

## Alternative Schools’ Modified Accountability System Option C Reports for 2022–23

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 2022 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 2022–23 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
320	Durham Public Schools	320322	Durham’s Performance Learner Center
320	Durham Public Schools	320341	Lakeview School
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
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.

# **Cumberland County**

Alger B. Wilkins High School

Howard Learning Academy

Ramsey Street High School



**ALGER B. WILKINS HIGH SCHOOL**

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**VALERIE MARTIN, PRINCIPAL**  
**MICHAEL BAIN, ASST PRINCIPAL**

**ALGER B. WILKINS HIGH SCHOOL  
ALTERNATIVE ACCOUNTABILITY MODEL 2022 – 2023**

Alger B. Wilkins High School has chosen Option C as the proposed Alternative Accountability Model for the 2022– 2023 school year. Alger B. Wilkins High School is an alternative high school for students who have been unsuccessful 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 are behind in credits, have dropped out, or are on the verge of dropping out of high school. It is the goal of Wilkins to provide a safe learning environment that supports the needs of students who may be at risk or who may need an environment that supports a differentiated learning style. 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 to overcoming academic setbacks. This is possible through the use of the Edgenuity online curriculum, which is compatible with the NCSCOS, without jeopardizing the integrity of the academic program, to attain the credits needed for high school graduation.

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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 2022–2023 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 English 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. 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%; thus, our goal is 95% test participation. We understand the importance of testing all students who are required to test, and 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 the PowerSchool attendance average for the 2021-2022 school year. Student attendance was difficult this school year and it will be a work in progress next 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, Multicultural 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. Parental 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. A parent will not be counted twice and the number used will have a range of 0 to 100. At ABWHS parent involvement is improving; however, it is not where we would like it to be. **This component will count as 10% of the accountability model.**

Valerie Johnson-Martin  
Principal

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	175	220	80	.10	8.0	
Student Performance	36	220	16.4	.20	3.28	
Test Participation	258	296	87.2	.05	4.36	
Student Attendance			92	.05	4.6	
EVAAS			82.4	.60	49.44	
<b>Overall</b>					<b>69.68</b>	<b>★ ★ ★</b>

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:	★ ★ ★ ★

## 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.

*"Every Child, Every day,*



*Whatever It Takes"*

## HOWARD LEARNING ACADEMY

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Howard Learning Academy serves to educate students in grades 6-8 who receive services through the Exceptional Children's Services and Regular Education Programs. Students are reassigned for disciplinary reasons. 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 2022-2023 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 for approval to use several components listed in this proposal.

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## HOWARD LEARNING ACADEMY ALTERNATIVE ACCOUNTABILITY MODEL 2022-2023

**Student Persistence:** The North Carolina Department of Instruction (NCDPI) states that graduating from high school is a predictor of adult success, adult health outcomes, and participation in the criminal justice system. New York State goes on to say that drop-outs are more likely to be unemployed, living in poverty, and living on the public welfare system. They are 8 times more likely to serve time in prison for committing crimes than high school graduates. Yet according to NCDPI 15% of North Carolina students entering high school will not graduate. In North Carolina students as young as 16 can leave school before graduating and do not need parental permission nor meet any other requirements before leaving. Keeping students enrolled and productively participating in school is a priority of Howard Learning Academy.

This indicator reflects the percentage of students enrolled in the school throughout the year, as identified in any official accountability data collection, and remain enrolled in any North Carolina public school through the end of the school year, as identified in the final official accountability data collection. **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 is already a part of the NC Accountability Model. No further information is needed. **This indicator will be weighted 10%.**

**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. 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, 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.

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 PowerSchool daily attendance averages. **This indicator will be weighted 10%.**

**Parent Involvement:** Parent Involvement is vital to student and school success. As criteria for students to attend, parents are required to participate in the In-Take enrollment process. Parental visits will be logged during the 2022-2023 School Year. Visits may include attendance of IEP meetings, open house, parent night, Student Service Team meetings, award programs, parent/teacher conferences, and assemblies. In addition, parents will participate in discipline hearings, offer classroom support, volunteer duties, and eat lunch with their child.

Parents will only be counted one time for this indicator. 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. The calculation for this component will be computed by dividing the number of parents involved by the total student enrollment. We will average all of the events and come up with one final percentage from the entire year of events and opportunities.

The value used at the end of the year will be the average percentage of parents who were involved in the school and it will be a value between 0 and 100. **This indicator will be weighted 10%.**

**Test Participation:** At Howard Learning Academy, we strive to test every eligible student captured in the enrollment in the official data collection. The staff will work collaboratively to test all students enrolled. Under the guidelines outlined in the ESSA Plan, all schools are expected to test 100% of eligible students in every subgroup. Sanctions will be issued for anything less than 95%. 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 is already a part of the NC Accountability Model. No further information is needed. **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
Student Persistence	208	215	96.7	.10	9.67	
Student Proficiency	27	325	8.3	.10	0.83	
Student Attendance			82.3	.10	8.23	
Parent Involvement	230	232	99	.10	9.9	
Test Participation	328	333	98.5	.10	9.85	
EVAAS			65	.50	32.5	
<b>Overall</b>					<b>70.98</b>	<b>★ ★ ★</b>

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:	★ ★ ★ ★

## References

Attendance and Chronic Absenteeism: Literature Review. (2018). *Center for Applied Research and Educational Improvement*. Published.

*Dropout Prevention and Intervention*. (n.d.). North Carolina Department of Instruction.  
<https://www.dpi.nc.gov/students-families/student-support/dropout-prevention-and-intervention>

Forum Guide to Collecting and Using Attendance Data. (2018). *National Forum for Educational Statistics*, 1–3.

*High School Drop Out Rate*. (2021). Education Data.  
<https://educationdata.org/high-school-dropout-rate>

K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.

*Staying in High School*. (n.d.). New York State.  
<https://www.gocollegeny.org/staying-in-school>



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**RAMSEY STREET HIGH SCHOOL  
ALTERNATIVE ACCOUNTABILITY MODEL 2022-2023**

Ramsey Street High School (RSHS) 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 at RSHS for 45 days, one 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 recommendation 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, would like to design our own alternative accountability model. This would be Option C. We are asking you to approve our plan which is made up of several components. The components are:

**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

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the child's increased perception of cognitive involvement. When parents are involved, children believe they are smarter and more capable.

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. **The parent involvement component will be used for 5% of the accountability model.**

As 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. Parents will only be counted one time for this indicator. Each opportunity for parent involvement will be calculated on its own. At the end of the year, we will average all of the opportunities and have a final average. The value used at the end of the year will be the average percentage of parents who were involved in the school and it will be a value between 0 and 100.

**Parent and Student Surveys:** Research states that parent involvement in schools has a significant impact on student performance. Findings from Pride Surveys (2016) show that surveys give parents and students a chance to express concern and needed areas for improvement, allowing schools to improve using the parent/student perspective. When looking for ways to improve teaching, students are a valuable resource. According to a published article on Edutopia, student surveys give a voice to the student and offer ways for the teacher to adjust his/her instruction, allowing students to achieve more in class. Findings from the *Journal of Health* also stated that if schools have data from their representative populations, they can better meet their needs. An item to consider, found in the *Australian Journal of Adult Learning*, is the feedback process once surveys are complete. Stakeholders have reported being disappointed about getting little or no feedback once they have completed a survey.

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 results of the survey will be converted into a score that would be a low of 50 and a high of 100. An overall average will be assigned to the school survey. **The parent/student survey average will be used as 10% of the model.**

**Student Proficiency:** Test results from the End-of-Course Assessments in English, 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 accountability model.** This is already a part of the NC Accountability Model. No further information is needed.

**Student Persistence:** According to 2021 Education Data, students that dropped out of high school had parents trying to prevent it at a higher rate than the schools. Only 37% indicated that their school tried to get them to stay in school and 24% say their school offered to help with personal problems. The North Carolina Department of Instruction (NCDPI) states that graduating from high school is a predictor of adult success, adult health outcomes, and participation in the criminal justice system. New York State goes on to say that drop-outs are more likely to be unemployed, living in poverty, and living on the public welfare system. They are 8 times more likely to serve time in prison for committing crimes than high school graduates. Yet according to NCDPI, 15% of North Carolina students entering high school will not graduate. In North Carolina students as young as 16 can leave school before graduating and do not need parental permission nor meet any other requirements before leaving. Keeping students enrolled and productively participating in school is a priority of Ramsey Street High School.

Calculation for this component is the percent of students identified as enrolled in Ramsey Street High School during any data collection throughout the year who remain enrolled through the end of the school year in any NC public school. Graduating students, as per graduation collection data, are included in the calculation. **This indicator will be 5% 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, demonstrate mastery learning, and gather important student data. Based on the requirements of the United States Department of Education, we understand the importance of testing all students who are required to test. **Therefore, we would like this component counted as 15% on the model.**

**Community, Business, and Faith-Based Partner:** According to published research in the *School Community Journal*, even though schools have a variety of partnerships all are mutually beneficial. School partners also noted the need for an inviting culture and the ability to collaborate among other factors to ensure the success of the partnership. These partnerships often provide support and resources for students, families, and staff which plays a crucial role in school achievement. Findings from an earlier study in the *School Community Journal* state that building these partnerships on existing family partnerships strengthens the school even more.

At Ramsey Street High School, we understand the importance of having community, business, and faith-based partners/partnerships 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 21<sup>st</sup> century. **This component will count as 5% on the model.**

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 student support 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. We have set a goal of 100% for this indicator. The number of community, business, and faith-based partners actively involved in our school will be divided by the total number of students enrolled on day 20 of the fall semester or day 20 of the spring semester, whichever is higher.

**We will use this scale to determine the value for this indicator:**

Community, business, and faith-based partners actively involved/ 20 Day Enrollment	Converted Valued
100	100
95-99	95
90-94	90
85-89	85
80-84	80
75-79	75

70-74	70
65-69	65
60-64	60
55-59	55
50-54	50
45-49	45
40-44	40

**EVAAS Growth:** EVAAS growth model for Alternative Schools will count 50% of the model. This is already a part of the NC Accountability Model. No further information is needed.

Indicators	Number that Met the Standard	Number Enrolled/Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement			90	.05	4.5	
Parent Survey			80	.10	8	
Student Proficiency	4	144	2.8	.10	0.28	
Student Persistence	232	251	92.4	.05	4.62	
Test Participation	168	196	85.7	.15	12.86	
Community Involvement	47	120	39.2	.05	1.96	
EVAAS			59.9	.50	29.95	
<b>Overall</b>					<b>62.17</b>	<b>★ ★ ★</b>

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:	★ ★ ★ ★

## References

- Beyond Involvement and Engagement: The Role of the Family in School–Community Partnerships. (2016). *School Community Journal*. Published.
- Dropout Prevention and Intervention*. (n.d.). North Carolina Department of Instruction. <https://www.dpi.nc.gov/students-families/student-support/dropout-prevention-and-intervention>
- High School Drop Out Rate*. (2021). Education Data. <https://educationdata.org/high-school-dropout-rate>
- Improving Recruitment Procedures for School-Based Surveys: Through the Lens of the Illinois Youth Survey. (2021). *Journal of School Health*. Published.
- Improving Teaching with Expert Feedback-from Students*. (2016). Edutopia. <https://www.edutopia.org/practice/student-surveys-using-student-voice-improve-teaching-and-learning>
- Just Another Student Survey? (2017). *Australian Journal of Adult Learning*. Published.
- K-12 Indicators and Predictors of College and Career Readiness. (2020). *Hanover Research*. Published.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2010). *Journal of Prevention and Intervention in the Community*. Published.
- School Surveys for Parents: Challenges, Importance, Purpose, and Tips*. (2016). Pride Surveys. <https://www.pridesurveys.com/index.php/blog/school-surveys-for-parents/>
- Staying in High School*. (n.d.). New York State. <https://www.gocollegeny.org/staying-in-school>

# **Dare Learning Center**

Dare County Schools



DARE COUNTY  
SCHOOLS

## Dare Learning Academy Accountability Model



**DARE**  
LEARNING ACADEMY

### 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, 27 of 37 students made a C or above in all courses completed. That is 72.97% which means that we surpassed this goal.**

### 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 71.86 days of Out of School Suspension at DLA for the 2022-23 school year. Therefore, DLA surpassed this goal.**



**DARE COUNTY  
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**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 37 first time enrollments in DLA and 7 students who either withdrew or transferred to other schools, but did not remain enrolled for the entirety of the 2022-23 school year. Therefore, our school persistence is 81.08%. We unfortunately, did not meet this goal.**

**4. (10%) Student Growth**

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

**This is not a proposed change from Option.**

**RESULTS: DLA has not yet received EVAAS data for the 2022-23 school year.**

**Durham's Performance**

**Learner Center**

Durham Public Schools



**DURHAM PERFORMANCE  
LEARNING CENTER**

**DURHAM PERFORMANCE  
LEARNING CENTER**  
401 N. DRIVER ST.  
DURHAM NC, 27703

*Kesha Futrell, Principal*  
*Neill Ferguson, Assistant Principal*

## **2022-2023 Alternative Schools' Modified Accountability System** **End-of-Year Report**

This was the first year that we implemented our customized Alternative Schools' Modified Accountability System. We are encouraged and hopeful that this model will serve as an accurate reflection of the success and growth of Durham Performance Learning Center.

Please find our 2022-23 end-of-year report below. It begins with a description of our data collection processes and procedures, followed by the results.

### **Participation (10%)**

Accountability Match Summary reports were provided to schools during the EOC testing cycles so they could monitor their progress. The EOC participation data used in reporting was collected using the PARTSUM file provided by the NCDPI.

### **School Performance (25%)**

Proficiency (10%): The proficiency data for all EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (15%): The growth data was collected using the EGATAT file provided by the NCDPI.

### **Cohort Graduation Rate (CGR) (20%)**

The CGR data was collected using the REPSUM file provided by the NCDPI.

### **Persistence (20%)**

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI.

### **Earned Credits (25%)**

For the "Earned Credits" indicator, PowerSchool was used as the authoritative source. A SQL Oracle code was developed to help accurately extract the data. To determine the *denominator*, the code looked at all final, stored grades for DPLC only and pulled any students who were showing as having a "potential credit". Note that an individual student could be represented multiple times in the denominator if they were showing as having

stored grades for multiple “potential credits”. Then, students would count in the *numerator* if the expression showed the student as having a “Y” for the “potential credit”.

**Data Reporting Table:**

School: Durham Performance Learning Center  
 School Code: 320322  
 School Year: 2022-23

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Participation	91	96	95.0%	10.0%	9.5%	<b>Succeeding</b>
School Proficiency	7	91	7.7%	10.0%	0.8%	
EVAAS Growth		30	68.5%	15.0%	10.3%	
CGR	60	104	57.7%	20.0%	11.5%	
Persistence	190	242	78.5%	20.0%	15.7%	
Earned Credits	1404	2784	50.4%	25.0%	12.6%	
<b>OVERALL COMPOSITE</b>					<b>60.4%</b>	

The school designations for the Durham Performance Learning Center will be based on the overall composite of the indicators. The labels will be:

- EMERGING:** If overall composite of the indicators is between 0-25
- DEVELOPING:** If overall composite of the indicators is between 26-50
- SUCCEEDING:** If overall composite of the indicators is between 51-75
- EXCELLING:** If overall composite of the indicators is between 76-100

# **Lakeview School**

Durham Public Schools



LAKEVIEW SCHOOL  
3507 DEARBORN DR.  
DURHAM NC, 27704

*Dr. Theresa McGowan, Principal*

## **2022-2023 Alternative Schools' Modified Accountability System** **End-of-Year Report**

This was the first year that we implemented our customized Alternative Schools' Modified Accountability System. We are encouraged and hopeful that this model will serve as an accurate reflection of the success and growth of Lakeview School.

Please find our 2022-23 end-of-year report below. It begins with a description of our data collection processes and procedures, followed by the results.

### **Attendance (20%)**

This indicator measures the cumulative attendance rate for students still enrolled at the end of the year. We used the "First Day Spring" (FDS) membership file to determine which students would count in the calculation. From there, an Average Daily Membership (ADM), Average Daily Attendance (ADA) cumulative ratio was calculated for those students only using the Month 9 Principal's Monthly Report for Lakeview. This data is pulled directly from PowerSchool.

### **Persistence (30%)**

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI.

### **Suspensions (20%)**

This indicator measures the number of students still enrolled at the end of the year who were not assigned out-of-school short-term, long-term or 365 day suspension. We used the "First Day Spring" (FDS) membership file to determine which students would count in the denominator for the calculation. From there, the membership is cross-checked with the year-end Discipline Incident Detail datafile from PowerSchool.

### **School Performance (30%)**

Proficiency (10%): The proficiency data for all EOG and EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (20%): The growth data was collected using the EGATAT file provided by the NCDPI.

**Data Reporting Table:**

**School:** Lakeview School

**School Code:** 320341

**School Year:** 2022-23

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Attendance			73.3%	20.0%	14.7%	<b>Succeeding</b>
Persistence	256	286	89.5%	30.0%	26.9%	
Suspensions	88	208	42.3%	20.0%	8.5%	
Proficiency	7	260	2.7%	10.0%	0.3%	
EVAAS Growth		51	58.6%	20.0%	11.7%	
<b>OVERALL COMPOSITE</b>					<b>62.0%</b>	

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

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

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

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

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

# **Guilford County**

Dean B. Pruette SCALE Academy

SCALE - Greensboro

C. Joyner Green Education Center

Gateway Education Center

Haynes Inman Education Center

Herbin Metz Education Center



August 2023  
Guilford County Schools  
Division of Accountability, Research & Planning

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## **GCS Alternative Accountability Report 2022-23**

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Sonya Stephens, Chief Performance Officer  
J. Clark Wright, Director of Accountability, Research, and Evaluation  
Tim Leisman, Program Specialist

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## Alternative School Progress Model (Option C) 2022-23 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 and NCDPI in August 2021 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. This data is provided by NCDPI.
- 15% School Performance
  - Achievement: School achievement is calculated according to the guidance for Alternative Accountability Option B.
  - Growth: EVAAS growth data is not available for these schools. Therefore, school performance is based solely on achievement, per the approved Option C model.

Research supports the use of attendance, parental involvement, persistence and school performance as indicators of student success (Anthony, C. & Ogg, J., 2019<sup>1</sup>; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016<sup>2</sup>).

### Overall Rating

For year-to-year comparisons, each school received one of the following ratings based on the scores calculated using the approved Option C model:

- *Excellent Progress* indicates a change of at least +1 points 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

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<sup>1</sup> Anthony, Christopher, & Ogg, Julia. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

<sup>2</sup> Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools? *Education Finance and Policy*. 12. 1-47. 10.1162/EDFP\_a\_00207.

## Results

Compared to 2021-22, SCALE Greensboro’s total model score increased slightly by 0.1 points and received an overall rating of *Adequate Progress*. Pruette SCALE had a 1.1 point increase in their total model score compared to the 2021-22 school year and received an overall rating of *Excellent Progress* (see Table 1).

**Table 1: Overall Rating**

School	2021-22	2022-23	Change	Overall Rating
SCALE Greensboro	79.7	79.8	0.1	Adequate Progress
Pruette SCALE Academy	79.2	80.4	1.1	Excellent Progress

### SCALE Greensboro (410533)

SCALE Greensboro’s total model score increased slightly from 79.7 in 2021-22 to 79.8 in 2022-23 (see Table 2), giving the school a designation of *Adequate Progress*. Scores for the parental involvement and achievement categories increased when compared to 2021-22, while persistence remained the same and attendance declined slightly. Note, the achievement calculation for SCALE Greensboro included EOG Math, EOG Reading, and EOC proficiency. No other data sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 2: SCALE Greensboro Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	83.2	0.30	25.0	81.0	0.30	24.3
Parental Involvement	99.3	0.35	34.8	100.0	0.35	35.0
Persistence	100.0	0.20	20.0	100.0	0.20	20.0
Achievement	0.0	0.15	0.0	3.6	0.15	0.5
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			79.7			79.8

### Dean B. Pruette SCALE Academy (410537)

Pruette SCALE’s overall model score increased from 79.3 in 2021-22 to 80.4 in 2022-23 (see Table 3), giving the school a designation of *Excellent Progress*. The school’s scores for the attendance and achievement categories improved when compared to 2021-22. Note, the achievement calculation for Pruette SCALE included EOG Math, EOG Reading, and EOC proficiency. No other data sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 3: Pruette Scale Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	79.7	0.30	23.9	81.5	0.30	24.5
Parental Involvement	100.0	0.35	35.0	100	0.35	35.0
Persistence	100.0	0.20	20.0	100	0.20	20.0
Achievement	2.3	0.15	0.3	6.0	0.15	0.9
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			79.3			80.4

## Public Separate School Progress Model (Option C) 2022-23 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 and/or learning challenges. We use an alternative school progress model for accountability due to the unique population of students that these schools serve. The model for the 2022-23 school year approved by the Guilford County Board of Education and NCDPI in August 2021 was composed of:

- 30% Attendance: Data on school attendance sourced from PowerSchool
- 30% Parental Involvement: Parental involvement data is 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 is not available for these schools. Therefore, school performance is based solely on achievement, per the approved Option C model.

Research supports the use of attendance, parental involvement, persistence and school performance as indicators of student success, (Anthony, C. & Ogg, J., 2019<sup>3</sup>; Gershenson, S., Jackowitz, A. & Brannegan, A., 2016<sup>2</sup>).

### Overall Rating

For year-to-year comparisons, each school received one of the following ratings based on the scores calculated using the approved Option C model:

- *Excellent Progress* indicates a change of at least +1 points 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

<sup>1</sup> Anthony, C. & Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

<sup>2</sup> Gershenson, S., Jackowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools? *Education Finance and Policy*. 12. 1-47. 10.1162/EDFP\_a\_00207.

## Results

A summary of results for Guilford County’s four public separate schools is listed in Table 4. Adequate progress was made by all four public separate schools from school year 2021-22 to school year 2022-23. Although Gateway Education Center, Herbin-Metz Education Center and C. Joyner Greene Education Center had a decrease in their overall model score and Haynes-Inman Education Center remained the same, their scores all fell within the range for the *Adequate Progress* rating.

**Table 4: Overall Ratings**

School	2021-22	2022-23	Change	Overall Rating
Gateway Education Center	84.6	83.5	-1.1	Adequate Progress
Herbin-Metz	86.4	84.8	-1.6	Adequate Progress
C. Joyner Greene	84.8	84.4	-0.4	Adequate Progress
Haynes-Inman	84.4	84.4	0.0	Adequate Progress

Since the majority of students attending the public separate schools do not take traditional assessments (e.g., EOG, EOC, the ACT, etc.) scores for the past three years were included in the calculation of the achievement category (if available) in order to make the data more reliable. The specific assessments that met the minimum participation threshold of 10 students are described separately in each school’s summary.

### Gateway Education Center (410379)

Gateway Education Center’s model score declined from 84.6 to 83.5, giving the school a rating of *Adequate Progress* for the 2022-23 school year (see Table 5). Their model score for the achievement category increased slightly when compared to 2021-22 while the school received slight declines in the model scores for the attendance, parental involvement, and persistence categories. Note, the achievement calculation for Gateway included EOG Math, EOG Reading, and Math Course Rigor. No other data sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 5: Gateway Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	82.1	0.3	24.6	80.9	0.3	24.3
Parental Involvement	98.0	0.3	29.4	97.4	0.3	29.2
Persistence	100.0	0.3	30.0	98.2	0.3	29.5
Achievement	5.8	0.1	0.6	5.9	0.1	0.6
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			84.6	83.5		

### Herbin-Metz Education Center (410457)

Herbin-Metz Education Center’s model score declined from 86.4 to 84.8 from 2021-22 to 2022-23, giving the school a rating of *Adequate Progress* (see Table 6). The school’s score for attendance increased slightly in 2022-23 compared to 2021-22 and the persistence category remained unchanged. The model score for the parental involvement and achievement categories declined when compared to 2021-22. Note, the achievement calculation included EOG Math, EOG Reading, and EOG Science. No other data sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 6: Herbin-Metz Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	89.9	0.3	27.0	90.0	0.3	27.0
Parental Involvement	97.3	0.3	29.2	92.0	0.3	27.6
Persistence	100.0	0.3	30.0	100.0	0.3	30.0
Achievement	2.3	0.1	0.2	1.8	0.1	0.2
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			86.4			84.8

### C. Joyner Greene Education Center (410458)

C. Joyner Greene's model score declined from 84.8 to 84.4 from 2021-22 to 2022-23, giving the school a rating of *Adequate Progress* (see Table 7). The model scores for the parental involvement and achievement categories increased slightly while the attendance and persistence categories declined. Note, the achievement calculation for C. Joyner Greene included EOCs, 4-year cohort graduation rate and math course rigor. No other sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 7: C. Joyner Greene Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	86.1	0.3	25.8	85.5	0.3	25.7
Parental Involvement	94.5	0.3	28.4	95.0	0.3	28.5
Persistence	100.0	0.3	30.0	98.7	0.3	29.6
Achievement	6.3	0.1	0.6	6.9	0.1	0.7
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			84.8			84.4

### Haynes-Inman Education Center (410464)

Haynes-Inman's total model score remained at 84.4 from 2021-22 to 2022-23, giving the school a rating of *Adequate Progress*. The school saw a slight increase in their model score for the achievement category and persistence remained the same. The model scores for attendance and parental involvement declined slightly. Note, the achievement calculation for Haynes-Inman included EOG Math, EOG Reading, EOG Science, and EOC results. No other sources contained the minimum required participation for both 2021-22 and 2022-23.

**Table 8: Haynes-Inman Year 1 (2021-22) and Year 2 (2022-23)**

	Score 21-22	Weight 21-22	Model Score 21-22	Score 22-23	Weight 22-23	Model Score 22-23
Attendance	81.0	0.3	24.3	79.8	0.3	23.9
Parental Involvement	96.5	0.3	28.9	96.0	0.3	28.8
Persistence	100.0	0.3	30.0	100.0	0.3	30.0
Achievement	11.3	0.1	1.1	16.2	0.1	1.6
Growth	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Score</b>			84.4			84.4

# **Union Academy**

## Macon County Schools

## 2022-2023 Alternative School's Modified Accountability

### Union Academy 560350

#### Results

##### 20% School Achievement

	2021	2022	2023
Reading EOG (7&8)	33.3	23.1	10.5
Math EOG (7&8)	<5	7.7	5.3
Science EOG (7&8)	70	NA	42.9
Biology EOC	10.7	8.1	5.7
Math 1	<5	7.3	<5
English II	37.1	23.3	26.3
ACT WorkKeys	NA	11.1	12.5
4-Year Graduation Rate	58.6	50.9	60

##### 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

	<b>% Growth</b>	<b>% Achieveme</b>	<b>Schedule</b>	<b>Persistence</b>	<b>Attendance</b>
<b>Averages</b>	21.9622642	76.4528302	70.5882353	88.2352941	85.97
<b>Weight</b>	0.4	0.2	0.15	0.15	0.05

**Behavioral**

99.4771242

0.05

**Algorithm Total (%)**

57.1713573

# **Central Wake High School**

Charter School

# Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2022-23

8/7/22

## School Rating: Highly Effective

Approved Measure for 2022-23 (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.)	<b>31</b> <small>Average percent for all NC alt ed schools in 2021-22 was 18%. Target is 18 + 13 = 31.</small>	<b>39</b> <small>Percent of Central Wake 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 <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>95</b>	<b>96</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>75</b>	<b>78</b>
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.)	<b>175</b> <small>Students earned an average of 1.6 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>	<b>188</b> <small>Students earned 3 credits per semester with a "C" or higher after attending Central Wake for 1+ semesters. (3 divided by prior credit earning rate of 1.6 = 188%)</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)	<b>63</b> <small>Percent of students with a prior GPA of 2.0+ was 28%. Target is 28 + 35 = 63</small>	<b>78</b> <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.)	<b>95</b>	<b>96</b>
<b>TOTAL POINTS</b>	<b>534</b>	<b>575</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (575) are divided by the total Target Points (534) for an overall score of 108%. (575 divided by 534 = 1.08).

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

<sup>1</sup> 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.

<sup>2</sup> 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 2022-23 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year 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 36 students taking the Math I or English II assessments at the school in 2022-23, 14 met the Grade Level Standard.  $14 \div 36 = 39\%$  or 39 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:**

110 students attended the school for 1+ semesters in 2022-23 and were assigned to the ReadingPlus program for reading remediation. Of these students, 106 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 106 students achieving a gain divided by 110 total students = 96% or 96 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:**

110 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2022-23. Of these students, 86 achieved a gain on the second or subsequent administration. 86 students achieved a gain divided by 110 total students = 78% or 78 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 2022-23 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 3.0 credits per semester attended with a “C” or higher. The school’s points are calculated as  $3.0 \div 1.6 = 188\%$  or 188 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:**

110 students attended the school for 1+ semesters in 2022-23. Of the 110, 31 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 31 divided by 110 = 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, 86 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 86 divided by 110 = 78% or 78 points.

# **Attachment F – Central Wake**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2022-23 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:**

201 students expressed an opinion on the survey question. Of the 201 respondents, 193 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 193 divided by 201 respondents equals 96% or 96 points.

# **Commonwealth High School**

Charter School

# Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2022-23

8/06/2023

## School Rating: Highly Effective

Approved Measure for 2022-23 (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.)	<b>31</b> <small>Average percent for all NC alt ed schools in 2022-23 was 18%. Target is 18 + 13 = 31.</small>	<b>55</b> <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 <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>95</b>	<b>96</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>80</b>	<b>52</b>
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.)	<b>175</b> <small>Students earned an average of 1.6 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 175% of the prior rate</small>	<b>263</b> <small>Students earned 4.2 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. (4.2 divided by prior credit earning rate of 1.6 = 263%)</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)	<b>58</b> <small>Percent of students with a prior GPA of 2.0+ was 23%. Target is 23 + 35 = 58</small>	<b>73</b> <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.)	<b>98</b>	<b>97</b>
<b>TOTAL POINTS</b>	<b>537</b>	<b>636</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (636) are divided by the total Target Points (537) for an overall score of 118%. (636 divided by 537 = 1.18)

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

<sup>1</sup> 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.

<sup>2</sup> 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 2022-23 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year 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 Math I or English II assessments taken at the school in 2022-23, 52% 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:**

138 students attended the school for 1+ semesters in 2022-23 and were assigned to the ReadingPlus program for reading remediation. Of these students, 131 or 96%, 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 80% or 80-point target.

### **Summary of Calculations:**

137 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2022-23. Of these students, 71 achieved a gain on the second or subsequent administration.  $71 \text{ students achieved a gain} \div 137 \text{ total students} = 52\% \text{ or } 52 \text{ points.}$

# **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 75% or to 175% of the rate that students earned at prior schools. The target points are 175 for this category.

### **Summary of Calculations:**

The school’s Students attending the school for 1+ semesters in 2022-23 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 4.2 credits earned per semester attended with a “C” or higher. (The school’s points are calculated as  $4.2 \div 1.6 = 263\%$  or 263 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 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:**

138 students attended the school for 1+ semesters in 2022-23. Of the 138, 24 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 24 divided by 138 = 17%. The school's target is set as 17% plus 35 percentage points equals 52% or 52 points.

After attending for one semester or more, 101 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 101 divided by 138 = 73% or 73 points.

# **Attachment F – Commonwealth**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2022-23 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:**

292 students expressed an opinion on the survey question. Of the 292 respondents, 283 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 283 divided by 292 respondents equals 97% or 97 points.

# **Stewart Creek High School**

Charter School

# Submission of “Option C” Accountability Results for Stewart Creek Dropout Prevention and Recovery Charter HS: 2022-23

8/7/2023

## School Rating: Highly Effective

Approved Measure for 2022-23 (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.)	<b>31</b> <small>Average percent for all NC alt ed schools in 2021-22 was 18%. Target is 18 + 13 = 31.</small>	<b>31</b> <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 <sup>1</sup> on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>95</b>	<b>98</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth <sup>2</sup> on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>75</b>	<b>69</b>
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.)	<b>175</b> <small>Students earned an average of 1.5 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 175% of the prior rate.</small>	<b>260</b> <small>Students earned 3.9 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. (3.9 divided by prior credit earning rate of 1.5 = 260%)</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)	<b>69</b> <small>Percent of students with a prior GPA of 2.0+ was 34%. Target is 34 + 35 = 69</small>	<b>83</b> <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.)	<b>95</b>	<b>95</b>
<b>TOTAL POINTS</b>	<b>540</b>	<b>636</b>

**Calculation of Final Score and Rating:** The school’s total Actual Points (636) are divided by the total Target Points (540) for an overall score of 118%. (636 divided by 540 = 1.177).

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

<sup>1</sup> 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.

<sup>2</sup> 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 2022-23 Math I and English II results were not publicly available. In lieu of the current year, results from the most recently available year 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 16 Math I or English II assessments taken at the school in 2022-23, 5 met the Grade Level Standard.  $5 \text{ divided by } 16 = 31\% \text{ or } 31 \text{ points.}$

# **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:**

131 students attended the school for 1+ semesters in 2022-23 and were assigned to the ReadingPlus program for reading remediation. Of these students, 128 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 128 students achieving a gain divided by 131 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:**

131 students attended the school for 1+ semesters. Of these students, 90 achieved a gain on the second or subsequent administration. 90 students achieved a gain divided by 131 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 2022-23 entered having previously earned an average of 1.5 credits per semester with a “C” or higher.

At the school, the students earned an average of 3.9 credits per semester attended with a “C” or higher. The school’s points are calculated as  $3.9 \div 1.5 = 260\%$  or 260 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:**

131 students attended the school for 1+ semesters in 2022-23. Of the 131, 45 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 45 divided by 131 = 34%. The school's target is set as 34% plus 35 percentage points equals 69% or 69 points.

After attending for one semester or more, 109 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 109 divided by 131 = 83% or 83 points.

# **Attachment F – Stewart Creek**

## **Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2022-23 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:**

317 students expressed an opinion on the survey question. Of the 317 respondents, 300 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 300 divided by 317 respondents equals 95% or 95 points.