



The Roger Bacon Academy

NC Charter School Advisory Board Monthly Meeting May 8, 2017

The notes below reflect the observations of Lindalyn Kakadelis, Senior Consultant with NC Education Strategies employed by The Roger Bacon Academy, Inc. We post Mrs. Kakadelis' notes as a service to interested educators, parents, and community members. These notes are not official minutes of the NCCSAB nor do they necessarily reflect the opinions of RBA or its staff.

Agenda & Handouts:

<https://simbli.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=10399&MID=3304>

Dr. Maria Pitre-Martin, newly hired Deputy State Superintendent, addressed the CSAB. She stated her excitement in this new role and is looking forward to working with each of the members.

II. State Board of Education Updates & SBE Policy Discussion

A. CSAB received an update on the ESSA state plan. Charter schools have been asked to participate in a SBE input session regarding ESSA on May 30, 2017.

- Dr. Tammy Howard presented the power point from SBE's May meeting. She went over the requirements and flexibility given by the USDOE for ESSA Plans.
- Dr. Lou Fabrizio told the CSAB that DPI is now using the updated USDOE template for the draft of the plan. This draft can be reviewed on [DPIs site dedicated for the State's ESSA Plan](#).
- Comments regarding the draft can be sent through the Department's "[Let's Talk.](#)"
- The discussion included the State's use of weighted proficiency percentages (number of students performing at grade level) and growth measures on state assessments to determine school performance grades. Currently, proficiency percentages count 80%, and growth measures count 20%. Some in the General Assembly think the proficiency and growth should count equality (50% each), while others would like to see two grades for each school. One grade based on proficiency, the other based on growth measures.
- Board Member Hilton asked if there is any discussion to end the 15-point span for the school performance grade? Currently schools scoring 100-85 receive an A; 84-70 B; 69-55 C; 54-40 D; below 40 F. He felt this was weak and did not reflect what we expect of students. Dr. Fabrizio said state statute established and extended that grade span for the next two years. Originally the 15-point scale was only to be used the first year and then moved to a 10-point scale.
- Dr. Howard stated the SBE voted to end the "double testing" for middle school students taking advance math classes and given Math I, and Math II End of Course exams. These students no longer need to additionally take the 7th or 8th grade End of Grade math exam.

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The Three Laws

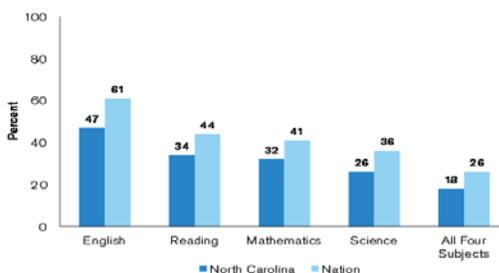
Law 1 - Reward good behavior, *you'll get more of it.* Law 2 - Teach to mastery, *every child will learn.* Law 3 - Watch the children, *if they are not learning or behaving, you're not following the first two laws.*

SBE decided to use Math III End of Course exam for these students’ high school math indicator, which is required under ESSA.

- Since every eleventh grader takes the ACT, Board Member Maimone stated his support for using that measure for all high school performance achievement indicators required by ESSA. Dr. Howard stated if ACT were used as the high school assessment, the state would have to determine the 5 performance levels and then align the standards according to the ACT. There would also be issues evaluating teachers and determining student growth on specific courses.

[I understand why DPI would need to establish the 5 levels, but why the alignment to standards? Are our standards that weak? Right now the ACT can be used as a “check & balance” to see if NC’s Standards match the rigor of other states. The ACT is the ONLY assessment NC uses that is used by other states. Below tells you how NC compares with national averages. However, it is best to compare [NC with other states that require all students \(100%\) to take the assessment.](#)

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



B. Digital Learning & Media Inventory

- Nathan Craver, DPI’s Digital Teaching & Learning Consultant, gave a [presentation](#) to the CSAB on the importance of charter schools completing the [“Digital Learning & Media Inventory.”](#) The Inventory results become part of the “School’s Report Card.” This process is designed to help digital decision-making.
- If the charter school does not complete the survey, the “School Report Card” will show the school does not have any technology. Last year only 50% of charter schools completed the Inventory, while 100% of LEAs completed the Inventory.
- When charter schools are being planned, applicants can look at the [NC Digital Learning Progress Rubric](#) for assistance in technology decisions.
- The online Inventory goes live in September, and is closed in July for data validation. Then in August the data is submitted to School Report Cards.
- A new Inventory survey specifically designed for charter schools was added. This new tool should make it easier for charter schools to complete.

[Since the results of this inventory is part of the School’s Report Card, it is important for charter schools to complete. Administrator or designated staff of a charter school should contact Nathan Craver with any questions. Nathan.craver@dpi.ne.gov]

C. Federal Charter Grant

- The Office of Charter School applied for a Federal Grant to expand successful charter models. Machado gave an update and stated the grant will go into the USDOE by the

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middle of May. There has been a tremendous amount of work and he is hopeful NC might receive this competitive grant. US Department of Education will announce winners in the fall.

- D. US News & Report announced best high schools around the Country
 - In [North Carolina's rating](#), 10 charters are in the top 50.
- E. Office of Charter Schools presented on Education Management Organizations
 - This report specifically covered Aristotle Preparatory Academy's request to partner with Achievement for All Children (AAC), a new management company in NC. The management service agreement, the financial arrangements and the termination clauses between the two entities were covered.
 - The CSAB recommended this amendment to the SBE for their final approval.
- F. Policy Update – Policy: CHTR-006
 - Office of Charter Schools presented proposed revisions to the “Policy for Charter Schools on financial & governance noncompliance. The CSAB will discuss the policy next month before they recommended any revisions to the SBE for final approval.

III. School Presentations

- A. DPI – Presentation on English Language (EL) support to Charters
 - Charter schools have 1,882 students who are designated as EL students. There are 130 charter schools with at least 1 EL student. Top 5 languages are: Spanish, Arabic, Vietnamese, Hmong, Chinese.
 - Encouraged charter school to implement English Language Development using DPI's resources and the support of EL Coordinators around the state.
 - Charter schools should:
 - Designate a person to work with EL data, even if there are currently no EL students
 - Be aware of the NC process for identification
 - Be aware of the annual ACCESS test of EL proficiency
 - Complete the Oct 1 & Feb 1 headcounts
 - Be aware of the support documentation
 - If a charter school has EL students the school should:
 - Utilize the NC ELD Essential Standards to guide instruction
 - Complete a Language Instruction Ed Program (LIEP) service chart and submit to DPI
 - Complete an EL Plan for each identified EL Student
 - Shared how Sallie B. Howard used these overall services for English Learners
- B. Lincoln Charter presented their “Dream Big Program.”
 - This is a program is based on “looking at students the first day of school the way you want to see them leave on the last day of school.”
 - Lincoln Charter is a College Prep school and this program allows students to visit Ivy League, highly selective, out of state schools. The experience allows students to visualize themselves in these higher education environments.
 - It begins in 6th grade and continues through 11th grade.

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- The students apply for this competitive opportunity and agree to meetings before the trip so they are prepared for visit. They also agree to share their experiences with their peers after the visits to the schools.

C. Sallie B. Howard School – For the Arts & Education

- The school made a presentation regarding its unique mission and approach to teaching. Art standards are integrated into the comprehensive educational program. This is not simply adding an “Art Activity” but merging various art mediums to accomplish the objective in a particular standard.
- They also demonstrated how the EL division of the school uses arts integration to improve English Language Learners’ acquisition of English.
- They highlighted how the school engages the parents of EL students.

IV. Compliance Updates

A. Kestrel Heights Charter School

- The school came before the CSAB to give an update on their independent audit required by the SBE due to high school graduation non-compliance issues. The school hired “Leaders Building Leaders” to conduct the school audit.
- Since their high school is closing due to these issues, the school’s staff is working with their current high school students/families to find other schools for next fall.
- The school discussed the fall K-8 enrollment and possible use of the high school facility.

B. Heritage Collegiate – Bertie County

- There are several non-compliance concerns regarding this school. Financial – Continually low-performing – Operations (teacher licensing). School said they had a problem with the licensing office at DPI.
- NC Star System had not been entered since September.
- Audit was very late being turned into the Local Gov’t Commission. Representative from school had no excuse and said it would not happen again.
- Chairman Quigley made a motion the school returns to the CSAB after 2017 testing results have been reported. At that time the CSAB will determine if they should begin to look at revoking the charter. This motion passed unanimously.

C. UpRoar Leadership Academy

- This is a new charter opening this fall. The school’s board asked the SCAB to accept two amendments regarding their original charter. They no longer feel they can provide transportation and free breakfast & lunch as proposed in the original charter.
- CSAB felt these initiatives in the charter were too important to remove.
- After much discussion, CSAB gave many recommendations to the school and decided not to recommend the amendment changes to the SBE. They felt the school’s board needed to go and gather more information regarding ways to provide these initiatives as proposed in the original charter.

VI. Acknowledgements of CSAB Member Service & Strategic Planning

- #### A. Office of Charter Schools recognized eight members of the CSAB whose term is expiring June 30, 2017. The members may be replaced or reappointed for another term.

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- B. There was also a [detail report](#) of the work of the CSAB and the OCS over the past year. This report included a review of major action items and responses of the CSAB from 2014 through 2017. (pages 11-30)

New Business:

Chairman Quigley recommended a [new study](#) conducted by The Fordham Institute. The study looked at approved charter applications in four states (including NC) and how the schools performed during their first year. The analysts found three risk factors common to low performing schools' applications:

- 1) Lack of identified leadership.
- 2) Proposes to reach high-risk students without providing sufficient academic supports.
- 3) Applications proposing inquiry-based pedagogies or experiential programs.

Adjourn: 2:30

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