

Charlotte-Mecklenburg Board of Education
Progress Monitoring Report – Performance Summary (College-level/Advanced Courses)
April 2022

Introduction – What is Being Monitored

As part of the district’s continuous improvement efforts, we are providing an in-year progress report on the percent of students that have completed or are on track to complete at least one college-level (advanced) course by graduation. One of our Strategic Plan 2024 goals is to increase that percentage from 47% in October 2017 to 75% by October 2024.

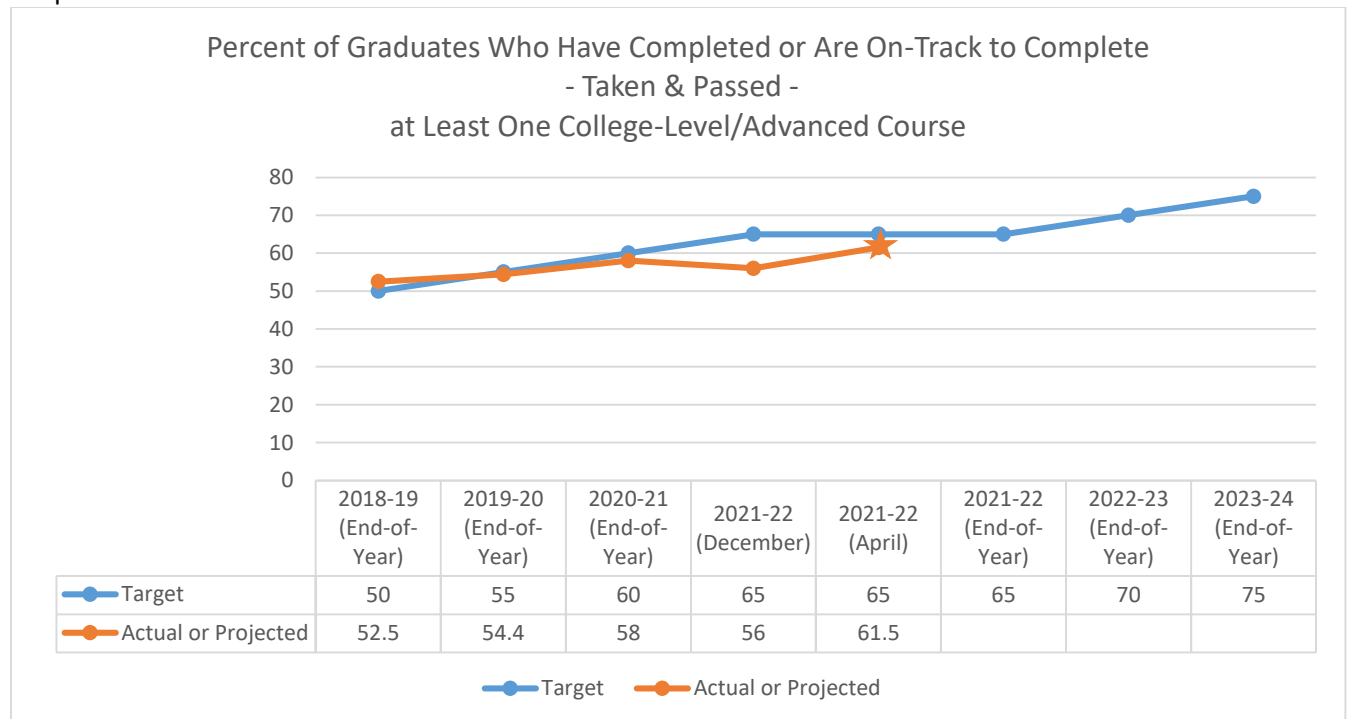
College-level or advanced courses were defined as Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Dual Enrollment courses (taking a college course while in high school), and Cambridge courses. This report also includes students in 300 and 400 level Career and Technical Education (CTE) courses, in alignment with the districts Goals and Guardrails, which will take effect on July 1, 2022.

Graph 1 below outlines annual targets and actual performance from the first school year of the strategic plan (SY2018-19) to the final year of the plan (SY2023-24).

Evaluation of Current Performance: Off-Track

Currently, 61.5% of students in Grade 12 have passed or are on track to pass a college-level/advanced course. Based on current performance, we are projected to complete the school year near, but slightly off-track.

Graph 1.



Supporting Data

At the time data were pulled for this analysis (April 6th), 5,911 of 9,616 (61.5% of) Grade 12 students had passed or were on-track to pass a college-level/advanced course. These numbers include early

graduates. Ninety-two (92) Grade 12 students were enrolled in a college-level/advanced course for the first time, but were failing the course. Another fifty (50) Grade 12 students were enrolled in a college-level/advanced course for the first time and had grades that were unknown, which is commonly the case for students dually enrolled – enrolled in a CMS high school and enrolled in a college course – as post-secondary institutions do not report students’ grades during the semester. Total, there are an additional 142 (50+92=142) students currently identified that could increase progress toward our annual target to as high as 63%. The above course taking and passing rates can be reviewed by race below (see Table 1).

Table 1. Percent of Grade 12 Students Who Have Taken and Passed (or are Taking and Passing) a College-level/Advanced Course – by Racial Subgroup

| | 2021 Actual | 2022 Mid-Year (Dec.) | 2022 Current (Apr.)* | 2022 In-Year Pct. Pt. Change | 2022 Target |
|-------------------|-------------|----------------------|----------------------|------------------------------|-------------|
| Asian | 80.8 | 77 | 82.9 | +5.9 | 75 |
| Black | 43.3 | 42 | 51.8 | +9.8 | 55 |
| Hispanic | 48.4 | 43 | 52.2 | +9.2 | 60 |
| Two or More Races | 55.9 | 58 | 69.5 | +11.5 | ----- |
| White | 77.4 | 77 | 81.9 | +4.9 | 75 |

*Subgroup percentages reflect students enrolled as of April 6th, 2022.

The data above show the progress made during the school year on this measure. Overall, we achieved a 5.5 percentage point gain from December to April. Across racial subgroups, gains ranged from 4.9 percentage points to 11.5 percentage points, with Black and Hispanic students experiencing a 9.8 and 9.2 percentage point gain, respectively.

Strategic Moves Taken

To contribute to the gains seen, targeted strategic moves were taken. Led by the Advanced Studies Department and the Office of Equity, after-school sessions were offered to students enrolled in selected AP, Cambridge, and IB courses. The courses were selected based on a review of various data elements. Availability of teachers and student interest were one of the factors considered in course selection.

These after-school review sessions were available to all students enrolled in any of the seventeen (17) identified courses, regardless of students’ high school. Key information about the sessions are as follows:

- Review sessions were held January 31 through April 23 (skipping the week of spring break).
- Sessions were offered on ten (10) Tuesdays and Thursdays (virtually from 3:00 to 4:30 p.m.) and ten (10) Saturdays (in person) from 9 a.m. until noon at Hopewell High School, East Mecklenburg High School, and North Mecklenburg High School.
- Review topics were posted after the first session, and students could participate in an individual session or the entire series. The same review materials were presented at both Tuesday/Thursday and Saturday sessions.

- Students could pick review sessions in which they needed specialized help and support.
- Students and parents were informed of this opportunity through teachers, email, social media, and Connect5 messaging. Messaging was also posted on PowerSchool and on school websites.
- Teachers who participated were able to serve students from across the district using remote learning and in-person learning at designated school sites. They received payment through extended employment.
- The objectives of the initiative were to help increase students' confidence and knowledge as they prepared for advanced course exams and introductory college level courses.

In addition to work with Grade 12 students, work is also underway with Grade 10 and 11 students. As stated previously, staff are reviewing, refining, and re-emphasizing practices initially implemented in our partnership with Equal Opportunity Schools (EOS). Those practices include:

- Ensuring the continued provision of at least ten (10) specified Advanced Placement courses in every comprehensive high school, accompanied by the availability of dual enrollment opportunities in every high school;
- Identifying students with the potential (evident and untapped) to succeed in college-level/advanced courses;
- Recruiting those students with school-wide events, parental correspondence and direct encouragement from a trusted adult, to enroll in a college-level/advanced course that aligns with their strengths and/or interests;
- Working actively to build student schedules that include said courses;
- Ensuring students begin the following school year in those courses; and
- Providing on-going student support and performance monitoring.

The gains experienced this school year have us optimistic that we can attain targets in SY2022-23 and SY2023-24, with continued focus, intentionality and persistence.