

Student Outcomes

Goal 2, Interim Measure 2.1
Guardrail 1

Board Update
January 14, 2025

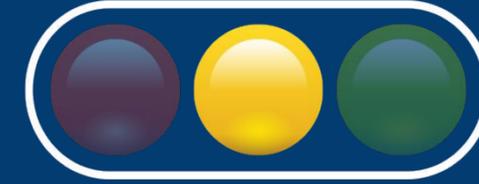




Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



Administrative Window	Grade	Report Date
MVPA - Benchmark 1	3-5	Jan 14, 2025
MVPA - Benchmark 1	6-8	Jan 28, 2025
MVPA - Benchmark 2	3-5	Mar 11, 2025
MVPA - Benchmark 2	6-8	Mar 25, 2025
MVPA - Final Benchmark	3-5	May 27, 2025
MVPA - Final Benchmark	6-8	June 19, 2025

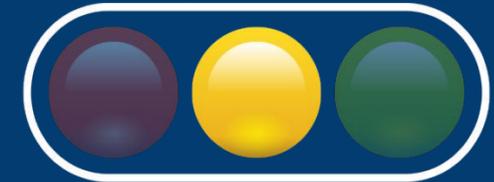
Understanding Reading End of Grade Assessments



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Students must carefully read a complex fifth-grade text, identify the main ideas, and find supporting details. Next, think deeply and explain how the evidence connects to and strengthen the author’s argument.

Excerpt from “Life without Gravity”

by Robert Zimmerman

Being weightless in space seems so exciting. Astronauts bounce about from wall to wall, flying! They float, they weave, they do somersaults and acrobatics without effort. Heavy objects can be lifted like feathers, and no one ever gets tired because nothing weighs anything. In fact, everything is fun, nothing is hard.

② NOT! Since the first manned space missions in the 1960s, scientists have discovered that being weightless in space isn’t just flying around like Superman. Zero gravity is alien stuff. As space tourist Dennis Tito said when he visited the International Space Station, “Living in space is like having a different life, living in a different world.”

Worse, weightlessness can sometimes be downright unpleasant. Your body gets upset and confused. Your face puffs up, your nose gets stuffy, your back hurts, your stomach gets upset. If astronauts are to survive on the moon or a one-year journey to Mars—the shortest possible trip to the Red Planet—they will have to learn how to deal with this weird environment.

Our bodies are adapted to Earth’s gravity. Our muscles are strong in order to overcome gravity as we walk and run. Our inner ears use gravity to keep us upright. And because gravity wants to pull all our blood down into our legs, our hearts are designed to pump hard to get blood up to our brains.

⑤ In space, the much weaker gravity makes the human body change in many unexpected ways. In low gravity, your blood is rerouted, flowing from the legs, which become thin and sticklike, to the head, which swells up. The extra liquid in your head also makes you feel like you’re hanging upside down or have a stuffed-up nose.

The lack of gravity causes astronauts to “grow” between one and three inches taller. Their spines straighten out. The bones in the spine and the disks between them spread apart and relax.

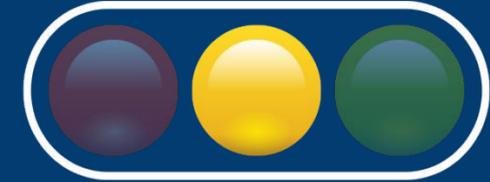
- 2 Why does the author use the word *NOT* in paragraph 2?
- A The author is trying to make sure the reader understands the point.
 - B The author is showing that some information is untrue.
 - C The author is using quotes from a space tourist.
 - D The author is disagreeing with the reader.
- 3 Which statement summarizes the author’s view on weightlessness?
- A “In fact, everything is fun, nothing is hard.”
 - B “ ‘Living in space is like having a different life, living in a different world.’ ”
 - C “If you turn yourself upside down, the ceiling becomes the floor.”
 - D “In low gravity, you have to learn new ways to eat.”



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Progressing



Grade	Level 4 and 5 Percentile (estimated)
3rd Grade	78 - 99
4th Grade	72 - 99
5th Grade	75 - 99

CAUTION

This goal measures the highest levels of reading skill (levels 4 and 5). Students scoring at a level 4 or 5 are typically in the 72nd percentile and above. Data in this report do not reflect reading grade level proficiency (levels 3, 4 and 5).

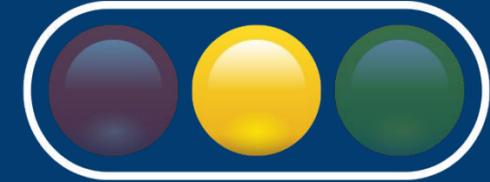
Understanding Grades 3-5 Reading MVPA Benchmark Assessments



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



- What is MVPA?

MVPA (Mastery View Predictive Assessments) is designed to utilize predictive benchmarks to gauge students' progress at key points during the school year. These assessments help our district customize instruction on a timely basis.

- Why do we analyze MVPA?

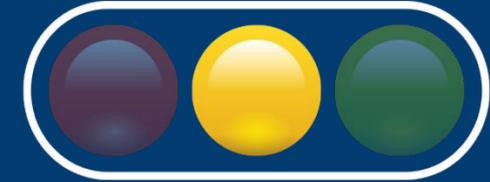
Mastery View Predictive Assessments provide you with district, school, and classroom data enabling you to make highly accurate predictions regarding student progress towards mastery on your state's assessments.



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Progressing



Mastery View Predictive Assessment (MVPA) Design

- Designed around the State Assessment blueprint by subject-matter experts with significant experience in assessment design.
- Every item goes through a multi-level review process before being utilized on an assessment.
- Highly Correlated to state assessment, which allows you to forecast outcomes on the State Assessment with high reliability.
- Focus on standard proficiency - not generic test skills



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Progressing



MVPA Qtr 1 Reading Benchmark	
Grade Level	Minimum Percent Correct to be Projected CCR
3rd Grade	63.0%
4th Grade	59.0%
5th Grade	73.0%

2024-25 Grades 3-8 ELA Quarter 1 MVPA Benchmark Assessment Performance



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Progressing



Executive Data Summary for Grades 3-8 Reading

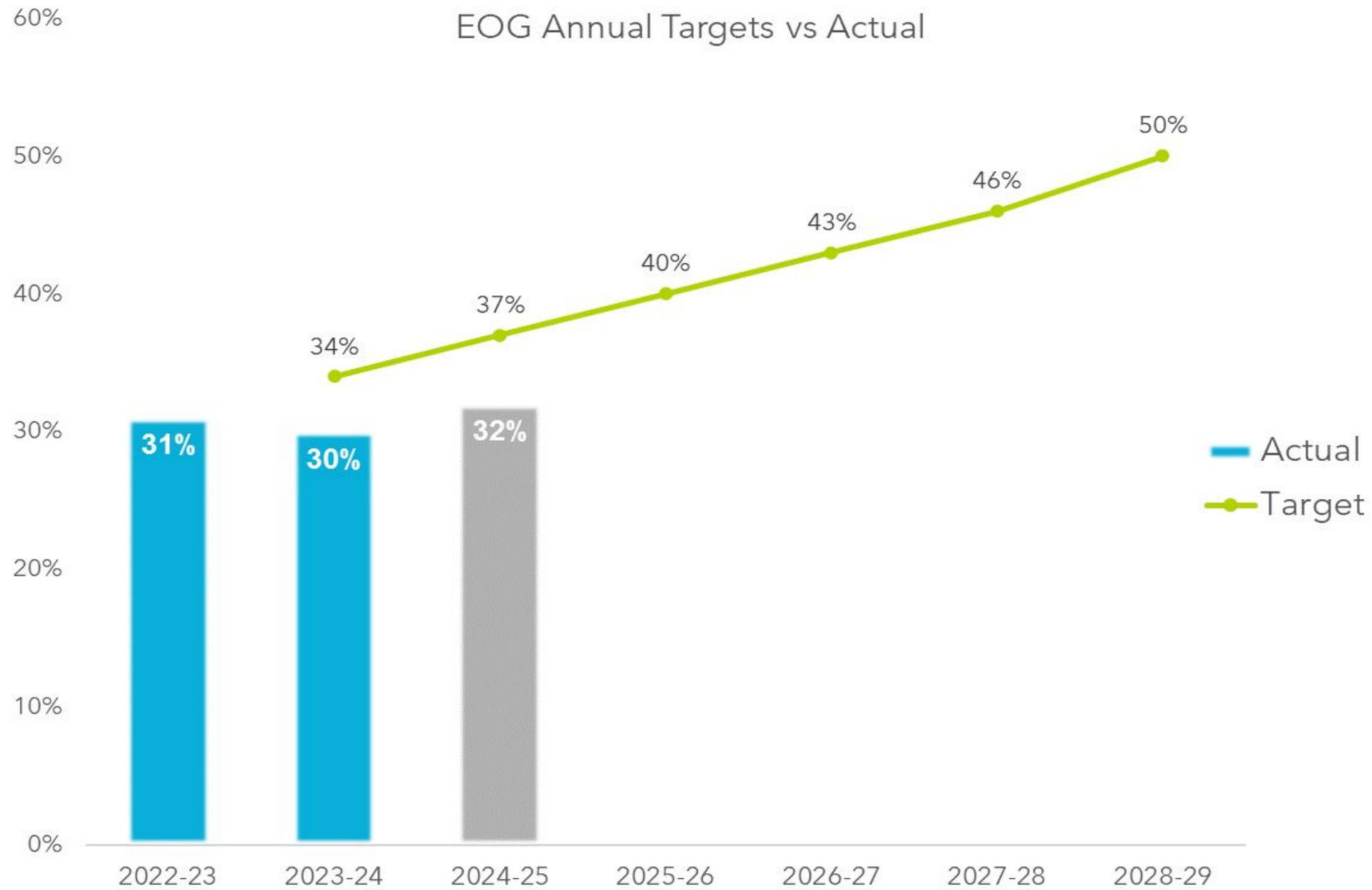
- Goal 2 Overall
 - 1% point decrease from EOY 2022-23 to EOY 2023-24 (31% to 30%)
 - Need a 7% point increase in 2024-25 to reach this year's annual target (37%)
- Goal 2 Interim Measures
 - Current MVPA data projects grades 3-8 reading college and career readiness student achievement to be 32% at the end of this school year. This is a 2% point increase over achievement on the end of grade assessment in 2023-24 but 5% points below this year's annual target
 - % college and career ready in 7 of the 9 student groups are projected to increase in 2024-25. Decreases are projected in the following student groups: Asian (-1.2%) and ML (-0.2%).



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Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing





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Progressing



	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	Baseline	Target	Actual										
Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 30% to 37% by June 2025.	31%	34%	30%	37%		40%		43%		46%		50%	

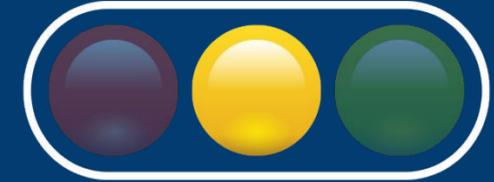
	2023-24		2024-25		
Interim Measure	Target	Projection	Target	Projection	Change
MVPA 1st Admin	34%	36%	37%	32%	-4
MVPA 2nd Admin	34%	36%	37%		TBD
MVPA 3rd Admin	34%	36%	37%		TBD



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Progressing



2024-25 MVPA Projections 1st Administration

61,580

Total Students (Grades 3-8)

22,786

Total Students Needed to Reach Goal 2 Target (37%)

19,650

Current Students at CCR (*MVPA Projection*)

3,136

Additional Students Needed to Reach Goal 2 (*MVPA Projection*)



Student Outcome Goal 2

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Progressing



Student Group	2023-24 (%) Actual	2024-25 (%) Projection	Projected Change (% Points)
All	30.0	31.6	1.6 ↑
Asian	55.5	54.3	- 1.2 ↓
Black	19.1	21.5	2.4 ↑
Hispanic	15.5	17.3	1.8 ↑
Native American	36.0	38.3	2.3 ↑
Two or More	38.0	41.2	3.2 ↑
White	56.7	56.9	0.2 ↑
ML	6.5	6.3	- 0.2 ↓
Students with Disabilities	5.9	7.5	1.6 ↑

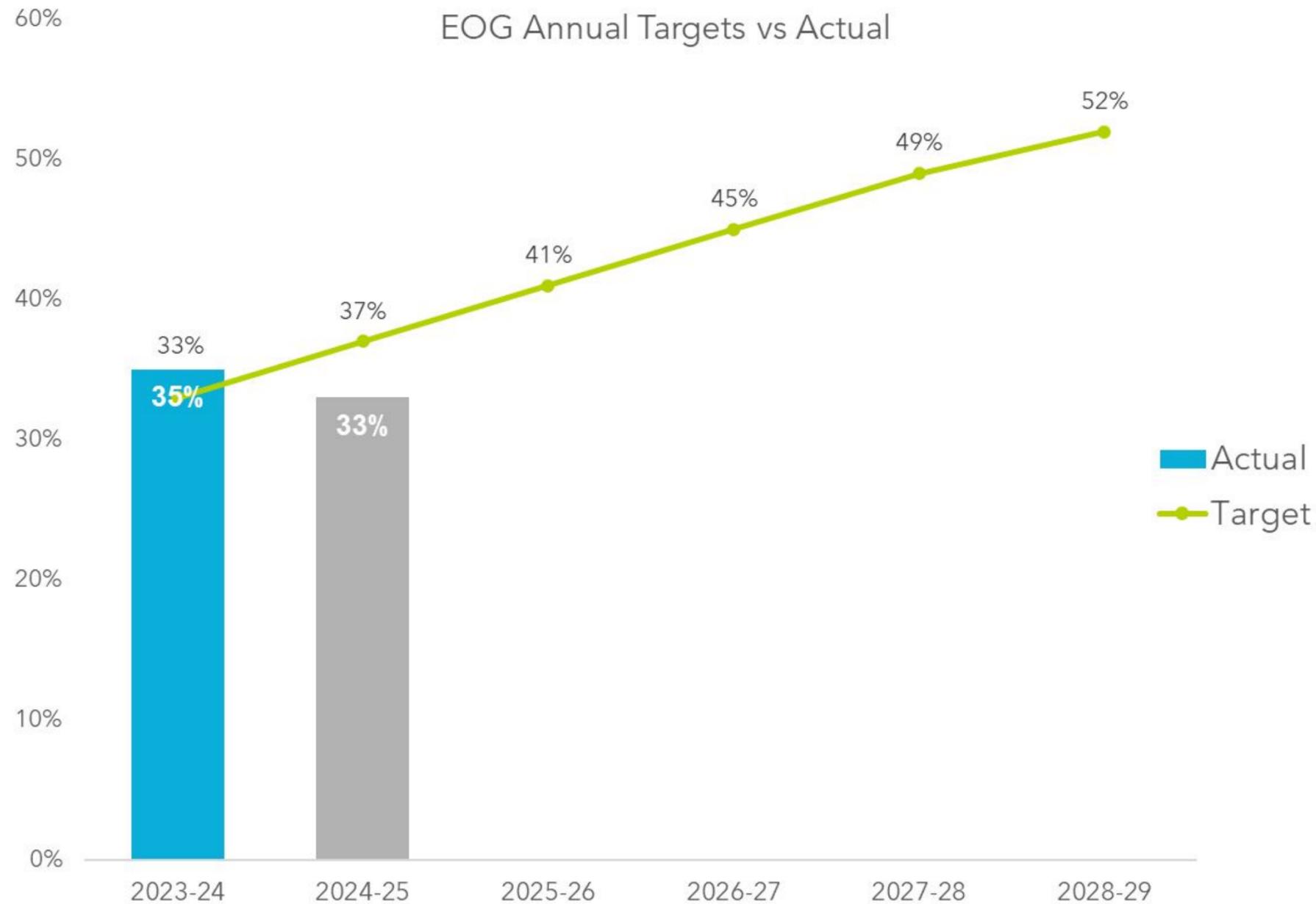
2024-25 Grades 3-5 ELA Quarter 1 MVPA Benchmark Assessment Performance



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing

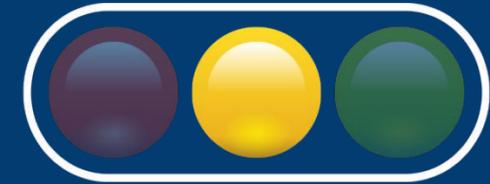




Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



	2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	Baseline	Target	Actual											
Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 33% to 37% by June 2025.	33%	34%	33%	37%		41%		45%		49%		52%		

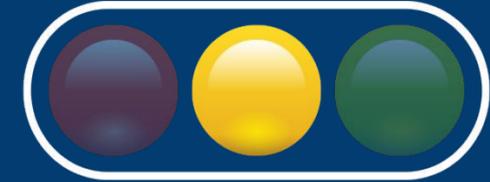
	2023-24		2024-25		
Interim Measure	Target	Projection	Target	Projection	Projected Change
Gr 3-5 MVPA 1st Admin	34%	35%	37%	33%	-2%
Gr 3-5 MVPA 2nd Admin	34%	37%	37%		TBD
Gr 3-5 MVPA 3rd Admin	34%	38%	37%		TBD



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



2024-25 MVPA Projections 1st Administration

31,335

Total Students

11,594

Total Students Needed to Reach Goal 2 Target (37%)

10,531

Current Students at CCR (*MVPA Projection*)

1,063

Additional Students Needed to Reach Goal 2 (*MVPA Projection*)



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Student Group	2023-24 (%) Actual	2024-25 (%) Projection	Change (% Points)
All	32.8	33.2	0.4 ↑
Asian	54.4	53.5	- 0.9 ↓
Black	22.5	23.7	1.2 ↑
Hispanic	17.3	18.1	0.8 ↑
Native American	45.9	37.2	- 8.7 ↓
Two or More	42.7	43.2	0.5 ↑
White	60.0	58.4	- 1.6 ↓
ML	9.4	8.3	- 1.1 ↓
Students with Disabilities	7.8	9.0	1.2 ↑

Strategies



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Directly Goal Aligned Projects	Indirectly Goal Aligned Projects
<p>P01: Provide Comprehensive Curriculum & PD</p> <p>P02: High Dosage Tutoring</p> <p>P03: Core Action Walkthroughs</p> <p>P05: High Needs Vacancy Monitoring</p> <p>P07: Learner Profiles and Future Pathways</p> <p>P08: Career Exploration via Community Partnerships</p> <p>P10: MTSS for Accelerated Learning</p> <p>P11: Family & Community Partnership Communication</p> <p>P12: Providing Variety of Opportunities</p> <p>P13: Community Partnerships & Student Wellness</p> <p>P14: Attendance</p> <p>P15: SEL & Student Discipline</p> <p>P16: Recruitment & Retention</p> <p>P18: Onboarding New Employees</p> <p>P19: Compensation & Incentive Plans</p> <p>P20: Professional Development</p> <p>P22: Staff Wellness</p> <p>P35: Family Academy</p> <p>P37: Summer Programming</p>	<p>P06: SIP Planning & Alignment</p> <p>P09: Pre-K Opportunities</p> <p>P17: Housing</p> <p>P21: Succession Planning</p> <p>P23: District Planning</p> <p>P25: Districtwide Performance Management Evaluation Systems</p> <p>P26: Work Order Process</p> <p>P27: Business Modernization System</p> <p>P28: Device Life Cycle Protocol</p> <p>P29: Preparation for Transition to Infinite Campus</p> <p>P30: Service Now</p> <p>P31: Data Reporting Platform Modernization</p> <p>P32: Data Driven Continuous Improvement</p> <p>P33: AI</p> <p>P34: Local and State Coalitions</p> <p>P36: Internal Communication Structures</p>



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Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Inputs 	Outputs to Date 	Strategic Adjustments 
<ul style="list-style-type: none"> Made available high quality, standards-aligned, evidence based reading curriculum and supplemental resources for teaching reading effectively to all students in grades 3-5, including resources for instructing multilingual learners, students with disabilities, advanced learners Allocated a reading master teacher position to every school serving students in grades 3-5 to support reading teachers with effective use of reading curriculum and supplemental resources Conducted professional development for teachers, master teachers, including Qtr 1 Data Analysis Sessions for School Teams 	<ul style="list-style-type: none"> 100% of master teachers and teachers have access to 3-5 resources for teaching reading, including resources for instructing multilingual learners, students with disabilities, advanced learners 100% of schools serving students in grades 3-5 have a reading master teacher (or the equivalent Teacher Leader Pathway position) 79% of 3-5 literacy master teachers attended district required professional development in November 2024, with all participants scoring 80% or higher on the post-assessment 100% of school teams attended Qtr 1 data analysis sessions 	<ul style="list-style-type: none"> Launch a communication plan for internal staff and external partners and families indicating 1) how to know a student's current performance in reading and 2) what the instructional next steps are needed to support the student's growth Design Qtr 2 School Team Data Analysis Sessions to facilitate schools' ability to triangulate applicable data points to support each school's development of appropriate Qtr 3 instructional next steps for grade 3-5 students Deploy district curriculum specialists to specified schools to support instruction; use those schools as proof points of possibility for Qtr 3 and 4 professional development for staff from other schools



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Progressing



Project 10 (P10): MTSS for Accelerated Learning

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Made available evidence based reading supplemental and intensive intervention resources for teacher use with students in grades 3-5, as applicable Conducted Qtr 1 Data Analysis Sessions with School Teams Determined total number of students in grades 3-5 needing to be considered for additional instructional reading support based on at least 1 data point: <ul style="list-style-type: none"> 37% of third grade students (4177 out of 11,233) 29% of fourth grade students (3054 out of 10,602) 30% of fifth grade students (3266 out of 10,810) <p><i>*Students eligible reflects student with at least one data point indicating that the student might benefit from interventions.</i></p>	<ul style="list-style-type: none"> Monitor student completion of the iReady placement assessment and at least one lesson in their personalized pathway <ul style="list-style-type: none"> 90% of third grade students (9895 out of 10,955) 98% of fourth grade students (10,326 out of 10,588) 87% of fifth grade students (9200 out of 10,530) Identified students in need of supplemental and intensive intervention during Qtr 1 Data Analysis Sessions with School Teams 	<ul style="list-style-type: none"> Launch a communication plan for internal staff and external partners and families about 1) how to know a student's current performance if in need of supplemental or intensive services and 2) what the next steps are needed to support the student's growth Monitor the completion of progress monitoring for students identified as needing supplemental or intensive intervention Establish a cadence for studying data regarding the effectiveness of interventions, making adjustments as needed



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Progressing



Project 03 (P03): Core Action Walkthroughs (CAWS)

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Established a reporting mechanism to track data from core action walkthroughs Conducted training on instructional look-fors for staff members conducting classroom walkthroughs Designed and implemented a system for completion of Qtr 1 core action walkthroughs to assess current state of districtwide 3-5 reading instruction 	<ul style="list-style-type: none"> 267 literacy core action walkthroughs in 97 schools serving students in grades 3-5 have been completed Identified areas for improvement in the system for implementing core action walkthroughs 	<ul style="list-style-type: none"> Use individual student data school to assess the extent to which students' identified needs are being met instructionally in module and ALL literacy instructional blocks Use Qtr 2 data to prioritize targeted Qtr 3 core action walkthroughs at schools meeting specified criteria; core action walkthrough data supports identifying problems of practice and removing barriers to strengthen implementation Deploy district specialist staff to support schools with effective implementation of core instruction and intervention practices



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Progressing



Project 14 (P14): Attendance

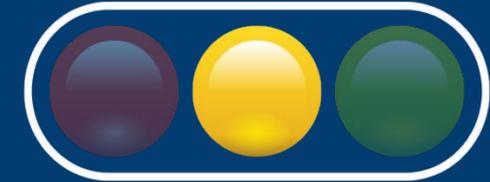
Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Created school tiered attendance plans Streamlined district reports regarding attendance and absenteeism so that there one source of truth for the correct data Developed a process to identify students needing attendance intervention plans Developed and implemented attendance initiatives including but not limited to Tiered Case Management Developed and implemented a truancy mediation program 	<ul style="list-style-type: none"> 100% (147) of Elementary, Middle and K-8 schools have created and submitted their 2024-25 tiered attendance plan as a part of their 2024-25 School Improvement Planning process; feedback has been provided to all schools 85% of Elementary and K-8 Schools (99 out of 117) currently have a 92% or higher attendance rate 13 mediation appointments have occurred and a new mediator has been added to the team as a tiered support for students with chronic absenteeism 	<ul style="list-style-type: none"> Social workers will continue to identify and provide resources to remove barriers to students' ability to consistently attend school Monitor mediation session participation and impact on attendance Continue the regular cadence for monitoring attendance data at the district and school level in response to at risk chronic absenteeism student data



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Progressing



Project 05 and 16 (P05 & P16): High Needs Vacancy Monitoring & Recruitment and Retention

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Implemented a coordinated and collaborative system for beginning of year school support visits <ul style="list-style-type: none"> Visits conducted by staff from Teacher Leader Pathway, Beginning Teacher Development and Support and CMS Teacher Residency programs Established a plan to meet with all 1295 alternatively licensed teachers in the district to ensure they are on track for their next license and retained in the district Launched Phase 1 of the Teacher Assistant to Teacher Program Updated recruitment and attraction strategies Invested in and publicize advancement opportunities for teachers 	<ul style="list-style-type: none"> 100% of schools have received a beginning of year visit to support Teacher Leader Pathway teachers, Beginning Teachers and teachers in the CMS Teacher Residency Program. 98% of teacher fill rate districtwide 45 K-6 teacher vacancies districtwide 	<ul style="list-style-type: none"> Conduct an after action review of last year's hiring timeline and process Collaborate in the development of the 2025-26 hiring timeline, prioritizing early hiring where needed, appropriate and applicable; draft and publicize the 2025-26 recruitment campaigns and events Execute school support plans for Teacher Leader Pathway, Beginning Teacher and Teacher Residency teacher support, collaborating with departments also supporting new teachers to build awareness of new teacher highest impact areas of development Develop business rules to forecast high needs vacancies both short and long term



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Progressing



Project 18 (P18): Onboarding New Employees

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Implemented a three week teacher onboarding experience (The Crown Academy) Implemented weekly onboarding for any teacher who is hired during the school year and is new to Charlotte-Mecklenburg Schools <ul style="list-style-type: none"> Onboarding development includes classroom management, organization, technology tools/platforms, building relationships and introduction to content/curriculum Developed survey to get teacher stakeholder feedback regarding the effectiveness of district onboarding efforts 	<ul style="list-style-type: none"> 1,124 teachers have completed the onboarding program for the 2024-25 school year.* <ul style="list-style-type: none"> 558 of the 1,124 teachers who have completed onboarding are alternatively licensed 382 K-6 teachers have completed onboarding <ul style="list-style-type: none"> 152 of the 382 teachers with K-6 licensure who have completed onboarding are alternatively licensed. 	<ul style="list-style-type: none"> Survey participants of onboarding program 60 and 120 days after onboarding to determine effectiveness and to inform improvement to onboarding content and/or structures Monitor retention rate of beginning teachers Add a 2-day option for onboarding for experienced teachers new to CMS and rehires (4+ year of teaching experience and licensed) began on 12/2 Launch affinity groups for EC Teachers, ML Teachers, 2nd Career Teachers, and Traditional Pathway BT1s based on survey data that extends the onboarding support and experiences for targeted teacher group



**Data as of 12.06.24*

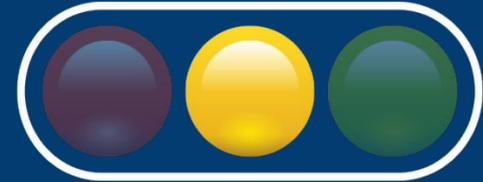
Board Update | 1.14.25



Student Outcome Goal 2 - Interim Measure

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Progressing



Project 11 (P11): Family and Community Partnership Communication

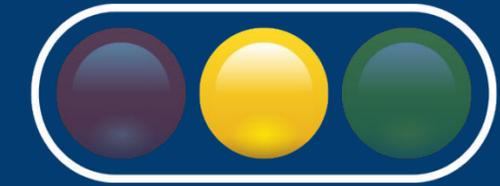
Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Collaborated with cross-functional team (with a consistent meeting cadence) to review districtwide resources and processes Finalized inventory of current resources available for parents and caregivers to support their scholars learning outside of the school day Collaborated with CMS Technology to determine the best end user experience for families and external stakeholders 	<ul style="list-style-type: none"> Created subcommittees based on grade spans: High School, Middle School, and Elementary School in order to organize resources by grade span Subcommittees mapped out pathways by grade level and compiled all pertinent information needed for families to support their scholars Launched monthly internal and external newsletter with resources to support at home learning including literacy 	<ul style="list-style-type: none"> Build pathways on CMS Website to ensure timely, accessible, and user friendly content for families Collaborate with CMS Communications to plan strategy to bring awareness of districtwide resources via ParentSquare and social media platforms



Student Outcome Goal 2 - Interim Measure

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Progressing



Project 35 (P35): Family Academy

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Conducted a Back to School Kickoff (August 2024) Expanded 2024-25 Family Academy <ul style="list-style-type: none"> Virtual, in-person, and on demand offerings (virtual sessions ensure accessibility, language inclusion, and on demand recordings) In person sessions have been hosted at Ada Jenkins Center, Belmont Center, McClintock MS, Central United Methodist Church 7 Family Academy courses offered directly aligned to Goal 2 including: <ul style="list-style-type: none"> Literacy with the Y: Bridging School and Home Understanding the Tests Your Students Take for ML Families Understanding Parent Reports K-12 Understanding MTSS and My Role as a Parent Within the Framework 	<ul style="list-style-type: none"> 893 families participated in sessions at the Back to School Kickoff 16 departments and 16 community partners have facilitated or supported Family Academy sessions 1217 families have engaged since September <ul style="list-style-type: none"> 382 families have attended Literacy Family Academy Virtual and/or On Demand CMS Family Academy has hosted 10 Virtual Lunch and Learn Sessions <ul style="list-style-type: none"> 100% positive feedback from stakeholders 	<ul style="list-style-type: none"> Continue to develop and implement Family Academy courses to provide timely information to support families Expand survey to identify grade level engagement of families Continue collaboration with CMS Departments and community partners to offer timely courses to meet the needs of families Incorporate additional lunch and learn sessions to expand Family Academy on Demand



Endless Possibilities

start with

31
cms

Charlotte-Mecklenburg Schools

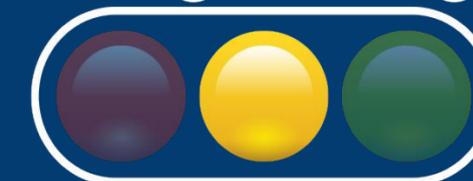
Endless possibilities



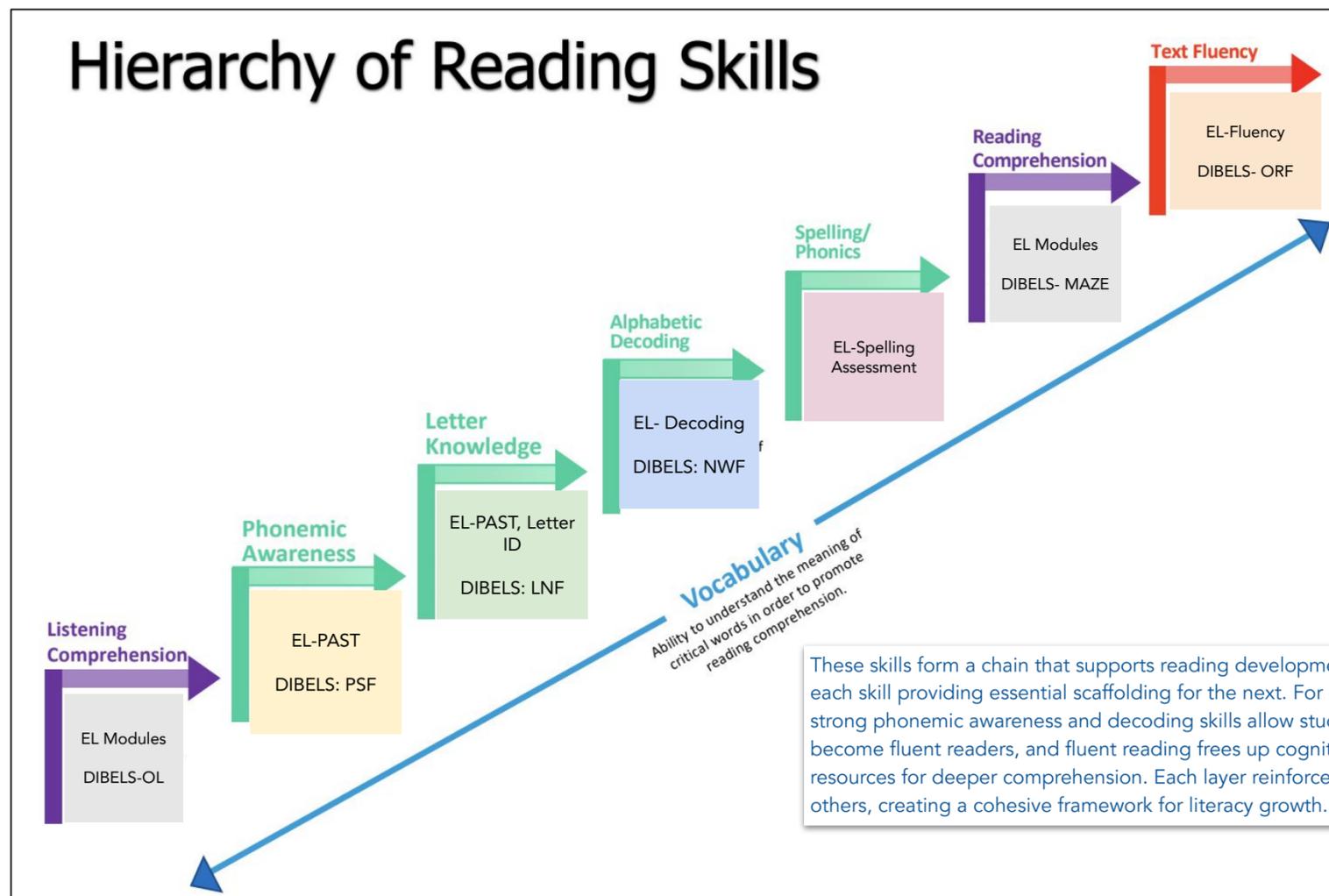
Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development



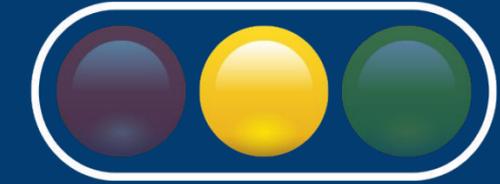
These skills form a chain that supports reading development, with each skill providing essential scaffolding for the next. For example, strong phonemic awareness and decoding skills allow students to become fluent readers, and fluent reading frees up cognitive resources for deeper comprehension. Each layer reinforces the others, creating a cohesive framework for literacy growth.



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Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development



Module

The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

The 4 T's: Topic, Task, Targets, and Text, provide a strong and approachable framework for planning ELA instruction. Regardless of the scope—from a week of lessons to semester-long unit plan—all evidence-based curriculum rests on the dynamic interplay among topic, task, targets, and text.

The Four Ts

Topics



The compelling topics that bring content to life; almost always based on priority content standards that students are expected to meet.

Task



The culminating task—a scaffolded product or performance task—and on-demand assessments gauge students' independent mastery of content and literacy.

Targets



The learning targets derived from the specific language and rigor of the appropriate grade-level ELA/literacy standards that students are expected to meet; often contextualized based on the topic.

Text



The complex texts (e.g. books/articles) that students will read closely and additional texts to ensure students experience a volume of reading on the topic at their independent reading level.

A.L.L. Block Overview - Differentiated Core

STATION 1 - 20 mins.

STATION 2 - 20 mins.

STATION 3 - 20 mins.



Teacher Guided Activity

Students are grouped with others who need similar help to do grade-level work, and the teacher helps guide their learning.



Independent Activity

Students are in a mixed ability group completing a task as a review or prep work for the teacher station.



Accountable Independent Reading (A.I.R)*

Students are in a mixed ability group engaging in content-related reading; free choice reading.

Additional Work with Complex Text	Fluency/Grammar Usage & Mechanics	Writing Practice	Word Study & Vocabulary
Engages in rereading complex text from the module with a specific focus like making inferences	Practices reading aloud from lesson texts, sets goals, tracks progress, and improves grammar by revising sentences according to learned rules	Practices writing skills through regular short writing exercises and techniques like explaining evidence and crafting thoughtful conclusions	Studies new and subject-specific words, uses academic words in sentences weekly, and engages in word-related games and activities

A.L.L. Block Overview - Differentiated Core

STATION 1 - 20 mins.



Teacher Guided Activity

Students are grouped with others who need similar help to do grade-level work, and the teacher helps guide their learning.

The teacher-guided activities are differentiated based on student needs to ensure access to on-grade level instruction.

- Below-grade level
- On-grade level
- ◆ Above-grade level
- ▲ English Language Learners

Additional Work with Complex Text	Fluency/Grammar Usage & Mechanics	Writing Practice	Word Study & Vocabulary
Engages in rereading complex text from the module with a specific focus like making inferences	Practices reading aloud from lesson texts, sets goals, tracks progress, and improves grammar by revising sentences according to learned rules	Practices writing skills through regular short writing exercises and techniques like explaining evidence and crafting thoughtful conclusions	Studies new and subject-specific words, uses academic words in sentences weekly, and engages in word-related games and activities

A.L.L. Block - Differentiated Core Task Example

Additional Work with Complex Text - Lesson 3 ALL Block: Week 1, Day 2

Overview: With teacher guidance, students explore how Kathryn Lasky conveys a character's point of view using dialogue. With support, they describe James' point of view in a passage from *The Most Beautiful Roof in the World*, supporting their analysis with quotes and other evidence from the passage.

Learning Target: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.6 RL.5.1)

Supports are provided in the curriculum to ensure students access on-grade level work or beyond during the Teacher Guided Station.

■ Below Grade Level

Teacher rewrites the excerpt they read in the previous session as a "script" to ensure literal understanding of who is speaking and what is being said before moving on to analyze point of view.

Teacher invites students to think about how one phrase or line of dialogue shows point of view.

▲ English Language Learner

Mini-language Dive: Teacher guides students to use pictures, new words and rereading and talking about translations to understand and use words like "armored knight."

● ◆ On/Above Grade Level

Students complete challenge task to analyze and describe Meg's point of view as well as James'.

Invite students to contrast James' and Meg's dialogue and point of view.

Intervention & Enrichment Time*

This is a 30-45 minute session each day where students receive interventions to improve specific literacy skills or enrichment instruction.

Area of Need	Intervention
Phonemic Awareness & Phonics	<ul style="list-style-type: none"> ● EL Education Skills Block ● Orton-Gillingham
Fluency, Vocabulary & Comprehension	<ul style="list-style-type: none"> ● iReady ● UNCC Fluency ● Orton-Gillingham
Spelling	<ul style="list-style-type: none"> ● EL Education Skills Block ● Orton-Gillingham
Written Expression	<ul style="list-style-type: none"> ● EL Education Skills Block ● Orton-Gillingham
Oral Expression and Listening Comprehension	

Area of Enrichment	Intervention
Reading, Writing, Speaking & Listening	<ul style="list-style-type: none"> ● EL Education Experts, Fieldwork, Service, and Extensions ● iReady

This time of the school day is referred to differently at schools. Some schools call it "WIN - What I Need". Other schools use different names.



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

iReady Usage

Students should engage in iReady for 30 minutes per week. [Research from iReady](#) supports this recommendation. iReady should not ever replace standards-aligned core instruction.



Student Outcome Goal 2 - Interim Measure

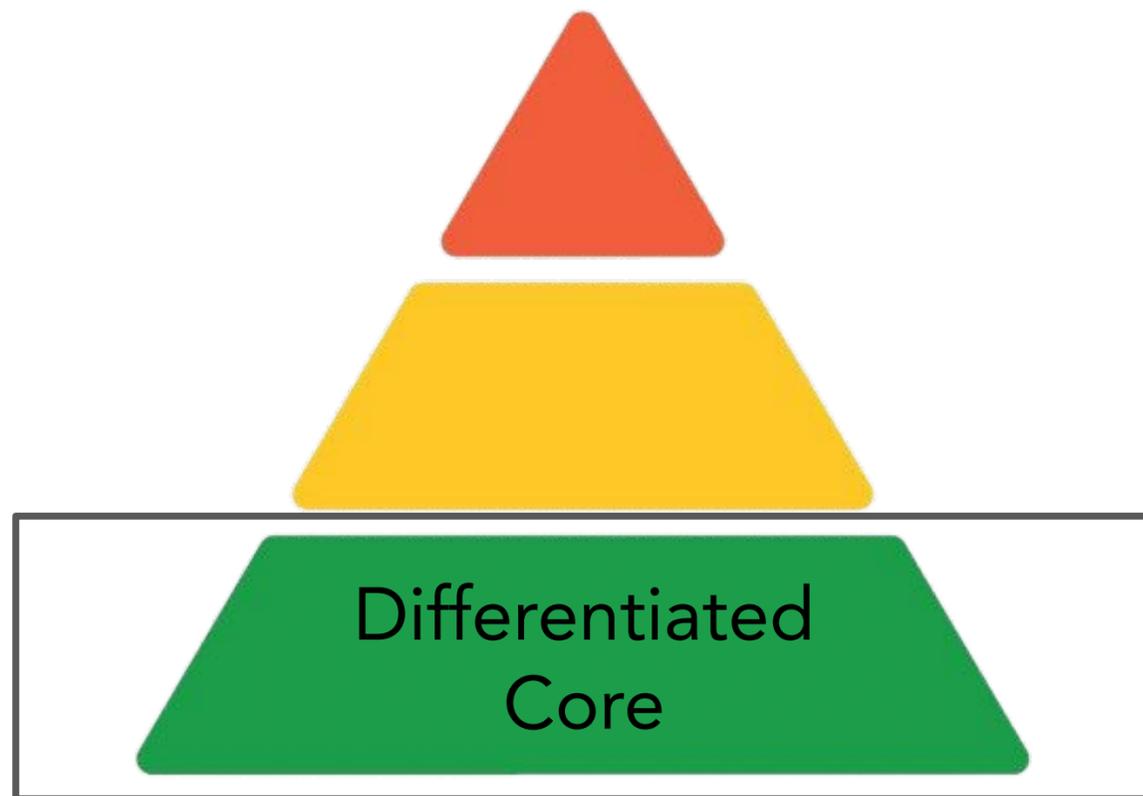
Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

If a student in grades 3-5 is projected on the MVPA reading benchmark to be level 4 or 5 on the end of grade assessment and additional data supports that projection:



Module Block* (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts. 	EL Education
ALL Block* (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts and above-grade level challenge tasks. 	EL Education iReady (during AIR only)
Intervention & Enrichment (30 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work and above grade level work. 	iReady
Out of School Learning (varies)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work and above grade level work. 	iReady

*FLEX Days are additional days within Module and ALL Block at teacher's discretion to address specific student needs using iReady



Student Outcome Goal 2 - Interim Measure

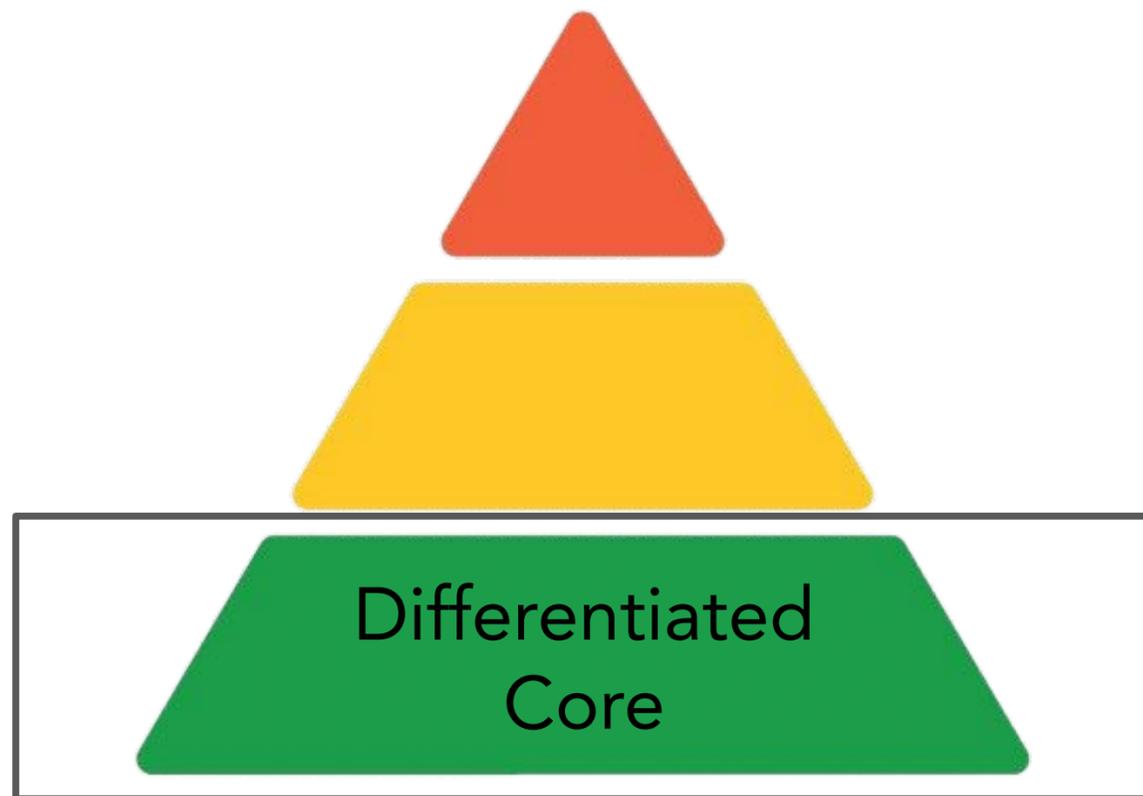
Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

If a student in grades 3-5 is projected on the MVPA reading benchmark to be level 3 on the end of grade assessment and additional data supports that projection:



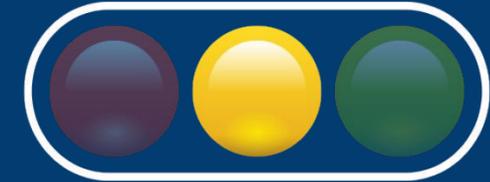
Module Block (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts. 	EL Education
ALL Block (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts. 	EL Education iReady (during AIR only)
Intervention & Enrichment (30 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts. 	iReady
Out of School Learning (varies)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with complex texts. 	iReady



Student Outcome Goal 2 - Interim Measure

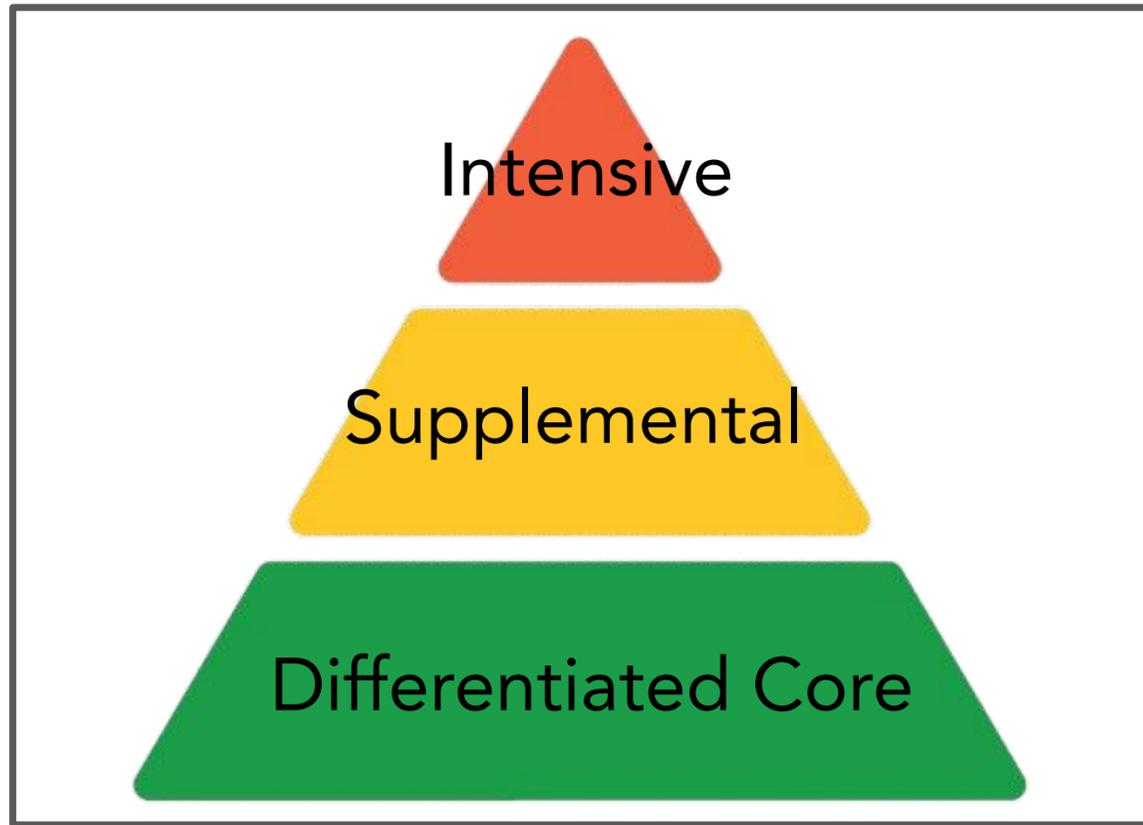
Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 3-5 from 33% (June 2024) to 37% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

If a student in grades 3-5 is projected on the MVPA reading benchmark to be not proficient on the end of grade assessment and additional data supports that projection:



Module Block (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with supports from teachers 	EL Education
ALL Block (60 mins daily)	Students are: <ul style="list-style-type: none"> engaged in on-grade level work with supports from teachers 	EL Education iReady (during AIR only)
Intervention & Enrichment (30 mins daily)	Students are: <ul style="list-style-type: none"> engaged in off-grade level instruction in areas of need (supplemental/intensive intervention) 	Intervention Curriculum (see slide 38)
Out of School Learning (varies)	Students are: <ul style="list-style-type: none"> engaged in off-grade level work and on-grade level work 	iReady



Board Update | 1.14.25

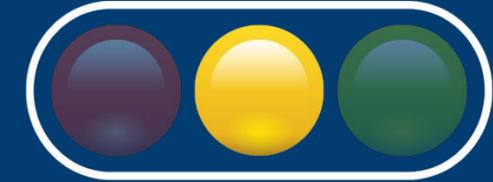
*FLEX Days are additional days within Module and ALL Block at teacher's discretion to address specific student needs using iReady



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



2023-24 Grades 3-8 Reading Results

Reading Grades 3-8 Level 3, 4 or 5 Grade Level Proficiency				
CMS 47.5% (-0.2)	NC 50.1 (-0.1)	Forsyth 43.9 (-0.6)	Guilford 45.7 (+0.1)	Wake 61.6 (+0.7)
Reading Grades 3-8 Level 4 or 5 College & Career Ready				
CMS 30.0% (-0.5)	NC 30.5 (-0.4)	Forsyth 27.2 (-0.2)	Guilford 25.4 (-1.6)	Wake 42.7 (+0.7)



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing

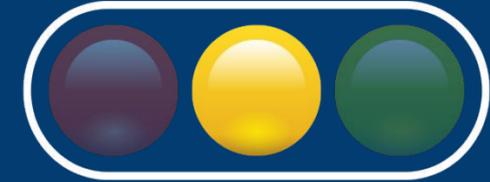


Table 3. EOG Reading grades 3–8 standards assessed by grade.

Domain	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading for Literature						
RL.1	X	X	X	X	X	X
RL.2	X	X	X	X	X	X
RL.3	X	X	X	X	X	X
RL.4	X	X	X	X	X	X
RL.5				X	X	
RL.6			X	X	X	X



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



Webb's Depth of Knowledge

DOK Level 1 (Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2 (Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts explaining how or why

Note: there's one correct answer

DOK Level 3 (Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4 (Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking make real-world applications in new situations

Note: has multiple answers or approaches often requires extended periods of time with multiple steps

Webb's DOK Graphic by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.

Table 2. EOG Reading grades 3-8 item by DOK distribution.

Grade	DOK 1	DOK 2	DOK 3
3	20 - 40%	60 - 80%	--
4	12 - 25%	50 - 75%	5 - 10%
5	--	75 - 90%	10 - 25%
6	--	60 - 82%	18 - 40%
7	--	60 - 82%	18 - 40%
8	--	60 - 82%	18 - 40%