

EAST WAKE HIGH SCHOOL EVENING PROGRAM

The Instructional Services Division requested information regarding the East Wake High School Evening Program. Questions for consideration included:

1. Is the program fulfilling its original purpose and objectives?
2. What is the cost/benefit of the program?
3. Should the program's purpose/objectives be maintained, and, if so, in what ways?

Attached are three documents pertaining to the findings:

- Attachment #1: 2002-03 and 2003-04 East Wake High School Evening Program: E&R Data Summary
- Attachment #2: 2002-03 and 2003-04 East Wake High School Evening Program: Interview with the East Wake High School Evening School Administrator, January 25, 2005
- Attachment #3: Online NCDPI Alternative Schools description of the Wake County Schools East Wake High Alternative Program (1999-00)

With a focus on the program's purpose and objectives and its cost/benefit outcomes, summary statements follow:

1. **The program's original purpose of serving only dropouts, likely dropouts, and close-to-graduating seniors, has changed to now include all grade levels for course grade recovery.** Program benefits include:
 - Small class sizes (Attachment #3, p. 1)
 - Increased credits earned through NovaNet opportunities (Attachment #2, p. 2)
 - Most attempted courses are completed with credits earned (Attachment #1, p. 5)
 - Grade promotions of enrollees has increased (Attachment #1, p. 3)
 - Increased teacher income for evening program staff (Attachment #1, p. 2)

Author

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

2. Issues and Challenges

- Increasing number of regular day versus decreasing extended day students (dropout attendance: 8 of 115 dropouts enrolled in 2003-04) (Attachment #1, p. 4)
- Increasing number of course restart students attending the evening program (Attachment #1, p. 5)
- Number of students in some classes appears low for the cost involved (Attachment #1, pp. 6-7)
- Increasing average salary per teacher per year (Attachment #1, p. 2)
- Increasing cost per student served (Attachment #1, p. 2)
- Decreasing overall enrollment and credits taken, especially in second and third sessions (Attachment #1, pp. 3 and 5)

3. Options

- Continue program as is, but increase recruiting and invite Knightdale dropouts to attend, and reduce teaching staff by grouping more students into fewer classes, still maintaining small group sizes.
- Offer one period in the evening (e.g., NovaNet courses) for dropout/working students
- Offer one period after school (e.g., NovaNet courses) for restart and dropout/working students, although this will exclude some dropouts who work in the late afternoon. (Class enrollment currently drops significantly after Period 5.)
- Drop program, asking school to offer restart opportunities during the day and to seek other ways to serve dropouts (e.g., through expansion of Students Online for Success, which incorporates NovaNet, community colleges, or other services).

Attachment #1

2002-03 and 2003-04 East Wake High School Evening Program
(E&R Data Summary)

Data was collected and analyzed with a focus on the 2002-03 and 2003-04 school years. The program's purpose and objectives were reviewed; program and student outcomes were studied relevant to costs, course opportunities and types, student enrollments, credits attempted/completed/earned, and graduations/grade promotions.

Objectives**1. What was the program's original purpose?**

To increase student graduations among high-risk students who could not be served in the traditional school setting (see Attachment #3)

2. What were the original program objectives?

To assist (for one year only) East Wake base school dropouts and likely dropout students, as well as seniors needing only 1 or 2 credits in completing graduation requirements (see Attachment #3)

Academic Opportunities**1. Courses: What type and level of courses were provided through the project?**

(see pages 6-7 of this attachment; also Attachment #2, p. 1)

2. Enrollment: How many students were served?

- Fall 2002: 25 enrollees including 22 completing attempted coursework
- Spring 2003: 67 enrollees including 51 completing attempted coursework
- Fall 2003: 19 enrollees including 18 completing attempted coursework
- Spring 2004: 36 enrollees including 33 completing attempted coursework

The numbers provided here are based on NCWISE data and student attendance lists from the East Wake High School Evening Program.

3. How many students were needed to "make" a course?

(see Attachment #2, p. 1)

Implementation**1. What were the program eligibility requirements?**

(see Attachment #2, p. 2)

2. What were the expected outcomes? (e.g., dropout recovery, dropout prevention)

(see Attachment #2, p. 3)

3. Was the program implemented as planned? If not, why not?

(see Attachment #2, p. 2-3)

Implementation (continued)

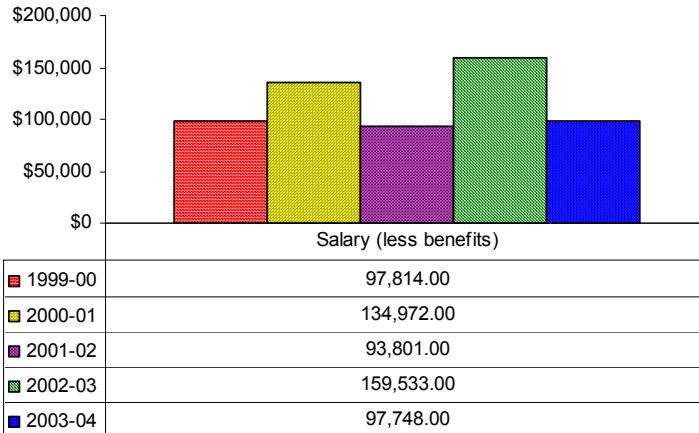
4. What were the costs (number of staff involved? in what ways? in what teacher-to-student ratio)?

Cost per Student Served

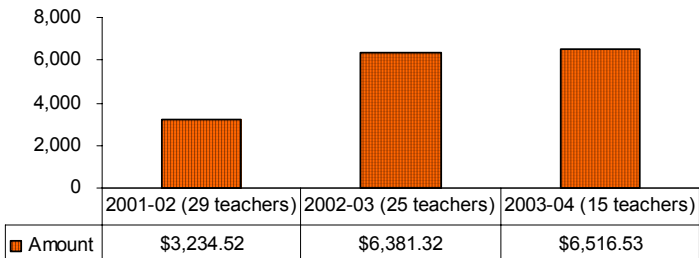
Year	Salaries w/ Benefits	Students	Amount per Student
2002-03	\$175,163.00	92	\$1,903.95
2003-04	\$108,472.00	55	\$1,972.22

The table and 3 charts are based on data provided by David Gammon's office and the E.Wake HS Evening Program records.

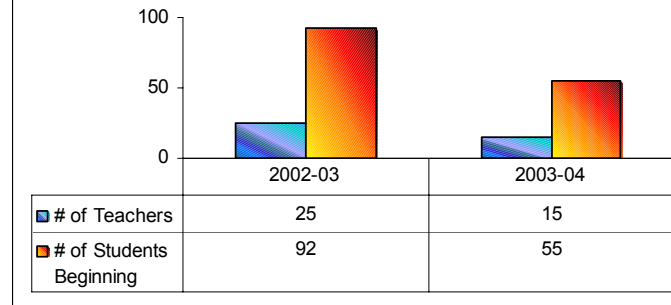
East Wake High School Evening Program Costs (Salaries less Benefits)



Average Salary per Teacher



Teacher-Student Ratio



Student Outcomes

Was the project effective in terms of student outcomes?

- number of courses taken per student
Percent of Students Taking 1, 2, or 3 Courses:

Semester	1 Course	2 Courses	3 Courses
Fall 2002 (22 students)	9.1%	31.8%	59.1%
Spring 2003 (66 students)	18.2%	10.6%	71.2%
Fall 2003 (19 students)	57.9%	15.8%	26.3%
Spring 2004 (33 students)	48.5%	27.3%	24.2%

Year	1 Course	2 Courses	3 Courses
2002-03 (88 students)	15.9%	15.9%	68.2%
2003-04 (52 students)	51.9%	23.1%	25.0%

The tables here are based on data provided by the NCWISE database for East Wake High School Track 2 for students listed on the East Wake High School Evening Program attendance records.

- credits earned

Credits	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Attempted	55	168	32	58
Completed (with % Attempted)	55 (100%)	103 (61%)	29 (91%)	44 (76%)
Earned (with % Completed)	52 (95%)	97 (94%)	26 (90%)	40 (91%)

- graduation rate

Grade Promotions and Graduations of Students Completing Courses

	Fall 2002 (n=22)	Spring 2003 (n=50)	Fall 2003 (n=18)	Spring 2004 (n=33)
0203 to 0304 Grade Promotions	68.0%	50.7%	-----	-----
0304 to 0405 Grade Promotions	-----	-----	64.0%	77.8%
Graduations by 06/30/03	28.0%	16.4%	-----	-----
Graduations by 06/30/04	27.8%	14.3%	44.0%	38.9%

(includes 9th – 12th graders)

Program Outcomes

1. Did the project meet program objectives?

The program's original objectives changed in 2002-03, and an expanded student clientele is being served with expanded purposes.

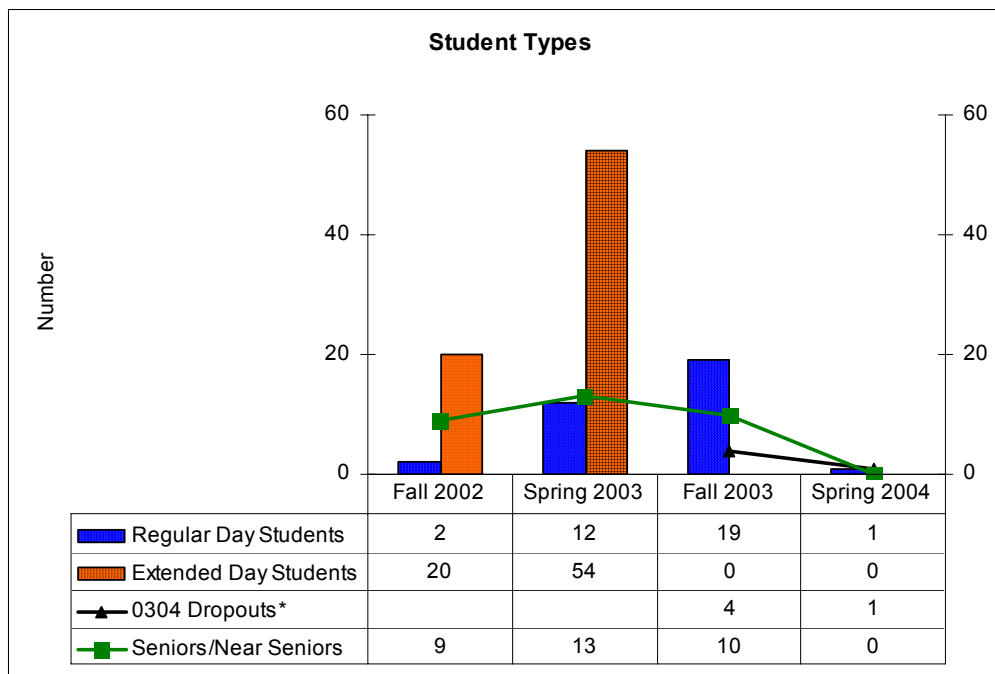
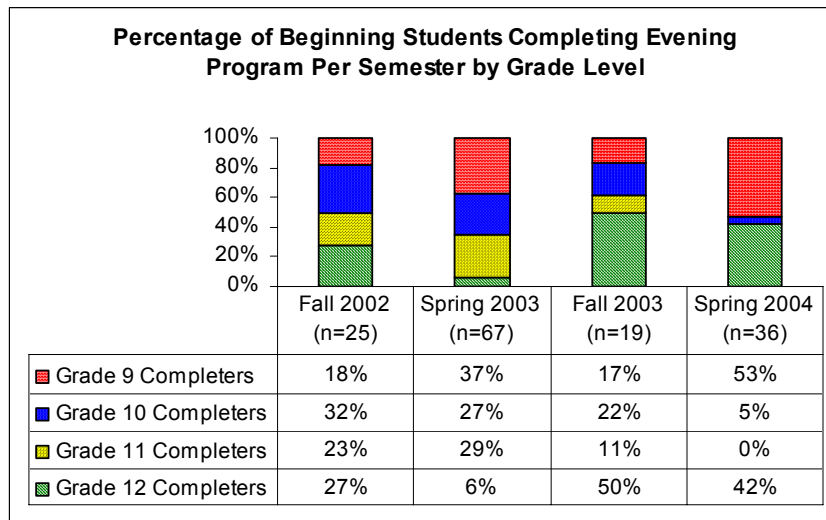
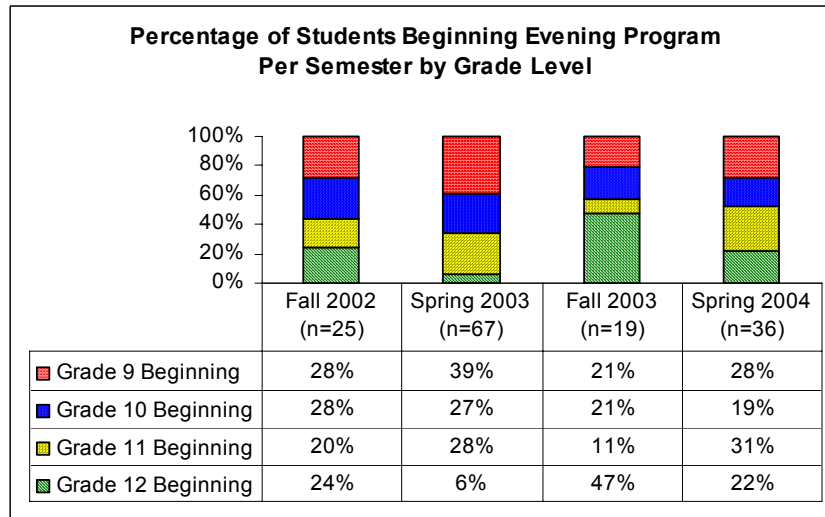
2. What facets of the project are viewed as most effective? least effective? most efficient? least efficient?

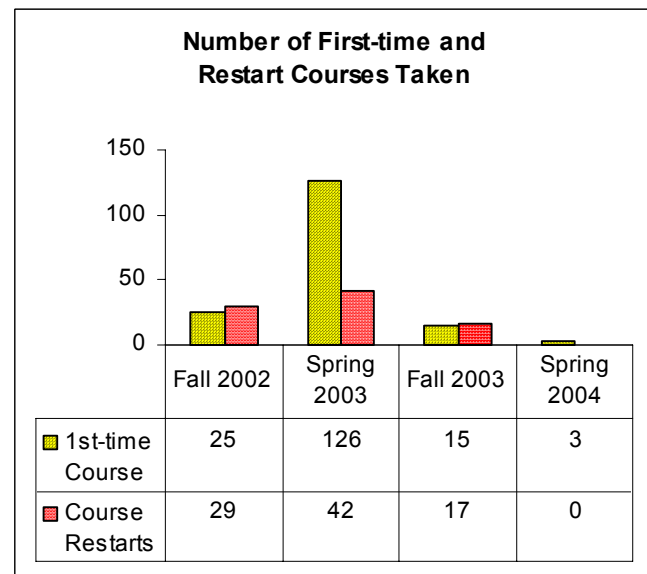
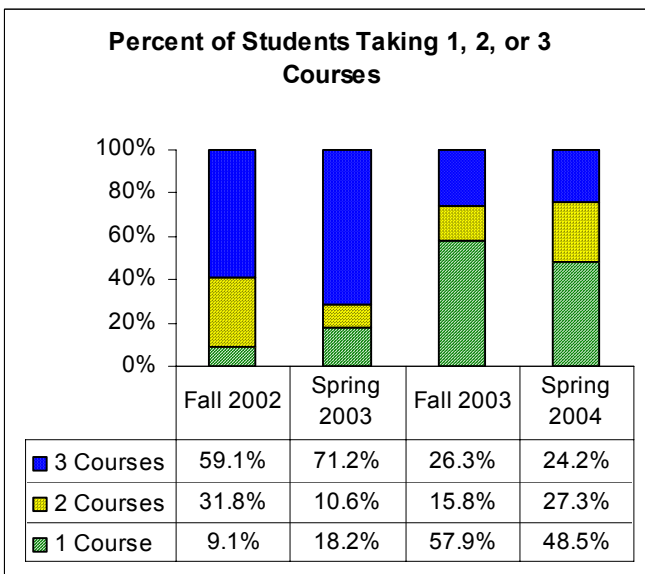
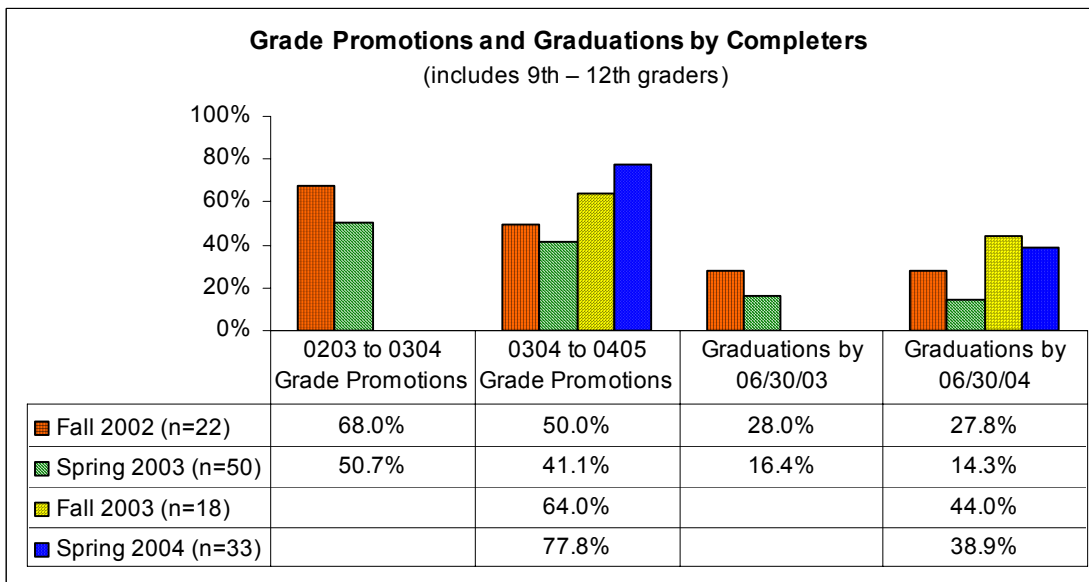
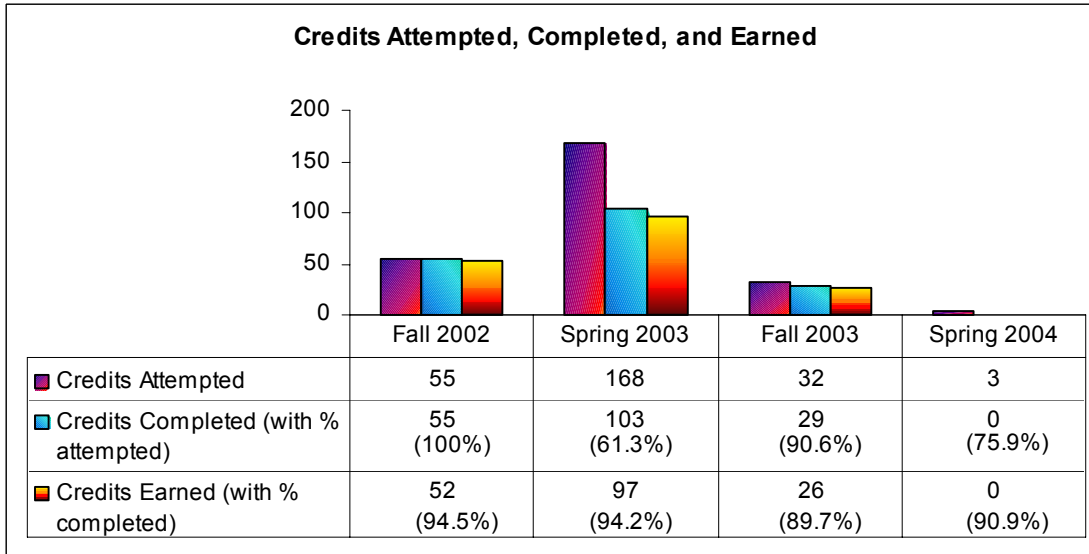
- most effective: small class size
- least effective: lack of coordination between guidance office and administrative staff
- most efficient: NovaNet course availability; staff scheduling flexibility in class coverage
- least efficient: cost; record-keeping regarding student follow-up on course grades/credits earned, grade promotions, etc.; objectives too broad with changed focus

3. How could the project be improved:

- to be more effective:
 - improve marketing and publicizing of program, especially for East Wake and Knightdale high schools
- to be more efficient:
 - revisit focus
 - revisit administrator duties (e.g., improve record-keeping, follow-up on absenteeism)
 - reduce teaching staff
 - offer one period after school (e.g., NovaNet courses) and/or during the regular school-day for restart students

Supporting Charts





Courses Taught and Student Enrollees

Fall 2002

	Course: Per.7	# Stu	Course: Per.8	# Stu	Course: Per.9	# Stu
	ALGEBRA I WITH TECHNOLOGY: PART 1	1	ALGEBRA WITH TECHNOLOGY PART I	2	ALGEBRA WITH TECHNOLOGY PART I	3
	ALGEBRA I: PART I	1	ENGLISH I	1	ENGLISH I	2
	ENGLISH II	6	ENGLISH III	2	ENGLISH III	2
	ENGLISH III	3	ENGLISH IV	1	ENGLISH IV	1
	ENGLISH IV	2	PHYSICAL SCIENCE	1	PHYSICAL SCIENCE	2
	INTRO TO HIGH SCHOOL MATH	1	TECHNICAL MATH I	2	US HISTORY	2
	PHYSICAL SCIENCE	1	US HISTORY	7	WORLD CIVILIZATIONS	2
	TECHNICAL MATH I	4	WORLD CIVILIZATIONS	3		
	WORLD CIVILIZATIONS	3				
7 teachers	9 courses	22 students	8 courses	19 students	7 courses	14 students

Spring 2003

	Course: Per.7	# Stu	Course: Per.8	# Stu	Course: Per.9	# Stu
	BIOLOGY	18	ALGEBRA I: WITH TECHNOLOGY PART II	1	ALGEBRA I: PART II	3
	CIVICS & ECONOMICS	1	BIOLOGY	1	ALGEBRA I: WITH TECHNOLOGY PART II	11
	ENGLISH I	1	CIVICS & ECONOMICS	15	BIOLOGY	1
	ENGLISH II	15	EARTH SCIENCE	10	ENGLISH I	2
	ENGLISH III	15	ENGLISH I	16	US HISTORY	12
	ENGLISH IV	7	ENGLISH II	1	WORLD CIVILIZATIONS	22
	MAGNET INDEPENDENT PROJECT ART-FALL	1	ENGLISH IV	1		
	TECHNICAL MATH I	1	TECHNICAL MATH I	10		
	WORLD CIVILIZATIONS	1	WORLD CIVILIZATIONS	2		
11 teachers	9 courses	60 students	9 courses	57 students	6 courses	51 students

Fall 2003

	Course: Per.5	# Stu	Course: Per.6	# Stu	Course: Per.7	# Stu
	ALGEBRA I WITH TECHNOLOGY: PART 1	2	ALGEBRA I WITH TECHNOLOGY: PART 1	2	ALGEBRA I WITH TECHNOLOGY: PART 1	1
	ALGEBRA I WITH TECHNOLOGY: PART 2	2	BIOLOGY	1	CIVICS & ECONOMICS	1
	BIOLOGY	2	CIVICS & ECONOMICS	2	EARTH SCIENCE	1
	CIVICS & ECONOMICS	2	EARTH SCIENCE	1	ENGLISH I	1
	EARTH SCIENCE	1	ENGLISH I	1	ENGLISH II	1
	ENGLISH I	1	ENGLISH IV	1		
	ENGLISH II	2				
	ENGLISH IV	2				
	TECHNICAL MATH I	1				
	US HISTORY	4				
9 teachers	10 courses	19 students	6 courses	8 students	5 courses	5 students

Spring 2004

	Course: Per.5	# Stu	Course: Per.6	# Stu	Course: Per.7	# Stu
	ALGEBRA I	2	ALGEBRA I WITH TECHNOLOGY: PART 1	1	EARTH SCIENCE	1
	ALGEBRA I WITH TECHNOLOGY: PART 1	3	ALGEBRA I: PART II	3	ENGLISH II	1
	ALGEBRA I: PART II	1	EARTH SCIENCE	1	ENGLISH III	1
	ENGLISH III	4	ENGLISH I	1	PHYSICAL SCIENCE	3
	ENGLISH IV	5	ENGLISH III	3	US HISTORY	1
	HEALTHFUL LIVING I	1	ENGLISH IV	3	VISUAL ARTS I	1
	PHYSICAL SCIENCE	2	PHYSICAL SCIENCE	1		
	SPANISH II	1	US HISTORY	2		
	TECH MATH II	1	VISUAL ARTS I	1		
	TECHNICAL MATH I	3	WORLD HISTORY	1		
	US HISTORY	6				
	VISUAL ARTS I	2				
	WORLD HISTORY	2				
9 teachers	13 courses	33 students	10 courses	17 students	6 courses	8 students

Attachment #2**2002-03 and 2003-04 East Wake High School Evening Program***Interview with Dusty Barnes, Evening School Administrator, January 25, 2005***Objectives****1. What was the program's purpose?**

- To help and to rescue students with day school problems (e.g., behavior, attendance)

2. What were the program objectives?

Assist students in their earning of needed high school credits by:

- Providing highly structured program in three periods per night, Monday through Thursday, each semester
- Providing small class sizes (minimum of 5 students, maximum of 12-15 students)
- Maintaining high attendance

Academic Opportunities**1. Courses: What type and level of courses were provided through the project?**

- a. What NovaNet courses were available?

2002-03: none available

2003-04: all core courses, including Tech Math

- b. What other courses were offered?

2002-03: English 2, 3, and 4, Algebra 1, Tech Math, World Civilization, U.S. History, ELP, Physical Science, Earth Science

2003-04: English 2 and 4, Algebra 1, U.S. History, Biology, Art

- c. If the other courses were also available via NovaNet, why were the NovaNet offerings not used?

The regular setting course proved to be better than the NovaNet course (e.g., Biology, English: no literature coursework in NovaNet)

2. Enrollment: How many students were served?

(electronic files of attendees emailed to interviewer)

3. How many students were needed to "make" a course?

5 minimum with 4 'iffy'; hopeful limit of 12 students per class with splitting of class into two classes if over 12. Poor class attendance could result in midcourse staff reduction.

Implementation

1. What were the program eligibility requirements?

- 01-02
 - a) no day school students (young mothers, working students, juvenile program students, students that didn't fit in with the regular day school program)
 - b) students needing only one night course to graduate in June
 - c) program open countywide but East Wake was the only location. Very few students from other high schools came.
 - d) Spring 2002 attendees larger due to FF (attendance failure) status, although these students with behavior problems did not want to attend night school
- 02-03
 - a) The philosophy of the program changed. Any student at any grade level could attend if he or she wanted to make up a failed course. Students at any grade level could attend for course grade recovery purposes (*passing grades not achieved yet in day school; attendance requirements could have been met*). For example, intelligent students attending day classes but not completing the class's homework requirements. Once receiving a passing grade of 80% in evening school (versus 70% in day class), the student earned the needed credit and was finished with the course. This seemed too hard for students. Evening school courses were available for students at the summer school fee per course.
 - b) A counselor was on site during this school year's evening program and was a positive influence on the students due to her student guidance work.
- 03-04

The philosophy remained the same, but it is likely a fee was no longer involved. It was in 2002-03, and still is, acceptable for a student to be enrolled in 4-day classes and 3 night classes per semester.

2. What were the expected outcomes? (e.g., dropout recovery, dropout prevention)

- Students to earn needed credits to catch up and/or graduate. In 01-02, expectation was for 90% of day school students to earn needed credits and 50% of night school students to earn needed credits. Results were much better than 50% for the evening school students.
- In 01-02, higher expectations of staff as well as of students. Great, strong staff in place.
- In 02-03 as well as in 03-04, same expectations as in 01-02 but student clientele had expanded to include any students who needed to recover a credit for a failed course.

3. Was the program implemented as planned? If not, why not?

- New evening school direction in 2002-03: dropouts, seniors, and course grade recovery
- Program implementation has improved over time with the addition of more structure and more teacher schedule flexibility and collaboration.
- The addition of NovaNet and course grade recovery aspects of program has been positive.
- Students finishing early in semester brought possibility of subsequent staff reduction early in term. There is also a voluntary staff reduction as the situation dictates. The staff is always flexible in meeting student needs.
- The block schedule caused a drop in restarts (*students re-taking a failed course from a previous semester to get back on track for on-time graduation*) in night school attendance.
- The drop in restarts was recouped via course grade recovery efforts provided by the NovaNet courses. (All course grade recovery is via NovaNet.)

4. What was number of staff involved? in what ways? in what teacher-to-student ratio?

- Fall 2002: 1 administrator, 6 teachers covering 7 courses with 1 teacher to every 6 or 7 students
- Spring 2003: 1 administrator, 11 teachers with 1 teacher to every 6 or 7 students
- Fall 2003: 1 administrator, 9 teachers (2 pairs sharing 1 course each pair) covering 9 courses with 1 teacher to every 6 or 7 students
- Spring 2004: 1 administrator, 8 teachers (2 teachers sharing 2 courses) covering 9 courses with 1 teacher to every 6 or 7 students

Student Outcomes**Was the project effective in terms of student outcomes?**

In 02-03, about 75% of the students took three courses each. In 03-04, about 15% of the students took three courses each.

Program Outcomes**1. Did the project meet program objectives?**

The current evening school administrator has held this role since the 01-02 school year and remarks enthusiastically that the program has absolutely met its objectives. In the fall 2002 semester, 90% of the students earned needed credits. About 60% of the Spring 2003 students earned needed credits, the drop likely due to the change in philosophy and in the types of students served. Usually, about 80% of the students earn needed credits.

2. What facets of the project are viewed as most effective? least effective? most efficient? least efficient?

- Most effective: small class size; tight administrative handle
- Least effective: decreased communication between the guidance department and the evening school staff since 01-02/03-04 guidance counselor left evening school position and has not been replaced.
- Most efficient: NovaNet availability
- Least efficient: cost of night school administrator even though on-call administration is needed

3. How could the project be made more effective? more efficient?

- To be more effective, a full-time guidance counselor would increase student attendees who have day school problems that slip through the cracks.
- To be more efficient, the non-NovaNet enrollment could be increased to get the full benefit of the program through higher enrollment numbers per class taught.

Attachment #3

<http://www.ncpublicschools.org/accountability/evaluation/Alternative/altdir9900.pdf>

Wake County Schools East Wake High Alternative Program

Contact Name: Ed Watson

Contact Title: Coordinator

Contact Phone: (919) 365-2692

Contact Fax: (919) 365-2628

Contact Email: ewatson@wcpss.net

Hours of Operation: 3:00pm to 9:00pm

Block schedule? Yes

Extended Day?

State-funded principal? No

Number of:

full-time teaching staff: 0

part-time teaching staff: 7

guidance counselors: 0

social workers: 0

school psychologists: 0

school nurses: 0

Does this program serve:

Expelled students? No

Suspended students? Yes

Exceptional students? Yes

Willie M. students? Yes

Section 504 students? Yes

Other students? Yes

Program Mailing Address:

5101 Bolesville Road
Wendell NC 27591

Program Physical Address:

Same as Program Address

Courier Number:

Number of feeder schools:

Elementary: 0

Middle: 0

High: 1

Program Site:

School-within-a-school

Number of years in operation: 3 years

Approximate age of current facility: 35 years

Condition of facility: good

Grade levels served: 9 - 12

Number of students anticipated this school year: 75

Enrollment capacity: 100

Typical length of time a student is enrolled: 1 year

<http://www.ncpublicschools.org/accountability/evaluation/Alternative/altdir9900.pdf>
(continued)

Program Description (provided by the program):

The alternative program at East Wake High School is designed as a safety net for high-risk students whose base school is East Wake. "High-risk" is defined as students whose academic performance, behavior or family circumstances have demonstrated not to allow the student to be effectively served in the traditional school setting. Included in the population of concern are drop-outs and students likely to drop out (students who have been long-term suspended for offenses not including acts of violence or other offenses which require long-term/year-long suspension, pregnant girls and/or new mothers whose personal circumstances require non-traditional school hours, and other youngsters who have demonstrated significant difficulty in coping with the academic and social complexity of the large, traditional school.) The safety net is intended to serve students for one year only, with the expectation that sufficient progress will be made to allow successful transition back to the traditional school after one year.

All students who enroll do so under a performance contract after a parental conference with a senior administrator. The contract specifies academic and behavioral requirements, including the student and his or her parent's commitment to successfully completing a year of the program. A clear focus is given to both academic and personal growth, especially growth in personal responsibility.

The school functions as a "school-within-a-school" model. It is organized around a modified block schedule, operating four evenings per week. Students enroll in four courses per semester on an alternating-night schedule. Only core academic courses and resource-based special education are offered. Classes are small; attention is highly focused and personalized. All terminal course requirements for students in the traditional program (successful course completion, final examinations, End of Course tests where applicable) apply.