

# Equity Matters



## WHAT TO KNOW

Equity is a key commitment in the 2024 CMS Strategic Plan, *What Matters Most*.

The district is taking action now to:

- **Ensure equitable access to high-quality teaching and academic experiences;**
- **Increase access to advanced coursework in the middle and high school grades;**
- **Decrease chronic absenteeism;**
- **Reduce racial disproportionality in out-of-school suspensions;**
- **Provide a choice of pathways to success – career, college or military.**

CMS aims to provide access to excellent educational opportunities for every child.

Each student's needs may be different, but those needs should be met at every school in CMS.

## ACCESS ACTIONS



At least 10 Advanced Placement courses in every comprehensive high school by August of 2019, with careful monitoring of student progress on AP exams.



Expanding and increasing opportunities for students to experience the arts and participate in creative expression.



Equity Office established in CMS to provide top-level guidance and accountability on equity efforts as continuing priority.



Ensuring access to college courses while in high school.



Expanded and strengthened English Language Learners programs.



Partnership with literacy expert Dr. Jimmy Kim, a Harvard professor using a grant to work in CMS on early literacy in science and math.



African-American studies in high schools began in the second semester of 2019; Hispanic studies will begin in the 2019 – 2020 school year.



Discover CTE, an outreach program for Career and Technical Education, offers 19 career pathways to college, the military or a career after high school.



Expanded participation in the Mayor's Youth Employment program increasing internships to 100 students from 20 in two years.

## RIGOR ACTIONS



Guaranteed access to a viable and rigorous curriculum, culturally responsive teaching and engagement of students in their own learning.



Recruiting and hiring the best teachers available to improve classroom instruction.



Strategic scheduling to get struggling students paired with the strongest teachers.



Expanded access to Advanced Placement, International Baccalaureate and Dual Enrollment programs.



Providing grade-level content at all levels that reflects college-and-career ready academic standards.



Guiding teachers and instructional leaders to have high expectations of students and equip them to succeed with deeper training and more professional development.

## ATTENDANCE ACTIONS



Updated protocols for out-of-school suspensions to reduce lost instructional time.



Superintendent review of all out-of-school suspensions in grades K-2.



Continued cultural competency training for administrators and teaching staff.



Stronger social-emotional supports for students.



Reducing distractions from instructional time during school day for teachers, students and staff.

## Equity Snapshot 2019 *(from Breaking the Link 2019)*

- Low-poverty schools are composed of mostly white students. In high-poverty schools, the majority of students are black and Hispanic. Moderate-poverty schools are more balanced between black, Hispanic, and white students.
- The percentage of students who are College and Career Ready decreases as the level of poverty increases.
- At low-poverty schools, students of each race have higher rates of College and Career Readiness than students of the same race at moderate-poverty schools and high-poverty schools.
- On the ACT, students reaching the minimum score required for entrance into UNC system colleges were more commonly found in low poverty high schools.
- In low-poverty schools, on average, 71% of graduates completed a college-level course. In moderate-poverty schools, this is 42%.
- Students at low-poverty schools have an AP exam pass rate nearly 10 times higher than students at high-poverty schools.
- In 2018, the four-year cohort graduation rate was 85.4%.
- The percentage of chronically absent students missing more than 10% of days was greater among high-poverty schools, followed by moderate-poverty, and lowest among low-poverty schools.
- High-poverty schools had a greater percentage of students with one or more out-of-school suspension.

**This data enables CMS to track our progress on building equity.**

**For a complete review of equity data, see *Breaking the Link 2019*.**

**[wearecms.com](http://wearecms.com)**