UCA DATA REVIEW AND NEXT STEPS

2024-2025

Proficiency Data & Growth Data

80% (Proficiency) + 20% (Growth) = School Grade

School Performance Grade Calculation

School Performance Grade

100-point scale

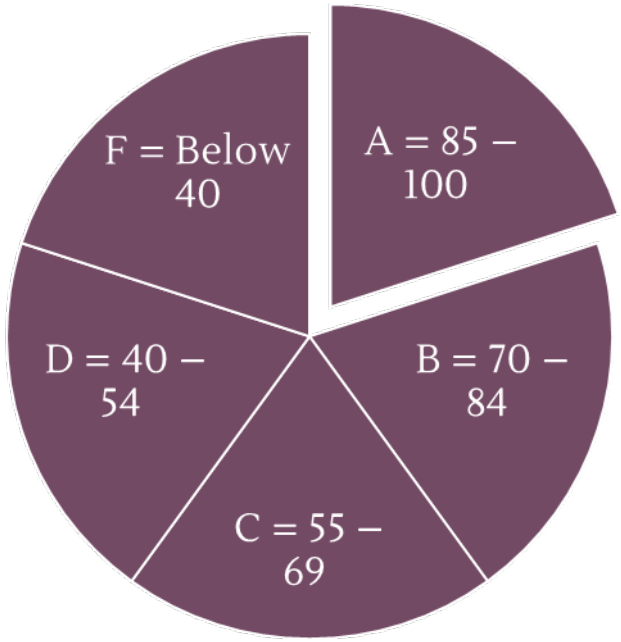
Achievement Score (80%) -- Level 3 and Up

3-8 Math, Reading
5, 8 Science
9-12 Math 1 & 3, Bio, Eng 2

Growth Score (20%)

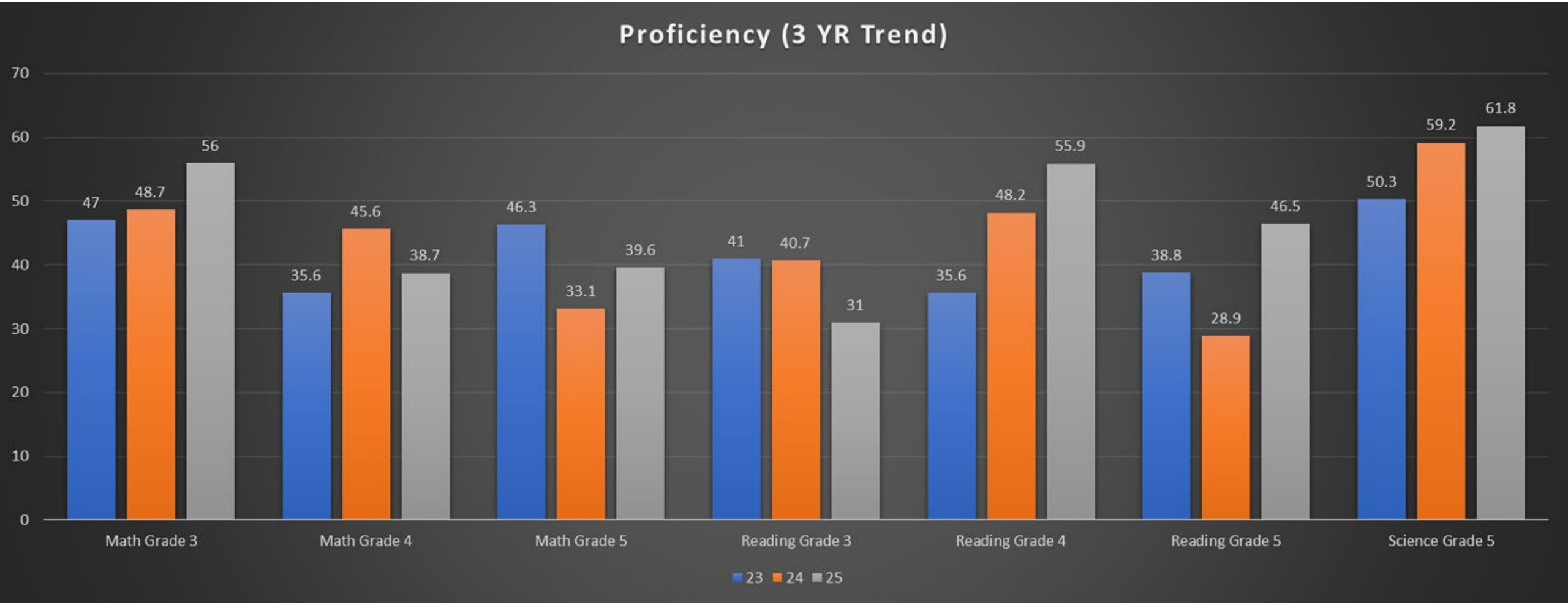
EVAAS -- Math Reading Science, Eng 2 & Math 1

School Performance Score



Elementary School

Elementary School



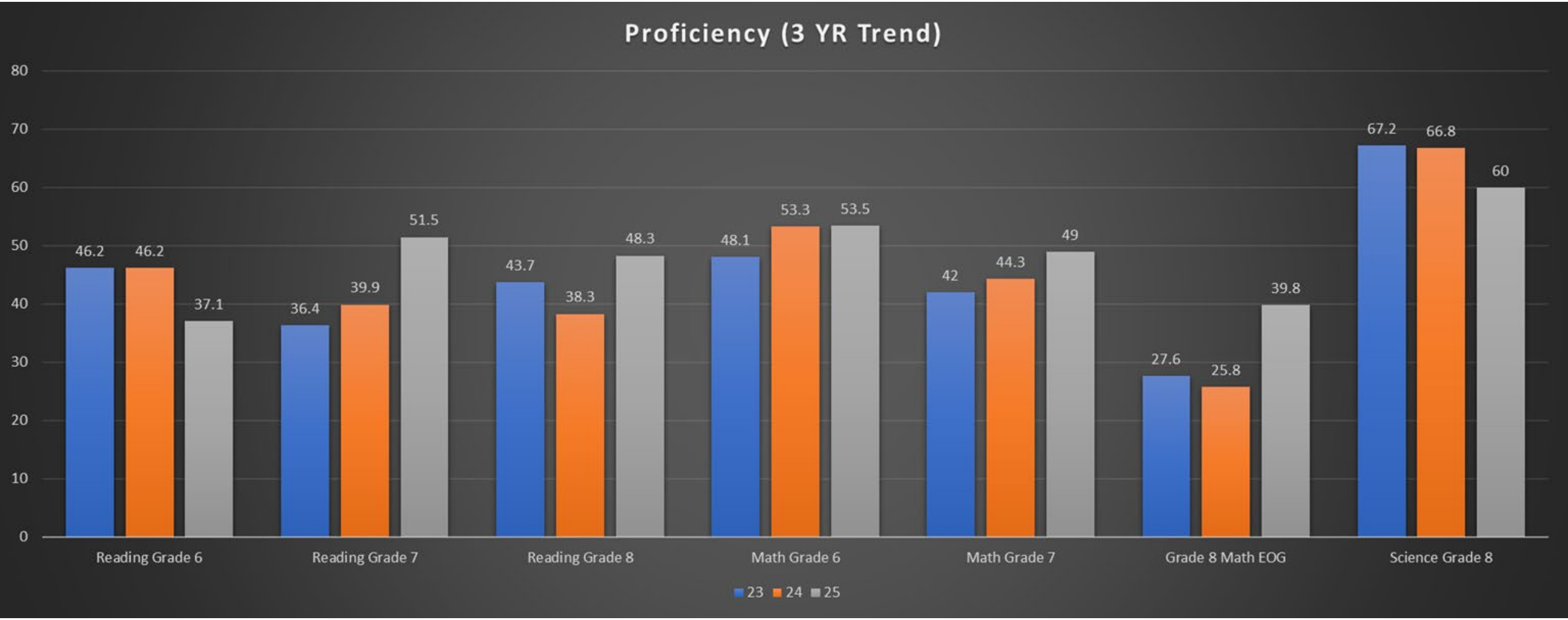
ELEMENTARY SCHOOL

*Growth Index below -2 is *Does Not Meet*, -2 to 2 is *Meets*, and 2 or higher is *Exceeds*

Subject	Grade	Growth Indicator	Growth Index*
Reading	3	Meets Expected Growth	0.50
Math	4	Does Not Meet Expected Growth	-4.03
Reading	4	Meets Expected Growth	-0.08
Math	5	Does Not Meet Expected Growth	-2.88
Reading	5	Does Not Meet Expected Growth	-2.06
Science	5	Meets Expected Growth	1.83

Middle School

Middle School



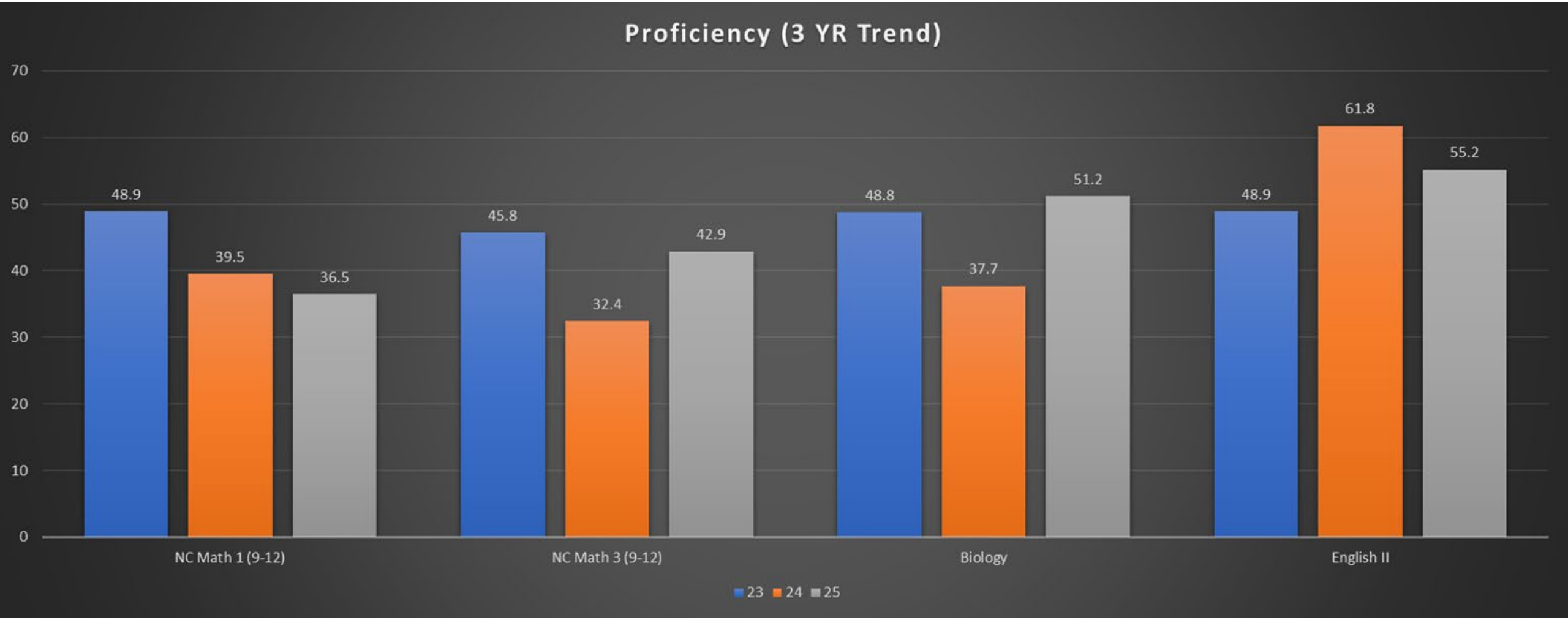
MIDDLE SCHOOL

*Growth Index below -2 is *Does Not Meet*, -2 to 2 is *Meets*, and 2 or higher is *Exceeds*

Subject	Grade	Growth Indicator	Growth Index
Math	6	Exceeds Expected Growth	2.23
Reading	6	Meets Expected Growth	-1.66
Math	7	Meets Expected Growth	-1.91
Reading	7	Meets Expected Growth	0.37
Math	8	Meets Expected Growth	1.12
Reading	8	Does Not Meet Expected Growth	-3.00
Science	8	Meets Expected Growth	1.14

High School

HIGH SCHOOL


Proficiency (3 YR Trend)
70
60
50
40
30
20
10
0
48.9
39.5
36.5
45.8
32.4
42.9
48.8
37.7
51.2
48.9
61.8
55.2
NC Math 1 (9-12)
NC Math 3 (9-12)
Biology
English II
23
24
25

HIGH SCHOOL

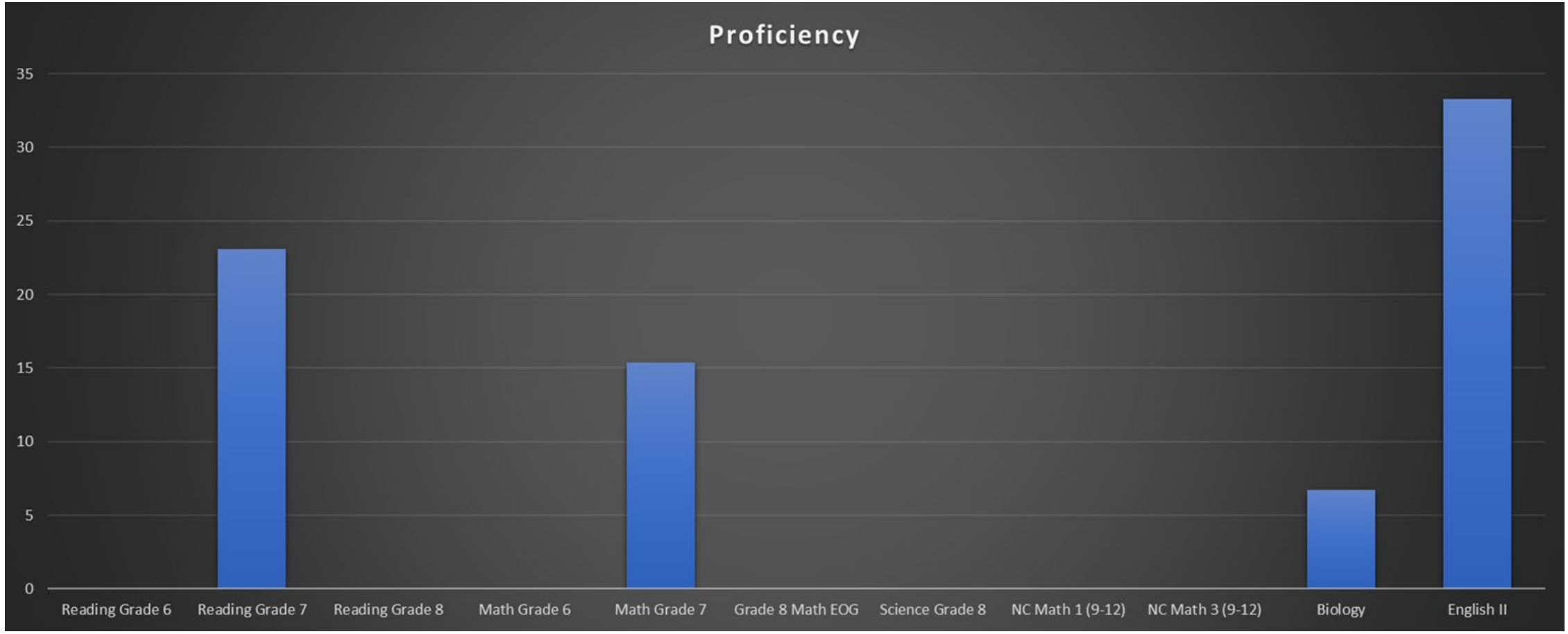
*Growth Index below -2 is *Does Not Meet*, -2 to 2 is *Meets*, and 2 or higher is *Exceeds*

Subject	Growth Indicator	Growth Index
Math 1	Does Not Meet Expected Growth	-2.64
Biology**	Exceeds Expected Growth	3.03
English II	Meets Expected Growth	-1.59
Math 3	Does Not Meet Expected Growth	-6.78

**Biology is not included in School Accountability

Virtual Academy

Virtual Academy



Virtual Academy

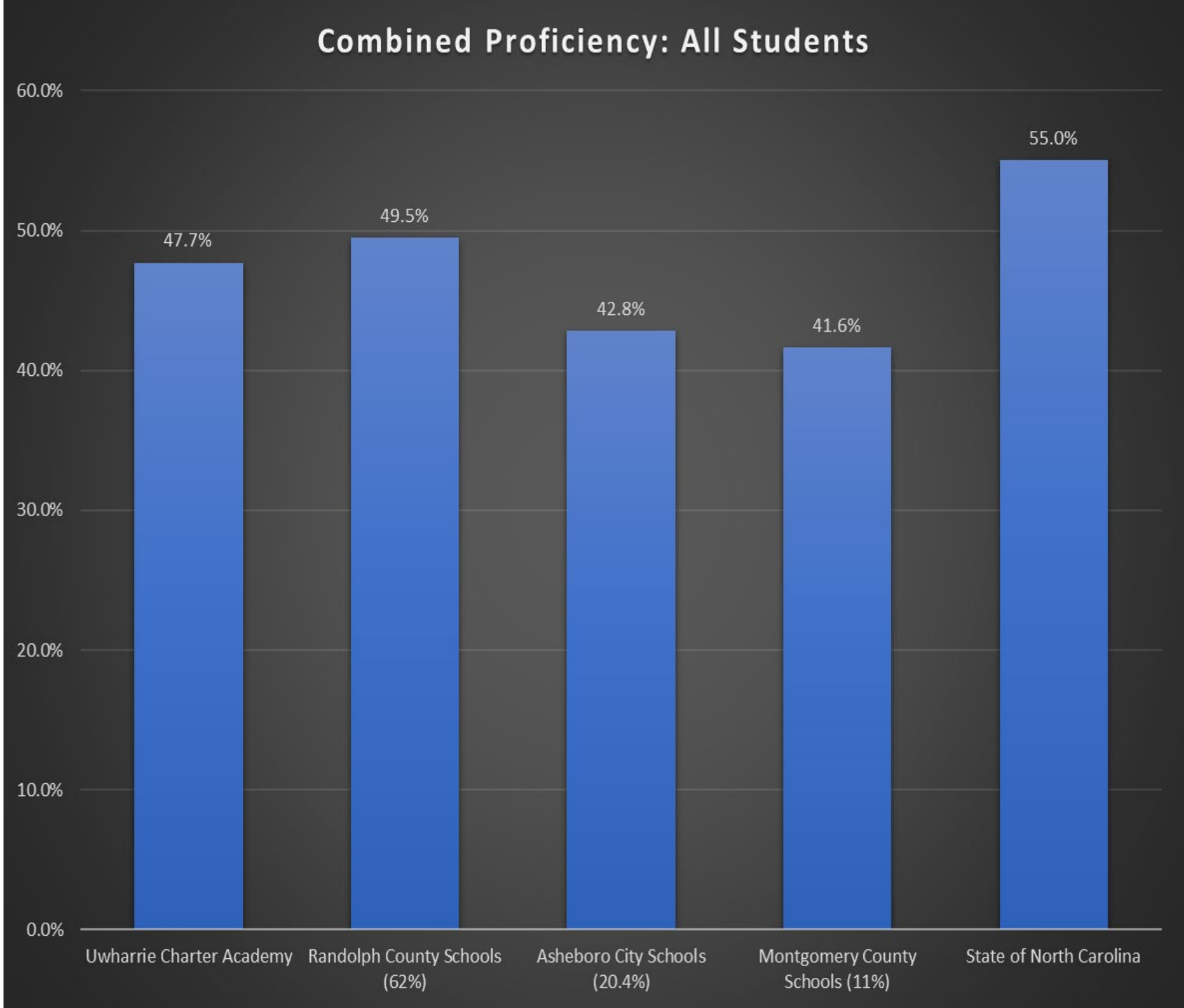
*Growth Index below -2 is *Does Not Meet*, -2 to 2 is *Meets*, and 2 or higher is *Exceeds*

Subject	Grade	Growth Indicator	Growth Index
Math	6	Meets Expected Growth	-0.63
Reading	6	Meets Expected Growth	-0.01
Math	7	Does Not Meet Expected Growth	-4.70
Reading	7	Does Not Meet Expected Growth	-2.91
Biology		Does Not Meet Expected Growth	-3.20
English 2		Meets Expected Growth	-1.56
Math 1		Does Not Meet Expected Growth	-2.43
Math 3		Does Not Meet Expected Growth	-5.60

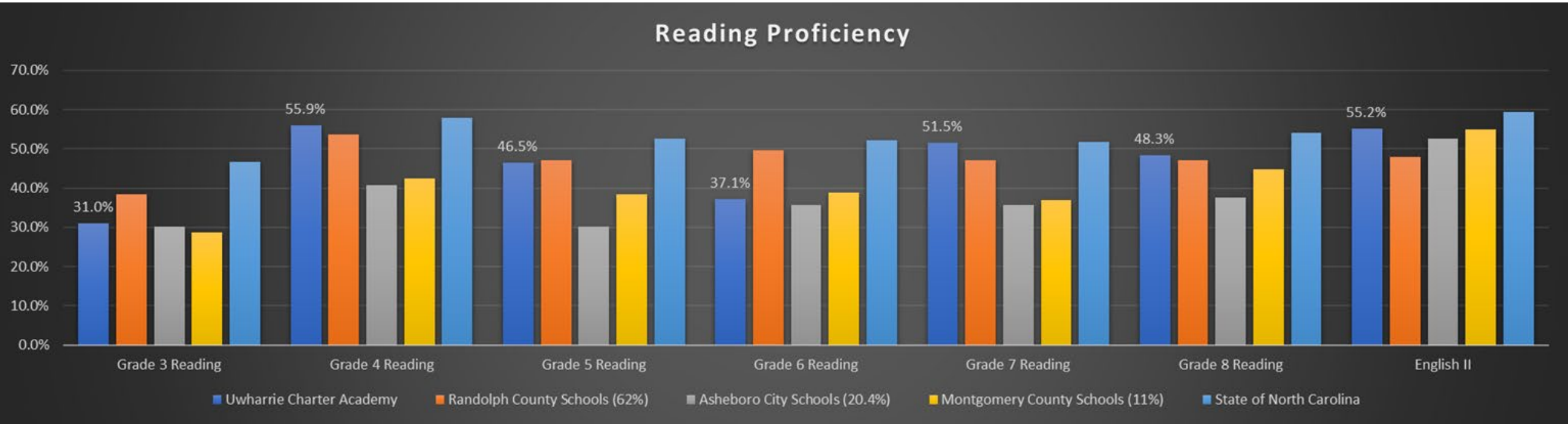
HOW WE COMPARE

UCA vs Our Local LEA’s & the State

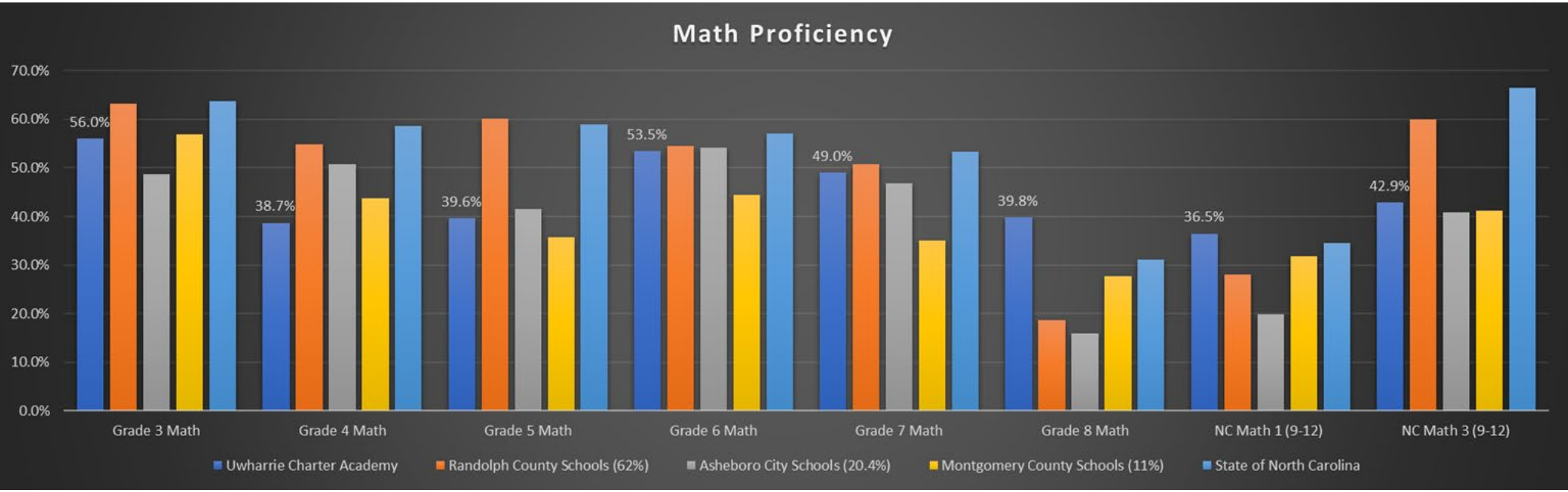
UCA COMPARED TO LOCAL DISTRICTS AND STATE



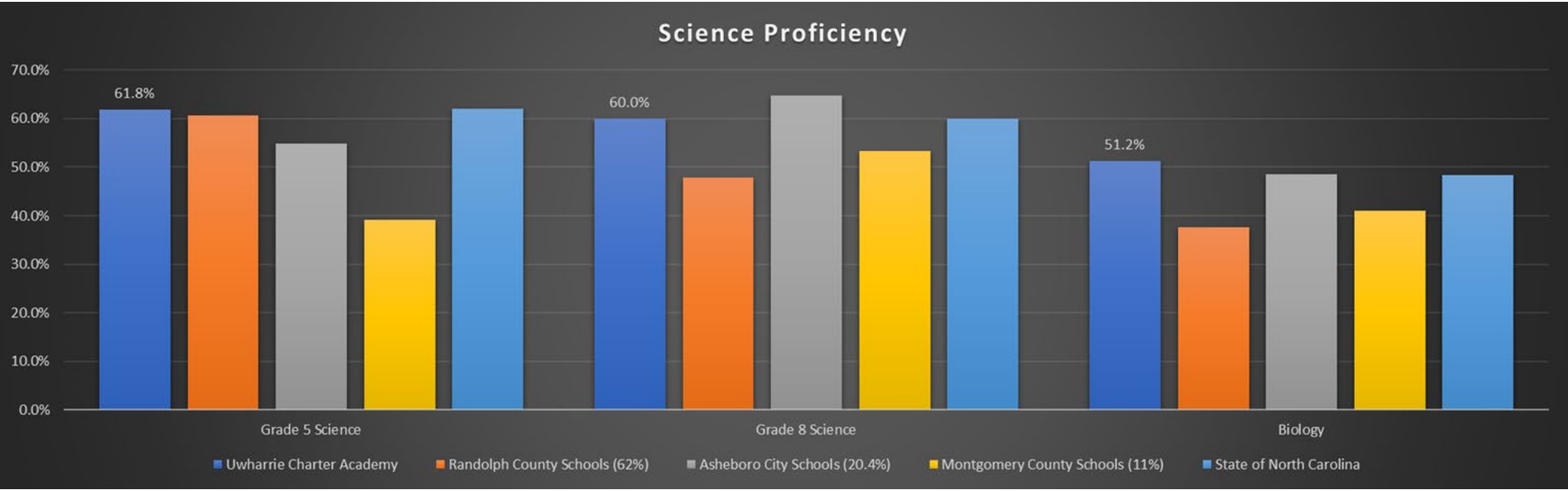
GRADE 3-8 READING & ENGLISH 2 COMPARISON



GRADE 3 – 8 MATH, MATH 1 & 3 COMPARISON



GRADE 5, 8 SCIENCE & BIOLOGY COMPARISON



How are we GROWING students?

Growth Data

Three-Year Trend Growth Data

School Accountability Growth Estimates

School Accountability Growth Type	2025*		2024*		2023*	
	Index	Growth Indicator	Index	Growth Indicator	Index	Growth Indicator
Overall	-3.09	Does Not Meet Expected Growth	-6.15	Does Not Meet Expected Growth	-3.97	Does Not Meet Expected Growth

2024-2025 Growth Data

EVAAS Growth (EGSTAT)

Click *here* for EVAAS website

	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	ELS	SWD		Reading	Math		AIG	HMS
#Students	1318			11	111	78	1071	477		158		945	1014		80	
#Scores	2489			22	218	122	2027	915		305		945	1014		194	
Index	-3.09			1.71	0.69	0.76	-3.37	-2.54		-3.84		-2.01	-3.02		-0.88	
Status	**Not Met**			**Met**	**Met**	**Met**	**Not Met**	**Not Met**		**Not Met**		**Not Met**	**Not Met**		**Met**	

Missed by 1/100th of a point.

3rd Grade Cohort (Current 4th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Reading - Gain	2025	3	Meets Expected Growth	0.50

4th Grade Cohort (Current 5th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Math - Gain	2025	4	Does Not Meet Expected Growth	-4.03
EOG Reading - Gain	2024	3	Meets Expected Growth	-0.55
	2025	4	Meets Expected Growth	-0.08

5th Grade Cohort (Current 6th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Math - Gain	2024	4	Meets Expected Growth	-2.00
	2025	5	Does Not Meet Expected Growth	-2.88
EOG Reading - Gain	2023	3	Meets Expected Growth	0.10
	2024	4	Meets Expected Growth	-0.62
	2025	5	Does Not Meet Expected Growth	-2.06
EOG Science - Predictive	2025	5	Meets Expected Growth	1.83

6th Grade Cohort (Current 7th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Math - Gain	2023	4	Meets Expected Growth	0.88
	2024	5	Does Not Meet Expected Growth	-4.38
	2025	6	Exceeds Expected Growth	2.23
EOG Reading - Gain	2023	4	Meets Expected Growth	-0.56
	2024	5	Meets Expected Growth	-0.37
	2025	6	Meets Expected Growth	-1.66
EOG Science - Predictive	2024	5	Meets Expected Growth	-0.37

7th Grade Cohort (Current 8th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Math - Gain	2023	5	Does Not Meet Expected Growth	-3.73
	2024	6	Exceeds Expected Growth	2.05
	2025	7	Meets Expected Growth	-1.91
EOG Reading - Gain	2023	5	Does Not Meet Expected Growth	-2.17
	2024	6	Meets Expected Growth	0.39
	2025	7	Meets Expected Growth	0.37
EOG Science - Predictive	2023	5	Does Not Meet Expected Growth	-5.09

8th Grade Cohort (Current 9th Graders)

Subject	← Year	← Grade	Growth Indicator	Growth Index
EOG Math - Gain	2023	6	Exceeds Expected Growth	2.75
	2024	7	Does Not Meet Expected Growth	-3.06
EOG Math - Predictive	2025	8	Meets Expected Growth	1.12
EOG Reading - Gain	2023	6	Meets Expected Growth	-0.11
	2024	7	Does Not Meet Expected Growth	-2.27
EOG Reading - Predictive	2025	8	Does Not Meet Expected Growth	-3.00
EOG Science - Predictive	2025	8	Meets Expected Growth	1.14

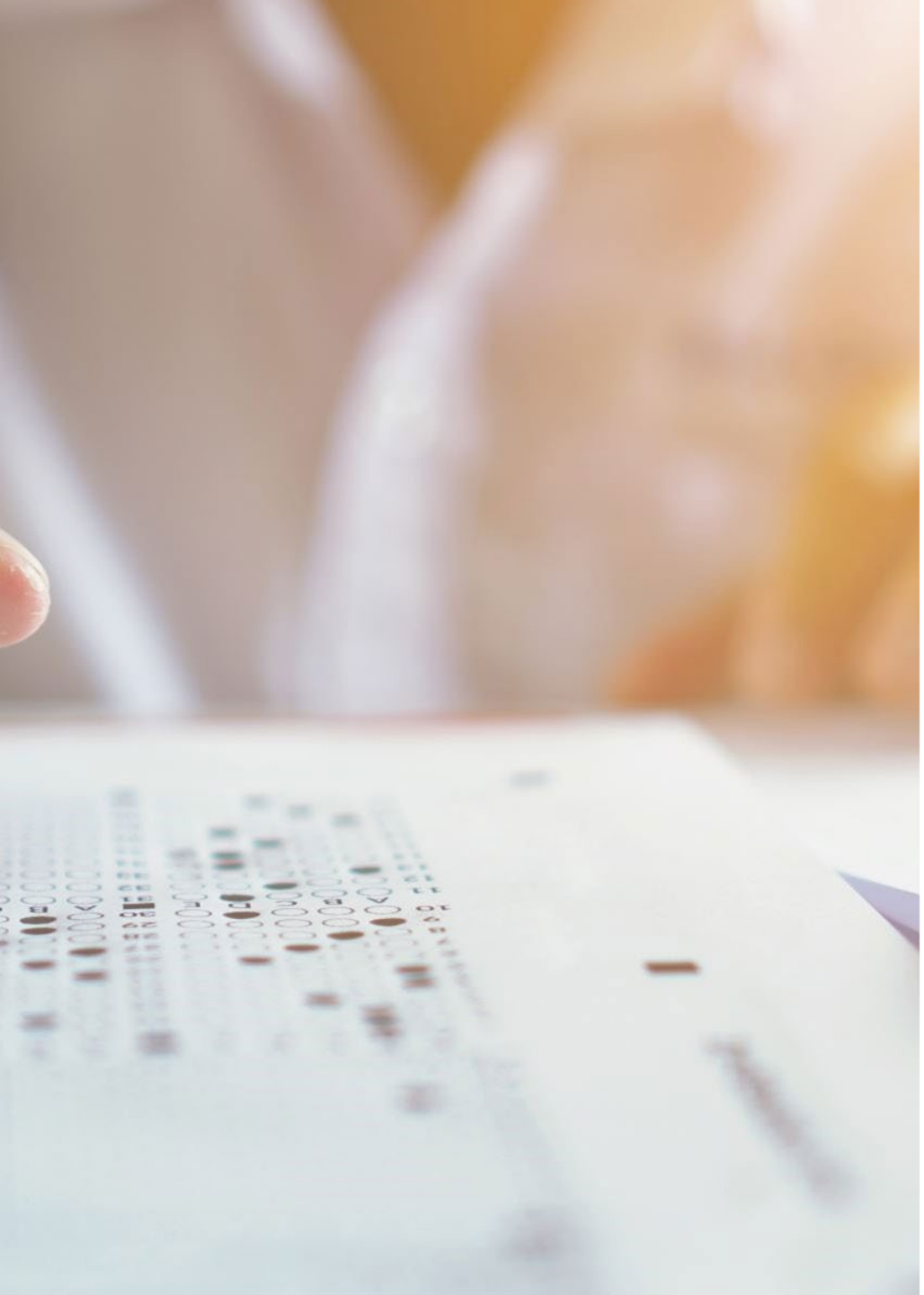
Report Card and Next Steps

LOW PERFORMING AND WHAT DOES THAT MEAN

A low-performing school is a school that:

1) Earns an overall school performance grade of D or F and

2) Earns a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.

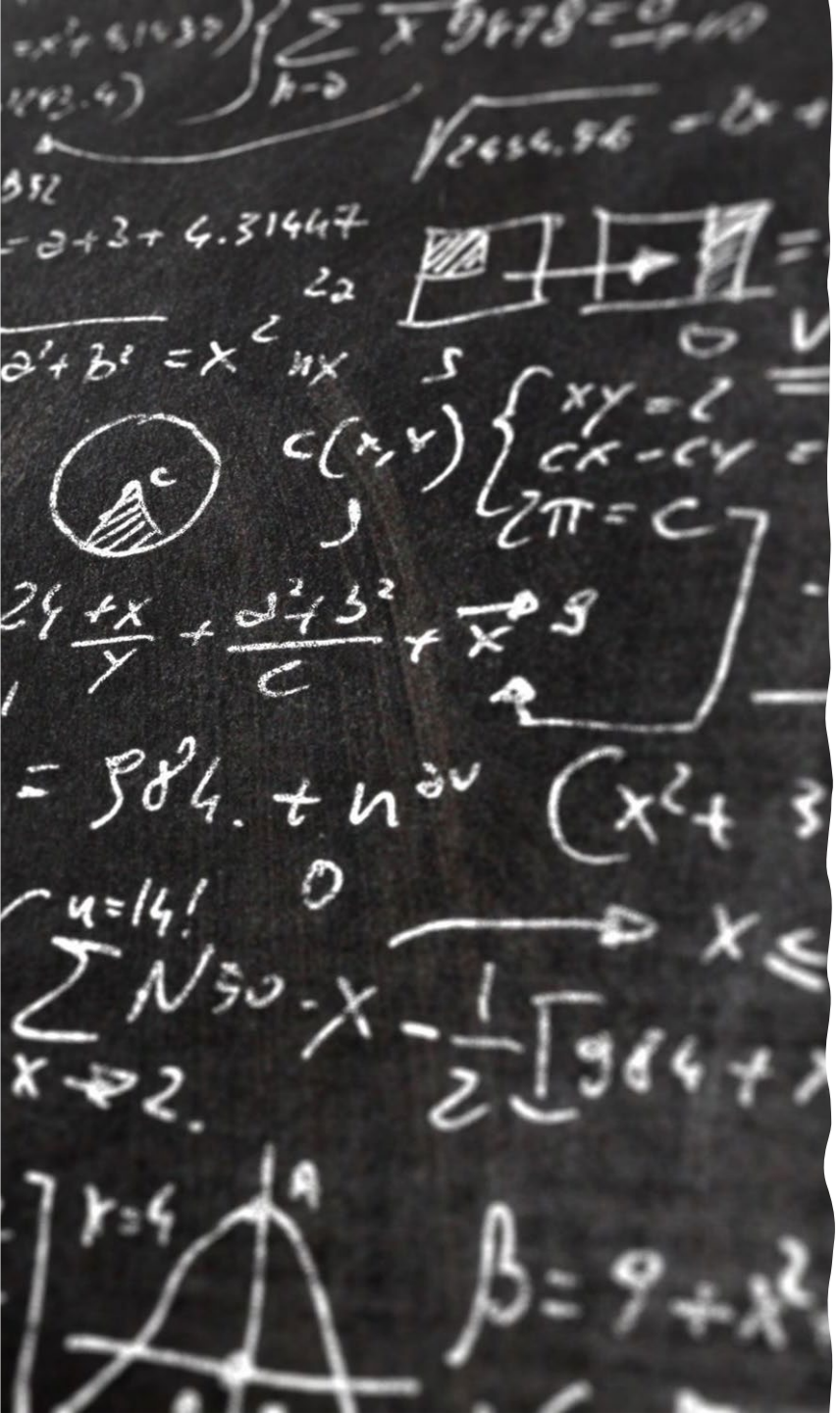


NEXT 30 DAYS – SCHOOL IMPROVEMENT PLAN

The School Improvement Plan shall be submitted to the SBE within 5 days of the local BOE's approval

The SBE shall review and may offer recommendations to modify the School Improvement Plan

The local BOE shall consider any recommendations made by the SBE, amend the plan if necessary, and vote on the approval of any changes to the final plan



NOTICE TO PARENTS:

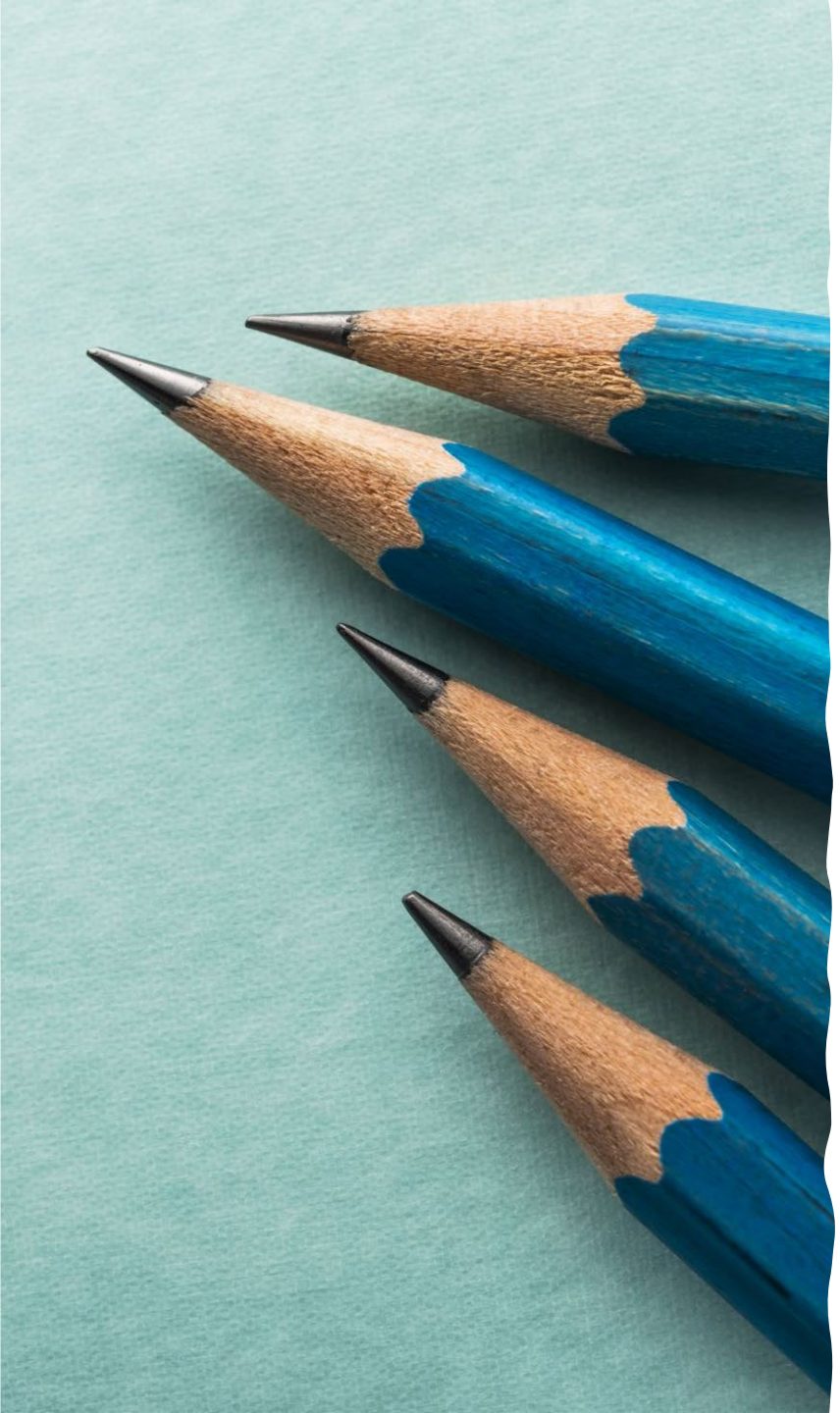
1. A statement that the school has been identified as low-performing;

2. The school performance grade and growth score;

3. Information about the preliminary plan and the availability of the final plan on the local school administrative unit's website;

4. The meeting date for when the preliminary plan will be considered by the local board of education; and

5. Description of any additional steps the school is taking to improve student performance.

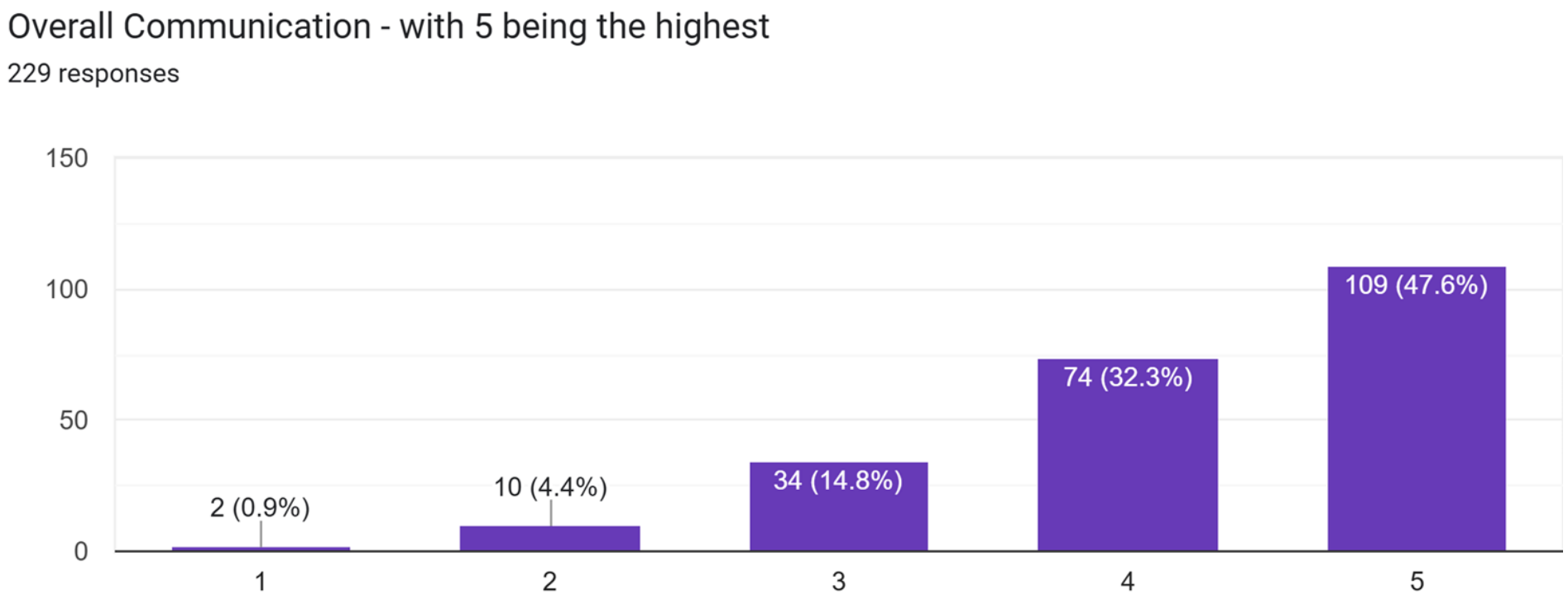


SCHOOL AND TEACHER EVALUATIONS

- All staff in a Low Performing school must be evaluated annually AND early enough to have time for Mandatory Improvement Plan (MIP), if necessary.

RECENT SURVEYS

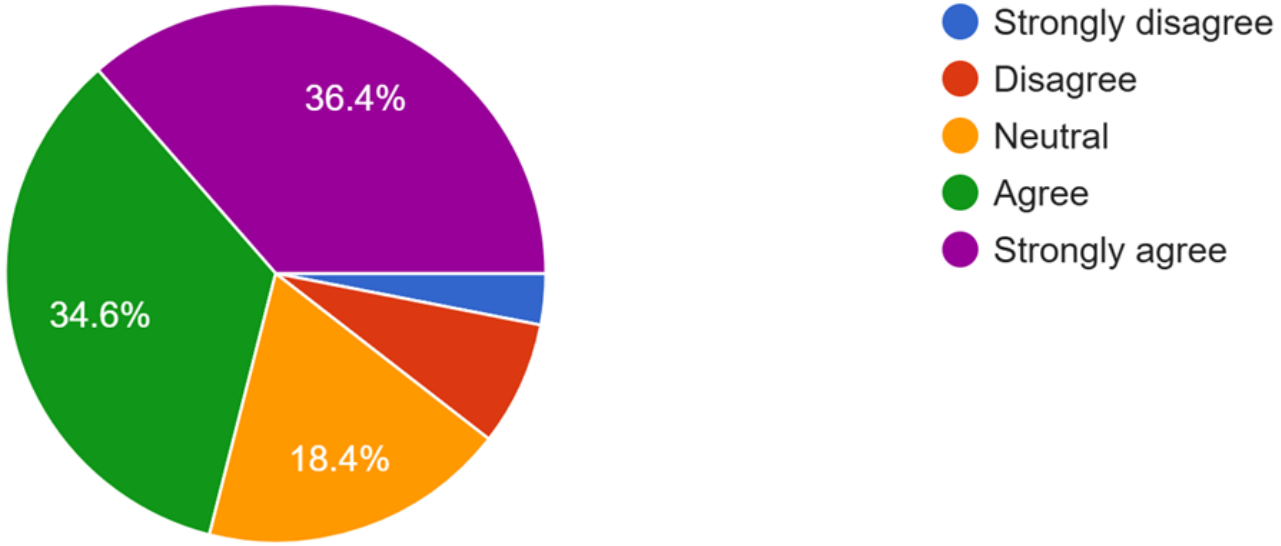
Parent Survey Results



Parent Survey Results

I receive timely communication about my child's progress.

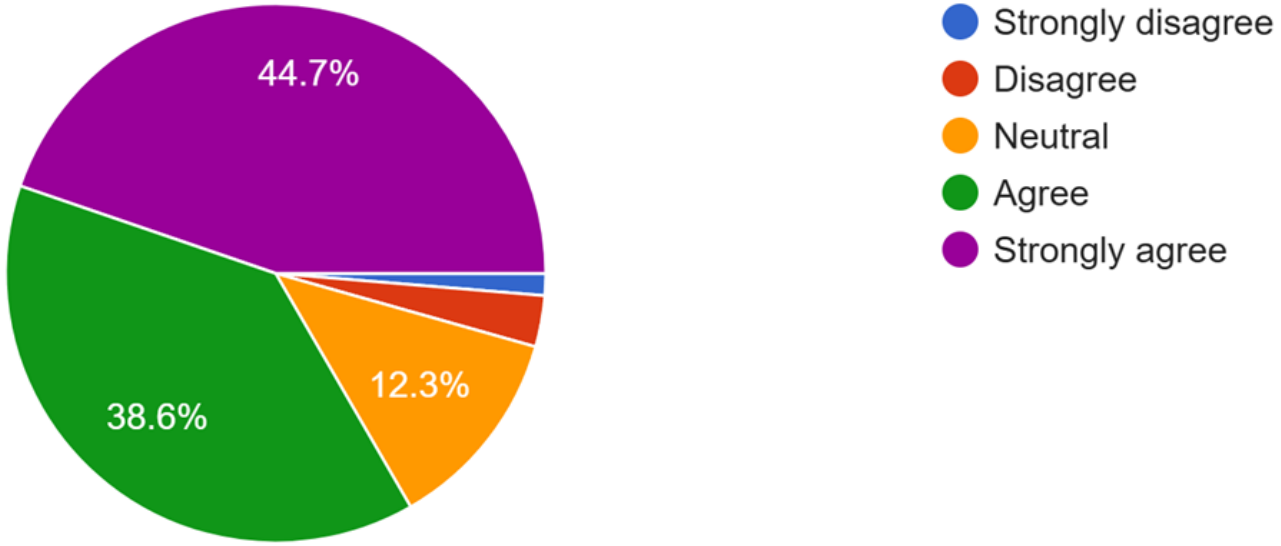
228 responses



Parent Survey Results

The school keeps me informed about important updates and events.

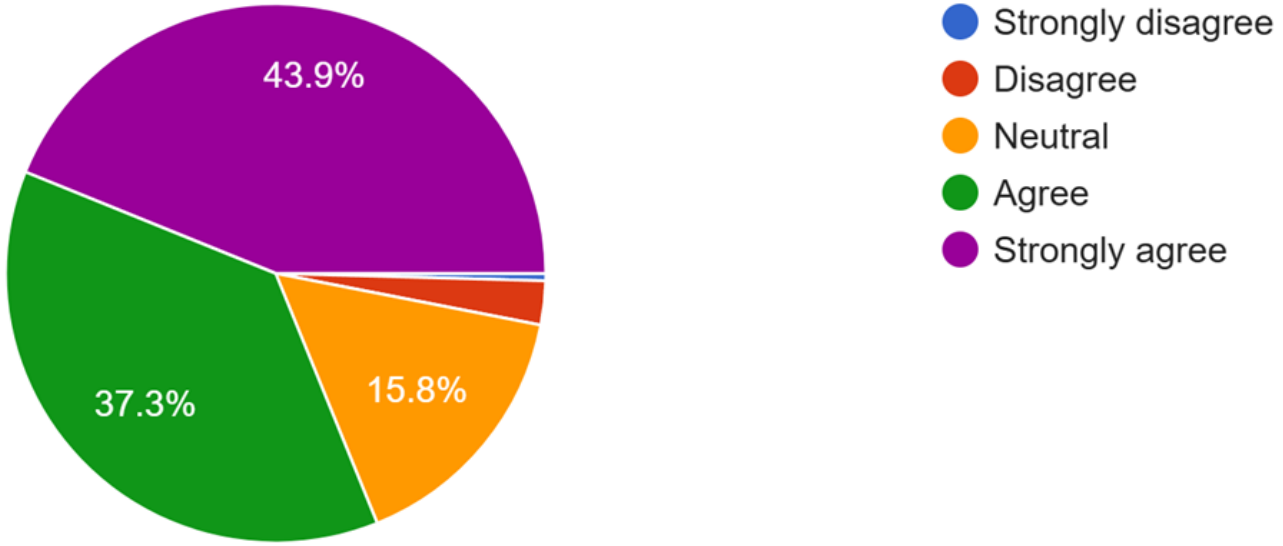
228 responses



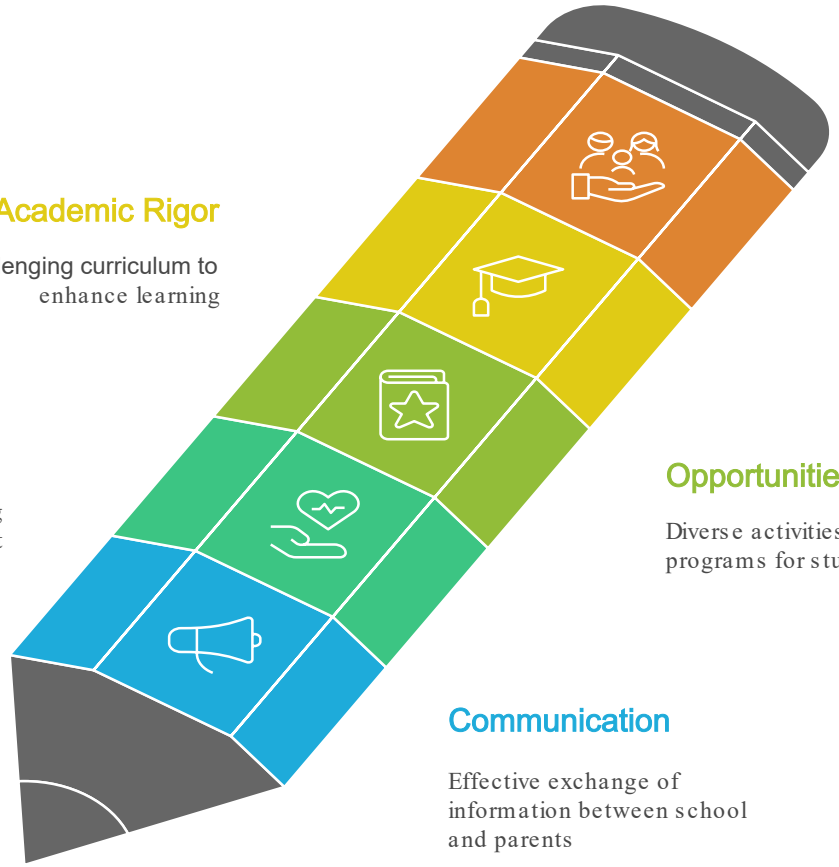
Parent Survey Results

I feel welcome when I visit the school.

228 responses



UCA Parent Survey Strengths



Academic Rigor

Challenging curriculum to enhance learning

Community Support

Strong PTA and community involvement

Student Care

Focus on student well-being and support

Opportunities

Diverse activities and programs for students

Communication

Effective exchange of information between school and parents

Parent Survey
Areas of Improvement

Communication

Enhancing communication with parents and among staff can improve transparency and engagement.

Traffic Management

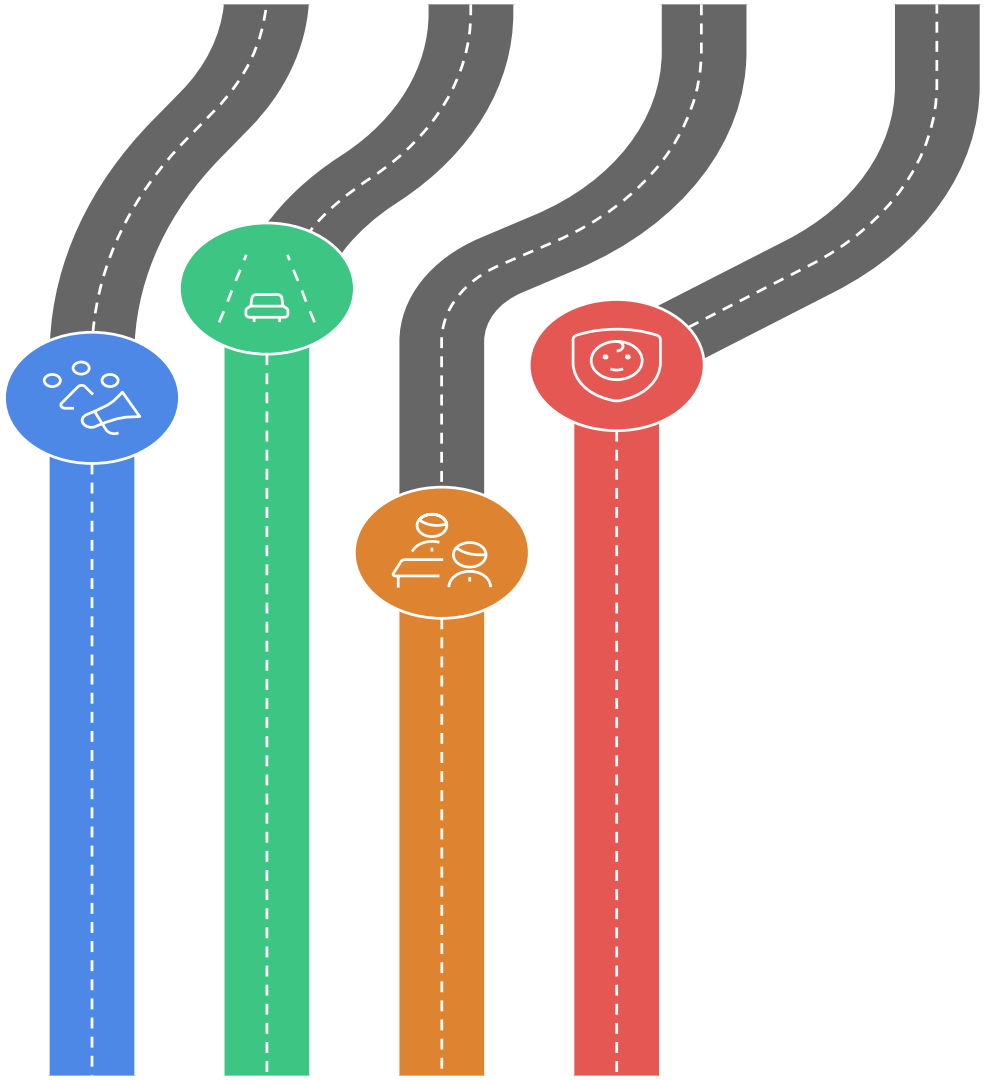
Improving traffic flow during drop-off and pick-up can reduce congestion and anxiety.

Class Size

Reducing class sizes can allow for more personalized attention and better learning outcomes.

Bullying Prevention

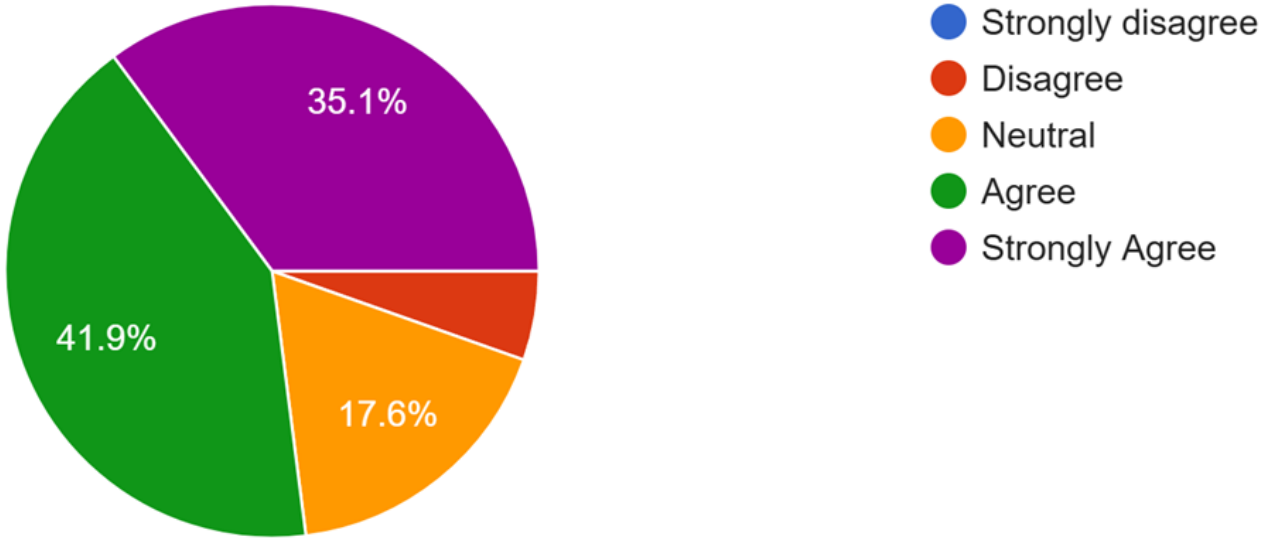
Implementing effective bullying prevention programs can create a safer and more inclusive environment.



Teacher/Staff Survey Results

School leadership makes a sustained effort to address teacher concerns.

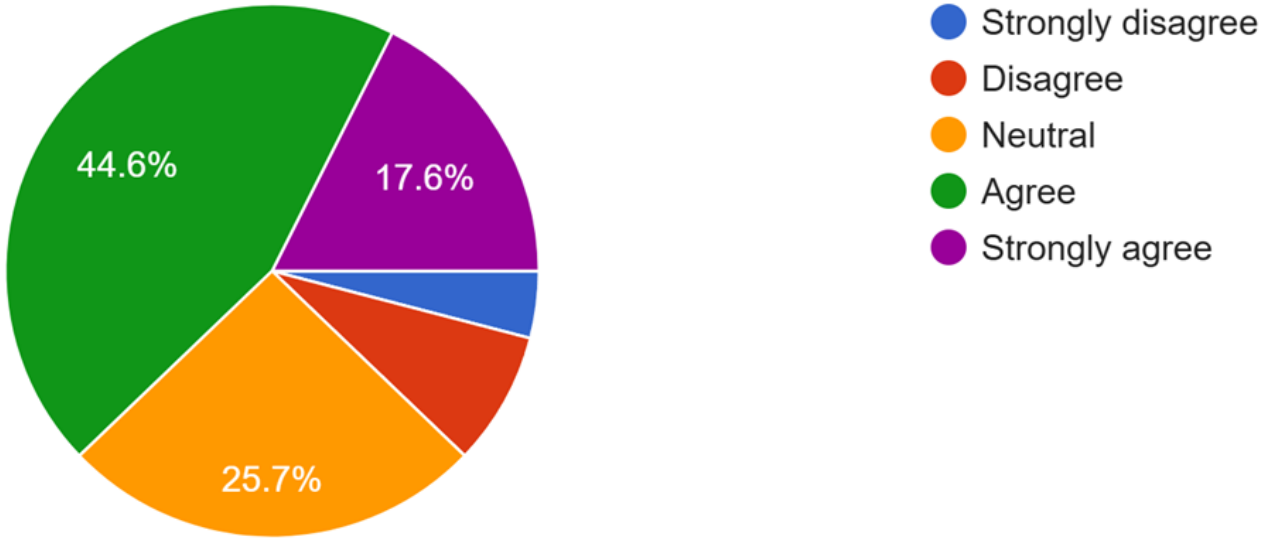
74 responses



Teacher/Staff Survey Results

Teachers feel comfortable raising issues and concerns that are important to them.

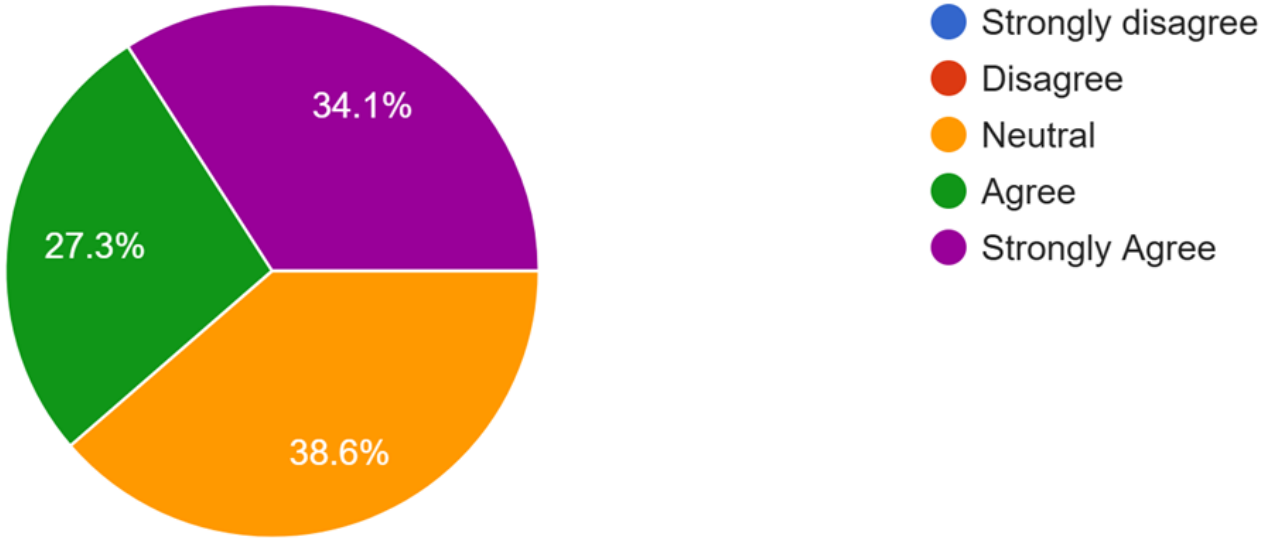
74 responses



Teacher/Staff Survey Results

I feel supported by my mentor.

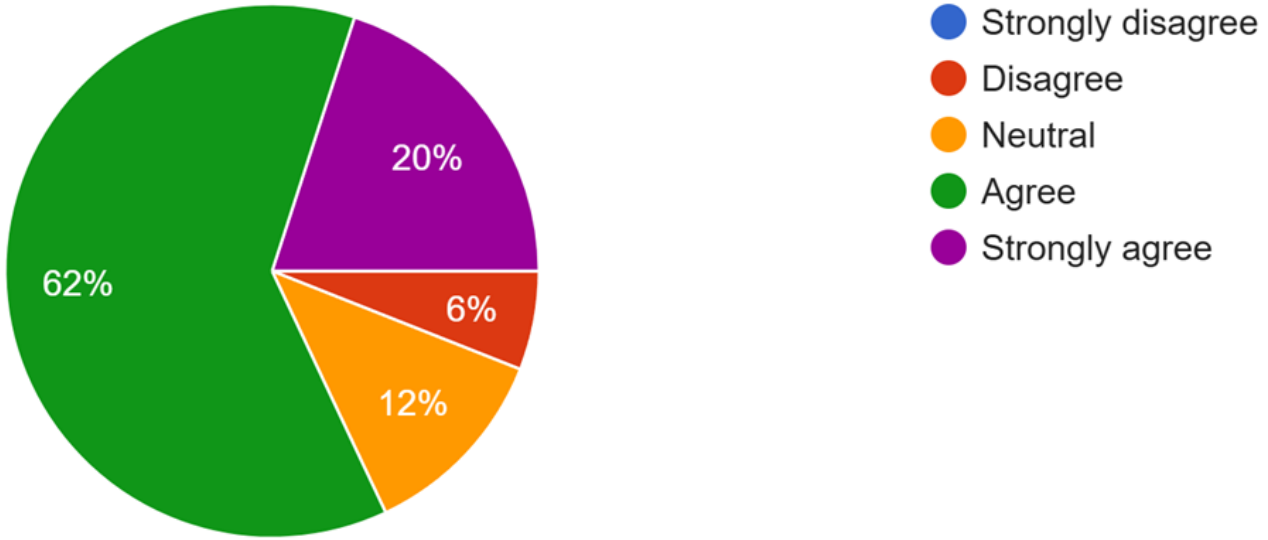
44 responses



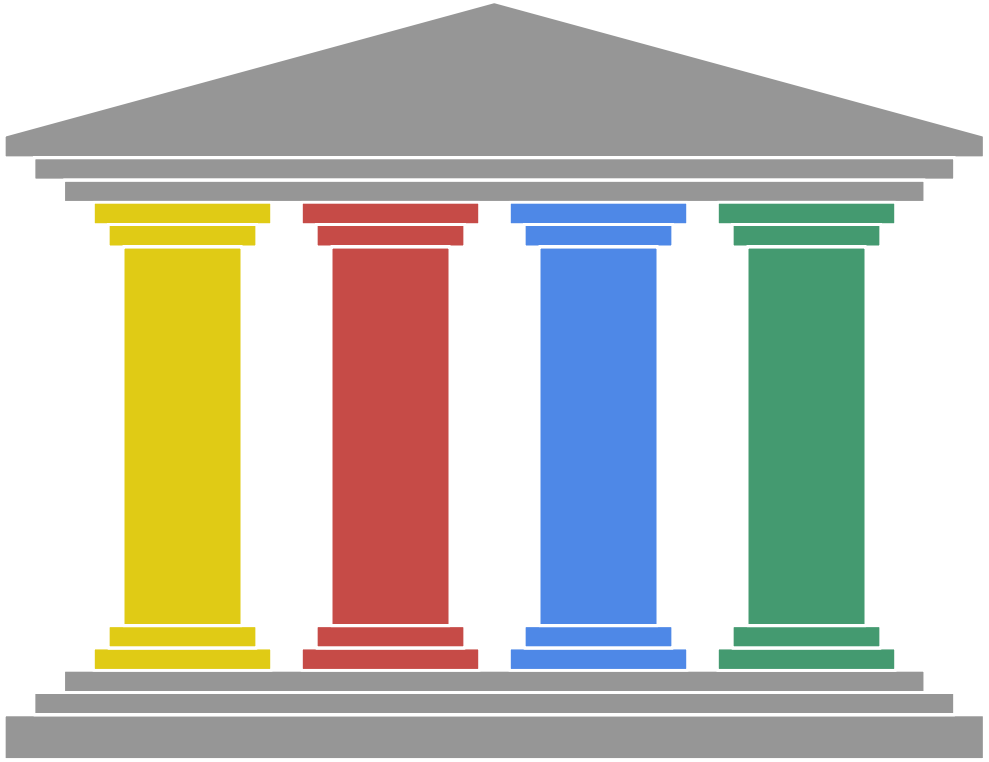
Teacher/Staff Survey Results

I have the information and recourses necessary to be successful at my job.

50 responses



UCA's Teacher/Staff Feedback Educational Strengths



Teacher Support

Providing resources and autonomy for effective teaching

Student Relationships

Fostering trust and care between students and staff

Communication

Ensuring clear and open dialogue among all stakeholders

Leadership

Guiding and inspiring the school community

Teacher/Staff Survey
Opportunities for Improvement

Large Class Sizes

Class sizes are too big

Limited Resources

Lack of space and supplies

Inconsistent Support

Uneven support across departments

Communication Gaps

Messaging is inconsistent and unclear

Insufficient Planning

Not enough time for planning

Declining Morale

Staff morale is decreasing

Site-Based Next Steps

ELEMENTARY SCHOOL NEXT STEPS

Opportunities

- Strengthen early literacy foundations (K–2) to support 3rd grade reading success
- Build math consistency across grades, focusing on fluency and problem-solving
- Address subgroup performance gaps (EC, EL, at-risk) to ensure equitable growth

Strategic Priorities

- Grade-level team realignment
- Math PD + pacing guides
- Deeper data meetings
- Newsela + IXL (K–2) adoption
- K–2 small-group reading PD
- Report card & assessment alignment
- mClass expanded to 4th–5th

MIDDLE SCHOOL NEXT STEPS

Opportunities

- Stronger PLC focus: pacing, standards, data (Data Den)
- Friday PD aligned to measurable goals
- More effective TLPs for teacher growth
- Attendance improvement (staff & students)
- Need math tutor + ELA screener for all grades

Strategic Priorities

- Intentional academic programming
- Eagle Time for remediation & enrichment
- Early screeners (academic & behavior)
- Weekly PLCs in Data Den
- TLP goals reviewed quarterly

HIGH SCHOOL NEXT STEPS

Opportunities

- PLC consistency across subjects
- Stronger data collection (EC & MTSS)
- Tracking beyond EOC courses
- Greater teacher buy-in to policies
- Attendance impact on EOC classes

Strategic Priorities

- Strategic teacher reassignments in Math & English
- Adopt IXL for EC/MTSS data
- Mid-year review of teacher effectiveness
- PD on data-driven instruction
- Add EC teacher to reduce caseloads

VIRTUAL ACADEMY NEXT STEPS

Opportunities

- Low proficiency and low growth overall
- Inconsistent participation in daily meetings
- Limited peer interaction and school culture

Strategic Priorities

- Add an additional facilitator to support students (8th–9th grade transition focus)
- Expand EC student support in line with enrollment needs
- Use NCVPS courses for 7th–8th graders to raise rigor in ELA and Math
- Strengthen expectations in confirmation letters for families
- Require middle school students to earn a grade for participation in daily meetings
- Early communication for struggling students; high schoolers may work on campus

District Next Steps

District Next Steps

- Sought out grant funding for tutors at all three schools
- Created a new position (Assistant Superintendent of Curriculum), providing additional school support
- Changed Instructional Facilitators to Assistant Principals of Instruction at all three schools - higher skill sets and instructional/data backgrounds
- Increased district presence at all three schools due to expansion to attend walkthroughs, data and MTSS meetings, and grade level meetings
- Streamlined Academic Excellence to be more data driven and shared with stakeholders and briefed at board meetings
- Increased check-in and common assessments to monitor student performance and review core standards

Uwharrie Charter Strategic Plan

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 EOC data during check-ins, and prior year data, and interactive notebooks for vocabulary, will support instruction in identified objectives.		
Data Source: HS - Math I	Baseline Year: 2025	Baseline: 36.5
Target Date: 2026	Target: 55	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Math - EDS	Baseline Year: 2025	Baseline: 34.7
Target Date: 2026	Target: 50	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Math - SWD	Baseline Year: 2024	Baseline: 11.1
Target Date: 2025	Target: 28.4	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Reading - EDS	Baseline Year: 2025	Baseline: 36.5
Target Date: 2026	Target: 55	Actual:

Performance Indicator: Using IXL and EOG data during BOY, MOY, check-ins, and prior year data, will support instruction in identified objectives. School will also conduct walkthroughs and participate in MTSS meetings of intervention.		
Data Source: Grade 3-8 Reading - SWD	Baseline Year: 2024	Baseline: 17
Target Date: 2025	Target: 26.5	Actual:

Virtual Academy Strategic Plan

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 check-ins, and prior year data, online teacher meetings, and interactive notebooks for vocabulary, will support instruction identified objectives in grades 6-8.		
Data Source: Grade 6-8 Math	Baseline Year: 2025	Baseline: 8%
Target Date: 2026	Target: 50%	Actual:

Performance Indicator: Using EOG/EOC data during check-ins, and prior year data, online teacher meetings, and interactive notebooks for vocabulary, will support instruction identified objectives in grades 6-8.		
Data Source: Grade 6-8 Reading	Baseline Year: 2025	Baseline: 34.6%
Target Date: 2026	Target: 55%	Actual:

Performance Indicator: Using EOG/EOC data during check-ins, and prior year data, online teacher meetings, and interactive notebooks for vocabulary, will support instruction identified objectives in grades 9-12.		
Data Source: EOC Biology	Baseline Year: 2025	Baseline: 6.7%
Target Date: 2026	Target: 50%	Actual:

Strategic Goals based on Surveys

- 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: 2025	Baseline: 70.9%
Target Date: 2026	Target: 100%	Actual:

Performance Indicator: Based on FB, all-call surveys, and email messages to families, my school encourages family involvement in student learning.		
Data Source: FB, all-calls, emails, surveys	Baseline Year: 2025	Baseline: 76.4%
Target Date: 2026	Target: 100%	Actual:

Strategic Goals based on Surveys

- 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 the 2025 Fall Teacher/Staff Survey, beginning teachers feel supported by their mentor.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 61.4%
Target Date: 2026	Target: 80%	Actual:

Performance Indicator: Using the 2025 Fall Teacher/Staff Survey, we will increase our overall atmosphere of being able to present issues or areas of concern.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 63%
Target Date: 2026	Target: 83%	Actual:

Performance Indicator: Using the 2025 Fall Teacher/Staff Survey, we will increase our providing sufficient time for teachers to collaborate.		
Data Source: 2025 Fall Teacher/Staff Survey	Baseline Year: 2025	Baseline: 43.3%
Target Date: 2026	Target: 75%	Actual:

Questions