

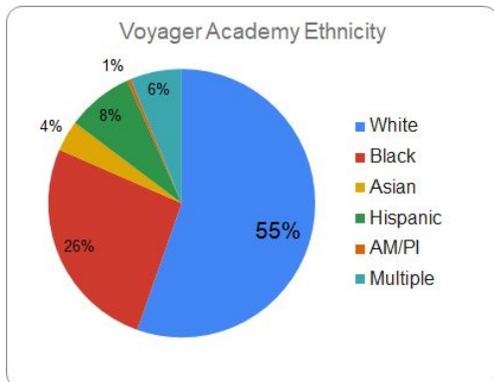


**Managing Director Board Report
September 24, 2020**

Enrollment Update

Based on our records, the 20-21 ADM is projected to be 1372 students which is above our budget projection of 1350. The state system has been experiencing problems and the first PMR report has not been able to be run yet to verify our average daily membership (ADM). The state has approved a hold harmless for charters that do not meet their ADM due to remote learning and will utilize their prior year ADM to determine funding levels. The state has not confirmed yet which projection or actual will be used for those charters like Voyager that exceeded our prior year ADM. We estimate that this could generate an additional \$127,512 that was not anticipated. Enrollment by grade level as of 9/17/20 is listed below:

Grade	Enrollment	Grade	Enrollment
K	101	7th	109
1st	107	8th	110
2nd	103	9th	121
3rd	104	10th	101
4th	106	11th	103
5th	106	12th	98
6th	103	Total 9/17/20	1,372



Voyager Academy County Percentages
August 2020

NC County	# of Students	Percentage in County
Alamance-Burlington	17	1%
Caswell	1	0.07%
Chapel Hill-Carrboro City Schools	3	0.22%
Chatham	2	0.15%
Durham	1131	82%
Franklin	5	0.36%
Graham	1	0.07%
Granville	63	5%
Guilford	6	0.44%
Johnston	1	0.07%
Orange	59	4%
Person	51	4%
Wake	33	2%
Totals	1373	100%

Academic Update

2020-2021- Third Grade Read to Achieve Data

Year	BOG	EOG
16-17	42.82%	71.24%
17-18	54.34%	73.79%
18-19	43.60%	80.81%
19-20	35.92%	not tested
20-21	27.47%	

Upcoming Assessments:

- 4th Grade Completed a new state required beginning of the year assessment using iReady
- K-3 mCLASS Reading assessment window Sept. 21-October 9

- All state required testing will resume during the 20-21 school year

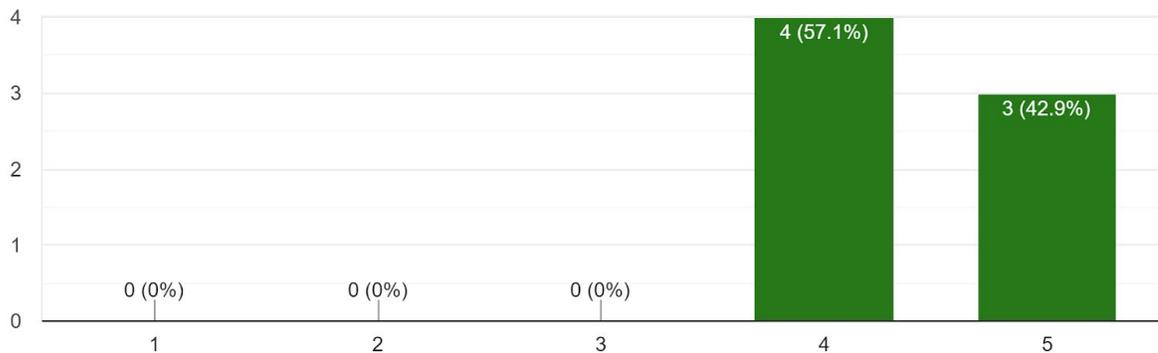
[School Report Card Information](#)- State school academic assessment data can be found on our school report card.

Leadership Retreat Day

A leadership retreat was held on September 11, 2020 to review and share information about school results, strengths, and opportunities for future growth. The strategic plan and school improvement plan were reviewed and discussed. The team started the conversation about goal setting for the current school year. Additional information about school goals will be shared at upcoming board meetings. A quick exit survey was taken and is shared below.

The leadership retreat provide a good opportunity for team collaboration, learning, and problem solving

7 responses



School Remote Learning Plan Update

A Remote Learning Survey was sent out to all families and students on September 28, 2020 to provide input into our process of reflection so that we can refine our remote learning environment and schedule. The key objectives and goals are outlined below:

- Create a Sustainable Remote Learning Schedule
- Balance excellence in academics with social and emotional well-being
- Be Responsive to staff, student, and parent feedback
- Create developmentally appropriate schedule with balance of live instruction, recorded lessons, independent practice, homework, small group instruction, and office hours
- Design opportunities for remediation and enrichment
- Incorporate social and emotional learning, clubs

- Ensure refined remote learning schedule ensures a smooth transition to the hybrid plan with minimal changes and disruptions - Wednesday
- Align K-12 lunch schedule to support families

The results from the surveys are linked for your reference:

[Results Summary Link](#)

[Parent Summary Link](#)

[Student Summary Link](#)

[Staff Summary Link](#)

Our goal is to ensure our students strive for academic excellence while balancing social, and emotional well-being. The leadership team met and discussed the staff and parent results. Staff input surveys were also collected and facilitated input sessions were held with all staff to develop recommendations. We are in the process of finalizing the review and evaluation of all recommendations using the input from all stakeholders. The updated refined remote learning schedules will be shared with all families next week.

Full Year Remote Learning Option:

Many families remain concerned with returning to school during the Coronavirus pandemic and have requested the option to continue remote learning throughout the year. Information was shared with families about the option to extend remote learning when we return to campus in the Hybrid model. To date, 230 students have been enrolled in remote learning for the entire school year. The enrollment form is due by September 25, 2020. This is necessary to allow us to adjust class cohorts and plan staffing needs accordingly. The staffing for the option for remote only for the year will be determined by the numbers at each grade level. If there are only a few students, then they would zoom into class. If we have large numbers of remote only students at a grade level, we may opt to have a remote only teacher.

Our current plans for the hybrid model:

Hybrid - 2 days of in- person instruction with 3 days of remote learning for each cohort. Teachers would teach 4 different lessons (M, T, Th, F) and remote students would zoom into class in grades 5th - 8th at the MS and 9th-12th grade at the HS. Wednesday would be dedicated to recorded lessons and independent work. Teachers would also have the opportunity to set up small group or individual zoom sessions during office hour meetings on Wednesdays. Grades K-4 may need more recorded lessons and less zooming in because more parent support would be required. Final plans are still under development.

Personnel

- No new personnel to be reviewed at this time.
- We will be posting for the replacement of the Before and After Care Director. The new position responsibilities will be modified and include: Operations Manager overseeing the before and after care program, enrichment program, school lunch program, marketing

and fundraising programs, and administrative support. The revised position will be posted shortly.

Accreditation Update:

Voyager Academy's Accreditation was scheduled to expire in June, 2021. I have filed a request for extension due to the extenuating circumstances caused by the COVID pandemic which has impacted our normal operations. I had two meetings with Cognia, the accrediting agency discussing our concerns and timing. Cognia has reviewed and approved our request for an extension to July, 2022. Their extension approval letter is in the September Board drive folder.

Operations Update

Student U Agreement

Board Approval is requested to enter into a community partnership with Student U in Durham.

Student U will provide a supervised remote learning space for families of Voyager Academy that meet free and reduced lunch qualifications and require a safe, supervised learning space while they are working during the remote learning environment. This community partnership will support struggling Voyager families in need of free child care during remote learning. There are no added costs to Voyager and no fees to our families. Student U will be obtaining funding to support their program. The contract has been reviewed with Voyager's attorney, Lisa Gordon Stella, and is included for your review in the drive. Services provided by Student U are outlined below:

- a) STUDENT U will establish and operate one or more remote learning facilities with programs that:
 - i) offer full-day supervision to Voyager Academy Charter School students during out of school remote learning time/weeks;
 - ii) utilize a program design that includes the following components: (a) facilitation of online or remote instruction in quality academic environments (quiet room, socially distanced student work spaces, internet access, adult to monitor, etc.), (b) recreation and physical activities, and (c) extended learning activities (social emotional learning, STEM, Art, Leadership Development, Character Development, etc.); and
 - iii) are designed to follow all applicable local, state and federal health guidelines, including applicable guidelines set forth in the Strong Schools NC Public Health Toolkit (K-12) established by the NCDHHS, during the COVID-19 pandemic.

Parent Enrichment Night

Our counseling team is coordinating monthly student social events and parent enrichment nights to create connections within our school-wide community. The first virtual student show and tell allowed the elementary and middle school students to share something special about themselves and get to know one another better.

The first parent enrichment night was held on September 17, 2020 to inform and educate parents and guardians about internet safety. Shelly Epps was the featured speaker and enlightened parents and staff about how we can ensure that the internet and social media is utilized safely and appropriately. Mrs. Epps shared extremely useful tips and information to help educate all parents on the current terms and apps. The [internet safety presentation](#) is shared here as well.

Parent Meet Up

An informal parent meet up was held on September 8, 2020 to provide an opportunity for parents to get to know the Managing Director and talk about school issues, questions, and concerns. It was a great opportunity to have a small group share why Voyager is important to them and how we can continue to grow and strengthen our school community.

Repair and Renovation Projects

The leadership team has been reviewing our campus facilities and identified many needed repair and renovation projects. Attached for the board review is a summary of projects that have been identified for completion during the 20-21 school year. The Foundation Board also discussed capital improvement projects and would like us to identify long term strategic projects that should also be proposed for the future. The leadership team grouped and ranked the projects - immediate repairs needed and overdue, school improvements to increase use of space, and facilities improvements. The 20-21 [repair and renovation projects](#) for Board consideration are linked here.

Long term strategic facilities improvements will also need to be discussed at future meetings with input from all key stakeholders.

Security and Safety Drills -

- **High School** - Sept. 22, 2020
- **Middle School** - Sept. 21, 2020
- **Elementary School** - Fire Drill - Sept. 16, 2020

- **Emergency Drills** (Lockdown, Shelter in Place, Evacuation, and Code Medical) will be conducted in the near future.

Hot Spots - Nine hot spots have been provided to families in the community that had a need for internet connectivity and qualify for the free and reduced lunch program.

Finance

The Finance committee met to review the year to date revenue updates, expenditures, and project future impacts. The budget was updated to reflect the updated state per pupil allotment as well as allocations that have been approved for Covid Relief Funds. The Finance committee will be developing amendments for a future board meeting to reflect updates and modifications to the budget to reflect updated information. Based on YTD activity, we are projecting an end of year surplus of \$ 107,968. The balance sheet and income statement along with the YTD budget report are provided in the shared drive.

Upcoming Calendar Events:

- Sept. 21-Oct. 9 - mClass assessments will be completed K-3
- Sept. 21 - Staff Training on all Handbooks and Emergency Action Plan
- Sept. 25 -Parent Conference Day/Remote Learning Day
- Sept. 28 - Sex Trafficking PD Training Session for all staff members
- Sept. 29 - Family Connection Zoom Meet up with Managing Director - 10 am -[Zoom Link](#)
- Oct. 01 - After school Social Skills Virtual Club (Feelings Bingo K-5, Charades 6-12)
- Oct. 5-9 – HS Mid term exams
- Oct. 08 - Parent Enrichment - Helping Children Build Healthy Relationships 6 pm-7pm
- Oct 12 - 16 - Fall Break
- Oct. 14 – Report cards go out
- Oct. 22 – Pre-Act (all 10th graders)
- Oct. 22 - Board Meeting - 5pm
- Oct. 23 - MS Report Cards for 1st Quarter
- Nov. 09 - K-3 Report cards sent home
- Nov. 13 - MS Second Quarter Progress Reports

Building Updates

High School

Multi-Tiered Systems of Support (MTSS)

The high school fine-tuned the MTSS processes this month. MTSS stands for Multi-tiered Systems of Support. It is a framework for supporting students, driven by collaboration among teachers, administrators, and *all* other service providers.

MTSS tiers of support:

Tier 1 – Research Based Core Intervention: Classroom intervention by teacher during normal instruction.

Tier 2 – Targeted Intervention: Support focuses on specific, identified skill deficits, or behaviors to be modified.

Tier 3 – Intensive Intervention: The most individualized and resource intensive intervention, which may result in a referral for special education or other services.

The process was streamlined to both improve documentation, and be “user friendly” for teachers. The document below is their reference guide.

MTSS TOOLS FOR VAHS TEACHERS



Easy as 1-2-3

1 - Check with our colleagues

I have a student who is at risk of failing my class. How is s/he doing in other classes?

- ✓ [Teacher Collaboration Form \(get a little help from your VAHS colleagues in determining an intervention\)](#) This form is completed by the teacher of a student who is at risk of failing that teacher's class. It contacts the student's current teachers, asking for input to help determine an intervention. The student's other teachers and grades are found in [Gradeview](#).

2 - Decide on intervention(s)

Where can I find suggested interventions?

- ✓ Use the [Pre-referral Intervention Manual \(PRIM\)](#) to look up *research based* interventions appropriate to the concern. This can be found in the teacher kitchen area, and the School Counselor also has a copy. To sign out the PRIM, please see Ms. McGhinnis (VAHS EC Teacher).
- ✓ [Pre-referral Intervention Manual Supporting Docs](#). Supporting docs that come with this book, e.g. sample contract, “2-Week Project Outline”, “Flash Card Study Aid”, “Preventing Behavior Problems” (cheatsheet), “Child Conference Report” (good), etc.
- ✓ [Behavioral Interventions \(PBIS World\)](#). Search this site for research-based behavioral interventions that are proven effective. *Lists* of interventions are provided by category of concern.
- ✓ [Academic Interventions](#). Contains a list of websites with multiple resources for academic interventions.

3 - Refer student to the MTSS team

Interventions have not been successful, how do I refer the student to the MTSS team?

- ✓ **Easy!** [Just complete this MTSS Student Referral form](#). The MTSS team meets the 2nd and 4th Tuesdays each month to review.

Highlights of Data Review Retreat

A review of data on ACT scores and End of Course Exam scores resulted in setting the following goals:

1. Provide ACT support, possibly in the form of prep sessions for juniors.
2. Provide PD for EOC Prep Teachers

1. ACT scores

5-year trend

Year	English		Math		Reading		Science		Composite	
	VAHS	NC								
2015-16	17.9	17.1	19.1	18.9	19.6	19.0	19.8	18.9	19.3	18.6
2016-17	18.9	17.4	19.3	18.9	19.9	18.9	19.1	18.8	19.5	18.6
2017-18	19.2	17.2	21.2	18.9	21.2	18.8	20.3	18.6	20.5	18.5
2018-19	19.3	16.7	19.8	18.6	20.8	19.0	19.6	18.6	20.0	18.3
2019-20	19.6	17.0	20.0	18.8	20.9	19.1	20.3	19.1	20.3	18.6

ACT Exam: Percent of Students Who Met College Readiness Benchmarks

Year	English		Mathematics		Reading		Science		Met All Four	
	VAHS	NC	VAHS	NC	VAHS	NC	VAHS	NC	VAHS	NC
2015-16	50	42	26	27	33	32	32	24	17	15
2016-17	57	43	29	28	35	32	24	22	17	16
2017-18	55	41	52	29	39	32	29	23	25	16
2018-19	58	39	36	25	44	31	27	25	21	16
2019-20	63	41	36	28	48	35	34	26	24	17

College Readiness Benchmark Scores

A benchmarks score is the minimum score needed on the ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM, and ELA. These scores were empirically derived based on the actual performance of students in college

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

2. EOC scores (English 2, Biology)

% Proficient (scores of 3 and above)

Biology		English 2	
VA 2015-16	53%	VA 2015-16	78%
VA 2016-17	54%	VA 2016-17	77%
VA 2017-18	54%	VA 2017-18	79%
		DPS	
DPS 2018-19	53%	2018-19	52%
NC 2018-19	59%	NC 2018-19	59%
VA 2018-19	66%	VA 2018-19	68%

SAT Results 2020
(The SAT is an elective exam.)

School System & School	# Tested	Total	ERW*	Math
United States (Public School Students)	1,849,197	1030	520	510
North Carolina (Public School Students)	44,282	1089	548	540
Durham Public Schools	893	1067	541	526
Josephine Dobbs Clement Early	60	1126	553	573
Charles E Jordan Sr High School	202	1123	571	552
Sch For Creative Studies	19	929	472	457
City Of Medicine Academy	36	1028	511	516
Durham School Of The Arts	143	1190	605	585
Hillside High	110	935	482	453
Middle College Hs @ Dtcc	22	1129	571	558
Northern High	98	1005	510	495
Riverside High	104	1114	558	556
Southern Sch. Of Energy And Sustainability	66	920	474	446
Hillside New Tech High School	33	935	475	460
Orange County Schools	289	1129	569	561
Chapel Hill-Carrboro City Schools	588	1270	638	632
Wake County Schools	6633	1153	578	576
Voyager Academy	52	1099	557	543

Project Based Learning Highlights

Mrs. Huntington's Biology Honors students showed PBL is alive and well at VAHS even at a distance. We completed our chapter on cells and organelles with our cell analogy project in which we take the organelles of a plant or animal cell and compare it to something in real life to show how the functions are similar. The students achieved this by creating 3-D models of their real life environment and showed the organelle that

each item related to. We had a great time presenting these in class and marveling at each others' creativity. Mrs. Huntington can't wait to share these with everyone! Here are just a few of the amazing examples.



See this clip of last year's cell analogies projects...

[\(click here\)](#)



Important dates

Dates	Events
Oct. 5-9	Midterm exams
Oct. 12-16	NO CLASSES – Fall Break
Oct. 20	Report cards given to students
Oct. 22	Pre-ACT (10th graders)
Dec. 14 - 18	Final Exams

Middle School

The month of September has been a very productive month. Curriculum meetings were held with the focus on What’s Going Well, What’s Challenging, and What Do You Need. We had a variety of responses but what I continued to hear was the excitement of working with our students. Mrs. Farrish spent much time during September reviewing 504 documents to ensure our students with a 504 have the needed accommodations. We’ve spent time working with parents regarding IEPs to ensure contingency plans were in place for Plan A, Plan B or Plan C.

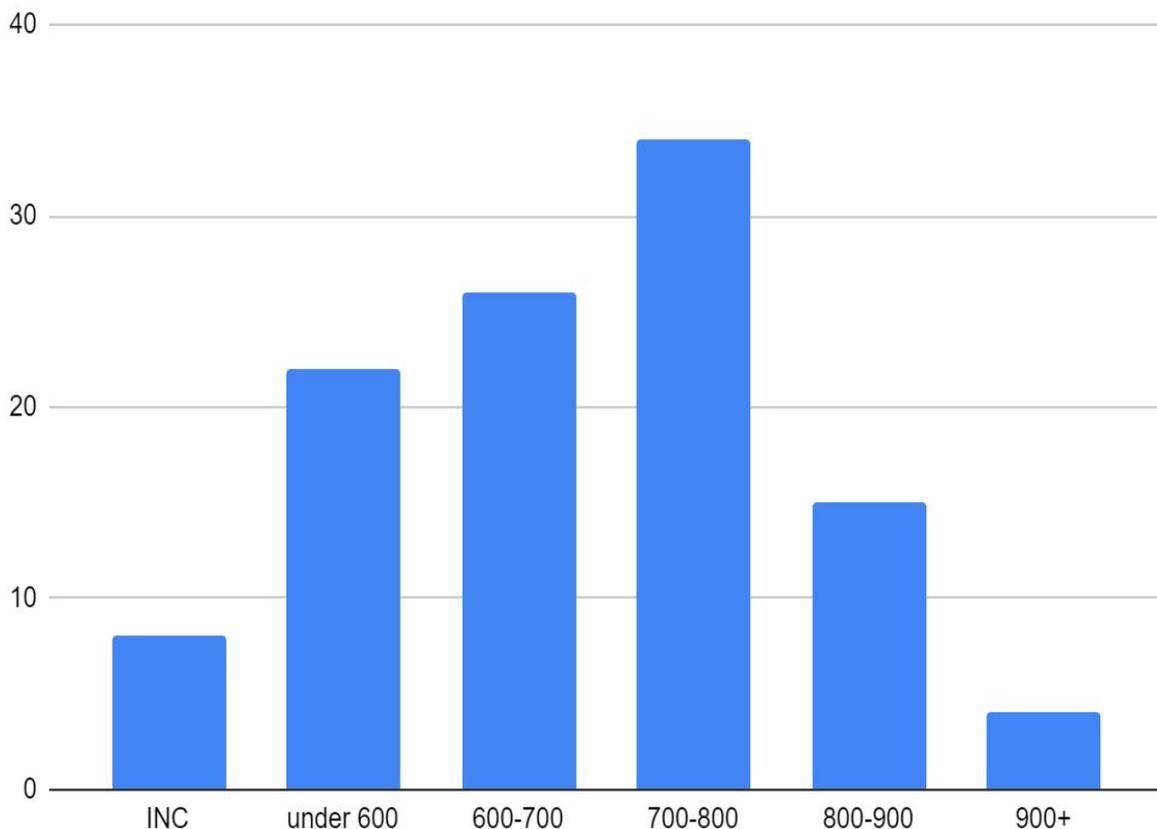
On Tuesday, September 15, the middle school had our first “Virtual Assembly” We began by reminding students of the Do’s--- Do attend class. Do complete your work and turn it in. Do exhibit our core values of Empathy, Reflection, Curiosity, Confidence, and Integrity. Mrs. Schollmeyer joined us and had the opportunity to speak with our students. Mrs. Liller and Mr. Blackston, our physical education teachers, had all of us engaged in the Casper cha cha slide. It

was so much fun. You should try it!!!! I've heard from students from all grade levels sharing their thoughts and requesting another Virtual Assembly. We plan to have a monthly assembly.

In order to know what students understand and where their gaps might be in reading and math, teachers administered diagnostic assessments. We used our IXL program to determine strengths and areas of need for reading and math. IXL also has a science component which allows our teachers to also provide students with an assessment related to the science topic. Our fourth graders were administered iReady in order to determine lexile levels of our students.

8th grade IXL data (BOY)

About half of the students who have completed the math diagnostic placed at an overall 7th or 8th grade level. These scores indicate those students are prepared to finish up 7th grade concepts and work on 8th grade concepts. 8 students have not completed enough questions to evaluate their math levels. About 24% of the students are close to being at a 7th grade level. At least 20% will need substantial support in math this year.



IXL provides students with passages to read followed by a minimum of questions to answer in order to determine a lexile score. IXL creates action plans for each student. They determine the appropriate skills needed for each student. Writing and vocabulary skills are embedded

within the diagnostic.

Elementary School

VAES has had another great month of remote learning. The students and the staff members are beginning to get into the groove of school and academic progress is being made. Listed below are a few highlights from the elementary school.

The elementary school was able to host its first virtual school assembly on Sept. 4. We hosted a “Welcome Back To School Dance Party” and provided helpful tips on how to have an amazing school year. We were so excited to have over 400 students attend this assembly.

Next, our incredible music teacher was able to help our students honor grandparents and grandfriends on Sept. 11 by creating a shout out video. The video is attached for your review.

[Grandparent Video](#)

Our Kindergarten team was able to host their curriculum night on Sept. 10. Parents were able to learn about our new phonemic awareness program as well as how we are going to master our kindergarten reading and math goals for the year.

Attendance is strong in the elementary school. As of 9/16/2020, Voyager Elementary has a 99% attendance rate. The number of absences per grade level are:

Kindergarten: 28 absences

First Grade: 20 absences

Second Grade: 17 absences

Third Grade 17 absences

VAES 3rd grade students completed the Reading BOG and our results were on track. We had 27% of our students obtain a proficient reading score at the beginning of third grade. Our goal is for at least 80% of our students to score a 3, 4 or 5 by the end of the year and we already are well on our way to that goal.

BOG 3rd Grade Scores 2020-2021

27.47% students scored on Level 3, 4, or 5

Reading Achievement Level	Percent of Total	Number of Students
1	51.65	47
2	20.88	19
3	9.89	09
4	16.48	15
5	1.10	01
Total	100	91

3rd Grade EOG Report

Subject EOG	English Language Arts	Reading for Literature	Reading for Information	Math Proficiency 3,4,5
2018-2019	79.9%	85.18%	78%	None
2017-2018	77.1%	83.2%	79.8%	81.3%

VAES sent out the first progress reports of the year on Sept. 18. Our teachers have been diligently working to obtain data to determine how our students are performing and to create a plan of action for all students. On Sept. 17 teachers were trained in how to use mClass to assess reading. All K-3 students will have a reading assessment completed by Oct. 10. Each grade level is also completing a math assessment to help us determine where we are strong and where we need to improve. Second and Third grade are using an IXL Diagnostic test to obtain data. 1st grade and Kindergarten are using teacher created assessments to obtain data. The math assessments will be completed by October 10.

VAES is working on a shout out project to highlight some of the great things that are happening within remote learning. Within our weekly family update, we will highlight one grade level per week to share great learning stories. We are also putting together a Parent Shout-Out Video, where parents are sending us short video clips indicating what they have found impressive during remote learning. We hope to have the video finished and ready to send to parents before fall break.

I have met with each grade level as we have started talking about the strengths and weaknesses of the elementary school. Listed below are some running thoughts from the staff. We are using these thoughts to help us create goals and objectives for the year.

Strengths and Weaknesses -Teacher Based

Strengths

- Family Atmosphere
- Literacy/Reading Instruction
- PBL work
- Dedicated and Talented Staff Members (advanced degrees)
- Team Atmosphere
- EC Department
- Elective Class Offerings

Weaknesses

- Math Support and Direction (no set curriculum)
- Phonics
- Cross Grade Level Planning Time
- PD related to social and emotional wellness of students (remote learning meltdowns)