

Comprehensive Progress Report

Mission:

We are an innovative community of learners in which all stakeholders use their minds well and care for one another. We engage in challenging, personalized academics with a commitment to continuous improvement.

Vision:

Every Early College student will graduate ready for college, a career, and life.

Goals:

CEEC & CTEC- The school will retain 95% of licensed classroom teachers throughout the 2024-25 school year. (C3.04 and CMS Guardrail 4)

CEEC & CTEC- 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (A1.07, A4.06 and CMS Guardrail 3)

CEEC: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 29.2% in SY2024-25 to 54.1% in SY2025-26.

CTEC: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 20.8% in SY2024-25 to 33.5% in SY2025-26. (A2.04, B3.03, and CMS Goal 3)

CEEC: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 97.5% in SY2024-25 to 100% in SY2025-26.. (A4.10, A4.16, and CMS Goal 4) CTEC: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will maintain 100% in SY2024-25 to 100% SY2025-26. (A4.10, A4.16, and CMS Goal 4)

CEEC: The percent of students scoring Grade Level Proficient (GLP), between the highest achieving and lowest achieving students, on Biology End of Course assessment will increase from 73.1% in SY2024-25 to 83.1% in SY2025-26. CTEC: The percent of students scoring Grade Level Proficient (GLP), between the highest achieving and lowest achieving students on Biology End of Course assessment will increase from 53.3% in SY2024-25 to 63.3% in SY2025-26. (A4.01, B3.03, D1.02 and CMS Guardrail 1)

CEEC: Out-of-School Suspension (OSS) incidents for students will decrease from 3 incidents in SY 2024-25 to 2 incidents in SY2025-26. CTEC: Out-of-School Suspension (OSS) incidents for students will decrease from 4 incidents in SY 2024-25 to 3 incidents in SY2025-26. (CMS Guardrail 2)

CEEC: Out-of-School Suspension (OSS) incidents for students will decrease from 3 incidents in SY 2024-25 to 2 incidents in SY2025-26. CTEC: Out-of-School Suspension (OSS) incidents for students will decrease from 4 incidents in SY 2024-25 to 3 incidents in SY2025-26. (CMS Guardrail 2)

CEEC: The percent of Chronic Absenteeism will maintain 1.6 % in SY2024-25 in SY2025-26. CTEC: The percent of Chronic Absenteeism will maintain 1.1 % in SY2024-25 in SY2025-26. (A1.07, A4.06 and CMS Guardrail 3)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p><u>2025-2026 Narrative of Current Implementation:</u></p> <p><u>2024-2025 Narrative of Current Implementation:</u></p> <p>This past year, both CEEC and CTEC showed academics gains in both GLP, CCR rates of EOC courses. The overall CEEC-EOC composite increased 3.5 percentage points (85.8-89.4). The overall CTEC-EOC composite increased 6.6 percentage points (66.1-72.7). The CCR composite scores reflect the following: CEEC dropped 3 percentage points (69.9-66.9). CTEC dropped 4.5 percentage points in CCR (42.1-37.5).</p> <p>Opportunities that exist to address this are the following: weekly teacher planning with admin and support staff to review lesson plans and align instruction and activities to meet the needs of these learners; classroom observations with coaching feedback (RELAY coaching, informal, and/or evaluative (formal); interventionist on site and pulling small groups/pushing in to teach in small groups; and two tutors supporting small group instruction/interventions in the classroom.</p> <p><u>2023-2024 Narrative of Current Implementation:</u></p> <p>This past year, both CEEC and CTEC did not show academics gains in both GLP, CCR rates of EOC courses. The overall CEEC-EOC composite decreased from 86% in 2023 to 84% as of May 2024. The overall CTEC-EOC composite decreased from 69% in 2023 to 65% as of May 2024. The CCR composite scores reflect the following: CEEC grew by one percentage point from 67 (2023) to 68 (2024) and this continues to be an area of work for the school. CTEC dropped by five percentage points from 47 (2023) to 42 (2024) and this continues to be an area of work for the school.</p> <p>Opportunities that exist to address this are the following: weekly</p>	Limited Development 07/30/2024		

teacher planning with admin and support staff to review lesson plans and align instruction and activities to meet the needs of these learners; classroom observations with coaching feedback (RELAY coaching, informal, and/or evaluative (formal)); interventionist on site and pulling small groups/pushing in to teach in small groups; and two tutors supporting small group instruction/interventions in the classroom.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p>How it will look when fully met:</p>	<p>2025-2026 Narrative of Current Implementation:</p> <p>Principal continues to work with administrative team to establish expectations and processes for singleton planning and for instructional delivery of Math I. On a weekly basis, principal monitors the work, meets with teams, visits classrooms, and reinforces good practice. Principal, AP, and Dean visibility is high with walkthroughs weekly with feedback provided to Math I teacher. Teacher will be able to support student understanding in the moment by successfully monitoring and responding to student learning on a daily basis in the classroom.</p> <p>2024-2025 Narrative of Current Implementation:</p> <p>Principal continues to work with administrative team to establish expectations and processes for singleton planning and for instructional delivery of Math I. On a weekly basis, principal monitors the work, meets with teams, visits classrooms, and reinforces good practice. Principal, AP, and Dean visibility is high with walkthroughs weekly with feedback provided to Math I teacher. Teacher will be able to support student understanding in the moment by successfully monitoring and responding to student learning on a daily basis in the classroom.</p> <p>2023-2024 Narrative of Current Implementation:</p> <p>Principal continues to work with administrative team to establish expectations and processes for team planning and for instructional delivery. On a weekly basis, principal monitors the work, meets with teams, visits classrooms, and reinforces good practice. Principal, AP, and LF visibility is high with walkthroughs weekly in at least two grade levels. Teachers will be able to support student understanding in the moment by successfully monitoring and responding to student learning on a daily basis in the classroom.</p>		<p>Rhiannon Polite (August 2025)</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/27/25</p>	<p>The Principal will hire a qualified Master teacher to help plan, coach, and implement curriculum with teachers.</p>		<p>Rhiannon Polite</p>	<p>12/20/2025</p>
<p>Notes:</p>				

8/27/25	The Principal along with the Leadership team will conduct Math I classroom walkthroughs to look for and discuss the alignment of standards and differentiation of activities as discussed in planning time each week. (FAM-S, Goal 3, Goal 4)		Rhiannon Polite	06/30/2026
<i>Notes:</i>				
8/27/25	The Principal and or school administration will provide coaching feedback from classroom walkthroughs to teachers. Feedback will include implementation of curriculum and lesson plan delivery/instruction observed by administration. Coaching will be scheduled within 24-72 hours after walkthrough (CMS Goals 3 and 4, and FAM-S 29)		Rhiannon Polite	06/30/2026
<i>Notes:</i>				
Implementation:		05/23/2025		
Evidence	1/1/2025 The continued work with the newer Math I curriculum and Desmos as a tool for increased conceptual understanding will allow students to gain greater access to the Math I standards for EOC prep and academic performance.			
Experience	1/1/2025 Math 1 is completed for this school year as of fall semester. CEEC -Math I GLP-75% CCR-29.2% CTEC-Math I GLP-45.8% CCR-20.8%			
Sustainability	1/1/2025 Administrators met with, evaluated, and completed core actions walks with our Math 1 teacher Ms. Brown. She incorporated Desmos as a tool to help students increase their conceptual understanding of learning objectives. More than 25% of students enrolled in Math 1 scored at the CCR level (CEEC). CEEC saw gains in GLP of 20.5% (54.5-75%) and CTEC saw gains in GLP of 5.1% (40.7-45.5).			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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KEY	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)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

2025-2026 Narrative of Current Implementation:

2024-2025 Narrative of Current Implementation:

May 23, 2025-

This past year, both CEEC and CTEC showed academics gains in both GLP, CCR rates of EOC courses. The overall CEEC-EOC composite increased 3.5 percentage points (85.8-89.4). The overall CTEC-EOC composite increased 6.6 percentage points (66.1-72.7). The CCR composite scores reflect the following: CEEC dropped 3 percentage points (69.9-66.9). CTEC dropped 4.5 percentage points in CCR (42.1-37.5).

Opportunities that exist to address this are the following: weekly teacher planning with admin and support staff to review lesson plans and align instruction and activities to meet the needs of these learners; classroom observations with coaching feedback (RELAY coaching, informal, and/or evaluative (formal)); interventionist on site and pulling small groups/pushing in to teach in small groups; and two tutors supporting small group instruction/interventions in the classroom.

Going into the 2024-2025 school year, challenges that we face with meeting or exceeding GLP/CCR growth lie in our work in growing the following populations and/or grades: Academically and Intellectually Gifted (AIG/TD); White, Black (Math I).

We have many opportunities to address these challenges for GLP and CCR growth in 24-25. Currently, our school is building our MTSS Academic systems of support. With a MTSS Interventionist hire, this will be built to support our students with academics. Opportunities that exist to address this are the following: weekly PLC/teacher planning with admin and support staff to review lesson plans and align instruction and activities to meet the needs of these learners; classroom observations with coaching feedback (RELAY coaching, informal, and/or evaluative (formal)); interventionist on site to pull small groups/push in to teach in small groups; and two tutors supporting small group instruction/interventions in multiple classrooms.

Limited Development
07/30/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When this objective is met, each student with an academic need and/or deficit will receive appropriate support at Charlotte Early Colleges. All students will received targeted supports in relation to classroom needs and college class needs.			Shanna Meehan (appointed August 2025)	06/30/2026
Actions			0 of 5 (0%)		
8/27/25	Tenth graders who do not reach 3.5 GPA are enrolled in a high school class to enhance evidence based reasoning and argumentation to support their academic success for the following year in college classes.			Shanna Meehan	12/20/2025
<i>Notes:</i>					
8/27/25	Administration will use funding sources and staffing allotments for additional, academic student support services to create academic supports and interventions for students through a math tutor and Master Teacher. (FAM-S 3, Goal 3, Goal 4)			Rhiannon Polite	12/20/2025
<i>Notes:</i>					
8/27/25	All 9th graders will receive Thursday tutoring from their classroom teachers based on classroom data.			9th Grade Teachers	06/30/2026
<i>Notes:</i>					
8/27/25	School will implement Foundations of Math for all students who did not pass 8th grade EOG in order to provide the most appropriate instruction.			Shanna Meehan	06/30/2026
<i>Notes:</i>					
8/27/25	Struggling twelfth grade students meet with school staff to ensure they are maintaining strong grades in their college coursework and completing required assignments. This supports students maintaining academic eligibility at UNCC.			Kyle Czarcinski	06/30/2026
<i>Notes:</i>					
Implementation:			08/27/2025		
Evidence	5/23/2025				

Experience	5/23/2025 This past year, both CEEC and CTEC showed academics gains in both GLP, CCR rates of EOC courses. The overall CEEC-EOC composite increased 3.5 percentage points (85.8-89.4). The overall CTEC-EOC composite increased 6.6 percentage points (66.1-72.7). The CCR composite scores reflect the following: CEEC dropped 3 percentage points (69.9-66.9). CTEC dropped 4.5 percentage points in CCR (42.1-37.5).			
Sustainability	5/23/2025 Opportunities that exist to address this are the following: weekly teacher planning with admin and support staff to review lesson plans and align instruction and activities to meet the needs of these learners; classroom observations with coaching feedback (RELAY coaching, informal, and/or evaluative (formal); interventionist on site and pulling small groups/pushing in to teach in small groups; and two tutors supporting small group instruction/interventions in the classroom.			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
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	KEY	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)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p><u>2025-2026 Narrative of Current Implementation:</u></p> <p><u>2024-2025 Narrative of Current Implementation:</u></p> <p>As of June 2025, preliminary data indicates that in CEEC, 47 out of 64 (73.4%) 12th grade graduates are on track for high school endorsements. The Endorsement Dashboard notes 12 out of 36 (34.3%) of 12th grade CTEC graduates have earned endorsements. CEEC has met the goal of 75% and CTEC did not meet this year’s goal. All early college students continue to have access to UNC Charlotte coursework. In the 2024-25 school year, more 10th grade students began to access college coursework, especially in math. We are still analyzing college results from the 2024-25 school year. Our students continue to maintain a 3.0 overall GPA in UNC Charlotte coursework. 95% of early college graduates are continuing at a post secondary institution.</p>	Limited Development 09/14/2022		
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Successes for this year include that CEEC exceeded their goal for endorsements and all families are more aware of the endorsement process based on the increased communication plan we implemented.

A challenge we face is that CTEC students cannot currently earn the career endorsement and CEEC students are able to do so. Additionally, a challenge with UNCC course codes makes preliminary endorsement calculations challenging to track the number of students that have earned/are on track to earn a college endorsement.

An opportunity for growth is with the implementation of the TAAP I and TAAP 2 progression with the current 9th graders, there will be more opportunities for CTEC students to earn additional endorsements. Additionally, we plan to include earlier and more consistent communication to students beginning with incoming 9th graders to enhance the understanding and knowledge about opportunities for earning endorsements. We will continue to work with CMS to read the UNCC world language course codes and provide college and career opportunities to students at both schools.

2023-2024 Narrative of Current Implementation:

As of June 2024, preliminary data indicates that in CEEC, 38 out of 51 12th grade graduates are on track for high school endorsements (79%). The Endorsement Dashboard notes 12 out of 30 (40%) of 12th grade CTEC graduates have earned endorsements. All early college students continue to have access to UNC Charlotte coursework. In the 2024-25 school year, more 10th grade students began to access college coursework, especially in math. We are still analyzing college results from the 2024-25 school year. Our students continue to maintain a 3.0 overall GPA in UNC Charlotte coursework. 95% of early college graduates are continuing at a post secondary institution.

A challenge we face is that CTEC students cannot currently earn the career endorsement and CEEC students are able to do so. Additionally, a challenge with UNCC course codes makes preliminary endorsement

calculations challenging to track the number of students that have earned/are on track to earn a college endorsement.

An opportunity for growth is with the implementation of the TAAP I and TAAP 2 progression with the current 9th graders, there will be more opportunities for CTEC students to earn additional endorsements. Additionally, we plan to include earlier and more consistent communication to students beginning with incoming 9th graders to enhance the understanding and knowledge about opportunities for earning endorsements. We will continue to work with CMS to read the UNCC world language course codes and provide college and career opportunities to students at both schools.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

A complete schedule for transition nights and informational student/parent sessions will be developed. We will gather data from parents and students through survey that will aid in the reflection of content for the sessions. Orientation sessions for grade levels and advisory sessions will aid students in transition to early college and college expectations.

**Lauri McDaniels
(elected May 2025)**

06/30/2026

Actions

2 of 4 (50%)

8/27/25 School creates a one day orientation process for sophomores to allow them to meet teachers, collaborate with peers, and understand the structure and expectations of the early college to ensure academic success.

Complete 08/29/2025

Rebecca Carr

08/30/2025

Notes:

8/27/25 School creates a two day orientation process for juniors to allow them to understand the structure and expectations of the early college to ensure academic success in college classes.

Complete 08/29/2025

Deanna Cureton

08/30/2025

Notes:

8/27/25 School creates a two day orientation process for incoming freshman to allow them to meet teachers, collaborate with peers, and understand the structure and expectations of the early college to ensure academic success.

Leslie Cosentine

09/30/2025

<i>Notes:</i>				
8/27/25	Tenth and eleventh grade students participate in Advisory with school staff to ensure they are maintaining strong grades in their college coursework and completing required assignments. This supports students maintaining academic eligibility at UNCC. Students in grades eleven, twelve, and thirteen meet with college advisors at least once each semester to ensure they are on-track to meet academic goals including college admission.		Shanna Meehan	06/30/2026
<i>Notes:</i>				
Implementation:		05/23/2025		
Evidence	6/1/2025 -scheduling sheets/forms -anecdotal notes of check-ins -principal observations of check-ins with support staff			
Experience	6/1/2025 Students received individual check-ins bi-monthly or more to review grades and needs on campus/campus courses.			
Sustainability	6/1/2025 continue with 1-1 meetings and scheduling with CEEC/CTEC students for a personable scheduling experience.			