

## Alternative Accountability Model Option D Reports for 2016–17

Reports are submitted by each school or district for submission to the North Carolina State Board of Education. The reports follow each title page. Use the preset bookmarks to go directly to the schools or scroll through document.

School Name	District Name
Community High School	Buncombe County Schools
Bridges School	Carteret County Public Schools
Howard Learning Academy	Cumberland County Schools
Ramsey Street Alternative High School	Cumberland County Schools
Dare County Alternative School	Dare County Schools
Central Haywood High	Haywood County Schools
Union Academy	Macon County Schools
Partnership Academy	Orange County Schools
Commonwealth High School	Charter School
Stewart Creek High School	Charter School
Central Wake Charter High School	Charter School

Questions regarding specifics in any of the reports should be directly addressed to the schools or districts. Information regarding the Alternative Accountability Model can be found on the North Carolina Department of Public Instruction's Accountability Services site at [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

Community High School  
Buncombe County Schools



Tony Baldwin, Ed.D., Superintendent

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July 6, 2017

Dr. Tammy Howard, Director of Accountability Services  
NCDPI Division of Accountability Services  
6314 Mail Service Center  
Raleigh, North Carolina 27699-6314

Dear Dr. Howard:

On behalf of Buncombe County Public Schools, we respectfully submit our report on the Alternative Accountability Model Option D for Community High School (110303) with two appendices.

Appendix A details the plan used by Community High School including the evaluation areas, data collection procedures, business rules applied, and the school designation. Appendix B shows the calculations used to obtain Community High School's overall grade.

The first calculation used to determine Community High's grade is persistence by semester which accounts for 25% of the total grade. The total number of students enrolled at Community High during the first semester was 187. At the end of the semester, 141 students were enrolled. This includes students who did not drop and remained enrolled at the end of the semester or graduated. This leads to a calculation of 75.4% (141/187) persistence by semester. Similarly for semester two, 126 students remained at the end of the semester out of the 161 enrolled during the semester for persistence by semester calculation of 78.3% (126/161). These calculations can be seen in Appendix B.

The second calculation used to determine Community High's grade is Academic Achievement which accounts for 50% of the total grade. Students are expected, at a minimum, to be proficient on 70% of all outcomes for each class per semester. This calculation can be seen in Appendix B under Academic Achievement. The calculation for first semester was 81% (114/141) and 71% for second semester (97/136). The second part of the Academic Achievement is derived from growth in literacy measured using lexile levels obtained from Achieve 3000. Each student was assessed at the

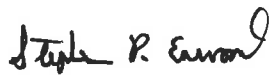
beginning of each semester to obtain a baseline lexile level. This baseline level was measured against the students' performance at the end of the semester to determine if the students' lexile level improved. The growth score was obtained by dividing the number of students that showed growth by the number of students being measured. For the first semester, 49% of the students showed growth while 57% showed growth in the second semester. Combining the growth score (25%) with the proficiency score (75%) produced an Academic Achievement score of 73 for first semester and 68 second semester.

The final calculation used to determine Community High's grade is Graduation Rate which accounts for 25% of the total grade. The graduation rate is determined by comparing the number of eligible seniors at the beginning of the semester who graduate divided by the total number of students eligible to graduate. Community High had 20 students in the first semester eligible to graduate with 19 of those actually graduating for an 95% (19/20) graduation rate. Second semester, Community High had a graduation rate of 81% (29/36). The Expected Current Year Graduates (by semester) score was derived by comparing the actual rate to the expected rate of 85% and taking +/- 1 point per % exceeding or below the expected outcome of 85%. For first semester, the score was 95 and 81 for second semester.

The overall score was determined from the above three calculations with persistence and graduation rate accounting for 25% each and academic achievement accounting for 50%. The total overall score was 79  $[(2 \times 73) + 95 + 75] / 4$  for first semester and 74  $[(68 \times 2) + 78 + 81] / 4$  for second semester. An average of the two semesters gives a Total Overall Score of 76. These calculations can be seen in Appendix B.

The school ratings as detailed in the plan (Appendix A) places Community High as Emerging since it has an overall score less than 80 and did not improve from the previous year's score of 82.97.

This report is respectfully submitted,



Stephen P. Earwood

Director of Testing and Accountability, Buncombe County Schools

Alternative Accountability Model for Community High School Business Rules  
Submitted by Community High School Improvement Team  
August 1, 2017 for 2016-2017 School Year

*Rationale for alternative accountability model:*

- 1) Most schools expect 25% turnover each year (seniors graduate, students transfer out or in, freshmen enter) while Community High School experiences 30% to 40% turnover each semester (mid-year graduations, new placements, moving out of district, etc.).
- 2) Students leaving each semester generally reflect the students who have been most successful and on whom the school has had most impact. Eighty percent of student turnover is due to graduation, as a result of successful long-term interventions by the school.
- 3) Entering students are often at highest risk and need the most interventions.
- 4) Tracking student achievement by grade level is not appropriate at Community High School because students' credits and graduation requirements are somewhat fluid. The standard for determining grade level is based on credits earned rather than required courses.
- 5) To show growth school-wide, we need to track same student growth by semester rather than grouping by content area or grade level over a full school year. Therefore, we propose to have two data points per school year rather than one. Students are enrolled in courses based on graduation credit needs rather than nominal grade level.

*Evaluation Areas:*

**Continued Enrollment by Semester: 25%**

- Eighty-five percent or more of students will remain enrolled in school or will have graduated at the end of the semester, based on students who were enrolled within the first five days of the semester.
- Tools for measuring this will be PowerSchool enrollment reports, withdrawal codes, and graduation data.
- Sample calculation:
  - The total number of students enrolled for the semester was 130, with 120 students in initial enrollment, ten additional students emergency placed, five students dropping out, three students moving out of the district but enrolled elsewhere, one student enrolling in an online school, and one enrolling in a treatment program that still serves as a public school.
  - 125 students out of the 130, or 96.15%, showed continued enrollment.
  - 25% of the overall school score is 96.
  - NOTE: Failure to meet 85% at this goal will require the school improvement team to set a goal for addressing the issue immediately.

## **Achievement: 50%**

- Achievement calculations will be based on our outcomes-based grading scale and growth in literacy as measured by lexile levels. In our system, a student must demonstrate proficiency on at least 70% of the course outcomes in order to receive a grade of C. Crosswalk documents describing the link between course outcomes and state curriculum standards are available for review.
- The school's improvement goal is that 80% of all students will be, at a minimum, proficient in 70% of all outcomes for each class per semester.
- Student portfolios will demonstrate student achievement in both content and metacognitive abilities through the semester. Portfolios will include pre-assessment measures, benchmarks, post-assessment measures, and evidence of proficiency in outcomes aligned to state curriculum.
- Portfolios will include a table of contents listing of all outcomes, the proficiency level attained for each, student tracking of performance on benchmarks and proficiencies (overseen by teacher), evidence of proficiency for each outcome, and additional instructional time received in intervention.
- In the portfolio, evidence must be shown of proficiency in 70% of course outcomes to achieve a grade of C for the student. This is an average of 70 for the student. Should the student be high performance on some of the outcomes, the grade would improve. Should the student be high performance on all outcomes, that student would achieve a grade of A and 100%. The portfolio will include pre-assessment and post-assessment data and configuration of growth into the final grade.
- Pre-assessment and benchmark assessments directly related to state standard curriculum will be utilized to guide instruction as well as monitor intervention effectiveness and need.
- Community High School's outcomes are directly aligned with state curriculum and do not eliminate the giving of the state tests, but hold us accountable to a higher standard of instructional practice as well as provide a means of measuring growth in ways more accurate to student growth than provided for in other alternative school accountability options to choose from (i.e., Options A, B, and C).
- EVAAS data will be utilized, alongside teacher input, results from pre-assessment and benchmark assessments, as well as student proficiency as demonstrated in the portfolio, to determine the at-risk level and guide discussion around the need for interventions to address skill deficits in order to increase student achievement and success.
- Upon entry to Community High School, all students will take a pre-assessment using Achieve 3000 to establish a baseline lexile measure, as well as the target for growth.
- Growth calculations will be based on the number of students that show growth in their lexile level. A Growth Score will be determined by measuring the number of students that met the growth target, as measured by Achieve 3000, versus the number of students being measured.
- The literacy growth score will account for 25% of our achievement component.

- The literacy baseline for each student will be determined by establishing a lexile level, or level at which a student reads independently. Currently we utilize the Achieve 3000 program, but multiple programs provide easy access to lexile levels and scoring matrices, and faculty can be trained to assess as well, should the need arise in the future.
- Students will read within a lexile range of comprehension just below and above the assessed level. For example, a student with a lexile level of 1240L may have a range of 1140L to 1290L. Many programs, such as the one used currently, provide access to multiple leveled readings, available in a variety of topics relating to multiple course areas.
- Student literacy will be monitored at a minimum on a weekly basis. Due to research, all courses provide and utilize reading intervention, as it has been shown to improve scholastic performance.
- Projected growth in literacy is currently done through a matrix offered through the research-based Achieve 3000 program but can be done in other ways as well [Note: other programs utilizing lexile measures include Aimsweb, the Iowa tests, Stanford, Flex literacy, Dibels Next, Istation, TOEFL, Star assessments, i-Ready, Scholastic reading inventory, and many others]. The target is that by graduation every student is on grade level. Depending on where the student begins, the trajectory must be kept reasonable. For example, a student entering 9<sup>th</sup> grade with an 11<sup>th</sup> grade reading level would not be expected to achieve a 12<sup>th</sup> grade reading level in one semester of intervention. Likewise, a student entering 9<sup>th</sup> grade with a 3<sup>rd</sup> grade reading level would not be expected to achieve a 9<sup>th</sup> grade reading level by semester's end.
- Monitoring for significant student success will occur through weekly review of the student Personalized Education Plan (advisory and course content).
- Sample calculation (based on 120 students in student body):
  - With 120 students taking 3 courses, 360 scores will be included in the calculation.
  - For each course, the final percentage grade, based on the portfolio and assessment, goes into the school composite which will account for 75% of our achievement component.
  - If the 360 scores are averaged, and the average is 84%, and the literacy component scores are at 80% (based on the number of students showing growth in their lexile level), then the overall achievement score would be 83 [ $84 + 84 + 84 + 80 = 332/4 = 83$ ]. The courses average is weighted three times that of the literacy component, as can be seen in the computation above.
  - 50% of the overall school score (Academic Achievement) is 83.
  - NOTE: If 80% of student course scores are not demonstrating proficiency in 70% of outcomes or better, a school improvement goal will be set and addressed immediately. All teachers will also be held to this standard by the administration.

## **Expected Current Year Graduates by semester 25%**

- The expected current year graduation by semester calculation will be based on the number of Community High School eligible seniors at the beginning of the semester who graduate divided by the total number of students eligible to graduate. This percentage will then be compared with our expectation that 85% or more of all eligible seniors at the start of the semester will graduate during that semester.
- An 85% expected current year graduation rate by semester will result in a base score of 85. Community High School will receive 1 point for each 1% gain above the 85% and subtract 1 point for each 1% below the baseline expected current year graduation rate by semester of 85%.
- Eligibility is determined by the number of courses required to pass in order to graduate. Three courses, sometimes four, if one can take place outside of the regular school day (for example, Twilight School or CTE Internship), remaining would make a student eligible.
- If the three required courses include a sequence of courses (for example, Math II, Math III, and a fourth math), that would be an unreasonable burden, as the courses build on one another, or foreign languages and other courses where it is reasonable to assume that a student would not be successful without first taking the prior course, the student would be excluded from eligibility UNLESS that student, a parent and an administrator agreed for the courses to be taken concurrently.
- Students transferring in during the semester who qualify as eligible graduates will be counted as such.
- Historically up to 40% or more of students enrolling at Community High School have missed the opportunity to meet the four-year cohort graduation goal prior to enrollment. For this reason we see a measure of graduation among those eligible to graduate as a more valid assessment tool than the four-year cohort measure.
- Sample calculation:
  - Forty (40) students graduated at end of semester.
  - Graduation score will be based on the number of eligible graduates at enrollment that graduate that semester. There were 42 eligible graduates that semester.
  - 95% of eligible students were graduates. 95 will be compared with the expected current year graduation baseline of 85%. This will result in an expected current year graduates by semester score of 90 (80 + 10).
  - NOTE: Failure to meet 85% at this goal will require the school improvement team to set a goal for addressing the issue immediately.

### *Calculating the Overall Score:*

- Achievement was 83 in this example.
- Continued Enrollment by Semester 96.
- Expected Current Year Graduates by semester was 90.



- With Achievement weighted twice (or 50%) while each other component is weighted once (or 25%), the overall school score is 90.5 [ $83 + 83 + 96 + 90 = 352/4 = 88$ ].

*Rating:*

- Our school will be accountable for achieving an overall score of 80% or better each year.
- Highly effective: If our school achieves an overall score of 80% or better and has improved upon the previous year's score, it will be considered highly effective.
- Effective: If our school achieves an overall score of less than 80% but has improved from the previous year's score, the school will be considered to be effective. Also, if our school achieves an overall score of 80% but has not improved on the previous year's score, the school will be considered to be effective.
- Emerging: If our school performs both below 80% and has not improved from the previous year's score, the school will be deemed to be emerging.
- In the example give above, Community High School would have scored at 88%, and would therefore be considered "Highly Effective".

*Data availability:*

- All data related to our plan will be kept in an electronic spreadsheet format that will be accessible online for monitoring by the LEA. Sharing of data will be complete with regard to performance as a school but will adhere to FERPA guidelines with regard to individual students.

## Calculation of School Grade

Accountability data	Semester 1	Semester 2
<b>Continued Enrollment by semester (25% of total accountability)</b>		
Total students enrolled, day 5, semester 1 2016-17 per PowerSchool	171	156
Students added between day 6 and end of semester	16	5
Student Transfers (W1)	24	6
Students graduated semester 1	19	29
Students withdrawn W2 (No plan to return)	22	29
enrolled + added	187	161
(enrolled + added - drop)	141	126
Continued Enrollment (% of students who started semester, who did not drop, who remain enrolled at semester end or graduated)	75	78
<b>Academic Achievement (50% of total accountability):</b>		
% of students achieving proficiency or better in 70% of course outcomes:	0.81	0.71
# of students enrolled on final day of semester 1	141	136
# of students achieving proficiency	114	97
Growth score (Ach3000 %)	0.49	0.57
Academic Achievement score (Proficiency Score*.75 + Growth Score*.25):	72.89	67.74
<b>Expected Current Year Graduates (by semester) (25% of total accountability)</b>		
# of students eligible to graduate at end of semester 1:	20	36
# of students actually graduated at end of semester 1: (eligibility to graduate based on reasonable expectation of required course completion per submitted documentation)	19	29
weighted school graduation score:	95	81
85 +/- 1 point per % exceeding or below expected outcome of 85%		
<b>Overall accountability score:</b>		
academic *2 + continued enrollment + graduation/4		academic *2 + continued enrollment + graduation/4
Total overall score	79.04	73.58
<b>Total yearly score 2016-17</b>	76.31	
<b>2015-16 Score</b>	82.97	
<b>2014-15 Score</b>	79.98	
<b>2016 2017 Rating</b>	Emerging	

Appendix B - Calculation of School Grade

Bridges School  
Carteret County Public Schools

# CARTERET COUNTY

... PUBLIC SCHOOL SYSTEM ...

*A Beacon for Learning and Leading*

Matthew Bottoms  
Superintendent

Richard L. Paylor  
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*Board of Education*  
Perry Harker, Chair  
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Jake Godwin, Jr.  
John McLean, Jr.

Dr. Tammy Howard  
Director of Accountability Operations  
North Carolina Department of Public Instruction  
6314 Mail Service Center  
Raleigh, NC 27699-6314

August 21, 2017

Dr. Howard:

The following report provides the 2016-17 results of the Carteret County Schools' Alternative School Progress Model (Option D) for Bridges School (160309) in Morehead City.

The computations are based on the proposal previously approved by the North Carolina Board of Education.

If you have questions regarding the report or the calculations used, please contact Crystal Bailey at (252) 728-4583 ext. 1115.

Sincerely,



Mat Bottoms  
Superintendent  
Carteret County Schools

Attachment:

Alternative School Progress Model (Option D)

## MISSION

THE MISSION of the Carteret County Schools is to graduate all students prepared to be productive citizens.



*A Beacon for Learning and Leading*

Matthew Bottoms  
Superintendent

Richard L. Paylor  
Blair E. Propst  
Assistant Superintendents

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## CARTERET COUNTY SCHOOLS

### Alternative School Progress Model (Option D)

2016-17 School Year

Bridges School (160309)

**Part I – Student Persistence** (45% of total): **93.3** (41.99 points)

Student Persistence is defined as the percent of alternative students who remain enrolled in any North Carolina public school through the end of the school year.

DPI's PERAUDIT160 report indicates 42 of 45 students remained enrolled through the last day of school: (93.33%)

**Part II – Proficiency** (5% of total): **18.9** (.945 points)

The School Proficiency component uses the 3-year average of the following Grade-level Proficiency indicators:

- End-of-Grade English Language Arts/Reading
- End-of-Grade Mathematics Assessments at Grades 3–8
- End-of-Grade Science Assessments at Grades 5 and 8
- End-of-Course Assessments in Biology, Math I, and English II

**Part III – Growth** (50% of total): **77.0** (38.50 points)

The Alternative Growth Model is calculated as the reported READY STATUS Growth Index converted to a 100-point scale in the same manner as used in the School Report Card.

2017 READY STATUS Growth Index: -0.58

**Overall School Score: 81.43** points

**Annual Overall Alternative Progress Status: Superior**

#### MISSION

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Matthew Bottoms  
*Superintendent*

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## **CARTERET COUNTY SCHOOLS**

### **Alternative School Progress Model**

### **Progress Categories by Score**

The computations of the Model from the minimum to the maximum result are divided equally into four ranges. The annual designation of the school will be established based on the range achieved by the computation of the components.

For year-to-year comparisons, the results of each annual computation of the Alternative Schools Progress Model will fall into one of four categories.

***Superior Progress (76 – 100 points)***

***Excellent Progress (51 – 75 points)***

***Adequate Progress (26 – 50 points)***

***Less than Anticipated Progress (0 - 25 points)***

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#### **MISSION**

THE MISSION of the Carteret County Schools is to graduate all students prepared to be productive citizens.

# Howard Learning Academy Cumberland County Schools

## ALTERNATIVE ACCOUNTABILITY MODEL 2016-2017

### Howard Learning Academy

#### Parent Involvement

There were 367 parental visits logged during the 2016-2017 School Year. Visits included attendance of IEP meetings, open house, parent night, Student Service Team meetings, award programs, parent/teacher conferences, and assemblies. In addition, parents participated in the intake process, discipline hearings, offered classroom support, and ate lunch with their child. 162 students were enrolled during the 2016-2017 School Year.

**Results: 162/162 = 100.0%.**

#### Student Proficiency (Achievement)

Students enrolled at Howard Learning Academy at the time of End-of-Grade testing were administered the ELA, Math and Science EOG Assessments. The results from each of these assessments are as follows:

school_code	subject	type	subgroup	prof_den	prof_num_glp	prof_pct_glp
260413	MA05	ALL	ALL	*	*	*
260413	MA06	ALL	ALL	30	*	*
260413	MA07	ALL	ALL	48	*	*
260413	MA08	ALL	ALL	51	*	*
260413	RD05	ALL	ALL	*	*	*
260413	RD06	ALL	ALL	29	*	13.8
260413	RD07	ALL	ALL	48	*	10.4
260413	RD08	ALL	ALL	52	12	23.1
260413	SC05	ALL	ALL	*	*	*
260413	SC08	ALL	ALL	51	17	33.3
260413	EOG05	ALL	ALL	25	*	*
260413	EOG06	ALL	ALL	59	*	12.7
260413	EOG07	ALL	ALL	96	*	*
260413	EOG08	ALL	ALL	154	32	20.8
260413	MA	ALL	ALL	137	*	*
260413	RD	ALL	ALL	137	22	16.1
260413	SC	ALL	ALL	60	17	28.3
260413	Math I	ALL	ALL	*	*	*
260413	EOG	ALL	ALL	334	44	13.2
260413	ALL	ALL	ALL	336	45	13.4

\*-Indicates values below the reporting threshold

**Results: 336/45=13.40%**



### **Alternative Behavior Education Program**

The Alternative Behavior Education Program is a student information system focused on behavior and student interventions. The interactive software emphasizes the importance of responsible behaviors and demonstrates why positive change is important. Focus is placed on behaviors and consequences, while providing at-risk students skills necessary to succeed. The ABE Program also provided detailed graphs and data revealing problematic areas in need of improvement. Crucial behavioral patterns are pinpointed, which are necessary for targeting influential variables. The parent portal component of the program provides parents access to student referrals and interventions. The ABE Program data can also be printed as summaries or graphs. Each student enrolled at Howard Learning Academy were initially assigned an ABE intervention as part of our assignment process for the 2016-2017 year. ABE was also used as an intervention for students assigned ISS (In-School-Suspension).

82 students were referred to ISS, and 82 completed the Alternative Behavior Education (ABE) Program. 67 of these students did not return to in-school suspension. 165 students were assigned 583 interventions, of those interventions 411 were completed.

**Results: This is a completion rate of 100.0%, 82/82.**

### **Community Involvement**

296 community members signed the Community Involvement Log during the 2016-2017 School Year. Community members visited as guest speakers, mentors, testing volunteer, DSS contacts, court liaisons, and student support. The community also participated in sports tournament, talent show, as well as providing student uniforms, supplies, and staff incentives.

**Results: The Community Log shows 296 signatures for the 162 students enrolled: 296/162= 183% we will use 100% for this indicator since we will not exceed 100% on any indicator.**

## **Test Participation**

At Howard Learning Academy, we strive to test every student on roll during the testing window. The chart below shows how we did by grade and subject:

<b>school_code</b>	<b>subject</b>	<b>type</b>	<b>subgroup</b>	<b>part_den</b>	<b>part_num</b>	<b>part_pct</b>
260413	MA05	ALL	ALL	*	*	88.9
260413	MA06	ALL	ALL	30	30	>95
260413	MA07	ALL	ALL	50	48	>95
260413	MA08	ALL	ALL	52	51	>95
260413	RD05	ALL	ALL	*	*	88.9
260413	RD06	ALL	ALL	30	29	>95
260413	RD07	ALL	ALL	50	48	>95
260413	RD08	ALL	ALL	52	52	>95
260413	SC05	ALL	ALL	*	*	>95
260413	SC08	ALL	ALL	52	51	>95
260413	EOG05	ALL	ALL	27	25	92.6
260413	EOG06	ALL	ALL	60	59	>95
260413	EOG07	ALL	ALL	100	96	>95
260413	EOG08	ALL	ALL	156	154	>95
260413	MA	ALL	ALL	141	137	>95
260413	RD	ALL	ALL	141	137	>95
260413	SC	ALL	ALL	61	60	>95
260413	EOG	ALL	ALL	343	334	>95
260413	Math I	ALL	ALL	*	*	>95
260413	EOC	ALL	ALL	*	*	>95
260413	ALL	ALL	ALL	345	336	>95

\*-Indicates values below the reporting threshold

**Results: 336/345=97.4%**

## **EVAAS Growth**

50% of the Alternative Accountability Model will be comprised of EVAAS Growth. We emphasize the important of growth and want that to be reflected in our plan. The EVAAS Growth Composite will be used. That figure will then be converted to a 0-100 figure that will be taken from the NCDPI SPG Conversion Chart.

**Results: The 2016-17 EVAAS Growth Composite show Howard Learning Academy has an EVAAS Growth Index of -7.89 which converts to 53.5. The EVAAS Growth will be weighted 50%.**

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	162	162	>95	.10	10.0	
Student Proficiency	45	336	13.40	.15	2.01	
ABE Program	82	82	>95	.05	5.0	
Community Involvement	296	162	>95	.10	10	
Test Participation	336	345	>95	.10	9.74	
Total			36.75	.50	18.38	
EVAAS			53.5	.50	26.75	
Overall					45.13	★ ★

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

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

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

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

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

Ramsey Street Alternative  
High School  
Cumberland County Schools



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## **ALTERNATIVE ACCOUNTABILITY MODEL FOR 2016-17**

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

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

There were 630 parental visits logged during the 2016-17 school year. Ramsey Street High School enrolled 320 students and we did 313 orientations. We also logged in 317 parent involvement signatures.

Results:  $630/320=100\%$ . This indicator accounts for 10% of the accountability model.

**Results:  $320/320=100\%$ .**

**Parent and Student Surveys:** At Ramsey Street High School we value the opinions of our parent/guardians and students. We surveyed all groups and will use results to shape our school. We administered a survey at the completion of a student's enrollment. The results of the survey was converted into a score that would be a low of 50 and a high of 100. An overall average will be assigned to the school survey. The average accounts for 5 % of the model.

**Results:  $309/312=99\%$**

**Student Proficiency** Students enrolled at Ramsey Street High school during the testing cycle were administered the appropriate End-of-Course test. The results from these are as follows:

<b>school_code</b>	<b>subject</b>	<b>type</b>	<b>subgroup</b>	<b>prof_den</b>	<b>prof_num_glp</b>	<b>prof_pct_glp</b>
260449	M1	ALL	ALL	65	*	9.2
260449	BI	ALL	ALL	34	*	<5
260449	E2	ALL	ALL	53	*	5.7
260449	ALL	ALL	ALL	152	10	6.6

\*-Indicates a value less than the reporting threshold

Of the 152 End-of-Course tests that were taken during the 2016-2017 School Year, 10 scored as proficient.

Results:  $10/152=6.6\%$ . This indicator accounts for 10% of the accountability model.

**ABE Program:** Cumberland County Schools encourages the alternative schools to have their students complete the ABE program. The purpose of this program is to have students identify areas that may cause them to misbehave and get in trouble. The students are encouraged to work their way through the program and upon completion, the student will have a 100 point score. The calculations used to determine the value of this component will be the cumulative average of all students who complete the program. The percentage will be used as 5% of the model.

Alternative Behavior Education Program provides students interactive software that emphasizes the importance of responsible behaviors. Automated graphs provide detailed data revealing problematics areas and areas of improvement. Designed with student success in mind, ABE places focus on behavior and social success by emphasizing its importance. Peer testimonials provides at-risk students the skills to help them succeed.

Of the 312 enrolled students 306 completed the Alternative Behavior Education (ABE) Program. Eight students were in the autistic classrooms and were not tested.

Results: This a completion rate of 98.1%. This indicator accounts for 5% of the accountability model.

**Results: This a completion rate of  $306/312=98.1\%$ .**

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

Results: Out of 320 students, Data Track showed 74% attend at Ramsey Street High School.

**Results: 74.0%**

**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. The chart below shows the results by each End-of-Course assessment.

school_code	subject	type	subgroup	part_den	part_num	part_pct
260449	M1	ALL	ALL	63	61	>95
260449	BI	ALL	ALL	34	34	>95
260449	E2	ALL	ALL	53	53	>95
260449	ALL	ALL	ALL	150	148	>95

**Results:  $148/150=98.7\%$ .**

**Community, Business and Faith-Based Partner:** At Ramsey Street High School we understand the importance of having the community, business, and faith-based partner's partnership on our campus. This partnership will provide opportunity for our student to experience academic success while providing guidance on making better choices behaviorally in an environment that is maturing and conducive to learning in the 21<sup>st</sup> century. These components will count as 5 % of the model.

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

340 community member were invited to speak to students during the 2016-17 school year. 413 Participated and signed the Community Involvement Log, 10 Business Partner and 63 Volunteers were also involved in partnerships with RSHS.

Results: The Community Involvement Log show 340 signatures for the 340 invited. There were 10 business partners and 63 volunteers' signatures. (100%). This indicator accounts for 10% of the accountability model.

**Results: 340/340=100%**

### **EVAAS Growth**

At Ramsey Street High School, we value the student/teacher relationship. We will use the EVAAS Growth measure as 50% of the Alternative Accountability Model. The EVAAS Growth Composite will be used. That figure will then be converted to a 0-100 figure from the NCDPI SPG Conversion Chart.

**Results: The 2016-17 EVAAS Growth Composite show Ramsey Street High School has an EVAAS Growth Index of -9.65 which converts to 50.5. The EVAAS Growth will be weighted 50%.**

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	320	320	>95	.05	5.00	
Parent/Student Survey	309	312	>95	.05	4.95	
Student Proficiency	10	152	6.6	.10	0.66	
ABE Program	306	312	>95	.05	4.90	
Student Attendance	320		74.0	.10	7.4	
Test Participation	148	150	>95	.10	9.87	
Community Involvement	340	340	>95	.05	5.00	
Total			37.78	.50	18.89	
EVAAS			50.5	.50	25.25	
Overall					44.14	★ ★

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

The labels will be:

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



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



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



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





# Dare County Alternative Dare County Schools



## **Dare County Alternative School**

829 Wingina Ave. Manteo, NC 27954  
Phone numbers: (252) 473-5841 Ext. 1091  
Fax (252) 473-2263

**Teresa Twyne**  
*Director of Alternative Programs*

### **Dare County Alternative School Local Options 2016-2017**

#### **(25%) Higher Expectations for Student Achievement**

Goal: The percentage of students enrolled in higher level courses such as Math II and Math III will increase from 76% to 79%.

**Results: 77%**

**Did Not Meet Goal**

##### Process for Verification:

The Director of Alternative Programs reviewed student enrollment in Math II, Math III, and dual enrollment college courses. Thirty-Four of 44; or 77%, of Dare County Alternative School students were enrolled in Math II, Math III or dual-enrollment courses for 2016-2017. This does not meet our goal of 79%

#### **(25%) School Safety/Student Conduct**

Goal: The number of instructional days lost due to disciplinary issues will be reduced from 75 to 70.

**Results: 87.92**

**Did Not Meet Goal**

##### Process for Verification:

Student referrals are electronically entered by the teachers into the Educator's Handbook Discipline System used county-wide by the high schools. Referrals are then processed by one of the school administrators who determines the consequences/actions for students. The system calculates the amount of instructional time lost. The school's data manager subsequently enters all reportable actions into Power School.

Dare County Alternative School students lost 87.92 days of instruction for disciplinary issues. This did not meet our goal of 70 days.

#### **(25%) Student Persistence**

Goal: The percentage of alternative school students who remain enrolled in school through the end of the school year will maintain at the current rate of greater than 90%.

**Results: 82.9%**

**Did Not Meet Goal**

Process for Verification:

The Dare County Schools Director of Testing and Accountability reviewed and sent information from the NCDPI-provided files PERAUDIT280 and PEREXIT280 to the Director of Alternative Programs to verify the status of each student. The NCDPI-required documentation was collected for students who went to a private or out-of-state school. Thirty-four of 41 students, or 82.9%, met the student persistence requirement. This did not meet our goal of 90%.

**(25%) Student Growth**

Goal: Alternative school students will meet growth as calculated using an alternative growth model developed in conjunction with EVAAS.

**Results:**

**Did Not Meet Goal**

Process for Verification:

2016-2017 Internal Ready Website.

Central Haywood High  
Haywood County Schools



# *Haywood County Schools*

Board of Education  
1230 North Main Street  
Waynesville, NC 28786  
828 456 2400

Dr. Tammy Howard, Director of Accountability Services  
Accountability Services  
NC Dept. of Public Instruction  
6314 Mail Service Center  
Raleigh, NC 27699-6314

August 21, 2017

Central Haywood High School (440326) was approved to use the Alternative Accountability Model Option D for the 2016-17 school year. The model includes the following components: Student Persistence, School Performance, Growth, and a Change Rating Designation. Please see the attached data report, model description and business rules. Thank you for the opportunity to submit an accountability model aligned to the mission of this alternative school.

Sincerely,

Teresa Cook  
Accountability Director  
Haywood County Schools

**Central Haywood High School (440326)**  
**Alternative School Accountability Model**

A. Components used in the overall school score:

**(1) 20% Student Persistence**

- a. Student Persistence is defined as the percent of alternative students who remain enrolled in any North Carolina public school through the end of the school.

Calculation for this component is the percent of students identified as enrolled in Central Haywood High School (CHHS) during any data collection throughout the year who remain enrolled through the end of the school year in any NC public school. Students who graduate from high school, as per graduation collection data, are included in the calculation. The maximum number of points available for the Student Persistence component is 100. During the 2016-17 school year, 99 out of the 130 students enrolled at CHHS throughout the year remained enrolled in a NC public school for a Student Persistence score of 76 points.

**(2) 20% School Performance**

- a. The School Accomplishment component uses the following indicators:
  - i. EOC Assessments in Biology, Math I, and English II
  - ii. ACT WorkKeys
  - iii. 4-year Graduation Rate
  - iv. 5-year Graduation Rate
  - v. Math Course Rigor

The standards for these indicators are calculated in the same manner as for School Performance Grades and READY Accountability, with the exception of ACT data, which is omitted. To review the standards, please consult the Business Rules for Calculating Results found on the NCDPI [Accountability Services website](#). The mission of CHHS is to enable students to complete high school and receive a diploma. This is accomplished by focusing on the individual needs of each student and addressing the varying situations that hindered success in the traditional setting. The ACT, a college readiness assessment, is not aligned with the mission of the school and is therefore not an appropriate measurement tool. Due to the population of students at CHHS and the environmental challenges they face, ACT performance fluctuates significantly from year to year. CHHS will continue to strive for student success on the ACT assessment, but the indicator is not included for school achievement in the accountability model. The maximum available points for School Performance is 100. CHHS made gains in several indicators this year as compared to the previous year, including English II, the 5 Year Cohort Graduation Rate and ACT WorkKeys. The 2016-17 School Performance score is 70 points.

- b. Three (3) years of data will be used for calculating school achievement.
  - i. Total students numerator and denominator for 3-years
  - ii. Must be assessed at alternative school to be included in calculation

Central Haywood High is a small school and numbers fluctuate from year to year. Often, the school does not have enough data to measure some indicators. Therefore, three years (current year plus two previous) of school data for the indicators is used, resulting in greater reliability of the data. The total number of scores meeting the standards for the indicators is divided by the total number of scores available. The 3-Year School Performance score for CHHS is 64.

### **(3) 60% Growth**

- a. Growth will be calculated for the current year using the alternative growth model developed by DPI in conjunction with EVAAS.
  - i. Remove 140 day membership rule and calculate as a percentage for all students taking assessments at alternative school
- b. Three (3) years of data will be used for calculating Growth

The School Growth component for each year is measured using an alternative growth model developed in conjunction with EVAAS. EVAAS Growth measures progress on EOC assessments and generates an index value. The index value is converted to a 100 pt. scale score. Reported growth will be a 3-year average (current year and 2 previous) of the 100 pt scale score. This value is weighted 60% in the Overall School Score calculation. CHHS had a converted scale score of 68 during the 2014-15 school year and obtained a converted scale of 65 for 2014-15. With the current year's growth score, 64, the 3-year average is 66 points.

B. A change rating will be assigned to the school comparing the previous year to the current year.

#### **(1) Highly Effective**

- a. *Highly Effective* indicates a change in the school from the previous year by at least +3 points.

#### **(2) Effective**

- a. *Effective* indicates a change in the school from the previous year by -2.9 to +2.9 points.

#### **(3) In Need of Improvement**

- a. *In need of Improvement* indicates a change in the school from the previous year by at least -3 points.

The Overall School Rating is the difference in the Overall School Score for the current and prior school year. The difference value will determine the change rating of *Highly Effective*, *Effective*, or *In Need of Improvement*. The Overall School Rating for 2015-16 was 71 and for 2016-17 is 68 with a difference of -3. The assigned change rating for 2016-17 is *In Need of Improvement*.

# Central Haywood High School

## School Performance

	2014-15	2015-16	2016-17	3-Yr Total
Indicator	Score	Score	Score	Score
Math I	19	11	8	13
Biology	6	22	16	15
English II	38	18	58	32
ACT WorkKeys	53	40	68	55
Math Course Rigor	79	91	90	87
CGR 4yr	71	76	66	71
CGR 5yr	81	75	76	77

**2017 School  
Performance (3 yr)  
64**

<b>Overall</b>	<b>64</b>	<b>63</b>	<b>70</b>	<b>64</b>
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## Student Persistence

**2017 Student  
Persistence  
76**

## Growth

2014-15		2015-16		2016-17	
Index	Score	Index	Score	Index	Score
-2.42	67.9	-2.98	65.1	-3.16	64.2

**Growth Average (3yr)  
66**

## Overall School Score

<b>School Performance X .20</b>	<b>Student Persistence X .20</b>	<b>Growth X .60</b>
13.2	15.2	39.4

**Overall School Score  
68**

**Overall School Rating  
*In Need of Improvement***



Union Academy  
Macon County Schools

**Union Academy**  
**Macon County Schools**  
**Franklin, North Carolina**

**Option D**

**2016-2017**

1. 20% Student Persistence (41.12%)
2. 20% School Performance (41%)
  - a. End-of-Course Assessments in Biology, Math I, and English II (8.7%)
  - b. ACT WorkKeys (0%)
  - c. 4-Year Graduation Rate (55.3)
  - d. Completion of a Graduation Project (100%)
3. 60% Growth (52.8%)

Total: 48.10 = D

Last year (2015-2016), Union Academy's total was 62.06%. There was a decrease in their overall score of 13.96%.

Partnership Academy  
Orange County Schools

## Partnership Academy Accountability Results for 2016-2017 680-335

**GOAL:** 80% percent of students who enroll in Partnership Academy will improve his/her grades by .5 grade point average (GPA) points when comparing grades at the time of withdrawal from his/her previous school to Partnership Academy final report card grades at the end of the semester or year.

**Results:** MET 87.5% of students met the goal of increasing their GPA at the time of withdrawal from their former school by at least .5 while attending Partnership Academy during the 2016-17 school year. The students as a group increased their grades by an average of 1.73 GPA points.

	GPA calculation at time of W/D from former school*	EOY GPA @ PA	Difference between EOY and Time of W/D	Difference >.5
1	0.83	3.13	2.30	Yes
2	1.25	3.38	2.13	Yes
3	1.25	2.38	1.13	Yes
4	0.5	1.88	1.38	Yes
5	0	2.25	2.25	Yes
6	0.75	3.25	2.50	Yes
7	0	3.13	3.13	Yes
8	1.75	2.88	1.13	Yes
9	0	1.67	1.67	Yes
10	1	3.00	2.00	Yes
11	1.4	3.88	2.48	Yes
12	3	3.38	0.38	No
13	1.5	2.75	1.25	Yes
14	0	0.83	0.83	Yes
15	1.25	1.71	0.46	No
16	0.75	3.71	2.96	Yes
17	0	2.25	2.25	Yes
18	0.2	2.50	2.30	Yes
19	0.5	3.75	3.25	Yes
20	0.25	3.88	3.63	Yes
21	0	2.66	2.66	Yes
22	1	2.13	1.13	Yes
23	2	3.88	1.88	Yes
24	1.25	1.67	0.42	No
25	0.5	2.25	1.75	Yes
26	2	2.86	0.86	Yes
27	3	2.25	-0.75	No
28	2	3.50	1.50	Yes
29	1.25	2.38	1.13	Yes
30	0.75	2.38	1.63	Yes
31	0.75	2.38	1.63	Yes
32	0.5	2.67	2.17	Yes
		Avg Increase:	1.73	

**GOAL:** 80% of students enrolled at Partnership Academy will increase his/ her individual course passing rate (defined as credits earned over credits attempted) when compared to his/ her individual course passing rate while enrolled in the student's prior school.

**Results: MET** 97% of students increased their course passing rate while attending PA during 2016-17 school year. Those who already had a passing rate of 100% maintained their 100% passing rate.

	Number of credit earned former schools	Number of credits attempted at former schools	Former school course passing rate**	Number of credits earned at PA	Number of credits attempted at PA	PA course Passing Rate	Difference from former school to PA
1	3	8	38%	8	8	100%	63%
2	10	13	77%	8	8	100%	23%
3	3	8	38%	8	8	100%	63%
4	3	8	38%	8	8	100%	63%
5	1	4	25%	8	8	100%	75%
6	6	8	75%	8	8	100%	25%
7	1	8	13%	8	8	100%	88%
8	6	8	75%	8	8	100%	25%
9	2	12	17%	4	4	100%	83%
10	3	8	38%	8	8	100%	63%
11	6	6	100%	8	8	100%	0%
12	15	16	94%	8	8	100%	6%
13	3	8	38%	4	6	67%	29%
14	10	12	83%	7	8	88%	4%
15	6	8	75%	7	8	88%	13%
16	17	20	85%	7	7	100%	15%
17	10	11	91%	8	8	100%	9%
18	6	8	75%	4	5	80%	5%
19	13	17	76%	8	8	100%	24%
20	10	16	63%	4	4	100%	38%
21	4	8	50%	4	4	100%	50%
22	3	8	38%	6	8	75%	38%
23	8	9	89%	8	8	100%	11%
24	6	7	86%	1	1	100%	14%
25	6	8	75%	8	8	100%	25%
26	6	6	100%	7	7	100%	0%
27	4	4	100%	8	8	100%	0%
28	3	4	75%	2	2	100%	25%
29	3	4	75%	8	8	100%	25%
30	4	11	36%	8	8	100%	64%
31	7	12	58%	8	8	100%	42%
32	2	10	20%	5	5	80%	80%

**GOAL:** 70% of students will decrease his / her unexcused absence rate while enrolled at PA when compared to each student's unexcused absence rate while enrolled at the prior school.

**Results: MET** 72% of students decreased their unexcused absence rate while attending PA during the 2016-17 school year. Any students who had excessive absences resulting in course failure made-up their missed time during the 2016-17 school year by participating in academic activities during various non-instructional times of the day before school, after school, or during lunch.

	Prior School, Days Unx Absence	Prior School, Days Enrolled	Prior School Unx Absence Rate	PA, Days Unx Absence	PA, Days Enrolled	PA, Unx Absence Rate	Decrease in Rate
1	2	180	1.11%	3	180	1.67%	No
2	0	90	0.00%	1	180	0.56%	No
3	6	180	3.33%	2	180	1.11%	Yes
4	35	90	38.89%	18	180	9.86%	Yes
5	25	90	27.78%	15	180	8.33%	Yes
6	18	180	10.00%	7	151	4.64%	Yes
7	4	90	4.44%	8	180	4.44%	Yes
8	18	180	10.00%	18	180	10.00%	Yes
9	9	93	9.68%	9	87	10.34%	No
10	12	90	13.33%	7	180	3.89%	Yes
11	11	180	6.11%	5	180	2.78%	Yes
12	1	180	0.56%	1	180	0.56%	Yes
13	56	180	31.11%	33	90	36.67%	No
14	18	90	20.00%	55	180	30.56%	No
15	38	180	21.11%	14	180	7.78%	Yes
16	39	90	43.33%	26	180	14.44%	Yes
17	16	90	17.78%	63	180	35.00%	No
18	1	90	1.11%	1	90	1.11%	Yes
19	10	90	11.11%	3	180	1.67%	Yes
20	2	180	1.11%	2	180	1.11%	Yes
21	3	180	1.67%	8	90	8.89%	No
22	7	180	3.89%	2	180	1.11%	Yes
23	6	80	7.50%	5	180	2.78%	Yes
24	3	90	3.33%	3	90	3.33%	Yes
25	3	64	4.69%	4	180	2.22%	Yes
26	4	180	2.22%	9	180	5.00%	No
27	3	180	1.67%	2	180	1.11%	Yes
28	3	180	1.67%	6	180	3.33%	No
29	24	90	26.67%	2	180	1.11%	Yes
30	12	100	12.00%	14	180	7.78%	Yes
31	3	90	3.33%	6	180	3.33%	Yes
32	9	90	10.00%	0	83	0.00%	Yes

**GOAL:** 80% of all students will improve his/ her results on Perceived School Experiences Survey at the end of the year while enrolled at PA when compared to survey scores taken when first enrolled in PA.

**Results: MET** 83% of students improved his/ her results on the Perceived School Experiences Survey at the end of the year while enrolled at PA when compared to survey scores taken when first enrolled in PA in the three categories of Academic Motivation, School Connectedness, and Academic Press.

STUDENT	Academic Motivation: Prior School	Academic Motivation: PA	Difference b/t prior school and PA
1	1.00	3.83	2.83
2	2.17	2.17	0.00
3	3.00	4.00	1.00
4	1.50	3.00	1.50
5	1.67	4.50	2.83
6	4.00	4.00	0.00
7	3.83	3.33	(0.50)
8	3.00	3.17	0.17
9	3.00	3.00	0.00
10	3.67	3.83	0.17
11	3.50	4.33	0.83
12	1.33	5.00	3.67
13	2.00	4.17	2.17
14	3.67	4.50	0.83
15	3.50	3.17	(0.33)
16	1.83	3.33	1.50
17	3.33	3.50	0.17
18	2.67	1.83	(0.83)
19	3.67	3.67	0.00
20	2.00	3.17	1.17
21	3.00	4.83	1.83



22	2.67	3.00	0.33
23	1.67	4.00	2.33
24	1.00	4.17	3.17
25	3.17	3.50	0.33
26	4.17	3.67	(0.50)
27	3.83	4.33	0.50
28	2.83	2.50	(0.33)
29	3.00	3.00	0.00
30	3.50	2.50	(1.00)
31	3.67	4.67	1.00
32	2.17	4.00	1.83
	% of students who showed an increase in score:		81%

Student	School Connectedness: Prior School	School Connectedness: PA	Difference b/t prior school and PA
1	1.00	4.33	3.33
2	3.00	2.33	(0.67)
3	3.00	5.00	2.00
4	1.33	3.00	1.67
5	1.33	5.00	3.67
6	4.00	4.00	0.00
7	3.67	3.67	0.00
8	3.00	3.00	0.00
9	4.67	3.00	(1.67)
10	3.33	4.00	0.67
11	3.67	3.67	0.00



12	1.00	5.00	4.00
13	2.00	5.00	3.00
14	3.00	5.00	2.00
15	2.67	2.67	0.00
16	1.33	5.00	3.67
17	3.33	3.33	0.00
18	2.00	2.00	0.00
19	3.67	3.67	0.00
20	2.33	3.00	0.67
21	3.33	5.00	1.67
22	2.00	3.00	1.00
23	1.00	4.00	3.00
24	1.00	4.33	3.33
25	3.67	4.00	0.33
26	3.33	3.00	(0.33)
27	4.67	3.33	(1.33)
28	2.33	2.67	0.33
29	3.00	3.00	0.00
30	3.67	2.67	(1.00)
31	3.00	4.33	1.33
32	1.00	4.00	3.00
	% of students who showed an increase in score:		84%

Student	Academic Press: Prior School	Academic Press: PA	Difference b/t prior school and PA
1	1.00	4.25	3.25
2	3.25	3.75	0.50
3	3.00	4.00	1.00
4	2.00	3.00	1.00
5	1.75	5.00	3.25
6	4.00	4.25	0.25
7	3.25	4.00	0.75
8	3.00	3.75	0.75
9	2.00	3.00	1.00
10	3.75	4.00	0.25
11	4.00	4.00	0.00
12	1.50	5.00	3.50
13	2.25	4.50	2.25
14	4.50	5.00	0.50
15	4.00	3.75	(0.25)
16	3.00	4.25	1.25
17	4.25	4.00	(0.25)
18	1.25	3.00	1.75
19	3.50	3.75	0.25
20	2.00	1.75	(0.25)
21	4.00	4.25	0.25
22	2.00	3.00	1.00
23	2.00	4.50	2.50
24	1.25	4.25	3.00
25	2.75	3.25	0.50
26	2.50	3.75	1.25

27	5.00	4.75	(0.25)
28	3.50	3	(0.50)
29	3.00	3	0.00
30	3.50	3.75	0.25
31	3.25	4.5	1.25
32	2.75	5	2.25
	% of students who showed an increase in score:		84%

Principal's Signature Elizabeth Paige K Marsh Date 6/29/2017

# Commonwealth High School

## Charter School

## Submission of "Option D" Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2016-17

8/10/17

### School Rating: Highly Effective

Approved Measure for 2016-17 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math and English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	<b>21</b> <small>Average percent for all NC alt ed schools in 2015-16 was 11%. Target is 11 + 10 = 21. (2015-16 is the most recent year available.)</small>	<b>23</b> <small>23% of Commonwealth students completing the English and Math EOCs Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>80</b>	<b>98</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>80</b>	<b>63</b>
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	<b>100</b> <small>Students earned an average of 1.8 credits with a "C" or higher per semester at their prior school. Target is 2 after adding 10%. (1.8 + 0.2 = 2.) This is set to a baseline of 100.</small>	<b>145</b> <small>Students earned 2.9 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. (2.9 divided by 2 = 145%)</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attach E)	<b>23</b> <small>Percent of students with a prior GPA of 2.0+ was 13%. Target is 13 + 10 = 23</small>	<b>54</b> <small>Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters</small>
SATISFACTION: Percent of students who respond "strongly agree" or "agree," among students expressing an opinion whether their school offers "a high quality education," will meet Target. (Attachment F.)	<b>70</b>	<b>94</b>
<b>TOTAL POINTS</b>	<b>374</b>	<b>477</b>

#### Calculation of Final Score and Rating:

The school's total Actual Points (477) are divided by the total Target Points (374) for an overall score of 128%. (477 divided by 374 = 128%.) 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 2015-16 Math I and English II results were tabulated using the "NCAccModel\_2016\_Summary" report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm16.xlsx>. (Please note that results were not reported for all 92 Alternative Education schools 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 was 8% and Meeting English II Grade Level Standard was 14% for a combined average of 11%. The target is set at 11% plus 10 percentage points for a total target of 21% or 21 points. Please see the Table on page 2 for a listing of included schools and percentages.

#### **Summary of Results at the School:**

Of the 44 students taking the Math I and English II assessments at the school in 2016-17, 10 met the Grade Level Standard. Ten divided by 44 = 23% or 23 points.

Table – 2015 Math I and English II Results for NC Alternative Education Schools

District Name	School Name	Math I Percent Grade Level Proficient	English II Percent Grade Level Proficient
Alamance-Burlington Schools	Ray Street Academy	<5	21.1
Anson County Schools	Anson Academy	<5	7.4
Avery County Schools	Blue Ridge Academy	*	*
Beaufort County Schools	BCEdTech Center	<5	7.7
Brunswick County Schools	Brunswick County Academy	9.0	<5
Buncombe County Schools	Community High School	8.1	21.2
Burke County Schools	Hallyburton Academy	<5	10.3
Cabarrus County Schools	Cabarrus Co Opportunity School		
Caldwell County Schools	Horizons Elementary		
Caldwell County Schools	Gateway School	*	20.0
Carteret County Public Schools	Bridges School	*	*
Chapel Hill-Carrboro Schools	Phoenix Academy High	9.1	11.8
Charlotte-Mecklenburg Schools	Turning Point Academy	<5	9.8
Chatham County Schools	SAGE Academy	20.0	7.1
Cherokee County Schools	The Oaks Academy		
Cleveland County Schools	Turning Point Academy	<5	15.6
Cumberland County Schools	Ramsey Street High	7.3	8.2
Cumberland County Schools	Pauline Jones Middle		
Cumberland County Schools	Alger B. Wilkins High School PLC	*	25.0
Dare County Schools	Dare County Alternative School	*	30.8
Davidson County Schools	Davidson County High School	*	30.0
Davie County Schools	Central Davie Academy	*	*
Durham Public Schools	Lakeview School	<5	11.1
Durham Public Schools	Durham's Performance Learning Ce	6.3	13.0
Forsyth County Schools	Kingswood School	5.9	<5
Forsyth County Schools	Main Street Academy	<5	*
Gaston County Schools	Warlick Academy	7.7	<5
Granville County Schools	Center For Innovative Learning		
Gulford County Schools	Pruette SCALE Academy	5.9	*
Gulford County Schools	SCALE School	<5	*
Gulford County Schools	High School Ahead Academy	82.3	
Harnett County Schools	STAR Academy	<5	5.9
Haywood County Schools	Central Haywood High	11.1	17.9
Henderson County Schools	Balfour Education Center	10.0	16.2
Hoke County Schools	JW Turlington School	<5	7.4
Iredell-Statesville Schools	Pressly School	*	*
Iredell-Statesville Schools	Monticello School	<5	12.0
Jackson County Schools	Jackson Co Sch of Alternatives	8.7	20.0
Johnston County Schools	South Campus Community Middle		
Johnston County Schools	South Campus Community High	9.5	<5
Lee County Schools	Warren Williams Elementary Alter		
Lee County Schools	Bragg Street Academy	9.1	10.5
Lenoir County Public Schools	Lenoir County Learning Academy	<5	10.0
Lincoln County Schools	Asbury Academy	5.3	6.7
Macon County Schools	Union Academy	10.0	<5
McDowell County Schools	McDowell AEC	7.1	24.0
Montgomery County Schools	Montgomery Learning Academy	*	15.4
Moore County Schools	The Community Learning Center @	<5	<5
Nash-Rocky Mount Schools	Jar River Academy	*	<5
New Hanover County Schools	Career Readiness Academy at Mosl	20.8	25.0
New Hanover County Schools	Lakeside	<5	*
New Hanover County Schools	Lake Forest Academy		
Orange County Schools	Partnership Academy	*	27.3
Pasquotank County Schools	H L Trigg Community	<5	15.4
Richmond County Schools	Ashley Chapel Educational Center	<5	6.7
Richmond County Schools	Cordova School	*	*
Rockingham County Schools	The SCORE Center	13.0	*
Rowan-Salisbury Schools	Henderson High	<5	7.7
Rutherford County Schools	Rutherford Opportunity Center	*	23.1
Scotland County Schools	Shaw Academy	<5	8.3
Stanly County Schools	Stanly Academy Learning Center	9.1	20.0
Stokes County Schools	Meadowbrook Academy	<5	10.5
Transylvania County Schools	Davidson River School	<5	31.8
Union County Public Schools	South Providence	<5	19.2
Vance County Schools	Western Vance High	*	<5
Wake County Schools	Phillips High	9.8	35.1
Wake County Schools	Mount Vernon	*	
Wake County Schools	River Oaks Middle		
Wayne County Public Schools	Wayne Middle / High Academy	11.1	13.3
Whiteville City Schools	North Whiteville Academy	*	*
Wilson County Schools	Milton M Daniels Learning Cntr	<5	5.3
Yadkin County Schools	Yadkin Success Academy	<5	*
	Average of Above	8	14

\* If a school's results were reported as "&lt;5," it was assumed to have a full 5% meeting standard.

## **Attachment B – Commonwealth**

### **Actual Results - Percent of Students Demonstrating Reading Growth**

#### **Description of Methodology:**

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

#### **Summary of Calculations:**

93 students attended the school for 1+ semesters in 2016-17 and were assigned to the ReadingPlus program for reading remediation. Of these students, 91 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 91 students achieving a gain divided by 93 total students = 98% or 98 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:**

93 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2016-17. Of these students, 59 achieved a gain on the second or subsequent administration. 59 students achieved a gain divided by 93 total students = 63% or 63 points.

## **Attachment D – Commonwealth Prior and Current Actual Results – Credit Earning Rates**

### **Methodology:**

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared.

### **Summary of Calculations:**

Students attending the school for 1+ semesters in 2016-17 entered having previously earned an average of 1.8 credits per semester with a "C" or higher. (The 1.8 is increased by 10% (or 0.2 rounded to the nearest tenth) for a target credit earning rate at the school of 2.0. The target is set to a baseline of 100.)

At the school, the students earned an average of 2.9 credits per semester attended with a "C" or higher. (The school's points are calculated as 100 times (2.9 divided by 2.0) = 145.

## **Attachment F – Commonwealth Actual Results – Student Satisfaction Survey Results**

### **Description of Methodology:**

For students surveyed during the 2016-17 school year, the percent responding "agree" or "strongly agree" is calculated for the expressing an opinion wither their school offers "a high quality education." Survey Monkey was the survey administration tool.

### **Summary of Calculations:**

118 students expressed an opinion on the survey question. Of the 118, 111 responded "Agree" or "Strongly Agree." The percent meeting the satisfaction criterion was 111 divided by 118 respondents equals 94% or 94 points.

Stewart Creek High School  
Charter School

## Submission of "Option D" Accountability Results for Stewart Creek Dropout Prevention and Recovery Charter HS: 2016-17

8/10/17

### School Rating: Highly Effective

Approved Measure for 2016-17 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math and 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.)	21 <small>Average percent for all NC all ed schools in 2015-16 was 11%. Target is <math>11 + 10 = 21</math>. (2015-16 is the most recent year available.)</small>	27 <small>27% of Stewart Creek students completing the English and Math EOCs Met Grade Level Standard.</small>
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	80	93
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	80	69
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	100 <small>Students earned an average of 1.7 credits with a "C" or higher per semester at their prior school. Target is 1.9 after adding 10%. (<math>1.7 + 0.2 = 1.9</math>). This is set to a baseline of 100.</small>	137 <small>Students earned 2.6 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. (<math>2.6</math> divided by <math>1.9 = 137\%</math>)</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attach E)	22 <small>Percent of students with a prior GPA of 2.0+ was 12%. Target is <math>12 + 10 = 22</math></small>	66 <small>Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters</small>
SATISFACTION: Percent of students who respond "strongly agree" or "agree," among students expressing an opinion whether their school offers "a high quality education," will meet Target. (Attachment F.)	70	91
<b>TOTAL POINTS</b>	<b>373</b>	<b>483</b>

#### Calculation of Final Score and Rating:

The school's total Actual Points (483) are divided by the total Target Points (373) for an overall score of 129%. ( $483$  divided by  $373 = 129\%$ .) Using the approved rating bands, the school's overall rating is, "Highly Effective."

## **Attachment A – Stewart Creek**

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

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

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2015-16 Math I and English II results were tabulated using the "NCAccModel\_2016\_Summary" report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm16.xlsx>. (Please note that results were not reported for all 92 Alternative Education schools 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 was 8% and Meeting English II Grade Level Standard was 14% for a combined average of 11%. The target is set at 11% plus 10 percentage points for a total target of 21% or 21 points. Please see the Table on page 2 for a listing of included schools and percentages.

#### **Summary of Results at the School:**

Of the 22 students taking the Math I and English II assessments at the school in 2016-17, 6 met the Grade Level Standard. Six divided by 22 = 27% or 27 points.

Table – 2015 Math I and English II Results for NC Alternative Education Schools

District Name	School Name	Math I Percent Grade Level Proficient	English II Percent Grade Level Proficient
Alamance County Schools	Ray Street Academy	<5	21.1
Anson County Schools	Anson Academy	<5	7.4
Avery County Schools	Blue Ridge Academy	*	*
Beaufort County Schools	B C Ed Tech Center	<5	7.7
Brunswick County Schools	Brunswick County Academy	9.0	<5
Buncombe County Schools	Community High School	8.1	21.2
Burke County Schools	Hallyburton Academy	<5	10.3
Cabarrus County Schools	Cabarrus Co Opportunity School	*	*
Caldwell County Schools	Horizon Elementary	*	20.0
Caldwell County Schools	Gateway School	*	*
Carteret County Public Schools	Bridges School	*	*
Chapel Hill-Carrboro Schools	Phoenix Academy High	9.1	11.8
Charlotte-Mecklenburg Schools	Turning Point Academy	<5	9.9
Chatham County Schools	SAGE Academy	20.0	7.1
Cherokee County Schools	The Oaks Academy	*	*
Cleveland County Schools	Turning Point Academy	<5	15.6
Cumberland County Schools	Ramsey Street High	7.3	8.2
Cumberland County Schools	Pauline Jones Middle	*	*
Cumberland County Schools	Alger B. Wilkins High School PLC	*	25.0
Dare County Schools	Dare County Alternative School	*	30.8
Davidson County Schools	Davidson County High School	*	30.0
Davie County Schools	Central Davie Academy	*	*
Durham Public Schools	Lakeview School	<5	11.1
Durham Public Schools	Durham's Performance Learning Ctr	6.3	13.0
Forsyth County Schools	Kingswood School	5.9	<5
Forsyth County Schools	Main Street Academy	<5	*
Gaston County Schools	Wardick Academy	7.7	<5
Granville County Schools	Center For Innovative Learning	*	*
Guilford County Schools	Puette SCALE Academy	5.9	*
Guilford County Schools	SCALE School	<5	*
Guilford County Schools	High School Ahead Academy	62.5	*
Harnett County Schools	STAR Academy	<5	5.9
Haywood County Schools	Central Haywood High	11.1	17.9
Henderson County Schools	Balfour Education Center	10.0	16.2
Hoke County Schools	J W Turlington School	<5	7.4
Iredell-Statesville Schools	Pressly School	*	*
Iredell-Statesville Schools	Monticello School	<5	12.0
Jackson County Schools	Jackson Co Sch of Alternatives	8.7	20.0
Johnston County Schools	South Campus Community Middle	*	*
Johnston County Schools	South Campus Community High	9.5	<5
Lee County Schools	Warren Williams Elementary Altan	*	*
Lee County Schools	Bragg Street Academy	9.1	10.5
Lenoir County Public Schools	Lenoir County Learning Academy	<5	10.0
Lincoln County Schools	Asbury Academy	5.3	6.7
Macon County Schools	Union Academy	10.0	<5
McDowell County Schools	McDowell AEC	7.1	24.0
Montgomery County Schools	Montgomery Learning Academy	*	15.4
Moore County Schools	The Community Learning Center @	<5	<5
Nash-Rocky Mount Schools	Tai-Rover Academy	*	<5
New Hanover County Schools	Career Readiness Academy at Mosi	20.8	25.0
New Hanover County Schools	Lakeside	<5	*
New Hanover County Schools	Lake Forest Academy	*	*
Orange County Schools	Partnership Academy	*	27.3
Pasquotank County Schools	H L Trigg Community	<5	15.4
Richmond County Schools	Ashley Chapel Educational Center	<5	6.7
Richmond County Schools	Cordova School	*	*
Rockingham County Schools	The SCORE Center	13.0	*
Rowan-Salisbury Schools	Henderson High	<5	7.7
Rutherford County Schools	Rutherford Opportunity Center	*	23.1
Scotland County Schools	Shaw Academy	<5	8.3
Stanly County Schools	Stanly Academy Learning Center	9.1	20.0
Stokes County Schools	Meadowbrook Academy	<5	10.5
Transylvania County Schools	Davidson River School	<5	31.8
Union County Public Schools	South Providence	<5	19.2
Vance County Schools	Western Vance High	*	<5
Wake County Schools	Phillips High	9.8	35.1
Wake County Schools	Mount Vernon	*	*
Wake County Schools	River Oaks Middle	*	*
Wayne County Public Schools	Wayne Middle / High Academy	11.1	13.3
Whiteville City Schools	North Whiteville Academy	*	*
Wilson County Schools	Milton M Daniels Learning Cntr	<5	5.3
Yadkin County Schools	Yadkin Success Academy	<5	*
Average of Above		8	14

\* If a school's results were reported as "<5," it was assumed to have a full 5% meeting standard.

## **Attachment B – Stewart Creek**

### **Actual Results - Percent of Students Demonstrating Reading Growth**

#### **Description of Methodology:**

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

#### **Summary of Calculations:**

59 students attended the school for 1+ semesters in 2016-17 and were assigned to the ReadingPlus program for reading remediation. Of these students, 55 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 55 students achieving a gain divided by 59 total students = 93% or 93 points.



## **Attachment C – Stewart Creek**

### **Actual Results - Percent of Students Demonstrating Math Growth**

#### **Description of Methodology:**

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

#### **Summary of Calculations:**

59 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2016-17. Of these students, 41 achieved a gain on the second or subsequent administration. 41 students achieved a gain divided by 59 total students = 69% or 69 points.

## **Attachment D – Stewart Creek**

### **Prior and Current Actual Results – Credit Earning Rates**

**Methodology:**

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared.

**Summary of Calculations:**

Students attending the school for 1+ semesters in 2016-17 entered having previously earned an average of 1.7 credits per semester with a "C" or higher. (The 1.7 is increased by 10% (or 0.2 rounded to the nearest tenth) for a target credit earning rate at the school of 1.9. The target is set to a baseline of 100.)

At the school, the students earned an average of 2.6 credits per semester attended with a "C" or higher. (The school's points are calculated as 100 times (2.6 divided by 1.9) = 137.

## **Attachment E – Stewart Creek**

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

#### **Description of Methodology:**

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Ten (10) 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:**

59 students attended the school for 1+ semesters in 2016-17. Of the 59, 7 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 7 divided by 59 = 12%. The school's target is set as 12% plus 10 percentage points equals 22% or 22 points.

After attending for one semester or more, 39 students either achieved a cumulative GPA of 2.0 or higher or improved the GPA by at least 0.5 points. The school's result is 39 divided by 59 = 66% or 66 points.

## **Attachment F – Stewart Creek**

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

#### **Description of Methodology:**

For students surveyed during the 2016-17 school year, the percent responding "agree" or "strongly agree" is calculated for the expressing an opinion wither their school offers "a high quality education." Survey Monkey was the survey administration tool.

#### **Summary of Calculations:**

103 students expressed an opinion on the survey question. Of the 103, 94 responded "Agree" or "Strongly Agree." The percent meeting the satisfaction criterion was 94 divided by 103 respondents equals 91% or 91 points.

Central Wake Charter High  
School  
Charter School

# Submission of "Option D" Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2016-17

8/10/17

## School Rating: Highly Effective

Approved Measure for 2016-17 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math and English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	<b>21</b> Average percent for all NC alt ed schools in 2015-16 was 11%. Target is $11 + 10 = 21$ . (2015-16 is the most recent year available.)	<b>29</b> 29% of Central Wake students completing the English and Math EOCs Met Grade Level Standard.
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	<b>80</b>	<b>98</b>
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	<b>80</b>	<b>50</b>
INCREASED AND SUCCESSFUL HS CREDIT EARNING RATE: For only those credits earned with a "C" or higher, students attending for one+ semesters will increase credit earning as compared to their credit earning rates prior to entry to the school. (Prior credits earned per semester with a "C" or higher will be set to a 100% baseline.) (Attachment D.)	<b>100</b> Students earned an average of 1.8 credits with a "C" or higher per semester at their prior school. Target is 2 after adding 10%. ( $1.8 + 0.2 = 2$ .) This is set to a baseline of 100.	<b>180</b> Students earned 3.6 credits per semester with a "C" or higher after attending Central Wake for 1+ semesters. ( $3.6$ divided by $2 = 180\%$ )
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attach E)	<b>24</b> Percent of students with a prior GPA of 2.0+ was 14%. Target is $14 + 10 = 24$	<b>32</b> Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters
SATISFACTION: Percent of students who respond "strongly agree" or "agree," among students expressing an opinion whether their school offers "a high quality education," will meet Target. (Attachment F.)	<b>70</b>	<b>97</b>
<b>TOTAL POINTS</b>	<b>375</b>	<b>486</b>

### Calculation of Final Score and Rating:

The school's total Actual Points (486) are divided by the total Target Points (375) for an overall score of 130%. ( $486$  divided by  $375 = 130\%$ .) 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 2015-16 Math I and English II results were tabulated using the "NCAccModel\_2016\_Summary" report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm16.xlsx>. (Please note that results were not reported for all 92 Alternative Education schools 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 was 8% and Meeting English II Grade Level Standard was 14% for a combined average of 11%. The target is set at 11% plus 10 percentage points for a total target of 21% or 21 points. Please see the Table on page 2 for a listing of included schools and percentages.

#### **Summary of Results at the School:**

Of the 21 students taking the Math I and English II assessments at the school in 2016-17, 6 met the Grade Level Standard. Six divided by 21 = 29% or 29 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:**

44 students attended the school for 1+ semesters in 2016-17 and were assigned to the ReadingPlus program for reading remediation. Of these students, 43 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 43 students achieving a gain divided by 44 total students = 98% or 98 points.



Table – 2015 Math I and English II Results for NC Alternative Education Schools

District Name	School Name	Math I Percent Grade Level Proficient	English II Percent Grade Level Proficient
Alamance-Burlington Schools	Ray Street Academy	<5	21.1
Anson County Schools	Anson Academy	<5	7.4
Avery County Schools	Blue Ridge Academy	*	*
Beaufort County Schools	B C Ed Tech Center	<5	7.7
Brunswick County Schools	Brunswick County Academy	9.0	<5
Buncombe County Schools	Community High School	8.1	21.2
Burke County Schools	Hallyburton Academy	<5	10.3
Cabarrus County Schools	Cabarrus Co Opportunity School	*	*
Caldwell County Schools	Horizons Elementary	*	*
Caldwell County Schools	Gateway School	*	20.0
Carteret County Public Schools	Bridges School	*	*
Chapel Hill-Carrboro Schools	Phoenix Academy High	9.1	11.8
Charlotte-Mecklenburg Schools	Turning Point Academy	<5	9.8
Chatham County Schools	SAGE Academy	20.0	7.1
Cherokee County Schools	The Oaks Academy	*	*
Cleveland County Schools	Turning Point Academy	<5	15.6
Cumberland County Schools	Ramsey Street High	7.3	6.2
Cumberland County Schools	Pauline Jones Middle	*	*
Cumberland County Schools	Alger B. Wilkins High School PLC	*	25.0
Dare County Schools	Dare County Alternative School	*	30.8
Davidson County Schools	Davidson County High School	*	30.0
Davie County Schools	Central Davie Academy	*	*
Durham Public Schools	Lakeview School	<5	11.0
Durham Public Schools	Durham's Performance Learning Ctr	6.3	13.0
Forsyth County Schools	Kingswood School	5.9	<5
Forsyth County Schools	Main Street Academy	<5	*
Gaston County Schools	Warlick Academy	7.7	<5
Granville County Schools	Center for Innovative Learning	*	*
Guilford County Schools	Prudence SCALE Academy	6.9	*
Guilford County Schools	SCALE School	<5	*
Guilford County Schools	High School Ahead Academy	62.5	*
Harnett County Schools	STAR Academy	<5	5.9
Haywood County Schools	Central Haywood High	11.1	17.9
Henderson County Schools	Balfour Education Center	10.0	16.2
Hoke County Schools	J W Turlington School	<5	7.4
Iredell-Statesville Schools	Pressly School	*	*
Iredell-Statesville Schools	Monticello School	<5	12.0
Jackson County Schools	Jackson Co Sch of Alternatives	8.7	20.0
Johnston County Schools	South Campus Community Middle	*	*
Johnston County Schools	South Campus Community High	9.5	<5
Lee County Schools	Warren Williams Elementary Alternative	*	*
Lee County Schools	Bragg Street Academy	9.1	10.5
Lenoir County Public Schools	Lenoir County Learning Academy	<5	10.0
Lincoln County Schools	Asbury Academy	5.3	6.7
Macon County Schools	Union Academy	10.0	<5
McDowell County Schools	McDowell AEC	7.1	24.0
Montgomery County Schools	Montgomery Learning Academy	*	15.4
Moore County Schools	The Community Learning Center @	<5	<5
Nash-Rocky Mount Schools	Tar River Academy	*	<5
New Hanover County Schools	Career Readiness Academy at Mosi	20.8	25.0
New Hanover County Schools	Lakeside	<5	*
New Hanover County Schools	Lake Forest Academy	*	*
Orange County Schools	Partnership Academy	*	27.3
Pasquotank County Schools	H L Trigg Community	<5	15.4
Richmond County Schools	Ashley Chapel Educational Center	<5	6.7
Richmond County Schools	Cordova School	*	*
Rockingham County Schools	The SCORE Center	13.0	*
Rowan-Salisbury Schools	Henderson High	<5	7.7
Rutherford County Schools	Rutherford Opportunity Center	*	23.1
Scotland County Schools	Shaw Academy	<5	8.3
Stanly County Schools	Stanly Academy Learning Center	9.1	20.0
Stokes County Schools	Meadowbrook Academy	<5	10.5
Transylvania County Schools	Davidson River School	<5	31.8
Union County Public Schools	South Providence	<5	19.2
Vance County Schools	Western Vance High	*	<5
Wake County Schools	Phillips High	9.8	35.1
Wake County Schools	Mount Vernon	*	*
Wake County Schools	River Oaks Middle	*	*
Wayne County Public Schools	Wayne Middle / High Academy	11.1	19.3
Whiteville City Schools	North Whiteville Academy	*	*
Wilson County Schools	Milton M Daniels Learning Cntr	<5	5.3
Yadkin County Schools	Yadkin Success Academy	<5	*
Average of Above		8	14

\* If a school's results were reported as "&lt;5," it was assumed to have a full 5% meeting standard.

## **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 80% or 80 point target.

#### **Summary of Calculations:**

44 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2016-17. Of these students, 22 achieved a gain on the second or subsequent administration. 22 students achieved a gain divided by 44 total students = 50% or 50 points.

## **Attachment D – Central Wake**

### **Prior and Current Actual Results – Credit Earning Rates**

#### **Methodology:**

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared.

#### **Summary of Calculations:**

Students attending the school for 1+ semesters in 2016-17 entered having previously earned an average of 1.8 credits per semester with a "C" or higher. (The 1.8 is increased by 10% (or 0.2 rounded to the nearest tenth) for a target credit earning rate at the school of 2.0. The target is set to a baseline of 100.)

At the school, the students earned an average of 3.6 credits per semester attended with a "C" or higher. (The school's points are calculated as  $100 \times (3.6 \div 2.0) = 180$ .)

## **Attachment E – Central Wake**

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

#### **Description of Methodology:**

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Ten (10) 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:**

44 students attended the school for 1+ semesters in 2016-17. Of the 44, 6 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 6 divided by 44 = 14%. The school's target is set as 14% plus 10 percentage points equals 24% or 24 points.

After attending for one semester or more, 14 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 14 divided by 44 = 32% or 32 points.

## **Attachment F – Central Wake**

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

#### **Description of Methodology:**

For students surveyed during the 2016-17 school year, the percent responding "agree" or "strongly agree" is calculated for the expressing an opinion whether their school offers "a high quality education." Survey Monkey was the survey administration tool.

#### **Summary of Calculations:**

62 students expressed an opinion on the survey question. Of the 62, 60 responded "Agree" or "Strongly Agree." The percent meeting the satisfaction criterion was 60 divided by 62 respondents equals 97% or 97 points.