

NC General Assembly
Select Committee On Education Strategy and Practices

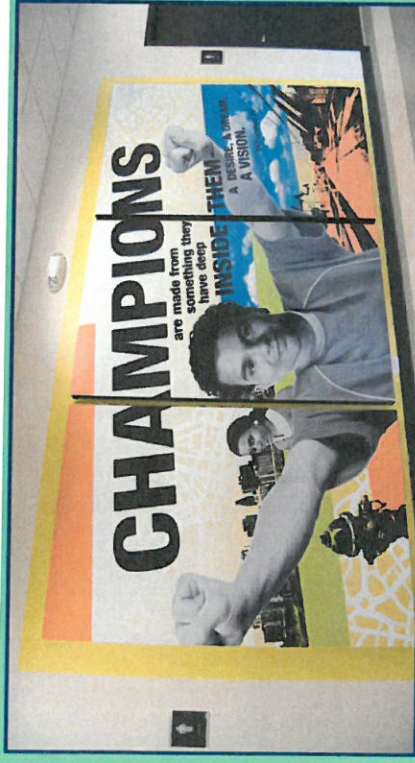
Commonwealth Charter High School Presentation

Drop-Out Prevention and Recovery

April 21, 2016

School and Program Overview

Commonwealth High School



NC General Assembly Select Committee on Education Strategy and Practices

April 21, 2016

Our Mission:

To help at-risk students graduate from high school and prepare for post-secondary success.



Target Population

The typical student enrolling at Commonwealth is:

- 17+ years old
- severely credit deficient- 9 high school credits earned
- previously dropped out of high school- 14%
- reading below grade level- 95% (average 7th grade level)
- performing below grade level in math- 90% (average 5th grade level)
- off-track for graduation/over-age for grade- 95%
- eligible for and receiving special education services (EC) and/or English Language Learners (ELL) - 17%
- failing classes- Average GPA of 1.01
- needing one or more remedial math and or reading courses upon enrollment- 95%

Target Population

In addition to academic challenges, students at Commonwealth High School also face significant life challenges that have served as obstacles to their personal and academic success. These challenges include but are not limited to:

- 17% are pregnant or parenting their own children
- 45% are responsible for the childcare of a sibling(s)
- 52% report working a full or part-time job to help support themselves or their families



Meet Asia



ACADEMIC ACHIEVEMENT DATA

- Courses passed: 15
- Courses failed: 4
- Credits earned: 15
- GPA: 2.47
- 2 years behind her expected grade level

PRIOR TO REFERRAL

Audrey Kell High School

WHILE ENROLLED IN

Commonwealth HIGH SCHOOL

Date Enrolled: 8/25/14



Graduated: June 2015

- Courses passed: 18
- Credits earned: 10.5
- Courses failed: 0
- Final GPA: 3.43
- Enrolled at NC Central University majoring in Biology

Unique Characteristics of Our Program

- Flexible Scheduling
- Basic Skills Testing and Remediation
- Self-Paced Mastery Based Curriculum
(Blended Instruction)
- On-site Student Services
- Transition Planning

Flexible Scheduling

- The School offers multiple 4 hour sessions per day over an extended instructional calendar.
- Students have the ability to balance competing life priorities (child care responsibilities, jobs, health issues, etc) and continue in high school.
- Students have the ability to attend multiple daily sessions to make-up time missed due to absences.



Basic Skills Testing and Remediation

- Every student is tested upon enrollment to determine their basic skill levels in Math and Reading.
- 95% tested below grade level in Reading and 90% tested below grade level in Math.
- 95% of students were assigned to reading and/or math remediation coursework before they could begin core coursework.
- On average, students in remediation took approximately 90 days to complete foundations level courses before they could begin core coursework.


Self-Paced Mastery Based Curriculum (Blended Instruction)

- Our flex blended model allows students to focus on what THEY need for graduation.
- Students can progress at a pace that is appropriate for their needs.
- Teachers employ responsive teaching techniques using student performance data to intervene exactly where each student demonstrates need.



On-site Services

- On Campus Student Center Around Social Services
- Services Including:
 - counseling, addiction counseling, basic needs



- 



Transition Planning

- Full time Career Coach on-site assisting all students in exploring, preparing for and then transitioning into post-secondary opportunities.



Commonwealth Results: 2014-15

- Rated “Highly Effective” on NC Option D Accountability Measure.
- Met Standards on 100% of NC Performance Framework Items.
- 100% of students were tested for reading and math skill deficiencies upon enrollment.
- 100% of students participated in an initial family and social services needs assessment screening.
- 86% of students attending for at least one semester improved at least one grade level in reading and 64% improved 2+ grade levels.
- 81% of students attending for at least one semester demonstrated math growth on the GAIN short cycle assessment.
- 28% increase in Grade Point Average for students enrolled for at least one semester.
- 17 students graduated

Why We Do What We Do...



	ACADEMIC ACHIEVEMENT DATA
<p>PRIOR TO REFERRAL</p> <p>Garinger High School</p>	<ul style="list-style-type: none">• Courses passed: 20• Courses failed: 5• Credits earned: 20• GPA: 1.76• One year behind her expected grade level
<p>WHILE ENROLLED IN</p> <p>Commonwealth HIGH SCHOOL</p> <p>Date Enrolled: 11/20/14</p> <hr/> <p>Graduated: June 2015</p>	<ul style="list-style-type: none">• Courses passed: 8• Credits earned: 4• Courses failed: 0• Final GPA: 2.75

Commonwealth High School: Class of 2015



The Typical Student Served at Commonwealth High

And

Sample List of Academic Status of Students Upon Enrollment

The Typical Student Served at Commonwealth High

To follow is a list of the students enrolled at Commonwealth High School in 2014-15. The list (student names redacted) reflects the academic status of students at the time of enrollment at the School.

The typical student enrolled at Commonwealth is:

- 17+ years old
- severely credit deficient- 9 high school credits earned
- previously dropped out of high school- 14%
- reading below grade level- 95% (average 7th grade level)
- performing below grade level in math- 90% (average 5th grade level)
- off-track for graduation/over-age for grade- 95%
- eligible for and receiving special education services (EC) and/or English Language Learners (ELL) - 17%
- failing classes- Average GPA of 1.01
- needing one or more remedial math and or reading courses upon enrollment- 95%

In addition to academic challenges, students at Commonwealth High School also face significant life challenges that have served as obstacles to their personal and academic success. These challenges include but are not limited to:

- 17% are pregnant or parenting their own children
- 45% are responsible for the childcare of a sibling(s)
- 52% report working a full or part-time job to help support themselves or their families

**Academic Status of Students on Enrollment to Commonwealth High School
2014-2015**

First Name	Last Name	Age	Grade	Years Over Age for Grade Level	Reading Level	Math Level	Credits Earned	Grade Point Average
		17	11	3.00	0.00	5.00	5.00	1.00
		16	10	2.00	1.20	2.70	2.00	0.25
		16	9	2.00	1.80	2.40	2.00	0.63
		18	11	4.00	1.80	2.10	2.00	3.00
		18	12	3.00	2.20	3.20	8.00	0.54
		16	9	2.00	2.40	2.50	0.00	0.00
		17	10	1.00	2.60	2.80	14.00	2.44
		20	10	5.00	2.60	3.10	8.00	1.42
		16	9	2.00	2.70	2.20	2.00	1.60
		17	10	2.00	2.70	3.00	9.00	1.07
		17	10	2.00	2.80	2.80	8.00	1.00
		17	10	2.00	2.80	5.50	11.00	1.78
		16	9	2.00	2.90	1.60	0.00	0.00
		16	9	2.00	3.00	3.80	0.00	0.00
		18	9	4.00	3.10	5.50	5.00	0.38
		21	12	4.00	3.20	3.80	26.00	1.05
		18	12	3.00	3.20	1.50	10.00	0.57
		16	10	1.00	3.30	3.80	7.00	0.69
		17	10	1.00	3.40	3.30	13.00	1.27
		16	10	1.00	3.40	3.30	7.00	0.75
		18	9	4.00	3.50	3.40	3.00	0.50
		18	9	4.00	3.50	4.80	1.00	0.14
		17	9	3.00	3.50	3.90	4.00	0.53
		18	9	4.00	3.60	5.60	2.00	0.14
		17	9	3.00	3.60	2.50	0.00	0.00
		16	9	2.00	3.60	6.70	3.00	0.71
		18	10	3.00	3.70	3.40	6.00	0.38
		17	10	2.00	3.70	2.50	9.00	1.00

First Name	Last Name	Age	Grade	Years Over Age for Grade Level	Reading Level	Math Level	Credits Earned	Grade Point Average
		18	10	3.00	3.70	2.60	9.00	0.70
		20	10	6.00	3.70	4.10	0.00	0.00
		17	10	1.00	3.80	2.40	15.00	1.74
		17	9	3.00	3.90	5.00	0.00	0.00
		17	9	3.00	3.90	2.80	3.00	0.43
		17	9	3.00	4.00	4.30	5.50	0.52
		17	9	3.00	4.00	3.80	3.00	0.38
		16	9	2.00	4.00	2.90	4.00	0.70
		17	10	3.00	4.00	3.80	4.00	0.89
		17	9	3.00	4.10	3.30	1.00	0.17
		17	10	2.00	4.10	4.90	11.00	1.50
		17	10	2.00	4.10	6.00	8.00	0.48
		19	10	4.00	4.10	3.60	8.00	0.60
		17	12	3.00	4.20	11.40	0.00	0.00
		20	10	5.00	4.20	3.70	11.00	0.60
		17	10	1.00	4.20	6.00	13.00	2.11
		17	10	2.00	4.30	5.80	9.00	1.06
		17	12	0.00	4.30	5.70	22.00	1.50
		18	9	4.00	4.30	8.70	4.00	0.81
		19	9	5.00	4.30	4.90	0.00	0.00
		19	12	3.00	4.30	5.30	17.00	0.78
		18	9	4.00	4.40	3.70	2.00	0.18
		19	12	2.00	4.40	4.30	21.00	1.53
		17	10	2.00	4.40	4.60	6.00	0.63
		16	10	2.00	4.40	3.70	0.00	0.00
		17	9	3.00	4.50	6.50	4.00	0.88
		17	9	3.00	4.50	5.80	0.00	0.00
		17	10	1.00	4.50	2.50	14.00	0.92
		17	9	3.00	4.50	4.80	1.00	0.50
		17	9	3.00	4.50	5.10	1.00	0.08
		18	10	3.00	4.50	4.10	6.00	1.57

First Name	Last Name	Age	Grade	Years Over Age for Grade Level	Reading Level	Math Level	Credits Earned	Grade Point Average
		17	10	2.00	11.00	7.00	7.00	0.58
		21	12	7.00	11.00	8.70	0.00	0.00
		19	12	4.00	11.00	8.80	8.00	0.81
		17	12	0.00	11.00	11.20	22.00	2.67
		17	12	0.00	11.10	10.80	21.00	2.67
		18	12	2.00	11.20	9.90	13.00	0.96
		17	12	0.00	11.20	12.90	22.00	1.84
		16	9	2.00	11.30	6.70	1.50	0.13
		20	12	3.00	11.30	6.50	24.00	1.57
		20	12	3.00	11.30	10.40	23.00	1.10
		17	10	2.00	11.30	11.00	11.00	1.03
		19	12	2.00	11.40	2.50	27.00	1.93
		19	11	3.00	11.50	7.50	16.00	1.13
		17	12	0.00	11.50	9.30	24.00	2.56
		17	10	2.00	11.60	5.60	10.50	1.39
		17	10	1.00	11.60	6.80	15.00	1.14
		16	10	2.00	11.70	5.10	0.00	0.00
		16	10	1.00	11.70	11.20	9.00	1.33
		17	10	3.00	11.70	8.00	0.00	0.00
		17	11	1.00	11.70	9.60	16.00	2.00
		16	10	1.00	11.90	9.00	9.00	2.78
		20	12	3.00	11.90	11.80	24.00	0.79
		19	12	2.00	12.20	5.10	18.00	0.80
		16	9	2.00	12.30	4.40	0.00	0.00
		17	10	2.00	12.40	5.20	9.00	1.12
		17	11	1.00	12.80	12.90	15.00	1.84
		21	12	4.00	12.80	10.70	27.00	1.91
				12	0.00	12.90	12.90	21.00
Commonwealth Summary:		17	10	2	7.55	5.82	9	1.01

**Wraparound Social Services Provided
At Commonwealth**

Wrap-Around Student Services Offered at ALS Schools

As drop-out prevention and recovery high schools serving students between the ages of 16 and 21 who have either dropped out or have been identified by their sending schools as likely to drop out we understand that the need for a robust student services program is critical to the success of our students. This component of our model is designed to help students and their families face and overcome the myriad of obstacles, both social and emotional, that have prevented academic and personal success. These services include:

- **On-site Licensed Clinical Social Worker or Mental Health Counselor**
- **On-site Clinical Interns**
- **Psychosocial evaluation for all entering students-** Includes a full needs assessment for both psychological and social needs.
- **Case Management Services**
- **Individual Counseling-** On-going & Crisis Intervention
- **Group Counseling-** On-going & Crisis Intervention
 - **Self-Esteem Building**
 - **Anger Management**
 - **Gang Prevention**
 - **Life Skills**
- **Family Counseling-** On-going & Crisis Intervention
- **Addictions & Substance Abuse Treatment-** Individual and group counseling
- **Grief Counseling-** Individual and Support Groups
- **Suicide Risk Screening and Intervention**
- **Parenting Education Classes and Daycare Stipends**
- **Medical, Dental and Vision Screenings**
- **Assistance Securing Health Care Coverage-** Medicaid applications, etc.
- **Disability Assistance and Resources**
- **Domestic Violence Services**
- **Basic Needs Assistance-** Assistance in securing housing, food, clothing
- **English as a Second Language (ESOL) Resources**
- **Legal Services-** Assistance in accessing and securing legal support
- **Vocational and Career Resources and Assistance**
- **On-Going Educational Seminars-** Topics like healthy living, healthy relationships, stress management.
- **Adult/Professional Mentors**
- **Job Placement Assistance-** For students and parents
 - **Resume writing**
 - **Interview training**
 - **Assistance with applications and references**
 - **Assistance in securing interview attire**
 - **Vocational and occupational skill building**
- **Financial Literacy Training**

Commonwealth 2014-2015

“Option D” Results

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

School Rating: Highly Effective

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

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

Calculation of Final Score and Rating:

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

Commonwealth 2014-2015
“NC Performance Framework” Results



Commonwealth 2014-15 Results on Performance Framework Measures

PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

June 1, 2015

Dear Charter School Stakeholders:

Since the passage of the Charter Schools Act in 1996, North Carolina has seen steady growth in the numbers of public charter schools. Today, 146 schools are open serving approximately 70,000 students. As part of the public school sector, charter schools are an integral aspect of the State Board of Education's future vision that "every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen."

The charter premise affords individual schools the opportunity to utilize their autonomy and infuse innovation or creativity into a mission-focused school while also being held accountable to high standards of quality and performance. To that end, the November 2014, State Board of Education Strategic Plan directed the Office of Charter Schools to establish expectations for performance. This Performance Framework includes academic, financial, and operational expectations and combines to create the first annual North Carolina Charter School Performance Framework. The 2014-15 school year will serve as the baseline year and any high stakes renewal and/or revocation decisions will not be based upon these first-year Performance Framework results. However, high stakes decisions can be made based on compliance and accountability data that is reported to the school outside of the Performance Framework tool.

For the last year and a half, the Office of Charter Schools has received feedback in regional meetings, webinars, and presentations related to the content of the Framework. Attached with this letter are your school's Academic, Financial, and Operational Performance Frameworks. These reports provide relevant and transparent information to the nonprofit board, school staff or leadership, parents, policymakers, and the general public. The goal of the Framework is not to penalize schools but to track growth and improvement over time. No charter school, at this time, received a perfect rating, which shows that every school has room to improve for the benefit of the children.

The Framework rubrics are located on the following Office of Charter Schools' WIKI webpage:
<http://ocs.ncdpi.wikispaces.net/>.

Should you have any questions related to your school's Performance Framework, please contact Office of Charter Schools consultant Robin Kendall at robin.kendall@dpi.nc.gov or 919-807-3457.

Together we can build on success to establish more quality charter schools!

Sincerely,

Philip W. Price

PWP/RK/pg

Attachment

OFFICE OF FINANCIAL AND BUSINESS SERVICES

Philip W. Price, *Chief Financial Officer* | Philip.Price@dpi.nc.gov

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Academic Performance Framework

School: Commonwealth High
County: Mecklenburg

LEA: 60U

Note: This academic section of the North Carolina Charter School Performance Framework is based on the 2013-2014 school year state test results. This release of the NC Charter School Performance Framework is provided for baseline data only.

As this school opened in the 2014-2015 school year, there are no current results for academic performance.

Financial Performance Framework Status

School Name: Commonwealth High
County: Mecklenburg

LEA: 60U

The State Board policy [TCS-U-006](#) outlines the charter school noncompliance levels. This policy details the following three levels of financial noncompliance under which a charter school may be placed by the Division of School Business:

Level 1: Financial Cautionary Status

Level 2: Financial Probationary Status

Level 3: Financial Disciplinary Status

Financial Noncompliance Status as of *June 01, 2015*

This school is currently not on financial noncompliance status.



Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Note: This operational section of the North Carolina Charter School Performance Framework is based on the 2014-2015 school year. This release of the NC Charter School Performance Framework is provided for baseline data only.

Measure 1a.

Is the school implementing the essential terms of the education program as defined in its charter agreement?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of the essential terms of the education program evidenced as by the incorporation of meeting the needs of at risk students at the school and in the charter school application.

Measure 1b.

Does the school use data to inform, guide, and improve instruction and other school practices?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of using data to inform, guide, and improve instruction and other school practices as evidenced by board meeting minutes and charter school site visits.



Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Measure 1c.

Is the school complying with applicable educational requirements?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school does meet the standard for complying with applicable educational requirements as evidenced by its promotion/retention policy.

Measure 2a.

Are the school's admissions and enrollment practices fair and equitable, as required by law?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of admissions and enrollment practices as evidenced by the school's admissions policy and lottery enrollment application.



Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Measure 2b.

Is the school ensuring the rights of students? (i.e.: students with 504 plans, students with disabilities, etc.)

Does Not Meet Standard

Meets Standard

Evidence and Comments

Pending monitoring review.

Measure 2c.

Is the school protecting the rights of English Language Learners?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of protecting the rights of English Language Learners as evidenced by no known findings by the Department of Public Instruction.



Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Measure 2d.

Is the school monitoring withdrawal rates and maintaining enrollment stability?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school does meet the standard of monitoring withdrawal rates as evident by procedures in place to maintain contact with students throughout the process.

Measure 3a.

Does the school's learning environment align with its State Board approved mission of the school?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school does meet the standards of the school's learning environment aligned with its State Board approved mission as evidenced by the mission statement on the school's website and charter application.



Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Measure 4a.

Is the school complying with standards of high quality governance requirements?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of high quality governance requirements as evidenced by the bylaws, grievance policy, conflict of interest policy, nepotism policy, 2014-2015 board calendar, and 2014-2015 board membership form.

Measure 4b.

Is the board holding school leadership accountable?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of holding leadership accountable as evidenced by the principal evaluation form and a tool for evaluating third party organizations.

Operational Performance Framework

School Name: Commonwealth High School
County: Mecklenburg

LEA: 60U

Measure 5a.

Does the school have policies and programs that establish a safe and secure school environment?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of a safe and secure school environment as evidenced by the school's site visit report, criminal background check policy, and certificate of occupancy.

Measure 6a.

Is the school complying with federal and state reporting requirements?

Does Not Meet Standard

Meets Standard

Evidence and Comments

The charter school meets the standards of complying with federal and state reporting requirements as evidenced by no known findings by the Department of Public Instruction.



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

**Two Examples of
Commonwealth Student Success Stories**

Charlotte- Mecklenburg

Commonwealth High School

Meidy



	ACADEMIC ACHIEVEMENT DATA
PRIOR TO REFERRAL Garinger High School	<ul style="list-style-type: none">• Courses passed: 20• Courses failed: 5• Credits earned: 20• GPA: 1.76• One year behind her expected grade level
WHILE ENROLLED IN <i>Commonwealth HIGH SCHOOL</i> Date Enrolled: 11/20/14 ----- Graduated: June 2015	<ul style="list-style-type: none">• Courses passed: 8• Credits earned: 4• Courses failed: 0• Final GPA: 2.75

By age 18 Meidy had been living on her own for 2 years and was struggling to make it to graduation. After the birth of her daughter she tried to balance the responsibilities of parenthood while attending traditional high school. She quickly found that she did not have the ability or the supports to take care of her newborn baby and attend a regular school day schedule. She dropped out.

Within weeks of dropping out Meidy learned about Commonwealth High School and the possibility of attending school on a schedule that would allow her to balance school and childcare. Upon enrolling she credits the encouragement and support of the Commonwealth teachers and support staff for helping her realize that her diploma was the key to ensuring a better life for her and her child.

Within 7 months Meidy completed her graduation requirements and improved her GPA from a 1.76 to a 2.75. She is currently working full time and completing the steps to enroll in college in the Fall to major in Education.

Charlotte- Mecklenburg

Commonwealth High School

Asia



	ACADEMIC ACHIEVEMENT DATA
PRIOR TO REFERRAL Audrey Kell High School	<ul style="list-style-type: none">• Courses passed: 15• Courses failed: 4• Credits earned: 15• GPA: 2.47• 2 years behind her expected grade level
WHILE ENROLLED IN Commonwealth HIGH SCHOOL Date Enrolled: 8/25/14 ----- Graduated: June 2015	<ul style="list-style-type: none">• Courses passed: 18• Credits earned: 10.5• Courses failed: 0• Final GPA: 3.43• Enrolled at NC Central University majoring in Biology

At 18 years old and 2 years behind her expected grade level, Asia had begun to lose hope that she would ever graduate from high school. Growing up in a household with 9 siblings, Asia was often called on to care for her younger siblings. Facing abuse in the home and a family in crisis, Asia's daily focus shifted from school to ensuring the care and safety of her siblings. Amidst the stress of life responsibilities, Asia began to experience significant health issues and was diagnosed with a medical condition that was further impacting her ability to be successful in school.

In August of 2014 she heard about Commonwealth High School and enrolled in hopes of a new start. The condensed school day and flexible scheduling allowed her to balance her home responsibilities while also progressing in school. She also took advantage of the on-site Family Support Specialist who helped her cope with life stresses and armed her with supports to overcome personal and social obstacles.

Asia graduated in 2015 with a 3.43 GPA and is currently attending NC Central University majoring in Biology.