

Alternative Accountability Model Option D Reports for 2014-15

Reports are submitted by each school or district for submission to the 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
Pauline Jones Alternative Middle School	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

Community High School
Buncombe County Schools



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July 13, 2015

Dr. Tammy Howard, Director of Accountability Services
Accountability Services
North Carolina Department of Public Instruction
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 144. At the end of the semester, 130 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 90.3% (130/144) persistence by semester. Similarly for semester two, 105 students remained at the end of the semester out of the 120 enrolled during the semester for persistence by semester calculation of 87.5% (105/120). 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 80% 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 73% (207/284) and 73% for second semester (183/252). It should be noted that Community High's plan calls for using pre and post assessments for calculating growth in tested subject areas and the use of lexile levels obtained from Achieve 3000 to measure the growth in literacy. These measures were not included in the calculations for the 2014-2015 school year since the Accountability Plan was approved in April, which is after any pre-testing could occur. These calculations will be included in the Academic Achievement model for the 2015-2016 school year.

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 31 students in the first semester eligible to graduate with 28 of those actually graduating for a 90% (28/31) graduation rate. Second semester, Community High had a graduation rate of 90% (18/20). The state average for alternative schools in the state was not available.

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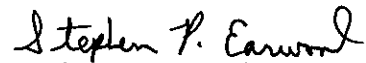
ACCOUNTABILITY
SERVICES

so a standard score of 80 was used for the weighted school graduation score as used on Appendix B under graduation rate.

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 79.1 $[(2*73)+90.3+80]/4$ for first semester and 78.4 $[(73*2)+87.5+80]/4$ for second semester. This calculation 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 of less than 80.

This report is respectfully submitted,

A handwritten signature in black ink, reading "Stephen P. Earwood". The signature is fluid and cursive, with the first name "Stephen" being the most prominent part.

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
February 5, 2015
(Revised February 19, 2015)

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:

Persistence (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 persistence.
 - 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. In our system, a student must demonstrate proficiency on at least 80% 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 70% of all students will be, at a minimum, proficient in 80% 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.
- 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.
- Pre-assessments will utilize released state tests for that course; post-assessment data will utilize state tests as well. Discrepancies between growth shown in state tests and growth shown through evidence of proficiency will be addressed on an individual portfolio basis, with both measures being taken into account. Should evidence show growth beyond external measures (state tests and/or others), the reason why will be ascertained by administration and recorded in the student portfolio.
- Should curriculum components exist that are not covered by the state tests available and offered, assessment of those components may be included as well.
- 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 in all courses in which they are enrolled to establish a baseline lexile measure, as well as the target for growth.

- Growth calculations will be based on the percent of change in lexile level for each assessed student. Growth will be measured for each course for each student by calculating the difference between pre-assessment and post-assessment scores and the percentage of state-aligned curriculum outcomes shown to be proficient (80% minimum to meet growth for that student in that course). Growth in literacy will again be measured through pre- and post-assessments and related to projected growth in lexile measure based on the assessment tool. Each student's course growth and literacy growth will be weighted equally. This reflects research on the impact of literacy for a student's college and career readiness. A student taking three courses would have four potential areas of growth to look at, each weighted equally when determining accountability or assessment of overall student achievement within the school.
- All students will receive literacy interventions. Growth in literacy interventions will be weighted in the same way that course growth is measured. Students will show growth towards College & Career Readiness as projected by a school-based literacy tool (Achieve3000 or other).
- 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%, 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 (Achievement) is 83.
 - NOTE: If 70% of student course scores are not demonstrating proficiency in 80% 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.
- In the portfolio, evidence must be shown of proficiency in 80% of course outcomes to achieve a grade of C for the student. This is an average of 80 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 to post-assessment growth will be utilized in determining the student score, and may demonstrate evidence of understanding of an outcome as well.
- For literacy scores, achieving the projected lexile level results in a score of 80%. Each lexile level above or below is plus or minus 10%, with the maximum

for any student being 100, and the minimum being that point at which no growth was observed.

- 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 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 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.
- Post assessment through the program used determines the student's growth. Should a student hit the targeted expected lexile level, the score input for that student would be 80%.

Graduation 25%

- The graduation 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 the state's average for alternative schools in the state. The expectation, regardless of state average, is that 85% or more of all eligible seniors at the start of the semester will graduate during that semester.
- 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 state rate to determine our graduation rate score.
 - The state average for graduates from alternative schools that year was 85%.
 - For matching the state average the school will get 80%, for each point above or below the school will lose or gain two points. In this case the school's rate was ten percentage points higher than the state average, so the school gains 20 points for a 100% graduation score.
 - 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.
- Persistence was 96.
- Graduation rate was 100.
- With Achievement weighted twice (or 50%) while each other component is weighted once (or 25%), the overall school score is 90.5 [$83 + 83 + 96 + 100 = 362 / 4 = 90.5$].

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 90.5%, 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
Persistence by semester (25% of total accountability)		
Total students enrolled, day 5, semester 1 2015-16 per PowerSchool	126	106
Students added between day 6 and end of semester	18	14
Students graduated semester 1	28	18
Students withdrawn W2 (No plan to return)	14	15
enrolled + added	144	120
(enrolled + added - drop)	130	105
Persistence (% of students who started semester, who did not drop, who remain enrolled at semester end or graduated)	90.3%	87.5%
Academic Achievement (50% of total accountability):		
% of students achieving proficiency or better in 80% of course outcomes:	73%	73%
# of students enrolled on final day of semester 1	284	252
# of students achieving proficiency	207	183
Graduation rate (25% of total accountability)		
# of students eligible to graduate at end of semester 1:	31	20
# of students actually graduated at end of semester 1: (eligibility to graduate based on reasonable expectation of required course completion per submitted documentation)	28	18
state alternative school graduation rate: Unknown at this time		
weighted school graduation score:	80	80
80 +/- 2 points per % exceeding or below state graduation rate		
Overall accountability score:		
academic *2 + persistence + graduation/4		
(73*2)	90.3	87.5
Total overall score	73.075	73.375
Rating	Emerging	Emerging

Bridges School
Carteret County Public Schools

CARTERET COUNTY SCHOOLS
Alternative School Progress Model (Option D)

2014-15 School Year

Bridges School (160309)

Part I – Student Persistence (45% of total): **87.0** (39.15 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 47 of 54 students remained enrolled through the last day of school: (87.03%)

Part II – Proficiency (5% of total): **19.1** (0.955 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

*Because 2014-15 is only Bridges School's second year, the proficiency computation is based only on two years.

Part III – Growth (50% of total): **76.9** (38.45 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.

2015 READY STATUS Growth Index: -0.67

Overall School Score: 78.6 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)

Pauline Jones Alternative
Middle School
Cumberland County Schools

ALTERNATIVE ACCOUNTABILITY MODEL 2014-2015

Pauline Jones Middle School

August 18, 2015

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Parent Involvement

There were 395 parental visits logged during the 2014-2015 School Year. Visits included attendance of IEP meetings, open house, parent night, Student Service Team meetings, Muffins for Mom, Doughnuts for Dad, awards programs, science exhibits, parent/teacher conferences, and the spelling bee. In addition, parents participated in the intake process and discipline hearings, offered classroom support, and ate lunch with their child. 160 students were enrolled during the 2014-2015 School Year.

Results: $395/160 = 100\%$. This indicator accounts for 10% of the accountability model.

Student Proficiency

Of the 144 ELA, 144 Math, and 60 Science End-of-Grade (EOG) tests that were taken during the 2014-2015 School Year, 58 scored as proficient.

Results: $58/348 = 16.7\%$. This indicator accounts for 15% of the accountability model.

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.

Of the 63 students who were referred, 49 completed the Alternative Behavior Education (ABE) Program. 41 of these students did not return to in-school suspension.

Results: This a completion rate of 77.8%. This indicator accounts for 10% of the accountability model.

Community Involvement

437 community members signed the Community Involvement Log during the 2014-2015 School Year. Community members visited as guest speakers, mentors, testing volunteers, DSS contacts, court liaisons, and DJs for student events. The community also participated in the Boys to Men

programs and sports tournaments, as well as, providing student uniforms, supplies, and staff incentives.

Results: The Community Involvement Log shows 437 signatures for the 160 students enrolled: $437/160 = 100\%$. This indicator accounts for 10% of the accountability model.

Test Participation

On the first day of testing, 144 students were captured in the enrollment. All students participated in the ELA End-of-Grade (EOG) test and Math End-of-Grade (EOG) test. 60 students were captured in the 8th grade enrollment and all took the Grade 8 End-of-Grade (EOG) Science test.

The following strategies were used to increase testing participation:

- Social worker and/or administrator picked up students who missed or were unable to ride the bus.
- Social worker tested students at the detention center.
- School counselor, social worker, and administrators counseled students who had standardized testing fears.
- Student incentive rewards were advertised and provided for attendance during testing. Incentives included a basketball tournament at school with refreshments and live entertainment. In addition, students were given two dress-down passes.
- A Parent Link phone call was sent to parents, informing them of testing dates and participation rewards.
- Letters were sent to inform parents of testing dates and times.

Results: 144 ELA EOG tests, 144 Math EOG tests, and 60 Science EOG tests were taken ($144+144+60 = 348$). $348/348 = 100\%$. This indicator accounts for 10% of the accountability model.

EVAAS Growth

Results: The EVAAS converted growth index was 56.9. This indicator accounts for 50% of the accountability model.

If overall composite of the indicators and growth is between 0-25: ★
If overall composite of the indicators and growth is between 26-50: ★ ★
If overall composite of the indicators and growth is between 51-75: ★ ★ ★
If overall composite of the indicators and growth is between 76-100: ★ ★ ★ ★

Alternative Accountability Model Data

PAULINE JONES MIDDLE SCHOOL 260413					
INDICATOR	NUM RESULTS	ENROLLED	PERCENT RESULTS	WEIGHT	WEIGHTED VALUE
PARENT INVOLVEMENT	395	160	100	0.10	10.0
STUDENT PROFICIENCY	58	348	16.7	0.15	2.5
ABE PROGRAM	49	63	77.8	0.05	3.9
COMMUNITY INVOLVEMENT	437	160	100	0.10	10.0
TEST PARTICIPATION	348	348	100	0.10	10.0
OVERALL COMPOSITE: 36.7					

EVAAS Growth

PAULINE JONES MIDDLE SCHOOL 260413			
INDICATOR	GROWTH INDEX	WEIGHT	WEIGHTED VALUE
EVAAS Growth	56.9	0.5	28.5
OVERALL COMPOSITE: 28.5			

OVERALL ACCOUNTABILITY COMPOSITE

PAULINE JONES MIDDLE SCHOOL 260413	
Growth	Indicators
28.5	36.7
OVERALL ALTERNATIVE ACCOUNTABILITY COMPOSITE: 65.2	
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**Ramsey Street Alternative
High School
Cumberland County Schools**

ALTERNATIVE ACCOUNTABILITY MODEL 2014-2015

Ramsey Street High School

August 18, 2015

Parent Involvement

As a criterion 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 514 parental visits logged during the 2014-2015 School Year. 276 students were enrolled during the 2014-2015 School Year.

Results: $514/276=100\%$. This indicator accounts for 10% of the accountability model.

Student Proficiency

Of the 133 End-of-Course tests that were taken during the 2014-2015 School Year, 12 scored as proficient.

Results: $12/133=9.0\%$. This indicator accounts for 15% of the accountability model.

Alternative Behavior Education Program

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 explain decisions and consequences to demonstrate why positive change is important. This provides at-risk students the skills to help them succeed.

Of the 147 enrolled students, 72 completed the Alternative Behavior Education (ABE) Program.

Results: This a completion rate of 50.0%. This indicator accounts for 5% of the accountability model.

Community Involvement

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

320 community members were invited to speak to students during the 2014-2015 School Year. 276 participated and signed the Community Involvement Log.

Results: The Community Involvement Log shows 276 signatures for the 320 invited. $276/320=86.3\%$. This indicator accounts for 10% of the accountability model.

Test Participation

133 End-of-Course tests were expected to be taken during the 2014-2015 School year. 129 tests were completed.

Results: $129/133=97.0\%$. This indicator accounts for 10% of the accountability model.

EVAAS Growth

Results: The EVAAS converted growth index was 59.4. This indicator accounts for 50% of the accountability model.

If overall composite of the indicators and growth is between 0-25: ☆
If overall composite of the indicators and growth is between 26-50: ☆ ☆
If overall composite of the indicators and growth is between 51-75: ☆ ☆ ☆
If overall composite of the indicators and growth is between 76-100: ☆ ☆ ☆ ☆


Alternative Accountability Model Data

RAMSEY STREET HIGH SCHOOL 260449					
INDICATOR	NUM RESULTS	ENROLLED	PERCENT RESULTS	WEIGHT	WEIGHTED VALUE
PARENT INVOLVEMENT	514	276	100	0.10	10.0
STUDENT PROFICIENCY	12	133	9.0	0.15	1.4
ABE PROGRAM	72	147	49.0	0.05	2.5
COMMUNITY INVOLVEMENT	276	320	86.3	0.10	8.6
TEST PARTICIPATION	129	133	97.0	0.10	9.7
OVERALL COMPOSITE:					32.2

EVAAS Growth

RAMSEY STREET HIGH SCHOOL 260449			
INDICATOR	GROWTH INDEX	WEIGHT	WEIGHTED VALUE
EVAAS Growth	59.4	0.5	29.7
OVERALL COMPOSITE:			29.7

OVERALL ACCOUNTABILITY COMPOSITE

RAMSEY STREET HIGH SCHOOL 260449	
Growth	Indicators
29.7	32.2
OVERALL ALTERNATIVE ACCOUNTABILITY COMPOSITE: 61.9	
	

Dare County Alternative Dare County Schools

2014-2015 Dare County Alternative School Accountability Results

School Rating System: None

Higher Expectations for Student Achievement (25%)

Goal: The percentage of students receiving an EOC exam grade equivalent of 70 or higher will increase from 64% to 75%.

Results: 76.7%

Met Goal

Process for Verification:

The Dare County Schools Director of Testing and Accountability, Dare County Schools Accountability Data Manager, and Dare County Alternative School Program Manager independently calculated Student Achievement using all 2014-2015 EOC Math I, English II, and Biology WINSCAN student rosters. Twenty-three of 30 EOC exam grades, or 76.7%, are equal to or higher than 70.

School Safety/Student Conduct (25%)

Goal: The percentage of students receiving 3 or more discipline referrals will decrease from 56% to 50%.

Results: 40.6%

Met 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 consequence/actions for students. The system calculates the number of referrals per student. The school's data manager subsequently enters all reportable actions into Power School.

Dare County Alternative School had 13 of 32 students receive 3 or more referrals in Educator's Handbook equaling 40.6% of students for the 2014-15 school year. This far exceeds the goal of lowering our percentage to 50%. In addition only 4 of 32 students committed 3 or more reportable offenses (requiring suspension) that required mandatory input into Power School. This percentage was quite impressive equaling only 12.5%.

Student Persistence (25%)

Goal: The percentage of alternative school students who either graduate or remain enrolled in school through the end of the school year will increase from 85% to 90%.

Results: 90.3%

Met 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 Dare County Alternative School Program Manager 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. Twenty-eight out of 31 students, or 90.3%, met the student persistence requirement.

Student Growth (25%)

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

Results:

Met Goal

Process for Verification: 2014-15 Internal READY website

Central Haywood High
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 2014-15 school year, 61 out of the 92 students enrolled at CHHS throughout the year remained enrolled in a NC public school for a Student Persistence score of 66 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 Math I, English II, ACT WorkKeys and Math Course Rigor. The 2014-15 School Performance score is 64 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. (For the 2014-15 school year, School Growth will be a 2-year average, as 2012-13 growth data is unavailable.) This value is weighted 60% in the Overall School Score calculation. CHHS met expected growth with a converted scale score of 74 during the 2013 - 14 school year. With the current year's growth score - 68, the 2-year average is 71.

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.

For 2014-15 (the baseline year), the school will receive the *Effective* rating. Subsequent school year calculations will be 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*.

Central Haywood High School

School Performance

	2012-13	2013-14	2014-15	3-Yr Total
Indicator	Score	Score	Score	Score
Math I	6	17	19	13
Biology	19	17	6	13
English II	8	27	38	25
ACT WorkKeys	68	15	53	52
Math Course Rigor	73	69	79	74
CGR 4yr	83	81	72	78
CGR 5yr	70	86	81	79

2015 School
Performance (3 yr)
64

Overall	62	65	64	64
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Student Persistence

2015 Student Persistence
66

Growth

2013-14		2014-15		2-Yr Total
Index	Score	Index	Score	Average
-1.2	74	-2.42	67.9	71

Growth Average
71

Overall School Score

School Performance X .20	Student Persistence X .20	Growth X .60
12.8	13.2	42.6

Overall School Score
69

Overall School Rating
Effective

Union Academy
Macon County Schools

Union Academy
Macon County Schools
Franklin, North Carolina
Option D

Union Academy chose student persistence, school performance, and school growth as goals. Within school performance there are four equal measures toward this goal: End-of-Course Assessment; ACT WorkKeys; the 4-year graduation rate; and percent of students that complete a graduation project. Below are the results for the 2014-2015 school year.

1. 20% Student Persistence = (89.83)
 2. 20% School Performance = (41.55)
 - a. End-of-Course Assessments in Biology, Math I, and English II = (14.8)
 - b. ACT WorkKeys = (60)
 - c. 4-Year Graduation Rate = (91.4)
 - d. Completion of a Graduation Project = (100)
 3. 60% Growth = (59.0)
- Total Score = 61.68 (C)**

Since this is the first year that we have measured our goals by these standards, this will be our benchmark.

Partnership Academy
Orange County Schools

Partnership Academy Accountability Plan Results

For all students who have been enrolled for a minimum of 70 days of a 90 day semester:

Goal 1

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

Results:

- 29 of 33 Partnership students improved their GPA by at least .5 points.
- 85% of the students met Goal 1.

Data Source:

The baseline data comes from each student's grades at the time of withdrawal found either on a withdrawal form or on a form used to document a meeting between PA staff and the student's most recent teachers. If the student withdraws during a grading period, the initial grade is whatever the current average he or she has at the time. If the student transitions to PA at the end of a grading period, the quarter grade for each course is used. If at the end of the semester, the final grade is used. Each grade is converted to a four-point scale. The comparison data is taken from each student's final grade per course converted to a four-point scale. Report cards are included showing grades from the 2014-2015 school year. Not all courses were taken at Partnership. Therefore, the GPA at PA may differ from grades included on the report card. Some sample transcripts are included as well. Anecdotal notes written on the transcript demonstrate which courses were taken at which site.

Goal 2:

80% of students enrolled at Partnership Academy will increase their individual course passing rate (defined as credits earned over credits attempted) when compared to their individual course passing rate while enrolled in their prior school.

Results:

- 28 out of 33 Partnership students improved their individual course passing rate.
- 85% of the students met the goal.

Data source:

Baseline data is a measure of the student's number of passed courses divided by the courses taken while at the student's previous traditional school compared with the student's number of passed courses divided by the number of courses taken while enrolled at Partnership Academy. Sources included transcripts, Powerschool and cumulative folders. Sample transcripts with anecdotal remarks are included in this packet.

Goal 3:

70% of tests taken will meet or exceed EVAAS projections of student performance on standardized test scores.

Results:

- 18 out of 18 student tests level results met or exceeded the level projected based on EVAAS.
- 100% of students met this goal.

Data Source:

EVAAS projections were recorded. PA staff consulted with the OCS testing coordinator to convert projected scores to level 1-5 designations. Those projections were compared with the student's results on End-of-course tests. EVAAS reports are included.

Goal 4:

70% of students will decrease their unexcused absence rate while enrolled at PA when compared to each student's unexcused absence rate while enrolled at the prior school.

Results:

- 29 out of 33 students have decreased the unexcused absence rate while enrolled at Partnership.
- 88% of Partnership students met this goal.

Data Source:

Each student's attendance reports from most recent traditional school were reviewed through Powerschool and cumulative files for baseline data. Comparison data came from Powerschool. Because high school attendance is taken by period, we compared the worst period attendance with the worst period attendance at each school. We filtered out class periods that students took courses at the traditional school while enrolled at PA.

Goal 5:

- 80% of all students will improve their 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.

Note: For the 2014-2015 school year, only students who enroll after approval of this plan will be included in this year's measurement.

Results: n/a At the time this plan was approved by the SBOE there were fewer than 70 days remaining in the school year. This component will not be included in the model until 2015-2016.

Goal 6:

- Partnership Academy will meet or exceed expected growth based on the Alternative Accountability EVAAS measures for 2014-15.

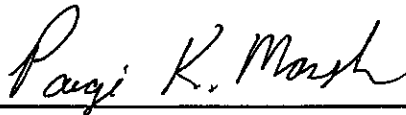
Results: These results are determined by DPI. The school does not have a rating and growth data. Enrollment is too low to have enough data points to calculate growth.

School Accountability Designations

Advancing: the school has met 5 or 6 of 6 goals.

Cultivating: the school has met 3 or 4 of 6 goals.

Regressing: the school has met fewer than 3 of 6 goals.



Partnership Academy Principal



OCS Director of Testing and Accountability Signature

Commonwealth High School

Charter School

“Option D” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2014-15

School Rating: Highly Effective

Approved Measure for 2014-15 (CATEGORY: and description)	Location of Calculation Details	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 A1 for Target calculations. Attachment A2 provides information on Actual Performance.	24 Average percent for all NC alt ed schools in 2013-14 was 14%. Target is $14 + 10 = 24$	60 60% of Commonwealth students completing the English and Math EOCs Met NCDPI 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.	Please see Attachment B for Actual Performance calculations.	80	86
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.	Please see Attachment C for Actual Performance calculations.	80	81
INCREASED HS CREDIT EARNING RATE: Per semester credit earning rate for students attending for one semester or longer will be higher when compared to the per semester credit earning rate upon entry to the school. (Prior credit earning rate per semester will be set to a 100% baseline.)	Please see Attachment D for calculations of prior credits earned and Actual Performance.	100 Students earned an avg of 1.79 credits per semester at their prior school. This is set to a baseline of 100.	112 Students earned 2.00 credits per semester after attending Commonwealth for 1+ semesters. ($2.00 \div 1.79 = 112\%$)
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+.	Please see Attachment E for calculations of prior Grade Point Averages and Actual Performance.	22 Percent of students with a prior GPA of 2.0+ was 12%. Target is $12 + 10 = 22$	18* Percent of students with a cumulative GPA of 2.0+ after attending 1+ semesters
SATISFACTION: Percent of students responding “very satisfied” or “satisfied” when asked to rate their “satisfaction with the school” will be satisfactory.	Please see Attachment F for Actual Performance calculations.	70	72
TOTAL POINTS		376	429

**The average student enrolled with a GPA of 1.05 and, after attending for 1-2 semesters, improved her/his cumulative GPA to 1.34.*

Calculation of Final Score and Rating:

The school's total Actual Points (429) are divided by the total Target Points (376) for an overall score of 114%. ($429 \div 376 = 114\%$.) Using the approved rating bands, the school's overall rating is, “Highly Effective.”

Attachment A1

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

Description of Methodology:

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange ("EDDIE") system as "Alternative Education," the 2013-14 Math I and English II results were tabulated using the "NCAccModel_2014_Summary" report available at <http://www.ncpublicschools.org/docs/accountability/reporting/acctsumm14.xlsx>. (Please note that results were not reported for 11¹ of 78 Alternative Education schools due to the small number of students taking the Math I and English II assessments.)

Summary of Calculations:

The average percent of students Meeting Standard at the reported schools was 13.9%, rounded to 14% or 14 points.

Calculations and Data:

The excerpt from the "NCAccModel_2014_Summary" report shows results for each reported Alternative Education school on the following page. The sum of numerators is 362 (129+233) divided by the sum of denominators, which is 2,595 (1,325+1,270), equals 13.9% of students Meeting Grade Level Standard:

¹ The Alternative Education schools for which no Math I or English II results were reported are: Bridges School, Buncombe County Middle College, Dare County Alternative School, Gov. Morehead School for the Blind, Horizons Elementary, Lake Forest Academy, Northampton County Alternative School, Pauline Jones Middle, South Campus Community Middle and Warren Williams Elementary Alternative.

Page redacted to comply with NCDPI public reporting rules.

Attachment A2

Actual Performance Calculations - Percent of Students Meeting Math and ELA (Grade Level) Standards at Commonwealth, 2014-15

Description of Methodology:

For any administered math or reading/ELA statewide assessment, the school's results were tabulated.

Summary of Calculations:

60% of assessments taken by school's students "Met Standard" using NCDPI Grade Level criteria. 60% equals 60 points.

Calculations and Data:

Because fewer than 20 students took the specified assessments, no further information can be provided in this public document. The school can provide student-level data to NCDPI reviewers, as needed, or suggests that NCDPI reviewers use available reports to confirm the 60% Meeting (Grade Level) Standard reported here.

Actual Results - Percent of Students Demonstrating Reading Growth

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

106 students attended the school for 1+ semesters in 2014-15 and were assigned to the ReadingPlus program for reading remediation. Of these students, 91 gained one or more grade skill levels using SeeReader tracking. 91 students achieving a gain divided by 106 total students = 86% or 86 points.

Below is the report from the school's Student Tracking and Reporting System ("STARS") on July 20, 2015 showing for students attending for one semester or more the ReadingPlus SeeReader grade skill level gains starting with "0" (no gain) and ending with "11":

Row Labels	0	1	2	3	4	5	6	7	8	9	11	Grand Total
Commonwealth High School	15	16	13	21	17	10	4	6	2	1	1	106
Grand Total	15	16	13	21	17	10	4	6	2	1	1	106

Attachment C

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:

79 students attended the school for 1+ semesters in 2014-15 and were administered a follow-up Wonderlic GAIN math assessment. Of these students, 64 achieved a gain on the second or subsequent administration. 64 students achieved a gain divided by 79 total students = 81% or 81 points.

Math Data:

Below is the report from the school's Student Tracking and Reporting System ("STARS") on July 20, 2015 showing the those students attending one or more semesters who achieved a gain ("Yes") or did not achieve a gain ("No") in math on the Wonderlic GAIN assessment:

	No	Yes	Grand Total
Commonwealth Students	15	64	79

Attachment D

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the prior credit earning rate is calculated and the credits earned per semester at the school are calculated and compared.

Summary of Calculations:

106 students attended the school for 1+ semesters in 2014-15. On average, these students entered the school having previously earned an average of 1.79 credits per semester. (The 1.79 is set to a baseline of 100.) At the school, the students earned an average of 2.00 credits per semester attended. (The school's points are calculated as 100 times (2.00 divided by 1.79) = 112.

Credit Earning Data:

Below is the report from the school's Student Tracking and Reporting System ("STARS") on July 20, 2015 showing the average per semester credits earned prior to entry in the schools and the credits earned per semester attended at the school:

School Name	Student Count	Avg of Pre Credits Per	Avg of Credits Per
		Sem	Sem at School
Commonwealth High School	106	1.79	2.00
Grand Total	106	1.79	2.00

Attachment E

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 achieved a cumulative GPA of 2.0 or higher after attending 90+ days.

Summary of Calculations:

106 students attended the school for 1+ semesters in 2014-15. Of the 106, 13 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 13 divided by 106 = 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, 19 students achieved a GPA of 2.0 or higher. The school's result is 19 divided by 106 = 18% or 18 points.

Satisfactory GPA Data:

Below is the report from the school's Student Tracking and Reporting System ("STARS") on July 20, 2015 showing the number of students **entering** with ("Yes") or without ("No") a GPA of 2.0 or higher:

School Name	Yes	No	Grand Total
Commonwealth High School	13	93	106
Grand Total	13	93	106

Below is the report from the school's Student Tracking and Reporting System ("STARS") on July 20, 2015 showing the number of students achieving ("Yes") or not achieving ("No") a GPA of 2.0 or higher, **after attending the school** for one semester or more:

School Name	Yes	No	Grand Total
Commonwealth High School	19	87	106
Grand Total	19	87	106

Attachment F

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during June 2015 or upon graduation, the percent answering “satisfied” or “very satisfied” is calculated for the prompt, “Please rate your satisfaction with your school.” Survey Monkey as the survey administration tool.

Summary of Calculations:

105 students responded to the survey question. Of the 105, 76 responded “Satisfied” or “Very Satisfied.” The percent meeting the satisfaction criterion was 76 divided by 105 respondents equals 72.4% or 72 points.

PLEASE NOTE: Less than 5% of respondents indicated that they were dissatisfied. 23% percent answered, “Not Sure.”

Satisfaction Survey Data:

Below is the report from the school’s Survey Monkey administration of the satisfaction instrument for year-end 2014-15:

Student Satisfaction Survey 2015 End of Year -Commonwealth

Please rate your satisfaction with your school		
Answer Options	Response Percent	Response Count
Very Satisfied	23.8%	25
Satisfied	48.6%	51
Not Sure	22.9%	24
Dissatisfied	2.9%	3
Very Dissatisfied	1.9%	2
<i>answered question</i>		105
<i>skipped question</i>		3