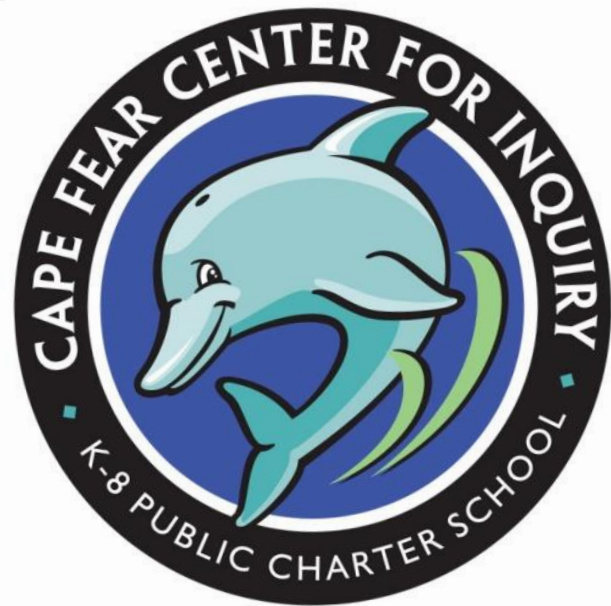


CFCI 2017-2018 TESTING/ACCOUNTABILITY SUMMARY

OCTOBER 16, 2018



HOW DO WE MEASURE STUDENT PROGRESS AT CFCI?

- **TEACHER OBSERVATION**
- **LOCAL ASSESSMENTS (MAP TESTING, MCLASS)**
- **PROGRESS MONITORING**
- **CLASSWORK**
- **CLASS PARTICIPATION**
- **GROWTH THROUGH INQUIRY CONTINUUM**
- **BEGINNING OF AND END OF GRADE STATE TESTING**
- **SOCIAL AND EMOTIONAL GROWTH AND PROGRESS**

HOW DOES THE STATE MEASURE AND REPORT STUDENT DATA

- PROFICIENCY (SCORE 1-5)
 - 3 IS PASSING-GRADE LEVEL
 - 4 OR 5- ABOVE GRADE LEVEL/COLLEGE CAREER READY
- SCHOOL PERFORMANCE GRADES (A-F) BASED ON 80% ACHIEVEMENT SCORE AND 20% ACADEMIC GROWTH
- PARTICIPATION IN ALL TESTS
- ACADEMIC GROWTH- REPORTED FOR EACH SCHOOL AND EACH SUBGROUP AS MET, EXCEED, DOES NOT MEET BASED ON HISTORICAL DATA AND PROJECTIONS YEAR TO YEAR. (EVAAS)
 - ✓ ≥ 2.00 = EXCEEDED
 - ✓ 1.99 TO -2.00 MET
 - ✓ < -2.00 NOT MET

GRADE LEVEL PERFORMANCE BREAKDOWN

| 2017-2018 Grade Level | CFCI Math Prof. | NC Math Prof. | CFCI ELA Prof. | NC ELA Prof. |
|--------------------------|-----------------------|---------------------|----------------------|-----------------|
| 3 | 73.2 | 64.8 | 82.9 | 55.9 |
| 4 | 57.4 | 58.0 | 72.3 | 57.8 |
| 5 | 78.3 | 59.8 | 65.2 | 54.1 |
| 6 | 50.0 | 52.8 | 81.3 | 61.2 |
| 7 | 39.1 | 51.6 | 80.4 | 60.2 |
| 8 | 67.4 | 48.3 | 73.9 | 54.2 |

5th Grade Science: 84.8 **NC: 68.9**

8th Grade Science: 87 **NC: 75.6**

Math 1: Reported with 8th grade scores as of 2017-2018

CFCI GROWTH

| Subgroup | School Growth Type | School Growth Status | School Growth Index Score |
|----------------------------|--------------------|----------------------|---------------------------|
| All Students | Overall | Not Met | -5.02 |
| All Students | Reading | Not Met | -2.87 |
| All Students | Math | Not Met | -3.82 |
| Students With Disabilities | Overall | Met | -0.86 |
| White | Overall | Not Met | -5.11 |

**HOW DOES OUR
PERFORMANCE COMPARE
TO OTHER SOUTHEAST
REGIONAL CHARTERS?**



| All Southeast Charter School Names | School Performance Grade | School Achievement Score | School Growth Score | School Growth Status | School Growth Index | Academic Assessments Score (Reading and Mathematics EOG/EOC) | Science EOG Score |
|--|--------------------------|--------------------------|---------------------|----------------------|---------------------|--|-------------------|
| Cape Fear Center for Inquiry | C | 70.8 | 58.3 | Not Met | -5.02 | 68.2 | 85.9 |
| Charter Day School | B | 71.7 | 85.6 | Exceeded | 2.25 | 69.8 | 83.6 |
| South Brunswick Charter | B | 77.2 | 80.1 | Met | 0.06 | 77.2 | |
| Tiller School | B | 83.6 | 58.6 | Not Met | -4.82 | 83.5 | 84.4 |
| Children's Village Academy | D | 32.8 | 80.1 | Met | 0.04 | 27.7 | 65.0 |
| Wilmington Preparatory Academy | D | 39.4 | 72.7 | Met | -1.45 | 39.4 | |
| Douglass Academy | D | 44.5 | 74.5 | Met | -1.10 | 44.5 | |
| Island Montessori Charter School | C | 62.0 | 85.1 | Exceeded | 2.07 | 61.5 | 64.9 |
| Coastal Preparatory Academy | D | 51.3 | 50.0 | Not Met | -11.09 | 53.6 | 32.1 |
| Girls Leadership Academy of Wilmington | D | 40.2 | 59.9 | Not Met | -4.04 | 40.2 | |
| Z.E.C.A. School of Arts and Technology | F | 27.3 | 70.0 | Met | -2.00 | 27.3 | |
| Arapahoe Charter School | C | 59.0 | 68.6 | Not Met | -2.27 | 56.3 | 70.8 |
| Dillard Academy | B | 40.8 | 93.2 | Exceeded | 5.96 | 39.9 | 48.6 |
| Wayne Preparatory Academy | C | 47.8 | 81.9 | Met | 0.78 | 46.1 | 62.5 |

**HOW DOES OUR
PROFICIENCY COMPARE TO
LOCAL DISTRICTS?**



Surrounding Counties Proficiency

| | Overall EOG | Math EOG | Reading EOG | Science EOG |
|-------------------------------------|----------------|-------------|----------------|-------------|
| Cape Fear Center for Inquiry | 70.8 | 62 | 74.5 | 85.9 |
| Brunswick County Schools | 57.2 | 55.6 | 53.1 | 74.5 |
| New Hanover County Schools | 66.8 | 65.2 | 65 | 77.2 |
| Pender County Schools | 60.9 | 59.9 | 56.3 | 77.9 |

SO WHAT ARE WE DOING?

CREATING CONSISTENCY AND SUPPORT THROUGH MORE SYSTEMATIC APPROACHES:

- UNIFIED APPROACH TO TEACHING MATHEMATICS AT CFCI K-8!
- CONSISTENT TRAINING AND IMPLEMENTATION OF RESPONSIVE CLASSROOM K-8
 - OUTSIDE OF THE BOX SCHEDULING TO ENSURE SUPPORT WITH INTERVENTIONISTS AND ASSISTANTS ARE OPTIMAL AND CONSISTENT WITHIN CLASSROOMS
- COORDINATOR OF STUDENTS SERVICES POSITION ALLOWS FOR ADDITIONAL SUPPORT OF TEACHERS
 - COMMON PLANNING TIME

Step-by-Step Model Drawing



1. Read the entire problem.



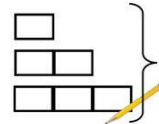
2. **Rewrite** the question in sentence form, leaving a space for the answer.



3. Determine **who** and/or **what** is involved in the problem.



4. **Draw** the unit bar(s).



5. **Chunk** the problem, **adjust** the unit bars, and fill in the **questions mark**.



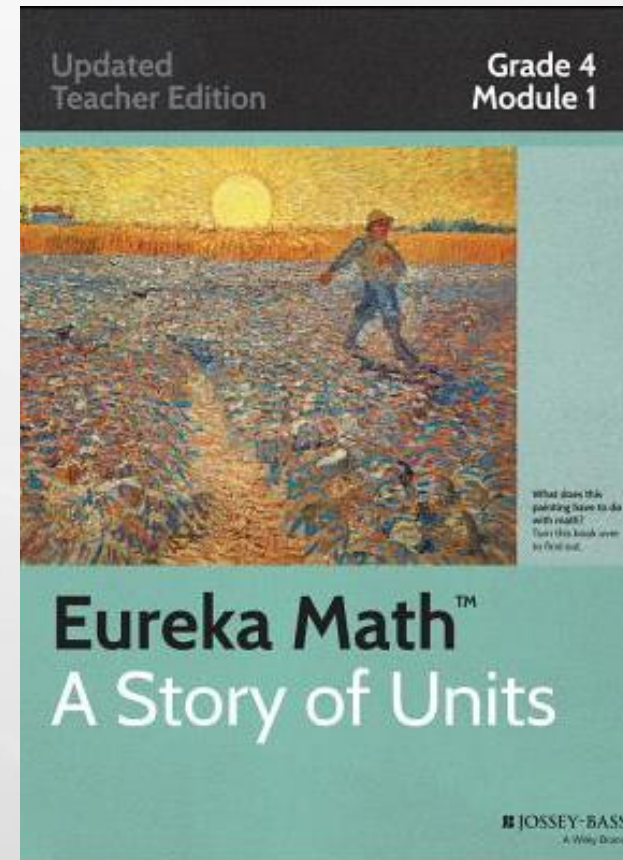
6. Correctly **compute** and solve the problem.



7. **Write** the answer in the sentence, and make sure the answer makes **sense**.

WHAT DOES THAT LOOK LIKE?

- **BUILDING CONCEPTUAL UNDERSTANDING BY USING THE STEPS TO PROBLEM SOLVING (SINGAPORE APPROACH)**
- **USING A CURRICULUM THAT SPIRALS K-8 AND THROUGH HIGH SCHOOL**
- **ON GOING PROFESSIONAL DEVELOPMENT AND PROFESSIONAL CONVERSATIONS**
- **CONSISTENT INTERVENTIONS K-8 AT ALL LEVELS TO BUILD STUDENT UNDERSTANDING**



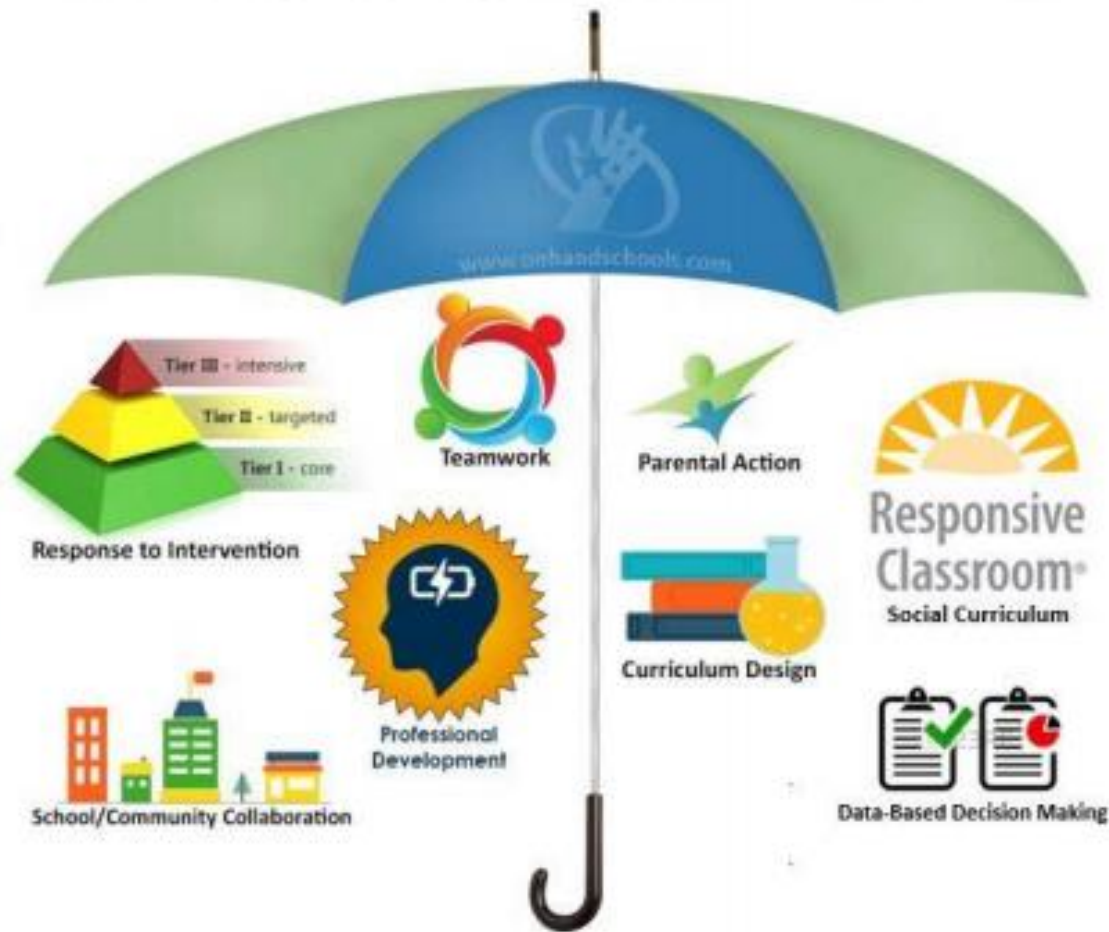
RESPONSIVE CLASSROOM

- FOCUS ON TRAINING ALL TEACHERS AND CONTINUING WITH PROFESSIONAL DEVELOPMENT
- RC IS A WAY OF TEACHING THAT CREATES A SAFE, CHALLENGING, AND JOYFUL CLASSROOM AND SCHOOLWIDE CLIMATE FOR ALL STUDENTS.
- TEACHERS UNDERSTAND AND RESPOND TO STUDENTS' ACADEMIC, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS
- TEACHERS THINK CAREFULLY ABOUT EVERYTHING FROM CLASSROOM SETUP TO HOW THEY SPEAK TO STUDENTS.
- CREATES THE STRUCTURE WE NEED IN OUR CLASSROOMS TO MEET THE NEEDS OF ALL STUDENTS AND RESPOND TO MISBEHAVIOR QUICKLY AND EFFECTIVELY.

MTSS IS HOW WE SUPPORT ALL STUDENTS, BUT WHAT IS IT?

- **MTSS, OR A MULTI-TIERED SYSTEM OF SUPPORT, IS A TIERED FRAMEWORK, WHICH PROMOTES SCHOOL IMPROVEMENT THROUGH ENGAGING, RESEARCH-BASED ACADEMIC AND BEHAVIORAL PRACTICES.**
- **NORTH CAROLINA UTILIZES A TEAM-BASED APPROACH, USING DATA-DRIVEN PROBLEM SOLVING TO MAXIMIZE GROWTH FOR ALL STUDENTS.**
- **MTSS IS ABOUT ANALYZING HOW ALL STUDENTS ARE RESPONDING TO CLASSROOM INSTRUCTION, BOTH ACADEMICALLY AND BEHAVIORALLY**

What lives under the MTSS Umbrella

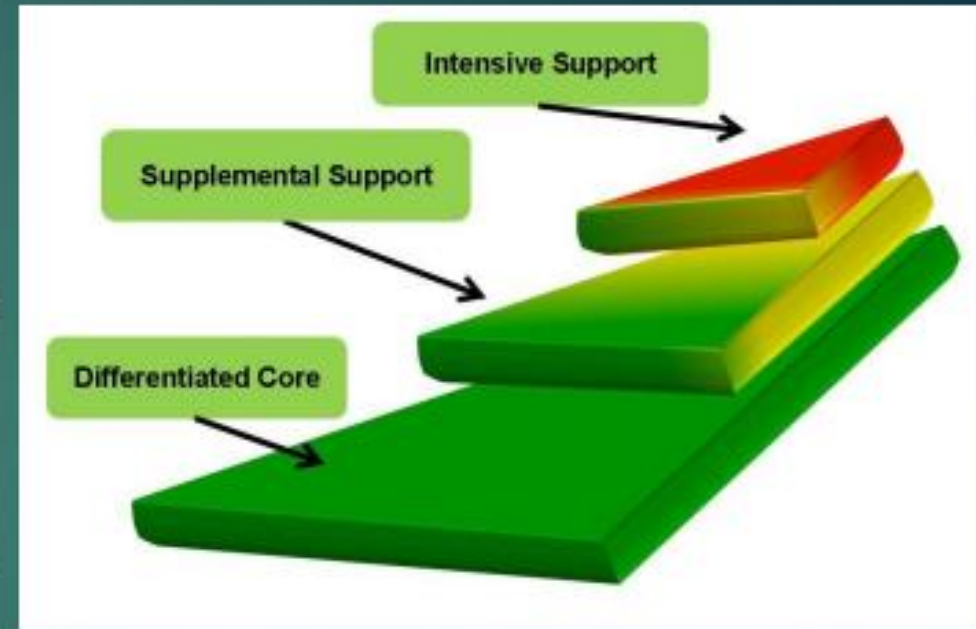


This framework includes:

- Layered supports
- Data-based problem solving and decision making
- Teamwork with parents, teachers & community
- Strong Core Curriculum design and implementation
- Regular, targeted Professional Development

Layering of Support

- ▶ The primary instruction level includes high quality, differentiated core instruction for ALL students.
- ▶ The secondary level includes interventions of moderate intensity provided in the classroom for students showing further need and is in addition to core instruction.
- ▶ The third level includes interventions of increased intensity for students who show minimal response to Supplemental support. This level of support is for students with the greatest need.



4-Step Team Problem-Solving

▶ Step 1: PROBLEM IDENTIFICATION

- ▶ Define, in measurable terms, the goal(s) to be attained - *What it is we want students to know and be able to do?*

▶ Step 2: PROBLEM ANALYSIS

- ▶ Identify possible reasons why the desired goal(s) is not being attained.

▶ Step 3: PLAN DEVELOPMENT

- ▶ Develop and implement a well-supported intervention plan to attain the goal(s) based on a variety of data that verify the reasons identified in Step 2.

▶ Step 4: REVIEW of EFFECTIVENESS

- ▶ Regularly evaluate the effectiveness of the plan and instruction using progress monitoring data in relation to the stated goals.

GIFTEDNESS

- **CURRENTLY, WE DIFFERENTIATE WITHIN OUR CLASSROOMS AND STRIVE TO MEET THE NEEDS OF ALL LEARNERS WITHIN THE CLASSROOM.**
- **TEAM IS WORKING TOGETHER TO FINALIZE OUR PROCESS FOR IDENTIFYING GIFTEDNESS AT CFCI AND PROVIDING APPROPRIATE LEVEL WORK AND ENRICHMENT OPPORTUNITIES FOR THESE STUDENTS**
- **WILL BE USING THE COGAT ALONGSIDE OTHER CRITERIA FOR IDENTIFICATION**

WHO ARE OUR LEAD SUPPORTS?

LISA COLE:

KIM MCCORMICK

**CORE CURRICULUM: BEHAVIOR AND
ACADEMICS**

MTSS COORDINATOR

**SUPPLEMENTAL AND INTENSIVE ACADEMIC
SUPPORT**

KELLY ROONEY

**SUPPLEMENTAL AND INTENSIVE BEHAVIOR
SUPPORT**

MICHAL COHEN

SOCIAL/EMOTIONAL SUPPORT

KELLI LIENER

SOCIAL/EMOTIONAL SUPPORT

**ALAN MCNAUGHTON &
LORI ROY**

**SUPPORTS THE NEEDS OF THE TEAM,
STUDENTS, AND PARENTS**

ALL TEACHERS, ASSISTANTS, FACULTY/STAFF

**TAKE THE LEAD IN KNOWING STUDENTS, INVESTIGATING RESOURCES, COMMUNICATING WITH
FAMILIES, PROGRESS MONITORING, UTILIZING THE “EXPERTS IN THE FIELD,” PROVIDING
INTERVENTIONS, COLLECTING DATA, SO MUCH MORE**

QUESTIONS?

THANK YOU!

