



PAUL R. BROWN LEADERSHIP ACADEMY
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A NORTH CAROLINA CHARTER SCHOOL



Dr. Jason M. Wray, Superintendent

October 14, 2022

Dear Parent/Guardian,

Legislation (G.S. 115C-83.15) passed during the 2013 long sessions of the North Carolina General Assembly provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013-14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D or F for each school in the state.

The School Performance Grades are based on 80 percent of our school's achievement score (student proficiency) and 20 percent on students' academic growth. At Paul R. Brown Leadership Academy, our achievement score for the 2021-2022 school year is based on how well our students performed on Grades 6-8 Mathematics, Grades 6-8 English Language Arts/Reading, Grade 8 Science, NC Math 1, NC Math 3, English II and Biology, and additional indicators including English Learner Progress, ACT/ACT WorkKeys, Math Course Rigor and the 4-Year Cohort Graduation Rate.

The purpose of this letter is to inform you that Paul R. Brown Leadership Academy has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37. "The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall 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."

Paul R. Brown Leadership Academy received a School Performance Grade of "F" and a growth designation of "Did Not Meet" for the 2021-2022 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a

school or the opportunities that our school provides.

As a low performing school, we are required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We are already engaged in the work of refining our plan and will present the plan to our school board at their next meeting on December 8, 2022, via zoom link where the plan will be presented for approval. The final plan will be available for review at Paulbrownleadership.com.

One of our top priorities for 2022-2023 school year is to improve our School Performance Grade. There are a number of key programs we have in place to help improve student performance. These include:

- Classroom management
- Instruction aligned with standards
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Recruitment and retention of effective teachers
- Support for management
- Implementation of a tiered instructional system
- Data-driven decision making
- Student Support Service
- Family and community engagement

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure that they stay on track academically. By working together as a team, we can improve not only how well our students are performing individually, but also how our school is performing as a whole. There is nothing more important to administrators and teachers at Paul R. Brown Leadership Academy than ensuring that students are ready for the next step in their academic careers. I look forward to working with you to make sure your student is on track for success.

This year we have set the following goals for **Paul R. Brown Leadership Academy**:

- ***Increase the percentage of performance in EOC exams by 5%. We will be establishing introductory level courses in EOC content areas to bridge the gap***

between the current course and the previous course. The introductory course will serve as an elective credit, but will allow the teacher to address and review foundation-level knowledge in the content areas.

- *Increase student and teacher attendance by 3%. Attendance is equally important for students and teachers. We want both of you to be in school as much as possible. Teacher absence has an effect on 75-90 students each day. We want students to see the importance of attending school to their success.*
- *Increase in 25% of contact with parents. Using weekly parent contact records, we will be able to track teachers' contact with parents. This contact record is for all students, not just those with academic or behavioral difficulties. We want to make sure we support parents in their children's success and, in turn, parents support the school's efforts to ensure that the student receives the best education possible.*

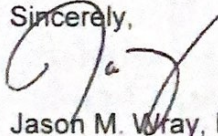
Our students need to experience higher levels of achievement, but this requires hard work from staff, students and families. Here are some strategies **Paul R. Brown Leadership Academy** will implement:

- ☐ Identify students who need additional classes for remediation or high school credits
- ☐ Student Advice/Review of Data and Grades
- ☐ Assign enrichment teachers for students
- ☐ Monitor progress every two weeks
- ☐ Monitoring Student Progress with Data and Grades

Attached you will find Paul R. Brown Leadership Academy's performance data for the past 2 school years. As you can see the huge amounts of improvement we have made in just 6 months of my arrival. With your continued support, we are confident those improvements will increase throughout this school year as well.

Point of contact is the undersigned via email jwray@prbla.org.

Sincerely,



Jason M. Wray, EdD
Paul R. Brown Leadership Academy
Superintendent

PRBLA Performance Grade 2 Year Trend

