

Alternative Schools' Modified Accountability System Option C Reports for 2023–24

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 2023 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 2023–24 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 Performance Learner Center
320	Durham Public Schools	320341	Lakeview School
410	Guilford County	410534	Dean B. Pruette SCALE Academy
410	Guilford County	410398	Doris Henderson Newcomer's School
410	Guilford County	410533	SCALE - Greensboro
410	Guilford County	410300	Slyvia Mendez Newcomer's School
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	Bartram Academy
570	Madison County	570321	Madison Velocity Learning Center
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
ALTERNATIVE ACCOUNTABILITY MODEL 2023–2024**

Alger B. Wilkins High School has chosen Option C as the proposed Alternative Accountability Model for the 2023–2024 school year. Alger B. Wilkins High School (ABWHS) 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 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 aligned with the North Carolina Standard Course of Study, without jeopardizing the integrity of the academic program, to attain the credits needed for high school graduation.

The administration at Alger B. Wilkins High School, along with the School Improvement Team, would like to choose Option C as the Alternative Accountability Model for the 2023–2024 academic school year. The approval of this model would allow our organization to focus our improvement efforts on the components listed below:

Parental 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 indicate 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.

Parental involvement has always been a concern at Alger B. Wilkins High School and the inclusion of this indicator will remain beneficial for the school and the students. 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. Attendance records will be kept to support all documentation that is submitted. A student's parent can only be counted one time per activity. The calculation for this component will be computed by dividing the number of parents involved by the total student enrollment, resulting in a range of 0 to 100.

School Growth: We understand the importance growth plays in the achievement of our students. School Growth is part of the NC Accountability Model. No further information is needed.

School and Student Achievement: This indicator will combine the mean of three indicators; school proficiency on EOC tests and student achievement via improved GPA and increased high school credit. Student achievement will be based on the performance of every student in the school, not just those enrolled in state test courses. Alger B. Wilkins High School will measure students attending one semester or longer who improved their GPA by 0.5 points or more. In addition, student high school credit increases will be measured for those attending one semester or longer and earning credits with a C or higher.

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.

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 2023-2024 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.

Indicators	Value	Weight	Model Score
Parental Involvement	100	5%	5
School and Student Achievement	68	15%	10.2
Test Participation	94.7	10%	9.47
Student Attendance	70	10%	7
School Growth	80	60%	48
Overall Composite			79.67

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2023-2024 is **Extremely Effective**.

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 ALTERNATIVE ACCOUNTABILITY MODEL 2023-2024

Howard Learning Academy (HLA) 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 2023-2024 school year would like to design our own alternative accountability model for approval by the State Board of Education. This would be Option C. We would like to ask for approval to use several components listed in this proposal.

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.

School and Student 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.

Our Commitment: Every Student
Collaborative ★ Competitive ★ Successful

This indicator will come from the NCDPI Accountability Reports. This is already a part of the NC Accountability Model. No further information is needed.

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.

School Safety and Student Conduct: At Howard Learning Academy we value the time we have with our students. Building relationships between students and staff is imperative for student academic growth and overall comprehension and achievement. We understand time missed in class directly impacts student achievement. According to a Children and Schools published study, out-of-school suspensions (OSS) lead to problems outside of school, especially for at-risk youth. An OSS often leads to additional incidents of suspension and could result in dropping out of school. This was the same finding in “Exclusion and Urban Public Discipline of Offending Across Time.” Suspended students had weaker achievement, attendance, course completion, and were less likely to graduate in 4, 5, or 6 years. These effects are not just suffered by students of multiple suspensions. In “Do Suspensions Affect Student Outcomes,” evidence was noted that any out-of-school suspensions negatively impact academic achievement in a significant manner.

The number of instructional days lost due to disciplinary issues will be reduced by 10%.

Scale for the NC Alternative Accountability Model	
Reduction of 10% or more	100
Reduction of 9%	90
Reduction of 8%	80
Reduction of 7%	70
Reduction of 6%	60
Reduction of 5%	50
Reduction of 4%	40
Reduction of 3%	30
Reduction of 2%	20
Reduction of 1%	10
Increase in OSS percentage	0

School Growth: We understand the importance growth plays in the achievement of our students. School Growth is a part of the NC Accountability Model. No further information is needed.

Indicators	Value	Weight	Model Score
Student Persistence	98	15%	14.7
School and Student Achievement	3.5	15%	0.5
Test Participation	98.5	10%	9.8
School Safety and Student Conduct	0	10%	0
School Growth	55	50%	27.5
Overall Composite			52.5

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.1 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2023-2024 is **Highly Effective**.

References

- Dropout Prevention and Intervention*. (n.d.). North Carolina Department of Instruction.
<https://www.dpi.nc.gov/students-families/student-support/dropout-prevention-and-intervention>
- Exclusion and Urban Public High Schools: Short- and Long-Term Consequences of School Suspensions. (2018). *American Journal of Education*. Published.
- 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.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2010). *Journal of Prevention and Intervention in the Community*. Published.
- Reducing Out-of-School Suspensions: Practice Guidelines for School Social Workers. (2009). *Children and Schools*. Published.
- Staying in High School*. (n.d.). New York State.
<https://www.gocollegeny.org/staying-in-school>



RAMSEY STREET HIGH SCHOOL ALTERNATIVE ACCOUNTABILITY MODEL 2023-2024

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. All students are assigned at RSHS for 45 days, one semester, or the remainder of the year, based on violations of the Cumberland County Schools' Code of Conduct. At the end of their assignment, students may be considered for re-admittance 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 Under Option C. We are asking you to approve our plan which is made up of several components. The following 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 correlates to the student-teacher relationship. The quality of the relationship was significantly related to academic achievement. The study also found that increased parent involvement relates to the child's increased 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 These activities . The goal will be to have all of the students' parents/guardians involved in our school.

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.

Our Commitment: Every Student
Collaborative ★ Competitive ★ Successful

School and Student Achievement: This indicator will combine the mean of three indicators; school proficiency on EOC tests and student achievement via improved GPA and increased high school credit. Student achievement will be based on the performance of every student in the school, not just those enrolled in state test courses. Ramsey Street High School will measure students attending one semester or longer who improved their GPA by 0.5 points or more. In addition, student high school credit increases will be measured for those attending one semester or longer and earning credits with a C or higher.

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.

Student Attendance: Student attendance is a vital aspect of the culture at Ramsey Street High School. 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 the positive academic impact of 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.

At Ramsey Street High School, we feel student attendance is vital to student academic achievement. The average reported will be the PowerSchool attendance average for the year.

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 assessing all students who are required to test.

School Growth: We understand the importance growth plays in the achievement of our students. School Growth is part of the NC Accountability Model. No further information is needed.

Indicators	Value	Weight	Model Score
Parental Involvement	59.7	5%	2.99
School and Student Achievement	42.6	15%	6.39
Student Persistence	93	15%	13.95
Student Attendance	74.39	5%	3.72
Test Participation	92.8	10%	9.28
School Growth	66.5	50%	33.25
Overall Composite			69.58

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite. The 2023-2024 School Year will serve as the baseline year, so designations will follow a 25-point scale.

Designation	Baseline Year: 2023-2024	Starting: 2024-2025
Extremely Effective	Overall Composite: 76-100	Overall Composite change of at least +4.1
Highly Effective	Overall Composite: 51-75	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite: 26-50	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite: 0-25	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2023-2024 is **Highly Effective**.

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.
- 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.
- Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. (2011). *Journal of Prevention and Intervention in the Community*. Published.
- Staying in High School*. (n.d.). New York State. <https://www.gocollegeny.org/staying-in-school>

Dare County Schools

Dare Learning Academy



**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 at the Dare Learning Academy will increase from **71% to 75%** 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, 34 of 44 students who completed the school year earned a C or better in all of their courses. This equals 77%. Therefore DLA surpassed this goal.

- 2. (30%) School Safety/Student Conduct**

Goal: The number of instructional days lost due to disciplinary issues will be reduced from **72 to 65** 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, DLA had 23 total days Out of School Suspension resulting in loss of instruction for students during the 2023-24 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 will increase from **81% to 85%** or above.

This is not a proposed change from Option B.

RESULTS: Per PowerSchool, there were 7 withdrawals from DLA during the 2023-24 school year with a total enrollment of 51 students throughout the year. This is a 86% School Persistence rate, surpassing our goal.

- 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 MET expected growth as calculated using EVAAS.

Durham County Schools

Durham Performance Learner
Center

Lakeview School



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

Kesha Futrell, Principal
Neill Ferguson, Assistant Principal

2023-2024 Alternative Schools' Modified Accountability System **End-of-Year Report**

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

Please find our 2023-24 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 (25%): The proficiency data for all EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

EVAAS Growth (0%): There was no EVAAS Growth data for DPLC so per the plan, the indicator (usually 15%) is based completely on proficiency.

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: 2023-24

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Participation	58	63	92.1%	10.0%	9.2%	Succeeding
School Proficiency	11	58	19.0%	25.0%	4.7%	
EVAAS Growth				0.0%	0.0%	
CGR	61	95	64.2%	20.0%	12.8%	
Persistence	144	170	84.7%	20.0%	16.9%	
Earned Credits	902	1123	80.3%	25.0%	20.1%	
OVERALL COMPOSITE					63.8%	

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
3507 DEARBORN DR.
DURHAM NC, 27704

Dr. Theresa McGowan, Principal

2023-2024 Alternative Schools' Modified Accountability System **End-of-Year Report**

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

Please find our 2023-24 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:** 2023-24

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Attendance			78.0%	20.0%	15.6%	Succeeding
Persistence	254	285	89.1%	30.0%	26.7%	
Suspensions	75	218	34.4%	20.0%	6.9%	
Proficiency	13	205	6.3%	10.0%	0.6%	
EVAAS Growth		41	61.6%	20.0%	12.3%	
OVERALL COMPOSITE					62.2%	

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

Doris Henderson Newcomer's School

SCALE - Greensboro

Sylvia Mendez Newcomer's School

C. Joyner Green Education Center

Gateway Education Center

Haynes Inman Education Center

Herbin Metz Education Center



August 2024
Guilford County Schools
Division of Accountability, Research & Planning

GCS Alternative Accountability Report

2023-24

Sonya Stephens, Interim Chief of Staff
J. Clark Wright, Interim Executive Director of Performance and Accountability
Tim Leisman, Program Specialist

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Haynes-Inman Education Center (410464)	7

Alternative School Progress Model (Option C) 2023-24 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 2023 was composed of:

- 20% Attendance: Data on school attendance was sourced from PowerSchool
- 40% Parental Involvement: Parental involvement data is collected by schools and consists of parent attendance at intake meetings, IEP meetings, and school events.
- 25% 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 due to having too few students. 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^a; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016^b).

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.

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

^b 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 2022-23, SCALE Greensboro's total model score decreased by 2.6 points, placing this school into the *Adequate Progress* category. Pruette SCALE saw an increase of 0.4 in their total model score compared to the 2022-23 school year and received an overall rating of *Adequate Progress* (see Table 1).

Table 1: Overall Rating of SCALE and Pruette SCALE schools

School	2022-23	2023-24	Change	Overall Rating
SCALE Greensboro	82.0	79.4	-2.6	Adequate Progress
Pruette SCALE Academy	82.1	82.5	0.4	Adequate Progress

In any single year, there are often not enough students at the SCALE schools to meet DPI criteria for inclusion in an accountability model (10 students per test). As such, scores for the past three years were included in the calculation of the achievement category (if available) to make the data more reliable. The specific assessments that met the minimum participation threshold are described separately in each school's summary.

SCALE Greensboro (410533)

SCALE Greensboro's total model score decreased from 82.0 in 2022-23 to 79.4 in 2023-24 (see Table 2), giving the school a designation of *Adequate Progress*. SCALE Greensboro maintained its perfect score for persistence and parental involvement over these years. The drop in the school's model score was largely to the decline in attendance, with a slight decline in achievement as well. Note, the achievement calculation for SCALE Greensboro included EOG Math, EOG Reading, EOG Science, EOC proficiency, and ACT performance. No other data sources contained the minimum required participation for both 2022-23 and 2023-24.

Table 2: SCALE Greensboro Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
Attendance	81.0	0.20	16.2	68.5	0.20	13.7
Parental Involvement	100	0.40	40.0	100	0.40	40
Persistence	100	0.25	25.0	100	0.25	25.0
Achievement	5.0	0.15	0.8	4.9	0.15	0.7
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			82.0			79.4
Change from 22-23 to 23-24						-2.6

Dean B. Pruette SCALE Academy (410537)

Pruette SCALE's overall model score increased from 82.1 in 2022-23 to 82.5 in 2023-24 (see Table 3), giving the school a designation of *Adequate Progress*. The school's scores for the attendance and achievement categories improved slightly when compared to 2022-23 while persistence and parental involvement remained at 100. Note, the achievement calculation for Pruette SCALE included EOG Math, EOG Reading, EOG Science, and EOC proficiency. No other data sources contained the minimum required participation for both 2022-23 and 2023-24.

Table 3: Pruette Scale Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
<i>Attendance</i>	81.5	0.20	16.3	82.8	0.20	16.6
<i>Parental Involvement</i>	100	0.40	40.0	100	0.40	40
<i>Persistence</i>	100	0.25	25.0	100	0.25	25.0
<i>Achievement</i>	5.5	0.15	0.8	6.2	0.15	0.9
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			82.1			82.5
Change from 22-23 to 23-24						+0.4

Public Separate School Progress Model (Option C) 2023-24 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 2023-24 school year approved by the Guilford County Board of Education and NCDPI in 2023 was composed of:

- 20% Attendance: Data on school attendance sourced from PowerSchool
- 35% Parental Involvement: Parental involvement data is collected by schools and consists of attendance at IEP meetings.
- 35% 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 due to having too few students at these schools taking standard EOG/EOCs. 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^c; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016^d).

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

^d Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools?

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

Results

A summary of results for Guilford County's four public separate schools is listed in Table 4. Gateway Education Center, Herbin-Metz Education Center and Haynes-Inman Education Center all increased their total score enough to earn an *Excellent Progress* rating for the 2023-24 school year. However, C. Joyner Greene Education Center's score declined slightly, resulting in an *Adequate Progress* rating.

Table 4: Overall Ratings

School	2022-23	2023-24	Change	Overall Rating
Gateway Education Center	85.4	86.5	1.1	Excellent Progress
Herbin-Metz Education Center	85.5	86.5	1.0	Excellent Progress
C. Joyner Greene Education Center	85.6	85.1	-0.5	Adequate Progress
Haynes-Inman Education Center	86.1	87.2	1.1	Excellent Progress

In any single year, there are often not enough students at GCS' public separate schools to meet DPI minimum criteria for inclusion in an accountability model (10 students per test). As such, scores for the past three years were included in the calculation of the achievement category (if available) to make the data more reliable. The specific assessments that met the minimum participation threshold are described separately in each school's summary.

Gateway Education Center (410379)

Gateway Education Center's model score increased from 85.4 to 86.5, giving the school a rating of *Excellent Progress* for the 2023-24 school year (see Table 5). This increase was driven by slight improvements in the model scores for attendance, parental involvement, and persistence. Student achievement decreased slightly. Note, the achievement calculation for Gateway included EOG Math, EOG Reading, and EOCs. No other achievement data sources contained the minimum required participation for both 2022-23 and 2023-24.

Table 5: Gateway Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
Attendance	80.9	0.20	16.2	81.4	0.20	16.3
Parental Involvement	97.4	0.35	34.1	98.9	0.35	34.6
Persistence	98.2	0.35	34.4	100	0.35	35.0
Achievement	6.9	0.10	0.7	5.5	0.10	0.6
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			85.4			86.5
Change from 22-23 to 23-24						1.1

Herbin-Metz Education Center (410457)

Herbin-Metz Education Center's model score increased from 85.5 to 86.5 from 2022-23 to 2023-24, giving the school a rating of *Excellent Progress* (see Table 6). The school's increase was primarily driven by the increase in parental involvement in the 2023-24 school year. There was a slight increase in attendance as well. The school's persistence score remained the same while student achievement decreased slightly. The achievement calculation included EOG Math, EOG Reading, and EOG Science.

Table 6: Herbin-Metz Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
Attendance	90.0	0.20	18.0	90.2	0.20	18.0
Parental Involvement	92.3	0.35	32.3	95.0	0.35	33.3
Persistence	100	0.35	35.0	100	0.35	35.0
Achievement	1.8	0.10	0.2	1.5	0.10	0.2
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			85.5			86.5
Change from 22-23 to 23-24						1.0

C. Joyner Greene Education Center (410458)

C. Joyner Greene's model score decreased slightly from 85.6 in 2022-23 to 85.1 in 2023-24, giving the school a rating of *Adequate Progress* (see Table 7). While the school's attendance score increased between the two years, all other categories declined slightly with the largest decrease in the persistence category. Note, the achievement calculation for C. Joyner Greene included EOCs, 4-year cohort graduation rate and math course rigor. No other achievement data sources contained the minimum required participation for both 2022-23 and 2023-24.

Table 7: C. Joyner Greene Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
Attendance	85.5	0.20	17.1	88.5	0.20	17.7
Parental Involvement	95.0	0.35	33.3	94.9	0.35	33.2
Persistence	98.7	0.35	34.5	95.7	0.35	33.5
Achievement	6.9	0.10	0.7	6.7	0.10	0.7
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			85.6			85.1
Change from 22-23 to 23-24						-0.5

Haynes-Inman Education Center (410464)

Haynes-Inman's total model score increased from 86.1 to 87.2 from 2022-23 to 2023-24, giving the school a rating of *Excellent Progress* (see Table 8). The school increased its score in every measured category except persistence, which remained the same at a score of 100. Note, the achievement calculation for Haynes-Inman included EOG Math, EOG Reading, EOG Science, and EOC results. No other achievement data sources contained the minimum required participation for both 2022-23 and 2023-24.

Table 8: Haynes-Inman Year 1 (2022-23) and Year 2 (2023-24)

	Score 22-23	Weight 22-23	Model Score 22-23	Score 23-24	Weight 23-24	Model Score 23-24
<i>Attendance</i>	79.8	0.20	16.0	80.7	0.20	16.1
<i>Parental Involvement</i>	95.7	0.35	33.5	97.0	0.35	34.0
<i>Persistence</i>	100	0.35	35.0	100	0.35	35.0
<i>Achievement</i>	16.2	0.10	1.6	21.1	0.10	2.1
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score						
			86.1			
			Change from 22-23 to 23-24			1.1

Macon County Schools

Bartram Academy

2023-2024 Alternative School's Modified Accountability
Bartram Academy 560350

Results

20% School Achievement

	2022	2023	2024
Reading EOG (7&8)	23.1	10.5	NA
Math EOG (7&8)	7.7	5.3	NA
Science EOG (7&8)	NA	42.9	NA
Biology EOC	8.1	5.7	13.8
Math 1	7.3	<5	<5
English II	23.3	26.3	11.6
ACT WorkKeys	11.1	12.5	6.7
4-Year Graduation Rate	50.9	60	61.3

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

2024 Status- Not Met

2024 Reading Growth- Not Met

2024 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 Schools

Madison Velocity Learning Center

The MHS VLC Accountability Model measures program performance collected across five different metrics: Course Completion, Growth, Attendance, Persistence, and Discipline. The VLC uses Edmentum, an online academic platform. Reports generated through the platform were used to compile Course Completion and Growth data for VLC students. Course Completion is a platform-wide comparison of all students completing courses versus 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.

Input Output

Student #

12708253

English II

Pretest %

36

Post-test %

87

% Growth

51

Input Class

1.)

2.)

Math 2

Pretest %

26

Post-test %

85

59

3.)

4.)

5.)

Physical Science

Pretest %

35

Post-test %

89

54

6.)

7.)

8.)

XR Math 1

Pretest %

32

Post-test %

80

48

9.)

10.)

11.)

XR World History

Pretest %

33

Post-test %

70

37

12.)

13.)

14.)

Overall Gain

249

15.)

16.)

17.)

18.)

19.)

20.)

21.)

22.)

23.)

24.)

25.)

In+A31: Output

Student #

2113122995

Earth Science

Pretest %

36

% Growth

42

Input Class

	Post-test %	78		1.)
				2.)
American History	Pretest %	52	28	3.)
	Post-test %	80		4.)
				5.)
Math 2	Pretest %	26	61	6.)
	Post-test %	87		7.)
				8.)
Physical Science	Pretest %	31	53	9.)
	Post-test %	84		10.)
				11.)
World History	Pretest %	44	31	12.)
	Post-test %	75		13.)
				14.)
		Overall Gain	215	15.)
				16.)
				17.)
				18.)
				19.)
				20.)
				21.)
				22.)
				23.)
				24.)
				25.)

Input	Output
-------	--------

Student #
12627754

EPF	Pretest %	21	% Growth	59	Input Class
	Post-test %	80			1.)
					2.)
Math 2	Pretest %	27	60		3.)
	Post-test %	87			4.)

Physical Science	Pretest %	35	52	5.)
	Post-test %	87		6.)
American History	Pretest %	52	28	7.)
	Post-test %	80		8.)
English II	Pretest %	47	33	9.)
	Post-test %	80		10.)
				11.)
		Overall Gain	232	12.)
				13.)
				14.)
				15.)
				16.)
				17.)
				18.)
				19.)
				20.)
				21.)
				22.)
				23.)
				24.)
				25.)

		% Achievement	98.8	With Cohort	Yes
#	% Completion				
English II	100				
Math 2	100				
Physical Science	94				
XR Math 1	100				
XR World History	100				

		% Achievement	100	With Cohort	Yes
#	% Completion				

Earth Science	100
American History	100
Math 2	100
Physical Science	100
World History	100

		% Achievement	98	With Cohort	Yes
#	% Completion				
EPF	93				
Math 2	100				
Physical Science	97				
American History	100				

Central Wake High School

Charter

Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2023-24

8/1/24

School Rating: Highly Effective

Approved Measure for 2023-24 (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 2022-23 was 18 %. Target is $18 + 13 = 31$.	44 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.)	95	96
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	83
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.)	175 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 175% of the prior rate.	300 Students earned 5.1 credits per semester with a "C" or higher after attending Central Wake for 1+ semesters. (5.1 divided by prior credit earning rate of 1.7 = 300%)
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)	Plus 40 Percent of students with a prior GPA of 2.0+ was 38%. Target is $38 + 40 = 78$	92 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	96
TOTAL POINTS	549	711

Calculation of Final Score and Rating: The school’s total Actual Points (711) are divided by the total Target Points (549) for an overall score of 130%. (711 divided by 549 = 1.30).

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 2023-24 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 "2022-23 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 73 students taking the Math I or English II assessments at the school in 2023-24, 32 met the Grade Level Standard. $32 \div 73 = 44\%$ or 44 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:

160 students attended the school for 1+ semesters in 2023-24 and were assigned to the ReadingPlus program for reading remediation. Of these students, 154 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 154 students achieving a gain divided by 160 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:

160 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2023-24. Of these students, 132 achieved a gain on the second or subsequent administration. $132 \text{ students achieved a gain} \div 160 \text{ total students} = 83\% \text{ or } 83 \text{ points}.$

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 2023-24 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 5.1 credits per semester attended with a "C" or higher. The school's points are calculated as $5.1 \div 1.7 = 300\%$ or 300 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. Forty (40) 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:

160 students attended the school for 1+ semesters in 2023-24. Of the 160, 61 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 61 divided by 160 = 38%. The school's target is set as 38% plus 40 percentage points equals 78% or 78 points.

After attending for one semester or more, 147 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 147 divided by 160 = 92% or 92 points.

Attachment F – Central Wake

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2023-24 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:

211 students expressed an opinion on the survey question. Of the 211 respondents, 202 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 202 divided by 211 respondents equals 96% or 96 points.

Commonwealth High School

Charter

August 5, 2024

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 2023 meeting.

The 2023-24 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 2023-24 students "attending for one+ semesters." The business rule for determining if a 2023-24 student has attended one+ semesters is as follows: If the student attended the school at any point in 2023-24 AND the student attended a cumulative 90+ days before the end of the 2023-24 school year, even if some of those days were in prior school years, then the student is included among, "2023-24 students attending one+ semesters."

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

Sincerely,

Dr. Jonathan Kay, Regional Director

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

Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2023- 24

8/01/2024

School Rating: Highly Effective

Approved Measure for 2023-24 (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 2022-23 was 18 %. Target is $18 + 13 = 31$.	38 Percent of Commonwealth 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.)	95	96
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	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.)	175 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 175% of the prior rate	288 Students earned 4.9 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. $(4.9 \text{ divided by prior credit earning rate of } 1.7 = 288\%)$
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)	53 Percent of students with a prior GPA of 2.0+ was 13%. Target is $40 + 13 = 53$	73 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	94
TOTAL POINTS	519	658

Calculation of Final Score and Rating: The school’s total Actual Points (658) are divided by the total Target Points (519) for an overall score of 127%. $(658 \text{ divided by } 519 = 1.27)$

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 2023-24 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 "2022-23 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 24 Math I or English II assessments taken at the school in 2023-24, 9 met the Grade Level Standard. $9 \div 24 = 38\%$ or 38 points.

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:

199 students attended the school for 1+ semesters in 2023-24 and were assigned to the ReadingPlus program for reading remediation. Of these students, 191 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 70% or 70-point target.

Summary of Calculations:

199 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2023-24. Of these students, 137 achieved a gain on the second or subsequent administration. $137 \text{ students achieved a gain} \div 199 \text{ total students} = 69\% \text{ or } 69 \text{ points}.$

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 2023-24 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 4.9 credits earned per semester attended with a "C" or higher. (The school's points are calculated as $4.9 \div 1.7 = 288\%$ or 288 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. Forty (40) 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:

199 students attended the school for 1+ semesters in 2023-24. Of the 199, 26 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 26 divided by 199 = 13%. The school's target is set as 13% plus 40 percentage points equals 53% or 53 points.

After attending for one semester or more, 145 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 145 divided by 199 = 73% or 73 points.

Attachment F – Commonwealth

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2023-24 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:

272 students expressed an opinion on the survey question. Of the 272 respondents, 256 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 256 divided by 272 respondents equals 94% or 94 points.

Stewart Creek High School

Charter

August 5, 2024

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 2023 meeting.

The 2023-24 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 met or exceeded its target in five 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 2023-24 students "attending for one+ semesters." The business rule for determining if a 2023-24 student has attended one+ semesters is as follows: If the student attended the school at any point in 2023-24 AND the student attended a cumulative 90+ days before the end of the 2023-24 school year, even if some of those days were in prior school years, then the student is included among, "2023-24 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: 2023-24

8/1/2024

School Rating: Highly Effective

Approved Measure for 2023-24 (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 2022-23 was 18 %. Target is $18 + 13 = 31$.	14 Percent of Stewart Creek 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.)	95	99
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	72
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.)	175 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.	325 Students earned 5.2 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. $(5.2 \text{ divided by prior credit earning rate of } 1.6 = 325\%)$
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)	Plus 40 Percent of students with a prior GPA of 2.0+ was 41%. Target is $41 + 40 = 81$	93 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	95
TOTAL POINTS	547	698

Calculation of Final Score and Rating: The school’s total Actual Points (698) are divided by the total Target Points (547) for an overall score of 128%. $(698 \text{ divided by } 547 = 1.28)$.

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 2023-24 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 “2022-23 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 42 Math I or English II assessments taken at the school in 2023-24, 6 met the Grade Level Standard. $6 \div 42 = 14\%$ or 14 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:

201 students attended the school for 1+ semesters in 2023-24 and were assigned to the ReadingPlus program for reading remediation. Of these students, 199 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 199 students achieving a gain divided by 201 total students = 99% or 99 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 70% or 70-point target.

Summary of Calculations:

131 students attended the school for 1+ semesters. Of these students, 145 achieved a gain on the second or subsequent administration. $145 \text{ students achieved a gain} \div 201 \text{ total students} = 72\%$ or 72 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 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 2023-24 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 5.2 credits per semester attended with a "C" or higher. The school's points are calculated as $5.2 \div 1.6 = 325\%$ or 325 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. Forty (40) 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:

201 students attended the school for 1+ semesters in 2023-24. Of the 201, 83 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 83 divided by 201 = 41%. The school's target is set as 41% plus 40 percentage points equals 81% or 81 points.

After attending for one semester or more, 187 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 187 divided by 201 = 93% or 93 points.

Attachment F – Stewart Creek

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2023-24 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:

257 students expressed an opinion on the survey question. Of the 257 respondents, 243 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 243 divided by 257 respondents equals 95% or 95 points.