

2019 School Renewal Self-Study Assistance Tool

School: Global Scholars Academy Administrator: Brittany Curry, Managing Director Date: 11/15/2019

Original Charter Application	
Original Mission Statement:	The mission of Global Scholars Academy (GSA) is to improve educational outcomes and the overall life chances of Durham, North Carolina youth in grades K through 8 who are at the greatest risk of academic failure due to significant social, economic, and educational challenges—individually and in their family, neighborhood, and community environments. The young people we strive to serve reside primarily, but not exclusively, in neighborhoods characterized by high rates of persistent and concentrated poverty, joblessness, and a range of other social ills (including gang activity, drug dealing, and other criminal behavior). Through a host of academic and social cultural enrichment activities anchored in a multidisciplinary, extended school day, and extended school year program format, GSA will prepare Durham youth from these types of neighborhoods for attainable slots in high quality public high schools and prestigious preparatory high schools—the gateways to the most competitive colleges and universities.
Did the school make any amendments to change the mission statement? <i>If yes, state the current mission statement as amended.</i>	No.
Original Vision:	Deliver a dynamic, 21st century, franchise model of public education that builds bridges to the economic mainstream for vulnerable students, promotes equity of opportunity, and empowers students to bold imagination, resilience, and academic excellence so they can lead and succeed in a global economy.
General founding principles:	<p>GSA is a tuition-free, extended school day, extended school year, laboratory school, which serves as a beta test site for new ideas and innovations for educating vulnerable youth who live in economically distressed urban environments. Staffed by North Carolina board certified teachers and other professional support staff, including licensed social workers and family counselors, GSA is designed to connect vulnerable youth and their families to needed psychological services and family supports; leverage technological innovations in learning as well as tutors, mentors, and other resources from local universities and community colleges to accelerate remediation and academic advancement; enrich the learning experience by infusing the NC Standard Course of Study with educational materials on health and wellness, entrepreneurship and financial literacy, global awareness, and character education; and provide an extended day curriculum of academic and cultural activities focusing on remediation in the basics (literacy, math, and science), the fine arts, physical fitness, and soft skills acumen. In launching GSA, the long term goal is to prepare vulnerable youth from Durham’s most economically distressed neighborhoods for slots in high-quality public high schools and prestigious preparatory high schools.</p> <p>The conceptual foundations of our intervention work are rooted in the successful pathways through child and youth development literature. This body of evidence posits that not all young people who grow up in impoverished circumstances end up a failure. Some young people who grow up in socially and economically disadvantaged families and neighborhoods that are bereft of mainstream avenues of social and economic mobility actually succeed against the odds.</p> <p>Suffice it to state here that both the design and implementation of our interventions are shaped by the success paradigm. More specifically, we reject the “everything is wrong with you and we are going to fix it” deficit model that characterizes or undergirds much of the community-based work with young people of color. Instead, we embrace in our work two evidence based determinants of success: 1) engagement in a mediating institution in the local community that encourages pro-social behavior and discourages anti-social or dysfunctional behavior (e.g. The Boys and Girls Club, YMCA or YWCA); and 2) connections to a diverse network of individuals and institutions outside of the local</p>

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	<p>neighborhood that serve as “bridges” to the social and economic mainstream for vulnerable people --- what is referred to in the research literature as bridging social capital.</p> <p>GSA’s core values are:</p> <ul style="list-style-type: none"> ● Protection - Safe, healthy, harm-free environments, Knowledge and the habit of learning, cultural competence, self confidence and a positive “counter narrative” ● Affection - Nurturance, kindness and compassion, Dependability and consistency, Affirmation ● Connection - High expectations; attention to doing what is right; encouragement, Resilience, self-discipline and restitution when wrong, Constructive challenges ● Correction - Sense of belonging, “we-ness” and unity of purpose, Linked to networks of people and opportunities to develop, Civic engagement <p>GSA operating principles include:</p> <ul style="list-style-type: none"> ● Committed teachers ● Parent involvement ● Academic rigor ● Focus on literacy and numeracy ● Global readiness ● Well-rounded ● Flexible groupings ● Ongoing assessment
<p>Minimum number of Board Members as required in the by-laws:</p>	<p>The Board of Directors shall consist of no less than five (5) and no more than fifteen (15) voting members according to the by-laws.</p>
<p>Did the school make any amendment requests to change the minimum or maximum number of board members? <i>If yes, state the current number of minimum and maximum board members per by-laws.</i></p>	<p>No.</p>

Executive Summary	
<p>Do you provide a minimum of three (3) specific examples that describe how the school is successfully fulfilling the mission?</p>	<p>Cite example and provide alignment to the mission:</p> <p>GSA has been intentional about supplementing our curriculum with unique experiences to drive greater understanding of classroom subject matter. The partnerships GSA has established to bring new opportunities to connect students in classroom learning to their worlds at large, is another bright spot for the academy. Examples of those partnerships include:</p> <ul style="list-style-type: none"> ● GSA received an Academic Growth Award from the NC Department of Public Instruction for the 2016-2017 and 2017-2018 school year. The Academic Growth award is in recognition of 88.1% of our third through eighth grade scholars making at least a year's worth of growth. A growth index at 2 points or above indicates the school "Exceeded Expected Growth." GSA’s growth index was 3.27 (16-17) and 2.30 (17-18). ● In 2016-2017, GSA delivered 16% growth in overall proficiency with the largest increase coming from Math test scores. That same year we congratulated two of our

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	<p>teachers who ranked among the top 20% of North Carolina teachers for EVAAS (Educator Value-Added Assessment System) growth for the 2016-17 school year.</p> <ul style="list-style-type: none"> • GSA has had an ongoing outdoor education program defining flexible use spaces such as the garden and outdoor classroom with programming that complements our STEAM curriculum, accommodates varying learning styles, drives community connectivity and supports character education, soft skills building and overall wellness. GSA has received multiple gardening grants including the Lowe’s Toolbox for Education and Fuel Up To Play to support our outdoor education program and most recently partnered with TreesDurham and Keep Durham Beautiful to host a tree planting block party where students, families, and the community came together to learn about the value of trees and plant 50+ trees on our campus. • GSA has hired new STEM teachers and literacy specialists who have facilitated literacy, Math and Science trainings for faculty and staff, reinforced platform trainings and lead the institution of deeper STEM education incorporation across our core curriculum.
	<p>Cite example and provide alignment to the mission:</p> <p>GSA has focused on Health and Wellness in an effort to increase capacity to learn for many of our students struggling with non-academic stressors. Bright spots include:</p> <ul style="list-style-type: none"> • GSA has expanded its counseling program to include two counselors dividing upper and lower grades and delivering scholars that are able to thrive and flourish socially, emotionally and academically • GSA is the only charter school in the state of North Carolina receiving the Fresh Fruits and Vegetables grant. We have been counted in the top 5 of excellence in execution of that grant year over year. • GSA’s Yoga and Mindfulness program is designed to support and promote holistic wellness. Teaching students to manage their energy and stress has given them the skills to continue growing academically and emotionally, as they navigate challenges and opportunities in their lives. We have seen these techniques being used by students in and out of school.
	<p>Cite example and provide alignment to the mission:</p> <ul style="list-style-type: none"> • Parent engagement has increased significantly as has the school’s program offerings for the whole family over the years. More recently, both Parent Empowerment Meetings, a monthly touchpoint with parents allowing GSA to tackle whole family topics, reinforce school policies, and cover hot topics, and Dinner with Dads, a program facilitating paternal engagement, have doubled in attendance. • In an effort to broaden faculty skills and competencies in such areas as managing classroom behavior and improved student-teacher-parent relationships, GSA implemented an interactive online behavior reinforcement tool that drives real-time conversation between parents and teachers. We have also hosted an array of trainings around effective stakeholder communication and behavior approaches.

Goals and Objectives	
Are all the goals provided SMART goals – specific, measurable, achievable, realistic, and timely?	Yes.
How does each goal align with the mission, vision, and founding principles of the school?	Academic goal(s): GSA is focused on driving academic growth and proficiency across grade levels and subject areas with a focus on growing students regardless of baseline proficiency level. GSA would like to meet or exceed state growth expectations each year and in 3-5 years be driving towards 80% overall proficiency across tested grades and subject areas.

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	Financial goal(s): Demonstrate strong financial stability, specifically establishing a \$1,000,000 reserve account in the next 5-7 years to support short-, medium-, and long-term academy goals and cover 6 months of operating expenses
	Operational goal(s): Over the next 5 years, GSA will recruit and retain high quality teaching staff, specifically recruiting and developing talent in areas that address the unique challenges of our students, including social and emotional development and trauma management, and creating a staff that is 70%+ certified, that is diverse and reflects the composition of the student population and providing competitive employee incentives such as competitive pay and affordable housing.

School Website Review		
Does the website have the school's mission and vision displayed prominently?	Yes.	
Does the mission displayed match what is in the original application?	Yes.	
Does the website display current and accurate staff information?	The website typically lists all faculty and staff and brief biographies for each under the About Us tab. The About Us page is currently being updated to feature 2019-2020 faculty and staff - new faculty photos are being taken and staff bios are being completed. Estimated completion date is January 1, 2020.	
Does the website display current and accurate Board of Directors information? <ul style="list-style-type: none"> ● Is there contact information? ● Is the Meeting Schedule posted? ● Are approved meeting minutes posted? ● Do the number of board members listed on the website match the minimum required in the by-laws? 	<p>The About Us page is currently being updated to feature 2019-2020 Board Members - new photos are being taken and bios are being completed. Estimated completion date is January 1, 2020.</p> <p>The Board uses the main school line and info@globalscholarsacademy.org to receive calls or emails from the public but has provided the faculty and staff with personal cell phone and email contact information each year.</p> <p>The meeting schedule is posted each month well in advance of each board meeting.</p> <p>We currently have 11 Board Members and are within the requirements set forth in the by-laws. All 11 Board Members will be acknowledged on the website.</p>	
Key Contact Information:	Board Chair Name: Dr. James H. Johnson, Jr. Email: JohnsonJ@kenan-flagler.unc.edu	Does the information match what is listed in EDDIE? Yes
	Board Vice Chair Name: Dorothy Hairston Mitchell. Email: dhairston21@msn.com	Does the information match what is listed in EDDIE? No. New Appointment.
	Principal / Director Name: Dr. Andrea Carroll Email: acarroll@globalscholarsacademy.org	Does the information match what is listed in EDDIE? Yes
Does the school have required academic information available on the school's website per General Statute?	G.S. 115C-218.65 North Carolina School Report Cards Yes.	

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	G.S. 115C-218.85 Course of Study Requirements – Reading Proficiency
	No. Currently data is being pulled and will be posted to website by November 22, 2019.

Correspondence Reflection	
<i>Type of Correspondence and Guiding Questions</i>	<i>Comments</i>
Amendments Has the school made any amendment requests within the last renewal cycle? <ul style="list-style-type: none"> ● How many and the frequency? ● Do they align with the school’s mission and vision? ● Are there any perceived positive impacts? ● Are there any perceived negative impacts? 	No.
State Board Stipulations Has the school received any stipulations from the State Board of Education within the last renewal cycle?	Are you currently under any State Board Stipulations? No.
	No.
	If yes, provide details of the stipulation and how you are working to be removed from stipulations.
	No.
Letters of Non-Compliance Has the school received any governance or financial non-compliance letters within the last renewal cycle? <ul style="list-style-type: none"> ● Respond with the date and level of non-compliance. ● Expound on corrective action taken. ● Provide date the school was taken off the non-compliance status. 	In the 2017-2018 school year, Global Scholars Academy fell short on: A6(The school follows student admissions and lottery requirements as stated in North Carolina general statute, state board of education policy, and the signed charter agreement.) A8(The nonprofit board has a current grievance policy.) A17(The school is compliant with all student health and safety requirements as defined in general statute, state board policy, or the signed charter agreement.) A6(Student Admissions and Lottery requirements updated) A8(Grievance Policy was updated.) A17(Student Health and Safety requirements updated.) In the 2018-2019 school year, Global Scholars Academy was in full compliance with all Performance Framework items reviewed by the Office of Charter Schools as well as the very involved A17 Health and safety requirements measure reviewed by the Department of Health & Human Services.

Additional Information	
Are you enrolled in the State Retirement System?	No.

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If yes, does the school have fifty thousand dollars (\$50,000) funds reserved for closure proceedings in the permissible options under G.S. 115C-218.100(a)?	N/A		
What is your current enrollment?	219		
What was your enrollment in the preceding three (3) years?	Last Year	Two Years Prior	Three Years Prior
	221	214	202

Provide a narrative summary of your school’s academic performance over the preceding three (3) years.

GSA received an Academic Growth Award from the NC Department of Public Instruction for the 2016-2017 and 2017-2018 school year. The Academic Growth award is in recognition of 88.1% of our third through eighth grade scholars making at least a year's worth of growth. A growth index at 2 points or above indicates the school "Exceeded Expected Growth." GSA’s growth index was 3.27 (16-17) and 2.30 (17-18).

In 2016-2017, GSA delivered 16% growth in overall proficiency with the largest increase coming from Math test scores. That same year we congratulated two of our teachers who ranked among the top 20% of North Carolina teachers for EVAAS (Educator Value-Added Assessment System) growth for the 2016-17 school year.

In 2018-2019, GSA did not see the movement that we would have liked to see in proficiency or growth for our students. It is important to note a number of things influencing the varying growth numbers year over year.

- GSA is still challenged by slow literacy achievement. GSA students are struggling with reading and research shows increases in reading proficiency also supports faster growth in Math and Science. Several factors contribute to the enormous amount of headroom GSA still has with literacy:
 - With a population of students that is 40% Hispanic, even though only 19% are English Language Learners, most still largely speak, read, and interact at home in Spanish. Parental involvement in homework and day study reinforcement is low. We also know, a more effective ESL program is required to grow our students whose first language is Spanish.
 - Inherited socio-economic challenges with the demographic of families that GSA serves limit the reinforcement families are able to provide at home regardless of ethnicity.
- Secondly, students come into GSA’s education model at different levels even inside of the same grade. Achieving a deeper level of personalization for students will be imperative to success. GSA seeks to create an environment that is agile and can accommodate multiple learning styles. Not only is it important that the environment is conducive to different approaches, but that lesson plans are flexible and engage students where they are.
 - Specifically, finding ways for students transferring into GSA via our growing lottery – many performing below grade level – remains a challenge. There is value in matriculating through the GSA model Kindergarten through 8th grade versus coming in somewhere in the middle, acclimating to the unique culture and expectations at GSA, and attempting to defeat academic deficits and get up to speed quickly. GSA is committed to accepting every child, but the model’s effectiveness start to finish, must be replicable at any entry point.
- At least 50% of GSA students have endured major emotional or behavioral trauma early in life – we recently have been able to deploy additional resources to better identify these students and understand the challenges they are facing. However, while the traumas we expected are present in a significant portion of our student population, we are finding the degree of these traumas is more severe than originally known. Recently, we have seen more severe cases of physical abuse, runaways, homelessness, and poor emotional health manifesting into physical illness than ever before. Approximately 25% of our students have been recommended to outside therapy partners for evaluation and we have seen upwards of 5 students whose suicidal thoughts turned into serious referrals this year. Further, policy induced trauma, especially related to healthcare and immigration policy, has had a significant impact on the work required to drive capacity to learn. While school-wide training is important so that our entire staff is able to engage in responsive teaching methods that allow our students a safe place to discover and discuss navigating these traumas and still stay on track for academic

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growth, we must seek out additional funding and resources that allow for consistent intervention and relieves some of the pressure on faculty and staff, counseling staff especially, to act also as mental health care providers, nurses, and/or social workers.

- Lastly, educators nationwide, significantly underpaid, under-resourced, and undervalued, are managing personal insecurities and for GSA, our faculty and staff's capacity to execute our pointed mission diminishes dramatically with these uncertainties. Durham educators are increasingly unable to find affordable housing in the areas they work. Studies show a lack of access to attractive affordable housing close to their job and time for professional collaboration are among the top reasons for teacher attrition. The rising costs of living in Durham are causing our teachers to endure long commutes or seek employment in lower cost areas. In some instances, rising housing costs are forcing teachers into homelessness. These obstacles limit the ability for GSA to recruit and retain high quality educators and high turnover can contribute to challenges with maintaining continuity and quality of education grade to grade.

While results overall have shown both qualitative and quantitative gains, year to year there have been some fluctuations in End of Grade performance. GSA prides itself on being a laboratory school, actively leveraging, and in some cases developing, the best teaching practices to prepare students facing the challenges our students face for 21st century success. We have developed a portfolio of teaching methods, lesson plans, and operational procedures that have demonstrated effectiveness in high performing years that we will continue to cultivate as we navigate some of the unexpected challenges we have seen in lower performing years.

Performance Framework Data and Compliance Review

Review your school's Performance Framework data from the previous two years. Mark **compliant** or **not compliant** under the rating for each area. If your school received a rating of **not compliant**, provide any additional information you deem necessary in the comment box.

<i>Area</i>	<i>Previous Performance Framework</i>	<i>Most Recent Performance Framework</i>
Licensure	Rating: Compliant	Rating: Compliant
	Comment:	Comment:
Exceptional Children	Rating: Compliant	Rating: Compliant
	Comment:	Comment:
Health & Safety	Rating: Non-compliant	Rating: Compliant
	Comment: 2017-2018 Health and Safety Requirements - one of the questions on the 2017-2018 Charter School Health Annual Report was: Does your school include in its annual student health history and emergency medical information update a question related to any head injury/concussion a student may have incurred during the past year? That question was not listed on our emergency form collected by scholars, so we had to answer no. We corrected this by adding it to the form for the 2018-2019 school year and it remains on the form.	Comment:
Accountability / Testing	Rating: Compliant	Rating: Compliant
	Comment:	Comment:
Finance	Rating: Compliant	Rating: Compliant

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	Comment:	Comment:
Child Nutrition	Rating: Compliant	Rating: Compliant
	Comment:	Comment:

Certify Submission		
<i>Type your name below to certify all information is accurate.</i>		
Dr. James H. Johnson, Jr.	<i>James H. Johnson, Jr.</i>	11/15/2019
Board Chair Name	Digital Signature	Date
Brittany Curry	<i>Brittany Ryan Curry</i>	11/15/2019
School Administrator Name	Digital Signature	Date