

# 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 7<sup>th</sup> grade level)
- performing below grade level in math- 90% (average 5<sup>th</sup> 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
<b>PRIOR TO REFERRAL</b>  Audrey Kell High School	<ul style="list-style-type: none"><li>• Courses passed: 15</li><li>• Courses failed: 4</li><li>• Credits earned: 15</li><li>• GPA: 2.47</li><li>• 2 years behind her expected grade level</li></ul>
<b>WHILE ENROLLED IN</b>  <b>Commonwealth HIGH SCHOOL</b>  Date Enrolled: 8/25/14  -----  Graduated: June 2015	<ul style="list-style-type: none"><li>• Courses passed: 18</li><li>• Credits earned: 10.5</li><li>• Courses failed: 0</li><li>• Final GPA: 3.43</li><li>• Enrolled at NC Central University majoring in Biology</li></ul>

# 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.



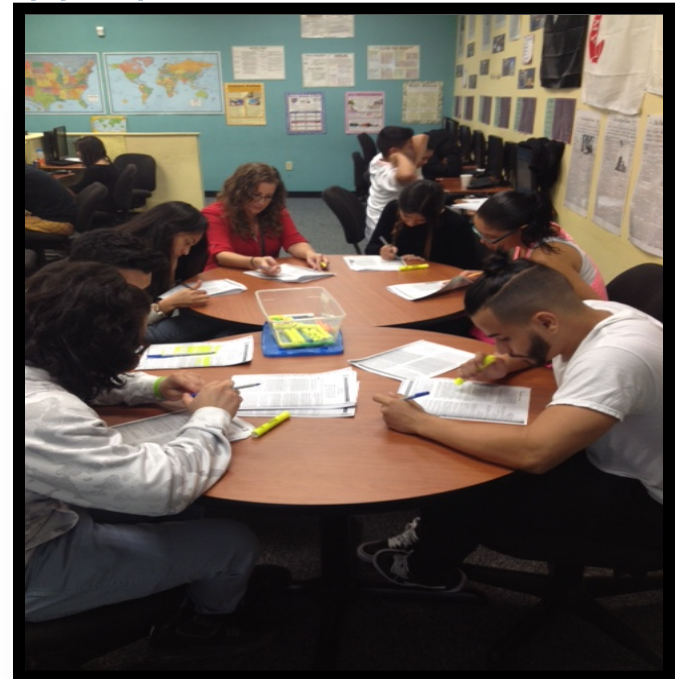
# Basic Skills Testing and Remediation

- 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 Student Services

- On Campus Student and Family Support including Intensive Wrap-Around Social Services
- Services Including but not limited to: Crisis intervention, grief counseling, addictions counseling, mental health counseling, family counseling, basic needs assistance/case management, mentors



# 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"><li>• Courses passed: 20</li><li>• Courses failed: 5</li><li>• Credits earned: 20</li><li>• GPA: 1.76</li><li>• One year behind her expected grade level</li></ul>
<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"><li>• Courses passed: 8</li><li>• Credits earned: 4</li><li>• Courses failed: 0</li><li>• Final GPA: 2.75</li></ul>



# Commonwealth High School: Class of 2015

