

# SCORE

Second Chance Online Resource for Education

## 2014-2015 Annual Report



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# Table of Contents

|  |    |
|--|----|
| Program Description.....   | 3  |
| Enrollment Data.....   | 4  |
| Program Completion Data.....   | 5  |
| Staffing.....  | 6  |
| <ul style="list-style-type: none"><li>• Central Staff</li><li>• Teaching Staff</li><li>• Transition Counselors</li></ul> |    |
| Additional Resources.....  | 10 |
| Test Data.....   | 12 |
| Conclusions.....   | 15 |
| Next Steps.....  | 16 |

## 2014-2015 PROGRAM DESCRIPTION

In 2009, the Wake County Public School System began the **Second Chance Online Resource for Education (SCORE) Program** to provide English/Language Arts and Math instruction to middle and high school students recommended for long-term suspension. In 2010, the program expanded to include Social Studies and Science. In order to further meet the academic needs of our students, the SCORE program added the following electives—Study Skills (2011) and 21<sup>st</sup> Century Geography (2012). Participation in SCORE enabled students to continue their education in a media-rich, online learning environment. SCORE is committed to improving student academic achievement and retention through the use of innovative educational technologies.

### Program Features

- **Online Office Hours.** In addition to regular classroom instruction, teachers met with students in online office hours to provide individual, targeted instruction.
- **Professional Learning Teams (PLT).** Teachers met as a subject area and/or grade level PLT to exchange research-based principles and practices that enhance student learning.
- **Drop-out Prevention Activities.** Drop-out prevention activities included referrals to community resources, direct contact with parents and students regarding attendance issues, and student support when transitioning back to a traditional school setting.
- **Instructional Software.** Teachers and students used innovative instructional software that enhanced teaching and learning with technology and improved student learning.

### Academic Courses

All SCORE courses met *online* Monday–Friday.

#### Middle School

Courses offered 8:30AM–1:10PM

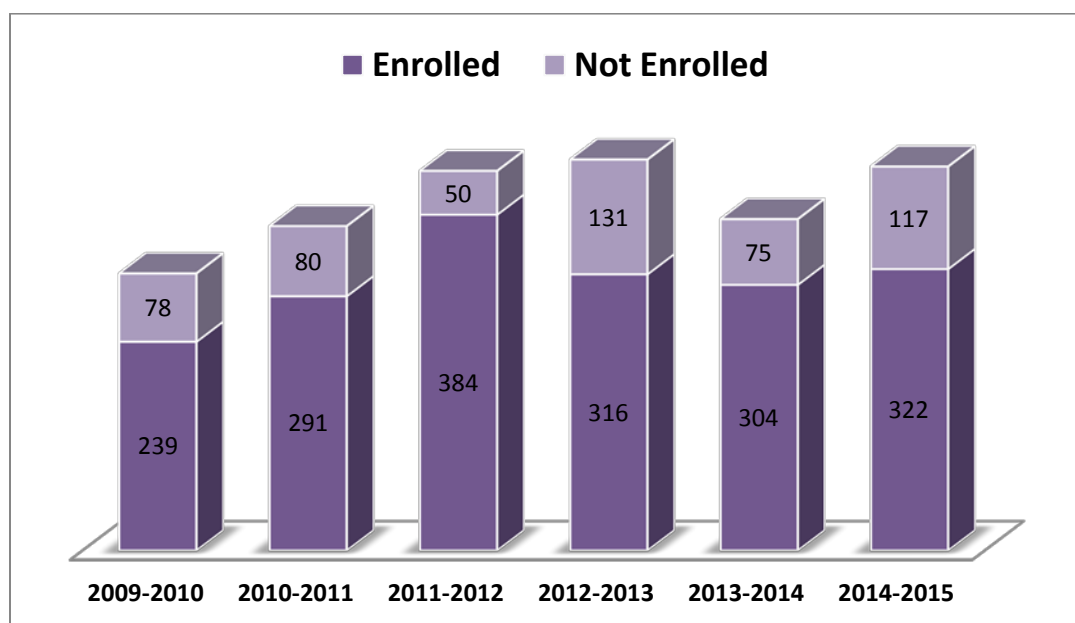
- Language Arts (6<sup>th</sup>–8<sup>th</sup> grade)
- Math (6<sup>th</sup>–8<sup>th</sup> grade)
- Math I (8<sup>th</sup> grade)
- Social Studies (6<sup>th</sup>–8<sup>th</sup> grade)
- Science (6<sup>th</sup>–8<sup>th</sup> grade)

#### High School

Courses offered 8:30AM–3:00PM for high school students; however, individual class schedules may vary depending on the course of study recommended by the base school.

- English 1, English 2, English 3, & English 4
- Math 1, Math 2, Math 3, & AFM
- Biology, Earth Science, & Physical Science
- 21<sup>st</sup> Century Geography, Civics & Economics, American History, Study Skills, & World History

## ENROLLMENT DATA



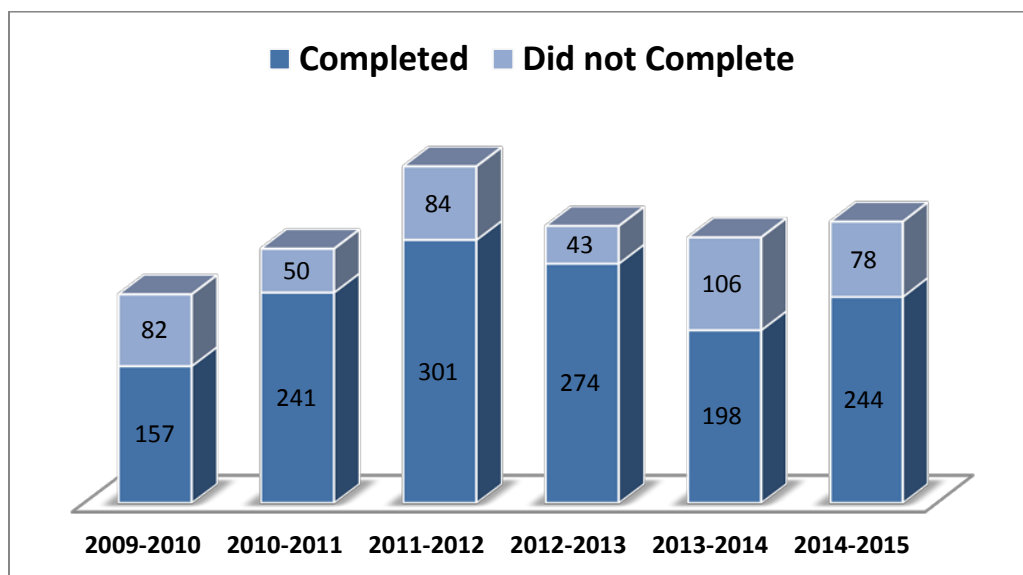
After base schools recommend students for long-term suspension, the Discipline Review Committee (DRC) decides the students who may attend the SCORE Program. These students were contacted by the Transition Counselors (TCs) and an orientation session was scheduled. Student enrollment into the SCORE Program began with an orientation session where students and parents signed a program agreement and received log-in credentials for all technologies used in the program. A new Board Policy was approved in the 2011-2012 school year allowing students to return to their respective base school after the fall semester. Prior to this change, all students remained in the program from the initial placement through the completion of the school year.

The chart below outlines the reasons students did not enroll in the SCORE Program during the 2014-2015 school year.

| 2014-2015  |  |
|--|--|
| TOP FIVE REASONS   | OTHER REASONS  |
| <b>52</b> Could not reach or did not show for multiple scheduled orientations<br><b>16</b> Declined to participate in the program<br><b>8</b> Lack of resources (i.e. no Internet and/or no transportation to a community site)<br><b>8</b> Suspension was reduced<br><b>7</b> Identified as Special Education student | <b>26</b> <ul style="list-style-type: none"> <li>• Incarcerated (6)</li> <li>• Left WCPSS (5)</li> <li>• Enrolled in ACE Program (4)</li> <li>• Adult HS Diploma/GED (4)</li> <li>• Rollover to 2015-2016 (2)</li> <li>• Job Corps, Private School, Tarheel Challenge, Student MIA (1 each)</li> <li>• School A/B Schedule Conflict (1)</li> </ul> |

## PROGRAM COMPLETION DATA

Students in the SCORE Program received continuous and ongoing support from all staff within the program. First, Transition Counselors (TCs) met with students and parents to complete the referral process, provided support during students' participation in the program, and helped students transition back to the base school when the SCORE assignment was complete. SCORE teachers interacted with students during the class period via voice and through the text messaging feature in the Blackboard Collaborate classroom environment. Additionally, teachers met with students individually in the virtual setting during office hours to provide extra help and support. Teachers and TCs communicated regularly with parents to provide updates on the students' progress and to provide support and guidance on optimal strategies to assist students. Additional support was provided to students by the SCORE Program central staff. Students were referred to a community site if they did not have a computer or access to the Internet from home. Students who had access to the Internet but no computer and no transportation to a community site were provided a loaner laptop to access their classes. Unfortunately, despite these efforts, not all students completed the program.



| TOP FIVE REASONS |                        | 2014-2015 |  | OTHER REASONS   |  |
|------------------|------------------------|-----------|--|---|--|
| 44               | Excessive absences     | 16        |  | <ul style="list-style-type: none"> <li>• ACE Fail/Declined (2)</li> <li>• Enrolled after 10<sup>th</sup> day (4)</li> <li>• No resources (2)</li> <li>• Enrolled from another district, hospitalized, withdrew from SCORE (1 each)</li> <li>• Wake Tech/GED (2)</li> <li>• Special Education services (1)</li> <li>• Wilderness Camp (2)</li> </ul> |  |
| 7                | Left WCPSS             |           |  |   |  |
| 5                | No show/no response    |           |  |   |  |
| 3                | Suspension was reduced |           |  |   |  |
| 3                | Incarcerated           |           |  |   |  |

# STAFFING

## 2014-2015 Central Staff

### **Delores Fogg, Program Administration**

- Teacher roles and responsibilities
- Course development and implementation of Common Core & Essential Skills
- Student academic and behavioral issues
- PLT information from teachers
- SCORE teacher hours, invoices, and contractual obligations
- District questions/responsibilities
- Program budget

### **Felicia Pierce-McKenzie & Veronica Hargett Student Services Support**

- Student attendance issues
- Liaison between SCORE and Transition Counselors
- Liaison between SCORE and Community Partners
- Social work support to students/parents in SCORE program
- Student schedules and course placement
- Graduation requirements

### **Brian Thacker, Interim Instructional Technology Coordinator**

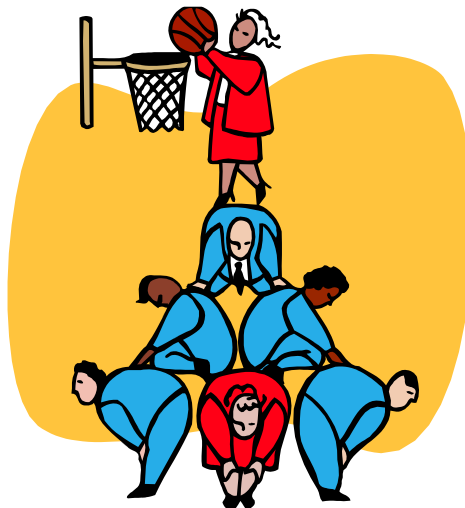
- SCORE student orientation sessions
- Technical support for Blackboard and Lotus Notes
- Teacher and student technology account information
- Equipment, textbook, and materials inventories
- Laptop lending program

### **Nita Dail, Student Information Data Manager**

- Student records—attendance, schedules, report cards
- Power School contact
- Enrollment and withdrawal process
- Course registration in Power School
- Coordination with base school data managers

### **Ron Hollar, Counselor**

- SCORE student orientation sessions
- Student schedules and course placement
- Graduation requirements



## 2014-2015 Teaching Staff

While there are several factors contributing to the success of the SCORE Program, the main factor has and continues to be the teachers in the program. First, teachers in the program demonstrated the desire and disposition to work with students who were often disengaged from school due to behavior and/or academic failure. Teachers were able to provide 24/7 support (i.e. students and parents frequently email, telephone, and text teachers, students have access to lesson materials via Blackboard, etc.) Additionally, teachers developed expertise in the delivery of instruction via the live virtual classroom setting. They used the technology tools available to create a classroom climate conducive to learning. For example, teachers often provided individual instruction via breakout rooms and using the flipped classroom approach. The latest information was easily brought into the classroom via Internet resources used.

**Middle school students** participated in Language Arts, Math, Social Studies, and Science. Each of these courses had 60 minutes of direct instruction in a live Blackboard Collaborate classroom. Each teacher also maintained a Blackboard site where assignments and other course materials were posted. The following are the middle school teachers that provided the direct instruction for our middle school students:

| 2014-2015<br>MIDDLE SCHOOL     |                 |                         |                 |
|--------------------------------|-----------------|-------------------------|-----------------|
| Course                         | Teacher         | Course                  | Teacher         |
| 6 <sup>th</sup> Language Arts  | Terri Galeazzi  | 6 <sup>th</sup> Math    | Lisa Rainey     |
| 6 <sup>th</sup> Social Studies | Terri Galeazzi  | 6 <sup>th</sup> Science | Lisa Rainey     |
| 7 <sup>th</sup> Language Arts  | Kortney Gibbons | 7 <sup>th</sup> Math    | Sara Mann       |
| 7 <sup>th</sup> Social Studies | Leslie White    | 7 <sup>th</sup> Science | Angela Karraker |
| 8 <sup>th</sup> Language Arts  | Kathryn Hedrick | 8 <sup>th</sup> Math    | Tracy Cap       |
| 8 <sup>th</sup> Social Studies | Jessie Southard | 8 <sup>th</sup> Science | Nicole Watkins  |
| Math I                         | Tracy Cap       |                         |                 |

**High school students** had the opportunity to participate in English I, English II, English III, English IV, Math I, Math II, Math III, Advanced Functions and Modeling (AFM), Biology, Physical Science, Earth Science, American History I & II, World History, Civics and Economics, 21<sup>st</sup> Century Geography, and Study Skills. The classes were decided based upon students' schedules from the base school. Each teacher also maintained a Blackboard site where assignments and other course materials were posted. The following are the high school teachers that provided the direct instruction for our high school students:

| 2014-2015<br>HIGH SCHOOL |                |                                    |                   |
|--------------------------|----------------|------------------------------------|-------------------|
| Course                   | Teacher        | Course                             | Teacher           |
| Biology                  | Debbie Mallard | Math I                             | Dawn Laughter     |
| Physical Science         | Toni Blackwell | Math II                            | Michelle Levesque |
| Earth Science            | Jack Collins   | Math III                           | Melissa Barnhart  |
| English I                | Tara Kramling  | AFM                                | Marya Wagner      |
| English II               | Sharon Garrett | 21 <sup>st</sup> Century Geography | Carol Johnson     |
| English III              | Dawn Kurtz     | World History                      | Tammy Marshall    |
| English IV               | Shannon Stone  | Civics and Economics               | Peter landiorio   |
| Study Skills             | Karen Collins  | US History                         | Karen Hawkins     |





## 2014-2015 Transition Counselors

Transition Counselors (TCs) facilitated the transition for students who have been recommended for long-term suspension from the Wake County Public School System. They assisted students in maximizing their education options by providing counseling services and collaborating with base schools and community programs. TCs were assigned to all middle and high schools.

## 2014-2015 Transition Counselor Assignments

### **Lisa Coombs-Martin**

Durant Road Year-Round Middle  
Heritage Year-Round Middle  
Heritage High School  
Knightsdale High School  
Millbrook High School  
Rolesville Year-Round Middle School  
Rolesville High School  
\*Wakefield High (Base)  
Wakefield Middle  
Wake Forest High  
Wake Forest Middle  
Wendell Middle  
West Millbrook Middle  
Zebulon Middle

### **Felicia Pierce-McKenzie(Lead)**

\*East Garner Middle (Base)  
East Millbrook Middle  
Garner High  
North Garner Year-Round Middle  
Vernon Malone CTE Academy

### **Linda Stansell**

Apex High  
Apex Middle  
Athens Drive High  
Cary High  
Davis Drive Middle  
East Cary Year-Round Middle  
East Wake Year-Round Middle  
East Wake High(All Schools)  
\*Green Hope High (Base)  
Lufkin Road Year-Round Middle  
Mills Park Middle  
Panther Creek High  
Salem Year-Round Middle  
Southeast Raleigh High  
West Cary Middle

### **Barbara Pherribo**

Dillard Drive Middle  
Enloe High  
Fuquay-Varina Middle  
Fuquay-Varina High  
Holly Ridge Middle  
Holly Grove Year-Round Middle  
\*Holly Springs High (Base)  
Middle Creek High  
Wake Early College  
West Lake Year –Round Middle

### **Gayla Hollingsworth**

Broughton High  
Carnage Middle  
Carroll Middle  
Centennial Middle  
Daniels Middle  
Hilburn Academy  
Leesville Road Middle  
Leesville Road High  
Martin Middle  
Mary Phillips High  
Moore Square Middle  
Mt Vernon Middle  
\*Reedy Creek Middle (Base)  
River Oaks Middle  
Sanderson High  
Wake Young Men's Leadership  
Academy  
Wake Young Women's Leadership  
Academy  
Wake NCSU STEM Early College High

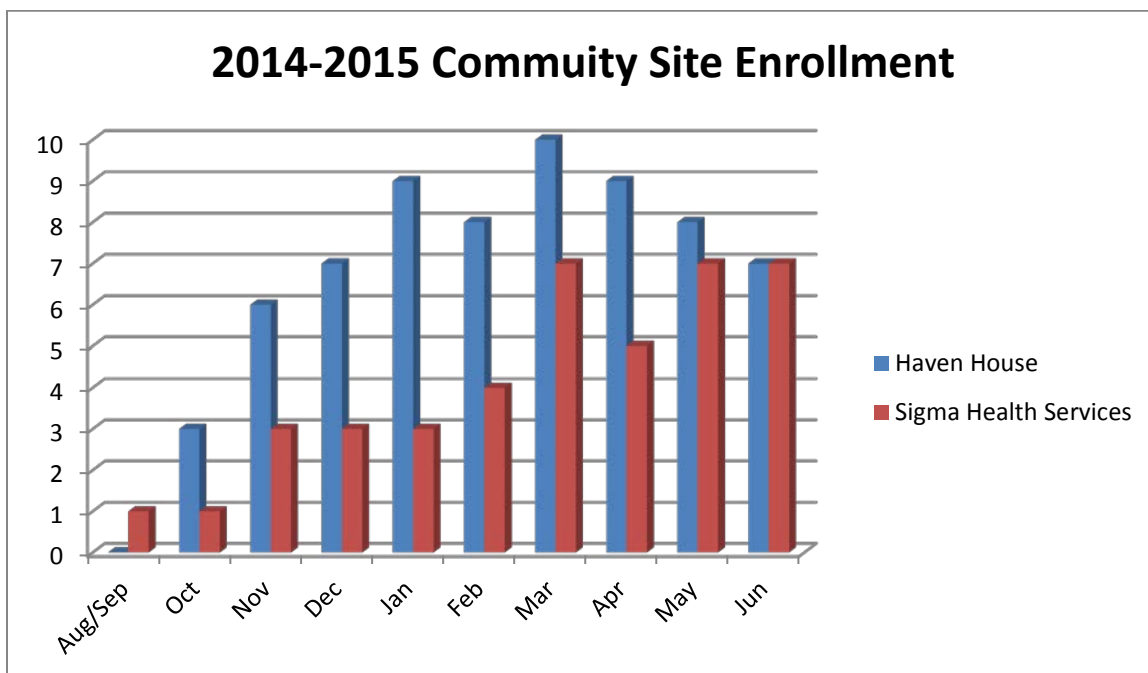
\*Denotes Base School  
Revised 10/22/2014

## ADDITIONAL RESOURCES

### Community Sites

Contracts were generated between Wake County Schools and two community agencies to provide supervision and computer and Internet access for students who did not have this resource at home. Each site was contracted to provide a maximum of 10 seats per month for students needing this service. Enrollment at a community site is fluid as students are not mandated to remain at the site.

| SCORE Community Sites |   |                |   |            |
|-----------------------|---|----------------|---|------------|
| Agency                | Contact Person                                  | Phone          | Location  | # of Seats |
| Haven House Services  | Amy Spalding<br>aspalding@havenhousenc.org      | (919) 833-3312 | 600 W. Cabarrus St.<br>Raleigh, NC 27604            | 10         |
| Sigma Health Services | Jamie Horton<br>Jhorton@sigmahealthservices.com | (919) 848-9108 | 8368 Six Forks Rd<br>Suite 102<br>Raleigh, NC 27615 | 10         |



## Technology Resources

Students with Internet access but no computer were able to borrow a laptop from the supply of used laptops recused from departments that purchased new ones. Through the diligence of the Instructional Technology teacher, the inventory increased to 96 laptops which were loaned out on a rotational basis.

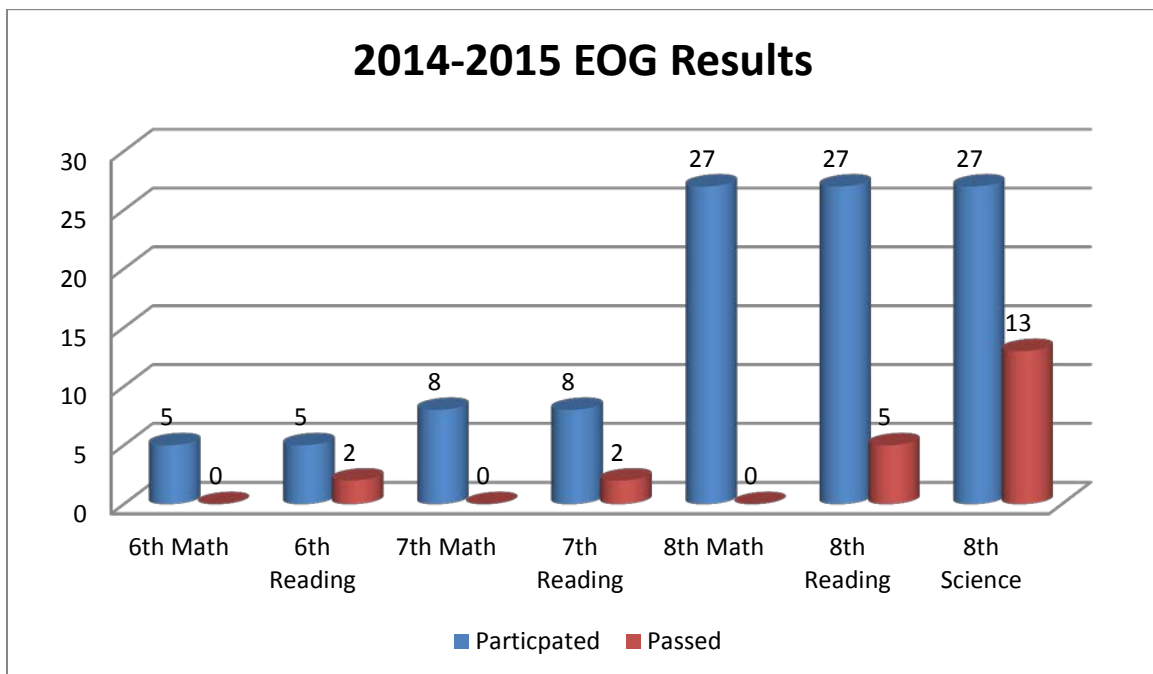
Four wireless Internet cards were purchased to be used by students who had no other options to participate in the SCORE Program.



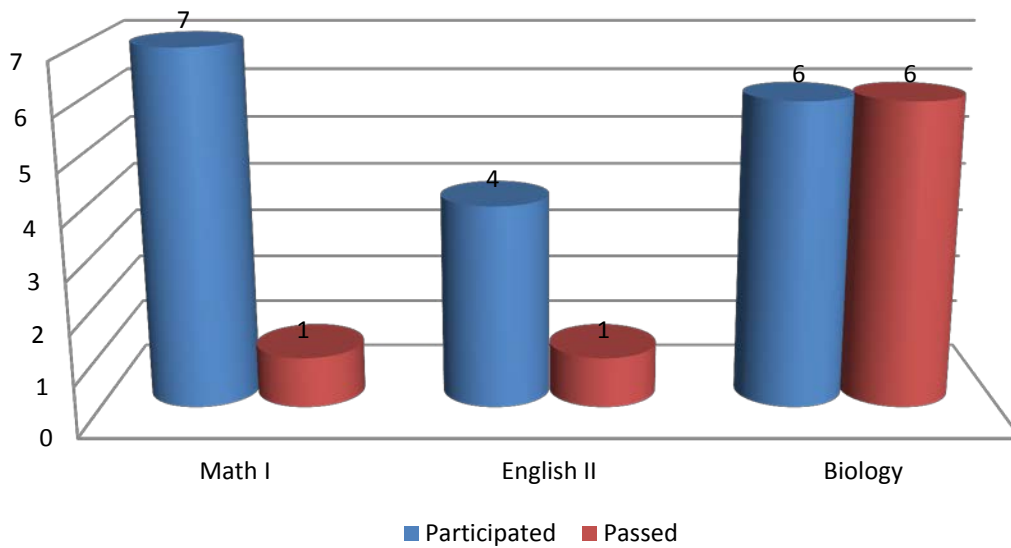
## TEST DATA

All SCORE Program students participated in the state testing program. All students reported to Crossroads II to take End-of-Course tests in the fall and spring and End-of Grade tests in the spring. Tests were administered and proctored by SCORE Program staff (teachers, TCs, and central services staff).

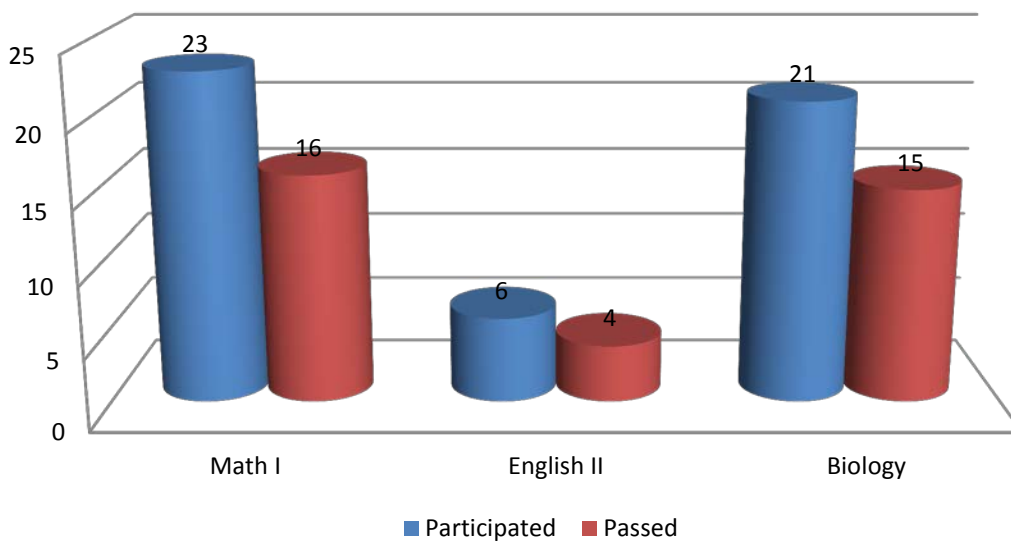
The data reflect the students taking the test who happened to be in the SCORE Program during the testing period. The length of time students were in the SCORE Program varied since students entered SCORE after they were suspended, therefore, for most students test results reflect a limited period of instruction from SCORE staff. A cut-off period was established so that students who entered SCORE after a designated time were tested at the base school.



### 2014-2015 Fall EOC Results



### 2014-2015 Spring EOC Results



## PROMOTION/RETENTION/GRADUATION

While students in the SCORE Program participated throughout the school year, many of them returned to their base school prior to the end of the year when promotion and retention decisions were made. Therefore, a comparison of promotion and retention decisions as well as graduation rates can only be captured for the students who were participating in the program during the month of June. All promotion and retention decisions were made by the base school principal after receiving input from the SCORE Program on progress students made while in the program. The chart below compares this data for the past two years. It is encouraging to see that more students were promoted and fewer were retained. It is important to note that without the SCORE Program students represented in the chart below would not have had the benefit of continuing their education and likely would have become a dropout statistic.

|                           | June 2014  | June 2015    |
|---------------------------|------------|--------------|
| Participating During June | 137        | 168          |
| Promoted                  | 73 (53.3%) | 102 (60.7%)  |
| Retained                  | 54 (39.4%) | 57 (33.9%)   |
| Graduating Seniors        | 7/10 (70%) | 8/12 (66.7%) |

## CONCLUSIONS

The SCORE Program has evolved into a program where long-term suspended students are able to find success. Each year we review the program to determine those activities, strategies, etc. we should keep, stop, or start. Using the feedback from parents, students, teachers, and staff, adjustments have been made to the program. Unfortunately, we have found that some students have not experienced success in SCORE. This lack of success is attributed mainly to students not attending at all or on an inconsistent basis. Despite all of the wraparound support, this factor is still an issue for a small percentage of our students.

## NEXT STEPS

1. High school students will have a full course load via courses in GradPoint.
2. Beginning with the 2015-2016 school year, all SCORE Program teachers are full-time permanent employees versus contract employees.
3. High school juniors and seniors will receive instruction via GradPoint since the number of teachers has been reduced from 26 contract teachers to 12 full-time teachers.
4. We will continue to collaborate with Data & Accountability to develop a growth model to measure academic progress for SCORE Program students.
5. An Attendance Committee consisting of all TCs, the SCORE Program counselor & data manager, and the director will meet on at least a monthly basis to review students with attendance issues and to develop strategies to assist them with remaining in school.