

CARTER G. WOODSON SCHOOL RECOMMENDS ITS' OWN GRADING SCALE

The Carter G. Woodson School administration is recommending to the Carter G. Woodson Board of Directors that it adopt its own grading scale to include all indicators that reflect the schools academic performance. The Carter G. Woodson School, a public charter school, as well as a Local Education Agency (LEA), and our own K-12 school system, with an active Board of Directors will be asked by its school administration to adopt such a resolution at its next board meeting. Pursuant to NC Law the Carter G. Woodson School Board of Directors has the authority to exercise all of the liberties and responsibilities necessary to provide children with a quality education.

The North Carolina General Assembly passed a law in 2012 requiring the NC Department of Public Instruction to give a grade — A, B, C, D or F — to each school based on end-of-grade and end-of-course test scores in conjunction with other criteria for high schools. The state's formula is based 80 percent on students' proficiency on those high stakes tests (proficiency), and only 20 percent on how much students have grown and learned through out the school year (growth). Basically, it does not matter how much the children have grown but ultimately where the students ended up.

The Carter G. Woodson School believes that the formula the General Assembly of North Carolina and the State Board of Education has produced does not reflect the role of public charter schools in helping children in need of additional support to grow academically. The state's formula only provides for 20% of the overall grade for student growth. From the inception of the Carter G. Woodson charter, our students continue to grow and make progress. Based on the state's formula, the growth factor is not given much weight and does not allow for those intangible factors that affect student performance.

Carter G. Woodson School met our growth standards. This means that our children are moving and learning academically. Based upon the state's formula, this is not given too much weight. The state's grading scale gave us a base line score of (F), in spite of the fact that Carter G. Woodson School met growth and our children continue to grow.

The grading formula recommended by the administration of Carter G. Woodson School to the Carter G. Woodson Board of Directors takes into account the following indicators along with the state's formula: (1) total number of our students receiving free and reduced lunch based upon Federal guidelines for poverty; (2) total number of Hispanic students; and (3) Limited English Proficiency students (LEP). All of these factors will give our community an honest grade on how well Carter G. Woodson School is doing in preparing college ready students.

Carter G. Woodson student population is 94% free and reduced lunch, and fifty-two percent Hispanic. These are high numbers and thus the school administration is going to

recommend an increase in the grade received from the state. Within the student population of Carter G. Woodson, over thirty percent are LEP. Based upon research, “a period of 5-7 years was required, on average for immigrant students to approach grade norms in academic aspects of English.”¹

The Board of Directors of Carter G. Woodson established our charter to provide for the academic success of any student that enters our doors. The faculty and staff of Carter G. Woodson valiantly take on that challenge everyday. Based upon scores from the 2013-2014 school year, our children grew academically. Within our internal and objective formula, the school shall receive a grade of ‘B’. We feel this is an honest assessment of our school based upon the particulars of our student population.

¹Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. (pp. 71-83). New York: Springer Science + Business Media LLC.