Timeline

March 25: Public Engagement session (virtual)
March 28: Public Engagement session (virtual)
April 13: Public hearing on Superintendent’s budget
April 15: Board of Education budget work session
April 27: Board of Education Approves 2021-2022 budget request
May 4: Board of Education presents budget request to Mecklenburg County Board of County Commissioners
Public Engagement Sessions

Feedback from virtual community engagement sessions is consistent with focus areas addressed in the 2021-2022 budget request

- Students’ social and emotional health and well-being should receive emphasis and be included as a funding priority

- COVID funding should be allocated to address the most immediate needs of students resulting from the pandemic

- Investments in staff development are critical

- Budget must address equity, including in such areas as access to advanced coursework

- Community wants frequent and consistent communication about leading and lagging indicators on progress toward the strategic plan targets

- Strong interest in understanding difference in COVID-related funding and other state and local funding requests and needs
Pandemic Impact
Alignment with Strategic Plan 2024

Three Goals

- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional support.

Targets

- Graduate 100% of students
  - 95% of students graduate with their 4-year cohort
  - 75% of students graduate with at least one DPI endorsement
- Cut gaps in college and career readiness by at least 50% overall and for each sub-group
- Increase access to rigorous coursework overall and for each sub-group

Focus Areas

- Great Teaching
- Time (OSS/ISS)
- Student Wellness
- Access to Advanced Coursework
- Academic Performance
- Health of the District
Priorities

01 Great Teaching
*Raise the level and complexity of content, build teacher knowledge and skill and engage students as independent learners.*
- Provision high-quality curriculum & resources, including interventions
- Provide comprehensive PD to support curriculum implementation and interventions
- Engage in coaching, observation & feedback to monitor progress and provide support

02 Student Wellness
*Increase the social emotional and mental health supports provided to all students and develop an organizational culture of wellness.*
- Provide additional mental health support positions
- Build faculty and staff knowledge of effective school culture / discipline practice & inclusive classroom techniques
- Provide an SEL screener and curriculum
- Broaden access to supports for specific populations of students (EL first-language SEL support, enrichment for homeless students, mobile crisis team)

03 Access to Advanced Coursework
*Ensure all students, have access to and experience success in rigorous/advanced courses,*
- Ensure tools, systems and routines for capturing students goals, especially postsecondary, and monitoring progress toward goals
- Provide equitable access to a wide range of high quality advanced options (e.g., Math I in middle school, AP, IB, CTE, etc.)
- Provide the appropriate supports to students and teachers to increase student success in advanced courses

04 Time (OSS/ISS)
*Maximize instructional time for students, reducing chronic absenteeism and out-of-school suspension disproportionality.*
- Implement a system of restorative practices, rooted in social justice, that promotes equity, social-emotional learning and positive school cultures.
- Create intervention centers focused on extending learning and social emotional supports to students.
- Provide integrated learning community behavior support

05 Academic Performance
*Build a system to support district-wide implementation of supplemental and intensive academic supports, that supplements, high quality daily instruction.*
- Provide universal screener to assess student needs
- Support school staff in application and use of screener data
- Provision interventions and provide PD to support school-based staff implementation
- Provide systems to monitor student progress

06 Health of the District
*Sustain & improve high quality support services, focus on operational improvement and innovation in non-instructional areas.*
- Modernize financial and human capital processes and systems
- Sustain and preventively maintain CMS infrastructure & facilities
- Provide new teacher and teaching residency support
- Sustain and improve health & safety systems
Where Are We Now?

• Gaps existed before COVID-19, and impacted black and brown students in higher proportions; those opportunity gaps have widened due to the pandemic

• Approximately 50,000 students who are considered academically at-risk

• Higher numbers of students struggling with social and emotional issues
Overview of District Finances

2021-2022 Operating Budget - INCLUDING TEMPORARY ONE-TIME FEDERAL COVID FUNDING

*CRRSA (ESSER II) - Coronavirus Response and Relief Supplemental Appropriations
**ARP (ESSER III) - American Rescue Plan

$2.1 billion - 2021-2022 Operating Budget (does not include Capital or Enterprise funds)
143,856 projected enrollment
$14,112 Budgeted Cost per Pupil (without charter school pass-through funding)
COVID-19 Emergency Relief Funding

What will we discuss in this section?

Detailed information about the new Elementary & Secondary School Emergency Relief Funds (ESSER II, III)

Alignment of major investments planned for ESSER II (CRRSA)

Planning process & stakeholder engagement for ESSER III (ARP)
# COVID-19 Pandemic: Emergency Relief Funds

## Elementary & Secondary School Emergency Relief Funds (ESSER)

<table>
<thead>
<tr>
<th>ESSER I</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coronavirus Aid, Relief, &amp; Economic Securities Act (CARES)</td>
<td>Coronavirus Response &amp; Relief Supplemental Appropriations Act (CRRSA)</td>
<td>American Rescue Plan Act (ARP)</td>
</tr>
<tr>
<td>$33.6 M</td>
<td>$141.9 M</td>
<td>$317.5 M</td>
</tr>
<tr>
<td>*Additional CARES Funds: $7.3 M</td>
<td>**June 2021 - Sept 2023</td>
<td>**June 2021 - Sept 2024</td>
</tr>
<tr>
<td>June 2020 - Sept 2022</td>
<td>**June 2021 - Sept 2023</td>
<td>**June 2021 - Sept 2024</td>
</tr>
</tbody>
</table>

*Additional CARES funds with specific purposes (tutoring, EC, SEL staff, digital curriculum, Canvas) were provided in Feb 2021

**ESSER II & ESSER III Applications are due on May 7th so we anticipate receiving the funds in late May or early June.
COVID-19 Pandemic Emergency Funds: Why?

The COVID-19 Pandemic has caused an increase in needs in a variety of areas:

- Social Emotional Learning needs
- Mental health needs
- Unfinished Instruction & Academic needs
- Needs of special populations
- Course performance
- Chronic Absenteeism
- Staffing needs
- Technology needs
- Facility & indoor air quality needs
- Cleaning & sanitation needs
- Personal protective equipment needs
Increased need, but continued commitment to our goals

Commitments & Strategies that respond to the increased need created by the COVID-19 pandemic

Commitments & Strategies based on the needs prior to the COVID-19 pandemic
# ESSER II (CRRSA) & ESSER III (ARP)

## Purpose of the COVID-19 Pandemic Funds
- Prevention Of…
- Reduction Of…
- In Response To…

---

### Allowable Uses of ESSER II & III Funds

<table>
<thead>
<tr>
<th>Student Learning Needs</th>
<th>Health &amp; Safety</th>
<th>Continuity of Services &amp; Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Addressing Learning Loss</td>
<td>● Preparing &amp; Responding to COVID-19: Sanitation, Personal Protective Equipment, Coordinating with local health authorities</td>
<td>● Planning for &amp; coordinating long-term closures</td>
</tr>
<tr>
<td>● Summer Learning &amp; Supplemental After School programs</td>
<td>● School facility repairs and improvements to reduce the risk of virus transmission</td>
<td>● Activities necessary to maintain operation and continuity of services and continue employing existing staff</td>
</tr>
<tr>
<td>● Activities to address the unique needs of special populations</td>
<td>● Improvement of Indoor Air Quality</td>
<td></td>
</tr>
<tr>
<td>● Technology for students for remote &amp; hybrid learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Mental health services &amp; supports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESSER II (CRRSA) & ESSER III (ARP)

Restrictions & Requirements

All Federal Funds
- Supplemental
- Reasonable & Necessary
- Aligned to Purpose
- Aligned to Allowable Uses

ESSER II (CRRSA) & ESSER III (ARP)
- State Maintenance of Effort Provision

ESSER III (ARP):
- 20% or more of ESSER III (ARP) funds must be used for activities to address learning loss
- ESSER III (ARP) includes a State & Local Maintenance of Equity Provision
- ESSER III (ARP) requires the district to make a plan to safely bring students back into schools for in-person instruction within 30 days of receiving the funds. The plan must include & respond to community input.
Optimization of COVID Funding (CGCS)

Overarching Goals: High-level outcomes for ESSER investments
1. Safely reopen schools for all students.
2. Address pre- and post-pandemic unfinished learning.

Emerging high-level strategies for achieving these goals:
1. Attend to the immediate health and safety requirements as well as the social, emotional, and mental health needs of students and adults.
2. Ensure grade-level, standards-aligned instruction with just-in-time academic and social emotional support.
3. Invest in staff capacity and lasting infrastructure that closes the opportunity, resource, and digital divides and ensures equitable outcomes for all current and future students.

Guiding Questions:
1. How does each ESSER investment address one of these three goals?
2. What is the logic model?
3. What is the evidence?
COVID-19 Emergency Relief Funding

What will we discuss in this section?

- Detailed information about the new Elementary & Secondary School Emergency Relief Funds (ESSER II, III)
- Alignment of major investments planned for ESSER II (CRRSA)
- Planning process & stakeholder engagement for ESSER III (ARP)
Alignment with Strategic Plan 2024

Three Goals

- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional support.

Focus Areas

- Great Teaching
- Access to Advanced Coursework
- Student Wellness
- Time
- Academic Performance
- Health of the District

CRRSA Investments

- Technology
- Academics
- CAMP CMS
- Student Wellness & Academic Support
- Health & Safety
- Staffing

Measuring Impact (Leading)

- Focus Area teams are developing action plans & confirming leading indicators as part of the planning process this spring and summer.

Targets

- Graduate 100% of students
- 95% of students graduate with their 4-year cohort
- 75% of students graduate with at least one DPI endorsement

Focus Area teams are developing action plans & confirming leading indicators as part of the planning process this spring and summer.

^Will be revised with 2020-21 as a baseline year

Cut achievement gaps in college/career readiness by at least 50% overall and for each sub-group

Increase access to rigorous coursework overall and for each sub-group
Why?
CMS has identified over 50,000 students that have increased academic needs as a result of the COVID-19 pandemic.

Alignment to strategic plan:
- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional supports.

Measuring Impact:
- Student Enrollment, Attendance, Course performance, additional leading indicators identified by focus area teams

Planned ESSER II (CRRSA) Investments
- Transportation
- Staffing
- Incentive Pay for Staff
- Instructional Supplies & Materials
Student Wellness & Academic Support ($4.8 M)

Why?
Panorama data indicates CMS students would benefit from support in specific areas of social emotional learning. As students transition back to in-person instruction it is critical that we have supports in place for social emotional learning and to decrease absenteeism and suspensions.

Alignment to strategic plan:
- Every student has access to more social and emotional supports.

Measuring Impact:
- Panorama Data, Absenteeism, Suspension Data, additional leading indicators identified by focus area teams

Planned ESSER II (CRRSA) Investments
- Social Emotional Learning Resources
- Behavior Support Staff trained in restorative practices and supports for social emotional learning
- Aimsweb Monitoring Tool & Training
- Transportation for MCV students to attend after school tutoring/enrichment
- Nurse Extenders
Technology ($10 M)

Why?
By September 2021, over 44,000 student chromebooks will no longer be supported by Google (due to age). Replacement of these chromebooks is critical to ensure all CMS students have access to current technology for remote, hybrid, and in-person instruction.

Alignment to strategic plan:
- Every student has access to a rich, diverse and rigorous curriculum.

Measuring Impact:
- Student access to current technology for remote, hybrid, & in-person instruction

Planned ESSER II (CRRSA) Investments
- Replacement of Aging Student Devices
- Technology to support remote & hybrid instruction: 360 cameras, wireless headsets, monitors, document cameras
Academics ($14.9 M)

Why?
The COVID-19 pandemic has increased academic needs and unfinished instruction. It is critical that we provide the resources, professional development, and support necessary to meet the needs of students and teachers.

Alignment to strategic plan:
- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.

Measuring Impact:
- Course performance, NWEA Measures of Academic Progress (MAP) scores, Teacher Practice, additional leading indicators identified by focus area teams.
Health & Safety ($43.7 M)

Why?
Prevention and reduction of the spread of COVID-19 is critical to ensuring our schools are safe for in person learning. Improving indoor air quality, using personal protective equipment, and minimizing high touch surfaces all contribute to make our schools safer.

Alignment to strategic plan:
- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional supports.

Measuring Impact:
- Meeting or exceeding guidelines for prevention & reduction of the spread of COVID-19

Planned ESSER II (CRRSA) Investments
- Personal Protective Equipment
- HVAC Optimization
- Needlepoint Bipolar Ionization
- Portable Dehumidifiers
- Gym Dehumidification
- Water Bottle Fillers
Staffing ($22.9 M)

Why?
Retaining the current CMS workforce is critical to continuing to provide services to students.

Alignment to strategic plan:
- Every student graduates with meaningful employment or higher education opportunities.
- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional supports.

Measuring Impact:
- Select Human Resources Indicators

Planned ESSER II (CRRSA) Investments
- COVID Recovery Enhancement Staffing for 2021-2022 (teacher allocation stabilization)
- COVID local leave (phase 3)
- ASEP/ BSEP
- *Additional Responsibility Stipend for certified school-based staff

*part of unbudgeted reserve in proposed budget
Anticipated Federal COVID Funding:

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Funding Summary - $141.9M (available for use through Sept 2023)

American Rescue Plan (ARP) funding estimated at $317.5M is also anticipated in late spring (available for use through Sept 2024)
Planning for the ESSER III (ARP) Funds

Strategic Response Plan:
- Meaningful, Measurable, Impactful
- Responsive to increased needs due to COVID-19
- Aligned to the CMS Strategic Plan 2024
- Planning process embedded in work of Focus Area Teams
- Use of resources from Council of Great City Schools

Multiple phases to address immediate & long term needs
- **Phase 1**: Immediate Needs
- **Phase 2**: Long Term Transformation

Who will be involved?
- Stakeholders - Input & Feedback
- Focus Area Teams - Planning
- CMS District Leadership - Vetting & Alignment for a cohesive plan
Planning for the ESSER III (ARP) Funds: Process

Stakeholder Input
- Staff, Students, Families, & Community
- Multiple opportunities for engagement

Focus Area Team
Phase I Planning
- Focus on Immediate Needs
- Informed by stakeholder input
- Use of Council of Great City Schools Guidance

Focus Area Team
Phase II Planning
- Focus on long term transformation
- Informed by stakeholder input
- Use of Council of Great City Schools Guidance

Continuous Improvement
Vetting & Alignment
Stakeholder Feedback
Planning for the ESSER III (ARP) Funds: Stakeholder Engagement

Who?
- Students & Families
- Teachers, School Leaders & Support Staff
- Central Office Staff
- Community Members
- CMS Board of Education

What?
- Input to inform planning
- Feedback on emerging plans

How?
- Engagement through an online platform: ThoughtExchange
  - Share your thoughts & rate thoughts that others have shared
- Engagement through existing meetings
  - Ex: Superintendent’s Teacher Advisory Council, Leadership Meetings, Community Sessions, COVID-19 District Response Team
Local Funding Requests 2021-2022
County Funding Request

Employee Investment

Salaries and Benefits

Proposed 3% salary increase for staff

Anticipated state mandated health and retirement increases

$10.1M
County Funding Request

Facilities

Preventive Maintenance

Maintaining building components and systems in optimal condition to reduce the risk of breakdowns and emergency repairs. Examples of funding uses:

- **Fire Protection**
  - Fire safety services (fire extinguishers)
  - Sprinkler maintenance
  - Fire Alarm Monitoring
- **HVAC**
  - Chiller and cooling tower maintenance
  - Boilers preventive maintenance
- **Roofing**
  - Regular inspection of downspouts, gutters and storm drainage systems
  - Roof cleaning

$5.0M
County Funding Request

Facilities

Operating Costs for additional square footage*  $2.1M
(three new schools and a replacement school) opening fall 2021

* 416,107 additional square feet
County Funding Request

Enterprise Resource Planning (year 3) $1.5M
- Modernize financial and human capital processes and systems

Compliance and Legal Departments $.3M
- Staffing and operating expenses
County Funding Request

Student Wellness and Academic Support  $3.9M

• Social workers and school psychologists
• Mental health support
County Funding Request

Behavior and Support Centers  $.2M

• Many behaviors don’t warrant out of school suspension but do require support and redirection
• Ten pilot sites in middle and high schools
• Designed to create a new in-school suspension model to eventually be used across the school district.
• Focuses on providing a psychologically safe place for students to be coached on behavior responses while also remaining engaged in classroom work.
• Goal is reducing recidivism by identifying the root of the behavior and providing the tools students need to respond appropriately; will also analyze adult behavior to determine if there are areas that need to be addressed
County Funding Request

Charter school student growth (pass-through funding) $7.6M

• 1,970 additional students in charter schools
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020-21 Adopted County Appropriation</strong></td>
<td>524,932,548</td>
</tr>
<tr>
<td>Total Revisions for One-Time Funding (PM and ERP- year 2)</td>
<td>(4,117,182)</td>
</tr>
<tr>
<td><strong>2020-21 Base Budget (County funding)</strong></td>
<td>520,815,366</td>
</tr>
<tr>
<td>Investing in Our Employees</td>
<td>10,123,798</td>
</tr>
<tr>
<td>Facilities</td>
<td>7,059,730</td>
</tr>
<tr>
<td>ERP System Modernization</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Charter School Student Growth (pass-through funding)</td>
<td>7,631,541</td>
</tr>
<tr>
<td>Program Expansion and New Initiatives</td>
<td>4,295,584</td>
</tr>
<tr>
<td><strong>2021-22 Proposed County Appropriation</strong></td>
<td>551,426,019</td>
</tr>
<tr>
<td>Change From Prior Year Appropriation</td>
<td>26,493,471</td>
</tr>
</tbody>
</table>
Capital: Facility Sustainment Request ($18M)

Mecklenburg County provided $13M in our 2020-2021 capital budget to continue to address the replacement of major building components. 2021-2022 request is for $18M in capital budget to address these ongoing concerns.

During FY22, CMS has planned various replacements including:

- Boiler and Chiller Replacements
- Replacement Playgrounds
- Repaving Parking Lots
- Track and Tennis Court Refurbishments
- Lighting Upgrades
- Stormwater Improvements
Capital: Facility Sustainment Request ($18M)

Receiving annual funding of $18M per year or greater would allow CMS to:

- Increase the life cycle of the building and system components
- Delay major capital outlays at various schools

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Pie Chart: Funding Allocation

- **Renovations**: 720000
- **HVAC**: 3870000
- **Roofing**: 6525000
- **Plumbing**: 588000
- **Site Improvements**: 3855000
- **Resurfacing**: 2442000
Capital: 2021-22 Capital Outlay ($4.9M); Bus Garages ($10.5M); Security Request ($2.1M)

Capital outlay funding for various minor repairs/replacements such as:

- HVAC component replacements
- Fire alarm component replacements
- Electrical upgrades
- Intercom component replacements
- Digital sign replacements
- Flooring repair/replacements
- Mobile deck replacements

Erect two 20,000 sq. ft. bus garages at Downs Road and Northpointe Transportation Centers

Security funding for projects such as:
- Camera server upgrades at remaining 64 schools
- Exterior door replacements at middle schools
## Total Proposed Budget

<table>
<thead>
<tr>
<th>Revenues by Source</th>
<th>Proposed Budget (excluding COVID funding)</th>
<th>Proposed Budget (including COVID funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of North Carolina</td>
<td>$955,485,231</td>
<td>$955,485,231</td>
</tr>
<tr>
<td>Mecklenburg County</td>
<td>551,426,019</td>
<td>551,426,019</td>
</tr>
<tr>
<td>Federal and Other Grants</td>
<td>141,134,382</td>
<td>*</td>
</tr>
<tr>
<td>Other and Special Revenue</td>
<td>12,806,817</td>
<td>12,806,817</td>
</tr>
<tr>
<td><strong>TOTAL OPERATING BUDGET</strong></td>
<td>$1,660,852,449</td>
<td>$2,106,941,128</td>
</tr>
</tbody>
</table>

| Sustainment Capital Funding      | 18,000,000                               | 18,000,000                               |
| Capital Replacement              | 4,960,000                                | 4,960,000                                |
| Security Enhancements            | 2,100,000                                | 2,100,000                                |
| Transportation Garages Project   | 10,500,000                               | 10,500,000                               |
| Enterprise Funds:                |                                          |                                          |
| School Nutrition Services        | 69,696,441                               | 69,696,441                               |
| After School Enrichment Program  | 7,022,640                                | 7,022,640                                |
| **TOTAL PROPOSED BUDGET**        | $1,773,131,530                           | $2,219,220,209                           |

The Operating Budget, excluding temporary COVID-related federal funding, increased by 2.9% over prior year.

Temporary one-time COVID-related federal funding will allow us to address the many impacts of the pandemic for our students over the next several years while also advancing performance toward Strategic Plan 2024 targets.

* Includes $446.1M in temporary COVID-related funding available for use in fiscal years 2022-2024.
Strategic Plan 2024  Goals and Targets
Overarching Board Goals

Every student graduates with meaningful employment or higher education opportunities.

- Every student has access to a rich, diverse and rigorous curriculum.
- Every student has access to more social and emotional support.
Strategic Plan 2024: Primary Targets

Targets

- Graduate students on time
- Cut achievement gaps in college & career readiness by at least 50% overall and for each sub-group
- Increase access to rigorous coursework overall and for each sub-group

As Measured By

- 4-year Cohort Graduation Rates
- % of HS Graduates w/ a NC Department of Public Instruction (DPI) Endorsement
- % College and Career Ready (CCR) on End-of-Grade and End-of-Course Exams
- % of HS Graduates Completing an Advanced Course (AP, IB, Cambridge, Dual Enrollment)*
- % of Students Completing Math I by end of 8th Grade

2024 (Year 6) Goal

- 95% of HS Students Graduate in 4 years
- 75% of HS Graduates Earn at Least 1 State Graduation Endorsement
- 75% of HS Students Complete at Least 1 College Level Course by Graduation
- 60% of 8th Graders Complete Math I by the End of 8th Grade
- Cut in-half the Percent NOT CCR for each racial subgroup, which in turn will reduce the Black-White CCR equity gap by 50%

*AP stands for Advanced Placement. IB stands for International Baccalaureate.
Grade 3 (ELA Annual Targets - End-of-Grade Exams)
Percent College and Career Ready
# Grade 3 (ELA Annual Targets - End-of-Grade Exams)

## Percent College and Career Ready

<table>
<thead>
<tr>
<th></th>
<th>2018 (Actual)</th>
<th>2019 (Actual)</th>
<th>2019 (Y1)</th>
<th>2020 (Actual)</th>
<th>2020 (Y2)</th>
<th>2021 (Y3)</th>
<th>2022 (Y4)</th>
<th>2023 (Y5)</th>
<th>2024 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>45.9</td>
<td>46.1</td>
<td>48.5</td>
<td>-----</td>
<td>50.5</td>
<td>52.5</td>
<td>61.7</td>
<td>70.8</td>
<td>80</td>
</tr>
<tr>
<td>Asian</td>
<td>62.3</td>
<td>65.2</td>
<td>69.6</td>
<td>-----</td>
<td>71.3</td>
<td>73.1</td>
<td>77</td>
<td>80.9</td>
<td>84.9</td>
</tr>
<tr>
<td>Black</td>
<td>33.7</td>
<td>35.3</td>
<td>35.7</td>
<td>-----</td>
<td>38.3</td>
<td>40.8</td>
<td>53.3</td>
<td>65.7</td>
<td>78.1</td>
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<tr>
<td>Hispanic</td>
<td>31.3</td>
<td>28.5</td>
<td>33.3</td>
<td>-----</td>
<td>35.8</td>
<td>38.2</td>
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<tr>
<td>White</td>
<td>72.2</td>
<td>72.3</td>
<td>75.5</td>
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<td>75.5</td>
<td>78.7</td>
<td>81.7</td>
<td>84.7</td>
<td>87.7</td>
</tr>
</tbody>
</table>
Grade 5 (Math Annual Targets – End of Grade Exams)
Percent College and Career Ready

[Graph showing percent college and career ready from 2019 (Y1) to 2024 (Y6) for all races and groups.]

- All
- Asian
- Black
- Hispanic
- White
### Grade 5 (Math Annual Targets – End of Grade Exams)
**Percent College and Career Ready**

<table>
<thead>
<tr>
<th></th>
<th>2018 (Actual)</th>
<th>2019* (Actual)</th>
<th>2019 (Y1)</th>
<th>2018 (Actual)</th>
<th>2020 (Y2)</th>
<th>2021 (Y3)</th>
<th>2022 (Y4)</th>
<th>2023 (Y5)</th>
<th>2024 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>57.8</td>
<td>48.6</td>
<td>62.9</td>
<td>------</td>
<td>65.6</td>
<td>69.2</td>
<td>72.9</td>
<td>76.5</td>
<td>80.1</td>
</tr>
<tr>
<td>Asian</td>
<td>81.8</td>
<td>77</td>
<td>85.3</td>
<td>------</td>
<td>87</td>
<td>88.2</td>
<td>89.4</td>
<td>90.6</td>
<td>91.8</td>
</tr>
<tr>
<td>Black</td>
<td>41</td>
<td>32.4</td>
<td>46.8</td>
<td>------</td>
<td>50.1</td>
<td>55.6</td>
<td>61</td>
<td>66.4</td>
<td>71.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52.5</td>
<td>40.1</td>
<td>57.2</td>
<td>------</td>
<td>60.2</td>
<td>64.4</td>
<td>68.7</td>
<td>72.9</td>
<td>77.1</td>
</tr>
<tr>
<td>White</td>
<td>81.3</td>
<td>73.7</td>
<td>85.6</td>
<td>------</td>
<td>88</td>
<td>88.9</td>
<td>89.8</td>
<td>90.7</td>
<td>91.7</td>
</tr>
</tbody>
</table>

*Note: In 2018-19, new math assessments were created, along with new exam scales. Score declines were experienced across the state. Math scores in 2018-19 should not be compared to previous years.*
State Graduation Endorsements
Percent of Graduates Earning at Least 1 Endorsements

2019 (Y1) 2020 (Y2) 2021 (Y3) 2022 (Y4) 2023 (Y5) 2024 (Y6)

All  Asian  Black  Hispanic  White

48
# State Graduation Endorsements

## Percent of Graduates Earning at Least 1 Endorsements

<table>
<thead>
<tr>
<th></th>
<th>2019 (Actual)</th>
<th>2019 (Y1)</th>
<th>2020 (Actual)</th>
<th>2020 (Y2)</th>
<th>2021 (Y3)</th>
<th>2022 (Y4)</th>
<th>2023 (Y5)</th>
<th>2024 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>53</td>
<td>50</td>
<td>50.3</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Asian</td>
<td>73.7</td>
<td>49</td>
<td>66.7</td>
<td>45</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Black</td>
<td>37.6</td>
<td>27</td>
<td>33.9</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44.9</td>
<td>27</td>
<td>40.3</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>White</td>
<td>73.1</td>
<td>40</td>
<td>74.5</td>
<td>45</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
</tbody>
</table>
College-Level Courses
Percent of Graduates Completing at Least 1 College Course
<table>
<thead>
<tr>
<th></th>
<th>2019 (Actual)</th>
<th>2019 (Y1)</th>
<th>2020 (Actual)</th>
<th>2020 (Y2)</th>
<th>2021 (Y3)</th>
<th>2022 (Y4)</th>
<th>2023 (Y5)</th>
<th>2024 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>52.5</td>
<td>50</td>
<td>54.4</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Asian</td>
<td>71.2</td>
<td>70</td>
<td>71.4</td>
<td>70</td>
<td>70</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>35</td>
<td>39.2</td>
<td>40</td>
<td>50</td>
<td>55</td>
<td>65</td>
<td>75</td>
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<tr>
<td>Hispanic</td>
<td>41.8</td>
<td>40</td>
<td>44.3</td>
<td>45</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>White</td>
<td>75.7</td>
<td>75</td>
<td>77</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>
Effects of the Pandemic
Lower Participation and Performance was experienced across all EOC subjects in the fall, both in CMS and across the state.

The percent of students College and Career in CMS declined in all subjects.

Math I
17.8 Percentage Points

English II
3.3 Percentage Points

From Fall 2019-20 to Fall 2020-21
## Fall 2020–21 End-of-Course
### Test Completion by Student Subgroup (State of North Carolina)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Total Expected Number of Tests</th>
<th>Number of Tests Completed</th>
<th>Percent Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of North Carolina</td>
<td>175,559</td>
<td>151,542</td>
<td>86.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>2,092</td>
<td>1,701</td>
<td>81.3</td>
</tr>
<tr>
<td>Asian</td>
<td>5,587</td>
<td>5,204</td>
<td>93.1</td>
</tr>
<tr>
<td>Black</td>
<td>42,818</td>
<td>33,086</td>
<td>77.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32,958</td>
<td>27,892</td>
<td>84.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>7,814</td>
<td>6,398</td>
<td>81.9</td>
</tr>
<tr>
<td>White</td>
<td>84,058</td>
<td>77,084</td>
<td>91.7</td>
</tr>
<tr>
<td>Academically or Intellectually Gifted</td>
<td>24,294</td>
<td>22,311</td>
<td>91.8</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>57,075</td>
<td>44,978</td>
<td>78.8</td>
</tr>
<tr>
<td>English Learners</td>
<td>9,142</td>
<td>7,309</td>
<td>79.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17,022</td>
<td>13,693</td>
<td>80.4</td>
</tr>
</tbody>
</table>

*Source: NCDPI  
As of February 9, 2021.*
## Fall 2020–21 End-of-Course
### Test Completion Overall and by Student Group (CMS)

<table>
<thead>
<tr>
<th></th>
<th>Total Expected Number of Tests</th>
<th>Number of Tests Completed</th>
<th>Percent Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS Total</td>
<td>16,441</td>
<td>14,465</td>
<td>88.0</td>
</tr>
<tr>
<td>Asian</td>
<td>1,067</td>
<td>1,013</td>
<td>94.9</td>
</tr>
<tr>
<td>Black</td>
<td>6,572</td>
<td>5,509</td>
<td>83.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,971</td>
<td>3,399</td>
<td>85.6</td>
</tr>
<tr>
<td>White</td>
<td>4,405</td>
<td>4,169</td>
<td>94.6</td>
</tr>
<tr>
<td>All Other Groups</td>
<td>426</td>
<td>375</td>
<td>88.0</td>
</tr>
<tr>
<td>Academically or Intellectually Gifted</td>
<td>2,021</td>
<td>1,955</td>
<td>96.7</td>
</tr>
<tr>
<td>Low SES</td>
<td>4,773</td>
<td>3,751</td>
<td>78.6</td>
</tr>
<tr>
<td>English Learners</td>
<td>1,278</td>
<td>1,023</td>
<td>80.0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>1,104</td>
<td>894</td>
<td>81.0</td>
</tr>
</tbody>
</table>

Notes: Data as of March 4, 2021. All Other Groups contains students who identify as American Indian, Pacific Islander, Two or More Races, and Unknown. Data for Economically Disadvantaged Students were not provided by NC DPI; as a proxy, students with an address in the lowest third of SES by census tract are aggregated to create the Low SES group. Percentages <=5% or >=95% are redacted, as are other data in the same row that could inadvertently allow redacted numbers to be identified (marked as *).
# Fall 2019–20 and Fall 2020–21
## End-of-Course Test Performance (State of North Carolina)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>42.1</td>
<td>54.5</td>
<td>8.5</td>
<td>6.8</td>
</tr>
<tr>
<td>English II</td>
<td>42.0</td>
<td>41.4</td>
<td>23.5</td>
<td>24.3</td>
</tr>
<tr>
<td>NC Math 1</td>
<td>48.2</td>
<td>66.4</td>
<td>29.0</td>
<td>23.4</td>
</tr>
<tr>
<td>NC Math 3</td>
<td>44.5</td>
<td>54.9</td>
<td>21.4</td>
<td>19.3</td>
</tr>
</tbody>
</table>

*Source: NCDPI*
*Due to rounding some numbers may not add to 100. As of February 9, 2021.*
## Fall 2019-20 and Fall 2020-21
### EOC Test Performance (CMS)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Proficient</td>
<td>39.3</td>
<td>50.6</td>
<td>6.9</td>
<td>5.6</td>
</tr>
<tr>
<td>Level 3</td>
<td>31.1</td>
<td>29.2</td>
<td>22.6</td>
<td>14.6</td>
</tr>
<tr>
<td>Level 4</td>
<td>34.7</td>
<td>33.2</td>
<td>11.0</td>
<td>9.2</td>
</tr>
<tr>
<td>Level 5</td>
<td>20.0</td>
<td>8.9</td>
<td>16.1</td>
<td>9.4</td>
</tr>
</tbody>
</table>

### Notes:
- Due to rounding, some numbers may not add to 100.
- Data as of March 4, 2021.
### Fall 2019–20 and Fall 2020–21

**Biology Test Performance by Student Subgroup (State of North Carolina)**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>53.3 67.7</td>
<td>11.4  5.3</td>
<td>28.6 21.0</td>
<td>6.7  6.0</td>
</tr>
<tr>
<td>Asian</td>
<td>17.7 25.4</td>
<td>5.8  5.1</td>
<td>31.5 35.3</td>
<td>45.0 34.3</td>
</tr>
<tr>
<td>Black</td>
<td>62.2 74.3</td>
<td>8.1  5.6</td>
<td>23.4 17.0</td>
<td>6.3  3.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54.7 68.4</td>
<td>8.6  6.1</td>
<td>27.5 20.9</td>
<td>9.2  4.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>43.2 55.1</td>
<td>8.2  7.2</td>
<td>31.4 30.1</td>
<td>17.2 7.6</td>
</tr>
<tr>
<td>White</td>
<td>30.1 42.9</td>
<td>8.8  7.7</td>
<td>38.3 36.6</td>
<td>22.9 12.8</td>
</tr>
<tr>
<td>Academically or Intellectually Gifted</td>
<td>4.8 12.3</td>
<td>4.1  6.4</td>
<td>39.0 50.6</td>
<td>52.1 30.7</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>58.6 72.1</td>
<td>8.8  6.1</td>
<td>25.3 18.7</td>
<td>7.4  3.2</td>
</tr>
<tr>
<td>English Learners</td>
<td>86.6 92.4</td>
<td>4.9  2.0</td>
<td>7.4  4.7</td>
<td>1.1  0.9</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>82.9 88.6</td>
<td>5.2  3.4</td>
<td>9.9  7.1</td>
<td>2.0  0.9</td>
</tr>
</tbody>
</table>

*Source: NCDPI*

*Due to rounding some numbers may not add to 100.*

*As of February 9, 2021.*
## Fall 2019-20 & Fall 2020-21 Performance: Biology

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of NC</td>
<td>42.1</td>
<td>54.5</td>
<td>8.5</td>
<td>6.8</td>
</tr>
<tr>
<td>CMS Total</td>
<td>39.3</td>
<td>50.6</td>
<td>6.9</td>
<td>5.6</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>*</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
</tr>
<tr>
<td>Black</td>
<td>56.9</td>
<td>68.1</td>
<td>7.8</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54.8</td>
<td>64.1</td>
<td>8.0</td>
<td>5.8</td>
</tr>
<tr>
<td>White</td>
<td>13.2</td>
<td>23.5</td>
<td>5.8</td>
<td>5.5</td>
</tr>
<tr>
<td>All Other Groups</td>
<td>35.0</td>
<td>45.9</td>
<td>6.0</td>
<td>7.1</td>
</tr>
<tr>
<td>AIG**</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
</tr>
<tr>
<td>Low SES</td>
<td>62.6</td>
<td>74.2</td>
<td>6.6</td>
<td>*</td>
</tr>
<tr>
<td>English Learners</td>
<td>81.8</td>
<td>86.8</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>80.3</td>
<td>86.1</td>
<td>*</td>
<td>&lt;=5</td>
</tr>
</tbody>
</table>

**Academically or Intellectually Gifted**

Notes: Due to rounding, some numbers may not add to 100. Data as of March 4, 2021. Percentages <=5% or >=95% are redacted, as are other data in the same row that could inadvertently allow redacted numbers to be identified (marked as *).
## Fall 2019–20 and Fall 2020–21

### English 2 Test Performance by Student Subgroup (State of North Carolina)

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>51.9 63.0</td>
<td>25.3</td>
<td>20.9</td>
<td>20.5</td>
</tr>
<tr>
<td>Asian</td>
<td>20.8 20.3</td>
<td>17.5</td>
<td>17.3</td>
<td>43.1</td>
</tr>
<tr>
<td>Black</td>
<td>61.2 59.7</td>
<td>22.1</td>
<td>22.7</td>
<td>15.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52.2 51.8</td>
<td>24.2</td>
<td>24.2</td>
<td>21.3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>41.3 42.6</td>
<td>24.6</td>
<td>24.2</td>
<td>28.6</td>
</tr>
<tr>
<td>White</td>
<td>30.8 30.8</td>
<td>24.2</td>
<td>25.5</td>
<td>36.5</td>
</tr>
<tr>
<td>Academically or Intellectually Gifted</td>
<td>5.0 5.0</td>
<td>14.3</td>
<td>15.2</td>
<td>57.0</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>58.6 58.0</td>
<td>22.5</td>
<td>22.8</td>
<td>17.4</td>
</tr>
<tr>
<td>English Learners</td>
<td>90.5 92.0</td>
<td>8.0</td>
<td>6.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>86.5 86.0</td>
<td>9.4</td>
<td>8.9</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Source:** NCDPI

Due to rounding some numbers may not add to 100. As of February 9, 2021.
## Fall 2019-20 & Fall 2020-21 Performance: English 2

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of NC</td>
<td>42.0</td>
<td>41.4</td>
<td>23.5</td>
<td>24.3</td>
</tr>
<tr>
<td>CMS Total</td>
<td>31.9</td>
<td>33.4</td>
<td>22.5</td>
<td>24.3</td>
</tr>
<tr>
<td>Asian</td>
<td>17.7</td>
<td>10.8</td>
<td>15.6</td>
<td>16.8</td>
</tr>
<tr>
<td>Black</td>
<td>48.9</td>
<td>47.7</td>
<td>25.1</td>
<td>27.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41.6</td>
<td>43.5</td>
<td>25.5</td>
<td>24.5</td>
</tr>
<tr>
<td>White</td>
<td>10.2</td>
<td>12.9</td>
<td>19.1</td>
<td>21.9</td>
</tr>
<tr>
<td>All Other Groups</td>
<td>29.4</td>
<td>28.9</td>
<td>23.5</td>
<td>21.1</td>
</tr>
<tr>
<td>AIG**</td>
<td>&lt;=5</td>
<td>&lt;=5</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Low SES</td>
<td>52.5</td>
<td>55.2</td>
<td>24.0</td>
<td>25.2</td>
</tr>
<tr>
<td>English Learners</td>
<td>81.7</td>
<td>82.8</td>
<td>16.0</td>
<td>10.8</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>78.8</td>
<td>79.7</td>
<td>14.5</td>
<td>9.9</td>
</tr>
</tbody>
</table>

**Academically or Intellectually Gifted**

Notes: Due to rounding, some numbers may not add to 100. Data as of March 4, 2021. Percentages <=5% or >=95% are redacted, as are other data in the same row that could inadvertently allow redacted numbers to be identified (marked as *).
## Fall 2019–20 and Fall 2020–21
### NC Math 1 Test Performance by Student Subgroup

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>64.0 85.5</td>
<td>27.1 11.0</td>
<td>8.6 3.5</td>
<td>0.3 0.0</td>
</tr>
<tr>
<td>Asian</td>
<td>28.2 43.3</td>
<td>23.0 30.1</td>
<td>34.4 19.7</td>
<td>14.5 6.9</td>
</tr>
<tr>
<td>Black</td>
<td>66.9 82.7</td>
<td>23.4 14.2</td>
<td>9.1 2.8</td>
<td>0.6 0.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>55.0 74.6</td>
<td>27.0 18.6</td>
<td>16.0 6.2</td>
<td>2.0 0.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49.3 67.7</td>
<td>28.9 24.1</td>
<td>18.7 7.2</td>
<td>3.1 0.9</td>
</tr>
<tr>
<td>White</td>
<td>36.4 54.9</td>
<td>32.9 30.1</td>
<td>25.8 13.2</td>
<td>4.9 1.8</td>
</tr>
<tr>
<td>Academically or Intellectually Gifted</td>
<td>9.0 22.0</td>
<td>27.3 39.2</td>
<td>45.6 31.4</td>
<td>18.1 7.5</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>60.4 76.9</td>
<td>25.0 17.4</td>
<td>13.0 5.1</td>
<td>1.6 0.6</td>
</tr>
<tr>
<td>English Learners</td>
<td>82.6 92.4</td>
<td>10.7 5.9</td>
<td>5.3 1.3</td>
<td>1.4 0.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>84.5 91.1</td>
<td>11.4 7.3</td>
<td>3.8 1.5</td>
<td>0.3 0.0</td>
</tr>
</tbody>
</table>

*Source: NCDPI*

*Due to rounding some numbers may not add to 100.*

*As of February 9, 2021.*
## Fall 2019-20 & Fall 2020-21 Performance: NC Math 1

<table>
<thead>
<tr>
<th></th>
<th>Not Proficient</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of NC</td>
<td>48.2</td>
<td>66.4</td>
<td>29.0</td>
<td>23.4</td>
</tr>
<tr>
<td>CMS Total</td>
<td>36.7</td>
<td>62.2</td>
<td>27.2</td>
<td>19.6</td>
</tr>
<tr>
<td>Asian</td>
<td>12.2</td>
<td>18.1</td>
<td>7.9</td>
<td>16.7</td>
</tr>
<tr>
<td>Black</td>
<td>53.0</td>
<td>78.1</td>
<td>29.3</td>
<td>17.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48.7</td>
<td>75.0</td>
<td>32.7</td>
<td>18.9</td>
</tr>
<tr>
<td>White</td>
<td>13.3</td>
<td>30.8</td>
<td>26.1</td>
<td>26.2</td>
</tr>
<tr>
<td>All Other Groups</td>
<td>47.6</td>
<td>59.2</td>
<td>23.8</td>
<td>18.4</td>
</tr>
<tr>
<td>AIG**</td>
<td>&lt;=5</td>
<td>5.9</td>
<td>*</td>
<td>11.0</td>
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<tr>
<td>Low SES</td>
<td>53.6</td>
<td>80.9</td>
<td>29.3</td>
<td>15.0</td>
</tr>
<tr>
<td>English Learners</td>
<td>66.4</td>
<td>91.0</td>
<td>19.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>75.3</td>
<td>88.3</td>
<td>13.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Academically or Intellectually Gifted**

Notes: Due to rounding, some numbers may not add to 100. Data as of March 4, 2021. Percentages <=5% or >=95% are redacted, as are other data in the same row that could inadvertently allow redacted numbers to be identified (marked as *).
• MAP scores are used primarily to identify if students need extra help, and to monitor if students are making an expected amount of growth.

• Results in Kindergarten and 1st Grade appear surprisingly high, in the 80th and 90th percentiles, perhaps reflecting adult assistance during remote test taking.

• MAP scores, though having varying levels of predictive strength from grade to grade in both ELA and math, can provide insight into future End-of-Grade exam performance.

• After the winter assessment, MAP scores project lower college and career ready rates in grades 3-8 for all subgroups.
CMS Strategic Plan
Transparency Moving Forward
## Keeping Track: Strategic Plan Scoreboard
(To Be Launched in Fall 2021)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
<th>Target (Prior Year)</th>
<th>Actual (Prior year)</th>
<th>Targets (Future Years)</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Graduating with Cohort in 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of HS Graduates w/ a DPI Endorsement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% College and Career Ready (CCR) on End-of-Grade and End-of-Course Exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of HS Graduates Completing an Advanced Course (AP, IB, Cambridge, Dual Enrollment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Completing Math I by end of 8th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monitoring Trends and Intervening: Quarterly Reporting of Leading Indicators (Three Times a Year)

Targets

Graduate students on time

Cut achievement gaps in college/career readiness by at least 50% overall and for each sub-group

Increase access to rigorous coursework overall and for each sub-group

As Measured By

4-year Cohort Graduation Rates
% of HS Graduates w/ a DPI Endorsement

% College and Career Ready on End-of-Grade and End-of-Course Exams

% of HS Graduates Completing an Advanced Course (AP, IB, Cambridge, Dual Enrollment)
% of Students Completing Math I by end of 8th Grade

Strategic Plan Leading Indicators (preliminary)*

Attendance & Absenteeism
OSS
Course taking & pass rates (Early Warning Indicators)

MAP scores
Curriculum Embedded Assessments

% take with Screener Data
% identified/potential
% identified enrolled in a course
Course grades

*To be finalized Summer 2021
2021 Update – The New Reality

• The pandemic has significantly impacted teaching and learning

• CMS, like many districts throughout the country, must address gaps widened due to the pandemic

• Our strategic plan with goals set through 2024 must assess the new reality and establish a new baseline and revised annual milestones
Key Dates

May 12-28:  End-of-Year (EOY) Testing in CMS

July 15:     Four-year Cohort Rate data finalized statewide

August:     English Language Arts results back from NC Department of Public Instruction (NCDPI)

            Preliminary End-of-Grade, End-of-Course and Graduation rate embargoed results released to districts by NCDPI

Sept. 1 or 2:  State Board of Education releases preliminary EOY results

September:  School district data correction window

Oct 6 or 7:  State Board of Education releases official EOY results
Questions and Discussion
Thank You