

2025-26 Alternative School Developed Models Report (ACCT-038 Option C)

Cumberland County

Alger B. Wilkins High School

Howard Learning Academy

Ramsey Street High School

**ALGER B. WILKINS HIGH SCHOOL
ALTERNATIVE ACCOUNTABILITY MODEL 2025-2026**

Alger B. Wilkins High School has chosen Option C as the proposed Alternative Accountability Model for the 2025-2026 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 2025-2026 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.

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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, the percent of high school credits earned will be measured for students attending one semester or longer.

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 Infinite Campus attendance average for the 2025-2026 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	Score	Weight	Model Score
Parental Involvement	100	5%	5
School and Student Achievement	66.71	15%	10
Test Participation	97	10%	9.7
Student Attendance	70.4	10%	7.04
School Growth	68.3	60%	40.98
Overall Composite			72.72

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite.

Designation	Composite
Extremely Effective	Overall Composite change of at least +4.1
Highly Effective	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2025-2026 is Developing due to a decrease of -7.88 in the overall composite.

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 2025-2026

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 2025-2026 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. This indicator will come from the NCDPI Accountability Reports. This is already a part of the NC Accountability Model. No further information is needed.

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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	Score	Weight	Model Score
Student Persistence	97.2	15%	14.6
School and Student Achievement	9.8	15%	1.47
Test Participation	99	10%	9.9
School Safety and Student Conduct	0	10%	0
School Growth	50.1	50%	25.05
Overall Composite			51.02

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite.

Designation	Composite Comparison
Extremely Effective	Overall Composite change of at least +4.1
Highly Effective	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite change of -2.1 to +2.0
Developing	Overall Composite decrease more than -2.0

Using these guidelines, the school's designation for 2025-2026 is Developing due to a decrease of -12 in the overall composite score.

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 2025-2026**

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 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.

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Fully Accredited School System

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, the percent of high school credits earned will be measured for students attending one semester or longer.

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 Infinite Campus 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	Score	Weight	Model Score
Parental Involvement	100	5%	5
School and Student Achievement	44.6	15%	6.69
Student Persistence	95.4	15%	14.3
Student Attendance	67.6	5%	3.38
Test Participation	89	10%	8.9
School Growth	66.7	50%	33.35
Overall Composite			71.62

The school designations will be determined by comparing the current school year overall composite to the previous school year overall composite.

Designation	Composite Comparison
Extremely Effective	Overall Composite change of at least +4.1
Highly Effective	Overall Composite change of +2.1 to +4.0
Effective	Overall Composite change of -2.0 to +2.0
Developing	Overall Composite decrease more than -2.0

Using these guidelines, the school’s designation for 2025-2026 is Highly Effective due to an increase of 3.73 in the overall composite.

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 Center



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 be maintained at **75%** or above as documented by Infinite Campus.

[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 Infinite campus 63 of 64 students received C or better in all of their courses equaling 98.4%. DLA exceeded this goal!

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

Goal: The number of instructional days lost due to disciplinary issues will be maintained **below 50** as documented by behavior management in Infinite Campus.

[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 Infinite Campus Behavior Management, there were only 6 days of OSS at Dare Learning Academy this year. DLA exceeded 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 be maintained at **88%** or above.

This is not a proposed change from Option B.

RESULTS: Per Infinite Campus, There were no (W2) withdrawals this year. DLA achieved 100% School Persistence exceeding 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: Dare Learning Academy did not meet expected growth

Durham County Schools

Durham's Performance Learner
Center

Lakeview School



**DURHAM PERFORMANCE
LEARNING CENTER**

401 N. DRIVER ST.
DURHAM NC, 27703

Kesha Futrell, Principal
Karmen Newton, Assistant Principal

2025-2026 Alternative Schools' Modified Accountability System
End-of-Year Report

This was the third 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 2025-26 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: 2025-26

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Participation	101	103	98.1%	10.0%	9.8%	Succeeding
School Proficiency	29	101	28.7%	10.0%	2.9%	
EVAAS Growth		28	75.2%	15.0%	11.3%	
CGR	65	109	59.6%	20.0%	11.9%	
Persistence	143	172	83.1%	20.0%	16.6%	
Earned Credits	953	1144	83.3%	25.0%	20.8%	
OVERALL COMPOSITE					73.3%	

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

2025-2026 Alternative Schools' Modified Accountability System **End-of-Year Report**

This was the third 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 2025-26 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 EGSTAT file provided by the NCDPI.

Data Reporting Table:**School:** Lakeview School**School Code:** 320341**School Year:** 2025-26

Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent X Weight	Designation
Attendance			60.8%	20.0%	12.2%	Succeeding
Persistence	214	245	87.3%	30.0%	26.2%	
Suspensions	118	156	75.6%	20.0%	15.1%	
Proficiency	13	189	6.9%	10.0%	0.7%	
EVAAS Growth		42	60.1%	20.0%	12.0%	
OVERALL COMPOSITE					66.2%	

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

Sylvia Mendez Newcomer's School

Doris Henderson Newcomer's School

Dean B. Pruette SCALE Academy

SCALE - Greensboro

C. Joyner Green Education Center

Gateway Education Center

Herbin Metz Education Center

Haynes Inman Education Center



Guilford
COUNTY SCHOOLS

August 2026
Guilford County Schools
Division of Accountability and Research

GCS Alternative Accountability Report 2025-26

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Alternative School Progress Model (Option C) 2025-26 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 is composed of:

- 20% Attendance: Data on school attendance sourced from the NC Student Information System
- 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., 2019¹; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016²).

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.

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

² 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 with 2024-25, SCALE Greensboro's total model score decreased by 6.4 points, placing the school in the *In Need of Improvement* category. Pruette SCALE's total model score increased by 0.7 points, giving the school an overall rating of *Adequate Progress*.

Table 1: Overall Rating of SCALE and Pruette SCALE schools

School	2024-25	2025-26	Change	Overall Rating
SCALE Greensboro	81.7	75.3	-6.4	In Need of Improvement
Pruette SCALE Academy	81.1	81.8	+0.7	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). When the minimum number of students was not available in a single year, up to three years of available assessment results were combined, as applicable, to meet minimum reporting requirements and improve the stability of the achievement measure. Results in the Achievement and Persistence categories are calculated using internally available data prior to DPI's final release of annual accountability data and are subject to changes during the data correction period.

SCALE Greensboro (410533)

SCALE Greensboro's total model score decreased from 81.7 in 2024-25 to 75.3 in 2025-26 (see Table 2), giving the school a designation of *In Need of Improvement*. This decrease was primarily driven by the school's significantly decreased attendance rate as well as a small decrease in the level of parental involvement. The school's persistence and achievement scores also declined slightly.

Table 2: SCALE Greensboro Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
Attendance	81.6	0.20	16.3	65.5	0.20	13.1
Parental Involvement	100	0.40	40.0	93.0	0.40	37.2
Persistence	98.7	0.25	24.7	97.5	0.25	24.4
Achievement	4.8	0.15	0.7	4.0	0.15	0.6
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			81.7			75.3
Change from 24-25 to 25-26						-6.4

Dean B. Pruette SCALE Academy (410534)

Pruette SCALE's overall model score increased from 81.1 in 2024-25 to 81.8 in 2025-26 (see Table 3), giving the school a designation of *Adequate Progress*. The primary driver of this increase was the school's attendance rate, which increased by 4.6 percentage points. The parental involvement remained the same while the persistence and achievement scores declined slightly.

Table 3: Pruette Scale Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
Attendance	78.6	0.20	15.7	83.2	0.20	16.6
Parental Involvement	100	0.40	40.0	100	0.40	40.0
Persistence	98.1	0.25	24.5	98.0	0.25	24.5
Achievement	5.7	0.15	0.9	4.8	0.15	0.7
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			81.1			81.8
Change from 24-25 to 25-26						+0.7

Public Separate School Progress Model (Option C) 2025-26 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 2025-26 school year approved by the Guilford County Board of Education and NCDPI was composed of:

- 20% Attendance: Data on school attendance sourced from the NC Student Information System
- 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., 2019³; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016⁴).

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. All four schools received an overall rating of *Adequate Progress* based on their change from the 2024-25 to 2025-26 school years. Gateway, Herbin-Metz, and Haynes-Inman experienced small declines in their total model scores, while C. Joyner Greene experienced a small increase.

³ Anthony, C. & Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

⁴ Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools?

Table 4: Overall Ratings of Public Separate Education Centers

School	2024-25	2025-26	Change	Overall Rating
Gateway Education Center	85.8	84.8	-1.0	Adequate Progress
Herbin-Metz Education Center	88.4	87.9	-0.5	Adequate Progress
C. Joyner Greene Education Center	88.1	88.4	+0.3	Adequate Progress
Haynes-Inman Education Center	88.6	88.4	-0.2	Adequate 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). When the minimum number of students was not available in a single year, up to three years of available assessment results were combined, as applicable, to meet minimum reporting requirements and improve the stability of the achievement measure. Results in the Achievement and Persistence categories are calculated using internally available data prior to DPI's final release of annual accountability data and are subject to changes during the data correction period.

Gateway Education Center (410379)

Gateway Education Center's model score decreased from 85.8 to 84.8, giving the school a rating of *Adequate Progress* for the 2025-26 school year (see Table 5). The decrease was driven by slight declines across all measured categories.

Table 5: Gateway Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
Attendance	80.9	0.20	16.2	80.5	0.20	16.1
Parental Involvement	97.7	0.35	34.2	97.0	0.35	34.0
Persistence	100	0.35	35.0	98.4	0.35	34.4
Achievement	4.1	0.10	0.4	3.1	0.10	0.3
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			85.8			84.8
Change from 24-25 to 25-26						-1.0

Herbin-Metz Education Center (410457)

Herbin-Metz Education Center's model score decreased from 88.4 to 87.9, giving the school a rating of *Adequate Progress* (see Table 6). Declines in attendance and parental involvement primarily contributed to this change, despite a slight increase in the school's achievement score. Student persistence remained the same.

Table 6: Herbin-Metz Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
<i>Attendance</i>	90.8	0.20	18.2	89.4	0.20	17.9
<i>Parental Involvement</i>	100	0.35	35.0	99.2	0.35	34.7
<i>Persistence</i>	100	0.35	35.0	100	0.35	35.0
<i>Achievement</i>	2.3	0.10	0.2	3.1	0.10	0.3
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			88.4			87.9
Change from 24-25 to 25-26						-0.5

C. Joyner Greene Education Center (410458)

C. Joyner Greene's model score increased from 88.1 in 2024-25 to 88.4 in 2025-26, giving the school a rating of *Adequate Progress* (see Table 7). The school's attendance and achievement scores increased slightly over the model period, while parental involvement and persistence remained relatively stable.

Table 7: C. Joyner Greene Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
<i>Attendance</i>	90.8	0.20	18.2	91.3	0.20	18.3
<i>Parental Involvement</i>	99.1	0.35	34.7	99.0	0.35	34.7
<i>Persistence</i>	98.5	0.35	34.5	98.6	0.35	34.5
<i>Achievement</i>	7.0	0.10	0.7	9.0	0.10	0.9
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			88.1			88.4
Change from 24-25 to 25-26						+0.3

Haynes-Inman Education Center (410464)

Haynes-Inman's total model score decreased from 88.6 to 88.4 between 2024-25 and 2025-26, giving the school a rating of *Adequate Progress* (see Table 8). While student attendance and achievement increased, declines in parental involvement and persistence drove the overall score down slightly.

Table 8: Haynes-Inman Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
<i>Attendance</i>	81.7	0.20	16.3	84.3	0.20	16.9
<i>Parental Involvement</i>	99.5	0.35	34.8	97.5	0.35	34.1
<i>Persistence</i>	100	0.35	35.0	98.9	0.35	34.6
<i>Achievement</i>	24.7	0.10	2.5	28.6	0.10	2.9
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score	88.6					88.4
Change from 24-25 to 25-26						-0.2

Newcomers School Progress Model (Option C) 2025-26 School Year

Sylvia Mendez Newcomers School (410300)
Doris Henderson Newcomers School (410398)

Overview

Doris Henderson Newcomers School and Sylvia Mendez Newcomers School are specialty schools that serve students in grades 3-11 who have recently immigrated to the US and who are novice English speakers. Students attend these schools for up to one year upon their first entry into the public school system, during which they receive focused English as a Second Language (ESL) instruction in addition to integration of ESL instruction into standard course content. Option C is the approved alternative school modified accountability system due to the unique population of students that these schools serve. The weights used in the model report for school year 2024-25 did not reflect the approved plan and have been updated accordingly. The model is described in detail below.

- 20% Attendance: Data on school attendance sourced from the NC Student Information System.
- 35% Parental Involvement: Parental engagement in student learning is tracked by the schools based on attendance at parent engagement events throughout the school year.
- 10% 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.
- 20% Transition Benchmark Skills: a unique local assessment that monitors student development of essential skills to succeed in a new country. The schools are measured by comparing the amount that students improve from the beginning to the end of the school year in one year to the next.
- 15% School Performance
 - Achievement: School achievement is calculated according to the guidance for Alternative Accountability model B.
 - Growth: EVAAS growth data is not available at the time of model calculation. 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., 2019⁵; Gershenson, S., Jacknowitz, A. & Brannegan, A., 2016⁶). The Transition Benchmarks assessment is supported by research into the needs of students making this unique transition, including García-Vázquez et al. (1997)⁷, Tsai (2006)⁸, Reeve & Lee (2014)⁹, and Soland & Sandilos (2021)¹⁰.

⁵ Anthony, C. & Ogg, J. (2019). Parent Involvement, Approaches to Learning, and Student Achievement: Examining Longitudinal Mediation. *School Psychology*, 34:4, 376- 385.

⁶ Gershenson, S., Jacknowitz, A. & Brannegan, A. (2016). Are Student Absences Worth the Worry in U.S. Primary Schools?

⁷ García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. (1997). Language Proficiency and Academic Success: Relationships Between Proficiency in Two Languages and Achievement Among Mexican American Students. *Bilingual Research Journal*, 21(4), 395–408. <https://doi.org/10.1080/15235882.1997.10162712>

⁸ Tsai, J.H.-C. (2006). Use of Computer Technology to Enhance Immigrant Families' Adaptation. *Journal of Nursing Scholarship*, 38, 87-93. <https://doi.org/10.1111/j.1547-5069.2006.00082.x>

⁹ Reeve, J., & Lee, W. (2014). Students' classroom engagement produces longitudinal changes in classroom motivation. *Journal of Educational Psychology*, 106(2), 527–540. <https://doi.org/10.1037/a0034934>

¹⁰ Soland, J., & Sandilos, L. E. (2021). English Language Learners, Self-efficacy, and the Achievement Gap: Understanding the Relationship between Academic and Social-Emotional Growth. *Journal of Education for Students Placed at Risk (JESPAR)*, 26(1), 20–44. <https://doi.org/10.1080/10824669.2020.1787171>

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 two Newcomers Schools is listed in Table 9. Both schools made substantial progress in 2025-26, achieving ratings of *Excellent Progress*.

Table 9: Overall Ratings of Newcomer's Schools

School	2024-25	2025-26	Change	Overall Rating
Sylvia Mendez Newcomers School	59.3	77.6	+18.3	Excellent Progress
Doris Henderson Newcomers School	46.7	52.2	+5.5	Excellent Progress

In any single year, there are often not enough students tested in individual tests at GCS' Newcomers schools to meet DPI minimum criteria for individual test inclusion in an accountability model (10 students per test). When the minimum number of students was not available in a single year, up to three years of available assessment results were combined, as applicable, to meet minimum reporting requirements and improve the stability of the achievement measure. Results in the Achievement and Persistence categories are calculated using internally available data prior to DPI's final release of annual accountability data and are subject to changes during the data correction period.

Sylvia Mendez Newcomers School (410300)

Sylvia Mendez Newcomers School's model score increased 18.3 percentage points, from 59.3 in 2024-25 to 77.6 in 2025-26, giving the school a designation of *Excellent Progress*. This large increase was primarily driven by the parental involvement category, which nearly doubled. The school also showed smaller increases across all other model categories (see Table 10).

Table 10: Sylvia Mendez Newcomers School Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
Attendance	92.2	0.20	18.4	93.8	0.20	18.8
Parental Involvement	53.4	0.35	18.7	99.2	0.35	34.7
Persistence	95.2	0.10	9.5	97.9	0.10	9.8
Transition Benchmark Skills	61.7	0.20	12.3	68.7	0.20	13.7
Achievement	2.8	0.15	0.4	3.7	0.15	0.6
Growth	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			59.3			77.6
Change from 24-25 to 25-26						+18.3

Doris Henderson Newcomers School (410398)

Doris Henderson Newcomers School increased from 46.7 in 2024-25 to 52.2 in 2025-26, giving the school a designation of *Excellent Progress*. The primary driver of this increase was parental involvement, where the score increased by 13.4 percentage points for a model score increase of 4.7 points. The school also demonstrated increases in transition benchmark skills and persistence, offsetting slight declines in the attendance and achievement categories (see Table 11).

Table 11: Doris Henderson Newcomers School Year 1 (2024-25) and Year 2 (2025-26)

	Score 24-25	Weight 24-25	Model Score 24-25	Score 25-26	Weight 25-26	Model Score 25-26
<i>Attendance</i>	90.8	0.20	18.2	90.4	0.20	18.1
<i>Parental Involvement</i>	17.5	0.35	6.1	30.9	0.35	10.8
<i>Persistence</i>	97.3	0.10	9.7	99.1	0.10	9.9
<i>Transition Benchmark Skills</i>	60.4	0.20	12.1	64.8	0.20	13.0
<i>Achievement</i>	3.7	0.15	0.6	2.8	0.15	0.4
<i>Growth</i>	N/A	N/A	N/A	N/A	N/A	N/A
Total Score			46.7			52.2
Change from 24-25 to 25-26						+5.5

Macon County Schools

Bartram Academy

2025-2026 Alternative School's Modified Accountability System

End of Year Report for The Peak at FHS 560350



Please find our 2025-2026 end of year report below. It begins with a description of our data collection processes and procedures, followed by the results.

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.

For the 2025-2026 school year, the school used a previous accountability model, based on school achievement, completion of senior portfolio, and growth.

Results from Previous Accountability Model:

20% School Achievement

	2023	2024	2025
Reading EOG (7&8)	10.5	NA	NA
Math EOG (7&8)	5.3	NA	NA
Science EOG (7&8)	42.9	NA	NA
Biology EOC	5.7	13.8	<5
Math 1	<5	<5	13.3
English II	26.3	11.6	<5
ACT WorkKeys	12.5	6.7	<10
4-Year Graduation Rate	60	61.3	68.6

20% Completion of Senior Portfolio

100% of students completed the Senior Portfolio.

Components of Senior Portfolio:

- a) Resume
- b) Cover Letter
- c) Essay
- d) FAFSA 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

2025 Status-Not Met

2025 Reading Growth-Not Met

2025 Math Growth-No Met

In reflecting on these indicators and student achievement, the administration has proposed changes in the 2026-2027 Alternative School's Modified Accountability Plan for 560350.

These changes were outlined in the proposed plan previously submitted.

Madison County Schools

Madison Velocity Learning Center

ALP Accountability Model						
Category	% Growth From Pre-Post Test Scores (Edmemtum & PE)	% Achievement	On Schedule with Cohort	Persistence (Continuous Enrollment)	Attendance (%)	Behavioral/Discipline Component
Notes	These tests will be generated on schoolnet (one at start, and one at end of semester)	Determined by % of Course Completed or EOC test scores	Score of "1" if on schedule to graduate with cohort. Score of "0" if not on schedule.	To be evaluated at the end of the semester. Score of "0" for students whose enrollment have been terminated.	Score of "1" per day present at school	Score of "1" per day that no discipline issues occur.
Perfect Score	1 (100/100)	1 (100/100)	1 (100/100)	1 (100/100)	1 (90/90)	1 (90/90)
Minimum Score	-1	0	0	0	0	0
KEY:	A	B	C	D	E	F
Algorithm Weight:	40%	20%	15%	15%	5%	5%

[illegible]

570-321

Option C Data Report

August 2026

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

Rowan-Salisbury Schools

John S. Henderson Independent High
School

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For the 2026-2027 school year, Henderson Independent will be transitioning to The Rowan Achievement Center (RAC). This center will help to provide a more comprehensive alternative model for students in Rowan-Salisbury Schools. The 2026-2027 school year will be the second year that we operate under Option C as an alternative accountability model. We believe that this customized accountability model will be a more accurate representation of the work and success at The Rowan Achievement Center (formerly Henderson Independent). This accountability model has already given The Rowan Achievement Center a more targeted approach for their students. We have made one change to the accountability model moving forward which is to change the cohort graduation rate to graduation rate which gives a more accurate description of the students that are served within the Rowan Achievement Center (RAC).

Please find our current data below to warrant the continuation of option C. For each result, we have supplied a description of the data to be used along with the collection processes and procedures. The descriptions of the data that is used are followed by the results for each data point.

Graduation Rate (GR) (20%)

The graduation rate was calculated using students who were enrolled at The Rowan Achievement Center, were within six credits of graduation, and graduated during the same school year. This represents a shift from the traditional cohort graduation rate calculation, as many students who enroll at the school are already off cohort and may not be on track to graduate with their original class.

This metric provides a more accurate representation of student success at The Rowan Achievement Center. By focusing on students who enter as seniors or are within six credits of graduation, the measure better reflects the school's direct impact on helping students complete graduation requirements and earn a diploma while enrolled.

Earned Credits (15%)

For the "Earned Credits" indicator, Edgenuity (Imagine Learning) was used as the authoritative source. A data report was developed through the Edgenuity software. To determine the denominator, the report examined all final completed grades for HHHS only and identified any students who were listed as having a "potential credit." Note that an individual student could be represented multiple times in the denominator if they were showing as having grades for multiple "potential credits." Then, students would count in the numerator if the report showed final credit. Infinite Campus was used as a Secondary source to verify the data extracted from Edgenuity. Students with a 75% completion rate or higher were considered to have credit for the course since Edgenuity is used to "co-teach" at The Rowan Achievement Center. Students in Infinite Campus with a final grade of 60% or higher were considered to have credit for courses.

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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. Participation is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.

Persistence (20%)

The persistence data was collected using the PERAUDIT (PCALL) file provided by the NCDPI. This data set represents the students that continued enrollment in any North Carolina Public School through the end of the school year. Persistence is used as a reliable and valid source for all schools across North Carolina and is provided by NCDPI.

Proficiency (15%)

The proficiency data for all EOC assessments administered was collected using the REPSUM file provided by the NCDPI.

Students Exiting the Alternative Program (20%)

For the “students exiting the alternative program” indicator, Infinite Campus was used as the authoritative source. The enter/exit report was used to accurately extract the data. To determine the denominator, we looked at all students who were enrolled within the alternative program throughout the school year. We pulled all students that were enrolled throughout the 2025-2026 school year. Each student was represented one time in the data

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Indicator	# Met Standard (Numerator)	# Enrolled (Denominator)	Percentage	Weight	Percent x Weight	Designation
GR	6	9	66.67%	20%	13.334	Succeeding
Earned Credits	246	336	73.21%	15%	10.981	
Participation			85.4%	10%	8.54	
Persistence	157	171	91.81%	20%	18.362	
School Proficiency			6.7%	15%	1.005	
Exiting ALP	123	153	80.39%	20%	16.078	
OVERALL Composite						68.3

School Designations for The Rowan Achievement Center will be:

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

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

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

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

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- Top Strategies to earn high school credits quickly:
<https://www.asupreglobalacademy.org/news/how-to-get-high-school-credits-fast/>
- North Carolina High School Graduation requirements:
<https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>
- The True Cost of Dropping out of High School:
<https://www.excelhighschool.com/blog/the-true-cost-of-dropping-out-of-high-school/>
- High School Graduation (US Department of Health and Human Services):
<https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health/literature-summaries/high-school-graduation>
- How students get banished to Alternative Schools:
<https://www.propublica.org/article/how-students-get-banished-to-alternative-schools>
- The Impact of an Alternative Education Intervention (Student Transition and Recovery) on Middle Schools' Attendance, Academic Performance, and Discipline:
<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1333&context=etd>

Commonwealth High School

Charter School

July 20, 2026

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 2025 meeting.

The 2025-26 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-G 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 seven 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 Infinite Campus).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2025-26 students "attending for one+ semesters." The business rule for determining if a 2025-26 student has attended one+ semesters is as follows: If the student attended the school at any point in 2025-26 AND the student attended a cumulative 90+ days before the end of the 2025-26 school year, even if some of those days were in prior school years, then the student is included among, "2025-26 students attending one+ semesters."

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

Sincerely,



Brittany Luc, Principal

Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2025-26

7/2/26

School Rating: Highly Effective

Approved Measure for 2025-26 (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 2024-25 was 18%. Target is 18 + 13 = 31.	29 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	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.)	80	76
INCREASED HS CREDIT EARNING RATE: Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. (Attachment D.)	75	87
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. (Attachment E.)	50	88
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 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment F.)	Plus 40 Percent of students with a prior GPA of 2.0+ was 15%. Target is 15 +40 = 55	86
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 G.)	95	94

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.

TOTAL POINTS	481	559
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Calculation of Final Score and Rating: The school's total Actual Points (559) are divided by the total Target Points (481) for an overall score of 116%. (559 divided by 481 = 1.16).

Using the approved rating bands, the school's overall rating is, "Highly Effective."

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 2025-26 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 “2024-25 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 87 students taking the Math I or English II assessments at the school in 2025-26, 25 met the Grade Level Standard. $25 \div 87 = 29\%$ or 29 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:

173 students attended the school for 1+ semesters in 2025-26 and were assigned to the ReadingPlus program for reading remediation. Of these students, 172 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 172 students achieving a gain divided by 173 total students = 99% or 99 points.

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:

173 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2025-26. Of these students, 132 achieved a gain on the second or subsequent administration. $132 \text{ students achieved a gain} \div 173 \text{ total students} = 76\% \text{ or } 76 \text{ points}.$

Attachment D – Commonwealth

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For the students attending 90+ days, calculate their credit earning rate at Commonwealth and at their prior schools. Identify the students who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools.

Summary of Calculations:

173 students attended the school for 1+ semesters in 2025-26. Of the 173, 150 increased their credit earning rate by 1+ credits per semester. $150 \text{ divided by } 173 = 87\% \text{ or } 87 \text{ points.}$

Attachment E – Commonwealth

Actual Results - Industry Certification

Description of Methodology:

For students attending 90+ days, first identify those who completed a Career and Technical Education (CTE) course. Then, calculate the percentage of that group who earned an industry certification.

Summary of Calculations:

42 students attended the school for 1+ semesters in 2025-26 and completed a career and technical education course. Of the 42 students, 37 students earned an industry certification. $37 \div 42 = 88\%$ or 88 points.

Attachment F – 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:

173 students attended the school for 1+ semesters in 2025-26. Of the 173, 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 173 = 15%. The school's target is set as 15% plus 40 percentage points equals 55% or 55 points.

After attending for one semester or more, 149 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 149 divided by 173 = 86% or 86 points.

Attachment G – Commonwealth

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2025-26 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:

266 students expressed an opinion on the survey question. Of the 266 respondents, 249 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 249 divided by 266 respondents equals 94% or 94 points.

Stewart Creek High School

Charter School

July 20, 2026

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 2025 meeting.

The 2025-26 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

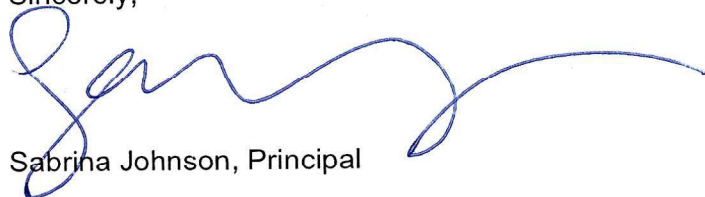
The table on the following page summarizes the school's Option C measures and results, and Appendices A-G that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in four of the seven areas measured.

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 Infinite Campus).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2025-26 students "attending for one+ semesters." The business rule for determining if a 2025-26 student has attended one+ semesters is as follows: If the student attended the school at any point in 2025-26 AND the student attended a cumulative 90+ days before the end of the 2025-26 school year, even if some of those days were in prior school years, then the student is included among, "2025-26 students attending one+ semesters."

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

Sincerely,



Sabrina Johnson, Principal

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

Proposed Option C Alternative Accountability Measures for Stewart Creek Dropout Prevention and Recovery Charter High School: 2026 - 27

Endnotes (i-xi) have been added to explain how the proposed measures differ from standard Option B metrics yet comprise valid and reliable measures of achievement and growth by the school's students.

Proposed Measure for 2026 - 27 (CATEGORY: and description)	Target
ACHIEVEMENT: ⁱ Combined percent of students who Meet Standard on math and English Language Arts End of Course exams will be higher than the percent of students Meeting Standard ⁱ at other alternative education schools. ⁱⁱ	Average percent for all NC alt ed schools Plus 13 percentage points ²
READING GROWTH: ⁱⁱⁱ Percent of students attending for one semester or longer who demonstrate reading growth ³ on the <i>ReadingPlus</i> instrument will meet Target. ^{iv}	95%
MATH GROWTH: ^v Percent of students attending for one semester or longer who demonstrate math growth ⁴ on the school's short cycle assessment instrument will meet Target.	80%
INCREASED HS CREDIT EARNING RATE: ^{vi} Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. ^{vii}	75%
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. ^{viii}	50%
IMPROVED GPA: ^{ix} 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 grade points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. ^x	Percent of students with a prior GPA of 2.0 Plus 40 percentage points
SATISFACTION: ^{xi} Percent of students expressing an opinion who respond "strongly agree" or "agree" when asked if their school offers "a high-quality education" will meet Target.	95%

Calculation of Final Score and Rating:

¹ Note: If 2026-27 Meeting-Grade-Level-Standard results for other alternative education schools are not publicly available at least 30 calendar days prior to the 2026-27 Option C results submission deadline, then the most recent published results from alternative education schools will be used for target setting.

² At 13 percentage points above the average of NC alternative education schools, the school will likely be performing more than one standard deviation above the other schools, based on the latest distribution of proficiency levels among alternative education schools.

³ Reading Growth is achieved if a student demonstrates mastery of skills one grade level or higher as measured by the *ReadingPlus SeeReader* tool compared to the initial *ReadingPlus* grade-level placement.

⁴ Math Growth is achieved if a student scores a higher Grade-Level-Equivalent on the school's short cycle assessment than the student scored on the initial assessment administration.

All target percentages and actual result percentages are multiplied by 100 to convert the percentages into “points.” The total actual points are then compared to the total target points to determine an overall score. For example, if the school earned a total of 300 points out of a target of 400 points, then its overall score is 75% (300 divided by 400 = 75%) for an overall rating of “Effective.” The overall score is translated into a final rating, as follows:

- Final score is 64.99% or less – Rating is “Emerging”
- Final score is 65%-84.99% - Rating is “Effective”
- Final score is 85% or higher – Rating is “Highly Effective”

ⁱ Proposed Achievement Measure is consistent with Option B in its use of standardized EOC assessments. It differs by comparing the school’s percent of proficient students to other (alternative) schools serving predominately at-risk students instead of Option B’s comparison to achievement levels statewide. Evidence shows that a student’s off-track or at-risk status is a better predictor of achievement than other demographic factors. (Please see, “Catching Up to College and Career Readiness: The Challenge Is Greater for At-Risk Students, ACT Research & Policy, by Chrys Dougherty, 2014. Link: <https://files.eric.ed.gov/fulltext/ED546855.pdf>) Therefore, comparison across the off-track, at-risk populations served in North Carolina’s alternative education schools provides the most appropriate achievement benchmark.

ⁱⁱ More recent research and state accountability practice support comparison of alternative schools to other alternative schools — rather than to traditional schools or statewide averages — as the most appropriate achievement benchmark. Colorado operates a separate Alternative Education Campus (AEC) accountability framework with weightings adjusted to account for the high-risk population of students served, holding AECs to indicators calibrated against their peer alternative schools rather than against traditional high schools (Colorado Department of Education, “Alternative Education Campus Accountability,” Link: <https://ed.cde.state.co.us/accountability/stateaccountabilityaecs> ; see also “Alternative Education Campuses Fact Sheet and Overview,” Link: <https://www.cde.state.co.us/accountability/aecoverviewfactsheet>).

ⁱⁱⁱ Proposed Reading Growth Measure utilizes the intrinsic growth metrics from the SeeReader and Insight tools utilized by ReadingPlus, the school’s reading remediation provider. As shown in Table 1 from the ReadingPlus Technical Quality Reliability & Validity Guide, the Reading Plus Insight tool shows significant moderate (>.50) to strong (>.70) Pearson correlation coefficients between InSight and commonly used third-party assessment results.

Table 1. InSight Proficiency Index Correlations with Third-Party Assessments (overall test scores)

Third-Party Assessments	Correlation Coefficients*
Accuplacer®	.63
FCAT 2.0 - Florida Comprehensive Assessment Test	.75
FSA - Florida Standards Assessment	.76
GMRT® - Gates MacGinitie Reading Test®	.78
GRADE™ - Group Reading Assessment Diagnostic Evaluation™	.85
MAP® - Measures of Academic Progress®	.67
Missouri MAP	.71
PARCC - Partnership for the Assessment of Readiness for College and Career	.79
SBAC - Smarter Balanced Assessment Consortium	.83
STAR Reading™	.80

*All correlations are significant at $p < .001$ (2-tailed).

(Link: <https://www-cdn.readingplus.com/wp-content/uploads/2015/03/InSight-Measuring-Three-Domains.pdf>)

iv. Independent confirmation of the InSight assessment's validity and reliability: The National Center on Intensive Intervention (NCII) — part of the American Institutes for Research and funded by the U.S. Department of Education's Office of Special Education Programs — independently reviewed the Reading Plus InSight assessment and concluded that InSight had "convincing evidence" of validity, reliability, and classification accuracy, the top rating granted under NCII's criteria (NCII Academic Screening Tools Chart, June 2019, Link: <https://charts.intensiveintervention.org/screening/tool/?id=77755cfc4f38cd9b>). Concurrent-validity studies further show that InSight proficiency scores meet NCII's strong-correlation threshold (Pearson $r \geq 0.70$) against widely used third-party reading assessments, including STAR Reading at grades 9–12, NWEA MAP Reading at grades 6–8, FAST aReading at grades 5–7, and aimswebPlus Reading at grades 5–8 (Reading Plus / Discovery Education correlation summaries, Link: <https://www.readingplus.com/evaluations/>).

v. Proposed Math Growth Measure utilizes IXL's Real-Time Diagnostic to assess grade-level math skills and measure growth achieved by students participating in math remediation. Independent research conducted in North Carolina schools supports both the validity of IXL's Diagnostic against the state's own criterion measures and its capacity to detect math growth driven by IXL usage. In a study of students in a suburban North Carolina district, IXL Real-Time Diagnostic math scores showed strong, statistically significant positive correlations with the North Carolina End-of-Grade (NC EOG) Mathematics Tests, with a high degree of overlap in proficiency classifications between the two measures (IXL Learning, "Assessing the Predictive Validity of the IXL Real-Time Diagnostic Using the North Carolina End-of-Grade Mathematics Tests as Criterion," Link: <https://www.ixl.com/materials/us/research/Real-Time-Diagnostic-and-NC-EOG-Math-Tests-Validation-Study.pdf>). A separate study of students in grades 6 through 8 in a suburban North Carolina middle school further found that the amount of IXL usage was significantly associated with student performance on the NC EOG Mathematics Tests, with students who used IXL with fidelity outperforming peers who did not

(IXL Learning, "The Impact of IXL on Math Learning in a North Carolina Middle School," Link: https://www.ixl.com/materials/us/research/The_Impact_of_IXL_on_Math_Learning_in_a_North_Carolina_Middle_School.pdf). Together these findings establish IXL's Real-Time Diagnostic as a valid measure of student math proficiency in North Carolina and demonstrate that IXL usage produces measurable gains on the state's criterion math assessment. Additional independent research extends this validity evidence into high school grades and high school course-level exams. In a study of students in grades 6 through 11 in a Florida school district, IXL Real-Time Diagnostic math scores showed strong, statistically significant positive correlations with both the Florida FAST math assessment and the B.E.S.T. End-of-Course exams in Algebra 1 and Geometry (Pearson $r > .70$, $p < .001$), with comparable correlations observed across gender, race/ethnicity, economically disadvantaged, and special-education subgroups (IXL Learning, "Predictive Validity of the IXL Real-Time Diagnostic Using Florida FAST and B.E.S.T. Assessments as Criterion," Link: [https://www.ixl.com/materials/us/research/Predictive_Validity_of_the_IXL_Real-Time_Diagnostic_\(Florida_FAST_and_B.E.S.T._Assessments\).pdf](https://www.ixl.com/materials/us/research/Predictive_Validity_of_the_IXL_Real-Time_Diagnostic_(Florida_FAST_and_B.E.S.T._Assessments).pdf)).

^{vi} Proposed Increased HS Credit Earning Rate Measure is an alternative to the Option B persistence metric. USDOE research shows that students are more likely to drop out if their credit earning rates decreased in the last full year of enrollment. (Please see, "Course Credit Accrual and Dropping Out of High School, by Student Characteristics, National Center for Education Statistics, USDOE, 2009, pp 2-3. Link: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009035>).

^{vii} More recent federal policy and state accountability practice support the use of credit-earning rate as a measure of student persistence in high school. Under the Every Student Succeeds Act (ESSA), states are required to include at least one indicator of "school quality or student success" in their accountability systems, and credit accumulation is among the indicators states commonly use to capture students' long-term success and engagement. (Please see: Congressional Research Service, *The Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA): A Primer*, CRS Report R45977, <https://www.congress.gov/crs-product/R45977>, updated July 9, 2026.) Independent equity analysis of state ESSA accountability systems confirms that credit accumulation is now widely used in this role: eight states use a ninth-grade on-track credit-accumulation indicator as a school-quality/student-success measure precisely because it is a crucial predictor of student engagement and persistence, and Nevada and Arkansas extend credit-accumulation tracking into the 10th and 11th grades, respectively (The Education Trust, "Reassessing ESSA Implementation: An Equity Analysis of School Accountability Systems," 2024, Link: <https://edtrust.org/rti/reassessing-essa-implementation-an-equity-analysis/>).

^{viii} Proposed Industry Certification Metric supplements the Option B persistence metric. Evidence shows the effects of industry credentials on high school graduation rates and student persistence. (Please see: "How Attaining Industry-Recognized Credentials in High School Shapes Education and Employment Outcomes", by Giani, M., Thomas B. Fordham Institute, 2022. Link: <https://fordhaminstitute.org/national/research/industry-recognized-credentials>).

^{ix} Proposed Improved GPA Measure supplements the Option B achievement metric. Evidence shows that GPA's are correlated to the American College Test ("ACT") typically taken by college-bound students. In a Marietta College study the researcher found, "a significant correlation exists between the average GPA and average ACT score of both private and non-private applicants... meaning as GPA increases the ACT score will increase as well." (Please see, "Private vs. Non-Private, a Correlational Study between ACT and GPA," by Nicole C. Focareto, Marietta College, 2006. Link: https://etd.ohiolink.edu/acprod/odb_etd/etd/r/1501/10?clear=10&p10_accession_num=marietta1147440821).

^x More recent peer-reviewed research provides a stronger evidentiary basis for using high-school GPA as a measure of student academic readiness and downstream success. In a study published in *Educational Researcher*, the journal of the American Educational Research Association, Allensworth and Clark analyzed longitudinal data on more than 55,000 students attending public high schools in Chicago and found that students' high-school grade point averages were approximately five times stronger than their ACT scores at predicting college graduation. The predictive power of GPA was consistent across high schools, while the predictive power of ACT scores was not; at many high schools the researchers found no relationship between students' ACT scores and eventual college graduation (Elaine M. Allensworth and Kallie Clark, "High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions About Consistency Across High Schools," *Educational Researcher*, Vol. 49, No. 3, January 2020, DOI: 10.3102/0013189X20902110, summary at Link: <https://news.uchicago.edu/story/test-scores-dont-stack-gpas-predicting-college-success>).

^{xi} Proposed Satisfaction Measure supplements the Option B's Achievement measure. In a USDOE study, School-level changes in student-reported school climate over time were often related to simultaneous changes in academic performance over time. A 10 percentage point increase in school climate was associated with a 0.5 percentage point increase in the average English language arts test score and a 0.7 percentage point increase in the average math test score over a two-year period. (Please see: "School Climate Really Does Affect Academics," *The Journal*, by Dian Schaffhauser, Feb. 6, 2017. Link: <https://thejournal.com/articles/2017/02/06/school-climate-really-does-affect-academics.aspx>).

Central Wake High School

Charter

July 20, 2026

Curtis Sonneman, Director of Accountability
NCDPI Division of Accountability Services
6307 Mail Service Center
Raleigh, North Carolina 27699-6307

Dear Mr.Sonneman:

As you are aware, the State Board of Education (SBE) approved Central Wake High School's proposed Alternative Accountability Model Option C submission at its October 2025 meeting.

The 2025-26 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-G 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 six of the seven 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 Infinite Campus).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2025-26 students "attending for one+ semesters." The business rule for determining if a 2025-26 student has attended one+ semesters is as follows: If the student attended the school at any point in 2025-26 AND the student attended a cumulative 90+ days before the end of the 2025-26 school year, even if some of those days were in prior school years, then the student is included among, "2025-26 students attending one+ semesters."

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

Sincerely,

Tom Hanley, Executive Principal

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

Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2025-26

7/2/26

School Rating: Highly Effective

Approved Measure for 2025-26 (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 2024-25 was 18 %. Target is 18 + 13 = 31.	33 Percent of Central Wake students completing the English or Math EOCs that Met Grade Level Standard.
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	95	100
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	75	84
INCREASED HS CREDIT EARNING RATE: Percent of students attending for 1+ semesters who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools. (Attachment D.)	75	83
INDUSTRY CERTIFICATION: Percent of students attending for one semester or longer who complete a career and technical education course will earn an industry certification. (Attachment E.)	50	54
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 grade points will be higher when compared to the percent of these	Plus 40 Percent of students with a prior GPA of 2.0+ was 42%. Target is 42 + 40 = 82	99

¹ 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 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.

students who entered the school with a GPA of 2.0+. (Attachment F.)		
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 G.)	95	89
TOTAL POINTS	503	542

Calculation of Final Score and Rating: The school's total Actual Points (542) are divided by the total Target Points (503) for an overall score of 108%. (542 divided by 503 = 1.08).

Using the approved rating bands, the school's overall rating is, "Highly Effective."

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 2025-26 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 “2024-25 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 66 students taking the Math I or English II assessments at the school in 2025-26, 22 met the Grade Level Standard. $22 \div 66 = 33\%$ or 33 points.

Attachment B – Central Wake

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

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

Summary of Calculations:

186 students attended the school for 1+ semesters in 2025-26 and were assigned to the ReadingPlus program for reading remediation. Of these students, 186 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. $186 \text{ students achieving a gain} \div 186 \text{ total students} = 100\% \text{ or } 100 \text{ points.}$

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:

186 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2025-26. Of these students, 157 achieved a gain on the second or subsequent administration. 157 students achieved a gain divided by 186 total students = 84% or 84 points.

Attachment D – Central Wake

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For the students attending 90+ days, calculate their credit earning rate at Central Wake and at their prior schools. Identify the students who increase their rate of earning credits by at least 1 credit per semester compared to their prior schools.

Summary of Calculations:

186 students attended the school for 1+ semesters in 2025-26. Of the 186, 154 increased their credit earning rate by 1+ credits per semester. $154 \div 186 = 83\%$ or 83 points.

Attachment E – Central Wake

Actual Results - Industry Certification

Description of Methodology:

For students attending 90+ days, first identify those who completed a Career and Technical Education (CTE) course. Then, calculate the percentage of that group who earned an industry certification.

Summary of Calculations:

28 students attended the school for 1+ semesters in 2025-26 and completed a career and technical education course. Of the 28 students, 15 students earned an industry certification. $15 \div 28 = 54\%$ or 54 points.

Attachment F – 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:

186 students attended the school for 1+ semesters in 2025-26. Of the 186, 78 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 78 divided by 186 = 42%. The school's target is set as 42% plus 40 percentage points equals 82% or 82 points.

After attending for one semester or more, 184 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 184 divided by 186 = 99% or 99 points.

Attachment G – Central Wake

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2025-26 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:

220 students expressed an opinion on the survey question. Of the 220 respondents, 195 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 195 divided by 220 respondents equals 89% or 89 points.

Calculation of Final Score and Rating:

All target percentages and actual result percentages are multiplied by 100 to convert the percentages into “points.” The total actual points are then compared to the total target points to determine an overall score. For example, if the school earned a total of 300 points out of a target of 400 points, then its overall score is 75% (300 divided by 400 = 75%) for an overall rating of “Effective.” The overall score is translated into a final rating, as follows:

- Final score is 64.99% or less – Rating is “Emerging”
- Final score is 65%–84.99% – Rating is “Effective”
- Final score is 85% or higher – Rating is “Highly Effective”

ⁱ Proposed Achievement Measure is consistent with Option B in its use of standardized EOC assessments. It differs by comparing the school’s percent of proficient students to other (alternative) schools serving predominately at-risk students instead of Option B’s comparison to achievement levels statewide. Evidence shows that a student’s off-track or at-risk status is a better predictor of achievement than other demographic factors. (Please see, “Catching Up to College and Career Readiness: The Challenge Is Greater for At-Risk Students, ACT Research & Policy, by Chrys Dougherty, 2014. Link: <https://files.eric.ed.gov/fulltext/ED546855.pdf>) Therefore, comparison across the off-track, at-risk populations served in North Carolina’s alternative education schools provides the most appropriate achievement benchmark.

ⁱⁱ More recent research and state accountability practice support comparison of alternative schools to other alternative schools — rather than to traditional schools or statewide averages — as the most appropriate achievement benchmark. Colorado operates a separate Alternative Education Campus (AEC) accountability framework with weightings adjusted to account for the high-risk population of students served, holding AECs to indicators calibrated against their peer alternative schools rather than against traditional high schools (Colorado Department of Education, “Alternative Education Campus Accountability,” Link: <https://ed.cde.state.co.us/accountability/stateaccountabilityaecs> ; see also “Alternative Education Campuses Fact Sheet and Overview,” Link: <https://www.cde.state.co.us/accountability/aecoverviewfactsheet>).

ⁱⁱⁱ Proposed Reading Growth Measure utilizes the intrinsic growth metrics from the SeeReader and Insight tools utilized by ReadingPlus, the school’s reading remediation provider. As shown in Table 1 from the ReadingPlus Technical Quality Reliability & Validity Guide, the Reading Plus Insight tool shows significant moderate (>.50) to strong (>.70) Pearson correlation coefficients between InSight and commonly used third-party assessment results.

Table 1. InSight Proficiency Index Correlations with Third-Party Assessments (overall test scores)

Third-Party Assessments	Correlation Coefficients*
Accuplacer®	.63
FCAT 2.0 - Florida Comprehensive Assessment Test	.75
FSA - Florida Standards Assessment	.76
GMRT® - Gates MacGinitie Reading Test®	.78
GRADE™ - Group Reading Assessment Diagnostic Evaluation™	.85
MAP® - Measures of Academic Progress®	.67
Missouri MAP	.71
PARCC - Partnership for the Assessment of Readiness for College and Career	.79
SBAC - Smarter Balanced Assessment Consortium	.83
STAR Reading™	.80

*All correlations are significant at $p < .001$ (2-tailed)

(Link: <https://www-cdn.readingplus.com/wp-content/uploads/2015/03/InSight-Measuring-Three-Domains.pdf>)

iv Independent confirmation of the InSight assessment's validity and reliability: The National Center on Intensive Intervention (NCII) — part of the American Institutes for Research and funded by the U.S. Department of Education's Office of Special Education Programs — independently reviewed the Reading Plus InSight assessment and concluded that InSight had "convincing evidence" of validity, reliability, and classification accuracy, the top rating granted under NCII's criteria (NCII Academic Screening Tools Chart, June 2019, Link: <https://charts.intensiveintervention.org/screening/tool/?id=77755cfc4f38cd9b>). Concurrent-validity studies further show that InSight proficiency scores meet NCII's strong-correlation threshold (Pearson $r \geq 0.70$) against widely used third-party reading assessments, including STAR Reading at grades 9–12, NWEA MAP Reading at grades 6–8, FAST aReading at grades 5–7, and aimswebPlus Reading at grades 5–8 (Reading Plus / Discovery Education correlation summaries, Link: <https://www.readingplus.com/evaluations/>).

v Proposed Math Growth Measure utilizes IXL's Real-Time Diagnostic to assess grade-level math skills and measure growth achieved by students participating in math remediation. Independent research conducted in North Carolina schools supports both the validity of IXL's Diagnostic against the state's own criterion measures and its capacity to detect math growth driven by IXL usage. In a study of students in a suburban North Carolina district, IXL Real-Time Diagnostic math scores showed strong, statistically significant positive correlations with the North Carolina End-of-Grade (NC EOG) Mathematics Tests, with a high degree of overlap in proficiency classifications between the two measures (IXL Learning, "Assessing the Predictive Validity of the IXL Real-Time Diagnostic Using the North Carolina End-of-Grade Mathematics Tests as Criterion," Link: <https://www.ixl.com/materials/us/research/Real-Time-Diagnostic-and-NC-EOG-Math-Tests-Validation-Study.pdf>). A separate study of students in grades 6 through 8 in a suburban North Carolina middle school further found that the amount of IXL usage was significantly associated with student performance on the NC EOG

Mathematics Tests, with students who used IXL with fidelity outperforming peers who did not (IXL Learning, "The Impact of IXL on Math Learning in a North Carolina Middle School," Link: https://www.ixl.com/materials/us/research/The_Impact_of_IXL_on_Math_Learning_in_a_North_Carolina_Middle_School.pdf). Together these findings establish IXL's Real-Time Diagnostic as a valid measure of student math proficiency in North Carolina and demonstrate that IXL usage produces measurable gains on the state's criterion math assessment. Additional independent research extends this validity evidence into high school grades and high school course-level exams. In a study of students in grades 6 through 11 in a Florida school district, IXL Real-Time Diagnostic math scores showed strong, statistically significant positive correlations with both the Florida FAST math assessment and the B.E.S.T. End-of-Course exams in Algebra 1 and Geometry (Pearson $r > .70$, $p < .001$), with comparable correlations observed across gender, race/ethnicity, economically disadvantaged, and special-education subgroups (IXL Learning, "Predictive Validity of the IXL Real-Time Diagnostic Using Florida FAST and B.E.S.T. Assessments as Criterion," Link: [https://www.ixl.com/materials/us/research/Predictive_VValidity_of_the_IXL_Real-Time_Diagnostic_\(Florida_FAST_and_B.E.S.T._Assessments\).pdf](https://www.ixl.com/materials/us/research/Predictive_VValidity_of_the_IXL_Real-Time_Diagnostic_(Florida_FAST_and_B.E.S.T._Assessments).pdf)).

^{vi} Proposed Increased HS Credit Earning Rate Measure is an alternative to the Option B persistence metric. USDOE research shows that students are more likely to drop out if their credit earning rates decreased in the last full year of enrollment. (Please see, "Course Credit Accrual and Dropping Out of High School, by Student Characteristics, National Center for Education Statistics, USDOE, 2009, pp 2-3. Link: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009035>).

^{vii} More recent federal policy and state accountability practice support the use of credit-earning rate as a measure of student persistence in high school. Under the Every Student Succeeds Act (ESSA), states are required to include at least one indicator of "school quality or student success" in their accountability systems, and credit accumulation is among the indicators states commonly use to capture students' long-term success and engagement. (Please see: Congressional Research Service, *The Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA): A Primer*, CRS Report R45977, <https://www.congress.gov/crs-product/R45977>, updated July 9, 2026.) Independent equity analysis of state ESSA accountability systems confirms that credit accumulation is now widely used in this role: eight states use a ninth-grade on-track credit-accumulation indicator as a school-quality/student-success measure precisely because it is a crucial predictor of student engagement and persistence, and Nevada and Arkansas extend credit-accumulation tracking into the 10th and 11th grades, respectively (The Education Trust, "Reassessing ESSA Implementation: An Equity Analysis of School Accountability Systems," 2024, Link: <https://edtrust.org/rti/reassessing-essa-implementation-an-equity-analysis/>).

^{viii} Proposed Industry Certification Metric supplements the Option B persistence metric. Evidence shows the effects of industry credentials on high school graduation rates and student persistence. (Please see: "How Attaining Industry-Recognized Credentials in High School Shapes Education and Employment Outcomes", by Giani, M., Thomas B. Fordham Institute, 2022. Link: <https://fordhaminstitute.org/national/research/industry-recognized-credentials>).

^{ix} Proposed Improved GPA Measure supplements the Option B achievement metric. Evidence shows that GPA's are correlated to the American College Test ("ACT") typically taken by college-bound students. In a Marietta College study the researcher found, "a significant correlation exists between the average GPA and average ACT score of both private and non-private applicants... meaning as GPA increases the ACT score will increase as well." (Please see, "Private vs. Non-Private, a Correlational Study between ACT and GPA," by Nicole C. Focareto, Marietta College, 2006. Link: https://etd.ohiolink.edu/acprod/odb_etd/etd/r/1501/10?clear=10&p10_accession_num=marietta1147440821).

^x More recent peer-reviewed research provides a stronger evidentiary basis for using high-school GPA as a measure of student academic readiness and downstream success. In a study published in Educational Researcher, the journal of the American Educational Research Association, Allensworth and Clark analyzed longitudinal data on more than 55,000 students attending public high schools in Chicago and found that students' high-school grade point averages were approximately five times stronger than their ACT scores at predicting college graduation. The predictive power of GPA was consistent across high schools, while the predictive power of ACT scores was not; at many high schools the researchers found no relationship between students' ACT scores and eventual college graduation (Elaine M. Allensworth and Kallie Clark, "High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions About Consistency Across High Schools," Educational Researcher, Vol. 49, No. 3, January 2020, DOI: 10.3102/0013189X20902110, summary at Link: <https://news.uchicago.edu/story/test-scores-dont-stack-gpas-predicting-college-success>).

^{xi} Proposed Satisfaction Measure supplements the Option B's Achievement measure. In a USDOE study, School-level changes in student-reported school climate over time were often related to simultaneous changes in academic performance over time. A 10 percentage point increase in school climate was associated with a 0.5 percentage point increase in the average English language arts test score and a 0.7 percentage point increase in the average math test score over a two-year period. (Please see: "School Climate Really Does Affect Academics," The Journal, by Dian Schaffhauser, Feb. 6, 2017. Link: <https://thejournal.com/articles/2017/02/06/school-climate-really-does-affect-academics.aspx>).

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