

Student Outcomes

GOAL 4, Interim Measures 4.1 and 4.2
Guardrail 1



Board Update
February 11, 2025





Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029).

Progressing



Administrative Window	Report Date
GLP, SAT/ACT and Higher Education (2023-24 Cohort)	Feb 11, 2025
CTE, Concentrators, ASVAB and JROTC (2023-24 Cohort)	Feb 25, 2025
Goal 4 Overview (2023-24 Cohort)	July 8, 2025
GLP and Dual Enrollment (2024-25 Cohort)	Oct 14, 2025
Life Skills, ASVAB and JROTC (2024-25 Cohort)	Oct 28, 2025

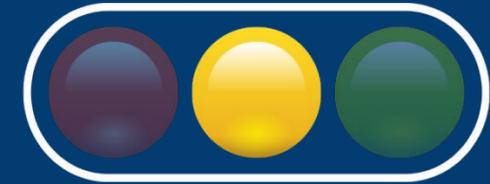
Understanding Goal 4



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



What is the purpose of Goal 4?

Goal 4 focuses on tracking seven (7) measures, each relating to ensuring students are on track to graduate enrolled, enlisted or employed. The seven (7) measures are as follows:

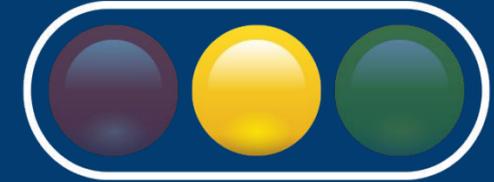
1. Grade Level Proficiency (GLP)
2. ACT/SAT Scores
3. Higher Education
4. ASVAB
5. JROTC
6. Credentials
7. Concentrator Pathways



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Goal 4 Indicators

Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted or employed, as demonstrated by achieving at least one indicator from 72% in June 2023 to 85% in June 2029

% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course

% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT*

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge

% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)

% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway**

% of students earning at least one Tier 2, Tier 3 or WorkKeys industry credential

% of students completing a CTE (Career & Technical Education) concentrator pathway

* Subject to change if there are changes to the state accountability system

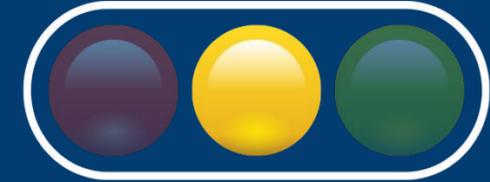
** Subject to be combined with Indicator 7 if the JROTC pathway combines with the CTE pathways in the future. If this occurs, reporting will continue to reflect this indicator in isolation but there will only be a total of six indicators.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Business Rules:

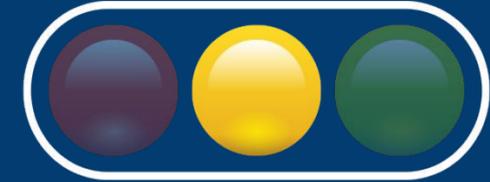
- (Indicator 1) Grade Level Proficiency: Student who graduated within the 2023-24 cohort who earned a level 3, 4 or 5 (GLP) on the Math I or III, English II and Biology end of course assessment or successfully complete a vocational preparation or life skills course*.
** Student must have graduated with an occupational course of study diploma.*
- (Indicator 2) ACT/SAT: Students who graduated within the 2023-24 cohort having scored 19 (or higher) on ACT or 1050 (or higher) on SAT.
- (Indicator 3) Higher Education: Students who graduated within the 2023-24 cohort having earned credit from an institute of higher education (CPCC, UNCC) or earned the minimum score required for college credit on an AP, IB, or Cambridge exam.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Business Rules College Credit

AP Credit Benchmark:

A student who achieved a score of at least 3 on an AP Exam.

IB Credit Benchmark:

A student who achieved a score of at least 4 on an IB Exam.

Cambridge Credit Benchmark:

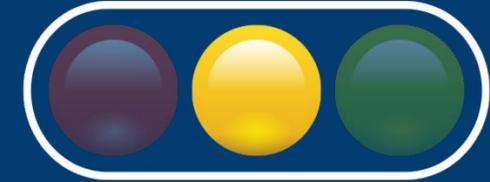
A student who achieved an assessment score E or above within a Cambridge course.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Business Rules College Credit

CPCC /UNCC Dual Enrollment Benchmark:

A student enrolled and passed a CPCC/UNCC accredited course.

Goal 4

Students who Graduated in 2023-24
Having Met At Least One Indicator*



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Executive Data Summary for Goal 4

- Goal 4 Overall
 - 75.8%* of 2023-24 Cohort met at least one (1) Goal 4 indicator
 - 3.3% point increase from 2022-23
- Goal 4 - Indicators
 - GLP
 - 42.2% of Students met GLP Indicator
 - +10.4% Points from 2022-23
 - SAT/ACT
 - 40.5% of Students met SAT/ACT Indicator
 - +0.1% Points from 2022-23
 - Higher Education
 - 43.9% of Students met Higher Education Indicator
 - +4.4% Points from 2022-23)



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goal for 2024-2029	Baseline	Target	Actual										
Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029).	72%	74%	76%	76%		78%		80%		82%		85%	

* These are actual and final results for students who graduated in 2023-24.

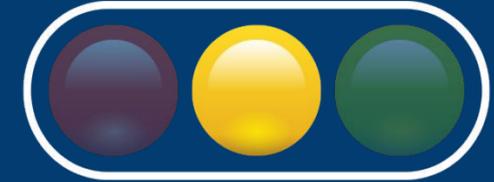




Student Outcome Goal 4

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Progressing



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Goal for 2024-2029	Baseline	Target	Actual										
Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029).	72%	74%	76%	76%		78%		80%		82%		85%	

Indicators	2022-23	2023-24		Change (% Points)
	Baseline	Target	Actual	
% of Students Meeting GLP	32%	42%	42%	+10
% of Students Scoring at Least a 19 (ACT) or 1050 (SAT)	40%	43%	40%	+0.1
% of Students Meeting Higher Education Indicator	39%	40%	44%	+4



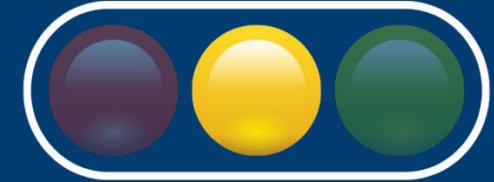
* These are actual and final results for students who graduated in 2023-24.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Indicators Met	Number of 2023-24 Students	% of Cohort
0	2,366	24.2%
1	2,059	21.1%
2	1,510	15.5%
3	1,866	19.1%
4	796	8.2%
5	1,131	11.6%
6	—	<5%
7	—	<5%



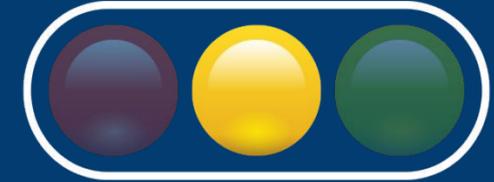
* These are actual and final results for students who graduated in 2023-24.



Student Outcome Goal 4

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Progressing



Combinations for Students Meeting 2 Indicators (2019-2024)

2 Indicators Met					
Year	Rank	Indicator Combination Met		# of Students in Cohort Meeting Combination*	% of Students in Cohort with 2 Indicators Meeting this Combination**
2018 - 19	1	SAT-ACT	Dual Enrollment	799	31%
	2	GLP	Concentrator	530	20%
	3	GLP	Credential	267	10%
2019 - 20	1	SAT-ACT	Dual Enrollment	916	34%
	2	GLP	Concentrator	542	20%
	3	GLP	Credential	288	11%
2020 - 21	1	SAT-ACT	Dual Enrollment	920	39%
	2	GLP	Credential	500	21%
	3	GLP	SAT-ACT	250	11%
2021 - 22	1	SAT-ACT	Dual Enrollment	744	39%
	2	Credential	Concentrator	568	30%
	3	SAT-ACT	Credential	175	9%
2022 - 23	1	Credential	Concentrator	607	32%
	2	SAT-ACT	Dual Enrollment	555	29%
	3	GLP	SAT-ACT	144	8%
2023 - 24	1	Credential	Concentrator	504	33%
	2	SAT-ACT	Dual Enrollment	286	19%
	3	GLP	SAT-ACT	169	11%



* These are actual and final results for students who graduated in 2023-24.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Goal 4 Overall			
Student Group	2022-23 %	2023-24 %	Change (% Points)
All	72.5	75.8	3.6 ↑
Asian	88.9	91.3	2.4 ↑
Black	61.8	68.1	6.4 ↑
Hispanic	63.8	67.0	3.2 ↑
Native American	64.7	85.7	21.0 ↑
Two or More	68.5	75.4	6.9 ↑
White	90.4	90.2	-0.2 ↓
ML	41.3	46.3	5.0 ↑
Students with Disabilities	53.3	53.5	0.2 ↑

* These are actual and final results for students who graduated in 2023-24.

Goal 4

Current 12th Grade Students Having
Met At Least One Indicator*



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Current 12th Grade Students

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target for 2024-2025	Baseline	Target	Actual										
Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 76% (June 2024) to 76% (June 2025).	72%	74%	76%	76%		78%		80%		82%		85%	



	Current Percentage
Overall Goal 4	71%

* Data reflects current 12th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Current 12th Grade Students

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target for 2024-2025	Baseline	Target	Actual	Target	Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 76% (June 2024) to 76% (June 2025).	72%	74%	76%	76%	71%	78%		80%		82%		85%	



Indicators	2024-25 Current State*
% of Students Meeting GLP	42%
% of Students Scoring at Least a 19 (ACT) or 1050 (SAT)	41%
% of Students Meeting Higher Education Indicator	44%

* Data reflects current 12th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Goal 4 - 12th Grade Students Meeting a Goal 4 Indicator			
Student Group	2023-24 % Full Year	2024-25 % Mid-Year	Projected Change (% Points)
All	75.8	70.8	-5.0 ↓
Asian	91.3	88.9	-2.4 ↓
Black	68.1	61.9	-6.2 ↓
Hispanic	67.0	60.8	-6.2 ↓
Two or More	75.4	76.5	1.1 ↑
White	90.2	87.3	-2.9 ↓
ML	46.3	34.1	-12.2 ↓
Students with Disabilities	53.5	45.9	-7.6 ↓

CAUTION

While the mid-year status looks low, most students will not meet an indicator until the end of this school year. Because this is mid-year is above last year's mid-year status, we are progressing toward meeting the 2024-25 annual target.

**Data for 2024-25 students only includes up to current status (midyear). Percentages for these students are expected to increase during the final half of the current school year. Data within table is current as of 1/25 enrollment and is subject to change as the school year progresses. Official data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator*

Interim Measure 4.1

Current 10th Grade Students Having Met At Least One Indicator*



Student Outcome Goal 4 - Interim Measure 4.1

% of students in the graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from 51% (June 2023) to 64% (June 2029)

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target for 2024-25	Baseline	Target	Actual	Target	Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% of students in the graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from 52% (June 2024) to 55% (June 2025)	51%	53%	52%	55%		57%		59%		61%		64%	



Mid-Year Status

14.7%*

CAUTION

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* Data reflects current 10th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator



Student Outcome Goal 4 - Interim Measure 4.1

% of students in the graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from 51% (June 2023) to 64% (June 2029)

Goal 4 - 10th Grade Students			
Student Group	2023-24 % Full Year	2024-25 % Mid-Year	Projected Change (% Points)
All	52.2	16.4	-35.8 ↓
Asian	80.9	46.2	-34.7 ↓
Black	39.9	8.4	-31.5 ↓
Hispanic	36.6	8.5	-28.1 ↓
Two or More	57.7	15.3	-42.4 ↓
White	78.7	27.9	-50.8 ↓
ML	16.3	1.9	-14.4 ↓
Students with Disabilities	21.3	6.5	-14.8 ↓

CAUTION

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Student Outcome Goal 4 - Interim Measure 4.1

% of students in the graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from 51% (June 2023) to 64% (June 2029)

Goal 4 Indicators

Increase the percent of high school students graduating with their graduation cohort on track to be enrolled, enlisted or employed, as demonstrated by achieving at least one indicator from 72% in June 2023 to 85% in June 2029

% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course

% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT*

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge

% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)

% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway**

% of students earning at least one Tier 2, Tier 3 or WorkKeys industry credential

% of students completing a CTE (Career & Technical Education) concentrator pathway

* Subject to change if there are changes to the state accountability system

** Subject to be combined with Indicator 7 if the JROTC pathway combines with the CTE pathways in the future. If this occurs, reporting will continue to reflect this indicator in isolation but there will only be a total of six indicators.

Interim Measure 4.2

Current 11th Grade Students Having Met At Least One Indicator*



Student Outcome Goal 4 - Interim Measure 4.2

% of students in the graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from 69% (June 2023) to 82% (June 2029)

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Target for 2024-25	Baseline	Target	Actual	Target	Current	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% of students in the graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from 67% (June 2024) to 73% (June 2025)	69%	71%	67%	73%		75%		77%		79%		82%	



Mid-Year Status
57.5%

CAUTION

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* Data reflects current 11th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator



Student Outcome Goal 4.2

% of students in the graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from 69% (June 2023) to 82% (June 2029)

Goal 4 - 11th Grade Students			
Student Group	2023-24 % Full Year	2024-25 % Mid-Year	Projected Change (% Points)
All	67.0	57.5	-9.5 ↓
Asian	90.0	82.5	-7.5 ↓
Black	62.8	45.5	-17.3 ↓
Hispanic	60.4	43.8	-16.6 ↓
Two or More	76.6	57.4	-19.2 ↓
White	88.5	81.1	-7.4 ↓
ML	36.2	20.5	-15.7 ↓
Students with Disabilities	44.6	25.6	-19.0 ↓

CAUTION

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Student Outcome Goal 4 - Interim Measure 4.2

% of students in the graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from 69% (June 2023) to 82% (June 2029)

Goal 4 Indicators

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% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course

% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT*

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge

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% of students completing a CTE (Career & Technical Education) concentrator pathway

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Strategies



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Directly Goal Aligned Projects

- P01: Provide Comprehensive Curriculum & PD
- P02: High Dosage Tutoring
- P03: Core Action Walkthroughs
- P05: High Needs Vacancy Monitoring
- P07: Learner Profiles and Future Pathways
- P08: Career Exploration via Community Partnerships
- P10: MTSS for Accelerated Learning
- P11: Family & Community Partnership Communication
- P12: Providing Variety of Opportunities
- P13: Community Partnerships & Student Wellness
- P14: Attendance
- P15: SEL & Student Discipline
- P16: Recruitment & Retention
- P18: Onboarding New Employees
- P19: Compensation & Incentive Plans
- P20: Professional Development
- P22: Staff Wellness
- P24: District Wide Coaching Model
- P35: Family Academy
- P37: Summer Programming

Indirectly Goal Aligned Projects

- P06: SIP Planning & Alignment
- P09: Pre-K Opportunities
- P17: Housing
- P21: Succession Planning
- P23: District Planning
- P25: Districtwide Performance Management Evaluation Systems
- P26: Work Order Process
- P27: Business Modernization System
- P28: Device Life Cycle Protocol
- P29: Preparation for Transition to Infinite Campus
- P30: Service Now
- P31: Data Reporting Platform Modernization
- P32: Data Driven Continuous Improvement
- P33: AI
- P34: Local and State Coalitions
- P36: Internal Communication Structures



Student Outcome Goal 4 Indicator 1

Grade Level Proficiency: Student who graduate and earn a level 3, 4 or 5 (GLP) on the Math I or III, English II and Biology end of course assessment or successfully complete a vocational preparation or life skills course*

GLP Focus

Grade Level Proficiency

- Implementation of high-quality curriculum that focuses on developing problem-solving and critical thinking skills
- Analysis of multiple student assessments in order to inform training, support resources, and action plans
- Utilization of monitoring and feedback systems to provide feedback to schools
- Reorganization of performance learning areas to level-alike including an Assistant Superintendent, Executive Director, and English, math, and science instructional specialist
- Implementation of a service delivery model that includes level-alike district curriculum specialists and math and ELA Master Teacher positions in each school.
- Collaboration among various instructional leaders (e.g. instructional specialists, master teachers, and cross-departmental specialists) to support curriculum implementation and alignment
- Development of intentionally-tailored professional learning opportunities to respond to school-based and/or district needs
- Creation of curricular resources (e.g. Canvas courses, pacing guides, and instructional videos) which encourages curriculum implementation with fidelity
- Communication through various channels (e.g. DtT, Weekly Tidbits, and Board Updates) to highlight best practices that support student growth and achievement



Student Outcome Goal 4 - Indicator 3

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, and Cambridge)

College Credit Focus: Advanced Placement and College & Career Promise

Advanced Placement

- Content area instructional supports - Advanced Placement (AP) Leads hosting district-wide Professional Learning Communities (PLC)s
- Implementation of high-quality curriculum that focuses on developing problem-solving and critical thinking skills.
- Targeted school and district level professional development based on student data
- Equal Opportunity Schools - teacher training on student belonging and teacher engagement and implementing trusted adult program working to create equity opportunities for all students to access advanced level courses and credit opportunities
- Schools offering Pre-AP to support students with skills that will be needed in AP courses like evidence based writing, close observation and analysis.
- Partnerships with the College Board to provide district support, data analysis, and professional development on vertical articulation, counselor supports, strengthening course implementation, and other core areas based on district and state data
- Analysis of AP Chief Reader Reports on each AP Exam to align instructional Professional Development (PD) to College Board exam areas of growth
- Student tutoring and after school instructional support
- AP Saturday at University of North Carolina-Charlotte
- External course providers: North Carolina School of Science and Math as well North Carolina Public Virtual High School
- Provide bridge supports for students to ensure academic readiness through homeroom programs
- Student ambassadors and course fairs allowing peer perspectives

College & Career Promise (CCP)

- School level supports, including School Counselors, College & Career Coaches (CCC) and Career Development Coordinators
- Content area instructional supports - CPCC hosting CCP PLC for CCCs
- Personalized counseling to help students understand how advanced courses align with their interests and short and long term goals
- External course providers: UNCC, CPCC

Indirectly Goal Aligned Projects

- Annual transition meetings with students to review transcript and course registration to ensure continued alignment with student goals
- High School Differentiated Education Plans for AIG identified students to support alignment with gifted services
- Partnership between CMS Advanced Studies and Counseling Departments to build capacity and provide timely updates in order to support the registration process
- Honors Coursework Implementation Tool course analysis and build awareness of responsibilities for all stakeholders
- Enhance school-based instructional practices through monthly Master Teacher professional developments



Student Outcome Goal 4 - Indicator 3

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, and Cambridge)

College Credit Focus: Cambridge & International Baccalaureate

Cambridge

- Targeted school and district level professional development based on student data
- Equal Opportunity Schools - teacher training on student belonging and teacher engagement and implementing trusted adult program.
- Partnerships with Cambridge International to provide district support, data analysis, and professional development
- Student tutoring and after school instructional support
- Provide bridge supports for students to ensure academic readiness through homeroom programs
- Student ambassadors and course fairs allowing peer perspectives

International Baccalaureate

- Implementation of high-quality curriculum that focuses on developing problem-solving and critical thinking skills.
- Targeted school and district level professional development based on student data
- Equal Opportunity Schools - teacher training on student belonging and teacher engagement and implementing trusted adult program working to create equity opportunities for all students to access advanced level courses and credit opportunities
- Partnerships with International Baccalaureate to provide district support, data analysis, and professional development
- Student tutoring and after school instructional support
- Provide bridge supports for students to ensure academic readiness through homeroom programs

Indirectly Goal Aligned Projects

- Annual transition meetings with students to review transcript and course registration to ensure continued alignment with student goals
- High School Differentiated Education Plans for AIG identified students to support alignment with gifted services
- Partnership between CMS Advanced Studies and Counseling Departments to build capacity and provide timely updates in order to support the registration process
- Personalized counseling to help students understand how advanced courses align with their interests and short and long term goals
- Honors Coursework Implementation Tool course analysis and build awareness of responsibilities for all stakeholders
- Enhance school-based instructional practices through monthly Master Teacher professional developments



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

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

Inputs 	Outputs to Date 	Strategic Adjustments 
<ul style="list-style-type: none"> • Provided high quality, standards-aligned, evidence based curriculum, including resources for instructing multilingual learners, students with disabilities, advanced learners in Math 1, Math 3, Biology, and English II. • Conducted professional development for teachers and master teachers, including Response to Benchmark data analysis guidance with school-based leadership for implementation of data-driven instruction • Conducted 101 learning walks with SPAs or independently to collect data on instructional practices and provide feedback to school-based staff and SPA leadership designed to refine teaching and learning 	<ul style="list-style-type: none"> • 100% master teachers and teachers have access to curricular resources including resources for instructing multilingual learners, students with disabilities, advanced learners • 63% of English and 64% of Math Master Teachers serving students in EOC courses attended district required professional development during first and second quarters 	<ul style="list-style-type: none"> • Continue to provide Response to Benchmark guidance to facilitate teachers' ability to adjust instruction to meet the needs of their diverse learners. • Continue to provide professional learning based on the needs of individual schools and district trends and patterns. • Continue collaborative learning walks with SPA personnel to monitor the impact of professional learning and provide content specific feedback.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Project 07 (P07): Learner Profiles and Future Pathways

Strategies (Inputs) - Goal 1 2024 - 2025 	Highlights from Implemented Strategies 2024 - 2025 	Strategic Adjustments Since Last Report 2024 - 2025 
<p>Implementation of CMS's Learner Profile Tool- Naviance</p> <ul style="list-style-type: none"> • Naviance training to all school counselors K-12 • Career Exploration lessons led by counselors beginning in 4th grade • Career Development planning beginning in 8th grade • Expansion of Central Piedmont Academies to allow access to more students 	<p>Outputs to date:</p> <ul style="list-style-type: none"> • 100% of students in grades 8-12 have access to Naviance to explore post secondary goals • 20% of students have activated their course plan for incoming 9th-12th grades (data current as of 1/21, deadline for completion 3/28) • Expansion of Central Piedmont Academies from 5 schools in Spring 2024 to 15 schools in the spring 2025 semester 	<ul style="list-style-type: none"> • Shift of support for College & Career Coaches to support all schools who have a Central Piedmont Academy

Goal 4

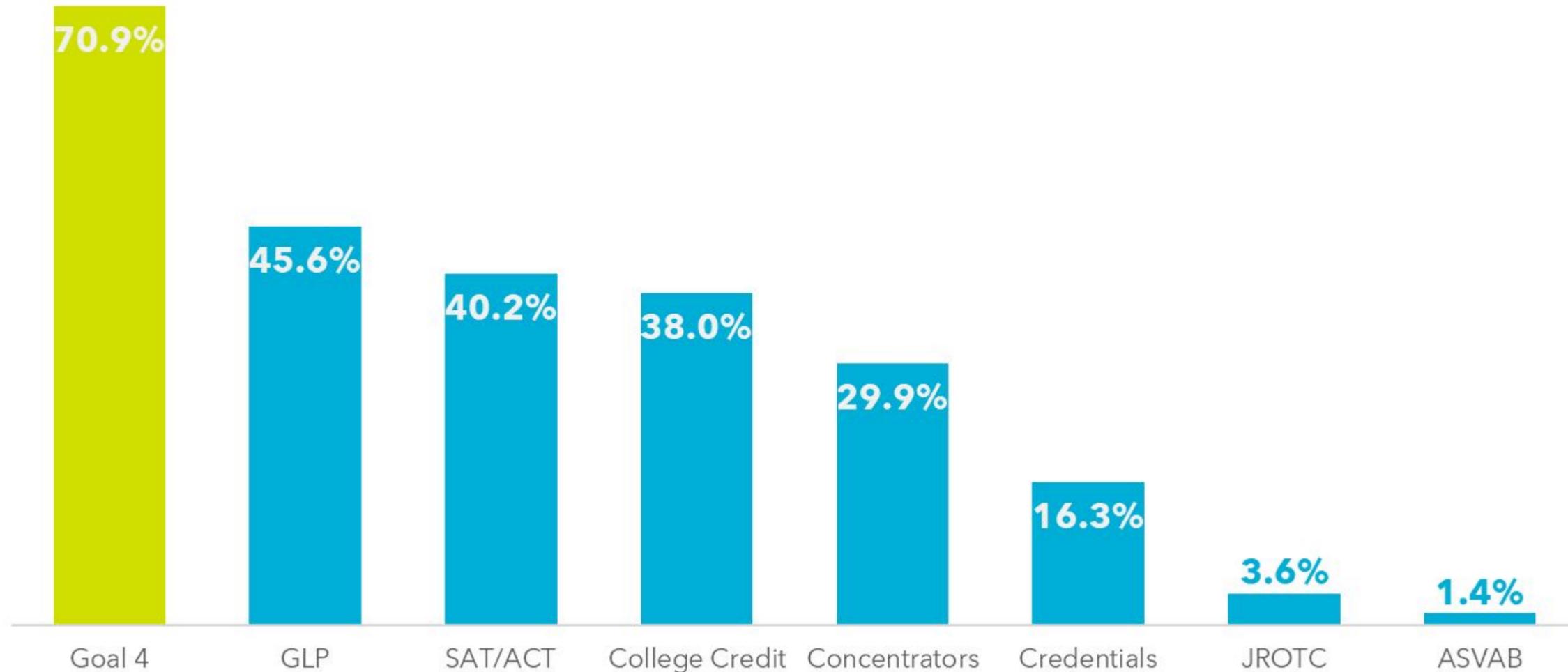
Current 12th Grade Students Having
Met At Least One Indicator*



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Percentage of Current 12th Grade Students Meeting Each Goal 4 Indicator



* Data reflects current 12th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Indicators Met	Number of Current 12th Grade Students	% of Cohort
0	2,815	29.2%
1	2,060	21.4%
2	1,370	14.2%
3	1,999	20.7%
4	942	9.5%
5	–	<5%
6	–	<5%
7	–	<5%



501
 Additional Students
 Need to Meet an
 Indicator to Reach
 Goal 4 Target for
 2024-25*

** Data reflects current 12th grade students as of 1/27/25. This data may vary slightly from official 2024-25 Cohort data, once confirmed.*

Interim Measure 4.1

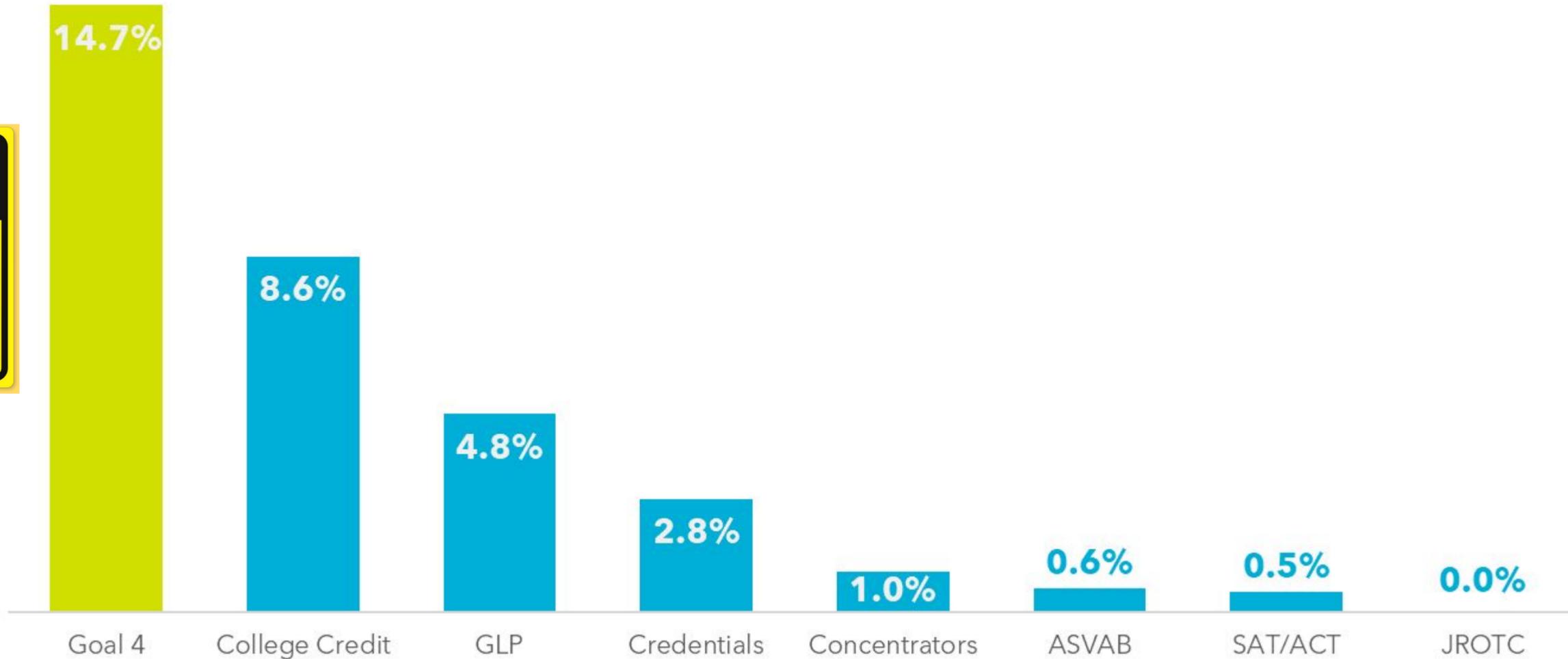
Current 10th Grade Students Having Met At Least One Indicator*



Student Outcome Goal 4 - Interim Measure 4.1

% of students in the graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from 51% (June 2023) to 64% (June 2029)

Percentage of Current 10th Grade Students Meeting Each Goal 4 Indicator



CAUTION

While the mid-year status looks low, most students will not meet an indicator until the end of this school year. Because this is mid-year is above last year's mid-year status, we are progressing toward meeting the 2024-25 annual target.



* Data reflects current 10th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator
 ** Data within this slide is referenced within the following slide

Interim Measure 4.2

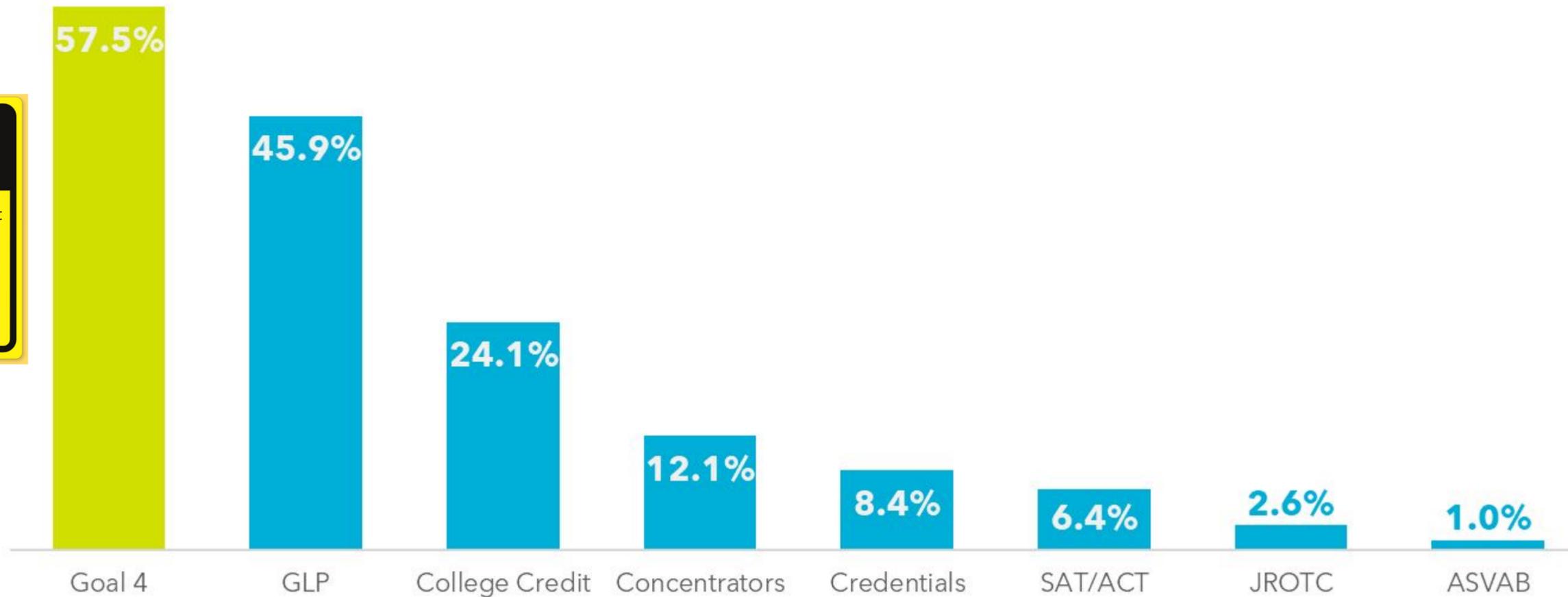
Current 11th Grade Students Having Met At Least One Indicator*



Student Outcome Goal 4 - Interim Measure 4.2

% of students in the graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from 69% (June 2023) to 82% (June 2029)

Percentage of Current 11th Grade Students Meeting Each Goal 4 Indicator



CAUTION

While the mid-year status looks low, most students will not meet an indicator until the end of this school year. Because this is mid-year is above last year's mid-year status, we are progressing toward meeting the 2024-25 annual target.



* Data reflects current 11th grade students having met at least one indicator as of 1/25/25; note that data indicating a student has met an indicator this year is not available until August 2025-January 2026, varying by indicator

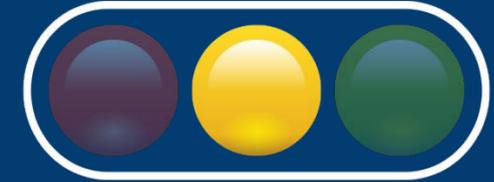
GLP



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



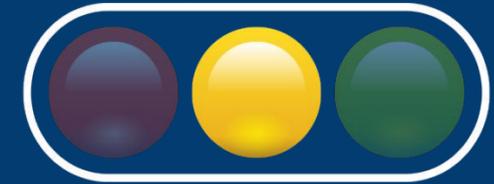
EOC	End of Course Assessment	The end-of-course (EOC) tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Essential Standards. NC students take EOCs in Biology, English II, NC Math 1, and NC Math 3.
GLP	Grade Level Proficient	Students at Grade Level Proficiency demonstrate <i>sufficient</i> understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Business Rules Grade Level Proficiency (GLP)

EOC Grade Level Proficiency:

A students who earned an achievement level of 3 or above (GLP) on the Biology EOC, English II EOC, and Math 1 or Math 3 EOC

Successful completion of vocational preparation or life skills course:

Students enrolled in the Occupational Course of Study (OCS) program who pass (earn a course grade of 60 or higher) at least one OCS aligned course

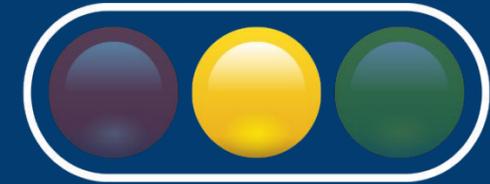
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Charlotte-Mecklenburg Schools 2023-24 Graduates

Students Meeting or Exceeding GLP:

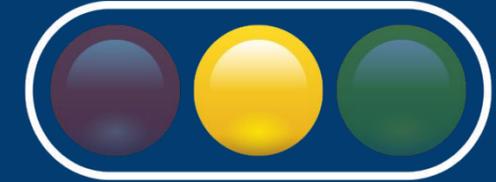
- **Biology:** 4,891
- **English 2:** 5,930
- **Math 1 or Math 3:** 6,019
- **Met Life Skills:** 34



Student Outcome Goal 4 - Indicator 1

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



% of Students Meeting GLP			
Student Group	2022-23 %	2023-24 %	Change (% Points)
All	31.8	42.2	10.4 ↑
Asian	50.4	67.1	17.7 ↑
Black	19.1	25.5	6.4 ↑
Hispanic	22.8	28.9	6.1 ↑
Native American	29.4	28.6	-0.8 ↓
Two or More	37.1	46.5	9.4 ↑
White	51.4	70.1	18.7 ↑
ML	4.1	5.2	1.1 ↑
Students with Disabilities	19.5	18.2	-1.3 ↓

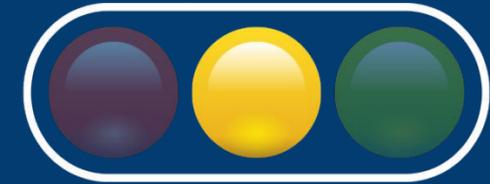
ACT/SAT



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



Business Rules (SAT/ACT)

ACT* Score Benchmark:

A student who achieved a composite score of at least 19** on an ACT Test. The composite score is the average of four test scores (English, Math, Reading and Science).

SAT Score Benchmark:

A student who achieved a score of at least 1050 on an SAT Test. A student's SAT score is the total of two portions, Reading and Writing and Math.

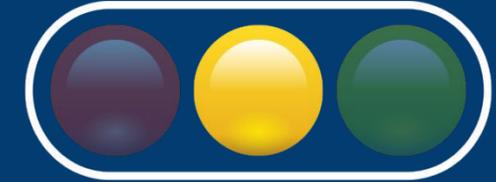
% of students who scored **19** (or higher) on ACT or **1050** (or higher) on SAT



Student Outcome Goal 4 - Indicator 2

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



% of Students Scoring at Least a 19 (ACT) or 1050 (SAT)			
Student Group	2022-23 %	2023-24 %	Change (% Points)
All	40.4	40.5	0.1 ↑
Asian	70.3	72.5	2.2 ↑
Black	19.9	19.3	-0.6 ↓
Hispanic	22.8	23.2	0.4 ↑
Native American	47.1	35.7	-11.4 ↓
Two or More	46.7	40.0	-6.7 ↓
White	74.5	76.5	2.0 ↑
ML	2.8	3.8	1.0 ↑
Students with Disabilities	7.1	7.5	0.4 ↑

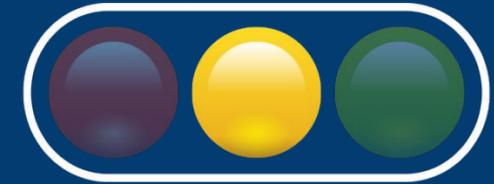
College Credit



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



AP	Advanced Placement	The College Board defines Advanced Placement (AP) courses as “rigorous, college-level classes in a variety of subjects that give students the opportunity to earn college credit while in high school by scoring a 3 or higher (5-point scale) on the AP exam associated with that course.” Advanced Placement (AP) is a program in the United States and Canada created by the College Board, which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.*
IB	International Baccalaureate	International Baccalaureate (IB) courses follow a curriculum created by the International Baccalaureate Organization (IBO), a non-profit educational foundation located in Cardiff, Wales. Students can take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher on the corresponding IB exam) or can be IB diploma students, which is a 2-year program for juniors and seniors. Students who decide to pursue an IB diploma must complete a specific set of courses, the Theory of Knowledge course, a 4,000-word Extended Essay, and 150 hours of creativity, action, and service hours.*



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



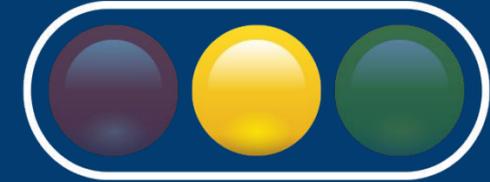
Cambridge	Cambridge	Cambridge International A Level is typically a two-year course in high school with 360 teaching hours. The courses and exams equate to two semesters of undergraduate level courses, equivalent to 6-8 college credits for a passing grade of E or higher.
CCP	College & Career Promise	A student enrolled and passed a CPCC/UNCC accredited course.



Student Outcome Goal 4

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



College Credit by taking a Community or UNCC Course

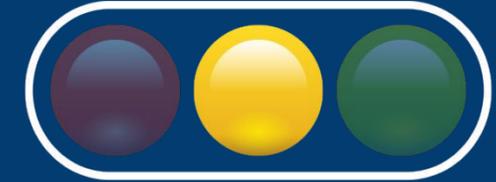
1	Takes all classes at CMS early or middle college	<ul style="list-style-type: none"> Student enrolled full-time at a CMS early or middle college
2	Takes all classes at CMS assigned school*	<ul style="list-style-type: none"> Student enrolled full-time at assigned Charlotte-Mecklenburg school* Student takes CPCC college level classes at their assigned CMS high school**
3	Takes high school classes at CMS assigned school and college classes at CPCC	<ul style="list-style-type: none"> Student enrolled full-time at assigned Charlotte-Mecklenburg school* Student travels to CPCC to take college level classes



Student Outcome Goal 4 - Indicator 3

Increase the percent of high school students graduating on track to be enrolled, enlisted, or employed, as demonstrated by achieving at least one indicator from 72% (June 2023) to 85% (June 2029)

Progressing



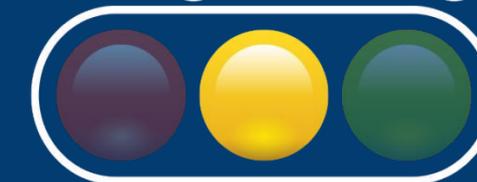
% of Students Meeting Higher Education			
Student Group	2022-23 %	2023-24 %	Change (% Points)
All	39.4	43.9	4.5 ↑
Asian	67.7	73.4	5.7 ↑
Black	22.0	26.4	4.4 ↑
Hispanic	27.9	32.5	4.6 ↑
Native American	35.3	28.6	-6.7 ↓
Two or More	37.6	39.2	1.7 ↑
White	65.5	70.5	5.0 ↑
ML	13.3	16.3	2.0 ↑
Students with Disabilities	7.6	10.1	2.5 ↑



Student Outcome Goal 4 - Indicator 3

% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, and Cambridge

Progressing



11,705: Total number of students enrolled in AP Courses in Fall 2024

789: Total number of students enrolled in Cambridge Courses in Fall 2024

CMS Advanced Coursework Options

Students in CMS are eligible to take various course options that earn them college credit while still in high school. These courses are taught by specially trained educators within each program.

Coursework All advanced coursework programs have course offerings in multiple subject areas, including but not limited to: English, math, science, social studies, and fine arts.

Diploma AP, Cambridge, and IB all offer diploma programs for students who complete specifically outlined coursework.

Exams Students in AP, Cambridge, and IB courses are expected to take the exams for every course in which they are enrolled.

100%

All advanced course pathways are free of charge to students and families.

ADVANCED PLACEMENT

- Offered at every CMS high school
- No prerequisites or grade level requirements (some courses may need to be taught in sequence)
- Courses can be taken as individual courses or part of the AP Diploma Program at some schools.
- Students typically earn college credit with exam pass rate of 3, 4, or 5

DUAL ENROLLMENT

- Offered at every CMS high school
- Available to all juniors and seniors and some freshmen and sophomores
- Courses can be taken as individual courses or part of Associates Degree program
- Students earn college credit with successful completion of the course
- May be offered on campus or at CPCC

CAMBRIDGE

- No prerequisites or grade level requirements (some courses may need to be taught in sequence)
- Courses can be taken as individual courses or as part of the Cambridge International Diploma pathway
- Students typically earn college credit with exam pass rate of E or above

INTERNATIONAL BACCALAUREATE

- Courses in grades 11 and 12 are taken as part of the IB Diploma Program
- Prerequisite courses required for the Diploma Program
- Individual courses can be taken where there is no equivalent advanced course
- Students typically earn college credit with exam score of 4 or higher out of 7

5,661: Total number of students enrolled in CCP Courses in Fall 2024

2,188: Total number of students enrolled in IB Courses in Fall 2024



Board Update | 2.11.25