



Alabama Public Charter School Commission 2019-2020 Annual Report

School Overview

Accel Day and Evening Academy is Alabama's first charter school. It is a 9-12 public charter high school beginning its fourth year of operation. Accel Day and Evening Academy aims to re-engage and inspire youth to unlock their academic potential by connecting to students' gifts and passions through personalized learning pathways that build students' social and emotional well-being, academic skills, and professional mindsets, so they are prepared to be lifelong learners ready for college, careers, and civic life. Accel focuses on serving uniquely vulnerable populations – those who are disinterested in the traditional learning environment, those who are disconnected from the learning environment, and those who are over-aged, under-credited, or have already dropped out of school. Accel's model is a competency-based, student-centered, blended-learning model, which leverages wraparound services and case management supports to meet students' needs and help all students persist and achieve their goals of graduating college and career ready.

Student Demographics

334 students served

- 73% were one or more grade levels behind (overage and undercredited)
- 80% with below average reading and math skills
- 12% were court-involved
- 82% poverty rate

Enrollment: During the 2019-2020 school year, 624 students applied for 150 available seats.

Key Successes for the 2019-2020 School Year

- ACCEL's 4-year on-time graduation rate increased from 64% in 2018-2019 to 73% in 2019-2020. This represented a 28-percentage point increase above the national average for back-on-track alternative education campuses (ACCEL -73% vs. National Average - 45%).
- According to the NWEA Map Assessment data, students grew at a pace of two years of growth in one year in mathematics and three years of growth in one year in reading/language arts.
- Chronic absenteeism reduced from 35% in 2018-2019 to 26% in 2019-2020.
- Average daily attendance increased from 86% in 2018-2019 to 94% in 2019-2020.
- The percentage of students earning the required credits to put them on track to graduation increased from 77% to 79%.
- ACCEL was awarded a \$1.5 million charter schools grant from New Schools for Alabama to support its expansion to middle school during the 2020-2021 school year.

2020 Charter Performance Framework

Type	Indicator	Metric	Below	Meets	Exceeds
ALSDE	Academic Achievement	Percent of students proficient on ACT	0-22%	26%*	45-100%
ALSDE	Academic Growth	Percent of students growing their performance from Pre-ACT to ACT	0-71%	72-80%	88%*
ALSDE	On-Time Graduation	Percent of students who graduate within four years of entering high school for the first time (4-year ACGR)	0-49%	50-66%	73%
Mission Specific	Extended Graduation	Percent of students who graduate within 5 years of entering high school for the first time (5-yr ACGR)	0-59%	69%*	88-100%
ALSDE	Chronic Absenteeism	Percent of students missing 18 or more days during a school year	100-45%	26%*	24-0%
ALSDE	CCR	Percent of four-year ACGR cohort members who graduate meeting ALSDE definition of College and Career Ready	26% (No CTE)	50-66%	67-100%
Mission Specific	Credit Earning	Percent of students earning six or more high school credits annually	0-64%	79%	80-100%

Key Challenge for the 2019-2020 School Year

While this year represented strong progress, we have a long way to go to fully reach our expanded definition of student success. We aspire to support graduates who are academically, socially, and emotionally ready for the world in front of them. To this end, we are focused on improving the number of students graduating college and career ready. During the 2019-2020 school year, only 26% of students graduated with this indicator. Typically, high schools in Alabama utilize career technical education (CTE) programs to graduate their students with a college and career ready indicator. After approval by the ALSDE, ACCEL launched its CTE programming during the 2019-2020 school year, but students were not able to participate in the required credential testing because of the closure of school due to Covid-19. During the 2020-2021 school year, ACCEL made instructional adjustments so that students can earn a college and career

readiness credential regardless of learning in-person or virtually. We plan to double the percentage of students earning a credential during the 2020-2021 school year.

Looking ahead to the 2020-2021 School Year

Back to School During Covid-19

- ACCEL has exceeded its enrollment target of 330 students, despite the challenges of the pandemic.
- 58% of students are learning in-person, and 42% of students are learning virtually.
- To date, ACCEL has not had a positive case of Covid-19 on campus.
- The school remains committed to maintaining its balance between ensuring health/safety and creating supportive in-person/virtual learning environments for its scholars.

2020-2021 Annual Goals

- 330 students enrolled
- 80% of students earning 6 or more high school credits annually
- 25% of students or less are chronically absent
- 70% of students graduate on time (within 4 years of entering any high school)
- 80% of students graduate within 6 years of entering high school
- 50% of students graduate college and career ready as measured by earning a college-level entry score on the ACT, earning college credit in high school, or earning an approved industry-based employment certification