

Charlotte-Mecklenburg Board of Education
Progress Monitoring Report – Performance Summary (Educator Value Added Assessment System Growth)
October 2022

Introduction – What is Being Monitored

Goal four (4) of the Board is to increase the percent of schools meeting or exceeding Educator Value Added Assessment System (EVAAS) growth from 71.7% in October 2019 to 95% in October 2024.

The North Carolina Department of Public Instruction (NCDPI) began reporting EVAAS data in the state’s school accountability model in 2012-13. The vast majority of traditional public schools and charter schools receive one of three growth ratings: Met Expected Growth, Exceeded Expected Growth or Did Not Meet Expected growth. A small number of schools receive no rating.

Ratings are determined by measuring expected progress against actual progress. This progress, or growth, is determined through statistical analyses of students’ current achievement compared to all of their prior achievement on a variety of state required assessments.

The expected amount of progress is based on the average amount of progress across the state. If a school’s students exhibit substantially more progress than the average amount of progress their peers¹ exhibit across the state, then the school will exceed expected growth. If a school’s students exhibit about the same amount of progress as the average amount of progress their peers exhibit across the state, then the school will meet expected growth. If a school’s students exhibit substantially less progress than the average amount of progress their peers exhibit across the state, then the school will not meet expected growth.

Again, ratings are determined by measuring students’ expected progress against their actual progress. The expected amount of progress is based on the average amount of progress across the state among students with similar academic performance backgrounds.

EVAAS does not generally present growth data at the individual student level. Instead, it takes all the students in a school, and calculates the cumulative impact of instruction, the environment and other factors, and provides a determination if students met, exceeded or did not meet expected growth.

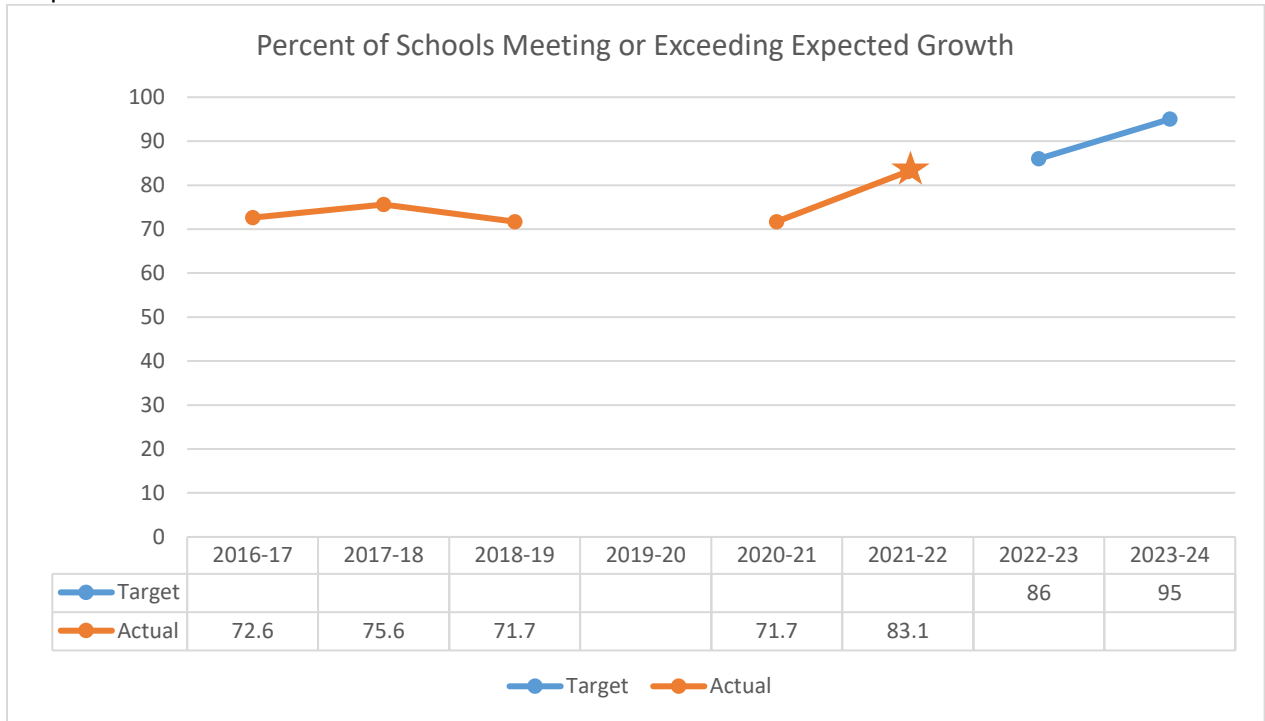
Evaluation of Current Performance

In 2021-22, 83.1% of schools (143 of 172) met or exceeded expected growth. Eight (8) schools did not have growth data (Cato Middle College High, Harper Middle College High, Levine Middle College High, Merancas Middle College High, Dilworth Elementary – Sedgefield Campus, Billingsville Elementary, Metro School, and Charlotte-Mecklenburg Academy), and are not included in our denominator. If the district continues on its current trajectory this school year, we will be **At or Above Target**.

School year 2021-22 was the first year EVAAS growth ratings were issued since the 2018-19 school year. Nationally, testing disruptions due to the pandemic were at the root of the pause. Therefore, the percent of schools meeting or exceeding expected EVAAS growth has been 71.7% for three consecutive years. In acknowledgement of this, additional years of data have been provided to satisfy the requirements of this report (see Graph 1).

¹ A student’s peers are defined in this context as a group of students with a similar academic performance history on state required standardized assessments.

Graph 1.



Supporting Data

The percentage of schools meeting or exceeding expected growth in 2021-22 (83.1%) is the highest CMS has had since 2015-16 (85.5%), and is the second highest CMS has had since NCDPI began reporting EVAAS data in the state’s school accountability model in 2012-13. Eighty-one (81) schools, 47% of school receiving a growth rating, exceeded expected growth. Those 81 schools include fifty-four (54) elementary schools, five (5) K-8 schools, fourteen (14) middle schools, and eight (8) high schools. Statewide, three (3) CMS schools placed in the top ten (10) schools with the highest Average Growth Index scores (Coulwood STEM, Providence High, Ardrey Kell High), and seven (7) placed in the top thirty (30) schools (prior three schools plus Allenbrook Elementary, Jay M. Robinson Middle, Bailey Middle, Idlewild Elementary).

Schools exhibiting the highest increases in EVAAS Average Growth Index scores include a mix of schools eligible for Title I funds and those ineligible for Title I funds. The twenty-five (25) schools with the largest Average Growth Index score increases from 2018-19 to 2021-22 include seventeen (17) schools eligible for Title I funds in the 2021-22 school year and eight (8) schools ineligible for Title funds. The 25 schools may be found in Table 1. (see below).

Overall, our results suggest that we’re on track to achieve our 2022-23 target. Nevertheless, an area emerges as a district struggle. Six of seven (6 of 7) high schools eligible for Title I funds did not meet expected growth (Garinger, Harding, Military Global Leadership Academy, West Charlotte, West Mecklenburg and Chambers). An additional four high schools not eligible for Title I funds did not meet growth (Olympic, Rocky River, South Mecklenburg and Secondary Montessori). Collectively, these 10 high schools account for thirty-four percent (34%), 10 of 29, of our schools that did not meet expected growth.

Table 1. Change in EVAAS Average Growth Index Over Time

School Name	2017-18 Change From Previous Year Reported	2018-19 Change From Previous Year Reported	2021-22 Average Growth Index	Change from 2018-19 to 2021-22
Allenbrook Elementary	-8.6	-5.2	10.9	16.1
Providence High*	6.1	4.5	16.3	11.8
Governors Village (Upper)	-0.9	-8.6	3.2	11.8
Idlewild Elementary	2.7	-1.9	9.9	11.8
Nations Ford Elementary	4.1	-3.6	8.0	11.6
Coulwood STEM Academy	-2.3	6.7	17.9	11.2
Greenway Park Elementary	4.3	-7.5	2.9	10.4
Tuckaseegee Elementary	-3.7	-3.4	6.6	10.0
David Cox Road Elementary	-2.8	-9.8	0.1	9.8
Dorothy J. Vaughn Academy*	-4.1	-3.1	6.6	9.7
Elon Park Elementary*	2.8	-4.0	5.6	9.6
Clear Creek Elementary*	1.4	-3.8	5.8	9.6
Renaissance West STEAM Aca.	-4.9	-4.3	5.2	9.5
Wilson STEM Academy	---	-5.1	4.0	9.2
Oaklawn Language Academy*	-6.0	-6.2	2.9	9.1
Elizabeth Traditional Elementary*	-1.6	-4.2	4.9	9.1
J.H. Gunn Elementary	-1.4	-5.9	3.0	8.9
Devonshire Elementary	-3.6	-3.9	4.7	8.5
Eastway Middle	-2.7	-1.6	6.6	8.2
Berewick Elementary*	0.8	-2.1	5.9	8.0
Highland Renaissance Academy	0.9	-2.3	5.6	7.9
Westerly Hills Academy	2.4	-0.7	7.2	7.9
Ranson Middle**	-5.5	-12.4	-4.7	7.7
Governors Village (Lower)	-3.2	-3.4	4.2	7.6
Long Creek Elementary*	-2.2	-4.8	2.7	7.5

*Not eligible for Title I funds in SY2021-22 **Did not meet growth in SY2021-22

Planned Next Steps

In Spring/Summer 2022, central office staff outlined the following strategies to meeting our annual target (86%) of schools meeting or exceeding expected growth:

- *MTSS Implementation:*
 - Core Instruction: Implement standards-aligned, culturally responsive instruction in an engaging, affirming and meaningful way, using current student data to inform teacher decisions.
 - Intervention: K-8 students are screened in ELA and math and receive needed interventions (academic, behavior, attendance), as needed.
- *Professional Development:* Provide ongoing targeted professional development for all school leaders and district staff on data use for continuous improvement, including understanding and use of EVAAS growth data to support schools meeting or exceeding growth.

- *Student Engagement*: Identify, prioritize, and direct resources to students who have a history or current status of being chronically absent.
- *Targeted School Supports (For schools not meeting or exceeding expected growth)*: Identify schools not meeting or exceeding growth; prioritize differentiated district support aligned to school-identified growth focus areas.

These strategies reflected our best thinking and insight at that time. However, these strategies were identified prior to the release of 2021-22 EVAAS results in September 2022.

After a review of our district’s post-pandemic EVAAS growth performance, a set of strategic steps were taken to confirm we have the right strategies in place. The following steps were taken or are being taken:

- Designation of a project lead and set of subject matter experts to serve as an Action Team focused on EVAAS growth.
- Identification of “bright spot” schools to both celebrate and learn from. The criteria for identifying schools are: 1) exceeded expected growth for the last 3 consecutive reporting periods (SY17-18, SY18-19, SY21-22), and 2) each of the reported subgroups had to meet or exceed expected growth for the last 3 consecutive reporting periods (SY17-18, SY18-19, SY21-22). Two (2) additional schools that exceeded expected growth prior to the pandemic, but did not meet expected growth after the pandemic and had the same principal in place across all years, were also identified (see school list below – Table 2) to illuminate potential school supports needed.
- Collection of promising practices and insights from the bright spot schools. Leaders from sixteen (16) of the 18 identified schools were interviewed. Qualitative data have been coded and are being analyzed by the Action Team.
- Review and revision of the above strategies is being done through the lens of the promising practices and insights from the bright spot schools, who each have demonstrated success exceeding expected growth. This revision will be completed by the end of October.

Lessons Learned to Date

As stated above, a thorough analysis of principal interviews of the bright spot schools is being completed. However, lessons from two schools – one among the “bright spots” and another outside of the “bright spots” – are informative. Coulwood Middle School and Providence High School had the second and fourth highest EVAAS Average Growth Index scores in the state in 2021-22, respectively. Exceptional school leaders lead them both. Coulwood’s student body is 90% Black and Hispanic, and is eligible for Title I funds. Providence’s student body is 78% White and Asian, and is not eligible to receive Title I funds. Both have embraced strategies that have propelled their students forward. Themes that emerged across both schools fall into four categories: students, standards, foundational skills, and teacher support.

Students. Both schools embraced the need to provide students what they need, when they need it, to foster academic improvement. Academically, this came in the form of small groups in class for targeted support with specific skills or standards, intervention periods built into the master schedule, and academic supports provided by the school during out-of-school time (subsidized by the school) during strategic points in the year. Both schools emphasized the increased intensity of student academic

supports in the fourth quarter of the school year. For Providence this included after school tutoring hours. For Coulwood this was Saturday Academies. Breakfast and lunch were provided, but transportation was provided by families. Attendance was robust. Students not needed extra help frequently served as near-peer teaching assistants. Coulwood, in acknowledgement of the unique challenges and opportunities of educating middle schoolers, also emphasized school culture and climate. Core content courses are reduced from 90 minutes to 60 minutes, to increase student engagement and academic intensity, while keeping in mind middle schoolers' attention spans. They work to create safe spaces for academic engagement and provide longer lunches for student brain breaks.

Standards. Both schools emphasized the importance of knowing and teaching the standards – the North Carolina Standard Course of Study. They worked to expose students to the standards daily, aligning assessments, lessons and student supports to the standards of which students will be expected to demonstrate mastery. They made needed shifts, changes and supplements to the curriculum provided, so that students got the needed exposure to standards at the depth of knowledge expected to be present on End-of-Grade and End-of-Course assessments. Both principals emphasized the importance of making every moment count. One principal noted, “Our teachers have to teach bell to bell. We don’t have time to lose.” They focused on teaching content that matters – standards – and making every class period count.

Foundational Skills. Both principals spoke to the need to build students’ foundational skills while also attending to the standards. The two weren’t at odds, but complements. Coming out of the pandemic some students needed their foundations to be strengthened, based on staff’s analysis of student data. Some of the academic supports mentioned above were used for that purpose, but not to the detriment of standards-aligned instruction. Both schools structured instruction and use of time throughout the school year to emphasize both.

Teacher Support. Both school leaders were emphatic that they have great teacher teams. They were equally emphatic that those teachers need structures and supports to prepare and engage students in lessons that are standards-aligned. Both schools had a lead person, master teacher or multi-classroom leader (MCL), with a demonstrated track record of content mastery and pedagogical expertise. Those individuals did research on behalf of teachers to collect and/or prepare acceptable curriculum supplements. Those individuals facilitated weekly teacher planning sessions to align lesson planning, student expectations, and standards to be emphasized. One principal stated the importance that teachers “look at the standard every time [the content-level team] meets.” This master teacher or MCL observes classroom instruction, in some instances models lessons or co-teaches lessons, pulls students out in small groups for additional support based on analyses of student data, and provides teachers with non-evaluative feedback. Their improvement efforts rely on the strength of the person in this position. This position, without a master in it, would hinder their progress.

Requests of the Board

No requests are made of the Board at this time. As interview data analysis is completed, and strategies are revised, requests may be advanced at that time.

Appendix

Table 2. EVAAS Growth Bright Spot Schools

Bright Spot Schools	2017-18 Average Growth Index	2018-19 Average Growth Index	2020-21 Average Growth Index	2021-22 Average Growth Index
Ardrey Kell High	8.28	10.06	-	14.98
Bailey Middle	9.98	12.78	-	10.22
Barnette Elementary	2.85	3.61	-	6.04
Berryhill School	3.15	3.77	-	6.27
Bradley Middle	4.1	3.81	-	5.32
Community House Middle	4.81	10.45	-	2.36
Jay M Robinson Middle	9.35	9.72	-	10.28
Lawrence Orr Elementary	6.8	6.52	-	7.22
Mallard Creek High	4.1	6.23	-	4.68
Northwest School of the Arts	5.07	5.04	-	7.37
Paw Creek Elementary	2.03	3.46	-	5.22
Providence High	6.1	4.45	-	16.26
Thomasboro Academy	2.51	2.84	-	5.65
Walter G Byers	2.34	2.54	-	3.87
Whitewater Middle	4.42	6.45	-	8.51
Windsor Park Elementary	6.98	6.04	-	6.6
Additional Schools (Exceeds 17-18 and then Meets/Does Not Meet 21-22, same principal in place)	2017-18 Average Growth Index	2018-19 Average Growth Index	2020-21 Average Growth Index	2021-22 Average Growth Index
Collinswood Language Academy	2.09	0.77	-	-3.23
JT Williams Montessori	2.49	-5.33	-	-2.38