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**Mrs. Tonya Jackson** | Executive Director and Senior Director of Federal Programs

**Mr. Andrew Touchette** | Director of Elementary School

**Mrs. Samantha Villegas** | Director of Middle School and Director of Curriculum and Instruction

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November 2, 2024

Dear Parents/Guardians:

As a parent/guardian of a scholar at Kestrel Heights Charter School, I am writing to inform you that the State Board of Education has identified Kestrel as a Continually Low-Performing school as defined by G.S.115C-105.37.

*According to G.S.115C-105.37, Low-Performing Schools are those that earn an overall school 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.*

Kestrel Heights Charter School has this identification based on a school letter grade of D during the 2021-2022 and 2023-2024 school year, not meeting growth during the 2022-2023 school year, and meeting growth during the 2021-2022 and 2023-2024 school year. We are proud to share that Kestrel Heights Charter School has begun to reverse historic trends in academic performance. For the 2023-2024 school year, we achieved a school performance grade of C, marking a significant improvement from previous years.

To improve educational outcomes for scholars in underperforming subgroups and close the achievement gap for all scholars, we have developed a [School Improvement Plan](#) to address the following areas identified for improvement.

- Evidence-based instruction
- Continue to refine and implement a tiered instructional approach and interventions designed to meet scholars' needs
- Professional Development and Professional Learning Communities (PLCs)
- Educator preparedness
- Data-driven decision making
- scholar support services
- Family and community engagement
- Mitigate opportunity gaps
- Positive Behavior Interventions and Support (PBIS)

We have set the following goals to facilitate growth in our subgroup performance this year:

- 2024-25 EOGs, at least 25.2% of SWD in grades 3-8 will demonstrate proficiency in reading, an increase from 10.7% proficiency in 2023-2024.
- 2024-25 EOGs, at least 31% of SWD in grades 3-8 will demonstrate proficiency in Math, an increase from 14.3% proficiency in 2023-2024.

A collective commitment among faculty, scholars, and families is essential for our scholars to reach their full potential. To facilitate and promote high achievement in all sub-groups, Kestrel Heights will implement the following strategies:

- Continue to implement Standards-Aligned IEPs.
- On-going professional development for teachers in the Exceptional Children department.
- Provide research-based instructional practices.

- Continue to implement small group instruction and tiered intervention in both Reading and Math.
- Provide specially designed instruction for scholars with disabilities.
- Protect instructional time from disruptions with effective processes and procedures.
- Utilize data gleaned from iReady Diagnostic assessments and weekly formative assessments to drive instructional practices.

Parent engagement is at the heart of our school improvement efforts. Here are some ways we can work together:

- Make sure that both you and your scholar are aware of the academic expectations set for this school year. Learning objectives and classroom expectations can be found in the syllabus provided by your scholar's teacher(s).
- Contact your scholar's teacher(s) if you have questions or concerns about their progress or to set up an appointment to have a conference.
- Make sure that your scholar is prepared and attends school on time each day and for the duration of the day.
- Provide the time for your scholar to complete their homework in an area that is free from distractions.
- Monitor the progress your scholar is making and attend meetings with your scholar's teacher(s).
- Read the school newsletter, Class Dojo, and other school communications.
- Join the Kestrel Heights PTA.

Achieving success for all of our scholars will be a group effort. For more details about public education initiatives in North Carolina, here are some resources available to help:

- Graduation requirements: [www.ncpublicschools.org/gradrequirements/](http://www.ncpublicschools.org/gradrequirements/)
- K-12 standards in academic subjects: [www.ncpublicschools.org/curriculum/](http://www.ncpublicschools.org/curriculum/)
- State scholar achievement test results: [www.ncpublicschools.org/accountability/](http://www.ncpublicschools.org/accountability/)
- N.C. School Report Cards: <https://ncreportcards.ondemand.sas.com/src>

We are committed to improving scholar performance. It is important to remember that just as no single score or grade tells the whole story of a scholar, neither does it tell you everything about a school's performance or the opportunities our school provides. The intent of receiving these designations is to improve educational outcomes for all scholars, close achievement gaps, increase equity, and improve the quality of instruction. We're excited about this school year and are working to make it a success for your child. Already, we have:

- Incorporated an intervention block for each grade level into the master schedule;
- Implemented a comprehensive multi-tiered system of support structure designed to ensure that
  - scholars receive quality core instruction
  - scholars receive small group instruction in reading and math
  - in-class intervention is available for all scholars
  - scholars have the opportunity to receive intervention in class with their teacher
- Secured the services of a math interventionist to support math instructions school-wide.

If you have questions about the content of this letter, please contact Mrs. Tonya Jackson at [jackson@kestrelheights.org](mailto:jackson@kestrelheights.org) or (919) 484-1300.

Sincerely,

*Tonya P. Jackson*

Tonya Jackson, Ed.S.  
Executive Director