

Alternative Accountability Model Option C Reports for 2018–19

The Alternative School's Accountability Model allows three ways for schools to participate in the model:

Option A: Alternative schools may participate in School Performance Grades as defined by G.S. 115C-83.15 **or**

Option B: Alternative schools may participate in the Alternative Schools' Progress Model **or**

Option C: An alternative school may propose its own alternative accountability model for approval by the SBE.

Schools requesting to use **Option C** submitted their proposed model to the State Board of Education (SBE) for review and approval at the October 2018 SBE meeting. By mid-August following each reporting year, individual reports are due from each school or district for submission to the North Carolina State Board of Education. This document is comprised of the results for the 2018–19 academic year as calculated by each school or district according to their Option C proposals. The reports follow each title page.

LEA Code	LEA Name	School Code	School Name
110	Buncombe County	110303	Community High School
260	Cumberland County	260374	Alger B. Wilkins High School
260	Cumberland County	260413	Howard Learning Academy
260	Cumberland County	260449	Ramsey Street High School
280	Dare County	280306	Dare Learning Academy
560	Macon County	560350	Union Academy
830	Scotland County	830316	Shaw Academy
920	Wake County	920381	Connections Academy
920	Wake County	920324	Longview School
920	Wake County	920508	Mount Vernon School
920	Wake County	920528	Mary Phillips High School
920	Wake County	920438	River Oaks Middle School
920	Wake County	920556	SCORE Academy
93L	Charter	93L000	Central Wake High School
60U	Charter	60U000	Commonwealth High School
61L	Charter	61L000	Stewart Creek High School
24B	Charter	24B000	Thomas Academy

Questions regarding the specifics in any of the reports should be directly addressed to the school(s) or district(s). Information regarding the Alternative Accountability Model can be found on the North Carolina Department of Public Instruction's Accountability Services site.

Community High School

Buncombe County Schools

August 1, 2019

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 C 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 33% of the total grade. Persistence is calculated using two components: Continued enrollment (80%) and the percentage of students not chronically absent (20%). The total number of students enrolled at Community High during the first (Fall) semester was 127. This is found by adding the number of students enrolled at Day 5 with the number of students enrolled during the semester minus the number of students that transferred (W1). At the end of the first semester, 116 students were still enrolled. The continued Enrollment calculation is 91%. This includes students who did not drop and remained enrolled at the end of the semester or graduated. The percentage of students not chronically absent in the fall semester was 32%. Our Student Persistence Grade for Fall Semester is 79. Similarly, for semester two (Spring), 102 students remained at the end of the semester out of the 122 enrolled. The percentage of students not chronically absent during the spring semester was 23%. The Student Persistence Grade for the spring semester is 72%. These calculations can be seen in Appendix B.

The second calculation used to determine Community High's grade is Academic Achievement which accounts for 33% of the total grade. Academic Achievement is calculated by two components: the percentage of students proficient ($\geq 70\%$) on course outcomes (80%) and the percentage increase in reading levels of the 9th grade cohort (20%) as measured through Reading Foundations course outcomes and NCFE results. 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 percentage of students proficient in each course by outcomes was 71% for the fall semester and 80% second semester. The increase of 9th grade reading levels was 61% for first semester and 56% for second semester. The calculation for first semester was 69 and 75 for second semester.

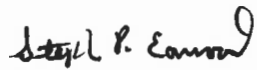
The final calculation used to determine Community High's Graduation grade has two components: actual cohort Graduation Rate as determined by the NC DPI and the percentage of students graduating out of those eligible or on track to graduate during the semester. This calculation is 33% of the total

grade/rating. The cohort graduation rate was 53.1%. The graduation rate of students eligible to graduate 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 21 students in the first semester eligible to graduate, all of whom graduated for a 100% (22/22) graduation rate. Our total graduation rate for the fall was 91%. Second semester, our cohort graduation rate was 53.1%. Community High had 22 eligible to grade, 21 of whom did graduate for a rate of 96%. Our graduation rate for second semester was 87%.

The overall score was determined from the above three calculations with persistence and graduation rate accounting, and academic achievement accounting for 33% each. The total overall score is calculated by averaging the total first semester score with the total second semester score. The grade for the first semester was 80 and the rating for the second semester was 78 for a total overall score of 79. 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 less than 80 and did not improve from the previous year's score of 81.

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, 2019 for 2018-2019 School Year

*NOTE: *This model is aligned with Indistar School Improvement Key Indicators.*

Rationale:

- 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, dropouts, etc.).
- 2) Students leaving Community High School each semester generally reflect the students who have been most successful and on whom the school has had the most impact. The majority of student turnover is due to graduation, primarily from the successful long-term interventions integrated school-wide.

INDISTAR KEY INDICATORS:

A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06: All teachers are attentive to students' emotional states guide students in managing their emotions, and arrange for supports and interventions when necessary.

- 3) As an alternative high school, entering students are often at highest risk and need the most interventions. Through a Multi-Tiered System of Support, MTSS, individual student academic, behavioral, and social-emotional needs are identified and supported. An MTSS team meets weekly to address student attendance, academic needs, behavior, and social-emotional needs not being addressed in Tier 1 practices.

INDISTAR KEY INDICATORS:

A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06: All teachers are attentive to students' emotional states guide students in managing their emotions, and arrange for supports and interventions when necessary.

C3.04: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

B1.03: A Leadership Team consisting of the principal, teachers who lead the instructional teams, and other professional staff meets regularly to review implementation of effective practices.

- 4) Students at Community High School are placed in a grade based on the number of earned high school credits. The requirements for promotion are based on a pro-rated scale aligned with promotion standards in Buncombe County Schools' traditional high schools: 9th < 5 credits, 10th ≥ 5 credits, 11th ≥ 10 credits, and 12th ≥ 16 credits. A student's credits and graduation requirements are indicative of individual student progress or lack of progress toward graduation. Community High School awards a 22-credit diploma (maintaining NC graduation required courses) rather than the 28-credit diploma awarded in Buncombe County Schools' traditional high schools. There are two factors that influence the need for the 22-credit diploma. Community High School has a 3-block schedule providing students the opportunity to earn 6 credits per year rather than 8 credits per year at traditional high schools. In addition, students are typically accepted at Community High School through an intake process twice a year. Students may also be enrolled as emergency placements and Superintendent placements and these placements can occur at any time throughout the school year. New enrollments are representative of all grade levels, including those students who have been retained, and who have a variety of learning, social and emotional gaps and needs. To ensure that students receive necessary graduation credits, efforts will be made to recruit, train, and retain highly qualified staff. Furthermore, regular parent, guardian, and community contacts will be made to inform those with a vested interest in student achievement and graduation about individual student and school performance.

INDISTAR KEY INDICATORS:

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transition level to level.

C3.04 The lea/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of curriculum of the home (what parents can do to support their child.)

- 5) To show academic achievement and overall school growth, we will use EVAAS data, final course proficiencies, final exam proficiencies, and reading growth from Reading Foundations. Therefore, we propose to have two data points per semester each school year for calculating the achievement grade:
- Percent Proficiency of all final course outcomes calculated each semester with proficiency defined as ≥ 70% and as defined by the NC converted scores for EOC's, NCFE's, and CTE exams. (80% of Achievement Grade)
 - Increase in reading levels of incoming 9th grade students in Foundations of Reading cohort of 2018-2019 (based on middle school reading scores of Levels 1 and 2, NCFE data, Lexile Levels) % (20% of Achievement Grade)

- Percent Proficiency of all final exam outcomes will be calculated each semester with proficiency defined as $\geq 70\%$. This data is part of Positive Behavior Interventions and Supports, or PBIS, calculations for recognition each year.
- Professional development will be offered to faculty and staff to better utilize available student performance data and utilize outcomes-based grading effectively. All teachers use Outcomes Based Grading, allowing students to demonstrate content knowledge in a variety of ways.
- During the 2018-2019 school year, will began offering a Reading Foundations course for all incoming 9th grade students that scored Level 1 and 2 on middle school end-of grade ELA state exams. This will be our first cohort group.
- Professional Development will be provided by the Literacy Leadership team, that will be school-based and embedded with both district literacy initiatives and school initiatives.

INDISTAR KEY INDICATORS

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transition level to level.

C2.01: The School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

C2.03 The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

CALCULATION OF COMMUNITY HIGH SCHOOL'S ACCOUNTABILITY RATING

1. STUDENT PERSISTENCE: Continued Enrollment by Semester (33% of Accountability Grade)

GOALS:

- ***Eighty-five percent or more of students will remain enrolled and/or graduate at the end of each semester, based on students who were enrolled within the first five days of the semester, enrollments throughout the semester, as compared to the number of withdrawals over each semester. (80% of Student Persistence Grade)***
- ***Percent of students identified as NOT Chronically absent. Chronically absent is defined by NC as $\geq 10\%$. (20% of Student Persistence Grade)***
 - Community High School understands and supports the premise that student persistence is strongly tied to keeping our students in school and keeping our students attending school regularly.

- Community High school will partner with local businesses, community organizations, and other agencies to meet learning, social, emotional and behavioral needs of all students.
- Community High Schools' MTSS team (formerly known as Care Team) will oversee a system of tiered literacy, behavior, and social-emotional supports to meet individual student needs.
- Community High School implemented Restorative Practices school-wide in 2018-2019. Restorative practices address the three tiers of MTSS.
- PBIS team will continue to support a reduction of out of school suspensions through weekly team meetings.
- Community High School is piloting a virtual medical program in partnership with Mountain Area Health Center, MAHEC, during the 2018-2019 school year. This service will provide our students and children of our students with access to low/no cost medical care.

FORMULA BEING UTILIZED FOR CALCULATING STUDENT PERSISTENCE

$\{[(\text{Enrolled} + \text{Added} - \text{Dropped}) \div (\text{Enrolled} + \text{Added})] \times .80\} + (\% \text{ NOT Chronically Absent} \times .20) = \text{PERSISTENCE GRADE}$

INDISTAR KEY INDICATORS

E2.04 The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations and other agencies to meet student needs.

B1.03 A leadership team consisting of the principal, teachers who lead the instructional teams, and other professional staff meets regularly to review implementation of effective practices.

2. ACADEMIC ACHIEVEMENT AND GROWTH (33% of Total Accountability Grade)

GOALS:

- **70% of all Community High School students will be proficient in each course. Proficiency is defined as a final grade \geq 70% (80% of Achievement Grade) AND**
 - **Increase in reading levels of incoming 9th grade students in Foundations of Reading cohort of 2018-2019 (based on middle school reading scores of Levels 1 and 2). (20% of Achievement Grade)**
- Academic Achievement and Growth 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. Outcome proficiency is defined as achieving \geq 70% proficiency. Crosswalk documents describing the link between course outcomes and state curriculum standards are available for review.
 - 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 may be utilized to guide instruction as well as monitor intervention effectiveness and need.
- Pre-assessments may utilize released state tests for that course; post-assessment data may 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 considered. 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.
- Final exam scores are calculated as 25% of course final grade (Buncombe County Schools Board Policy: exams represent 25% of course final grades).
- 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 course outcomes are directly aligned with state curriculum and do not eliminate the giving of the state tests. Outcomes hold us accountable to a higher standard of instructional practice while providing 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 in determining school growth if growth scores are available. Other data sources that may be used for growth calculations may include reading level increases, results from pre-assessment, benchmark assessments, student proficiency on exams (proficiency is defined as $\geq 70\%$), and student proficiency as demonstrated in the portfolio.
- Teachers will use EVAAS data available for individual student interventions and support.
- All students will receive literacy interventions in each class. Literacy professional development is ongoing and provided by Community High School's Literacy Leadership Team and other professional development of individual teacher interest.
- Eagle Time, a smart period, incorporated in the daily academic schedule is used to provide students opportunities for remediation and enrichment.
- 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 may be utilized in determining student proficiency and may demonstrate evidence of understanding of an outcome.
- All teachers will use literacy strategies daily and integrate tools such as NewsELA and vocabulary strategies in all content areas to support increased reading achievement and growth.
- The reading growth baseline for each student will be determined by establishing a Lexile level, or level at which a student reads independently as determined in the Foundations of Reading course and the use of NewsELA in all content courses.
 - ❖ 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 minimum, on a weekly basis. Due to research, all courses provide and utilize reading interventions, as it has been shown to improve scholastic performance.
 - ❖ 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.

FORMULA BEING UTILIZED for CALCULATING ACADEMIC ACHIEVEMENT AND GROWTH GRADE

(% Proficient by Course × .80) + (% Increase in Reading Level × .20) = Academic Achievement and Growth Grade

INDISTAR KEY INDICATORS

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A2.13 Units of instruction include standards-based objectives and criteria for mastery.

A1.06 All teachers provide sound instruction in a variety of modes: teacher-directed whole class; teacher directed small group; independent work and computer based.

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.

B3.04 The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.

C2.01 The LEA/ School regularly looks at school performance data and aggregated classroom observation and related data and uses that data to make decisions about school improvement and professional development needs.

3. Expected Current Year Graduates by Semester (33% of Total Accountability Rating)

GOALS:

- In 2018-2019, as determined by NC DPI, the long term 4-Year Cohort Graduation Rate for Community High School will be ≥ 66%. (20% of Graduation Grade)
- 85% of students eligible to graduate at the beginning of the semester will graduate as expected. (80% of Graduation Grade)
- NC DPI's long term 4-year cohort graduation rate will increase .910 each year. The baseline year is based on 2015-2016 and is set at 65.1%.
- 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.

- Eligibility to graduate is determined by the number of courses required to graduate. Three courses, sometimes four, may be taken, if one can take place outside of the regular school day (for example, Twilight School, Minimester or CTE Internship).
- 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 carrying more weight in the calculation.

FORMULA BEING UTILIZED FOR GRADUATION GRADE

$$[(\text{Graduates} \div \text{Expected Graduates}) \times .80] + [(\text{Total Cohort Graduates} \div \text{Expected Cohort}) \times .20] = \text{Graduation Grade}$$

FORMULA FOR OVERALL ACCOUNTABILITY RATING

EACH SEMESTER

$$(\text{Persistence Grade Average} \div 3) + (\text{Academic Accountability Grade Average} \div 3) + (\text{Current Year Graduates} \div 3) = \text{ACCOUNTABILITY RATING}$$

ACCOUNTABILITY RATING FOR the YEAR

$$(\text{Accountability Rating Semester 1} + \text{Accountability Rating Semester 2}) \div 2$$

Accountability 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 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 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.

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 regarding performance as a school but will adhere to FERPA guidelines regarding individual students.

COMMUNITY HIGH SCHOOL ACCOUNTABILITY MODEL GRADE CALCULATION

2018-2019

SEMESTER 1 Fall 2018

1. Student Persistence (33%)		
1A. Continued Enrollment (80%)		
a. # Students Enrolled Day 5	128	
b. # Students Enrolled between day 6 and 90	11	
c. # Student Transfers (W1's)	12	
d. Student Enrollment (a+b-c)	127	
e. # Students withdrawn (W2's)	11	
f. Continued Enrollment= (d-e)/d	91	
1B. % of Students NOT Chronically Absent (20%)	32	
Student Persistence Grade		
(Continued Enrollment x .80) + (% Not Chronically Absent x .20)		
	79	

SEMESTER 2 Spring 2019

1. Student Persistence (33%)		
1A. Continued Enrollment (80%)		
a. # Students Enrolled Day 5	117	
b. # Students Enrolled between day 6 and 90	22	
c. # Student Transfers (W1's)	17	
d. Student Enrollment (a+b-c)	122	
e. # Students withdrawn (W2's)	20	
f. Continued Enrollment= (d-e)/d	84	
1B. % of Students NOT Chronically Absent (20%)	23	
Student Persistence Grade		
(Continued Enrollment x .80) + (% Not Chronically Absent x .20)		
	72	

2. Academic Achievement and Growth (33%)		
2A. % of students proficient in each course by outcomes(80%)	71	
Proficiency is defined as >/=70% final grade		
2B. % with of Students Increase of reading levels(20%)	61	
Academic Achievement and Growth Grade		
(% Course Proficiency x .80) + (% Increase in Reading Level x .20)		
	69	

2. Academic Achievement and Growth (33%)		
2A. % of students proficient in each course by outcomes(80%)	80	
Proficiency is defined as >/=70% final grade		
2B. % of students with Increase of expected reading levels(20%)	56	
Academic Achievement and Growth Grade		
(% Course Proficiency x .80) + (% Increase in Reading Level x .20)		
	75	

3. Expected Graduation Rate(33%)		
3A. NCDPI 4-Year Cohort Graduation Rate (20%)	53.1	
% of expected .91% increase(.3) OR 66% expected increase		
3B. % of students graduating out of those eligible(80%)	>95	
Goal: 85% expected		
Graduation Rate Grade		
[(Grads ÷ Expected Grads) x .80] + [(Cohort Grads ÷ # in Cohort) x .20]		
	91	

3. Expected Graduation Rate(33%)		
3A. NCDPI 4-Year Cohor Graduation Rate (20%)	53.1	
% of expected .91% increase(.3) expected increase		
3B. % of students graduating out of those eligible (80%)	>95	
Goal: 85% expected		
Graduation Rate Grade		
[(Grads ÷ Expected Grads) x .80] + [(Cohort Grads ÷ # in Cohort) x .20]		
	87	

Accountability Model Grade Semester 1

{Persistence Grade ÷ 3} + {Academic Achievement Grade ÷ 3} + {Grad Rate ÷ 3} **80**

Accountability Model Grade Semester 2

{Persistence Grade ÷ 3} + {Academic Achievement Grade ÷ 3} + {Grad Rate ÷ 3} **78**

ACCOUNTABILITY Grade and RATING FOR YEAR

(Accountability Rating Semester 1 + Accountability Rating Semester 2) ÷ 2

Grade	Rating
79	Emerging

2018-2019

Grade
86.5 HIGHLY EFFECTIVE

2017-2018

81.39 HIGHLY EFFECTIVE

2016-2017

76.31 EMERGING

2015-2016

82.97 HIGHLY EFFECTIVE

Accountability Ratings

Community High School will be accountable for achieving an overall Accountability Grade of 80% or higher each year.

*High Effective: Overall grade of 80% or higher and improvement from previous year.

*Effective: Overall grade of less than 80%, but improved from previous year or overall score of 80% and no improvement from previous year.

*Emerging: Overall grade of less than 70% and no improvement from the previous year.

Alger B. Wilkins High School

Cumberland County Schools



ALGER B. WILKINS HIGH SCHOOL
1429 SKIBO RD,
FAYETTEVILLE NC, 28301
VALERIE MARTIN, PRINCIPAL ~ MICHAEL BAIN, ASST
PRINCIPAL

Alger B. Wilkins High School
Alternative Accountability Model 2018 – 2019

Alger B. Wilkins High School has chosen Option C as the proposed accountability model for the 2018 – 2019 school year. Alger B. Wilkins High School is a second chance high school for students who have not been successful in the traditional high school setting or have faced obstacles that have prevented them from obtaining their high school diplomas in the past. Most of the students who are admitted to Alger B. Wilkins have dropped out of high school entirely or are on the verge of dropping out. Prospective Wilkins' students are required to submit an application to be accepted in the ABWHS academic program. It is important to note that those students are held to the same academic and graduation standards as any other high school student in Cumberland County. The difference is at Alger B. Wilkins High School, students can work quickly through the use of the GradPoint online curriculum without jeopardizing the integrity of the academic program to attain the credits needed for graduation.

The administration of Alger B. Wilkins High School along with the School Improvement Team would like to choose Option C as the Alternative Accountability Model for the 2018 – 2019 school year. We would like approval to focus our improvement efforts on the components listed below:

EVAAS Growth: The EVAAS Growth Model will count as 50% of the accountability model.

The EVAAS Index is -1.75 which converts to 71.2.

Student Performance: Test results from the EOC Assessments in ELA II, Math I, Math III, and Biology will be used to determine the overall assessment proficiency. The calculations used to determine this value will be a simple division of the number of students who are proficient by the number of tests taken. This percentage will be used as 10% of the accountability model.

Results: 10 out of 137 were proficient for a percentage of 7.3%. $10/137=7.3\%$

Test Participation: At Alger B. Wilkins High School, we understand the importance of student accountability on testing days. It is understood by students and staff members that any absence during a testing day may be a lost opportunity for a student to take a required assessment. We understand the importance of testing all students who are required to test, and we would like for test participation to be used as 10% of the accountability model.

Results: (All EOC's, The ACT, and The ACT WorkKeys) 198 out of 223 expected tests were administered. $198/223=88.8\%$

Student Attendance: Student attendance is a vital aspect of the culture at Alger B. Wilkins High School. Student attendance is imperative for student academic growth and overall comprehension and achievement. For these reasons, we would like to add student attendance as a component of the accountability model. The average used will be derived from the total number of students in attendance each day of the school year divided by the total number of students enrolled. We will have an overall attendance value and that value will be used as 10% of the accountability model.

Results: According to official data pulled from PowerSchool and archived in the CCS data warehouse from August 6, 2018 to May 17, 2019, our Attendance Rate was 57%.

Parent Involvement: Alger B. Wilkins High School will provide a variety of opportunities to increase parental involvement to include PTA, EOC Nights, Graduation Meetings, Multi-Cultural festivals, and Parent Teacher Conferences, just to name a few. We will also maintain parent contact/participation sign-in sheets as documentation of parent involvement at the school. The calculation for this component will be computed by dividing the number of parents involved by the total enrollment. This component will count as 15% of the accountability model.

Results: We had 669 parent visits for the year and 223 students enrolled during 2018-2019. $669/223=300\%$. We will use 100% for this indicator.

Student Discipline/ABE Program: Cumberland County Schools' Student Support Services encourages the use of the ABE Program in all CCS. The purpose of this program is to have students identify and focus on areas of their behavior that may cause them to misbehave. The students are encouraged to work through the models and complete the program based on the specific behaviors that caused them to get into trouble in the first place. Our goal is to have as many of our students as possible complete the program and refrain from getting into any more trouble that would require a disciplinary referral. The calculations used to determine the value of this component will be the number of students who complete the program and stay out of trouble divided by the total number of students enrolled in the school. This percentage will serve as 5% of the accountability model.

Results: 36 students were enrolled in the ABE program and completed it. $36/36=100\%$

Valerie Johnson-Martin
Principal

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	669	223	100	.15	15	
Student Performance	10	137	7.3	.10	0.73	
Test Participation	198	223	88.8	.10	8.8	
Student Attendance	8-6-18	5-17-19	57	.10	5.7	
ABE Participation	36	36	100	.05	5	
Total				.50	35.23	
EVAAS			71.2	.50	35.6	
Overall					70.83	3 Stars ★ ★ ★

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: ★ ★ ★ ★

Howard Learning Academy

Cumberland County Schools

"Every Child, Everyday,



Whatever It Takes"

Howard Learning Academy

1608 Camden Road

Fayetteville, NC 28306

Phone: (910) 483-5434 /Fax: (910) 323-3159

Howard Learning Academy serves to educate students in grades 6-8 who receive services through the Exceptional Children's Services Program and students who have been reassigned for disciplinary reasons. Regular education students are assigned to HLA for a minimum of 45 days, one semester, or the remainder of the school year. These reassignments are based on violations of the Cumberland County Schools Code of Conduct. Students are assigned by the Associate Superintendent of Student Support Services as a result of those violations. At the end of the students' assignments, students may be considered for re-enrollment to their referring schools based on successful completion of goals including academics, attendance and behavior.

The staff at Howard Learning Academy, along with the School Improvement Team, chose to design our own alternative accountability model for approval by the SBE. The option chosen was option C. The component used in this model are listed below.

Sincerely,
Allen Hines, Principal
Howard Learning Academy

ALTERNATIVE ACCOUNTABILITY MODEL 2018-2019

Howard Learning Academy

Parent Involvement

Parent Involvement is vital to student and school success. Parental visits will be logged during the 2018-2019 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: $294/203=144\%$. **We will use 100% for this indicator.**

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. Results: 34 students were proficient out of 296 tests taken. $34/296= 11.5\%$. **We will use 11.5% 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.

84 students were referred to ISS, and 62 Alternative Behavior Education (ABE) interventions were assigned and 54 interventions were completed. 54 of these students did not return to in-school suspension. 160 students were assigned 232 interventions, of those interventions 156 were completed.

Results: **The ABE completion rate was 54/62 for a completion rate of 87.09%.**

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 2018-2019 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 tournaments, talent shows, 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 394 signatures for the 203 students enrolled: $394/203=194\%$. **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: 296 students participated in the EOG required testing. 301 students were eligible or expected to test. $296/301=98.33\%$. **We will use 98.3% 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 Index is -6.99 which converts to 55.0.**

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	294	203	>95	.10	10	
Student Proficiency	34	296	11.5	.15	1.73	TBD
ABE Program	54	62	87.09	.05	4.35	
Community Involvement	394	203	>95	.10	10	
Test Participation	296	301	>95	.10	9.83	
Total				.50	35.91	
EVAAS		EVAAS	55	.50	27.5	TBD
Overall					63.41	3 Stars

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 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 2018-19

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, a semester, or the remainder of the year. This is based on violations of the Cumberland County Schools' Code of Conduct. Students are assigned by the Associate Superintendent of Student Services as a result of violating the Cumberland County Schools' 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, designed our own alternative accountability model. The model option we chose was option C. 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' parents/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 552 parental visits logged during the 2018-19 school year. Ramsey Street High School enrolled 250 students and we did 250 orientations. We also logged in 267 parent involvement signatures.

Results: $250/250=100\%$. This indicator accounts for 5% of the accountability model.

Parent and Student Surveys: At Ramsey Street High School, we value the opinions of our parents/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 average of the surveys completed would be used as **5 %** of the model.

Results: $250/250=100\%$. The average accounts for 5% of the model.

Student Proficiency: Test results from the End-of-Course 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 tests taken. This percentage will be used as **10 %** of the model.

Results: $10/162= 7.4\%$. 10 tests were proficient out of 162 administered. The percentage that will be used for this indicator is 7.4%.

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 (ABE) 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 provide at-risk students the skills to help them succeed.

Of the 250 enrolled students 248 completed the Alternative Behavior Education (ABE) Program. Eight students were in the autistic classrooms and were not tested.

Results: This a completion rate of 99%. 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: PowerSchool reporting showed a 70% 2018-19 Attendance Rate for Ramsey Street High School. This indicator accounts for 10% of the accountability model.

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. 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.

163 End-of Course tests were expected to be taken during the 2018-19 school year. 162 tests were completed.

Results: $162/163=99\%$. 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 partners' partnership on our campus. These partnerships will provide opportunities for our students 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 2018-19 school year.

552 participated and signed the Community Involvement Log, 10 Business Partners and 95 Volunteers were also involved in partnerships with RSHS.

Results: This indicator accounts for 5% of the accountability model. The calculation is 250 (student population) / 657 (community involvement) = 263%. We will use 100% for this indicator.

EVAAS Growth: EVAAS Growth will count **50%** of the model.

Results: The EVAAS Index is -6.68 which converts to 55.5.

Indicators	Number that Met the Standard	Number Enrolled/ Denominator	Percentage	Weight	Percentage Multiplied By Weight	Overall Composite and Star Rating
Parental Involvement	250	250	>95	.05	5	
Parent Survey	250	250	>95	.05	5	
Student Proficiency	10	162	7.4	.10	0.74	
ABE Program	250	248	>98	.05	4.96	
Student Attendance	Power School	Reporting	70%	.10	7	
Test Participation	163	162	>99	.10	9.9	
Community Involvement	657	250	>95	.05	5	
Total					37.6	
EVAAS			55.5	.50	27.75	
Overall					65.35	3 Stars



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



**DARE COUNTY
SCHOOLS**



**Dare Learning Academy
Accountability Model**

132 Russell Twiford Rd. Manteo, NC 27954

Phone: 252-473-2264 Ext. 7025

L'Tanya Murray
Principal

1. (30%) Higher Expectations for Student Achievement
Goal: The percentage of students earning C or better in all courses completed will increase from 24% to 30%
Met: DLA surpassed the goal and reach 34% according to PowerSchool.
2. (20%) School Safety/Student Conduct
Goal: The number of instructional days lost due to disciplinary issues will be reduced from 88 to 80.
Met: DLA surpassed the goal by reducing suspension days to 58 per Educator's Handbook.
3. (20%) 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%.
Met: DLA surpassed the goal by reaching 89% school persistence per PowerSchool. There were 5 (W2) withdrawals of 46 total enrollments.
4. (30%) Parent Involvement
Goal: DLA will provide several opportunities for parent involvement. DLA will keep a log of parent involvement with a goal of 100%
Met: DLA had 100% parent involvement documented by parent contact log, meetings with the parents of all seniors and juniors, Open House with 32 parents present, Thanksgiving celebration with 46 present and initial enrollment/goal setting meetings with each parent (s) and student.
5. (0%) Student Growth
Goal: Alternative school students will meet growth as calculated using an alternative growth model developed in conjunction with EVAAS.
Met: With a lack of Student Growth data for the 2018-2019 school year, we were forced to reduce the number of goals from 5 to 4. With this reduction in the number of goals, we have decided to weight the higher Expectations for Student Achievement as 30% instead of 20%

Union Academy

Macon County Schools

Union Academy
Alternative Accountability Model
Option C Report
2018-2019

20% School Achievement: **32.5**

- (a) The School Achievement component uses the following indicators:
 - (1) End-of-Grade English Language Arts/Reading and Mathematics Assessments at Grades 7-8: 0
 - (2) EOG Science Assessments at Grade 8: 50
 - (3) EOC Assessments in Biology (**13.5**), NC Math 1 (**12**), and English II (**21.2**) = 15.6
 - (4) ACT WorkKeys 22.7
 - (5) 4-Year Graduation Rate: 74.2
- (b) Three (3) years of data will be used for calculating school achievement

20% Completion of Senior Portfolio: **100%**

- (a) Digital Portfolio consisting of:
 - (1) Resume
 - (2) Cover Letter
 - (3) Essay
 - (4) FASFA Completion
 - (5) Sample Employment Application
 - (6) Community College Application Complete
 - (7) Sample College Essay
 - (8) Letter to request recommendations (2)
 - (9) Sample of Student Work (minimum of two-from any subject area) with written reflection
 - (10) Awards/certificates/Transcript
- (b) Presentation of the Senior Portfolio to English IV teacher for approval and grade

60% Growth:

- (a) Growth will be calculated using the Education Value-Added Assessment System (EVAAS): (**63.2**)

Summary:

20% of 32.5 (school achievement)

20% of 100 (portfolio)

60% of 63.2 (growth)

TOTAL: 64.42

2017-2018: 61.98 WHICH IS AN INCREASE OF 2.44%

Shaw Academy

Scotland County Schools

Scotland County Schools—Shaw Academy

Alternative Accountability Model

Option C

2018-2019 School Year

Part I—Student Persistence (25% of Total)

Calculation for this component is the percent of students identified as enrolled in Shaw Academy during any data collection throughout the year who remain enrolled through the end of the school year in any NC public school. Graduating students, as per graduation collection data, are included in the calculation.

For the 2018-2019 school year, Shaw Academy had a Student Persistence Rate of 85%.

Part II—Parent/Student Survey (10% of Total)

Parents and students are given a survey annually. The total percentage of students and parents scoring Shaw Academy at a grade of A or B will be converted to a 100 point scale.

For the 2018-2019 school year, the percent of parents and students that rated Shaw at a grade of A or B was 76%.

Part III—Annual Student Achievement (5% of Total)

Students at Shaw Academy are given EOG and EOC assessments. The annual student achievement score will be derived from student proficiency on the EOG and EOC exams.

For the 2018-2019 school year, Shaw Academy's Grade Level Proficiency was 6.1%.

Part IV—Student Attendance (10%)

Student attendance will be derived from the total number of students in attendance each day of school divided by the total number of enrolled.

For the 2018-2019 school year, Shaw Academy's student attendance was 70%.

Part V—Test Participation (10%)

Test participation will be derived from the total number of students who take an EOG or EOC exam divided by the total number expected to test for those exams.

For the 2018-2019 school year, Shaw Academy tested 100% of their expected students.

Part VI—EVAAS Growth (40%)

The EVAAS Growth Composite will be used to determine Shaw Academy's growth and that figure will then be converted to a 0-100 figure from the NCDPI SPG Conversion Chart.

For the 2018-2019 school year, Shaw Academy received an EVAAS growth status of -1.78 which was a MET status. This number converted to a 0-100 figure from the NCDPI SPG Conversion Chart was 71.1%.

Overall, Shaw Academy's Option C Alternative Accountability Model's score is 75. Shaw Academy exceeded targets.

Score Scale:

75-100—Exceeding Targets

51-74—Meeting Targets

25-50—Progressing Towards Targets

0-25—Not Meeting Targets

Indicator	Score	Conversion on SCS Scale
Persistence (25%)	85%	21.25
Parent/Student Survey (10%)	76%	7.6
Annual Student Achievement (5%)	6.1%	.305
Student Attendance (10%)	70%	7
Test Participation (10%)	100%	10
EVAAS Growth (40%)	-1.78 (71.1%) MET Growth	28.44
Shaw Academy Alternative Model Score:		(74.6)--75 Exceeding Targets

Wake County Public Schools

Connections Academy

Longview School

Mount Vernon School

Mary Phillips High School

River Oaks Middle School

SCORE Academy

Wake County Public School System

Option C Alternative Accountability Model as per

State Board Policy ACCT-038

2018 – 2019 School Year – Results

Six WCPSS alternative schools participated in Option C of the Alternative Accountability Model for the 2018-2019 school year. The schools are:

- (920508) Mount Vernon School
- (920438) River Oaks Middle School
- (920324) Longview School
- (920381) Connections Academy
- (920556) SCORE Academy
- (920528) Mary Phillips High School

The model for all six schools is provided below. Two of the three components are identical to components in “Option B” as specified by State Board Policy ACCT-038. The required achievement component is operationalized by measuring whether students are achieving at a level which is keeping them on pace for on-time graduation. Since the achievement indicator is based on the performance of every student in the school (not just those who happen to be enrolled in a course that has a required state test), WCPSS feels that this is the best way to hold alternative schools accountable for the achievement of all students.

For each of the six WCPSS alternative schools, the following was used to calculate the school’s accountability model:

- **60% Growth:** Growth will be calculated using the DPI growth model developed in conjunction with EVAAS.
- **20% Achievement:** The percentage of students who meet the requirements to be promoted to the next grade level at the end of each school year. This component will be based on data maintained in PowerSchool. *For the three alternative schools which have a 12th grade (Phillips, Longview, and SCORE), the promotion data for those 12th graders will be the school’s on-time graduation rate for that cohort as reported by NCDPI.*
- **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:

As noted in Table 1, all of the alternative schools improved their persistence percentage (with the exception of Connections who did not have data available in this category because they were an option B school in 2017-18). Mt. Vernon had 100% of its students remaining enrolled in any North Carolina public school through the end of the school year and Phillips had the largest increase of 7.6 percentage points. Connections, River Oaks, and Mt. Vernon each showed an increase in the percent of students who met the requirements to be promoted to the next grade level for the achievement category when comparing 2017-18 to 2018-19. Also in the achievement category, Longview (80.7%) increased the percent of 12th graders who graduated on-time but Phillips and Score both declined in their percentage of on-time graduates. In terms of growth, Longview, Connections and Mt. Vernon increased in the percent of students meeting the EVAAS growth expectations.

Table 1:

School	Persistence (20%)		Achievement (20%)		Growth (60%)	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Longview	83.1	84.6	49.1	58.6	78.1	80.7
Connections	n/a	95.0	96.7	99.0	60.9	74.5
River Oaks	97.8	97.9	98.7	98.8	82.6	82.0
Mt. Vernon	98.8	100.0	99.3	100.0	74.2	78.2
Phillips	90.1	97.7	93.6	88.4	74.7	64.9
Score	76.8	80.8	35.8	25.1	n/a	66.3

*No persistence data for Connections, they were an Option B school in 2017-18

**No growth available for Score in 2017-18, too few students

Overall Scores and Ratings				
School	2017-18	2018-19	Change	Rating
Longview	73.3	77.1	+3.8	Highly Effective
Connections	n/a	83.5		No Rating – Insufficient Data
River Oaks	88.9	88.5	-0.4	Effective
Mt. Vernon	84.1	86.9	+2.8	Effective
Phillips	81.6	76.2	-5.4	Developing
Score	n/a	61.0		No Rating – Insufficient Data

Highly Effective - An increase from the previous year of at least 3 points

Effective - A change from the previous year between - 2.9 and +2.9 points

Developing - A decrease from the previous year of at least 3 points

Central Wake High School

Charter School

August 16, 2019

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

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Central Wake High School's proposed Alternative Accountability Model Option C submission at its October 2018 meeting.

The 2018-19 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in 4 of the 6 areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2018-19 students "attending for one+ semesters." The business rule for determining if a 2018-19 student has attended one+ semesters is as follows: If the student attended the school at any point in 2018-19 AND the student attended a cumulative 90+ days before the end of the 2018-19 school year, even if some of those days were in prior school years, then the student is included among, "2018-19 students attending one+ semesters."

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

Sincerely,



Tom Hanley, Executive Principal

Submission of “Option C” Accountability Results for Central Wake Dropout Prevention and Recovery Charter HS: 2018-19

8/14/19

School Rating: Highly Effective

Approved Measure for 2018-19 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	35.8 Average percent for all NC alt ed schools in 2017-18 was 22.8%. Target is $22.8 + 13 = 35.8$. (2017-18 is the most recent year available.)	12.0 Percent of Central Wake students completing the English or Math EOCs that Met Grade Level Standard.
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	85	92.2
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	70	70.6
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.)	150 Students earned an average of 1.67 credits with a “C” or higher per semester at their prior school. Target is to increase credit earning to 150% of the prior rate. (This is. $(1.67 \text{ times } 150\% = 2.5)$).	163 Students earned 2.72 credits per semester with a “C” or higher after attending Central Wake for 1+ semesters. $(2.72 \text{ divided by prior credit earning rate of } 1.67 = 163\%)$
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	53.5 Percent of students with a prior GPA of 2.0+ was 23.5%. Target is $23.5 + 30 = 53.5$	62.8 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.)	95	91.3
TOTAL POINTS	489.3	491.9

Calculation of Final Score and Rating: The school’s total Actual Points (491.9) are divided by the total Target Points (489.3) for an overall score of 101%. $(491.9 \text{ divided by } 489.3 = 1.01)$.

Using the approved rating bands, the school’s overall rating is, “Highly Effective.”

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

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

Attachment A – Central Wake

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

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

For any school listed in the NCDPI Educational Directory & Demographical Information Exchange (“EDDIE”) system as “Alternative Education,” the 2017-18 Math I and English II results were tabulated using the “2017-18 State, District, and School Level Summary Data” report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 22.8%. The target is set at 22.8% plus 13 percentage points for a total target of 35.8% or 35.8 points.

Summary of Results at the School:

The percent of students taking the NC Math 1 or English II assessments and meeting grade level standard is 12.0% or 12.0 points.

Attachment B – Central Wake

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

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

Summary of Calculations:

102 students attended the school for 1+ semesters in 2018-19 and were assigned to the ReadingPlus program for reading remediation. Of these students, 94 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 94 students achieving a gain divided by 102 total students = 92.2% or 92.2 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 70% or 70-point target.

Summary of Calculations:

102 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2018-19. Of these students, 72 achieved a gain on the second or subsequent administration. $72 \text{ students achieved a gain} \div 102 \text{ total students} = 70.6\% \text{ or } 70.6 \text{ points.}$

Attachment D – Central Wake

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 50% or to 150% of the rate that students earned at prior schools. The target points are 150 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2018-19 entered having previously earned an average of 1.67 credits per semester with a "C" or higher.

At the school, the students earned an average of 2.72 credits per semester attended with a "C" or higher. (The school's points are calculated as $2.72 \div 1.67 = 163\%$ or 163 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. Thirty (30) 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:

102 students attended the school for 1+ semesters in 2018-19. Of the 102, 24 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 24 divided by 102 = 23.5%. The school's target is set as 23.5% plus 30 percentage points equals 53.5% or 53.5 points.

After attending for one semester or more, 64 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 64 divided by 102 = 62.8% or 62.8 points.

Attachment F – Central Wake

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2018-19 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

138 students expressed an opinion on the survey question. Of the 138 respondents, 126 responded “Agree” or “Strongly Agree.” The percent meeting the satisfaction criterion was 126 divided by 138 respondents equals 91.3% or 91.3 points.

Commonwealth High School

Charter School

August 16, 2019

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

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Commonwealth High School's proposed Alternative Accountability Model Option C submission at its October 2018 meeting.

The 2018-19 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in 4 of the 6 areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2018-19 students "attending for one+ semesters." The business rule for determining if a 2018-19 student has attended one+ semesters is as follows: If the student attended the school at any point in 2018-19 AND the student attended a cumulative 90+ days before the end of the 2018-19 school year, even if some of those days were in prior school years, then the student is included among, "2018-19 students attending one+ semesters."

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

Sincerely,



Dr. Jonathan Kay, Principal

Submission of “Option C” Accountability Results for Commonwealth Dropout Prevention and Recovery Charter HS: 2018-19

8/13/19

School Rating: Highly Effective

Approved Measure for 2018-19 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	35.8 Average percent for all NC alt ed schools in 2017-18 was 22.8%. Target is $22.8 + 13 = 35.8$. (2017-18 is the most recent year available.)	23.1 Percent of Commonwealth students completing the English or Math EOCs that Met Grade Level Standard.
READING GROWTH: Percent of students attending for one semester or longer who demonstrate reading growth ¹ on the <i>ReadingPlus</i> short cycle assessment instrument will be satisfactory. (Attachment B.)	85	90.1
MATH GROWTH: Percent of students attending for one semester or longer who demonstrate math growth ² on the GAIN short cycle assessment instrument will be satisfactory. (Attachment C.)	80	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.)	150 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 150% of the prior rate. (This is. $1.7 \text{ times } 150\% = 2.6$).	165 Students earned 2.8 credits per semester with a "C" or higher after attending Commonwealth for 1+ semesters. $(2.8 \text{ divided by prior credit earning rate of } 1.7 = 165\%)$
IMPROVED GPA: Percent of students attending for one semester or longer who achieve a cumulative GPA of 2.0+ or who improve their cumulative GPA by 0.5 points will be higher when compared to the percent of these students who entered the school with a GPA of 2.0+. (Attachment E)	53.4 Percent of students with a prior GPA of 2.0+ was 23.4%. Target is $23.4 + 30 = 53.4$	76.6 Percent of students with a cumulative GPA of 2.0+ or who improved GPA by 0.5 points after attending 1+ semesters
SATISFACTION: Percent of students who respond "strongly agree" or "agree," among students expressing an opinion whether their school offers "a high-quality education," will meet Target. (Attachment F.)	95	96.8
TOTAL POINTS	499.2	514.1

Calculation of Final Score and Rating: The school's total Actual Points (514.1) are divided by the total Target Points (499.2) for an overall score of 103%. ($514.1 \text{ divided by } 499.2 = 1.03$)

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 2017-18 Math I and English II results were tabulated using the "2017-18 State, District, and School Level Summary Data" report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 22.8%. The target is set at 22.8% plus 13 percentage points for a total target of 35.8% or 35.8 points.

Summary of Results at the School:

The percent of students taking the NC Math 1 or English II assessments and meeting grade level standard is 23.1% or 23.1 points.

Attachment B – Commonwealth

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

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

Summary of Calculations:

111 students attended the school for 1+ semesters in 2018-19 and were assigned to the ReadingPlus program for reading remediation. Of these students, 100 gained one or more grade skill levels using SeeReader tracking or follow-up assessments. 100 students achieving a gain divided by 111 total students = 90.1% or 90.1 points.

Attachment C – Commonwealth

Actual Results - Percent of Students Demonstrating Math Growth

Description of Methodology:

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

Summary of Calculations:

88 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2018-19. Of these students, 55 achieved a gain on the second or subsequent administration. 55 students achieved a gain divided by 88 total students = 62.5% or 62.5 points.

Attachment D – Commonwealth

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 50% or to 150% of the rate that students earned at prior schools. The target points are 150 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2018-19 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 2.8 credits earned per semester attended with a "C" or higher. (The school's points are calculated as $2.8 \div 1.7 = 165\%$ or 165 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. Thirty (30) 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:

111 students attended the school for 1+ semesters in 2018-19. Of the 111, 26 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is 26 divided by 111 = 23.4%. The school's target is set as 23.4% plus 30 percentage points equals 53.4% or 53.4 points.

After attending for one semester or more, 85 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 85 divided by 111 = 76.6% or 76.6 points.

Attachment F – Commonwealth

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2018-19 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

The percent meeting the satisfaction criterion equals 96.8% or 96.8 points.

Stewart Creek High School

Charter School

August 16, 2019

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

Dear Dr. Howard:

As you are aware, the State Board of Education (SBE) approved Stewart Creek High School's proposed Alternative Accountability Model Option C submission at its October 2018 meeting.

The 2018-19 results for Option C have been tabulated and show that the school is eligible to receive a rating of "Highly Effective."

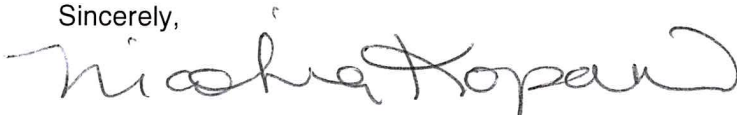
The table on the following page summarizes the school's Option C measures and results, and Appendices A-F that are referenced in that table provide calculations for each Option C measure and result. It is noteworthy that the school exceeded its target in 5 of the 6 areas measured.

Data collection processes, procedures and business rules are described below:

- The school tracks information using its proprietary "Student Tracking and Reporting System" ("STARS"). At the beginning of a student's enrollment in the school, coursework and grades from prior schools are entered into STARS. Throughout a student's enrollment at the school, coursework, grades, reading and math skill improvements as well as attendance and participation in personal and family social services are tracked using STARS (this is in addition to the entry of appropriate data in PowerSchool).
- Several of the measures (reading growth, math growth, credit earning and improved GPA's) provided in this report include only 2018-19 students "attending for one+ semesters." The business rule for determining if a 2018-19 student has attended one+ semesters is as follows: If the student attended the school at any point in 2018-19 AND the student attended a cumulative 90+ days before the end of the 2018-19 school year, even if some of those days were in prior school years, then the student is included among, "2018-19 students attending one+ semesters."

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

Sincerely,



Nicolina Kopani, Principal

Submission of “Option C” Accountability Results for Stewart Creek Dropout Prevention and Recovery Charter HS: 2018-19

8/13/19

School Rating: Highly Effective

Approved Measure for 2018-19 (CATEGORY: and description)	Target Performance Points	Actual Performance Points
ACHIEVEMENT: Combined percent of students who Meet (Grade Level) Standard on math or English Language Arts End of Course exams will be higher than the percent of students Meeting (Grade Level) Standard at other alternative education schools. (Please see Attachment A.)	35.8 <small>Average percent for all NC alt ed schools in 2017-18 was 22.8%. Target is $22.8 + 13 = 35.8$. (2017-18 is the most recent year available.)</small>	21.7 <small>Percent of Stewart Creek students completing the English or Math EOCs that 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.)	70	82.6
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.)	150 <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 150% of the prior rate. (This is. $1.7 \text{ times } 150\% = 2.6$).</small>	182 <small>Students earned 3.1 credits per semester with a "C" or higher after attending Stewart Creek for 1+ semesters. ($3.1 \text{ divided by prior credit earning rate of } 1.7 = 182\%$)</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)	55.6 <small>Percent of students with a prior GPA of 2.0+ was 25.6%. Target is $25.6 + 30 = 55.6$</small>	74.4 <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.)	95	98.0
TOTAL POINTS	491.4	555.3

Calculation of Final Score and Rating: The school's total Actual Points (555.3) are divided by the total Target Points (491.4) for an overall score of 113%. ($555.3 \text{ divided by } 491.4 = 1.13$).

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 2017-18 Math I and English II results were tabulated using the "2017-18 State, District, and School Level Summary Data" report available at the NCDPI website, Accountability Reporting webpage. (Please note that results were not reported for every Alternative Education school due to the small number of students taking the Math I and English II assessments at some.) The average percent of students at the reported schools Meeting Math I Grade Level Standard or English II Grade Level Standard was a combined 22.8%. The target is set at 22.8% plus 13 percentage points for a total target of 35.8% or 35.8 points.

Summary of Results at the School:

The percent of students taking the NC Math 1 or English II assessments and meeting grade level standard is 21.7% or 21.7 points.

Attachment B – Stewart Creek

Actual Results - Percent of Students Demonstrating Reading Growth

Description of Methodology:

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

Summary of Calculations:

Students included in this calculation attended the school for 1+ semesters in 2018-19 and were assigned to the ReadingPlus program for reading remediation. These students gained one or more grade skill levels using SeeReader tracking or follow-up assessments. The percent of students achieving one or more grade skill levels is 96.6% or 96.6 points.

Attachment C – Stewart Creek

Actual Results - Percent of Students Demonstrating Math Growth

Description of Methodology:

For students attending 90+ days, the percent of students demonstrating an increase on the Wonderlic GAIN math assessment is calculated and compared to the 70% or 70-point target.

Summary of Calculations:

86 students were administered a follow-up Wonderlic GAIN math assessment after attending the school for 1+ semesters in 2018-19. Of these students, 71 achieved a gain on the second or subsequent administration. 71 students achieved a gain divided by 86 total students = 82.6% or 82.6 points.

Attachment D – Stewart Creek

Prior and Current Actual Results – Credit Earning Rates

Methodology:

For students attending 90+ days, the successful credit earning rate is defined as the number of credits earned with a course grade of "C" or higher. Upon entry into the school, the prior successful credit earning rate is calculated. Then the successful credits earned per semester at the school for students attending 90+ days are calculated and compared. The school's target is to improve successful credit earning by 50% or to 150% of the rate that students earned at prior schools. The target points are 150 for this category.

Summary of Calculations:

The school's Students attending the school for 1+ semesters in 2018-19 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 3.1 credits per semester attended with a "C" or higher. The school's points are calculated as $3.1 \div 1.7 = 182\%$ or 182 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. Thirty (30) 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:

86 students attended the school for 1+ semesters in 2018-19. Of the 86, 22 entered with a cumulative GPA of 2.0 or higher. The percent entering with a 2.0 GPA or higher is $22 \div 86 = 25.6\%$. The school's target is set as $25.6\% + 30\% = 55.6\%$ or 55.6 points.

After attending for one semester or more, 64 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 $64 \div 86 = 74.4\%$ or 74.4 points.

Attachment F – Stewart Creek

Actual Results – Student Satisfaction Survey Results

Description of Methodology:

For students surveyed during the 2018-19 school year, the percent responding “agree” or “strongly agree” is calculated among those expressing an opinion whether their school offers “a high-quality education.” The survey was administered online during the Spring Semester.

Summary of Calculations:

The percent meeting the satisfaction criterion was 98.0% or 98.0 points.

Thomas Academy

Charter School

Thomas Academy (24B)

Alternative School Progress Model (Option C)

2018-2019 School Year

Indicator					Weight	Points
Achievement	Denominator	Numerator	Percent			
EOG	104	38	36.5%			
EOC	70	20	28.6%			
ACT	*	*	16.7%			
CGR	71	36	50.7%			
Total	251	95	37.8%		20%	7.57
Growth	-0.87	75.6	75.6		60%	45.36
Persistence	150	131	87.3		20%	17.46
						70.39

Thomas Academy (24B) 2018-2019 Accountability Model

Student Persistence (20%) 87.3%

Student Growth (20%) 75.6%

Student Graduation (60%) 37.8%

Overall School Score: 70.39 points