

# Independence Charter School-CC

## Minutes from BOT Meeting of Wednesday, February 14, 2018

**Location:** 1600 Lombard St., Philadelphia, PA

**Time:** 6:00 PM

**Next meeting: Wednesday, March 14, 2018**

**Board Attendees:**

Mike Barsanti	absent	Mehreen Zaman	present
Camilo Dominguez	phone		
Maureen Eagen	present	<b>Ex-Officio</b>	
Tre Johnson	absent	Tom Scheid	present
Michele Lamm	present		
Rose McNamara	present	<b>Also attending</b>	
Jones			
Harry Mosley	present	• Ramzy Andrawos (staff)	
Krista Pfeiffer	present	• Patricia Cirone (staff)	
Rachel Salis	absent	• Mike Danyo (Santilli & Thomson)	
Silverman			
Virgil Sheppard	absent	• Odamis Fernandez Sheinbaum	
Jo Tionson Perez	present	• Kristen Long (staff)	
John Trieu	phone	• Jerry Santilli (Santilli & Thomson) phone	
Greg Turlington	present	• Mike Thomson (Santilli & Thomson)	

Who	What
Turlington	6:13 pm Greg called the meeting to order.
Turlington	<p><b>Approval of Minutes</b> Greg asked for a motion to approve the December 13, 2017 minutes.</p> <p><b>Motion to Approve: Maureen Eagen</b> <b>2<sup>nd</sup>: Harry Moseley</b> <b>Abstain: Rosie McNamara Jones</b> <b>Action: Passed (voice vote)</b></p>
Turlington	Greg asked if there were any public comment. No comment.
Scheid	<p>CEO Report: Tom reported the following: Tom informed the Board that ICS has several reviews taking place this year. The Middle States Re-Accreditation review, a three-year federal programs review and a meal program review.</p> <ul style="list-style-type: none"> <li>• Middle States Re-Accreditation Process Update           <ul style="list-style-type: none"> <li>➤ Self-Study Process – Completed and sent to Chair on February 11.</li> <li>➤ Visit will be from March 11-14</li> <li>➤ We are finalizing the Action Plan Goals (7-year goals). Received approval on the goals, but there will be opportunities for revisions as we move forward. There are three goals:               <ul style="list-style-type: none"> <li>○ <b>Academic Goal #1:</b> By 2025, ICS will increase academic achievement of historically underperforming students (students who are economically disadvantaged, English</li> </ul> </li> </ul> </li> </ul>

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	<p>learners, and/or have an individual educational plan).</p> <ul style="list-style-type: none"> <li>○ <b>Academic Goal #2:</b> By 2025, ICS will increase academic achievement of all students.</li> <li>○ <b>Organizational Goal #1:</b> By 2025, ICS will increase student academic opportunities through making necessary renovations and additions to the school's facility located at 1600 Lombard Street.</li> </ul> <p>➤ <b>Action Plan</b> will be distributed to the board prior to the visit and discussed at the March 14, 2018 Board Meeting</p> <p>Mehreen Zaman asked if there are benchmarks for the academic goals. Tom explained that each goal is broken down for each year and there are targets for each area. This information will be sent to the Board.</p> <ul style="list-style-type: none"> <li>● Philadelphia School Partnership (PSP), Great Philly Schools (GPS) and the Common Application <ul style="list-style-type: none"> <li>➤ ICS and ICS West were asked to serve on the Task Force</li> <li>➤ An Initial informational meeting was held in October</li> <li>➤ Site visits (ICS and ICS West met together with GPS' contact)</li> <li>➤ First Task Force Meeting was held on February 13, 2018 with 14 schools participating</li> <li>➤ Plan is to streamline the charter application process citywide, which would allow parents to apply to many schools using one application.</li> <li>➤ Similar processes are in place in other large urban school districts</li> <li>➤ Tr. Jenny and Tr. Cody, who handle enrollment for ICS CC and ICS West, will be invited to attend the next meeting</li> <li>➤ Application process to change not the lottery process</li> <li>➤ Goal is to have system in place for the 2019-2020 lottery</li> </ul> </li> <li>● Phase 2: Language Task Force <ul style="list-style-type: none"> <li>➤ Update <ul style="list-style-type: none"> <li>○ The previous consultant is not available to continue with Phase 2</li> <li>○ The consultant recommended that internal staff (with some assistance from outside help) could move the project to the next level</li> <li>○ Principal Kristen and CEO Tom met and restructured the Phase 2 planning process</li> </ul> </li> <li>➤ Phase 2 <ul style="list-style-type: none"> <li>○ Internal staff to research programs and schedule visits</li> <li>○ Internal staff will plan the timeline and facilitate the process</li> <li>○ Consultant work as needed</li> <li>○ 4-5 member team will visit schools between the Spring and Fall of 2018</li> <li>○ Prepare for marketing in time for January 2019 Lottery</li> </ul> </li> </ul> </li> <li>● The SRC Approved Our 25 Seat Increase <ul style="list-style-type: none"> <li>➤ Approval was granted on December 14, 2017 for the 2017-2018 year - retroactive to July 1, 2017</li> </ul> </li> <li>● Mayor Kenney visited ICS West on January 23, 2018 <ul style="list-style-type: none"> <li>➤ Tom attended a meeting in October with Mayor Kenney and had extended the invitation</li> <li>➤ Mayor Kenney visited classrooms, met with West board members and</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>members of the PSP               <ul style="list-style-type: none"> <li>➤ He was very impressed with the school</li> </ul> </li> <li>• Superintendent's Academy – Session II               <ul style="list-style-type: none"> <li>➤ Eastern Cohort Meeting held in Malvern, PA - January 30-31                   <ul style="list-style-type: none"> <li>○ College and Work Readiness: Raising the bar at Community Colleges</li> </ul> </li> <li>➤ Next session will be in May</li> </ul> </li> <li>• Take Flight alumni brunch was held on February 3 - \$1310 was raised</li> <li>• School Musical – <i>Once On This Island, Jr.</i> <ul style="list-style-type: none"> <li>➤ Shows will be on February 22 and February 23 at Plays and Players Theater, 1714 Delancey Place</li> </ul> </li> <li>• ICS CC and ICSW PTAs are hosting a screening of the movie <i>Screenagers: Growing up in the digital age</i> at ICSW on February 17 at 2:30 pm</li> <li>• PTA Silent Auction - April 21 from 6:00 pm to 10:00 pm</li> </ul>
Danyo	<p><b>Financial Report:</b> Mike reported the following:</p> <ul style="list-style-type: none"> <li>• With the approval of the 25 additional seats, budget adjustments were made.</li> <li>• Projecting a \$300,000 loss before adjustments. Projecting a \$238,214 surplus after adjustments.</li> <li>• District subsidy higher than expected</li> <li>• Budgeted flat. Still do not have District's subsidy rate - did an estimate.</li> <li>• Special education population budgeted at 106. Currently have 120 special students enrolled. This is an additional \$17,000 per student.</li> <li>• Large increase in Federal Programs – Title I, Title II grants. Also received the new Title IV grant (Every Student Succeeds Act (ESSA)) and ICS qualified for the Title III grant, which is to help ensure that English Learners attain English language proficiency and meet state academic standards. These additional grants totaled approximately \$10,000.</li> <li>• Variance of \$84,000 over budget – this is due to the District not yet paying ICS for the 120 special education students. There is a problem with District's new accounting system, which should be corrected soon.</li> <li>• ICS has enrolled twelve students (of the 25 additional seats) and has been paid for those students.</li> <li>• All other variances have been cleaned up (expenses that have been on financial reports for months)</li> <li>• Due to increase in special education enrollment, special education services has been increased – have \$110, 000 in expenses</li> <li>• Added salary increases that took place over the summer after the budget was adopted.</li> <li>• Added to the Achievement Gap approximately \$66,000 for additional tutoring hours.</li> <li>• Added to student support services with additional staff for approximately \$83,000</li> <li>• Cash remains strong -\$5,988,089 on hand – 203 days of cash as of 12/31/17</li> <li>• Due to the School District of Philadelphia - Estimated subsidy Rate Adjustment. Set up a liability on the books to cover the difference.</li> <li>• General Fund Revenue over expenses current - \$221,803 over projected budget by \$84,763.</li> <li>• Food Service Fund Expense over revenue current - \$(3,378) over projected</li> </ul>

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	<p style="text-align: center;">budget \$4,344</p> <p>Greg Turlington commented that the budget surplus is a first since 2012. Maureen Eagen asked if this is due to the additional seats. Greg and Mike Danyo responded that several factors contributed – the special education subsidy rate shot up, the regular education subsidy went up a little and the increase in Federal Funds. Krista Pfeiffer asked what our current poverty level is and if our Title I funding will be affected if we do not stay above a certain percentage. Tom stated that our poverty rate is currently 50.1%. He went on to say that even if we drop below, we would receive a waiver because historically we have been over the 50% mark and fluctuations are expected.</p> <p><b>November 2017 Disbursements</b>            Be it resolved that the Independence Charter School Board of Trustees hereby approves disbursements from the month of November 2017 in the amount of \$304,488.02</p> <p><b>Motion to Approve: Mehreen Zaman</b>  <b>2nd: Michele Lamm</b>  <b>Action: Passed unanimously (voice vote)</b></p> <p><b>December 2017 Disbursements</b>            Be it resolved that the Independence Charter School Board of Trustees hereby approves disbursements from the month of December 2017 in the amount of \$350,107.77</p> <p><b>Motion to Approve: Maureen Eagen</b>  <b>2nd: Rosie McNamara-Jones</b>  <b>Action: Passed unanimously (voice vote)</b></p>
Moseley	<p><b>Finance Committee: Bond Refinance</b></p> <p>Below is an overview of the bond refinance report. The report, in its entirety, is on file in the CEO’s office. Harry reported the following:</p> <ul style="list-style-type: none"> <li>• Background/Recap (Bond History)           <ul style="list-style-type: none"> <li>➤ Independence Charter School’s building is owned by Worlds of Opportunity Foundation. ICS pays rent to Worlds.</li> <li>➤ In 2007, Worlds borrowed \$17,800,000 Series A bonds (the “Bonds”) for construction of ICS’s building.</li> <li>➤ The Bonds are secured by the assets of Worlds and ICS.</li> <li>➤ The current status of the Bonds are:               <ul style="list-style-type: none"> <li>○ Approximately \$15,220,000 outstanding</li> <li>○ Interest rates of 5.5% on \$10,070,000 and 5.3% on \$5,150,000</li> <li>○ Maturity: \$10,070,000 – September 25, 2037; \$5,150,000 – September 15, 2027</li> </ul> </li> <li>➤ After discussing with ICS’s board ICS’s ability to refinance the Bonds at no penalty, the Finance Committee investigated refinancing the Bonds in order to:               <ul style="list-style-type: none"> <li>○ Take advantage of low interest rates in the market.</li> <li>○ Determine whether additional funds can be borrowed so that ICS’s facilities can be improved to better serve and educate the students of ICS.                   <ul style="list-style-type: none"> <li>▪ The estimated cost to improve the facilities is \$5M.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>➤ The Finance Committee engaged ICS's financial advisor Santilli &amp; Thomson to assist the Finance Committee with facilitating the RFP process to select an underwriter for the refinancing.</li> <li>➤ An RFP was circulated to solicit proposals from financial institutions to be the underwriter in connection with refinancing the Bonds.</li> <li>➤ The Finance Committee received responses from three investment banks:               <ul style="list-style-type: none"> <li>○ PNC Bank</li> <li>○ BB&amp;T</li> <li>○ George K. Baum &amp; Company</li> </ul> </li> <li>➤ The Finance Committee asked the investment banks to provide proposals based upon three scenarios.               <ul style="list-style-type: none"> <li>○ Scenario 1: Refinance the existing outstanding amounts without borrowing additional funds.</li> <li>○ Scenario 2: Refinance the existing outstanding amounts and borrow an additional \$3.5M.                   <ul style="list-style-type: none"> <li>▪ The remaining funds required to improve the building would be drawn from either ICS's fund balance and/or via a separate term loan.</li> </ul> </li> <li>○ Scenario 3: Refinance the existing amount and borrow an additional \$5M.                   <ul style="list-style-type: none"> <li>▪ The additional \$5M would be used solely to improve the building.</li> </ul> </li> </ul> </li> <li>• Harry explained the summaries of the RFPs and the 5-year Projections from each bank.               <ul style="list-style-type: none"> <li>➤ One year of payments will have to be placed in reserves.</li> <li>➤ Interest rates are generally the same from each bank; however, the interest rates are not guaranteed.</li> <li>➤ The 5 year projections are based upon various assumptions and could change based upon multiple market and operating conditions.</li> <li>➤ Based upon the Finance Committee's review of: the analysis and advice from Jerry Santilli, projected revenue resources from the School District of Philadelphia and the RFPs from the three banks, they recommend selecting scenario 3 from Baum.</li> <li>➤ Baum was selected due to their responsiveness and professionalism and our expectation that they will be likely to obtain the rates set forth in their proposal. It is our understanding that Baum has completed many other refinancing transactions that are similar to the needs and expectations of ICS.</li> </ul> </li> <li>• Questions and Answers:               <ul style="list-style-type: none"> <li>➤ Krista Pfeiffer asked why Scenario 3 was chosen. Harry responded that the Finance Committee believes ICS can afford Scenario 3 and improve on the limitations of the current building.</li> <li>➤ Maureen Eagen asked if the \$5 million would cover the cost of the renovations. Tom responded that two years ago, a preliminary study was done based on square footage, and the study showed the cost to be between \$4 and \$5 million. Last year, bids were put out to three architects and they came back with \$4.5 to \$5 million.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Rosie McNamara Jones asked how long the project would take to complete. Mike Danyo responded the project would take approximately one year. Tom added that there are other factors to consider such as possibly moving students out, renting space for the displaced students, etc. Krista asked if these expenses have been budgeted. Tom stated we would use the fund balance.</li> <li>➤ Maureen Eagen asked when the project might begin. Tom answered the construction would not begin before May of 2019. However, given the restraints of the bond, we have 18 months from receipt of funds to completion of project. The bond process will take approximately three months before it goes to market.</li> </ul> <p>Greg Turlington stated that we could start building before the bonds are secured, but if the rates go up; we may not move ahead and therefore are at a risk for a loss. If this were to happen, the fund balance and projected surplus would be used to cover the cost. Mike Thomson of Santilli &amp; Thomson commented that during the bond process, ICS would receive periodic updates on the process and the interest rates. He went on to say that right now there is a lot of money coming in to the market and investors are looking to invest in construction.</p> <ul style="list-style-type: none"> <li>➤ Mehreen Zaman asked if the Finance Committee is going to spearhead this project or will there be a separate renovation committee formed. Harry responded that initially the Finance Committee will be overseeing the project, but as we move closer to the construction, it may be necessary to have a renovation/construction committee.</li> <li>➤ Krista Pfeiffer asked about the displacement of students and the impact on the families during this time and what that might look like. Tom stated that two maybe three grades would be affected. We may move the Kindergarten students since they do not ride the school buses. However, depending on if we find a building to house the students, where the building is located, will determine which students are moved. He continued that we are in the early planning stages.</li> </ul> <p>Greg introduced Mike Thomson to the Board. Mike was involved with ICS in the start-up of the school.</p> <p>Bond Resolution Be it resolved that the Independence Charter School Board of Trustees hereby approve the Reimbursement Resolution of Independence Charter School as is presented:</p> <p style="text-align: center;"><b>REIMBURSEMENT RESOLUTION OF INDEPENDENCE CHARTER SCHOOL</b></p> <p>SETTING FORTH “OFFICIAL INTENT” OF INDEPENDENCE CHARTER SCHOOL TO USE A PORTION OF PROCEEDS OF BONDS OF AN ISSUING AUTHORITY AS IS DEEMED APPROPRIATE BY THE SCHOOL, TO REIMBURSE THE SCHOOL FOR CERTAIN PRIOR PROJECT EXPENDITURES.</p> <p><b>WHEREAS,</b> the Board of Trustees (the “<u>Board</u>”) of Independence Charter</p>

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	<p>School (the “<u>School</u>”) has determined to undertake a project (the “<u>Project</u>”) consisting in whole or in part of: (a) refinancing approximately \$15.7 million in par amount of tax exempt bonds currently outstanding; (b) making approximately \$5,000,000 of additional capital expenditures and other capital improvements to the School’s building located at 1600 Lombard Street, Philadelphia, Pennsylvania; and (c) the payment of certain costs of issuance related to the Bonds, including but not limited to underwriter’s discounts or fees, counsel fees, accountant fees, printing costs and similar expenses.</p> <p><b>WHEREAS</b>, the School intends to finance the Project, in part, by financing from the Philadelphia Authority for Industrial Development (the “<u>Authority</u>”), through the issuance by the Authority of tax exempt bonds (the “<u>Bonds</u>”);</p> <p><b>WHEREAS</b>, the School intends to use a portion of the proceeds from the Bonds to reimburse itself for certain expenditures related to the Project which have been paid prior to the date of the issuance of the Bonds from other funds of the School;</p> <p><b>WHEREAS</b>, the United States Treasury Department has issued regulations (the “<u>Treasury Regulations</u>”) which provide rules which must be satisfied in order for the reimbursement of capital expenditures with bond proceeds to qualify as an expenditure of bond proceeds; and</p> <p><b>WHEREAS</b>, this Resolution is intended to set forth the intentions of the Board to finance the Project with the proceeds of the Bonds, and is further intended to constitute the “Official Intent” requirement prescribed in the Treasury Regulations for expenditures made after the July 1, 1993 effective date of such regulations.</p> <p><b>NOW THEREFORE</b>, be it resolved by the Board as follows:</p> <ol style="list-style-type: none"><li><b><u>Official Intent Requirement</u></b>. In accordance with the aforesaid Treasury Regulations, the School hereby sets forth its official intention that a portion of the proceeds from the Bonds will be used to reimburse the School for expenditures related to the Project which have been paid within the sixty (60) days preceding the date of the adoption of these resolutions. All expenditures to be reimbursed will be permitted expenditures under the Treasury Regulations including but not limited to capital expenditures or costs of issuance for the Bonds. The expenditures made by the School or which are to be fully or partially reimbursed in accordance with the intent of this Resolution relate to the expenditures deemed reasonably necessary for the Project prior to the issuance of the Bonds. Notwithstanding the foregoing, this Resolution does not bind the School to make any expenditure, incur any indebtedness, or proceed with the Project.</li><li><b><u>Engagement of Underwriter</u></b>. The President of the Board, or any other officer of the Board, are each hereby authorized and directed to or cause to be done any and</li></ol>

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	<p>all such acts and things and to execute and deliver any and all such further documents and agreements necessary for the School to engage <b>George K Baum and Company</b> to act as underwriter in connection with the issuance and sale of the Bonds.</p> <p>3. <b>Future and Prior Actions.</b> The President of the Board, or any other officer of the Board, are each hereby authorized and directed to or cause to be done any and all such acts and things and to execute and deliver any and all such further documents and papers as they may deem necessary or appropriate to carry into effect the full intent and purposes of the foregoing resolutions. All acts of any officer, agent, employee, attorney, or others acting for or on behalf of the School which are in accord with the intent, purpose and spirit of this Resolution, and whether heretofore or hereafter done or taken shall be, and the same hereby are, ratified, confirmed and adopted in all respects, and any party may rely upon the continuing efficacy of this Resolution and the power of any person to act as aforesaid, until this Resolution shall have been revoked in a further writing executed by the School. The Secretary of the Board is hereby authorized and directed to insert this resolution into the minutes of the meetings of the Board.</p> <p>4. <b>Effective Date.</b> This Resolution shall take effect immediately.</p> <p><b>Motion to Approve: Harry Moseley</b>  <b>2nd: Mehreen Zaman</b>  <b>Action: Passed unanimously (voice vote)</b></p> <p><i>Adopted: February 14, 2018</i></p> <p>Krista Pfeiffer asked what is the plan for communicating this to the public. Harry responded that at this point, we have only agreed to move forward with the refinancing of the Bonds. Once we secure the bonds and the money for the construction, we can begin to inform the public. Tom added that he would include in his summary to the staff and ICS families that the Board has agreed to move forward with the refinancing of the Bonds.</p>
Long	<p><b>Principal's Report:</b> Kristen reported the following:  The majority of her report will be reviewing ICS' Progress Report, but she wanted to inform the Board of a few things happening.</p> <ul style="list-style-type: none"> <li>• School Musical – <i>Once On This Island, Jr.</i> <ul style="list-style-type: none"> <li>➤ Shows will be on February 22 and February 23 at Plays and Players Theater, 1714 Delancey Place</li> <li>➤ 50 to 60 students are in the play on a shoestring budget. This is a large undertaking. <ul style="list-style-type: none"> <li>○ Basketball season concluding. We are not in the playoffs, but if we had gym, we could practice more.</li> <li>○ Celebrating Black History this month.</li> </ul> </li> </ul> </li> </ul> <p>Kristen asked when the bond refinancing is announced, if the Board would discuss it with the staff so that they understand pay increases, going forward, will not be impacted. Greg responded that when we refinance the bonds, it will not cost us much</p>

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	<p>more than we are already paying. He continued, in order to refinance the bonds, we had to have at least a \$100,000 surplus.</p> <p>Kristen and AP Odamis reported the following:</p> <ul style="list-style-type: none"> <li>• Data Presentation –Report in its entirety is on file in the CEO’s office. <ul style="list-style-type: none"> <li>➢ The Data Presentation is mainly about the School Progress Report, which, was released approximately a week ago.</li> </ul> </li> <li>• Academic Achievement - Whole School <ul style="list-style-type: none"> <li>➢ ICS Compared to State - Percent of Students Proficient and Advanced on PSSA and PASA. We went down a little in math from 2016 to 2017, went up in English and saw a drop in science.</li> </ul> <table border="1" data-bbox="406 646 1153 787"> <thead> <tr> <th></th> <th>ICS 2016</th> <th>ICS 2017</th> <th>State 2017</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>45.9%</td> <td>44.95%</td> <td>42.6%</td> </tr> <tr> <td>English Language Arts</td> <td>62.4%</td> <td>64.09%</td> <td>61.2%</td> </tr> <tr> <td>Science</td> <td>65.7%</td> <td>61.63%</td> <td>67.7%</td> </tr> </tbody> </table> </li> <li>• What is the School Progress Report <ul style="list-style-type: none"> <li>➢ The School Progress Report (SPR) is a tool, produced by The School District of Philadelphia every year. It provides information on how schools are doing in four domain areas – Academic Achievement, Progress, School Climate and Safety, and College and Career Readiness (not used in K-8).</li> <li>➢ Schools can earn scores from 0-100%. Based on their overall score, schools are assigned to one of the following four categories: Intervene (0-24%), Watch (25-49%), Reinforce (50-74%), Model (75%-100%).</li> <li>➢ The Overall score is assigned to a school by a weighted average of Achievement (30%), Progress (40%), and Climate (30%).</li> </ul> </li> <li>• Ranking <ul style="list-style-type: none"> <li>➢ The School Progress Reports are used citywide for all Charters and District schools. Rankings are used to compare all schools using the overall score (combined Achievement, Progress, and Climate domains).</li> <li>➢ Independence Charter School is Ranked: <ul style="list-style-type: none"> <li>○ 16th overall out of 144 K-8 Schools</li> <li>○ 2nd overall out of 7 schools in our peer group</li> </ul> </li> </ul> </li> <li>• Peer Group <ul style="list-style-type: none"> <li>➢ Peer groups are selected by demographics and focused on the percent of students: receiving special education services, Economically Disadvantaged, English Learner, and Black or Hispanic. According to those numbers, our Peer Group is: <ul style="list-style-type: none"> <li>○ Cook-Wissahickon School (39%)</li> <li>○ Independence Charter School (63%)</li> <li>○ James Dobson School (24%)</li> <li>○ Keystone Academy Charter School (65%)</li> <li>○ Maritime Academy Charter School (59%)</li> <li>○ Shawmont School (45%)</li> <li>○ Tacony Academy Charter School (60%)</li> </ul> </li> </ul> </li> </ul> <p>Odamis stated that the District changed how the peer groups were formed this year. In the past, peer groups were formed by location of the school. The District realized that this method was not necessarily the best for charter schools since students come from various locations in the City.</p>		ICS 2016	ICS 2017	State 2017	Mathematics	45.9%	44.95%	42.6%	English Language Arts	62.4%	64.09%	61.2%	Science	65.7%	61.63%	67.7%
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	<ul style="list-style-type: none"> <li>• School Progress Report – it is not favorable for ICS               <ul style="list-style-type: none"> <li>➤ Last year was the first year ICS was a “Model” school, which is the highest.</li> <li>➤ This year ICS went back to “Reinforce” school, which is the second level – had 13% drop.</li> <li>➤ Largest drop was in “Progress,” which is where we want to do the best. We will review the reason for the drop.</li> <li>➤ Year-to-Year Comparison                   <table border="1" data-bbox="406 525 1524 714" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>ICS 2014/15</th> <th>ICS 2015/16</th> <th>ICS 2016/17</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>Reinforce (56%)</td> <td>Model (76%)</td> <td>Reinforce (63%)</td> </tr> <tr> <td>Achievement</td> <td>Watch (45%)</td> <td>Reinforce (56%)</td> <td>Reinforce (55%)</td> </tr> <tr> <td>Progress</td> <td>Watch (39%)</td> <td>Model (79%)</td> <td>Watch (47%)</td> </tr> <tr> <td>Climate</td> <td>Model (88%)</td> <td>Model (91%)</td> <td>Model (92%)</td> </tr> </tbody> </table> </li> </ul> </li> <li>• Model Schools               <ul style="list-style-type: none"> <li>➤ The school district assigns performance tiers to schools measured by the SPR.</li> <li>➤ Model Schools are schools that perform in the highest overall score (75%-100%). Model Schools not in our Peer Group – there were no model schools in our Peer Group.                   <ul style="list-style-type: none"> <li>○ Joseph Greenberg (75%)</li> <li>○ Anne Frank (78%)</li> <li>○ Franklin Towne Charter (79%)</li> <li>○ George McCall (79%)</li> <li>○ Philadelphia Academy Charter (81%)</li> <li>○ Green Woods Charter (83%)</li> <li>○ Sadie Alexander (85%)</li> <li>○ Folks Arts Cultural Treasures (79%)</li> </ul> </li> </ul> </li> <li>• SPR Highlights for ICS               <ul style="list-style-type: none"> <li>➤ Model for Growth in lowest quintile in ELA</li> <li>➤ Model for K-2 reading with 83% of students at or above proficiency</li> <li>➤ Model for Science in percent of Advanced Students</li> <li>➤ Model for Attendance, 78% of students attending 95% or more days</li> <li>➤ Model for year to year retention of students</li> <li>➤ Model for out of school suspensions</li> <li>➤ Model for Parent survey</li> <li>➤ No School in Peer group outscored ICS in the Math or ELA Achievement</li> </ul> </li> <li>• PVAAS - Growth Math               <ul style="list-style-type: none"> <li>➤ Drop in Achievement was specifically due to math, which resulted in a drop in progress</li> <li>➤ The drop was in last year’s 4<sup>th</sup> and 5<sup>th</sup> grade – those students did not make year-to-year gains</li> <li>➤ Had gains in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, but losses in 4<sup>th</sup> and 5<sup>th</sup> offsets our gains</li> </ul> </li> </ul> <p>Greg Turlington asked what were the contributing factors for the losses. Kristen responded that in 4<sup>th</sup> grade there are two math teachers. One of the teachers went out on maternity leave and we had to hire a long-term substitute. When only hiring for three months, it is very difficult to find a highly qualified experienced teacher. We were then notified that the teacher would not be returning. If we had known ahead of time, we would have been able to hire someone for six months with an offer of a</p>		ICS 2014/15	ICS 2015/16	ICS 2016/17	Overall	Reinforce (56%)	Model (76%)	Reinforce (63%)	Achievement	Watch (45%)	Reinforce (56%)	Reinforce (55%)	Progress	Watch (39%)	Model (79%)	Watch (47%)	Climate	Model (88%)	Model (91%)	Model (92%)
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	<p>contract. In 4<sup>th</sup> grade, the drop was with that teacher in that classroom. We then posted the position and hired a permanent teacher for the last three months of the school year. Unfortunately, this was after the PSSAs. She is still here and doing a great job.</p> <p>Kristen then stated that we also have two 5<sup>th</sup> grade math teachers. One was struggling and support was provided during the course of the year. However, as for all schools, math and science teachers are hard to find. This teacher was also bilingual and we were not able to find another math teacher who was also bilingual. The drop in 5<sup>th</sup> grade was with that teacher in that classroom. Odamis added that there also were huge dips in 5<sup>th</sup> grade across the State.</p> <ul style="list-style-type: none"> <li>• Next Steps – Math               <ul style="list-style-type: none"> <li>➤ Continued support to students in 4th, 5th, and 6th grade</li> <li>➤ Continued development on PA Core Standards</li> <li>➤ Shifted 3rd grade Immersion teacher to 5th grade</li> <li>➤ Offered contract to new teacher mid-year</li> <li>➤ Have a fully staffed math instructional lead</li> <li>➤ Accelerated Math program for 5th and 6th grade – held two mornings a week before school and on Wednesday afternoons after school</li> <li>➤ Summer Math Academy for incoming 6th and 7<sup>th</sup> graders</li> </ul> </li> <li>• PVAAS – Growth ELA               <ul style="list-style-type: none"> <li>➤ Biggest gains in 7<sup>th</sup> grade and 5<sup>th</sup> grade</li> <li>➤ Standard growth in ELA for 4<sup>th</sup> grade</li> <li>➤ Overall ELA is growing</li> <li>➤ Advanced students dropped 20 points – still are advanced, but this affected our average. We have talked to teachers about how to support our advanced students while promoting general welfare of all students.</li> <li>➤ Data goal is to make progress in every year.</li> </ul> </li> <li>• Next steps in ELA               <ul style="list-style-type: none"> <li>➤ Support for ELA students in 3rd and 4th grade</li> <li>➤ Level Literacy Intervention (LLI) in 4th and 5<sup>th</sup> grade</li> <li>➤ 21st Century after school program</li> <li>➤ Text Dependent Analysis (TDA) Practice from beginning of year</li> <li>➤ Early Literacy Intervention for Preschool</li> <li>➤ Springboard</li> <li>➤ Readers/Writers workshop adoption and K-8 ELA vertical alignment</li> <li>➤ Additional hours for classrooms assistants in K-2 to provide targeted intervention (in lieu of K-2 reading tutor)</li> <li>➤ Training in LLI for 2nd/3rd assistants</li> </ul> </li> <li>• SPR Science - SPR assigns points in science in the Achievement and Progress Domains               <ul style="list-style-type: none"> <li>➤ ICS scored 2.06 out of 3.5 pts in Achievement science and 0 out of 5.0 pts in Progress (were not shocked by score, but we're not happy about it)</li> <li>➤ Progress in 8th grade Science in 2017 was marginally better than in 2016</li> <li>➤ One school in ICS Peer Group scored better in Science Achievement</li> <li>➤ Three schools in ICS Peer Group scored better in Science Growth</li> </ul> </li> </ul>

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	<p>➤ Amongst the Model Schools 3 scored at Reinforced or Model in Science Growth</p> <p>Kristen stated that with reading growth scores, if the students are reading at or above level, they would do well on the PSSAs. If they are below their reading level, they will not do well. With the math growth scores, if we teach so the students do well on the test, it makes pedagogical sense. With the science growth score, especially with the 8<sup>th</sup> grade PSSAs, we are not sure how the growth is measured. The students are tested in 4<sup>th</sup> grade and not again until 8<sup>th</sup> grade. The last time the PA Science Standards were updated was 2007. Next Generation Science Standards is what has been adopted across most of the country. It is what makes students college and career ready. This is what many local high schools are using and this is what ICS has been using. If you master these standards, you should be able to master the PA Standard. Kristen went on to say that the PSSA 8<sup>th</sup> grade science test is administered the second week of May after our students know which high school they are going to and after three weeks of test taking. In order to master this test, our 8<sup>th</sup> grade science class would be a PSSA science prep class. As a school and as educational leaders, we do not feel that we should change everything we are doing in science just to do well on this test.</p> <ul style="list-style-type: none"> <li>• Next Steps - Science           <ul style="list-style-type: none"> <li>➤ Purchase of PSSA prep materials</li> <li>➤ 4th grade teacher new contract offer</li> <li>➤ Improved alignment in 6-8 Science</li> <li>➤ Identified areas of growth as a result Middle States self-assessment (curriculum writing, improve vertical alignment for K-8)</li> </ul> </li> <li>• ICS 8th Grade Achievement and Growth           <ul style="list-style-type: none"> <li>➤ <b>8th Grade Proficient and Advanced (PSSA)</b></li> <table border="1" data-bbox="407 1192 1031 1297"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61.7%</td> <td>60.0%</td> <td>67.1%</td> </tr> <tr> <td>Math</td> <td>37.7%</td> <td>35.0%</td> <td>55.1%</td> </tr> </tbody> </table> <li>➤ <b>2017 8th Grade Cohort Growth</b></li> <table border="1" data-bbox="407 1333 1230 1438"> <thead> <tr> <th></th> <th>2015 (6<sup>th</sup> gr. Prof/Adv)</th> <th>2017 (8<sup>th</sup> gr Prof/Adv)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59.3%</td> <td>67.1%</td> </tr> <tr> <td>Math</td> <td>48.5%</td> <td>55.1%</td> </tr> </tbody> </table> <li>➤ Decreased percent of students in Below Basic for ELA by 2.6% from 6th to 8th grade</li> <li>➤ Decreased percent of students in Below Basic for Math by 1.3% from 6th to 8th grade</li> </ul> </li> </ul> <p>Harry Moseley asked if we track which high schools our students are accepted to attend. Odamis responded that 81% of last year's graduating class was accepted in to select magnet schools. The remaining 19% went to either private schools or charter schools.</p> <p>Greg Turlington asked if there is anything that could be done to mitigate the impact of teachers going out on an extended leave of absence. Odamis responded that in many suburban districts they have in-house long-term subs that are able to easily step in and cover when teachers go out on an extended leave.</p>		2015	2016	2017	Reading	61.7%	60.0%	67.1%	Math	37.7%	35.0%	55.1%		2015 (6 <sup>th</sup> gr. Prof/Adv)	2017 (8 <sup>th</sup> gr Prof/Adv)	Reading	59.3%	67.1%	Math	48.5%	55.1%
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Turlington	<p><b>Resolutions:</b></p> <p><b>Approval Employee Resignations</b>            Be it resolved that the Board of Trustees of Independence Charter School hereby accept the resignations of the following staff:</p> <p>Maura Donovan – Classroom Assistant            Alejandra Cuapio Rodriguez – Classroom Assistant</p> <p><b>Motion to Approve: Harry Moseley</b>  <b>2nd: Michele Lamm</b>  <b>Action: Passed unanimously (voice vote)</b></p> <p><b>Approval of Hiring of New Employees</b>            Be it resolved that the Board of Trustees of Independence Charter School hereby approve the hiring of the following employees at the salaries presented:</p> <p>Michael Connor – In-house sub            Yumila Marisi – Classroom Assistant            Lydia Mendez – Classroom Assistant            Nablia Simms – Classroom Assistant            Jody Freed – Title change from Special Education Coordinator to Supervisor of Special Education effective 1/1/18            Phase 2 language task force stipends: Doris Naffah and Shavon Norris</p> <p><b>Motion to Approve: Mehreen Zaman</b>  <b>2nd: Harry Moseley</b>  <b>Action: Passed unanimously (voice vote)</b></p> <p><b>Motion to enter Executive Session to discuss HR matter</b>  <b>Motion: Harry Moseley</b>  <b>2nd: Mehreen Zaman</b>  <b>Action: Passed unanimously (voice vote)</b>  <b>Entered Executive Session at 8:15 pm</b></p> <p><b>Motion to exit Executive Session</b>  <b>Motion: Maureen Eagen</b>  <b>2nd: Harry Moseley</b>  <b>Action Passed unanimously (voice vote)</b>  <b>Entered open session at 9:17 pm</b></p> <p><b>Disciplinary Resolution Recommendation:</b>            Be it resolved that the Board of Trustees of Independence Charter School hereby approve the disciplinary action that was recommended by the HR Committee in Executive Session.</p> <p><b>Motion: Mehreen Zaman</b>  <b>2nd: Rosie McNamara Jones</b>  <b>All in favor by show of hands: 8 members</b>  <b>All opposed by show of hands: 1 member</b></p>

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	<p><b>Abstain: none</b> <b>Action: Passed by an eight to one vote.</b></p> <p><b>Harry Moseley requested that it be noted in the minutes that he did not agree with Board's decision for disciplinary action. He was in favor of termination.</b></p>
Turlington	<p><b>Adjournment</b> <b>Motion to Adjourn: Mehreen Zaman</b> <b>2<sup>nd</sup>: Harry Moseley</b> <b>Action: Passed unanimously (voice vote)</b> <b>Greg adjourned the meeting at 9:20 pm</b></p>

Respectfully submitted by: Patricia Cirone