

Alternative Accountability Model Option D Reports for 2017-18

Reports are submitted by each school or district for submission to the North Carolina State Board of Education. The reports follow each title page.

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

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.

Community High School

Buncombe County Schools

August 1, 2018

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 176. At the end of the semester, 148 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 84.1% (148/176) persistence by semester. Similarly, for semester 2, 128 students remained at the end of the semester out of the 155 enrolled during the semester for persistence by semester calculation of 82.6% (128/155). 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 90% (133/148) and 76% for second semester (78/103). The second part of the Academic Achievement is derived from the growth in literacy measured using Lexile levels obtained from Newsela. 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, 41% of the students showed growth while 41% showed growth in the second semester. Combining the growth score (25%) with the proficiency score (75%) produced an Academic Achievement score of 78 for first semester and 67 second semester.

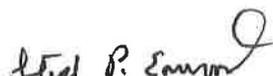
The final calculation used to determine Community High's grade is Graduation Rate which accounts for 25% of the total grade. The graduation rate is determined by comparing the number of eligible students at the beginning of the semester who graduate divided by the total number of students eligible to graduate. Community High had 22 students in the first semester eligible to graduate with all 22 of those students actually graduating for a 100% (22/22) graduation rate. Second semester, Community High

had a graduation rate of 94% (34/36). 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 100 and 94 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 85 $[(2*78)+100+84]/4$ for first semester and 78 $[(67*2)+945+83]/4$ for second semester. An average of the two semesters gives a Total Overall Score of 81. This calculation can be seen in Appendix B.

The school ratings as detailed in the plan (Appendix A) places Community High as Highly Effective since it has an overall score greater than 80 and improved from the previous year's score of 76.

This report is respectfully submitted,



Stephen P. Earwood

Director of Testing and Accountability, Buncombe County Schools

Proposal for an Alternative Accountability Model for Community High School
Submitted by Community High School Improvement Team
August 1, 2017 for 2017-2018 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 Newsela 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 Newsela, 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 Newsela 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 Newsela 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 9th grade with an 11th grade reading level would not be expected to achieve a 12th grade reading level in one semester of intervention. Likewise, a student entering 9th grade with a 3rd grade reading level would not be expected to achieve a 9th 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.

Bridges School
Carteret County Public Schools

CARTERET COUNTY SCHOOLS

Alternative School Progress Model (Option D)

2017-18 School Year

Bridges School (160309)

Part I – Student Persistence (90% of total): **81.5** (73.35)

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 34 of 42 students remained enrolled through the last day of school: (81.5%)

Part II – Proficiency (10% of total): **25.6** (2.56 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 (0% of total): **No Growth Available**

Since there is no growth for Bridges we increased student persistence from 45% to 90% and proficiency from 5% to 10%.

Overall School Score: 75.91 points

Annual Overall Alternative Progress Status: Superior

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)

Howard Learning Academy
Middle School
Cumberland County

ALTERNATIVE ACCOUNTABILITY MODEL 2017-2018
Howard Learning Academy

Parent Involvement

Parent Involvement is vital to student and school success. Parental visits will be logged during the 2017-2018 School Year. Visits may include attendance of IEP meetings, open house, parent night, Student Service Team meetings, award programs, parent/teacher conferences, and assemblies. In addition, parents will participate in the intake process, discipline hearings, offer classroom support, volunteer duties, and eat lunch with their child.

This indicator will be measured by parent volunteer sign in logs. The total number of students who have parents involved, will be divided by the total membership to determine the value for this indicator. Results: $207/207=100\%$.

This indicator will be weighted 10%.

Student Proficiency (Achievement)

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

This indicator will be measured by the number of tests that meet proficiency levels (3-5) divided by the total number of tests taken. Based on the data 48 tests were proficient out of 326 tests taken. Results: $48/326 = 14.72\%$. 14.7% will be used for this indicator.

This indicator will be weighted 15%.

Alternative Behavior Education Program

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

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

102 students were referred to ISS, and 89 Alternative Behavior Education (ABE) interventions completed. 21 of these students did not return to in-school suspension. 139 students were assigned 242 interventions, of those interventions 137 were completed.

Results: ISS completion rate of 87.25%. Student enrollment completion rate $137/242 = 56.61\%$

This indicator will be weighted 5%.

Community Involvement

Throughout the year, community involvement will be emphasized. Community members will sign the Community Involvement Log during the 2017-2018 School Year. Community members will visit as guest speakers, mentors, testing volunteers, DSS contacts, court liaisons, and student support. The community will also participate in sports tournament, talent show, as well as providing student uniforms, supplies, and staff incentives.

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

Results: The Community Log shows 263 signatures for the 207 students enrolled: $263/207 = 127\%$. We will use 100% for this indicator.

This indicator will be weighted 10%.

Test Participation

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

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

Results: 326 students participated in the EOG required testing. 328 students were eligible or expected to test. $326/328 = 99.39$. We will use 99.4% for this indicator.

This indicator will be weighted 10%.

EVAAS Growth

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

Results: The EVAAS Growth Index is -7.72 which converts to a score of 53.8. 53.8 multiplied by .50 = 26.9. 26.9% will be used for this indicator.

This indicator will be weighted 50%.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	207	207	100	.10	10	
Student Proficiency	48	326	14.7	.15	2.2	
ABE Program	137	242	56.6	.05	2.83	
Community Involvement	263	207	100	.10	10	
Test Participation	326	328	99.4	.10	>95 (9.93)	
Total				.50	34.96	
EVAAS	-7.72	EVAAS	53.8	.50	26.9	
Overall					61.86	★ ★ ★

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

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

ALTERNATIVE ACCOUNTABILITY MODEL 2017-18

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

The staff at Ramsey Street High School, along with members of the School Improvement Team would like to design our own alternative accountability model. This would be option D. We would like to ask approval of using several components. The Components are:

Parent Involvement: Ramsey Street High School will provide a variety of opportunities to increase parent involvement and will maintain a log of parent involvement. The goal will be to have 100% of the students' 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 504 parental visits logged during the 2017-18 school year. Ramsey Street High School enrolled 237 students and we did 237 orientations. We also logged in 267 parent involvement signatures.

Results: $237/237=100\%$. This indicator accounts for 10% of the accountability model.

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

Results: 237 surveys were completed. The average rating from all surveys is 83.04. 83.04 will be used for this indicator. The average accounts for 5% of the model

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

Of the End-of –Course tests that were taken during the 2017-2018 school year, 13.85% scored as proficient.

Results: 13.85%. This indicator accounts for 10% of the accountability model.

ABE Program: Cumberland County Schools encourages the alternative schools to have their students complete the 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 problematic areas and areas of improvement. Designed with student success in mind, ABE places focus on behavior and social

success by emphasizing its importance. Peer testimonials provides at-risk students the skills to help them succeed.

Of the 237 enrolled students 237 completed the Alternative Behavior Education (ABE) Program. Ten students were in the autistic classrooms and were not tested.
 $247 \text{ divided } 237 = 95.95\%$

Results: This a completion rate of 96%. This indicator accounts for 5% of the accountability model.

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: According to CCS DataTrak, Ramsey Street High School had a 79% attendance rate for the 2017-2018 school 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. According to the requirements of the ESEA law, we understand the importance of testing all students who are required to test and we would like this component counted as **10%** on the model.

99 End-of Course tests were expected to be taken during the 2017-18 school year.
98 tests were completed.

Results: $98/99 = 99\%$. This indicator accounts for 10% of the accountability model.

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 21st century. These components will count as **5%** on the model.

Flexible community involvement schedules are offered to assist the success of the volunteer programs. Volunteers are offered training in interpreting academic performance assessments to assist with 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.

370 community members were invited to speak to students during the 2017-18 school year.

288 Participated and signed the Community Involvement Log, 8 Business Partners and 74 Volunteers were also involved in partnerships with RSHS.

Results: The Community Involvement Log show 288 signatures for the 370 invited. There were 8 business partners and 74 volunteers' signatures. (100%). This indicator accounts for **5%** of the accountability model.

EVAAS Growth: The EVAAS growth Model for Alternative Schools will count **50%** if the model.

Results: The EVASS converted Growth Index is -6.57 which when converted to a 50-100 score is 55.7. 55.7% will be used for this indicator.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	237	237	>95	.05	5	
Parent and Student Surveys	Survey	Average	83.04	.05	4.15	
Student Proficiency	6	33	18.2	.10	1.82	
ABE Program	237	237	>95	.05	5	
Student Attendance			79%	.10	7.9	
Test Participation	98	99	>95	.10	9.9	
Partners	288	237	>95	.05	5	
Total				.50	38.77	
EVAAS	-6.57	EVAAS	55.7	.50	27.85	
Overall					66.62	★ ★ ★

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: ★ ★ ★ ★

Alger B. Wilkins High School
Cumberland County Schools

Alternative Accountability Model 2017 – 2018
Alger B Wilkins High School
August 14, 2018

Student Attendance

Student attendance is very important to the success of any educational organization. At Alger B Wilkins High School, students are required to attend school according to **CCS Policy Code: 4400 Attendance:**

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. State law also prohibits any person from encouraging, enticing or counseling a child to be unlawfully absent from school.

The Average daily attendance membership was 118.3, and the Average Daily attendance was 83.0.

Results: Average Daily Percentage = 70.2%. This indicator accounts for 10% of the accountability model.

Parent/Community Involvement

As a criterion for admittance, all parents are required to participate in Open House activities to meet the teachers and get information concerning rules and expectations. In addition, parents are invited to attend parent-teacher conferences, PTSA, IEP Meetings, Multicultural Festivals, and Senior Parent Meetings. Parents are also invited to awards ceremonies that are conducted each semester to celebrate the success of students.

There were 323 parental visits logged during the 2017 – 2018 school year. There were a total of 242 students who were enrolled at various times during the 2017 – 2018 School year.

Alternative Accountability Model 2017 – 2018

Alger B Wilkins High School

August 14, 2018

Results: $323/242 = 133.5\%$. We will use 100 or >95 for this indicator. This indicator accounts for 5% of the accountability model.

Student Discipline

With the rising numbers in enrollment experienced at ABWHS, discipline in some areas have proven to be somewhat problematic. Recent data tracking has revealed areas of improvement for the 2018 – 2019 School year. One of the resources that we plan to implement in the next school year is the ABE Program which is designed to place the focus on positive student behavior and student success by placing the emphasis on the behavior as opposed to the student.

Of the 242 students that were enrolled at various times in the 2017 – 2018 school year, 60 of those students experienced disciplinary infractions.

Results: $60/242 = 25\%$. This indicator will be used for 5% of the accountability model.

Student Performance

The overall student performance showed 41 tests out of 116 taken were proficient. $41/116 = 35.34\%$. 35.3% will be used for this indicator.

Test Participation

66 tests were expected to be taken. 62 test were actually taken. $62/66 = 93.93\%$. 93.4% will be used for this indicator.

EVAAS Growth

The EVAAS Growth Index is -1.82. The index converted to a grade is 70.9. 70.9 will be used for this indicator and it will be multiplied by .50. $70.9 \times .50 = 35.45$. 35.45 will be the value added in for EVAAS Growth.

Alternative Accountability Model 2017 – 2018
 Alger B Wilkins High School
 August 14, 2018

Alger B Wilkins High School 260374					
Indicator	Number Results	Enrolled	Percent Results	Weight	Weighted Value
Student Attendance			70.2	10%	7.02
Parent Involvement	323	242	>95	5%	5
Student Discipline	60	242	25%	5%	1.25
Student Performance	41	116	35.3	20%	7.06
Test Participation	62	66	93.9	10%	9.4
Indicators SUM					29.73
EVAAS Growth	Growth Index	Converted	70.9	50%	35.45
Total					65.18
Overall Composite			65.18		

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

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

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

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

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

Dare Learning Academy
Dare County Schools



August 27, 2018

Dr. Tammy Howard, Director of Accountability
Services NCDPI Division of Accountability Services
301 North Wilmington Street
Raleigh, NC 27601

Dear Dr. Howard,

The following document provides results from the 2017-18 school year for Dare County Schools' Alternative School Progress Model (Option D) for Dare Learning Academy (280306) in Manteo. The following calculations are based on the Dare County Schools' proposal approved by the North Carolina Board of Education.

In summation: DLA did not have a large enough class size during the 2017-18 school year to allow for growth to be calculated by EVAAS. Dare County Schools chose to reduce the number of goals from 4 to 3 and assign a weighting of 33% to each of these goals. Dare Learning Academy met each of the proposed goals that data were available.

If you have any questions regarding this report or the calculations, please contact Paul Marshall at (252) 480.8888 ext. 1929.

Respectfully,

John D. Farrelly

John Farrelly Ed.D
Superintendent
Dare County Schools



1. (25%) Higher Expectations for Student Achievement

Goal: The percentage of students earning C or better in all courses completed will increase from 24% to 30%

(33%) Results: 53%

Met Goal

During the 2017-18 school year, the Dare Learning Academy had 19 total students, including currently enrolled students and students who graduated during the school year. 10 of the 19 students earned a 'C' or better in all completed courses. 53% of our students earning a 'C' or better meets our goal of at least 30% of students.

2. (25%) School Safety/Student Conduct

Goal: The number of instructional days lost due to disciplinary issues will be reduced from 88 to 80.

(33%) Results: 54 days of out of school suspension.

Met Goal

Dare Learning Academy surpassed its goal of reducing days missed due to out of school suspension to less than 80 days by 132.5%. The goal was to reduce the number of days missed by 8 days, from 88 to 80 for a reduction of 9.1% DLA reduced the days missed from 88 to 54 days for a reduction of 38.6%. That is a reduction by over 4 times the goal.

3. (25%) Student Persistence

Goal: The percentage of alternative school students who remain enrolled in school through the end of the school year increase from 83% to 87%.

(33%) Results: 93.8%

Met Goal

14 students continued the school year by attending a local college (College of Albemarle) adult high school, and 1 student continued high school in Currituck County Schools. 1 student did drop out.

4. (25%) Student Growth

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

(0%) Results: N/A

With a lack of Student Growth data for the 2017-2018 school year, we were forced to reduce the number of goals from 4 to 3. With this reduction in the number of goals, we have decided to weight each goal as 33% instead of 25%. The Dare Learning Academy Met each of the 3 Goals.

Central Haywood High School
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 year.

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 2017-18 school year, 124 out of the 152 students enrolled at CHHS throughout the year remained enrolled in a NC public school for a Student Persistence score of 82 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. The 2017-18 School Performance score is 48 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 59.

(3) 60% Growth

- a. Growth will be calculated for the current year using the alternative growth model developed by DPI in conjunction with EVAAS.
- 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 65 during the 2015-16 school year and obtained a converted scale of 64 for 2016-17. With the current year's growth score, 69, 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 2016-17 was 68 and for 2017-18 is 68 with a difference of 0. The assigned change rating for 2017-18 is *Effective*.

Central Haywood High School

School Performance

	2015-16	2016-17	2017-18	3-Yr Total
Indicator	Score	Score	Score	Score
Math I	11	8	7	9
Biology	22	16	10	15
English II	18	58	14	26
ACT WorkKeys	40	68	31	50
Math Course Rigor	91	90	63	80
CGR 4yr	76	66	46	61
CGR 5yr	75	76	70	74
Overall	63	66	48	59

2017 School Performance
(3 yr) 59

Student Persistence

2017 Student Persistence
82

Growth

2015-16		2016-17		2017-18	
Index	Score	Index	Score	Index	Score
-2.98	65.1	-3.16	64.2	-2.27	68.6

Growth Average (3yr)
66

Overall School Score

School Performance X .20	Student Persistence X .20	Growth X .60
11.8	16.3	39.6

Overall School Score
68

Overall School Rating
Effective

Union Academy
Macon County Schools

Union Academy
Macon County Schools
Franklin, North Carolina
Option D
2017-2018

1. 20% Student Persistence (88.95%)
2. 20% School Performance (44.53%)
 - a. End-of-Course Assessments in Biology, Math I, and English II (17.4%)
 - b. ACT WorkKeys (5.9%)
 - c. 4-Year Graduation Rate (54.8)
 - d. Completion of a Graduation Project (100%)
3. 60% Growth (58.8%)

Total: 61.98% Last year (2016-2017), Union Academy's total was 48.10 %. There was an increase in their overall score of 13.88%.

Partnership Academy
Orange County Schools

Partnership Academy Accountability Results for 2017-2018 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 80.2% 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 2017-18 school year. The students as a group increased their grades by an average of 1.35 GPA points. All but 2 students did improve their grades as demonstrated by an increase in GPA during the 2017-18 school year.

	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	4.00	3.17	YES
2	0.25	2.38	2.13	YES
3	1.25	3.50	2.25	YES
4	0	2.86	2.86	YES
5	1.25	2.63	1.38	YES
6	0.5	1.13	0.63	YES
7	0.25	1.57	1.32	YES
8	0	0.71	0.71	YES
9	0	1.25	1.25	YES
10	0	1.00	1.00	YES
11	0.75	3.63	2.88	YES
12	1.75	2.57	0.82	YES
13	0	1.13	1.13	YES
14	3.75	3.88	0.13	N
15	1.4	3.88	2.48	YES
16	3	3.40	0.40	N
17	5	1.71	1.21	YES
18	0	0.88	0.88	YES
19	1.5	2.75	1.25	YES
20	1.6	2.33	0.73	YES
21	1.25	2.13	0.88	YES
22	0.5	3.38	2.88	YES
23	0	0.00	0.00	N
24	0	2.86	2.86	YES
25	0.5	0.66	0.16	N
26	0.2	3.00	2.80	YES
27	0.25	3.86	3.61	YES
28	0.5	0.57	0.07	N
29	0	1.50	1.50	YES

30	1	1.43	0.43	N
31	2	3.75	1.75	YES
32	1.25	0.71	-0.54	N
33	1.25	1.86	0.61	YES
34	1	1.50	0.5	YES
35	0.75	2.29	1.54	YES
36	0.25	1.50	1.25	YES
37	3	3.20	0.20	N
38	0	0.85	0.85	YES
39	1.25	3.29	2.04	YES
40	0.75	2.71	1.96	YES
41	0.5	1.88	1.38	YES
		Avg Increase:	1.35	

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 93% of students increased their high school course passing rate while attending PA during 2017-18 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	5	8	63%	7	8	88%	25%
3	10	13	77%	8	8	100%	23%
4	15	23	65%	8	8	100%	35%
5	3	8	38%	8	8	100%	63%
6	3	8	38%	7	8	88%	50%
7	4	8	50%	8	8	100%	50%
8	7	8	88%	4	8	50%	-38%
9	18	30	60%	3	4	75%	15%
10	16	23	70%	7	7	100%	30%
11	6	8	75%	8	8	100%	25%
12	6	8	75%	6	7	86%	11%
13	2	12	17%	7	7	100%	83%
14	8	8	100%	8	8	100%	0%
15	6	6	100%	5	5	100%	0%
16	15	16	94%	6	6	100%	6%
17	7	8	88%	7	7	100%	13%

18	3	8	38%	5	8	63%	25%
19	10	12	83%	4	4	100%	17%
20	24	39	62%	5	5	100%	38%
21	6	8	75%	8	8	100%	25%
22	7	8	88%	8	8	100%	13%
23	6	8	75%	0	2	0%	-75%
24	10	11	91%	7	7	100%	9%
25	17	27	63%	2	3	67%	4%
26	6	8	75%	8	8	100%	25%
27	10	16	63%	7	7	100%	38%
28	1	4	25%	3	7	43%	18%
29	4	8	50%	8	8	100%	50%
30	3	8	38%	5	8	63%	25%
31	8	9	89%	8	8	100%	11%
32	6	7	86%	3	7	43%	-43%
33	17	33	52%	8	8	100%	48%
34	4	11	36%	6	7	86%	49%
35	3	8	38%	8	8	100%	63%
36	12	30	40%	11	11	100%	60%
37	4	4	100%	6	6	100%	0%
38	13	27	48%	9	9	100%	52%
39	3	4	75%	8	8	100%	25%
40	7	12	58%	7	7	100%	42%
41	2	10	20%	8	9	89%	69%

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 73.1% of students decreased their unexcused absence rate while attending PA during the 2017-18 school year.

	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	PA <= Prior School Rate
1	2	180	1.11%	0	180	0.00%	Yes
2	19	180	10.56%	9	180	5.00%	Yes
3	0	90	0.00%	0	180	0.00%	Yes
4	17	180	9.44%	3	171	1.75%	Yes
5	6	180	3.33%	27	180	15.00%	
6	35	90	38.89%	21	180	11.67%	Yes
7	29	180	16.11%	20	180	11.11%	Yes
8	11	19	57.89%	3	117	2.56%	Yes
9	28	90	31.11%	44	90	48.89%	
10	59	180	32.78%	47	180	26.11%	Yes

11	18	180	10.00%	5	180	2.78%	Yes
12	18	180	10.00%	28	180	15.56%	
13	9	93	9.68%	21	180	11.67%	
14	0	180	0.00%	0	180	0.00%	Yes
15	11	180	6.11%	2	180	1.11%	Yes
16	1	180	0.56%	1	180	0.56%	Yes
17	2	14	14.29%	15	139	10.79%	Yes
18	56	180	31.11%	43	180	23.89%	Yes
19	18	90	20.00%	8	90	8.89%	Yes
20	40	180	22.22%	15	180	8.33%	Yes
21	38	180	21.11%	29	180	16.11%	Yes
22	16	180	8.89%	10	175	5.71%	Yes
23	13	96	13.54%	16	84	19.05%	
24	16	90	17.78%	42	180	23.33%	
25	40	92	43.48%	34	88	38.64%	Yes
26	1	90	1.11%	3	180	1.67%	
27	2	180	1.11%	2	180	1.11%	Yes
28	15	90	16.67%	75	168	44.64%	
29	3	180	1.67%	24	180	13.33%	
30	7	180	3.89%	4	180	2.22%	Yes
31	6	80	7.50%	12	180	6.67%	Yes
32	3	90	3.33%	14	180	7.78%	
33	40	180	22.22%	11	168	6.55%	Yes
34	14	90	15.56%	35	180	19.44%	
35	10	180	5.56%	3	180	1.67%	Yes
36	42	135	31.11%	25	180	13.89%	Yes
37	3	180	1.67%	1	180	0.56%	Yes
38	83	180	46.11%	29	171	16.96%	Yes
39	24	90	26.67%	0	180	0.00%	Yes
40	3	90	3.33%	5	180	2.78%	Yes
41	9	90	10.00%	3	180	1.67%	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: We were unable to gather the data necessary for this accountability plan goal. The Perceived School Experiences survey is administered via Survey Gizmo. Access to Survey Gizmo was restricted at the beginning of the 2017-18 school year. New students were given the survey regarding their prior school when access was attained in January. However, when the survey was to be given to all students to obtain data regarding perceived school experiences at Partnership Academy at the end of the school year in May, the survey and previous data collected were no longer attainable due to the inability to access Survey Gizmo.

Principal's Signature Stan Farrington Date 8/9/18

SCORE Academy
Wake County Schools

Wake County Public Schools
Proposed Option D: Alternative Accountability Model
2017 – 2018 School Year - **Results**

SCORE Academy

Rationale: SCORE Academy completed its first year of existence in 2017-18. This alternative serves two distinct high school student populations using blended, synchronous and asynchronous instruction.

The first group of students served through this school were high school students who committed a serious discipline infraction and were assigned to SCORE Academy, in most cases, in lieu of a long-term suspension. The students that who attended for a short period of time due to behavior, enrolled throughout the year and most often attended to the end of a semester and then return to their base school. Students fitting these criteria had their scores returned to their base school if they took an EOC test prior to returning to their home school.

The second group of students served through this school were high school students who dropped out of high school and reenrolled in the SCORE Academy to accelerate to graduation in a smaller, more focused environment. The following are the results based on the data from the second group of students that was used to calculate the school's accountability model:

(1) 20% Student Persistence: Percentage of students enrolling in an alternative school who remain enrolled in any North Carolina public school through the end of the school year.

Results – Based on DPIs PERAUDIT920 file 100% of the students enrolled in the alternative school remained enrolled through the end of the school year.

(2) 20% School Achievement: Based on End-of-Course (EOC) Assessments in Biology, NC Math 1, and English II.

Results – According to DPI’s REPSUM920 file, 3.7 % of the students enrolled in the alternative school were proficient based on the End-of-Course (EOC) Assessments in Biology, Math 1, and English II.

(3) 20% Growth: Growth will be calculated using the DPI alternative growth model developed in conjunction with EVAAS.

Results – According to the 2018 EGSTAT, the SCORE Academy’s growth score was not calculated due to having an N count less than 30.

(4) 40% Behavior/Social-Emotional Goals

Percentage of students enrolled in the SCORE Academy who demonstrates positive social-emotional behavior as measured by the Student Engagement Inventory in comparison to the district average. (This goal was established in the alternative school plan approved by DPI.)

Results – Due to unanticipated circumstances the Student Engagement Inventory was not implemented as planned. Only one student completed the inventory; therefore, there is insufficient data that can be used to measure this item. If we continue with this option for the 2018-19 school year, we plan to implement with fidelity.

Commonwealth High School Charter School

Submission of “Option D” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2017-18

8/28/18

School Rating: Highly Effective

Approved Measure for 2017-18 (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.)	34.3 Average percent for all NC alt ed schools in 2016-17 was 14.3%. Target is $14.3 + 20 = 34.3$. (2016-17 is the most recent year available.)	6.9 6.9% of Commonwealth 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 ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	85	83.3
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.)	68	77.8
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.)	130 Students earned an average of 1.7 credits with a “C” or higher per semester at their prior school. Target is to increase credit earning to 130% of the prior rate. (This is. $1.7 \text{ times } 130\% = 2.2$).	218 Students earned 3.7 credits per semester with a “C” or higher after attending Commonwealth for 1+ semesters. $(3.7 \text{ divided by prior credit earning rate of } 1.7 = 218\%)$
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	30.2 Percent of students with a prior GPA of 2.0+ was 10.2%. Target is $10.2 + 20 = 30.2$	52.8 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.)	90	94
TOTAL POINTS	437.5	532.8

Calculation of Final Score and Rating: The school’s total Actual Points (532.8) are divided by the total Target Points (437.5) for an overall score of 122%. ($532.8 \text{ divided by } 437.5 = 122\%$.) Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

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

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

Attachment A – Commonwealth

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

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

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2016-17 Math I and English II results were tabulated using the “NCAccModel_2017_Summary” report available at

<http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm17.xlsx>.

(Please note that results

were not reported for all 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 and English II Grade Level Standard was a combined 14.3%. The target is set at 14.3% plus 20 percentage points for a total target of 34.3% or 34.3 points. Please see the Table on page 2 for a listing of included schools and percentages.

Summary of Results at the School:

Of the 72 students taking the Math I and English II assessments at the school in 2017-18, 5 met the Grade Level Standard. $5 \div 72 = 6.9\%$ or 6.9 points.

Attachment A (Continued) Table – 2017 Math I and English II Results for NC Alternative Education Schools*

District Name	School Code	School Name	NC Math I Percent Grade Level Proficient	English II Percent Grade Level
Alamance-Burlington Schools	010378	Ray Street Academy	9.1%	15.8%
Anson County Schools	040305	Anson Academy		5.0%
Beaufort County Schools	070310	B C Ed Tech Center		
Brunswick County Schools	100308	Brunswick County Academy	5.0%	7.7%
Buncombe County Schools	110303	Community High School	5.9%	15.8%
Burke County Schools	120308	Hallyburton Academy		15.4%
Cabarrus County Schools	130333	Performance Learning Center		65.2%
Chatham County Schools	190310	SAGE Academy		11.8%
Cumberland County Schools	260449	Ramsey Street High	5.0%	5.7%
Dare County Schools	280306	Dare County Alternative School		16.7%
Davidson County Schools	290314	Davidson County High School		20.0%
Durham Public Schools	320322	Durham's Performance Learning Center		11.8%
Durham Public Schools	320341	Lakeview School	5.0%	13.5%
Forsyth County Schools	340385	Main Street Academy	5.0%	10.5%
Forsyth County Schools	340427	Kingswood School		11.8%
Gaston County Schools	360372	Warlick Academy	7.1%	9.4%
Guilford County Schools	410396	High School Ahead Academy	69.2%	
Guilford County Schools	410533	SCALE School	15.4%	5.0%
Harnett County Schools	430345	STAR Academy	5.0%	7.7%
Haywood County Schools	440326	Central Haywood High		58.3%
Henderson County Schools	450343	Balfour Education Center	6.3%	25.0%
Hoke County Schools	470342	J W Turlington School	5.0%	15.6%
Iredell-Statesville Schools	490342	Monticello School	5.0%	8.0%
Jackson County Schools	500324	Jackson Co Sch of Alternatives	5.0%	7.1%
Johnston County Schools	510380	South Campus Community High		33.3%
Lenoir County Public Schools	540318	Lenoir County Learning Academy		20.0%
Lincoln County Schools	550308	Asbury Academy	5.9%	25.0%
Macon County Schools	560350	Union Academy	6.7%	13.5%
Charlotte-Mecklenburg Schools	600439	Turning Point Academy	5.0%	15.1%
Charlotte-Mecklenburg Schools	600498	Performance Learning Center	13.6%	43.5%
Montgomery County Schools	620310	Montgomery Learning Academy	5.9%	5.0%
Moore County Schools	630330	The Community Learning Center @ Pinckney		23.1%
New Hanover County Schools	650354	J. C. Roe Center	5.0%	12.5%
New Hanover County Schools	650355	Career Readiness Academy at Mosley PL	23.3%	
Orange County Schools	680335	Partnership Academy	9.1%	25.0%
Pasquotank County Schools	700310	H L Trigg Community		
Richmond County Schools	770342	Ashley Chapel Educational Center		18.8%
Rowan-Salisbury Schools	800308	Henderson High	5.0%	
Rutherford County Schools	810386	Rutherford Opportunity Center		21.4%
Stanly County Schools	840370	Stanly Academy Learning Center		
Stokes County Schools	850324	Meadowbrook Academy		16.7%
Transylvania County Schools	880320	Davidson River School		39.1%
Union County Public Schools	900365	South Providence	5.0%	11.1%
Vance County Schools	910368	Western Vance High		
Wake County Schools	920528	Phillips High	15.4%	29.2%
Wayne County Public Schools	960488	Wayne Middle / High Academy	5.0%	5.0%
Wilson County Schools	980306	Milton M Daniels Learning Cntr		17.6%
Charter Schools	60U000	Commonwealth High	13.3%	34.8%

Combined Average of Math/Eng (above)

14.3%

* If a school's results were reported as "<5%," and it tested at least 20 students in the subject, it was assumed to have a full 5% meeting standard. If reported as "<5%" and fewer than 20 students were tested, the school's results were omitted for that subject.

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:

108 students attended the school for 1+ semesters in 2017-18 and were assigned to the ReadingPlus program for reading remediation. Of these students, 90 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 90 students achieving a gain divided by 108 total students
= 83.3% or 83.3 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 68% or 68 point target.

Summary of Calculations:

108 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2017-18. Of these students, 84 achieved a gain on the second or subsequent administration. $84 \text{ students achieved a gain divided by } 108 \text{ total students} = 77.8\% \text{ or } 77.8 \text{ points.}$

Attachment D – Commonwealth

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 30% or to 130% of the rate that students earned at prior schools. The target points are 130 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2017-18 entered having previously earned an average of 1.7 credits per semester with a "C" or higher.

At the school, the students earned an average of 3.7 credits per semester attended with a "C" or higher. (The school's points are calculated as $3.7 \div 1.7 = 218\%$ or 218 points.)

Attachment E – Commonwealth

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

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Twenty (20) 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:

108 students attended the school for 1+ semesters in 2017-18. Of the 108, 11 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 11 divided by 108 = 10.2%. The school's target is set as 10.2% plus 20 percentage points equals 30.2% or 30.2 points.

After attending for one semester or more, 57 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 57 divided by 108 = 52.8% or 52.8 points.

Attachment F – Commonwealth

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2017-18 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 using Survey Monkey.

Summary of Calculations:

252 students expressed an opinion on the survey question. Of the 252 respondents, 237 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 237 divided by 252 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: 2017-18

8/28/18

School Rating: Highly Effective

Approved Measure for 2017-18 (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.)	34.3 <small>Average percent for all NC alt ed schools in 2016-17 was 14.3%. Target is 14.3 + 20 = 34.3. (2016-17 is the most recent year available.)</small>	21.1 <small>21.1% 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 ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	85	82.4
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.)	74	64.9
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.)	130 <small>Students earned an average of 1.7 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 130% of the prior rate. (This is. (1.7 times 130% = 2.2).</small>	171 <small>Students earned 2.9 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. (2.9 divided by prior credit earning rate of 1.7 = 171%)</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	41.6 <small>Percent of students with a prior GPA of 2.0+ was 21.6%. Target is 21.6 + 20 = 41.6</small>	60.8 <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.)	90	97
TOTAL POINTS	454.9	497.2

Calculation of Final Score and Rating: The school's total Actual Points (497.2) are divided by the total Target Points (454.9) for an overall score of 109%. (497.2 divided by 454.9 = 109%.) Using the approved rating bands, the school's overall rating is, "Highly Effective."

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

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

Attachment A – Stewart Creek

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

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

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2016-17 Math I and English II results were tabulated using the “NCAccModel_2017_Summary” report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm17.xlsx>. (Please note that results were not reported for all 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 and English II Grade Level Standard was a combined 14.3%. The target is set at 14.3% plus 20 percentage points for a total target of 34.3% or 34.3 points. Please see the Table on page 2 for a listing of included schools and percentages.

Summary of Results at the School:

Of the 19 students taking the Math I and English II assessments at the school in 2017-18, 4 met the Grade Level Standard. $4 \text{ divided by } 19 = 21.1\% \text{ or } 21.1 \text{ points.}$

Attachment A (Continued) Table – 2017 Math I and English II Results for NC Alternative Education Schools*

District Name	School Code	School Name	NC Math 1 Percent Grade Level Proficient	English II Percent Grade Level
Alamance-Burlington Schools	010378	Ray Street Academy	9.1%	15.8%
Anson County Schools	040305	Anson Academy		5.0%
Beaufort County Schools	070310	B C Ed Tech Center		
Brunswick County Schools	100308	Brunswick County Academy	5.0%	7.7%
Buncombe County Schools	110303	Community High School	5.9%	15.8%
Burke County Schools	120308	Hallyburton Academy		15.4%
Cabarrus County Schools	130333	Performance Learning Center		65.2%
Chatham County Schools	190310	SAGE Academy		11.8%
Cumberland County Schools	260449	Ramsey Street High	5.0%	5.7%
Dare County Schools	280306	Dare County Alternative School		16.7%
Davidson County Schools	290314	Davidson County High School		20.0%
Durham Public Schools	320322	Durham's Performance Learning Center		11.8%
Durham Public Schools	320341	Lakeview School	5.0%	13.5%
Forsyth County Schools	340385	Main Street Academy	5.0%	10.5%
Forsyth County Schools	340427	Kingswood School		11.8%
Gaston County Schools	360372	Warlick Academy	7.1%	9.4%
Guilford County Schools	410396	High School Ahead Academy	69.2%	
Guilford County Schools	410533	SCALE School	15.4%	5.0%
Harnett County Schools	430345	STAR Academy	5.0%	7.7%
Haywood County Schools	440326	Central Haywood High		58.3%
Henderson County Schools	450343	Balfour Education Center	6.3%	25.0%
Hoke County Schools	470342	J W Turlington School	5.0%	15.6%
Iredell-Statesville Schools	490342	Monticello School	5.0%	8.0%
Jackson County Schools	500324	Jackson Co Sch of Alternatives	5.0%	7.1%
Johnston County Schools	510380	South Campus Community High		33.3%
Lenoir County Public Schools	540318	Lenoir County Learning Academy		20.0%
Lincoln County Schools	550308	Asbury Academy	5.9%	25.0%
Macon County Schools	560350	Union Academy	6.7%	13.5%
Charlotte-Mecklenburg Schools	600439	Turning Point Academy	5.0%	15.1%
Charlotte-Mecklenburg Schools	600498	Performance Learning Center	13.6%	43.5%
Montgomery County Schools	620310	Montgomery Learning Academy	5.9%	5.0%
Moore County Schools	630330	The Community Learning Center @ Pinckney		23.1%
New Hanover County Schools	650354	J. C. Roe Center	5.0%	12.5%
New Hanover County Schools	650355	Career Readiness Academy at Mosley PL	23.3%	
Orange County Schools	680335	Partnership Academy	9.1%	25.0%
Pasquotank County Schools	700310	H L Trigg Community		
Richmond County Schools	770342	Ashley Chapel Educational Center		18.8%
Rowan-Salisbury Schools	800308	Henderson High	5.0%	
Rutherford County Schools	810386	Rutherford Opportunity Center		21.4%
Stanly County Schools	840370	Stanly Academy Learning Center		
Stokes County Schools	850324	Meadowbrook Academy		16.7%
Transylvania County Schools	880320	Davidson River School		39.1%
Union County Public Schools	900365	South Providence	5.0%	11.1%
Vance County Schools	910368	Western Vance High		
Wake County Schools	920528	Phillips High	15.4%	29.2%
Wayne County Public Schools	960488	Wayne Middle / High Academy	5.0%	5.0%
Wilson County Schools	980306	Milton M Daniels Learning Cntr		17.6%
Charter Schools	60U000	Commonwealth High	13.3%	34.8%
		<i>Combined Average of Math/Eng (above)</i>	14.3%	

* If a school's results were reported as "<5%," and it tested at least 20 students in the subject, it was assumed to have a full 5% meeting standard. If reported as "<5%" and fewer than 20 students were tested, the school's results were omitted for that subject.

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:

74 students attended the school for 1+ semesters in 2017-18 and were assigned to the ReadingPlus program for reading remediation. Of these students, 61 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 61 students achieving a gain divided by 74 total students = 82.4% or 82.4 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 55% or 55-point target.

Summary of Calculations:

74 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2017-18. Of these students, 48 achieved a gain on the second or subsequent administration. 48 students achieved a gain divided by 74 total students = 64.9% or 64.9 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. The school's target is to improve successful credit earning by 30% or to 130% of the rate that students earned at prior schools. The target points are 130 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2017-18 entered having previously earned an average of 1.7 credits per semester with a "C" or higher.

At the school, the students earned an average of 2.9 credits per semester attended with a "C" or higher. (The school's points are calculated as $2.9 \div 1.7 = 171\%$ or 171 points.)

Attachment E – Stewart Creek

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

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Twenty (20) 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:

74 students attended the school for 1+ semesters in 2017-18. Of the 74, 16 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $16 \div 74 = 21.6\%$. The school's target is set as $21.6\% + 20 \text{ percentage points} = 41.6\%$ or 41.6 points.

After attending for one semester or more, 45 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 $45 \div 74 = 60.8\%$ or 60.8 points.

Attachment F – Stewart Creek

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2017-18 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 using Survey Monkey.

Summary of Calculations:

91 students expressed an opinion on the survey question. Of the 91 respondents, 88 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 88 divided by 91 respondents equals 97% or 97 points.

Central Wake High School
Charter School

Submission of “Option D” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2017-18

8/28/18

School Rating: Highly Effective

Approved Measure for 2017-18 (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.)	34.3 <small>Average percent for all NC alt ed schools in 2016-17 was 14.3%. Target is $14.3 + 20 = 34.3$. (2016-17 is the most recent year available.)</small>	13.6 <small>13.6% of Central Wake 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 ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	85	96.6
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.)	55	62.5
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.)	130 <small>Students earned an average of 1.7 credits with a "C" or higher per semester at their prior school. Target is to increase credit earning to 130% of the prior rate. (This is: $(1.7 \text{ times } 130\% = 2.2)$).</small>	200 <small>Students earned 3.4 credits per semester with a "C" or higher after attending Central Wake for 1+ semesters. $(3.4 \text{ divided by prior credit earning rate of } 1.7 = 200\%)$</small>
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	40.5 <small>Percent of students with a prior GPA of 2.0+ was 20.5%. Target is $20.5 + 20 = 40.5$</small>	45.5 <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.)	90	95
TOTAL POINTS	434.8	513.2

Calculation of Final Score and Rating: The school’s total Actual Points (513.2) are divided by the total Target Points (434.8) for an overall score of 118%. (513.2 divided by 434.8 = 118%.) Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

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

³ Math Growth is achieved if a student scores a higher-Grade Level Equivalent on the school’s GAIN short cycle assessment than the student scored on the initial assessment administration.

Attachment A – Central Wake

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

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

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2016-17 Math I and English II results were tabulated using the “NCAccModel_2017_Summary” report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm17.xlsx>. (Please note that results were not reported for all 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 and English II Grade Level Standard was a combined 14.3%. The target is set at 14.3% plus 20 percentage points for a total target of 34.3% or 34.3 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 2017-18, 3 met the Grade Level Standard. $3 \div 22 = 13.6\%$ or 13.6 points.

Attachment A (Continued) Table – 2017 Math I and English II Results for NC Alternative Education Schools*

District Name	School Code	School Name	NC Math 1 Percent Grade Level Proficient	English II Percent Grade Level
Alamance-Burlington Schools	010378	Ray Street Academy	9.1%	15.8%
Anson County Schools	040305	Anson Academy		5.0%
Beaufort County Schools	070310	B C Ed Tech Center		
Brunswick County Schools	100308	Brunswick County Academy	5.0%	7.7%
Buncombe County Schools	110303	Community High School	5.9%	15.8%
Burke County Schools	120308	Hallyburton Academy		15.4%
Cabarrus County Schools	130333	Performance Learning Center		65.2%
Chatham County Schools	190310	SAGE Academy		11.8%
Cumberland County Schools	260449	Ramsey Street High	5.0%	5.7%
Dare County Schools	280306	Dare County Alternative School		16.7%
Davidson County Schools	290314	Davidson County High School		20.0%
Durham Public Schools	320322	Durham's Performance Learning Center		11.8%
Durham Public Schools	320341	Lakeview School	5.0%	13.5%
Forsyth County Schools	340385	Main Street Academy	5.0%	10.5%
Forsyth County Schools	340427	Kingswood School		11.8%
Gaston County Schools	360372	Warlick Academy	7.1%	9.4%
Guilford County Schools	410396	High School Ahead Academy	69.2%	
Guilford County Schools	410533	SCALE School	15.4%	5.0%
Harnett County Schools	430345	STAR Academy	5.0%	7.7%
Haywood County Schools	440326	Central Haywood High		58.3%
Henderson County Schools	450343	Balfour Education Center	6.3%	25.0%
Hoke County Schools	470342	J W Turlington School	5.0%	15.6%
Iredell-Statesville Schools	490342	Monticello School	5.0%	8.0%
Jackson County Schools	500324	Jackson Co Sch of Alternatives	5.0%	7.1%
Johnston County Schools	510380	South Campus Community High		33.3%
Lenoir County Public Schools	540318	Lenoir County Learning Academy		20.0%
Lincoln County Schools	550308	Asbury Academy	5.9%	25.0%
Macon County Schools	560350	Union Academy	6.7%	13.5%
Charlotte-Mecklenburg Schools	600439	Turning Point Academy	5.0%	15.1%
Charlotte-Mecklenburg Schools	600498	Performance Learning Center	13.6%	43.5%
Montgomery County Schools	620310	Montgomery Learning Academy	5.9%	5.0%
Moore County Schools	630330	The Community Learning Center @ Pinckney		23.1%
New Hanover County Schools	650354	J. C. Roe Center	5.0%	12.5%
New Hanover County Schools	650355	Career Readiness Academy at Mosley PLI	23.3%	
Orange County Schools	680335	Partnership Academy	9.1%	25.0%
Pasquotank County Schools	700310	H L Trigg Community		
Richmond County Schools	770342	Ashley Chapel Educational Center		18.8%
Rowan-Salisbury Schools	800308	Henderson High	5.0%	
Rutherford County Schools	810386	Rutherford Opportunity Center		21.4%
Stanly County Schools	840370	Stanly Academy Learning Center		
Stokes County Schools	850324	Meadowbrook Academy		16.7%
Transylvania County Schools	880320	Davidson River School		39.1%
Union County Public Schools	900365	South Providence	5.0%	11.1%
Vance County Schools	910368	Western Vance High		
Wake County Schools	920528	Phillips High	15.4%	29.2%
Wayne County Public Schools	960488	Wayne Middle / High Academy	5.0%	5.0%
Wilson County Schools	980306	Milton M Daniels Learning Cntr		17.6%
Charter Schools	60U000	Commonwealth High	13.3%	34.8%
		Combined Average of Math/Eng (above)	14.3%	

* If a school's results were reported as "<5%," and it tested at least 20 students in the subject, it was assumed to have a full 5% meeting standard. If reported as "<5%" and fewer than 20 students were tested, the school's results were omitted for that subject.

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:

88 students attended the school for 1+ semesters in 2017-18 and were assigned to the ReadingPlus program for reading remediation. Of these students, 85 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 85 students achieving a gain divided by 88 total students = 96.6% or 96.6 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 55% or 55-point target.

Summary of Calculations:

88 students were administered a follow-up Wonderlic GAIN math assessment and attended the school for 1+ semesters in 2017-18. Of these students, 55 achieved a gain on the second or subsequent administration. $55 \text{ students achieved a gain} \div 88 \text{ total students} = 62.5\% \text{ or } 62.5 \text{ points.}$

Attachment D – Central Wake

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school after attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 30% or to 130% of the rate that students earned at prior schools. The target points are 130 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2017-18 entered having previously earned an average of 1.7 credits per semester with a "C" or higher.

At the school, the students earned an average of 3.4 credits per semester attended with a "C" or higher. (The school's points are calculated as $3.4 \div 1.7 = 200\%$ or 200 points.)

Attachment E – Central Wake

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

Description of Methodology:

For students attending 90+ days, the percent of students entering with a cumulative GPA of 2.0 or higher is calculated. Twenty (20) 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:

88 students attended the school for 1+ semesters in 2017-18. Of the 88, 18 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $18 \div 88 = 20.5\%$. The school's target is set as $20.5\% + 20 \text{ percentage points} = 40.5\%$ or 40.5 points.

After attending for one semester or more, 40 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 $40 \div 88 = 45.5\%$ or 45.5 points.

Attachment F – Central Wake

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2017-18 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 on paper and tabulated.

Summary of Calculations:

133 students expressed an opinion on the survey question. Of the 133 respondents, 127 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 127 divided by 133 respondents equals 95% or 95 points.