

Alternative Schools' Modified Accountability System Option C Reports for 2021–22

The Alternative Schools' Modified Accountability System allows three ways for schools to participate in the system:

Option A: Alternative schools may participate in School Performance Grades as defined by G.S. 115C-83.15 **or**

Option B: Alternative schools may participate in Option B as defined in 16 NCAC 06G .0314 of the administrative code **or**

Option C: An alternative school may propose its own alternative accountability system for approval by the SBE.

Schools requesting to use Option C submitted their proposed model to the State Board of Education (SBE) for review and approval at the October 2021 SBE meeting. By mid-August of each reporting year, individual reports are due from each school or district for submission to the SBE. This document is comprised of the results for the 2021–22 academic year as calculated by each school or district according to their Option C proposals.

LEA code	LEA name	School code	School name
260	Cumberland County	260374	Alger B. Wilkins High School
260	Cumberland County	260413	Howard Learning Academy
260	Cumberland County	260449	Ramsey Street High School
280	Dare County	280306	Dare Learning Academy
410	Guilford County	410534	Dean B. Pruette SCALE Academy
410	Guilford County	410533	SCALE - Greensboro
410	Guilford County	410458	C Joyner Green Education Center
410	Guilford County	410379	Gateway Education Center
410	Guilford County	410464	Haynes Inman Education Center
410	Guilford County	410457	Herbin Metz Education Center
560	Macon County	560350	Union Academy
570	Madison County	570321	Madison County Alternative High School
920	Wake County	920381	Connections Academy
920	Wake County	920324	Longview School
920	Wake County	920508	Mount Vernon School
920	Wake County	920528	Mary Phillips High School
920	Wake County	920438	River Oaks Middle School
920	Wake County	920556	SCORE Academy
93L	Charter	93L000	Central Wake High School
60U	Charter	60U000	Commonwealth High School
61L	Charter	61L000	Stewart Creek High School

Questions regarding the specifics in any of the reports should be directly addressed to the school(s) or district(s). Information regarding the Alternative Schools' Modified Accountability System can be found on the North Carolina Department of Public Instruction's Office of Accountability and Testing website.

Alger B. Wilkins High School

Cumberland County Schools



ALGER B. WILKINS HIGH SCHOOL
1429 SKIBO RD,
FAYETTEVILLE NC, 28301

VALERIE MARTIN, PRINCIPAL
MICHAEL BAIN, ASST PRINCIPAL

Alger B. Wilkins High School
Alternative Accountability Model 2021 – 2022

Alger B. Wilkins High School has chosen Option C as the proposed accountability model for the 2021– 2022 school year. Alger B. Wilkins High School is an alternative high school for students who have been unsuccessful in the past in the traditional high school setting in obtaining their high school diploma. A large number of potential students who are selected to attend Alger B. Wilkins High School have dropped out or are on the verge of dropping out of high school. Prospective Wilkins' students are required to submit an application to be accepted into the ABWHS academic program. It is important to note that these students are held to the same academic standards as other Cumberland County high school students. The fact that Alger B. Wilkins High School students can work at an accelerated pace to move quickly through their required courses makes our school a needed asset for students who have limited alternatives. This is possible through the use of the GradPoint online curriculum, which is compatible with the NC SCOS, without jeopardizing the integrity of the academic program and to earn the credits needed for high school graduation.

The administration of Alger B. Wilkins High School, along with the School Improvement Team, would like to choose Option C as the Alternative Accountability Model for the 2021– 2022 academic school year. The approval of this model would allow our organization to focus our improvement efforts on the components listed below:

EVAAS Growth: The EVAAS Growth Index will be converted to a 100-point score and will be used as 60% of the accountability model. This is already a part of the NC Accountability Model. No further information is needed.

Student Performance: Test results from the EOC Assessments in ELA II, Math I, Math III, and Biology will be used to determine the overall assessment proficiency. The calculations used to determine this value will be a simple division of the number of students who are proficient by the number of tests taken. This is also a part of the NC Accountability Model. **This percentage will be used as 20% of the accountability model.**

Test Participation: At Alger B. Wilkins High School, we understand the importance of student accountability on testing days. It is understood by students and staff members that any absence during a testing day may be a lost opportunity for a student to take a required assessment demonstrate mastery learning and gather important student data. Under the guidelines set forth

in the ESSA Plan, all schools are expected to test 100% of eligible students in every subgroup with the required population. Sanctions will be issued for anything less than 95%. We understand the importance of testing all students who are required to test. **We would like for test participation to be used as 5% of the accountability model.**


Student Attendance: According to the NCES, National Center for Educational Statistics, research shows that student attendance has a direct impact on student achievement. Chronic absenteeism reduces even the most effective teachers in providing quality instruction to their students. The Center for Applied Research and Educational Improvement notes that chronic absenteeism affects not only achievement, but social-emotional development, grade retention and dropout, discipline, and is associated with substance abuse. All of these factors are associated with social and health problems into adulthood. Researchers also note that in addition to individual concerns, classrooms with high absenteeism can affect all achievement, even students with good attendance. Hanover Research consistently finds that missing more than 10% of school for high school students is detrimental to College and Career Readiness skills.

Alger B. Wilkins High School will monitor and provide additional opportunities to increase student attendance. We have created a virtual mentoring program this year to assist with motivating students to attend school. Student attendance records will be kept to support all documentation that is submitted. Student attendance has always been a concern at Wilkins and by using this indicator we want to ensure that our efforts for increasing student attendance will remain beneficial for the school and to the students as well. The calculation for this component will be computed by dividing the daily attendance by the total student enrollment. Student attendance was difficult this school year. However, we continue to work towards showing improvement. **This component will count as 5% of the accountability model.**


Parent Involvement: Researchers involved with the Harvard Family Research Project concluded that parental involvement is associated with higher student achievement. Standardized test scores, grades, and teacher ratings were found to be higher in schools with higher parental involvement. According to a 2011 study “Parent Involvement and Student Academic Performance” increased parent involvement directly correlated to the student-teacher relationship. The quality of the relationship was significantly related to academic achievement. Findings also found that increased parent involvement relates to the child’s increased perception of cognitive involvement. When parents are involved, children believe they are smarter and more capable.


Alger B. Wilkins High School will provide a variety of opportunities to increase parental involvement to include PTA Meetings, EOC Nights, Graduation Meetings, Parent Information sessions, Senior Nights, Multi-Cultural festivals, and Parent-Teacher Conferences, just to name a few. A student's parent can only be counted one time per activity. Attendance records will be kept to support all documentation that is submitted. Each opportunity for parent involvement will have a roster created and a percentage of parents who participate in the event. We will average all of the events and come up with one final percentage from the entire year of events and opportunities. Parent involvement has always been a concern at Wilkins and by using this indicator we want to ensure that our efforts for increasing parent involvement will remain beneficial for the school and the students. The calculation for this component will be computed


by dividing the number of parents involved by the total student enrollment. Parent involvement is improving; however, it is not where we would like for it to be. **This component will count as 10% of the accountability model.**


Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	95	135	70	.10	7	
Student Performance	9	144	6.31	.20	1.26	
Test Participation	159	174	0.913	.05	0.05	
Student Attendance			61.2	.05	3.06	
EVAAS			74	.60	44.4	
Overall					55.77	

The school designations will be based on the overall composite of the indicators. The labels will be:

If overall composite of the indicators is between 0-25: **1 Star** 

If overall composite of the indicators is between 26-50: **2 Stars** 

If overall composite of the indicators is between 51-75: **3 Stars** 

If overall composite of the indicators is between 76-100: **4 Stars** 

References

- Attendance and Chronic Absenteeism: Literature Review. (2018). *Center for Applied Research and Educational Improvement*. Published.
- Beyond Involvement and Engagement: The Role of the Family in School–Community Partnerships. (2016). *School Community Journal*. Published.
- Forum Guide to Collecting and Using Attendance Data. (2018). *National Forum for Educational Statistics*, 1–3.
- K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2011). *Journal of Prevention and Intervention in the Community*. Published.

Howard Learning Academy

Cumberland County Schools

"Every Child, Everyday,



Whatever It Takes"

Howard Learning Academy

1608 Camden Road

Fayetteville, NC 28306

Phone: (910) 483-5434 /Fax: (910) 323-3159

Howard Learning Academy serves to educate students in grades 6-8 who receive services through the Exceptional Children's Services Program and students who have been reassigned for disciplinary reasons. Regular education students are assigned to HLA for a minimum of 45 days, one semester or the remainder of the school year. These reassignments are based on violations of the Cumberland County Schools Code of Conduct. Students are assigned by the Associate Superintendent of Student Support Services as a result of those violations. At the end of the students' assignments, students may be considered for re-enrollment to their referring schools based on successful completion of goals including academics, attendance and behavior.

The staff at Howard Learning Academy, along with the School Improvement Team for the 2020-2021 school year would like to design our own alternative accountability model for approval by the SBE. This would be Option C. We would like to ask approval to use several components listed in this proposal.

Sincerely,
Allen Hines, Principal
Howard Learning Academy

ALTERNATIVE ACCOUNTABILITY MODEL 2020-2021

Howard Learning Academy

Parent Involvement

Parent Involvement is vital to student and school success. Parental visits will be logged during the 2020-2021 School Year. Visits may include attendance of IEP meetings, open house, parent night, Student Service Team meetings, awards programs, parent/teacher conferences, and assemblies. In addition, parents will participate in the intake process, discipline hearings, offer classroom support, volunteer duties, and eat lunch with their child.

This indicator will be measured by parent volunteer sign in logs. The total number of students who have parents involved, will be divided by the total membership to determine the value for this indicator.

This indicator will be weighted 10%.

Student Proficiency (Achievement)

Students enrolled at Howard Learning Academy at the time of End-of-Grade testing will be administered the ELA, Math and Science EOG Assessments. The results from each of these assessments will be combined to determine a composite score. This indicator will come from the NCDPI Accountability Reports.

This indicator will be weighted 10%.

Alternative Behavior Education Program

The Alternative Behavior Education Program is a student information system focused on behavior and student interventions. The interactive software emphasizes the importance of responsible behaviors and demonstrates why positive change is important. Focus is placed on behaviors and consequences, while providing at-risk students skills necessary to succeed. The ABE Program also provides detailed graphs and data revealing problematic areas in need of improvement. Crucial behavioral patterns are pinpointed, which are necessary for targeting influential variables. The parent portal component of the program provides parents access to student referrals and interventions. The ABE Program data can also be printed as summaries or graphs.

This indicator will be used based on a percentage of students who complete the program. The number of students who successfully complete the program will be divided by the total number of students enrolled in the program.

This indicator will be weighted 5%.

Community Involvement

Throughout the year, community involvement will be emphasized. Community members will sign the Community Involvement Log during the 2020-2021 School Year. Community members will visit as guest speakers, mentors, testing volunteers, DSS contacts, court liaisons, and student support. The community will also participate in a sports tournament, talent show, as well as providing student uniforms, supplies, and staff incentives.

This indicator will be measured by dividing the total number of community members involved and verified by the volunteer log divided by the total number of students enrolled.

This indicator will be weighted 5%.

Student Attendance

Student attendance is a vital aspect of the culture at Howard Learning Academy. Student attendance is imperative for student academic growth and overall comprehension and achievement. For these reasons, we would like to add student attendance as a component of the accountability model. The average used will be derived from the total number of students in attendance each day of the school year divided by the total number of students enrolled. We will have an overall attendance value and that value will be used as 10% of the accountability model.

This indicator will be weighted 10%.

Test Participation

At Howard Learning Academy, we strive to test every student enrolled during the testing window. The staff will work collaboratively to test all students enrolled.

Test participation will be determined by the official NCDPI data files.

This indicator will be weighted 10%.

EVAAS Growth

We understand the importance growth plays in the achievement of our students. We will use the EVAAS growth data for the remainder 50% of our model.

This indicator will be weighted 50%.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement				.10		
Student Proficiency				.10		
ABE Program				.05		
Community Involvement				.05		
Student Attendance				.10		
Test Participation				.10		
Sub Total				.50		
EVAAS				.50		
Overall						

The school designations will be based on the overall composite of the indicators.
The labels will be:

If overall composite of the indicators is between 0-25: ★

If overall composite of the indicators is between 26-50: ★★

If overall composite of the indicators is between 51-75: ★★★

If overall composite of the indicators is between 76-100: ★★★★

Ramsey Street High School

Cumberland County Schools

RAMSEY STREET HIGH SCHOOL
117 Quincy Street
FAYETTEVILLE, N.C. 28301
(910) 437-5829/ Fax (910) 437-5121

ALTERNATIVE ACCOUNTABILITY MODEL 2020-21

Ramsey Street High School currently has a dual mission: to educate students in grades 9-12 who receive services through the Exceptional Children's Services Program and to educate students who have been reassigned for disciplinary reasons. Regular education students are assigned to RSHS for a minimum of 45 days, a semester, or the remainder of the year. This is based on violations of the Cumberland County Schools' Code of Conduct. Students are assigned by the Associate Superintendent of Student Services as a result of violating the Cumberland County Schools' Code of Conduct. At the end of their assignment, students may be considered for re-enrollment to their referring school based on successful completion of goals including: attendance, academics and behavior.

The staff at Ramsey Street High School, along with members of the School Improvement Team, designed our own alternative accountability model. The model option we chose was option C. The components are:

Parent Involvement: Ramsey Street High School will provide a variety of opportunities to increase parent involvement and will maintain a log of parent involvement. The goal will be to have 100% of the students' parents/guardians involved in our school. **This component will count 5 % of the model.**

As a criteria for students to return to their home school, parents are required to participate in the In-Take Orientation Conference. In addition, parents are invited to attend conferences, child/family/team meetings, and IEP meetings.

Parent and Student Surveys: At Ramsey Street High School, we value the opinions of our parents/guardians and students. We would like to survey all groups and use results to shape our school. We will administer a survey at the completion of a student's enrollment. **The average of the survey results will be used as 5 % of the model.**

Student Proficiency: Test results from the End-of-Course Assessments in ELA, Math and Science will be used to determine overall assessment proficiency. The calculations used to determine this value will be a simple division of the number proficient by the number of tests taken. **This percentage will be used as 10 % of the model.**

ABE Program: Cumberland County Schools encourages the alternative schools to have their students complete the Alternative Behavior Education Program (ABE). ABE provides students interactive software that emphasizes the importance of responsible behaviors. Automated graphs provide detailed data revealing problematic areas and areas of improvement. Designed with student success in mind, ABE places focus on behavior and social success by emphasizing its importance. Peer testimonials provide at-risk students the skills to help them succeed.

The purpose of this program is to have students identify areas that may cause them to misbehave and thus lead to disciplinary action. The students are encouraged to work their way through the program and upon completion, each student will have a 100 point scale score. The calculations used to determine the value of this component will be the cumulative average of all students who complete the ABE program. **The percentage will be used as 5% of the model.**

Student Attendance: At Ramsey Street High School, we feel student attendance is vital to student academic achievement. The average used will be derived from the total number of students in attendance each day of school divided by the total number of enrolled. **We will have an overall yearly attendance percentage and that value will be used as 10% of the model.**

Test Participation: At Ramsey Street High School we understand the importance of having students in attendance on testing days. We understand that any absence during a testing day may be a lost opportunity for a student to take a required assessment. **We understand the importance of testing all students who are required to test and this component will be used as 10% on the model.**

Community, Business and Faith-Based Partner: At Ramsey Street High School we understand the importance of having the community, business, and faith-based partners' partnership on our campus. These partnerships will provide opportunities for our students to experience academic success while providing guidance on making better choices behaviorally in an environment that is maturing and conducive to learning in the 21st century.

Flexible community involvement schedules are offered to assist the success of the volunteer programs. Volunteers are offered training in interpreting academic performance assessments to assist with students supports in the classrooms. Volunteers also participate in career exploration opportunities for students, by answering basic questions about their careers. Volunteer opportunities are publicized year round to family and community members. **This component will count as 5 % on the model.**

EVAAS Growth: EVAAS Growth will count **50%** of the model.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement			5%	.05		
Parent Survey			5%	.05		
Student Proficiency			10%	.10		
ABE Program			5%	.05		
Student Attendance			10%	.10		
Test Participation			10%	.10		
Community Involvement			5%	.05		
Sub-Total			50%	.50		
EVAAS			50%	.50		
Overall						

The school designations will be based on the overall composite of the indicators.
The labels will be:

If overall composite of the indicators is between 0-25: ★

If overall composite of the indicators is between 26-50: ★★

If overall composite of the indicators is between 51-75: ★★★

If overall composite of the indicators is between 76-100: ★★★★

Dare Learning Center

Dare County Schools



Dare Learning Academy Accountability Model



1. (30%) Higher Expectations for Student Achievement

Goal: The percentage of students earning C or better in all courses completed will increase from 35% to 40% as documented by PowerSchool.

[Cause or Effect: The Relationship Between Academic Achievement and Delinquency in America](#) - "Higher grades strengthen the perceived attachments to school most notably and thus act as the key tether between students and school."

[Correlation Between High School GPA and College Completion](#) - "Research finds that high school GPA are stronger predictors of college graduation than ACT scores."

RESULTS: Per PowerSchool, 92 of 123 students in grades 3-12 earned a C or better in all courses completed. This equals an increase to 75%.

2. (30%) School Safety/Student Conduct

Goal: The number of instructional days lost due to disciplinary issues will be reduced from 80 to 75 as documented by Educator's Handbook.

[How School Suspensions Affect Student Achievement](#) - "What we find specifically is suspensions for any reason are tied to lower scores in math and English language arts tests and that the negative effect increases with each additional day of suspension."

[Long-term Impacts of School Suspension on Adult Crime](#)

"Schools that suspend more students see a host of negative outcomes later in life," he explained. These negative outcomes included lower educational achievement, lower graduation rates, lower college enrollment rates, and higher involvement in the juvenile and adult criminal justice systems."

RESULTS: Per Educator's Handbook, there were only 3 days of Out of School Suspension at DLA for the 2021-22 school year. Therefore, DLA surpassed this goal.



3. (30%) Student Persistence

Goal: The percentage of alternative school students who remain enrolled in school through the end of the school year increase to 90% or above.

This is not a proposed change from Option B.

RESULTS: Per PowerSchool, there were no W2 withdraws from DLA this year. This makes school persistence 100% for the 2021-22 School Year

4. (10%) Student Growth

Goal: Alternative school students will meet growth as calculated using EVAAS.

This is not a proposed change from Option B.

RESULTS: DLA students did not meet expected growth as determined by EVAAS.

Dean B. Pruette SCALE Academy

SCALE – Greensboro

C Joyner Green Education Center

Gateway Education Center

Haynes Inman Education Center

Herbin Metz Education Center

Guilford County Schools



August 2022
Guilford County Schools (GCS)
Division of Accountability, Research & Planning

GCS Alternative Accountability Report 2021-22

Sonya Stephens, Chief Performance Officer
J. Clark Wright, Director of Accountability, Research, and Evaluation
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Alternative School Progress Model (Option C) 2021-22 School Year

SCALE Greensboro (410533)
Dean B. Pruette SCALE Academy (410534)

Overview

SCALE Greensboro and Pruette SCALE Academies are alternative middle and high schools in Guilford County Schools. SCALE is an acronym for School Community Alternative Learning Environment. An alternative school progress model for accountability was proposed due to the unique population of students that the SCALE schools serve. The Option C model that was approved by the Guilford County Schools Board of Education was composed of:

- 30% Attendance: Data on school attendance was sourced from PowerSchool
- 35% Parental Involvement: Parental involvement data is collected by schools and consists of parent attendance at intake meetings, IEP meetings, and school events.
- 20% Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any NC public school through the end of the school year. These data are provided by NCDPI.
- 15% School Performance
 - Achievement: School achievement is calculated according to the guidance for Alternative Accountability Option B.
 - Growth: EVAAS Growth Data are included in the approved model but is not available for these schools. School performance is therefore based solely on achievement, per the approved model.

Adjusted Categories and Weights

Parental involvement data were not available for the 2020-21 school year. As such, the model categories changed and the corresponding weights listed below were adjusted based on the guidance in the NCDPI Alternative Accountability model manual:

- 46% Attendance
- 31% Persistence
- 23% Achievement

Overall Ratings

For year-to-year comparisons, the following are the ratings these schools could receive based on the scores calculated using the Option C model:

- *Excellent Progress* indicates a change of at least +1 point above the previous year
- *Adequate Progress* indicates a change between -2.9 and +0.9 points compared to the previous year
- *In Need of Improvement* indicates a change of at least -3 points below the previous year

Results

SCALE Greensboro and Pruette SCALE Academies both received a rating of “In need of improvement.” SCALE Greensboro’s rating decreased by 4.9 points and Pruette SCALE’s rating decreased by 6.2 points (See Table 1). Neither SCALE Greensboro nor Pruette SCALE were open for students during the 2020-21 school year due to the COVID-19 pandemic. As a result, parental involvement data were not collected and were subsequently eliminated from the model calculation. However, during the 2021-22 school year, SCALE Greensboro obtained a parental involvement score of 99.3 and Pruette SCALE obtained a parental involvement score of 100.0 (See Tables 3 and 5).

Persistence data were not provided by NCDPI for the 2019-20 or the 2020-21 school years. As a result, the 2018-19 persistence data from NCDPI were used for the calculation. Additionally, the baseline achievement was calculated with EOG/EOC results from 2018-19. Testing data were not available for the 2019-20 school year because the assessments were not administered due to the pandemic and the SCALE schools did not serve students during 2020-21 (see Table 2). The achievement indicators that met the minimum standard included End of Grade (EOG) results for math and reading and aggregated End of Course (EOC) results.

Table 1: Overall Results

School	Baseline	2021-22	Change	Category
SCALE Greensboro	74.1	69.2	-4.9	In need of improvement
Pruette SCALE Academy	74.3	68.1	-6.2	In need of improvement

Table 2: Year 1 Baseline SCALE Greensboro

	Score	Weight	Model Score
Attendance*	86.3	0.46	39.8
Parental Involvement **	NA		
Persistence	100.0	0.31	30.8
Achievement	15.1	0.23	3.5
Growth	NA		
Total Score			74.1

Notes: *2019-20 data were used for the Attendance calculation

**2018-19 data were used for the Parental Involvement calculation

Table 3: 2021-22 Year 2 - SCALE Greensboro

	Score	Weight	Model Score
Attendance	83.2	0.46	38.4
Parental Involvement	99.3	NA	
Persistence	100.0	0.31	30.8
Achievement	0.0	0.23	0.0
Growth	NA		
Total Score			69.2

Table 4: Year 1 Baseline Pruette SCALE

	Score	Weight	Model Score
Attendance*	90.4	0.46	41.7
Parental Involvement	NA		
Persistence**	98.4	0.31	30.3
Achievement	9.8	0.23	2.3
Growth	NA		
Total Score			74.3

Notes: *2019-20 data were used for the Attendance calculation

**2018-19 data were used for the Persistence calculation

Table 5: 2021-22 Year 2 - Pruette SCALE

	Score	Weight	Model Score
Attendance	79.7	0.46	36.8
Parental Involvement	100.0	NA	
Persistence	100.0	0.31	30.8
Achievement	2.3	0.23	0.5
Growth	NA		
Total Score			68.1

Public Separate School Progress Model (Option C) 2021-22 School Year

Gateway Education Center (410379)
Herbin-Metz Education Center (410457)
Christine Joyner Greene Education Center (410458)
Haynes-Inman Education Center (410464)

Overview

Gateway Education Center, Herbin-Metz Education Center, C. Joyner Greene Education Center, and Haynes-Inman Education Center are all public-separate schools that serve students with severe disabilities or learning challenges. An alternative school progress model for accountability was proposed due to the unique population of students that the public-separate schools serve. The Option C model for the 2021-22 school year that was approved by the Guilford County Board of Education was composed of:

- 30% Attendance: Data on school attendance sourced from PowerSchool
- 30% Parental Involvement: Parental involvement data were collected by schools and consists of attendance at IEP meetings.
- 30% Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any NC public school through the end of the school year. Data provided by NC DPI.
- 10% School Performance
 - Achievement: School achievement is calculated according to the guidance for Alternative Accountability model B.
 - Growth: EVAAS Growth Data were included in the approved model but is not available for these schools. School performance is therefore based solely on achievement, per the approved model.

Overall Ratings

For year-to-year comparisons, the following are the ratings these schools could receive based on the scores calculated using the Option C model:

- *Excellent Progress* indicates a change of at least +1 point above the previous year
- *Adequate Progress* indicates a change between -2.9 and +0.9 points compared to the previous year
- *In Need of Improvement* indicates a change of at least -3 points below the previous year

Results

A summary of the overall results for the GCS four public separate schools are shown in Table 6. Adequate progress was made by three of the four public separate schools (Gateway, Herbin-Metz, and C. Joyner Greene), while Haynes-Inman fell in the “In need of Improvement” category.

Table 6: Overall Results

School	Baseline	2021-22	Change	Category
Gateway	87.5	84.6	-2.9	Adequate progress
Herbin-Metz	88.6	86.4	-2.2	Adequate progress
C. Joyner Greene	83.5	80.7	-2.9	Adequate progress
Haynes-Inman	89.2	84.4	-4.8	In need of improvement

Because a large majority of the students who attend the public separate schools do not take traditional assessments such as the EOG assessments, the EOC assessments, ACT, etc., scores for the past three years were included in the calculation of achievement to provide more reliable results. To be included in the achievement calculation, there had to be a minimum of 10 data points for each assessment. The specific assessments that were included are described separately for each school.

Persistence data were not provided by NCDPI for the 2019-20 or 2020-21 school years. As a result, the 2018-19 persistence data from NCDPI were used for the calculation. Additionally, the baseline achievement was calculated using results from 2018-19 as this was the most recent year available with comparable attendance.

Gateway (410379)

The calculation of Gateway's baseline (Table 7) and year 2 (Table 8) is depicted below. The achievement calculation for Gateway included EOG Math, EOG Reading, and Math Course Rigor. No other sources met the minimum required participation for both baseline and year 2.

Table 7: Year 1 Baseline Gateway

	Score	Weight	Model Score
Attendance	92.3	0.3	27.7
Parental Involvement	97.5	0.3	29.3
Persistence	100.0	0.3	30.0
Achievement	5.9	0.1	0.6
Growth	NA		
Total Score			87.5

Table 8: 2021-22 Year 2 - Gateway

	Score	Weight	Model Score
Attendance	82.1	0.3	24.6
Parental Involvement	98.0	0.3	29.4
Persistence	100.0	0.3	30.0
Achievement	5.8	0.1	0.6
Growth	NA		
Total Score			84.6

Herbin-Metz (410457)

See Table 9 for the calculation of Herbin-Metz' baseline and Table 10 for year 2. The achievement calculation for Herbin-Metz includes EOG Math, Reading, and Science. No other sources met the minimum required participation of 10 data points for both baseline and year 2.

Table 9: Year 1 Baseline Herbin-Metz

	Score	Weight	Model Score
Attendance	95.6	0.3	28.7
Parental Involvement	97.3	0.3	29.2
Persistence	100.0	0.3	30.0
Achievement	7.6	0.1	0.8
Growth	NA		
Total Score			88.6

Table 10: 2021-22 Year 2 - Herbin Metz

	Score	Weight	Model Score
Attendance	89.9	0.3	27.0
Parental Involvement	97.3	0.3	29.2
Persistence	100.0	0.3	30.0
Achievement	2.3	0.1	0.2
Growth	NA		
Total Score			86.4

C. Joyner Greene (410458)

The baseline calculations for C. Joyner Greene (Table 11) and year 2 (Table 12) are shown below. The achievement calculations for C. Joyner Greene include EOC results exams, 4-year cohort graduation rate, and math course rigor. No other data sources met the minimum required participation of 10 data points for both baseline and year 2. In addition, C. Joyner Greene did not collect parental involvement data prior to the 2021-22 school year. Therefore, no baseline could be calculated, and hence parental involvement was eliminated from the model calculation. The following weights were adjusted using guidance provided in the NCDPI Alternative Accountability Manual:

- 43% Attendance
- 43% Persistence
- 14% Achievement

Table 11: Year 1 Baseline C. Joyner Greene

	Score	Weight	Model Score
Attendance	96.1	0.43	41.2
Parental Involvement	NA		
Persistence	97.8	0.43	41.9
Achievement	3.0	0.14	0.4
Growth	NA		
Total Score			83.5

Table 12: 2021-22 Year 2 C. Joyner Greene

	Score	Weight	Model Score
Attendance	86.1	0.43	36.9
Parental Involvement	94.5	NA	
Persistence	100.0	0.43	42.9
Achievement	6.3	0.14	0.9
Growth	NA		
Total Score			80.7

Haynes-Inman (410464)

The baseline and year 2 calculations for Haynes-Inman (Table 13 and 14 respectively) are outlined below. The achievement calculations include EOC results and EOG Math, Reading, and Science. No other sources met the minimum required participation of 10 data points for both baseline and year 2.

Table 13: Year 1 Baseline Haynes-Inman

	Score	Weight	Model Score
Attendance	95.9	0.3	28.8
Parental Involvement	95.9	0.3	28.8
Persistence	100.0	0.3	30.0
Achievement	16.3	0.1	1.6
Growth	NA		
Total Score			89.2

Table 14: Year 2 2021-22 Haynes-Inman

	Score	Weight	Model Score
Attendance	81.0	0.3	24.3
Parental Involvement	96.5	0.3	28.9
Persistence	100.0	0.3	30.0
Achievement	11.3	0.1	1.1
Growth	NA		
Total Score			84.4

Union Academy

Macon County Schools

2021-2022 Alternative School's Modified Accountability

Union Academy 560350

Results

20% School Achievement

	2019 (2020 not issued)	2021	2022
Reading EOG (7&8)	<5	33.3	23.1
Math EOG (7&8)	<5	<5	7.7
Science EOG (7&8)	<5	70	NA
Biology EOC	13.5	10.7	8.1
Math 1	12	<5	7.3
English II	21.2	37.1	23.3
ACT WorkKeys	22.7	NA	11.1
4-Year Graduation Rate	73.1	58.6	50.9

20% Completion of Senior Portfolio

100% of students completed the Senior Portfolio.

Components of Senior Portfolio:

- a) Resume
- b) Cover Letter
- c) Essay
- d) FASFA completion
- e) Sample employment application
- f) Community college application complete
- g) Sample college essay
- h) Letter to request recommendations (2)
- i) Sample of student work (minimum of two-from any subject area) with written reflection
- j) Awards/certificates/transcript

60% Growth

2022 Status- Not Met

2022 Reading Growth- Not Met

2022 Math Growth- Not Met

Data Collection Process

Data was collected using NCDPI Division of Accountability Services' data processes for collection and calculation.

Business Rules

Business Rules were applied using NCDPI Division of Accountability Services' business rules.

Madison County Alternative High School

Madison County Schools

570-321

Option C Data Report

July 2022

The MHS VLC Accountability Model measures program performance collected across five different metrics: Course Completion, Growth, Attendance, Persistence, and Discipline. The VLC uses Edmentum, a commercial online academic platform. Reports generated by Edmentum were used to compile Course Completion and Growth data for all VLC students utilizing the platform. Course Completion is a platform-wide comparison of all students completing courses 100 percent and the total number of students who did not. All courses were included in data collection for the Course Completion metric. The Growth metric is a comparison between pre- and post-test data collected from all VLC students in all units of all classes and a demonstration of all students who showed improvement as opposed to all students who did not. Attendance is a metric collected from Power School. Each student received a mark for days present and no mark for days absent. Similarly, Persistence data was collected from Power School. Each student who remained in school received a mark and the one VLC student who did not persist did not. All were entered into the model. Finally, in the Disciplinary category, VLC students with no disciplinary referrals were entered into the model with a mark, and those with referrals were entered in the same category to reflect the comparison.

Category	% Growth from Pre-Post Test scores	% Achievement	On Schedule with Cohort	Persistence (Continuous Enrollment)	Attendance (%)	Behavioral/ Discipline Component	
Notes	Edmentum Pre-test vs. Post test percent growth	% of Edmentum course completed	Graduate Cohort	Number of Dropout/ No show	Days present vs. Total days	Number of Discipline Issues Compared to Number of Days Present	
Score	97/132	84/139	20/ 26	25/26	3379/4023	3349/3379	
Percentile	73.5	60	77	96	84	99	
Algorithm Weight	40%	20%	15%	15%	5%	5%	
							Total Score
Total Score	29.4	12	11.55	14.4	4.2	4.95	76.5
Special Notes							
* 3 students completed paper packets due to IEP specifications or technology access. These students did not have a data point from the Edmentum online system							
*Students growth scores were also broken down by the teachers per course							

Connections Academy
Longview School
Mount Vernon School
Mary Phillips High School
River Oaks Middle School
SCORE Academy
Wake County Public Schools

Wake County Public School System
Proposed Option C Alternative Accountability Model as per
State Board Policy ACCT-038
2021 – 2022 School Year

Six WCPSS alternative schools participated in Option C of the Alternative Accountability Model for the 2021-2022 school year. The schools are:

- (920508) Mount Vernon School
- (920438) River Oaks Middle School
- (920324) Longview School
- (920381) Connections Academy
- (920556) SCORE Academy
- (920528) Mary Phillips High School

The model for all six schools is provided below. Two of the three components are identical to components in “Option B” as specified by State Board Policy ACCT-038. The required achievement component is operationalized by measuring whether students are achieving at a level which is keeping them on pace for on-time graduation. Since this proposed achievement indicator is based on the performance of every student in the school (not just those who happen to be enrolled in a course that has a required state test), WCPSS feels that this is the best way to hold alternative schools accountable for the achievement of all students.

For each of the six WCPSS alternative schools, the following was used to calculate the school’s accountability model:

- **60% Growth:** Growth will be calculated using the DPI growth model developed in conjunction with EVAAS.
- **20% Achievement:** The percentage of students who meet the requirements to be promoted to the next grade level at the end of each school year. This component will be based on data maintained in PowerSchool. *For the three alternative schools which have a 12th grade (Phillips, Longview, and SCORE), the promotion data for those 12th graders will be the school’s on-time graduation rate for that cohort as reported by NCDPI.*
- **20% Student Persistence:** Percentage of students enrolling in an alternative school who remain enrolled in any North Carolina public school through the end of the school year.

Results:

As noted in Table 1, Connections, River Oaks, Mt. Vernon, and SCORE Academy improved their persistence percentage while Longview and Phillips had a decrease when compared with the 2018-2019 school year, the most recent year with comparison data. Connections, River Oaks, and Mt. Vernon had 100% of its students remaining enrolled in any North Carolina public school through the end of the school year and SCORE had the largest increase of 8.6 percentage points. Connections, SCORE and River Oaks each showed an increase in the percent of students who met the requirements to be promoted to the next grade level for the achievement category when comparing 2021-22 to 2018-19 while Mt. Vernon, Phillips, and Longview showed a decrease. In terms of growth, River Oaks, Mt. Vernon, and Phillips each showed an increase in growth data while SCORE decreased by 2.9 percentage points.

Table 1:

	Persistence (20%)		Achievement (20%)		Growth (60%)	
School	2018-19	2021-22	2018-19	2021-22	2018-19	2021-22
Longview	84.6	79.7	58.6	45.5	80.7	N/A*
Connections	95.0	100.0	99.0	100.0	74.5	Insufficient*
River Oaks	97.9	100.0	98.8	100.0	82.0	88.4
Mt. Vernon	100.0	100.0	100.0	98.9	78.2	86.8
Phillips	97.7	93.9	88.4	79.0	64.9	73.3
SCORE	80.8	89.4	25.1	27.7	66.3	63.4

*Longview and Connections Academy had missing or insufficient data for growth calculations in 2021-22

Table 2:

Overall Scores and Ratings				
School	2018-19	2021-22	Change	Rating
Longview	77.1 (71.6)***	62.6**	-14.5 (-9.0)***	Developing
Connections	83.5 (97.0)***	100**	16.5 (3.0)***	Highly Effective
River Oaks	88.5	93.0	4.5	Highly Effective
Mt. Vernon	86.9	91.9	5.0	Highly Effective
Phillips	76.2	78.6	2.4	Effective
SCORE	61.0	61.6	0.6	Effective

**Due to missing growth scores, the overall score for Longview and Connections is a result of a 50% Persistence and 50% Achievement calculation.

***Results in () represent 2018-19 data if growth were removed to allow for comparability across years.

Highly Effective - An increase from the previous year of at least 3 points.

Effective - A change in the school from the previous year of between - 2.9 and +2.9 points.

Developing - A decrease from the previous year of at least 3 points.

Central Wake High School

Charter School

August 12, 2022

Dr. Tammy Howard, Senior Director of Accountability and Testing
NCDPI Division of Accountability Services
6307 Mail Service Center
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Central Wake High School's proposed Alternative Accountability Model Option C submission at its October 2021 meeting.

The 2021-22 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in four of the six areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2021-22 students "attending for one+ semesters." The business rule for determining if a 2021-22 student has attended one+ semesters is as follows: If the student attended the school at any point in 2021-22 AND the student attended a cumulative 90+ days before the end of the 2021-22 school year, even if some of those days were in prior school years, then the student is included among, "2021-22 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,



Tom Hanley, Executive Principal

Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2021-22

8/12/22

School Rating: Highly Effective

Approved Measure for 2021-22 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	31 Average percent for all NC alt ed schools in 2021-22 was 18%. Target is $18 + 13 = 31$.	33 Percent of Central Wake students completing the English or Math EOCs that Met Grade Level Standard.
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	90	92
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	75	68
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	160 Students earned an average of 1.61 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 160% of the prior rate.	183 Students earned 2.95 credits per semester with a "C" or higher after attending Central Wake for 1+ semesters. (2.95 divided by prior credit earning rate of 1.61 = 183%)
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	50 Percent of students with a prior GPA of 2.0+ was 15%. Target is $15 + 35 = 50$	62 Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment F.)	95	89
TOTAL POINTS	501	527

Calculation of Final Score and Rating: The school’s total Actual Points (527) are divided by the total Target Points (501) for an overall score of 105%. (527 divided by 501 = 1.05).

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

¹ Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus SeeReader* tool or on the *ReadingPlus* Accuplacer follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

² Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

Attachment A – Central Wake

Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School

Description of Target-Setting Using Results at Other Alternative Education Sites:

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2021-22 Math I and English II results were averaged using the “2021-22 State, District, and School Level Summary Data” report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 18%. The target is set at 18% plus 13 percentage points for a total target of 31% or 31 points.

Summary of Results at the School:

Of the 18 students taking the Math I or English II assessments at the school in 2021-22, 6 met the Grade Level Standard. 6 divided by 18 = 33% or 33 points.

Attachment B – Central Wake

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

Summary of Calculations:

99 students attended the school for 1+ semesters in 2021-22 and were assigned to the ReadingPlus program for reading remediation. Of these students, 91 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 91 students achieving a gain divided by 99 total students = 92% or 92 points.

Attachment C – Central Wake

Actual Results - Percent of Students Demonstrating Math Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 75% or 75-point target.

Summary of Calculations:

99 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2021-22. Of these students, 67 achieved a gain on the second or subsequent administration. $67 \text{ students achieved a gain} \div 99 \text{ total students} = 68\% \text{ or } 68 \text{ points}.$

Attachment D – Central Wake

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 60% or to 160% of the rate that students earned at prior schools. The target points are 160 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2021-22 entered having previously earned an average of 1.61 credits per semester with a "C" or higher.

At the school, the students earned an average of 2.95 credits per semester attended with a "C" or higher. The school's points are calculated as $2.95 \div 1.61 = 183\%$ or 183 points.

Attachment E – Central Wake

Prior and Current Actual Results – Students with 2.0 or higher GPA

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Thirty (30) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

Summary of Calculations:

99 students attended the school for 1+ semesters in 2021-22. Of the 99, 15 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 15 divided by 99 = 15%. The school's target is set as 15% plus 35 percentage points equals 50% or 50 points.

After attending for one semester or more, 61 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is 61 divided by 99 = 62% or 62 points.

Attachment F – Central Wake

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2021-22 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

117 students expressed an opinion on the survey question. Of the 117 respondents, 104 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 104 divided by 117 respondents equals 89% or 89 points.

Commonwealth High School

Charter School

August 12, 2022

Dr. Tammy Howard, Senior Director of Accountability and Testing
NCDPI Division of Accountability Services
6307 Mail Service Center
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Commonwealth High School's proposed Alternative Accountability Model Option C submission at its October 2021 meeting.

The 2021-22 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2021-22 students "attending for one+ semesters." The business rule for determining if a 2021-22 student has attended one+ semesters is as follows: If the student attended the school at any point in 2021-22 AND the student attended a cumulative 90+ days before the end of the 2021-22 school year, even if some of those days were in prior school years, then the student is included among, "2021-22 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,



Dr. Jonathan Kay, Executive Principal

Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2021-22

8/12/2022

School Rating: Highly Effective

Approved Measure for 2021-22 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	31 <small>Average percent for all NC alt ed schools in 2021-22 was 18%. Target is $18 + 13 = 31$.</small>	29 <small>Percent of Commonwealth students completing the English or Math EOCs that Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	90	100
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	70	84
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	160 <small>Students earned an average of 1.7 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 160% of the prior rate</small>	159 <small>Students earned 2.7 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. (2.7 divided by prior credit earning rate of 1.7 = 159%)</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	58 <small>Percent of students with a prior GPA of 2.0+ was 23%. Target is $23 + 35 = 58$</small>	64 <small>Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters</small>
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment F.)	95	92
TOTAL POINTS	504	528

Calculation of Final Score and Rating: The school’s total Actual Points (528) are divided by the total Target Points (504) for an overall score of 105%. (528 divided by 504 = 1.05)

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

¹ Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus SeeReader* tool or on the *ReadingPlus Accuplacer* follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

² Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

Attachment A – Commonwealth

Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School

Description of Target-Setting Using Results at Other Alternative Education Sites:

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2021-22 Math I and English II results were tabulated using the “2021-22 State, District, and School Level Summary Data” report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 18%. The target is set at 18% plus 13 percentage points for a total target of 31% or 31 points.

Summary of Results at the School:

Of the 14 Math I or English II assessments taken at the school in 2021-22, 4 or 29% met the Grade Level Standard.

Attachment B – Commonwealth

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

Summary of Calculations:

61 students attended the school for 1+ semesters in 2021-22 and were assigned to the ReadingPlus program for reading remediation. All of these students, 61 or 100%, gained one or more grade skill levels using SeeReader tracking or follow-up assessments.

Attachment C – Commonwealth

Actual Results - Percent of Students Demonstrating Math Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 70% or 70-point target.

Summary of Calculations:

61 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2021-22. Of these students, 51 achieved a gain on the second or subsequent administration. $51 \text{ students achieved a gain} \div 61 \text{ total students} = 84\% \text{ or } 84 \text{ points}.$

Attachment D – Commonwealth

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 60% or to 160% of the rate that students earned at prior schools. The target points are 160 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2021-22 entered having previously earned an average of 1.7 credits per semester with a "C" or higher.

At the school, the students earned an average of 2.7 credits earned per semester attended with a "C" or higher. (The school's points are calculated as $2.7 \div 1.7 = 159\%$ or 159 points.

Attachment E – Commonwealth

Prior and Current Actual Results – Students with 2.0 or higher GPA

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Thirty (30) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

Summary of Calculations:

61 students attended the school for 1+ semesters in 2021-22. Of the 61, 14 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $14 \div 61 = 23\%$. The school's target is set as 23% plus 35 percentage points equals 58% or 58 points.

After attending for one semester or more, 39 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is $39 \div 61 = 64\%$ or 64 points.

Attachment F – Commonwealth

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2021-22 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

170 students expressed an opinion on the survey question. Of the 170 respondents, 156 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 156 divided by 170 respondents equals 92% or 92 points.

Stewart Creek High School

Charter School

August 12, 2022

Dr. Tammy Howard, Senior Director of Accountability and Testing
NCDPI Division of Accountability Services
6307 Mail Service Center
Raleigh, North Carolina 27699-6307

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Stewart Creek High School's proposed Alternative Accountability Model Option C submission at its October 2021 meeting.

The 2021-22 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

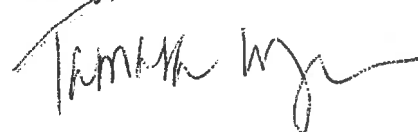
The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2021-22 students "attending for one+ semesters." The business rule for determining if a 2021-22 student has attended one+ semesters is as follows: If the student attended the school at any point in 2021-22 AND the student attended a cumulative 90+ days before the end of the 2021-22 school year, even if some of those days were in prior school years, then the student is included among, "2021-22 students attending one+ semesters."

If additional information is required, please do not hesitate to contact me.

Sincerely,



Tamara Wynn, Principal

cc: Ozella Wiggins, Education Testing/Accountability Consultant, Analysis and Reporting, NCDPI

Submission of “Option C” Accountability Results for Stewart Creek Dropout Prevention and Recovery Charter HS: 2021-22

8/12/2022

School Rating: Highly Effective

Approved Measure for 2021-22 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	31 <small>Average percent for all NC alt ed schools in 2021-22 was 18%. Target is $18 + 13 = 31$.</small>	21 <small>Percent of Stewart Creek students completing the English or Math EOCs that Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	90	98
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	80	69
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	160 <small>Students earned an average of 1.7 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 160% of the prior rate.</small>	179 <small>Students earned 2.87 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. (2.87 divided by prior credit earning rate of 1.6 = 179%)</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	63 <small>Percent of students with a prior GPA of 2.0+ was 28%. Target is $28 + 35 = 63$</small>	71 <small>Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters</small>
SATISFACTION: Percent of students who respond “strongly agree” or “agree,” among students expressing an opinion whether their school offers “a high-quality education,” will meet Target. (Attachment F.)	95	93
TOTAL POINTS	519	531

Calculation of Final Score and Rating: The school’s total Actual Points (531) are divided by the total Target Points (519) for an overall score of 102%. (531 divided by 519 = 1.02).

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

¹ Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus SeeReader* tool or on the *ReadingPlus* Accuplacer follow-up assessment compared to the initial *ReadingPlus* grade-level placement.

² Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

Attachment A – Stewart Creek

Target Calculations and School Results - Percent of Students Meeting Math and English Grade Level Standard in Alternative Education Schools Statewide and at the School

Description of Target-Setting Using Results at Other Alternative Education Sites:

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2021-22 Math I and English II results were tabulated using the "2021-22 State, District, and School Level Summary Data" report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 18%. The target is set at 18% plus 13 percentage points for a total target of 31% or 31 points.

Summary of Results at the School:

Of the 19 Math I or English II assessments taken at the school in 2021-22, 4 met the Grade Level Standard. $4 \div 19 = 21\%$ or 21 points.

Attachment B – Stewart Creek

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating one or more grades gain on the ReadingPlus SeeReader instrument is calculated.

Summary of Calculations:

84 students attended the school for 1+ semesters in 2021-22 and were assigned to the ReadingPlus program for reading remediation. Of these students, 82 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 82 students achieving a gain divided by 84 total students = 98% or 98 points.

Attachment C – Stewart Creek

Actual Results - Percent of Students Demonstrating Math Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 80% or 80-point target.

Summary of Calculations:

94 students attended the school for 1+ semesters in 2021-22 and participated in math remediation. Of these students, 65 achieved a gain on the second or subsequent administration. 65 students achieved a gain divided by 94 total students = 69% or 69 points.

Attachment D – Stewart Creek

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 60% or to 160% of the rate that students earned at prior schools. The target points are 160 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2021-22 entered having previously earned an average of 1.6 credits per semester with a "C" or higher.

At the school, the students earned an average of 2.87 credits per semester attended with a "C" or higher. The school's points are calculated as $2.87 \div 1.6 = 179\%$ or 179 points.

Attachment E – Stewart Creek

Prior and Current Actual Results – Students with 2.0 or higher GPA

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Thirty-five (35) percentage points are added to this figure to become the school's target.

The school's actual performance is calculated as the percent of students who, after attending 90+ days either: a) achieved a cumulative GPA of 2.0 or b) improved the GPA by 0.5 points or more.

Summary of Calculations:

94 students attended the school for 1+ semesters in 2021-22. Of the 94, 26 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $26 \div 94 = 28\%$. The school's target is set as 28% plus 35 percentage points equals 63% or 63 points.

After attending for one semester or more, 67 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is $67 \div 94 = 71\%$ or 71 points.

Attachment F – Stewart Creek

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2021-22 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

136 students expressed an opinion on the survey question. Of the 136 respondents, 127 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 127 divided by 136 respondents equals 93% or 93 points.