Charlotte-Mecklenburg Board of Education
Progress Monitoring Report – Performance Summary (Interim Goal 4.1)
May 2023

Introduction – What is Being Monitored
The focus of this progress monitoring summary is students' academic growth in mathematics. The Board's fourth goal is to increase the percent of schools meeting or exceeding expected Educator Value Added Assessment System (EVAAS) growth from 71.7% in October 2019 to 95% by October 2024. The annual target for the 2022-23 school year is for 86% of schools to meet or exceed EVAAS growth.

EVAAS measures the growth, or change in relative achievement, of test takers statewide for a particular grade-level and assessment. EVAAS growth 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.

One cannot predict with certainty if a school will meet or exceed expected growth, which again, is based in large part on the performance of students across the state. To date, there is no statewide required interim assessment that provides insight into the academic progress of students in other NC school districts. In lieu of such, we monitor the academic progress of our students as a proxy, utilizing NWEA's MAP assessments, which are nationally normed and provide End-of-Grade (EOG) proficiency projections based on a North Carolina Linking Study. We use those data, looking at correlations and performance trends over time, to get a reasonable approximation of how our schools will do.

The district chose to focus its interim goals in this area on the percent of students in Grades 2-8 that have met their annual growth projection in English Language Arts (ELA) and mathematics on the Measure of Academic Progress (MAP) assessments.

This interim report focuses on interim Goal 4.1, which focuses on mathematics.

Results reported here are for all students in Grades 2-8 that met or exceeded their expected growth target on the Winter 2023 MAP administration. These students' growth targets are derived from national norms, and are set based on students' grade level, starting score in the Fall, and the expected weeks of instruction between the Fall and Winter test administrations. Unlike other measures, we were able to administer the Winter MAP assessment in the 2019-20 school year before instruction was interrupted by the pandemic. Therefore, data are reported for that school year.

As this Student Outcomes Focused Governance (SOFG) progress monitoring report was being drafted, the Spring MAP administration window closed. Specifically, the screening window opened on April 18th and closed on May 5th. Though MAP results are immediately available to teachers and school leaders, district level results are not available until an administration window closes. Our team is in the process of reviewing those results.

Evaluation of Current Performance
At the conclusion of the Winter MAP administration, 49**%** of students in Grades 2-8 met or exceeded their Winter growth target in mathematics. This current percentage places us **Below Target** (see Graph 1 below). However, interim performance suggests we can attain our annual goal target.
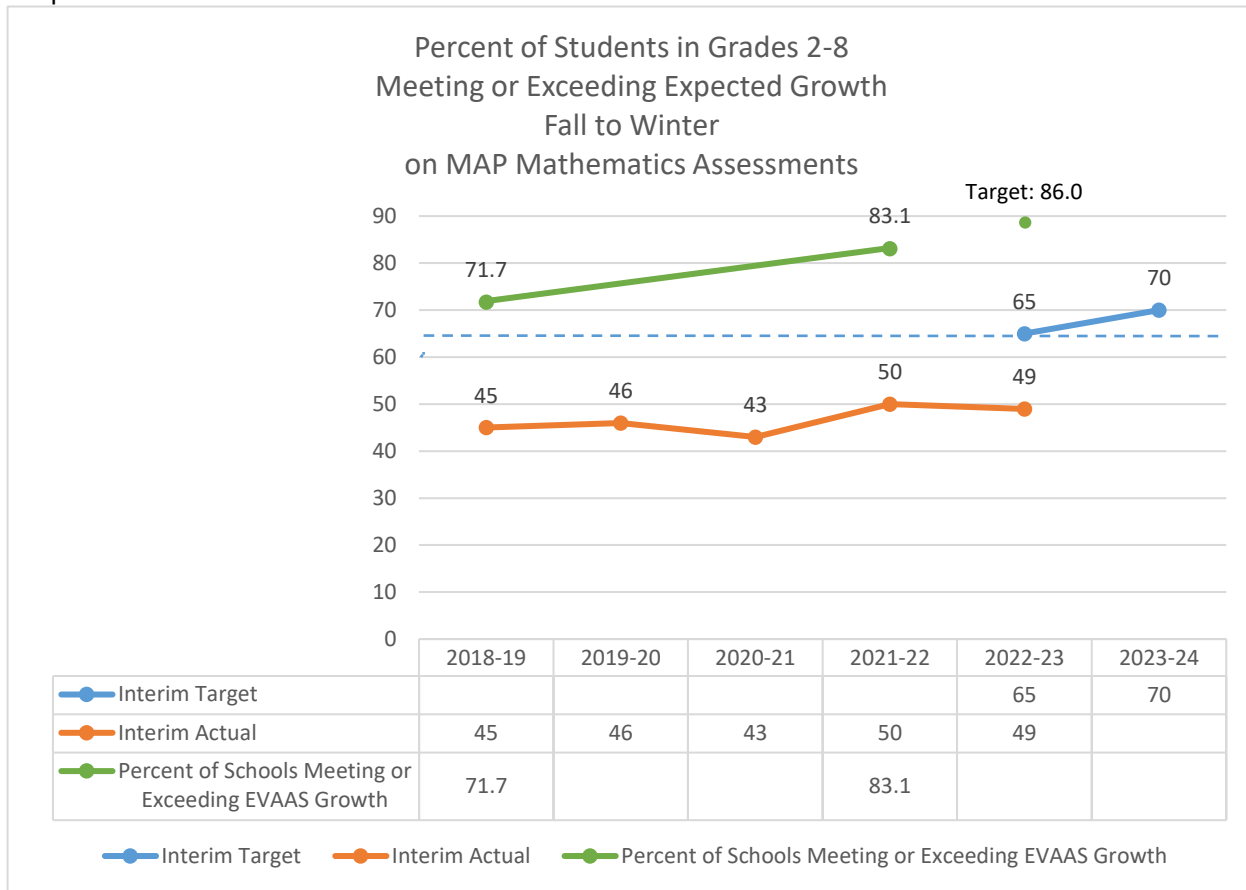
Supporting Data
Over the past three years, the percent of students meeting or exceeding their Winter growth projection in mathematics has fluctuated, increasing seven (7) percentage points, or 16 percent, since SY2020-21. Again, Interim Goal 4.1 is based on the percentage of students in Grades 2-8 who have met or exceeded their Winter MAP growth projections in mathematics. The growth projection used for this analysis is the Fall to Winter

growth projection, using data for students who took both the Fall 2022 and Winter 2023 MAP mathematics assessments. In 2020-21, 43% of students in grades 2-8 met their Fall to Winter growth projections in mathematics. In 2021-22, 50% of students in grades 2-8 met their Fall to Winter growth projections in mathematics. In this current school year, 2022-23, 49% of students in grades 2-8 met or exceeded their MAP growth projections. This comparable level of performance to the 2021-22 school year, a year that saw approximately 83% of schools meet or exceed EVAAS growth at the end of school year, suggests that a comparable percentage of schools can meet or exceed EVAAS growth this school year should statewide progress continue on its current trajectory (see table included with Graph 1 below).

The five (5) schools with the largest percentage point gain of students meeting or exceeding their Winter growth target in mathematics from SY2021-22 to SY 2022-23 were: Reid Park Academy (61.8%) an increase of 20.5 percentage points, Dilworth Elementary – Sedgefield Campus (75.5%) an increase of 17.1 percentage points, Lawrence Orr (57.9%), an increase of 15.5 percentage points, Martin Luther King Jr. Middle (52.0%) an increase of 13.9 percentage points, and South Charlotte Middle (62.3%) an increase of 11.3 percentage points.

Graph 1

Percent of Students in Grades 2-8 Meeting or Exceeding Expected Growth Fall to Winter on MAP Mathematics Assessments

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Interim Target					65	70
Interim Actual	45	46	43	50	49	
Percent of Schools Meeting or Exceeding EVAAS Growth	71.7			83.1		

Note: Due to the pandemic, schools across the state did not receive an EVAAS growth rating in either 2019-20 nor 2020-21. Additionally, the Percent of Schools Meeting or Exceeding EVAAS growth includes all schools that receive a rating, not just schools that have students in grades 2-8.

Actions Underway

Five (5) primary strategies are being applied to attain this year's target. They are the following:

- *School Identification and Support.* Twenty-eight (28) schools that did not meet expected EVAAS growth in 2021-22 were prioritized for support, alongside nine (9) additional schools that met EVAAS

growth, but whose EVAAS index scores were close to not meeting growth, so they too were prioritized. These thirty-seven (37) schools total reflect the following grade-levels:

- o Elementary Schools (11),
- o K-8 Schools (2),
- o Middle Schools (10),
- o High Schools (13), and an
- o Alternative School (1).

Overall, these 37 schools received a complement of targeted supports based on a school needs assessment. All 37 schools received feedback on their School Improvement Plan goal in this area, and received coaching on how to interpret and use EVAAS data to inform school-level strategic priorities and improvement efforts.

- *Core Instruction Support.* The Core Instruction strategy is aimed at supporting schools with providing standards-aligned, culturally responsive instruction in an engaging, affirming and meaningful way, using current student data to inform teacher decisions. Thirty-four (34) of the 37 schools were prioritized for support in Core Instruction. **To date, 91%, or 31 of 34 of the identified schools have received support.** The remaining three (3) schools continue (still ongoing) to receive support and are therefore not counted as having received (completed) support.

- *Intervention Implementation.* The Intervention strategy is aimed at ensuring that all K-8 students are screened in mathematics, and that those identified through the screening process receive needed interventions. Of the schools identified for EVAAS support this year, 34 of the 37 schools have been prioritized for support with student interventions. Multi-Tiered System of Support (MTSS) Specialists provided professional development to MTSS Lead contacts for each school throughout the school year. This support included setting up vendor-led training for many of our intervention options, as well as setting up training on our progress monitoring tool (aimswebPlus). This training for intervention and progress monitoring included in-person as well as virtual office hours for MTSS contacts and other school staff needing support. MTSS Specialists also worked with schools by providing in-person and virtual visits to offer coaching support with MTSS implementation around intervention delivery. **To date, 100% of the identified schools have received support.**

- *Professional Development.* Professional Development efforts are aimed at providing ongoing targeted professional development for all district school leaders and district staff on data use for continuous improvement, including understanding and using EVAAS growth data to support schools meeting or exceeding growth. While all schools received support in this area, three targeted sets of supports were provided to prioritized schools that are aligned to both this interim goal (mathematics) and the overall goal (EVAAS school growth):

  - o **All thirty-seven (37) schools were identified as needing overall EVAAS data use support. To date, 100% of the identified schools have received support.**
    The intended audience for this professional development included school administrators and other instructional leaders. The content for this professional learning includes building their understanding of the EVAAS growth model and how growth is calculated, how to leverage various reports to identify strengths and opportunities for growth, and how to triangulate EVAAS student projections with additional data points to inform strategic school-wide continuous improvement efforts.

- o **Fifteen (15) schools were identified as needing EVAAS support, specific to 8th grade math. To date, 100% of the identified schools have received support.**
  The intended audience for this professional development included 8th grade math teachers, facilitators, school administrators and other instructional leaders that support 8th grade math. The content for this professional learning includes building an understanding the EVAAS growth model and how growth is calculated, how to leverage the School/Teacher Value-Added and Diagnostic Reports to identify strengths and opportunities for growth, how to triangulate the EVAAS Student Projections with additional data to inform instructional decisions, and how to identify explicit action steps within Instructional Planning & Delivery to address specific needs of students (based on EVAAS & other data sources).

- o **Forty-eight (48) schools were identified as needing EVAAS support specific to 5th or 8th grade science. In this instance, supports went beyond the 37 schools to increase our influence on end-of-year outcomes. To date, 100% of the identified schools have received support.** The intended audience for this professional development included 5th and 8th grade science teachers, facilitators, school administrators and other instructional leaders that support science instruction.   The content for this professional learning includes building an understanding the EVAAS growth model and how growth is calculated, how to leverage the School/Teacher Value-Added and Diagnostic Reports to identify strengths and opportunities for growth, how to triangulate the EVAAS Student Projections with additional data to inform instructional decisions, and how to identify explicit action steps within Instructional Planning & Delivery to address specific needs of students (based on EVAAS & other data sources).

- *Student Engagement and Outreach*
  The Student Engagement and Outreach strategy is aimed at identifying, prioritizing, and directing resources to students who have a history or current status of being chronically absent. Of the schools identified for EVAAS support this year, thirty-four (34) schools have been prioritized for support with student engagement and outreach. Three key tactics include:

  - o **Street Teams** – Schools that had a chronic absenteeism rate of 40% or more last year and/or 30% or more this year received direct support via an assigned street team. This support provides a team of personnel who do home visits to families, including during evening and weekend hours, to engage with families and identify barriers to attendance. Families are provided resources as needed.

  - o **Social Work Supports** – Schools with a social work vacancy received direct social work consultation from central office social work leadership personnel on attendance caseload management.

  - o **Student Services Professional Learning Community (PLC) Team Training & Support** – Priority schools who identified a focus area of attendance for their student services PLC received direct support from the Student Wellness & Academic Supports department. Support included engagement in a training series that focused on data driven goal development, progress monitoring, and the Plan-Do-Check-Act (PDCA) cycle to ensure effective efforts were taking place around attendance goals.

  To date, 100% or 34 of 34 of the identified schools have received at least one of the above supports. Ten (10) of the schools received support from Street Teams. That work concluded on April 28th, and results are still being collected and determined. However, all ten schools saw a

Year-to-Date improvement in student chronic absenteeism ranging from a 4 percentage point decline to a 14 percentage point decline.

Looking Forward
To inform continuous improvement, a set of "bright spot" schools were identified to learn from their collective practice. The criteria used to identify bright spot schools were: 1) they 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. Administrators at each school were asked a set of predetermined questions using a structured interview protocol to identify promising practices and insights. These qualitative data were coded, and then analyzed by the Action Team. Five (5) practices arose from the Team's analysis:

1. Focusing on Standards,
2. Knowing and Building Strong Relationships with Their Students,
3. Meeting Student Academic Needs,
4. Knowing and Developing Their Teachers, and
5. Creating a Culture of Shared Accountability and High Expectations.

An explanation of these findings may be found in our May 9th Monitoring Report, which can be accessed on the CMS Website by clicking here. Existing strategies will be reviewed, and where appropriate, revised to reflect these findings from bright spot schools.

Requests of the Board
Four (4) requests are made of the Board in support of this goal:

1. Continue to advocate for increased teacher compensation for us to remain competitive for top teacher talent. The national teacher shortage has persisted, and can be felt in North Carolina generally, and Mecklenburg County specifically. While we are thankful for and will continue to invest in our guest teachers, who answered the call to serve, the Board's aggressive goals require a highly skilled certified teacher in every classroom. We will need to compete for a shrinking supply of top teacher talent.

2. Continue to invest in principals and a principal pipeline. As highly effective principals retire and/or take on new leadership opportunities, our principal cohort reflects an increased number of novices. We need to continue to invest in their development, pay to retain our highly effective veteran principals, and strengthen our principal pipeline for the future.

3. Continue to foster and lead a cross-sector county-wide coalition to invest in schools, children and families. The impacts of the pandemic will be felt far beyond the social distancing and masking practices the pandemic required. It will take a concerted effort from the private sector, public sector and non-profits to sustain and accelerate our recovery. Sustained investments in not just schools, but the welfare and living conditions of students and their families will be needed to achieve current and future goals.

4. Advocate for the increased use of EVAAS growth in the state's accountability model, to acknowledge the amount of progress students make in pursuit of grade level proficiency and college and career readiness.