

**Charlotte-Mecklenburg Board of Education  
 Progress Monitoring Report – Performance Summary (State High School Diploma Endorsements)  
 January 2023**

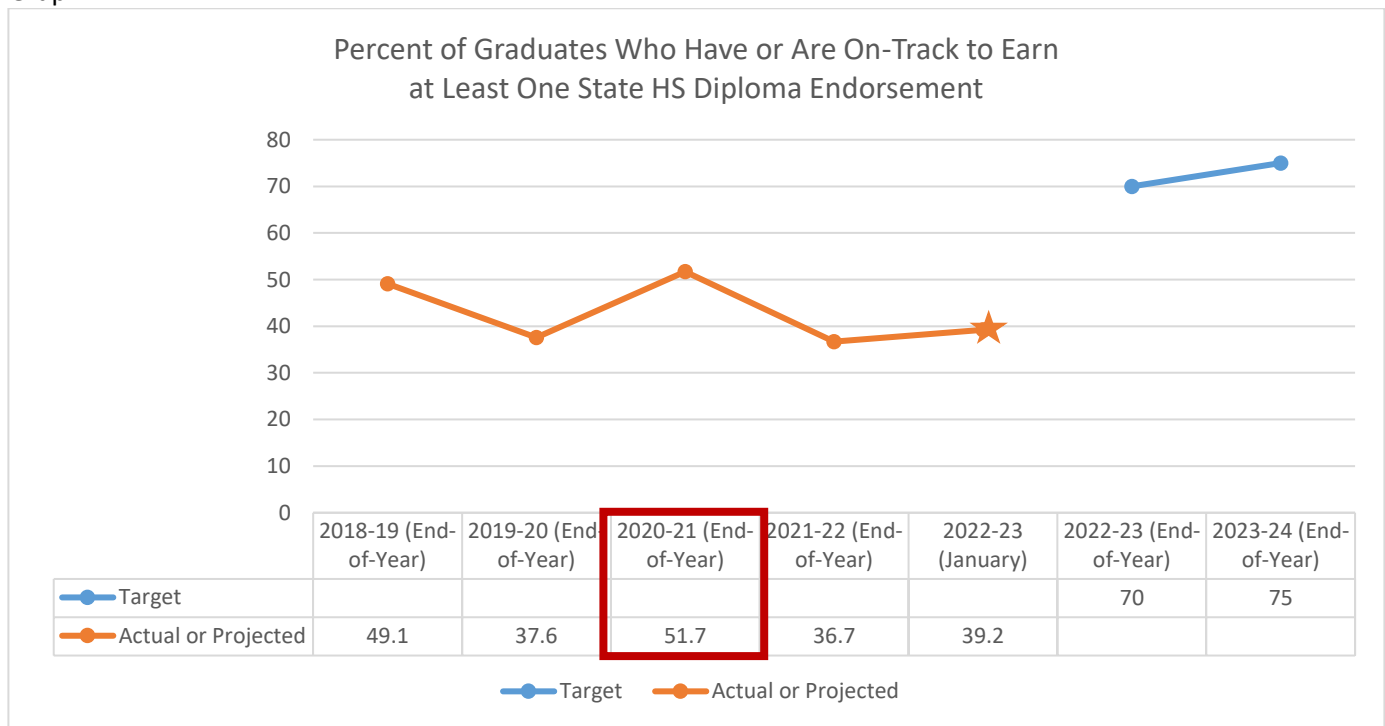
**Introduction – What is Being Monitored**

One of the Board’s four goals is to increase the percent of graduates earning a state high school diploma endorsement to **75%** by June 2024. There are five (5) different state high school diploma endorsements: Career, College, College/UNC, NC Academic Scholars, and Global Languages. The five endorsements are earned based on course taking, grade point average (GPA), reading scores on a nationally norm-referenced exam, and a diversity of other criteria. The specific criteria to earn the aforementioned endorsements are provided in a separate attachment.

**Evaluation of Current Performance: Off-Track**

Currently, 39.2% of students in Grade 12 are on track to earn at least one state high school diploma endorsement, placing us **Below Target** (see Graph 1 below). This percentage is not likely to change dramatically this school year, given that the large majority of Grade 12 students are entering the final semester of their high school careers. This projection reflects the most accurate analysis available. Past data quality issues have been resolved, and a solution is in place.

Graph 1.



**Supporting Data**

The quality of graduation endorsement data utilized for this report is greatly improved. As previously reported, the data systems previously at our disposal (including PowerSchool) are insufficient for us to efficiently and reliably collect data on students projected to earn an endorsement. Through the process of deeper analysis for progress monitoring, severe data integrity issues were discovered. The errors discovered were significant, and contributed to over reporting of our baseline by nearly 10 percentage points. Specifically, we reported 61.2% of graduates in 2021 earned an endorsement, when the actual percentage was 51.7% based on revised analysis.

The College and College/UNC endorsements are the endorsement areas in which the largest percentage of current 12<sup>th</sup> graders are currently on track to earn endorsements, 28.5% and 25.5%. Informed by an accurate analysis, we are now able to identify which aspects of endorsement earning are posing the greatest obstacles and opportunities (see Table 1). For 3 of 5 endorsement areas – Career, College and College/UNC – ACT/SAT Reading scores are a substantial obstacle, with 33% of 12<sup>th</sup> graders having attained one of the two exam benchmarks.

The exam score benchmark is a relatively new addition to endorsement requirements that is posing a challenge statewide. In November 2022, the North Carolina Department of Public Instruction (NCDPI) published a report on endorsement earning in three of the endorsement areas: Career, College and College/UNC. NCDPI found that statewide “[a] total of 126,313 [compared to 54,061] (57% more) high school diploma endorsements would have been awarded without the ACT/SAT benchmark reading requirement” (NCDPI, 2022, p.3). Table 2 below provides a snapshot of this impact on College and College/UNC endorsement earning for CMS and the state overall in the 2021-22 school year.

Table 1. Percent of Grade 12 Students On-Track to Earn an Endorsement (by requirement)

	Career	College	College/UNC	Global Language	NC Scholar
<b>Overall</b>	<b>5.6</b>	<b>28.5</b>	<b>25.5</b>	<b>20.0</b>	<b>18.0</b>
<b>Math III</b>	88.3	88.3	88.3	N/A	88.3
<b>English III</b>	93.2	93.2	93.2	93.2	93.2
<b>ACT Reading &gt;= 22; SAT Reading &gt;=480</b>	33.0	33.0	33.0	N/A	N/A
<b>Unweighted GPA &gt;= 2.6</b>	55.6	N/A	55.6	N/A	N/A
<b>Unweighted GPA &gt;= 2.5</b>	N/A	59.5	N/A	N/A	N/A
<b>Unweighted GPA &gt;= 3.5</b>	N/A	N/A	N/A	N/A	24.4
<b>Level III CTE Course</b>	9.3	N/A	N/A	N/A	N/A
<b>Physical Science/Chemistry</b>	N/A	N/A	N/A	N/A	86.5
<b>World Language III</b>	N/A	N/A	N/A	26.8	N/A
<b>World Lang GPA &gt;= 2.5</b>	N/A	N/A	N/A	62.1	N/A
<b>English Unweighted GPA &gt;= 2.5</b>	N/A	N/A	N/A	60.2	N/A
<b>College Level Course</b>	N/A	N/A	N/A	N/A	32.5
<b>Electives (2)</b>	N/A	N/A	N/A	N/A	98.9
<b>World Languages (2)</b>	N/A	N/A	N/A	N/A	66.9
<b>Social Studies (3)</b>	N/A	N/A	N/A	N/A	76.4

Table 2. Overview of College and College/UNC HS Diploma Endorsements Earned by Graduates in 2021-22

	Pct. of Graduates Who Earned the College Endorsement	Pct. of Graduates Who Would Have Earned the College Endorsement w/o the ACT/SAT Score Requirement	Pct. of Graduates Who Earned the College/UNC Endorsement	Pct. of Graduates Who Would Have Earned the College Endorsement w/o the ACT/SAT Score Requirement
<b>North Carolina</b>	24%	56%	24%	56%
<b>CMS</b>	27%	56%	28%	62%

(Source: NCDPI)

Additionally, over the past 12-24 months, colleges in the UNC System and across the country have stopped requiring entrance exams like the ACT and SAT for admissions. Currently, 40 out of 51 of our state's colleges and universities are test optional for Fall 2023. Though these exams can be beneficial to many students, these existing admissions criteria create a disincentive for students to take the exams seriously, for they have no value add for them. This is a major issue moving forward.

### **Actions Planned**

The following actions are planned or have been executed to advance progress in this area:

#### *Education and Awareness (ACT and Endorsements)*

1. Hosted information sessions for high school principals, assistant principals, high school counselors and Career Technical Education staff members. Sessions included:
  - a. Endorsement overview, and
  - b. ACT, resources for students, resources for parents, training on how to use pre-ACT data to target specific supports for students based on their pre-ACT scores.
2. By the end of January, a district level communications plan will begin to coincide with course registration and the beginning of second semester. The aim is to build multiple points of promotion so that all stakeholders have access to the Endorsement Toolkit, most importantly parents and students. The toolkit is scheduled to be translated into Spanish.
3. All high schools submitted an ACT preparation plan to support juniors to be ready for test day in March.
4. Principals have been trained on the Graduation Success Initiative (GSI) and how to monitor student progress on credit attainment throughout the year as aligned to graduation requirements.

#### *Student Advisement and Registration*

1. Registration workshop has been held to train counselors and master schedulers on best practices for registration aligned to individual student plans and tracking endorsements, and consistent vision for student advisory across school.
2. Course registration cards to accentuate Level 3 Career and Technical Education (CTE) courses for students in grades 11 and 12 have been created.

#### *Endorsement Dashboard*

1. Staff developed an internal information system application to reconcile tracking requirements for each endorsement, and assist with progress monitoring towards earning endorsements for students in Grades 10, 11 and 12. High school Counselors will be able to utilize the tool to develop post-secondary plans for students that incorporate students' goals, and include endorsements that might help them meet their goal during the spring advisement period.
2. During the month of December, a small pilot group of schools utilized the Dashboard in Beta format to inform tool functionality and collect input from users to provide insight for training materials and future enhancement.
3. High School Principals participated in a demonstration of the dashboard in action on January 10<sup>th</sup>.
4. Training materials have been prepared and high school counselors will be introduced to and trained on the system on January 19<sup>th</sup>.

#### *Supplemental Staffing and Support*

1. College/Career coaches have been hired (75%) and are currently being onboarded at select high schools. They will continue to have targeted GPA coaching conversations with students, and support registration that aligns with career coaching taking place during GPA coaching conversations.
2. Utilized PSAT and Pre-ACT results, the best predictors for how a student will perform on the ACT and SAT, to inform efforts to maximize later SAT and ACT reading performance.
3. Emphasizing skills assessed by the ACT in reading in English III courses for rising 11th graders, who will take the ACT in March 2023.

**Requests of the Board**

In acknowledgement of the severe data errors discovered, we ask that the Board consider modifying the annual targets and interim targets. Upon receiving approval to do so, staff will present proposed revisions for the Board to consider.