



Central Wake High School Remote Charter Academy

Greetings and Introductions

Dr. Yolanda Burwell



Tom Hanley



- Board Vice President Dr. Yolanda Burwell and Executive Principal Tom Hanley present this amendment request on behalf of Central Wake High School's governing board and leadership team
- Central Wake seeks to add a regional Remote Charter Academy serving grades 9-12 under our existing charter
- This amendment responds to increased demand for high-quality remote learning pathways while preserving in-person accountability and relationship-based support
- The Remote Charter Academy will serve 100 students initially in 2026-27, scaling to 200 in Year Two, and 225 students in Year Three
- Central Wake is partnered with Second Mile Education, delivering the same instructional and support model as Stewart Creek and Commonwealth who were both approved in January 2026 for ten-year renewal terms

What Makes Central Wake Different

When enrolling at our school, our students are:

- Reading and performing math at the 5th grade level
- 2 or more years behind their expected grade level
- An average GPA of 1.8
- 69% are pregnant, parenting, or caring for a family member
- 50% are working full- or part-time jobs to support their families
- They require non-traditional academic support, services, and school scheduling to succeed



What Makes Central Wake Different

Our distinct model includes:

- Individualized teacher-directed, technology-enhanced, mastery-based learning
- Flexible scheduling designed around the students' competing real-world responsibilities
- Individualized Success Plans and *My Success Dashboard* measuring even small achievements to keep students motivated
- Robust on-site and community-based support for mental health, family needs, and career development
- Career & Technical Education (CTE) offerings and a required student transition plan for post-secondary success

My Courses

Start Date	Course	Progress	Score
12/1/2024	DXL Enrollment (Zero Credit Value)	In Progress	%
1/13/2025	Reading 4 FY 23-24	In Progress	%
1/17/2025	Agile Personal, Social, Career Development TB	<div style="width: 6%;"></div> 6%	%
4/9/2025	EDM NC World History, CR	<div style="width: 11%;"></div> 11%	%
4/25/2025	EDM NC Physical Science	<div style="width: 84%;"></div> 84%	%

[View my graduation plan](#)

My Graduation Progress

Estimated GPA: 1.37
Total Credits: 8.5

Credits Earned (Semester): 3.00
Credits Earned (School Year): 3.00
Reading Skills Grade Level: 4.00
Total Required Credits Earned: 3.50
Total Credits Earned: 3.50
Math Skills Grade Level: 3.60
Graduation Progress: 35%

My Reading Progress

Reading Plus Progress and Goals

My Starting Level: I
My Current Level: J
My Levels Gained: 1
My Target Level: J

100%
% to Goal

My Attendance

This month 77% (missed 2)
Program 88% (missed 2)

Present Tardy Absent No School

October 2025

Monday	Tuesday	Wednesday	Thursday	Friday
29	30	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

My Future

My Mentor: E. Bruce
My Teacher Advisor: E. Bruce

My Career Path: Military
My Profession: Navy

Military Checklist

- Research military service branches
- Select branch of military service
- Meet with recruiter
- Complete enlistment application
- Submit enlistment application
- Sign enlistment papers
- Meet enlistment requirements

My Goals

Short-Term: 1 come to school everyday, 2 complete the work
Long-Term: 1 Finish my work on time and on target, 2 Graduate from high school, 3 Join the military and then go to college.

My Feedback

Comment	Instructor	Date Posted
You are off to a great start with an 88% attendance commitment, great progress in your reading plus and science class, and some amazing action steps toward your goal of joining the military. Stay the course... We believe in you!	Ms. Wynn	10/14/2025

Academic Outcomes of our Last Three Years: “Highly Effective”

Central Wake has earned the highest alternative accountability rating of “**Highly Effective**” under Option C Accountability Model each year

Accelerated Credit Accumulation

- Central Wake students **accelerate learning**, earning credits at more than **twice the rate** of their prior schools over the last two years.
- Strong Credit Accumulation reflects **consistent academic recovery**.

<u>Measure</u>		<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Credit Earning - Students have earned credits at a low rate in previous schools. For students attending 1+ semesters, the school seeks to increase in the credit earning rate from the students' prior schools.	Average per year Credit Earning Rate before enrolling at Central Wake	2.4	2.5	2.4
		Credits	Credits	Credits
	Average Credit Earning Rate after attending one or more semesters at Central Wake	3.2	6.3	6.0
		Credits	Credits	Credits
	Percent Increase	31%	152%	148%
		Increase	Increase	Increase

Reading Skills Growth

- Most students show **significant Reading skill gains within one semester** of targeted support.
- In 2024–25, **95%** of students **advanced at least one grade level**, **85% gained two or more**, and **57% gained three or more grade levels**—clear evidence of the model’s power to close literacy gaps.

<u>Measure</u>	Growth after one semester of remediation			
		2022-23	2023-24	2024-25
Improvement in Reading Skills (Students enter the school with deficient reading skills. The school provides remediation to assist with improved reading skills)	1 or more grade skill levels	92.90%	95%	95%
	2 or more grade skill levels	80.79%	83%	85%
	3 or more grade skills levels	56.99%	63%	57%

Central Wake Student Impact

- While only 44% of students enter Central Wake with a GPA of 2.0 or higher, 91% of students earn a 2.0 or higher, demonstrating significant academic recovery
- Last year, 94 students graduated from Central Wake High School and 70 (74%) of these graduates caught up and graduated on-time with their original cohort
- 94% of students received on-site social-emotional support services delivered by school social workers and community agency partners
- 100% of parents would recommend our school to a friend or family member
- Over 96% of students report satisfaction and believe Central Wake provides a high-quality education and real opportunity to succeed



CENTRAL WAKE IMPACT REPORT

2024-2025

<p>After entering at a 5th grade reading level and engaging in 1+ semesters of remediation:</p> <p>95% increased by at least one grade level</p> <p>85% increased by at least two grade levels</p> <p>57% increased by three plus grade levels</p> <p>The average student is reading four grade levels higher.</p>	<p>94</p> <p>off-track students graduated with a high school diploma.</p>	<p>70</p> <p>off-track students graduated on time with their graduation cohort.</p>	<p>41</p> <p>off-track students returned to their district school.</p>
<p>100% of parents would recommend our school to a friend or family member.</p>	<p>44% entered our school with a GPA of 2.0 or higher.</p> <p>91% achieved a GPA of 2.0 or higher after 1+ semester.</p>	<p>100%</p> <p>of parents would recommend our school to a friend or family member.</p>	
<p>Typical Student Referred to Us:</p> <p>87% were below grade level in reading (avg. 5th grade)</p> <p>94% were below grade level in math (avg. 5th grade)</p> <p>1.80 Average GPA upon entering our school</p> <p>Approaching 17 years old and two or more years behind their expected grade level.</p> <p>Avg. number of credits earned at just 6 (18 credits behind the total needed to graduate at a traditional high school).</p>	<p>Support Services:</p> <p>53 support agencies and organizations we partner with.</p> <p>94% of students took advantage of our family support services.</p>	<p>Credit Earning Improvement:</p> <p>Before Entry: 2.4 credits/year</p> <p>Our School (+1 Semester): 6 credits/year</p>	
<p>Approaching 17 years old and two or more years behind their expected grade level.</p> <p>Avg. number of credits earned at just 6 (18 credits behind the total needed to graduate at a traditional high school).</p>	<p>31% parenting or responsible for the care of a family member.</p> <p>51% working full or part-time jobs to support themselves or family.</p>	<p>148% increase in credit earning rate.</p>	<p>School Grade: Highly Effective</p> <p>Central Wake has been assigned the highest possible rating by the state's accountability model.</p> <p>Central Wake is accredited by Cognia.</p> 

The Challenge we Must Solve

Central Wake's current in-person model unintentionally excludes capable, motivated students whose life circumstances make daily attendance unrealistic. **Today, this results in:**

- Enrollment tied to daily physical presence, regardless of student capability
- Attendance barriers outside the school's control (transportation/distance from school, work, health, caregiving)
- Students forced to choose between basic survival needs and school
- Disengagement and withdrawal driven by **model rigidity, not academic failure**

What the Remote Charter Academy Enables

The Remote Charter Academy extends Central Wake's proven dropout-prevention model beyond the campus, **without sacrificing accountability. This model:**

- Removes geography and seat-time as barriers to persistence
- Allows continuous enrollment during periods of instability
- Preserves weekly in-person engagement for connection, assessment integrity, and support
- Strengthens, rather than replaces, Central Wake's existing success framework

In short: this model keeps students connected *when life would otherwise push them out.*

The Amendment: Central Wake Remote Charter Academy

Central Wakes seeks approval to amend its existing charter to operate a face-virtual, regional remote instructional option known as the Central Wake High School Remote Charter Academy.

What is Being Added

- A Remote Charter Academy serving grades 9-12
- A blended remote instructional model consisting of four remote days, and one required in-person day per week

What is Not Changing

- Governance under the same board
- The school's mission, accountability framework, academic calendar, graduation requirements, and accreditation
- Instructional systems, curriculum, and comprehensive student supports



Central Wake's Program Model

- **Dual-Delivery Instructional Model:** Primarily remote instruction for students enrolled in the Remote Charter Academy and full-time, in-person instruction for other students served by the charter
- **Two Student Cohorts Under Unified Systems:** Remote and in-person students operate under the same governing board, leadership, instructional systems, curriculum, and accountability framework
- **Enrollment Boundaries:** Regional remote charter academy admits students from Wake County and contiguous counties to ensure reasonable access for weekly in-person requirements
- **Flexible Scheduling Within a Structured Calendar:** Remote students follow Central Wake's annual calendar across three daily sessions of four hours each (7:30 AM – 11:30 AM, 12:00 PM- 4:00 PM, 3:00 PM- 7:00 PM)
- **Mastery-Based, Teacher-Directed Instruction:** Personalized learning supported by technology, with ongoing monitoring of credit accumulation and academic progress
- **Comprehensive Student Supports:** Integrated supports and postsecondary planning for all students regardless of instructional cohort
- **Attendance and Engagement:** Attendance based on documented instructional engagement including coursework completion, assignment submission, and participation in virtual and in-person sessions
- **In-Person Assessment and Accountability:** All state testing and final exams administered on campus to ensure test security and data integrity

Staffing Plan for Remote Academy

- **Instructional Staff:** All core content instruction will be delivered by current Central Wake High School teachers who hold appropriate North Carolina licensure in their assigned content area. Teachers are school employees, not third-party vendors, and are trained to deliver virtual, blended, and in-person instruction aligned to the school's instructional model. Instructional staff levels will scale with enrollment to ensure appropriate student-to-teacher ratios and instructional quality across both cohorts
- **Additional Required Remote Academy Staffing Support**
 - **Positions:** To meet statutory and operational requirements for remote instruction, the following dedicated support roles will be established for the Remote Charter Academy
 - **Instructional Technology Facilitator** to support students and teachers with technical issues and platform utilization
 - **Help Desk Technicians** to provide immediate technical assistance during all instructional hours across three daily sessions
 - **Library Media Specialist** to support digital resource access, research skills, and information literacy for remote learners
 - **Data Manager** to track student engagement, attendance, progress, and outcomes across both delivery models ensuring compliance and continuous improvement



Sustainability and Program Viability

The Remote Charter Academy achieves scale while maintaining staffing quality and instructional fidelity, demonstrating long-term sustainability

Key Drivers

- **Enrollment Growth:** Staffing scales as enrollment scales from 100 to 225 students
- **Remote Charter Academy Demand:** This is about meeting students where they are: if a student is parenting, working to keep the lights on, or managing instability, we can't ask them to choose survival over school;
- Central Wake High School can serve many more students on the edge of dropping out, students who need a school that is flexible to their needs
- **Flexibility with Accountability:** Removing geography and seat-time as barriers but still requiring weekly in-person connection at any one of the three sessions, and secure on-campus testing, we can expand access without losing accountability.

Year	Enrollment	Remote Academy Personnel	Central Wake Shared Staff	Total Personnel
2026-27	100	12.5	5	17.5
2027-28	200	22	8	30
2028-29	225	23	8	31
2029-30	225	23	8	31
2030-31	225	23	8	31

Why This Works for a Remote Model

The Remote Charter Academy leverages Central Wake's existing instructional systems leadership structure, and support services, allowing the school to expand access without duplicating core costs.

Thank You

