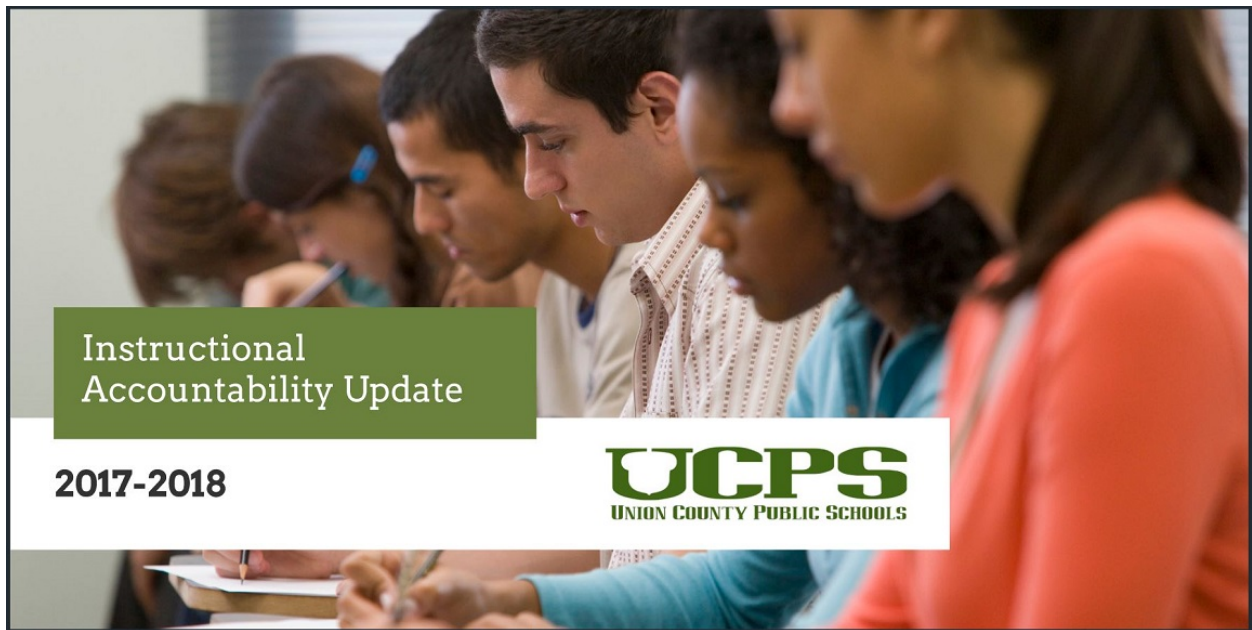# Union County Public Schools
2016 – 2017
Instructional Accountability Update

Prepared by:

UCPS Offices of School Performance & Teaching and Learning

MEMORANDUM   September 5, 2017

TO: Union County Public Schools Board of Education

FROM: Andrew G. Houlihan, Ed.D.
             Superintendent of Union County Public Schools

SUBJECT: **2016-2017 PRELIMINARY READY ACCOUNTABILITY REPORT
(EMBARGOED FROM PUBLIC RELEASE UNTIL 9/7/17)**

This briefing paper provides basic background information to help you understand the 2016-2017 school accountability data, including how the test data are used. The 2016-2017 school year was the fifth year under the state's READY accountability model. The READY initiative has three components:

1) A *Standard Course of Study* focused on the most critical knowledge and skills that students need to be successful at the next grade level and after high school.

2) *End-of-grade* and *end-of-course assessments* with rigorous open-ended questions and real-world applications that require students to express their ideas clearly with supporting facts.

3) An *accountability model* that measures how well schools are doing to ensure that students are career and college ready upon high school graduation.

SECTION 1: Overview of Achievement Levels and Assessments

To better report students' career and college readiness, the North Carolina Department of Public Instruction uses a five-level achievement scale:

        Achievement Level 1: Limited Command
        Achievement Level 2: Partial Command
        Achievement Level 3: Sufficient Command (Grade-Level Proficiency)
        Achievement Level 4: Solid Command (Career and College Readiness)
        Achievement Level 5: Superior Command (Career and College Readiness)

Achievement Level 3 identifies students who have a sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math, and science) to move on to the next grade but who may need additional support to be on track for career and college readiness. Achievement Levels 4 and 5 indicate students are on track to be career and college ready by the time they graduate from high school.

Data being released to State Board of Education members at their September 7, 2017 meeting will provide insight into student academic progress and school performance in the 2016-2017 school year. This includes student performance on end-of-grade and end-of-course assessments based on five achievement levels, overall student proficiency on end-of-grade and end-of-course assessments, academic growth, School Performance Grades, and graduation rates.

With respect to School Performance Grades, schools will be graded using a 15-point grading scale, and grades will be based on the school's achievement score (80 percent) and students' academic growth (20 percent). Information contained in this background brief will provide more details into the state's READY accountability model.

State Assessments Taken by Public School Students:

GRADE	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	OTHER
3	Beginning-of-Grade/End-of-Grade	End-of-Grade	–	–
4	End-of-Grade	End-of-Grade	–	–
5	End-of-Grade	End-of-Grade	End-of-Grade	–
6	End-of-Grade	End-of-Grade	–	–
7	End-of-Grade	End-of-Grade	–	–
8	End-of-Grade	End-of-Grade	End-of-Grade	–
9	–	NC Math 1	–	–
10	English II	–	Biology	Pre-ACT
11	–	–	–	ACT
12	–	–	–	ACT WorkKeys

Measures Included in North Carolina's Accountability Reporting:

ELEMENTARY/MIDDLE SCHOOL			HIGH SCHOOL INDICATORS	
			ASSESSMENTS	**OTHER MEASURES**
3rd Grade ELA	3rd Grade Math	5th Grade Science	NC	4-year & 5-year Graduation
4th Grade ELA	4th Grade Math	8th Grade Science	Math1	Rates
5th Grade ELA	5th Grade Math	NC Math 1	English II	Successful completion of high-
6th Grade ELA	6th Grade Math	Biology	ACT	level math courses
7th Grade ELA	7th Grade Math		ACT WorkKeys	
8th Grade ELA	8th Grade Math			

SECTION 2: School Performance Grades

The 2016-2017 school year is the fourth year for which public schools and charter schools will receive a letter grade under the General Assembly's A-F School Performance Grades model. The grades will be based on the school's achievement score and on students' academic growth. The final grade will continue to be based on a 15-point scale. Schools also have the opportunity to earn an A+[NG] for their School Performance Grade. Schools receiving this designation earned an A and did not have a significant achievement gap that was greater than the largest state average achievement gap. This additional designation was added in 2014-15 to address federal requirements that the highest designation not be awarded to schools with significant achievement gaps.

When assigning school performance grades, each school's achievement score (80 percent) and each school's students' academic growth (20 percent) is taken into consideration. The total school performance score is converted to a 100-point scale and then used to determine a school performance grade of A, B, C, D or F. The final grade is based on a 15-point scale:

> A: 85-100
> B: 70-84
> C: 55-69
> D: 40-54
> F: Less than 40

In addition to the overall performance score and grade, a separate score and grade for reading and mathematics is reported for schools containing K-8 grade levels. Schools with no data available to calculate at least a School Achievement Score will not receive a School Performance Grade (e.g. K-2 schools and alternative schools).

Table 1. UCPS 2014-2015 to 2016-2017 School Performance Grades (SPG) District Snapshot

School Year	# of Schools Participating	SPG A or A+[NG]	SPG B	SPG C	SPG D	SPG F
2014 – 2015	50	14	19	11	4	2
% of schools		28%	38%	22%	8%	4%
2015 – 2016	50	15	15	14	5	1
% of schools		30%	30%	28%	10%	2%
2016 – 2017	50	16	19	9	5*	1
% of schools		32%	38%	18%	10%	2%

Two schools, East ES and Benton Heights ES, received letter grades of D but exceeded expected growth this past school year; as a result, these schools will not be identified on the state's list of low performing schools

Note: South Providence and Wolfe School participate in the Alternative Accountability Model

Table 2. UCPS 2014-2015 to 2016-2017 School Growth Status District Snapshot

School Year	# of Schools Participating	Exceeded Growth	Met Growth	Did Not Meet Growth
2014 – 2015	51	15	22	14
% of schools		29%	43%	27%
2015 – 2016	51	12	19	20
% of schools		24%	37%	39%
2016 – 2017	51	22	20	9
% of schools		43%	39%	18%

Note: Wolfe School does not receive a growth index for performance.

Review of the Data in Tables 1 & 2

- 10 schools earned a designation of A[+NG] (most in a four-year period).
- 32% of schools earned an A[+NG] or A designation (this represents a four-year high).
- 70% of schools earned an A[+NG], A, or B designation (↑ of 17% from previous year).
- 12% of schools received either a D or F designation (consistent across all four years).
- The number of schools exceeding expected growth was the highest in the last three-year year reporting period (43%).

- The number of schools exceeding expected growth increased by 83% from the previous reporting year.

- The number of schools that either met or exceeded expected growth was the highest in the last three-year reporting period (82%).

- The number of schools that either met or exceeded expected growth increased by nearly 35% from the previous reporting year (61% in '15-'16 to 82% in '16-'17).

- The number of schools not meeting growth fell by 55% (20 in '15-'16 to 9 in '16-'17).

Moving Forward

- The School Performance Office will support principals in utilizing data to improve educational outcomes for all students.

- Currently, leadership teams have identified student representation in all federally designated subgroups. In addition, all schools have set improvement goals for each measurable subgroup.

- School Performance Office utilized trend data at the end of the 2016-2017 school year in order to identify school needs and targeted those needs with essential staff and resources (e.g. Social Workers, Math Tutors, Foundations Training through Safe and Civil Schools).

- A new focus has been placed on developing instructional leadership capacity to develop and monitor student progress (e.g. tools for analyzing and utilizing assessment data).

- The School Performance Office is examining the root causes of significant changes (both positive and negative) in standardized assessment results across the school district.

- The School Performance Office will facilitate the sharing of effective practices for improving school performance across schools.

- UCPS district personnel will recognize and leverage the successes of each school in order to empower schools for continual improvement.

SECTION 3: READY Accountability Reporting

The State Board of Education's READY Accountability Model requires that student performance on EOG/EOC assessments, cohort graduation rates, and other performance indicators be reported by school, district and state. The information also is reported by assessment, grade, and student group.

- **Performance –** The percentage of students in the school who score at Achievement Levels 1-5. Achievement Level 3 is considered grade-level proficiency and Achievement Levels 4 and 5 are considered on track to be college and career ready.

    o **College and Career Ready (CCR) –** includes achievement levels 4 and 5 on EOG/EOC assessments and is used for AMAO (Annual Measurable Achievement Objectives) targets.

    o **Grade Level Proficiency (GLP) –** includes Achievement Levels 3, 4, and 5 on EOG/EOC assessments and is used in all accountability reporting for NC School Report Card.

- **Growth –** An indication of the rate at which students in the school learned over the past year. The standard is roughly equivalent to a year's worth of growth for a year of instruction. Growth is reported for each school as Exceeded Growth Expectations, Met Growth Expectations, or Did Not Meet Growth Expectations.

K-8 READY Accountability Model Components

- Statewide accountability testing is done in Grades 3-8 only. For students in grades K-2, special age appropriate assessments are used to chart students' academic progress and are not included in the READY accountability model.

- End-of-grade assessments in reading and mathematics in Grades 3-8 and science assessments in Grades 5 and 8 are counted for academic growth and performance. NCEXTEND1 is an alternate assessment for certain students with disabilities and is included in performance only, not in growth.

High School READY Accountability Model Components

- **End-of-Course Tests –** Student performance on three end-of-course assessments: English II, Biology and Math I is counted for growth and performance. NCEXTEND1 is an alternate assessment for certain students with disabilities and is included in performance only, not in growth.

- **ACT –** The percentage of students meeting the UNC system admissions minimum requirement of a composite score of 17.

- **Graduation Rates –** The percentage of students who graduate in four years or less and five years or less.

- **Math Course Rigor –** The percentage of graduates taking and passing high-level math courses such as Math III.

- **ACT WorkKeys –** For Career and Technical Education concentrators (students who have earned four CTE credits in a career cluster), the percentage of concentrator graduates who were awarded at least a Silver Level Career Readiness Certificate based on ACT WorkKeys assessments.

- **Graduation Project –** The accountability report will note whether a school requires students to complete a graduation project; currently UCPS does not require a graduation project.

Table 3. UCPS 2014-2015 to 2016-2017 Ready Accountability District Snapshot

School Year	CCR	GLP	ACT	WorkKeys	Math Rigor	CGR
2014 – 2015	63.3%	72.1%	74.5%	75.0%	>95%	93.1%
2015 – 2016	62.6%	71.1%	77.1%	80.4%	>95%	92.8%
2016 - 2017	64.5%	72.8%	75.0%	80.6%	>95%	92.5%

Table 4. 4-Year Cohort Graduation Rate (CGR) Seven Year Comparison

Reporting Year	2011	2012	2013	2014	2015	2016	2017
North Carolina CGR	77.7	80.2	82.5	83.8	85.4	85.9	TBD
UCPS CGR	89.1	89.5	90.8	92.6	93.1	92.8	92.5
CATA	100.0	100.0	99.0	99.0	100.0	100.0	99.5
Cuthbertson HS	96.9	96.9	97.6	97.9	98.5	97.4	98.3
Early College	93.3	98.0	100.0	98.3	100.0	100.0	100.0
Forest Hills HS	81.5	80.9	82.4	87.3	88.6	84.1	81.0
Marvin Ridge HS	99.3	100.0	99.7	99.4	99.5	99.7	100.0
Monroe HS	77.4	73.7	84.4	86.8	83.2	87.2	82.9
Parkwood HS	85.2	84.0	84.0	90.2	87.0	94.5	90.8
Piedmont HS	91.5	90.0	90.2	91.9	92.7	95.8	94.6
Porter Ridge HS	90.0	89.9	93.6	95.1	95.7	93.2	94.0
South Providence	89.6	91.5	88.4	90.2	92.7	85.9	87.4
Sun Valley HS	84.4	89.9	87.5	89.3	87.0	86.7	88.3
Weddington HS	98.1	97.4	98.6	99.1	99.7	99.1	98.9

Review of the Data in Tables 3 & 4

- **Student Achievement** - In the 2016-2017 school year, the school system reported its highest percentage of students attaining both CCR and GLP achievement levels over the last three years.

- **ACT** - During the 2016-2017 school year, UCPS had a 2.1 percentage point decrease in its ACT proficiency score. Specifically, the UCPS ACT proficiency score during the 2015-2016 school year was 77.1 and the UCPS ACT proficiency score for the 2016-2017 school year was 75.0.

- **ACT WorkKeys** - According to the 2016-2017 reporting data for ACT WorkKeys, UCPS held steady when compared to the previous reporting year. The percentage of students earning a certification of "Silver" or higher was 80.4 percent in 2015-2016 and this increased slightly to 80.6 percent in the 2016-2017 academic year.

- **Cohort Graduation Rate** - The UCPS 4-year composite graduation rate decreased slightly from 92.8 percent in 2015-2016 to 92.5 percent in 2016-2017. This .3 percentage point decrease mirrors the drop from the previous reporting year. However, the district's rate still exceeded 92% for the fourth consecutive year. Five of the 12 schools with a CGR reported increased over the previous reporting year.

Moving Forward

During 2017-2018 academic year, the school system will increase its efforts to monitor and support members of this year's cohort in order to attain a district-wide goal of 93% on the four-year cohort graduation rate. This will be accomplished through an implementation plan developed for the purposes of strengthening support systems, interventions, and alternative programs aimed at promoting greater student outcomes. Each element of the plan will be designed to support all students in the successful progression through high school. Additionally, student support services personnel across the district will continue to remove obstacles that

students may encounter as they seek to earn the requisite credits needed for graduation. School counselors and other personnel will assist in accounting for all students who are a part of the cohort and determining the status of any students who are absent from the school's total program. Principals will develop plans that target specific goals in meeting cohort graduation rates for the current year.

Table 5. UCPS 2014-2015 to 2016-2017 EOG Grade Level Proficiency (Elementary)

Grade	Reading			Math			Science		
	'14-'15	'15-'16	'16-'17	'14-'15	'15-'16	'16-'17	'14-'15	'15-'16	'16-'17
3rd Grade	71.2%	68.0%	70.4%	78.3%	78.5%	78.8%			
4th Grade	71.1%	68.2%	70.0%	74.8%	72.7%	75.4%			
5th Grade	66.5%	67.5%	69.2%	74.5%	76.8%	75.5%	74.0%	77.5%	79.2%

Review of the Data

- **Reading** - The data indicate that the Grade Level Proficiency (GLP) rate increased in reading for each cohort of students in third, fourth, and fifth-grade as compared to the previous reporting year. The percentage of students meeting proficiency in on the 5th Grade ELA EOG was the highest in a three year reporting period.

- **Math** - The data indicate an increase in the overall percent of students meeting proficiency standards in Grades 3-5 across the district as compared to the previous reporting year. In addition, the data reveal an increase in the GLP proficiency rates for third and fourth grade students when compared to 2015-2016. However, according to the data, the GLP rate for fifth grade students decreased slightly when compared to that of their peers from the previous year.

- **Science** - During the 2016-2017 school year the data reveal an increase in the proficiency rate for students for students meeting GLP achievement levels as compared to the previous year.

Moving Forward

- The Elementary Education Department will continue to implement the new K-2 portion of the district literacy plan, *Literacy for U*. The K-2 literacy framework will focus on five areas of literacy which include interactive read aloud, guided reading, independent reading, word study/phonics, and responsive writing. During the summer, two 3-day professional learning sessions were provided to develop instructional practices around the focused five components of literacy. Staff development will continue throughout the year supporting training in each of these areas. Alignment and support of the *Literacy for U* plan will also occur in Grades 3-5.

- Enhanced classroom libraries and school-wide leveled libraries will be utilized to expand reading materials as well as increase reading instruction and assessment materials in all schools. myON, a digital repository of books, will also supplement K-5 literacy.

- Utilizing a literacy plan that was developed by each school, the Teaching and Learning Division and School Performance Office will work with schools to implement and monitor individualized literacy plans during the year.

- The School Performance Office will work with principals in utilizing data to improve educational outcomes for all students.

- Disciplinary literacy will remain a focus of reading across the instructional disciplines. Staff development, digital programs and tools, book studies, and other content-based activities will support efforts to implement literacy throughout the total school program.

- Beginning the spring of 2017 and over the course of the summer, teachers participated in *EmpowerED* training. This training focused on creating a classroom environment that engages and supports students in developing 21st Century Skills. Teachers learn how to incorporate digital and disciplinary literacy in order to create a purposeful and relevant learning environment for students. *EmpowerED* training will continue to be provided throughout the 2017-2018 school-year.

- Provide in-depth math tutoring in Grade 4 for all students in three schools receiving letter designations of either a D or F, as well as Marshville Elementary School.

- Increase the number of reading tutors through the district's literacy plan as well as target Grade 1 reading tutoring at Title I Schools through face-to-face and digital delivery.

- Instructional Coaches will participate in monthly coaching professional development to be able to effectively coach and support teachers in their buildings.

- Beginning teachers (years 1 and 2) will participate in monthly professional development sessions. Monthly sessions will consist of breakout sessions based upon the immediate and specific needs of beginning teachers.

- The district will continue to train Reading Recovery teachers and they will participate in ongoing literacy professional development. The goal is to broaden their skillset in order to work with selected teachers at the school level so that they may enhance guided reading practices in K-2 classrooms.

- The School Performance Office and the Teaching and Learning Division will monitor school improvement by reviewing formative and benchmark data as well as school visits and instructional walkthroughs conducted by district staff throughout the year.

- Technology will be utilized to support instructional improvement by providing the following: content-based digital student and teacher resources; open sources for lesson plan development and enhancement; digital assessments systems for formative and summative evaluation; Canvas learning management system for blended professional development.

- iReady math diagnostic was purchased for all K-5 students. This diagnostic will be used to measure growth across the year for all students. The diagnostic will identify students in need of additional math support. Students identified will receive iReady intervention instruction.

Table 6. UCPS 2014-2015 to 2016-2017 EOG Grade Level Proficiency (Middle Schools)

Grade	Reading			Math			Science		
	'14-'15'	15-'16	'16-'17	'14-'15	'15-'16	'16-'17	'14-'15	'15-'16	'16-'17
6th Grade	74.3%	71.3%	73.7%	67.8%	70.3%	73.6%			
7th Grade	72.5%	71.1%	69.0%	65.0%	67.7%	64.9%			
8th Grade	71.0%	61.9%	65.9%	60.4%	60.3%	64.5%	81.3%	80.4%	83.1%

Review of the Data

- **Reading** - The data reveal an increase in reading proficiency scores for grades 6 and 8 as compared to the previous reporting year. The most significant gain is in eighth grade with an increase of 4 percentage points. However, reading proficiency in Grade 7 dropped 2.1 percentage points from the 2015-2016 academic year.

- **Math** - The data reveals that math proficiency scores increased for Grades 6 and 8 during the 2016-2017 academic year. Percentage increases of 3.3 and 4.2 points occurred in Grades 6 and 8 respectively with 7th Grade witnessing a 2.8 percentage point decrease.

- **Science** - Proficiency in 8th Grade Science witnessed a three year high with 83.1 percent of students achieving either a Level III, IV, or V on the EOG.

Moving Forward

- The School Performance Office will work with principals in utilizing data to improve educational outcomes for all students.

- Instructional Coaches will begin working with teachers to grow their instructional practices to improve student achievement.

- A variety of teachers participated in a 3-day workshop addressing interactive read-alouds. Follow-up professional learning opportunities will be offered throughout the year.

- Math teachers and students will continue to utilize online Carnegie Math textbooks to go along with the teacher tools and classroom sets they have been using for the past few years. Seventh grade teachers at low performing schools will be provided with additional math materials and tutors to push in for small group instruction.

- Multiple schools will continue to utilize iReady as a universal screener and intervention program targeting our low performing students.

- In connection with UNCC, after-school professional learning sessions will be provided for beginning teachers addressing a variety of topics.

- Professional Learning opportunities will be offered on the Gradual Release of Responsibility instructional framework component and Disciplinary Literacy.

- The School Performance Office and the Teaching and Learning Division will monitor student achievement by reviewing common assessment data with principals as well as conducting school visits and instructional walkthroughs by Instructional Coaches and Directors throughout the year.

- Technology will be utilized to support instructional improvement by providing the following: content-based digital student and teacher resources; open sources for lesson plan development and enhancement; digital assessments systems for formative evaluation; Canvas learning management system for blended student learning and teacher professional development. Beginning the spring of 2017 and over the course of the summer, teachers participated in *EmpowerED* training. This training focuseson creating a classroom environment that engages and supports students in developing 21st Century Skills. *EmpowerED* training will continue to be provided throughout the 2017-2018 school-year.

- Provide in-depth tutoring in Grade 7 for all students in the two low performing schools.

- Utilizing a literacy plan that was developed by each school, the Teaching and Learning Division and School Performance Office will work with schools to implement and monitor individualized literacy plans during the year.

Table 7. UCPS 2014-2015 to 2016-2017 EOC Grade Level Proficiency

Math I			English II			Biology		
'14-'15	'15-'16	'16-'17	'14-'15	'15-'16	'16-'17	'14-'15	'15-'16	'16-'17
75.8%	74.6%	78.8%	77.7%	74.0%	75.4%	67.5%	67.3%	69.3%

Review of the Data

Grade level proficiency for end of course assessments increased 2.5 percentage points when compared to the previous reporting year. During the 2015-2016 school year the UCPS Grade Level Proficiency score on all EOCs was 72.3 percent of students scoring proficient compared to 74.8 percent during the 2016-2017 school year.

- **English II** - According to the 2016-2017 proficiency data for English II, UCPS increased the percentage of students attaining Grade Level Proficiency by 1.4 percentage points. UCPS went from 74.0% in 2015-2016 to 75.4% in 2016-2017.

- **Math I** - According to the 2016-2017 proficiency data for Math I, UCPS increased the percentage of students attaining Grade Level Proficiency by 4.2 points. This figure represents the highest reporting percentage in a three-year span.

- **Biology** - According to the 2016-2017 proficiency data for Biology, UCPS witnessed a 2-point increase in the percentage of students attaining proficiency. Specifically, the Grade Level Proficiency for Biology in 2015-2016 was 67.3 and the GLP in 2016-2017 was 69.3.

Moving Forward

- Instructional Coaches will begin working with teachers to grow their instructional practices to improve student achievement.

- The School Performance Office will work with principals in utilizing data to improve educational outcomes for all students

- An emphasis will be placed on restructuring ongoing common assessments in core subjects and data analysis.

- The Teaching and Learning Division and the School Performance Office will work with schools to implement and monitor their individualized literacy plans throughout the year.

- The math team will continue their work with the Math Large District Consortium to improve instructional resources and best practices available to our teachers.

- The English department will create and ACT Writing Assessment PLC to score and evaluate the ACT writing responses and create lessons to address the weaknesses of students.

- The Teaching and Learning Division will monitor student achievement by reviewing common assessment data and conducting school visits and instructional walkthroughs by Instructional Coaches and Directors throughout the year.

- Technology will be utilized to support instructional improvement by providing the following: content-based digital student and teacher resources; open sources for lesson plan development and enhancement; digital assessments systems for formative evaluation; Canvas learning management system for blended student learning and teacher professional development; and targeted intervention (credit recovery, Alternative to Long Term Suspension program, etc.). Beginning the spring of 2017 and over the course of the summer, teachers participated in *EmpowerED* training. This training focuses on creating a classroom environment that engages and supports students in developing 21st Century Skills. *EmpowerED* training will continue to be provided throughout the 2017-2018 school-year.

- Utilizing a literacy plan that was developed by each school, the Teaching and Learning Division and School Support Office will work with schools to implement and monitor individualized literacy plans during the year.

SECTION 4: Ethnic Comparisons Across Assessments

Figure 1: Grades 3-8 Ethnic Proficiency Comparisons on Math EOG

3 - 8 Grade Level Proficiency Ethnic Comparisons in Math

	2014-2015	2015-2016	2016-2017
White	77.8	78.1	78.7
Black	44.1	45.8	47.9
Hispanic	54.2	58.1	59.4
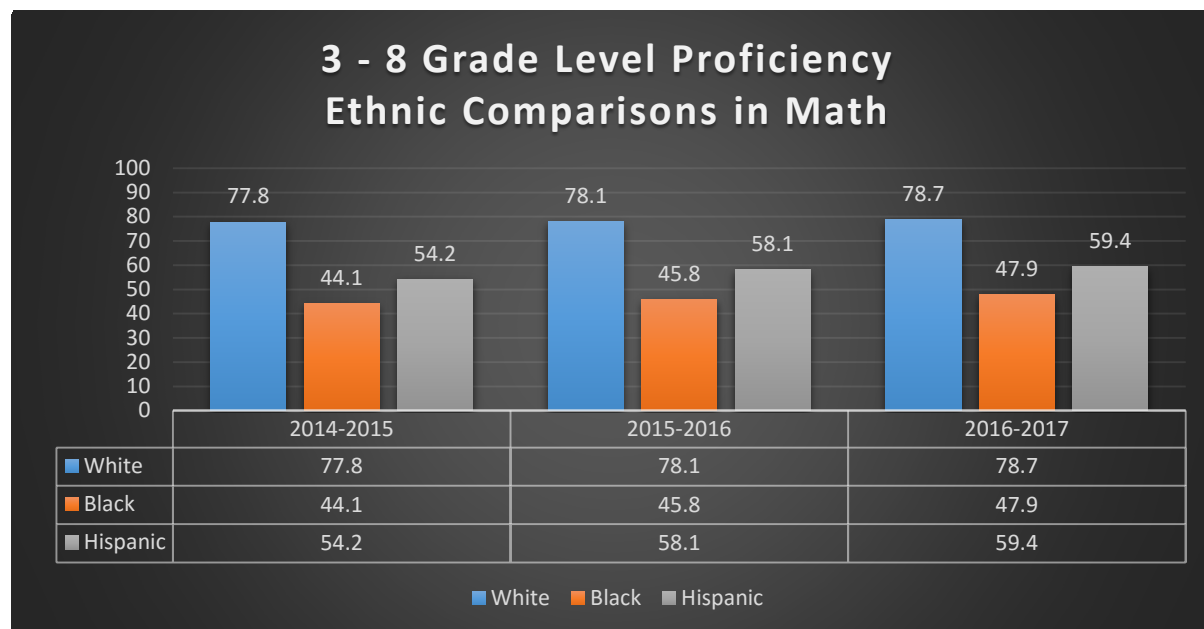
Figure 2: Grades 3-8 Ethnic Proficiency Comparisons on ELA EOG

3 - 8 Grade Level Proficiency Ethnic Comparisons in Reading

	2014-2015	2015-2016	2016-2017
White	80.3	77.1	78.7
Black	47.9	44.6	46.3
Hispanic	48.7	46.9	48.4

White ■ Black ■ Hispanic
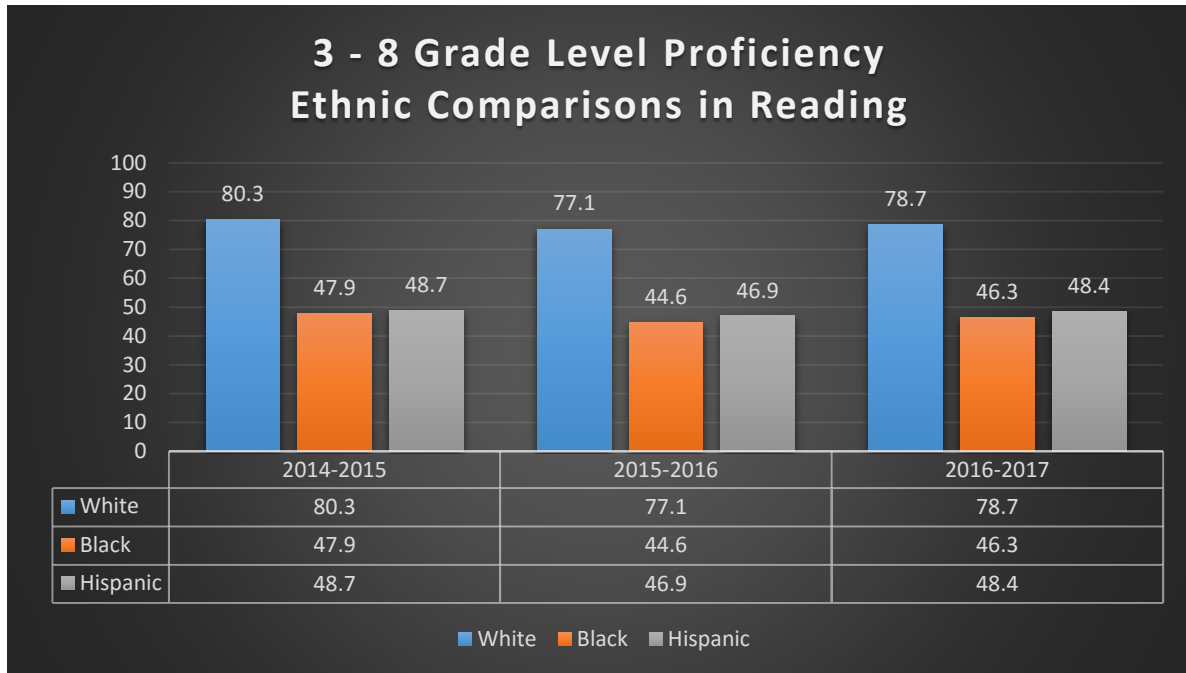
Figure 3: Grades 3 and 5 Ethnic Proficiency Comparisons on Science EOG

3 - 8 Grade Level Proficiency Ethnic Comparisons in Science

	2014-2015	2015-2016	2016-2017
White	85.4	87.1	88.3
Black	57.1	55.3	59
Hispanic	58.3	62.1	68

White ■ Black ■ Hispanic
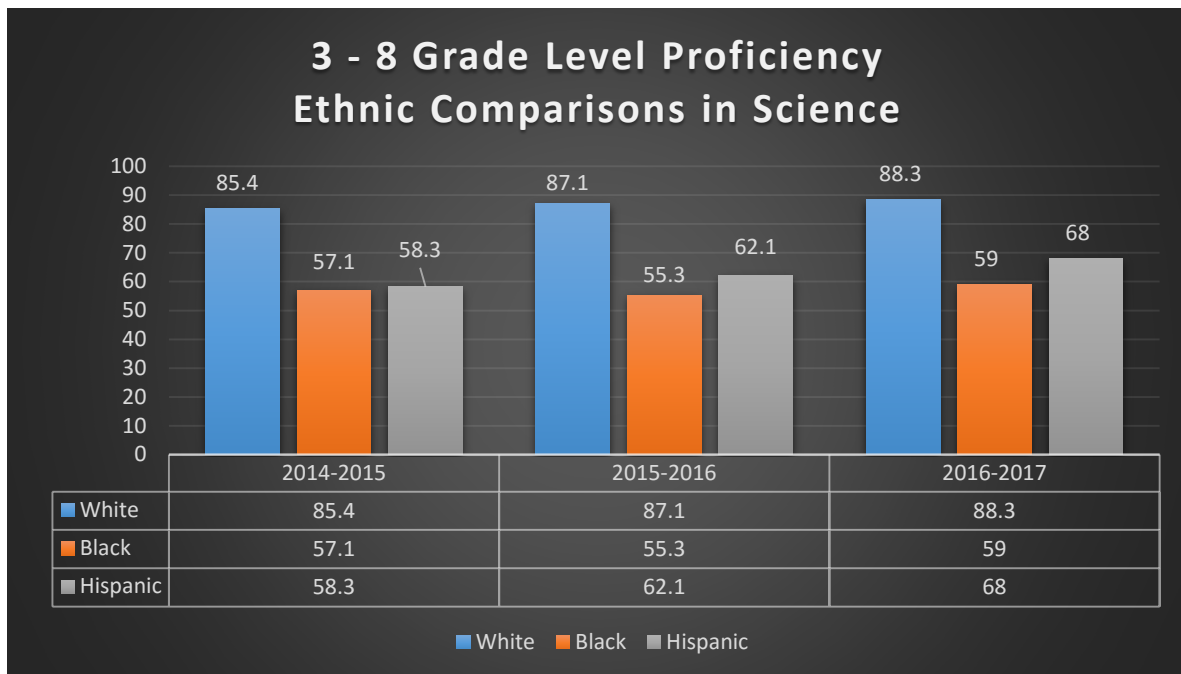
Figure 4: Ethnic Proficiency Comparisons on NC Math 1 EOC

Grade Level Proficiency
Ethnic Comparisons in Math I

	2014-2015	2015-2016	2016-2017
White	77.8	82.9	86
Black	48.3	46.6	56
Hispanic	51.7	55	58.8

White   Black   Hispanic
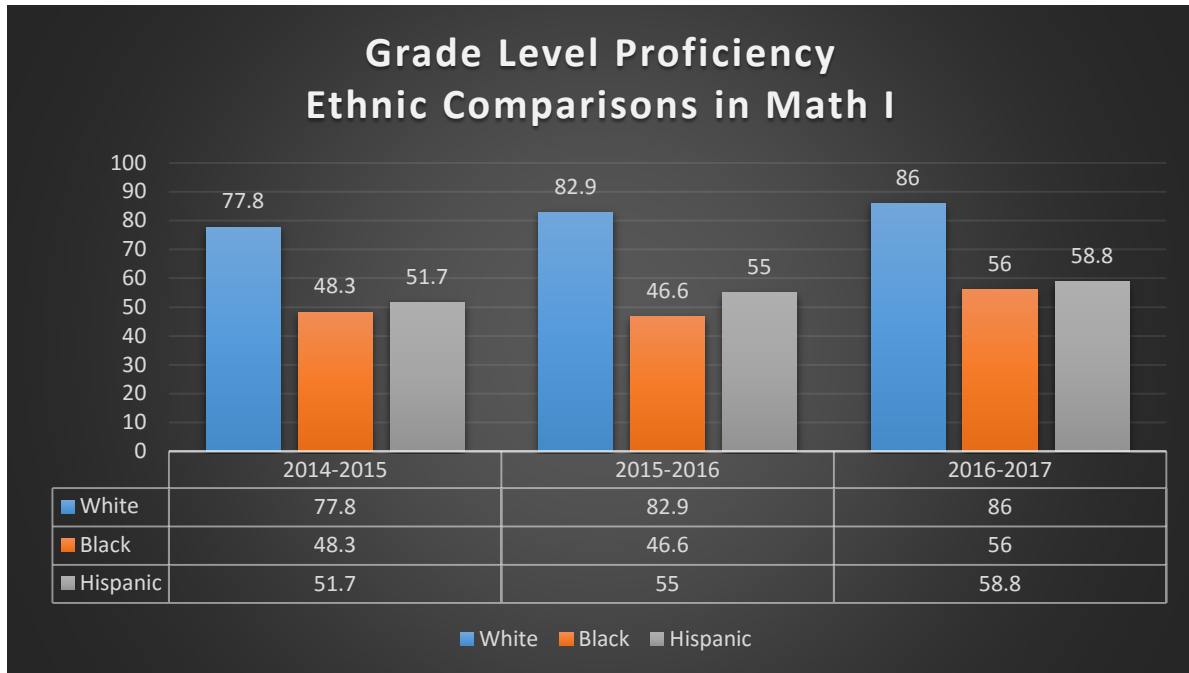
Figure 5: Ethnic Proficiency Comparisons on English II EOC

Grade Level Proficiency
Ethnic Comparisons in English II

	2014-2015	2015-2016	2016-2017
White	85.6	81.6	84.1
Black	54	50.2	51.8
Hispanic	56.1	55.2	55.2

White   Black   Hispanic
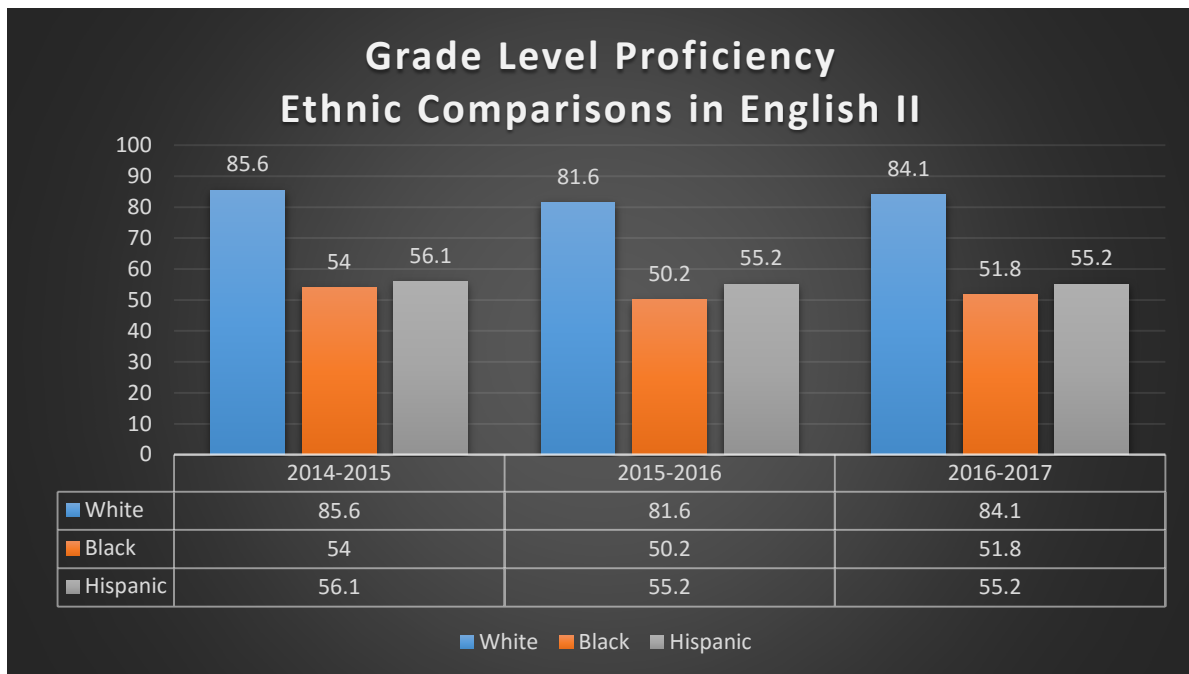
Figure 6: Ethnic Proficiency Comparisons on Biology EOC

Grade Level Proficiency
Ethnic Comparisons in Biology

	2014-2015	2015-2016	2016-2017
White	76.7	76.1	79.7
Black	42.6	42.7	43.6
Hispanic	45.4	45.1	41.7

White Black Hispanic
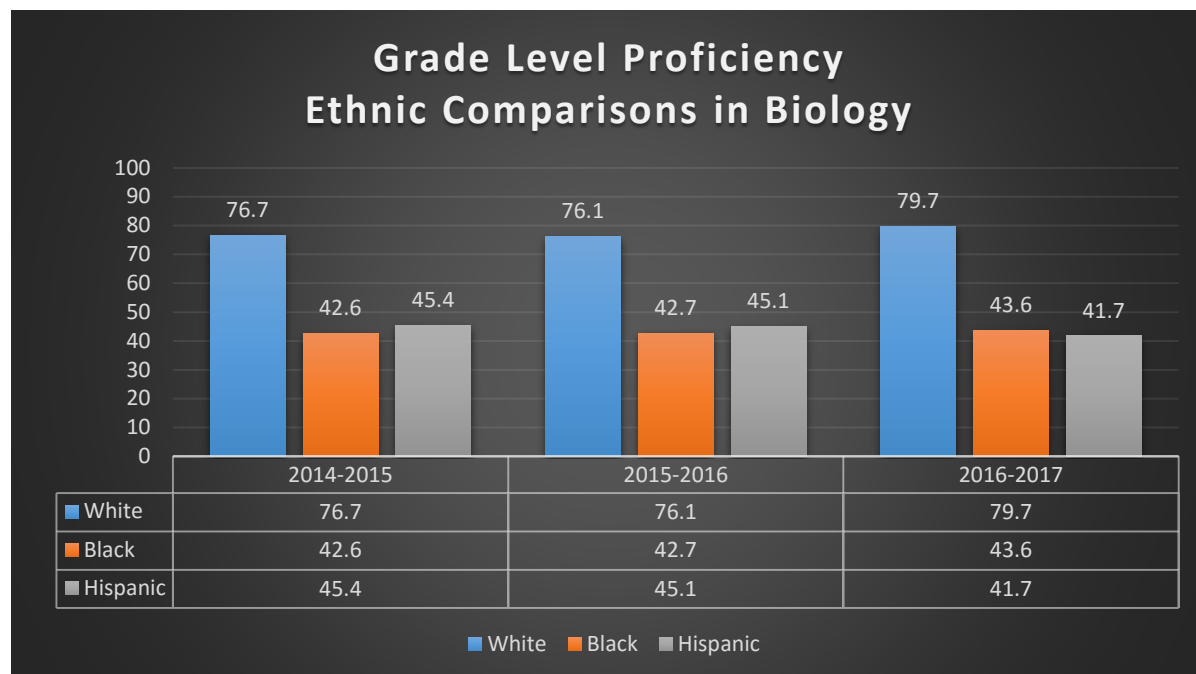
Achievement Gap Moving Forward

Union County Public Schools considers student diversity to be an asset and works to understand and capitalize on students' cultures, abilities, resiliencies, and efforts. Specific strategies in the year ahead include:

- Leadership teams have identified student representation in all federally designated subgroups and have set improvement goals for each measurable subgroup. The School Performance Office will support principals in monitoring relevant data (e.g. benchmarks) in order to make timely adjustments in the resources being utilized to support goal accomplishment.

- Increase pupil social and emotional wellness through providing increased student support counselors, guidance counselors, and social workers at low performing schools.

- Provide Best Start counselors to work with at-risk students.

- Develop and implement procedures for referral and evaluation of English Learners suspected of being a student with a disability.

- Continue to push-out resource materials for schools and families through the district's ESL program.

- Implement extended learning time, such as intersession, afterschool, or summer camps at six low performing schools.

- Provide in-depth, prescriptive tutoring in math for all students in grades four and seven at six low performing schools.

- Implement *Read with U* to include UCPS staff and community members. Increased strategies will focus upon reading with first grade students for 30 minutes a week. Additionally, the district will pilot digital tutoring supplemented by *TutorMate,* an online resource platform for specific tutoring.

- Continue professional development and support for the implementation of Multi-Tiered System of Support (MTSS) by 2020.

- Offer alternative learning programs for students who are at-risk of dropping out of school.

- Support alternative pathways to graduation through the Career Academy at South Providence.

- Offer opportunities for attendance and credit recovery.

- Target support for students with disabilities who are found eligible as Specific Learning Disabled, including those with characteristics of dyslexia.

- Continue classroom library initiative at Grades 6-8

- Provide professional development on research based Sheltered Instruction Observation Protocol (SIOP) Model.

- Implement Dual Immersion, beginning at Kindergarten, at two highly populated English Learner Title I schools.

- Provide differentiated instruction to at-risk learners through intervention models.

- Establish academies at various schools throughout the district in order to provide relevant instructional programs to all learners.

School district leaders and staff will work to increase faculty members' understanding of cultural competence through professional development, conferences, diversity day, community outreach efforts, and partnerships. District leaders and staff will work to strengthen classrooms that support learning for all students, which include using varied, effective strategies to instruct diverse learners. Conscious efforts will be made to target literacy and math instruction with those who are identified as at-risk, and support services will be put in place to offer social, psychological, and emotional support.

Special Note: To assist low performing schools, district leaders and instructional staff will strategically provide support by assisting with the development of school and improvement plans, conducting on-going data meetings throughout the year, ensuring that a professional learning community structure is in place at each school, providing staff development based upon both district and school needs, and increasing additional support.

SECTION 5: ACT and Advanced Placement Data

Table 8. NC and UCPS 11ᵗʰ Grade ACT Results 2013 to 2017

Year	Total Tests		English		Math		Reading		Science		Composite	
	UCPS	State	UCPS	State	UCPS	State	UCPS	State	UCPS	State	UCPS	State
2013	2678	93445	18.9	16.9	21.2	19.2	20.1	18.4	19.9	18.6	20.1	18.4
2014	2797	95360	18.7	17.0	21.0	19.2	20.3	18.7	19.8	18.6	20.1	18.5
2015	2834	97967	19.3	17.1	20.9	19.0	20.7	18.8	20.4	18.7	20.5	18.5
2016	2968	99370	19.4	17.1	21.1	18.9	21.2	19.0	20.6	18.9	20.7	18.6
2017	3134	102446	19.5	17.4	21.0	18.9	21.0	18.8	20.6	18.8	20.6	18.6

Review of the Data

- Average ACT Composite score decreased by .1 of a pt. as compared to the previous year.

- Average ACT English score increased by .1 of a pt. as compared to the previous year.

- Average ACT Math score decreased by .1 of a pt. as compared to the previous year.

- Average ACT Reading score decreased by .2 of a pt. as compared to the previous year.

- Average ACT Science score remained the same as compared to the previous year.

- Percent of UCPS student meeting all four CCR benchmarks:
  - 2012-2013 – 20%
  - 2013-2014 – 23%
  - 2014-2015 – 25%
  - 2015-2016 – 26%
  - 2016-2017 – 25%

In order to meet ACT college readiness, students must attain the following benchmark scores:
- English 18
- Mathematics 22
- Reading 22
- Science 23

Note: the percent of students meeting all four CCR benchmarks is 9% above the state average

Moving Forward

The ACT requires specific disciplinary knowledge. The district focus on disciplinary literacy will give students further opportunities to meet the ACT college readiness benchmarks. In addition to the ACT, all UCPS students will take a suite of College Board assessments across Grades 8-11. Students will take the PSAT 8, PSAT 10, PSAT/NMSQT, as well as the SAT. The data garnered from these assessments will feed into Naviance, a platform that will help students with career and college planning. Each year in Grades 6-12, students will complete a different activity through Naviance such as a career interest inventory, a strengths explorer assessment, a college match survey, and a senior exit survey. These activities will provide a comprehensive profile of Career and College Readiness.

Table 9. UCPS & NC Advanced Placement Results 2014 to 2017

Year	# of Test Takers	Participation Rate	% Test Takers >3	# of Exams Taken	% of Exams >3
2014					
NC	56988	13.0	58.5	105469	55.7
UCPS	2324	18.9	66.5	3940	64.8
2015					
NC	67850	15.3	53.9	126351	50.9
UCPS	2456	19.6	68.2	4276	66.1
2016					
NC	69933	15.6	54.1	129499	51.4
UCPS	2439	18.6	70.3	4273	67.5
2017					
NC	74010	16.4	54.3	138227	51.6
UCPS	2625	19.4	67.0	4557	65.5

Review of the Data

- 7 out of 10 comprehensive high schools witnessed an increase in the number of exams administered

- Of the 10 comprehensive highs schools, SVHS witnessed a 74% increase in the number of exams administered as compared to the previous year

- UCPS witnessed a 6.7% increase in the number of exams administered from the previous year

- 8 out of 10 comprehensive high schools administered more AP exams this past year when compared to 4 years ago

- Over the last 4 years, UCPS has experienced a 16% increase in the number of AP exams administered district-wide

- Number of AP Subjects offered county-wide the past 4 years (not reflected on the table):

  - 2013-2014 - 26 subjects
  - 2014-2015 - 32 subjects
  - 2015-2016 - 28 subjects
  - 2016-2017 - 33 subjects

  Note: this represents a 18% increase in the number of course offered over the previous year

Table 10. AP Participation Rates and Student Test-Takers by Grade Level

SCHOOL	Student Test-Takers	Unknown Grade	12th Grade	11th Grade	10th Grade	9th Grade	Participation Rate
Union County	**2626**	**55**	**1027**	**1091**	**400**	**53**	**19.4%**
Central Academy of Tech	230	1	96	117	16		27.9%
Cuthbertson High School	433	22	162	173	54	22	28.1%
Forest Hills High School	102	1	32	35	28	6	10.4%
Marvin Ridge HS	550	4	210	242	92	2	33.6%
Monroe High School	100	9	33	36	12	10	8.7%
Parkwood High School	120	1	39	53	26	1	10.8%
Piedmont High School	159		54	73	30	2	11.8%
Porter Ridge High School	231	2	107	101	20	1	13.6%
South Providence School	2		1		1		1.8%
Sun Valley High School	212	9	76	92	29	6	14.7%
UC Early College	1			1			0.3%
Weddington High School	486	6	217	168	92	3	36.2%

Review of the Data

- The percentage of 9th grade students participating in exams decreased by 10% from the previous year

- The percentage of 10th grade students participating in exams grew by 27% from the previous year

- The percentage of 11th grade students participating in exams grew by 6% from the previous year

- The percentage of 12th grade students participating in exams grew by 2.7% previous year
- The district's participation rate increased from 18.5% in 2015-2016 to 19.4% in 2016-2017

Moving Forward

UCPS will continue to examine results from Advanced Placement (AP) tests in order to address participation rates and ensure that all students have an equitable opportunity to both participate and find success in these college level courses. Beginning with the 2017-2018 school year, UCPS will administer the PSAT to 8th graders and 10th graders in order to utilize the AP Potential Reports provided by the College Board. Direction will continue to be provided to the principals and school staff to analyze and identify greater numbers of students who could be eligible to participate in AP courses throughout all schools. Schools have been asked to offer at least 10 Advanced Placement courses on their campuses in a face-to-face format beginning with the 2017-2018 school year. This includes educating students about the importance and benefits of taking AP courses.

Elementary School Performance Indicators

Elementary School	School Performance Grade/Growth 2015-2016	School Performance Grade/Growth 2016-2017	2015-2016 Reading GLP			2016-2017 Reading GLP			2015-2016 Math GLP			2016-2017 Math GLP			2015-2016 Science GLP	2016-2017 Science GLP
			3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	5th	5th
Antioch	A+ / Met	A+ / Exceeded	85.2	88.1	90.7	83.2	87.1	90.3	93.8	86.0	95.4	91.2	95.0	92.9	96.1	98.7
Benton Heights	D / Not Met	D / Exceeded	22.1	27.6	26.9	36.6	29.5	32.5	59.0	39.1	43.6	59.8	49.5	42.5	35.9	52.5
East	D / Met	D / Exceeded	27.0	39.5	32.9	29.8	32.7	34.3	29.0	46.1	46.5	45.4	31.0	54.1	39.4	56.8
Fairview	B / Met	B / Met	65.2	60.4	62.0	76.3	70.8	65.5	69.6	72.5	69.4	75.0	77.5	63.2	76.6	79.3
Hemby Bridge	B / Met	B / Met	59.5	70.1	71.3	72.7	72.0	61.5	68.9	69.1	78.8	75.0	73.3	65.6	82.5	72.9
Indian Trail	B / Met	B / Met	69.3	73.7	64.3	72.4	68.5	78.0	84.2	80.0	75.2	76.4	75.3	80.7	59.7	81.5
Kensington	B / Met	A+ / Met	80.7	80.2	78.8	87.5	82.1	83.2	96.0	84.7	85.4	96.4	92.2	87.2	86.8	87.2
Marshville	D / Not Met	C / Met	39.5	56.7	38.6	52.9	53.0	50.8	47.7	53.7	38.6	75.7	57.8	56.7	45.7	56.7
Marvin	A+ / Exceeded	A+ / Met	84.9	84.3	86.3	91.7	88.1	87.0	91.6	88.9	89.1	93.5	91.6	89.0	90.8	85.6
New Salem	C / Not Met	C / Not Met	77.1	64.7	62.5	58.0	75.4	60.8	81.4	66.7	72.9	74.0	72.3	62.8	60.4	66.7
New Town	A+ / Exceeded	A+ / Exceeded	84.4	88.4	81.0	86.1	90.9	87.9	94.0	90.8	82.5	89.8	92.9	90.6	88.9	91.7
Poplin	B / Met	B / Met	81.1	71.6	78.2	80.2	75.0	77.6	91.6	85.8	87.2	90.2	88.2	81.0	83.5	71.4
Porter Ridge	C / Not Met	C / Met	66.7	57.0	59.5	62.2	65.6	60.3	69.8	60.0	72.2	72.0	67.7	54.4	77.2	65.8
Prospect	C / Not Met	C / Met	44.7	60.9	51.8	54.9	58.4	50.0	52.9	55.2	49.4	62.0	59.6	45.5	50.6	46.6
Rea View	A / Exceeded	A / Met	89.8	95.7	87.2	94.8	88.2	96.3	93.9	94.8	94.7	92.7	90.2	96.3	94.7	95.4

Elementary School Performance Indicators

Elementary School	School Performance Grade/Growth 2015-2016	School Performance Grade/Growth 2016-2017	2015-2016 Reading GLP			2016-2017 Reading GLP			2015-2016 Math GLP			2016-2017 Math GLP			2015-2016 Science GLP	2016-17 Science GLP
			3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	5th	5th
Rock Rest	B / Met	B / Met	53.0	43.7	51.0	52.4	51.9	48.8	88.7	80.5	88.6	86.4	76.4	88.4	76.2	80.2
Rocky River	B / Met	B / Met	65.9	57.3	56.6	61.5	65.5	48.7	91.0	69.2	78.1	82.1	73.9	67.6	81.5	82.0
Sandy Ridge	A+ / Met	A+ / Exceeded	80.7	83.9	84.4	86.5	86.7	91.6	88.1	88.5	90.5	83.3	91.2	95.0	88.8	96.6
Sardis	B / Met	B / Exceeded	53.6	51.1	66.3	67.4	59.2	50.6	84.5	53.9	89.2	91.4	75.3	76.2	91.6	77.4
Shiloh	B / Met	B / Met	66.3	71.1	68.6	65.7	65.3	71.7	84.2	79.4	80.0	77.8	76.8	87.1	79.1	80.7
Stallings	B / Met	B / Exceeded	69.6	69.4	77.4	77.7	77.8	68.0	83.7	71.7	86.2	74.0	80.4	74.0	94.0	87.0
Sun Valley	C / Not Met	B / Exceeded	69.2	67.6	61.6	79.5	74.2	63.7	74.5	69.0	69.2	82.1	78.5	71.2	65.1	84.0
Union	C / Not Met	B / Exceeded	52.3	49.1	47.3	59.0	47.7	66.7	50.8	54.4	64.9	82.1	47.7	79.0	68.9	77.2
Unionville	B / Exceeded	B / Exceeded	74.4	87.5	77.2	72.5	76.8	84.8	85.1	86.6	88.2	84.2	83.2	88.4	82.4	90.1
Walter Bickett	D / Met	F / Not Met	27.7	30.2	23.7	28.2	26.5	21.5	40.6	36.1	36.6	33.3	37.4	25.9	43.0	54.6
Waxhaw	C / Not Met	C / Not Met	81.7	57.9	64.2	67.4	66.1	66.1	83.5	46.5	54.7	70.5	53.6	61.6	62.3	61.6
Weddington	A+ / Exceeded	A+ / Met	98.1	91.1	89.6	93.6	95.0	92.9	99.1	96.6	97.4	96.5	96.7	96.5	96.1	99.4
Wesley Chapel	B / Not Met	B / Met	78.6	77.8	69.5	75.4	83.0	79.8	82.7	78.9	75.8	78.5	82.1	80.0	82.1	81.1
Western Union	B / Exceeded	B / Exceeded	61.0	70.8	70.5	63.9	66.3	64.0	69.2	72.6	72.7	71.6	60.8	78.4	84.9	81.1
Wingate	C / Not Met	C / Exceeded	51.7	42.6	51.7	54.2	59.3	44.4	78.0	50.0	70.1	71.9	70.4	56.6	74.7	59.6
LEA – UCPS Performance			**68.0**	**68.2**	**67.5**	**70.4**	**70.0**	**69.2**	**78.5**	**72.7**	**76.8**	**78.8**	**75.4**	**75.5**	**77.5**	**79.2**

Middle School	School Performance Grade/Growth 2015-2016	School Performance Grade/Growth 2016-2017	2016-2016 Reading GLP			2016-2017 Reading GLP			2015-2016 Math GLP			2016-2017 Math GLP			2015-2016 Science GLP	2016-2017 Science GLP
			6th	7th	8th	6th	7th	8th	6th	7th	8th	6th	7th	8th	8th	8th
Cuthbertson	A / Exceeded	A / Exceeded	85.7	84.7	82.6	86.5	83.3	79.9	86.5	88.1	89.8	88.8	87.8	84.9	96.5	94.6
East Union	D / Not Met	D / Not Met	50.2	43.6	33.2	44.7	41.4	44.8	59.7	37.5	32.4	54.5	36.8	41.6	56.2	60.1
Marvin Ridge	A / Met	A / Exceeded	88.1	90.5	83.7	90.9	88.6	82.7	90.1	92.3	91.2	92.2	90.9	87.9	94.4	96.5
Monroe	F / Not Met	D / Not Met	39.5	41.5	22.3	39.6	35.2	35.9	51.1	38.9	22.2	55.4	33.1	36.2	35.4	46.6
Parkwood	C / Not Met	C / Met	64.6	68.4	53.1	64.9	56.5	61.9	58.1	59.3	44.8	58.0	53.2	62.5	86.4	82.5
Piedmont	C / Not Met	B / Met	72.6	69.2	63.2	80.1	71.1	61.8	71.0	65.6	62.5	73.7	65.0	58.1	88.7	86.0
Porter Ridge	C / Not Met	B / Met	69.1	72.7	65.4	79.7	66.7	65.9	62.7	70.7	56.5	77.6	61.6	63.1	79.9	86.3
Sun Valley	C / Not Met	C / Not Met	77.1	71.9	60.8	71.7	73.8	63.3	65.9	61.0	54.1	62.5	53.7	49.7	86.5	87.4
Weddington	A / Met	A / Exceeded	90.0	93.3	87.4	93.2	91.4	92.0	86.7	94.2	87.7	93.9	92.2	94.2	98.5	98.5
LEA – UCPS Performance			**71.3**	**71.1**	**61.9**	**73.7**	**69.0**	**65.9**	**70.3**	**67.7**	**60.3**	**73.6**	**64.9**	**64.5**	**80.4**	**83.1**

Middle School Performance Indicators

High School Performance Indicators

High School	School Performance Grade/Growth 2015-2016	School Performance Grade/Growth 2016-2017	2015-2016 EOCs GLP			2016-2017 EOCs GLP			Graduation Rate		The ACT		ACT WorkKeys		Performance Composite GLP	
			Biology	English II	Math I	Biology	English II	Math I	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
Cuthbertson	A+ / Exceeded	A+ / Exceeded	83.5	88.1	83.7	84.8	89.0	88.4	97.4	98.3	91.3	89.4	91.6	89.9	87.7	89.4
Forest Hills	C / Not Met	C / Not Met	51.2	45.0	24.4	25.8	44.9	40.9	84.1	81.0	49.5	38.6	72.7	64.1	42.4	40.6
Marvin Ridge	A / Met	A / Exceeded	80.8	90.2	93.6	90.2	95.0	94.4	99.7	100.0	>95	93.6	89.6	>95	88.5	93.6
Monroe	C / Not Met	D / Not Met	30.0	41.1	35.9	22.6	40.3	32.3	87.2	82.9	35.8	45.5	52.9	46.6	38.5	34.3
Parkwood	C / Not Met	B / Met	52.0	60.3	47.6	52.0	62.5	62.6	94.5	90.8	66.8	68.6	72.2	70.6	56.0	62.0
Piedmont	A+ / Exceeded	A+ / Exceeded	77.9	76.8	67.7	73.5	74.5	72.3	95.8	94.6	76.0	77.4	83.6	84.4	76.2	75.7
Porter Ridge	B / Met	B / Exceeded	57.8	70.2	52.9	68.0	71.1	54.9	93.2	94.0	72.6	67.5	74.7	74.3	62.7	66.7
S. Providence	Not Met	Not Met	3.9	14.3	0.0	12.5	10.5	6.5	85.9	87.4	N/A	30.0	38.1	27.3	8.7	11.0
Sun Valley	B / Met	B / Met	62.0	71.6	54.9	64.4	71.9	58.2	86.7	88.3	66.5	66.6	72.6	81.0	65.5	67.0
Weddington	A / Exceeded	A / Exceeded	91.0	89.8	88.2	90.5	95.1	85.3	99.1	98.9	91.4	89.4	93.9	90.8	91.2	92.8
CATA	A+ / Exceeded	A+ / Exceeded	96.4	95.9	97.1	98.3	97.4	93.3	100.0	99.5	90.0	>95	91.0	92.2	>95	>95
Early College	A+ / Exceeded	A+ / Exceeded	93.1	98.6	84.7	90.0	93.7	86.2	100.0	100.0	94.6	>95	N/A	N/A	94.6	91.0
LEA – UCPS Performance			**67.3**	**74.0**	**68.5**	**69.3**	**75.4**	**73.6**	**92.8**	**92.5**	**77.1**	**75.0**	**80.4**	**80.6**	**71.1**	**72.8**