TO: Board of Education

FROM: Misti Williams, Senior Executive Director, Leadership and Strategy
      Jeff Nash, Executive Director, Community Relations

RE: Strategic Plan 6a

DATE: November 7, 2019

The story of Chapel Hill-Carrboro City Schools is simple – EVERY CHILD.

- EVERY CHILD will be challenged with a rigorous curriculum, personalized instruction and appropriate assessments.
- EVERY CHILD will experience a safe learning environment.
- EVERY CHILD will be afforded enrichment opportunities in the forms of clubs, arts, athletics, field trips, access to industry leaders, internships and more.
- EVERY CHILD’s learning needs will be adequately funded.
- EVERY CHILD will be matched with quality teachers who are well-equipped for the challenges of today’s classroom.

In short, EVERY CHILD will be offered an excellent school experience.

-----

The question before us cuts straight to the point: So, how are we doing?

Though a simple question, it is rather complicated to answer. At the end of the day, how are we really doing? How is Chapel Hill-Carrboro City Schools truly offering EVERY CHILD an excellent school experience?

The North Carolina Department of Public Instruction recently released its accountability results, which include school letter grades based on student proficiency (80%) and student growth (20%), as measured by end-of-year exams in math and reading. Growth is calculated by the State using a statistical model that compares a student’s predicted score (grounded in past scores) with the actual test result.

There are areas that show tremendous success, and areas in need of vast improvement. The remainder of this document is designed to make clear the data, as well as the strategies we will employ in response to the data.
Celebrations

In 2018-19, growth was strong across the district. In fact, 94.4% of CHCCS schools met or exceeded growth, up from 77.8% in 2017-18. Furthermore, 94.4% of our schools scored an A or B on the school report cards, which is a slight increase from last year’s 88.8%. For the state, 75.0% of schools met or exceeded growth, and 37.3% of N.C. schools earned an A or B.

Here’s more good news. Across the district, all groups of Black and Latinx students (counting across schools) either met or exceeded growth. In fact, scores were up for nearly all student groups. Last year, 12 student groups did not meet or exceed growth. This year, that number was reduced to five. In addition, 46 student groups were designated as having “Exceeded” growth, as opposed to only ten last year.

We are pleased with this progress because we believe growth is the most important indicator of student and school success.

There was more good news in the area of math scores. The District surpassed the Mathematics (EOC grade 11) target of 75.9% College Ready (achievement levels 4 and 5) by 0.6 percentage points. The District also topped the Mathematics Growth target of 1.00 Growth Index by 0.06 Growth Index points.

Finally, the four-year cohort graduation rate stands at 90.9%, up from 90.3% last year. The average for the state was 86.5%.

Opportunities

When it comes to proficiency, while the average numbers for our district are very strong, a different narrative emerges when we examine the data across all of our student groups.

We see from our academic achievement data that we are still not meeting the needs of Black and Latinx students in the same way we are for White and Asian students.

The District made notable progress this year, but the gap is still unacceptable.

“We are pleased to see growth in so many of our student groups, especially our Black and Latinx students,” said Superintendent Pam Baldwin. “That is truly a sign of progress and a tribute to our amazing staff. However, our proficiency numbers indicate the gaps between particular student groups will remain the focus of our work. That data is clear that not EVERY CHILD is currently enjoying a successful school experience with us.”

While the District saw some success in math scores, the reading scores were not as encouraging.

Indeed there were some increases in reading; however, the District did not make enough gains to meet our targets.

We did not meet the EOG Reading (grades 3-8) target of 67.0 percent College Ready (achievement levels 4 and 5) by one percentage point. The District also fell short of the EOC
English II (grade 10) target of 79.0 percent College Ready (achievement levels 4 and 5) by 4.5 percentage points. Additionally, the District did not meet the Reading Growth target of 0.40 on the Growth Index by 0.16 Growth Index points.

**Important Facts**

There are two achievement composites reported. The composite with only level 4 and 5 scores is called “Career and College Ready” (CCR), and with levels 3, 4 and 5, is called “Grade Level Proficiency” (GLP). The composite includes achievement from reading, math and science.

It is important to note that over the past summer, a team of educators from across the state developed scoring standards for a new math assessment with new cutoffs for proficiency. There are no longer five levels of achievement, but instead there are four levels. The math scores across the State, including CHCCS students, decreased markedly. CHCCS actually decreased less than the state.

The overall composite for CHCCS students was 65.5% Career and College Ready. This represents a drop of 3.1 percentage points from the previous year. The statewide composite was 44.5%, which represents a drop of 4.7 percentage points from the previous year. Again, these scores declined statewide due to the impact of the new math scale.

When students who scored at a level 3 are added to those numbers, 75.5% of CHCCS students are considered Grade Level Proficient. This is a slight increase from last year’s 74.2%. The state average was 58.8%.

The District met 64, or 24.2%, of 265 goals for the Federal ESSA (Every Student Succeeds Act). These long-term school-specific goals are intended to close achievement gaps between high and low performing student groups.

**What Now?**

The data is helpful for a lot of reasons, but mostly for determining next steps. To that end, this year’s results, and the goals from our Strategic Plan, provide the foundation of our 2019-2020 action steps for improvement.

**Master Scheduling:**

- SWD/ELs as initial focus with priority on setting up co-teaching structures. We know that all students must have access to differentiated core instruction.

**Curriculum Development:**

- Standards-based grading for all core subjects: 3-year plan.
- Secondary ELA: Using teacher teams to review and pilot highly rated research-based core materials that focus on standards alignment, rigor, and differentiation.
Professional Development:

- Instructional framework/strategies that focus on culturally relevant, personalized learning.
- Micro-courses offered to district employees with a focus on equitable practices, culturally relevant pedagogy, social justice in curriculum and student voice.
- Culturally relevant instructional coaching for all instructional coaches and equity specialists through Beyond Diversity.
- Co-teaching models and inclusive practices to support SWD, EL, AIG.
- Partnerships with Elon, UNC and NC State to build capacity among teachers and specialists to provide differentiated, specialized instruction in general education classrooms.
- Partnerships with American Reading Company and Wilson/Fundations to focus on using formative assessment data to provide rigorous core instruction and targeted small group/individual instruction.

ACT:

- Partnership with external ACT preparation organization to offer students support in preparation for college admission exams.

Credit Recovery:

- Develop and implement a district-wide Credit Recovery Reduction Plan that provides support and accountability at the district, school, teacher, and student levels to decrease the number of students failing any high school courses in English, Math, Science or Social Studies. The goal is to ensure students graduate on time, college and/or career ready.

Conclusion

It is quite reasonable to expect a member of our community to spend hours reading through the many layers of data, and still come away wondering if our schools are hitting the mark. The short answer is yes…and no. Many of our students are thriving in this school district. We are meeting their academic needs and preparing them to be lifelong learners.

However, not EVERY CHILD is enjoying that same successful school experience. We know, and the data reinforces, there are children in our schools whose needs are not being met. Their education is not preparing them for the challenges that are sure to follow upon graduation.

That is why we have a Strategic Plan. Our plan is designed specifically to ensure that EVERY CHILD finds that success. It is our charge, it is our mission. We will continue monitoring the data and making the necessary adjustments until we accomplish that purpose for EVERY CHILD.

For more information about state testing and accountability, please visit: http://www.ncpublicschools.org/accountability/reporting/
September 5, 2019
For Immediate Release

CHCCS Receives Positive News on State Tests

CHAPEL HILL, NC – The State Board of Education released accountability results for schools yesterday, along with the four-year Cohort Graduation Rate for the class of 2019.

Chapel Hill-Carrboro City Schools posted gains in nearly all overall measures.

In 2018-19, growth was strong across the district. For 2018-19, 94.4% of CHCC schools met or exceeded growth, up from 77.8% in 2017-18. The same high percentage of schools scored an A or B, up from 88.8%. For the state, 75% of schools met or exceeded growth, and 37.3% of N.C. schools earned an A or B.

The state began designating letter grades to all public schools in 2013-14. The grades are based on proficiency (80%) and growth (20%), the gains on end-of-year exams (EOG’s and EOC’s) in math and reading. Growth is calculated with a statistical model comparing every student’s predicted score, based on past scores, against the actual test result.

Across the district, all groups of Black and Latinx students either met or exceeded growth. In fact, grades were up for nearly all groups. Recall that grades include both proficiency and growth. As in past years, the performance scores for Black and Latinx students and other subgroups, including exceptional children and English learners, are still underperforming compared to White and Asian students, but the District made notable progress this year.

Last year, 12 groups did not meet or exceed growth; this year that number was reduced to five. In addition, 46 were “Exceeded” as opposed to only ten last year. Each school can have grades for up to nine groups. Not all schools had enough students to reflect a grade for each group.

Superintendent Pam Baldwin lauded the work of our teachers, and also pointed to the entire district’s adherence to a strategic plan for student success.

“We are very pleased to see our growth rates, graduation rates and school grades on the rise. This is a testament to the quality instruction provided in our classrooms. Our teachers and staff take their work very seriously, and these scores are a direct result of their efforts,” said Baldwin. “We have a strategic plan that was designed by our community and is guiding our work. We will continue to follow the plan and make progress toward our goal of EVERY student experiencing success.”
Achievement

There are two achievement composites reported. The composite with only level 4 and 5 scores is “Career and College Ready” (CCR) and with levels 3, 4 and 5, is “Grade Level Proficiency” (GLP). The composite includes achievement from reading, math and science.

It is important to note that over the past summer, a team of educators from across the state developed scoring standards for a new math assessment with new cutoffs for proficiency. There are no longer five levels of achievement, but instead there are four levels. The math scores for the State and CHCCS students decreased slightly.

The overall composite for CHCCS students was 65.5% Career and College Ready. This represents a drop from last year’s 68.6% down 3.1 percentage points. The statewide composite for 2018-19 was 44.5, while in 2017-18, it was 49.2%, down 4.7 percentage points. These scores declined statewide due to the impact of the new math scale.

When students who scored at a level 3 are added to those numbers, 75.5% of CHCCS students are considered Grade Level Proficient. This is a slight increase from last year’s 74.2%. The state average was 58.8%.

The District met 64, or 24.2%, of 265 goals for ESSA (Every Student Succeeds Act). These long term goals are intended to close achievement gaps between high and low performing subgroups.

The four-year cohort graduation rate stands at 90.9%, up from 90.3% last year. The average for the state was 86.5%, a slight increase from the previous year’s 86.3%.

“We have a lot to celebrate, and our work continues,” said Dr. Baldwin.

For more information about state testing and accountability, please visit: http://www.ncpublicschools.org/accountability/reporting/

###
2018-2019 Strategic Plan Update
EVERY Child
empower • inspire • engage
Strategic Plan Overview

- Student Success
- Employee Experience
- Family and Community Engagement
- Organizational Effectiveness
Student Success Measures

Instructional Services Division
Student Services Division
Glossary of Terms

- **AIG** - Academically/Intellectually Gifted
- **CR** - College Ready - a level of mastery that has students on the path to be fully ready for college coursework
- **Growth Index** - a measure of growth in which the status “Met Growth” is between -1.99 and 1.99, and “Exceeds Growth” is 2.00 or above. The Growth Index is the difference between predicted and actual growth, divided by the standard error
- **EDS** - Economically Disadvantaged Students
- **ELs** - English Learners
- **SWD** - Students with Disabilities
Goal Setting

- Student achievement goals were set using the State’s Every Student Succeeds Act (ESSA) annual target increases; these differ by group and subject. Stretch goals were developed using several years of State improvement data.

- Growth goals were set to move average school growth from its baseline to 2.00 or higher; which would trigger the “Exceeds Growth” status on the Growth Index.

- The goal for closing the gap between 11th grade ACT scores and graduation rate for Black students is to reduce the gap by 50%.
## Student Success Performance Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>Increase Mathematics gr. 3-8 Pct. CR</td>
<td>Baseline</td>
<td>67.5</td>
<td>70.2</td>
<td>62.8</td>
</tr>
<tr>
<td>Increase Mathematics gr. 9-12 Pct. CR</td>
<td>Baseline</td>
<td>72.9</td>
<td>75.9</td>
<td>76.5</td>
</tr>
<tr>
<td>Increase Mathematics Growth (Index)</td>
<td>Baseline</td>
<td>0.48</td>
<td>1.00</td>
<td>1.06</td>
</tr>
<tr>
<td>Increase Reading gr. 3-8 Pct. CR</td>
<td>Baseline</td>
<td>65.0</td>
<td>67.0</td>
<td>66.0</td>
</tr>
<tr>
<td>Increase English II Pct. CR</td>
<td>Baseline</td>
<td>75.8</td>
<td>79.0</td>
<td>75.4</td>
</tr>
<tr>
<td>Increase Reading Growth (Index)</td>
<td>Baseline</td>
<td>-0.35</td>
<td>0.40</td>
<td>0.24</td>
</tr>
<tr>
<td>Decrease the Gap between Graduation Rate and ACT Score for Black Students (Percentage Points)</td>
<td>Baseline</td>
<td>32.2</td>
<td>26.8</td>
<td>21.0</td>
</tr>
<tr>
<td>Decrease the need for Credit Recovery</td>
<td>Baseline</td>
<td>291</td>
<td>240</td>
<td>297</td>
</tr>
<tr>
<td>Measure</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Decrease disproportionate office referrals for Black male students</td>
<td>-</td>
<td>-</td>
<td>Baseline 3.88</td>
<td>3.68</td>
</tr>
<tr>
<td>Decrease disproportionate office referrals for Latino students</td>
<td>-</td>
<td>-</td>
<td>Baseline 2.05</td>
<td>1.97</td>
</tr>
<tr>
<td>Decrease disproportionate office referrals for Black female students</td>
<td>-</td>
<td>-</td>
<td>Baseline 2.00</td>
<td>1.90</td>
</tr>
<tr>
<td>Decrease disproportionate office referrals for students with disabilities.</td>
<td>-</td>
<td>-</td>
<td>Baseline 4.30</td>
<td>4.08</td>
</tr>
<tr>
<td>Increase the number of students with disabilities being served with non-disabled peers</td>
<td>-</td>
<td>-</td>
<td>Monitor and Report 800 total sessions</td>
<td>Monitor and Report</td>
</tr>
<tr>
<td>Decrease dropout rates for all students</td>
<td>Baseline .69%</td>
<td>.64%</td>
<td>March 2020</td>
<td>.59%</td>
</tr>
</tbody>
</table>
Mathematics End-of-Grade Test 5th Grade Scale
Old vs. New Assessment

New Scale
- Non-Proficient
- Level 4
- Level 5

Old Scale
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

Prepared by Office of Assessment & Research, Chapel Hill-Carrboro City Schools, NC
2018-19 Mathematics Grades 3-8 Baseline, Target and Actual
(Percent College Ready - Achievement Levels 4 & 5)

2018-19 Target (70.2% College Ready)

Percent College Ready

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC 2017-18</td>
<td>48.1</td>
<td></td>
</tr>
<tr>
<td>CHCCS 2017-18</td>
<td>67.5</td>
<td></td>
</tr>
<tr>
<td>NC 2018-19</td>
<td></td>
<td>40.9</td>
</tr>
<tr>
<td>CHCCS 2018-19</td>
<td></td>
<td>62.8</td>
</tr>
</tbody>
</table>
2018-19 Mathematics Grades 3-8
(Percent Proficient - Achievement Levels 3, 4 & 5)

<table>
<thead>
<tr>
<th></th>
<th>2017-18 NC</th>
<th>2017-18 CHCCS</th>
<th>2018-19 NC</th>
<th>2018-19 CHCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Proficient</td>
<td>56.1</td>
<td>72.5</td>
<td>58.6</td>
<td>75.4</td>
</tr>
</tbody>
</table>
2018-19 Mathematics Grade 11 - Baseline, Target and Actual
(Percent College Ready - Achievement Levels 4 & 5)

2018-19 Target (75.9% College Ready)

<table>
<thead>
<tr>
<th></th>
<th>NC 2017-18</th>
<th>CHCCS 2017-18 Baseline</th>
<th>NC 2018-19</th>
<th>CHCCS 2018-19 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent College Ready</td>
<td>47.1</td>
<td>72.9</td>
<td>50.7</td>
<td>76.5</td>
</tr>
</tbody>
</table>
2018-19 Mathematics Growth Baseline, Target and Actual
(Growth Index [Met = -1.99 to 1.99] [Exceeds > 2.00])

2018-19 Target (1.00 Growth Index)

CHCCS 2017-18 Baseline

CHCCS 2018-19 Actual

0.48

1.06
2018-19 Mathematics Growth - Growth by Student Group
(Growth Index [Met = -1.99 to 1.99] [Exceeds > 2.00])

2018-19 Target (1.00 Growth Index)

<table>
<thead>
<tr>
<th>Group</th>
<th>Growth Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.06</td>
</tr>
<tr>
<td>Black</td>
<td>0.49</td>
</tr>
<tr>
<td>Latinx</td>
<td>1.25</td>
</tr>
<tr>
<td>Multi</td>
<td>0.50</td>
</tr>
<tr>
<td>White</td>
<td>1.90</td>
</tr>
<tr>
<td>AIG</td>
<td>1.60</td>
</tr>
<tr>
<td>EDS</td>
<td>1.10</td>
</tr>
<tr>
<td>ELS</td>
<td>1.40</td>
</tr>
<tr>
<td>SWD</td>
<td>0.20</td>
</tr>
</tbody>
</table>
Next Steps

● Professional Development
  ○ Instructional Framework/Strategies that focus on culturally relevant, personalized learning
  ○ Micro-courses offered to district employees with a focus on equitable practices, culturally relevant pedagogy, social justice in curriculum and student voice
  ○ Culturally Relevant Instructional Coaching for all instructional coaches through Beyond Diversity
  ○ Co-Teaching models and inclusive practices to support SWD, ELs, AIG
  ○ Partnerships with Elon, UNC and NC State to build capacity among teachers and specialists to provide differentiated, specialized instruction in general education classrooms
Next Steps

● Master Scheduling
  ○ SWD/ELs as initial focus with priority on setting up co-teaching structures

● Curriculum Development
  ○ Standards-Based Grading for all Core Subjects: 3-year plan
2018-19 Reading Grades 3-8 Baseline, Target and Actual
(Percent College Ready - Achievement Levels 4 & 5)

<table>
<thead>
<tr>
<th></th>
<th>Percent College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC 2017-18</td>
<td>46.0</td>
</tr>
<tr>
<td>CHCCS 2017-18</td>
<td>65.0</td>
</tr>
<tr>
<td>NC 2018-19</td>
<td>45.2</td>
</tr>
<tr>
<td>CHCCS 2018-19</td>
<td>66.0</td>
</tr>
</tbody>
</table>

2018-19 Target (67.0% College Ready)
2018-19 English II (Grade 10) Baseline, Target and Actual
(Percent College Ready - Achievement Levels 4 & 5)

2018-19 Target (79.0% College Ready)

<table>
<thead>
<tr>
<th></th>
<th>Percent College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC 2017-18</td>
<td>48.8</td>
</tr>
<tr>
<td>CHCCS 2017-18 Baseline</td>
<td>75.8</td>
</tr>
<tr>
<td>NC 2018-19</td>
<td>50.3</td>
</tr>
<tr>
<td>CHCCS 2018-19 Actual</td>
<td>74.5</td>
</tr>
</tbody>
</table>
2018-19 Reading Growth Baseline, Target and Actual
(Growth Index [Met = -1.99 to 1.99] [Exceeds = 2.00+])

2018-19 Target (0.40 Growth Index)

-0.35  0.24

CHCCS 2017-18 Baseline  CHCCS 2018-19 Actual
2018-19 Reading Growth - Growth by Student Group
(Growth Index [Met = -1.99 to 1.99] [Exceeds = 2.00+])
Next Steps

● Professional Development
  ○ Instructional Framework: strategies that focus on culturally relevant, personalized learning
  ○ Micro-courses offered to district employees with a focus on equitable practices, culturally relevant pedagogy, social justice in curriculum and student voice
  ○ Culturally Relevant Instructional Coaching for all coaches/equity specialists through Beyond Diversity
  ○ Co-Teaching models and inclusive practices to support SWD, ELs, AIG
  ○ Partnerships with Elon, UNC and NC State to build capacity among teachers and specialists to provide differentiated, specialized instruction in general education classrooms

● Master Scheduling
  ○ SWD/ELs as initial focus with priority on setting up co-teaching structures.
Next Steps: Specific to Reading/ELA

- **Professional Development: Elementary Teachers and Specialists as Literacy Experts**
  - Partnerships with American Reading Company and Wilson/Fundations to focus on using formative assessment data to provide rigorous core instruction and targeted small group/individual instruction
  - Reading Foundations Project Advance course offered to teachers on Saturdays

- **Curriculum Development: High-Quality Materials Matter**
  - Secondary ELA: Using teacher teams to review and pilot highly rated, research-based core materials that focus on standards alignment, rigor, and differentiation
Achievement Gaps
Achievement Gaps

- For College Ready, we examined 24 possible gaps between student groups (Black/White, Latinx/White, SWD/NonSWD and EDS/NonEDS)
  - In 11 of the 24 areas, we made progress toward gap closing.

- For Percent Proficient, we examined 24 possible gaps between student groups (Black/White, Latinx/White, SWD/NonSWD and EDS/NonEDS)
  - In 13 of the 24 areas, we made progress toward gap closing.
GAP BETWEEN GRADUATION RATE AND ACT SCORE FOR BLACK STUDENTS
2018-19 Gap Between Graduation Rate & ACT for Black Students, Baseline, Target and Actual (Percentage Points)

- **ACT Composite**
  - CHCCS 2017-18 Baseline: 54.1
  - CHCCS 2018-19 Actual: 57.6

- **Graduation Rate**
  - CHCCS 2017-18 Baseline: 86.3
  - CHCCS 2018-19 Actual: 78.6

Baseline Target

- ACT Composite: 32.2
- Graduation Rate: 21.0
Gaps Between 4 Year Graduation Rate (2018-19) and 11th Grade ACT Composite (Percent Met UNC System Requirement, Gap Size in Labels)

<table>
<thead>
<tr>
<th>Category</th>
<th>ACT 11 Grade</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-6</td>
<td>85</td>
<td>91</td>
</tr>
<tr>
<td>Female-5</td>
<td>87</td>
<td>92</td>
</tr>
<tr>
<td>Male-8</td>
<td>82</td>
<td>90</td>
</tr>
<tr>
<td>Asian-6</td>
<td>84</td>
<td>90</td>
</tr>
<tr>
<td>Black-21</td>
<td>58</td>
<td>79</td>
</tr>
<tr>
<td>Latino-23</td>
<td>60</td>
<td>82</td>
</tr>
<tr>
<td>Multi-2</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>White-0</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>AIG-0</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>EDS-25</td>
<td>52</td>
<td>77</td>
</tr>
<tr>
<td>ELS-40</td>
<td>34</td>
<td>73</td>
</tr>
<tr>
<td>SWD-42</td>
<td>30</td>
<td>72</td>
</tr>
</tbody>
</table>
Next Steps

- Partnership with external ACT and SAT Preparation Organization to offer students support to prepare for college admission exams
- Continue to strengthen core instruction
- Focus on increasing enrollment for students of color in Honors and Advanced Placement courses
- Implementing AVID schoolwide strategies
Credit Recovery
2018-19 Credit Recovery Baseline, Target and Actual
(Number of Unique Students Failing at Least One Core Course)

- CHCCS 2017-18 Baseline: 291 students
- CHCCS 2018-19 Actual: 297 students
- 2018-19 Target: 240 students
2018-19 Breakdown of Unique Students Failing a Core Course
(Percent of Students Eligible for Credit Recovery)

Percent of Group Failing a Core Course

- All: 7.6%
- Female: 5.4%
- Male: 9.6%
- Asian: 3.8%
- Black: 24.6%
- Latinx: 16.6%
- Multi: 9.1%
- White: 3.6%
- AIG: 2.3%
- ELS: 21.3%
- SWD: 16.7%
Next Steps

● District Support
  ○ Develop and implement a district-wide Credit Recovery Reduction Plan.

● School Support
  ○ Develop and implement a school-wide Academic Support Plan for all students with “D’s” or “F’s” that include individualized action plans.
Disproportionate Office Referrals
Baselines were set in 2018-19. Goal - decrease disproportionality in office referrals for Black Males, Latinos, Black Females and Students with Disabilities by 20% by the 2020-21 school year. (5% decrease in 2019-20, an additional 15% for 2020-21).

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Baseline Data 2018 - 2019</th>
<th>2019 - 2020 Goal (down 5%)</th>
<th>2020 - 2021 Goal (down 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Males</td>
<td>3.88</td>
<td>3.68</td>
<td>3.10</td>
</tr>
<tr>
<td>Latinos</td>
<td>2.05</td>
<td>1.97</td>
<td>1.66</td>
</tr>
<tr>
<td>Black Females</td>
<td>2.00</td>
<td>1.90</td>
<td>1.60</td>
</tr>
<tr>
<td>SWD</td>
<td>4.30</td>
<td>4.08</td>
<td>3.44</td>
</tr>
</tbody>
</table>

(Disproportionality Risk Ratio Index = percent of unique students in a group divided by their percent in 20th day enrollment.)
In 2018-19, there were 6,096 instructional hours lost due to Out of School Suspension (OSS).

In 2018-19, there were 5,724 instructional hours lost due to In School Suspension (ISS).

This totals to 11,820 instructional hours lost due to suspension.
Next Steps

- Code and Task Force Teams will continue to meet monthly to work on revising the Code
- Maintain Current Updates on District Website
- Continue focus group discussions with staff, students, community and families
- Trained Principals to provide staff presentations on the Code Revision Process and collect feedback from staff
- Revising Code Violations - Physical Aggression, Bullying, Inappropriate Sexual Behaviors, Bias Related Incidents
Co-Teaching Sessions
Co-teaching Sessions

● Goal is to increase opportunities for students with disabilities to learn with non-disabled peers.

<table>
<thead>
<tr>
<th></th>
<th>2017-18 Co-Teaching Sessions per Week</th>
<th>2018-19 Co-Teaching Sessions per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Total</td>
<td>197</td>
<td>334</td>
</tr>
<tr>
<td>Middle Total</td>
<td>148</td>
<td>185</td>
</tr>
<tr>
<td>High Total</td>
<td>226</td>
<td>281</td>
</tr>
<tr>
<td>District Total</td>
<td>571</td>
<td>800</td>
</tr>
</tbody>
</table>
Next Steps

- Provide training to ensure students with disabilities are the initial focus in the **master scheduling** design with priority in setting up co-teaching structures.
- Provide training which clearly defines **co-teaching models** that reflect the core teacher and EC teacher working together to provide create a classroom that is instructionally appropriate for each student through the integration of specialized instructional support into the general instruction curriculum.
- Provide training on **inclusive strategies** aligned with specialized instruction within MTSS and high leverage practices for SWD.
- Create professional learning opportunities for EC and general education teachers to collaborate on **core** instructional planning.
Employee Experience Measures

Human Resources Division
Office of Professional Learning
● 100% of interview committees are diverse by race and gender.
● Increase % of racial/ethnic minority candidates hired in classified positions (excluding administrative positions).
● Measure of impact of LEARN Level of Project ADVANCE using EVAAS.
<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of interview committees are diverse by race</td>
<td>-</td>
<td>-</td>
<td>Baseline 76%</td>
<td>100% 100%</td>
</tr>
<tr>
<td>100% of interview committees are diverse by gender</td>
<td>-</td>
<td>-</td>
<td>Baseline 60%</td>
<td>100% 100%</td>
</tr>
<tr>
<td>Increase % of racial/ethnic minority candidates hired in certified positions</td>
<td>Baseline 29.0%</td>
<td>40.0%</td>
<td>31.8%</td>
<td>45% 50%</td>
</tr>
<tr>
<td>At least 50% of candidates hired in administrative positions will be from racial/ethnic minority groups</td>
<td>Baseline 52.2%</td>
<td>50.0%</td>
<td>52.6%</td>
<td>50% 50%</td>
</tr>
<tr>
<td>Increase retention rate of certified, school-based staff from racial/ethnic minority groups</td>
<td>Baseline 86.2%</td>
<td>91.0%</td>
<td>91.4%</td>
<td>93% 95%</td>
</tr>
<tr>
<td>Increase retention rate of district level administrators from racial/ethnic minority groups</td>
<td>Baseline P/AP 85%</td>
<td>P/AP 90%</td>
<td>P/AP 92%</td>
<td>P/AP 93% P/AP 95%</td>
</tr>
</tbody>
</table>
## Employee Effectiveness Performance Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track Learn Level completers in Project ADVANCE</td>
<td>Baseline</td>
<td>139</td>
<td>397</td>
<td>263</td>
</tr>
<tr>
<td>Measure impact of completion of Learn Level in Project ADVANCE using EVAAS.</td>
<td>-</td>
<td>-</td>
<td>Baseline</td>
<td>No data yet</td>
</tr>
<tr>
<td>Classified employees will participate in professional learning</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Baseline</td>
</tr>
</tbody>
</table>
Next Steps

- **Recruitment**
  - Engage our staff of color in recruitment initiatives.
  - Create partnerships with additional HBCUs across the US and universities abroad.

- **Retention**
  - Create opportunities for our staff to network, offer support, and combat racism.
  - Develop recognition and appreciation programs for all staff.

- **Professional Learning**
  - Offer EQY 101 and equity micro-courses for beginning teachers to ensure an understanding of the diverse populations that our teachers teach.
Family and Community Engagement Measures

Communications Division
Office of Equity and Inclusion
Family and Community Engagement Baseline Goals

- Student, Staff and Family and Community surveys indicate awareness of Public Promise Statement (Moved to 2020-2021).
- Family and Community Survey indicates they feel informed of opportunities for engagement and report communication preferences.
## Family and Community Engagement Performance Measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Survey shows an Awareness of Public Promise Statement</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Staff Survey shows an Awareness of Public Promise Statement</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Family and Community Survey shows an Awareness of Public Promise Statement</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Staff has knowledge of continuity and succession planning</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>Baseline</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Family and Community feel informed of opportunities for engagement</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>Baseline</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Increase participation in Parent University by 50% annually</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>57</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td><strong>Increase internships provided by businesses</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>7</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td><strong>100% of official Parent/Family groups represented on Family Commission</strong></td>
<td>Target</td>
<td>Actual</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Next Steps

● Parent University
  ○ Continue to utilize CHCCS Family and Community survey to offer diverse courses that benefit all families and community members.

● Public Promise Statement will be created.
Organizational Effectiveness Measures

Communications Division
Business and Finance Division
Support Services Division
Organizational Effectiveness Baseline Goals

- Student Survey shows an increased percentage of students who report they feel safe at school.
- Family and Community Survey shows an increased percentage of respondents who report they feel school is safe.
- Staff Survey shows an increased percentage of staff who report they feel safe at school.
- Staff Survey indicates knowledge of continuity and succession planning and district expectations for communication.
### Organizational Effectiveness Performance Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students who report they feel safe</td>
<td>-</td>
<td>-</td>
<td>Baseline 87%</td>
<td></td>
</tr>
<tr>
<td>% of Family and Community who feel school is safe</td>
<td>-</td>
<td>-</td>
<td>Baseline 46%</td>
<td></td>
</tr>
<tr>
<td>% of Staff who report they feel safe</td>
<td>-</td>
<td>-</td>
<td>Baseline 87%</td>
<td></td>
</tr>
<tr>
<td>Staff has knowledge of continuity and succession planning</td>
<td>-</td>
<td>-</td>
<td>Baseline 35%</td>
<td></td>
</tr>
<tr>
<td>Family and Community feel informed of opportunities for engagement</td>
<td>-</td>
<td>-</td>
<td>Baseline 76% 88% 100%</td>
<td></td>
</tr>
<tr>
<td>100% of schools participate in National Safety Week</td>
<td>Baseline 100% 100% 100% 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Safety drills are reported by June</td>
<td>Baseline 90% 100% 100% 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of staff participate in Safety Training by August</td>
<td>Baseline 95% 100% 100% 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Organizational Effectiveness
Additional Performance Measures

● Sustainability
  ○ Recurring annual costs related to base school operations (personnel, utilities, insurances, operations, base materials) should be sustained without using fund balance or other non-recurring funding sources
  ○ No programs should be implemented without a confirmed funding plan for long-term funding sustainability planned and dedicated in the budget.

● Budget
  ○ Provide more budget related reports that link the district’s resources to our continuum of services for EVERY Child.
  ○ Work with schools and staff to link resources/budget to school improvement plans.
  ○ Provide informative budget information that increases the confidence the public has in how resources are being managed in the district.
Next Steps

- Set targets for baseline
  - Identify the BASE part of the budget and those parameters for resources including staffing and materials
  - Identify the Operational Fixed costs vs. Variable costs
  - Identify the Instructional Fixed costs vs. Variable costs
  - Align resources across the Continuum of Services Model so that resources are targeted towards needs based on data and programming (see model slide)