Charlotte-Mecklenburg Board of Education
Progress Monitoring Report – Performance Summary (Interim Goal 4.2)
May 2023

Introduction – What is Being Monitored

The focus of this progress monitoring summary is students' academic growth in English Language Arts. Specifically, 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.

One cannot predict with certainty if a school will meet or exceed expected growth, which is based in large part on the performance of students across the state. However, a reasonable proxy is the academic progress of one's own students. Thus, 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) assessment.

This interim report focuses on interim Goal 4.2, which focuses on English Language Arts.

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 student growth targets are derived from national norms, and are set based on the student's 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.

Evaluation of Current Performance

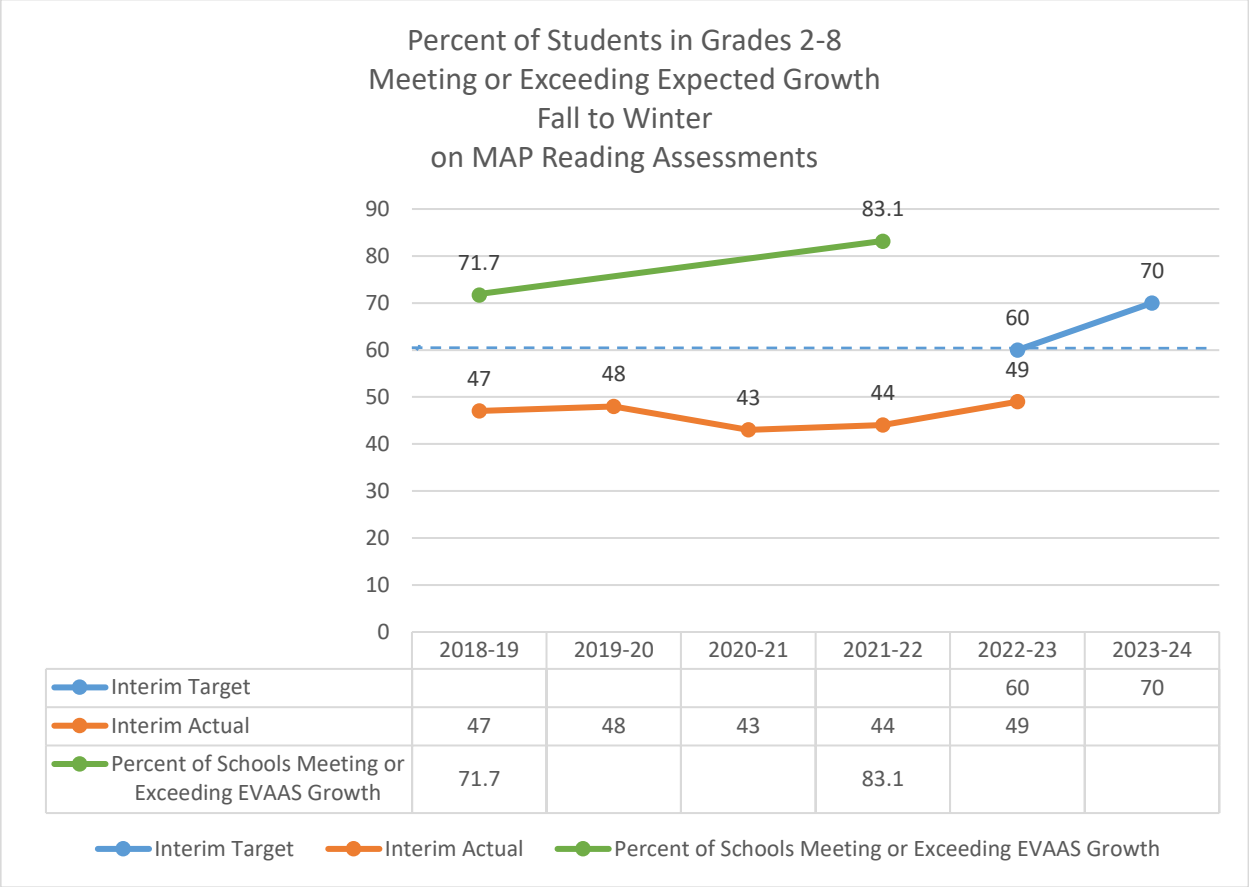
At the conclusion of the Winter MAP administration, 49**%** of students in Grades 2-8 met or exceeded their growth target in reading. This current percentage places us **Below Target** (see Graph 1 below). However, progress to date on the interim target gives us confidence we can attain our annual goal target.

Supporting Data

Over the past three years, the percent of students meeting or exceeding their growth projections in reading has steadily increased. Again, Interim Goal 4.2 is based on the percentage of students in Grades 2-8 who have met or exceeded their MAP growth projections in reading. 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 Reading assessments. In 2020-21, 43% of students in grades 2-8 met their Fall to Winter growth projections in reading. In 2021-22, 44% of students in grades 2-8 met their Fall to Winter growth projections in reading. In this current school year, 2022-23, 49% of students in grades 2-8 met or exceeded their MAP growth projections. This five percentage point increase since the 2021-22 school year, a year that saw approximately 83% of schools meet or exceed EVAAS growth at the end of school year, provides confidence that a comparable percentage of schools will meet or exceed EVAAS growth this school year. Stated otherwise, though we did not attain our MAP growth interim target of 60%, the percentage of students in grades 2-8 meeting their MAP reading growth target continues to grow year over year, an encouraging sign of end-of-year growth performance (see table included with Graph 1 below).

Four (4) schools stood out for their percentage of students in grades 2-8 meeting their Fall to Winter expected growth target in reading: Dilworth Elementary – Sedgefield Campus (63%) an increase of 27 percentage points from 2020-21, Allenbrook Elementary (63%) an increase of 26 percentage points from 2020-21, Reid Park Academy (56%), an increase of 23 percentage points from 2020-21, and Walter G. Byers (57%), an increase of 22 percentage points from 2020-21.

Graph 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 Planned and 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 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. Support in this area is directed by the Learning Community Superintendent to address targeted instructional needs. Examples of the support being provided include curriculum implementation assistance, participation in Professional Learning Community (PLC) planning meetings, classroom visits with associated just-in-time coaching for teachers, Core Action Walks with feedback, modeling of lessons, strategic School Improvement Planning (SIP) support, and

coaching for instructional leaders. **To date, 91%, or 31 of 34 of the identified schools have received support.**

- ***Intervention Implementation.*** The Intervention strategy is aimed at ensuring that all K-8 students are screened in ELA, and that those identified through the screening process receive needed interventions (academic, behavior, attendance, as needed). 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 use of EVAAS growth data to support schools meeting or exceeding growth. While all schools receive support in this area, two sets of schools have been identified in order to differentiate support based on school need:

    - **All thirty-seven (37) schools were identified for 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.

    - **Twenty (20) of the 37 schools were identified for needing EVAAS support, specific to 3rd grade literacy. To date, 100% of the identified schools have received support.**
      The intended audience for this professional development included 3rd grade reading teachers, facilitators, school administrators and other instructional leaders that support 3rd grade literacy. The content for this professional learning includes building an understanding of 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 including MAP, DIBELS, Microphase, and Curriculum Assessment 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:

    - **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.

- **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.

- **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.

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. The following five (5) practices arose from the Team's analysis:

1. *Focusing on Standards*. Schools emphasized the importance of knowing and teaching the standards – the North Carolina Standard Course of Study. Teachers worked to expose students to the standards daily, aligning assessments, lessons and student supports to the standards students would be expected to demonstrate mastery on. They made needed shifts, changes and supplements to the curriculum provided, so that students got the needed exposure to standards at the depth of knowledge expected to be present on End-of-Grade and End-of-Course assessments.

2. *Knowing and Building Strong Relationships with Their Students*. Students' academic backgrounds, life experiences, cultures and languages were known and acknowledged to inform learning experiences, and to foster positive relationships between students and staff. An emphasis was placed on creating supportive school and classroom environments that allowed students to fully engage and take academic risks. Additionally, students' academic strengths and gaps were known through the frequent examination of multiple sources of data, ranging from formal assessments (e.g., MAP, DIBELS, WIDA assessments) to informal assessments such as homework, in class responses and exit tickets. Frequency of examination could be as much as daily, to quarterly formal data reviews.

3. *Meeting Student Academic Needs*. Schools embraced the need to provide students with what they needed, when they knew they needed it. This came in the form of using small groups in class for targeted support with specific skills or standards, creating regular intervention periods built into the master schedule, analyzing formative assessment data to: make in-the-moment instructional

adjustments, modify future lessons, and give students targeted feedback. Schools emphasized the need to build students' foundational skills while attending to the standards. The two weren't at odds, but complemented each other. Some of the academic supports mentioned above were used for that purpose, but not to the detriment of standards-aligned instruction.

4. *Knowing and Developing Their Teachers*. School leaders emphasized that systems and structures were needed and created to support and prepare their respective faculties to engage students in meaningful lessons aligned to standards. Schools used an array of supports including the use of a lead person, master teacher or multi-classroom leader (MCL), with a demonstrated track record of content mastery and pedagogical expertise. Those individuals regularly facilitated teacher planning sessions to align lesson planning to the standards to be emphasized. Master teachers or MCLs observed classroom instruction, in some instances they modeled lessons or co-taught lessons, and provided teachers with non-evaluative feedback. These individuals built strong relationships with teachers to facilitate trust, that in turn fostered receptiveness to coaching and feedback to improve instructional practice and maintain high expectations. School improvement efforts relied heavily on these people.

5. *Creating a Culture of Shared Accountability and High Expectations*. School leadership teams created a culture of shared accountability and high expectations for all stakeholders (students, families, community, staff, leadership) and regularly assessed progress to hold each stakeholder accountable to meet both academic and personal goals. Expectations were consistent across school personnel (leadership, staff, counselors, coaches) and were clearly communicated to both students and family members on a regular basis. Growth and critical thinking were fostered and celebrated, and "failures" were framed as a step towards greater understanding and growth as opposed to as a deficit.

Existing strategies will be reviewed, and where appropriate, supplemented by strategic efforts that reflect the above lessons.

Requests of the Board
None at this time.