

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

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

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

Date Approved
by the Local School Board

Signature
Chairman of the School Board

Submission Date

Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name	<u>Community Public Charter School</u>	Division	<u>Albemarle County</u>
School Address	<u>901 Rose Hill Dr. Charlottesville, VA 22903</u>		
Contact Person	<u>Ashby Kindler or Don Vale</u>	Phone	<u>434-972-1607</u>
Fax	E-mail Address	<u>akindler@k12albemarle.org; dvale@k12albemarle.org</u>	
Proposed Duration of the Plan	<u>Three years</u>		
Grade Levels Served	<u>6-8</u>		
No. Students Enrolled by Grade Level	<u>6th – 13 students, 7th- 6 students, 8th – 17 students</u>		

NOTE: The space provided will expand to accommodate the description if the form is prepared in Word.

<p>I. Describe the mission and purpose of the school.</p> <p>The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles and develop the whole child intellectually, emotionally, physically, and socially. Seeking to serve students who have not succeeded in school, the program will close their achievement gap by offering a balance of literacy tutorials and the arts-infused curriculum</p> <p>Goals :</p> <ul style="list-style-type: none"> • Expand opportunities for students who have not been successful in school, using the arts as a means of increasing literacy skills, and as a means of expression, discovery, invention and reflection; • Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively; • Provide opportunities for students to achieve in literary, performing, and visual arts; • Help students learn self-responsibility, self-discipline, self-direction and self-nurturing; • Create possibilities where all students are an important part of something larger than themselves: family, school, community, and world. • Design extensive process-oriented activities that result in a balance of process and product; • Integrate educational experiences within the community and solicit active involvement from parents and others; • Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists; • Give students the skills to pursue their own goals and evaluate their own performance;

- Encourage family involvement as a contributor to success; and,
- Teach students to think like artists.

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

Community Public Charter School serves students in grades 6-8 who are not performing up to their potential in traditional schools and who may benefit from a smaller environment with an arts-infused focus. Our target population includes students who are one or more years below grade level, or who have not experienced optimum success in school. Students are identified by their teachers, counselors, administrators or parents and with their parent/guardian support, apply for admission to CPCS. We accept, but do not specifically target, students who are identified as needing special education services. If there are more applicants than spaces, students will be selected by lottery.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

Community Public Charter School teaches the core subjects of language arts, social studies, math, and science with an arts infused and technology focus. With Choice Theory as our philosophical base, we strive to help students gain more responsibility in their socio-emotional lives as well as in their academics. We offer much choice in learning activities and place a high value on student/teacher and student/student relationships. Reading intervention is core to students' curriculum with an integration of several reading programs: "istation", Read 180, and Wilson Reading. Students participate in arts related activities on and off our campus including: blacksmithing, music lessons with professional musicians; visiting artists; community service.

Community Public Charter School is staffed with highly qualified teachers certified to teach all core areas. Currently, teacher/pupil ratio is 8-1 in core classes. We have a half-time art teacher. Paraprofessionals are utilized to serve as instructional assistants and resources for students. We have one full-time special education teacher. Additional pupil support is provided by two full-time counselors provided by local mental health agencies, by Albemarle County special education support, and by volunteers.

Our students will transition to either one of three comprehensive high schools, or to a smaller alternative charter high school in Albemarle County. Our goal is for our students to be placed in standard level or higher classes as opposed to self-contained or remedial classes.

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

Students will participate in grade level SOL tests in all core areas. Additionally, students will be assessed

using MAP, “istation” monthly assessments, CRIs, Read 180 assessments, SOL released tests, and authentic standards based assessments.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)		<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------	--	---------------------------------------

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

No waivers are being requested.

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

The alternative accreditation index model will hold the Community Public Charter School accountable for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and use science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components.

Student achievement is a fundamental component in determining the accreditation status of Virginia’s public schools. The alternative accreditation index model will measure student achievement based on students’ progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores and other indicators)

An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics.

SOL Index Points are assigned for student performance on the SOL tests by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores. Additional Index Points may be earned for meeting performance measures in the core “other academic” and optional objectives categories.

The Alternative Accreditation Index Score for each content area (English and Mathematics) is calculated by combining the SOL Index Score and the Additional Index Points.

An Alternative Accreditation Composite Index Score of at least 70 points must be earned in both English and mathematics grades 6-8 to achieve fully accredited status. Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation.

Basis for Accreditation and Adequate Yearly Progress:

- For purposes of calculating state **accreditation**:
 - Test results for all students in reading and mathematics will be included as follows:
 - A scale score of 500-600 will be weighted at 100 points
 - A scale score of 400-499 will be weighted at 90 points
 - A scale score of 375-399 will be weighted at 70 points
 - A scale score below 375 will carry no points in the calculation

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

- iStation Reading Program Tier Growth
- Read 180 Growth grade level equivalent from Lexile score
- Wilson Reading program growth
- MAP (Measures of Academic Progress) growth in Reading and Mathematics
- CRI (composite reading index) growth
- Recovering students pass rates in mathematics reading, history and social science
- 8th Grade Science SOL pass rate
- 8th Grade Civics SOL pass rate
- 8th Grade Writing SOL pass rate
- 8th Grade Transition -core course recommendations Standard and Advanced levels
- 8th Grade Special Education Students – Transition service plan placements
- Staff Retention

SOL Scaled Score	SOL Proficiency Level	Points Awarded Each SOL Score
500 - 600	Advanced	100
400 - 499	Proficient	90
375 – 399	Basic (Reading and Math 6-8)	70
Below 375	Fail	0

Core Other Academic Objectives (10 points maximum)		
iStation Reading Program Tier Growth Grades 6-8	Tier 3 movement to Tier 2	1 point
Current Fall 2010: Tier 3 students	Tier 2 movement to Tier 1	2 points
6 th - 25%, (3 students)	Tier 3 movement to Tier 1	3 points

7 th - 29%, (2 students) 8 th - 47% (8 students)		
Core Other Academic Objectives (10 points maximum)		
Read 180 Growth grade level equivalent from Lexile score. Current Fall 2010 6 students participating – grade level equivalent range 1-4	Growth of 1 year Growth of 1.5 years Growth of 2 or more years	1 point 2 points 3 points
Core Other Academic Objectives (6 points maximum)		
Wilson Reading program growth Current Fall 2010 4 students participating	Growth of 1 year Growth of 1.5 years Growth of 2 or more years	1 point 2 points 3 points
Core Other Academic Objectives (3 points maximum)		
MAP (Measures of Academic Progress) growth in Reading and Mathematics administered 3 times/yr Current Fall 2010 Reading 19 of 29 below benchmark 65.5%) Math 25 of 36 below benchmark (69.4%)	Decrease below Benchmark by 20% Decrease below Benchmark by 40% Decrease below Benchmark by 50%	1 point 2 points 3 points
Core Other Academic Objectives (10 points maximum)		
CRI (composite reading index) growth Current Fall 2010 13 of 17 below grade level (76.4%)	Growth of 1 year Growth of 1.5 years Growth of 2 or more years	1 point 2 points 3 points
Optional Objectives (3 points maximum)		
Recovering students pass rates in mathematics reading, history and social science Current number of students in recovery Math 11 of 36 30.5% Reading 13 of 36 36.1% History 14 of 36 38.9%	70% pass rate (recovery) Math, Reading or History 80% pass rate (recovery) Math, Reading or History 90% pass rate (recovery) Math, Reading or History	1 point 2 points 3 points
Core Other Academic Objectives (3 points maximum)		
8th Grade Science SOL pass rate	70% pass rate 80% pass rate 90% pass rate	1 point 2 points 3 points
Core Other Academic Objectives (3 points maximum)		
8th Grade Civics SOL pass rate	70% pass rate 80% pass rate 90% pass rate	1 point 2 points 3 points
Core Other Academic Objectives (3 points maximum)		
8th Grade Writing SOL pass rate	70% pass rate 80% pass rate 90% pass rate	1 point 2 points 3 points

Optional Objectives (3 points maximum)		
8th Grade Transition -core course recommendations Standard and Advanced levels	60% scheduled for Standard Level Core or above	1 point
	70% scheduled for Standard Level Core or above	2 points
	80% scheduled for Standard Level Core or above	3 points
Optional Objectives (5 points maximum)		
8th Grade Special Education Students – Transition service plan placements Current Fall 2010 90% of special education students receive services for less than 50% of their instructional day	90% of special education student service plans maintains less than 50% of their instructional day with services and none will be scheduled for self-contained classes	5 points
Optional Objectives (3 points maximum)		
Staff Retention (core classes) Current Fall 2010 100% staff retention in core classes	70% retention	1 point
	80% retention	2 point
	90% retention	3 point

VIII. Describe who was involved in the development of the proposed plan.
This plan was developed by John “Billy” Haun, Asst. Superintendent of Albemarle County; Ashby Kindler, Principal CPCS; Don Vale, School Improvement Coordinator CPCS and was approved by the staff and School Management Team of CPCS.

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

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

