MCS 2022-2024
Strategic Plan Dashboard

Goal #1: Increase the number of schools meeting or exceeding growth from 14 to 23.

Goal #2: Increase overall composite Grade Level Proficiency (GLP) by 10 percentage points (from 56.6% to 66.6%).

Goal #3: Increase the context ranking for composite Grade Level Proficiency (GLP) from 23rd place to at least the top 5% in the state (out of 115 LEAs).

Goal #5: Close the achievement gap of Black (from 29.9 to 19.9), Hispanic (from 10 to 0), economically disadvantaged (from 21.1 to 11.1), and students with disabilities (from 38.4 to 28.4) subgroups by 10 percentage points from their respective 2021-22 achievement scores while increasing student performance in all groups.

Goal #6: Increase the number of students who complete a Career and Technical Education (CTE) Cluster (a student who has met a career pathway concentrator criteria) by 15 percent from 441 to 510.

Goal #7: Decrease the number of the district's schools with a School Performance Grade (SPG) of an "F" from two to zero.

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Goal #1: Increase the number of schools meeting or exceeding growth from 14 to 23.

Sixteen (16) schools met or exceeded growth during the 2022-2023 school year.

	2021-22	2022-23
Exceeds	4	3
Met	10	13
Not Met	7	6
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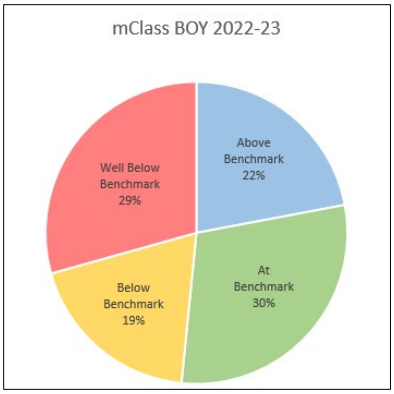
MCS 2022-2024
Strategic Plan Dashboard

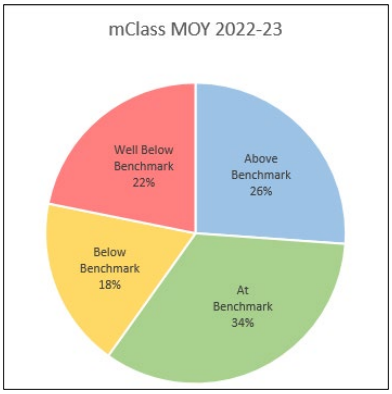
Goal #2: Increase overall composite Grade Level Proficiency (GLP) by 10 percentage points (from 56.6% to 66.6%).

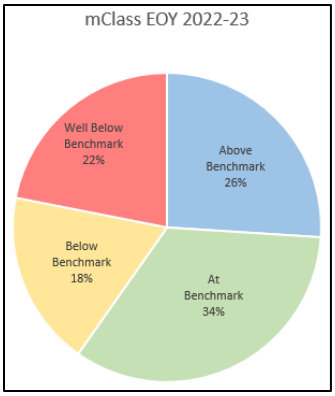
Final assessment measures are based on the North Carolina End of Grade (EOG) assessments in grades 3-8 English Language Arts (ELA), grades 3-8 math, and grades 5 & 8 science and the End of Course (EOCs) assessments in English II, NC Math 1, NC Math 3, and Biology.

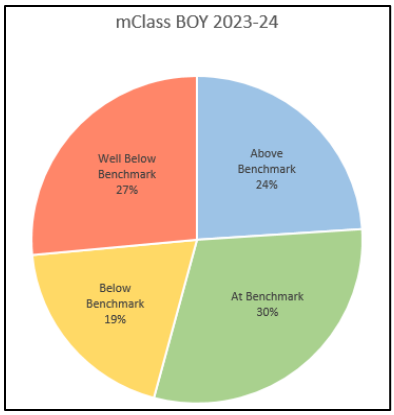
Throughout the year, the district uses two major measures to monitor student progress towards proficiency on the final examinations.

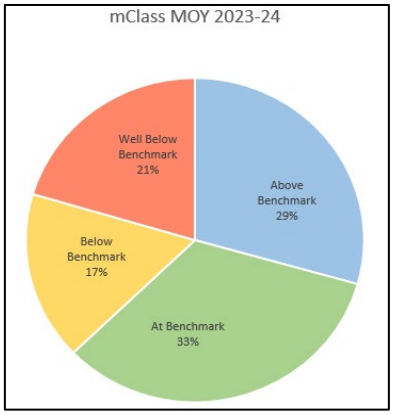
- *The mClass universal screener measures the development of reading skills in grades K-5. It is given 3 times a year (Beginning of the Year-BOY, Middle of the Year-MOY, and End of the Year-EOY).*
- *The iReady assessment is given in K-8 and measures students' grade level performance in both reading and math. Both subjects are assessed 3 times a year (Beginning of the Year-BOY, Middle of the Year-MOY, and End of the Year-EOY).*





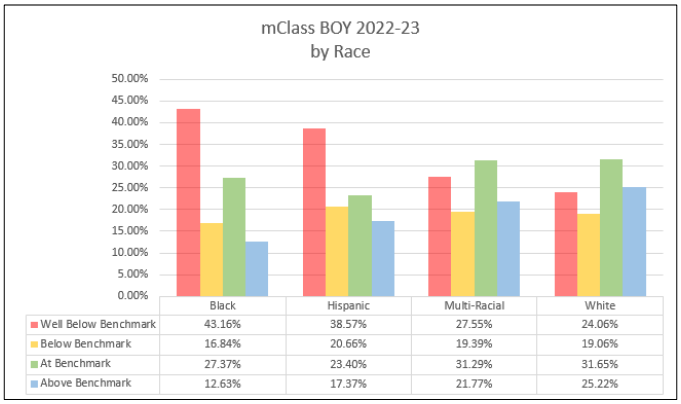




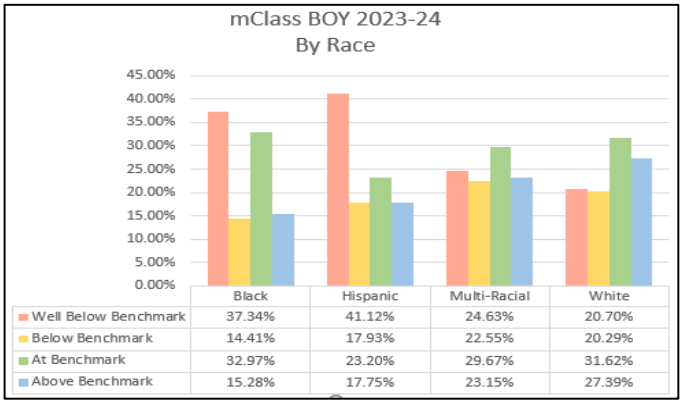


mClass EOY 2023-24
Estimated Reporting
July 1, 2023

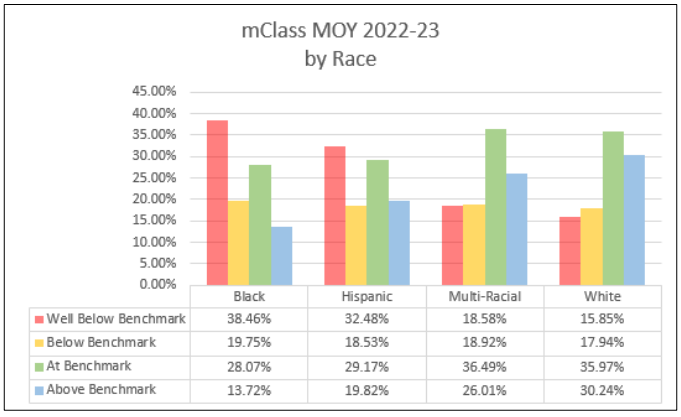
MCS 2022-2024
Strategic Plan Dashboard



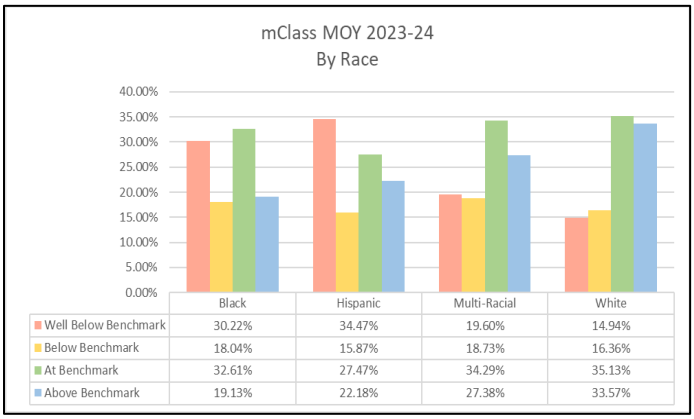
	Black	Hispanic	Multi-Racial	White
Well Below Benchmark	43.16%	38.57%	27.55%	24.06%
Below Benchmark	16.84%	20.66%	19.39%	19.06%
At Benchmark	27.37%	23.40%	31.29%	31.65%
Above Benchmark	12.63%	17.37%	21.77%	25.22%



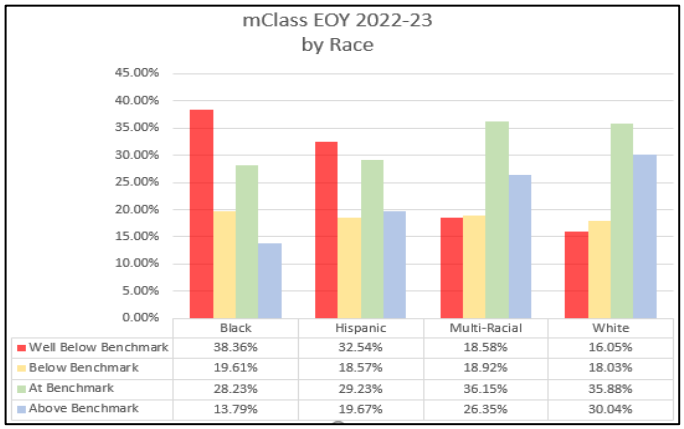
	Black	Hispanic	Multi-Racial	White
Well Below Benchmark	37.34%	41.12%	24.63%	20.70%
Below Benchmark	14.41%	17.93%	22.55%	20.29%
At Benchmark	32.97%	23.20%	29.67%	31.62%
Above Benchmark	15.28%	17.75%	23.15%	27.39%



	Black	Hispanic	Multi-Racial	White
Well Below Benchmark	38.46%	32.48%	18.58%	15.85%
Below Benchmark	19.75%	18.53%	18.92%	17.94%
At Benchmark	28.07%	29.17%	36.49%	35.97%
Above Benchmark	13.72%	19.82%	26.01%	30.24%



	Black	Hispanic	Multi-Racial	White
Well Below Benchmark	30.22%	34.47%	19.60%	14.94%
Below Benchmark	18.04%	15.87%	18.73%	16.36%
At Benchmark	32.61%	27.47%	34.29%	35.13%
Above Benchmark	19.13%	22.18%	27.38%	33.57%

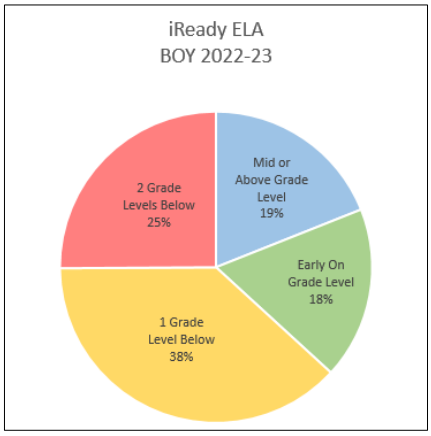


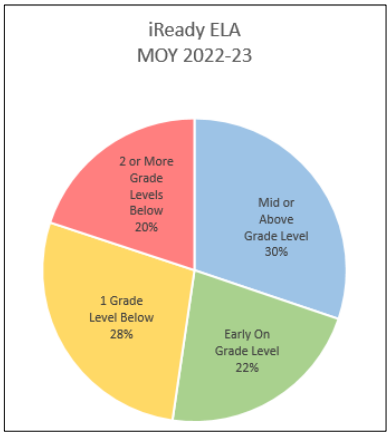
	Black	Hispanic	Multi-Racial	White
Well Below Benchmark	38.36%	32.54%	18.58%	16.05%
Below Benchmark	19.61%	18.57%	18.92%	18.03%
At Benchmark	28.23%	29.23%	36.15%	35.88%
Above Benchmark	13.79%	19.67%	26.35%	30.04%

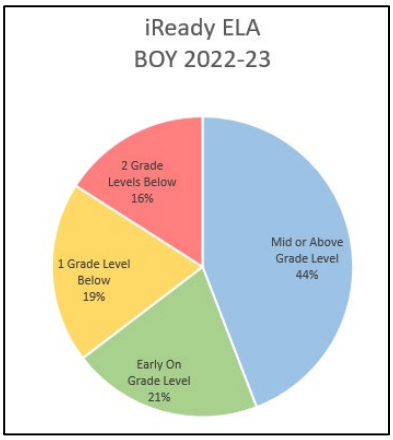
mClass EOY 2023-24
Estimated Reporting
July 1, 2023

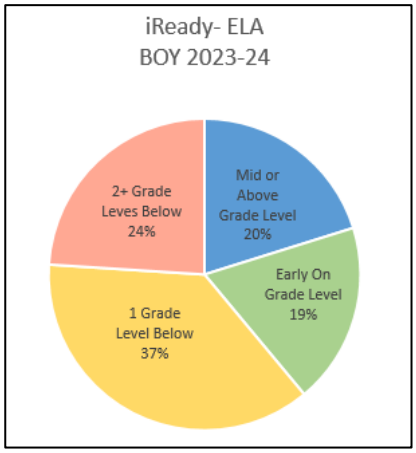
Created by the MCS Dept for Planning, Accountability, & Research
Updated 3/11/2024
mClass & iReady data pulled from Performance Matters

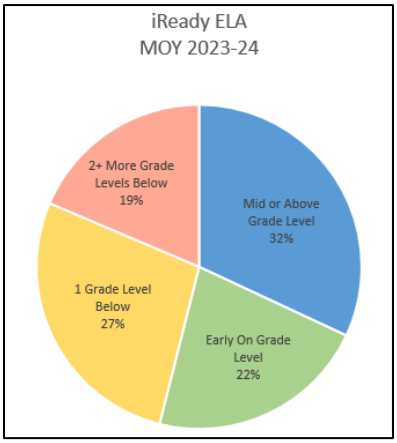
MCS 2022-2024
Strategic Plan Dashboard











iReady EOY 2023-24
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July 1, 2023

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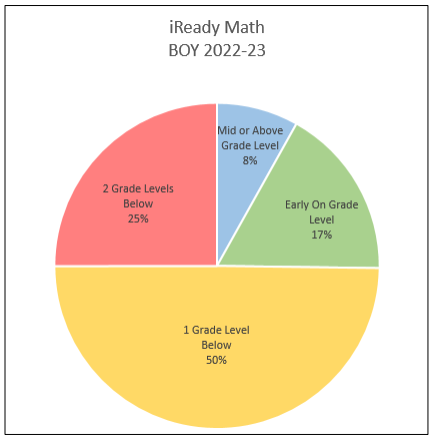
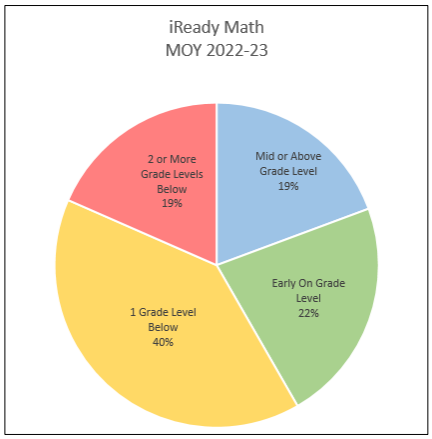
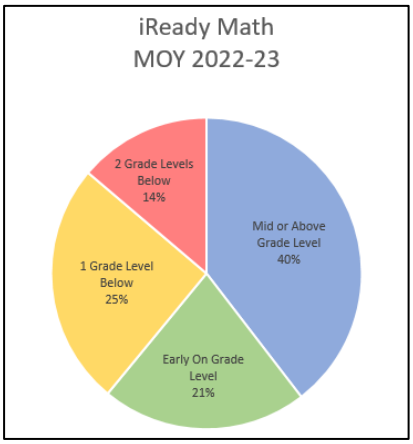
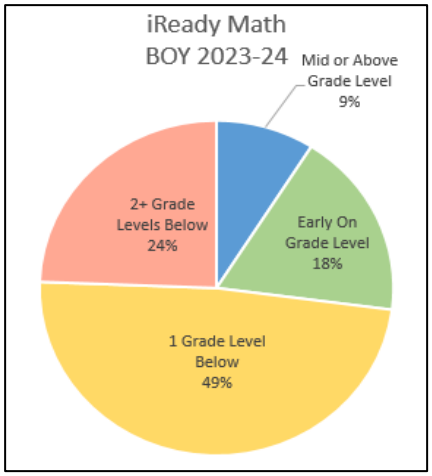
Updated 3/11/2024
mClass & iReady data pulled from Performance Matters

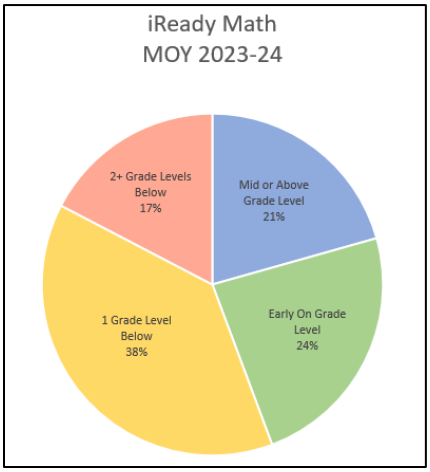
MCS 2022-2024
Strategic Plan Dashboard











iReady EOY 2023-24
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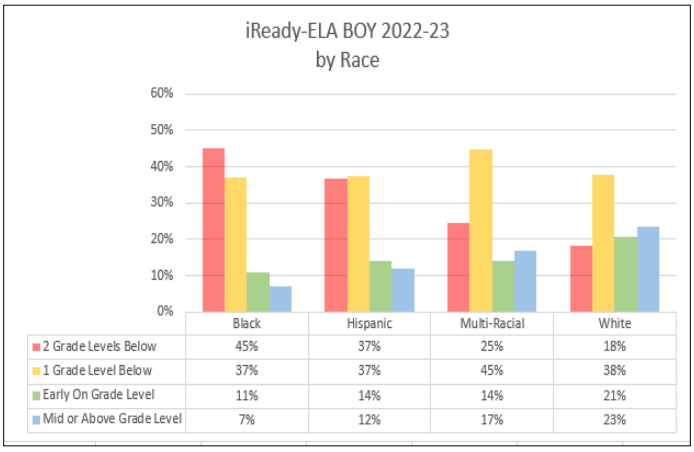
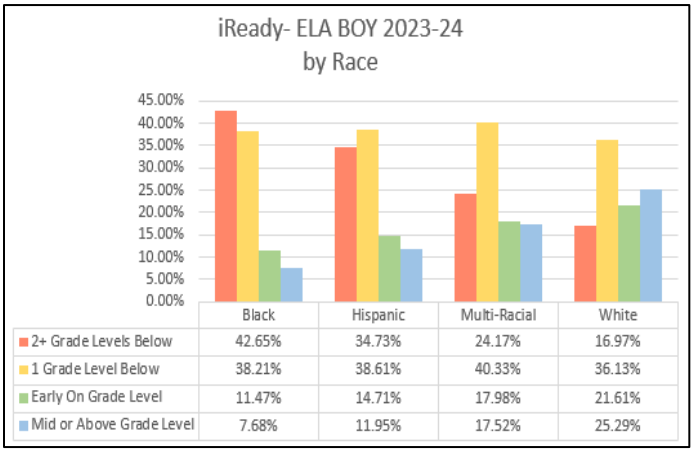
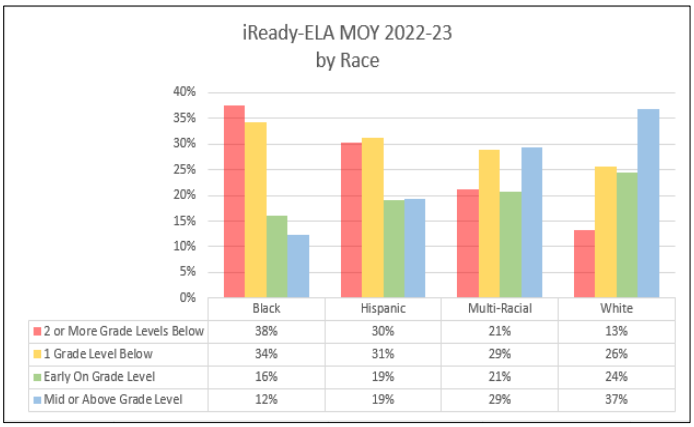


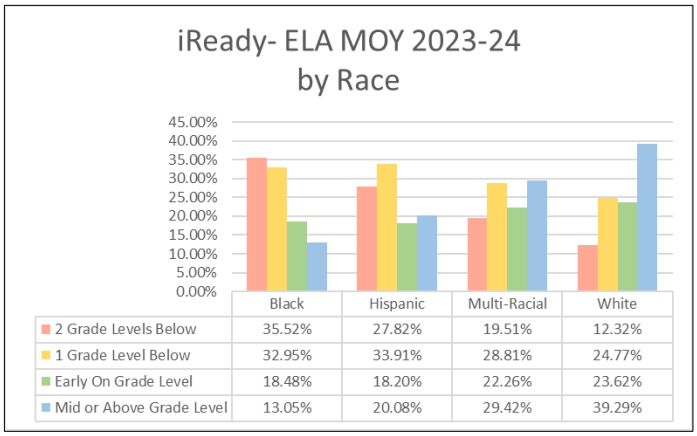
	Black	Hispanic	Multi-Racial	White
2 Grade Levels Below	45%	37%	25%	18%
1 Grade Level Below	37%	37%	45%	38%
Early On Grade Level	11%	14%	14%	21%
Mid or Above Grade Level	7%	12%	17%	23%



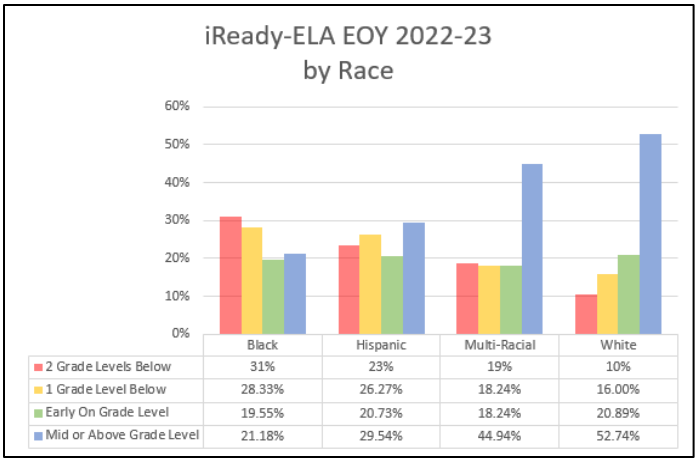
	Black	Hispanic	Multi-Racial	White
2+ Grade Levels Below	42.65%	34.73%	24.17%	16.97%
1 Grade Level Below	38.21%	38.61%	40.33%	36.13%
Early On Grade Level	11.47%	14.71%	17.98%	21.61%
Mid or Above Grade Level	7.68%	11.95%	17.52%	25.29%



	Black	Hispanic	Multi-Racial	White
2 or More Grade Levels Below	38%	30%	21%	13%
1 Grade Level Below	34%	31%	29%	26%
Early On Grade Level	16%	19%	21%	24%
Mid or Above Grade Level	12%	19%	29%	37%



	Black	Hispanic	Multi-Racial	White
2 Grade Levels Below	35.52%	27.82%	19.51%	12.32%
1 Grade Level Below	32.95%	33.91%	28.81%	24.77%
Early On Grade Level	18.48%	18.20%	22.26%	23.62%
Mid or Above Grade Level	13.05%	20.08%	29.42%	39.29%



	Black	Hispanic	Multi-Racial	White
2 Grade Levels Below	31%	23%	19%	10%
1 Grade Level Below	28.33%	26.27%	18.24%	16.00%
Early On Grade Level	19.55%	20.73%	18.24%	20.89%
Mid or Above Grade Level	21.18%	29.54%	44.94%	52.74%

iReady-ELA EOY 2023-24
Estimated Reporting
July 1, 2023

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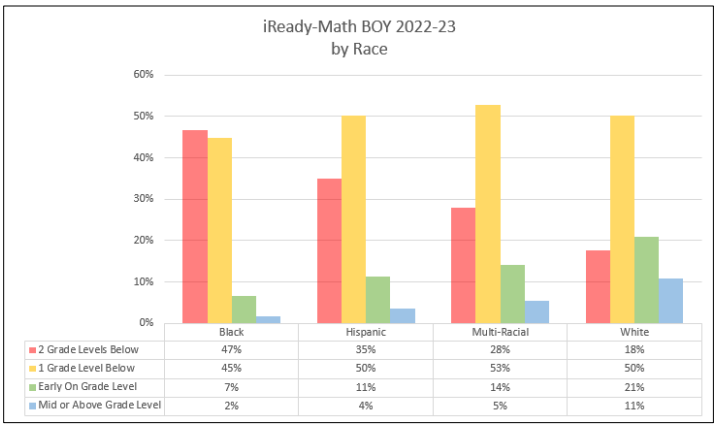
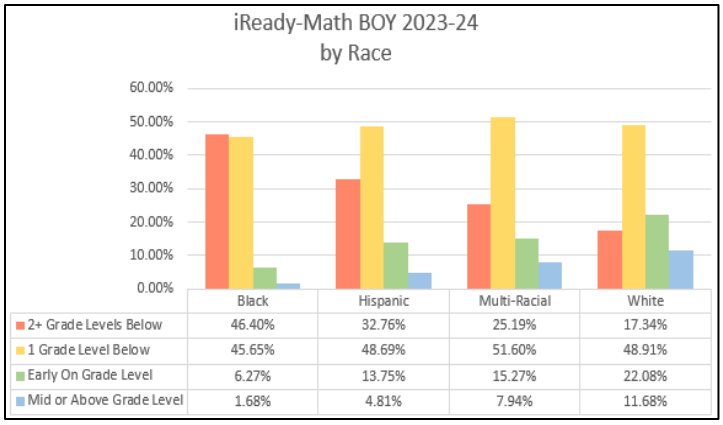
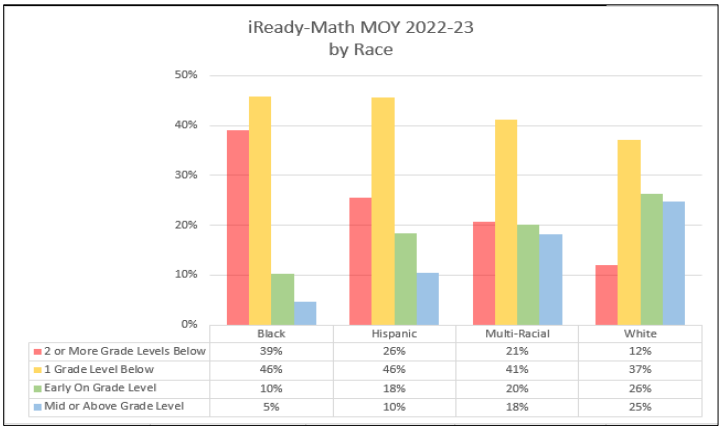
MCS 2022-2024
Strategic Plan Dashboard



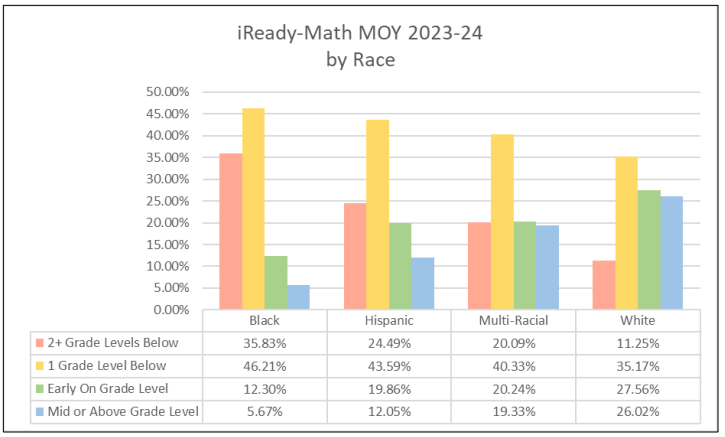
	Black	Hispanic	Multi-Racial	White
2 Grade Levels Below	47%	35%	28%	18%
1 Grade Level Below	45%	50%	53%	50%
Early On Grade Level	7%	11%	14%	21%
Mid or Above Grade Level	2%	4%	5%	11%



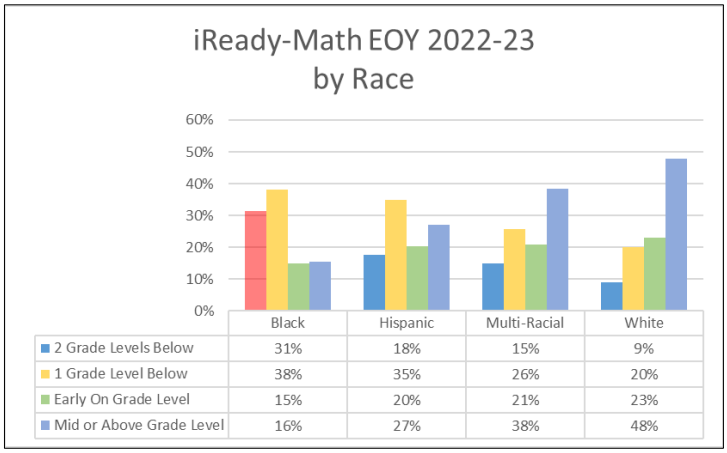
	Black	Hispanic	Multi-Racial	White
2+ Grade Levels Below	46.40%	32.76%	25.19%	17.34%
1 Grade Level Below	45.65%	48.69%	51.60%	48.91%
Early On Grade Level	6.27%	13.75%	15.27%	22.08%
Mid or Above Grade Level	1.68%	4.81%	7.94%	11.68%



	Black	Hispanic	Multi-Racial	White
2 or More Grade Levels Below	39%	26%	21%	12%
1 Grade Level Below	46%	46%	41%	37%
Early On Grade Level	10%	18%	20%	26%
Mid or Above Grade Level	5%	10%	18%	25%



	Black	Hispanic	Multi-Racial	White
2+ Grade Levels Below	35.83%	24.49%	20.09%	11.25%
1 Grade Level Below	46.21%	43.59%	40.33%	35.17%
Early On Grade Level	12.30%	19.86%	20.24%	27.56%
Mid or Above Grade Level	5.67%	12.05%	19.33%	26.02%



	Black	Hispanic	Multi-Racial	White
2 Grade Levels Below	31%	18%	15%	9%
1 Grade Level Below	38%	35%	26%	20%
Early On Grade Level	15%	20%	21%	23%
Mid or Above Grade Level	16%	27%	38%	48%

iReady-Math EOY 2023-24
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July 1, 2023

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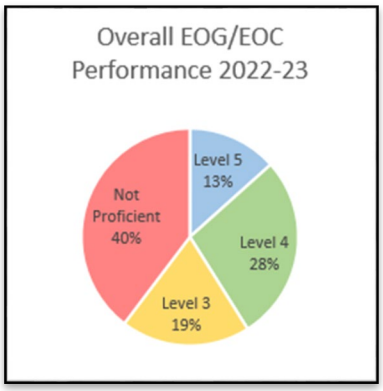
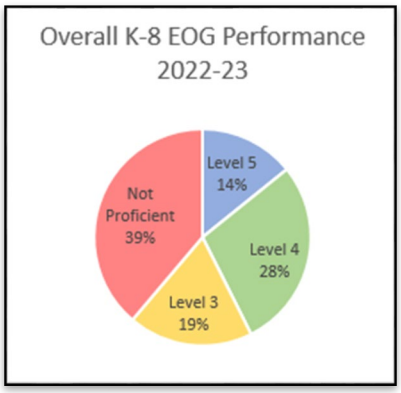
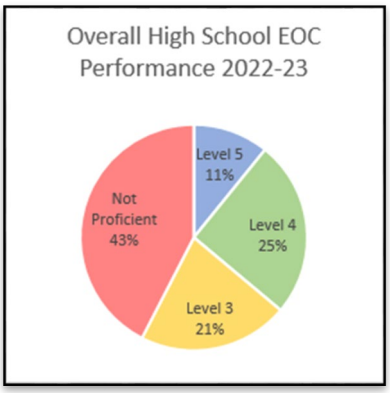
MCS 2022-2024
Strategic Plan Dashboard







Overall EOG/EOC Performance 2023-24

PRELIMINARY results due mid-September 2024

Overall K-8 EOG Performance 2023-24

PRELIMINARY results due mid-September 2024

Overall High School EOC Performance 2023-24

PRELIMINARY results due mid-September 2024

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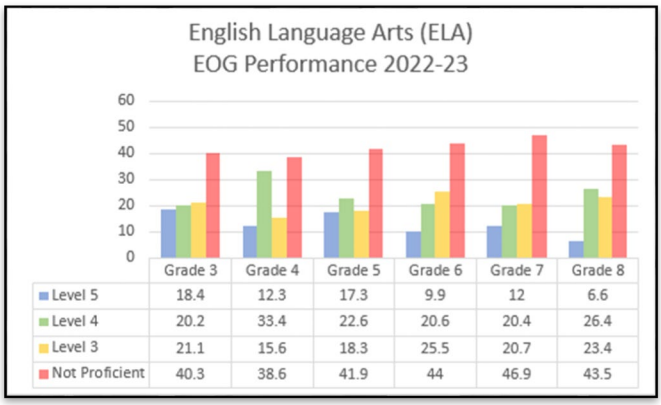
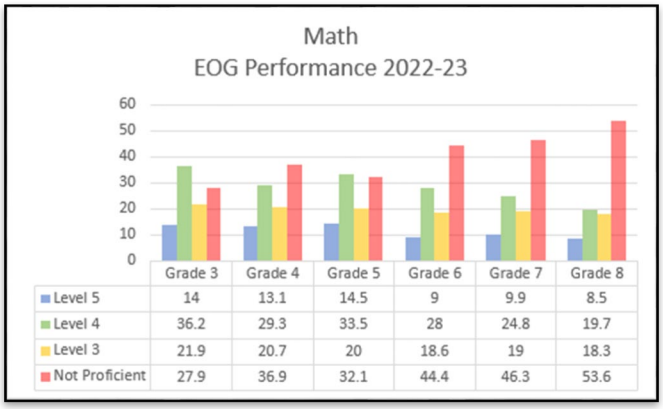
MCS 2022-2024
Strategic Plan Dashboard



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 5	18.4	12.3	17.3	9.9	12	6.6
Level 4	20.2	33.4	22.6	20.6	20.4	26.4
Level 3	21.1	15.6	18.3	25.5	20.7	23.4
Not Proficient	40.3	38.6	41.9	44	46.9	43.5

ELA EOG Performance 2023-24

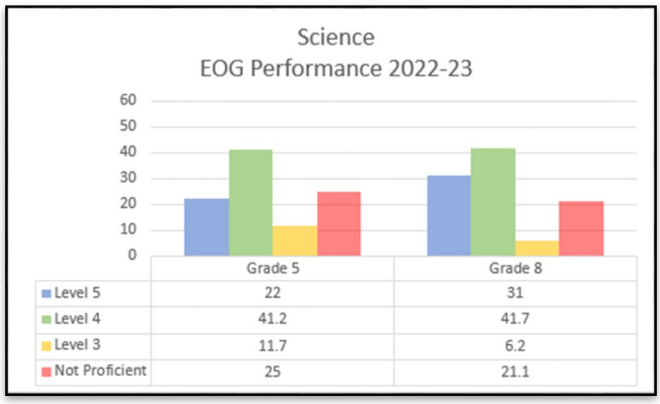
PRELIMINARY results
due mid-September 2024



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 5	14	13.1	14.5	9	9.9	8.5
Level 4	36.2	29.3	33.5	28	24.8	19.7
Level 3	21.9	20.7	20	18.6	19	18.3
Not Proficient	27.9	36.9	32.1	44.4	46.3	53.6

Math EOG Performance 2023-24

PRELIMINARY results
due mid-September 2024



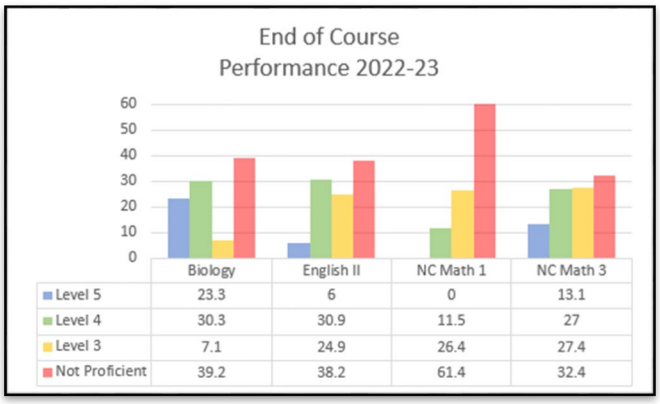
	Grade 5	Grade 8
Level 5	22	31
Level 4	41.2	41.7
Level 3	11.7	6.2
Not Proficient	25	21.1

Science EOG Performance 2023-24

PRELIMINARY results
due mid-September 2024

Created by the MCS Dept for Planning, Accountability, & Research
Updated 3/11/2024
mClass & iReady data pulled from Performance Matters

MCS 2022-2024
Strategic Plan Dashboard



	Biology	English II	NC Math 1	NC Math 3
Level 5	23.3	6	0	13.1
Level 4	30.3	30.9	11.5	27
Level 3	7.1	24.9	26.4	27.4
Not Proficient	39.2	38.2	61.4	32.4

EOC Performance 2023-24

PRELIMINARY results
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MCS 2022-2024
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Goal #3: Increase the context ranking for composite Grade Level Proficiency (GLP) from 23rd place to at least the top 5% in the state (out of 115 LEAs).

In the 2022-2023 school year, Moore Count was ranked 18 out of 115 school districts in the state.

Year	MCS Composite Proficiency	MCS Ranking In State
2018-19	61.1	37
2020-21	51.9	23
2021-22	56.6	23
2022-23	60.3	18

Out of 115 School Districts

MCS 2022-2024
Strategic Plan Dashboard

Goal #4: Increase the number of 10th grade students reading at or above grade level, as measured by the End of Course Lexile reading level, by 10 percentage points (from 81% to 91%).

The North Carolina English/Language Arts End of Grade (EOG) and End of Course (EOC) assessments are designed to measure a student's understanding of the grade and subject standards. In conjunction with the student's achievement level, students are also assigned a Lexile reading score. Using the Lexile Grade Bands and the EOC/EOG scored Lexile, it is possible to determine how many of our students are "reading on grade level" based on the English II assessment.

Students Reading Levels by Grade Band 2021-22 EOG/EOC

	Below Grade Level	At Grade Level	Above Grade Level
3rd	11%	38%	51%
4th & 5th	24%	26%	50%
6th-8th	26%	17%	57%
HS	19%	14%	67%

Student Reading Levels by Grade Band 2022-23 EOG/EOC

	Below Grade Level	**At Grade Level**	**Above Grade Level**
3rd	12%	32%	56%
4th & 5th	22%	24%	55%
6th-8th	25%	16%	59%
HS	13%	10%	77%

Lexile Reading Performance 2023-24

PRELIMINARY results
due mid-September 2024

MCS 2022-2024
Strategic Plan Dashboard

Goal #5: Close the achievement gap of Black (from 29.9 to 19.9), Hispanic (from 10 to 0), economically disadvantaged (from 21.1 to 11.1), and students with disabilities (from 38.4 to 28.4) subgroups by 10 percentage points from their respective 2021-22 achievement scores while increasing student performance in all groups.

	2021-22		2022-23	
	GLP	**Gap**	**GLP**	**Gap**
Composite	**56.6**		**60.3**	
Black	26.7	29.9	31.4	28.9
Hispanic	46.6	10.0	50.4	9.9
Economically Disadvantaged (EDS)	35.5	21.1	41.6	18.7
Students with Disabilities (SWD)	18.2	38.4	20.1	40.2

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MCS 2022-2024
Strategic Plan Dashboard

Goal #6: Increase the number of students who complete a Career and Technical Education (CTE) Cluster (a student who has met a career pathway concentrator criteria) by 15 percent from 441 to 510.

Career Clusters™ are groupings of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely. Career Pathways are sub-groupings of occupations within a Career Cluster used as an organizing tool for curriculum design and instruction. Occupations are grouped into career pathways based on the set of common knowledge and skills required for career success.

A Concentrator is a student who has successfully completed a Concentrator course in an approved Career Pathway. A Concentrator Course is a second- or third-level course in the Career Pathway that builds upon technical skills acquired in a prerequisite course.

These numbers are for our 12th grade students for the corresponding year.

Career and Technical Education Cluster Completers 2022-23 School Year

2019-2020*	2020-2021	2021-2022	2022-23	2023-24 Fall
278	494	441	460	503

CTE Cluster Completers

PRELIMINARY results
due June 2024

MCS 2022-2024
Strategic Plan Dashboard

Goal #7: Decrease the number of the district's schools with a School Performance Grade (SPG) of an "F" from two to zero.

In the 2022-2023 school year, Moore Count had no F rated schools.

	2021-22	2022-23
A	0	1
B	6	6
C	9	11
D	4	4
F	2	0