



Our Direction

Uwharrie Charter Academy

Date of Report: 10/2/2023

Vision:

Uwharrie Charter Academy will graduate students who understand the importance of critical thinking, problem-solving, responsible citizenship, and clear communication so that they are prepared for the world of work and/or higher education.

Values:

“All in for All Eagles!!” “ENGAGE students through experiential learning; EQUIP them to excel in life; and EMPOWER students to effectively lead.”

Mission:

Uwharrie Charter Academy will exist to provide a truly rigorous pathway to college and career readiness; to afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning; to imbed the curriculum with STEM-focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity; to promote hands-on, project-based learning in all courses; to support the development of 21st century skills integrating the use of technology; to partner with parents so that they understand their role in their child's education; to build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and to promote environmental stewardship including the adoption of green practices in students' everyday lives and the integration of NC's Environmental Literacy Plan in a cross-curricular approach.

Goals:

- District Strategic Goal: A05 Instructional Excellence & Alignment: The district supports a student-centered approach and provides an instructional framework based on learner profiles that inform individualized learning paths and competency based progression in a flexible learning environment.

Performance Measure(s)

Performance Indicator: Using EOG/EOC data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives.		
Data Source: HS Reading- Grade 10 - EDS	Baseline Year: 2023	Baseline: 10.9%
Target Date: 2024	Target: 47.3%	Actual:

Performance Indicator: Using EOG/EOC data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: HS Reading - Grade 10 - White	Baseline Year: 2023	Baseline: 24%
Target Date: 2024	Target: 62.4%	Actual:

Performance Indicator: Using EOG/EOC data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: HS Grade 11 Math- White	Baseline Year: 2023	Baseline: 15.3%
Target Date: 2024	Target: 42.6%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Math - White	Baseline Year: 2023	Baseline: 21.2%
Target Date: 2024	Target: 44.5%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Reading - EDS	Baseline Year: 2023	Baseline: 14%
Target Date: 2024	Target: 56.1%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention. Our middle school will be supporting students through a grant in math.

Data Source: Grade 3-8 Math - EDS	Baseline Year: 2023	Baseline: 14%
Target Date: 2024	Target: 56.1%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.

Data Source: 3-8 Reading - SWD	Baseline Year: 2023	Baseline: 5%
Target Date: 2024	Target: 17.6%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.

Data Source: Grade 3-8 Math - EDS	Baseline Year: 2023	Baseline: 13.3%
Target Date: 2024	Target: 37.5%	Actual:

Performance Indicator: Using iReady and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. Schools will also conduct walkthroughs and participate in MTSS meetings of intervention.

Data Source: Grade 3-8 Reading - White	Baseline Year: 2023	Baseline: 24.5%
Target Date: 2024	Target: 69.7%	Actual:

- District Strategic Goal: B10 Leadership Capacity: The district proactively supports and emphasizes student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions.

Performance Measure(s)

Performance Indicator: Using TWS and a district survey to assess supports provided to beginning teachers. Will be accomplished by mentor notes, observations, walkthroughs, BT meetings.

Data Source: TWS - Developing Lesson Plans	Baseline Year: 2022	Baseline: 57.14%
Target Date: 2024	Target: 80%	Actual:

Performance Indicator: Using TWS and a district survey to assess supports provided to beginning teachers. Will be accomplished by mentor notes, observations, walkthroughs, BT meetings. Q.11.2.b: Being observed teaching by my mentor (never 42.86%). Q.11.2.c: Observing my mentor's teaching (never 42.86%). Q11.2.d: Analyzing student work and assessments (never 42.86%). Q11.2.e: Reviewing results of students' assessments (never 42.86%). Q11.2.h: Aligning my lesson plans with the state curriculum and local curriculum (never 42.86%)		
Data Source: TWS Results	Baseline Year: 2022	Baseline: 42.86%
Target Date: 2024	Target: 80%	Actual:

- District Strategic Goal: C08 Professional Capacity: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.

Performance Measure(s)

Performance Indicator: Based on devices and training for online platforms.		
Data Source: CEUs	Baseline Year: 2023	Baseline: 50%
Target Date: 2024	Target: 75%	Actual:

- District Strategic Goal: D01 Planning & Operational Effectiveness: The district establishes two way communication channels to encourage transparency, feedback loops, and access to information for families and the community.

Performance Measure(s)

Performance Indicator: Based on FB, all-call surveys, and email messages to families, increase communication with information.		
Data Source: FB, all-call, emails, surveys	Baseline Year: 2023	Baseline: 80%
Target Date: 2024	Target: 100%	Actual:

Performance Indicator: Increase transparency with information as the school grows.		
Data Source: FB, all-calls, emails, surveys	Baseline Year: 2023	Baseline: 80%
Target Date: 2024	Target: 100%	Actual:

- District Strategic Goal: E03 Families & Community: The district implements and measures the effectiveness of personalized professional development to build the capacity of all educators through coaching, modeling, and networks of support.

Performance Measure(s)

Performance Indicator: PD based on needs assessments and the needs of teachers/students.		
Data Source: Staff and Family Surveys	Baseline Year: 2023	Baseline: 50%
Target Date: 2024	Target: 75%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

[2022-2023 Needs Assessment](#)

[2019-2020 Needs Assessment.](#)

[2020 Teacher Working Survey](#)

[2020-2021 - Spring Data](#)

[Internal Results Review for 2020-2021](#)

Student Outcome Data:

2022-2023 EOG/EOC Data:

Green Growth: UCA met Growth in our Hispanic population (81%), students with disabilities (81.8%), and over all in Math for the first time (79.3%).

Gray Growth: UCA met growth in smaller subgroups in Black and AIG students.

Red: UCA did not meet growth in our EDS population (-2.66); however, did grow in the prior year and were 3/100ths a way from growth in Reading. Additionally, we did not meet growth in our multi-racial children (-4.19).

Raw Data of Long Term Goals:

3-8 Reading - 69.3% goal: Overall 23.3%; White 24.5%; EDS 14%; SWD <5

3-8 Math - 45.2% goal: Overall 20.6%; White 21.2%; EDS 13.3; SWD <5

HS Reading - 63.6% goal: Overall 22.3%; White 24%; EDS 10.9%; SWD 6.7%

HS Math - 42.7% goal: Overall 14.3%; White 15.3; EDS <5; SWD 7.7%

4 Year Cohort - 89.5% goal and actual was 87.2% - Did not meet

Additional Data:

3rd Grade BOG: Not Proficient - 104 students; Level 3 - 10 students; Level 4 - 2 students; Level 5 - 2 students = Total 118

iReady - 1-4 BOY -- 432 Students Tested

Math: 11 students above grade level; 39 students on grade level; 246 students one grade level below; 117 two grade levels below; and 26 students two or more grade levels below

Reading: 34 students above grade level; 64 students on grade level; 208 students one grade level below; 88 two grade levels below; and 43 students two or more grade levels below

iReady - 5-8 BOY -- 657 Students Tested

Math: 30 students above grade level; 95 students on grade level; 263 students one grade level below; 85 two grade levels below; and 187 students two or more grade levels below

Reading: 107 students above grade level; 116 students on grade level; 152 students one grade level below; 94 two grade levels below; and 188 students two or more grade levels below

Fall Semester EOC's

iReady -- K-4 MOY -- 427 Students Tested

Math: 40 students above grade level, 68 on grade level; 247 one grade level below; 61 two grade levels below; 10 three or more grade levels below

Reading: 90 above grade level, 79 students on grade level; 184 one grade level below; 55 two grade levels below; 19 students three or more grade levels below

iReady 5-8 MOY -- 646 Students Tested

Math: 61 above grade level; 126 on grade level; 206 one grade level below; 104 two grade levels below; 150 three or more grade levels below

Reading: 116 above grade level; 107 on grade level; 162 one grade level below; 80 two grade levels below; 181 three or more grade levels below

mClass Data

2022-2023 End of Grade/Course Data:

Celebrations: We "met" growth with our Hispanic and Multi-racial students.

However, we did not meet growth with our White students: -7.07 (974 students); EDS students: -3.58 (218 students); and our SWD students: -2.03 (115 students). Subject/Grade CCR/GLP%.

The following are District Goals. Schools will further break down their individual goals based on their reporting data.

Math:

Grades 3-8 = EDS: from 11.2% to 40.7%; SWD: from 5% to 20.9%; White: from 20.9% to 46.8%

HS Grade 11 = White: from 33.3% to 45.2%

Reading:

Grades 3-8 = EDS: from 14.9% to 58.5%; SWD: from 6.1% to 20.5%; White: from 23.8% to 71.3%

HS Grade 10 = EDS: from 11.8% to 49.8%; White: 31.8% to 64.1%

Raw Data:

Reading Grade 3 16/32.1% Math Grade 3 18.9/35.8%

Reading Grade 4 33/45% Math Grade 4 21.1/41.3%

Reading Grade 5 23.3/34.9% Math Grade 5 15.6/35.2% Science Grade 5 30.5/48.4%

Reading Grade 6 17.2/39.7% Math Grade 6 20.5/42.4%

Reading Grade 7 20.6/41.2% Math Grade 7 25.9/45.9%

Reading Grade 8 25.7/46.8% Math Grade 8 17.5/30.4% Science Grade 8 57.9/64.9%

NC Math 1 (9-12) 13.2/35.6% NC Math 3 (9-12) 14.4/29.7%

Biology 28.8/39.4% English II 29/54.2%

Cohort Graduation Rate:

4 year -- Greater than 95%; 5 year -- 92%

2022 Teaching Working Survey Goals:

Pandemic Impact:

Q16.1: What percent of your instruction this year has been spent on reteaching prior grade academic standards? 34.74% noted that 50% of their time was spent reteaching.

Q16.2: At this point in the 2021-22 school year, how do your student's needs for social/emotional/mental health support compare to the same time in a typical school year? Much more than before: 50.53%

Q16.3: Please estimate how your students' current academic progress compares to past academic progress the same time in a typical school year? 36.84% believe students are at least 1 year behind.

Q16.4: At this point in the 2021-2022 school year, please select the top five issues of MOST concern:

Addressing disparities in student learning - 31.58%; Assessing student performance and needs - 11.58%;

Reteaching students prior grade standards - 12.63%; Social/emotional support for students - 12.63%;

School staffing shortages - 11.58%

New Teacher Support:

Q11.2 - On average, how often did you engage in each of the following activities with your mentor?

Q.11.2.a: Developing lesson plans (never 57.14%).

Q.11.2.b: Being observed teaching by my mentor (never 42.86%).

Q.11.2.c: Observing my mentor's teaching (never 42.86%).

Q11.2.d: Analyzing student work and assessments (never 42.86%).

Q11.2.e: Reviewing results of students' assessments (never 42.86%).

Q11.2.h: Aligning my lesson plans with the state curriculum and local curriculum (never 42.86%)

Q11.3: How much did the support you received from your mentor influence your practice in the following areas:

Q11.3. Subject matter I teach (not at all 42.86%).

Older Data:

2019-2020 Data: No Data Obtained due to COVID-19

2020-2021 Data:

BOG for 3rd graders 13 % proficient; 70 students took the BOG *March 2020 out for COVID

2020-2021 End of Grade/Course:

CCR/GLP

Reading Grade 3 - 32/44.3%

Math Grade 3 - 20.6/41.2%

Reading Grade 4 - 33.3/46.5%

Math Grade 4 - 25.3/44.4%

Reading Grade 5 - 22.0/40.2%

Math Grade 5 - 15/35.3%

Science Grade 5 - 38.2/50.4%

Reading Grade 6 - 19/46.2%

Math Grade 6 - 12.1/30.6%

Reading Grade 7 - 23.9/44.2%

Math Grade 7 - 23.3/39.9%

Reading Grade 8 - 22.5/51.9%

Math Grade 8 - 12.4/25.5%

Science Grade 8 - 65.8/73.9%

Biology - 26.3/33.6%

English II - 29.7/52.4%

NC Math 1 - 12.9/39.5%

NC Math 3 - 12/29.6%

Cohort Graduation Rate:

4 Year - 91.4%

5 Year - 85.4% - however an additional 8 students graduated after summer school

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Each leadership team will address their key indicators within their document based on district goals and the needs of their individual school.

District also reviewed the 2022 Teacher Working Survey, current and past data, and the Needs Assessment when making its decisions.

Selected Indicators:

Community Engagement

- E2.02 The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)
- E2.03 The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)

Curriculum and instructional alignment

- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)
- A2.13 Units of instruction include standards-based objectives and criteria for mastery.(5103)
- A2.18 ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)
- A2.26 All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.(5342)

Data analysis and instructional planning

A3.05 The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

Family Engagement

E1.02 ALL teachers regularly assign, check, mark, and return homework.(5178)

E1.05 The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.(5181)

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

E1.12 The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)

High expectations for all staff and students

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

A4.14 The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)