



Every Child. Every Day. For a Better Tomorrow.

Charlotte-Mecklenburg Schools 2017-2018 Preliminary End-of-Year Results

Media Briefing September 5, 2018



Performance Summary

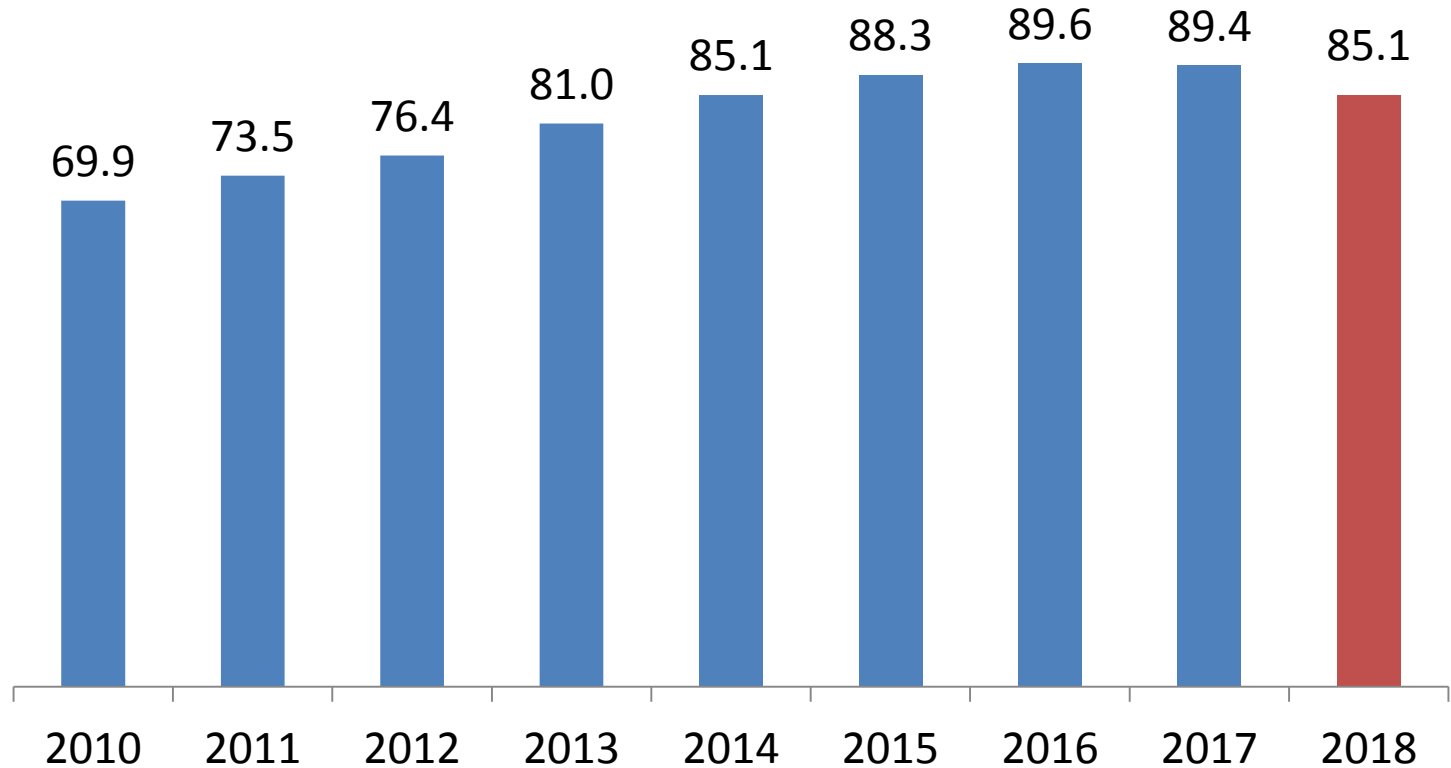
- Eight-five percent (85.1%) of CMS students graduated within 4 years.
- The percentage of students who were College and Career Ready (CCR) stayed the same or increased in Math, Science, and Biology compared to last year.
- The percentage of students who are CCR in 3-8 Reading has decreased overall since last year. Literacy continues to be a particular area of focus for CMS.
- English Learners (ELs) as a subgroup experienced the largest and most consistent increases in CCR rates across all tested areas.
- Seventy-five (75.1%) of schools met or exceeded growth expectations, an improvement over last year.
- Sixty-seven schools (38%) received a School Performance Grade of A or B. Of these, 49 schools maintained the same grade of A or B from last year.

2018 Cohort Graduation Rate (4-Year)

Cohort Graduation Rate – Off Track

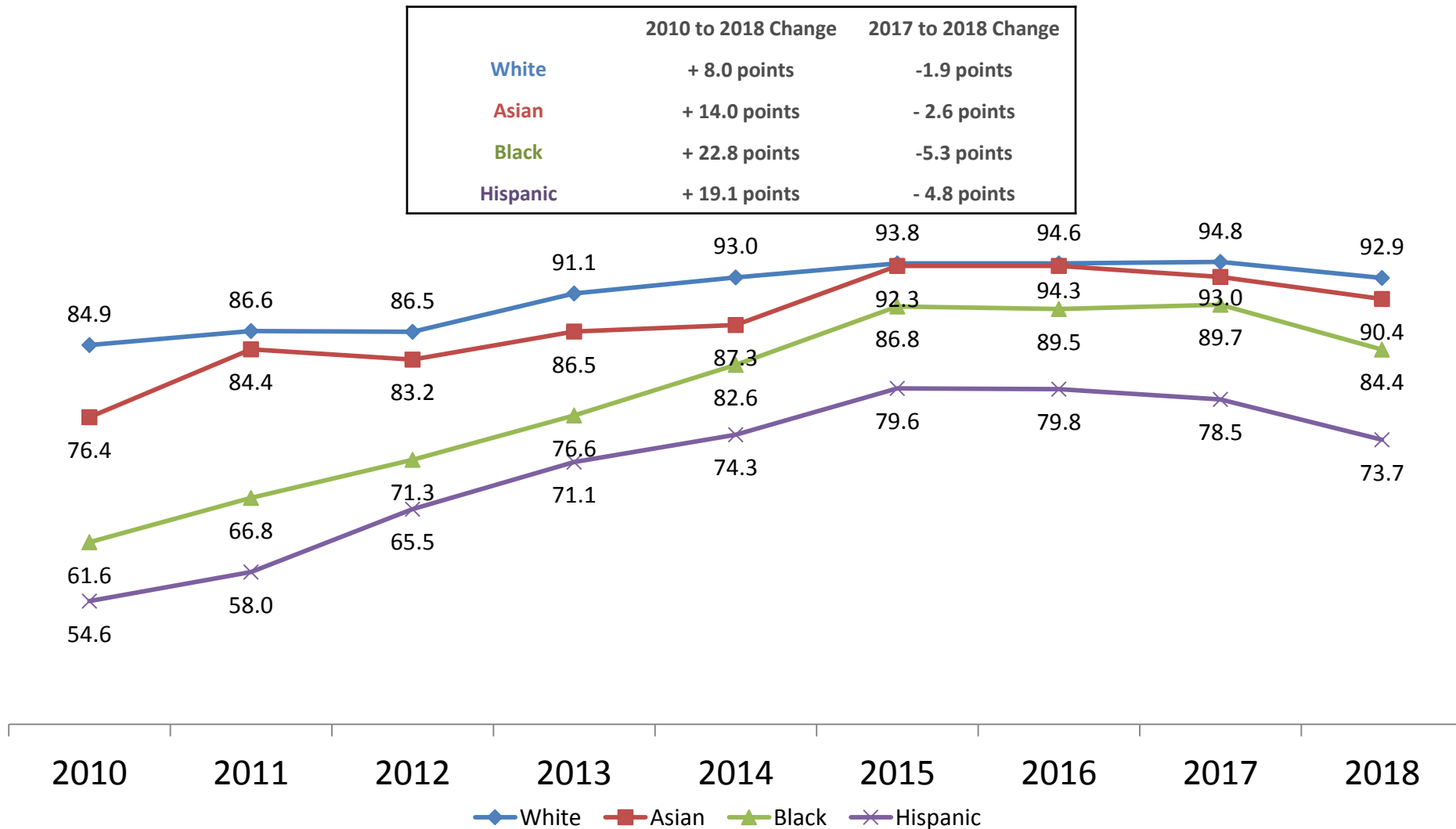
- Students entering a school “off track” remain in the denominator for the *school* and the *district*.
- Students who are retained (off track) remain in the appropriate cohort.
- Schools may only remove students that have:
 - Transferred out,
 - Emigrated to another country,
 - Transferred to prison or juvenile facility, or are
 - Deceased.
- In some cases, these changes have contributed to lower graduation rates, particularly for schools

CMS 4-Year Cohort Graduation Rate



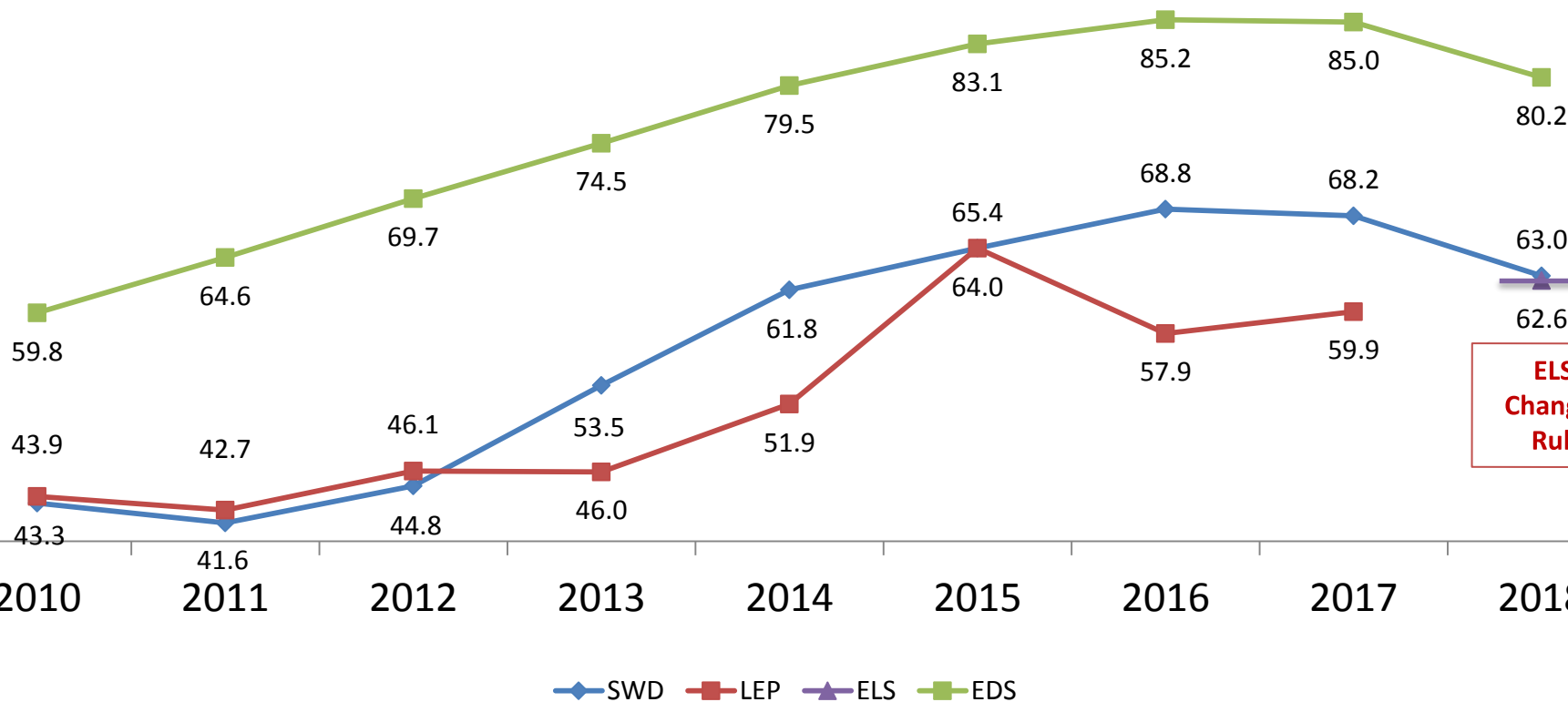
Change in
Rules

Graduation Rates for All Racial Subgroups



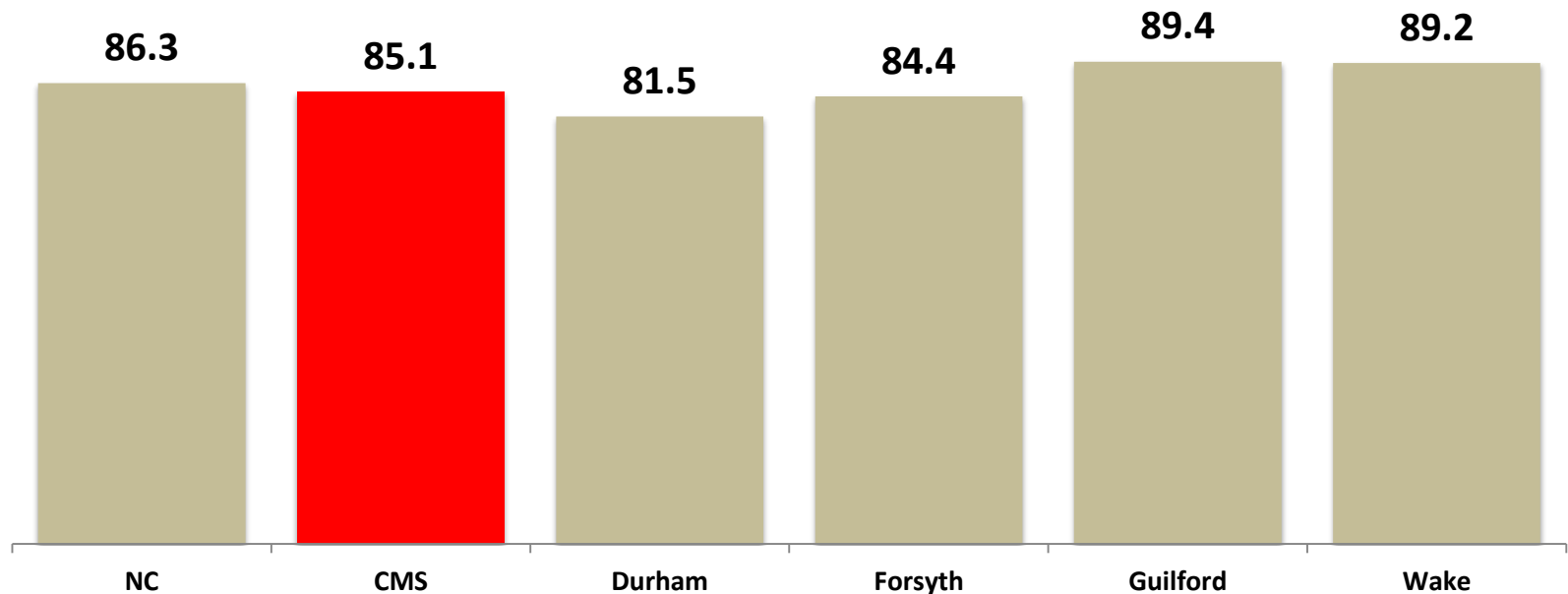
Graduation Gaps Have Narrowed Dramatically Since 2010

	2010 to 2018 Change	2017 to 2018 Change
EDS	+ 20.4 points	- 4.8 points
SWD	+ 19.7 points	- 5.2 points
LEP/ELS	N/A - Change in Rules	



CMS's Graduation Rate Compared to Other Large Districts in North Carolina

4-Year Cohort Graduation Rate - 2018



Math and Reading Grades 3-8
Science Grades 5 & 8
Math I, English II & Biology

Testing in Mathematics – Grade 8

- Elimination of requirements for students who take NC Math I (course and assessment) to also take the Grade 8 End-of-Grade (EOG) mathematics assessment.
- 8th graders enrolled in NC Math I will only take the NC Math I End-of-Course (EOC) assessment.
- 8th graders not enrolled in NC Math I will take the 8th grade mathematics EOG.
- The achievement level on the NC Math I EOC will be used for accountability purposes for the student in the 8th grade year.
- Given the above changes, 2017-18 should serve as a baseline reporting year for Math 3-8.

Testing in Mathematics – High Schools

- Reporting of Math I End-of-Course (EOC) performance has changed.
- In the past Math I was reported as a separate EOC assessment for all students having taken it. That would include students in grades 6-12.
- Math I performance will now be collapsed in Math 3-8 and Math 9-12.
- Math 9-12 is a new reporting area, with 2017-18 serving as a baseline year.

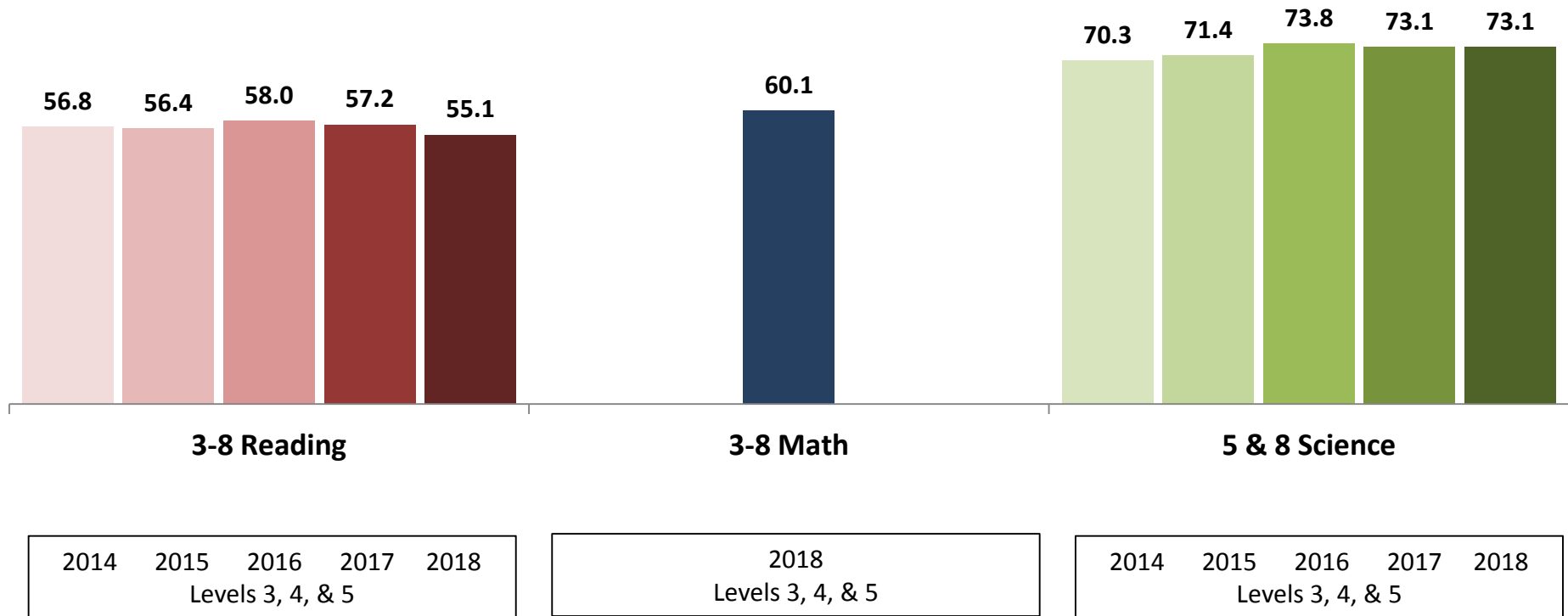
The State Redefined Its Definition of Grade Level Proficiency (GLP) and College and Career Readiness (CCR)

In 2013-14, the State Board of Education adopted a new methodology for determining achievement levels of students.

	Level 1	Level 2	Level 3	Level 4	Level 5
Grade Level Proficiency			●	●	●
College and Career Ready				●	●

CMS Proficiency Rates in All Reading, Math, and Science

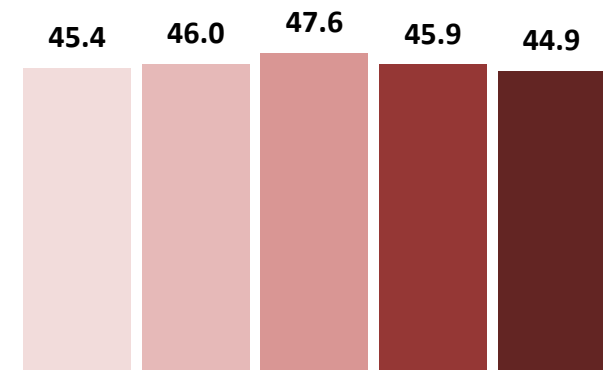
Percentage of students At or Above **Grade Level Proficiency** increased in Math and Science from 2014 to 2018



College and Career Readiness Rates in Reading, Math, and Science

Change: 2014 to 2018

-0.5 points



3-8 Reading

2014 2015 2016 2017 2018
Levels 4 & 5

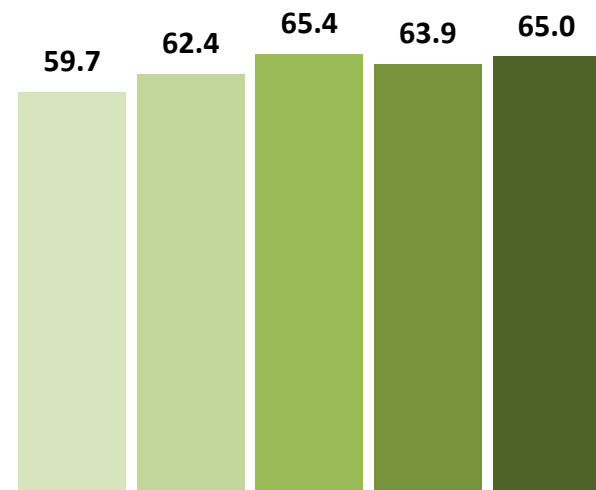
53.3

3-8 Math

2018
Levels 4 & 5

Change: 2014 to 2018

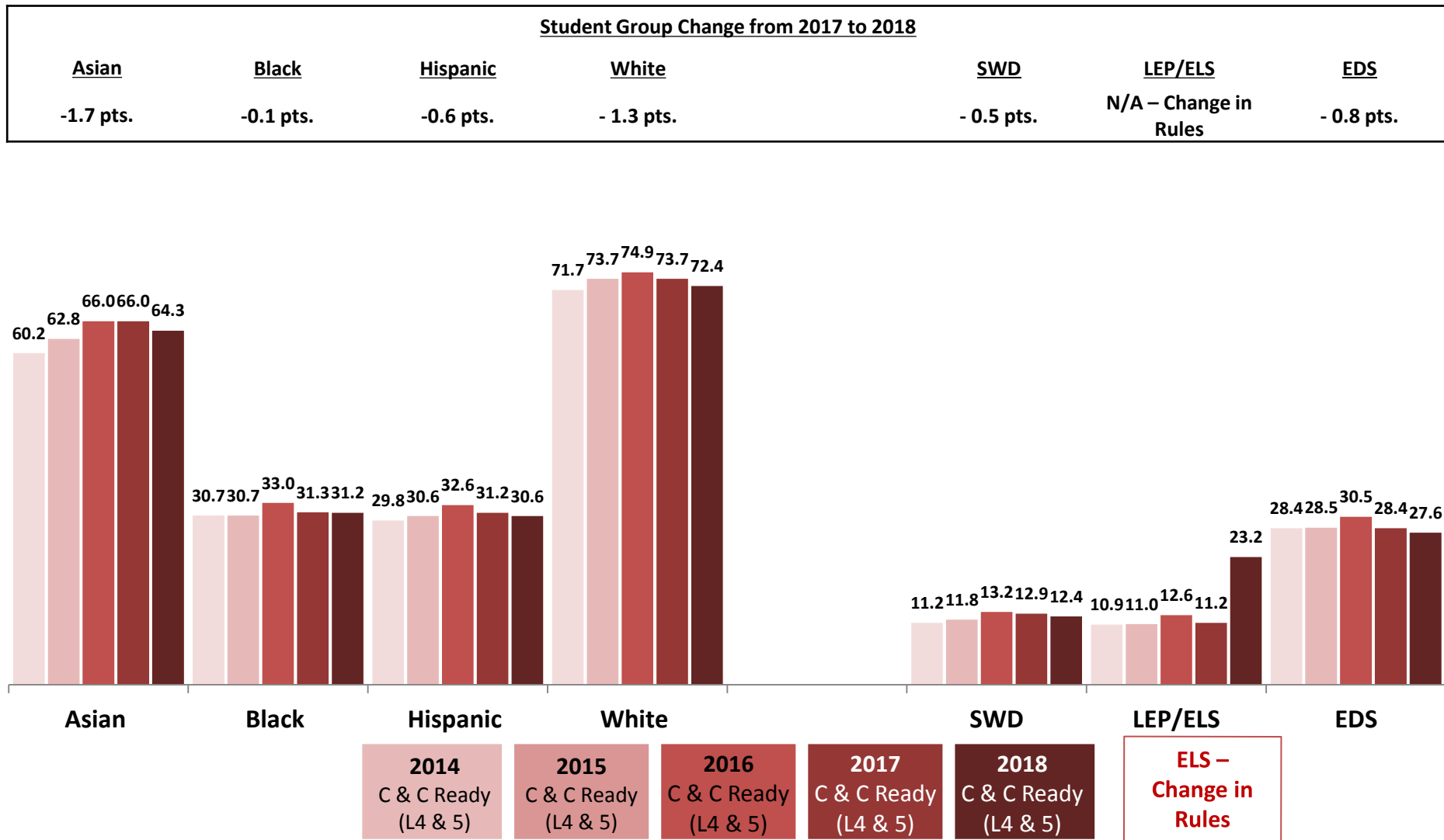
+5.3 points



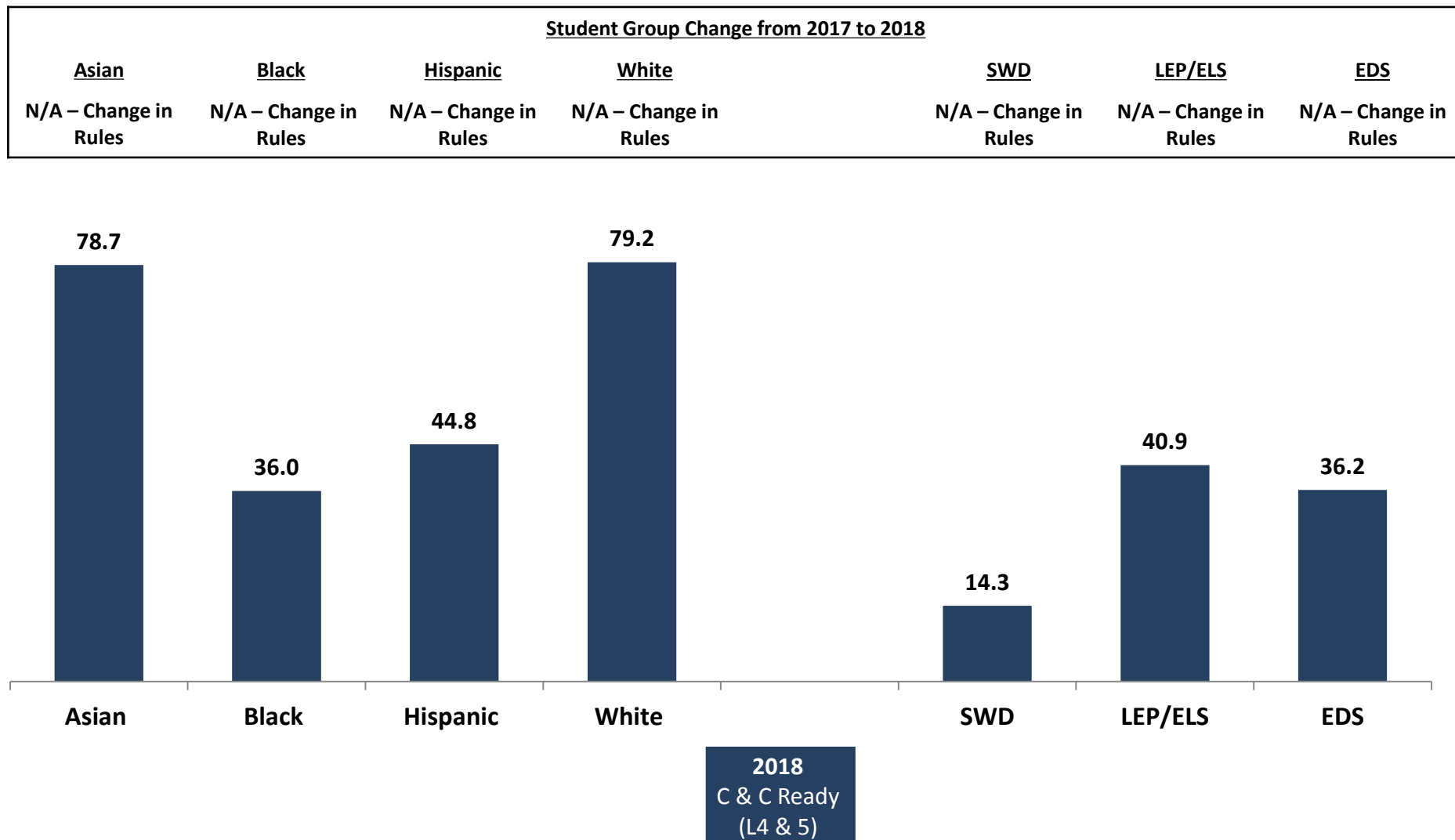
5 & 8 Science

2014 2015 2016 2017 2018
Levels 4 & 5

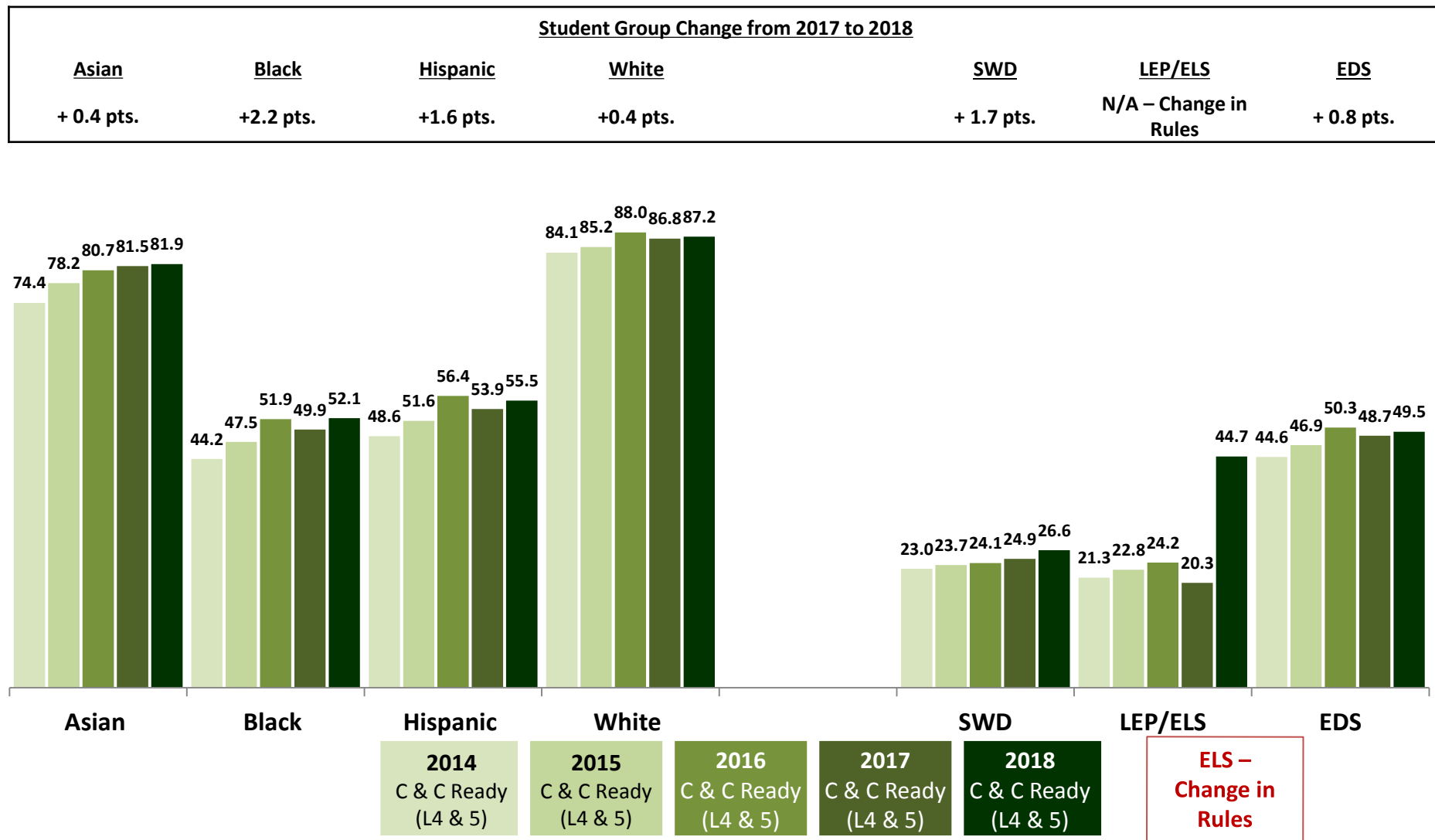
College & Career Readiness Rates in Grades 3-8 Reading



College & Career Readiness Rates in Grades 3-8 Math

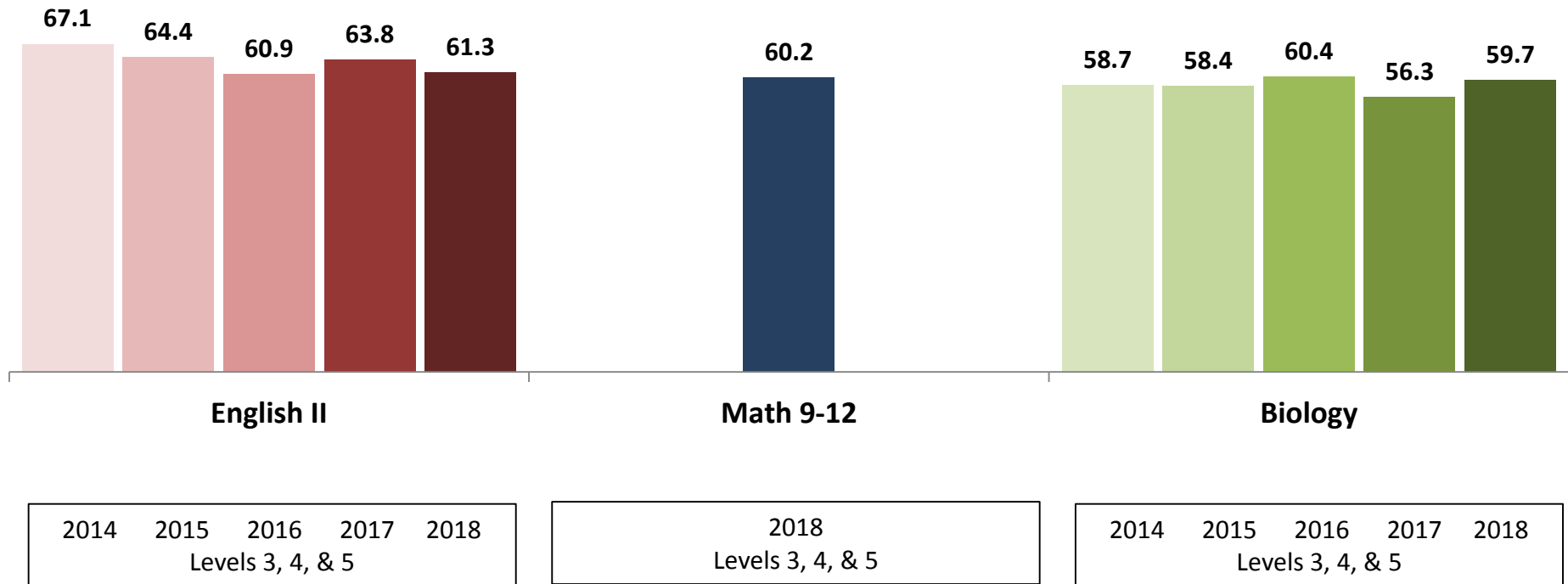


College & Career Readiness Rates in Grades 5 & 8 Science



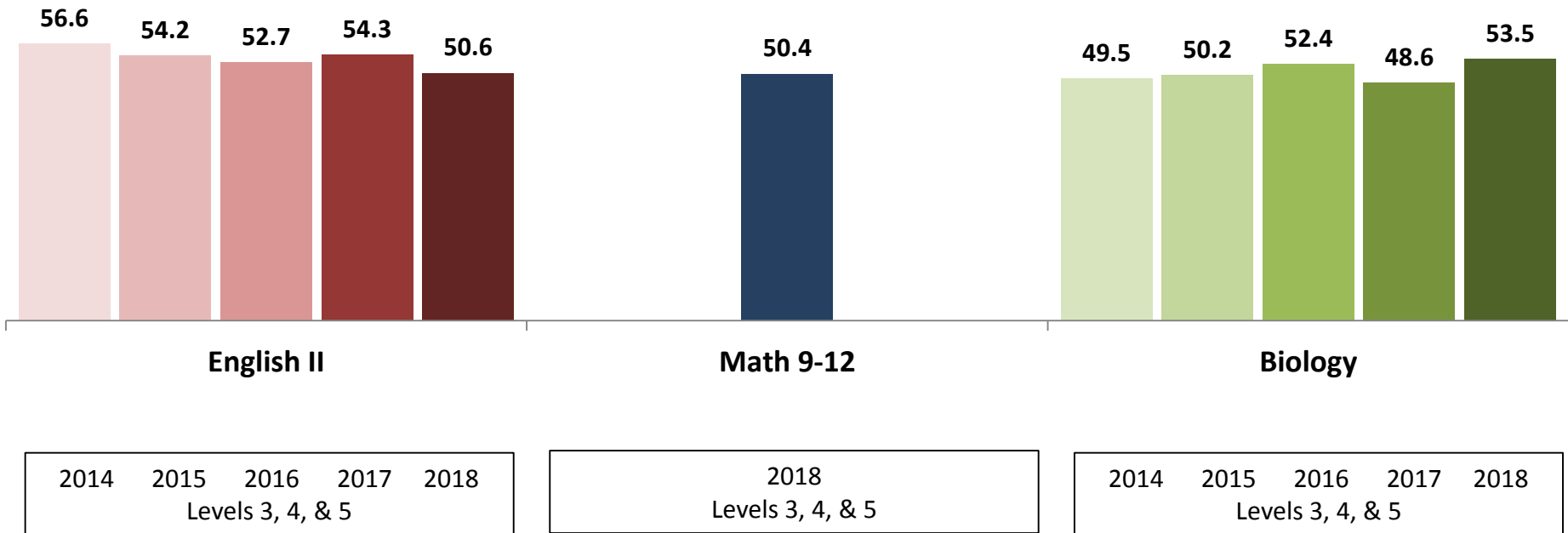
CMS Proficiency Rates in English II, Math 9-12, and Biology

Percentage of students At or Above **Grade Level Proficiency** increased in Biology from 2014 to 2018

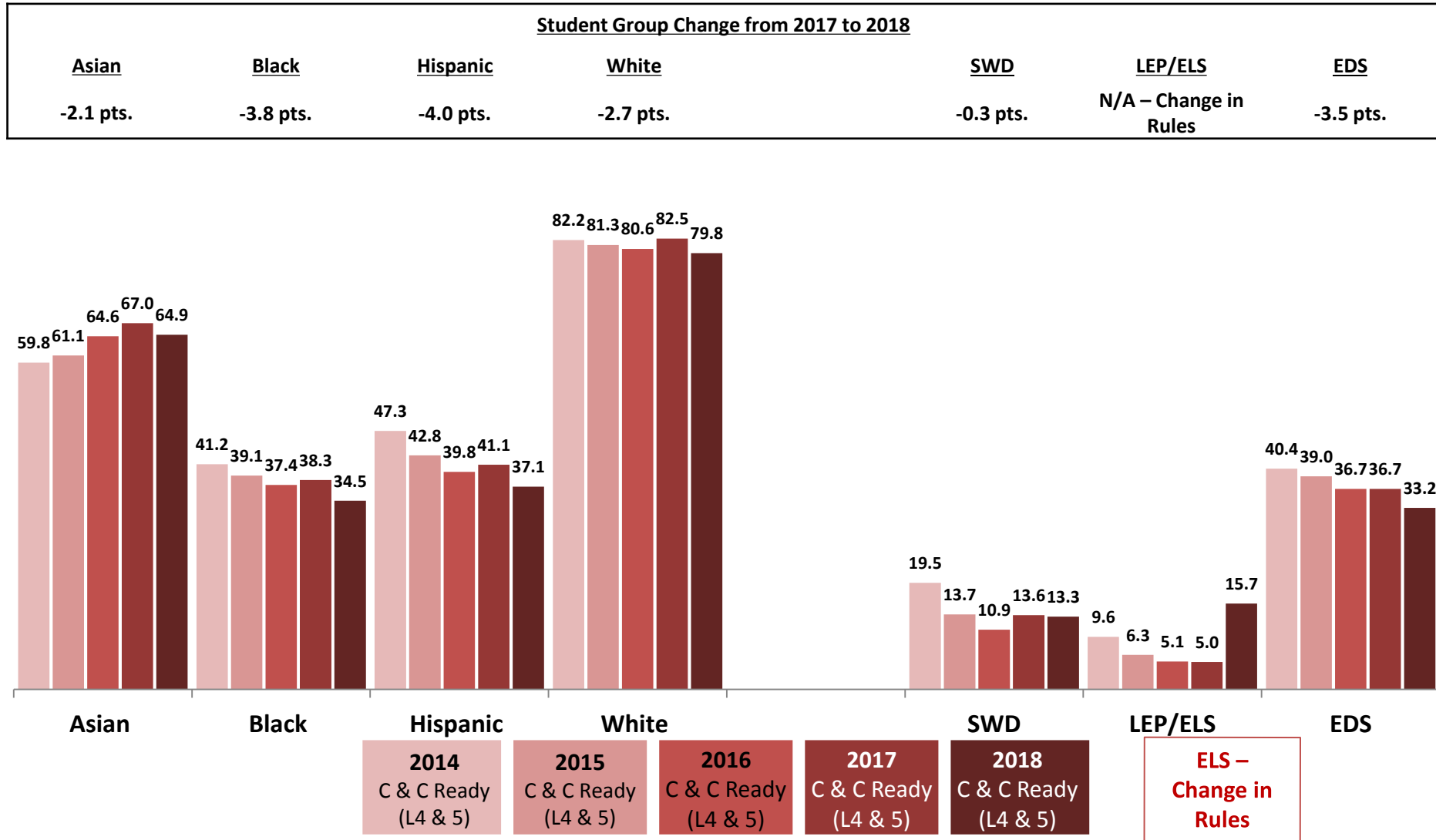


CMS College and Career Ready Rates in English II, Math 9-12, and Biology

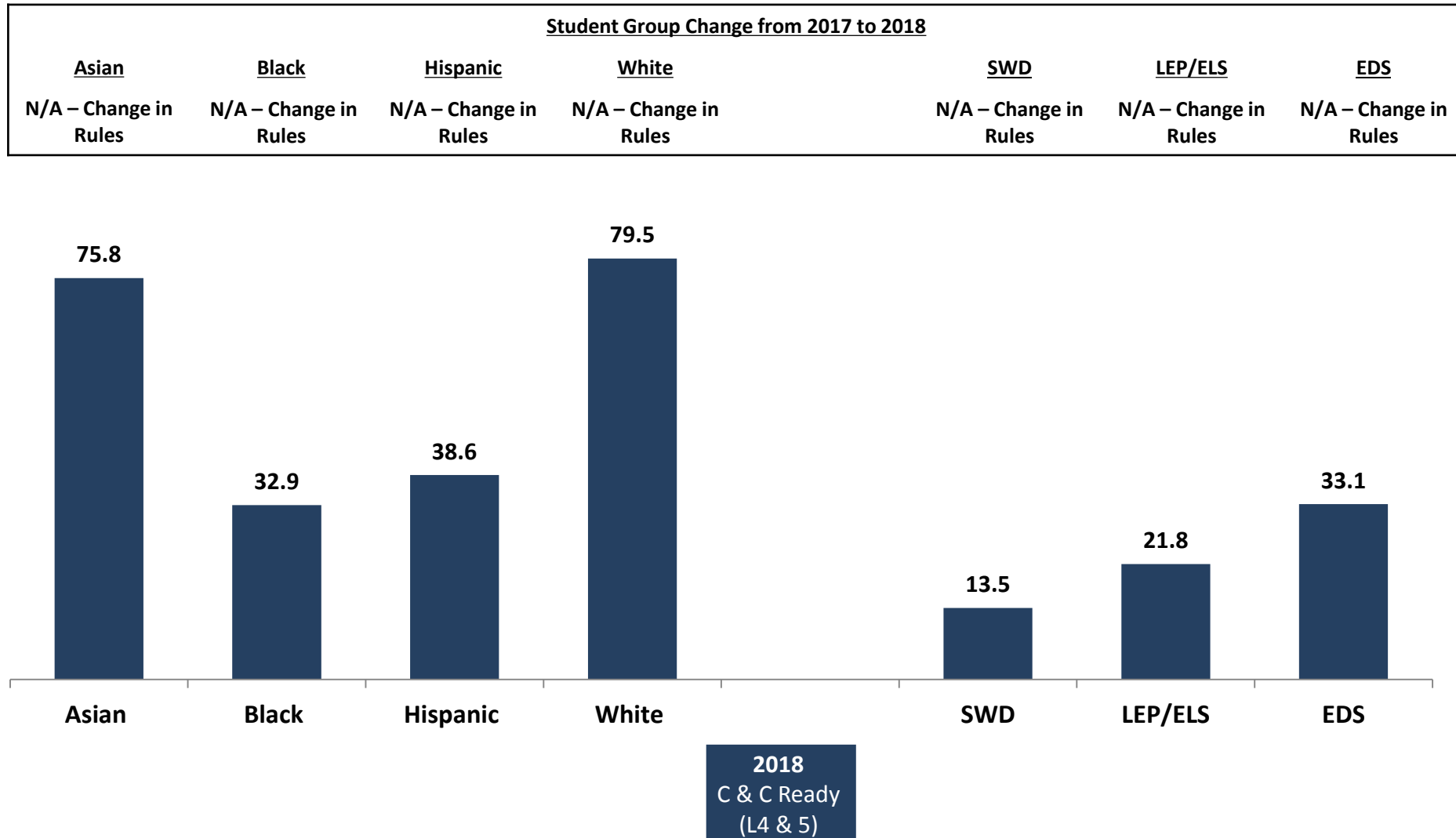
Percentage of students At or Above **Grade Level Proficiency** increased in Biology
from 2014 to 2018



College & Career Readiness Rates in English II



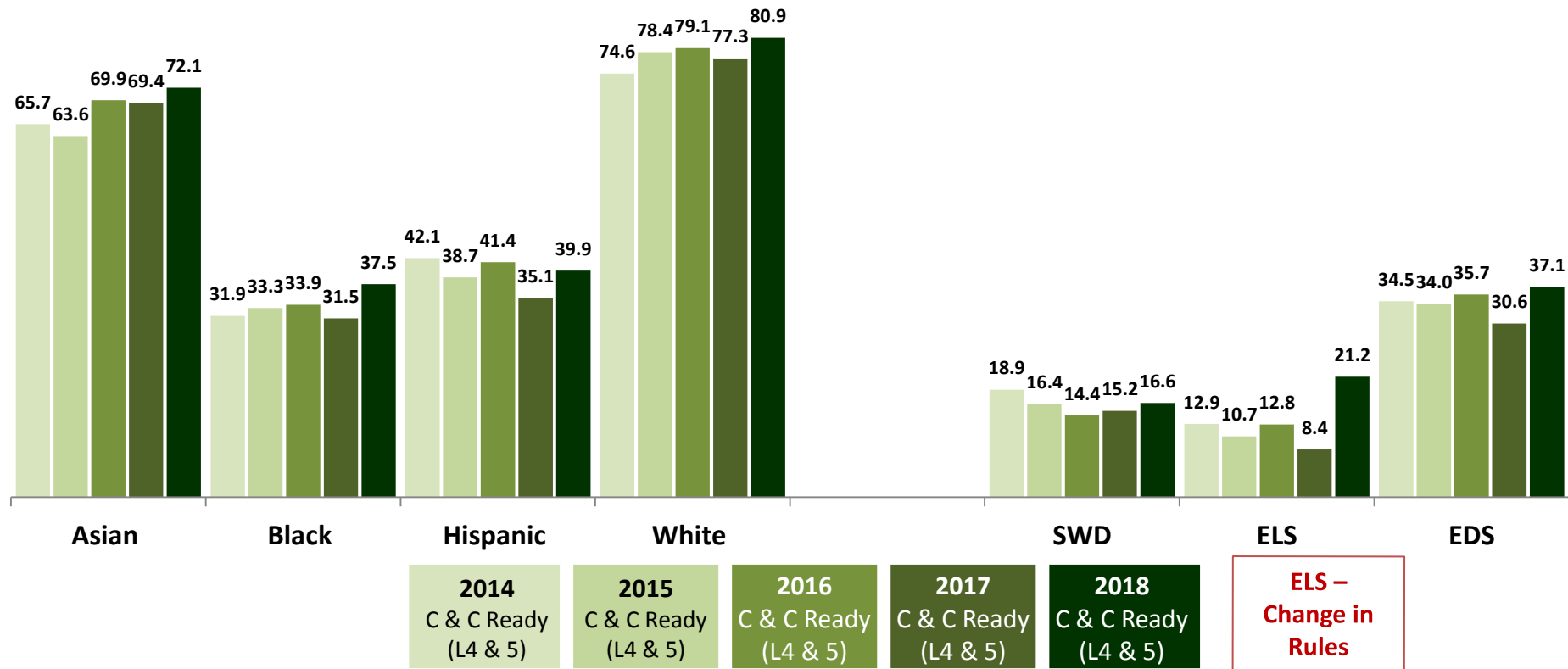
College & Career Readiness Rates in Math 9-12



College & Career Readiness Rates in Biology

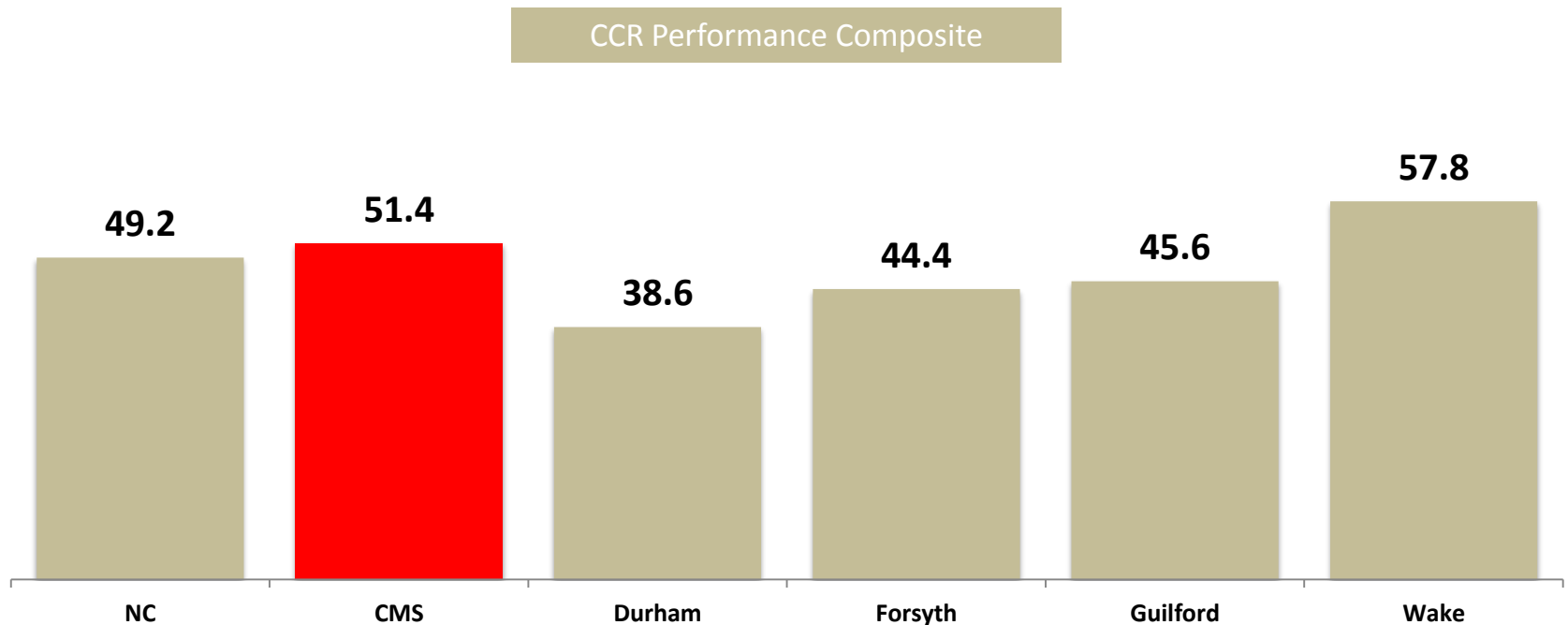
Student Group Change from 2017 to 2018

<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>SWD</u>	<u>ELS</u>	<u>EDS</u>
+2.7 pts.	+6.0 pts.	+4.8 pts.	+3.6 pts.	+ 1.4 pts.	N/A – Change in Rules	+6.5 pts.



CMS Outperformed Most Other Large Districts in North Carolina

Overall Performance Composite – Percent **College and Career Ready** (Levels 4 and 5)
by District and NC



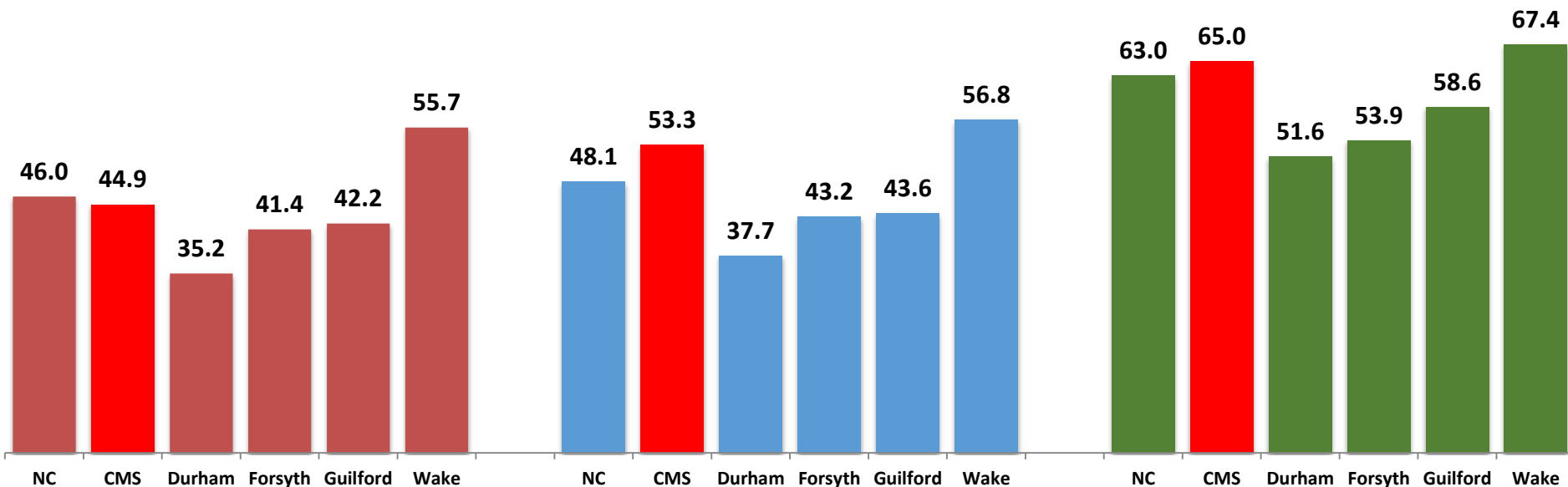
CMS Outperformed The State and Most Other Large Districts in North Carolina

Percent of Students **College & Career Ready** on the Reading, Math and Science EOG Tests by District and NC

3-8 Reading CCR

3-8 Math CCR

5 & 8 Science CCR



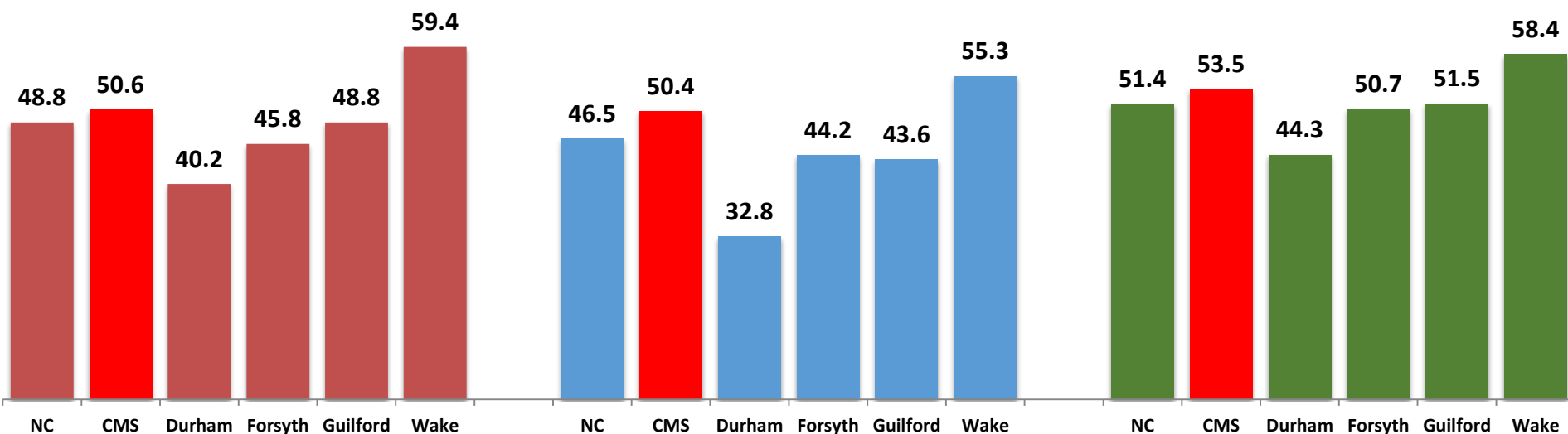
CMS Outperformed The State and Most Other Large Districts in North Carolina

Percent of Students **College & Career Ready** on the EOC Tests by District and NC

English II CCR

9-12 Math CCR

Biology CCR



Schools Meeting or Exceeding Expected Growth: 2012-13 to 2017-18

School Growth

- School Growth is an indication of the average rate at which students in a school learned over the past year.
- The standard is roughly equivalent to a year's worth of expected growth for a year of instruction.
- The growth measure is defined in one of three ways:
 - did not meet expected growth;
 - met expected growth; or
 - exceeded expected growth.

Three Quarters of CMS Schools Met or Exceeded Growth Expectations

Year	District/ State	Total Number of Schools	# Meeting or Exceeding Growth	% Meeting or Exceeding Growth
2012-13	CMS	156	127	81.4%
2013-14	CMS	157	130	82.8%
2014-15	CMS	160	131	81.9%
2015-16	CMS	165	141	85.5%
2016-17	CMS	164	119	72.6%
2017-18	CMS	169	127	75.1%

ACT and WorkKeys Exam Performance 2017-18

ACT Performance

Attainment of a score of 17 or higher is an Indicator of College and Career Readiness and is also the minimum score required for admission to schools in the UNC system.

Silver Certificate or Better is an Indicator of Career and Workplace Readiness.

ACT - 17 or Higher and WorkKeys - CTE Concentrators with a Silver Certificate or Better					
	2013-14	2014-15	2015-16	2016-17	2017-18
CMS ACT	59.0%	58.3%	60.3%	56.3%	56.3%
CMS WorkKeys	73.7%	73.9%	76.1%	77.0%	68.0%
State ACT	59.3%	59.7%	59.9%	58.8%	57.9%
State WorkKeys	67.6%	72.1%	73.5%	73.3%	68.2%

English Learner (EL) Progress 2017-18

Testing and Accountability for ELs

- Progress Toward Exiting EL Status.
 - Beginning in 2017-18 schools were asked to account for EL students' acquisition of English and eventual exit of EL status.
 - Grades K-12.
 - Will be included in calculation of the 80% for School Performance Grades (minimum N-size of 30).
 - Progress will be based on scores on ACCESS 2.0.
 - Expected year of EL exit based on initial ACCESS 2.0 score.

Testing and Accountability for ELs

Access 2.0
1st Score

Access 2.0
2nd Score

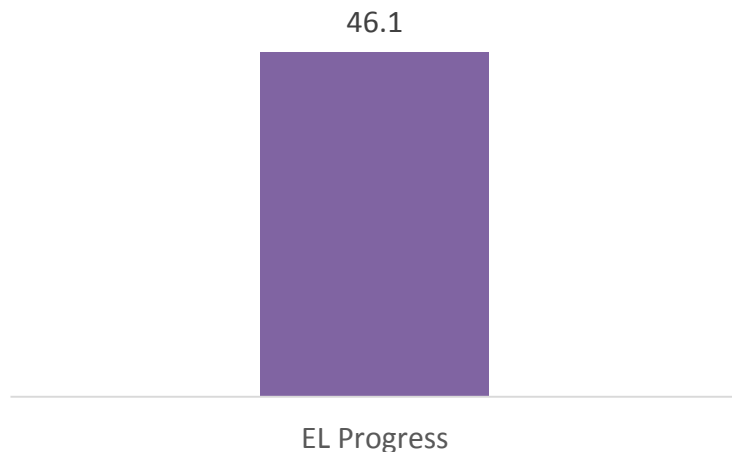


English Language Acquisition Progress

Testing and Accountability for ELs

Initial Score on ACCESS 2.0	Number of Years Expected to Exit EL Status
1.0 – 1.9	5
2.0 – 2.9	4
3.0 – 3.9	3
4.0 – 4.7	2

46.1%
of EL Students
Made Progress



EL Progress

- Beginning in 2017-18, schools will be asked to account for EL students' acquisition of English and eventual exit of EL status.
- EL Progress is the percentage of EL students making progress from year to year on the English proficiency assessment.

School Performance Grades: 2013-14 to 2017-18

School Performance Grades

Effective in the 2013-14 school year, North Carolina assigned School Performance Grades to all public schools. The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual End-of-Grade (EOG) mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual End-of-Course (EOC) assessments in Math I, Biology, and English II (Level 3 and above)
3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III (Math Course Rigor) with a passing grade
4. The percentage of grade 12 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on the ACT (composite score of 17) or the percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
5. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

The EVAAS model, which provides the growth measure, uses current and previous student test data to determine whether schools are maintaining or increasing student achievement from one year to the next. In the event that a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score.

It is important to note that schools that have met or exceeded growth may still receive a low School Performance Grade since achievement accounts for 80% of the grade.

Starting in 2017-18, for students who have taken Math I in 8th grade, the Math I score will be used as the 8th grade math score. 2017-18 is the last year that Math I scores will be banked to grade 9.

For 2013–14 through 2017-18, the grade designations are set on a 15-point scale:

A = 85–100	B = 70–84	C = 55–69	D = 40–54	F = 39 or Less
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Number of Schools with B and C Grades Increased

19 schools received a SPG of A in 2017-18 compared to 25 schools receiving an A/A+ in 2016-17. The number of schools receiving an F grade had decreased from 10 in 2014-15 to 5 in 2015-16 and 2016-17. It increased to 10 schools in 2017-18.

Year	A+ N/(%)	A N/(%)	B N/(%)	C N/(%)	D N/(%)	F N/(%)	Total
2013-14	N/A	17 (11%)	47 (30%)	46 (29%)	36 (23%)	11 (7%)	157
2014-15	8* (5%)	11 (7%)	50 (31%)	44 (28%)	37 (23%)	10 (6%)	160
2015-16	14 (8%)	11 (7%)	42 (25%)	61 (37%)	32 (19%)	5 (3%)	165
2016-17	15 (9%)	10 (6%)	40 (24%)	58 (35%)	39 (23%)	5 (3%)	167
2017-18	N/A**	19 (11%)	48 (27%)	60 (34%)	38 (22%)	10 (6%)	175

*In 2014-15, the state introduced A+ grades. Schools that earned an “A” designation and did not have significant achievement and/or graduation gaps were designated as an “A+” school. Significant achievement and graduation gaps were defined as in-school gaps above the three-year state average when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup.

**In 2017-18, A+ letter grades were removed from the accountability model and subgroup grades were added. F grades include three schools with an Alt-F grade: Lincoln Heights, Metro School, and Turning Point. Percentages may not add to 100 due to rounding.

School Performance Grade Changes

SPG Distribution 2017-18

This graph displays changes in grades from 2016-17 to 2017-18. For example, 6 schools with a B this year had a lower grade last year and improved.

