Student Outcomes Focused Governance Goal 4

January 2024

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Charlotte-Mecklenburg Schools

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 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

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). This places the district 12.6 percentage points below the 2023 goal of 95%.

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.

Percentage of schools meeting/exceeding expected EVAAS growth
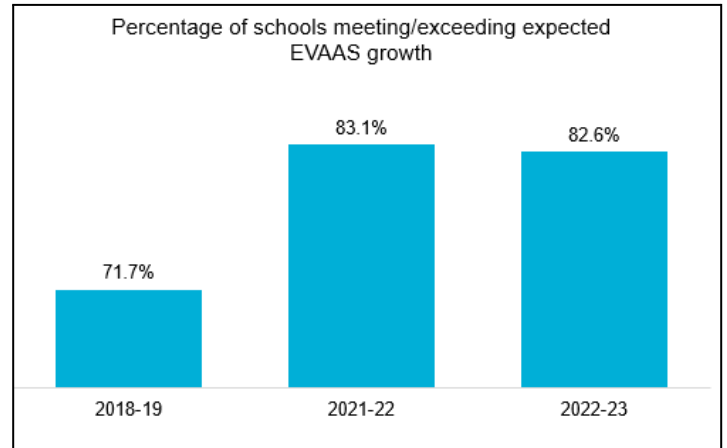
	2018-19	2021-22	2022-23
Meet/Exceed	119	143	142
Did Not Meet/Exceed	47	29	30
Total	166	172	172

Supporting Data

MVPA benchmark assessments have replaced MAP as the interim measure of school progress for Goal 4. Most assessments have only been administered once this school year, precluding the analysis of student progress (e.g., movement within or across projected achievement levels) as a proxy for student growth.

Students projected to score a three or above on the EOG are classified as GLP (grade level proficient); students projected to score a four or higher are classified as CCR (college and career ready). For the first district-wide administration of MVPAs, CCR projections were 35.7 percent for Grades 3-8 ELA, 39.3 percent in Grades 3-8 Math, and 44.1 percent in Grades 5, 8 Science (data current as of 11/28/23).

For the first-round of MVPA benchmark assessments for high school students, data are indicated below. Students in year-long English II and Math 3 courses had higher CCR rates than their counterparts taking the corresponding semester-long courses. The reverse pattern was noted for students taking the Math 1 and Biology assessments. English II yielded the highest CCR rates for both year- and semester-long enrollees, while Math 1 yielded the lowest CCR rates for both groups. Note that the data in the high school data tables below reflect only the students taking Math I in high school.

MVPA Projected Achievement by Test

Subject Area | Test	Projected proficient (GLP)	Projected CCR	Avg. percent correct	Students tested
⊟ ELA	46.4%	35.7%	51.9%	60,029
ELA Grade 3	44.0%	30.2%	47.0%	10,037
ELA Grade 4	47.3%	35.1%	48.7%	10,006
ELA Grade 5	48.2%	38.6%	56.1%	10,358
ELA Grade 6	43.2%	33.8%	53.2%	9,669
ELA Grade 7	45.5%	35.0%	51.6%	9,830
ELA Grade 8	49.9%	40.9%	54.7%	10,129
⊟ Math	49.8%	39.3%	57.0%	55,248
Math Grade 3	63.7%	53.2%	65.0%	10,037
Math Grade 4	58.0%	46.1%	63.8%	10,072
Math Grade 5	59.1%	51.0%	65.9%	10,358
Math Grade 6	18.2%	10.5%	38.6%	5,495
Math Grade 6 (Accelerated)	83.1%	64.9%	60.5%	4,071
Math Grade 7	23.0%	14.6%	51.3%	5,482
Math Grade 7 (Accelerated)	69.5%	52.9%	55.2%	3,437
Math Grade 8	18.2%	9.7%	38.2%	6,296
⊟ Science	61.6%	44.1%	56.1%	20,582
Science Grade 5	63.0%	50.7%	61.1%	10,343
Science Grade 8	60.1%	37.3%	51.1%	10,239

MVPA Projected Achievement by Test (High School, Year-long)

Test	Projected proficient (GLP)	Projected CCR	Avg. percent correct	Students tested
English II	70.0%	55.0%	61.1%	1,512
Math 1 High School	24.4%	11.0%	36.7%	4,841
Math 3	64.4%	52.4%	57.3%	494
Biology	32.8%	22.7%	48.4%	299

Data current as of December 18, 2023.

MVPA Projected Achievement by Test (High School, Semester 1)

Test	Projected proficient (GLP)	Projected CCR	Avg. percent correct	Students tested
English II	59.4%	44.5%	56.2%	4,341
Math 1 High School	33.2%	20.8%	44.3%	1,517
Math 3	54.5%	38.0%	48.6%	4,778
Biology	53.2%	38.3%	55.1%	5,192

Data current as of December 18, 2023.

Strategic actions in response to this data are under way and include: data analysis sessions with all schools, planning action steps for differentiated support aligned to student need; 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)

All schools completed the first administration of new standards-aligned, predictive benchmark assessments by 11/13/23 to determine whether students have mastered content taught during the first quarter of this year. The analysis of the first round of benchmark data, as well as ongoing formative and unit test data, was utilized to inform student instructional needs.

- A districtwide monitoring system is being utilized to ensure all students in all schools are taking the benchmark assessments. All schools are expected to meet the expectation that 95% of their students participate in the benchmark assessments.

- A series of principal meetings were held to ensure all principals know 1) how to access MVPA reports for the new benchmark assessments and 2) how to prepare to correlate this benchmark data with other data points at the required Quarter 1 Data Analysis working sessions. Additionally, principals were provided with an orientation on how to access and review EVAAS reports as well as gain a better understanding of how the School Performance Grade is calculated to assist with their continuous improvement action planning.

- All school teams composed of the principal, facilitator, and 2 teacher leaders attended Quarter 1 Data Analysis working sessions on November 16, 2023, to learn about the reporting of the new assessments 2) develop school-based action steps using district provisioned-resources in response to data to increase student mastery 3) identify standard mastery needs for students 4) ensure access to the specific resources that should be utilized to respond to the student assessment results.

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

On Wednesday, November 29 all school principals met with their learning community schools by grade span to share their school's first quarter data across all tested content areas.. Leaders learned about each other's challenges and best practices to inform their school-based action steps during the second 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 12/12/23, all school leaders (principals and designated instructional leaders) participated in the second round of core action walks (observing instruction). During this learning, school leaders will observe the best practices in action and further strengthen their understanding of the indicators of what high quality instruction and an engaging student experience should look like within the classroom. School leaders utilized a crosswalk of the Core Actions tool with the Get Better Faster tool learned during Relay training. By using this crosswalk, school leaders practiced how to assess the student experience as well as identify specific teacher action steps to improve instruction. 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 October 31st, November 1st, and November 2nd where the focus was on how to continue to support teachers with a) standards-aligned curriculum implementation in 3rd grade Reading, Math 8, and Math 1, especially with instructional strategies to support every student's success and enriching experiences, b) utilization of specific responsive strategies from the Learning and Language Acquisition Department's PACE Toolkit to support Multilingual Learners, and c) previewing the "If/Then resources" that provided targeted strategies to help respond to the student benchmark data.

Strategy 5 - Ongoing Communication: Weekly Teacher Tidbits
(All schools)

Weekly emails are being sent directly to all elementary, middle, and high school math teachers and Instructional Leaders with essential tips and critical information to consider for the upcoming week. There is a strategic focus on goal-aligned areas of 3rd grade Reading, Math 8, and Math 1 to ensure teachers are aware of opportunities for optional professional development, pertinent information about upcoming units, and who to contact for support. The Weekly Teacher Tidbits also include bite-size information such as upcoming helpful teaching practices, lessons to emphasize, content-related articles, or even common misconceptions or look-for regarding student learning.

Strategy 6 - Expansion of Out of School Tutoring Time
(Low Performing Schools)

The Expanded Learning Department is collaborating with tutoring partners to provide mathematics instruction outside of the school day and aligned to state standards and student needs. This programming is offered in 9 high schools.   The 2023-24 initiative kick-off took place on 10/09/23 with 622 students in grades 9-12 enrolled. This enrollment reflects an increase of 162 students compared to the 2022-23 enrollment for grades 9-12.

Strategy 7 - Intensive and Supplemental Support for 57 Low Performing Schools
(Schools with Low Performing Designation)
Specialist teams participated in professional development on 11/8/23 to share what successful

actions have been taken as well as challenges faced during the first cycle of continuous improvement at assigned schools. Additionally, the 57 school teams analyzed and reflected on the first continuous improvement cycle in meetings on 11/29/23, and they crafted their plans for the second continuous improvement cycle starting 11/30/23.

Appendix

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 on the end of grade / end of course assessment.

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

Math		
Grade Level	**Standards Assessed**	**Number of domains assessed on Benchmark 1 out of the Total Number of Domains Assessed on the Math EOG/EOC** *Due to the overlapping of standards, the math standards are categorized within domains.*
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