

SRCA School Report



March 26, 2024

Shining Rock Classical Academy
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Head of School



Student Engagement

High School Capstone

Students in 9th, 10th, and 11th grades participated in a three-day tour of Georgia and Alabama. Stops Atlanta, Athens, Tuskegee, AL, and Andersonville, GA. The first stop of the trip was at the University of Georgia in Athens. After touring the campus with parent chaperone and Alumni Ashley Shapiro, students participated in a tour of the GA Museum of Art and campus. The first day ended in Atlanta with a tour of the Georgia Aquarium.

The second day of the trip began with a quick stop at Buc-ee's which was an experience all its own for the students. Students then traveled to Tuskegee, AL to participate in an interactive tour at the Tuskegee Airmen Historic Site. The tour served as a powerful reminder of the importance of putting into practice the SRCA core values including integrity and leadership. A short drive away brought the group to Auburn University for a tour of their beautiful campus followed by a presentation at the Auburn Raptor Center. At the Raptor Center students enjoyed displays of the flying eagles of Auburn as well as owls, vultures, and a falcon!

On the final day of the trip, students visited Andersonville, GA and the National POW Museum. This tour was a humbling experience of the powerful monument to the determination of the human spirit to survive. This capstone experience served as an opportunity for students to learn about important historical examples of leadership and perseverance from history with the chance to explore opportunities for their future.

Academic Success

Standards-Based Grading Update

The Standards-Based Grading Committee was established to research standards-based grading and what it *could* look like at Shining Rock. We have been actively researching various approaches to standards-based grading employed by other districts, aiming to gather insight and best practices to inform our own implementation strategy. We have been conducting thorough discussions to assess the potential benefits and challenges associated with transitioning to standards-based grading, ensuring a comprehensive understanding of the implications for educators, students, and other stakeholders alike.

Standards-based grading is an approach to assessing student learning that evaluates proficiency in specific learning standards rather than aggregating scores across various assignments. It emphasizes measuring mastery of academic standards aligned with the North Carolina Standard Course of Study. Each standard would be assessed independently, and grades reflect the degree to which a student has demonstrated proficiency in each standard. This approach aims to provide precise and information feedback to students, parents, and educators regarding a student's strengths and areas for growth. It diverges from traditional grading practices by separating academic performance from non-academic factors like behavior or participation, emphasizing the importance mastery and understanding of content.

Aspect	Traditional Grading System	Standards-Based Grading System
Focus	<ul style="list-style-type: none"> recognizes and rewards various aspects of student performance 	<ul style="list-style-type: none"> targets proficiency of the standards
Assessment Criteria	<ul style="list-style-type: none"> based on various assessment methods (quizzes, tests, homework, projects, etc.) assessments are based on a percentage system criteria for success may be unclear 	<ul style="list-style-type: none"> based on learning goals directly related to the predetermined academic standards assessments are based on student proficiency of the standards criteria are available to students in “student friendly” language
Criteria Consistency	<ul style="list-style-type: none"> uses an uncertain mix of assessment methods to determine the final grade grades may include non-academic factors, such as behavior and teacher subjectivity late penalties and extra credit may be calculated into overall grade 	<ul style="list-style-type: none"> students must demonstrate the knowledge and skills in the standards grades based on proficiency separates achievement from effort and behavior on the report card no extra credit given for work or behavior
Student Engagement	<ul style="list-style-type: none"> recognizes achievement and effort may not explicitly promote growth mindset with grades being a static representation of their capabilities 	<ul style="list-style-type: none"> supports student engagement by providing clear learning standards encourages a growth mindset by focusing on progress and mastery
Communication & Feedback	<ul style="list-style-type: none"> offers a comprehensive overview of performance in a subject communication may be limited to report cards and parent-teacher conferences 	<ul style="list-style-type: none"> provides detailed feedback on individual standards within a subject communication is more frequent with regular updates on student progress with the standards

Progress Monitoring Update

During the month of March, Mrs. White has been administering the COGAT test in second grade. This is a standardized test that all second graders take. If a student scores in the 95th percentile or higher, then the student is eligible for placement in AIG. This is a three-part test that is administered over three days with each session lasting around 45 minutes. Students who are identified as AIG will be able to begin services once identified and parents give permission.

Check-In 2.0 test C has also been administered. Students in grades 3-8 have now taken their third Check-In test. This covers specific topics taught in either math, reading or science. Based on the most

recent guidance from the state, students' performance on this test will impact the questions that they see on their EOG's. It remains unclear if student performance on the current Check-In will be reflected in the student's final proficiency score or if there will be an impact in the type of questions that students will receive.

The mClass reading assessment will begin on April 18th and will take place through the first week of May. Third grade will be the first group testing for this assessment. Each grade level K-3 will have designated days to take their assessments in a quiet place around the building. The growth made in these assessments K-2 will be reflected in our overall school composite score from the state.

Students in grades 2-8 will be taking their last Edmentum test during the next two weeks. This will give an updated reading level and help teachers know concepts that students need to have remediation in, or concepts and skills where they are excelling.

Items for Board Review

Financial Update

Please refer to the SRCA Financial Report 2.2024.

Please refer to update for spending approved in February for facility upgrades.

Cover Photo: The SRCA High School students are living their best life while visiting Buc-ee's in Alabama during their capstone experience. (Photo by T. Inman)