	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of non-college-career-civic-ready students who meet a defined exclusion criterion from the narrative *Remove from denominator*	1
(E)	**Numerator = (B+C)**	**(2 + 8) = 10**
(F)	**Denominator = (A-D)**	**(12 - 1) = 11**
(G)	**Alternative CCCRI = (E) / (F) * 100**	**(10 / 11) * 100 = 90.9091**

Note that this sample Alternative CCCRI calculation of 90.9091 (Level 1) compares to a standard CCCRI calculation of 16.6667 (Level 3).

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 CCCRI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative CCCRI.

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)* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 or 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.

7. Fairfax County: Mountain View High (pgs.132 -)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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*, ıe *Streng ning Career and* the *Technical Education for the 21st Century Act (Perkins V).*

January 11, 2024
Date Approved by the Local School Board

Signature – Chair of the Board, Fairfax County Public Schools

January 25, 2024
Submission Date

Signature – D ision Superintendent, Fairfax County Public Schools

ALTERNATIVE ACCREDITATION PLAN APPLICATION
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
Penny Gros	Assistant Superintendent, Region 4	pmgros@fcps.edu
Bettrys Huffman	Director, Assessment and Reporting	bjhuffman@fcps.edu

Number of Students Enrolled by Grade (Based on 2023 State Fall Membership Reports):

Grade	Number of Students
9	11
10	11
11	57
12	63

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) Yes

Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that.

This plan adds alternative pass rate calculations for the Academic Achievement--Science indicator based on a need demonstrated in historical data. The alternative pass rate calculation was previously approved for the Achievement Gap--Mathematics indicator within the 2023-2024 Alternative Accreditation Plan.

This plan incorporates another measure outside the current accreditation model--Dropout Recovery Modifier (DRM)--proposed to generate a composite score for the College Career Civic Readiness Index (CCCRI). The DRM was previously approved as another measure to generate composite scores for the Graduation and Completion Index (GCI) and Dropout Rate calculation modifier within the 2023-2024 Alternative Accreditation Plan.

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. A large percentage of these students are English learners who are still in the process of acquiring English. 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. In addition, almost 70% of our student population are over 18 years old and, therefore, no longer required to regularly attend school due to compulsory education.

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 200 students at a given time (small by Fairfax County standards) drawn from 14 Fairfax County traditional high schools. Currently, 69 percent of the student population is 18 or older, and almost half 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 State Fall Membership Reports)

Data View	Total Student Count	Asian	Black	Hispanic	Multiple Races	White	Econ. Disadv.	English Learners	Students with Disab.
Sept 2021	154	10%	7%	69%	0%	13%	68%	70%	11%
Sept 2022	128	8%	7%	76%	1%	9%	55%	70%	13%
Sept 2023	142	5%	9%	70%	2%	13%	69%	68%	13%

3-Year Age Distribution (Based on Division September Membership Reports)

Data View	Under Age 18	Age 18 and Older
Sept 2021	22%	78%
Sept 2022	26%	74%
Sept 2023	31%	69%

Additional Student Demographics Data (Based on Division Student Information System Enrollment)

Data View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22 and Older (Tuition-Paying)	Homeless
As of Nov. 21, 2023	7%	3%	45%	3%	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
- ☒ 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, 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.

Academic Achievement and Achievement Gap: 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 imperfectly and inequitably represent Mountain View HS as underperforming for academic achievement in science and mathematics achievement gaps. Therefore, the standard calculations are not appropriate to reflect Mountain View HS performance. Historical pass rate data demonstrate that the standard calculation is not adequate to reflect school performance.

- **Academic Achievement-Science**
  - SY 2021-22 (53 percent) for Level 3
  - SY 2022-23 (42 percent) for Level 3
- **Achievement Gap-Mathematics**
  - 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
  - SY 2022-23 (Students with Disabilities 50 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
- SY 2022-23 (77 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
- SY 2022-23 (GCI 49 percent and Dropout Rate 53 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
- SY 2022-23 (30 percent) for Level 3

6. For <u>each</u> 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-Science, page 6
- Section 6B - Achievement Gap-Mathematics, page 8
- Section 6C - Chronic Absenteeism, page 9
- Section 6D – GCI, page 12
- Section 6E - Dropout Rate, page 15
- Section 6F – CCCRI, page 17

6A. Academic Achievement-Science

Modifications Supporting an Alternate Means to Evaluate the Indicator–

The following modifications are needed within the Academic Achievement-Science 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

Calculation Steps to Generate an Alternative Pass Rate–

When the 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 SOL and approved substitute tests in the current assessment year (summer, fall, spring). This is the roster count omitting “did not attempt” records.
2. Using the student’s highest score per test, determine how many of these tests:
    a. Show a passing score on an SOL or approved substitute test;
    b. Reflect a score between 375 and 399;
    c. Show a failing test with a score below 375.
3. Use the standard calculation process to identify tests that:

a. Are eligible for a Transfer adjustment or SOA Adjustment - EL;
b. Are excluded from standard calculations due to failing retest or failing test where the same test exists with a higher score;
c. Are eligible for Recovery credit (mathematics gap groups reported under section 6B only).

4. Combine these values to generate an Alternative Pass Rate for science (or for mathematics gap groups), 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 gap groups only) the number of Recovery tests to form a numerator.
    b. Subtract the failing student adjustments and exclusions from the total number of attempts and add the number of Recovery tests (mathematics gap groups 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 = Science)

Note: A similar calculation could be done for mathematics gap groups, including Recovery.

Row	Calculation Step	Value
(A)	# of test attempts in the core subject (total attempted)	31
(B)	# of tests with a passing score on the SOL or approved substitute tests	15
(C)	0.75 * (# scoring 375-399 on the SOL test)	(0.75 * 6) = 4.5
(D)	# with a failing score that qualifies for Transfer adjustment, SOA Adjustment - EL, or standard exclusion, e.g., failing retest or failing duplicate test *Remove from denominator*	4
(E)	# of Recovery tests (MATHEMATICS GAP ONLY) *Add to numerator and denominator*	0
(F)	**Numerator = (B+C+E)**	**(15 + 4.5 + 0) = 19.5**
(G)	**Denominator = (A-D+E)**	**(31 - 4 + 0) = 27**
(H)	**Alternative Pass Rate = (F) / (G) * 100**	**(19.5 / 27) * 100 = 72.2222**

Note that this sample Alternative Pass Rate calculation of 72.2222 (Level 1) compares to a standard pass rate calculation of 55.5556 (Level 3).

Considering Cumulative Year Averages and Improvement from the Prior Year–

If the Alternative Pass Rate calculated above for 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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 2022-23) 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 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 - Science Indicator Performance Level

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

6B. Achievement Gap-Mathematics

Modifications Supporting an Alternate Means to Evaluate the Indicator–

For the Achievement Gap-Mathematics indicator, the same five modifications are needed as outlined in section 6A for science 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*
Pass rate greater than or equal to 70% (69.5000-100) for current year or cumulative year average *or greater than 65% but less than 70% (65.0050-69.4999) and meets the improvement target from the prior year*	*Pass rate greater than 65% but less than 70% (65.0050-69.4999) without meeting improvement* *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*	*Pass rate less than or equal to 65% (0-65.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3-4 Years)*

Achievement Gap - Mathematics Indicator Performance Level

Level 1	*Level 2*	*Level 3*
No more than 1 reporting group with a subject rate at Level 2	*2 or more reporting groups with a subject rate at Level 2* *or no more than 1 reporting group with a pass rate at Level 3*	*2 or more reporting groups with a subject rate at Level 3*

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 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.

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.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 ≥ 50 percent of school year	130
(B)	# missing ≥ 20 percent of the school year	61
(C)	# from row B who show > 80 percent of enrolled days in attendance and/or meeting the definition of meaningful engagement and interactions *Remove from numerator*	34
(D)	# of students from row B ***not*** counted in row C who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	12
(E)	**Numerator = (B-C-D)**	**(61 - 34 - 12) = 15**
(F)	**Denominator = (A-D)**	**(130 - 12) = 118**
(G)	**Alternative Chronic Absenteeism Rate = (E) / (F) * 100**	**(15 / 118) * 100 = 12.7119**

Note that this sample Alternative Chronic Absenteeism calculation of 12.7119 (Level 1) compares to a standard chronic absenteeism calculation of 70.7692 (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 2022-23, SY 2018-19, SY 2017-18, SY 2016-17), 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 2022-23) to the current year's alternative rate and calculate the reduction in the failure rate.
    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*
Chronic absenteeism rate less than or equal to 15% (0-15.0000) for current year or cumulative year average *or greater than 15% but less than or equal to 25% (15.0001-25.0000) and meets improvement target from the prior year*	*Chronic absenteeism rate greater than 15% but less than or equal to 25% (15.0001-25.0000) without meeting improvement* *or greater than 9% (25.0001-100) and meets improvement target from the prior year*	*Chronic absenteeism greater than 25% (25.0001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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.** ACRP is a short-term self-enrollment opportunity for seniors from across Fairfax County 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 students across the division 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 ACRP student who received a diploma by August 31 from another Fairfax County 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 when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.
2. 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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    d. Failed to complete the year due to incarceration
3. Out of the remaining students, 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”
4. Identify how many students graduated from another Fairfax County high school with ACRP services from Mountain View HS.
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 ACRP graduates by its 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 (omitting deceased, incarcerated, transferred out)	121
(B)	# of non-graduates who meet a defined exclusion criterion from the narrative *Remove from denominator*	46
(C)	100 * (# earning a diploma)	(100 * 53) = 5,300
(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 * 3) = 75
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 12) = 840
(G)	25 * (# of students who graduated with ACRP services)	(25 * 10) = 250
(H)	**Numerator = (C+D+E+F+G)**	**(5,300 + 75 + 75 + 840 + 250) = 6,540**
(I)	**Denominator = 100* (A-B)**	**100 * (180 - 20) = 7,500**
(J)	**Alternative GCI = (H) / (I) * 100**	**(6,540 / 7,500) = 87.2000**

Note that this sample Alternative GCI of 87.2000 (Level 2) compares to a standard GCI calculation of 51.9835 (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.C.a)	87.2000
(K)	DRM Value (see Table 7)	3..3333
(L)	**GCI Composite Score = (J + K)**	**(87.2000 + 3.3333) = 90.5333**

Note how this sample GCI Composite Score calculation of 90.5333 (Level 1) compares to the calculated Alternative GCI of 87.2000 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 a **composite modified cumulative 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 2022-23) 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*
GCI/composite score greater than or equal to 88% (87.5000-100) for current year or cumulative year average *or greater than 80% but less than 88% (80.0050-87.4999) and meets improvement target from the prior year*	*GCI/composite score greater than 80% but less than 88% (80.0050-87.4999) without meeting improvement* *or less than or equal to 80% (0-80.0049) and meets improvement target from the prior year*	*GCI/composite score less than or equal to 80% (0-80.0049) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 Mountain View HS at age 18 or older and completed less than 2 semesters
    - Transferred when aged 18 or older out of state or to another Virginia division 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.
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative 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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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 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 (omitting deceased, incarcerated, transferred out)	106
(B)	# showing with latest status of dropout	52
(C)	# of students from row B who meet a defined exclusion criterion from the narrative *Remove from numerator and denominator*	46
(D)	**Numerator = (B-C)**	(52 - 46) = 6
(E)	**Denominator = (A-C)**	(106 - 46) = 60
(F)	**Alternative Dropout Rate = (D) / (E) * 100**	**(6 / 60) * 100 = 10.0000**

Note that this sample Alternative Dropout Rate calculation of 10.0000 (Level 3) compares to a standard dropout rate calculation of 49.0566 (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.D.a)	10.0000
(G)	DRM Value (see Table 7)	3.3333
(H)	**Dropout Rate Composite Score = (F - G)**	**(10.0000 - 3.3333) = 6.6667**

Note how this sample Dropout Rate Composite Score calculation of 6.6667 (Level 2) compares to the calculated Alternative Dropout Rate of 10.0000 (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 2022-23, SY 2021-22, SY 2018-19, SY 2017-18), 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 a **composite modified cumulative 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 2022-23) 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*
Dropout rate/composite score less than or equal to 6% (0-6.0000) for current year or cumulative year average *or greater than 6% but less than or equal to 9% (6.0001-9.0000) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 6% but less than or equal to 9% (6.0001-9.0000) without meeting improvement* *or greater than 9% (9.00001-100) and meets improvement target from the prior year*	*Dropout rate/composite score greater than 9% (9.00001-100) without meeting improvement* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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 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-college-career-civic-ready 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
    - Transferred when aged 18 or older out of state or to another Virginia division where programs are not available for over-18 students
    - Failed to complete the year due to incarceration
- **Begin the count for the Level 3 - 4 Years** performance rating with SY 2022-23 outcomes.
- **Apply an additional measure** together with the alternative CCCRI to generate a composite score for determining overall CCCRI indicator performance.

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, omitting deceased, incarcerated, and transferred out.
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 at age 18 or older out of state or to another Virginia division without programs for over-18 students
    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.a 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-college-career-civic-ready 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.a. SAMPLE CALCULATION: Alternative CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort (omitting deceased, incarcerated, transferred out)	106
(B)	# showing with CCCRI credit earned	30
(C)	# who meet the broadened definition of service learning or work-based learning *Add to numerator*	34
(D)	# of non-college-career-civic-ready students who meet a defined exclusion criterion from the narrative *Remove from denominator*	29
(E)	**Numerator = (B+C)**	**(30 + 34) = 64**
(F)	**Denominator = (A-D)**	**(106 - 29) = 77**
(G)	**Alternative CCCRI = (E) / (F) * 100**	**(64 / 77) * 100 = 83.1169**

Note that this sample Alternative CCCRI calculation of 83.1169 (Level 2) compares to a standard CCCRI calculation of 28.3019 (Level 3).

Applying an Additional Measure Outside the Current Accreditation Model–

If the Alternative CCCRI 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. The approach for applying this DRM value to generate a new CCCRI Composite Score is outlined here for use in determining the overall CCCRI indicator performance level.

To generate a CCCRI 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 CCCRI (from Table 6.F.a) to generate a new CCCRI Composite Score, as illustrated in the Table 6.F.b sample.

Table 6.F.b. SAMPLE CALCULATION: CCCRI Composite Score

Row	Calculation Step	Value
(G)	Alternative CCCRI (see Table 6.F.a)	83.1169
(H)	DRM Value (see Table 7)	3.3333
(I)	**CCCRI Composite Score = (G + H)**	**(83.1169 +3.3333) = 86.4502**

Note how this sample CCCRI Composite Score calculation of 86.4502 (Level 1) compares to the calculated Alternative CCCRI of 83.1169 (Level 2) from Table 6.F.a.

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 CCCRI indicator performance level for accountability under this alternative accreditation plan. The indicator performance level is based on the current year Alternative CCCRI or the CCCRI Composite Score.

CCCRI Indicator Performance Level

Level 1	*Level 2*	*Level 3*
CCCRI/composite score greater than or equal to 85% (84.50000-100) for current year or cumulative year average	*CCCRI/composite score greater than 70% but less than 85% (70.0050-84.4999)*	*CCCRI/composite score less than or equal to 70% (0-70.0049)* *or below Level 1 for a fifth consecutive year (Level 3- 4 Years)*

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, dropout rate, and CCCRI. It provides the rationale, description, and calculation steps. Finally, it explains how the measure serves as a modifier to generate a GCI Composite Score, Dropout Rate Composite Score, and CCCRI Composite Score as part of overall GCI, dropout rate, and CCCRI indicator performance level determinations, as outlined in sections 6D-6F 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 and college-career readiness. The DRM is used together with the Alternative GCI, Alternative Dropout Rate, and Alternative CCCRI calculations outlined in sections 6D-6F above to calculate composite scores that determine the overall performance level for GCI, dropout rate, and CCCRI indicators for accreditation year 2024-25.

As outlined in questions 1-2 above, 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 and college-career readiness. 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 and pursue career-readiness qualifications as soon as their life situation allows (family, economic, health, employment, etc.). The DRM captures information on students demonstrating persistence by returning for the subsequent 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, long-term absence, or incarcerated and not eligible to slide to the next cohort
- Not actively enrolled or not actively attending on the last day of the school year in the current and/or prior year(s)
- Re-enrolled in the diploma program at Mountain View HS or enrolled in a division HSE program by the Monday before Labor Day of the current year
- Not excluded from the GCI, dropout rate, and CCCRI modified calculations outlined in sections 6D-6F above.

Calculation Steps to Generate a DRM Value–

When the GCI, dropout rate, and/or CCCRI indicators do *not* meet Level 1 based on the modified calculation for current year, cumulative year averages, or improvement, as described in sections 6D-6F above, then a DRM value will be calculated and used to generate a GCI Composite Score, a Dropout Rate Composite Score, and/or a CCCRI 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, long-term absence, or incarcerated 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 in the current and/or prior year(s) but re-enrolled in a degree or HSE program by the Monday before Labor Day of the current year
    b. Were excluded from the modified calculations for GCI, dropout rate, and/or CCCRI based on exclusion criteria defined in sections 6D-6F.
3. Combine these values to generate a DRM value, as outlined in the Table 7 sample below.
    a. Multiply the count of students re-enrolled by the Monday before Labor Day by a factor of 20 to form a numerator.
    b. Subtract the exclusion-eligible students from the total cohort 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, long-term absence, or incarcerated	106
(B)	# of students who meet a defined exclusion criterion from section 6D, 6E, and/or 6F *Remove from denominator*	46
(C)	20 * (# from row A who were not actively enrolled or actively attending on the last day of school but re-enrolled by the Monday before Labor Day)	(20 * 10) = 200
(D)	**Numerator = (C)**	**200**
(E)	**Denominator = (A-B)**	**(106 - 46) = 60**
(F)	**DRM Value = (D) / (E)**	**(200 / 60) = 3.3333**

Approach for Applying the Additional Measure–

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

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 in order 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 partnership with the 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.

8. Loudoun County: W.O. Robey High (pgs.155 -170)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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)*.

12/12/23
Date Approved by the Local School Board

Signature – Chairman of the School Board

01/02/2024
Submission Date

Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN APPLICATION
For Special Purpose Schools

School Name: William Obediah Robey HS	**Division Name: Loudoun County Public Schools**
School Address: 21328 August Drive Sterling, Virginia 20164	
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Number of Students Enrolled by Grade:

Grade*	2021-2022	2022-2023	2023-2024
9th	0	0	0
10th	2	0	1
11th	18	22	21
12th	9	14	30

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) YES
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. If it does not differ, please indicate that. We have included chronic absenteeism in the plan.

Each question should be answered thoroughly yet succinctly.

1. Describe the purpose and mission of the school.

William Obediah Robey High School (W. O. Robey HS) is an alternative high school designed to serve students in grades 9–12. Students' ages range from 15-22. 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 sessions, with the ability to offer 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.*

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.)

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 on 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."

Age Range*	2020-2021	2022-2023	2023-2024
Graded Students: (Grades 9 – 12: under age 18)	24%	28%	31%
Adult Students:	(All adult students 18-21) 76% (20-21) 31%	(All adult students 18-21) 72% (18) 22% (19) 31%	(All adult students 18-22) (69%) (18) 27% (19) 21%

		(20) 11% (21) 8%	(20) 17% (21) 0% (22) 4%

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	2023-2024
Countries other than US	9	9	8
First Languages other than English	5	4	6

Race/Ethnicity*	2021-2022	2022-2023	2023-2024
Hispanic	83%	85%	79%
Black	0%	6%	2%
Asian	10%	9%	13%
White	7%	15%	4%
American Indian	-	68%	60%
Other (2+)	0%	3%	2%

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	2023-2024
Employed in at least one job	93%	83%	79%
No report or not employed	7%	17%	21%

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	2023-2024
Interrupted schooling	17%	42%	56%
Over age/under credited for grade designation	69%	50%	67%

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	2023-2024
Receiving EL support and accommodations (Active EL, Levels 1 - 3)	93%	89%	90%
Former EL/LEP (post-monitor status)	3.5%	2.7%	2%

Non-EL/LEP or no record of EL services	3.5%	8.3%	8%
Special Education*	**2021-2022**	**2022-2023**	**2023-2024**
Receiving Special Education services	0%	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	2023-2024
Identified as McKinney-Vento	41%	33%	33%
Identified as Economically Disadvantaged	93%	88%	81%
No. of high schools attended: **∉ 2 or more high schools** **∉ 3 or more high schools**	 100% 59%	 100% 58%	 2 or more 100% 3 or more 65%

**Source: Phoenix – Student Information System LCPS (Loudoun County Public Schools)*
***Source: Student-provided information*

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

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. Three years of school data above support the need for alternative measures of success.

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.)

Math – Academic Achievement All Students and Achievement Gaps

Students at W. O. Robey HS lack the requisite math skills to pass End-of-Course (EOC) Standards of Learning (SOL) assessments. This year, students were given the Measures of Academic Progress (MAP) growth assessment. MAP is an adaptive measurement that assesses academic growth and proficiency in math. Scores on the MAP for students in grades 6 – 12 range from 211 – 229+. In one math class, the average score was 214 which placed many students as Tier 3, which identifies students in need of the greatest interventions. In the second math section, the average score was 224 which places many of the students in need of Tier 2 interventions.

In addition to the needs identified on the MAP, math students at W. O. Robey HS demonstrated the need for substantial remediation in Algebra I as identified on the Accreditation Predictor Indicator. Thirty-five percent of Algebra I students did not pass the EOC SOL. Students require significant one-on-one remediation to access the test to earn a passing score and require an average of three testing sessions before they passed the assessment.

English - Academic Achievement All Students and Achievement Gaps

Students enrolled in W. O. Robey HS are predominately English Learners and have experienced interrupted schooling, have gaps in background knowledge and vocabulary, are enrolled in specialized reading programs such as Read 180 and Language Launch, and are new to the country or schooling, which impact all achievement indicators. Students require differentiated instructional support, personalized scheduling, and program flexibility which justifies the need for alternative scheduling the school provides. Additionally, it highlights the need for alternative measures of academic achievement while using LCPS School Board approved measures.

At W. O. Robey HS, students are given the HMH Growth Measure assessment to develop baselines in Lexile levels and reading comprehension. Below are the data for W. O. Robey HS students on the growth measure:

> The Lexile score ranged from 30 to 1220 with a grade level equivalency of grade 4.6 (Far Below Level)– current grade level (On Level). On Reading Comprehension (G11 – Test Level) 32 students scored "Far Below Level", three students scored "Below Level", five students scored "Approaching", and one student scored "On Level". Similar results were seen on the language portion of the test. The reported scores were as follows: 28 scored "Far Below Level", nine scored "Below Level", two scored "Approaching" and two scored "On Level".

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 a lower Lexile

needing more remediation and time to prepare for the tests and they require multiple administrations of the VA SOL and/or ACT WorkKeys Reading.

On the SY 22-23 Accreditation Predictor Data, in English, 62.7% of Robey students did not pass the EOC Reading and Writing SOL. On the SOL EOC Reading assessment, only 38.9% of students passed. The students who failed the SOL Reading assessment (61.1%) needed significant daily remediation in reading and writing skills in order to meet the graduation requirement through the ACT WorkKeys Assessment.

Academic Achievement – Science

Science continues to be a challenge for the students at W. O. Robey. On the SY 23-24 Accreditation predictor data, 100% of the students failed the EOC Earth Science SOL. Additionally, 86.76% of students failed the EOC 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 in either Earth Science or Biology. Robey students struggle with science content due to their lower reading levels, as identified on the HMH Growth Measure and EOC English Reading SOL. Additionally, many Robey students have taken their Earth Science or Biology coursework in another school. Robey staff have worked to create remediation sections of literacy to address the gaps in reading, writing and content knowledge and vocabulary. The science and EL staff at Robey are working closely with LCPS division instructional facilitators, the district science office, and with the EL department to find appropriate materials that students can access given their reading levels.

Graduation and Completion Index

Seventy-six percent of W. O. Robey HS students are over compulsory school attendance age, under-credited, dealing with difficult life challenges, and often need an accelerated pace to graduate before aging out. Due to these unique circumstances, the school program provides flexibility in course scheduling and school times so that students can still meet requisite graduation requirements. Therefore, the Graduation and Completion Index must be measured differently than traditional schools. In addition to the Graduation Completion Index (GCI), we have added an additional measure, for those students who were not able to graduate within their four-year cohort.

Dropout Rate

Students attending W. O. Robey HS are at a greater risk of not meeting graduation requirements or of dropping out of high school altogether. As the demographics show, most W. O. Robey HS students 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 identified as McKinney-Vento. Due to the many challenges of our students, they are statistically more likely to drop out of school. Therefore, the dropout rate must be measured differently than other schools.

As staff at W. O. Robey HS continue to combat absenteeism and address the myriad issues of the students enrolled, some students cannot meet graduation requirements before aging out (reaching the age of 21 or 22 if receiving EL services) or succumb to the demands of realities outside of the school day. During the 2022-23 school year, two students who enrolled at W. O. Robey HS dropped out within three months of being enrolled at the school. During the 2023-24 school year, one student dropped out due to non-attendance, two students struggle to pass EOC SOL needed to earn a high school diploma and two other students have missed more than 10% of school days due to work/life demands.

Chronic Absenteeism

Due to the reality that the majority of W. O. Robey HS students are over the age of 18 and working a full-time job or parenting many students have struggled to find success throughout their educational journeys. Due to these challenges, the school offers flexibility so that the students can graduate. Therefore, measuring the engagement of students who may be parenting or working should be different than other schools and attendance/absenteeism cannot be the sole measure of student engagement. Student interaction with the school and school staff better demonstrates a student's commitment and engagement to their education.

Data collected on the current student population at W. O. Robey HS indicates that 60% of students were chronically absent. These students missed 10% or more days of school at their home school before enrolling at W. O. Robey HS. As the result of the absenteeism, W. O. Robey HS staff have conducted more than 50 attendance conferences with students, created unique schedules to accommodate work schedules or trainings, or helped students get needed health care to be able to access school more regularly.

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.

During the 2022-23 school year, W. O. Robey HS used the Alternative Accreditation Plan to meet the CCCRI (Career, and Civic Readiness Index) indicator. While the school offers Dual Enrollment and CTE classes, the Alternative Accreditation Plan allowed for staff to use the successful completion of a work-based learning experience to meet the requirements under CCCRI. The chart below demonstrates how W. O. Robey HS met the CCCRI.

College, Career, and Civic Readiness	Number of Students
Receive credit for advanced coursework (AP (Advanced Placement), IB (International Baccalaureate), Cambridge, or Dual Enrollment, or identify and apply to a college)	6
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential	0
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 • Completion of work-based learning experience (student presentation of current job, career paths, or managing money from jobs)	24
Successful completion of a service-learning experience to include: • Service club school or community-based project; or	0

• Other organization community project completion. A written reflection connecting to civic readiness skills is required.	
(N) Total Number of Students Above	30
(D) Total Number of Students in Cohort	30
% Students Completing College, Career, and Civic Readiness (N / D)	100.00%

6. **For <u>each</u> of the indicators listed in question 4, 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 sample calculations to describe how the data will be used to determine a rate for each indicator.**

A. **<u>Achievement Indicator – Math, English, and Science</u>**
<u>Achievement Gaps in Mathematics and Reading</u>

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 previous rate was 40-65%.	The current year or cumulative combined rate is less than 65%
Achievement Indicators in Science	The current year or cumulative rate is greater than or equal to 70%, or 5% decrease in	The current year or cumulative rate is less than 70% and greater than or equal to 65%,	The current year or cumulative combined rate is less than 65%

	failure if previously Level Two	or 5% decrease in failure if previous rate was 40-65%.	
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 *Transfer* or *SOA Adjustment-EL* 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 x .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

The Graduation indicator includes the Graduation and Completion Index based on the adjusted OGR cohort.

Graduation Completion Index (GCI):
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 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% but less than 9% or 5% decrease in dropout rate if previously Level Three	9% 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: • 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 15th of following year	75 pts
Students drop out and do not meet criteria above	0 pts

Table C.4. Lifelong Learning Goal Indicator Levels

	Level One	Level Two	Level Three
Lifelong Learning Goal (LLG)	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. Chronic Absenteeism

The calculation for attendance will be redefined to measure student engagement based, in part, on LCPS School Board Policy 5120: Alternative Education Programs and Policy 5125: Alternative Paths to Attaining Units of Credit. Specifically, School Board Policy 5120 provides "flexibility to students in the design of their secondary course schedule, and is intended for students who have factors that impact their ability to earn the standard credit within the traditional 140 clock hours, but who seek to learn and demonstrate competency of the full content of the course's standards of learning via alternative means." Further, School Board Policy 5125 allows for "sufficient resources to the personalized needs of students in a suitable environment to best meet the unique needs of students and provide acceleration and/or additional time in achieving successful course completion...."

Course schedules and attendance policies at W. O. Robey, in accordance with School Board Policies 5120 and 5125, must exercise this flexibility in the design of student course schedules and the completion of coursework using virtual courses and/or online courseware that are approved by VDOE. Given the extenuating circumstances of students enrolled in the alternative setting, W. O. Robey must revisit the traditional definition of "student engagement" related to daily attendance, as well as "chronic absences." Student engagement would thus include students accessing content by logging into the learning management system, corresponding with instruction staff, or accessing an online course provider. A student will be considered chronically absent if they are absent 15% or more of their enrolled days. This will apply to students that are enrolled for 50% or more of the school year.

Table D.1. Meaningful Student Engagement Definition

Type of Attendance for Students Enrolled >=50% year	Number
Daily Attendance greater than 85% of total enrolled days	
Students who met attendance requirements by meeting at least one of the requirements daily to be considered participating remotely: 1. Student contact with staff for instructional support through any of the following: Google Meet, Microsoft Teams, Zoom or other technologies (virtual learning), or other virtual classes 2. Log in to complete assessments and/or post completed assignments into a learning management system (Schoology, System 44, Read 180, Delta Math, Edia, EverFi) 3. Log in and complete assignments through an online content provider or complete work provided through a work module (Edmentum and/or APEX courseware)	
Total number of students from above (P)	
Total number of students enrolled 50% or more of year (Q)	
Total number 'absent' (Q) – (P) = (S)	

Engagement will be rated as follows.

Table D.2. Meaningful Engagement Indicator Levels

Accreditation Indicator	Level One	Level Two	Level Three
Chronic Absenteeism / Meaningful Engagement	Current or cumulative four-year chronic absenteeism rate is 15% or lower, or 5% decrease if previously Level Two	Current or cumulative four-year chronic absenteeism rate is greater than 15% but less than or equal to 25%, or 5% decrease if previously Level Three.	Current or four-year average of students not demonstrating meaningful engagement is more than 25%

E. 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: • 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: • 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: • 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: • 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%

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?**

N/A

9. Richmond City: Amelia Street (pgs. 172-188)

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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
Submission Date 1/24/2024 | 11:58 EST		Signature – Division Superintendent

SJ

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ALTERNATIVE ACCREDITATION PLAN TEMPLATE
For Special Purpose Schools

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

All staff who should be copied on email correspondence:

Name	**Position**	**Email Address**
Mark Phillips	Principal	mphilli3@rvaschools.net
Lakisha Lewis	Administrative Dean	Lgoode4@rvaschools.net
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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	# of Students 2023/2024
1st	0	0	2	2	3
2nd	3	0	5	4	8
3rd	3	2	3	3	2
4th	9	2	5	4	8
5th	8	6	2	5	0
6th	3	2	0	0	4
7th	0	3	2	2	0
8th	0	0	2	2	1

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9th	0	0	0	0	1
10th	3	0	0	0	2
11th	1	2	0	0	0
12th	3	1	2	2	0
Total Students	33	18	23	26	2

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? Yes
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2023. 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

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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

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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	2023-2024
*All Students	33	18	30	31
Black	28	14	27	28
Hispanic	3	3	3	3
White	1	-	-	0
Multiple Races	1	-	-	0
Students with Disabilities	30	18	19	15
Economically Disadvantaged	23	13	26	30

* 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
Sept 2024	2	0	12	11	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.

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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)

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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)	Accreditation 2023-2024 (based on 2022-2023 data)	Annual Pass Rate 2023-2024 (based on 2022-2023 data)
English	All Students	36.84	6.00	36.84	<	62.50	21	35.00	15.00
	Black	10.53	6.00	29.41	<	62.50	27	32.43	13.51
	Economically Disadvantaged	7.14	0.00	35.29	<	57.14	<	30.56	11.11
	Students with Disabilities	10.53	6.00	38.89	<	57.14	15	36.36	15.15
Math	All Students	17.65	0.00	17.65	<	0.00	0.00	14.29	11.42
	Black	18.75	0.00	13.33	<	0.00	0.00	12.50	9.38
	Economically Disadvantaged	15.38	0.00	13.33	<	0.00	0.00	12.90	9.68
	Students with Disabilities	17.65	0.00	18.75	<	0.00	0.00	13.79	13.79

*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, >= 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.

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

Amelia Street School's absenteeism and accreditation rate:

Amelia Street's Chronic Absenteeism Data:

	2019/20	2020/2021	2021/2022	2022/23
State Data – Chronic Absentee Rate	48.84	58.14	57.17	65.63

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:

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

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: ● 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 *transfer* student or *SOA Adjustment-EL* 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
The total number of unduplicated students who: Component A = ● 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 375[1] but show progress on the English Language proficiency assessment	The total number of unduplicated students who: have a reading score of 0-600 (parent refusals are not included) ● have a writing score of 0-600 ● have a score that indicates proficiency on a Board approved Substitute test record

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

● Component B = ● have a writing score of 375[1]-399	
Notes: Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375[1] and they do not show growth in English Language Proficiency. 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. 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 *Transfer* or *SOA Adjustment-EL* 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)		

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

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 (.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 *Transfer* or *SOA Adjustment-EL* 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 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 *Transfer* or *SOA Adjustment-EL* 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 & Writing) Combined Rate AND Achievement Gap-English	Current or 3 or 4-year cumulative rate of at least 75% OR 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% OR 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% OR 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% OR 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% OR 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% OR 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 >= 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*

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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 to10 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 >= 50% of year (Q)		
Total number 'absent' (Q) – (P) = (S)		
Absenteeism rate = (S)/(Q)		

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

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 >=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 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.	Current or 3 or 4-year cumulative rate is Greater than 15% but less than or equal to 25% OR Current year rate is greater than 25% and the school decreased the failure rate by at least 5% from the previous year.	Current or 3 or 4- year cumulative rate is Greater than 25% OR School has stayed at a Level 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?**
   X 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

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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.

10. Richmond City: Richmond Alternative (pgs. 190-206)

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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 2/14/2024 | 06:50 EST		Signature – Chairman of the School Board Stephanie Ryan
Submission Date 1/24/2024 | 11:58 EST		Signature – Division Superintendent

SJ

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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- Blair Smoak	
Phone Number of Contact Person- 804-780-4388	Email of Contact Person-bsmoak@rvaschools.net

All staff who should be copied on email correspondence:

Name	Position	Email Address
Blair Smoak	Principal	bsmoak@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	2023-2024
Grade 6	625	5	3	5
Grade 7	662	3	21	24
Grade 8	624	25	22	30
Grade 9	483	31	24	16
Grade 10	379	16	35	23
Grade 11	314	52	44	32
Grade 12	154	10	13	4
Post Graduate	5	2	-	-
Total Students	3,246	144	162	134

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? (Yes or No) YES
Besides updated data, briefly summarize how this plan varies from the one approved for the accreditation year 2023-2024. 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.

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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.

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Fall Enrollment Count by Current Student Groups

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	983	1125	1499	3241	142	162	134
Black	333	344	397	701	132	145	120
SWD	64	69	95	204	53	48	41
Econ Dis	163	299	131	856	117	145	120
White	512	610	781	1801	1	5	1

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	2022-2023
All Students	33.2	20.5	13.9	4.2	91.7	92.23

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.

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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	2022-2023
All Students	78	77	83	82	23	69.23
Black	66	49	60	63	20	43.60
White	81	90	93	85	<	<
SWD	42	45	44	68	13	24.76
Disadvantaged	48	36	18	71	11	28.00

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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)	2023-2024 (2022-2023 Data)
All Students	76.28	81.62	34.26	72.13
Black	54.45	62.05	32.32	49.33
White	87.11	89.61	<	<
Students with Disabilities	46.81	47.06	23.08	32.08
Disadvantaged	47.93	30.91	27.63	33.33

SOL Science Accreditation Rates (%)

Accreditation Year	2018-2019 (2017-2018 Data)	2019-2020 (2018-2019 Data)	2022-2023 (2021-2022 Data)	2023-2024 (2022-2023 Data)
All Students	63.81	73.11	6.67	61.57

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

School Year	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
All Students	58	52	65	65	5	59.32
Black	45	29	44	36	4	29.68
White	65	65	74	69	<	<
SWD	41	23	20	41	4.17	10.11
Disadvantaged	37	23	11	49	7	8.82

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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)	2023-2024 (2022-2023 Data)
All Students	54.87	68.69	8.14	59.12
Black	33.45	50.32	6.17	36.22
White	67.88	76.17	<	<
SWD	26.00	29.79	4.17	17.53
Disadvantaged	28.04	18.75	8.33	16.54

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.

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)	2023-2024 (2022-2023 Data)
All Students	46.62	52.42	33.13	38.78

Dropout Rate (%) by Current Student Groups

Cohort Year	2017	2018	2019	2020	2021	2022	2023
All Students	60	49	46	27	22	51	50.60

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

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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:

<table>
<tr><td colspan="2">Mathematics and Science Rate:
$$Percentage = 100 * \frac{(component\ 1) + (0.75)(component\ \ 2)}{denominator}$$</td></tr>
<tr><td>Components 1 & 2</td><td>Denominator</td></tr>
<tr><td>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)

COMPONENT 2 = have a score of 375-399</td><td>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</td></tr>
</table>

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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 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 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:

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

Component	Denominator
The total number of unduplicated students who: COMPONENT 1 = ● 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 375[1] but show progress on the English Language proficiency assessment COMPONENT 2 = ● have a writing score of 375[1]-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 375[1] and they do not show growth in English Language Proficiency. 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. 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 *Transfer* or *SOA Adjustment-EL* who had a score below 375		

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

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 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 *Transfer* or *SOA Adjustment-EL* 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 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

DocuSign Envelope ID: 86E3483E-7CD0-419C-A001-88D8F59B1B80

		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 *Transfer* or *SOA Adjustment-EL* 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.

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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

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	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 >= 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

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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 >=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 pus 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 >= 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

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.

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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: ● 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: ● 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: ● 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%**

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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?
x 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:

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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.

11. York County: York River Academy (pgs. 208-214)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

For the 2024-2025 accreditation year based on data from the 2023-2024 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).*

March 12, 2024
Date Approved by the Local School Board

Signature – Chairman of the School Board

March 12, 2024
Submission Date

Signature – Division Superintendent

ALTERNATIVE ACCREDITATION PLAN APPLICATION
For Special Purpose Schools

School Name: York River Academy	**Division Name:** York County School Division
School Address 11201 George Washington Highway, Yorktown Virginia 23692	
Contact Person: Holly Sheffield	
Phone Number of Contact Person: 757-898-0516	**Email of Contact Person** hsheffield@ycsd.york.va.us

All staff who should be copied on email correspondence:

Name	**Position**	**Email Address**
Leeza Beazlie	Coordinator of Testing and Accountability	lbeazlie@ycsd.york.va.us
Aaron Butler	Director of Student Services	abutler@ycsd.york.va.us
Karen Cagle	Director of Curriculum and Instruction	kcagle@ycsd.york.va.us

Number of Students Enrolled by Grade:

Grade	**Number of Students**
9	17
10	15
11	22
12	15

Previous Submission of an approved Alternative Accreditation Plan in 2023-2024 Accreditation Year? No
Besides updated data, briefly summarize how this plan varies from the one approved for accreditation year 2023-2024. 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.**
   York River Academy (YRA) is a York County public school designed to provide academic, social, and career preparatory education in computer and web-based technology for students in grades 9-12 who are at-risk of not graduating or graduating below potential.

   Since 2021, YRA has expanded its focus on the growing needs of students who present complex social and mental health challenges and require a greater connection to school staff and direct services.

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.) YRA was established to support students in grades 9-12 who are at risk of not graduating or graduating below potential.

The following are characteristics of the student population:

- Students are enrolled at YRA after being unsuccessful or having unsatisfactory experiences at a traditional high school.
- Some students have a need for a fifth year to complete high school graduation requirements.
- Students may have experienced poor student connectivity to school experiences at a traditional high school and therefore require intensive support both academically and personally.
- Some students are identified as chronically absent. For example, 41.4% of current students were identified as chronically absent for the 2022-2023 school year.
- Students are identified for enrollment at YRA by school counselors and/or parent request.

Please see data table below for a quick snapshot.

Total Enrollment	**69 students**
9th Grade	17 students
10th Grade	15 students
11th Grade	22 students
12th Grade	15 students

YRA Enrollment Data for Subgroups	
White	68%
Black	11.6%
Hispanic	8.7%
English Learners	n/a
Students with Disabilities	39.1%
Economically Disadvantaged	33.3%
504 Identified Students	24.6%
Military Connected	30.4%

YRA Enrollment by Gender	
Male	59.4%
Female	40.6%

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

YRA provides an alternative to larger, traditional high schools allowing students to find their individual success with a small supportive staff that recognizes the unique challenges students must overcome. YRA staff help students gain confidence and competence through counseling and course participation so they are equipped to be future ready graduates. This is exemplified in YRA's graduation rates and CCCRI data. For the class of 2023, YRA had a 100% graduation rate and a 94% CCCRI, which exceeds the state and division average. While pass rates on SOLs have fluctuated, YRA has maintained high achievement standards for students. In fact, staff have encouraged more students to consider an advanced diploma rather than a standard diploma.

YRA Accreditation Data		
School Quality Indicators:	**2023-24**	**2022-23**
Academic Achievement- English	Level 1	Level 1
Achievement Gap- English	Level 1	Level 1
Academic Achievement- Math	Level 1	Level 1
Achievement Gap- Math	Level 1	Level 1
Academic Achievement- Science	Level 1	Level 1
Chronic Absenteeism	Level 3	Level 3
Graduation and Completion Index	Level 1	Level 1
Dropout Rate	Level 1	Level 1
College, Career, and Civic Readiness Index	Level 1	Level 1

English Accreditation Data	**2023-24**	**2022-23**
Academic Achievement- English	87.50%	94.44%
Achievement Gap- English	n/a	n/a
Black	100%	66.67%
White	85.71%	96.55%
Multiple Races	100%	n/a
Hispanic	n/a	100%
Students with Disabilities	80%	100%
Economically Disadvantaged	86.36%	100%
Academic Achievement- Math	94.12%	90%
Achievement Gap- Math	n/a	n/a
Black	100%	n/a
White	90%	88.24%
Multiple Races	100%	100%
Hispanic	100%	n/a
Students with Disabilities	75%	85.71%
Economically Disadvantaged	100%	100%
Academic Achievement- Science	66.67%	95.24%
Chronic Absenteeism	41.18%	41.94%
Graduation and Completion Index	100%	98.33%
Dropout Rate	0%	0%
College, Career, and Civic Readiness Index	94.44%	94.44%

Meeting the state requirement for chronic absenteeism as it is currently calculated is challenging for YRA due to its small enrollment size and history of students who have experienced significant barriers to learning. While improving chronic absenteeism rates remains a priority, YRA staff also recognize the importance of supporting students in achieving a higher level of connectedness to increase their desire to attend school on a consistent basis. To support the continuity of learning, YRA students are able to meaningfully engage in work when they are not in school through Canvas assignments, virtual coursework and even connecting synchronously to instruction under certain circumstances. To ensure students' academic success, instructional support is provided to students before and after school as well as during lunch periods, when needed.

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.)

YRA's small student population has ranged from 57 to 72 students for the past 3 school years. As such, a strict calculation of percentages based on number of students seems counter to the school's purpose. YRA students are finding success and graduating from the program with plans to move forward in their postsecondary endeavors. Additionally, while 41.4% of the students were chronically absent during the 2023 school year, the remainder of students had solid attendance. Current data for the 2024 school year shows that if a school-wide chronic absenteeism rate is calculated using the total number of days students missed over the possible number of days present, YRA would have only a 6.3% chronic absenteeism rate.

Below is a chart representing 6.3% overall absenteeism at the end of Q1 and Q2 of our first semester on a 4x4 block schedule:

	Quarter 1	Quarter 2
Total Days absent by Quarter for all students	102	107
Total Possible Days by Quarter for all students	1610	1680
% Overall absence	6.3%	6.4%
Traditional Chronic Absenteeism Calculation	17%	20%

Historical data for accreditation success:

English Accreditation Data	2023-24	2022-23
Academic Achievement- English	87.50%	94.44%
Achievement Gap- English	n/a	n/a
Black	100%	66.67%
White	85.71%	96.55%
Multiple Races	100%	n/a
Hispanic	n/a	100%
Students with Disabilities	80%	100%
Economically Disadvantaged	86.36%	100%
Academic Achievement- Math	94.12%	90%
Achievement Gap- Math	n/a	n/a
Black	100%	n/a
White	90%	88.24%
Multiple Races	100%	100%
Hispanic	100%	n/a
Students with Disabilities	75%	85.71%
Economically Disadvantaged	100%	100%
Academic Achievement- Science	66.67%	95.24%
Chronic Absenteeism	41.18%	41.94%
Graduation and Completion Index	100%	98.33%
Dropout Rate	0%	0%
College, Career, and Civic Readiness Index	94.44%	94.44%

6. **For <u>each</u> 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 proposed method of calculation for the 2023-2024 school year to determine chronic absenteeism for York River Academy is as follows:

- Amend the student level threshold of 10% or more of the school year missed to 15% or more of the school year missed to denote chronic absenteeism
    - 178 school days x 15%= 26 days or more for chronically absent

- York River Academy would also propose consideration of R5 to demonstrate sufficient improvement rather than the standard R10.

Chronic Absenteeism Data	
R10 (41.18% x .9) =	37.06%
R5 (41.18% x .95) =	39.12%

Chronic Absenteeism Sample Calculation #1	
Total Number of Students	50
Total Number of students present greater than 85% of enrolled days	45
Total Number of students chronically absent	5
Chronic Absenteeism Rate	10%
Performance Level	Level One

Chronic Absenteeism Sample Calculation #2	
Total Number of Students	50
Total Number of students present greater than 85% of enrolled days	40
Total Number of students chronically absent	10
Chronic Absenteeism Rate	20%
Previous Year Performance	40%
Decrease in Chronic Absenteeism Rate	50%
Application of R5	Yes
Performance Level	Level One (R5)

Level One Meets or exceeds state standard or sufficient improvement	Current or cumulative 3-year rate is less than or equal to 15% OR current year rate is in the 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% (R5) from the previous year.
Level Two Near state standard or sufficient improvement	Current or cumulative 3-year rate is greater than 15% but less than or equal to 25% OR current year rate is greater than 25% and the school decreased the chronic absenteeism rate by at least 5% (R5) from the previous year.
Level Three School demonstrated performance below the benchmarks for Level One and Level Two.	Current year or cumulative 3-year rate is greater than 25% OR the school has stayed at a Level two or Three through four consecutive years (Level Three- 4 Year 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?