



CHARLOTTE  
Secondary School

# CSRB Presentation 2026

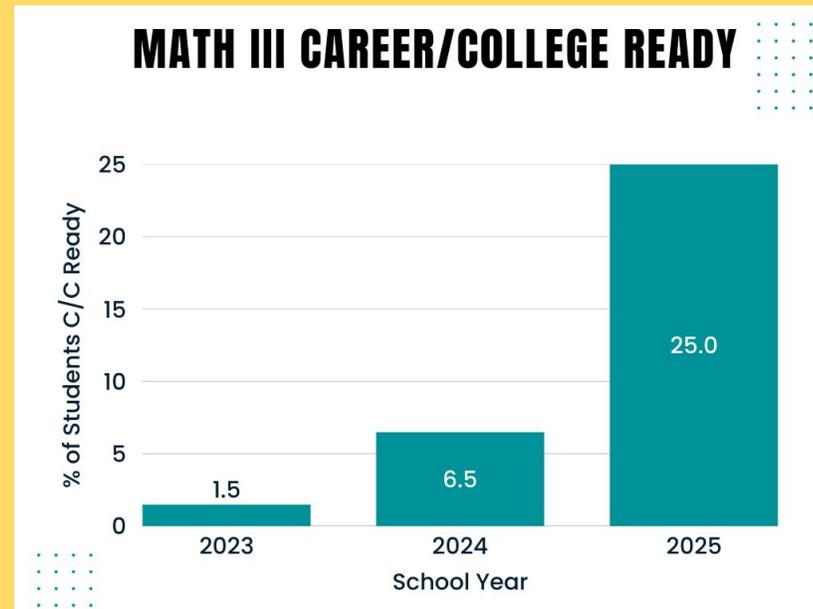
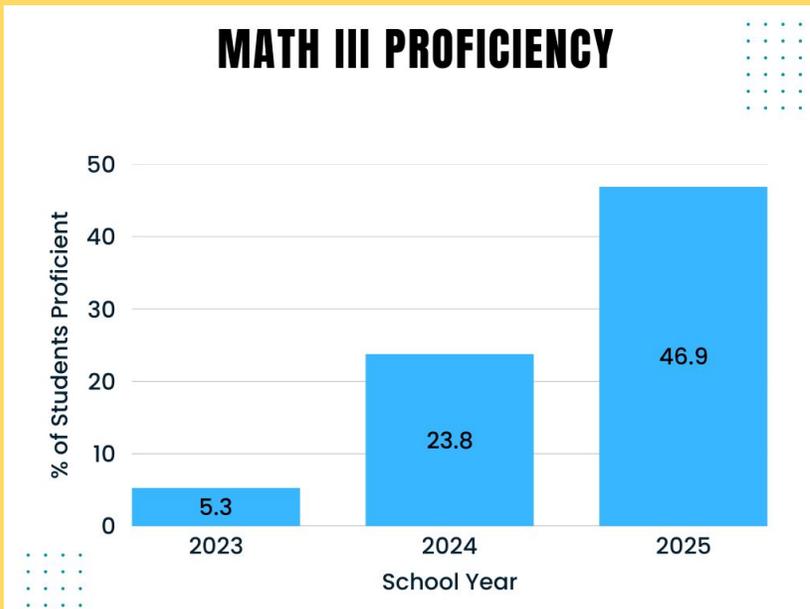
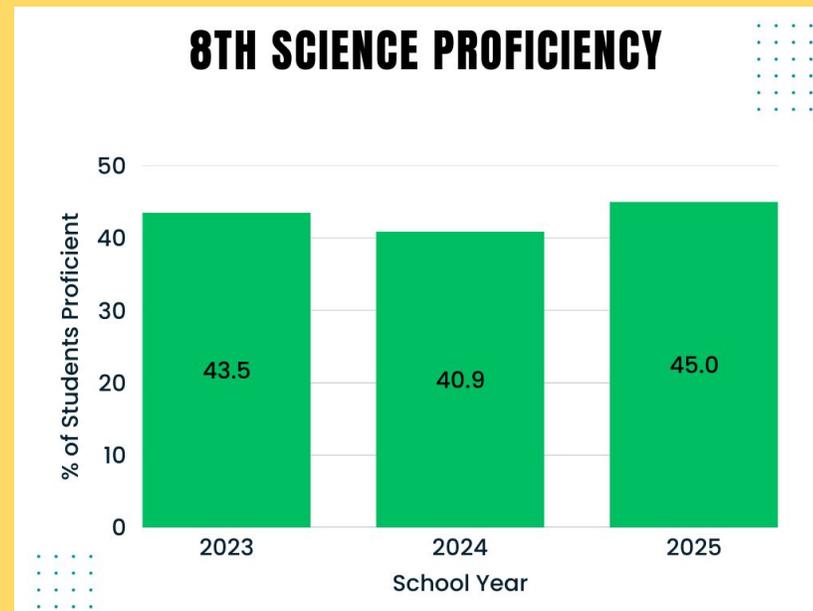
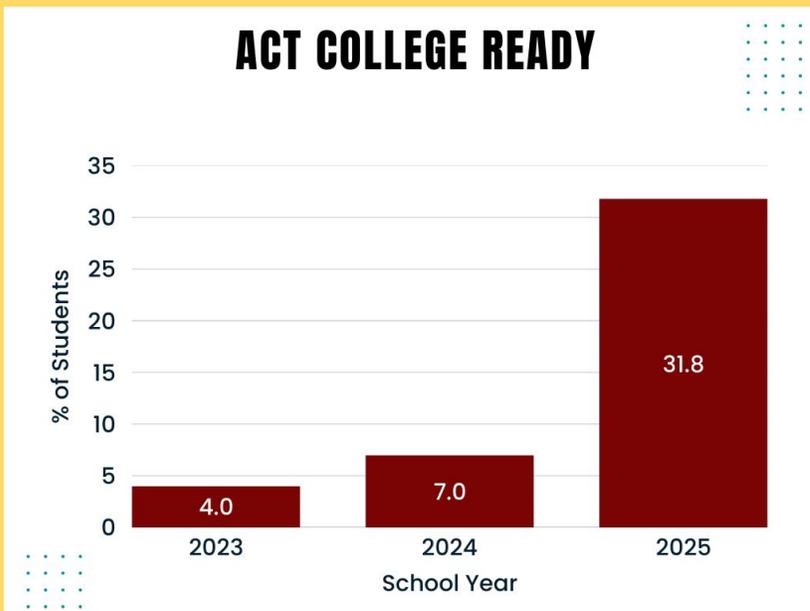
Goal for 2025-26

Increase Proficiency score and grade by 7% from 41 to 48 (D)

Goal for 2026-27

Increase Proficiency score and grade by 7% from 48 to 55 (C)

# ACADEMIC DATA/TRENDS/SUCCESS



# ACADEMIC DATA/TRENDS

## Data Analysis of Academic Performance Trends

READING (6-8)	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	33.3%	23.7%	25.5%	30.9%

## Middle School Action Plan for Reading

- All students will engage in grade level text with a focus on academic vocabulary and understanding text structure.
- Provide targeted small-group interventions 2 times a week that focus on targeted skills to close gaps while engaging in complex text.
- Identify students demonstrating high growth/proficiency and provide: Increased text complexity and Independent reading challenges
- Increase sustained reading time with accountability by having students read independently
- MS team will plan and Integrate literacy across ELA, science, and social studies.
- Monitor progress frequently and adjust supports.

## Reading 6-8 MAP Data

According to BOY Map data 6th grade students enter well below averages. MOY Map achievement data shows **clear upward movement**, More students moved into average and above-average achievement bands from BOY to MOY. This indicates that growth is strong.

BOY Map data for 7th grade suggest students enter below grade level. MOY Map achievement data reflects a **decrease in the lowest achievement bands while an increase in average and above-average bands**. Grade 7 shows growth is **strong** with over half of our students in high or very high growth.

Based on BOY Map data students enter Grade 8 below average for proficiency. MOY data shows achievement **gains. Fewer students remained in the lowest achievement band. while Above-average band increased.**

Historically, students enter CSS performing below grade level expectations in Reading. Through consistent instructional practices, students demonstrate strong growth over time, leading to improved impact on achievement outcomes.

# ACADEMIC DATA/TRENDS

## Data Analysis of Academic Performance Trends

MATH (6-8)	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	42.2%	16.9%	19.6%	27.27%

## Middle School Action Plan for Math

- Ensure all students receive daily instruction aligned to grade-level math standards, scaffolding based on needs.
- Students will participate in targeted small-group instruction 2 times a week focused on improving foundational skill gaps.
- Students identified in the “typical and high growth” band and provide enrichment opportunities.
- Ensure aligned pacing, vocabulary, and instructional strategies across middle school math.
- Monitor progress frequently and adjust supports

## Math 6-8 MAP Data

Based on Map data our 8th grade students entered the year with achievement below average, but a median growth percentile of 72, resulting in a 19-point gain in median achievement from the BOY to MOY. MOY data shows nearly **2/3 of students (61%) are in high or very high growth**, 17% are in the high growth and 44% in the very high growth (10/21 8th graders started with us in 6th grade and 6/21 students started in 7th grade).

Our 7th grade students performed **closer to grade-level expectations** than our current 6th grade students. MOY Achievement data is stable with students who were enrolled as 6th graders last school year.

Based on BOY Map students entering Grade 6 are below grade level averages. Our MOY achievement data shows **upward movement**. BOY to MOY data shows a substantial portion of students demonstrate **high or very high growth**, while a smaller group shows low growth.

Historically, students who start with us as 6th graders show more consistent high growth and achievement gains. This indicates instructional effectiveness and strong growth for students who began behind.

# ACADEMIC DATA/TRENDS

## Data Analysis of Academic Performance Trends

<b>BIOLOGY</b>	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	31%	23.5%	28.6%	41.6%
<b>ELA II</b>	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	50%	44.4%	27.6%	36.36%
<b>MATH I</b>	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	23.1%	15.4%	9.1%	26.6%
<b>MATH III</b>	2022-2023	2023-2024	2024-2025	2025-2026 % Goals
	5.3%	23.8%	46.9%	53.8%

## Pathway to 2025-2026 Goals

### BIOLOGY

To meet a 41.6% proficiency target, a minimum of **10 out of 24 students** must demonstrate proficiency. With **7 students already proficient**, **3 additional students** must meet proficiency.

### ELA II

To meet a 36.36% proficiency target, a minimum of **8 out of 22 students** must demonstrate proficiency. With **4 students already proficient**, **4 additional students** must meet proficiency.

### MATH I

In response to the decline in Math I proficiency the admin team conducted data analysis and implemented a **year-long Math I model** with an **additional daily instructional hour** (Power Hour) beyond the 90-minute block to provide extended learning time, targeted and intentional interventions. Based on data we expect 4/15 students to demonstrate proficiency.

### MATH III

To meet a 53.8% proficiency target, a minimum of **7 out of 13 students** must demonstrate proficiency. With **4 students already proficient**, **3 additional students** must meet proficiency.

## High School Action Plan

- **All students:** Students who will test in Semester 2 receive an additional daily instructional hour,
- **Tier 2 Students (bubble kids):** For those students identified as needing more support to reach proficiency will engage in small group instruction with the identified teacher for that subject during Pour Hour as well as after/before tutoring.
- **Instructional Team:** Weekly data, cross curriculum planning for ELA and biology to integrate intentional complex informational text,

# MOVING TOWARD SUCCESS

## Current Progress

- Classroom teachers have 3 or more years of classroom experience. 50% of our full-time teachers are licensed.
- We have strengthened school climate and systems to ensure students are ready to engage in learning.
- Intentional SEL supports are in place through student check-ins, and counseling.
- We implemented a clear system for increased two-way communication with families.
- We increased outreach efforts to improve student with attendance concerns
- We increased the numbers of students enrolled in Dual Enrollment and postsecondary readiness.

## Academic Sustainability

- Admin Increased walkthroughs & observations
- Coaching and bitesize feedback provided in a timely manner
- Intentional peer observation and mentoring for teachers needing extra support
- Friday planning, data analysis with Administrative check-ins, PLC and department collaboration, professional development
- Tiered data driven Power Hour and before/after school tutoring to deliver tiered interventions.
- Ongoing progress monitoring and adjustments

## Enrollment and Marketing

- Targeted marketing and enrollment outreach with K-5 charters, additional open houses and informational sessions
- Prioritize enrollment with hiring a Digital and Content Specialist
- Increased visibility and outreach in the community
- Encourage current families to share their experiences through written or spoken testimonies.
- Allow potential students a “Show Day” where they experience a day and life of CSS students.

## Financial Stability and Sustainability

- Non-essential spending freeze
- Aggressive enrollment efforts to increase ADM and stabilize state funding
- Launch of capital campaign to bridge short term needs and support long term sustainability
- Weekly financial oversight with administration and board chair
- Building/lease negotiations with landlord to reduce monthly rent cost
- Strategic staffing adjustments
- Exploration of facility use agreements, subleasing, and partnerships to monetize underutilized space during non-school hours