

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

Introduction – What is Being Monitored

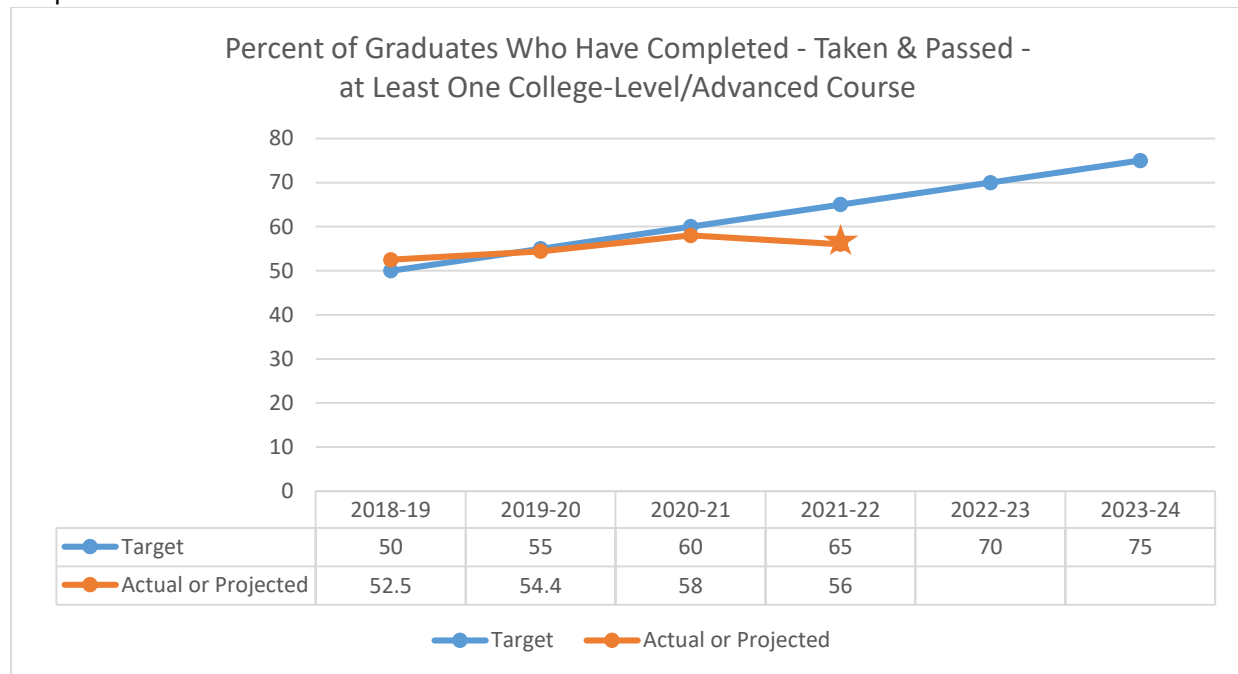
A goal of Strategic Plan 2024 is to increase the percent of students that complete at least one college-level (advanced) course by graduation from 47% in October 2017 to 75% by October 2024. Graph 1 below outlines annual targets and actual performance from the first school year of the strategic plan (SY2018-19) to the final year of the plan (SY2023-24).

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 courses¹.

Evaluation of Current Performance: Off-Track

Currently, fifty-six percent (56%) 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 off-track.

Graph 1.



Supporting Data

At the time data were pulled for this analysis (December 17th), 5,205 of 9,305 (56% of) Grade 12 students had passed or were on-track to pass a college-level/advanced course. Fifty-nine (59) Grade 12 students were enrolled in a college-level/advanced course for the first time, but were failing the course. Another seventy-eight (78) Grade 12 students were enrolled in a college-level/advanced course for the

¹ Once this goal becomes a Guardrail (SY2022-23), this measure will include 300 and 400 level Career and Technical Education (CTE) courses. However, this analysis excludes such classes based on prior business rules for the current strategic plan.

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 137 (59+78=137) students currently identified that could increase progress toward our annual target. We are still reviewing student enrollments for students that began a college course in second semester to confirm how many have not previously taken and passed a college-level/advanced course. With those data we will determine if further gains are possible. 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

| | 2021 Actual | 2021 Target | 2022 Current | 2022 Target |
|-------------------|----------------|----------------|-----------------|----------------|
| All | 58.0 | 60 | 56 | 65 |
| Asian | 80.8 | 70 | 77 | 75 |
| Black | 43.3 | 50 | 42 | 55 |
| Hispanic | 48.4 | 50 | 43 | 60 |
| Two or More Races | 55.9 | ----- | 58 | ----- |
| White | 77.4 | 75 | 77 | 75 |

Though opportunities to increase district performance on this metric during SY2021-22 are small, we will begin working to maximize gains for SY2022-23 (current 11th grade students) and SY2023-24 (current 10th grade students) this winter.

Needed Strategic Moves

There are three sets of strategic moves required to increase performance in this area:

1. Grade 12 immediate steps (next 30 days),
2. Grade 12 short-term steps (next 30-90 days), and
3. Grade 10 and 11 short-term steps (next 120 days).

Graded 12 Immediate Steps (next 30 days)

In the next 30 days we will reach out to support and monitor the performance of the 59 Grade 12 students currently with a failing mark in a college-level/advanced course. Support will include, but not be limited to, the use of extended day funds for teacher-student assistance as well as the implementation of near-peer tutors. Additionally, we will check-in with those students in a college-level/advanced course for the first time who are currently passing, to make sure they stay on the right track. Lastly, we will refine and strengthen processes and practices to check-in with and support our students in college courses, particularly those students taking a college course for the first time.

Grade 12 Short-Term Steps (next 30-90 days)

In the next 90 days we will conduct an intentional review of course grades at the conclusion of third quarter for all students in college-level/advanced courses, including for students who are dual enrolled. School-based student support efforts will be sustained, expanding them where needed, adding monitoring of student attendance in an effort to prevent student absenteeism from contributing to poor course performance.

Grades 10 and 11 Short-Term Steps (next 30-120 days)

A review of data for the past five years indicates that the vast majority of students enrolled in college-level/advanced courses pass those respective courses. Looking at current Grade 12 students, seven percent (7%) of students have weighted GPAs at/above 3.0, but have never taken an advanced course (a rate that is fairly consistent across race/ethnicity groups). Among students with weighted GPAs at/above 2.0 and below 3.0, twenty percent (20%) of Black students and twenty percent (20%) of Hispanic students have never enrolled in a college-level/advanced course, compared to eight percent (8%) of Asian students and nine percent (9%) of white students, pointing to an untapped group of students who could be successful in advanced coursework.

There are existing practices that have recently produced double-digit increases in student enrollments in college-level/advanced courses at targeted comprehensive high schools. Those practices are codified, but have begun to erode with staff turnover and pandemic-induced pressures and priorities. We intend to review, refine, and re-emphasize those practices initially implemented in our partnership with Equal Opportunity Schools (EOS) to recover ground lost. 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 course;
- Ensuring students begin the following school year in those courses; and
- Providing on-going student support and performance monitoring.

To attain targets in SY2022-23 and SY2023-24, the above efforts will be vital in the next 90-120 days.