

**Minutes of the North Carolina Charter School Review Board**

**State Board Room 755, Department of Public Instruction**

**February 9, 2026**

**9 AM**

Attendance – CSRБ Members	
Jeremy Wall- (nonvoting) Dr. Rita Haire - Absent Dr. John Eldridge Eric Guckian Hilda Parlér Dr. Shelly Shope – Remote AM, Absent PM	Eric Sanchez Bruce Friend Lindalyn Kakadelis Todd Godbey Gerald McNair Stephen Gay
Attendance – Other	
<i>Office of Charter Schools</i> Ashley Logue, Director Joseph Letterio, Consultant - Remote Melanie Rackley, Consultant Jenna Cook, Consultant - Absent Dr. Natasha Norins, Consultant Dr. Brandi Gill, Consultant Nicky Niewinski, Asst. Director Julie Whetzel, Consultant Megan Carter, Consultant	<i>CSRБ Attorney</i> Steven Walker  <i>Teacher/Principal of Year</i> Lindsay Phillips – TOY - Absent Jake Wilson – POY - Absent

Recording of Feb. 9 CSRБ Meeting: [Day 1 - February NC Charter School Review Board - Feb. 9, 2026](#)

**Call To Order**

**Pledge of Allegiance & NC Flag Salute:** Bruce Friend, Board Chair

**Mission and Ethics Statement:**

- Mission and Ethics Statement, Bruce Friend, Board Chair

**Approval of the Agenda and Minutes**

**Motion:** Hilda Parlér moved to approve agenda for February 2026 Meeting

Second: Lindalyn Kakadelis

Vote: Unanimous

Passed

Failed

**January 2026 Meeting Minutes:**

- Ms. Kakadelis indicated she had sent an email requesting two changes regarding Classical Schools of Wilmington.
- Discussion held about whether to proceed with approval pending those changes
- Decision made to hold off on approving the minutes until all board members could review the requested changes

**February Charter Schools Review Board Meeting**

**Director’s Update:** Ashley Logue, OCS Director

- State Ethics Reminder: Two requirements: (1) ethics training within 6 months of appointment and every two years, and (2) Statement of Economic Interest (SEI) due in April annually. Members must use DPI email addresses for proper tracking.
- Cape View Leadership Academy Appeal: The State Board approved the appeal and remanded the matter back to CSRБ for the March meeting for limited purpose of allowing the selected EMO, ACCEL, to present information and respond to questions.
- Transportation Grant: 74 charter schools submitted \$8.8 million in eligible expenses which is 11 more schools than previous year. Due to limited funding of \$2.5 million, schools will receive approximately 31% of eligible expenses. No spring semester application will occur since all funds were allocated.
- Spring/Summer CSRБ Schedule: Two days for meetings reserved on calendar for March, April, and May meetings. If agenda doesn’t require two full days, board will be notified. June 8th is final meeting before summer recess.
- Application portal has opened for new charter school applications.

**Charter Application Amendments:** Julie Whetzel, OCS Consultant

**IDYL Wake (RTO): Relocation**

**Dialogue/Discussion Summary**

- IDYL Wake, approved as accelerated fast-track replication school, requested relocation from 3211 Bramer Street to 9400 Forum Drive in Raleigh (7.9 miles from original location)
- Rationale: Zoning issues at previously approved location made it impractical to operate a school at that location.
- Key Points: Proposed new facility has history of use as charter school (was slated to house Nalanda Charter School). No impacts to budget, enrollment, demographics, or other material elements of the charter application.
- Normally schools moving less than 10 miles within same county don't require board approval, but this came forward because it's an accelerated application in the RTO process.

**Motion: Dr. John Eldridge moved to grant IDYL Wake’s request for a relocation.**

Second: Hilda Parlér

Vote: Unanimous

Mr. Sanchez recused.

- Passed  Failed

## **BH2 (RTO): Relocation over 10 miles/admin unit**

### **Dialogue/Discussion Summary**

- Request: Accelerated application, scheduled to open fall 2026 requested relocation from approved location in Tarboro (Edgecomb County) to temporary location in Nash County (Rocky Mount) - 19 miles away and different LEA.
- Rationale: Temporary location in Rocky Mount is more cost-effective and operationally efficient, previously used as school requiring less renovation for educational certificate of occupancy; school remains committed to serving Edgecomb County students
- Key Concerns Raised:
  - Moving more than 10 miles and to different county
  - Communication with families who expected different location
  - Proximity to Rocky Mount Prep (approximately 6 miles)
  - Timeline for returning to permanent location in Edgecomb (projected 2 years)
  - Mixed-use facility (school Monday-Friday, church on Sunday) requires special occupancy considerations
  - Facility age (approximately 70 years old)
  - Air quality/HVAC systems concern
  - Enrollment of 280 students (at capacity for projected first year)
  - Meeting with architect scheduled for Friday following board meeting
  - Educational certificate of occupancy process underway but not yet completed

### **Board Discussion:**

- Concerns about fast-track application process and whether proper homework was done on original facility
- Comparison made to Moore County school situation where facility fell through
- Debate about waiting for certificate of occupancy approval before voting vs. approving move now
- Discussion of timeline constraints (April meeting suggested as latest date for approval)
- Questions about whether this sets precedent for fast-track applications not having facility ready
- No vote taken. Board tabled the item until no later than April 2026 meeting. School instructed to return when certificate of occupancy and facility approvals are in order, with March meeting as earliest possible return date and April meeting as deadline.

## **Pine Springs Prep: Remote Charter Academy Amendment**

### **Dialogue/Discussion Summary**

- Request: Pine Springs Preparatory Academy requested their remote academy to operate as its own charter (currently operates as separate school number under original charter)
- School Background:
  - Opened fall 2017 with 450 students
  - Current enrollment: 1,425 total, Virtual = 3,000+)
- Received 10-year charter renewal in 2021
- Opening high school (grades 9-12) in Holly Springs August 2026 with biotech/life science focus
- Traditional school received grade of B and exceeded growth
- Purple Star award for three consecutive years for support of military-connected families
- First charter school in NC approved for traditional, blended, and fully virtual statewide learning options

### Remote Academy Details:

- Approved by CSRБ in 2024 for statewide virtual option
- Structured as separate school number under original charter
- First-year enrollment exceeded 2,000; currently over 3,500 students from 115 LEAs in North Carolina
- As large or larger than the two original virtual charter schools in NC
- Student profile: preferred learning environment, medical reasons, pursuing athletics/careers, balancing family/job commitments, behind in credit attainment
- Incoming student proficiency: single or low double digits (13% elementary, 20% middle school)

### Rationale for Separation:

- Virtual academy is 2x as large as traditional academy option
- Different student populations served
- Would alleviate confusion by parents, LEAs, and DPI divisions
- Greater accountability and clearer accountability
- Triangle Education Organization board would oversee two different charters; the brick and mortar and the virtual school.

### CSRБ Discussion:

- Difference in proficiency between virtual and brick-and-mortar students
- Definition of success for virtual academy: graduation rates at/above LEA, increasing proficiency, continuing opportunities for off-cohort students
- Hard data points being pursued: weekly data meetings reviewing attendance, academic data, platform time, benchmark assessments
- Organizational structure: separate administration except superintendent oversees all
- Average attendance: 89%
- Virtual Academy will be third standalone remote academy in NC

- Counseling and post-graduation support services in place

Board Member Concerns:

- Quality expectations and ensuring virtual students aren't in lower-expectations environment
- General concerns about virtual schools and need for better tracking/learning from implementations
- Need to understand what success looks like in virtual environment
- Importance of monitoring which students succeed in virtual vs. traditional settings

**Motion: Lindalyn Kakadelis moved to grant Pine Springs Prep’s request for an amendment to their Remote Charter Academy.**

Second: Stephen Gay

Vote: Unanimous  
Bruce Friend recused

- Passed  Failed

**Closed Session**

10:10 a.m.

**Motion: Dr. John Eldridge moved to enter closed session pursuant to NC General Statute 143-318.11(a) (3) to consult with our attorneys in order to preserve the attorney-client privilege between the attorneys and the public body.**

Second: Hilda Parlér

Vote: Unanimous

- Passed  Failed

**Motion: Hilda Parlér moved to re-enter open session at 10:45 a.m.**

Second: Bruce Friend

Vote: Unanimous

- Passed  Failed

**2026 Renewals Continued:** Ashley Logue, OCS Director

- Ashley Logue presented information regarding the charter school renewal voting process.

**Old Main Stream Academy (10-Year Renewal)**

### Dialogue/Discussion Summary

- Background: Board had been waiting for Old Mainstream Academy's financial audit, which was submitted the previous week
  - Audit Findings: One finding regarding bank statements not being reconciled in a timely manner (not uncommon, not of great concern)
  - Office of School Business working with school to resolve and update procedures
  - School was on financial non-compliance because audit was significantly late. School was removed from financial non-compliance the morning of the meeting. School now has clean financial status.
  - Board Clarification: As of meeting date, Old Mainstream Academy meets legislative requirements for 10-year renewal

**Motion: Dr. John Eldridge moved to grant Old Main Stream Academy a 10-year renewal term starting July 1, 2026:**

Second: Todd Godbey

Vote: Unanimous

- Passed       Failed

### **Rocky Mount Prep:**

#### **Dialogue/Discussion Summary**

- Background: School appeared last month for renewal voting; compliance issues with audit arose, so renewal was tabled and school asked to return this month
- Renewal Terms: Placed at 3-year renewal term; not comparable to LEA but exceeded growth one out of three years; currently designated as continually low performing
- Stipulations from Prior Renewal:
  - Completed 4 of 6 previous stipulations
  - Did not meet stipulation to meet or exceed growth 2 out of 3 years
  - Listed "at risk" for compliance stipulation due to compliance issues
- Compliance Updates: All resolved
  - Office of School Nutrition: School making progress, will return for follow-up
  - Office of Digital Teaching and Learning: Taking steps in right direction, staff member on campus being trained
  - Outstanding renewal tasks: Recently approved by Office of Charter Schools
  - Audit findings: Resolved

#### **School Presentation:**

- Board Chair and leadership team presented
- Exceeded growth last year (remarkable change from previous years)
- Confident in leadership, staff, and systems to make growth repeatable and sustainable
- Last 1.5 years have been periods of stabilization, alignment, leadership clarity

- 820 students enrolled: 95% retention rate year over year
- Significant percentage of scholars remain for all 12-13 years
- Instructional Impact:
  - Proficiency increased in 16 of 18 state-mandated assessments
  - Strong acceleration in mathematics at middle and high school levels
  - Fall EOCC scores showing continued growth: Biology 59% (vs. 17% prior year), Math 3: 68% (vs. 61% prior year), English 2: 46%
- Instructional Prescription:
  - Tightly aligned curriculum
  - Professional Learning Communities driving instructional consistency
  - Deep data dives informing daily decisions
  - After-school enhancement/intervention integrated into instructional design
  - NC check-ins used for real-time progress tracking
- Future Plans:
  - MTSS (Multi-Tiered System of Support) implementation
  - Year-round school model to increase instruction and learning, reduce summer learning loss, create built-in intervention windows
- Staffing:
  - Currently 25 certified teachers out of 54 teachers (46%)
  - 19 additional teachers in pipeline for certification (residential or emergency licenses)
  - Goal to reach 75% or higher certified
  - Acknowledges recruiting certified teachers is challenging everywhere but particularly at Rocky Mount Prep; leadership change has improved school perception in community
- Contract/Audit Issues:
  - Issues addressed regarding contracts and payment terminology
  - Work with third-party financial company; three account executives in one year caused miscommunication
  - Teacher overpayment issue: Teacher kept overpayment (school's oversight)
  - Teacher underpayment: Corrected quickly (\$500)

#### CSRБ Questions and Concerns:

- Enrollment declined significantly (860 to 841 to 818 over 3 years); grades 3-5 hit hardest. School leader explained decline partially due to prior board comments about potential closure causing family fear; also made decision to limit enrollment to ensure quality instruction during rebuilding
- Leadership turnover: Six leaders in 10 years (four predating current board chair, two during current tenure; current board chair has seen three leaders)
- Historical pattern: School met or exceeded growth three times in last 10 years, occurring every 2-3 years (pattern of spike followed by decline)
- Question about sustainability given turnover and historical patterns
- Board expressed concerns about:
  - Fourth consecutive 3-year renewal
  - Decades of low performance
  - Not meeting growth in last 3 years except once
  - Failure to meet previous stipulations
- Need for mechanism to monitor growth throughout renewal period

- Board clarified that CSRБ's responsibility is to ensure high-quality charter schools exist in NC; questioning low performance is doing their job, not causing enrollment decline
- Discussion about parent/community expectations and need for school and community to work together
- Suggestion for interim check-ins before end-of-year testing to monitor trajectory

Leadership Response:

- Head of School emphasized ownership of school's position and commitment to improvement
- PLC's and data dives in place allow real-time progress monitoring
- Data is live and accessible throughout year
- Welcomes board review at any point

Board Member Support Statements:

- Multiple board members expressed confidence in current leadership
- Noted importance of board continuity alongside leadership continuity
- Emphasis that "eventually the dam's going to break" if ship isn't righted
- Recognition that school needs to stop pattern of 3-year renewals
- Several members noted voting with "great reservation" due to historical trends and unmet stipulations
- Acknowledgment that leader has demonstrated strength and commitment
- Board charged school board to let leader do her job and provide necessary resources
- Emphasis that all board members present should still be present in 3 years for continuity

**Motion: Stephen Gay moved to grant Rocky Mount Prep a 3-year renewal term starting July 1, 2026.**

Second: Lindalyn Kadadelis

Vote: Unanimous

- Passed  Failed

**2026 Remote Charter Academy Interviews:** Julie Whetzel, OCS Consultant

- Julie Whetzel presented information regarding the remote charter academy process.

**Alamance Community School:**

School Background:

- 12th year of operation
- Core mission: project-based learning and responsive classroom as foundation
- Built out all space on current campus

Program Details:

- Start with 75 students grades 5-9 for 2026-27 school year
- Add grade level each subsequent year until serving grades 5-12
- No plans for in-person high school program due to space constraints
- High school option would be virtual only
- Freeing up space in middle school gym building for periodic check-ins and academic sessions for virtual students
- Using Bright Thinker curriculum (K-12 online, standards-aligned, mastery-based)
- Synchronous meetings utilizing responsive classroom advisory with core content facilitators
- Support staff including online EC teacher for IEP students
- Partnership with NC School of Science and Math for advanced coursework
- Partnership development with Alamance Community College (second year) for dual enrollment

Rationale:

- 2025 student attrition data: 20% of families withdrew wanting virtual learning, remote academy option, homeschooling flexibility, or K-12 option
- December survey: 36% of current 7th-8th grade families considering online high school option

CSRБ Discussion:

- 5-year enrollment projection: approximately 160 students
- Why statewide vs. regional? Advice from Justin Smith (Ascend); students from Durham and Wake already attending; regional definition would exclude some current families
- Instructors: School's employees, solely devoted to remote academy, not dual-role
- Will there be enrollment cap? Yes, conservative rollout to ensure quality
- Requesting amendment only, not separate charter
- Interventions for struggling students: Core content facilitators, EC teacher, 504 coordinator
- Phase rollout: Different grade levels, approximately 160 by year 5
- Minimum enrollment per grade level: Flexible approach, may combine grades if needed (e.g., 2 fifth graders with 6 sixth graders under one facilitator)
- Current school performance: On low-performing list, but in top 30 charter schools for growth; hired new principal and assistant principal with proven track records; implemented differentiated intervention plan
- Concern about new leaders managing both brick-and-mortar improvement and new virtual program
- Administrative separation: In-person principal and assistant principal will not be involved in remote academy; separate remote academy administrator
- Budget includes required positions to support remote students
- Recommendation to consider testing coordinator even in year one due to potential challenges with 60+ students across geographic area

Board Concerns:

- School currently on low-performing list
- Question about expanding while facing academic challenges
- Risk of starting new program while working to improve existing program
- Virtual assessment data typically lower than face-to-face; unintended consequence could harm overall school scores even though they're separate
- School's response: Many withdrawing students were in tested grades; replacing with new students who came in with significant gaps; hoping remote academy retains current families who would otherwise leave, potentially helping overall scores
- Concern about diversion of resources and attention from brick-and-mortar school improvement
- General concerns about virtual school model and whether it serves students well
- Questions about age-appropriateness for 5th-6th graders in virtual environment
- Debate about using "choice" as justification without considering developmental appropriateness
- Concern about students opting for "easier" less rigorous path

**Motion: Hilda Parlér moved to grant Alamance Community School's amendment request for a remote charter academy.**

Second: Lindalyn Kakadelis

Vote: 5:5 Tie.

- Passed       Failed

**Motion: Hilda Parlér moved to deny Alamance Community School's amendment request for a remote charter academy.**

Second: None  
No Action Taken

**The Franklin School of Innovation:**

Dialogue/Discussion Summary:

School Background:

- Founded 2014, in 12th year
- Grown from 200+ to 745 students
- Completed construction on campus with new turf field
- US News & World Report second top-rated high school in Asheville regional area
- EL Education school, deeply relational, project-based program
- Strong college-bound focus

Rationale for Remote Academy:

- World has shifted since founding
- Post-COVID: students struggling with highly collaborative in-person program
- Strong college-bound approach doesn't serve students looking for direct career path as well
- Students coming to school aren't good fit for intensive in-person model
- Not trying to serve whole state or county; serving families already coming to community that school isn't currently meeting
- Past 5 years: approximately 100 students left for remote academy, dropped out, or went to online programs

Program Details:

- Face virtual model
- Contracting with Edmentum for full instructional platform
- School adding relationship/support component on top
- Bringing students to campus regularly
- Access to extracurriculars (athletics, clubs, theater)
- Focus on career readiness
- Faster path to diploma for students who need it
- Three-year graduation path available (not feasible in current in-person program)
- Meet students where they are, provide flexibility

Projected Enrollment: Less than 100 students over 5 years. Mix of approximately half current students and half new students from outside community (not trying to pull thriving in-person students)

Student Profile:

- Mental health issues
- Students who don't fit traditional school
- Bullied students
- Career-focused students
- Students needing flexible schedule
- Note: School's current population is changing; transient school where students find niche and stay

Campus Visits:

- At least twice per month
- Open to more frequent campus time (school closes early every Wednesday; space available)
- Partnership with AB Tech campus for CTE programs
- Interest from families to potentially meet weekly (if families want weekly club, school would accommodate)

Board Questions:

- Willing to cap year 1 at 44 students
- Year 5 cap: 87 students (flexible if program proves successful)

- School has strong reputation; concern about rapid growth
- Concern about different marketing for very different program
- Who is this serving? Students with mental health issues, those who don't fit traditional settings, students finding school not meeting their needs

School's academic performance:

- Highest academic score: 71 (2015-2025 period)
- Met growth twice, didn't meet growth in most years
- Concern raised about expanding while not meeting growth
- Focus on vocabulary, project-based learning infusion
- Small classes: 15-20 students with strong teacher-student relationships

Partnerships:

- Wesleyan University
- Local community colleges

Question about Student Selection Criteria:

- No specific test or criteria
- Student/family choice based on their needs
- Some students can't come to campus due to health, anxiety, transportation, family situations
- Remote option for students who otherwise have no option or would leave school system entirely

Board Concerns:

- School not meeting growth currently; expanding while struggling
- Data shows school 3.2 points away from ever having met growth since 2015
- Question about capacity to support new initiative while improving existing program
- Two years ago school was at 60; question about sustaining improvement
- Virtual students may score lower than in-person; concern about impact on overall school data
- Debate about whether expansion is appropriate for school not currently growing students well
- Counter-argument: Serving different population, preventing dropouts, meeting needs not currently being met

Support Arguments:

- School has established systems, governance, financial controls
- Conservative growth plan
- Serving students who would otherwise leave or have no options
- Opportunity to gather data on what works in virtual environment
- Smaller scale allows learning and adjustment
- Remote education is not going away; need to figure out how to do it well
- Some students simply cannot function in traditional building setting currently

**Motion: Dr. John Eldridge moved to grant The Franklin School of Innovation’s amendment request for a remote charter academy.**

Second: Lindalyn Kakadelis

Vote: 7:2 Nay- HP, ES

- Passed  Failed

**The Mountain Community School:**

School leadership presented information related to the proposed remote academy and answered questions asked by CSRБ. All application materials are available on eboard.

**Motion: Stephen Gay moved to grant The Mountain Community School’s amendment request for a remote charter academy.**

Second: Hilda Parlér

Vote: Unanimous

- Passed  Failed

**LUNCH**

**CSUSA: Cardinal Charter & Cardinal Charter at Wendell Falls; West Lake Preparatory:**

Dialogue/Discussion Summary

Applicant schools presented together:

1. Cardinal Charter Academy
2. Cardinal Charter Academy at Wendell Falls
3. Westlake Preparatory Academy

Common Program Elements Across All Three Schools:

- Full virtual model
- Statewide service area
- Grades 9-12 only
- Same curriculum and instructional design across all three schools
- Focus on career pathways, associate degrees, CTE certifications
- K12 curriculum platform
- Live instruction during week with teachers employed by schools
- Success coach model (1:60 ratio) for student support
- Academic advisors
- Campus facilitators at each physical school location

Instructional Model:

- Synchronous and asynchronous instruction
- Live lessons and recorded content
- Teachers available during traditional school hours
- Real-time support for students
- Weekly project-based learning assignments requiring real-world application
- Students must leave home to conduct projects in their communities

Projected Enrollments:

- Year 1: 60-120 students per school (total 180-360 across three schools)

Technology/Support:

- School-issued laptops/devices distributed directly to families
- Orientation sessions on campus
- Success coaches check in regularly with students and families
- Campus facilitators available for in-person support

Testing:

- Students come to campus for state testing
- Technology coordinator to assist with device distribution and testing logistics

Rationale:

- Families expressing desire for online option
- Survey data showing community receptiveness
- Homeschool families wanting more structure
- Students on waiting lists for brick-and-mortar schools
- Families unhappy with current district options
- Growing demand for flexible learning options

Board Questions:

- Why three separate applications vs. one? Each school operates independently with separate leadership, boards, and communities; allows local control and connection
- How will schools handle enrollment exceeds projections? Conservative growth plan; not trying to grow rapidly
- Will there be caps? Willing to cap to ensure quality
- How will schools integrate virtual students with brick-and-mortar students? Invitation to participate in clubs, activities, athletics; not requiring but encouraging connection
- Concern about virtual students just being way to get off waiting list for brick-and-mortar: Schools will make clear this is different program; careful marketing
- Why statewide vs. regional? Desire to serve broader population while maintaining connection to home campus
- Electives offerings: More than 200 courses available including Spanish, French, Chinese, etc.
- Credit recovery and acceleration options available
- Flexibility paired with monitoring and guidance

Questions about Student Success:

- What criteria determine if student is right fit? Student choice; family choice; school will provide guidance but no fixed criteria
- Grounds for recommended withdrawal from academy: If student not meeting expectations, not attending, not engaging
- Separate or dual-role administrators? Separate administrative team for virtual academy
- EC services: Separate EC staff for virtual students
- 504 coordination: Dedicated coordinator

CSRБ Concerns:

- Multiple virtual academies from same operator all seeking statewide approval simultaneously
- Question about whether demand really exists for three separate programs vs. one consolidated program
- Safeguards needed to prevent students using remote academy just to get off waiting list then switching to brick-and-mortar
- General concerns about virtual learning environment for high school students
- Question about quality oversight across multiple virtual programs
- Marketing to ensure families understand this is different from brick-and-mortar program

**Motion: Dr. John Eldridge moved to delay vote until March. Technical difficulties prevented CSRБ from talking to CSUSA boards.**

Second: Eric Guckian

Vote: Unanimous

- x  Passed       Failed

**2026 Low Performing Schools Presentations:** Dr. Brandi Gill, OCS Consultant

Dr. Brandi Gill shared information regarding low performing schools and the parameters given for school presentations.

**ACE Academy:**

Dialogue/Discussion Summary

Recent Performance:

- Last school year: C in math (based on EOG data)
- D in ELA ("going to climb out this year")
- Meeting benchmark growth
- Serving whole student through character program and entrepreneurship program

Comparison Data:

- School performing at or above most schools in surrounding areas
- School in Cabarrus County; most students from Mecklenburg County

- Comparison data provided for both Cabarrus and Mecklenburg Counties
- 4-year academic comparisons show achievement, growth, and performance at or above neighboring schools

Systems and Structures:

- Master schedule includes designated intervention times
- Use benchmark data for small group instruction
- Dibles data for K-2 students
- K-2 students move between grades during intervention and phonics time for foundational skills
- Data meetings every Thursday for teachers
- Tuesday content meetings: lessons reviewed, practiced in front of coaches
- Focus on small group instruction and moving students based on data

Actions/Impacts:

- Weekly data meetings diving into specific student needs
- Focus on moving students through targeted small group work

Assessment Tools:

- NC Check-ins (third year using)
- Discontinued MAP testing this year (too much data, too much testing time; better to use time for instruction)

CSRFB Response:

- Congratulations on C in math
- Expression of excitement for next renewal (aiming for 7 or 10-year renewal)
- Encouragement to "make it happen"
- Appreciation for patience during long meeting day

**Charlotte Secondary:**

Dialogue/Discussion Summary

Recent Successes/Trends:

- ACT college and career ready has improved
- 8th grade science: stable performance
- Math 3 proficiency: greatly improved
- Math 3 college and career ready: improved

Schedule Innovation:

- Second year of 4-day school week
- Students attend Monday-Thursday

- Extended school day by 1 hour
- 7:30-8:30 AM "Power Hour": intentional intervention (MTSS built into daily structure)
- 8:30 AM onward: 90-minute blocks
- Power Hour allows work on gaps without taking from 90-minute core content courses

Data-Driven Approach:

- MAP data used to identify where students are and where they need to go
- Reading grades 6-8: Goal to move from 25.5% to 30.9% proficiency
- Need 17 of 55 middle school students proficient
- 13 students coming in already proficient
- Identified bubble students for small group instruction
- Secured federal funds for after-school tutoring as low-performing school
- Middle school math: Similar approach identifying gaps and using MAP data (beginning of year to winter showing good progress)

High school data:

- Biology: 24 students enrolled; 7 already proficient first semester; need 10 total for 41.6% goal
- English 2: Identified students needed to meet goal
- Math 1: No fall semester test; students needed year-long course due to 8th grade data showing significant gaps; using Foundations of Math 1 first semester, then Math 1 second semester
- Math 3: Biggest highlight - students typically come behind in middle school but school catches them up over years

Instructional Systems:

- Power hour: small group instruction based on exit tickets from previous day
- Fridays: Teachers analyze data, plan across curriculum (ELA with math, reading, science, social studies)
- 7:30-3:30: All students engaged in small groups to focus on skill gaps
- Staff meetings on Fridays, then data dives to review student progress
- Check lesson plan alignment with standards
- Ensure grade-level material is taught

Friday Planning Benefits:

- Dedicated time for teachers to work with fidelity on data analysis
- Teacher buy-in developed over first year (last year)
- Currently on right track with teacher engagement
- Getting teachers to understand importance of knowing where students are and taking them where they need to be

Commitment to Improvement:

- Fully committed to improving our grade

- Understand seriousness and take full responsibility
- Totally committed to making this happen

School Context:

- 18th year serving students
- Serving students from other LEAs who are bullied or don't fit traditional school
- Students find their niche and voice at Charlotte Secondary
- Population is changing; somewhat transient but students stay once they find fit

Enrollment:

- Pre-COVID: approximately 278 students
- Post-COVID: decline as students chose CMS virtual academy or stayed virtual
- Current: difficult time recovering enrollment
- Recognition of need to focus on enrollment to stabilize school and increase numbers

Student Demographics:

- 6th-12th grade school
- 6th graders typically come in at 3rd-4th grade level
- Emphasis on meeting students where they are (instructional level vs. frustration level)

Post-Secondary Focus:

- Increased dual enrollment
- Students graduating with CNA certificates
- Construction certificates
- HVAC certificates
- Responding to students wanting career pathways rather than 4-year college
- College and career ready data: 11 out of students who took ACT were students who started in 6th or 7th grade
- 7 Black students and 4 Hispanic students among those college and career ready
- Same students showed proficiency in Math 3

CSRБ Questions:

- Request for data on how far behind incoming students are (especially important for understanding school's value-added)
- Request for data on students who stay 6th-12th grade and their outcomes
- Recognition that school is "doing an amazing job"
- Sensitivity needed because these are students who don't fit elsewhere and need these alternative opportunities
- Concern about making it hard for schools serving students who don't fit traditional model
- Request for post-graduate data (11th-12th career readiness, but also 6th-10th grade progress)

- Request to show how many new students come in and how far behind they are ("not your fault")
- Recognition of difficulty when 9th graders come in behind - must make up for that loss
- Importance of teaching at instructional level, not frustration level

Rationale for 4-Day Week:

- Teachers responsible for so much in 5-day week
- No real intentional time for planning, admin collaboration, PLC work, data review in 5-day model
- Fridays provide time to be intentional: meetings, data charts, bubble charts, tracking student position
- Following week's power hour focuses on skills and gaps without taking from instructional time
- Lots of inclusion: EC teachers push into classrooms to support all students

**Haliwa Saponi:**

Dialogue/Discussion Summary

School Improvement Plan Focus (2025-26):

1. Strengthening academic achievement
2. Improving instructional quality
3. Deepening family-community ties ("if you can't reach the family, it's hard to teach the child")

Assessment Systems:

- SchoolNet as assessment source
- State systems: Propel and Navi. Propel particularly helpful for understanding students' position on specific standards with weighted goals

2025-26 Learning Goals:

- 7% increase in reading proficiency
- Reading is strongest area: currently at 44% (D rating), but school has been at D in reading for 6 years
- Need to move toward C
- Math is lowest area: started at 9.9% proficiency when principal arrived; gained 16.3 percentage points over 3 years; still not where it needs to be

Reading Strategies:

- Focus on vocabulary using Frayer model (implemented in reading, math, and science)
- Evidence-based strategies
- Exceeded growth in 7th grade reading last year
- All other grades met growth

- Current trajectory: growing approximately 2 percentage points per year
- "Very close" to getting off low-performing list last year (missed by just one point on performance grade)

Math Challenges:

- Deep analysis revealed early elementary concepts not taught with fidelity
- Students lacked opportunity to explore with numbers when younger
- Missing hands-on activities foundation
- Implementing targeted interventions to address foundational gaps

Growth Achievement:

- Need to exceed growth (not just meet) across all grade levels to get off low-performing list
- Last year met growth holistically, very close to performance grade threshold
- Meeting all subgroups: Native American, Black, Hispanic, two or more races, males, females
- Understanding that meeting subgroups is good, but proficiency is the target

MTSS Implementation:

- Strengthening multi-tiered system of supports
- Addresses unfinished learning with precision (not generalization)
- Tiered supports with regular progress monitoring
- Data-informed movement between tiers
- Early intervention to prevent regression
- Aligns with state's growth framework
- Instructional decisions responsive to student need, not calendar pressure
- System protects gains already made

Instructional Enhancements:

- Schoolwide RUNNERS program for reading comprehension (used in reading AND math classes)
- Small groups required in all classes
- NEW: Dibles method (first year using with DPI) - helping lower-level children, expected to increase reading proficiency
- Master schedule: built-in 45 minutes daily intervention
- iReady growth monitoring tool - required 10-15 minutes daily in reading, math, and science for progress tracking

Culturally Relevant Education:

- Building own culturally relevant lesson plans
- Linking lesson plans to DPI standards for reading, science, and math
- Shows students and teachers how to engage and infuse Native American culture
- Demonstrates how culture blends with required state standards

Data Practices:

- Weekly PLCs using common assessments, EOG data, Propel, and Navi data from state
- Teachers required to bring student work samples
- Samples matched to standards teachers say they taught
- Verification that activities align with standard expectations

Professional Development:

- Utilizing all PD provided by DPI
- Mathematics Implementation Guide through DPI for teacher professional development

Student Support:

- All students have personalized educational plan
- Writing across content areas emphasized
- "If you can explain how you solve the problem, we know you understand that content"
- Science: weekly hands-on labs

Performance Compared to Warren County:

- Elementary (5th-8th grade): on almost every assessment, performing at or better than Warren County
- High school: drastically behind county

High School Challenges:

- Small class sizes: some classes 12 students, highest 17 students
- Teacher retention issues, specifically in science and math
- International teacher for math stayed 3 years; Math 1 began growing but teacher's time was up last year
- Partnered with ProCare (outside company) to get certified Math 1 teacher
- High school numbers much lower than elementary

Native American Student Performance:

- Native American student proficiency not just low, but significantly lower than Warren County's same subgroup
- School has approximately 85 Native American students
- Warren County has much larger numbers (200+ Native American students)
- Acknowledges continued gap

Enrollment:

- Current: 145 students
- Chartered for: 200 students
- Historical: relatively stable at 140-145 range
- COVID period (pre-principal): peaked at 160
- Challenge: large graduating 12th grade class leaves smaller incoming class

- Don't get many new high school students
- Lost high school students to local LEA for early college opportunities
- Current high school enrollment: approximately 70 students (grades 9-12)

CSRБ Discussion:

- Clarification on "meeting subgroups": Meeting growth targets for subgroups, not proficiency yet; all students achieving years' worth of growth or more; still need to target proficiency
- Questions about high school performance lag compared to elementary/middle school
- Recognition of small class size impact on data
- Understanding of teacher retention challenges in high school
- Request for information on comparative performance to district

**Movement Freedom:**

Dialogue/Discussion Summary

School Mission: "To love and value scholars and communities. By leading a movement of excellence in education in partnership with our families, we equip our scholars with the tools to close generational gaps through self-efficacy, access to world-class instruction, and financial education."

School Background:

- West Charlotte location
- Serve just over 400 scholars
- Opened 2017
- Flagship school for Movement network

Current Performance:

- Overall proficiency in math and ELA below district
- Achievement gaps persist, particularly in math (minus 22 compared to district LEA)
- Equity discrepancies in subgroup performance

Positive Indicators:

- Strong growth in middle school program
- ELA: plus 12
- Math: plus 10
- Science: showing growth

Key Learning:

- Opportunity to strengthen tier one instruction across the board
- This became the focus for improvement efforts

This Year's Focus:

- Rebuilding and restoring mission as flagship school
- New leadership team in place

Specific Goals:

- Improve overall proficiency in math and ELA by plus 20% (move from D to C status, which school achieved in 2023-24)
- Decrease gap between Movement School and LEA by plus 10%
- Decrease equity gaps across subgroups
- Ensure teaching staff prepared to teach all scholars with excellence

Action Steps Implemented:

- Right People, Right Seats:
- New principal
- Entire leadership team is new this year
- Ensuring mission alignment
- Placing best people as 3-4-5-8 content teachers
- "Right seats, right time" priority all fall

Leadership Capacity Building:

- New leadership team learning new model in new city
- Fall dedicated to clarifying vision of excellence
- Clear understanding of plays across all indicators
- Training and development for team
- Focus on fidelity in running plays

Intellectual Planning and Preparation:

- Teachers have clear planning sessions 4x per week with leader
- Preparing core content lessons
- Focusing on priority lessons aligned to power standards

Observation and Feedback Cycles:

- Tight cycles ensuring day-to-day growth in teacher practice

Partnership with Content Experts:

- Working with instructional curriculum experts
- Ensuring access to grade-level material with fidelity
- Teachers learning to implement well
- Using NC EOG alignment in instruction
- Preparing students for EOG through aligned curriculum implementation

Daily Data Usage:

- Using instructional time to address gaps

- Addressing gaps as early as next day
- Daily exit tickets
- Bi-weekly quizzes
- Not waiting for interim assessments
- Moving and looking at data every day to drive instruction

Extended Learning Blocks:

- Made ELA and math blocks longer
- Built small group instruction into core content blocks

Co-Teaching:

- Two co-teaching pairs for ELA in every 3rd-8th classroom

Focused Approach:

- Keep the main thing the main thing
- Can't do everything
- Identifying highest-leverage actions across improvement buckets
- Working "tirelessly doing what we know works with consistency with data-driven lens"

Early Results (Cycle 1):

- Not all at cycle goals yet, but seeing momentum
- K-2 math proficiency: All grades met goal in cycle 1 (very promising)
- K-2 math foundations: Showing strong readiness
- 5th and 8th grade: Not hitting goals yet, but positive momentum with core anchor teachers running plays with consistency and excellence
- Overall 8th grade ELA and math consistency: On track to maintain or improve last year's growth
- Clear opportunity identified with current data
- Testing again this week; excited to see continued growth

Leadership Philosophy:

- Do not believe we will get to results by trying to do everything
- Clear intentional actions with urgency in the right direction is what our kids and families deserve
- Committed to this approach as long as principal remains in seat

Current Staffing:

- One instructional leader position still unfilled
- Not allowing staffing gap to stop momentum
- External consultants doing intellectual planning, preparation, and observations with teams in grades without on-site leader
- Ensuring no loss of momentum despite incomplete staffing

CSRБ Response:

- You left us speechless
- Appreciation for effort in presentation after long day
- Recognition of comprehensive, data-driven approach
- Thanks for patience during extended meeting
- Recognition of clear, focused improvement plan

**Adjourn:**

Motion: Bruce Friend

Second: Hilda Parlér

**4:10 pm**