



# Student Outcomes Focused Governance Goal 4

April 2024

## Introduction - What is Being Monitored

One of the Board's four goals is to **increase the percentage of schools that meet or exceed expected Educator Value-Added Assessment System (EVAAS) growth from 71.7% in October 2019 to 95% by October 2024.** The annual target for this goal in 2023-2024 is **95%**.

## Evaluation of Current Performance

New EVAAS data will not be available until the fall of 2024. The current performance of this report will be evaluated using the Mastery View Predictive Assessment (MVPA). MVPA benchmark assessments have replaced MAP as the interim measure of school progress for Goal 4. While the interim measures focus on grades 3-8, MVPA results across all grade levels are presented here. Students projected to score a three or above on the EOG are classified as GLP (grade level proficient), while students projected to score a four or higher are classified as CCR (college and career ready). Based on current MVPA data, the goal status is **yellow** (making progress toward the goal).

Changes in projected CCR rates from the first to the second administration of MVPAs serve as unofficial proxies for student growth in the current report. This report's MVPA data reflect the records of students who were actively enrolled as of March 7, 2024; thus, reported percentages may vary slightly from previous reporting periods.

Between the first and second rounds of the MVPA benchmark assessments for students in grades 3-8, projected CCR rates improved across the majority of test areas (values highlighted in green indicate improvement). Projections improved across all subject areas, with Science exhibiting the largest improvement (5.1 percentage points), followed by Math (an increase of 2.1 percentage points) and ELA (an increase of 0.4 percentage points). However, declines in projected CCR rates were noted for grades 5, 6, and 8 in ELA and grades 3 and 7 in Math.

Subject Area   Test	Students Tested (First)	Students Tested (Second)	First Administration	Second Administration	Change from First to Second Administration
<b>ELA</b>	<b>58,903</b>	<b>61,115</b>	<b>35.9%</b>	<b>36.3%</b>	<b>0.4%</b>
ELA Grade 3	9,820	10,164	30.4%	35.8%	5.3%
ELA Grade 4	9,839	10,248	35.2%	40.3%	5.0%
ELA Grade 5	10,151	10,472	38.9%	36.1%	-2.8%
ELA Grade 6	9,519	9,849	34.2%	33.7%	-0.5%
ELA Grade 7	9,636	9,981	35.3%	35.6%	0.4%
ELA Grade 8	9,938	10,401	41.3%	36.5%	-4.8%

*Data are current as of 3/7/2024.*

### Math MVPA Percent Projected CCR (First to Second Administration), EOG, Year-Long

Subject Area   Test	Students Tested (First)	Students Tested (Second)	First Administration	Second Administration	Change from First to Second Administration
<b>Math</b>	<b>54,125</b>	<b>56,059</b>	<b>39.6%</b>	<b>41.7%</b>	<b>2.1%</b>
Math Grade 3	9,818	10,131	53.5%	49.3%	-4.2%
Math Grade 4	9,901	10,228	46.4%	52.1%	5.7%
Math Grade 5	10,154	10,485	51.4%	52.4%	1.0%
Math Grade 6	5,354	5,618	10.6%	12.8%	2.2%
Math Grade 6 Honors	4,030	4,142	64.9%	70.4%	5.5%
Math Grade 7	5,341	5,536	14.7%	11.9%	-2.8%
Math Grade 7 Honors	3,392	3,515	53.1%	65.4%	12.3%
Math Grade 8	6,135	6,404	9.8%	14.8%	5.0%

Data are current as of 3/7/2024.

### Science MVPA Percent Projected CCR (First to Second Administration), EOG, Year-Long

Subject Area   Test	Students Tested (First)	Students Tested (Second)	First Administration	Second Administration	Change from First to Second Administration
<b>Science</b>	<b>20,187</b>	<b>20,845</b>	<b>44.4%</b>	<b>49.4%</b>	<b>5.1%</b>
Science Grade	10,135	10,464	51.0%	52.2%	1.1%
Science Grade	10,052	10,381	37.6%	46.6%	9.0%

Data are current as of 3/7/2024.

### MVPA Percent Projected CCR (First to Final Administration), EOC, Semester 2

Test	Students Tested (First)	Students Tested (Final)	First Administration	Final Administration	Change from First to Final Administration
English II	5,265		44.0%		
Math 1 High School	1,429		35.5%		
Math 3	5,163		34.2%		
Biology	5,879		46.6%		

Data are current as of 3/7/2024.

MVPA Percent Projected CCR (First to Final Administration), EOC, Year-Long					
Subject Area   Test	Students Tested (First)	Students Tested (Final)	First Administration	Final Administration	Change from First to Final Administration
English II	1,468		55.4%		
English II	1,468		55.4%		
Math 1	8,634		43.0%		
Math 1 Middle School	3,947		80.9%		
Math 1 High School	4,687		11.0%		
Math 3	493		62.9%		
Math 3	493		62.9%		
Biology	309		25.9%		
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*Data are current as of 3/7/2024.*  
*Note that the number of students tested in Math 3 and Biology is lower compared to those in English II and Math 1. Students who tested in the first administration of Math 3 are enrolled across 10 schools (Community House Middle School, David W. Butler High School, East Mecklenburg High School, Harding University High School, JT Williams Secondary Montessori, North Mecklenburg High School, Northwest School of the Arts, Randolph Middle School, West Charlotte High School, West Mecklenburg High School).*  
*Similarly, students who tested in Biology are enrolled in five schools (Cochrane Collegiate Academy, East Mecklenburg High School, Northwest School of the Arts, Randolph Middle School, and West Mecklenburg High School).*

## Strategies and Actions Planned

Strategic actions in response to this data are underway and include data analysis sessions with all schools, planning action steps for differentiated support aligned to student needs; monitoring implementation of planned action steps; strengthening core instruction, and continued professional development, particularly learning-taking place within schools observing classrooms.

### Strategy 1 - Data Analysis & Problem Solving (All schools)

The Quarter 2 Data Analysis session was held on **February 8, 2024**, where all school teams (composed of the principal, facilitator, and 2 teachers) assessed mid-year data and benchmark assessments to further refine school-based action steps using district-provisioned resources in response to student data. In quarter 1, we used content aligned to Goals 1 and 2 as the data school teams analyzed, and in quarter 2, we used content aligned to science and Goal 4. As with the previous Data Analysis session, school teams reflected on the action steps taken in response to the Benchmark (now #2), identified standard mastery needs for students, and

revised existing or developed new school-based action steps using district-provisioned resources that were developed based on district data analysis and in response to data to increase student mastery. Additionally, a Quarter 3 Data Analysis session will be held on **April 16, 2024**, where school teams will assess data from **Benchmark #3** to further refine school-based action steps using district-provisioned resources in response to student data in preparation for the EOG assessment at the end of May.

## **Strategy 2 - Data Sharing & Collaborative Practice** *(All schools)*

After the Quarter 2 Data Analysis session, school principals conducted a mid-year Data Report Out on **February 20, 2024**, within learning community teams to share their reflections and progress on the actions taken after the first Data Report Out session. Based on feedback obtained from the first Data Report Out session, this Quarter 2 Data Report Out session was refined to facilitate school leaders learning from each other to inform their school-based action steps for the 3rd quarter.

## **Strategy 3 - Continued Professional Learning for Leaders in District Demonstration Sites** *(All schools)*

Learning & Teaching has continued to collaborate with curriculum vendors (EL Education, New Teacher Center, and Coherent Math) to further enhance the level of curriculum implementation of 9 elementary, 8 middle school, and 8 high school demonstration sites to serve as professional development sites for other schools to visit. On 3/12/24, all school leaders in the district (principals and designated instructional leaders) participated in a third round of core action walks (observing instruction). During this learning, school leaders observed effective practices to strengthen their understanding of the indicators of what high-quality instruction and an engaging student experience should look like within the classroom. School leaders continued to utilize the crosswalk of the Core Actions tool with the Get Better Faster tool learned during Relay training. [Here](#) is the updated Core Action/Get Better Faster crosswalk tool.

## **Strategy 4 - Professional Learning for School Leaders to Support Teachers with Differentiation of Instruction** *(All schools)*

School-based instructional leaders participated in professional learning on January 16th and 17th as well as on March 20th and 21st, where the focus was on how to continue to support teachers with 1) understanding what high-quality instruction looks and sounds like in the upcoming quarter with a focus on pedagogical aspects of the curriculum that are critical for student learning and engagement, including how to provide on-ramps to support diverse learning needs, and 2) knowing what to expect on the next benchmark and how to respond to the data.

## **Strategy 5- Expansion of Out of School Tutoring Time** *(Low Performing Schools)*

The Expanded Learning Department has collaborated with out-of-school time tutoring partners to provide virtual and in-person tutoring to 8029 students. More specifically, in support of high school mathematics instruction outside of the school day and aligned to state standards and student needs, we are serving 703 students at 9 high schools.

## **Strategy 6 - Intensive and Supplemental Support for 57 Low-Performing Schools** *(Schools with Low Performing Designation)*

The 57 school teams participated in School Excellence workshops on **January 31, 2024, and again on February 28, 2024**, to craft plans for the third and fourth continuous improvement cycles. Before attending the workshops, school teams were asked to reflect on the progress made on their second and third cycle plans, respectively, and identify the change idea they would try out in the following cycle.

Based on a review of the school reflections and change ideas, the January School Excellence Workshop was further differentiated for schools to help them refine the plans and identify specific leading/progress measures for improvement. Again based on feedback, the February workshop gave schools more dedicated and uninterrupted planning time to develop their plans and associated measures of implementation and impact. Additionally, schools were asked to make explicit connections between their Cycle 3 and Cycle 4 plans with the actions identified through the Quarterly Data Analysis and Data Report Out sessions.

School teams will assess and reflect on this fourth continuous improvement cycle on April 9, 2024, when they will also make their fifth cycle plans to carry them through the end of the year.

# Appendix

The key for evaluation of progress toward goal:

- **Blue:** Exceeding the goal
- **Green:** Met the goal
- **Yellow:** Making progress toward the goal
- **Red:** Not making progress toward the goal

The tables below indicate the standards/domains that were assessed on the first round of MVPA benchmark assessments compared to the standards/domains that will be assessed at the end of the grade or end of the course.

ELA		
Grade Level	Standards Assessed	Number of Standards Assessed on Benchmark 1 out of Total Number of Standards Assessed on EOG/EOC
3rd Grade	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.8, L.3.4, L.3.5	11/11
4th Grade	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, L.4.4, L.4.5	11/11
5th Grade	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8, L.5.4, L.5.5	12/12
6th Grade	RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.6, RI 6.8, RL 6.1, RL 6.2, RL 6.3, RL 6.4, RL 6.5, RL 6.6, L 6.4, L 6.5	15/15
7th Grade	RI 7.1, RI 7.2, RI 7.3, RI 7.4, RI 7.5, RI 7.6, RI 7.8, RL 7.1, RL 7.2, RL 7.3, RL 7.4, RL 7.5, RL 7.6, L 7.4, L 7.5	15/15
8th Grade	RI 8.1, RI 8.2, RI 8.3, RI 8.4, RI 8.5, RI 8.6, RI 8.8, RL 8.1, RL 8.2, RL 8.3, RL 8.4, RL 8.6, L 8.4, L 8.5	14/14
English II	RI.9-10.2, L.9-10.4, RI.9-10.5, RI.9-10.1, RI.9-10.8, RI.9-10.4, RI.9-10.6, RI.9-10.3, RL.9-10.2, RL.9-10.1, RL.9-10.4, RL.9-10.3, L.9-10.5	13/15

[End-of-Grade Reading Test Specs](#)  
[EOC English II Test Specifications | NC DPI](#)

<b>Math</b>		
<b>Grade Level</b>	<b>Standards Assessed</b>	<b>Number of domains assessed on Benchmark 1 out of the Total Number of Domains Assessed on the Math EOG/EOC</b> <i>Due to the intersection of math standards, the math standards are categorized within domains.</i>
3rd Grade	NC.3.OA.1, NC.3.OA.2, NC.3.OA.3, NC.3.OA.6, NC.3.OA.9	1/4 Domains Assessed 46 total questions on EOG
4th Grade	NC.4.OA.3, NC.4.NBT.1, NC.4.NBT.2, NC.4.NBT.7, NC.4.NBT.4, NC.4.NBT.5	2/4 Domains Assessed 46 total questions on EOG
5th Grade	NC.5.NBT.1, NC.5.NBT.3, NC.5.NBT.5, NC.5.NBT.7, NC.5.MD.4, NC.5.MD.5	2/4 Domains Assessed 48 total questions on EOG
6th Grade	NC.6.RP.1, NC.6.RP.2, NC.6.RP.3, NC.6.G.1, NC.6.G.4	2/4 Domains Assessed 53 total questions on EOG
7th Grade	NC.7.RP.2.a-d, NC.7.G.1	2/4 Domains Assessed 53 total questions on EOG
8th Grade	NC.8.F.4, NC.8.G.2, NC.8.G.3, NC.8.G.4, NC.8.G.5	2/4 Domains Assessed 53 total questions on EOG
Math I	NC.M1.S-ID.1, NC.M1.A-CED.3, NC.M1.A-CED.1, NC.M1.A-REI.3, NC.M1.A-REI.11, NC.M1.A-REI.1, NC.M1.S-ID.2, NC.M1.S-ID.3	2/4 Domains Assessed 60 total questions on EOG
Math III	NC.M3.F-IF.7, NC.M3.F-BF.4c, NC.M3.A-CED.2, NC.M3.F-BF.4b, NC.M3.F-BF.1a, NC.M3.A-REI.11, NC.M3.F-LE.3, NC.M3.A-CED.1	2/4 Domains Assessed 60 total questions on EOG

[EOG Mathematics Grades 3-8 Test Specifications | NC DPI](#)  
[EOC NC Math 1 And NC Math 3 Test Specifications | NC DPI](#)



Science		
Grade Level	Standards Assessed	Number of Standards Assessed on Benchmark 1 out of Total Number of Standards Assessed on EOG/EOC
5th Grade	NCES.5.P.2.1, NCES.5.P.2.2, NCES.5.P.2.3, NCES.5.P.3.1, NCES.5.P.3.2	5/14
8th Grade	8P1.1, 8P1.2, 8P1.3, 8P1.4	4/14
Biology	NCES.Bio.1.1.1, NCES.Bio.1.1.2, NCES.Bio.1.2.1, NCES.Bio.4.1.1, NCES.Bio.4.1.3, NCES.Bio.4.2.2	6/30

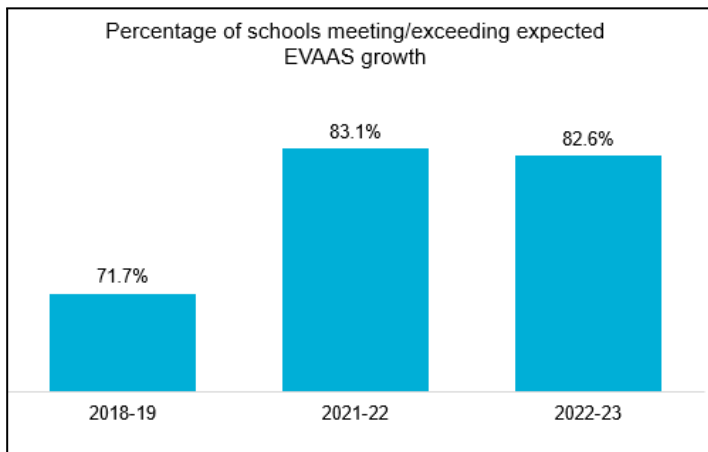
[EOG Science Grades 5 and 8 Test Specifications | NC DPI](#)  
[EOG Science Grades 5 and 8 Test Specifications | NC DPI](#)

## II. EVAAS Growth Over Time

From 2021-22 to 2022-23, the percentage of schools that met or exceeded expected EVAAS growth slightly declined from 83.1% (143 of 172 schools) to 82.6% (142 of 172 schools).

Of the 172 schools measured in 2022-23, 58 were designated as low-performing schools in that same year. To be low-performing, a school must have a school performance grade of D or F and an EVAAS growth rating of Meets Growth or Does Not Meet Growth.

From 2021-22 to 2022-23, 37 schools improved their EVAAS growth rating, while 83 schools and 50 schools maintained or saw declines in their ratings, respectively. Schools will not receive 2023-24 EVAAS growth ratings until the fall of 2024.



	2018-19	2021-22	2022-23
Meet/Exceed	119	143	142
Did Not Meet/Exceed	47	29	30
Total	166	172	172

### III. MVPA GLP Projections

MVPA Percent Projected GLP (First to Second Administration), EOG, Year-Long					
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ELA Grade 8	9,938	10,401	50.3%	49.2%	-1.0%
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Science Grade	10,052	10,381	60.5%	64.2%	3.7%

Data are current as of 3/7/2024.

### MVPA Percent Projected GLP (First to Final Administration), EOC, Semester 2

Test	Students Tested (First)	Students Tested (Final)	First Administration	Final Administration	Change from First to Final Administration
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Math 3	5,163		51.8%		
Biology	5,879		55.8%		

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### MVPA Percent Projected GLP (First to Final Administration), EOC, Year-Long

Subject Area   Test	Students Tested (First)	Students Tested (Final)	First Administration	Final Administration	Change from First to Final Administration
<input type="checkbox"/> English II	1,468		70.4%		
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<input type="checkbox"/> Math 1	8,634		54.6%		
Math 1 Middle School	3,947		90.5%		
Math 1 High School	4,687		24.4%		
<input type="checkbox"/> Math 3	493		73.2%		
Math 3	493		73.2%		
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## When are we monitoring via the MVPA Benchmarks?

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Elementary &amp; Middle Schools</b>			Benchmark #1 			Benchmark #2 		Benchmark #3 			
<b>Traditional HS Semester 1</b>		Benchmark #1 			Benchmark #2 						
<b>Traditional HS Semester 2</b>							Benchmark #1 			Benchmark #2 	
<b>Traditional HS Year Long</b>			Benchmark #1 					Benchmark #2 			
<b>Early &amp; Middle Colleges</b>		Benchmark #1 		Benchmark #2 			Benchmark #1 		Benchmark #2 