



2800 Meridian Parkway, Suite 150
Durham, NC 27713

January 31, 2023

Dear Parent/Guardian,

Legislation (G.S. §115C-83.15) passed during the 2013 North Carolina General Assembly session provides parents with an additional measure of school performance in the form of School Performance Grades.

The School Performance Grades are based 80 percent on our school's achievement score (student proficiency) and 20 percent on students' academic growth. At North Carolina Cyber Academy, our achievement score for the 2021–2022 school year is based on how well our students performed on the following assessments: Grades 3–8 Mathematics, Grades 3–8 English Language Arts/Reading, Grades 5 and 8 Science, NC Math 1, NC Math 3, English II, and Biology, and additional indicators including English Learner Progress, ACT/ACT WorkKeys, and the 4-Year Cohort Graduation Rate.

As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

North Carolina Cyber Academy received a School Performance Grade of a 'D' and an Academic Growth designation of 'Did Not Meet Growth' for the 2021–2022 school year. Although we are committed to improving this score, **it is essential to remember that just as no single score or grade tells the whole story of a student, neither does it tell you everything about a school's performance or the opportunities our school provides.** North Carolina Cyber Academy has implemented a newly adopted strategic plan focusing on student engagement, personalized learning, and providing a supportive environment for students. Below are the objectives and critical initiatives outlined in the strategic plan to improve student proficiency and academic growth.

Student Engagement

Objective:

Provide access to live-learning sessions delivered by highly skilled staff using engaging curriculum and instruction.

Critical Initiatives:

- Implement full-scale use of new learning management system, curriculum, videoconferencing tool, Engagement and Attendance Policy, and instructional model

- Reduce class sizes/sections
- Design engaging orientation and training sessions at the start of the school year for staff and students on new platforms and processes
- Provide ongoing professional development to teachers on new platforms, processes, pedagogy, and best practices
- Continuously evaluate new tools and improve features, functionality, and usage as needed
- Implement Summer Bridge program for 5th into 6th grade and 8th into 9th grade
- Establish a 9th Grade Academy
- Establish an Attendance Committee to facilitate the launch, monitoring, and continuous improvement of the new Engagement and Attendance Policy
- Ensure ongoing work of the new Curriculum Committee to monitor, evaluate, and continuously improve various resources used to deliver and supplement instruction
- Implement and enforce a new Behavior Matrix with clear expectations for synchronous learning, asynchronous learning, and assessment environments

Personalized Learning

Objective:

Implement a flexible and responsive model across all grade bands for providing individualized instruction and supports to meet diverse student needs.

Critical Initiatives:

- Identify individual student strengths and needs using multiple measures
- Use data to drive instructional content, approach, and pacing to meet students where their needs are
- Leverage external educational partners and resources as needed to supplement instruction
- Provide additional programs and student support services as needed, with a focus on ensuring access and equity, particularly among our traditionally underserved populations
- Implement strategic class scheduling to support the new instructional model and student needs
- Promote flexible learning options for students based on individual levels of academic proficiency and support needs, by student and by course/subject
- Strengthen mathematics pathways and performance across grade bands
- Establish and strengthen career pathways and career and technical education programs, to ensure increased college and career readiness
- Enhance focus on Social-Emotional learning needs and life readiness

Supportive Environment

Objective:

Ensure all students, families, and staff have equitable access to a safe, welcoming, and supportive environment for teaching and learning.

Critical Initiatives:

- Implement and sustain district-wide Multi-Tiered Systems of Support (MTSS)
- Provide enhanced supports to address the mental health needs of students and staff
- Utilize clubs, events (field trips, etc.), programs, and live lessons in support of our multicultural population
- Provide services to help support parents as learning coaches and increase opportunities for parents and guardians to be involved
- Increase engagement with the community through various channels

- Provide enhanced services and supports to address the professional development, recognition, mental health, and wellness needs of our staff
- Ensure the ongoing operational and fiscal health of the organization, including enrollment, budget, accreditation, and compliance requirements
- Launch a new district-wide tool for communications with students and families
- Recruit, hire, and develop new faculty and staff needed to support increased live learning, expanded course offerings, and smaller class sizes
- Complete organizational restructuring to align our human resources with new strategy and direction
- Support and enhance the use of Professional Learning Communities (PLCs) across grade bands
- Perform a comprehensive update of the website and other marketing tools to reach our target audiences with appropriate messaging
- Leverage external partners as needed to augment and support internal staff and resources

We hope you will closely follow your student's academic progress and work with their teacher(s) to help ensure they stay on track academically. Working together as a team, we can improve how well our students are performing individually and how our school is performing as a whole. We look forward to working with you to make sure your student is on track for success.

Sincerely,

Martez Hill
Superintendent