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2021-2022

# UCA DATA REVIEW AND NEXT STEPS

## STATEMENTS AND STATS REGARDING 2021-2022 REPORT CARD

- Bertie County Schools Superintendent Dr. Otis Smallwood acknowledged that the district, like others, is still recovering from learning loss due to the negative impact of the pandemic. But he also noted that the accountability system places “too low of an emphasis” (only 20 percent) on school growth.
- “As superintendent, I disagree with the notion that our schools are low-performing,” he said. “That is a state designation and not one that we believe in or one will live up to at the local level. As I walk through the buildings and witness the great things that are happening in the classrooms, I have not witnessed a low-performing child.”
- Compared to 2018-19 (the final full reporting year before COVID), North Carolina saw a 77 percent increase in the number of low-performing schools – up from 488 to 864.
- The state also saw a 263 percent rise in the number of low-performing districts – from eight to 29.

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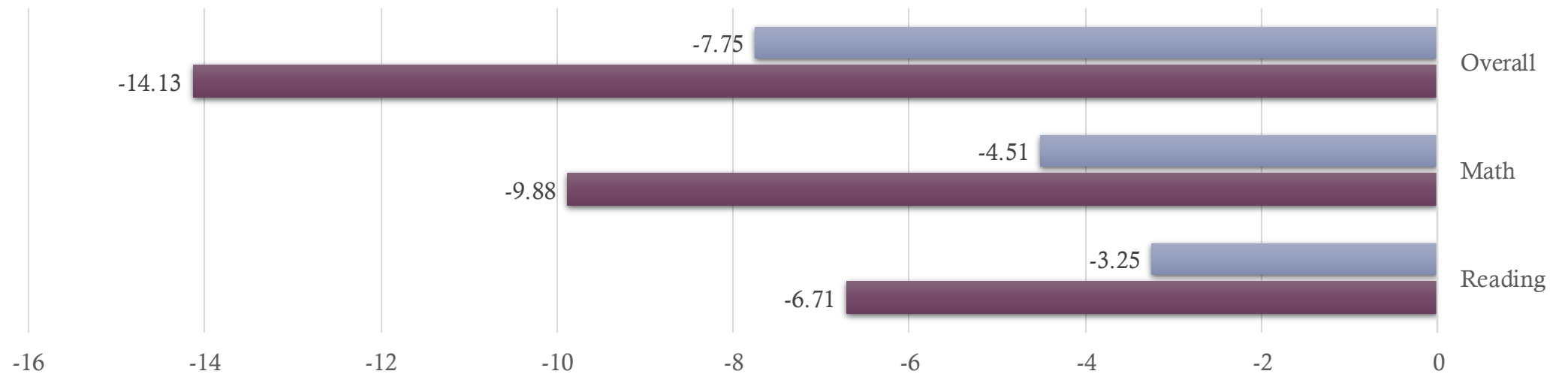
# EVAAS GROWTH SCORE



- Things to consider:
  - Schools are designated as Not Met if their growth score is below -2.00 Overall.
  - UCA is showing growth because our growth score changed by POSITIVE 6.38, if we do that again this school-year, we will have Met Growth.
  - Traditional Public Schools do NOT receive an overall growth score as a whole district – each school site receives their own growth score.
  - However, UCA’s growth score is an overall K-12 score, and each school site does NOT receive their own score.

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# EVAAS GROWTH COMPARISON



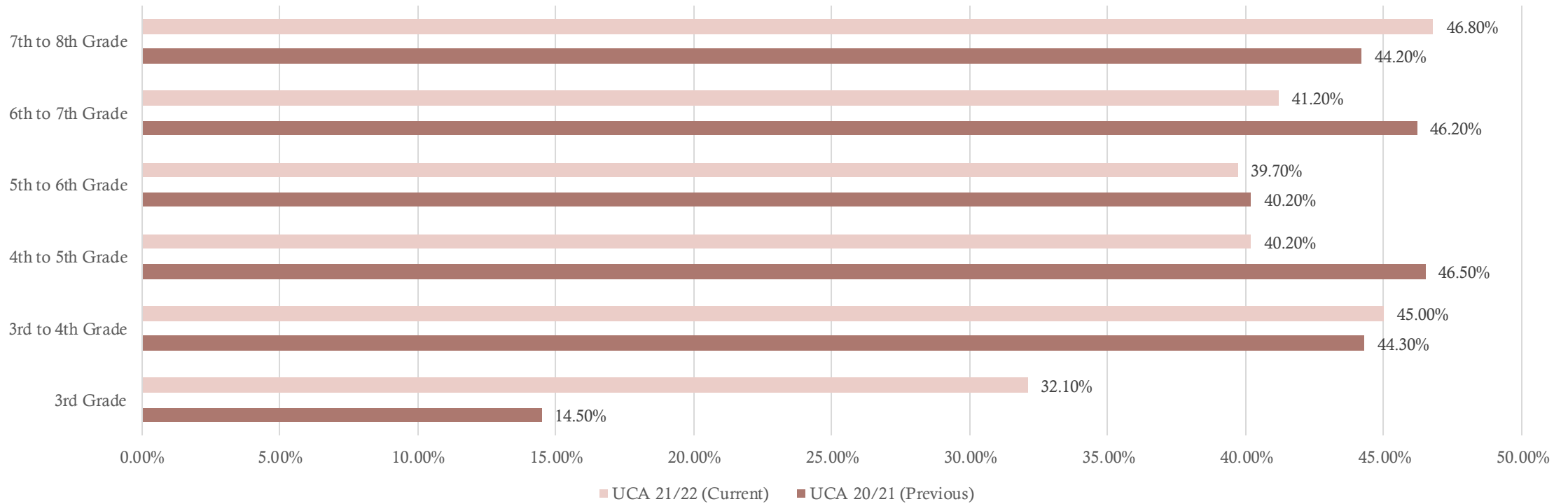
	Reading	Math	Overall
■ 2021-2022	-3.25	-4.51	-7.75
■ 2018-2019	-6.71	-9.88	-14.13

■ 2021-2022 ■ 2018-2019

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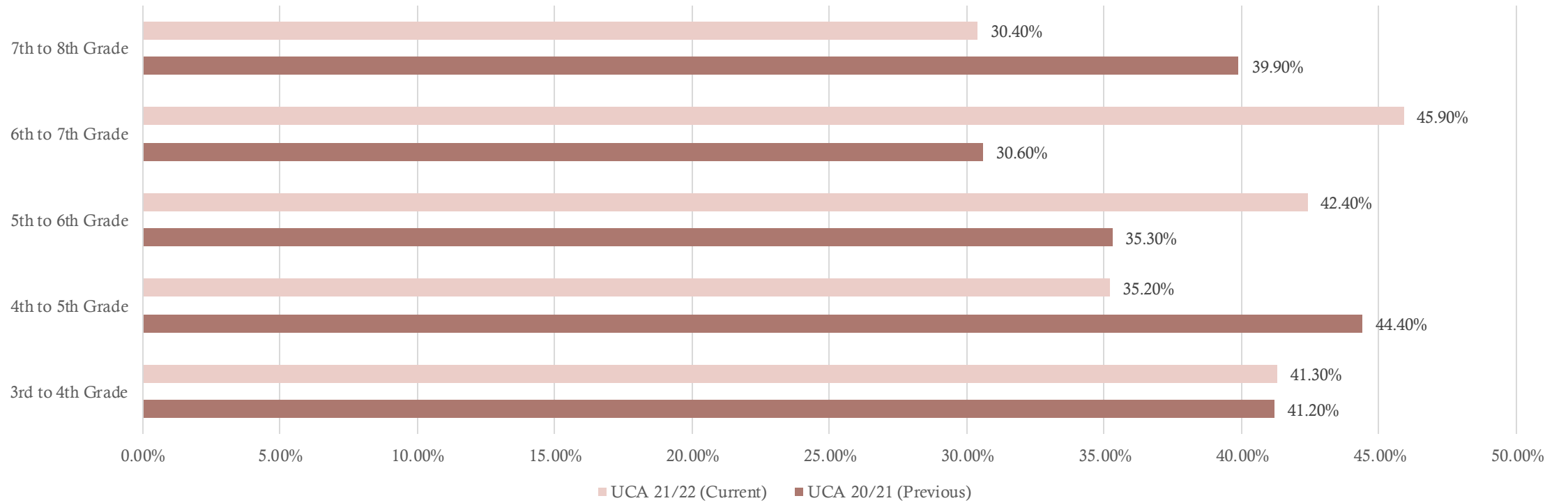
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# COHORT PROFICIENCY COMPARISON IN READING



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# COHORT PROFICIENCY COMPARISON IN MATH





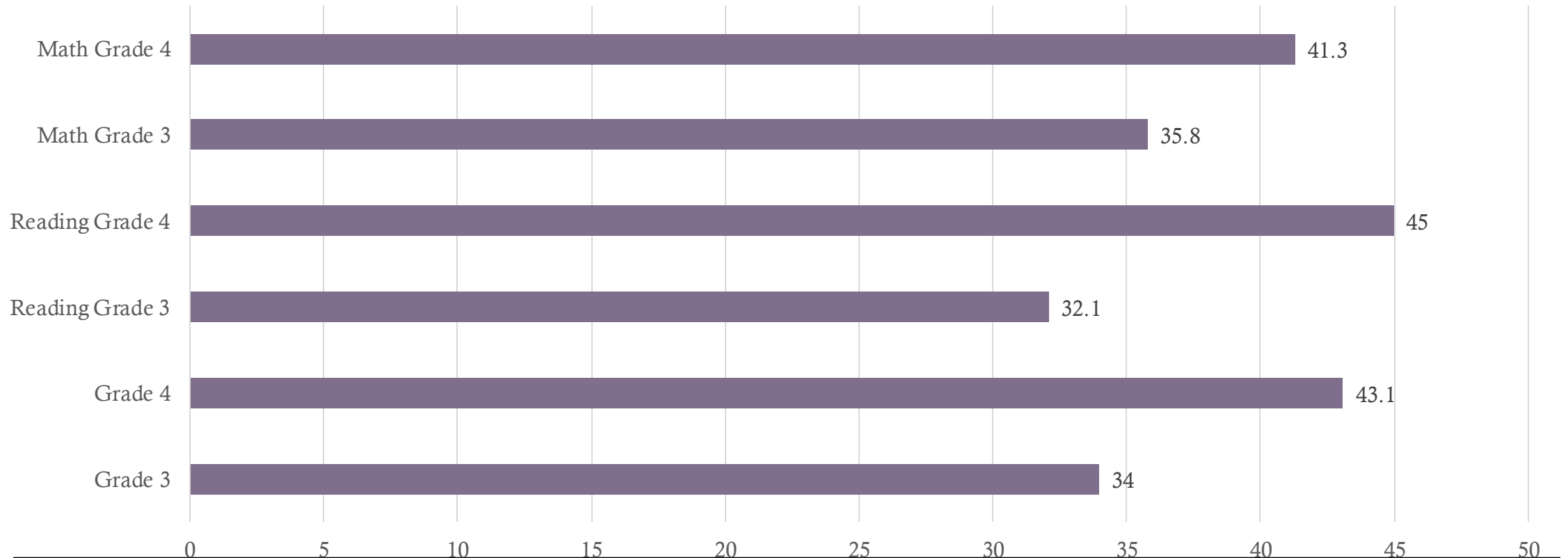
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# ELEMENTARY SCHOOL

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# ELEMENTARY SCHOOL DATA

% Proficient Breakdown





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# ELEMENTARY SCHOOL NEXT STEPS

- Advocated for an Instructional Facilitator to assist in all academic areas
  - Advocated for an AIG and Reading Recovery specialist to assist our higher learners and those that need additional support
  - Participates in instructional walkthroughs and debriefs
  - Conducting MTSS meetings to review the core instruction and provide interventions to students
  - Instructional assistants are also providing additional pull-out instruction
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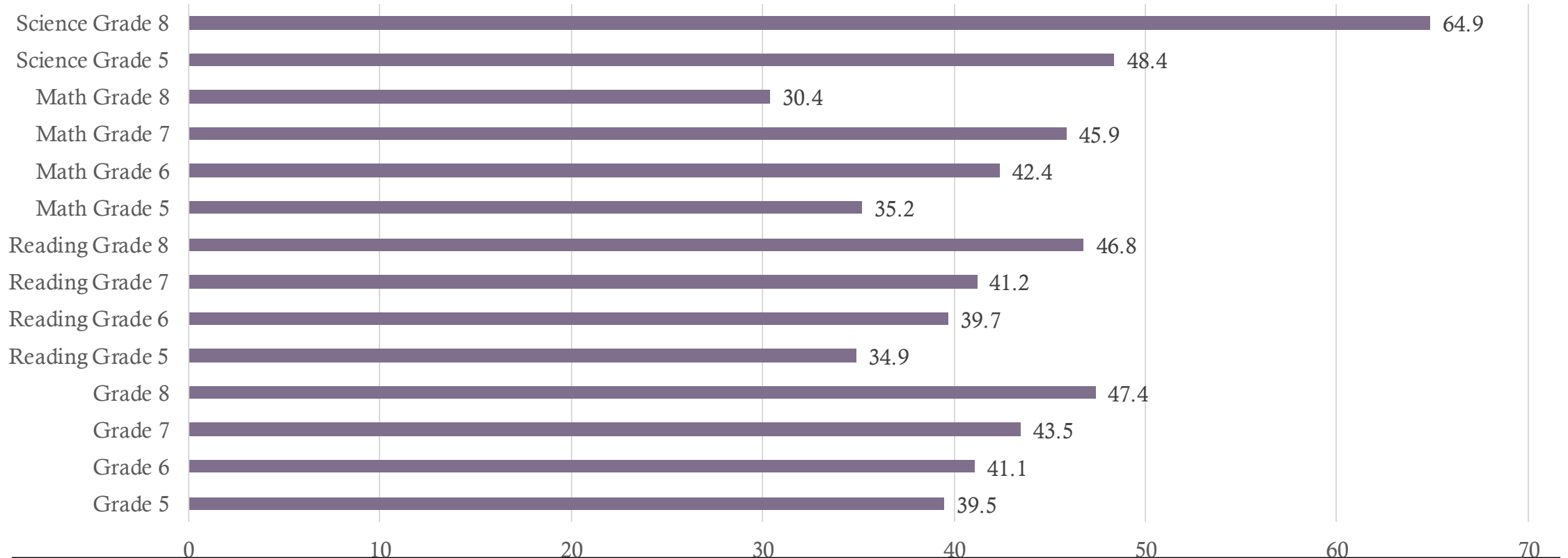
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# MIDDLE SCHOOL

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# MIDDLE SCHOOL DATA

% Proficient Breakdown



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# MIDDLE SCHOOL NEXT STEPS

- Participating in MTSS and Data discussion meetings during PLCs
  - Will be incorporating a tutoring program in Math to address prior learning based on data
  - Sending home 3, 6, and 10-day absent letters
  - Teachers will begin to track data on each standard on each student and will share in PLCs with Ms. Priest, Ms. Bass, and Ms. Smith
  - Continue with walkthroughs with a focus
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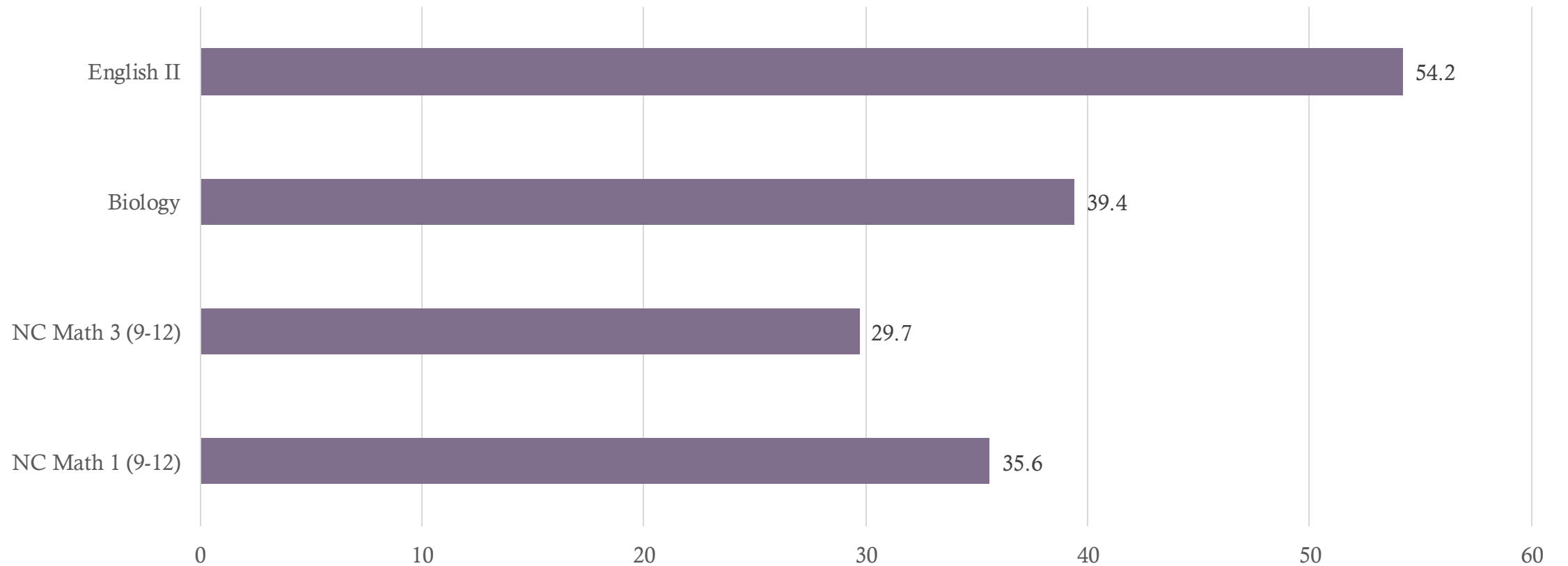
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**HIGH SCHOOL**

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# HIGH SCHOOL DATA

% Proficient Breakdown



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# HIGH SCHOOL NEXT STEPS

- Conducting NC Check-ins in tested areas and have added to English II
  - Conducting instructional walkthroughs
  - Participating in MTSS meetings, looking at the core instruction and interventions
  - Took away the hold harmless for attendance and final EOC testing from COVID
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# HOW WE COMPARE

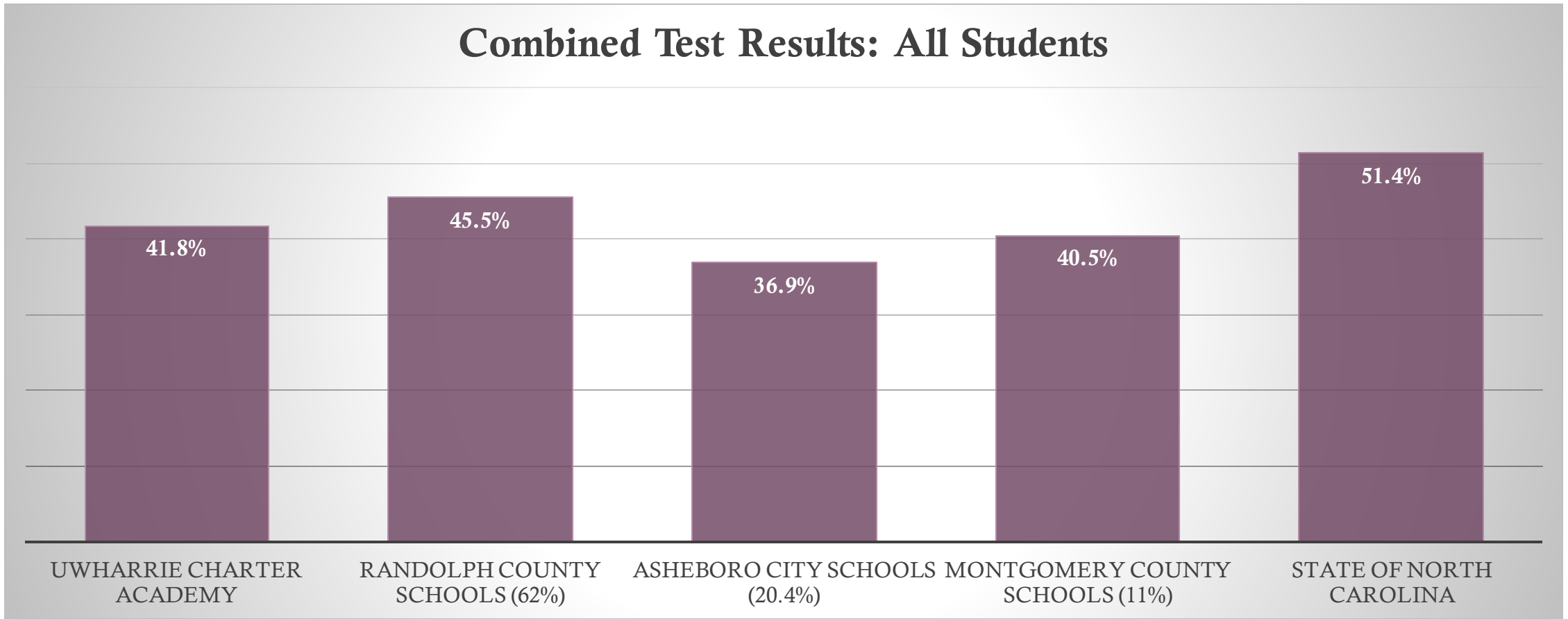




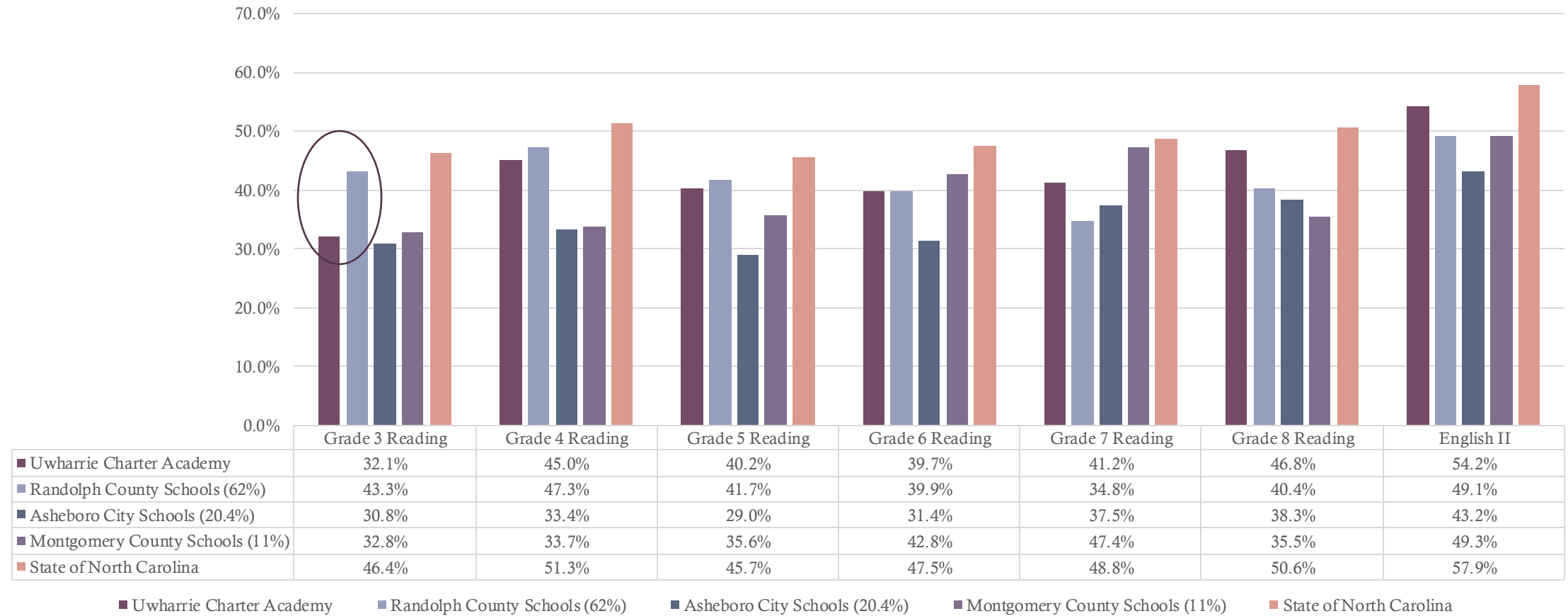
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# UCA COMPARED TO LOCAL DISTRICTS AND STATE

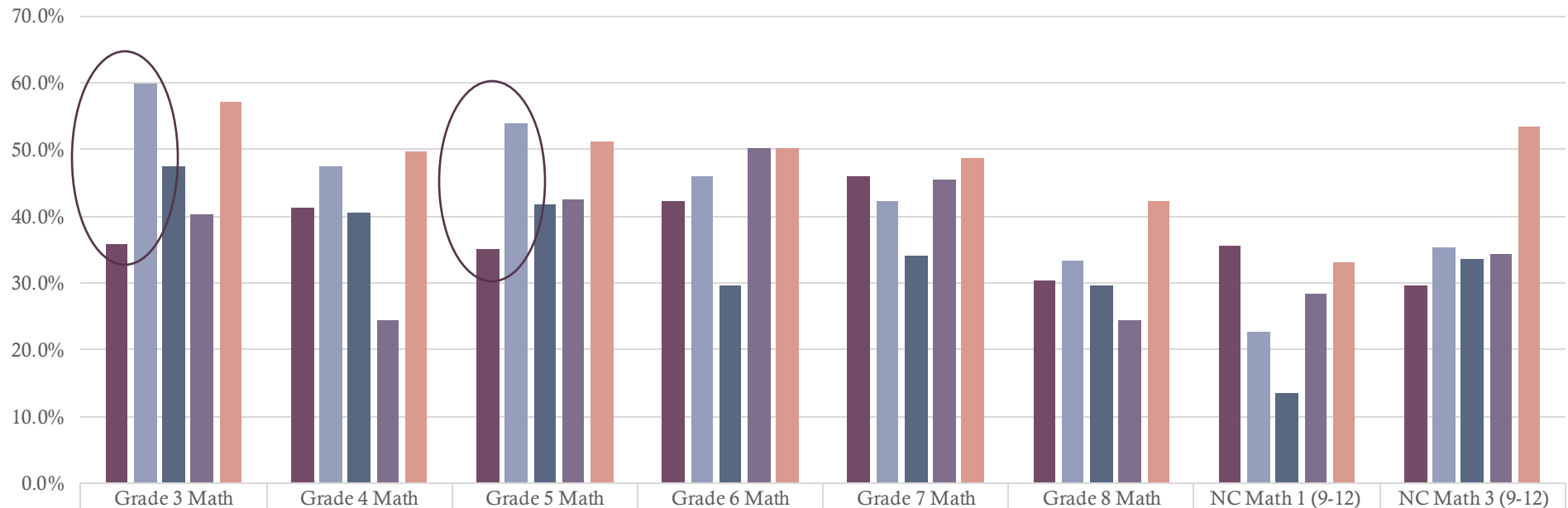
Combined Test Results: All Students



# GRADE 3-8 READING & ENGLISH 2 COMPARISON



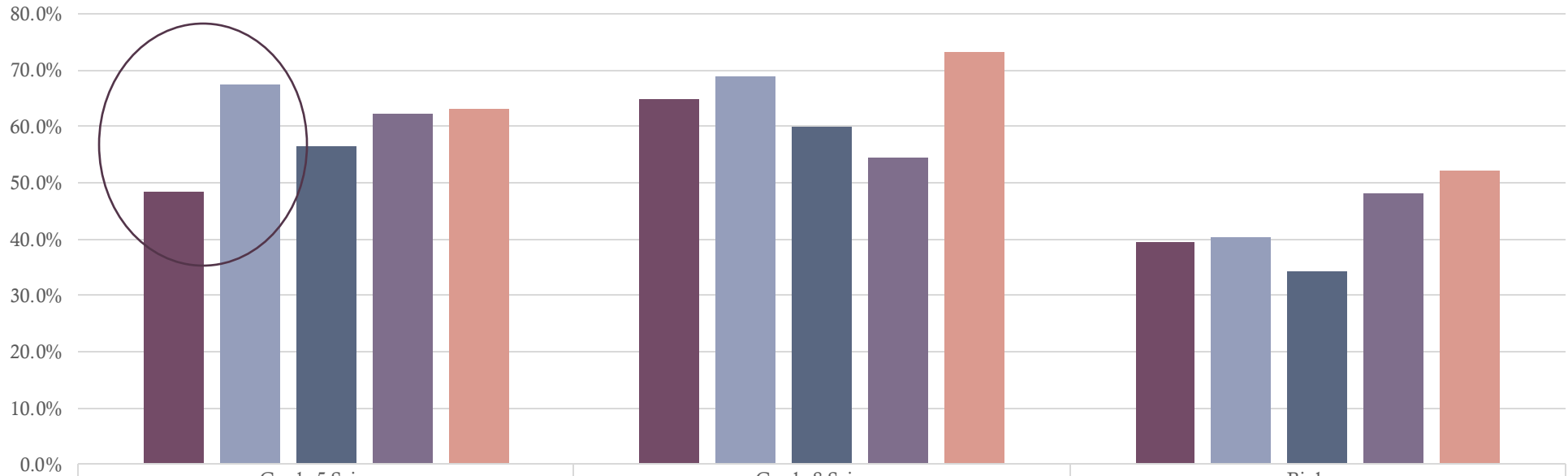
# GRADE 3 – 8 MATH, MATH 1 & 3 COMPARISON



	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	NC Math 1 (9-12)	NC Math 3 (9-12)
Uwharrie Charter Academy	35.8%	41.3%	35.2%	42.4%	45.9%	30.4%	35.6%	29.7%
Randolph County Schools (62%)	59.9%	47.6%	54.0%	45.9%	42.3%	33.4%	22.8%	35.3%
Asheboro City Schools (20.4%)	47.4%	40.6%	41.8%	29.6%	34.2%	29.6%	13.4%	33.7%
Montgomery County Schools (11%)	40.2%	24.3%	42.6%	50.2%	45.4%	24.5%	28.5%	34.4%
State of North Carolina	57.1%	49.8%	51.1%	50.3%	48.7%	42.2%	33.1%	53.4%

■ Uwharrie Charter Academy    
 ■ Randolph County Schools (62%)    
 ■ Asheboro City Schools (20.4%)    
 ■ Montgomery County Schools (11%)    
 ■ State of North Carolina

# GRADE 5, 8 SCIENCE & BIOLOGY COMPARISON



	Grade 5 Science	Grade 8 Science	Biology
■ Uwharrie Charter Academy	48.4%	64.9%	39.4%
■ Randolph County Schools (62%)	67.5%	68.9%	40.4%
■ Asheboro City Schools (20.4%)	56.6%	59.9%	34.2%
■ Montgomery County Schools (11%)	62.2%	54.6%	48.0%
■ State of North Carolina	63.0%	73.3%	52.1%

■ Uwharrie Charter Academy   ■ Randolph County Schools (62%)   ■ Asheboro City Schools (20.4%)   ■ Montgomery County Schools (11%)   ■ State of North Carolina



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# REPORT CARD AND NEXT STEPS

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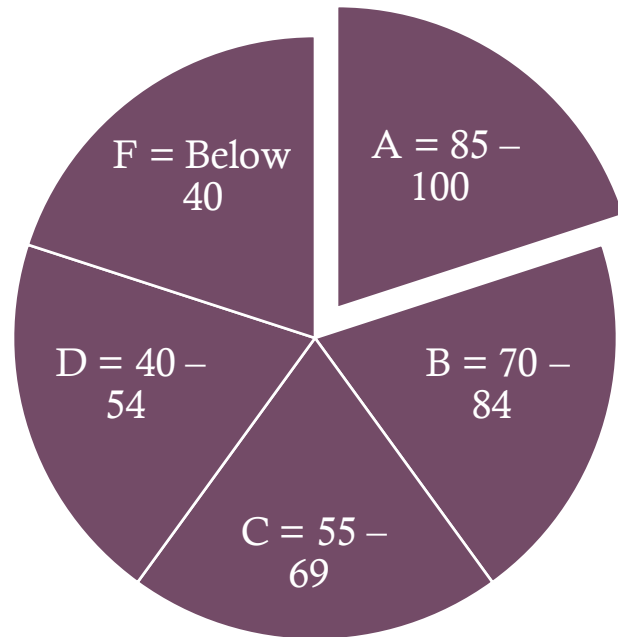
## LOW PERFORMING AND WHAT DOES THAT MEAN

- **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.

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# GRADE AND SCORES

## School Performance Grade



## School Performance Score

- 100 point scale
  - Achievement Score (80%)
  - K-8
  - 9-12
  - Growth Score (20%)
  - EVAAS
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# NEXT 30 DAYS – SCHOOL IMPROVEMENT PLAN

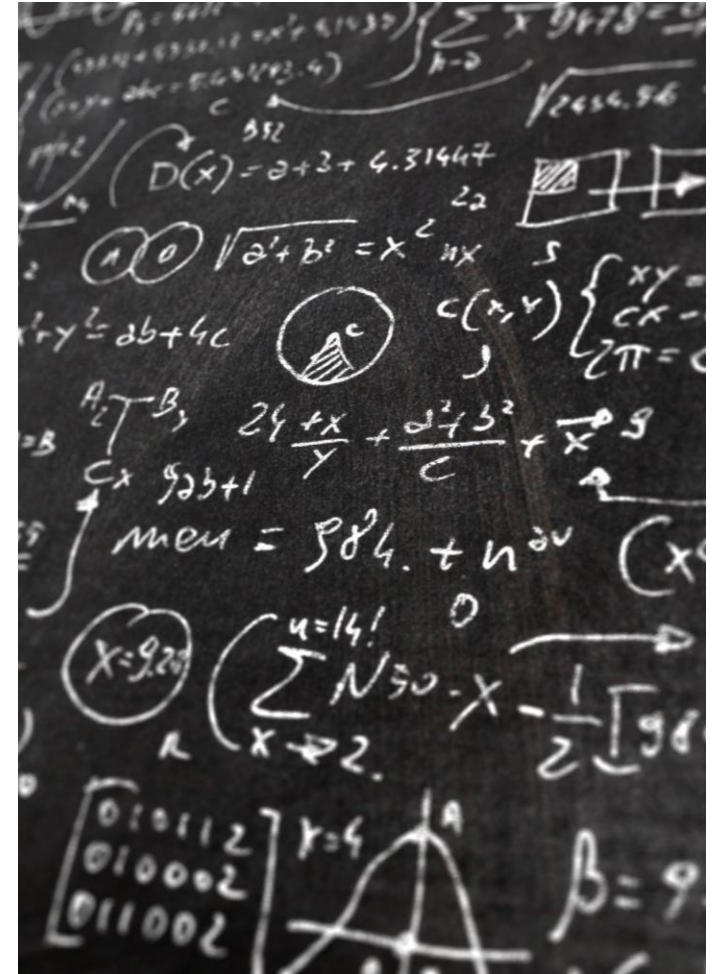
- The School Improvement Plan shall be submitted to the SBE within 5 days of the local BOE's approval
  - The SBE shall review and may offer recommendations to modify the School Improvement Plan
  - The local BOE shall consider any recommendations made by the SBE, amend the plan if necessary, and vote on the approval of any changes to the final plan
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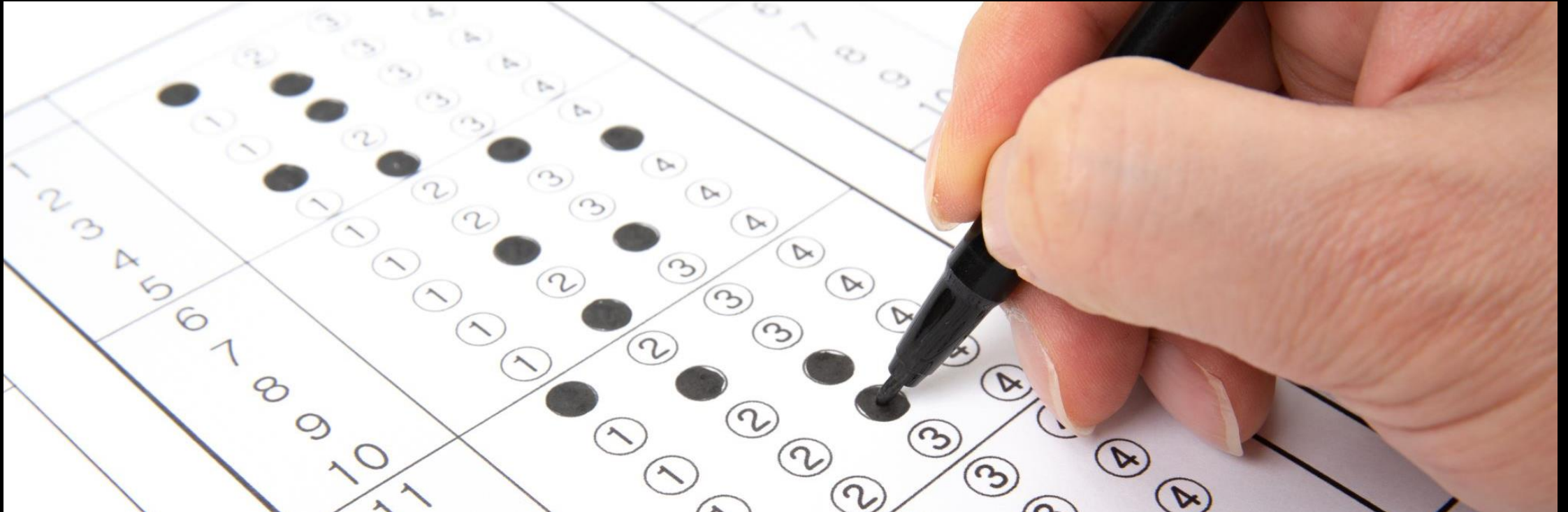
# NOTICE TO PARENTS:

- 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 LP school must be evaluated annually AND early enough to have time for Mandatory Improvement Plan (MIP), if necessary.
- Our admin are able to use the tool the Board of Directors voted on last meeting for all teachers.



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# TEACHER WORKING SURVEY

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# STRONGLY AGREE

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## **Teacher Leadership:**

Q6.1.b: Teachers are trusted to make sound professional decisions about instruction (43.7%).

Q6.1.d: Teachers are encouraged to participate in school leadership roles (39.58%).

Q6.2.a: Selecting instructional materials and resources (71.88%).

Q6.2.b: Devising teaching techniques (77.88%).

Q6.2.c: Setting grading and student assessment practices (68.75%).

## **School Leadership:**

Q7.2 d: There is an atmosphere of trust and mutual respect within the district (60%).

Q7.2.e: Central office provides principals support when they need it (60%).

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# STRONGLY AGREE

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## **Instructional Practices and Supports:**

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Q9.1.e: Teachers are encouraged to try new things to improve instruction (40.63%).

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Q9.1.e: Teachers are encouraged to observe other teachers within their school/district (54.17%).

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Q9.1.h: Teachers have autonomy to make decisions about instructional delivery (48.96%).

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Q9.1.j: Teachers believe what is taught will make a difference in students' lives (40.63%).

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## **Retention:**

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Q10.6: Overall, my school is a good place to work and learn (44.47% agree and 42.71% strongly agree).

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# STRONGLY DISAGREE

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## New Teacher Support:

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

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

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

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

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

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

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

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

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

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## 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.*

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# TOP FIVE ISSUES

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

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*Addressing disparities in student learning - 31.58%*

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*Assessing student performance and needs - 11.58%*

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*Reteaching students prior grade standards - 12.63%*

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*Social / emotional support for students - 12.63%*

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*School staffing shortages - 11.58%*

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# DISTRICT NEXT STEPS

- Implemented a Newcomers Orientation for all new employees and BTs
  - Have hired a BT Director to support teachers at all levels
  - Have created a new Observation Tool that better supports teachers with a rating and recommendations for improvement
  - Have partnered with Asheboro Wellness for in-school counseling
  - Have implemented Character Building activities/expectations: PRIDE at all three schools
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# QUESTIONS

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