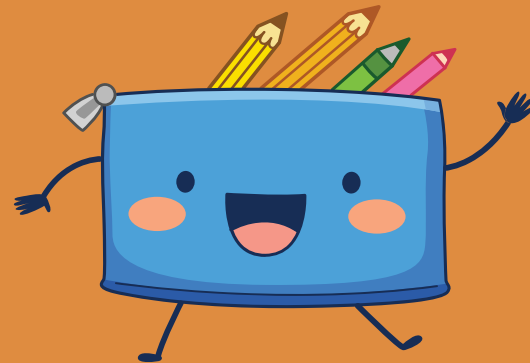
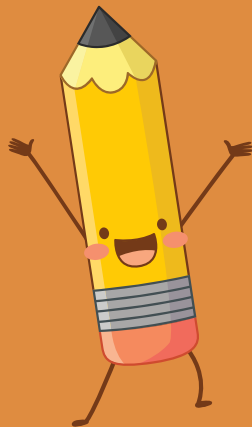


Moody Early Childhood Center

EOY Annual Performance Report

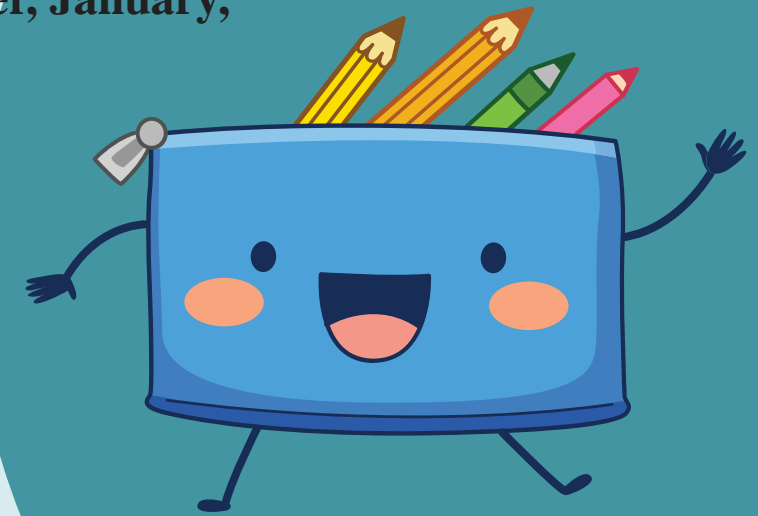
October 2022

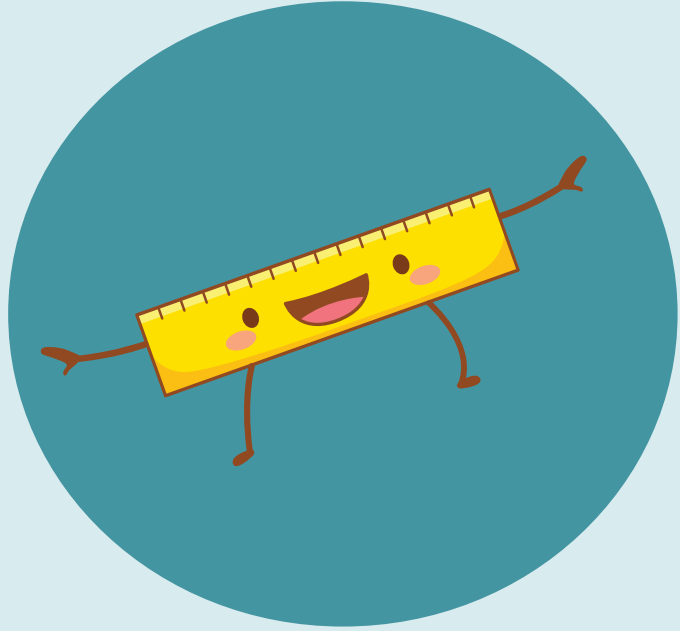


Welcome to a New Year!

“The Operating Partner will present information on academic progress and additional information at quarterly reports to the District Board of Trustees. EOY academic performance will be presented to the District School Board at the fourth quarterly report. The Quarterly Reports presentation dates will be held at the October, January, April, and July School Board Meetings.”

- **Quarterly Reports**
 - October – BOY Information
 - January – MOY Updates
 - April – Assessment Updates
 - July – EOY Final Report
- **1st Quarterly 2022-2023**
 - Final Scores from 2021-2022
 - Performance Evaluation Data 2021-2022
 - BOY Information





Infant & Toddler Developmental Checklist

Age	6 wks – 5 months				6 - 11 months				12 - 17 months				18 - 23 months				24 - 36 months				36 months+			
	Dec	Jan	Apr	Jul	Dec	Jan	Apr	Jul	Dec	Jan	Apr	Jul	Dec	Jan	Apr	Jul	Dec	Jan	Apr	Jul	Dec	Jan	Apr	Jul
Health & Motor	80	50	0	75	100	86	100	83	85	77	83	36	62	90	50	62	15	46	61	79	58	64	73	77
Lang & Lit	100	0	0	75	50	86	100	75	77	46	53	27	23	30	48	23	8	8	18	63	69	70	75	50
Social Emotion	80	50	100	100	60	86	100	92	100	85	92	45	54	70	80	62	92	85	86	79	73	73	83	80
Cognitive	80	50	75	100	70	86	100	92	85	77	85	27	38	50	60	15	54	85	88	79	54	59	63	77
Overall	100	0	0	75	50	86	100	83	77	69	62	27	38	40	50	31	8	15	38	74	65	69	75	63

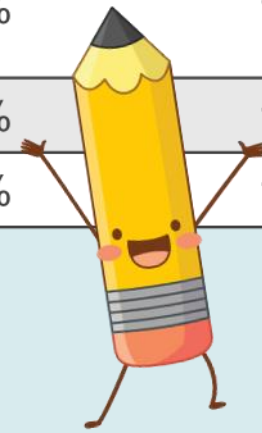
Academic Goals – PK3



Skills Assessed	1 st Assessment	2 nd Assessment	3 rd Assessment	EOY	New Students	Returning Students
Capital Letter (10)	25%	46%	84%	92%	90%	100%
Lower Case (10)	18%	35%	78%	86%	83%	100%
Number (1-5)	26%	46%	82%	85%	82%	100%
Rote Counting (1-15)	9%	37%	85%	88%	87%	94%
Colors (11)	34%	53%	84%	90%	88%	100%
Shapes (6)	32%	66%	94%	98%	88%	100%

Academic Goals – PK4

Skills Assessed	1 st Assessment	2 nd Assessment	3 rd Assessment	EOY	New Students	Returning Students
Capital Letter (20)	75%	86%	100%	100%	-%	100%
Lower Case (20)	63%	86%	100%	100%	-%	100%
Number (1-10)	50%	86%	100%	100%	-%	100%
Rote Counting (1-30)	38%	86%	100%	100%	-%	100%
Colors (11)	75%	86%	100%	100%	-%	100%
Shapes (6)	75%	71%	100%	100%	-%	100%



Vocabulary – PK3

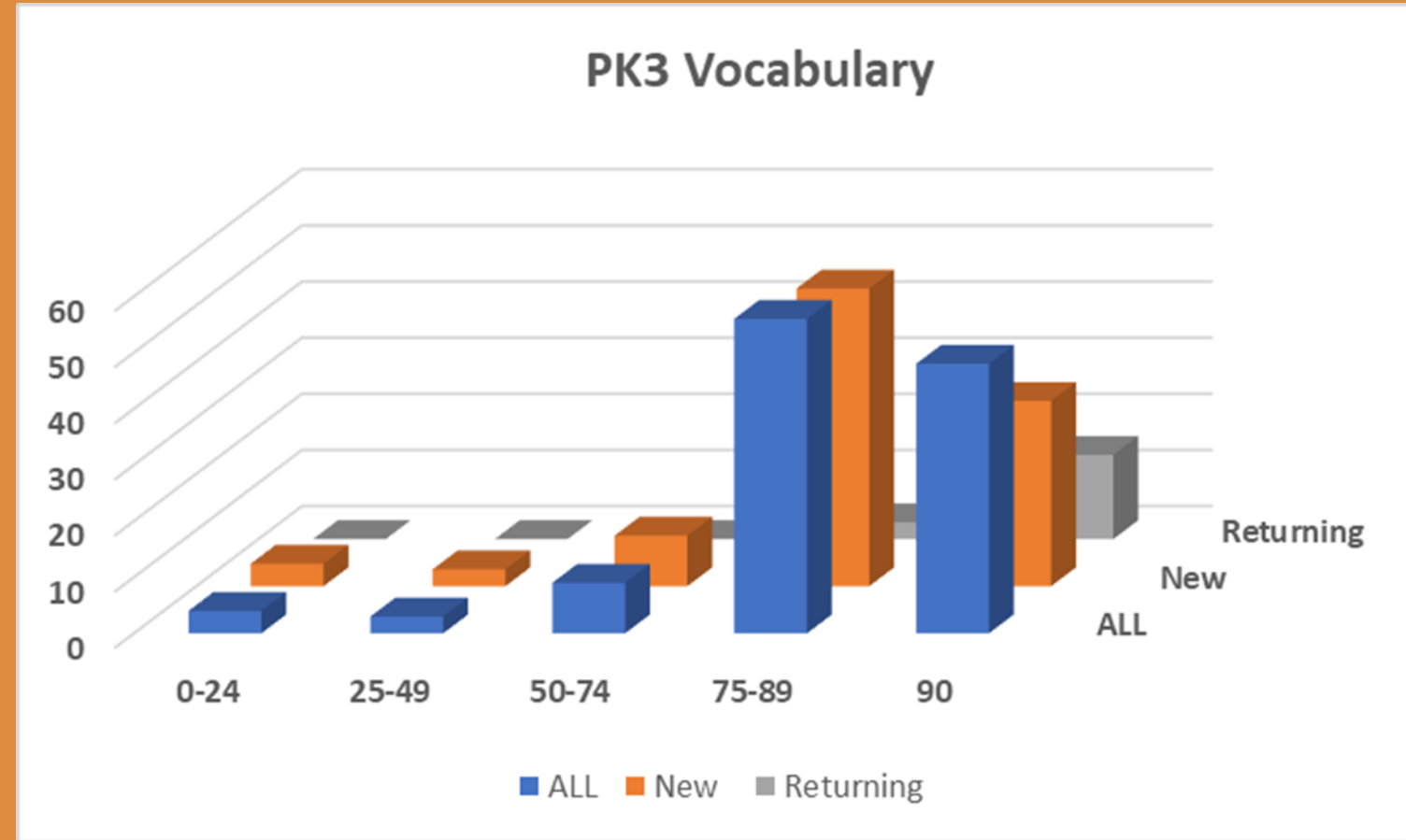


Met 80% (72 Words)

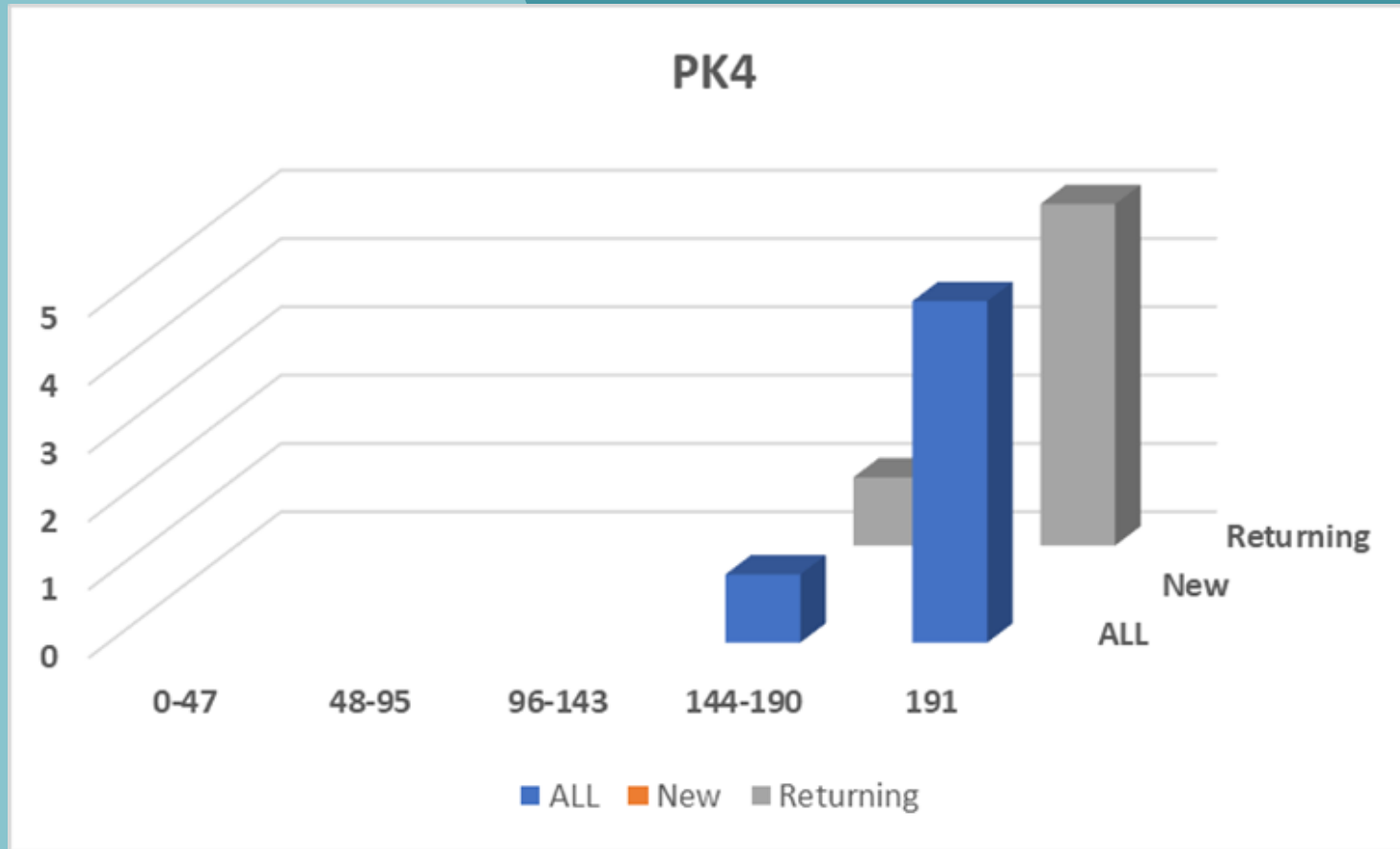
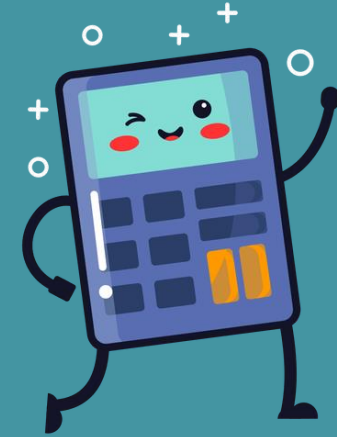
90% All

88% New

100% Returning



Vocabulary – PK4



Met 80% (153 words)

100% All
100% Returning

Performance Goals

- Goal to show how PK4 did on EOY CPALLS Assessment and determine areas for improvement

“Academic Performance Consequences:

1. If the School exceeds its academic target goals on all indicators, the School is demonstrating exemplary performance and is on track for charter renewal and consideration for expansion.
2. If the School meets its academic target goals on all indicators, there is no follow-up action indicated.
3. If the School does not meet its academic target goals on all indicators on initial review, the School will develop a Corrective Action Plan to be approved first by the School’s Board of Directors and then by the District’s Board of Trustees. Progress on the CAP will be reported to both boards on a quarterly basis.
4. If, in the course of the following school year, the School does not demonstrate a minimum of a 10% improvement towards meeting the standards in the academic standards areas in which it was deficient, then the School will be placed on 3-year(s) probation. The CAP will be updated and reports to both the School’s board and the District’s Board of Trustees will be made monthly.
5. If, at the end of the probationary period, the School has not made significant progress towards meeting the academic goals, the District authorizer may extend the probationary period or terminate the contract.”



Academic Performance Goals

Academic Goal #2a	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Rapid Vocabulary Naming	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 83% Mastered 17% Making Progress				

Academic Performance Goals

Academic Goal #2b	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Phonological Awareness Composite results	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

Academic Goal #2c	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Book and Print Knowledge	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

Academic Goal #2d	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Rapid Letter Naming	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

Academic Goal #2e	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Early Writing Skills	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

Academic Goal #2f	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Math Composite	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

Academic Goal #2g	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Science	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 83% Mastered 17% Making Progress				

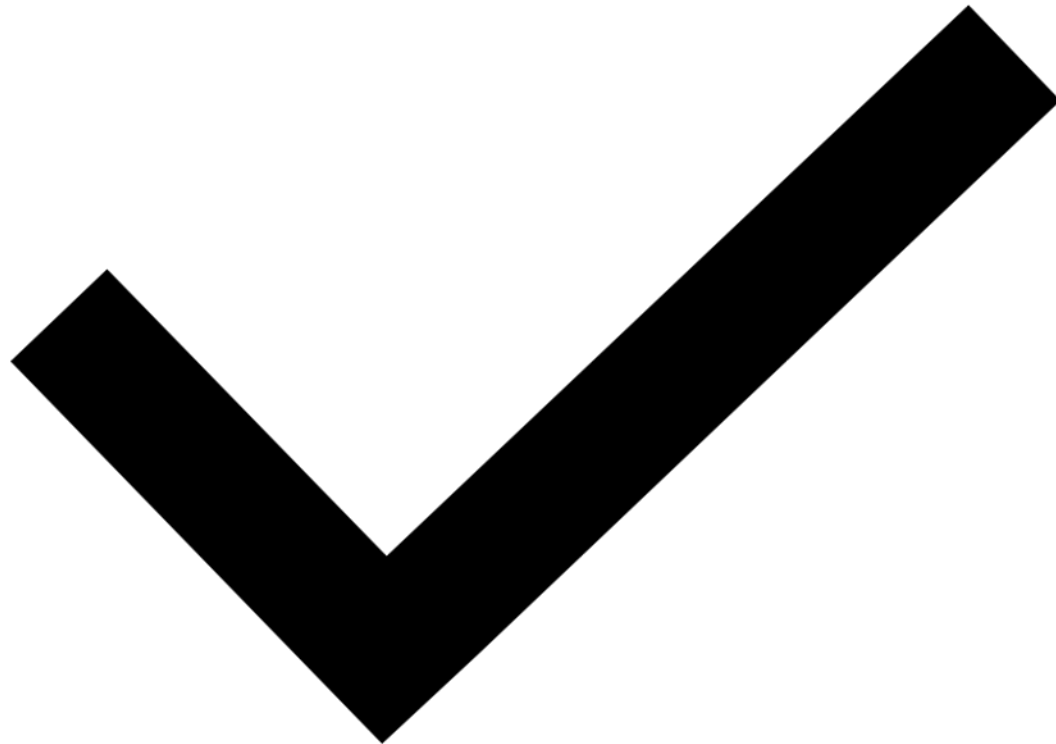
Academic Performance Goals

Academic Goal #2h	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Social Studies Composite	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 33% Mastered 33% Making Progress 33% Satisfactory Progress				

Academic Performance Goals

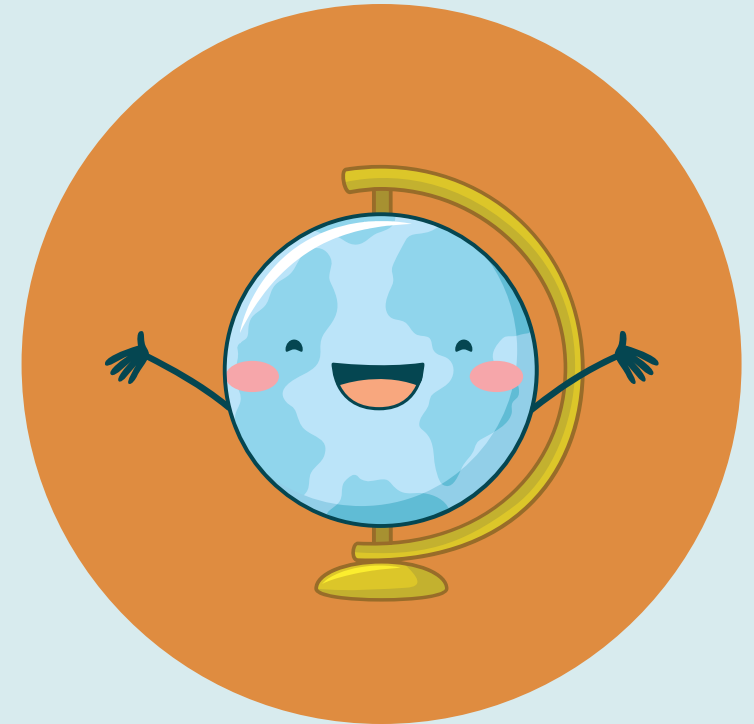
Academic Goal #2i	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025
Social-Emotional Behaviors	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range	Percentage at developmental and learning expectations at age-appropriate range
	EOY	EOY	EOY	EOY	EOY
Percent of indicators met at EOY: <69% Still Developing 70-79% Satisfactory Progress 80-89% Making Progress 90-100% Mastered	EOY 100% Mastered				

Academic Performance Goals

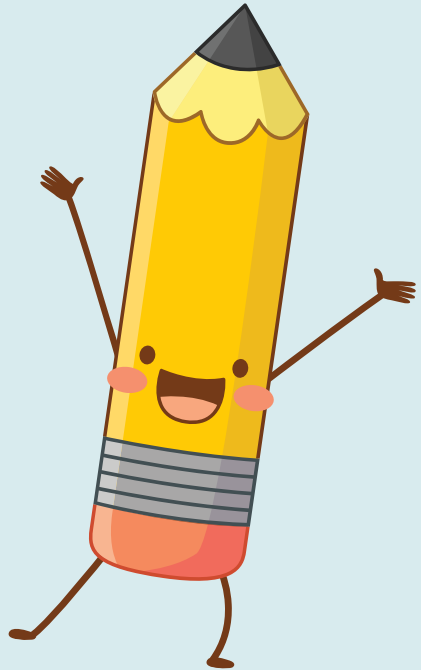


PK3 Assessment

- The MECC PK3 students are evaluated with Circle Progress Monitoring System (formerly known as C-PALLS) on the same standards as the PK4
- % Mastery = % of children who have mastered the PK4 skills while still in PK3

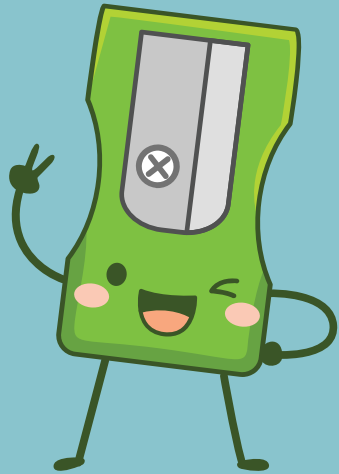


PK3 Assessment Outcomes



	Listening	Phonological Awareness Overall	Rapid Letter Naming	Rapid Vocabulary	Book and Print Knowledge	Early Writing
All	83%	71%	70%	69%	85%	85%
New	75%	67%	64%	64%	73%	98%
Returning	100%	91%	96%	91%	100%	100%

PK3 Assessment Outcomes



	Math Overall	Science	Social Studies	Social - Emotional
All	93%	92%	67%	82%
New	91%	90%	61%	79%
Returning	100%	100%	96%	100%



“Pursuit of Academic Excellence” – our findings

- Our “returning” MECC students still outperform others who are new to PK3
- We will continue to strengthen all areas by disaggregating data for overarching needs across all students
- We will disaggregate data to determine student groups and/or individuals who need additional assistance



Continuous Improvement Plan



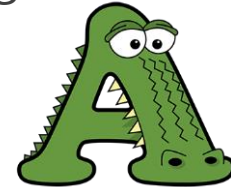
Social Studies

1. Use Social Studies task cards for transition activity
2. Integrate questioning strategies used in CPALLS Social Studies during everyday read aloud
3. Small group activities in the classrooms and during enrichment for students needing additional assistance with concepts
4. Monitor attendance. Schedule calls with families daily, and home visits when student's absences exceed 3 days or whenever families can't be reached. Call for CST meetings to discuss resources needed with families.

Continuous Improvement Plan

Phonological Awareness

1. Include a dedicated time during day specifically focusing on phonological awareness
2. Include phonological awareness skills in enrichment areas and during transitions
3. Create rhyming activities to be shared between classrooms
4. Small group activities in the classrooms and during enrichment for students needing additional assistance with concepts
5. Use active movement activities to practice phonological awareness skills



Continuous Improvement Plan

Science

1. Science concepts added to YAG
2. STEM classroom open for all students with activities targeting developmental needs of students served
3. Science concepts extended into other enrichment rooms, centers activities, and transitions
4. Small group activities in the classrooms and during enrichment for students needing additional assistance with concepts



Continuous Improvement Plan

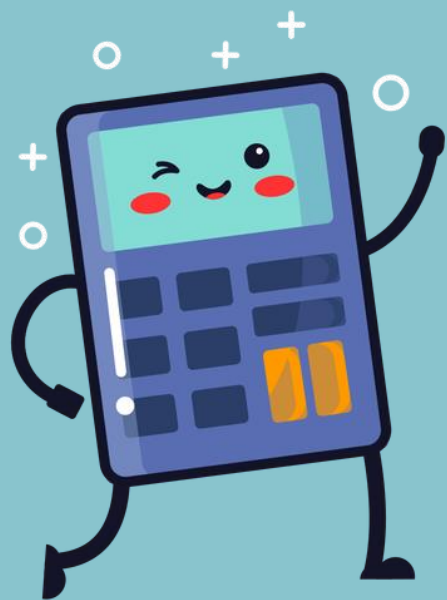
Rapid Vocabulary

1. Include vocabulary words in YAG
2. Post vocabulary cards throughout building for transitions
3. Integrate vocabulary words into enrichment activities
4. Small group activities in the classrooms and during enrichment for students needing additional assistance with concepts



Financial Reporting Goals

- Goal to determine if MECC meets district, state, and federal standards for financial reporting and sustainability, as well as identify any areas for improvement



Financial Performance Consequences:

1. If the campus Meets Standard on all financial goals based on an initial review requires no follow-up action by the district authorizer.
2. For the purposes of annual reporting and high-stakes decision making, if the school does not Meets Standard based on an initial review of the school's financial goals, the Operating Partner will develop of a corrective action plan (CAP) to address the deficiencies. The CAP will be approved by the District Board of Trustees. Progress toward the goals identified in the CAP will be reported to the District Board of Trustees by the COO during the quarterly reports.
3. If the school does not Meets Standards or show growth towards meeting standards on the same financial goal during the following year, the OP will be placed on a 3-year probation. The CAP will be updated by the OP to reflect the needs, and findings will be presented to both the District's Board of Trustees and the MECC Board of Directors on a monthly basis.
4. After the probationary period, if the OP has not made significant progress towards meeting the financial goals, the district authorizers may extend the probationary period or terminate the contract.

Financial Performance Goals

Financial Reporting Measures		2021-2022	2022-2023	2023-2024	2024-2025
#1a	Annual independent financial report meets expectations outlined in Texas Administrative Code §109.23 (relating to school district independent audits and agreed-upon procedures)	Feb 2022			
#1ai	The annual independent audit must provide an audited balance sheet or Statement of Financial Position to district authorizers.	Feb 2022			
#1aii	The annual independent audit must provide an audited income statement or Statement of Expenses and Changes in New Assets to district authorizers.	Feb 2022			
#1aiii	The annual independent audit must provide an audited statement of cash flows to district authorizers.	Feb 2022			
#1aiv	The annual independent audit must provide an audited financial statements to district authorizers.	Feb 2022			
#1av	The annual independent audit must provide a comparison of the school board-approved budget with enrollment to district authorizers.	Feb 2022			
#1avi	The annual independent audit must provide an annual debt schedule indicating the total principal and interest due to district authorizers.	Feb 2022			
#1b	The Operating Partner shall obtain an unqualified audit opinion, in connection with the annual financial report.	Feb 2022			
#1c	The Operating Partner must operate within available funding, and any budget variances must be addressed by modification of spending plans and practices.	Feb 2022			
#1d	The Operating Partner will have a minimum of 30 days Cash on Hand.	Feb 2022			



Questions??

- Karin Miller, Executive Director
- Antonio Ford, Deputy Executive Director
- Betty Massey, Board President

