

**Minutes of the
North Carolina Charter School Advisory Board
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 6, 2017**

Attendance/NCCSAB	Alan Hawkes Joseph Maimone Phyllis Gibbs Sherry Reeves Cheryl Turner Lindalyn Kakedelis Lynn Kroeger	Alex Quigley Tammi Sutton - <i>Absent</i> Steven Walker Kevin Wilkinson
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Deanna Townsend-Smith, Assistant Director Shaunda Cooper, Consultant Stephenie Clark, Consultant Craig Tucker, Consultant	<i>SBE</i> <i>Attorney General</i> Tiffany Lucas <i>SBE Attorney</i> Jason Weber

CALL TO ORDER

- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 8:35 am by Chairman Alex Quigley who read the Ethics Statement and CSAB Mission Statement. Mr. Steven Walker led the Pledge of Allegiance. Mr. Walker communicated he would be recusing himself from any discussions regarding the proposed Starmount Charter application. Ms. Turner recused herself from any discussion of the proposed Movement East application.
- **Mr. Joe Maimone made a motion to approve the October 2017 meeting minutes with recommended changes send to Dr. Townsend-Smith. Ms. Phyllis Gibbs seconded. The motion passed unanimously.**

SCHOOL UPDATES

Kestrel Heights Charter School

- Chair Quigley confirmed with the Office of Charter Schools that any discussion regarding the Kestrel Heights Charter School submitted audit would be delayed to the December CSAB meeting to allow OCS to review and prepare a presentation to the board.

- Mr. Alan Hawkes requested a general update on the school since its transition from K – 12 to K – 8 as conditions of its renewal. Dr. Townsend-Smith outlined that the school continues to provide its monthly reports as part of the stipulations and no other developments have occurred to date.

NC Connections Academy

- Dr. Townsend-Smith introduced members of the administration and board for NC Connections Academy. Additionally, she reminded the board of the materials submitted by the school on eboard and the materials provided by OCS in preparation for this presentation.
- Dr. Nathan Currie, Superintendent, NC Connections, thanked the board for the opportunity to present and its support of virtual education. He outlined demographics and achievement for the school for the past and current school year. He reminded the board that it is a pilot program and there would be some specific requests he would ask the CSAB to support.
- Additionally, he discussed the current board structure which includes a parent of the board and introduced Ms. Bridget Phiefer, Board Chair/Parent, NC Connections. Ms. Phiefer proceeded to introduce the remaining board members and their contributions in their current roles. She communicated how the program at NC Connections has proved beneficial to her daughter who currently attends the school and is performing well.
- She outlined the overall goal is that parents are satisfied and that the students receive the individualized instruction that they need including students that struggle academically (EC students). Finally, the board of NC Connections has a goal to always be financially solvent and being academically competitive in and outside of the school.
- Dr. Currie outlined that the school serves students in 96 of the 100 counties in NC. Also, the enrollment for Year 1 - 1500, Year 2 – 1800 and Year 3 – 2150. The school is chartered to increase 20% each school year. Currently, as of the September numbers the school has enrolled 2160 and has a waiting list. Students that attend the school are a mirror reflection of students attending schools in NC and provided a breakdown of those numbers (63% White, 22% Black and 9% Hispanic)
- Additionally, he outlined that the misconception is that the majority of students attending the school would be homeschooled but most students who attend were previously enrolled in brick and mortar schools. Of significance, there are more females currently attending the school. Mr. Currie continued to say that the school does have a free and reduced lunch population and provides services to those students. The services the school provides included loaner laptop computers and an internet subsidy to help families connect to school. He communicated that the school serves all students.
- He outlined the most enjoyable component of the school is the teachers. Specifically, he believed that they are possibly one of a few charter schools that must have 100% of its teachers certified as

outlined in their charter. While it is a challenge, currently 61 (100%) of its teachers are certified and they have a 97% retention rate for teachers. The school received favorable ratings (above the state) on all but one standard of the *Teachers Working Conditions Survey*. The school helps teachers by paying for the teachers to receive advanced degrees. He believes this is paying great dividends to the school as 60% of its teachers have a dual masters or Ph.D.

- With the overall performance NC Connections is glad that there were improvements. Specifically, from last year, reading proficiency was above the state average and the school moved from a C to a B. In Math, they did not do too well in year one, so the school adopted strategies and moved math from an F to a D. While the school is not where it wants to be, they are proud of the gains in student performance.
- Another improvement is that the school has met 7 of the 8 goals outlined in its approved charter application according to Dr. Currie. Also, 95% of its parents are satisfied with the school. The school likes to pride itself on the social piece and in April the school will host its first prom with 300 students RSVP. Since started the school has completed 47 field trip opportunities. There are also several clubs the school hosts and high school must complete a graduation project.
- Some improvements include traveling academy which helps to engage with students in person outside of the online environment. Club Orange (PTA) has over 1000 parents. Other improvements include the school providing manipulatives to students to help with relevance to State testing. These resources were included once Dr. Currie appeared before the CSAB last school year. Other hands on resources are provided to the students.
- The school conducted several audits internal and external to help make curriculum and other area improvements. These audits helps the board manage the school and drives what is currently happening. Currently, the school is in negotiation with its EMO to maximize the funding specifically for its students. The board is being aggressive.
- There were specific personnel changes made this year. Specifically, last year, Dr. Currie was the school leader and the school had planned for 700 students initially. However, 1500 students attended with a 1200 wait list. Since it was difficult for one person to manage a school of over 2000 students additional administration was added for elementary, middle, high and a designated individual for state testing to help with the growth.
- The school has just initiated NWEA testing and is showing great gains. The school has established an alternative pathway academy for students identified and entering the school off cohort. Live Tutor has been implemented to be given live help to reinforce certain skills.

- NC Connections continues to work on building its school's culture after being in existence for about 27 months. One student in Sanford, NC won the mascot contest and was honored for her artwork. Dr. Currie outlined other accolades the school has received in newspapers across the state.
- Additionally, he outlined the difficulties the students impacted by Hurricane Matthew experienced attending the online environment. While the students were able to continue with schooling, there were issues with testing. To accommodate the student needs, the school provided gas cards, Uber services, etc. to ensure the students were tested.
- Mr. Alan Hawkes sought clarity on if the school had brick and mortar locations for Professional Development and testing. Dr. Currie responded that the school has a beautiful facility to house its teachers and about 8 locations to host mandatory state testing. All schooling for students is conducted in the online environment.
- Mr. Walker asked if all teachers worked in the facility daily to provide instruction. Dr. Currie communicated that the teachers do live and teach in respective places across the state, but Professional Development is typically offered in the facility in Durham.
- Dr. Currie outlined the school had to work hard to capture its withdrawal rate. With the application of the current legislation, he discussed that the school has a 5% withdrawal rate. Mr. Maimone asked specifically how the withdrawal rate was calculated. Dr. Currie referenced the legislation and outlined the school is able to apply specific criteria and aggregate to calculate the withdrawal rate.
- Also, Dr. Currie spoke about the specifics of funding in the online environment. Specifically, he is seeking help with the local funding the virtual charter school receives (\$790) per county. He outlined how students in areas such as Wake, Mecklenburg, and Guilford counties are funded and detailed that the differences were significant. He understands that the virtual does not receive low-wealth funding, but counties that are able to pay the local per pupil rate paid to regular brick and mortar charter schools should be able to pay that to the virtual charter school.
- Mr. Walker asked specifically what the school receives for local funding. Dr. Currie responded that per the charter it is \$790 per year. The CSAB briefly discussed this phenomenon during the presentation and concluded in some cases the virtual charter school may be receiving more than the county is receiving locally. Dr. Currie acknowledged this fact. Also, the board chair of NC Connections discussed if the county gets less, then the school gets less as well. Mr. Walker outlined that the virtual charter school funding is low; however, one would hear that same statement from every charter school.
- Ms. Phifer outlined that a misconception is that because it is an online environment that everything is done online. Additionally, there are times when a brick and mortar setting is needed such as

conducting testing. Overall, this is a strain on their budget. Mr. Walker asked about the school's current fund balance and Ms. Phifer responded there is currently \$10,000 surplus.

- Ms. Kakedalis asked if the school had a comparison to other states in relation to funding. A local funding comparison was not available for this meeting. Ms. Kakedalis also asked about the number of states that NC Connections was currently associated. Dr. Currie outlined NC Connections is currently in 30 states and provided some general locations. The CSAB requested the school provide the comparisons at a later time.
- Ms. Gibbs asked if the virtual charter schools are allowed to use the other brick and mortar building during testing. Dr. Currie outlined that while schools are willing, the current testing window restricts this from happening and is one of their proposed recommendations to the board.
- Dr. Currie requested that the pilot status be removed and that local funding be more equitable for the virtual charter school. Removing the pilot status would help with the culture of the school and it is not helping with school enrollment. He concluded with encouraging the CSAB to watch the 2-minute video and to review the summary sheet NC Connections provided.
- Mr. Walker asked about the 4 counties NC Connections did not have students. Dr. Currie responded that the counties were Perquimans, Pamlico and all were in the Northeast area. Mr. Walker outlined from a renewal standpoint the CSAB would compare the school to the state and that the school is comparable to the state. Specifically, Mr. Walker outlined that the school and the state needed to improve their grades because being comparable with a D was not good. Also, Mr. Walker wants the school to continue to make progress.
- Ms. Reeves wanted clarity on the grade span currently offered by the school. Dr. Currie responded that they are currently K – 11. She also wanted to know about the residences of the board members. The board chair communicated that it was all over (Durham, Mecklenburg, Edenton) and are in the process of replacing some board members that are no longer with the board.
- Ms. Reeves also questioned how the board meetings are conducted. Ms. Phiffer responded that there is an actual board room at the brick and mortar location in Durham and members have the option of driving in or participating virtually. Follow up questions were asked by Ms. Reeves on how the testing is administered and monitored. Dr. Currie outlined that each site must meet testing requirements. Additionally, he stated that the students in the virtual setting are instructed online; however, they are required to take a paper-pencil assessment. Ms. Reeves asked why the school does not conduct online testing in the testing centers. Dr. Currie responded that it was cost as the school would have to lease out the devices.
- Mr. Maimone outlined his concerns with the funding in the virtual schools and he is not convinced of equalized funding at the local level. The cost differences need to be broken down and analyze

before a recommendation is made. Dr. Currie outlined the virtual schools are providing the same services but virtually. Additionally, Dr. Currie communicated that NC Connections was the only virtual charter school to conduct re-testing which required teachers to be on the road again. This included reimbursement for travel costs for the teachers involved in the process for 2 – 3 weeks and this is their second largest expense.

- Mr. Walker wanted clarity on how much the school was spending to accommodate students that qualify for free and reduced lunch with providing laptops and internet subsidies. Dr. Currie responded that 31% of its population were receiving this service (627 students) and will pull this information for the CSAB.
- Ms. Kakedalis asked about the percentage of students testing. Dr. Currie outlined that in the elementary and middle they had a participation rate of 95% or greater. At high school the rate was not that high. Specifically, the school is averaging 91% – 94% of students participating in testing. Additionally, Ms. Kakedalis wanted some clarity on the “alternative pathway” the school is now using and if that would be classified under the new alternative policy for charter schools. Dr. Currie outlined that the school is identifying the students as off cohort and started the college career model to provide structure to offer courses at an accelerated pace.
- Ms. Reeves asked questions on how the school handles providing services for EC and students who need a 504. Mr. Currie communicated the school uses direct and contracted services and there are modifications to lessons in the instructional and testing model.
- Ms. Kakedalis pointed specifically to the higher population currently represented at the school. Dr. Currie outlined there is no strategic marketing plan to target specific students. He also outlined that the school stresses to parents to really consider the online environment before enrolling and lets them decide if it is a best fit. She also questioned the GLP of the white population (59%) and asked why the percentage was low. Dr. Currie outlined that many of the white males that dropped from enrollment were the ones that were performing well which impacted the school’s academic performance.
- Mr. Walker pointed to performance in the subgroup data and that the school was doing well with Hispanic and Black students. Dr. Currie outlined that NC Connection’s black and brown populations are performing above the state average.
- Ms. Kakedalis requested a chart of the students enrolled from each county (the top 10 counties). Dr. Currie responded the school would provide the requested information.
- Ms. Kroeger communicated that she noticed reading went from C to B and math from F to D. She sought clarification on what the school is currently doing to address the math deficiencies. Dr. Currie outlined that the school is now supplementing its math curriculum and have now implemented math

journals to include math concepts with the language arts concepts. There is also a Live Tutor program to assist students with gaps in understanding.

- Mr. Quigley communicated that the school is making gains with proficiency but wanted to know why the school was struggling with meeting growth. Dr. Currie explained the challenges with mobility and some struggles associated with Hurricane Matthew. He plans to get the number of transient student numbers to the CSAB. The school now has access to EVAAS which it is now using. He concluded that statewide it was difficult to make growth and that the growth model needs to be evaluated.
- Mr. Maimone asked about how the school monitors its retention of students. Specially, what is the percentage of the current 9th grade students have been with the school since the beginning? No numbers were provided; however Dr. Currie outlined he would provide the 11th grade cohort number to the CSAB.
- Mr. Quigley more robust data analysis around student performance overtime is needed. NC Connections needs to exceed growth to move from continually low-performing. He encourages the school to use resources available online. Also, was there a correlation to the time students spent online to the amount of growth a student achieved? Mr. Walker outlined the school could improve in its growth score as currently it was a -10.69. Mr. Quigley confirmed that -10.69 was low.
- Ms. Kakedalis outlined there are now alternative status charter schools and that consideration may need to be given to an alternative virtual charter school. Ms. Turner outlined her concerns with this possibility. Ms. Reeves confirmed that the alternative model currently used by the school are receiving the appropriate graduation requirements. Ms. Kakedalis stated that there was room for improvement in the high school component of the program.
- Mr. Maimone outlined there is a ton of data the school can provide on student performance overtime. Additionally, the equal funding needs additional studying before a recommendation can be made.
- Mr. Machado, Director, Office of Charter Schools provided positives for the school to the CSAB. **No further action was taken following this discussion.**

STATE BOARD OF EDUCATION LEGISLATIVE UPDATES

- Ms. Cecelia Holden, Legislative Liaison, State Board of Education led this discussion. She recapped the 2017 Legislative agenda and the subsequent actions of the last legislative session. Currently, the SBE is drafting its 2018 Legislative agenda and welcomes the opportunity for charter school advocates including the CSAB to submit any items for consideration to OCS. She plans to provide a copy of the 2017 SBE Legislative agenda to Mr. Machado to forward to the CSAB after the meeting. Currently, there are plans to request flexibility with the transportation grant.

APPLICATION UPDATES/REVIEWS

- Dr. Townsend-Smith led the discussion by providing a recap of the application process and reminded the CSAB about the applicants appearing for clarification at the November CSAB meeting. Additionally, she provided information on the clarification process and stated the interviews for the December meeting would be pending the results of the November meeting.
- The CSAB would conduct 8 clarification interviews and would make recommend which applicants would move to the interview process with the full CSAB in December. Each of the applicants appearing at this meeting applied with a special request (Acceleration, Conversion and/or Replication).

Achievement Charter Academy

- OCS provided a brief overview of the proposed application, including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Quigley led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Walker thought the application was well written, but wanted clarification on the rationale behind the proposed grade levels and the mission statement. Mr. Quigley stated that the questions around the mission statement are more aligned with the interview process.
- Ms. Turner expressed confusion about the education plan and wanted clarification on what instruction would like in the school. Ms. Kroeger wanted clarification on how the school plans to attract students to the school. Mr. Quigley clarified the distinction between the clarification and interview process. Mr. Quigley and Mr. Walker requested clarification on the conflict of interest regarding a board member being the landlord of the proposed facility. The board member and owner of the property clarified the steps that will be taken to address the conflict of interest, including recusing from any votes on the lease. Mr. Walker asked about how many other properties the board considered. A board member explained that the board didn't really look at a lot of other properties because the proposed facility is already setup for a school and has an educational certificate of occupancy.
- Mr. Quigley asked about the facility's capacity and how the school would expand to accommodate the proposed year-to-year increases in enrollment. A board member described a plan to expand the capacity of the facility using modular facilities. Ms. Turner asked the board member and owner of the property if the school would add the facilities or if she would as the landlord. The board member stated that it had not been determined and that it would be determined during the planning year.

- Mr. Quigley asked why the school requested acceleration. A board member described the growth of the area due to Fort Bragg and the overcrowding this growth has caused in the district. The board member provided specific enrollment numbers from schools in the local area.
- Mr. Walker asked about the school's involvement in the ready-to-open process. A board member stated that the school had participated in the ready-to-open training opportunities that have been offered to-date. Mr. Quigley asked about the LEA impact statement and read a portion of the statement. Ms. Turner said that she can see a need related to overcrowding, but didn't see sufficient evidence that parents were unhappy.
- Ms. Turner has questions that will likely need to be addressed in the interview process. Ms. Kroeger still has questions about the conflict of interest related to the board member being the landlord. When asked by Mr. Quigley, the board member indicated that she would be willing to step down from the board, if necessary.
- Mr. Quigley wanted clarification on how section ratings have historically played into a decision to move a school to the next phase. Dr. Townsend-Smith explained that the CSAB has historically used the education plan, financial and governance section ratings as the critical points for consideration for interview.
- **Mr. Walker made a committee motion to allow an interview for Achievement Charter Academy. Ms. Kroeger seconded. The motion passed unanimously.**
- **Mr. Quigley made a motion to the full CSAB to allow an interview for Achievement Charter Academy. Mr. Walker seconded. The motion passed unanimously.**

Mountain Island Day School

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Quigley led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Quigley wanted clarification on the school name as it relates to an existing charter school in the same area. Dr. Townsend-Smith and Mr. Machado explained that there is an existing charter school with a similar name in nearby Gaston County.
- Ms. Kakadelis expressed concern about confusion related to the school name and wanted clarification on the wait list numbers for the school. Ms. Turner explained that all the schools in the

area of the proposed school have a significant wait list. Mr. Maimone wanted clarification on why the school wanted to convert a successful private school to a charter school and how the school manages a 39 member board. Ms. Reeves clarified that there are seven board members and that all of the others listed in the submitted documentation are committee members. Mr. Maimone and Ms. Reeves were confused as to why the committee members were listed considering they're not board members.

- A board member provided information on the name of the school and clarified the reason that existing schools in the area have a similar name. The board member explained that the schools in the area derive their name from a geographic feature (lake).
- A board member explained that the school wants to convert to a charter school because they have seen a trend of parents enrolling their children and not being able to meet the financial requirement as their kids age. The board member explained that the school has seen parents choosing to enroll one child in the school and their other children in different schools because they can't afford to have more than one in the school. Mr. Quigley wanted clarification on the current grade levels. Ms. Reeves wanted clarification on why the school is proposing to increase enrollment yet dropping a grade level during the conversion, since the school is currently a K-12 private school and would start off as a K-11 charter school. A board member explained that the school wanted to have an extra year with the students before graduation. Ms. Reeves expressed concern about dropping a grade level during the conversion as it would displace existing students. A board member explained that if the school decided to keep the current grade levels, they couldn't guarantee that the currently enrolled students would enroll in the new charter school because of a lottery process. Mr. Quigley asked if it would be possible to utilize a tuition-based system for just the 12th grade. A board member indicated that it would be possible.
- Mr. Maimone asked about the facility and enrollment interest. A board member stated that they have a facility and that there is enrollment interest. Mr. Maimone also asked about the school's participation in the ready-to-open process. A board member stated that the school has participated in all of the training opportunities to-date.
- Ms. Kakadelis asked if a church met at the school on the weekends. The board member indicated that a small church leases the space and meets in the facility on Sundays. A board member explained how the school maintains a separation of church and state. Ms. Kakadelis also wanted more information on how the school would market that the school is no longer a private school.
- **Mr. Maimone made a committee motion to allow an interview for Mountain Island Day School. Ms. Reeves seconded. The motion passed unanimously.**

- **Mr. Quigley made a motion to the full CSAB to allow an interview for Mountain Island Day School. Mr. Maimone seconded. The motion passed unanimously.**

Apprentice Academy HS of NC

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Walker indicated that he liked the application and appreciated a focus on getting students prepared for the workforce. Ms. Turner had concerns about the facility considering the size of the proposed student population. Ms. Kroeger wanted clarification on whether the building has been secured.
- A board member explained that the proposed school facility has adequate space and the board has a secured lease. Mr. Walker wanted more information on the applicant's effort to engage with the local business community considering the school's focus on workforce development. Mr. Walker was excited to see that a lease had been secured and that this may help the school be successful. Mr. Walker had some concerns about the space as the school develops and builds out their programs, specifically those that may require equipment and significant space (i.e. welding). Mr. Quigley indicated that the application is improved over last year's and that he would like to invite them to interview.
- **Mr. Quigley made a committee motion to allow an interview for Apprentice Academy HS of NC. Ms. Kroeger seconded. The motion passed unanimously.**
- **Mr. Walker made a motion to the full CSAB to allow an interview for Apprentice Academy HS of NC. Ms. Gibbs seconded. The motion passed unanimously.**

STARMOUNT Charter Academy

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Maimone led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Walker recused himself from the discussion and vote.

- Mr. Maimone wanted clarification on the compelling reason for acceleration, whether the school had secured a facility and if the school can meet the projected enrollment. Ms. Kakadelis also had concerns about the school's ability to meet the projected enrollment considering an existing charter school in the proposed area had issues meeting their enrollment. Ms. Kakadelis also wanted clarification on the facility. Ms. Kakadelis expressed concern about a nearby school that had a pre-K program and how it would impact student recruitment. Ms. Kakadelis wanted clarification on how the school will reach out to the Hispanic community, especially considering there is no direct translation for the word charter. Ms. Gibbs had significant concerns about the grammatical/spelling errors in the application.
- A board member explained that the application was put together by a previous board chairperson and that the errors were related to the transfer of the application to a new chairperson. Mr. Maimone explained that the errors don't help the school's case. Ms. Reeves asked when the school board was formed. A board member indicated that the current board was formed in September.
- Mr. Maimone wanted to know how the board can guarantee that the school can meet the proposed enrollment. A board member explained that the school offers a "safe" school environment. Mr. Maimone wanted to know if the applicant had survey data. A rep. from the management company explained that the school does not have survey data, but believes that the demand in the local area is high. Mr. Maimone wanted clarification on the facility. A rep. from the management company explained that the school has identified a facility and is confident that the board can secure a facility.
- A representative from the management company wanted clarification on the errors contained in the application.
- Ms. Kakadelis wanted clarification on the enrollment since a school located nearby had trouble meeting enrollment numbers. A rep. from the management company explained that the management company has significant experience that would ensure the school avoids the same issue. A rep. pointed to the expertise on the board as way to ensure the school's success.
- Ms. Reeves wanted clarification on the facility lease and whether the facility would need up fitting. A rep. from the management company explained that the school does not have a lease and that the facility would need to be up fitted.
- Mr. Maimone sought clarification on the services provided by the management company. A rep. described the structure of the management company, including the amount of funding retained by the school.
- Ms. Kakadelis sought clarification on any documentation provided to the Office of Charter Schools. Dr. Townsend-Smith explained that any submitted amendment documentation cannot be considered

since the application is currently under consideration. Ms. Reeves expressed her concerns with the application.

- **Ms. Reeves made a motion to not move Starmount Charter Academy forward to interview. Mrs. Gibbs seconded. The motion passed unanimously.**
- Ms. Kakadelis encouraged the applicant to apply again as she understands the need in the area.
- The applicant sought clarification on the process moving forward, which several CSAB members explained that it would need to be a new application in the next application cycle.
- **Mr. Quigley made a motion to not move Starmount Charter Academy forward to interview. Mr. Maimone seconded. The motion passed unanimously with Mr. Walker recusing.**

DECEMBER 11 – 12 MEETING PLANNING DISCUSSION

- Dr. Townsend-Smith led the discussion for the December 11 – 12 meeting. Details were provided about the remaining meeting dates and adjustments were made to the February 2018 meeting. OCS committed to ensuring that the 2nd Monday and Tuesday is booked for CSAB meetings to better accommodate schedules.
- The December meeting will be a 2-day meeting consisting of interviews, renewal discussions/recommendations, application clarifications, grade enrollment and expansion requests and discussing the remaining continually low-performing schools. The CSAB requested that the clarification interviews be placed on the end of the agenda on the second day. Additionally, the SBE policy discussion will be delayed until a later meeting to allow for other pressing items for the CSAB to address.

PERFORMANCE COMMITTEE DISCUSSION

- Mr. Maimone led the Performance Committee discussion regarding the review of SBE policies and potential impact to charter school. The CSAB made recommendations to the State Board of Education following the discussion and review of each policy.
- Ms. Kakedalis asked if the CSAB received any feedback from the policies discussed at the prior month's CSAB meeting. OCS will commit to placing the CSAB policy review in the weekly newsletter to help solicit feedback.
- The specific policies discussed and reviewed by the Performance Committee (Committee Chair Maimone) included CHNU-002, KNEC-003, LICN-004, LICN-005 and CCRE.

- CSAB reviewed policy CHNU-002 which is a Child Nutrition Policy. The policy established minimum standards for meals provided in elementary schools. This specific policy provides guidelines for traditional public schools and charter public schools participating in the Federal Free and Reduced Lunch program. Charters participating must follow these guidelines. Ms. Kakedalis outlined that most of this SBE policy included federal guidelines which there is no flexibility available for those participating.
- **Ms. Reeves made a motion to recommend that the SBE make no changes to this policy. Ms. Kakedalis seconded. The motion passed unanimously.**
- The next policy reviewed and discussed by the CSAB was KNEC-003 which is a statewide policy on administering reading assessments. Ms. Kakedalis noted that charter schools were not specifically outlined in the policy until you get to section D. The CSAB confirmed that the Read to Achieve mandate came from a local mandate. Dr. Townsend-Smith stated that charters do have flexibility with the assessment given under the Read to Achieve mandate; however, if they choose to use an alternate assessment, then the State does not pay for the test.
- The CSAB discussed general flexibilities under Read to Achieve and clearly communicated that charter schools can use an alternate assessment. Also, the CSAB discussed the concern that if an alternate assessment is used then the expense is the school's responsibility. Ms. Turner discussed the alternate assessments used at Sugar Creek and the reasons the school made that decision. Dr. Townsend-Smith later inquired with the NCDPI, Early Learning Division the reason why the alternate assessment was at the school's expense. Specifically, the statute mandates the SBE choose/provide an assessment. The assessment chosen is provided at no expense to the school; however, when choosing an alternate assessment that expense is the school's responsibility as the statute provided limited funding for the SBE to choose an assessment (there is a slate of 7 alternate assessments to choose from at no cost).
- Ms. Kakedalis wants to ensure that the information on Read to Achieve is included in the annual charter school report to highlight charter school performance.
- The CSAB ultimately recommended that OCS wordsmith this policy to specifically include the words LEAs and charters. Once revised OCS will present its amended version to CSAB for a later discussion and recommendation.
- SBE policies LICN-004 and LICN-005 were discussed next and were centered on Beginning Teacher Plans and Renewal processes. Ms. Kakedalis sought clarification that this applied to the percentage of teachers certified in charter schools. Both policies referenced charter schools.
- **Mr. Maimone made a motion to recommend no changes to these policies to the SBE. Ms. Reeves seconded. The motion passed unanimously.**

- The last policy discussed during this portion of the discussion was SBE policy CCRE-001. Ms. Kakedalis wanted to know the number of charter schools using credit recovery. She stated that there may be a lot of charter schools that do not use credit recovery. Ms. Reeves stated that students at her school are required to take the course over. Mr. Machado discussed his experience leading a high school and how credit recovery was used. Ms. Kakedalis wants to know the number of schools using credit recovery and thinks charter schools implement credit recovery more effectively.
- Mr. Maimone wanted to ensure that the charter schools maintain their flexibility under the credit recovery policy. Mr. Machado reminded the board that charter schools do have charter applications that outline their graduation requirements. Ms. Reeves communicated that this policy is generic enough and offers no constraints to charter schools.
- **Ms. Kakedalis made a motion to recommend no changes to the SBE on this policy. Ms. Reeves seconded. The motion passed unanimously.**

APPLICATION UPDATES/REVIEWS

Hobgood Academy Charter School

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification. Mr. Walker was impressed by the school's goal to convert the school from a private school to a charter school to open the school to more low-income students. Ms. Turner had concerns about the student enrollment being too small for a K-12 school. A board member clarified that the school currently has 92 students enrolled and that the proposed enrollment would be an enrollment increase. A board member stated that the proposed student enrollment aligns with the school's class size plan.
- Mr. Walker was impressed with the financing that the school had secured for the facility. Ms. Kroeger wanted clarification on the school's loan arrangement. A board member explained that the loan started as a line of credit and then transitioned to a mortgage. A board member stated that the lender is supportive of the school, thus explaining the generous terms of the loan. Ms. Kroeger sought further clarification on the amortization rate, interest rate and potential balloon payment. A board explained that there would be a balloon payment at the end of 10 years and that there are benefits to paying the loan off earlier. A board member described that the interest rate is 0% until year ten when it transitions to a 4% interest rate. Mr. Walker encouraged the board member to bring the amortization schedule to interview, if invited.

- Mr. Hawkes wants clarification on how the school plans to have a K-12 with 242 students. Mr. Quigley also wanted clarification on this issue. Ms. Kroeger sought clarification on the need for the school and the level of interest in the school. A board member stated that the school has seen interest given the school's location and accessibility by three primarily rural counties.
- **Ms. Turner made a committee motion to allow an interview for Hobgood Academy Charter School. Ms. Kroeger seconded. The motion passed unanimously.**
- **Mr. Walker made a motion to the full CSAB to allow an interview for Hobgood Academy Charter School. Ms. Gibbs seconded. The motion passed unanimously.**

Steele Creek Preparatory Academy

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Quigley led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Mr. Quigley sought clarification on the location of the school and the proximity to another applicant with a similar name. Dr. Townsend-Smith explained that the proposed location is in the same general area as another applicant with a similar name. Ms. Reeves wanted clarification on why the school decided to replicate Cardinal Charter Academy. Mr. Quigley wanted clarification on the governing board. A representative from the management company explained that it would be a separate governing board from other charter schools in the CSUSA network. Mr. Quigley reiterated Ms. Reeves question about the rationale for replicating Cardinal Charter Academy. A representative from the management company stated that the reason for selecting Cardinal Charter Academy is based on the performance of the school and that each school in the network is different based on the school's programs, electives and areas of focus. Mr. Quigley asked if Cardinal Charter is the highest performing school in the network. A representative from the management company confirmed that it is.
- Mr. Quigley wanted to know if the principal at Cardinal Charter Academy, Ms. Draper (who was present) would come back with the board if the school moved on to the interview phase. The principal indicated that she would if the board asked her to attend. A board member expressed his appreciation for the guidance and advice provided by the administrator from Cardinal Charter Academy.
- Mr. Maimone wanted clarification on the proposed enrollment and facility. A board member stated that the school will meet the proposed enrollment numbers because of demand in the area and a

robust marketing and outreach plan. The board member elaborated that the area is rapidly growing. Ms. Reeves wanted clarification on the proximity to LEAs and charter schools. A board member described nearby amenities and explained that the closest charter school is Unity Classical.

- Mr. Hawkes wanted clarification on how much of the school culture and curriculum will be aligned with CSUSA and how much will be localized. A board member described that the school will be focused on an individualized student approach, and that this will separate the school from schools in the area. A board member elaborated that Steele Creek will be different than other CSUSA schools. Ms. Kakadelis wanted clarification on how the school will be different than other CSUSA schools, especially as it relates to the education plan.
- Mr. Maimone wanted clarification on the lessons learned by CSUSA and how they will affect this school. A representative from the management company explained that the management company has slowed down the growth of schools and focused on those strategies that lead to high performing schools and will make those a priority in the proposed school. Mr. Quigley asked if there is a long term scale for CSUSA in the state. A representative from the management company stated there is not a long term scale and that the management is focused on operations.
- **Mr. Maimone made a committee motion to allow an interview for Steele Creek Preparatory Academy. Ms. Reeves seconded. The motion passed unanimously.**
- **Mr. Quigley made a motion to the full CSAB to allow an interview for Steele Creek Preparatory Academy. Ms. Reeves seconded. The motion passed unanimously.**

Movement School East

- OCS provided a brief overview of the proposed application including the proposed enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.
- Mr. Maimone led the discussion and members of the Performance Committee asked specific questions on items needing clarification. Ms. Turner recused herself from the discussion and vote on this application. Mr. Maimone wanted reassurance on the school's ability to recruit the proposed student enrollment and wanted clarification on the facility. A board member explained that the school is confident that they can meet the proposed student enrollment based on the wait lists in area schools, including Sugar Creek Charter School. The school wants to focus on working with refugee and immigrant populations and have reached out to a number of community organizations to measure interest and found that there is interest in the proposed school. Mr. Maimone said that the enrollment concern is not as immediate since the school is not requesting acceleration.

- Mr. Maimone wanted clarification on the facility plans and the proximity to other charter schools. A board member said that the school would locate in the eastern side of Mecklenburg County and is planning to provide transportation. There are other charter schools around 4-5 miles away from the proposed site.
- Mr. Maimone asked about the school's interest in using a weighted lottery considering the focus on refugees and immigrant students. A board member stated that the school did consider it and ultimately wanted to reach those students using targeted marketing and recruitment.
- Mr. Maimone wanted clarification on the facility costs reflected in the application. A board member explained that the school had secured financial support from the Movement Foundation that will assist the school with startup costs, including purchasing and renovating a school facility. Ms. Gibbs wanted confirmation that the financial support would be in writing. A board member explained that the support is in writing.
- Mr. Quigley stated that he wants more information but the questions would be better aligned with the interview process. Ms. Reeves sought clarification on the size of the board. A board member stated that the proposed school currently has 5 board members, but, if approved, they plan to add additional members, specifically members who have financial and instructional expertise. The board member stated that the school's bylaws allow up to seven board members. Ms. Reeves wanted clarification on whether the board for the proposed school is also the board for the existing Movement School. A board member stated that the board for the proposed school is the same board for the existing Movement School and that the board has two members that also serve on the board for Sugar Creek Charter School.
- **Ms. Reeves made a committee motion to allow an interview for Movement School East. Ms. Kakadelis seconded. The motion passed unanimously.**
- **Mr. Maimone made a motion to the full CSAB to allow an interview for Movement School East. Mr. Walker seconded. The motion passed unanimously with Ms. Turner recusing.**

PERFORMANCE COMMITTEE DISCUSSION

- Mr. Maimone led the Performance Committee discussion regarding the review of SBE policies and potential impact to charter school. The CSAB made recommendations to the State Board of Education following the discussion and review of each policy. Ms. Sutton reported to the meeting during this discussion.
- The specific policies discussed and reviewed by the Policy Committee (Vice Chair Walker) included DROP-000, SSCH-000, SSCH-006 and SPLN-000.

- CSAB reviewed policy DROP-000 which addresses what an administrator should follow if a student plans to drop out of school. The policy does not explicitly address charter schools and the CSAB does not recommend that it does.
- **Ms. Reeves made a motion to recommend that the SBE make no changes to this policy. Ms. Turner seconded. The motion passed unanimously.**

The next policy discussed was SSCH-000 this references the School Violence Act and the annual reporting for schools. This requires the LEAS to report incidents to DPI within 5 days. The statute 115C-12 was referenced to frame the CSAB discussion by Mr. Walker. Mr. Maimone outlined that charters are required to do the report and Ms. Turner clarified that the report is required but not the 5 day reporting.

- **Mr. Maimone made a motion to recommend that the SBE make no changes to this policy. Ms. Reeves seconded. The motion passed unanimously.**
- Mr. Walker continued the policy review and discussion for SSCH-006. This policy defines a persistently dangerous school. It does reference charter schools. The 1000 number is a federal mandate and is reported federally. Given that it does not add a burden there may not be anything that can be done. The CSAB discussed several scenarios that could impact charter schools. OCS currently has no information on currently operating charter schools that are classified as persistently dangerous.
- **Mr. Maimone made a motion to recommend that the SBE make no changes to this policy. Ms. Gibbs seconded. The motion passed unanimously.**
- Mr. Walker addressed and discussed policy SPLN-000 (State Plan for Homeless Students) and outlines the responsibilities of the state and schools. Ms. Turner stated that ESSA has beefed up this component so schools will be held accountable. Questions were asked about the impact on lottery processes. Ms. Reeves outlined that this policy does not address charter schools. Mr. Maimone communicated that he cautions against including charter schools in this language given the lottery processes. Scenarios were provided regarding homeless students across lines. Dr. Townsend-Smith communicated the responses the advice OCS has provided to schools. OCS will seek additional guidance from NCDPI, Federal Programs to add more clarity.
- **Mr. Maimone made a motion to recommend that the SBE make no changes to this policy. Ms. Kakedalis seconded. The motion passed unanimously.**

STATE BOARD OF EDUCATION UPDATES

- Mr. Machado, Director, Office of Charter Schools provided State Board of Education (SBE) updates. Specifically, the SBE approved the Cardinal Charter Academy West “Fast-Track” application. Additionally, Heritage Collegiate Leadership’s revocation recommendation was approved by the SBE at its November meeting. Our office has received an appeal request from the school. During the SBE November 2017 meeting the CSAB received complimentary remarks for its work surrounding charter schools.
- Mr. Hawkes sought clarity on the approval of the CSAB’s recommendation to the SBE. Mr. Machado confirmed that is was immediate as recommended and the timeline for final closure may be the end of the year given the appeals process. While the school is in appeal the SBE has a responsibility to fund the school but it will be on a monthly basis.
- The SBE also approved Commonwealth, Central Wake, and Stewart Creek to be considered alternative for Accountability purposes. Next steps in the process include the schools submitting their proposed plans to Accountability who will then make a recommendation to the SBE on the proposed plans.
- Mr. Machado also discussed updates specific to OCS. Specifically, he discussed the October 11 – 12, 2017, Leadership Institute which was well attended and received positive reviews from attendees.
- Additionally, Mr. Machado is a part of the NC Athletic Association Committee and discussed the conversations proposed around charters being in a separate championship bracket for all sports. He will update the board as more information is received. Mr. Walker communicated that statutorily the SBE is the final authority over interscholastic sports and that the SBE delegated some of its responsibilities to the Athletic Association. If this board needs to make a recommendation we are willing to do so. Mr. Walker requested that the CSAB is kept in the loop regarding this topic. Mr. Maimone sought clarity on the blacklisting of schools – not wanting to play charter schools. Mr. Machado stated he would bring it up at the next meeting.
- Ready-To-Open session 2 has been conducted and well attended. Mr. Machado provided an update about his visit to Pine Springs Preparatory Academy.
- OCS conducted board training for CASA Esperanza and hosted a Low-Performing Training Camp at KIPP Gaston where Ms. Sutton hosted the event.
- Mr. Machado also attended the News and Observer’s Charter School Forum and recapped the experience for the CSAB.

- Staffing updates were provided to the CSAB on specific transitions.
- Mr. Walker asked about the RFP for the charter school web-based system and detailed for the CSAB on the benefits for OCS and with their decision making. Mr. Machado outlined that it is not out the door yet but has a meeting later today to discuss next steps.
- Ms. Kakedalis asked specifically what is included in the Performance Framework and if the report is charter specific. OCS confirmed these facts.
- **No further action was taken following this discussion/presentation.**
- **Mr. Walker made a motion to adjourn the November 6, 2017 CSAB meeting at 1:55 pm. Mr. Maimone seconded motion. The motion passed unanimously.**

**Minutes of the
North Carolina Charter School Advisory Board
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 7, 2017**

Attendance/NCCSAB	Alan Hawkes Joseph Maimone Phyllis Gibbs Sherry Reeves Cheryl Turner Lindalyn Kakedelis Lynn Kroeger	Alex Quigley Tammi Sutton Steven Walker Kevin Wilkinson
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Deanna Townsend-Smith, Assistant Director Shaunda Cooper, Consultant Stephenie Clark, Consultant Craig Tucker, Consultant	<i>SBE</i> <i>Attorney General</i> Tiffany Lucas <i>SBE Attorney</i> Jason Weber

CALL TO ORDER

- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 8:30 am by Vice Chair Walker who read the Ethics Statement and CSAB Mission Statement. Ms. Sherry Reeves led the Pledge of Allegiance.
- Mr. Walker communicated Mr. Alex Quigley, Chair of the Charter School Advisory Board, is recusing himself from all discussion of Health Start Academy's application for renewal. Mr. Quigley is the principal/executive director of Healthy Start Academy. He is also the Chair of this Board. In order to avoid a conflict of interest or the appearance of a conflict of interest, and to ensure compliance with applicable State Board of Education policy and the State Ethics Act, Mr. Quigley is recusing himself from discussion and from voting on this matter. He will join the meeting later this morning.

2018 CHARTER SCHOOL RENEWAL UPDATES

Healthy Start Academy

- Dr. Townsend-Smith outlined the materials on eboard for the board review. Mr. Walker led the interview for Healthy Start Academy. He recapped the last renewal in 2015 and the academic performance of the school. Specifically, 100% of the student population is Economically Disadvantaged.
- Ms. Liz Morey, Board Chair and ex-Executive Director reviewed the presentation submitted for CSAB review and discussion. Brief introductions were made of the current board members and school staff that were present for this meeting. She stated that the purpose of this presentation is to outline what the school is currently doing to turn the school around. The school is focused on expanding board membership and expertise.
- Additionally, the board plans to split up its 2 schools (Healthy Start Academy & Research Triangle Charter Academy) as it currently operates both. With the CSAB recently making the change that each board had to conduct 8 meetings a year, it is hard for the board to be at 16 meetings a year and the split is in the best interest of both schools.
- Another change the school made was to change its academic leader and she believes the problem is solved with the hiring of Mr. Alex Quigley. During the process of change, the Healthy Start board investigated the possibility of hiring an EMO as it determined that it was not doing a good job on its own. 3 different EMOs were vetted and during the process they came across Mr. Quigley and he was hired in the position on October 1st. Changes are being made at the school and with its current leadership. She directed the CSAB to presentation materials which indicated Mr. Quigley's track record at schools he has been employed in the past.
- Mr. Maimone asked specifically about the new vision for the school. Ms. Morey said the new vision is to concentrate on the adults in the building as they can change the adults. It is not the fault of the students that the school is in its current state. There is a focus on the teachers, board members and a new leader.
- Ms. Turner wanted to hear from a staff member from the school to discuss the changes seen since Mr. Quigley has assumed the Executive Director role at the school. A member of the staff outlined the coaching framework adopted from Henderson Collegiate and the Get Better Faster Resource he has purchased for the school. In the past, the school spent a lot of energy on students impacting the culture in a negative way; however, under Mr. Quigley's leadership there has been a shift to focus on the positive to change the school's culture. Additionally, the PLCs have shifted to data and instructional meetings so that appropriate instructional shifts are made quickly. The school has implemented a weekly coaching plan with all teachers.

- Exit tickets are now being implemented at the school and this has never happened the Healthy Start. Additionally, Do Nows are now being used at the school as well to drive instruction.
- Mr. Hawkes wanted to know if the new Lead Administrator would have complete freedom to choose the instructional team needed to change the school. Ms. Morey outlined that it is subject to the approval of the board of directors; however, he has been given the title of Principal and Executive Director. Mr. Walker wanted assurances that the Healthy Start board would not micro-manage the operations of the school under the new leadership. Ms. Morey outlined the board would not micro-manage and that would defeat the whole purpose of what they school is currently trying to accomplish.
- Mr. Walker invited other members to ask questions and outlined that he did not think all was lost with the school when looking at the 100% economically disadvantaged numbers which indicates comparability to the LEA in that subgroup. Also, the school has met growth of the last 3 years. The school will need to focus on exceeding growth to increase the proficiency. Following the academic discussion he asked the board chair to detail the financial health of the school. Ms. Morey stated that the school is in a good financial position and has a balance of over \$900,000. Additionally, the building will be fully paid for in two and a half years. It is close to a \$2.5 million dollar building and probably worth about \$4 million dollars currently.
- The school operates an extensive bus service and currently leases 4 buses that it will own in the next 3 years. The remaining buses, the school currently owns. Ms. Morey also reported that the financial audits have always been clean and the audit for this year is perfectly fine.
- Ms Reeves wanted clarity on the current board structure which includes one board operating 2 schools. Specifically, she wanted to know if some board members would remain. Ms. Morey outlined that board members remaining at one may happen; however, the goal is to get through renewal first and then begin the process of paying lawyer fees to split the two charters. The current plan is to have the NHA (EMO – Research Triangle Charter Academy) to obtain a separate 501c3 and then present a request to the CSAB to transfer the charter of Healthy Start under a new non-profit.
- Ms. Morey reported that based on the academic performance of PreEminent and the population that Healthy Start currently serves, the board did not feel that it would be a good fit to partner with the EMO for this school. Additionally, NHA typically tends not to do bussing and they strongly believe in providing bussing for its student population and location.
- Ms. Reeves wanted to know the reason the school is in its current state. Ms. Morey detailed that a lot of time was spent purchasing different programs and resources without holding people accountable. She believes the new administrator found will hold the staff accountable.

- Mr. Hawkes asked about the board's ability to relinquish and allow the newly appointed administrator to change the culture and hire new staff. Ms. Morey firmly communicated that this has to happen.
- Ms. Hill, Director of Operations, Healthy Start Academy, spoke on behalf of the school. She detailed the immediate shift seen since Mr. Quigley's employment. She stated that Mr. Quigley holds everyone accountable for educating students. Additionally, the school has implemented "Pride Time" which allows for a safe and structured environment from the beginning to end of school. Teachers are no longer allowed to do what they want to do as Mr. Quigley began his first day with a strategic plan of action which included goals. This plan was shared with the staff. She detailed some of the specifics of the plan shared with the staff.
- Ms. Reeves communicated that Mr. Quigley was not hired until October first and yet the Healthy Start board knew it was renewal time. She wanted to specifically know why the board was slow to make this change. Ms. Hill outlined the limited authority of her role. Additionally, she communicated that prior leadership was given the permission to institute change and the positive behavior focus Mr. Quigley has maintained since being employed in October. She stated that there was a need for a transformational leader to immediately impact change in the school. Also, there were several discussions and the board's goal was to give the prior leadership a chance to be successful.
- Ms. Sutton asked about the length of time the previous administrator had been employed at the school. Ms. Hill reported he was interim from November 2016 – June 2017. On July 1st he was made permanent until Mr. Quigley was appointed by the board. Prior to the interim administrator, the previous administrator was employed for a year and a half. Ms. Sutton further drilled the length of time Ms. Hill was employed at the school and the number of principals the school has employed. Ms. Hill stated she has been at the school 18 years and has 8 principals. Mr. Quigley is number 8, which means new beginnings.
- Mr. Maimone wanted to know about the response of the parents with the new changes and the student retention. Currently enrollment is at 349. Ms. Hill stated there has been turnover but the turnover has not been due to leadership changes. Since his arrival there has been an increase with student withdrawal due to culture changes and disruptions are not tolerated. Staff is happy with the change and the good teachers are grateful for the change. Mr. Quigley plans to hold a vision meeting with the parents to outline the changes.
- Ms. Reeves pointed to the consistent turnover with students at the school and asked about the plan to retain students. Ms. Hill stated that the vision of the new leader is on retention. They started the year with 124 new students. Mr. Hawkes wanted to know the school performance grades over the last few years. Ms. Hill responded that the grades received have been an F.

- Ms. Reeves asked if another board member wanted to speak to the changes implemented at the school. Mr. Richard Ford spoke and stated that Mr. Quigley is coaching students and teachers and that is what they wanted with the prior leadership. A consultant was hired last January with the last principal and made the board see that the prior administered was not the person to effect the change needed.
- Mr. Gerald McNair stated that the board has no interest in micro-managing and is excited about changes seen with the teachers and students at the school. Mr. Preston Edwards outlined the SWOT analysis of the organization and communicated to the board the needed change. He communicated he initiated the conversation with Mr. Quigley on taking the job at the school.
- Mr. Walker outlined that no recommendation would be provided on the school's renewal at this meeting. Specifically, the school has met growth the last 3 years and is comparable to the LEA. Given that the school has a subgroup that is 100% economically disadvantaged and demonstrates comparability to its LEA, he is leaning toward a 3-year renewal term as there is something to work off and smart hiring decisions have been made.
- Ms. Kakedelis stated that the board has demonstrated honesty and has owned its mistakes. Additionally, the board has made leadership and board changes. Mr. Maimone agreed that the school will need at least 3 years to turn this around. Ms. Kakedelis commended the school on its financial status. Mr. Hawkes stated the board made the right decision in appointing a dynamic leader which is willing to defer authority for needed academic change. Additionally, this is looking positive to him and the leader is familiar with the student demographic. If given the opportunity he believes the new leader will turn the school around.

Success Institute

- Vice Chair Walker led this renewal discussion. He directed the board to the data sheet for the school provided on eboard. The school is currently 28.9% behind the LEA on proficiency and an economically disadvantaged group of 81.1% but 9 and a half behind Iredell in GLP.
- Ms. Cooper was asked by Mr. Walker if there were any governance or financial issues to report about this school. She communicated that the last compliance check did not yield any noncompliance. Additionally, the school struggled with attendance in the past but the current enrollment is 95 students. Mr. Walker confirmed the statutory enrollment requirement for charter schools. OCS confirmed that the current statutory requirement is a minimum of 80 students.
- Ms. Reeves noted that the school exceeded growth the last 3 years. Mr. Walker echoed the positives on the school's growth. Mr. Maimone wanted to hear about the financial status of the school given the small enrollment numbers and the fund balance.

- Ms. Williams, Founding Principal for the school responded that the finances were good and that there are not any outstanding noncompliance. She reminded the board that the last time they appeared before them they struggled with their Child Nutrition program and worked hard to correct those deficiencies. The current fund balance is over \$100,000.
- She provided a brief overview of the presentation on eboard and outlined that the school is a CEP school. 100% qualify or receive free lunch. Enrollment challenges are due to the facility and a lot of banks want to give them a loan but the school needs a 10-year charter before committing. Additionally in the year prior, the school exceeded academic growth with its students and was ranked 40 out of 150 charter schools. Many of the students enter achieving at a level 1. She further provided details on other academic gains for the school by grade level.
- Ms. Williams outlined that Acadia handles the school's PowerSchool responsibilities and 22 of newly enrolled students were in testing grades and entered performing at a level 1. The school is working diligently to grow the students. She communicated that the student population is highly transient. Mr. Walker sought clarity on the students enrolled and asked if a third of the student were new which the school grew. Ms. Williams outlined that this is a consistent pattern with the school to which Mr. Walker asked about the school's plan to retain its students. Ms. Williams outlined the school is increasing sports and has started to survey parents to determine the reasons the students leave.
- Mr. Walker asked about the growth score of the school last year. The EVAAS score was 1.16 positive. Ms. Reeves asked about the specific student enrollment by grade level. Ms. Williams outlined that the numbers vary by grade level as the school has a focus on multi-level groupings. Specifically the school has 10 Kindergarteners, 12 first graders, 12 second graders, 5 third graders, around 13 fourth graders and fifth – eight around 10 – 13 each.
- Ms. Kakedelis asked about the specific interim assessments the school uses to look at the data to determine student mastery. Ms. Williams stated that the school started the NC Check-Ins and conducts its own benchmark assessments.
- Mr. Walker wanted to know how many new testers the school had this school year. Ms. Williams responded that there were 11 which was less than last year. Ms. Reeves wanted to know if the multi-age instruction was K – 8. Ms. Williams responded that it was through K – 8. Additionally, the school starts in SOAR and then proceeds to a tutoring block. Additionally, Ms. Reeves wanted to know about the staffing with the small enrollment numbers. Ms Williams communicated that there were 7 staff members which includes a dual certified EC teacher. The original charter was for 100 students. Expansion is difficult without a 10-year charter but they would like to expand. Banks see numbers.

- Ms. Reeves asked about the school's initial charter. Ms. Williams stated they were initially K – 5 and chartered in 2000 and have always been a small school.
- Mr. Maimone outlined that the board should be brainstorming to determine an appropriate facility. Ms. Williams responded that the board has been brainstorming and has letters from banks. Additionally, Mr. Maimone inquired about the community organizations that may be willing to assist with the facility. A couple buildings were vetted and the board has investigated a change to Rowan County. There have been many obstacles but the board is vetting many building possibilities.
- Mr. Maimone directed the discussion to the school's website, specifically to the staff. He communicated the issues with the website. Other board members outlined that the staff information is available by navigating the website in a different manner. Ms. Williams outlined that the school outsources its website.
- Mr. Walker encouraged the school to increase its enrollment and obtain a better facility. The school has been in existence for some time and should have a fund balance above \$100,000. Doing so would give the school more access to additional funding. Increasing enrollment will also have a positive impact on academic performance. Ms. Reeves reminded the board of the minimum number to count toward testing.
- Ms. Reeves asked about how the school runs its lunch program. Ms. Williams outlined there is a cafeteria area for the students. Ms. Turner communicated she had a hard time distinguishing between the teachers and the coaches. Ms. Williams responded that teachers are called coaches at the school.
- Ms. Alston, Assistant Principal for the school outlined her role as staff development and instructional support. She is responsible for helping to review the data for the school in ELA and Math. Additionally, she outlined the correlation to the school's improvements in relation to the school improvement plan. She concluded that teachers are dedicated to the school and that she just started with the school in July 2017.
- Mr. Walker stated he sees some opportunity with the school and wanted to know if the maximum enrollment was still 100. Ms. Williams detailed that it was 140. Mr. Walker communicated that he is leaning toward a 3-year renewal; however, by the next renewal the enrollment should reflect closer to the 140 students and wants the facility issues rectified. He encourages the school to continue its growth and increase the proficiency.
- Ms. Alston responded to Mr. Walker that they school has a desire to expand but the bank wants to see a 10-year commitment. Ms. Reeves outlined that is difficult given the current parameters. Mr. Walker suggested that if he were negotiating he would be fine with a 3-year renewal that converts to a 10-year charter if the school becomes comparable as the board has precedence with this practice. Ms. Reeves asked about the last renewal and Mr. Walker responded it was in 2015. At this time,

there is no way for him to vote for a 10-year charter with 3 Ds in a row and being 30% behind the LEA. Ms. Williams challenged how the comparability is actually being measured since the school is pulling from Rowan and Iredell County. Additionally, Ms. Williams detailed some additional challenges the school faces and outlined that the measure is not accurate. Mr. Walker asked if it was fair that less a third of your students are not proficient. Currently, under statute and the renewal framework the school would be a non-renewal and the CSAB is extending grace in this situation. He understands that they want a 10-year renewal school but the school does not qualify to receive a 10-year charter.

- Mr. Walker explained the comparability to Ms. Williams to help her understand how the process worked. Mr. Maimone urged the school to focus on its 95 students and get as many of those students to proficiency. Ultimately, there are no excuses and results need to be produced.
- Ms. Reeves asked if there were any board members present for the meeting. Ms. Williams communicated that the school did not receive the communication from Ms. Cooper. The board was not present and other representatives are able to answer the questions from the CSAB. Ms. Reeves wanted to know more about the current board. Ms. Williams outlined there were 5 board members that have been on the board at least 5 years. The school also has an advisory board and enrichment team. Ms. Reeves hoped the board would work toward obtaining a better facility.
- Mr. Quigley (entered the meeting) sought clarification from OCS on the communication sent to the school to appear at this meeting. Dr. Townsend-Smith detailed the process the office has in place when charged with ensuring schools appear before the CSAB. Within a week of the meeting the office uses the contact information in the EDDIE database and sends the communication to the board chair along with the lead administrator. Following the initial email, consultants take the extra step to provide phone calls and updates with the schools. The CSAB was concerned about this pattern of response from schools.
- Ms. Cooper responded that an email was sent to the school in October and a follow-up phone call was provided to each school in the renewal process. She has also communicated late at night to receive late presentations from schools to provide to CSAB for its review.
- Mr. Quigley proposed putting in the newsletter that renewal schools should stay connected to OCS. Dr. Townsend-Smith acknowledged the service Ms. Cooper has extended to schools in the renewal cycle as she has stayed in constant communication even late at night. OCS' ultimate goal is school's success and that is done through communicating via numerous platforms. Since this is an important point in a school's life cycle we want to ensure they have the opportunity to put their best foot forward. The CSAB proposed a few new proposals for submitting information prior to their meetings (for renewal and other requested appearances).

- The CSAB encouraged the school to focus on a few things instead of doing so many different things. The focus needs to be narrowed. The school may need to consider being K – 6 and get the test scores up. Mr. Quigley encouraged Ms. Williams to reach out to Hope Leadership as they are small like Success.
- Mr. Hawkes stated that this school has held a charter since 2002. He outlined that this is a classic case of a non-renewal school. The school has less than 100 students and unless there is a compelling reason, the students may be better served in Iredell schools.
- Ms. Turner sought clarity on the day-to-day schedule. Ms. Williams outlined that the SOAR block is academically focused and discussed the amount of time spent on ELA and Math.
- Mr. Quigley reminded that CSAB that decisions were not being made about renewal schools today and reinforced that the school needs to focus its program. Additionally, Mr. Maimone stated he understands Mr. Hawkes statements about nonrenewal and stated that the school needs a strategic plan to have a more focused approach. This strategic plan should be submitted to the CSAB. Mr. Walker agreed with Mr. Maimone’s statements as the plan could inform his renewal decision for the school.
- Ms. Turner stated that schools should not come without its board. Specifically, the board holds the charter and can make a decision to terminate the principal. The promises made by the principal today can be changed by the board if they do not agree with the vision. Several CSAB members echoed those sentiments.
- The CSAB wants to see the strategic plan with board signatures from Success Institute by its December meeting.

STATE BOARD OF EDUCATION UPDATES

- Dr. Tammy Howard, Director, NCDPI Accountability led a discussion with the CSAB about EVAAS, Growth and Proficiency.
- She shared information about *Every Student Succeeds Act (ESSA)*, the NC ESSA plan, and the requirements of state statute from the General Assembly. Dr. Howard stated that the academic measures will remain 80% proficiency and 20% growth. For 2017-18, these measures will remain the same. The timing of ESSA was recapped and must go through a peer review process where feedback will be given to the state. Mr. Quigley asked if the 80% proficiency and 20% growth model would be discussed again legislatively. Mr. Walker outlined that it could potentially be discussed.
- Mr. Walker informed the board that the CSAB will receive the SAS whitepaper that describes the EVAAS formula since the board has a lot of questions on the growth model. OCS will forward the

whitepaper upon receipt from Dr. Howard to the CSAB members. EVAAS presentation will come to the board at a later meeting.

- Dr. Howard stated that both proficiency and growth are critical pieces of information. Often, the misconception is that if one improves, you will see improvements in the other. While there are relationships between proficiency and growth, it is like running a marathon. The relationship between the two is that the more growth one makes they are better equipped to hit proficiency. One can grow but not necessarily meet the proficiency benchmark. Proficiency is a number on a test. The EVAAS growth model is a value-added system and looks at all EOG and EOC test scores for a population of students in the state. The data used in the model is strong and those schools that do not meet growth are performing below where they are expected based on previous performance.
- There are a lot of factors that go into student proficiency and growth. The EVAAS model sets an expectation for student performance. Mr. Walker asked about NC students being measured to other students across the nation. Specifically, how does one know that NC students are performing where they should if we are only measuring against students in our state and not nationally normed tests? Dr. Howard recapped the history of nationally normed assessments (California Achievement Test – early 1990s – was 60% aligned to the content standards) in the state and reminded the CSAB that we do participate in the National Assessment of Academic Progress for grades 4 - 8. Generally with this assessment, NC is with the nation. Ultimately the goal is to seek better alignment with the adopted content standards and remove the likelihood of teaching to the test by using a customized assessment.
- ACT is a self-selected group of students. ACT gives NC a comparison of how students are doing against others nationally. Currently, there are about 20 states participating and NC is at the end of the distribution. Some states have been administering the assessment over a longer period than NC. The only true way to compare is to compare with other states that are requiring all students to take the assessment. We typically see a 10th of a percent and that is quite an achievement.
- Ms. Turner wanted clarity on the double testing of 7th grade students that take Math I. Dr. Howard stated that with ESSA NC went with the opportunity that grade 8 students beginning with the 2017-18 school year will be administered one assessment (Math I) and all other students will do as they have typically done and take multiple assessments. NC will need to apply for a waiver for a 7th grade students. There are 5th and 6th grade students that are taking Math I and there is possibly an opportunity to bank the test scores to be used later for federal reporting.
- Ms. Sutton asked about EVAAS measuring the previous year assessments for students and if that was every EOG and EOC assessment taken by a student. Dr. Howard stated that is every test that we have assessment data for a given student. Students must have at least three scores to be included in the EVAAS model.

- Ms. Turner asked if it is looking at individual students or students in the aggregate. Dr. Howard stated there is not one number. Three test scores is the minimum and then once you have all the students the formula is run on the aggregate - statewide. With EVAAS you are always looking at groups of students (classroom, school, state).
- Mr. Maimone wanted to know if there is a specific threshold a school must have to be in the EVAAS model. Dr. Howard stated there must be at least 10 students. Additionally, he wanted to know about the opportunities for schools with high achievers meeting or exceeding academic growth. Dr. Howard informed the CSAB that Dr. Tomberlin has compelling data related to this question. She stated that a growth model would not be valid or sustainable if it did not allow for all segments of the population to exhibit growth. High performing schools in this state can still achieve growth.
- He requested data for schools with proficiency rates at 50% and those with proficiency rates at 80% and the percentage of each of these groups exceeded growth. Possibly having this data would provide insight into the number of higher performing schools not meeting growth. Dr. Howard agreed but does not think this would indicate a problem with the EVAAS data. Mr. Maimone stated that there are odd inconsistencies with national norm assessments and growth and the NC model, especially given student performance on SAT tests.
- Dr. Howard communicated that there are many different ways to measure growth and states use a variety of ways to measure growth. She recapped a growth symposium in Michigan and pointed out that the EVAAS model was not one discussed. However, we see differences because assessments are different and are measuring different things. When we talk about growth we have to determine if we are measuring growth by an achievement level (that is one way to do it), is it a change in percentiles to do it, EVAAS is based on expected level of performance based on past performance. Percentiles make it hard for parents to understand that although a child is at the 99 percentile, the student can still grow. Measuring growth with a change in the achievement level sounds like a great idea; however, students that are right at the cut point between a 2 and a 3 statistically that does not necessarily mean that a child grew in performance.
- Growth is a very complex conversation and there are many different ideas on how to do it. The growth conversation in this nation is not finished. Ms. Turner wanted to know how schools plan for growth. Dr. Howard stated that with ESSA and state statute we will begin reporting in 2017-18 the growth by the disaggregated subgroup. In schools you will be able to see growth not only for the school and the teacher but also by specific subgroups (Hispanic, EDS, etc.). This will be helpful for school planning. If she were in a school she would focus on proficiency to help ensure that student academic performance is where it should be. Not to discount growth, but the gains that are made with students should get them over proficiency at the level needed to be successful.
- Ms Kakedelis wanted clarity on when NC began requiring that 100% of students take the ACT. Dr. Howard stated this was the fourth or fifth year. Ms. Kakedalis also wanted to know when is a checks

and balance conducted to ensure that the standards students are being assessed with are in line with other states and how their students perform. If we do not have a national norms how do we know how the standards compare? Dr. Howard communicated that when the content standards were developed they were developed using that lens. The curriculum colleagues in the agency would be better to answer that question. According to Ms. Kakedelis, the ACT scores (compared nationally) are going down, especially in the last four years. Dr. Howard stated that when we first started 92,000 students took the ACT. This past year it was 105,000. Some of the results may be due to population growth, but contributes the decline to actual participation in the ACT. There are only 2 test days available for this test and initially maybe all students were not being tested.

- Mr. Quigley stated that there were a number of schools that had large jumps in proficiency this year but still did not exceed growth. Mr. Maimone added that sometimes they did not meet growth. Dr. Howard stated that if you have a school that increases its proficiency significantly, one must examine where the school started. Proficiency and growth are two different measures (apples and oranges). While we like to see a relationship between the two, the statisticians would say there is not a relationship. Possibly the relationship would be like a 4th cousin twice removed. It's not a first cousin. One must look at the students in a school, based on previous performance, keeping up with where they should have been particularly with how other students in the state performed. The key is to see it as two different measures. Mr. Maimone questioned if that was truly logical and provided an example of 20% proficient one year to 40% proficient the next school year. He specifically wanted to know if the goal of growth is to improve proficiency.
- Mr. Walker asked that if everybody grows then nobody grows. Dr. Howard stated that if they all grew at the same rate then that scenario could happen. Ms. Sutton provided an additional point for CSAB clarity. Mr. Walker stated that it may be better that instead of calculating a percentage that there should possibly be an average score. Basically he wanted to understand why the calculation is being done on the number of students that achieve a level 3, 4 or 5. This is important to the CSAB's work because their decisions are the life and death of a school, unlike the traditional counterparts. Dr. Howard told the CSAB that raw data is provided to schools and can be provided to the CSAB. There will always be schools that are on the cusp.
- Mr. Quigley wanted to know who is responsible for writing the EOGs. Dr. Howard communicated that NC teachers are recruited to write the EOGs and those items go through multiple reviews by teachers, content, experts, NC State, and other experts. The last step of review is an external review by someone not associated with NCDPI, NC State, etc. Currently there is no plan to go to Park or Smarter Balanced as NC has its own content standards and alignment must be considered. The move from Common Core shifted the focus and the need to move to Smarter Balanced assessments. The assessments given to students this year are the ones that have been in place for the past five years. Mathematics will be new in 2018-19 and is being field tested this year. ELA will be field tested next year and new assessments implemented in the following year.

- Ms. Turner questioned when a school reports that they are in the top ten percent in the state for growth and still and F. How should the CSAB handle these situations since they are making critical decisions about these schools? An F is not good. Dr. Howard stated that data is only one piece of information. In these cases it is two pieces of information (proficiency and growth). The CSAB must determine which one to value the most.
- Ms. Kakedelis followed up on the students who are right at the cusp of a level three and if that was the reason the SBE developed the level three to make it grade level proficient instead of college and career ready. Dr. Howard confirmed that understanding. Ms. Reeves wanted to know if the levels would remain the same (levels 1 – 5) and if consideration is being given to returning it back to a level four. Dr. Howard stated there is some consideration being given as her team has a responsibility to ask that question. The advantage of the level five is the distinction of being proficient but not college and career ready and the level five signals college and career readiness. Some states have only three levels, others have 4 and some have five. The minimum required by federal law is three levels. NC may be one of the only states with a level three and it requires a lot of explanation when reported.
- Mr. Maimone stated he is thrilled that NC is conducting the ACT as it is a nationally normed assessment. Specifically what is the correlation between K – 8 and the high school exams to the ACT? Is there work being done to correlate an X score in proficiency and what that equals to with performance on the ACT. Dr. Howard provided information from the Standards Setting and the ACT Explore. ACT has discontinued the ACT Explore so we will no longer have that assessment moving forward. The Standard Settings help to set the expectations for College and Career Readiness. A student meeting a level four should be on track to be College and Career Ready when they leave high school.
- Mr. Walker asked questions on how long the 15-point scale would last with the letter grade. Dr. Howard indicated that it would be in place this year and we may have one more year. Mr. Walker stated that we should go to 10-point.
- **No further action was taken following this presentation.**

SCHOOL UPDATES

- The CSAB received updates from schools currently designated as continually low-performing. Each respective school's board of directors and administrators provided information on their academic strategic plans. The CSAB gave each school specific follow up as a result of each presentation.

Aristotle Preparatory Academy

- Ms. Charlie French, School Director, provided information about the school. She stated that she and her team had worked hard the last four months to correct many of the deficiencies at Aristotle. The school conducted NWEA Map testing the first two weeks of school and staff has been trained to analyze the data to determine student deficiencies. Daily intervention has been implemented at the school. Parent University Night helps parents to engage with the data with the teachers to help make students successful.
- Work has been done to correct the noncompliance with teacher licensure. Currently, the licensure percentage exceeds the 50% outlined in statute. Additionally, a school improvement plan is in place and all areas have been or being addressed. MTSS is being implemented at the school and teachers meet with an instructional coach weekly to establish instructional and behavioral expectations.
- EC compliance has been addressed and the new EC teacher has ensured that the school is now complaint with the state. The school has worked with NCDPI and the board of directors to resolve the prior year's audit findings. The fiscal year 2018 budget is balanced and the school will maintain a healthy financial stance.
- Tony Best has been hired as an academic coach and meets with Ms. French weekly. Ms. French also meets with the board chair consistently. She is confident that the newly assembled team will help the school reach its academic goal of a C grade or better at the end of this academic year. She referred the CSAB to the materials she sent ahead of the meeting which were on eboard.
- Mr. Walker asked about Achievement for All Children (AAC) a CMO and the school's prior request to partner with this CMO which is affiliated with Team CFA. He recommended that the SBE approve the amendment request to allow Aristotle to partner with AAC. There are not huge management fees associated with this partnership since it is a CMO and not an EMO. It makes since as the CSAB previously recommended (unanimously) to allow this partnership. Ms. Kakedalis stated that a subcommittee of the SBE previously approved the recommendation as well and she does not know the status outside of the Ethics Commission looking at the request.
- Dr. Townsend-Smith communicated that currently the request is being reviewed by the Ethics Commission and we are still waiting. Members of the CSAB stated that right now there is not an Ethics Committee and wanted to know next steps. Mr. Walker stated that any issue that may have been is now resolved. The state should not drag its feet on this approval and should allow the school to do what it believes it needs to do.
- Mr. Quigley wanted to know what the math growth was attributed to last year. Ms. French stated that last year the school board went to Team CFA and AAC to help with its academics. At that time, an instructional coach was placed in the building. Additionally, AAC has been present with the school

along with Team CFA even though a formal agreement has not been approved to be its CMO. The coach from AAC is in the school 60% of the time, holds PLCs with the staff, and addresses the data.

- Mr. Walker stated that the students that were in third grade in 2015-16 who were in fourth grade in 2016-17 demonstrated low scores and wanted to know the reason for that cohort of students. Ms. French stated that the current fifth graders did not receive quality instruction and there was previously a lack of certified teachers. She came on board in the spring and at that time 17% of the teachers were certified. Given student performance and lack of teacher licensure, decisions were made to determine which staff would be replaced. This year 65% of the staff is new and certified. 78% total is certified but if you are allowed to include guidance it would be over 80%.
- Mr. Quigley and Mr. Walker wanted to know the background of the new director for Aristotle. Ms. French recapped her background and charter school experience. Her experience included finance, start-up, and turning around schools.
- Ms. Reeves wanted to know about the student enrollment. Ms. French stated that the school is at about 115 or 116 students and that student enrollment has declined from 165 students. This student attrition is due to the school's recent move to a new facility. The new facility is 10 miles away from the prior location. Most students that left chose schools that were closer to their homes. Additionally, Ms. Reeves wanted to know about transportation services offered by the school. Ms. French stated that the school runs 5 buses. There are three main routes throughout the city.
- Mr. Quigley asked about Ms French's long term vision in terms of scale. Ms. French outlined the target next year is to grow the maximum 20% allowed in statute (minimum 159). The goal is to grow 20% each year if allowed. Ms. Kakadelis followed up with inquiring about the growth outlined in the approved charter application. Ms. French outlined it was much larger than the current student enrollment but would need to check for the exact number. Dr. Townsend-Smith confirmed that the number outlined would be 550. Additionally, the low-performing/continually low-performing status prohibits growth greater than 20% at this time.
- **Mr. Walker made a motion to recommend to the State Board of Education with all due haste approve the amendment request of Aristotle Preparatory to partner with AAC as its CMO. Ms. Kakadelis seconded. The motion passed unanimously.**
- The CSAB would like to see the school again if needed once the 2017-18 academic scores are received.

A.C.E. Academy

- Ms. Lila Minot, Executive Director/Founding Board member presented information about the school along with Ms. Molly Roth, Principal. The school is in its fourth year of operation and started with

144 students and now has 446 students. Currently, the school is considered continually low-performing and has a school improvement and action plan for CSAB consideration.

- Ms. Roth reviewed the data about the school and communicated that the school did meet its expected growth. She referred the CSAB to the meeting materials provided prior to the meeting on eboard. During her presentation she pointed out the comparisons between Cabarrus County and Mecklenburg County. She stated that the students at A.C.E were performing higher at a level 1 and 2 instead of a 3, 4 or 5. The students who started with the school are currently in third grade and the school has data on those specific student performance levels.
- The school is currently performing lower than Cabarrus County. There are two classes of third through sixth grade testing and one small class of students in 7th grade. EVAAS data helped the school decide which teachers to retain. As the action plan is implemented for the school it was evident that more teachers were comfortable teaching ELA than math. Ms. Roth stated that Math is the area where the school has struggled.
- The BOG reading assessment results were discussed by Ms. Roth and she indicated that there were great improvements on this assessment from last academic school year to the 2017-18 BOG assessment. These would be the students that started with the school in Kindergarten. The school is excited to see the gains with student performance.
- Mastery Connect is being used and the school is administering the Case assessment the next week. Mastery Connect came to train the teachers. Ms. Reeves wanted to know the total number of third graders at the school. Ms. Roth responded that there are 36 students and the majority have been with the school since the beginning. The student population is transient and the school is considered a Title I school.
- There have been drastic changes with the staff and have been more intentional with its hiring. Additionally, instructional coaches have been hired to provide support and guidance to teachers. There is a creative curriculum specialist who helps the teachers create more hands-on lessons for the students. Also a comprehensive needs assessment has been scheduled through the state which is typically not done for charter schools. Ms. Silva, NCPDI will come to the school to meet with the administration. The comprehensive needs assessment will be conducted in December.
- Ms. Roth communicated that a teacher skilled at Reading 3D to inform instructional practices has taken on the responsibility of training other teachers at the school. Meetings have been scheduled with teachers to discuss EVAAS data next week. The school is also utilizing formative and summative assessments. Tutors have been hired at the middle school level to help with the newly instituted flexible grouping.

- The school is working to increase student engagement because a non-engaged student is more likely to get into trouble. This is the school's first year using flexible groupings. Teachers at A.C.E. Academy's planning time is spent with teachers who are teaching a grade level behind for vertical planning. For example, 2nd and 3rd grade would have common planning times.
- Ms. Roth, as a former Math teacher knows that the school needs to perform better with Math. She reported that Dr. Terry Cline has supported the school and offered a resource such as the National Charter School conference. Success schools has published their ELA curriculum for all charter schools to access. As a result of the conference the school has been using the Amplify Science and is seeing great gains.
- The school is partnering with UNCC with its new teacher support program given that it has a number of beginning teachers. Also there are multiple levels of support to that is helping the school such as coaches. The school is sending multiple teachers to several sessions of NCCAT.
- Mr. Quigley referenced the science scores and that they were very low. Ms. Roth agreed. Per Chair Quigley, the school could get some great payoffs if the school were to get those numbers up. Ms. Roth stated that in the past there was not a prescribed curriculum. However, this year the school is using the Amplify curriculum to help students in Science. A staffing change was made in 5th grade and this is the school's first year with eight grade. Amplify will be used in kindergarten through fifth grade so that students are exposed consistently and not just when in fifth grade.
- Mr. Walker outlined the school is implementing a lot of changes. He wanted to know if the changes were substantial enough to require an amendment request. Ms. Roth does not believe that the curriculum changes made would impact the language in approved charter.
- Ms. Reeves wanted to know the teacher retention rate. There was not an actual percentage given and the teachers who have not returned has been the school's choice.
- Mr. Walker encouraged the school to continue to work its plan and they would be seen next year for renewal. Cannot have a D, F, F and come up for renewal. Ms. Roth stated they understood and the goal is to have a C and hit high growth.
- Mr. Quigley asked how long the current principal has been at A.C.E. Academy. Ms. Roth stated she had been there three years and prior to that she was at Charlotte Secondary as the middle school administrator.
- Ms. Reeves pointed out that the first year the school had 146 students and after that the student population more than doubled. This current school year the school has added an additional 126 students. Ms. Minot responded and said the reason for the low numbers in year one was due to facility issues. Additionally, the school has always been fiscally sound but could not afford to hire a

principal with the low numbers in year one. To help the school she conducted multiple roles which proved to be ineffective and thus the school hired Ms. Roth as Principal. There are shortcomings which the school is looking at comprehensively and tracking data to provide appropriate support for all at the school.

- Mr. Quigley had questions about the implementation Success Academy resources at K – 5. Ms. Roth clarified that it was for grades three through five and the curriculum and instructional coach is using that at the school. It is going well but the challenge is that the school has a new teacher (long-term sub) and implementing a new curriculum has been hard. There is a solid candidate the school is vetting. The executive director and principal has adopted a philosophy that quality instruction is important and must act swiftly to remove teachers that are not performing. Implementation in third grade has been less challenging as the school uses the workshop model and it fits nicely with Success Academy's curriculum.
- Additionally Mr. Quigley asked follow up questions about the process the school was using for literacy instruction. Ms. Roth outlined the school is in its beginning implementation stages of the curriculum implementation and recognizes that a lot has been asked for teachers to adopt. Teachers are getting more comfortable as the year progresses. Math training is through the National Math Network and the school is not implementing the Success curriculum in that subject area.
- Ms. Gibbs asked if the school was using Common Core Math. Ms. Roth responded that the way that students learn math is different today and teachers have difficulties shifting from teaching in the less effective ways. As a former math teacher more hands-on approaches need to be incorporated with real life experiences and to differentiate. Ms. Gibbs thought the legislature was not giving schools a choice. Mr. Walker stated that when looking at school performance and those struggling it always seems to be in Mathematics. This should concern people from a policy perspective. He stated the whole state's math scores were declining. Ms. Kakadelis responded that the ACT math scores went down as well. Mr. Maimone stated that the school should not feel it is bound to the state standards to successfully pass the math assessment. A few other tips were shared with the school by the CSAB to raise its math scores.
- The CSAB encouraged the school to continue to work its plan and would see the school next year after scores are in.

Charlotte Learning Academy

- Ms. Pamela Farewell, Board Chair, Charlotte Learning Academy made introductions and turned the presentation over to Ms. Stacy Rose, Executive Director for the school.
- Ms. Rose stated that the school is in its fourth year and submitted the NC Star submitted school improvement plan since that is what the school has been working on since last year. The school

serves grades 6 – 12 and is considered Title I. The school has a new location and this has been a positive move for the school because they were restricted in the last facility. The last couple years the school has shown significant growth but is still an F school. Data suggests that students still need a long way to go even with the growth the school is making. In 2015-16 the school had 74 returning students and 104 new students. Last year 115 returning and 108 new students. Each year the school adds new students which is making them start over each year. The amount of new students impacts school culture. Until this year the school was limited with its hiring as there was no place to house the additional staff needed. Now there are more people to assist to help focus on instruction.

- A lot of things have changed at the school such as block to yearlong scheduling. Many different trainings have been conducted for staff as the school has hired a lot of beginning teachers. School closings in the Charlotte area early on impacted the school's ability to attract seasoned teachers. It was also hard to pay the seasoned teachers. Many of the beginning teachers at the school are going into their 4th year of teaching and this helps with building relationships in the community.
- Ms. Rose stated that the students at the school are needy but enjoy coming to school each day. The attendance rate at the school is over 96% and has been consistently so. The school just needs to ensure the students are getting what they need. Additionally, she understands that they have not grown enough to reflect in the data and while they have an F school performance each year is increasing. The school knows they are moving in the right direction; however, they must do so a lot faster. 32 seniors graduated last year (1st graduating class) and 98% were accepted to 2 and 4 year institutions.
- Ms. Gibson addressed the CSAB to outline the school's academic goals and strategies. The school uses personalized education plans. Leadership at the school meets with all students to discuss strengths and weaknesses. Additionally, students take Brain Based and Multiple Intelligences tests to accommodate for different learning styles. Parents are invited to discuss the education plans and then teachers as well. Character education is also an important component of the school's curriculum given that there are now 8 blocks there is time to focus on character education.
- Additionally, PLCs are held every week as there is not common planning. Content area teachers meet separately to discuss and develop action plans based on data. There is also a BTSP for the 7 – 8 teachers who are new teachers. Teachers also meet bi-weekly with leadership to discuss progress toward goals. This year the school's focus is on student engagement and data-driven instruction. Curriculum and Instructional Coaches are now used at the school to support teachers. Also, the school has implemented and is using benchmark assessments to drive instruction. Administration is a lot more visible in the classroom to give teachers consistent feedback about instruction and other issues.
- Ms. Gibson also outlined a variety of instructional tools the school is using both online and hands-on. Tutoring is conducted weekly and on Saturdays.

- Ms. Reeves wanted to know the differences in student enrollment at the middle and high school levels. Ms. Gibson stated that there are 103 students in middle school and 182 students in high school. Ms. Kakadelis followed up and asked about the reason there is a lot of turnover with students. Ms. Rose stated that as the school increased enrollment a lot of new students came. Additionally, the school gets a lot of withdrawals once students show progress and then parents return them back to their base schools. Students also return after a year of being withdrawn because the school environment at Charlotte Learning Academy is best for them. There is a lot of back and forth with enrollment.
- Ms. Rose contributes the high school growth to a number of charter schools that have closed in the Mecklenburg area. The school's culture has been impacted by the student enrollment at the high school and is working hard to maintain what was built. Ms. Reeves wanted clarification on the first year enrollment. Ms. Rose stated the school started 6 – 10 and then added a grade each year which is why the school just graduated its first class. Additionally, Ms. Reeves wanted to know about the minimum graduation standards in place for high school students outside what the SBE requires. Ms. Rose stated community service is required, AP classes are offered through NCVPS, character education, and seminar classes.
- The plan for the school is to ultimately build enrollment at 6th grade and not at the high school level. Accepting students at high school has been difficult when the students enter extremely low academically.
- Mr. Walker asked Ms. Rose to introduce others who were in attendance. She introduced staff, administration, and board members. The school submitted a plan last year through NC Star and appeared before the CSAB. Mr. Walker pointed out that the scores for the school were pretty low and with renewal pending the school must be aggressive to keep everything going. Additionally, Mr. Walker stated that 3 years with 3 Fs is not cutting it and hopes the school can pull it out. He stated that the school was put on notice last year and scores were a little better and was close to making group as the EVAAS growth was a negative 2.1. Just meeting growth is not going to cut it.
- Mr. Walker also drilled teacher performance at the school. Ms. Rose stated that the teachers currently at the school are those who were asked to return. Additionally, there is a lot of teachers that need a support and the school has a plan of action for that. Building relationships and helping children to be successful is at the core of what the school does. Ultimately the school will terminate teachers if needed. Mr. Walker pointed out that the reading scores were not good but the math scores were even worse. Ms. Rose communicated that math is the school's struggle.
- Ms. Reeves wanted to know what the school had done to address the deficiencies in high school math and science. Ms. Rose stated that the teachers and children have been through a ton of trainings. Teachers hold certification in science but not math as these are both areas that are hard to

staff for the school. The high school math teachers are both new. Administration is more present in the classroom to provide feedback.

- Mr. Maimone stated that since the school only has three years of data since opening in 2014-15, it would be prudent to look at the data of students that have been with the school over time and provide that data to the CSAB for renewal. It is going to be tough to recommend renewal for a school that has received solid Fs, but this data could help. Evidence needs to be provided that the school is making an impact with students that have been there since the beginning.
- Ms. Kakadelis reiterated Mr. Maimone's sentiments and requested that the school provide data on how the students are performing academically when they enter the school. Specifically, provide data that outlines where the students are (1 year behind, 2 years behind, etc). Ms. Rose stated that the first school year all students scored a 1, however, the school demonstrated 84.5% growth and the school still had an F. The students grew but nowhere near where needed. The school uses EVAAS to determine the predictor score and an example provided was the expected growth was .6. Ms. Kakadelis stated that this is the reason that so many charter schools start with Kindergarten through second grade. Ms. Rose stated they do see better results with the 6th – 8th grade data.
- Ms. Reeves asked if the school has a set number for each grade level. Ms. Rose stated that the school does not as the first four years students are needed due to funding. They have a large EC population and ESL population and love that as that is the population the school set out to serve. However, it does add on to the current challenges. Ms. Reeves referenced the enrollment plan at Sugar Creek where students are not accepted after 8th grade. Ms. Rose hopes the school can get to that point. This year the school had 155 returning and 120 new and hopes to continue that trend. Ms. Reeves communicated the staffing nightmare with such fluctuating numbers at the high school level.
- Mr. Maimone stated that Thomas Jefferson made the mistake of starting 6 – 12 but quickly realized the school needed a K – 5 to get students ready for 6th grade. Ms. Rose stated that in preparing the renewal data the school studied the Title I data of CMS as a whole. If just looking at Title I then the school is the same. While the rule, comparing to the district is not an apples to apples comparison. Ms. Sutton asked about the other assessments at the high school level to demonstrate student growth. Ms. Rose stated they conduct Mastery Connect and the Release Test. Ms. Gibson confirmed that Mastery Connect has old NWEA assessments which are used to create the test students take.
- Ms. Kakadelis encouraged the school to look into the NCVPS pilot offering for Math I with blending learning and told Ms. Rose to contact her for more information. Ms. Reeves confirmed her school is using this approach. Ms. Rose stated the school is well aware of the challenge and is willing to take on the task of turning the school around.
- Ms. Turner encouraged the school to continue to weigh what it is being held accountable for and make some decisions that may not be your favorite but will move the school forward. Specifically, if

not meeting the standard the school will not be able to continue. Mr. Walker stated there are Title I schools in existence in NC that are A+NG and referenced Henderson Collegiate. He told the school that they can do it but it takes some hard decisions sometimes. He hopes to see good results this school year and will see the school back before the CSAB for its renewal.

Paul R Brown Leadership Academy (PRBLA)

- Mr. Carl R Lloyd, founding member, from PRBLA made introductions and reviewed the presentation for the CSAB. He recapped the mission of the school. Mr. Lloyd stated that the school is a school of second chance. A cadet must want to be at the school but many have had significant difficulties (academically, emotionally, a little bullying) in other schools. PRBLA is the only public charter military school in the state and opened in August 2013 in Elizabethtown NC. The school serves cadet in Bladen, Columbus, Cumberland, Hoke and Robeson Counties.
- Grade levels now offered by the school include grades 6 – 12 but initially started with grades 6 – 10. The school provides bussing to all counties it serves and provides a cost free meal program (includes summer feeding program). Currently there are 108 male cadets and 63 females. There are fifteen 6th graders, 35 - 7th graders, 29 - 8th graders, 33 - 9th graders, 18 - 10th graders, 27 - 11th graders, and 14 - 12th graders currently attending. The demographic breakdown is 9 – Native Americans, 1 Asian, 113 African American, 28 Caucasian, 11 Hispanic/Latino and 9 Bi-racial.
- Saturdays are a bit different for a PRBLA cadet as the school does have Saturday school which operates 10 Saturdays a year. Saturday Academy is a 3-hour session held for any cadet failing a class or exceeding absences for a four week period.
- PRBLA is founded on 4 pillars: Character, Leadership, Physical Wellness and Academics. Cadets must perform 300 hours of community service to graduate. The Academy is also a member of the Athletics Association for Schools of Choice. Members of the high school are members of the Navy Cadet Core which provides an opportunity for students to travel each year for leadership training. Once completing this program cadets can enlist at a level E3 in the US Military after graduation.
- Mr. Lloyd stated that they are not blaming anything that has happened on last year, but last year was not a usual year for the school. Specifically, there were some unexpected events such as Hurricane Matthew and the school lost approximately two and a half weeks of instruction. 21 of the students last year were in the Robeson County area and the school could not get those cadets back to school. Also the lower part of Cumberland County was impacted by Hurricane Matthew more than Bladen County.
- Mr. Hawkes asked if the school was a boarding school. Mr. Lloyd responded no. He additionally asked the distance between Lumberton and Elizabethtown to which Mr. Lloyd responded that it was 24 miles from the school to Lumberton.

- The school also lost a cadet last year which impacted about a week of instruction. Mr. Lloyd recapped the school proficiency (2015 – 17%, 2016 – 28%, 2017 – dropped 23%). High school cadets' scores improved in Biology, English II, and NC Math. No one is satisfied with the scores last year and will fix this. We are shooting for proficiency each year but will also make growth until proficiency is made. The board and administration have developed a strategic plan to immediately fix test scores.
- The plan is to use NWEA Map assessments in addition to the NC Check-In assessments. Feedback from OCS site visits will be incorporated. Personnel changes have taken place based on last year's test scores. The school plans to continue to visit successful charter schools that serve a similar population and will continue to reach out to successful schools.
- Mr. Walker asked if the school has participated in the Low-Performing Training Camps offered by OCS as he has heard rave reviews. Mr. Lloyd communicated the school has participated using its academic dean to take the lead on these training offerings.
- Specifically 6th grade last year did not perform well and the school does not know what happened. Administrative changes have occurred for 6th grade. The grade level tested less than 5% in both math and reading. On NC Check-In with reading they performed well but it did not translate to the assessment. Ms. Reeves wanted to know the proficiency level of the students entering PRBLA. The school did not have this information but has explored adding 5th grade. Ms. Sutton wanted to know the exact number of 6th graders at the school last year. Mr. Lloyd responded that 31 students were in the 6th grade to which Ms. Reeves responded that only 1 student demonstrated proficiency.
- Mr. Walker stated the school needed to improve in reading and math but should focus on math since there is a lot of growth needed in that area. Mr. Lloyd outlined that to address the 6th and 8th grade math scores a new teacher has been hired. Ms. Reeves wanted to know if one teacher was teaching both 6th and 8th grade math. Mr. Lloyd stated that the school is small (6th grade only has 15 cadets this year). The school did not want to send the low-performing 6th graders forward with gaps so this year the now 7th graders are split into 2 classes. The current 7th grade class is approximately 35 students.
- Ms. Reeves and Ms. Kakadelis wanted to know the student retention of the current 8th grade students. The school average is 91% retention but no specific number was given for 8th grade students. Students are not forced to come to the school; however, most students buy-in and want to stay in the program. The students that come to the school are looking for something and the school offers their first taste of success.
- The school modifies student behavior and gets the students to become productive citizens. Ms. Kakadelis requested the school provide data on how students perform when they enter PRBLA.

Specifically, what level are the students. Mr. Lloyd and the dean plan to get this information. A summer program is held for new 6th – 8th graders entering the school to get additional days of instruction before the school year begins.

- Mr. Maimone stated he remembers when this school was approved and it sounded like they are doing great things for young people. However, the academics are important and there is no reason to have students that are demonstrating only 5% proficiency on math. In science to improve scores the school has adopted the Learn Ed Notebooks. As a best practice the school will continue to track its graduates to see where they are. There will also be targeted PD based on teacher observations and there will be consistent walkthroughs with quicker teacher feedback.
- The school is now using NWEA Map assessment cutoff scores to determine if a student needs a foundations course prior to being exposed to Math I. Another math course may have to be added in the cadet's junior or senior year to get 4 math courses before graduation. Mr. Lloyd reported that if students complete the graduation requirements for the school, they can attend any of NC colleges and universities.
- Mr. Maimone wanted to know if this year would be the school's first graduating class and where the students are now. Mr. Lloyd responded that the school has graduated 2 classes as the school went 6 – 10 in its first year. The past 2016 graduate breakdown included 1 unemployed, 1 employed full-time, 1 enrolled at UNC Pembroke, 1 in the National Guard, and on the Career Technical Track at the Community College, and 2 enrolled in the Community College and both are on the Community College transfer plan. The class of 2017 graduate breakdown included 2 employed full-time, 1 at NC A & T, 1 at UNC Pembroke and 1 in the Community College Transfer Program.
- The school has a philosophy of not suspending students. Instead they use in-school suspension and use technology to allow the student to hear the instruction in their respective classroom. In Cadet Core a medal with a tab is now being added when student passes an EOG. The school set goals before coming to the CSAB meeting to see what they could do to fix things. PRBLA plans to increase their schoolwide EOG scores by 50% by the end of the academic year. Mr. Lloyd explained why the goals are set low on paper but the goal is for all students to be proficient. The school plans to increase grade 8th math scores by 36%.
- Ms. Turner asked as Mr. Lloyd recapped the percentage they plan to reach in the respective grade levels if he had looked at the number of student at the grade level because as she looks at the information she does not think the school would end up at 45% overall even if all the goals outlined were met. The school needs to look and make sure about the number of students taking each test and what those numbers would get the school. Mr. Lloyd responded that the school will get the information back to Ms. Turner.

- The school is proud of its military service as the school has instilled a sense of commitment to the country with the students. There are currently 11 alumni and 14 seniors that are eligible for military service. Only 1% of the American population serves in the military, but 20% of PRBLA cadets are graduates and are serving in the Army, National Guard, and Airforce Reserve.
- Ms. Sutton asked if the school “backfills” its high school. Mr. Lloyd stated that the school does but what happens is the school does not get a lot of 11th and 12 graders as they do not waive graduation requirements. Students must take 5 history courses, four English courses, creative writing, and 4 math courses.
- Mr. Walker stated that regardless the school would appear before the CSAB next year as they will still be considered continually low-performing. The CSAB wants to see how the plan goes into effect and adding MAP testing should help the school. Mr. Maimone stated it was a great presentation and reminded the school to disaggregate the data requested by Ms. Kakadelis.
- Ms. Kakadelis stated that the graduation data presented was impressive. Mr. Lloyd stated that this year would be their largest graduating class and that the goal is college while they know all students may not go. Ms. Reeves stated the students had an awesome opportunity with UNC Pembroke with the NC Promise program. Mr. Lloyd stated that since many of the students are Title I that is the path the school recommends. Ms. Reeves reminded the group that UNC Pembroke has \$500 tuition.
- Mr. Walker talked about the benefits of the Community College Transfer Program. Mr. Lloyd also reported that there are students attending the school that are dual enrolled at Bladen Community College.

Thomas Academy

- Thomas Academy (Columbus County) is a small school serving students in grades 6 – 12. Mr. Walker outlined the school received an F last year and did not meet growth, the year before that a D and did not meet growth, and in 2015 and F and met growth. The EDS population is 85.7% which is substantially more than Columbus County but is performing about 30 points below with proficiency to the county it is located.
- Dr. Tom Simmons, Vice President for the Boys and Girls Home and was the former Director of the school (Flemington Academy) when it first opened. A new Director, Geraldine Bradshaw and a board member were present for this opportunity. A presentation was not submitted prior to the meeting as requested.
- Dr. Simmons provided background information about the school and outlined how it was unique. Boys and Girls Home is a residential facility for abused and neglected children. The charter request was submitted as the school was not thriving in the public schools in Columbus County. The student

enrollment cap is 120 students and the school has reached that number this school year. The cap was set low because one-on-one attention is important to the model. The current class size is about 1 to 15. Students in the school are residents of the Boys and Girls Home 24/7 and have been removed from their homes by the Department of Social Services (DSS). Students that come to the school are typically two to three grade levels behind and some may come directly from psychiatric facilities. Most students attending do not want to be in attendance at the school and believe that failing is okay. The school spent a lot of time communicating that failing is not okay.

- The students who live on campus have no parental involvement. The community parents provide little support. It's not an excuse as to where the school is, but it is a reality. Last year there was a change in administration from the Director and Assistant Director and the test scores went back to the F level. Ms. Bradshaw (school principal) is a trained guidance counselor by trade and has put in some new plans to change the school around.
- 25% of the students receive services through an IEP, about 80% is on some psychotropic drug to help them get through the day. Two behavior specialists are employed at the campus to eliminate chaos happening. Good things are happening at the school such as students graduating, going to community colleges and four-year institutions. There are still a big block of students in middle school that are demonstrating weaknesses and there is a focus to help that specific set of students.
- Dr. Simmons read a letter to the CSAB from a student who attended the school and the progress the student made while attending the school. Because of her emotional baggage the student took her life and these are the type of students the school deals with. He then recapped the different types of students the school serves. He is passionate about the school because he is a product of the Boys and Girls Home. Anything that the CSAB suggests or any help offered by NCDPI is welcomed to help them reach the students it is serving.
- Mr. Walker asked if the school has considered applying to receive Alternative Status for Accountability purposes. He communicated that the policy was written to help with these type situations and it seems like Thomas Academy could fall in this category. Dr. Simmons stated that it has been considered and they are meeting with the parent advisory committee to see what their feelings are for the school to have such designation. He does not want to send the message to parents that that are an alternative school in the sense of an alternative school.
- Ms. Sutton inquired about the percentage of students that were residential. Of 108, 54 are residential per Dr. Simmons. Mr. Walker asked that if the school had more room would more of the students be residential. Dr. Simmons communicated that the Boys and Girls home has a 54 maximum residential level. Most likely more rooms will not be built as they want the campus to remain small.

- Ms. Reeves wanted clarity of when the school became a charter school. Dr. Simmons stated that was in 2013 and outlined when the school has a name change from Flemington to Thomas since it had a wealthy benefactor.
- Ms. Kakadelis wanted to know if they were a school before becoming a charter school. Dr. Simmons stated they were a part of Columbus County schools and were called Boys and Girls Home School and were low-performing at that time. The school averages about 8 months of attendance from a student because DHHS may make an alternate recommendation about the student's placement. The school will also receive students 2 weeks before testing.
- Ms. Turner strongly encouraged the school to consider going alternative as this situation fits the premise of the policy. Dr. Simmons communicated that Ms. Bradshaw will talk to the parents about this possibility before moving forward. Ms. Kakadelis pointed out that nothing has to change to be considered alternative status except what the CSAB decides regarding the school.
- Mr. Walker said that strong consideration should be given to becoming alternative as given the situation it will be near to impossible to make the necessary improvements. The students need what the school is providing and the school does not fit in the box as other charter schools. Dr. Simmons stated he would contact OCS tomorrow to determine next steps with this designation. Ms. Kakadelis firmly stated that the CSAB cannot continue to recommend a charter when the school is not meeting growth and is an F school but there is a need for the school.
- Dr. Bradshaw, Administrator, from Thomas Academy stated that she signed a contract with the school on October 2, 2017. Before accepting the job she toured the school and she realized that the students at the school need to know that they are important. Additionally, she rules with a firm hand.
- The school has a plan for 2017 – 2019. She implemented Saturday Academy and class is held from 9 am to 12 pm. Ed Helper and Khan Academy are being used to help close achievement gaps due to student traumatic experiences. Additionally, Dr. Bradshaw has a relationship with Southeastern Community College and knows how to substitute different math courses. Southeastern Community College conducted the Accu Placement test for all students at the school and the student did well. That test provided the specific gaps for each student. He has enlisted the help of the Early College and they will provide tutors on the weekend.
- Southeastern Community College will teach students ACA 115 and 125 in the spring 2018. Career and Technical Education is provided by Southeastern as well to meet the needs of student not interested in pursuing a 4-year degree. Additionally, the school plans to visit colleges and universities to help them vision where they can be. Different branches of the military are conducting visits to the school. Most students attending could not survive in the traditional setting. The school has instituted a point system and the points are used to buy different merchandise in the school store. The school store will be ran by the Occupational students.

- There is tremendous staff support and the school is attending various conferences. The school is teaching the students school pride to hopefully influence student performance on test scores. Staff meetings are now required to help build communication and collaboration. The school is capped at 120 students and is intentionally small.
- The school has a grant writer which has help the school purchase 15 new laptops. A new resource teacher has been hired to help with students who cannot make it to Saturday Academy. The school also has a few sports for students to participate as well as non-sports related activities such as chorus. Students are acknowledged in an assembly for their academics and other achievements once per semester.
- Ms. Reeves wanted to know the exact number of instructors at the school and if they were certified. Dr. Bradshaw responded that there were 18 staff members and they were certified. Mr. Maimone asked that the school has 84 students and 18 instructors. Dr. Bradshaw explained that there are teachers and behavior specialists.
- Ms. Kakadelis reiterated that the school needs to work with OCS on the potential alternative status as the school is on a very tight timetable for this school year. Dr. Townsend-Smith clarified for Ms. Kakadelis the timetable to get the information to the SBE for approval. Mr. Hawkes stated that the school should work with staff to achieve alternative status and that they do not have to advertise that designation with their parents. The CSAB is sympathetic to this school but the school needs this designation to stay out of trouble.
- Members of the CSAB stated repeatedly that being designated as alternative is important to this school's survival. Without this designation, there will be no school. Dr. Simmons stated he would contact OCS the next day. Mr. Walker stated the board of Thomas Academy needs to ultimately make this decision to submit this request. Mr. Hawkes stated the focus should be the students and not the parent.

KIPP Durham

- Before the discussion began, Ms. Sutton reminded Chair Quigley that she would recuse from this discussion. Mr. Quigley stated she had recused and would not be discussing or voting on the matter.
- Mr. Curtis Wynn, Board Chair, KIPP Durham made the presentation and introductions for the school. He has been on the board for some time and outlined 3 messages regarding where the school is today. First, it is theirs and they own it and this reflects where students enter the school. Second, they are optimistic that they will get better results and are excited about the new building. There are 2 new Assistant Principals hired for the new school. Lastly, past success makes them humble based

on what they have done at Gaston and Halifax. The school will form any needed alliances to make changes.

- He recapped the mission of the school which everyone believes in. The school recruits students from underserved students in tough parts of the lunch community. Lunch and transportation are provided for all students. Ms. Gail Worthington, another board member, shared her experiences and where the school is headed.
- Ms. Worthington communicated the recent history of Durham and stated that the school opened in 2015 with a partnership with Self-Help to renovate an historic 1932 school building on Holloway Street. The temporary facility presented a lot of challenges for the school. In August of 2016 the school moved into its new facility and this is the second year the school is operating in the renovated facility. The school now houses 5th through 7th grade students.
- There are 263 students and 99% of the students are African American or Latino. 100% of students are accessing the National Free and Reduced Lunch program as a result of meeting the 63% threshold to qualify for CEP eligibility. 13% of students qualify for EC and 43% of students are designated as ESL. This population reflects the community of East Durham.
- The first tenant of KIPP nationally is to serve students that need it most. At every board meeting the members ask this question. East Durham is one of the most under resourced and as a result largely underperforming. Five of the four elementary schools in the area did not perform well. Two of the schools received a D from the state and three received an F. The school actively recruits by going door-to-door to ensure equal access. The work is hard but they see it as an opportunity.
- Mr. Anders Campbell, Principal, stated that over half of the students enter performing at a level one in reading and math. They know that meeting and exceeding growth performing at their level will still not get students where they need to be with proficiency. The focus is to fill gaps to help meet the proficiency bar. Only 11% of students entering have come with passing both EOGs in the 4th grade.
- Mr. Campbell stated that the school is meeting growth per their EVAAS data and realizes that is not good enough. The school wants to exceed growth across all categories. Staffing changes have been made to ensure the math scores improve. Additional staffing changes includes hiring previous staff from KIPP Gaston as Assistant Principals to help improve school performance.
- The school is working with a few community partners such as the Hill Center. The school is working with NCDPI, colleges and universities, StudentU and Alliance Behavioral Health. The school is now participating in ongoing professional development by leveraging the experience of KIPP Gaston.
- Mr. Anders reported the school has achieved full implementation with 9 of its 12 indicators and the one that will move the school forward is the leadership team. The school has invested in adding

grade level chairs. The other indicators focused on this year are the students who are outliers and needs additional support, implementing benchmarking and analyzing that data to inform instruction.

- Ms. Mary Brown, a board member, read a summary statement to summarize the schools presented action plan and their commitment to make changes.
- Mr. Maimone stated it would be beneficial for the school to disaggregate the data of students who have been with KIPP since the beginning to measure impact. He hopes the school will be a C school and exceeds growth in the coming year.
- Ms. Reeves asked if the plan was to add a grade each year. The school responded that the goal is to go to 12th grade. Ms. Kakadelis asked if this school in comparison to the other KIPP schools had the highest percentage of ELL students. The school responded that they did not know the percentage at the other schools (excluding Charlotte) but knows that their percentage is significantly higher. Ms. Reeves wanted to know the average EL proficiency in terms of emerging, etc. Mr. Campbell did not know but communicated that about half receive services.
- Mr. Quigley stated that there were a lot of things in the presentation and asked what things the school was focused on the next three months. Mr. Campbell stated that the focus with PD is to master monitoring student work and not waiting until the end of class for an exit ticket.
- The CSAB wants the school to continue to work its plan and looks forward to the school being successful in Durham.

Dillard Academy

- Ms. Danielle Baptiste, Operations Director, led conducted the introductions and presentation for the school. The school opened in 1998 with a mission of providing a quality education for inner city Goldsboro. The school has met and exceeded growth every year it has been in operation save one year.
- Information was presented on how the school performs against schools in their immediate area (Carver Heights and Dillard Middle). Over the last five years the school has constantly made growth and in most cases performing better than the schools in their immediate area. Last year, the school was negatively impacted by Hurricane Matthew and lost two of its classrooms and experienced a lot of flooding. She described the water damage the school experienced. The school is used to making growth and was devastated when that was not accomplished last year. There are now plans in place to ensure the school makes academic gains even when there is a natural disaster. There is a Plan A & B for everything the CSAB would hear about in the presentation.

- The school focuses on its school improvement goals each year. It is discussed in its annual retreat and data is reviewed annually. The first goal is to increase the school's performance grade from an F to a D immediately and that will be done by using its academic initiatives.
- Mr. Walker understands that the school wants to go from an F to a D, but the school is up for renewal next year, the last three grades are an F and when it comes time to renew if he does not see a C it will be hard for him to support a renewal. This school is one of the original charters and while meeting growth the school has consistently been an F. The children need something better than that. It's really going to have to be a C to make renewal work next year. He understands Hurricane Matthew devastation and if it was not for that he may possibly recommend a different course during this meeting. The last renewal grace was granted due to lending the school was pursuing. The school needs to reevaluate and aim higher than a D. It is not impossible and he has seen it with other schools in the state before renewal. The goal might be realistic, but one questions being realistic when the school is showing a consistent F.
- Ms. Baptiste appreciated the honesty and the school will continue to focus on growth. The incremental growth would get them to a C by the 2020 school year; however, the school will reevaluate. Mr. Walker outlined that this may be the most important year in the school's 19th year as a charter. This is a make or break year. Ms. Reeves wanted to know the number of students attending the school to which Ms. Baptiste responded 272. Ms. Kakadelis wanted to know the school's retention rate. Ms. Baptists stated that the school lost a few students due to being displaced from the storm. The school was closed for eight days and when they returned the school was missing classrooms and internet. The school did not receive help from FEMA until December and the school is in litigation as the insurance is refusing to pay from the wind damage. Last year was Dr. Knight's first year at the school and many of the initiatives were web based and could not be implemented.
- Mr. Maimone asked how the school enlisted 272 students this school year as the data sheet states that it was 242. Discussions concluded that the 242 was the 20th day funded. Ms. Baptiste stated the 242 seemed low and that at the end of last year the school had 281 students by their last child nutrition count. OCS will go back and confirm the numbers. Mr. Maimone wanted to know of the students enrolled how many were new to Dillard Academy. Dr. Knight answered and stated that about 30% of the now enrolled students are new to the school. Students were lost due to the flood but did gain more due to what the school offers.
- Mr. Maimone made a suggestion for the school to disaggregate its data to uncover trends on how students perform over time at Dillard Academy. The school is currently K – 7 and the school has a foundation to build upon with students who are enrolled since Kindergarten. He agrees with Mr. Walker that the onus and the pressure is the school's responsibility. Ms. Baptiste interjected that a lot of the students come in and out of the school.

- Ms. Reeves wanted to hear some of the strategies the school is proposing from Dr. Knight. He reported that the school is strengthening its core curriculum and to close achievement gaps through intervention. The school is focusing on literacy in K – 3 and the focus at the upper level is literacy but more so on math performance. A new math teacher was hired for middle school as that was the lowest performing level last year with 30 years of experience. They have revised the pacing guides to add more rigor to the curriculum. Benchmarks have been added to measure the effects of classroom instruction. The school is pushing beyond the C. Additionally, the school is focusing on coaching its teachers to build instructional capacity. He goes into the classrooms each day and has taught the entire grade span offered at the school.
- The school has implemented a blended model of learning. Intervention blocks are provided for each classroom for small group targeted skills each of the students need. The intervention is based on iReady which provides research based interventions for all students. All the pieces implemented falls under the MTSS umbrella. He believes the school can push for a higher grade with its plans and the teachers now hired at the school.
- Ms. Reeves stated that the school has been in existence for almost twenty years (since 1998) and its track record has been consistently low. Mr. Walker wanted to know if the school has received a grade higher than an F since the school performance grades have been used. Dr. Knight responded they have not and the way he looks at it is that if you are going to race a car you would never take an old beat up Ford to a Mustang race. One may get there but it may not get there as a younger model. Mr. Walker reiterated the school had 19 years. Ms. Baptiste stated that in 2012 the school had the highest growth of any elementary school in the state and the school has demonstrated successes.
- Ms. Reeves questioned when Dr. Knight came onboard last year if he evaluated and determined that this was a struggling school. She understood what the school was saying; however, everyone in this situation is saying the same thing. She wants to know what will get this turned around. Mr. Hawkes stated he agreed with Mr. Walker and that achieving a C is a must and maybe this is the catalyst the school needs. Dr. Knight stated the school is not comfortable with where it is and is pushing for as far as it can go and recognizes the students the school receives. The school as a lot of behavioral students who have not been successful in the traditional public school.
- The school has a 19% EC population. Ms. Baptiste outlined the strategies the school put in place to support this population of students. Ms. Turner questioned if the school understood it was up for renewal next year. It is make it or break it time. It will be real hard for the CSAB to take a school that has been around for 20 years that has been an F or D the last four years and support the school continuing. Getting to C is so critical for this school. Ms. Baptiste stated that currently the school is looking at its comparability to schools immediately surrounding its location and if that was still on the table. Ms. Turner stated that comparability is compared to the school's LEA but it does not mean that the board will not consider other data. The rubric is based on comparability to the LEA. She wants the school to understand that the school better be at a C because it will guarantee time.

- Mr. Walker stated that if the school was not commencing upon renewal an alternate recommendation would be made today. The grade better be a C for this school. He is only one vote of 11 but it may be time to fish or cut bait.
- Ms. Kakadelis wanted to know about the school's financial status. Ms. Baptiste responded they were fine and the only problem the school has ever had was academic. Mr. Quigley stated that exceeding growth would get the school out of low-performing status and make a short renewal more palatable. Ms. Baptiste guessed the number of new students. However, Dr. Knight stated that one third grader the school received achieved a level 3. Mr. Quigley stated the proficiency was so low last year that the school needs to look at the students who were on the cusp and if that matches up to the iReady the school uses and how the school will move the students. Dr. Knight responded that the school has recognized its deficiencies and made appropriate staffing changes. Additionally, Ms. Baptiste stated the first benchmarking is showing student growth. A lot of students are not expected to pass the test.
- Ms. Reeves asked if the school has considered instituting Saturday Academy. Ms. Baptiste stated the facility has limited what the school is able to do and they may move forward with some Saturday Academies. The facilities are in place and internet is back online as of September. The CSAB wants the school to make the progress.

Charlotte Choice Academy

- Ms. Lynnette Smith is a new board member that started in January 2017 along with three other members. As an educator she is deeply disturbed by the lack of adequate yearly progress the school has made. There have been administration changes and over 50% of the teachers replaced at the school by the board. The board is in the progress of making strides to ensure it makes AYP this year.
- Prior to the school year starting board discussions included shutting down the school if the school could not make progress. The students deserve better and Ms. Gregory the new school administrator would discuss all the school data.
- Ms. Cassandra Gregory pointed the board to the information she provided to the board. She outlined a brief synopsis and recapped her school experience in Mecklenburg and charter schools. She stated she has never been in a failing school and her goal is to be a B although the school has been failing the last four years. The school is making progress and has administered its first MAP testing. In third grade specifically, 56% of those students are already on grade level in Math and ELA 64% on grade level and that is from 2 months of implementing the schoolwide strategies. 7th grade ELA shows 64% proficiency.
- The concern right now are 5th and 8th grade students. This is the first year the school is focused on the STEM component. A schoolwide science fair project is being implemented and the goal is to

change the mindset of the school. She recapped a visit from a Charlotte Hornet's visit and the impact on student learning. If the school improves literacy that is the key to everything.

- Tutoring was started this morning from 7:15 – 8:00 am to ensure students are in attendance. Ms. Gregory does not intend to be a failing school. While the school is working through issues, including staff changes progress is being made. Ms. Reeves wanted to know the number of students enrolled at the school. Currently there are 200. The school will host its honor roll assembly although there are only a few students that meet the expectation. 65% of the students are returning to the school and report cards are now true to where students are achieving. Instruction at the school is now rigorous which has caused some student withdrawals.
- Ms. Reeves wanted to know why the school had a significant drop in enrollment. Ms. Gregory stated that the secretary doing student enrollment did not have any experience and only 100 students were enrolled in July when she started at the school. She conducted 5 informational sessions to increase enrollment. The children at the school make her want to come to school every day and the students deserve better. She recapped her school experience and how she worked with students in the same circumstances as the children at Charlotte Choice. Students rise to the level of the adults expectations.
- Ms. Kakadelis stated that the school is in a tough area. Ms. Gregory stated she understood and she is ready for the challenge. Ms. Kakadelis wants the school to disaggregate its data to determine the level at which the students enter and where students perform over time attending the school. Ms. Gregory referred the board to the NWEA data she provided. The next benchmark will be in January and Ms. Gregory will send the information to OCS.
- A college tour is being implemented for its college leadership group and the students are also learning to be givers by having a canned food drive. The expectation is that the school needs to be a school where her daughter can attend.
- Ms. Reeves asked about the staff changes. Ms. Gregory wants to change them all but there are new teachers in K – 4, the middle school math teacher, middle school science teacher. Ms. Sutton wanted to know if Ms. Gregory hired the new teachers. She responded yes and that the assistant principal probably would not have been her original choice and she is trying to tolerate and teach him.
- Mr. Quigley stated that Ms. Gregory is compelling and knows what to do. In comparison to the previous school there is ownership and there are no excuses. The message here is that the adults were the issues. The only way to turnaround the school is to change the board and the school leader and the school has done so. Mr. Walker stated that this was one of the few times that a school has claimed to be a no excuses school and has meant it.

- Additionally, Mr. Quigley stated that this work takes times and it's about the people that are going to implement on the day-to-day. He wants the school to focus and work its plan. Ms. Gregory closed the conversation with the CARE slogan created at the school.
- **Mr. Walker made a motion to adjourn the November 7, 2017 CSAB meeting at 4:00 pm. Ms. Reeves seconded motion. The motion passed unanimously.**