

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.* In accordance with 8VAC20-131-420, waivers of requirement in [8VAC20-131-30](#), [8VAC20-131-50](#), [8VAC20-131-51](#), [8VAC20-131-70](#), and [8VAC20-131-370](#) through [8VAC20-131-430](#) shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.

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

June 24, 2021

Date Approved by the Local School Board

Feb. 10, 2022

Submission Date



Signature – Chairman of the School Board



Signature – Division Superintendent

### ALTERNATIVE ACCREDITATION PLAN

**School Name:** Arlington Community High School

**Division Name:** Arlington Public Schools

**School Address:** 800 S. Walter Reed Dr., Arlington, VA, 22204

**Contact Person:** Dr. Barbara Thompson

**Phone Number:** 703-228-5350

**Email:** Barbara.thompson@apsva.us

**Grade Levels Served:** 9 – 12; and Adults

**Number of Students Enrolled by Grade:**

Grade	# of Students 2018/2019	# of Students 2019/2020	# of Students 2020/2021
9	10	22	1
10	31	23	17
11	42	36	41
12	59	99	83
Total Graded =	142	180	142
Adults	184	155	146
TOTAL	326	335	288

1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?

Arlington Community High School (ACHS) is an alternative high school of choice for Arlington County, Virginia, students seeking to complete their high school diploma. Students must be at least 16 years old to enter. There is no upper age limit to enrollment. Students select enrollment in ACHS typically because they need flexibility to meet their other life demands for work, family, health, or finances. Almost all ACHS students are academically behind their cohort, have a history of school transiency, have a history of academic failure, are at high risk of dropping out of school, and/or are returning after previously dropping out. All students come to ACHS with multiple challenges. Graduation is the goal, and ACHS individually supports students to achieve that goal academically, socially, and emotionally.

**AGES SERVED:** For the past few years, enrollment has historically been almost evenly split between graded (under age 20 or 22) and adults (over age 20 or 22 depending on services):

Age Range*:	2018/2019	2019/2020	2020/2021
<b>Graded students:</b> (grades 9 – 12: under age 20 or 22 [ELL or SPED])	43%	54%	49%
<b>Adult Students:</b> (over age 20 or 22 [ELL or SPED])	57%	46%	51%



**DEMOGRAPHICS:** ACHS has a very diverse student population, coming from many countries and speaking a wide range of first languages, leading to very diverse educational backgrounds:

Origin*:	2018/19	2019/2020	2020/2021
Countries	23	30	24
First Languages	16	16	15

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

**EMPLOYMENT:** On the latest school survey, 95% 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
Employed in at least one job	94%	97%	95%
No report or not employed	6%	3%	5%

**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 3 school years below):

Interrupted/Over-age*:	2018/19	2019/2020	2020/2021
Interrupted schooling	96.3%	92.2%	92.7%
Over-age/under-credited for grade designation	96.9%	93.2%	95.6%

**ENGLISH LEARNER:** A large percentage of the student enrollment are recent immigrants and English Learners (EL) (data from the last 3 years below).

English Learner (EL/LEP)*:	2018/19	2019/2020	2020/2021
Enrolled in EL classes (WiDA 1 – 4)	87%	77%	80%
Limited English Proficient (LEP)(WiDA 1 – 6)	89%	81%	82%
Non-LEP	11%	19%	18%

\*Source: APS Student Information System

\*\*Source: ACHS Student Questionnaires

Since there is no upper age limit to enrollment, ACHS provides students the flexibility to complete their high school diploma over a longer time to accommodate their life circumstances, and/or provides the

opportunity to return to school for those who left prior to completing their diploma. Because of their varied educational backgrounds from numerous countries, students often have limited background knowledge in many content areas. As a result, all courses are structured as competency-based to allow students to earn credit upon mastery of the Virginia content standards, at their individual pace, throughout the school year.

The school's vision is: *Empowered Graduates*. The school's mission is: *Making success possible for every student*. The school's hope is: *To instill skills and curiosity to continue intellectual and personal growth and to be productive citizens*. The school strives to provide the flexibility students need to complete their high school diploma, while maintaining content rigor to assure the diploma meets all state standards and is truly a steppingstone to further education, training, and/or careers. The purpose of the alternative accreditation plan is to fairly and accurately assess the educational program at ACHS, given the factors that prevent the students from graduating with their cohort peers. The program flexibility required by the students, the learning needs of the students served, and the alternative nature of the class schedules justifies the need for an alternative accreditation plan to hold ACHS accountable.

2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.

- ☒ Achievement Indicators in Core areas of Mathematics, English, and Science
- ☒ Achievement Gaps in Mathematics and Reading
- ☒ Graduation Completion Index
- ☒ Dropout Rate
- ☒ Chronic Absenteeism
- ☒ College, Career and Civic Readiness

3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?

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 PASS RATE w/out alternative measures\*:

Subject	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
English: Reading	All Students	93	62	73	56	69	87
English: Writing	All Students	77	73	64	100	78	
Mathematics	All Students	63	71	67	73	80	65
Science	All Students	68	64	64	69	100	40

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

[[https://www.doe.virginia.gov/statistics\\_reports/sol-pass-rates/index.shtml](https://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml)]



**ACHS HISTORICAL SOL PASS RATE WITH alternative plan measures\*\*:**

Subject	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
English: Combined	All Students	94	96	94	97	96	96
Mathematics	All Students	80	77	55	59	85	89
Science	All Students	87	90	70	82	100	100
OVERALL COMBINED (English, math, science)	All Students	89.7	82.1	78.4	93.6	90.7	93.8

*\*\*Source: ACHS Reported Accreditation Plan Data*

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 PASS RATE w/out alternative measures\*:**

Test	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
English: Reading	Asian	<	<	<	<	<	80
English: Writing	Asian	<	<	<	<	<	
Mathematics	Asian		<	<	<	<	<
English: Reading	Black	80	<	100	<	<	<
English: Writing	Black	<	<	83		<	
Mathematics	Black	45	71	<	<	<	<
English: Reading	Economically Disadvantaged	86	<	83	<	83	<
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
English: Writing	English Learners	68	57	56	100	<	
Mathematics	English Learners	76	70	70	72	73	69
English: Reading	Hispanic	94	57	<	80	33	<
English: Writing	Hispanic	75	60	33	100	<	
Mathematics	Hispanic	65	69	71	69	75	64

Test	Subgroup	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021
English: Reading	Students with Disabilities	<	<				<
English: Writing	Students with Disabilities	<				<	
Mathematics	Students with Disabilities	<	<		<		
English: Reading	White	<	<		<	<	<
English: Writing	White	<	<		<	<	
Mathematics	White	100		<	<		<

Gap Group Pass 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 90% are over compulsory school-age), under credited, balancing numerous life challenges, and often take longer to graduate. For this reason, the school program provides flexibility 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 to demonstrate equitable graduation rates meeting benchmarks while accounting for student needs (see data below).

ACHS HISTORICAL GCI (with & without adjusted cohorts):

	2014/15	2015/16	2016/17	2017/18	2018/19	2020/2021
Without plan /without adjusted Cohort*	67.3	63.5	67.2	69.5	66.9	78
With Alternative Plan/ Adjusted Cohort **	79.6	83.2	88.61	84.29	76.49	88

Adjusted Cohort size	22	74	36	28	57	40
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\*Source: VDOE School Quality

\*\*Source: ACHS Reported Accreditation Plan Data

Dropout Rate: Research has shown that every time a student moves high schools, it nearly doubles their risk of dropping out of school (Rice University, 2021<sup>1</sup>). Since ACHS is a school of choice for students over age 16, all students have changed high schools to come to our school, thus increasing greatly their chance of dropping out of school. ACHS is also the school to which students who have previously dropped out may return to complete their requirements for graduation. The individualized support approach used at ACHS, builds relationships and individualized supports for each student, however, if the tenure of enrollment doesn't allow these relationships to be built, the chance for student success and high school completion are impacted. Using an alternative measure is needed for this population with an adjustment to the cohorts of students to reflect both the needs of the ACHS students and the relationship and supports needed to complete their diploma. Since it takes time to build these relationships and



successfully implement supports, some consideration must be given to the duration of enrollment when figuring dropout rates.

<sup>1</sup>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
School – not adjusted	13.6%	9.8%	20%	16.7%	15.7%
Adjusted Cohort	8.3%	7.6%	7.9%	7.1%	4%
% of non-adjusted Dropouts < 2 semesters enrolled				17%	44%

*\*Source: VDOE GCI Cohort Reports*

Chronic Absenteeism: More than 90% 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 is a new measure for accreditation, historical data on alternative measures is not available. Absentee data listed below demonstrates that daily attendance is a challenge. Course completion through competencies and graduation demonstrate the students' successful engagement.

#### ACHS ABSENTEEISM DATA:

	2016/17	2017/18	2018/19	2019/20	2020/2021
State Data – Chronic Absentee Rate	73.08	71.43	L3 (72.6)	L3	L3 (54.2)
APS % Attendance by Year			71.54%	85.99%	84.66%

College, Career and Civic Readiness Index (CCCRI): Many students take Career and Technical courses as part of their course requirements for graduation, as well as seek credentialing through those courses. Dual enrollment courses are available for those who wish to take them. However, many students are focused on recovering credits to graduate as quickly as possible. The school does have a service-learning group that students can choose to join to serve the community. In addition, most students are employed and can document successful career skills. The same limitations and impacts of the graduation cohort also impacts the CCCRI measures, therefore, the cohort needs to be adjusted as above.

- For each of the indicators listed in question 2, 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 how state assessments are used for the first two indicators, if they are selected). Please include sample calculations to describe how the alternate data will be evaluated for each indicator.

Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).

- a. Academic achievement measures for all students; **AND** b. Achievement gap measures for student groups

**ACADEMIC ACHIEVEMENT INDICATOR in mathematics, English, and science AND ACHIEVEMENT GAP INDICATOR in mathematics and English**

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

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

- Include SOL test results in the 375-399 score range in the pass rate (or other range for LVC as determined by the state).
- Adjust the floor for the Level Two range in science. Move the floor from 50 percent to 45 percent for science.
- Change the reduction for the failure rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year rate calculations. Allow consideration of a 4-year rate in addition to the standard 3-year rate.

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

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

Mathematics and Science Rate:	
$Percentage = 100 * \frac{numerator}{denominator}$	
Numerator	Denominator
The total number of unduplicated students who: have a score of 375-600  have a score that indicates proficiency on a Board approved Substitute test record	The total number of unduplicated students who: have a score of 0-600  have a score that indicates proficiency on a Board approved Substitute test record
Notes:	



Students coded as a *transfer* student or *SOA Adjustment-EL* will be removed from the calculations if their score is below 375<sup>1</sup>.  
 Test records marked as retest with a score below 375<sup>1</sup> 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).

<sup>1</sup> (or other LVC floor as determined by the state).

English Combined Rate:	
$Percentage = 100 * \frac{numerator}{denominator}$	
Numerator	Denominator
The total number of unduplicated students who: have a reading score of 375-600  have a writing score of 375-600  have a score that indicates proficiency on a Board approved Substitute test record  have a reading score below 375 but show progress on the English Language proficiency assessment	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
<p>Notes:</p> <p>Students coded as a <i>transfer</i> student or <i>SOA Adjustment-EL</i> will be removed from the calculations if their score is below 375<sup>1</sup> and they do not show growth in English Language Proficiency.</p> <p>Test records marked as retest with a score below 375<sup>1</sup> are removed from the calculation.</p> <p>Students who fail the initial or retest attempt of an SOL test but then pass a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.</p> <p>Passing mathematics recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator).</p> <p>An EL student who scores below 375 on the reading test but shows growth and then passes a substitute test in the same test administration year will be counted once in the numerator and once in the denominator.</p> <p>Passing mathematics and English recovery tests scores count as two tests instead of one (twice in the numerator and twice in the denominator);</p> <p><sup>1</sup> (or other LVC floor as determined by the state).</p>	

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

This template will be used to calculate the rate.

	Numerator	Denominator
Numerator: Students who scored between 375-600 and were first time test takers		
Denominator: Students who were first time test takers who scored 0-600		
Numerator and Denominator: Students who scored between 375-600 and were retesters		
Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		
Numerator and Denominator: Number of tests that were marked as recovery		
Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)		
Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test		
Total number of students		
Performance Rate = $100 * (\text{numerator/denominator})$		

### Example for Calculating Academic Achievement-Mathematics

Data (LVC range at 375 – 399):

12 EOC tests taken for the first time, 7 scored 375-600 and 5 scored below 374

- Of the 5 tests that had a score below 374, 4 were marked as *SOA Adjustment-EL*

13 EOC tests taken as a retest; 8 scored 375-600.

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

	Numerator	Denominator
Numerator: Students who scored between 375-600 and were first time test takers	7	
Denominator: Students who were first time test takers who scored 0-600		12
Numerator and Denominator: Students who were retesters and scored between 375-600	8	8
Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		(-4)
Numerator and Denominator: Number of tests that were marked as recovery	2	2



Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	0	
Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	0	0
Total number of students	17	18
Performance Rate = $100 * (\text{numerator}/\text{denominator})$	<b>94.44%</b>	

### **Example for Calculating Academic Achievement- English Rate**

Data (LVC range at 375 – 399):

6 EOC reading tests taken for the first time, 3 scored 375-600 and 3 scored below 374

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

7 writing tests taken:

- 6 were first time test takers: 5 scored 375-600; 1 test had a score below 375;
- 1 retester had a score below 375
- 4 substitute tests were taken for writing; 3 met the proficiency

	<b>Numerator</b>	<b>Denominator</b>
Numerator: Students who scored between 375-600 and were first time test takers	3 (R) + 5 (W)	
Denominator: Students who were first time test takers who scored 0-600		6 (R) + 6 (W)
Numerator and Denominator: Students who were retesters and scored between 375-600	0	0
Denominator: Subtract students who were marked as <i>Transfer</i> or <i>SOA Adjustment-EL</i> who had a score below 375		(-1) (R)
Numerator and Denominator: Number of tests that were marked as recovery		
Numerator: Number of students who scored below 375 but showed growth on English Language Proficiency (English only)	1 (R)	
Numerator and Denominator: Number of students who demonstrated proficiency on a substitute test	3	3
Total number of students	12	14
Performance Rate = $100 * (\text{numerator}/\text{denominator})$	<b>85.71%</b>	

### Academic Achievement and Achievement Gap Performance Level Descriptions

<b>Academic Achievement and Achievement Gap Indicators</b>	<b>LEVEL ONE</b>	<b>LEVEL TWO</b>	<b>LEVEL THREE</b>
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

- b. Student engagement and outcome measures related to absenteeism for all schools and dropouts and graduation for high schools. Alternative accreditation plans for high schools that extend through 2022-2023 should also include measures related to the college and career readiness.

### CHRONIC ABSENTEEISM INDICATOR

As described in the characteristics of the student population of ACHS, students are over-aged (more than 90% are over compulsory school-age), under credited, and balancing numerous life challenges. For this reason, the school program provides flexibility so that students can still graduate. Competency structures are in place for all classes to allow students to master content on a timeline that fits their schedule. Our school also continues to provide virtual synchronous instruction since some students need to stay home with children or work around changing work schedules, especially during the pandemic. Therefore, student attendance must include measures beyond mere attendance expectations, such as including other avenues of instructional access and school/teacher contact.



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

- Use the definition of meaningful engagement to determine attendance: Meaningful engagement will be used to determine whether a student is counted as present for a school day. *Meaningful interactions/engagement* includes activities which show that students are engaged in instructional activities during a day, and due to the nature of their home lives as noted above, not necessarily during school hours. Meaningful engagement will be measured by:
  - Daily attendance;
  - On days not present in school, student engagement for a length of time reasonable for the workload in ways that include:
    - Login to MS Teams (virtual learning) or other virtual class;
    - Login and/or post completed assignments into the Learning Management System (LMS such as Canvas); or
    - Login and complete assignments through an online content provider (i.e., Edmentum).
    - Login to the Student Information System (i.e., checking competency standards to work on needed assignments)
    - Student contact with staff for instructional support
- Change the student-level threshold for determining a chronically absent student. Move the threshold from greater than or equal to 10 percent of the school year to greater than or equal to 15 percent of the school year. A student would be considered '*chronically absent*' if they have a measure of engagement as described above for less than 85% of their enrollment days.
- Adjust students: Students who are chronically absent and who enrolled in Virginia public schools for the first time at age 18 or older (no longer subject to compulsory attendance laws) will not be included in the calculation.
- Change the reduction of the absenteeism rate to show improvement from 10 percent to 5 percent.
- Extend the options for cumulative year average calculations if needed. Allow consideration of a 4-year average in addition to the standard 3-year average.

### Chronic Absenteeism Indicator Calculation

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

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

### Example: Chronic Absenteeism Indicator

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



### Chronic Absenteeism Indicator Performance Level Descriptions

School Quality – Engagement Chronic Absenteeism	LEVEL ONE	LEVEL TWO	LEVEL THREE
Chronic Absenteeism/ Student Engagement	Current or 3 or 4-year cumulative rate is 15% or lower OR Greater than 15% but less than or equal to 25% and 5% improvement from previous year	Current or 3 or 4-year cumulative rate is Greater than 15% but less than or equal to 25% OR Greater than 25% and 5% improvement from previous year	Current or 3 or 4- year cumulative rate is Greater than 25% OR Level Two or Level Three through four consecutive years

### ADJUSTED ON-TIME GRADUATION RATE (OGR) COHORT

Indicators that are based on a cohort calculation (Dropout rate, GCI, and CCCRI) will be based on an adjusted OGR cohort membership.

These student 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:	
<b>Cohort Dropout Rate</b>	

### 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
<b>Cohort Dropout Rate</b>	<b>6.8%</b>

## 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			
<b>Graduation and Completion Index Scores = (C)/(D)</b>			

### Example: Graduation and Completion Index Calculations

Number of Students	Types of Diplomas	Points Awarded for Each Diploma	Points Awarded
2	Advanced	100	200
15	Standard	100	1500
0	GED	75	0
14	Still In School	70	980
0	Certificate of Completion	25	0
(C)Total Number of Points Awarded			2680
(D)Total Number of Students in Adjusted GCI Cohort			34
<b>Graduation and Completion Index Scores = (C)/(D)</b>			<b>78.8</b>

### Persistence to Graduation Measure:

Students who persist to graduation, maintaining enrollment, regardless of age of entry, should be included as a measure of our school success. This measure will provide accountability for students who take longer to graduate while balancing life challenges. The Persistence to Graduation measure includes cohort students not counted in other measures and:

- who enrolled in a Virginia Public School for the first time after compulsory attendance age and:
  - did not graduate;
  - did not 'transfer out';

Students in this group who maintain enrollment will be counted with a multiplier of 20 and divided by the total number of students in the group described above. An example of the calculation is below. This measure will reflect the status of all students with respect to graduation or program completion as well

as the progress Arlington Community High School is making in supporting all students to complete their high school diploma.

**Persistence to Graduation Measure Calculation:**

Group	Number of students	Multiplier	Total
Maintaining enrollment		20	(E)
Total in Persistence Cohort		1	(F)
<b>Persistence to Graduation Measure = (E)/(F)</b>			

**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)
<b>Persistence to Graduation Measure = (E)/(F)</b>			<b>14.6</b>

**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)	
<b>Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]</b>	

**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
<b>Graduation and Completion Index Scores = (C)/(D)</b>	<b>78.8</b>

*Persistence to Graduation Measure:*

Group	Number of students	Multiplier	Points
Maintaining enrollment	32	20	640 (E)
Total in Persistence Cohort	44	1	44 (F)
<b>Persistence to Graduation Measure = (E)/(F)</b>			<b>14.6</b>

*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
<b>Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]</b>	<b>93.4</b>

### 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 will be a school quality indicator for accreditation ratings. Since ACHS students are typically over-aged, under credited and balancing many life challenges, including most of the students currently working while going to school, an alternative measure of readiness for careers and work will be required.

The adjusted OGR cohort will be used for this calculation.

The definitions of work-based learning and service learning experiences will be amended. All of the criteria options to meet the CCCRI requirements are listed:

- Credit received for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled);
- CTE finishers with a CTE credential;
- Completion of a work-based learning experience to include successful employment across 30 days with an overall positive evaluation by the supervisor on employability skills; or
- Completion of a service-learning experience in the school or community through the school or other community group. A written reflection connecting to civic readiness skills is required.

Students will complete at least ONE of the CCCRI criteria, as tracked on the school database. Students cannot be counted more than one time, even if they meet more than one criteria.

### CCCRI Calculations

This template will be used to determine the index rate.

<b>College, Career, and Civic Readiness Index</b>	<b>Number of students</b>
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential	
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> <li>• Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills</li> </ul>	
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> <li>• Service Club school or community-based project; or</li> <li>• Other organization community project completion;</li> </ul> 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	
<b>% of Students completing College, Career, Civic Readiness (X)/(D)</b>	

### Example: CCCRI Calculations:

<b>College, Career, and Civic Readiness Index</b>	<b>Number of students</b>
Receive credit for advanced coursework (AP, IB, Cambridge, or Dual-Enrolled)	1
Earn credits to be considered a Career and Technical Education (CTE) completer and/or who earn a recognized CTE credential	4
Successful completion of a work-based learning experience to include: Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills	18
Successful completion of a service learning experience to include: <ul style="list-style-type: none"> <li>• Service Club school or community-based project</li> </ul>	6



Other organization community project completion with a written reflection connecting to employability skills or civic readiness skills	
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)	
<b>Overall Accreditation Rating</b>	

5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.

Students typically do not return to a regular school setting as ACHS is often the school of choice to earn their diploma while providing the flexibility needed to balance life challenges. However, on those few occasions where a student does choose to return to regular school, meetings are held with both school's counselors and the student and family (if appropriate) to:

- develop a re-entry plan to include credit needs & course progress toward graduation;
- implement supports needed (social, emotional, basic needs); and
- check-in system with support system to assure continued success.

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

No waivers of requirements for accreditation have been sought.



COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.* In accordance with 8VAC20-131-420, waivers of requirement in [8VAC20-131-30](#), [8VAC20-131-50](#), [8VAC20-131-51](#), [8VAC20-131-70](#), and [8VAC20-131-370](#) through [8VAC20-131-430](#) shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.

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

02/16/22

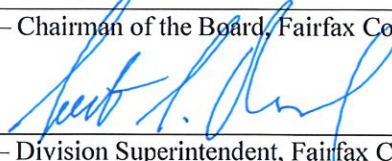
Date Approved by the Local School Board

February 21, 2022

Submission Date



Signature – Chairman of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools



### ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Bryant High School  
**Division Name:** Fairfax County Public Schools (FCPS)  
**School Address:** 2709 Popkins Lane, Alexandria, VA 22306  
**Contact Person:** Dr. Christopher Larrick  
**Phone Number:** 703-660-2001  
**Email:** cslarrick@fcps.edu  
**Grade Levels Served:** 9-12

**Number of Students Enrolled by Grade:**

Enrollment View	Grade 9	Grade 10	Grade 11	Grade 12
September 2021 Membership Reported to Virginia Department of Education (VDOE)	9	21	41	69
January 2022 Student Information System Enrollment	11	19	55	76

- 1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?**

The student body at Bryant High School (HS) is primarily made up of students who have had interruptions in their schooling. The circumstances that lead to interrupted schooling for the majority of Bryant HS students continue to exist in their lives once enrolled to include socioeconomic pressures, parenting and family responsibilities, work obligations, and other social and emotional factors. Additional students at Bryant have gone through the refugee and immigration process as well adding other stressors to consider.

Bryant HS 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; 4) self-enrolled students 18 and older who have dropped out of other schools but looking to re-enroll and earn a high school diploma; 5) and, students who are placed here by the Hearing's Office for violating the student code of conduct in their base schools. No students are assigned to Bryant High School as their base school at any point in time with most spending between one and two years only on our campus. The other reality for Bryant is that students are constantly coming and going. Whereas many base schools have relatively static attendance, Bryant is constantly enrolling new students, tracking down students who have dropped out, returning students to their base schools, and working to register new students for the successive semesters. Furthermore, our staff does not have the opportunity to work with our students over a typical four year high school career.

Bryant HS students are at significant risk to drop out of school for many reasons. Many of the students at Bryant HS are already behind their cohort for graduation when they enroll. Some students transfer in after three years of high school with limited course credits and still needing to pass 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 Bryant HS at some point during a given school year because of difficult life circumstances is significant. However, dropping out and later re-enrolling is common for many students that we serve.

Due to managed enrollment, the student population at Bryant HS pre-COVID averaged approximately 300 students at any given time, drawing from 11 Fairfax County traditional high schools. Since March of 2020, enrollment has been significantly impacted as a result of the district closing schools, moving to a virtual model, and transitioning back to hybrid offerings. We are now back close to 200 students enrolled expecting continued increases from each cohort as we move through the remainder of this school year.

Traditionally, about 70 percent of Bryant HS students are 18 or older, 40 percent are independent and self-enrolled, and 60 percent are English learners. Additionally, the majority of the student body work in addition to attending school with 61 percent of those students working 20 hours or more per week. For many students who work, working during the day is expected from their employer so they are often in conflict with school and work attendance. Others work late at night which creates issues as well.

Many of our students juggle family and/or financial obligations while attending school so disrupted schooling is not uncommon. Over half of our students during the 2020-2021 school year opted to remain 100% virtual for the entire school year. Although this virtual option had some advantages, particularly for students who were working or who travelled a significant distance to get to school, the majority of the students attending Bryant High School demonstrated greater success when they were attending school each day in a face-to-face delivery model. Now that we are back face to face five days a week, students are working to close the learning gaps that were created over these past couple of years.

### 3-Year Reporting Group Distribution, Based on VDOE Fall Membership Report

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Econ. Disadv.	English Learners	Students with Disabilities
Sept 2019	264	30	49	156	6	21	120	142	32
Sept 2020	193	19	30	124	6	12	67	111	19
Sept 2021	140	10	19	103	2	4	100	79	10

### 3-Year Age Distribution, Based on FCPS September Membership

Year	Aged 17 and Younger	Aged 18 and Older
Sept 2019	31%	69%
Sept 2020	23%	78%
Sept 2021	26%	74%

### Additional Student Demographics Data

Enrollment View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22+ (Tuition-Paying)	Homeless
January 2022 Student Information System Enrollment	4%	16%	42%	4%	5%



**2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.**

Achievement in the Core Area of English

**X Achievement in the Core Area of Mathematics**

**X Achievement in the Core Area of Science**

Achievement Gaps in Core Area of English

**X Achievement Gaps in the Core Area of Mathematics**

**X Graduation Completion Index (GCI)**

**X Dropout Rate**

**X Chronic Absenteeism**

**X College, Career and Civic Readiness (CCCRI)**

**3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?**

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

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

**Historical Data Demonstrating Current Measures Are Not Appropriate**

Historical data demonstrate the need for alternative measurement in the selected indicators. To confirm this need, "current year" outcomes are reviewed for the past two years in which accreditation was calculated: SY 2017-18 and SY 2018-19, which were used to determine accreditation for accountability years 2018-19 and 2019-20.

- **Academic Achievement Mathematics** - Current year outcomes fell in Level 3 for both SY 2017-18 (41 percent) and SY 2018-19 (44.76 percent).
- **Academic Achievement Science** - Current year outcomes fell in Level 3 for both SY 2017-18 (33.33 percent) and SY 2018-19 (42 percent).
- **Achievement Gap Mathematics** - Five student groups performed at Level 3 in both SY 2017-18 (Black 34 percent; Economically Disadvantaged 40 percent; Hispanic 32 percent; Students with Disabilities 7 percent; and White 57 percent) and SY 2018-19 (Black 37.5 percent; Economically Disadvantaged 46.48 percent; Hispanic 40.98 percent; Students with Disabilities 10 percent; and White 25 percent). These outcomes generate an overall Performance Level 3 for the indicator.



- **Chronic Absenteeism** - Current year outcomes fell in Level 3 for both SY 2017-18 (66 percent) and SY 2018-19 (64.93 percent).
- **GCI** - Current year outcomes fell in Level 3 for both SY 2017-18 (53 percent) and SY 2018-19 (52.84 percent).
- **Dropout Rate** - Current year outcomes fell in Level 3 for both SY 2017-18 (47 percent) and SY 2018-19 (48.28 percent).
- **CCCRI** - Current year outcomes fell in Level 3 for both SY 2017-18 (20 percent) and SY 2018-19 (17.24 percent).

### Explanation of Why Current Measures Are Not Appropriate

A significant number of students enrolling at Bryant HS have a history of transiency, academic interruptions, and academic failure. Additionally, only a small number of students at Bryant HS take state tests for federal accountability and graduation requirements. Due to the unique academic backgrounds and behavioral/social-emotional needs served at this Tier 3 attendance, academics, and behavior intervention school, standard calculations for **academic achievement in the core areas of mathematics and science** and for **academic achievement gaps in mathematics** imperfectly and inequitably represent Bryant HS as underperforming. Therefore, the standard calculations are not appropriate to reflect Bryant HS performance.

Similar factors apply when considering **chronic absenteeism** measures. Socioeconomic pressures, 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. Additionally, over half of the student population is aged 18 and older and are continuing their high school education voluntarily. As mentioned previously, Bryant is not a neighborhood school for any students in attendance so getting to our campus is often an additional challenge. Some of our students come to Bryant with a poor attendance record from their base schools. As a result, these attendance trends are difficult to break. 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.

**GCI and dropout rate** measures are also affected by the composition of the special student population. As noted in the description of the student population above, the student body at Bryant HS is primarily comprised of students who are at significant risk to drop out of school. 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. Compounding these barriers to graduation, most of the students enrolling at Bryant HS are significantly behind their cohort when they enter. While the extent varies, some students enter Bryant HS with no standard credits toward graduation after three years of enrollment at a traditional high school. 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.

Finally, standard calculations for **CCCRI** imperfectly and inequitably represent Bryant HS as underperforming and are not appropriate to reflect Bryant HS outcomes. As noted in the description of the student population above, many students at Bryant HS have had significant interruptions in their schooling and/or trauma within their lives. This includes students transitioning through the discipline process, refugees going through the immigration process, and young parents with family responsibilities. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored work-based learning or service learning experiences.



4. For each of the indicators listed in question 2, 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 how state assessments are used for the first two indicators, if they are selected).

*Please include sample calculations to describe how the alternate data will be evaluated for each indicator.*

*Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

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 as well as application of weighted values and bonus points. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 4A - Achievement in Mathematics and Science, page 6](#)
- [Section 4B - Achievement Gaps for Mathematics, page 8](#)
- [Section 4C - Chronic Absenteeism, page 10](#)
- [Section 4D – GCI, page 12](#)
- [Section 4E - Dropout Rate, page 15](#)
- [Section 4F – CCCRI, page 17](#)

#### 4A. Achievement Indicators in Mathematics and Science

The following modifications are needed within Academic Achievement indicators for mathematics and science.

- **Use a weighted value** of 0.9 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** for considering improvement from the prior year (reduction in the failure rate). Move this floor from 50 percent to 40 percent, based on standard calculations.
- **Change the reduction** in failure rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When a core area indicator for mathematics or science academic achievement does not meet Level 1 using the standard indicator calculation, a Modified Pass Rate will be calculated. To complete the Modified Pass Rate calculation:

1. Identify the total students who participated in SOL or approved substitute testing in the current assessment year (summer, fall, spring).
2. Determine how many of these participants:
  - a. Earned a passing score on an SOL or approved substitute test
  - b. Scored between 375 and 399 for their highest SOL attempt for the year
  - c. Failed with their highest SOL attempt below 375
3. Use the standard calculation process to identify students who:
  - a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
  - b. For mathematics only, are eligible for Recovery credit



4. Combine these values to generate a Modified Pass Rate for mathematics and for science, as outlined in Table A.1 below. Table A.2 provides a sample of how the modified calculation works.
  - a. Sum the number of passing tests, the weighted value of 375-399 scores, and (mathematics only) the number of Recovery tests to form a numerator.
  - a. Subtract the failing student adjustments from the total number assessed and add the number of Recovery tests (mathematics only) to form a denominator.
  - b. Divide the numerator by the denominator and multiply by 100 to find the Modified Pass Rate value.

**Table A.1. Modified Pass Rate Calculation Model (Mathematics, Science)**

*Note: The calculation is repeated, as needed, for each academic area not meeting Level 1 under the standard indicator calculation.*

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	
(B)	# passing the SOL or approved substitute test	
(C)	0.9 * (# scoring 375-399 on the SOL test)	
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	
(E)	# of Recovery tests - MATHEMATICS ONLY <i>Include in numerator and denominator</i>	
(F)	Numerator = (B+C+E)	
(G)	Denominator = (A-D+E)	
(H)	Modified Pass Rate = (F) / (G) * 100	
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	

**Table A.2. SAMPLE CALCULATION Modified Pass Rate (SAMPLE = Mathematics)**

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

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	210
(B)	# passing the SOL or approved substitute test	109
(C)	0.9 * (# scoring 375-399 on the SOL test)	(0.9 * 31) = 27.9
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	17
(E)	# of Recovery tests - MATHEMATICS ONLY <i>Include in numerator and denominator</i>	3
(F)	Numerator = (B+C+E)	(109 + 27.9 + 3) = 139.9
(G)	Denominator = (A-D+E)	(210 - 17 + 3) = 196

(H)	<b>Modified Pass Rate = (F) / (G) * 100</b>	<b>(139.9 / 196) * 100 = 71.378</b>
(I)	<b>Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)</b>	<b>71 Level 1 MET</b>

*Note that this sample Modified Pass Rate calculation of 70 (Level 1) compares to a standard pass rate calculation of 57 (Level 3).*

If the Modified 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 Modified Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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. 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 2018-19) 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, 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).

The culmination of the modifications above, used only as needed, will determine the final mathematics and science academic achievement indicator performance levels for accountability under this alternative accreditation plan.

#### 4B. Academic Achievement Gap Indicator for Mathematics

As with the Academic Achievement indicator, the following modifications are needed for the Academic Achievement Gap indicator in mathematics.

- **Use a weighted value** of 0.9 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** for considering improvement from the prior year (reduction in the failure rate). Move this floor from 50 percent to 40 percent, based on standard calculations.
- **Change the reduction** in failure rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students from the reporting group who participated in SOL testing in the current assessment year (summer, fall, spring).
2. Determine how many of these participants:
  - a. Earned a passing score on an SOL or approved substitute test



- b. Scored between 375 and 399 for their highest SOL attempt for the year
  - c. Failed with their highest SOL attempt below 375
3. Use the standard calculation process to identify students from the reporting group who:
  - a. Are eligible for a Transfer adjustment or SOA Adjustment - EL
  - b. Are eligible for Recovery credit in mathematics
4. Combine these values to generate a Modified Pass Rate for each reporting group, as outlined in Table B.1 below. Table B.2 provides a sample of how the modified calculation works.
  - a. Sum the number of passing tests, the weighted value of 375-399 scores, and the number of Recovery tests to form a numerator.
  - b. Subtract the failing student adjustments from the total number assessed and add the number of Recovery tests to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to find the Modified Pass Rate value.

**Table B.1. Modified Pass Rate Calculation Model - Mathematics Groups**

*Note: The calculation is repeated, as needed, for each reporting group not meeting Level 1 under the standard indicator calculation*

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	
(B)	# passing the SOL or approved substitute test	
(C)	0.9 * (# scoring 375-399 on the SOL test)	
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	
(F)	Numerator = (B+C+E)	
(G)	Denominator = (A-D+E)	
(H)	Modified Pass Rate = (F) / (G) * 100	
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	

**Table B.2. SAMPLE CALCULATION Modified Pass Rate - Mathematics Groups (SAMPLE = White)**

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

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	31
(B)	# passing the SOL or approved substitute test	15
(C)	0.9 * (# scoring 375-399 on the SOL test)	(0.9 * 6) = 5.4
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	2
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	1

(F)	Numerator = (B+C+E)	$(15 + 5.4 + 1) = 21.4$
(G)	Denominator = (A-D+E)	$(31 - 2 + 1) = 30$
(H)	Modified Pass Rate = (F) / (G) * 100	$(21.4 / 30) * 100 = 71.333$
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	71 Level 1 MET

*Note that this sample Modified Pass Rate calculation of 71 (Level 1) for the White reporting group compares to a standard pass rate calculation of 53 (Level 3) for the same reporting group.*

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

- To find the modified cumulative year average for a reporting group:
  1. Calculate the reporting group's Modified Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 for a reporting group:
  1. Confirm that the current year's *standard* pass rate for the reporting group meets the modified floor of 40 percent, including all standard calculation adjustments.
  2. Compare the prior year's *unadjusted* failure rate (using outcomes from SY 2018-19) 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, then the calculated reporting group performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

The culmination of the modifications above, used only as needed, will determine the final performance level for each reporting group in mathematics under this alternative accreditation plan. The overall Academic Achievement Gap for Mathematics performance level will be determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group performing at Level 2 based on the modified calculation procedures above.

#### 4C. Chronic Absenteeism Indicator

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. Move the threshold from 10 percent of the school year to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy based on guidance within Superintendent's Memo #188-20. 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 make contact with the student and document their interaction in an electronic contact log, with at least one interaction per course for each week of absence.



These interactions may take place within or outside regular school hours, apply across instructional settings, 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, a Modified Chronic Absenteeism Rate will be calculated. To complete the Modified 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 15 percent or more of enrolled days, ignoring any days for which the student was assigned to home-based instruction, per the standard calculation process
  - b. Exceeded 85 percent attendance when including days that qualify under the revised definition of meaningful engagement and interactions, based on the local school policy.
  - c. Entered Virginia public schools for the first time at age 18 or older and do *not* meet this 85 percent attendance threshold for meaningful engagement and interactions.
3. Combine these values to generate a Modified Chronic Absenteeism Rate, as outlined in Table C.1 below. Table C.2 provides a sample of how the modified calculation works.
  - a. Subtract the number exceeding 85 percent attendance with modified definitions and exclusions from the initial number missing 15 percent or more to form a numerator.
  - b. Subtract the exclusions based on age at entry from the total students enrolled over half the year to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to generate the Modified Chronic Absenteeism Rate value.

**Table C.1. Modified Chronic Absenteeism Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	
(B)	# missing $\geq$ 15 percent of the school year	
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	
(D)	# of students from row B <i>not</i> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	
(E)	Numerator = (B-C-D)	
(F)	Denominator = (A-D)	
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	

**Table C.2. SAMPLE CALCULATION Modified Chronic Absenteeism Rate**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	194
(B)	# missing $\geq$ 15 percent of the school year	75
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B <i>not</i> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	$(75 - 36 - 12) = 27$
(F)	Denominator = (A-D)	$(194 - 12) = 182$
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	$(27 / 182) * 100 = 14.835$
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	14.835 Level 1 MET

*Note that this sample Modified Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 74.288 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate and calculate the reduction in the absenteeism rate.
  2. If the modified improvement target is met--with reduction of the absenteeism 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).

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.



#### 4D. GCI Indicator

The following modifications are needed within the GCI calculation.

- **Allow points for Accelerated Credit Recovery Program completion.** Bryant HS opened a new opportunity for student self-enrollment in an Accelerated Credit Recovery Program. This program was introduced in January 2021 and offered an alternative course schedule with short intensive study, with students often taking only one or two courses during this time period. Seniors from any traditional high school who were seeking to graduate by June but were short on the standard credits they needed were invited to transfer into this Accelerated Credit Recovery Program. Many of these students elected to transfer back to their base high school just before graduation. As the Accelerated Credit Recovery Program continues as an ongoing program in school year 2021-22 and beyond, the division seeks to include these students in Bryant HS's modified GCI calculations since the alternative high school staff provided an essential service that led directly to the students' diploma. Award an additional 25 points within the modified GCI calculation for each student who received a diploma by August 31 from another FCPS high school after earning at least one standard credit required for graduation through the Accelerated Credit Recovery Program during the student's last three semesters of high school enrollment.
- **Exclude non-graduates** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
  - a. Earned a Virginia Board recognized diploma
  - b. Earned a high school equivalency (HSE) general education diploma (GED)
  - c. Were awarded a certificate of completion.
  - d. Were "still enrolled"
  - e. Graduated with Accelerated Credit Recovery Program services
3. From the non-graduates, determine how many meet an exclusion criterion:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters
  - c. Transferred out of state at age 18 or older
  - d. Failed to complete the year due to incarceration
4. Combine these values to generate a Modified GCI, as outlined in Table D.1 below. Table D.2 provides a sample of how the modified calculation works.
  - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.
  - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to find the Modified GCI value.

**Table D.1. Modified GCI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(C)	100 * (# earning a diploma)	
(D)	75 * (# not counted in row B who earned a HSE/GED)	
(E)	25 * (# not counted in row B who earned a certificate of completion)	
(F)	70 * (# not counted in row B who were "still enrolled")	
(G)	25 * (# of students who graduated with Accelerated Credit Recovery Program services)	
(H)	Numerator = (C+D+E+F+G)	
(I)	Denominator = 100* (A-B)	
(J)	Modified GCI = (H) / (I) * 100	
(K)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	

**Table D.2. SAMPLE CALCULATION Modified GCI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	27
(C)	100 * (# earning a diploma)	(100 * 123) = 12,300
(D)	75 * (# not counted in row B who earned a HSE/GED)	(75 * 1) = 75
(E)	25 * (# not counted in row B who earned a certificate of completion)	(25 * 7) = 175
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 13) = 910
(G)	25 * (# of students who graduated with Accelerated Credit Recovery Program services)	(25 * 12) = 300
(H)	Numerator = (C+D+E+F+G)	(12,300 + 75 + 175 + 910 + 300) = 13,760
(I)	Denominator = 100* (A-B)	100 * (180 - 27) = 15,300



(J)	Modified GCI = (H) / (I) * 100	(13,760 / 15,300) = 89.934
(K)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	90 Level 1 MET

*Note that this sample Modified GCI calculation of 90 (Level 1) compares to a standard GCI calculation of 75 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate 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--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).

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan.

#### 4E. Dropout Rate 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
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Bryant HS at age 18 or older and completed less than 2 semesters

- c. Transferred out of state at age 18 or older
- d. Failed to complete the year due to incarceration
- 4. Combine these values to generate a Modified Dropout Rate, as outlined in Table E.1 below. Table E.2 provides a sample of how the modified calculation works.
  - 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 Modified Dropout Rate value.

**Table E.1. Modified Dropout Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with latest status of dropout	
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	
(D)	Numerator = (B-C)	
(E)	Denominator = (A-C)	
(F)	Modified Dropout Rate = (D) / (E) * 100	
(G)	Level 1 Target Met / Not Met at 6.49 or Lower	

**Table E.2. SAMPLE CALCULATION Modified Dropout Rate**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with latest status of dropout	36
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	27
(D)	Numerator = (B-C)	(36 - 27) = 9
(E)	Denominator = (A-C)	(180 - 27) = 153
(F)	Modified Dropout Rate = (D) / (E) * 100	(9 / 153) * 100 = 5.882
(G)	Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)	5.882 Level 1 MET

*Note that this sample Modified Dropout Rate calculation of 5.882 (Level 1) compares to a standard dropout rate calculation of 20.000 (Level 3).*



If the Modified Dropout 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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).

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.

#### 4F. CCCRI 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 service learning experience definition to include students who successfully 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 and/or career survey documented by Student Services.
  - 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 and/or career survey documented by Student Services.
- **Exclude non-graduates** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at Bryant HS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration

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

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

- c. Transferred out of state at age 18 or older
- d. Failed to complete the year due to incarceration
- 4. Combine these values to generate a Modified CCCRI, as outlined in Table F.1 below. Table F.2 provides a sample of how the modified calculation works.
  - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of service learning and work-based learning to form a numerator.
  - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to find the Modified CCCRI value.

**Table F.1. Modified CCCRI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with CCCRI credit earned	
(C)	# who meet the broadened definition of service learning or work-based learning	
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(E)	Numerator = (B+C)	
(F)	Denominator = (A-D)	
(G)	Modified CCCRI = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	

**Table F.2. SAMPLE CALCULATION Modified CCCRI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with CCCRI credit earned	112
(C)	# who meet the broadened definition of service learning or work-based learning	21
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	27
(E)	Numerator = (B+C)	(112 + 21) = 133
(F)	Denominator = (A-D)	(180 - 27) = 153
(G)	Modified CCCRI = (E) / (F) * 100	(133 / 153) * 100 = 86.928
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	87 Level 1 MET



*Note that this sample Modified CCCRI calculation of 87 (Level 1) compares to a standard CCCRI calculation of 62 (Level 3).*

The modified calculation above will determine the final CCCRI indicator performance level for accountability under this alternative accreditation plan.

**5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.**

Bryant High School offers a “temporary” placement for some students who are looking to eventually return to their base schools but also an appropriate alternative instructional setting for most students’ who remain in our school. Most students attending this alternative high school have selected this setting to meet their family, work, social, and learning needs. Some students may choose to return to their traditional high school at some point, but in most cases, our students stay and complete their secondary program with us. 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. 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 and Advisory Program
- Weekly Social-Emotional Lessons
- Student Leadership
- Weekly Student Services and Career/Work Activities
- Smaller class sizes
- Team Teaching in Math and Science
- After school “virtual” support for academic and wellness interventions and coaching
- Supports through internal programs and outside organizations to include the GMU Dream Catchers Program, Jobs for Virginia Graduates Program, College Partnership Program, Project Opportunity, Bryant Mentoring Program, and Genesys Works.
- Expansion of clubs, activities, and intramural sports.
- Use of Edmentum, an online standards-based learning program

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

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

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

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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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.

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Jan. 11, 2022

Date Approved by the Local School Board

12/17/21

Submission Date

Anu C. Coker

Signature – Chairman of the School Board

Meim B. O'Leary

Signature – Division Superintendent



COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

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Date Approved by the Local School Board

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Signature – Chairman of the School Board

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Submission Date

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Signature – Division Superintendent

**School Name:** Carver College and Career Academy

**Division Name:** Chesterfield County Public Schools

**School Address:** 12400 Branders Bridge Rd., Chester, VA 23831

**Contact Person:** Darnella Sims

**Phone Number:** (804) 639-8725

**Email:** darnella\_sims@ccpsnet.net

**Proposed Duration of Plan:** Three years

**Grade Levels Served:** 9-12

**Number of Students Enrolled by Grade:**

Grade	Number of Students
09	37
10	38
11	42
12	56
GED	37
Private Placement	1
FastTrack	1
Total	216

1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?

There are 216 students enrolled at CCCA and their demographic makeup is as follows:

- 42% Black
- 34% White
- 16% Hispanic
- 7% 2 or more races
- 1% Asian
- 0.5% American Indian/Alaskan Native

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

- 23% are served under special education



- 8% have a 504 plan
- 3% are English Language Learners (ELL)
- 10% of seats are reserved for placement by the Office of Student Conduct
- 32.4% missed more than 18 days of school in the previous school year
- 52.6% receive free or reduced lunch, a proxy measure for living in poverty

Carver College and Career Academy provides a high school setting with innovative programs and supportive services for students who have not found success in a more traditional school setting. Carver College and Career Academy is a caring educational setting with high expectations for academic achievement, appropriate social behavior, and preparation for the workplace and higher education. 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 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. 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.

In January of 2019, Carver Academy transitioned from a school that services students interested in a curriculum focused on career pathways to a school that services students not finding success in their zoned high school. Additionally, Carver Academy has increased the number of seats allotted for student placement through the Office of Student Conduct. Since these changes, 502 students have enrolled at Carver Academy. Of the 502 students, 30% 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

2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.

- X Achievement Indicators in Core areas of Mathematics, English, and Science
- X Achievement Gaps in Mathematics and Reading
- X Graduation Completion Index
- X Dropout Rate
- X Chronic Absenteeism

3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?

### Overview

The data below compares students currently enrolled in Carver College and Career Academy (CCCA) during the 2021 school year to students enrolled in CCCA during the 2018 school year.

Overall, there are 221 students enrolled in CCCA in 2021, whereas there were 251 students enrolled in CCCA in 2018. These counts represent students with active enrollment records.

### Attendance

Students attending CCCA in 2021 tend to have much higher rates of absenteeism than did students attending CCCA in 2018. A higher proportion of students were chronically absent (missed at least 10% of their enrolled days) and the average attendance rate was lower per student.

	CCCA 2018	CCCA 2021
Percent of Students Chronically Absent	36%	59% (as of 2/15/22)
Average % of Enrolled Days Attended	90%	82% (as of 2/15/22)

### Discipline

All discipline data is as of February 10 for the given school year.

	CCCA 2018	CCCA 2021
Total Referrals	157	148
Referrals per Student	0.63	0.67
Total Days Disposition	338	475
Disposition Days per Referral	2.47	3.2

*Note that "days disposition" refers to days that a student is removed from regular instruction – either in OSS or ISS.*

### Credits Earned

The table below shows the average credits earned by CCCA students based on their initial freshman year. The table is laid out to allow comparisons between students enrolled in CCCA in 2021 and in CCCA in 2018 by reading across a given row. We use "initial freshman year" to distinguish between cohorts of students rather than "current grade," since the current grade is contingent upon the number of credits earned.

The table below shows a change in the accumulation of credits by CCCA students over time. For instance, of students enrolled in CCCA in 2018, we see a consistent progression of credit-earning by student cohorts, suggesting students earned about 5 credits per year (by reading down the "CCCA 2018"



column). However, among students enrolled in CCCA in 2021, we see a disruption in this pattern. Students with initial freshman years of 2020 had roughly the same number of credits earned as their counterparts in 2018; however, other freshman cohorts enrolled in CCCA in 2021 earned fewer credits than their counterparts in the CCCA-18 group (10.4 vs 13.3 and 15.5 vs 18.2).

Initial Freshman Year	CCCA 2018	CCCA 2021
2018/2020	8.04	8.54
2017/2019	13.3	10.4
2016/2018	18.2	15.5

### Conclusion

These data show that the student body of CCCA has changed considerably between 2018 and 2021. In short, students when compared to students enrolled in CCCA in 2018, those enrolled in CCCA in 2021:

- Miss school more often,
- Receive both 1) more referrals and 2) more severe punishments for those referrals, and
- Have earned fewer credits both 1 year beyond and 2 years beyond their initial freshman year.

Although EOC data is limited for current Carver Academy students, our winter MAP data from the 2021-22 school year shows that in math only 25.4% of students met their projected growth, and in reading only 29.4% of students met their projected growth.

As stated above, Carver College and Career Academy serves the non-traditional student population in a diploma track program, GED program, and a specialized program to meet the needs of overaged students with limited English proficiency and interrupted schooling.

Because Carver serves a small number of students who have traditionally underperformed in a comprehensive environment and the varied, alternative paths to school completion, the accreditation standards applied to a comprehensive high school would not be appropriate at Carver.

4. For each of the indicators listed in question 2, clearly describe the alternate means of evaluating the indicator that is objective, measurable, and directly related to the mission and purpose of the school (include how state assessments are used for the first two indicators if they are selected). Please include sample calculations to describe how the alternate data will be evaluated for each indicator. Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading, and science achievement indicator).

- a. **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 5 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**

<b>Accreditation Indicator</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<b>Achievement Indicators in English</b>	The current year or cumulative five-year combined rate is greater than or equal to 75%, or 5% decrease in failure if previously Level Two	The current year or cumulative five-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 five-year combined rate is less than 65%
<b>Achievement Indicators in Math</b>	The current year or cumulative five-year rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative five-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 five-year combined rate is less than 65%
<b>Achievement Indicators in Science</b>	The current year or cumulative five-year rate is greater than or equal to 70%, or 5% decrease in failure if previously Level Two	The current year or cumulative five-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 five-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 LAVC criteria will be weighted at 100 points;
    - a scaled score of 350-374 will be weighted at 100 points for testing that qualifies for COVID LAVC
    - a scaled score below 375 (excluding COVID LAVC) will carry no points in the calculation; and additionally,
  - Substitute tests
    - any passing score on a substitute test will receive 100 points
- For the purposes of calculating the APR, students who are not currently enrolled in a course but are testing for the purposes of earning a verified credit will only be included in the denominator if a qualifying score is achieved.



**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)	100	
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

**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 5 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
<b>Chronic Absenteeism</b>	Current or cumulative five-year chronic absenteeism rate is 15% or lower, or 5% decrease if previously Level Two	Current or cumulative five -year chronic absenteeism rate is greater than 15% but less than or equal to 25%, or 5% decrease if previously Level Three.	Current or five-year average of students not demonstrating meaningful engagement is more than 25%

### Chronic Absenteeism indicator

Types of Attendance of Students Enrolled Greater than 50% of the Year	Number
Daily attendance greater than 85% of total enrolled days	
Students who met attendance requirements by meeting at least one of these requirements on a school day they are not physically in the building:	
Attending Google Meet or other virtual class	
Login and post to or submit completed assignments in our Learning Management System (Canvas or other LMS)	
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)	

#### 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 5 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**

<b>Graduation Completion Index</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
	Current or cumulative three-year GCI is greater than or equal to 88; OR 1.25% improvement if previously Level Two	Current or cumulative three-year GCI is less than 88 but greater than 80; OR 1.25% increase if previously Level Three	Current or cumulative three-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 (100 points),
- students not graduating but still in school (70 points), and
- students earning certificates of program completion (25 points).

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

**GCI Indicator**

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

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 5 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

Dropout Rate Indicator	Level One	Level Two	Level Three
	Current or cumulative four-year dropout rate is less than or equal to 6% or 5% decrease in dropout rate if previously Level Two	Current or cumulative four-year dropout rate is greater than 6% or 5% decrease in dropout rate if previously Level Three	37% or higher, OR Level Two for more than 4 consecutive years

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

#### COLLEGE, CAREER, AND CIVIC READINESS INDEX (CCCRI)

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

#### CCCRI Benchmarks

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.

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

- Students who enter Chesterfield County Public Schools as their first Virginia public school at age 18 years or older
5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.
    - The purpose of Carver Academy is to graduate students, therefore we do not have students that transition/transfer back to a regular high school setting.
  6. Indicate the waivers requested for accrediting standards that are not being met and the rationale for these waivers.
    - No waivers are being requested





COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

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02/16/22

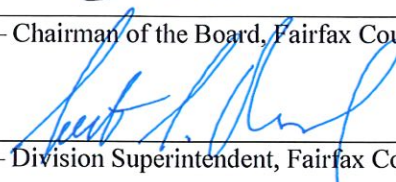
Date Approved by the Local School Board

February 21, 2022

Submission Date



Signature – Chairman of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools



### ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Fairfax County Adult High School  
**Division Name:** Fairfax County Public Schools (FCPS)  
**School Address:** 6815 Edsall Road, Springfield, VA 22151  
**Contact Person:** Michelle Morgan  
**Phone Number:** 703-658-2740  
**Email:** mmorgan3@fcps.edu  
**Grade Levels Served:** 9-12

**Number of Students Enrolled by Grade:**

Enrollment View	Grade 9	Grade 10	Grade 11	Grade 12
September 2021 Membership Reported to Virginia Department of Education (VDOE)	13	24	83	22
December 2021 Student Information System Enrollment	21	30	133	54

- 1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?**

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

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

It is worth noting that approximately 32 percent of FCAHS students have been enrolled in a U.S. school for two years or less, and 24 percent have been enrolled in U.S. schools for one year or less. Additionally, adult students with individualized education programs (IEPs) in Fairfax County Public

Schools are served either at a traditional high school, alternative high school, or through a special education center-based program. Therefore, FCAHS has no enrollment for students with disabilities.

After a programmatic review, FCPS implemented changes at FCAHS to better meet student completion needs. The two tables below describe student membership and age distributions for the previous three academic years.

**3-Year Reporting Group Distribution, Based on VDOE Fall Membership Report**

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Econ. Disadv.	English Learners
Sept 2019	246	21	11	204	1	9	35	209
Sept 2020	162	9	2	148	0	3	14	138
Sept 2021	142	12	3	119	1	7	64	120

**3-Year Age Distribution, Based on FCPS September Membership**

Year	Aged 18-22	Aged 23+
Sept 2019	58%	42%
Sept 2020	76%	24%
Sept 2021	80%	20%

2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.

Achievement in the Core Area of English

**X Achievement in the Core Area of Mathematics**

**X Achievement in the Core Area of Science**

Achievement Gaps in Core Area of English

**X Achievement Gaps in the Core Area of Mathematics**

**X Graduation Completion Index (GCI)**

**X Dropout Rate**

**X Chronic Absenteeism**

**X College, Career and Civic Readiness (CCCRI)**

3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?

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



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

It is important to note that the age of the student population at FCAHS has a significant impact on the graduation requirements in a Virginia public school. Specifically, a student is eligible to earn the Adult Diploma based on the student's ninth grade entry graduation requirements. The table below describes the type of diploma earned by students for the given year.

**3-Year Diploma Type, Based on FCPS Diploma Earned/Attempted Criteria**

Year	Adult	Standard
2020-2021*	60%	40%
2019-2020	64%	36%
2018-2019	88%	12%

\*based on student Diploma Attempted Type

As an example, during SY2020-21, ninth grade entry dates for students earning the Adult Diploma ranged from 1989 to 2018. While the diploma type earned by FCAHS students has a minimal impact on the student's postsecondary plans, the diploma type can and does have a substantial impact on the course of study while enrolled at FCAHS. Students with a ninth grade entry date prior to the year 2000 are not required to earn verified credits for the Adult Diploma. Additionally, the number of credits required in some content areas is less than the number of credits required for the Standard Diploma.

### **Historical Data Demonstrating Current Measures Are Not Appropriate**

Historical data demonstrate the need for alternative measurement in the selected indicators. To confirm this need, "current year" outcomes are reviewed for the past two years in which accreditation was calculated: SY 2017-18 and SY 2018-19, which were used to determine accreditation for accountability years 2018-19 and 2019-20.

- **Academic Achievement Mathematics** - Current year outcomes fell in Level 3 for both SY 2017-18 (46 percent) and SY 2018-19 (55.32 percent).
- **Academic Achievement Science** - Current year outcomes fell in Level 3 for both SY 2017-18 (39 percent) and SY 2018-19 (53.66 percent).
- **Achievement Gap Mathematics** - Five student groups performed at Level 3 in SY 2017-18 (Asian 50 percent; Economically Disadvantaged 67 percent; English Learners 58 percent; Hispanic 42 percent; and White 60 percent), and three student groups performed at Level 3 in SY 2018-19 (Black 60 percent; English Learners 58.33 percent; and Hispanic 47.22 percent). These outcomes generate an overall Performance Level 3 for the indicator.
- **Chronic Absenteeism** - Current year outcomes fell in Level 2 for SY 2017-18 (21 percent) and in Level 3 for SY 2018-19 (75.95 percent).
- **GCI** - Current year outcomes fell in Level 3 for both SY 2017-18 (27 percent) and SY 2018-19 (30.27 percent).



- **Dropout Rate** - Current year outcomes fell in Level 3 for both SY 2017-18 (87 percent) and SY 2018-19 (84.8 percent).
- **CCCRI** - Current year outcomes fell in Level 3 for both SY 2017-18 (1 percent) and SY 2018-19 (4.9 percent).

### Explanation of Why Current Measures Are Not Appropriate

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

Due to the unique academic backgrounds and behavioral/social-emotional needs served at this Tier 3 attendance, academics, and behavior intervention school, standard calculations for **academic achievement in the core areas of mathematics and science** and for **academic achievement gaps in mathematics** imperfectly and inequitably represent FCAHS as underperforming. Therefore, the standard calculations are not appropriate to reflect FCAHS performance.

Similar factors apply when considering **chronic absenteeism** measures. Regular attendance is a major barrier to academic success for adult students enrolled at FCAHS, as the large majority of students attend school on a part-time basis and therefore VDOE chronic absenteeism is not an accurate measure of student engagement. As indicated in Appendix Table A.1, the two largest barriers to regular attendance, as identified by a targeted group of students, were work issues and family/personal responsibility issues. These two barriers disproportionately impact school outcomes for chronic absenteeism because a large number of the student population at FCAHS are working at least part-time and have significant responsibility for themselves and/or dependent family members. The unique population served at this adult high school are often the heads of their households, it is necessary to modify the approach for calculating student absences. Socioeconomic pressures, parenting, and family responsibilities often interfere with students' consistent attendance at FCAHS. All FCAHS students are aged 18 and over and are continuing their high school education voluntarily. 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.

**GCI and dropout rate** measures are also affected by the composition of the special student population. As noted in the description of the student population above, adult students enrolled at FCAHS experience significant challenges that have impeded their progress toward graduation and completion. These challenges persist for students throughout their enrollment at FCAHS. Given that compulsory attendance laws do not apply to FCAHS students, continued enrollment is intrinsically motivated by a personal goal to complete high school and earn a diploma or HSE. The circumstances that lead to interrupted schooling for the majority of FCAHS students continue to exist in their lives. FCAHS adult students may opt to withdraw from compulsory education due to socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors. Compounding these barriers to graduation, most of the students enrolling at FCAHS are significantly behind their cohort when they enter. While the extent varies, some students enter FCAHS with no standard credits toward graduation after three years of enrollment at a traditional high school. 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.

Finally, standard calculations for **CCCRI** imperfectly and inequitably represent FCAHS as underperforming and are not appropriate to reflect FCAHS outcomes. As noted in the description of the student population above, students at FCAHS are self-enrolled adults over age 18. Most of these



students have had interruptions to their schooling due previous choices or life events. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored 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.

4. For each of the indicators listed in question 2, 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 how state assessments are used for the first two indicators, if they are selected).

*Please include sample calculations to describe how the alternate data will be evaluated for each indicator.*

*Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

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 as well as application of weighted values and bonus points. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 4A - Achievement in Mathematics and Science, page 6](#)
- [Section 4B - Achievement Gaps for Mathematics, page 8](#)
- [Section 4C - Chronic Absenteeism, page 11](#)
- [Section 4D – GCI, page 13](#)
- [Section 4E - Dropout Rate, page 15](#)
- [Section 4F – CCCRI, page 17](#)

#### 4A. Achievement Indicators in Mathematics and Science

The following modifications are needed within Academic Achievement indicators for mathematics and science.

- **Use a weighted value** of 0.9 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** for considering improvement from the prior year (reduction in the failure rate). Move this floor from 50 percent to 40 percent, based on standard calculations.
- **Change the reduction** in failure rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When a core area indicator for mathematics or science academic achievement does not meet Level 1 using the standard indicator calculation, a Modified Pass Rate will be calculated. To complete the Modified Pass Rate calculation:

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

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

**Table A.1. Modified Pass Rate Calculation Model (Mathematics, Science)**

*Note: The calculation is repeated, as needed, for each academic area not meeting Level 1 under the standard indicator calculation.*

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	
(B)	# passing the SOL or approved substitute test	
(C)	$0.9 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	
(E)	# of Recovery tests - MATHEMATICS ONLY <i>Include in numerator and denominator</i>	
(F)	Numerator = (B+C+E)	
(G)	Denominator = (A-D+E)	
(H)	Modified Pass Rate = (F) / (G) * 100	
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	

**Table A.2. SAMPLE CALCULATION Modified Pass Rate (SAMPLE = Mathematics)**

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

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	210
(B)	# passing the SOL or approved substitute test	109
(C)	$0.9 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	$(0.9 * 31) = 27.9$
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	17



(E)	# of Recovery tests - MATHEMATICS ONLY <i>Add to numerator and denominator</i>	3
(F)	Numerator = (B+C+E)	$(109 + 27.9 + 3) = 139.9$
(G)	Denominator = (A-D+E)	$(210 - 17 + 3) = 196$
(H)	Modified Pass Rate = (F) / (G) * 100	$(139.9 / 196) * 100 = 71.378$
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	71 Level 1 MET

*Note that this sample Modified Pass Rate calculation of 70 (Level 1) compares to a standard pass rate calculation of 57 (Level 3).*

If the Modified 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 Modified Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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. 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 2018-19) 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, 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).

The culmination of the modifications above, used only as needed, will determine the final mathematics and science academic achievement indicator performance levels for accountability under this alternative accreditation plan.

#### 4B. Academic Achievement Gap Indicator for Mathematics

As with the Academic Achievement indicator, the following modifications are needed for the Academic Achievement Gap indicator in mathematics.

- **Use a weighted value** of 0.9 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** for considering improvement from the prior year (reduction in the failure rate). Move this floor from 50 percent to 40 percent, based on standard calculations.
- **Change the reduction** in failure rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

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

**Table B.1. Modified Pass Rate Calculation Model - Mathematics Groups**

*Note: The calculation is repeated, as needed, for each reporting group not meeting Level 1 under the standard indicator calculation*

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	
(B)	# passing the SOL or approved substitute test	
(C)	$0.9 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	
(F)	Numerator = $(B+C+E)$	
(G)	Denominator = $(A-D+E)$	
(H)	Modified Pass Rate = $(F) / (G) * 100$	
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	

**Table B.2. SAMPLE CALCULATION Modified Pass Rate - Mathematics Groups (SAMPLE = White)**

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

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	31
(B)	# passing the SOL or approved substitute test	15
(C)	$0.9 * (\# \text{ scoring } 375\text{-}399 \text{ on the SOL test})$	$(0.9 * 6) = 5.4$



(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	2
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	1
(F)	Numerator = (B+C+E)	$(15 + 5.4 + 1) = 21.4$
(G)	Denominator = (A-D+E)	$(31 - 2 + 1) = 30$
(H)	Modified Pass Rate = (F) / (G) * 100	$(21.4 / 30) * 100 = 71.333$
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	71 Level 1 MET

Note that this sample Modified Pass Rate calculation of 71 (Level 1) for the White reporting group compares to a standard pass rate calculation of 53 (Level 3) for the same reporting group.

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

- To find the modified cumulative year average for a reporting group:
  1. Calculate the reporting group's Modified Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 for a reporting group:
  1. Confirm that the current year's *standard* pass rate for the reporting group meets the modified floor of 40 percent, including all standard calculation adjustments.
  2. Compare the prior year's *unadjusted* failure rate (using outcomes from SY 2018-19) 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, then the calculated reporting group performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

The culmination of the modifications above, used only as needed, will determine the final performance level for each reporting group in mathematics under this alternative accreditation plan. The overall Academic Achievement Gap for Mathematics performance level will be determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group performing at Level 2 based on the modified calculation procedures above.



#### 4C. Chronic Absenteeism Indicator

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. Move the threshold from 10 percent of the school year to 20 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy based on guidance within Superintendent's Memo #188-20.
  - 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. This interaction may take place within or outside regular school hours, apply across instructional settings, and may utilize a variety of methods, including phone, text, email, video conference, etc. Such days count as meaningful engagement and interaction within individual student rate calculations under the alternative accreditation plan.
  - 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. This engagement may take place within or outside regular school hours and applies across instructional settings. Such class periods count as having meaningful engagement and interaction for the specified dates 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, a Modified Chronic Absenteeism Rate will be calculated. To complete the Modified 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 any days for which the student was assigned to home-based instruction
  - b. Exceeded 80 percent attendance when including days that qualify under the revised definition of meaningful engagement and interactions, based on the local school policy.
  - c. Entered Virginia public schools for the first time at age 18 or older and do *not* meet this 80 percent attendance threshold for meaningful engagement and interactions.
3. Combine these values to generate a Modified Chronic Absenteeism Rate, as outlined in Table C.1 below. Table C.2 provides a sample of how the modified calculation works.
  - a. Subtract the number exceeding 80 percent attendance with modified definitions and exclusions from the initial number missing 20 percent or more to form a numerator.
  - b. Subtract the exclusions based on age at entry from the total students enrolled over half the year to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to generate the Modified Chronic Absenteeism Rate value.



**Table C.1. Modified Chronic Absenteeism Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	
(B)	# missing $\geq$ 20 percent of the school year	
(C)	# from row B who attended > 80 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	
(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	
(E)	Numerator = (B-C-D)	
(F)	Denominator = (A-D)	
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	

**Table C.2. SAMPLE CALCULATION Modified Chronic Absenteeism Rate**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	194
(B)	# missing $\geq$ 20 percent of the school year	75
(C)	# from row B who attended > 80 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	(75 - 36 - 12) = 27
(F)	Denominator = (A-D)	(194 - 12) = 182
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	(27 / 182) * 100 = 14.835
(H)	Level 1 Target Met / Not Met at 15.49 or Lower	14.835 Level 1 MET

*Note that this sample Modified Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 74.288 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate and calculate the reduction in the absenteeism rate.
    2. If the modified improvement target is met--with reduction of the absenteeism 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).

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.

#### 4D. GCI Indicator

The following modifications are needed within the GCI calculation.

- **Exclude non-graduates** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
  - a. Earned a Virginia Board recognized diploma
  - b. How many earned a high school equivalency (HSE) general education diploma (GED)
  - c. How many students were awarded a certificate of completion
  - d. How many students were "still enrolled"
3. From the non-graduates, determine how many meet an exclusion criterion:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
  - c. Transferred out of state at age 18 or older
  - d. Failed to complete the year due to incarceration
4. Combine these values to generate a Modified GCI, as outlined in Table D.1 below. Table D.2 provides a sample of how the modified calculation works.
  - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.
  - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.



- c. Divide the numerator by the denominator and multiply by 100 to find the Modified GCI value.

**Table D.1. Modified GCI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(C)	100 * (# earning a diploma)	
(D)	75 * (# not counted in row B who earned a HSE/GED)	
(E)	25 * (# not counted in row B who earned a certificate of completion)	
(F)	70 * (# not counted in row B who were "still enrolled")	
(G)	Numerator = (C+D+E+F)	
(H)	Denominator = 100* (A-B)	
(I)	Modified GCI = (G) / (H) * 100	
(J)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	

**Table D.2. SAMPLE CALCULATION Modified GCI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	38
(C)	100 * (# earning a diploma)	(100 * 98) = 9,800
(D)	75 * (# not counted in row B who earned a HSE/GED)	(75 * 15) = 1,125
(E)	25 * (# not counted in row B who earned a certificate of completion)	(25 * 7) = 175
(F)	70 * (# not counted in row B who were "still enrolled")	(70 * 20) = 1,400
(G)	Numerator = (C+D+E+F)	(9,800 + 1,125 + 175 + 1,400) = 12,500
(H)	Denominator = 100* (A-B)	100 * (180 - 38) = 14,200
(I)	Modified GCI = (G) / (H) * 100	(12,500 / 14,200) = 88.028
(J)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	88 Level 1 MET

*Note that this sample Modified GCI calculation of 88 (Level 1) compares to a standard GCI calculation of 69 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate 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--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).

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan.

#### 4E. Dropout Rate Indicator

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters at the school
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered FCAHS at age 18 or older and completed less than 2 semesters
  - c. Transferred out of state at age 18 or older
  - d. Failed to complete the year due to incarceration
4. Combine these values to generate a Modified Dropout Rate, as outlined in Table E.1 below. Table E.2 provides a sample of how the modified calculation works.
  - 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 Modified Dropout Rate value.

**Table E.1. Modified Dropout Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with latest status of dropout	
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	
(D)	Numerator = (B-C)	
(E)	Denominator = (A-C)	
(F)	Modified Dropout Rate = (D) / (E) * 100	
(G)	Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)	

**Table E.2. SAMPLE CALCULATION Modified Dropout Rate**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with latest status of dropout	40
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	38
(D)	Numerator = (B-C)	(40 - 38) = 2
(E)	Denominator = (A-C)	(180 - 38) = 142
(F)	Modified Dropout Rate = (D) / (E) * 100	(2 / 142) * 100 = 1.408
(G)	Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)	1.408 Level 1 MET

*Note that this sample Modified Dropout Rate calculation of 1.408 (Level 1) compares to a standard dropout rate calculation of 22.222 (Level 3).*

If the Modified Dropout 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:
  - Calculate the indicator's modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.

2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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).

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.

#### 4F. CCCRI 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.
- **Exclude non-graduates** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at FCAHS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration

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

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



**Table F.1. Modified CCCRI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with CCCRI credit earned	
(C)	# who meet the broadened definition of work-based learning	
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(E)	Numerator = (B+C)	
(F)	Denominator = (A-D)	
(G)	Modified CCCRI = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	

**Table F.2. SAMPLE CALCULATION Modified CCCRI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with CCCRI credit earned	52
(C)	# who meet the broadened definition of work-based learning	68
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	38
(E)	Numerator = (B+C)	(52 + 68) = 120
(F)	Denominator = (A-D)	(180 - 38) = 142
(G)	Modified CCCRI = (E) / (F) * 100	(120 / 142) * 100 = 85.211
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	85 Level 1 MET

*Note that this sample Modified CCCRI calculation of 85 (Level 1) compares to a standard CCCRI calculation of 29 (Level 3).*

The modified calculation above will determine the final indicator performance level for accountability under this alternative accreditation plan.

**5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.**

The special purpose defined for Fairfax County Adult High School is not designed as a “temporary” placement for students but rather as an appropriate alternative instructional setting for their needs. Students who choose to attend the adult high school have selected this setting as to meet their family, work, social, and learning needs. Additionally, based on their age, most FCAHS students are not eligible for enrollment at a traditional high school; the adult high school was established as a dedicated site to serve the special population of above-compulsory-school-aged students.

FCAHS is committed to collective responsibility for each students’ success and will create a schoolwide, systematic process for interventions and extensions. FCAHS students have been significantly impacted by the pandemic, as many are working in essential employee industries and access to affordable healthcare remains a barrier. The FCAHS commitment to collective responsibility will require that all students who need additional support to be successful academically will receive that support.

FCAHS will implement the Multi-Tiered Systems of Support (MTSS) to support students at the three tiers across the domains of academics, behavior, and wellness.

The certified contracted and hourly teaching staff will participate in regular site-based and division level professional development designed to support the academic needs of students and strengthen Tier 1 instruction for all students. FCAHS will continue to offer day and evening programming at multiple locations throughout Fairfax County to increase access for students. As an alternative adult high school, staff are able to consider flexible scheduling that could include virtual participation in some courses when in person attendance is not possible because of work and/or adult student responsibilities.

The Student Services team will provide academic advisement, social emotional support, and postsecondary advisement to support continuous progress towards academic goals and employment and/or continued educational goals. Additionally, the team will implement attendance interventions and tracking systems based on student need. New student orientations will continue to be required when all students return to the regular school setting. The focus of the orientations will be to provide a welcoming environment, increase engagement, set expectations, identify resources, and support student goal setting.

Content teams and the Student Services team will identify Tier 2 academic, behavior, and wellness interventions to implement during instructional time in an effort to ensure that students have access to those supports and ensure that they are meeting essential standards. The focus of the MTSS team for SY201-22 will be to identify and implement Tier 2 supports for students who need additional intervention and extension.

FCAHS will utilize the MTSS and Content teams to regularly monitor student progress. Students who receive targeted interventions will participate in ongoing assessment designed to measure progress and determine effectiveness of interventions. Teams will evaluate results and make adjustments to interventions based on student need and cause.

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

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



COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.* In accordance with 8VAC20-131-420, waivers of requirement in [8VAC20-131-30](#), [8VAC20-131-50](#), [8VAC20-131-51](#), [8VAC20-131-70](#), and [8VAC20-131-370](#) through [8VAC20-131-430](#) shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.


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

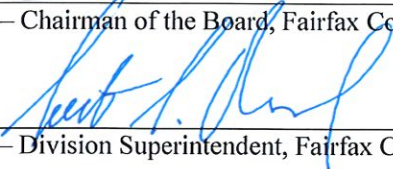
02/16/22

Date Approved by the Local School Board

February 21, 2022

Submission Date

  
Signature – Chairman of the Board, Fairfax County Public Schools

  
Signature – Division Superintendent, Fairfax County Public Schools



### ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Key Center School  
**Division Name:** Fairfax County Public Schools (FCPS)  
**School Address:** 6404 Franconia Road, Springfield, VA 22150  
**Contact Person:** Ann M. Smith  
**Phone Number:** 703-313-4000  
**Email:** amsmith2@fcps.edu  
**Grade Levels Served:** K-12 (Ages 5-23)  
**Number of Students Enrolled by Grade:**

**September 2021 Membership Reported to Virginia Department of Education (VDOE)**

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
0	0	0	1	4	2	2	4	8	2	5	3	32

- 1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?**

All Key Center School students are between the ages of 5 and 23 years of age and receive special education programming under the service delivery areas identified as intellectual disabilities severe or autism. Student success is highly dependent on intensive staff support, and every student participating in adapted curriculum. A majority of students have a literacy level of emergent or lower. Communication and overall language development are priorities for Key Center School students. Twenty-six percent of students have oral or verbal language skill deficits, others require a variety of supports for oral, assistive, or computer-aided language. Classroom staff offer intensive opportunities for students to develop core language while also increasing expressive and receptive language skills. Sixty-four students receive Assistive Technology Support, while 55 students receive Speech Language services.

Key Center School students also have significant medical and/or behavioral challenges, which require intensive support in a highly structured setting for their educational programming. All students who attend Key Center School are provided direct supervision for their activities of daily living needs. Ten students have an active formal Behavior Intervention Plan. Fifty-three percent of students have at least one health care plan, and some students have multiple health care plans. Many of the students have complex immune systems which result in greater risk for sickness and injury, while sleep issues also impact many students. Nine students attend school with a private duty nurse due to their complex medical needs. Health care plans include students with the following needs: oral suctioning (one student), asthma (1 student), hydrocephalus with shunt (7 students), gastrostomy-tube feeding (14 students), seizure disorders (31 students), respiratory disorders (five students), chronic lung disease (1 student), cardiovascular disorder (one student), and tracheostomy and/or ventilator dependent (7 students).

Twenty-four students receive vision services. These conditions greatly impact a student's classroom and life performance in all areas. Students are difficult to test for vision and hearing loss; however, many students have confirmed vision issues which frequently coexist with having severe cognitive delays, presenting additional instructional challenges. Additionally, several students have much more complex visual acuity issues under the following conditions: cortical visual impairment (5 students),



blindness (1 student), optic nerve hypoplasia (4 students), blindness (2 students), and optic atrophy (1 student).

Forty-eight students receive occupational therapy, and thirty-two students receive physical therapy. Not all students who attend our school are ambulatory, or able to walk on their own. Two of these students also receive orientation and mobility services. Additionally, some Key Center School students have traumatic brain injury (TBI). Two students have this as an area of eligibility, and two more have TBI as a further complexity to their learning styles and performance.

**Student Reporting Group Distribution, 3-Years, Based on VDOE Fall Membership**

Year	Total	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
Sept 2019	76	7	13	14	6	36	29	29	76
Sept 2020	64	7	9	12	6	30	14	27	64
Sept 2021	63	8	9	10	5	31	17	24	63

**3-Year Primary Disability Type Distribution, FCPS September Membership**

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2019	25%	1%	14%	54%	3%	3%
Sept 2020	27%	2%	13%	53%	3%	3%
Sept 2021	28%	n/a	10%	59%	2%	2%

**2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.**

Achievement Indicators in Core areas of:

Mathematics

English

Science

Achievement Gaps

Mathematics

Reading

**X Graduation Completion Index (GCI)**

**X Dropout Rate**

**X Chronic Absenteeism**

**X College, Career and Civic Readiness (CCCR)**

**3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?**

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

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

The school's commitment to offering a caring culture focuses on building trust and positive relationships. As a result, staff witness the increase in student interest, student attention and, subsequently, an increase in student participation in all aspects of their school day. The school staff take pride in witnessing and celebrating the many gains each student projects as a result of the school programming. A great majority of the students fulfill their individualized education program (IEP) components to graduate with an Applied Studies Diploma and transition to other settings when they are no longer of school age.

**Historical Data Demonstrating Current Measures Are Not Appropriate**

Historical data demonstrate the need for alternative measurement in the selected indicators. To confirm this need, "current year" outcomes are reviewed for the past two years in which accreditation was calculated: SY 2017-18 and SY 2018-19, which were used to determine accreditation for accountability years 2018-19 and 2019-20.

- **Chronic Absenteeism** - Current year outcomes fell in Level 3 for both SY 2017-18 (31 percent) and SY 2018-19 (37.5 percent).
- **GCI** - Current year outcomes fell in Level 3 for SY 2018-19 (60 percent).
- **Dropout Rate** - Current year outcomes fell in Level 3 for SY 2018-19 (20 percent).
- **CCCRI** - Current year outcomes fell in Level 3 for both SY 2017-18 (0 percent) and SY 2018-19 (0 percent).



## Explanation of Why Current Measures Are Not Appropriate

Similar factors apply when considering **chronic absenteeism** measures. A majority of students face significant health care needs associated with their disabilities and must overcome substantial challenges to maintain regular school attendance. 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. Key Center School serves a student community with significant health needs that require extensive medical interventions. Despite this, Key Center School focuses on student engagement, and families are strongly encouraged to have their child participate fully in the school day. The school employs a variety of strategies to address absenteeism, including the following.

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

**GCI and dropout rate** 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, most students are successful in being awarded an Applied Studies Diploma and then transition into a private facility for adult activities and support or another supported postsecondary opportunity. Key Center School works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities when they transition from the school; however, under CSB bylaws, students cannot be placed until age 22. Those Key Center School students who withdraw from the school before age 22 often do so for medical reasons. 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.

A majority of the service learning and work-based learning programs that Key Center School students access do not count toward the standard **CCCRI** calculations. Students in the special education center-based program at Key Center School participate in a variety of career readiness activities tailored to their postsecondary projected outcomes and aligned with their transition plan as part of the IEP development process. Key Center School students participate in Community Based Instruction (CBI), Community Work Experience (CWE) and School Based Enterprise (SBE). In addition, students develop work skills in the school setting with various jobs to develop the soft skills necessary for community



experiences. These skills include work performance behaviors such as attention to task, task perseverance, task initiation, and following directions. Students have been making progress on these behaviors over the past several years, with a concentration on secondary students. Students also participate in service learning projects at the classroom level, which are determined by the students from choices provided by the classroom teachers. Further, due to their disabilities, students enrolled at Key Center School do not pursue Advanced Placement or International Baccalaureate courses to meet the advanced coursework criteria for CCCRI, nor do they complete the necessary Career and Technical Education (CTE) credentials and course sequences to fulfill the CTE finisher with credential criteria for CCCRI. As a result of these factors, standard calculations for CCCRI imperfectly and inequitably represent Key Center School student post-secondary readiness outcomes and are not appropriate to reflect Key Center School performance.

- 4. For each of the indicators listed in question 2, 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 how state assessments are used for the first two indicators, if they are selected).**

*Please include sample calculations to describe how the alternate data will be evaluated for each indicator.*

*Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

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 as well as application of weighted values and bonus points. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 4A - Chronic Absenteeism, page 7](#)
- [Section 4B – GCI, page 9](#)
- [Section 4C - Dropout Rate, page 11](#)
- [Section 4D – CCCRI, page 13](#)



#### 4A. Chronic Absenteeism Indicator

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. Move the threshold from 10 percent of the school year to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy based on guidance within Superintendent's Memo #188-20. 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, a Modified Chronic Absenteeism Rate will be calculated. To complete the Modified 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 15 percent or more of enrolled days, ignoring days of home-based instruction, per the standard calculation process
  - b. Exceed 85 percent attendance when including days that qualify under the revised definition of meaningful engagement and interactions, based on the local school policy.
  - c. Entered Virginia public schools for the first time at age 18 or older and do *not* meet this 85 percent attendance threshold for meaningful engagement and interactions.
3. Combine these values to generate a Modified Chronic Absenteeism Rate, as outlined in Table A.1 below. Table A.2 provides a sample of how the modified calculation works.
  - a. Subtract the number exceeding 85 percent attendance with modified definitions and exclusions from the initial number missing 15 percent or more to form a numerator.
  - b. Subtract the exclusions based on age at entry from the total students enrolled over half the year to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to generate the Modified Chronic Absenteeism Rate value.

**Table A.1. Modified Chronic Absenteeism Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	
(B)	# missing ≥ 15 percent of the school year	
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	



(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	
(E)	Numerator = (B-C-D)	
(F)	Denominator = (A-D)	
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	

**Table A.2. SAMPLE CALCULATION Modified Chronic Absenteeism Rate**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	70
(B)	# missing ≥ 15 percent of the school year	25
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	14
(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	1
(E)	Numerator = (B-C-D)	(25 - 14 - 1) = 10
(F)	Denominator = (A-D)	(70 - 1) = 69
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	(10 / 69) * 100 = 14.493
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	14.493 Level 1 MET

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

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate and calculate the reduction in the absenteeism rate.



2. If the modified improvement target is met--with reduction of the absenteeism 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).

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.

#### 4B. GCI 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

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

**Table B.1. Modified GCI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(C)	100 * (# earning a diploma)	
(D)	70 * (# not counted in row B who were "still enrolled")	
(E)	<b>Numerator = (C+D)</b>	

(F)	Denominator = $100 * (A-B)$	
(G)	Modified GCI = $(E) / (F) * 100$	
(H)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	

**Table B.2. SAMPLE CALCULATION Modified GCI**

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(C)	$100 * (\# \text{ earning a diploma})$	$(100 * 9) = 900$
(D)	$70 * (\# \text{ not counted in row B who were "still enrolled"})$	$(70 * 2) = 140$
(E)	Numerator = $(C+D)$	$(900 + 140) = 1,040$
(F)	Denominator = $100 * (A-B)$	$100 * (12 - 1) = 1,100$
(G)	Modified GCI = $(E) / (F) * 100$	$(1,040 / 1,100) * 100 = 94.545$
(H)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	95 Level 1 MET

*Note that this sample Modified GCI calculation of 95 (Level 1) compares to a standard GCI calculation of 87 (Level 2).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate 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--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).

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan.



#### 4C. Dropout Rate 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Key Center School at age 18 or older and completed less than 2 semesters
4. Combine these values to generate a Modified Dropout Rate, as outlined in Table C.1 below. Table C.2 provides a sample of how the modified calculation works.
  - 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 Modified Dropout Rate value.

**Table C.1. Modified Dropout Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with latest status of dropout	
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	
(D)	<b>Numerator = (B-C)</b>	
(E)	<b>Denominator = (A-C)</b>	
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	
(G)	<b>Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)</b>	

**Table C.2. SAMPLE CALCULATION Modified Dropout Rate**

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with latest status of dropout	1
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(D)	<b>Numerator = (B-C)</b>	$(1 - 1) = 0$
(E)	<b>Denominator = (A-C)</b>	$(12 - 1) = 11$
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	$(0 / 11) * 100 = 0.000$
(G)	<b>Level 1 Target Met / Not Met</b> <b>(6.000 or Lower, calculated to precision)</b>	<b>0.000</b> <b>Level 1 MET</b>

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

If the Modified Dropout 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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).

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.



#### 4D. CCCRI 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 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.
  - 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.
- **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

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

1. Identify the total students in the graduation cohort.
2. Determine how many:
  - a. Show CCCRI credit earned in the cohort list
  - b. Meet the broadened definition of service learning and/or work-based learning.
3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Key Center School at age 18 or older and completed less than 2 semesters.
4. Combine these values to generate a Modified CCCRI, as outlined in Table D.1 below. Table D.2 provides a sample of how the modified calculation works.
  - a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of CCCRI components to form a numerator.
  - b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to find the Modified CCCRI value.

**Table D.1. Modified CCCRI Calculation Model**

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

(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	
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Table D.2. SAMPLE CALCULATION Modified CCCRI

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(E)	Numerator = (B+C)	(2 + 8) = 10
(F)	Denominator = (A-D)	(12 - 1) = 11
(G)	Modified CCCRI = (E) / (F) * 100	(10 / 11) * 100 = 90.909
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	91 Level 1 MET

Note that this sample Modified CCCRI calculation of 91 (Level 1) compares to a standard CCCRI calculation of 17 (Level 3).

The modified calculation above will determine the final CCCRI indicator performance level for accountability under this alternative accreditation plan.

**5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.**

The special purpose defined for Key Center School is not designed as a “temporary” placement for students but rather as an appropriate alternative instructional setting for their current needs. Students are placed in our school based on their IEP service needs specifically because their base school or nearby neighborhood school is unable to provide the level of intense support the student requires for their medically fragile condition and/or other significant physical, emotional, and cognitive disabilities. Students who display significant challenging or maladaptive behaviors are afforded additional wait time, direct and explicit instruction along with behavior modification techniques which match their individual needs. There is extensive support in the building for direct assistance, along with collaboration and frequent review and analysis of data to reflect on student progress. Updates to the instructional and behavioral modifications are completed as necessary. The school team, along with the school social worker, work to ensure family supports are in place to jointly assist students in their home. Simultaneously, staff continuously work toward the goal of moving students to a less restrictive setting, whenever possible. When the time comes for students to make a transition to a less restrictive setting, multiple supports and discussions are held to ensure the student’s transition is met with success. This



process is as slow or as quick as the student may transition, as the intent is for both the school team and the student and family to feel comfortable with the process.

Key Center students continue to receive strong educational opportunities, both in-person via virtual instruction, when utilized. Staff fully realize individualization is important in supporting our student population, therefore virtual students are provided materials prepared well in advance of a planned lesson to help support their learning in the virtual environment. In-person students are guided in both their pace and rigor of their instructional experiences to provide each student with adequate challenge. This year, serving students back in our school building during the ongoing pandemic requires continued patience and understanding as we build up endurance for the school day and rigor of routine and instructional demands. These are traits our staff typically project very well as they are well versed to support our unique student population. Our students have immense trust in the school staff, a compliment which is well-earned and respected by staff members. Staff will continue to reflect, discuss and adjust expectations of students to ensure staff requests remain at a suitable and challenging level.

There are multiple supports in place to ensure positive programming for each student. This fall, these supports will continue to be used and evaluated for effectiveness as students return to larger group settings for in-person learning. The behavior resource teacher currently supports virtual classrooms and consults with collaborative teams around concerns. Students are supported directly by the behavior resource teacher through her attendance at weekly class activities and she is available for office hours and consultations with staff and family members. Additionally, the behavior resource teacher facilitates active collaboration during weekly meetings with both in-person or virtual teachers. During weekly administrative meetings, all Collaborative Team notes are reviewed with the school's leadership team, which includes a social worker, psychologist, principal, assistant principal, special education department lead teacher, vocational coordinator and School Based Technology Specialist. Leadership team members will be made aware of concerns and identified concerns will be addressed. When necessary, additional support to teachers, students and/or their families are also made available. This process helps offer support when challenges occur rather than when larger, more problematic issues arise.

In-person learning continues to have frequent observations by both the administrative team and our behavior coaching resource teachers in order to offer frequently consultation with teachers in the behavior program. As students have returned to school, staff are proactively assigned to classroom teams to ensure optimal programming for all students. Staff members review expectations, reflect frequently on their pace and rigor, while also reflecting collaboratively within teams to ensure positive programming occurs in all settings.

Connecting with family members of our students will again be a focus of the administrative team. This year taught us much about the virtual platform, and we found benefit in offering virtual meetings such as IEP meetings, staff Town Hall Meetings or parent groups. The difficulty continues to be determining a common time to collect as a group, yet the administrative team is open to holding both morning or day time sessions, as well as afternoon or evening sessions. A focus on having a strong opening is offered each year, especially these years as the pandemic has impacted in person instruction.

A small number of families are utilizing virtual instruction opportunities for their child. Given the nature and depth of our students' challenges, we strongly recommend the return to in-person learning for all students who can access it. We acknowledge that some students may have medical exemptions which would require the virtual instruction to be offered in lieu of this option and remain committed to assisting in their learning in any way possible. Key Center School staff remain committed to offering the very best learning experiences to all our students and look forward to reconnecting with our entire community of learners back in our classrooms this August.

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

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



COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.* In accordance with 8VAC20-131-420, waivers of requirement in [8VAC20-131-30](#), [8VAC20-131-50](#), [8VAC20-131-51](#), [8VAC20-131-70](#), and [8VAC20-131-370](#) through [8VAC20-131-430](#) shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.


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

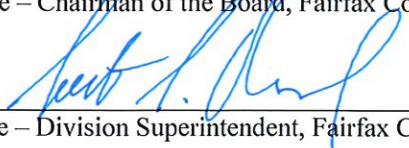
02/16/22

Date Approved by the Local School Board

February 21, 2022

Submission Date

  
Signature – Chairman of the Board, Fairfax County Public Schools

  
Signature – Division Superintendent, Fairfax County Public Schools

### ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Kilmer Center School  
**Division Name:** Fairfax County Public Schools (FCPS)  
**School Address:** 8102 Wolftrap Road, Vienna, VA 22182  
**Contact Person:** Hoang Nguyen  
**Phone Number:** 571-226-8444  
**Email:** hhnguyen3@fcps.edu  
**Grade Levels Served:** K-12 (Ages 5-22)  
**Number of Students Enrolled by Grade:**

**September 2021 Membership Reported to Virginia Department of Education (VDOE)**

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
0	2	0	2	0	2	2	4	1	3	8	5	24

- 1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?**

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

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

- Feeding tubes - 30 students
- Seizures - 45 students
- Asthma - 17 students
- Headaches/migraines - 6 students
- Respiratory disorder - 10 students
- Cardiovascular issues - 11 students
- Tracheostomy/ventilator dependent - 3 students
- Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS) - 1 student

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. Fifty-seven students receive Assistive Technology services, while 45 students receive 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. 22 students have active formal Behavior Intervention Plans.

Related services are essential for students to access instruction, make progress and benefit from their education. Nineteen students receive vision services and three receive hearing services. These conditions greatly impact a student's classroom and life performance in all areas. Forty students receive Adapted Physical Education services, thirty-seven students receive Occupational Therapy services and twenty three students receive Physical Therapy services. Not all students who attend our school are ambulatory, or able to walk on their own. Two students also receive orientation and mobility services.

**Student Reporting Group Distribution, 3-Years, Based on VDOE Fall Membership**

Year	Total	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
Sept 2019	68	14	10	16	3	25	21	28	68
Sept 2020	62	15	9	13	2	22	22	28	62
Sept 2021	53	17	6	12	1	16	20	28	53

**3-Year Primary Disability Type Distribution, FCPS September Membership**

Year	Autism	Developmental Delay	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Traumatic Brain Injury
Sept 2019	22%	n/a	7%	66%	3%	1%
Sept 2020	26%	n/a	8%	62%	5%	n/a
Sept 2021	26%	n/a	9%	57%	7%	n/a

**2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.**

Achievement Indicators in Core areas of:

Mathematics

English

Science

Achievement Gaps

Mathematics

Reading

**X Graduation Completion Index (GCI)**

**X Dropout Rate**

**X Chronic Absenteeism**

**X College, Career and Civic Readiness (CCCRI)**



**3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?**

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

Kilmer Center School is a public separate day school with all students found eligible for special education services. Division level referral guidelines for Kilmer Center School have been successfully implemented and monitored in order to ensure each student considered for placement at Kilmer Center School meets the necessary requirements for considering and proposing a more restrictive educational setting based on the most current data. Parents must sign an agreement at the individualized education program (IEP) meeting to place their student at the Kilmer Center School. Parents participate in the placement process, which includes an observation and site visit of the school prior to a placement decision of the IEP team. The mission of Kilmer Center School is to develop students who are self-determined, effective communicators, and independent individuals who advocate for themselves and others as contributing members of their community. The vision for the school is to empower students to set goals, self-advocate and learn the skills essential to achieve a meaningful life.

**Historical Data Demonstrating Current Measures Are Not Appropriate**

Historical data demonstrate the need for alternative measurement in the selected indicators. To confirm this need, "current year" outcomes are reviewed for the past two years in which accreditation was calculated: SY 2017-18 and SY 2018-19, which were used to determine accreditation for accountability years 2018-19 and 2019-20.

- **Chronic Absenteeism** - Current year outcomes fell in Level 3 for both SY 2017-18 (38 percent) and SY 2018-19 (36.36 percent).
- **GCI** - Current year outcomes fell in Level 2 for SY 2018-19 (83.33 percent).
- **Dropout Rate** - Current year outcomes fell in Level 3 for SY 2018-19 (16.67 percent).
- **CCCRI** - Current year outcomes fell in Level 3 for both SY 2017-18 (0 percent) and SY 2018-19 (0 percent).

**Explanation of Why Current Measures Are Not Appropriate**

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

- School office staff provide monthly reports on absenteeism to the administration and school social worker.
- Administrators and the school social worker analyze data on a monthly basis.
- Staff schedule meetings with parents who continue to show a pattern of student absences not related to any medical or mental health related issues.
- Staff follow up with parents and ask for a doctor's note for planned extended absences.

Similar factors apply when considering **GCI and dropout rate** measures. 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.

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.



4. For each of the indicators listed in question 2, 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 how state assessments are used for the first two indicators, if they are selected).

*Please include sample calculations to describe how the alternate data will be evaluated for each indicator.*

*Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

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 as well as application of weighted values and bonus points. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 4A - Chronic Absenteeism, page 6](#)
- [Section 4B – GCI, page 8](#)
- [Section 4C - Dropout Rate, page 10](#)
- [Section 4D – CCCRI, page 12](#)

#### 4A. Chronic Absenteeism Indicator

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. Move the threshold from 10 percent of the school year to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy based on guidance within Superintendent's Memo #188-20. 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, a Modified Chronic Absenteeism Rate will be calculated. To complete the Modified 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 15 percent or more of enrolled days, ignoring days of home-based instruction, per the standard calculation process
  - b. Exceeded 85 percent attendance when including days that qualify under the revised definition of meaningful engagement and interactions, based on the local school policy.
  - c. Entered Virginia public schools for the first time at age 18 or older and do *not* meet this 85 percent attendance threshold for meaningful engagement and interactions.
3. Combine these values to generate a Modified Chronic Absenteeism Rate, as outlined in Table A.1 below. Table A.2 provides a sample of how the modified calculation works.
  - a. Subtract the number exceeding 85 percent attendance with modified definitions and exclusions from the initial number missing 15 percent or more to form a numerator.
  - b. Subtract the exclusions based on age at entry from the total students enrolled over half the year to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to generate the Modified Chronic Absenteeism Rate value.

**Table A.1. Modified Chronic Absenteeism Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	
(B)	# missing $\geq$ 15 percent of the school year	
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	
(D)	# of students from row B <i>not</i> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	
(E)	Numerator = (B-C-D)	
(F)	Denominator = (A-D)	
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	

**Table A.2. SAMPLE CALCULATION Modified Chronic Absenteeism Rate**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	70
(B)	# missing $\geq$ 15 percent of the school year	25
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	14
(D)	# of students from row B <i>not</i> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	1

(E)	Numerator = (B-C-D)	$(25 - 14 - 1) = 10$
(F)	Denominator = (A-D)	$(70 - 1) = 69$
(G)	Modified Chronic Absenteeism Rate = $(E) / (F) * 100$	$(10 / 69) * 100 = 14.493$
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	14.493 Level 1 MET

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

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate and calculate the reduction in the absenteeism rate.
  2. If the modified improvement target is met--with reduction of the absenteeism 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).

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.

#### 4B. GCI 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

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



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

**Table B.1. Modified GCI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(C)	100 * (# earning a diploma)	
(D)	70 * (# of students from row A who were not counted in row B and who were "still enrolled")	
(E)	Numerator = (C+D)	
(F)	Denominator = 100 * (A-B)	
(G)	Modified GCI = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	

**Table B.2. SAMPLE CALCULATION Modified GCI**

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

(F)	Denominator = $100 * (A-B)$	$100 * (12 - 1) = 1,100$
(G)	Modified GCI = $(E) / (F) * 100$	$(1,040 / 1,100) * 100 = 94.545$
(H)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	95 Level 1 MET

*Note that this sample Modified GCI calculation of 95 (Level 1) compares to a standard GCI calculation of 87 (Level 2).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate 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--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).

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan.

#### 4C. Dropout Rate 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
  - a. Entered Virginia public schools for the first time at age 18 or older



- b. Entered Kilmer Center School at age 18 or older and completed less than 2 semesters
1. Combine these values to generate a Modified Dropout Rate, as outlined in Table C.1 below.  
Table C.2 provides a sample of how the modified calculation works.
  - 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 Modified Dropout Rate value.

**Table C.1. Modified Dropout Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with latest status of dropout	
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	
(D)	<b>Numerator = (B-C)</b>	
(E)	<b>Denominator = (A-C)</b>	
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	
(G)	<b>Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)</b>	

**Table C.2. SAMPLE CALCULATION Modified Dropout Rate**

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with latest status of dropout	1
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	1
(D)	<b>Numerator = (B-C)</b>	$(1 - 1) = 0$
(E)	<b>Denominator = (A-C)</b>	$(12 - 1) = 11$
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	$(0 / 11) * 100 = 0.00$
(G)	<b>Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)</b>	<b>0.000 Level 1 MET</b>

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

If the Modified Dropout 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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).

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.

#### 4D. CCCRI 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 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.
  - 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.
- **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 the Kilmer Center School at age 18 or older and completed less than 2 semesters

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

1. Identify the total students in the graduation cohort.
2. Determine how many:
  - a. Show CCCRI credit earned in the cohort list
  - b. Meet the broadened definition of service learning and/or work-based learning.
3. Out of those who do *not* fall into any of the categories above, determine how many meet an exclusion criterion:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Kilmer Center School at age 18 or older and completed less than 2 semesters.
4. Combine these values to generate a Modified CCCRI, as outlined in Table D.1 below. Table D.2 provides a sample of how the modified calculation works.



- a. Sum the number showing CCCRI credit earned with the number meeting the broader definition of CCCRI components to form a numerator.
- b. Subtract the non-graduate exclusions from the total cohort to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to find the Modified CCCRI value.

**Table D.1. Modified CCCRI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with CCCRI credit earned	
(C)	# who meet the broadened definition of service learning or work-based learning	
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(E)	Numerator = (B+C)	
(F)	Denominator = (A-D)	
(G)	Modified CCCRI = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	

**Table D.2. SAMPLE CALCULATION Modified CCCRI**

Row	Calculation Step	Value
(A)	# of students in cohort	12
(B)	# showing with CCCRI credit earned	2
(C)	# who meet the broadened definition of service learning or work-based learning	8
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	1
(E)	Numerator = (B+C)	(2 + 8) = 10
(F)	Denominator = (A-D)	(12 - 1) = 11
(G)	Modified CCCRI = (E) / (F) * 100	(10 / 11) * 100 = 90.909
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	91 Level 1 MET

*Note that this sample Modified CCCRI calculation of 91 (Level 1) compares to a standard CCCRI calculation of 17 (Level 3).*



The modified calculation above will determine the final CCCRI indicator performance level for accountability under this alternative accreditation plan.

**5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.**

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.

Teaching and learning will continue to be a high priority as staff prepare to receive students back to in-person learning after a significant separation due to the global Covid-19 pandemic. Students who are virtual engage in social skills lessons targeting maladaptive behaviors and practicing replacement behaviors with support from parent/guardian or in-home support personnel. Parents will have access to copies of Return To School social stories that will help students reacclimate to the activities of a school day. The school's two behavior resource teachers visit virtual classrooms weekly to engage with students and reinforce behaviors. Teaching staff continue to engage in weekly grade-level Collaborative Learning Teams (CLTs) to plan and share instruction and assessment tools. The Clinical Team meets weekly to discuss specific student challenges and delegate action items to address concerns. The school psychologist and school social worker continues to offer monthly training opportunities for parents. Staff will be thoughtful and intentional in the planning of activities to ensure students transition back into brick and mortar buildings seamlessly. It will be essential that students receive explicit instruction on routines and procedures and embed time for students to practice classroom and school routines and procedures. The use of lessons and materials that were implemented during virtual instruction will be used as appropriate to provide students with familiarity. Administration will be thoughtful with beginning of the year classroom staffing assignments. Supportive, trusting relationships have been established in the virtual environment and we will want to consider this factor. A high priority at Kilmer Center School will be the intentional work around cultural proficiency and especially ensuring every student is acknowledged, that they are seen and heard, that they are valued and they know and feel a sense of belongingness in this school community. This will start from day one. The analysis of student data and adjustments to programming will be addressed in weekly grade-level Collaborative Learning Team (CLT) meetings. The Clinical staff, including Public Health Nurse, school psychologist and school social worker will continue to have frequent and open lines of communication with families to share information and gain input regarding changing dynamics and reinforcing the home-school partnership. Back To School Night and Open House will be important activities that will help re-familiarize students with the school building, peers, teachers and staff.



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

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

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, *waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver.* In accordance with 8VAC20-131-420, waivers of requirement in [8VAC20-131-30](#), [8VAC20-131-50](#), [8VAC20-131-51](#), [8VAC20-131-70](#), and [8VAC20-131-370](#) through [8VAC20-131-430](#) shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.

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

02/15/2022

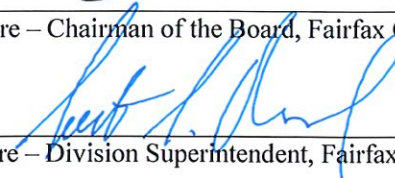
Date Approved by the Local School Board

February 21, 2022

Submission Date



Signature – Chairman of the Board, Fairfax County Public Schools



Signature – Division Superintendent, Fairfax County Public Schools



### ALTERNATIVE ACCREDITATION PLAN TEMPLATE

**School Name:** Mountain View High School  
**Division Name:** Fairfax County Public Schools (FCPS)  
**School Address:** 5775 Spindle Court, Centerville, VA 20121  
**Contact Person:** Joseph Thompson  
**Phone Number:** 703-227-2316  
**Email:** jthompson1@fcps.edu  
**Grade Levels Served:** 9-12

**Number of Students Enrolled by Grade:**

Enrollment View	Grade 9	Grade 10	Grade 11	Grade 12
September 2021 Membership Reported to Virginia Department of Education (VDOE)	10	22	50	72
January 2022 Student Information System Enrollment	17	28	52	76

- 1. Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?**

The student body at Mountain View HS is primarily composed of students who have had interruptions in their schooling. The circumstances that led to interrupted schooling continue to exist in their lives even after they transfer to Mountain View HS. For some students, interruptions occur during transition through the discipline process. A substantial percentage of students have been through the refugee process and are going through the immigration process, wrestling with a placement process that can often be traumatic. Socioeconomic pressures, parenting and family responsibilities, and other social and emotional factors that may be under control at the time of a student's enrollment may reappear while the student is at Mountain View HS.

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

Due to managed enrollment, the student population at Mountain View HS averages approximately 270 students at a given time (small by Fairfax County standards) drawn from 14 Fairfax County traditional high schools. Currently, 81 percent of the student population is 18 or older, 37 percent are independent and self-enrolled, 30 percent are primary wage earners in their households, and 14 percent are 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 VDOE Fall Membership Report**

Year	Total Students	Asian	Black	Hispanic	Two or More Races	White	Econ. Disadv.	English Learners	Students with Disabilities
Sept 2019	256	32	25	156	5	38	107	142	36
Sept 2020	138	17	16	88	4	13	50	90	18
Sept 2021	154	16	11	107	0	20	105	108	17

**3-Year Age Distribution, Based on FCPS September Membership**

Year	Aged 17 and Younger	Aged 18 and Older
Sept 2019	29%	72%
Sept 2020	18%	82%
Sept 2021	22%	78%

**Additional Student Demographics Data**

Enrollment View	Hearings Office Placement	Pregnant or Parenting	Self-Enrolled	Age 22+ (Tuition-Paying)	Homeless
January 2022 Student Information System Enrollment	2%	9%	45%	2%	6%

2. Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.

Achievement in the Core Area of English  
 Achievement in the Core Area of Mathematics  
 Achievement in the Core Area of Science  
 Achievement Gaps in Core Area of English

**X Achievement Gaps in the Core Area of Mathematics**

**X Graduation Completion Index (GCI)**

**X Dropout Rate**

**X Chronic Absenteeism**

**X College, Career and Civic Readiness (CCCRI)**



### **3. Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?**

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

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

#### **Historical Data Demonstrating Current Measures Are Not Appropriate**

Historical data demonstrate the need for alternative measurement in the selected indicators. To confirm this need, "current year" outcomes are reviewed for the past two years in which accreditation was calculated: SY 2017-18 and SY 2018-19, which were used to determine accreditation for accountability years 2018-19 and 2019-20.

- **Achievement Gap Mathematics** - Two student groups performed below Level 1 in SY 2017-18 (White 67 percent at Level 2; Students with Disabilities 43 percent for Level 3), and one student group performed below Level 1 in SY 2018-19 (Students with Disabilities 59.09 percent for Level 3). These outcomes generate an overall Performance Level 2 for the indicator.
- **Chronic Absenteeism** - Current year outcomes fell in Level 3 for both SY 2017-18 (33 percent) and SY 2018-19 (40 percent).
- **GCI** - Current year outcomes fell in Level 3 for both SY 2017-18 (59 percent) and SY 2018-19 (58.1 percent).
- **Dropout Rate** - Current year outcomes fell in Level 3 for both SY 2017-18 (45 percent) and SY 2018-19 (42.22 percent).
- **CCCRI** - Current year outcomes fell in Level 3 for both SY 2017-18 (14 percent) and SY 2018-19 (8.89 percent).

#### **Explanation of Why Current Measures Are Not Appropriate**

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

A significant number of students enrolling at Mountain View HS have a history of transiency, academic interruptions, and academic failure. Additionally, 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 and behavioral/social-emotional needs served at this Tier 3 attendance, academics, and behavior intervention school, standard calculations for **academic achievement gaps in mathematics** imperfectly and inequitably represent Mountain View HS as underperforming. Therefore, the standard calculations are not appropriate to reflect Mountain View HS performance.

Similar factors apply when considering **chronic absenteeism** measures. Socioeconomic pressures, 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. Additionally, the majority of the student population is aged 18 and over and are continuing their high school education voluntarily. 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.

**GCI and dropout rate** measures are also affected by the composition of the special student population. As noted in the description of the student population above, the student body at Mountain View HS is primarily composed of students who are at significant risk of dropping out of school. The circumstances that lead 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. Compounding these barriers to graduation, most of the students enrolling at Mountain View HS are significantly behind their cohort when they enter. While the extent varies, some students enter Mountain View HS with no standard credits toward graduation after three years of enrollment at a traditional high school. 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.

Finally, standard calculations for **CCCRI** imperfectly and inequitably represent Mountain View HS as underperforming and are not appropriate to reflect Mountain View HS outcomes. As noted in the description of the student population above, many students at Mountain View HS have had significant interruptions in their schooling and/or trauma within their lives. This includes students transitioning through the discipline process, refugees going through the immigration process, and young parents with family responsibilities. Due to these interruptions, students are less likely to have successfully completed advanced coursework, Career and Technical Education (CTE) courses and credentials, and traditional school-sponsored work-based learning or service learning experiences.

4. For each of the indicators listed in question 2, clearly describe the alternate means of evaluating the indicators that are objective, measurable, and directly related to the mission and purpose of the school (include how state assessments are used for the first two indicators, if they are selected).

*Please include sample calculations to describe how the alternate data will be evaluated for each indicator.*

*Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

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 as



well as application of weighted values and bonus points. For each indicator, the calculation formula is explicitly provided in a table together with a sample calculation.

- [Section 4A - Achievement Gaps for Mathematics, page 6](#)
- [Section 4B - Chronic Absenteeism, page 8](#)
- [Section 4C – GCI, page 10](#)
- [Section 4D - Dropout Rate, page 13](#)
- [Section 4E – CCCRI, page 15](#)

#### 4A. Academic Achievement Gap Indicator for Mathematics

The following modifications are needed within the Academic Achievement Gap indicator for mathematics.

- **Use a weighted value** of 0.9 for SOL test results falling in the 375-399 score range.
- **Adjust the floor** for considering improvement from the prior year (reduction in the failure rate). Move this floor from 50 percent to 40 percent, based on standard calculations.
- **Change the reduction** in failure rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

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

**Table A.1. Modified Pass Rate Calculation Model - Mathematics Groups**

*Note: The calculation is repeated, as needed, for each reporting group not meeting Level 1 under the standard indicator calculation*

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	
(B)	# passing the SOL or approved substitute test	

(C)	0.9 * (# scoring 375-399 on the SOL test)	
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	
(F)	Numerator = (B+C+E)	
(G)	Denominator = (A-D+E)	
(H)	Modified Pass Rate = (F) / (G) * 100	
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	

**Table A.2. SAMPLE CALCULATION Modified Pass Rate - Mathematics Groups (SAMPLE = White)**

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

Row	Calculation Step	Value
(A)	# of assessed students in the core subject	31
(B)	# passing the SOL or approved substitute test	15
(C)	0.9 * (# scoring 375-399 on the SOL test)	(0.9 * 6) = 5.4
(D)	# qualifying for Transfer and/or SOA Adjustment - EL <i>Remove from denominator</i>	2
(E)	# of Recovery tests <i>Include in numerator and denominator</i>	1
(F)	Numerator = (B+C+E)	(15 + 5.4 + 1) = 21.4
(G)	Denominator = (A-D+E)	(31 - 2 + 1) = 30
(H)	Modified Pass Rate = (F) / (G) * 100	(21.4 / 30) * 100 = 71.333
(I)	Level 1 Target Met / Not Met (70 or Higher, rounded to the nearest whole number)	71 Level 1 MET

*Note that this sample Modified Pass Rate calculation of 71 (Level 1) for the White reporting group compares to a standard pass rate calculation of 53 (Level 3) for the same reporting group.*

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

- To find the modified cumulative year average for a reporting group:
  - Calculate the reporting group's Modified Pass Rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  - Using the numerators and denominators for these modified 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 for a reporting group:
  1. Confirm that the current year's *standard* pass rate for the reporting group meets the modified floor of 40 percent, including all standard calculation adjustments.
  2. Compare the prior year's *unadjusted* failure rate (using outcomes from SY 2018-19) 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, then the calculated reporting group performance level is elevated one step (i.e., from Level 2 to Level 1 or from Level 3 to Level 2).

The culmination of the modifications above, used only as needed, will determine the final performance level for each reporting group in mathematics under this alternative accreditation plan. The overall Academic Achievement Gap for Mathematics performance level will be determined using standard accreditation procedures, with Level 1 for the indicator reflecting no more than one reporting group performing at Level 2 based on the modified calculation procedures above.

#### 4B. Chronic Absenteeism Indicator

The following modifications are needed within the Chronic Absenteeism calculation.

- **Change the student-level threshold** for chronically absent. Move the threshold from 10 percent of the school year to 15 percent of the school year.
- **Redefine meaningful engagement and interactions** when tracking student attendance, as defined in a local school policy based on guidance within Superintendent's Memo #188-20. 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. This interaction may take place within or outside regular school hours, apply across instructional settings, 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 in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

When the chronic absenteeism rate does not meet Level 1 using the standard indicator calculation, a Modified Chronic Absenteeism Rate will be calculated. To complete the Modified 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 15 percent or more of enrolled days, ignoring days of home-based instruction, per the standard calculation process
  - b. Exceed 85 percent attendance when including days that qualify under the revised definition of meaningful engagement and interactions, based on the local school policy.
  - c. Entered Virginia public schools for the first time at age 18 or older and do *not* meet this 85 percent attendance threshold for meaningful engagement and interactions.
3. Combine these values to generate a Modified Chronic Absenteeism Rate, as outlined in Table B.1 below. Table B.2 provides a sample of how the modified calculation works.

- a. Subtract the number exceeding 85 percent attendance with modified definitions and exclusions from the initial number missing 15 percent or more to form a numerator.
- b. Subtract the exclusions based on age at entry from the total students enrolled over half the year to form a denominator.
- c. Divide the numerator by the denominator and multiply by 100 to generate the Modified Chronic Absenteeism Rate value.

**Table B.1. Modified Chronic Absenteeism Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	
(B)	# missing $\geq$ 15 percent of the school year	
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	
(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	
(E)	Numerator = (B-C-D)	
(F)	Denominator = (A-D)	
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	

**Table B.2. SAMPLE CALCULATION Modified Chronic Absenteeism Rate**

Row	Calculation Step	Value
(A)	# of students enrolled > 50 percent of school year	194
(B)	# missing $\geq$ 15 percent of the school year	75
(C)	# from row B who attended > 85 percent of the year when taking into account redefined meaningful engagement and interactions <i>Remove from numerator</i>	36
(D)	# of students from row B <b>not</b> counted in row C who entered VA public schools for the first time at age 18+ <i>Remove from numerator and denominator</i>	12
(E)	Numerator = (B-C-D)	(75 - 36 - 12) = 27
(F)	Denominator = (A-D)	(194 - 12) = 182
(G)	Modified Chronic Absenteeism Rate = (E) / (F) * 100	(27 / 182) * 100 = 14.835
(H)	Level 1 Target Met / Not Met (15.000 or Lower, calculated to precision)	14.835 Level 1 MET



*Note that this sample Modified Chronic Absenteeism calculation of 14.835 (Level 1) compares to a standard chronic absenteeism calculation of 74.288 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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--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).

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.

#### 4C. GCI Indicator

The following modifications are needed within the GCI calculation.

- **Allow points for Accelerated Credit Recovery Program completion.** Mountain View HS opened a new opportunity for student self-enrollment in an Accelerated Credit Recovery Program. This program was introduced in January 2021 and offered an alternative course schedule with short intensive study, with students often taking only one or two courses during this time period. Seniors from any traditional high school who were seeking to graduate by June but were short on the standard credits they needed were invited to transfer into this Accelerated Credit Recovery Program. Many of these students elected to transfer back to their base high school just before graduation. As the Accelerated Credit Recovery Program continues as an ongoing program in school year 2021-22 and beyond, the division seeks to include these students in Mountain View HS's modified GCI calculations since the alternative high school staff provided an essential service that led directly to the students' diploma. Award an additional 25 points within the modified GCI calculation for each student who received a diploma by August 31 from another FCPS high school after earning at least one standard credit required for graduation through the Accelerated Credit Recovery Program during the student's last three semesters of high school enrollment.
- **Exclude non-graduates who:**
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the improvement** in the index from 2.5 points to 2 points in order to meet improvement criteria from the previous year.

- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many from the cohort:
  - a. Earned a Virginia Board recognized diploma
  - b. Earned a high school equivalency (HSE) general education diploma (GED)
  - c. Were awarded a certificate of completion.
  - d. Were "still enrolled"
  - e. Graduated with Accelerated Credit Recovery Program services
3. From the non-graduates, determine how many meet an exclusion criterion:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters
  - c. Transferred out of state at age 18 or older
  - d. Failed to complete the year due to incarceration
4. Combine these values to generate a Modified GCI, as outlined in Table C.1 below. Table C.2 provides a sample of how the modified calculation works.
  - a. Multiply each of the graduate-completer status groups by the set weight and sum to form a numerator.
  - b. Subtract the non-graduate exclusions from the total cohort and multiply by 100 to form a denominator.
  - c. Divide the numerator by the denominator and multiply by 100 to find the Modified GCI value.

**Table C.1. Modified GCI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	
(C)	100 * (# earning a diploma)	
(D)	75 * (# not counted in row B who earned a HSE/GED)	
(E)	25 * (# not counted in row B who earned a certificate of completion)	
(F)	70 * (# not counted in row B who were "still enrolled")	
(G)	25 * (# of students who graduated with Accelerated Credit Recovery Program services)	
(H)	Numerator = (C+D+E+F+G)	
(I)	Denominator = 100* (A-B)	
(J)	Modified GCI = (H) / (I) * 100	
(K)	Level 1 Target Met / Not Met (88 or Higher, rounded to the nearest whole number)	



**Table C.2. SAMPLE CALCULATION Modified GCI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	27
(C)	100 * (# earning a diploma)	$(100 * 123) = 12,300$
(D)	75 * (# not counted in row B who earned a HSE/GED)	$(75 * 1) = 75$
(E)	25 * (# not counted in row B who earned a certificate of completion)	$(25 * 7) = 175$
(F)	70 * (# not counted in row B who were "still enrolled")	$(70 * 13) = 910$
(G)	25 * (# of students who graduated with Accelerated Credit Recovery Program services)	$(25 * 12) = 300$
(H)	<b>Numerator = (C+D+E+F+G)</b>	$(12,300 + 75 + 175 + 910 + 300) = 13,760$
(I)	<b>Denominator = 100* (A-B)</b>	$100 * (180 - 27) = 15,300$
(J)	<b>Modified GCI = (H) / (I) * 100</b>	$(13,760 / 15,300) = 89.934$
(K)	<b>Level 1 Target Met / Not Met</b> <b>(88 or Higher, rounded to the nearest whole number)</b>	<b>90</b> <b>Level 1 MET</b>

*Note that this sample Modified GCI calculation of 90 (Level 1) compares to a standard GCI calculation of 75 (Level 3).*

If the Modified 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified rate 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--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).

The culmination of the modifications above, used only as needed, determines the final GCI indicator performance level for accountability under this alternative accreditation plan.

#### 4D. Dropout Rate Indicator

The following modifications are needed within the Dropout Rate calculation.

- **Exclude dropouts** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration
- **Change the reduction** in dropout rate from 10 percent to 5 percent in order to meet improvement criteria from the previous year.
- **Extend the options** for cumulative year average calculations. Allow consideration of a 4-year average and a 5-year average in addition to the standard 3-year average.

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

1. Identify the total students in the graduation cohort.
2. Determine how many show dropout as the latest status
3. Of these dropouts, determine how many:
  - a. Entered Virginia public schools for the first time at age 18 or older
  - b. Entered Mountain View HS at age 18 or older and completed less than 2 semesters
  - c. Transferred out of state at age 18 or older
  - d. Failed to complete the year due to incarceration
4. Combine these values to generate a Modified Dropout Rate, as outlined in Table D.1 below. Table D.2 provides a sample of how the modified calculation works.
  - 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 Modified Dropout Rate value.

**Table D.1. Modified Dropout Rate Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with latest status of dropout	
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	
(D)	<b>Numerator = (B-C)</b>	
(E)	<b>Denominator = (A-C)</b>	
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	
(G)	<b>Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)</b>	



**Table D.2. SAMPLE CALCULATION Modified Dropout Rate**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with latest status of dropout	36
(C)	# of students from row B who meet a defined exclusion criterion from the narrative <i>Remove from numerator and denominator</i>	27
(D)	<b>Numerator = (B-C)</b>	$(36 - 27) = 9$
(E)	<b>Denominator = (A-C)</b>	$(180 - 27) = 153$
(F)	<b>Modified Dropout Rate = (D) / (E) * 100</b>	$(9 / 153) * 100 = 5.882$
(G)	<b>Level 1 Target Met / Not Met (6.000 or Lower, calculated to precision)</b>	<b>5.882 Level 1 MET</b>

*Note that this sample Modified Dropout Rate calculation of 5.882 (Level 1) compares to a standard dropout rate calculation of 20.000 (Level 3).*

If the Modified Dropout 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 modified rate for each of the four most recent prior years with available accreditation data (outcomes from SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16), using the same alternative rules above.
  2. Using the numerators and denominators for these modified 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 modified rate (using outcomes from SY 2018-19) to the current year's modified 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).

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.

#### 4E. CCCRI 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 service learning experience definition to include students who successfully 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.
  - 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.
- **Exclude non-graduates** who:
  - Enrolled in Virginia public schools for the first time at age 18 or older (not subject to compulsory attendance laws)
  - Enrolled at Mountain View HS at age 18 or older and completed less than 2 semesters
  - Transferred out of state when aged 18 or older, where programs are not available for over-18 students
  - Failed to complete the year due to incarceration

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

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

**Table E.1. Modified CCCRI Calculation Model**

Row	Calculation Step	Value
(A)	# of students in cohort	
(B)	# showing with CCCRI credit earned	
(C)	# who meet the broadened definition of service learning or work-based learning	
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	



(E)	Numerator = (B+C)	
(F)	Denominator = (A-D)	
(G)	Modified CCCRI = (E) / (F) * 100	
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	

**Table E.2. SAMPLE CALCULATION Modified CCCRI**

Row	Calculation Step	Value
(A)	# of students in cohort	180
(B)	# showing with CCCRI credit earned	112
(C)	# who meet the broadened definition of service learning or work-based learning	21
(D)	# of students who meet a defined exclusion criterion from the narrative <i>Remove from denominator</i>	27
(E)	Numerator = (B+C)	(112 + 21) = 133
(F)	Denominator = (A-D)	(180 - 27) = 153
(G)	Modified CCCRI = (E) / (F) * 100	(133 / 153) * 100 = 86.928
(H)	Level 1 Target Met / Not Met (85 or Higher, rounded to the nearest whole number)	87 Level 1 MET

*Note that this sample Modified CCCRI calculation of 87 (Level 1) compares to a standard CCCRI calculation of 62 (Level 3).*

The modified calculation above will determine the final CCCRI indicator performance level for accountability under this alternative accreditation plan.

**5. What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.**

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



and strong staff support network surrounding each student.

Mountain View High School 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 is a collaborative partner with fourteen FCPS 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.

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 our Success Prep classes; Project Opportunity, which supports pregnant and parenting students; and Mountain View's partnerships with Therapeutic Day Treatment (TDT) and Community Services Board (CSB).

Behavioral supports include Mountain View's Re-entry Option (REO), the goal of which is to transition students removed from the classroom back into the classroom as quickly and seamlessly as possible; Mt. View'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.

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.

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

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

Mountain View HS meets all conditions of pre-accreditation eligibility and requires no waivers for accrediting standards.



COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**  
**For the 2022-2023 accreditation year based on data from the 2021-2022 school year**

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

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

*D. Alternative accreditation plans. Subject to the provisions of subsection B of this section, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the board. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard Diploma or an Advanced Studies Diploma must meet the requirements prescribed in 8VAC20-131-50 or 8VAC20-131-51.*

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

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

In accordance with the provisions of 8VAC20-131-420(B) of the standards, waivers may be granted by the board based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the justification and need for the waiver. In accordance with 8VAC20-131-420, waivers of requirement in 8VAC20-131-30, 8VAC20-131-50, 8VAC20-131-51, 8VAC20-131-70, and 8VAC20-131-370 through 8VAC20-131-430 shall not be granted, and no waiver may be approved for a program that violates the Standards of Quality.

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

February 8, 2022

\_\_\_\_\_  
Date Approved by the Local School Board

February 18, 2022

\_\_\_\_\_  
Submission Date

  
\_\_\_\_\_  
Signature – Chairman of the School Board

  
\_\_\_\_\_  
Signature – Division Superintendent

## ALTERNATIVE ACCREDITATION PLAN

**School Name:** William Obediah Robey High School

**Division Name:** Loudoun County Public Schools

**School Address:** 46260 W Laurel Avenue, Sterling, VA 20164

**Contact Person:** Jeanene Sims

**Phone Number:** 571-434-4593

**Email:** [jeanene.sims@lcps.org](mailto:jeanene.sims@lcps.org)

**Grade Levels Served:** 9-12

**Number of Students Enrolled by Grade: Enrollment for 2021-2022:**

Grade*:	2021/2022
9 <sup>th</sup>	0
10 <sup>th</sup>	2
11 <sup>th</sup>	18
12 <sup>th</sup>	9
<b>total</b>	29

1. *Describe the characteristics of the student population and the purpose of the school. Specifically, what is the special purpose of the school that qualifies it for this flexibility? How are students identified for attendance at this school?*

William Obediah Robey High School (W. O. Robey HS) is an alternative high school serving students in grades 9 – 12. Students' ages range from 16 - 21. W.O. Robey High School 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 courses each semester. W. O. Robey HS offers morning and evening sessions to meet the unique needs of students who elect to attend the school.

The school's vision is: *Empowered students graduate from William Obediah Robey High School equipped with academic and life skills to follow individual paths to success in their worlds.* The school's mission is: *William Obediah Robey High School uses nontraditional engagement and personalized instruction to create an innovative, safe, and welcoming learning environment that gives students the confidence to advance toward graduation and make meaningful contributions to their communities.* W.O. Robey High School 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 current student population consists of 29 students. The current demographics of W. O. Robey HS are as follows:

**AGES SERVED:** In our first year, the number of students varied between graded (under age 18) and adults (over age 18):

Age Range*:	2020/2021
<b>Graded students:</b> (grades 9 – 12: under age 18 [ELL])	24%
<b>Adult Students:</b> (18 or older [ELL]) (Age 20 or older [ELL])	76% (31%)

**DEMOGRAPHICS:** W.O. Robey HS has a truly diverse student population, coming from many countries and speaking a wide range of first languages, leading to diverse educational backgrounds:

Origin*:	2021/2022
<b>Countries</b>	9
<b>First Languages</b>	5

Race/Ethnicity*:	2021/2022
<b>Hispanic</b>	83%
<b>Black</b>	0%
<b>Asian</b>	10%
<b>White</b>	7%
<b>Other (2+)</b>	0%

**EMPLOYMENT:** Ninety-three percent of W.O. Robey HS reported as working at least one job. Some students report that they have multiple jobs:

Work Status**:	2021/2022
<b>Employed in at least one job</b>	93%
<b>No report or not employed</b>	7%

**INTERRUPTION TO SCHOOL:** Students come to W.O. Robey HS with different educational realities than same aged peers. Most students are considered to have interrupted schooling and are over-age/under-credited for their grade designation:

Interrupted/Over-age*:	2021/2022
<b>Interrupted schooling</b>	17%
<b>Over-age/under-credited for grade designation</b>	69%

**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.

<b>English Learner (EL/LEP) *:</b>	<b>2021/2022</b>
Receiving EL support in classes (WiDA 1 – 4)	93%
Limited English Proficient (LEP)(WiDA 1 – 6)	93%
Non-LEP	7%
<b>Special Education*:</b>	<b>2021/2022</b>
Receiving Special Education services	0%

**MCKINNEY-VENTO/ECONOMICALLY DISADVANTAGED/ NUMBER OF HIGH SCHOOLS ATTENDED:** A sizable percentage of the students enrolled at W.O. Robey HS meet the state definition of McKinney-Vento. Additionally, most W.O. Robey HS students are identified as Economically Disadvantaged and have attended 2 or more high schools.

<b>M-V, Econ. Dis, No. of HS*:</b>	<b>2021/2022</b>
Identified as McKinney-Vento	41%
Identified Economically Disadvantaged	93%
No. of high schools attended:	
2 or more high schools	100%
3 or more high schools	59%

\*Source: Phoenix – Student Information System LCPS (Loudoun County Public Schools)

\*\*Source: Student provided information

The purpose of the alternative accreditation plan is to accurately and fairly measure the educational program offered at W.O. Robey High School given the many circumstances that have impacted the students' ability to graduate with their respective cohorts. The program must be adaptive to provide differentiated instructional support, to provide personalized scheduling, and to meet the individual needs of students at W. O. Robey HS which justifies the need for the alternative accreditation plan.

2. *Indicate which accreditation indicators, as they are currently calculated, are not an appropriate measure of the school's success.*

- ☒ Achievement Indicators in Core areas of Mathematics, English, and Science
- ☒ Achievement Gaps in Mathematics and Reading
- ☒ Graduation Completion Index
- ☒ Dropout Rate
- ☒ Chronic Absenteeism
- ☒ College, Career and Civic Readiness



3. *Why are the current measures for the indicators selected in question 2 not appropriate, as they are currently calculated, for this school?*

The alternative accreditation plan for W. O. Robey HS provides non-standard measures for student achievement and engagement while still incorporating the current performance level requirements of accreditation. The purpose of the alternative accreditation plan is to assess the educational program fairly and accurately at W. O. Robey HS, given the factors that prevent the students from graduating with their cohort peers. The program flexibility required by the students, the learning needs of the students served, and the alternative nature of the class schedules justifies the need for an alternative accreditation plan. Historically data for the school does not exist since 2021-2022 is the inaugural year for the school. However, the current school year data below supports the need for alternative measures of success.

**Achievement Indicators in Core areas of Mathematics, English, and Science:** William Obediah Robey High School is in its first year of existence. The school began operations in July 2021. Students enrolled in W. O. Robey HS have experienced interrupted schooling, have gaps in background knowledge and vocabulary, are working to build literacy and many are new to the country or schooling which impacts all achievement indicators. Students require differentiated instructional support, personalized scheduling, and program flexibility which justifies the need for the alternative scheduling the school provides. Additionally, it highlights the need for alternative measures of academic achievement while using LCPS School Board approved measures. The data to support the need for an alternate measure for all achievement indicators is under the next section (Achievement Gap).

The achievement indicators for Mathematics, English, and Science are as follows as of 2/7/22:

Subject	Subgroup	2021-2022
English: EOC Reading (2017)	All students	2/14 passed (1 LVC)
English: Writing	All Students	None yet
Work Keys Reading	All students	<
Work Keys Writing	All students	7/14 passed
Mathematics (Algebra I – 2016)	All students	4/10 passed
Science (Biology)	All students	2/10 passed

< = Less than 10 participants

**Achievement Gaps in Mathematics and Reading:** The Measures of Academic Progress Growth Test (MAP) is administered to students to measure students' readiness for learning specific content and skills and academic growth over time. Based on Fall 2021 MAP growth data, students that enroll at W.O. Robey HS are entering the school with an average math MAP achievement percentile of 20.9. This is 34.5 percentiles below the division average of 55.4 for the fall MAP math assessment.

For English Language Arts, students are administered the HMH Phonics Inventory assessment. The Phonics Inventory Fluency scores resulted in 73.9% (17 out of 23) of the students entered W. O. Robey HS at the Beginning or Developing Decoder status. It is recommended that students at the Beginning Decoder status receive instruction on foundational phonics. Students at the Developing Decoder status are recommended to receive targeted phonics remediation. Of the 26 students assessed for Lexile scores, four students scored at the Beginning Reader level, and the average

Lexile score of the remaining students was 567.4, which would fall in the grade 3 range for beginning of the year based on Lexile Grade Level Charts.

**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, Perseverance Toward Graduation (PTG) Performance Levels 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 for 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 and are economically disadvantaged. 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.

**Chronic Absenteeism:** As described in the characteristics of the student population above, 76% of W. O. Robey HS students are over the compulsory attendance age, under-credited, and experiencing or enduring the residual of many of life's most difficult challenges. Many students have experienced difficulties learning content in a second language and 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.

**College, Career and Civic Readiness:** Most students work hard to access college preparatory classes within LCPS. Additionally, students take Career and Technical Education (CTE) courses to attain skills needed for life beyond high school. Some students can earn industry certification and credentials through these CTE courses. Currently, 93% of students enrolled at W. O. Robey HS are currently working to support their families while parenting and balancing life challenges which necessitate the need for an alternative measure of career and work will be required.

4. *For each of the indicators listed in question 2, clearly describe the alternate means of evaluating the indicators that are objective, measurable, and directly related to the mission and purpose of the school (include how state assessments are used for the first two indicators if they are selected). Please include sample calculations to describe how the alternate data will be evaluated for each indicator. Please note, for academic achievement and achievement gap indicators, each subject must be evaluated separately (i.e., one calculation combining all subjects cannot be used for the mathematics, reading and science achievement indicator).*

#### **A. Achievement Indicator – Math, English, and Science** **Achievement Gaps in Mathematics and Reading**

Students will participate in SOL end-of-course tests as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Achieving at least the minimum score for a Pass/Proficient rating on the ACT WorkKeys test may be used as a substitute assessment for



reading and writing. For students with a score in the range of 375-399, a weighted value of  $\frac{3}{4}$  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 be based on a cumulative four-year rate, rather than a cumulative three-year rate.

Table A.1. Achievement Indicator Levels

<b>Accreditation Indicator</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
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 40-65%.	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 40-65%.	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 40-65%.	The current year or cumulative four-year combined rate is less than 65%
Achievement Gaps in Mathematics and Reading	No more than one student group in Level Two	Two or more student groups in Level Two	Two or more student groups in Level Three

## **B. Graduation Indicator**

### **Cohort Membership:**

As described in the characteristics of the student population of W. O. Robey HS, students are over-aged (more than 90% are over compulsory school-age), under-credited, balancing numerous life challenges, and often take longer to graduate. For this reason, the school program provides flexibility so that students can still graduate while balancing their life challenges.

The plan proposes that certain non-graduates be removed from the cohort as indicated below:

- Students who enter the school as their first 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 have another school to enroll in
- Students who discontinue school because of incarceration while enrolled at William Obediah Robey High School

The Graduation indicator 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:

Table B.1. GCI

<b>Number of Students</b>	<b>Types of Diplomas</b>	<b>Points Awarded for Each Diploma</b>	<b>Points Awarded</b>
	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			
<b>Graduation and Completion Index Scores = (C)/(D)</b>			

### **Example: Graduation and Completion Index Calculations**

Table B.2.GCI Example

<b>Number of Students</b>	<b>Types of Diplomas</b>	<b>Points Awarded for Each Diploma</b>	<b>Points Awarded</b>
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
<b>Graduation and Completion Index Scores = (C)/(D)</b>	<b>78.8</b>

### Persistence to Graduation Measure:

Students who persist to graduation, maintaining enrollment, regardless of age of entry, should be included as a measure of our school success. This measure will provide accountability for students who take longer to graduate while balancing life challenges. The Persistence to Graduation measure includes cohort students not counted in other measures and:

- who enrolled in a Virginia Public School for the first time after compulsory attendance age and:
  - did not graduate;
  - did not 'transfer out.'

Students in this group who maintain enrollment will be counted with a multiplier of 20 and divided by the total number of students in the group described above. An example of the calculation is below. This measure will reflect the status of all students with respect to graduation or program completion as well as the progress W. O. Robey High School is making in supporting all students to complete their high school diploma.

### Persistence to Graduation Measure Calculation:

Table B.3. PGM Calculation

Group	Number of students	Multiplier	Total
Maintaining enrollment		20	(E)
Total in Persistence Cohort		1	(F)
<b>Persistence to Graduation Measure = (E)/(F)</b>			

### Example: Persistence to Graduation Measure Calculation:

Table B.4. PGM Example

Group	Number of students	Multiplier	Total
Maintaining enrollment	32	20	640 (E)
Total in Persistence Cohort	44	1	44 (F)
<b>Persistence to Graduation Measure = (E)/(F)</b>			<b>14.6</b>

### 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.

Table B.5. GCI Calculation

Categories	Points
Graduation and Completion Index Scores = (C)/(D)	
Persistence to Graduation Measure = (E)/(F)	

<b>Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]</b>	
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### Graduation and Completion Index (GCI) + Persistence to Graduation Measure Calculation:

Table B.6. Graduation Indicator Composite Score Example

Categories	Points
Graduation and Completion Index Scores =(C)/(D)	78.8
Persistence to Graduation Measure = (E)/(F)	14.6
<b>Graduation Indicator Composite Score = [(C)/(D) + (E)/(F)]</b>	<b>93.4</b>

### Performance Level Descriptions

Table B.7. Graduation Indicator Levels

Accreditation 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

### 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 that 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

Dropout Rate Indicator	Level One	Level Two	Level Three
	Current or cumulative four-year dropout rate is less than or equal to 6% or 5% decrease in dropout rate if previously Level Two	Current or cumulative four-year dropout rate is greater than 6% or 5% decrease in dropout rate if previously Level Three	37% or higher, OR Level Two for more than 4 consecutive years

**Lifelong Learning Goal (LLG):** will be used to measure students' commitment to continue their learning and educational goals and 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

<b><u>Lifelong Learning Goal</u></b>	<b>LLG Points</b>
Students "age-out" with 22 credits: <ul style="list-style-type: none"> <li>• Student has transferred credits from another country that count as elective credits and has not fulfilled VDOE requirements</li> <li>• Student has transferred credits from another state that counts as elective credits and has not fulfilled VDOE requirement</li> <li>• Student has met VDOE credits but does not have Verified credits or met other graduation requirements needed to earn a standard diploma</li> </ul>	100 pts
Students have "aged-out" with < 22 credits and enroll in adult education/GED by Oct. 1st of following year:	75 pts
Student dropout and does not meet criteria above:	0 pts

Table C.4. Lifelong Learning Goal Indicator Levels

Lifelong Learning Goal (LLG)	Level One	Level Two	Level Three
	Current or cumulative four-year average LLG is greater than or equal to 75; OR 2% improvement if previously Level Two	Current or cumulative four-year average LLG is less than 75 but greater than 60; OR 2% increase if previously Level Three	Current or cumulative four-year average LLG is less than 60

Table C.5. Lifelong Learning Goal Indicator Calculation Model

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)	<b>Level 1 LLG Target Met / Not Met (75 or higher)</b>	<b>MET</b>

#### **D. Chronic Absenteeism**

As described in the characteristics of the student population, students enrolled at William Obediah Robey High School 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. Therefore, the calculation for attendance will be redefined to measure meaningful student engagement to include daily attendance, excused absences, daily student login in the learning management system, student correspondence with staff, or accessing an online course provider. A student will be considered chronically absent if they are absent for more than 15% of their enrolled days. This will apply to students that are enrolled for more than 50% of the school year.

Table D.1. Meaningful Student Engagement Definition

<b>Type of Attendance for Students Enrolled &gt;50% year</b>		<b>Number</b>
Daily Attendance greater than 85% of total enrolled days		
Students who met attendance requirements by meeting at least one of the requirements daily:		
	Google Meet, Microsoft Teams (virtual learning) or other virtual classes, OR	
	Login and/or post completed assignments into the Learning Management System (Schoology)	
	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)		

Engagement will be rated as follows:

Table D.2. Meaningful Engagement Indicator Levels

<b>Accreditation Indicator</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
Chronic Absenteeism / Meaningful Engagement	Current or cumulative four-year chronic absenteeism rate is 15% or lower, or 5%	Current or cumulative four-year chronic absenteeism rate is greater than 15% but less than or equal to	Current or four-year average of students not demonstrating meaningful



	decrease if previously Level Two	25%, or 5% decrease if previously Level Three.	engagement is more than 25%
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**E. College, Career and Civic Readiness**

Since students at William Obediah Robey High School are young adult students whose formal education has been interrupted by external and life challenging circumstances, an alternative measure of readiness for college, career, and civic readiness will be required. Of the graduating cohort as determined for GCI, students will complete at least ONE of the following:

Table E.1. College, Career, and Civic Readiness Definition

<b>College, Career, and Civic Readiness</b>
Receive credit for advanced coursework (AP, IB, Cambridge, Dual Enrollment, or identify and apply to a college)
Earn credits to be considered a Career and Technical Education (CTE) finisher with a recognized CTE credential
Successful completion of a work-based learning experience to include: <ul style="list-style-type: none"> <li>• Successful employment in the community for at least 30 days with an overall positive supervisor evaluation of work employability skills</li> </ul>
Completion of work-based learning experience (Student presentation of current job, career paths, or managing money from jobs) <ul style="list-style-type: none"> <li>•</li> </ul>
Successful completion of a service-learning experience to include: <ul style="list-style-type: none"> <li>• Service Club school or community-based project; or</li> <li>• Other organization community project completion;</li> </ul> A written reflection connecting to civic readiness skills is required.

Table E.2. College, Career, and Civic Readiness Indicator Levels

<b>Accreditation Indicator</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
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.

5. *What programs and planning activities are in place that will allow students to be successful when they return to a regular school setting, as appropriate? If not appropriate, explain why.*

William Obediah Robey High School intends to provide all the supports needed for enrolled students to complete their graduation requirements with us.

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

N/A