Goal 4

Goal Setting Data Dive Part 1 - August 27, 2024

Charlotte-Mecklenburg Schools

Goal 4 Finalization Timeline

August 27	Goal Setting Data Dive Part I • Overview of Process • EOC and EC/Life Skills Indicator • CTE Concentrators • CTE Credentials
September 10	Goal Setting Data Dive Part 2 • ACT/SAT • ASVAB • JROTC • College Credit (UNCC, CPCC, IB, AP, Cambridge)
September 24	Goal 4 Recommendation and Discussion Part 1
October 8	Goal 4 Recommendation and Discussion Part 2
October 22	Goal 4 Public Hearing
November 12	Goal 4 Vote

cms
Charlotte-Mecklenburg Schools

Goal 4 Report Objective

- Review data to understand historical and current state related to the postsecondary readiness indicators in Goal 4

Charlotte-Mecklenburg Schools

Goal 4 Vote (Nov 12)

	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			___%

Charlotte-Mecklenburg Schools

Goal 4 Context

Charlotte-Mecklenburg Schools

Goal 4: Postsecondary Readiness

CMS School Board 2023 Community Listening Analysis

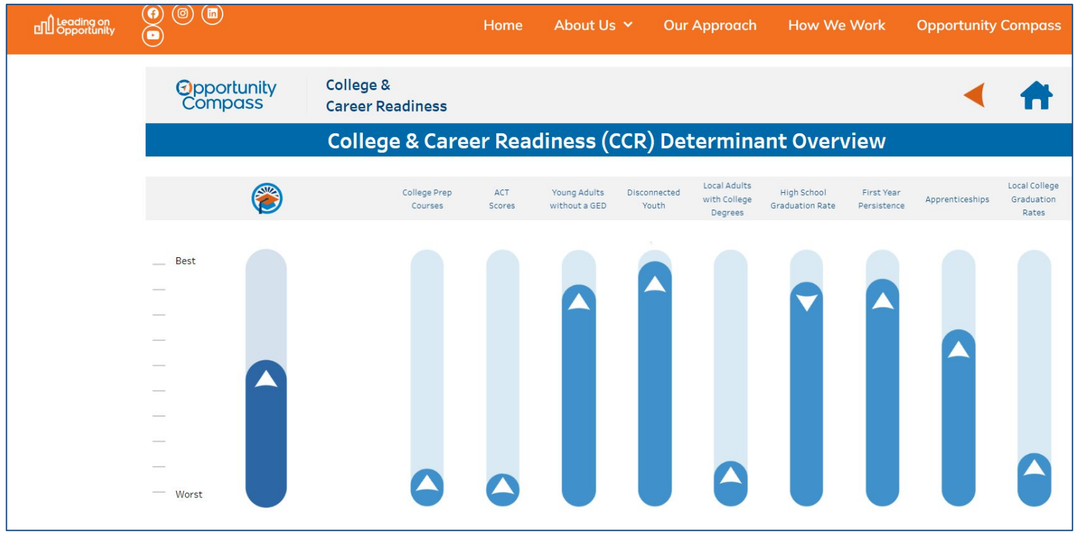
This word cloud was generated from the entirety of community feedback and visually represents the most frequently occuring words.

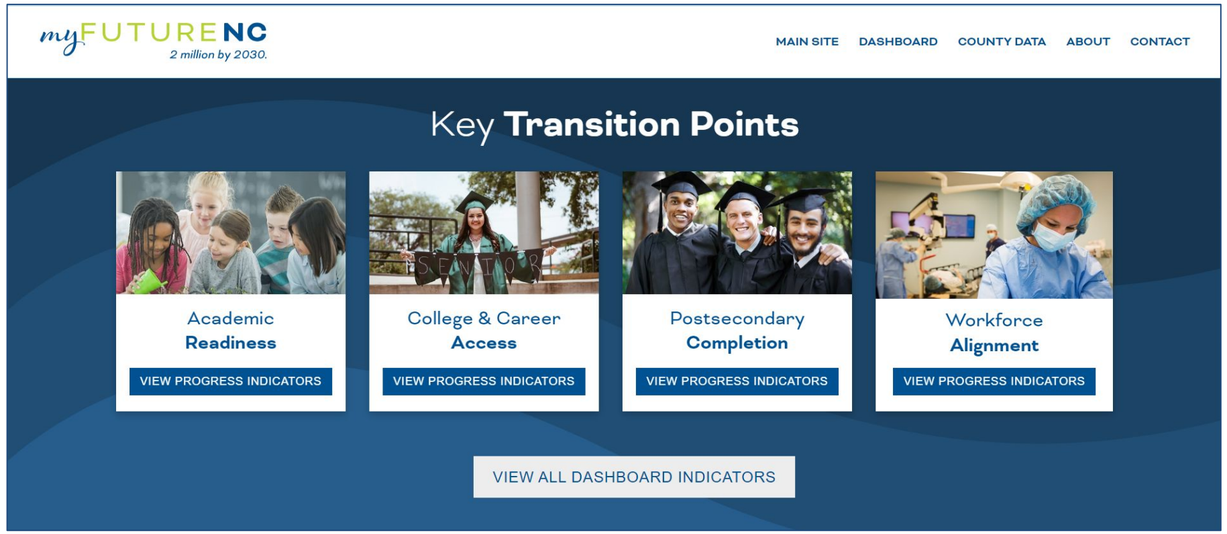
- High School: What do you think is the most important thing that high school students should know and be able to do? If you could add one more thing, what would it be?
  - Financial literacy (15.8%)
    - Basic financial and business skills (earning, saving, money management, organization, etc.)
    - Basic financial literacy, how credit cards really work. Basic financial terms
    - Budgeting and saving
  - Life skills (15.2%)
    - Practical things such as taxes knowing what to do and how to do them. everyday life adult things
    - Prepare for the real world. Independent decision making.
    - Preparing for life beyond school (career, balancing a checkbook, drivers ed)
  - Career/college readiness & career education (14.4%)
    - Be college and career ready, have multiple opportunities to accomplish goals, have a work ethic
    - Career education - more focus on how specific training leads to jobs
    - Pre college math, English and Biology.
  - Critical thinking (9%)
    - Read. Think for themselves instead of regurgitating opinions of teachers
    - Critical thinking skills
    - Think logically, present projects orally
  - Literacy (8.3%)
    - Read and write at high school level.
    - Read critically with comprehending
    - Read, assess, analyze, and strategize a way to approach any problem

Above are the themes, by question, from the community feedback that were shared with the greatest frequency. For the sake of brevity, only the most frequently mentioned themes are included. For high school, middle school, and elementary school, this represents the most frequently shared 60% of comments; for what to continue, start, and stop, this represents the items that surpassed 3%. As a means of providing context, each theme is accompanied by a few examples of the feedback that was coded to that theme.

cms Charlotte-Mecklenburg Schools

Goal 4: Postsecondary Readiness





Aligning with Partner Organizations:

We are collaborating with Charlotte's Leading on Opportunity and North Carolina's MyFutureNC to ensure our business rules align to the metrics shared across other organizations.

Charlotte-Mecklenburg Schools

Acronyms

Charlotte-Mecklenburg Schools

Acronyms

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 *sufficient* understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.
CTE	**Career and Technical Education**	The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.
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.*

** From NCDPI website linked here*

Charlotte-Mecklenburg Schools

Business Rules & Cohort Context

Charlotte-Mecklenburg Schools

Business Rules

Business Rules:

- **(Indicator 1) Grade Level Proficiency:** Student who graduated within the 2022-23 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 6) Credential:** Student who graduated within the 2022-23 cohort who earned a CTE Credential

- **(Indicator 7) Concentrator:** Student who graduated within the 2022-23 cohort, following the CTE Concentrator Pathway

Charlotte-Mecklenburg Schools

2022-23 Graduating Cohort Context

2022-23 Graduating Cohort

2019-20
- Students entered remote learning in March 2020.
- End of course (EOC) assessments **were not** administered.

2020-21
- Students were in remote or hybrid learning the entire school year.
- End of course (EOC) assessments **were** administered. Accountability results were not used to calculate school performance grades.

2021-22
- Students were in-person the entire school year.*
- End of course (EOC) assessments **were** administered.

2022-23
- Students were in-person the entire school year.*
- End of course (EOC) assessments **were** administered.**

** Students enrolled in a virtual school program were learning virtually due to their program choice.*
*** Students were required to take the Math I, Math III, Biology and/or English II end of course assessment (EOC) if it was not taken during 2019-20 due to remote learning. Not all students participated.*

cms Charlotte-Mecklenburg Schools

Goal 4 Indicators

Charlotte-Mecklenburg Schools

Goal 4: Postsecondary Readiness

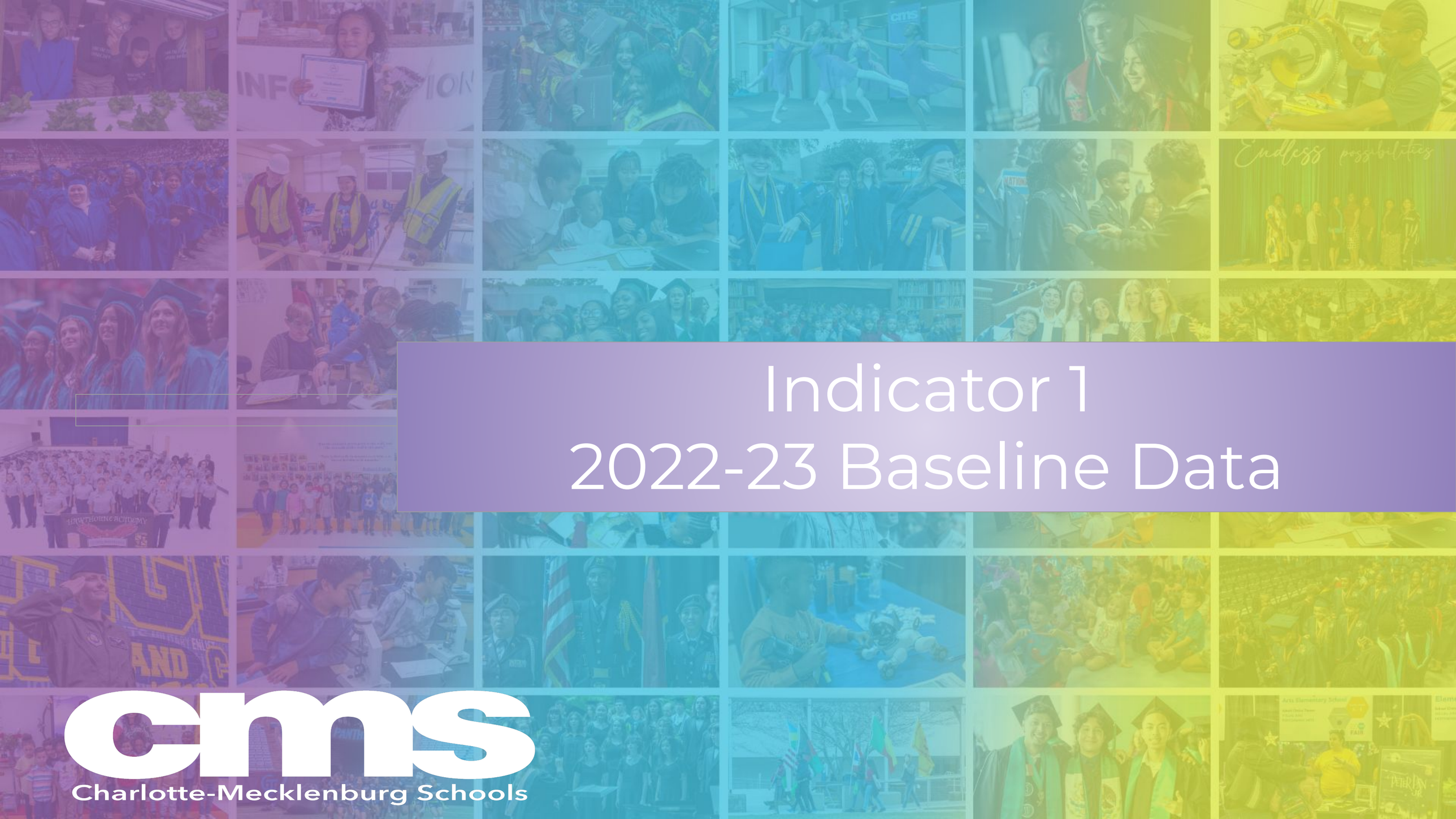
Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			
% of students meeting or exceeding GLP (grade level proficiency) in Math I or Math III, English II and Biology or successfully completing a vocational preparation or life skills course		**STATE WILL RELEASE 2023-24 DATA ON SEPT 4**	
% of students scoring 19 or higher on the ACT 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 an industry credential			
% of students completing a CTE (Career & Technical Education) concentrator pathway			

Charlotte-Mecklenburg Schools

Goal 4: Postsecondary Readiness

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			
% 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		STATE WILL RELEASE 2023-24 DATA ON SEPT 4	
% of students scoring 19 or higher on the ACT 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 an industry credential		STATE WILL RELEASE 2023-24 DATA IN JAN 2025	
% of students completing a CTE (Career & Technical Education) concentrator pathway			

Charlotte-Mecklenburg Schools



Indicator 1
2022-23 Baseline Data

Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

% 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

EOC Grade Level Proficiency:

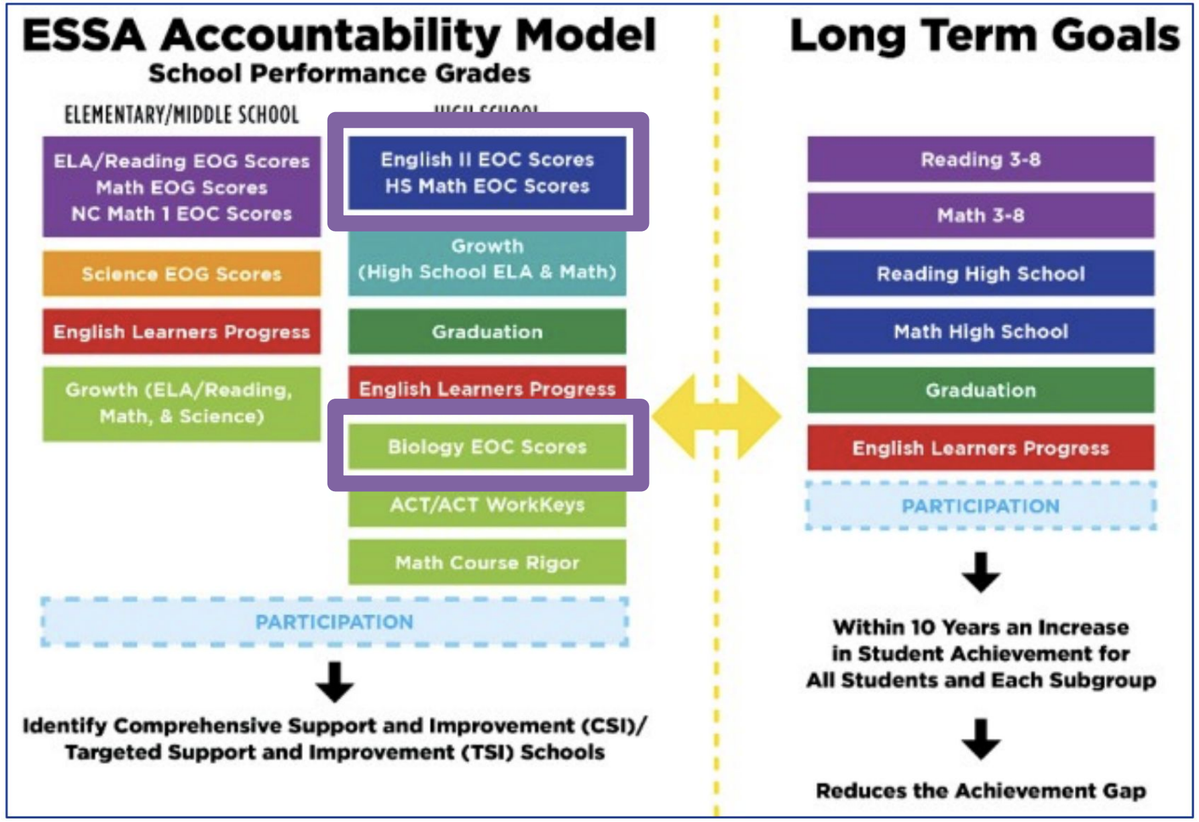
A students who earned an achievement level of 3 or above (GLP) on the Biology EOC, English II EOC, and Math 1 or Math 3 EOC

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

Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency



Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **3,062** Students Met Goal 4 Indicator 1

31.8%*

Percentage of 2022-23 Graduates Meeting Goal 4 Indicator 1

** Students entered remote learning in March 2020. End of course (EOC) assessments **were not** administered in 2019-20.*

cms Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

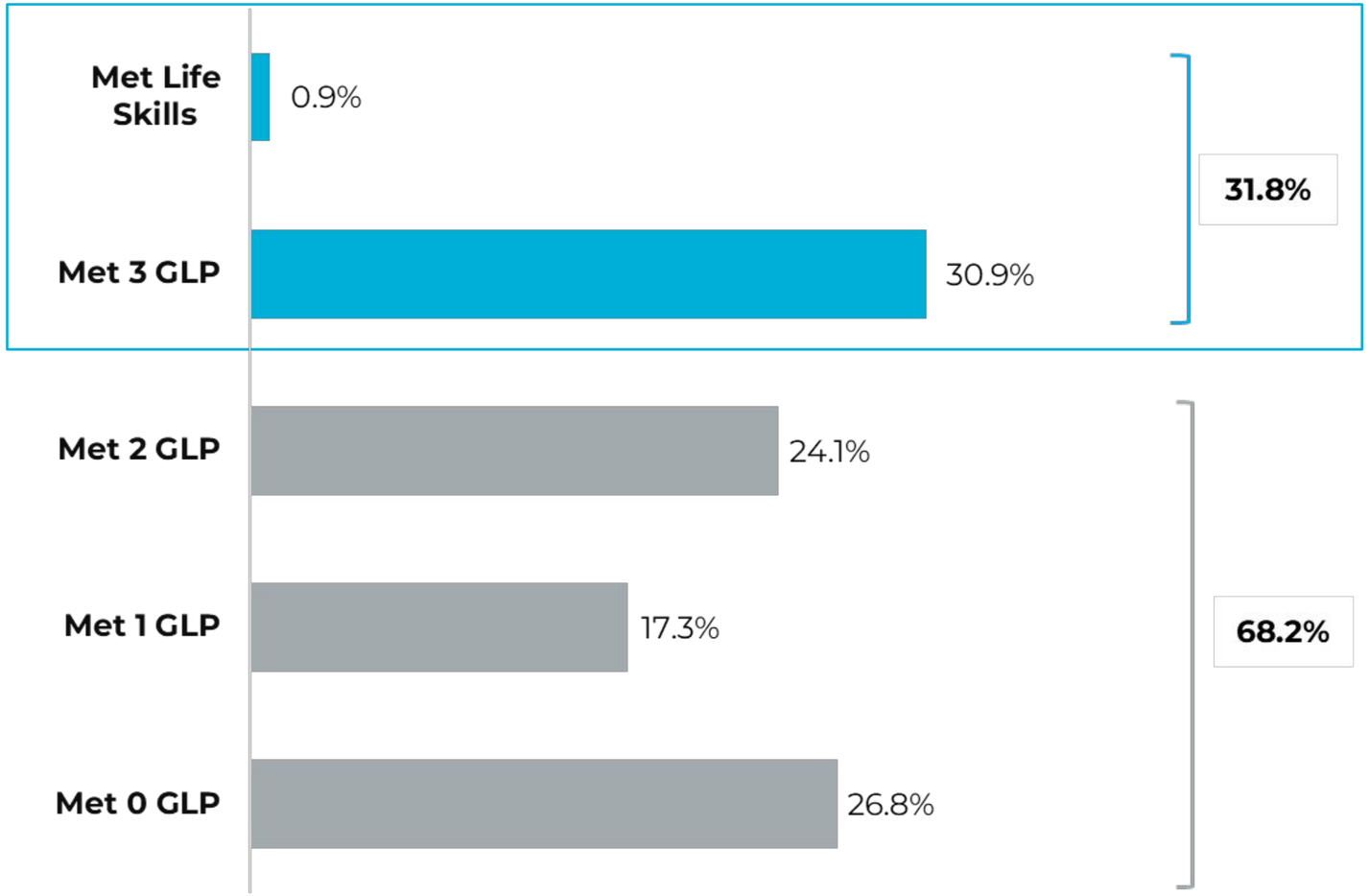
Charlotte-Mecklenburg Schools 2022-23 Graduates

Students Meeting or Exceeding GLP:

- **Biology:** 3,791
- **English 2:** 5,587
- **Math 1 or Math 3:** 5,847
- **Met Life Skills:** 89

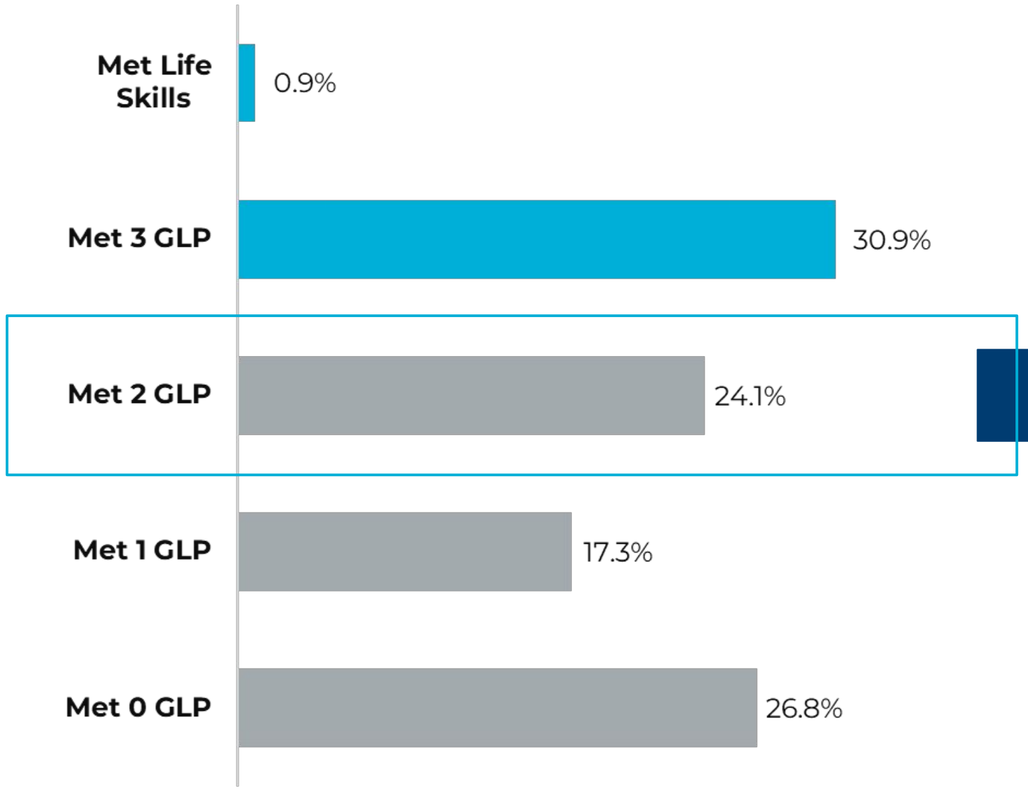
Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency



Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency



2,320 Students

2022-23 Graduates who earned GLP on 2 EOCs	
Math 1 or 3 Not Met English 2 Met Biology Met	15.2%
Math 1 or 3 Met **English 2 Not Met** Biology Met	18.5%
Math 1 or 3 Met English 2 Met **Biology Not Met**	66.3%

cms
Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			
% 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	31.8%	**STATE WILL RELEASE 2023-24 DATA ON SEPT 4**	
% of students scoring 19 or higher on the ACT 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 an industry credential			
% of students completing a CTE (Career & Technical Education) concentrator pathway			

Charlotte-Mecklenburg Schools

Indicator 6
2022-23 Baseline Data

Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: CTE Credentials

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

Credential:

The attainment of an industry-recognized certification or credential ensures that students graduate from high school globally competitive for work and postsecondary education

Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: CTE Credentials

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **3,968** Students Obtained at least one Credential
- **7,999** Total Credentials Obtained

41.2%

Percentage of 2022-23 Graduates Obtaining at least one Credential

cms Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: CTE Credentials

20.2%

Percentage of 2022-23 Graduates Obtaining Multiple Credentials

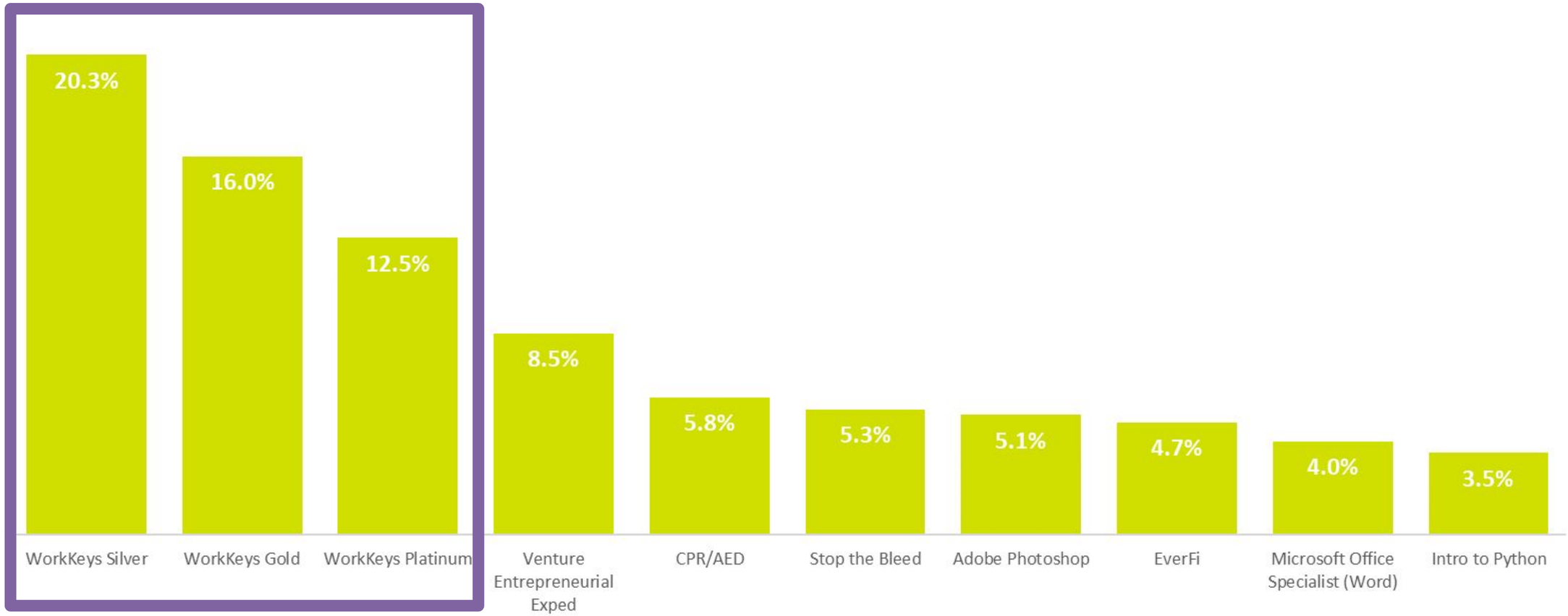
# of Credentials Earned per Student

Credentials Earned	Number of Students
0	5,661
1	2,024
2	1,049
3+	895

Charlotte-Mecklenburg Schools

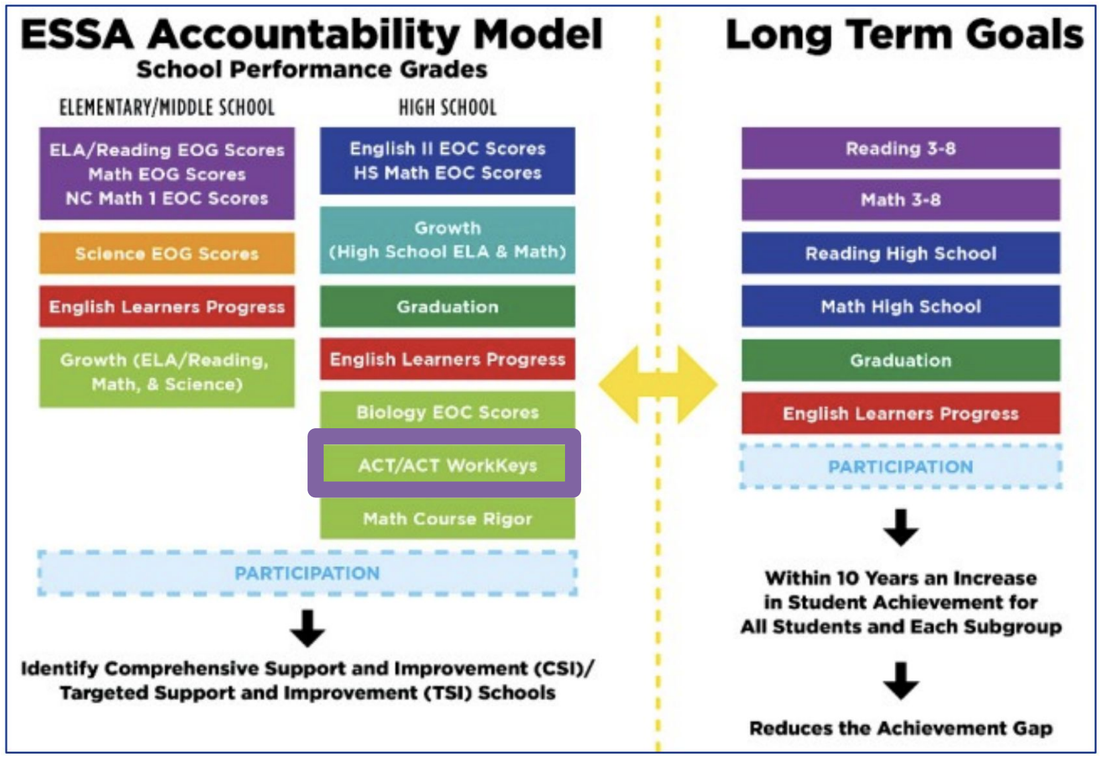
Goal 4, Indicator 6: CTE Credentials

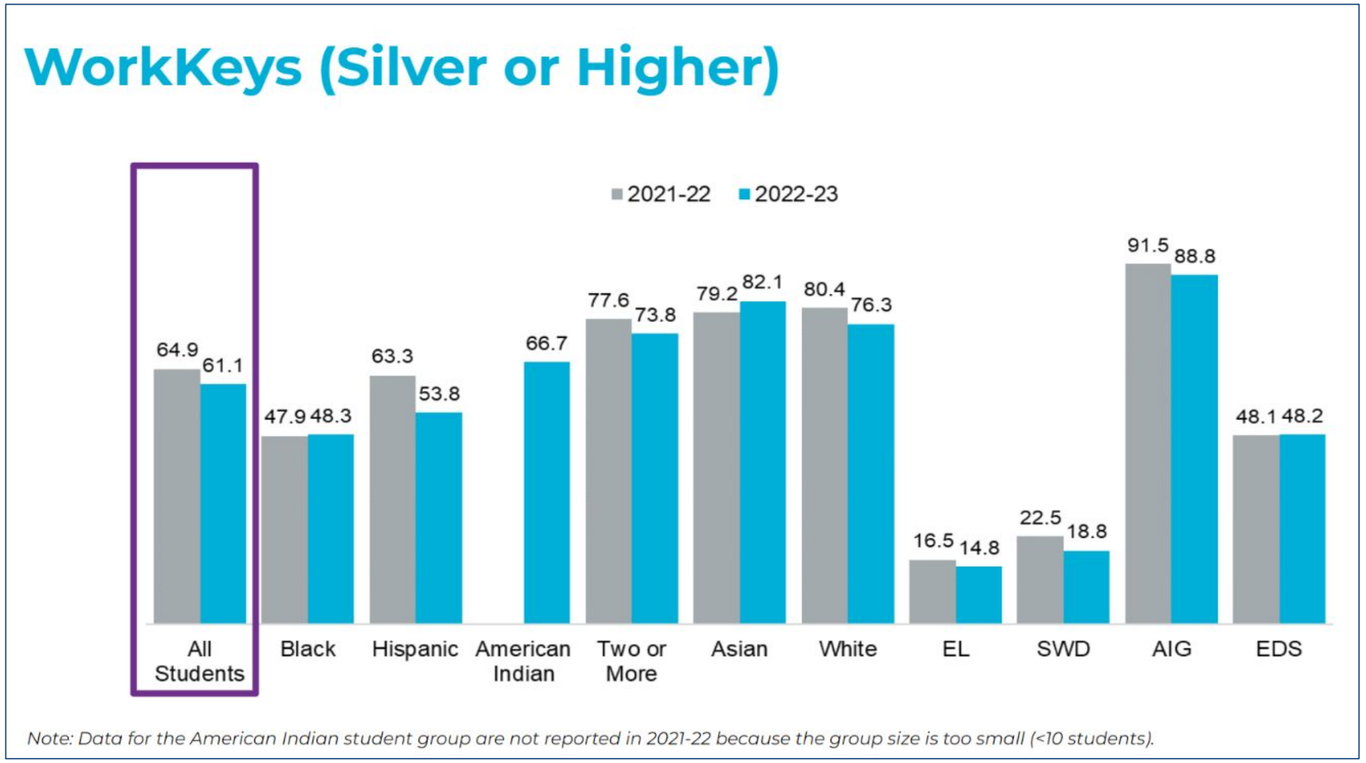
Highest CTE Credentials



Charlotte-Mecklenburg Schools

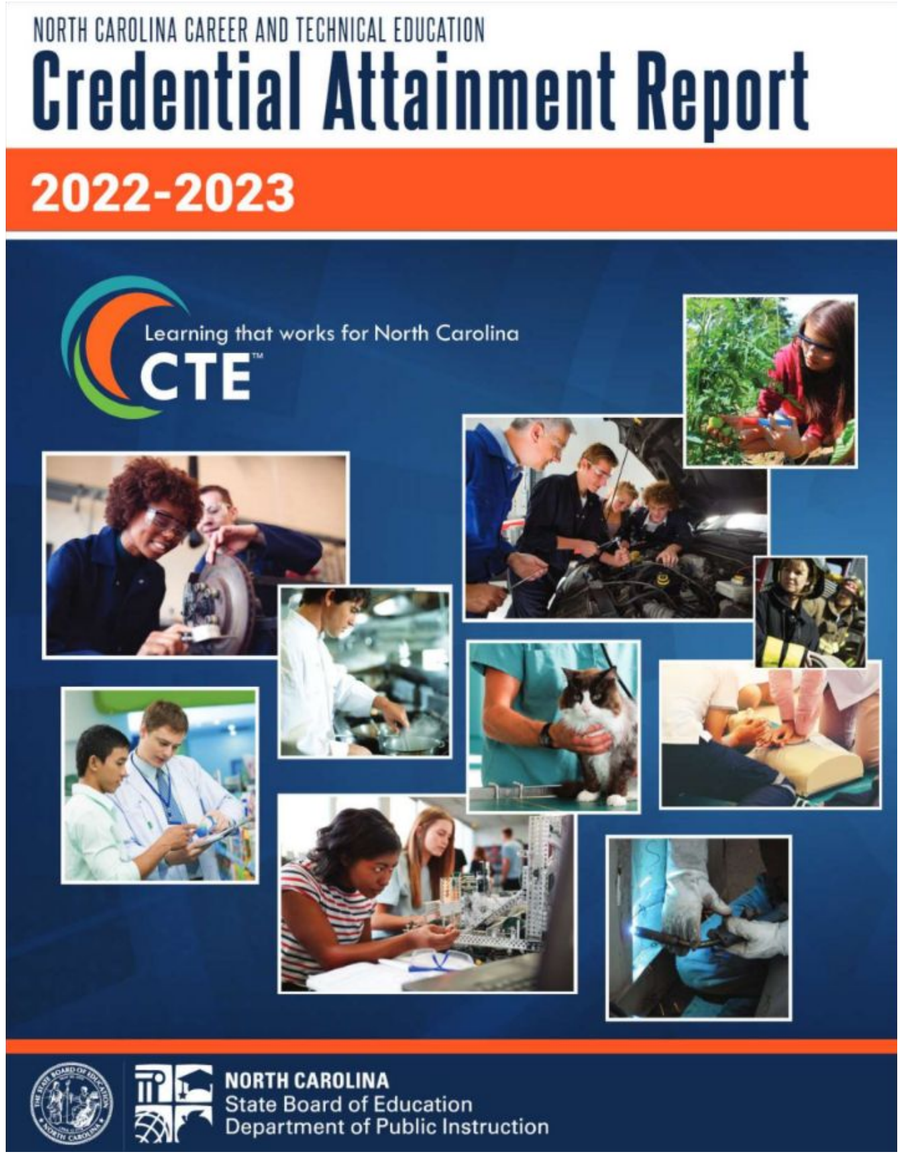
Goal 4, Indicator 6: CTE Credentials





Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: CTE Credentials (NC)



Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: CTE Credentials

Tier 1 Credentials: credentials that are considered **foundational certifications**, offering students the opportunity to experience the process of earning an industry-recognized credential and establishing a starting point for earning additional stackable credentials

Tier 2 Credentials: credentials that are **springboard or door-opener certifications**, which are sometimes included in industry vacancy notices and potentially provide an advantage for students when seeking employment in a related career

Tier 3 Credentials: credentials that are **advanced certifications** that are often required for employment and used to leverage higher starting and long-range salaries for employees

Goal 4, Indicator 6: CTE Credentials (NC)

Stackable Credentials

Healthcare Professional Pathway

Pre-requisite Level

Health Science I
First Aid (Tier 1)

Concentrator Level

Health Science II
CPR/AED (Tier 1)
OSHA-Healthcare (Tier 1)
Stop the Bleed (Tier 1)

Major Level

Nursing Fundamentals
NC Nurse Aide I (Tier 2)
Pharmacy Technician
CPhT Certified Pharmacy Technician (Tier 3)
Fundamentals of Gerontology
Nurse Aide I – Geriatric Aide Endorsement (Tier 2)
Public Health Fundamentals
Nurse Aide I – Home Care Aide Endorsement (Tier 2)

Goal 4, Indicator 6: CTE Credentials (NC)

Stackable Credentials

Stackable credentials provide a method of supporting the incremental building of work skills and are designed to maximize skill acquisition while enabling seamless transitions to careers (Murawski, 2019). Benefits of stackable credentials are best realized when the credentials are aligned to structured and well-designed career pathways that progress through the curriculum and build a resume of portable skills and competencies needed in the labor market (Giani & Fox, 2017). As an example, CTE students in North Carolina have an opportunity to stack credentials in health sciences by earning First Aid in Health Science I; the American Heart Association certification in CPR, the Occupational Safety and Health Association Healthcare certification, and the American Red Cross Stop the Bleed certification in Health Science II; and North Carolina Nurse Aide I in Nursing Fundamentals. While multiple perspectives concerning workforce issues exist, there is agreement related to the impact of sub-baccalaureate credentials such as associate degrees, certificates, and industry-recognized credentials. One point of consensus among those working to close the supply and demand gap in the labor force is the need to increase the number of potential employees holding high-quality credentials (Giani & Fox, 2017). With embedded stackable credentials aligned to pathways reflective of the community's labor market needs, a local pipeline into a broad range of professions can be provided by CTE programs (Reader et al., 2021).

cms Charlotte-Mecklenburg Schools

Goal 4, Indicator 6: 2024-25 CTE Credentials (CMS)

Tier 1	Tier 2	Tier 3
• Automotive Lift Institute - Lifting It Right: School Edition • Community Emergency Response Team (CERT) • CPR/AED • Entrepreneurship and Small Business • FAA Trust • First Aid • ANSI-Accredited Food Handler Certificate • Law and Public Safety Introductory Competency • Microburst Learning Soft Skills for Success • Microsoft Office Specialist Excel • Microsoft Office Specialist Excel Expert • Microsoft Office Specialist PowerPoint • Microsoft Office Specialist Word • National Incident Management System • OSHA 10-hour Construction Safety and Health • OSHA 10-hour General Industry Safety and Health - Healthcare • OSHA 10-hour General Industry Safety and Health - Manufacturing • Pre-Professional Certification (Pre-PAC) in Culinary Arts • Pre-Professional Certification (Pre-PAC) in Interior Design Fundamentals • PMI Project Management Ready • S/P2 Automotive Service Pollution Prevention • S/P2 Automotive Service Safety • Stop the Bleed • Venture Entrepreneurial Expedition • Youth for the Quality Care of Animals (YQCA)	• Adobe Illustrator • Adobe Photoshop • ANSI - Accredited Food Protection Manager Certification (ServSafe) • ASE Entry-Level Certification - Electrical/Electronic Systems • ASE Entry-Level Certification - Maintenance and Light Repair • Autodesk Certified User AutoCAD • Autodesk Certified User Revit • Certified Production Technician (CPT) - Maintenance Awareness • Certified Production Technician (CPT) - Manufacturing Processes and Production • Certified Production Technician (CPT) - Quality Practices and Measurement • Certified Production Technician (CPT) - Safety • Certified Protection Officer (CPO) • CFR 14 Part 107 UAS Remote Pilot Certification • Intuit Quickbooks Certified User • National Basic 9-1-1 Dispatch Certification • NCCER Construction/Carpentry (20 modules) • NCCER Electrical Trades (16 modules) • NCCER HVACR (15 modules) • North Carolina Nurse Aide I • PCAP Certified Associate in Python Programming • Unity Certified User: Programmer	• Adobe Premiere Pro • AutoDesk 3DS Max • AutoDesk Certified Professional Revit • CIW Social Media Strategist • Hospitality and Tourism Specialist • Microsoft Office Specialist Excel Expert • National Law Enforcement Certification SPSS • NCCER Carpentry III (6 modules) • NCCER Electrical Trades III (7 modules) • NCCER HVACR III (6 modules) • PCEP - Certified Entry-level Python Programmer • CPhT Certified Pharmacy Technician • Salesforce Administrator Certification

Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			
% 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	31.8%	**STATE WILL RELEASE 2023-24 DATA ON SEPT 4**	
% of students scoring 19 or higher on the ACT 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 an industry credential	41.2%	**STATE WILL RELEASE 2023-24 DATA IN JAN 2025**	
% of students completing a CTE (Career & Technical Education) concentrator pathway			

Charlotte-Mecklenburg Schools

Indicator 7
2022-23 Baseline Data

Charlotte-Mecklenburg Schools

Goal 4, Indicator 7: CTE Concentrator Pathway

% of students completing a CTE (Career & Technical Education) Concentrator Pathway

Concentrator Pathway:

A student who has completed (2) two or (3) three courses in a single career and technical education pathway. Pathway courses may include prerequisites, core courses and/or majors.

Note: The ACT WorkKeys performance measure is administered to students who are identified as Career and Technical Education (CTE) Concentrators.

Charlotte-Mecklenburg Schools

Goal 4, Indicator 7: CTE Concentrator Pathway

Carpentry Pathway

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major*
Construction Core	Carpentry I	Carpentry II (concentrator course)	Carpentry III

* The 4th course is a major course. Students have the option of taking this course at their school or engaging through Work Based Learning, Central Piedmont Community College, or if they could not take the major course and start another pathway. The major course may not be able to be offered at a school if there are not enough students selecting the course.

Goal 4, Indicator 7: CTE Concentrator Pathway

Hospitality and Tourism Management Pathway

Prerequisite	Concentrator	Career Pathway Major*
Hospitality and Tourism Management I	Hospitality and Tourism Management II	CTE Internship CTE Advanced Studies

* The 3rd course is a major course. Students have the option of taking this course at their school or engaging through Work Based Learning, Central Piedmont Community College, or if they could not take the major course and start another pathway. The major course may not be able to be offered at a school if there are not enough students selecting the course.

cms Charlotte-Mecklenburg Schools

Goal 4, Indicator 7: CTE Concentrator Pathway

Charlotte-Mecklenburg Schools 2022-23 Graduates

- **9,629** Students within 2022-23 Cohort
- **3,219** Students Completed a Concentrator Pathway
- **3,479** Total Concentrations Obtained

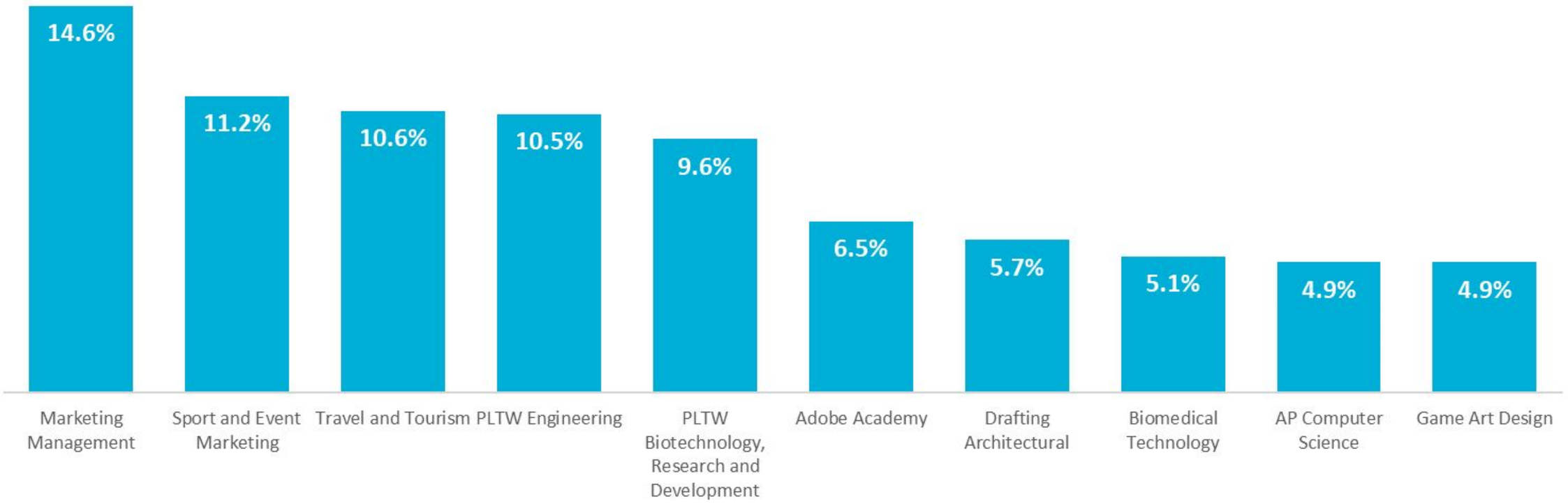
33.4%

Percentage of 2022-23 Graduates Completing a Concentrator Pathway

Charlotte-Mecklenburg Schools

Goal 4, Indicator 7: CTE Concentrator Pathway

Top CTE Concentrator Pathways



Charlotte-Mecklenburg Schools

Goal 4, Indicator 7: CTE Concentrator Pathway

Agriculture, Food & Natural Resources	Architecture & Construction	Art, A/V Technology & Communications	Business Management & Administration
Animal Science (JT Williams Montesorri)	Carpentry-5 (including WCE)	Graphic & Digitial Design	Entreprenuership
Horticulture	Drafting Architectural	Apparel (NWSA)	Business Management
Sustainable Agriculture	Electrical Trades (WorkforceCont. Ed with CPCC)-2	Digital Design & Animation (24.25)	Project Management
	Interior Design	Game Art Design	
Education and Training	**Finance**	**Health Science**	**Hospitality & Toursism**
Teaching as a Profession	Accounting	Nursing Fundamentals	Culinary Arts Application & Internship
	Economics (Butler)	Pharmacy Tech	Sports & Event Marketing
	Financial Planning	PLTW Biomedical Sciences	Hospitality & Tourism
Human Services	**Information Technology**	**Law, Public Safety, Correction & Security**	**Manufacturing**
Food & Nutrition	AP Computer Science	Emergency Management	Advanced Manufacturing
	Computer Science Principles	Emergency Medical Tech (w/CPCC)	
	Python Programming (24-25)	Firefighter Technology (on hold)	
		Law & Justice	
		Public Safety	
Marketing	**STEM**	**Transportation, Distribution & Logistics**	
Digital Marketing	Engineering	Automotive Services	
Marketing - Customer Relationship Management	Energy & Power		
			39 total Pathways offered
100% of our 39 CTE pathways offered are "in demand." per Star Jobs, NCWorks, and Charlotte Works			

Charlotte-Mecklenburg Schools

Goal 4 2022 - 2023 Data Dive Part I
Leading Indicators 1, 6, 7 Summary

Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of ~~rising~~ graduating high school students on track to be enrolled, enlisted or employed.			
% 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	31.8%	**STATE WILL RELEASE 2023-24 DATA ON SEPT 4**	
% of students scoring 19 or higher on the ACT 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 an industry credential	41.2%	**STATE WILL RELEASE 2023-24 DATA IN JAN 2025**	
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		

Charlotte-Mecklenburg Schools

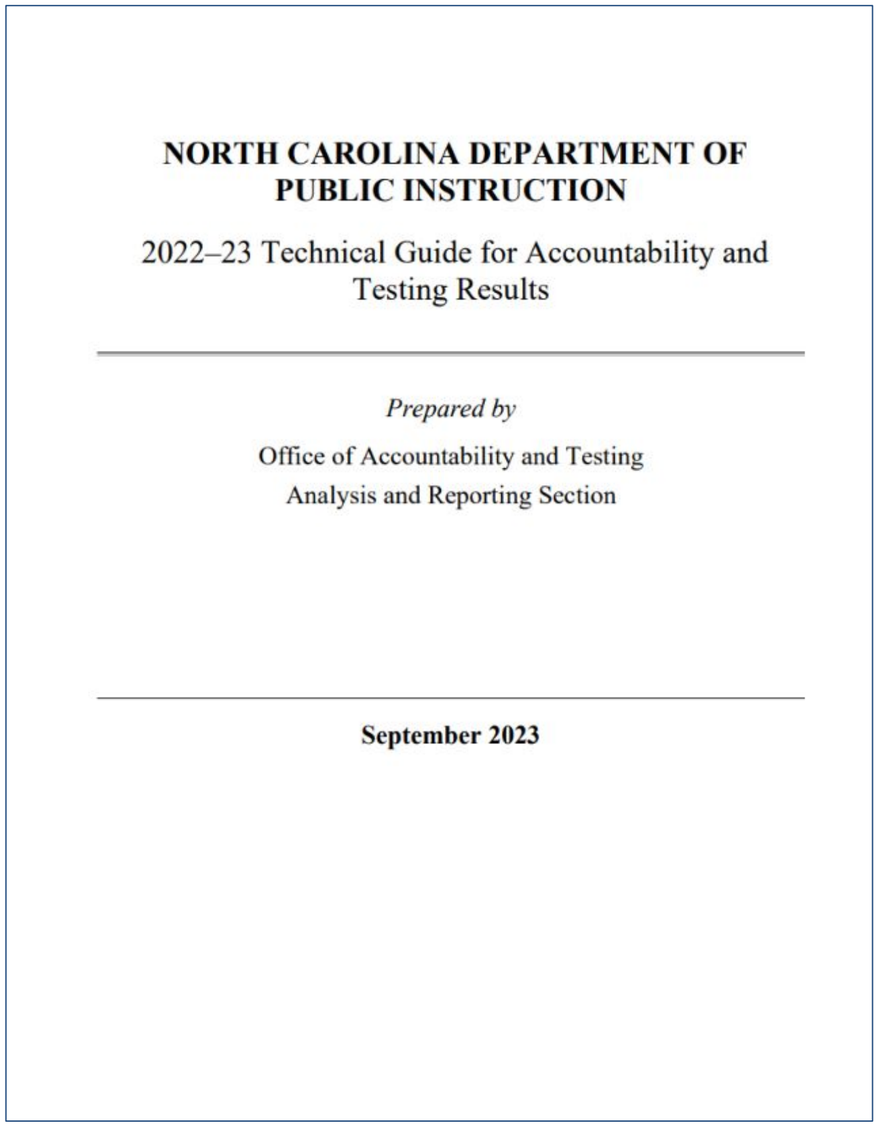
Questions

Charlotte-Mecklenburg Schools

Appendix

Charlotte-Mecklenburg Schools

NCDPI 2022-23 Test Specifications



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

2022–23 Technical Guide for Accountability and Testing Results

---

Prepared by

Office of Accountability and Testing

Analysis and Reporting Section

September 2023

[Linked here]

Credential

2022-2023 Highest Number of Earned Credentials

Public School Unit (PSU)	Region	2022-2023	2021-2022	2020-2021
Wake County Schools - 920	North Central	28,135	16,489	5,602
Cumberland County Schools - 260	Sandhills	16,012	7,933	3,105
Union County Public Schools - 900	Southwest	12,985	11,135	9,218
Charlotte-Mecklenburg Schools - 600	Southwest	9,833	8,980	3,256
Davidson County Schools - 290	Piedmont-Triad	8,893	5,671	2,358
Harnett County Schools - 430	North Central	8,769	4,846	2,033
Randolph County School System - 760	Piedmont-Triad	8,342	5,812	4,004
Guilford County Schools - 410	Piedmont-Triad	8,250	7,118	2,966
Gaston County Schools - 360	Southwest	7,720	8,195	6,065
Caldwell County Schools - 140	Northwest	6,668	6,686	6,516

Data from 2022-23 NC Credential Attainment Report

Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency

Why did we choose these subject areas?

- These subject areas are called out in the community feedback.
- These subject areas are currently in the state accountability model.

By when do students have to take Biology?

- High school students must take biology and the biology end of course assessment by the end of their 11th grade year.

By when do students have to take English II?

- High school students must take English II and the English II end of course assessment by the end of their 10th grade year.

Goal 4, Indicator 1: Grade Level Proficiency

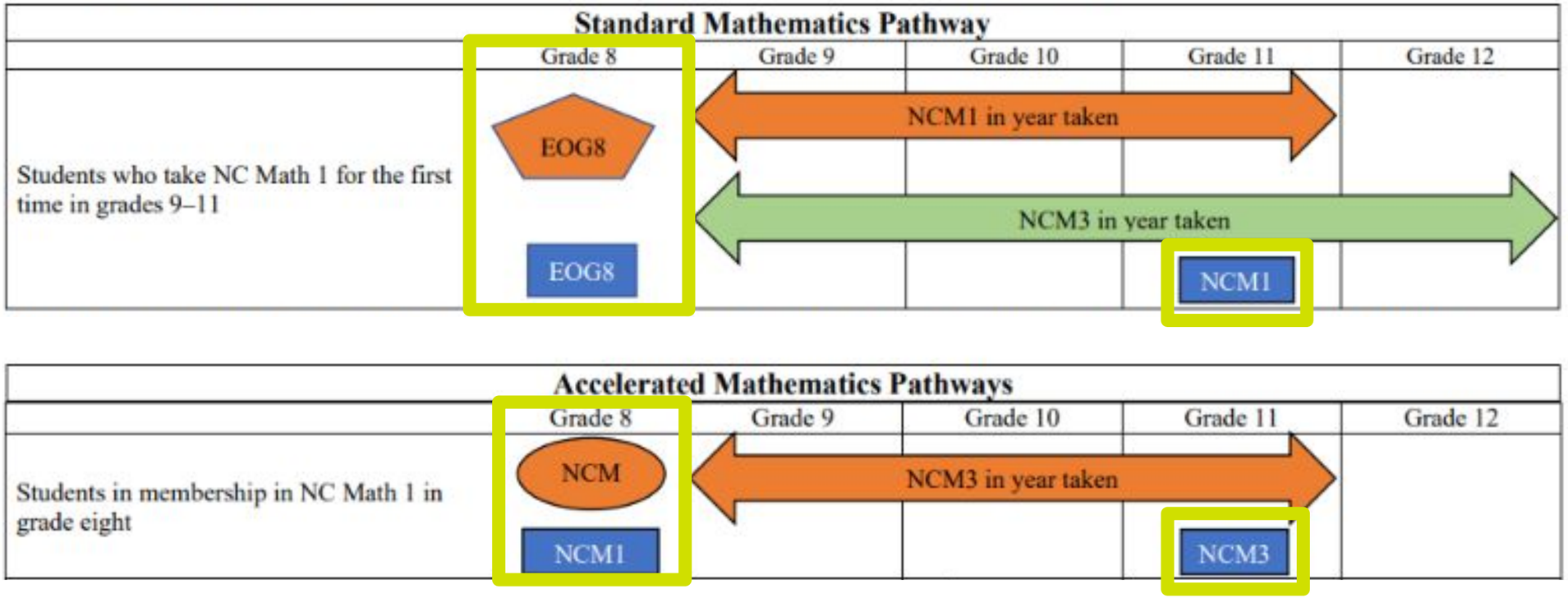
Why did we denote Math I or Math III? How do we determine whether a student is counted for Math I or Math III? By when do students have to take Math I? Math III?

- We are using Math I or Math III in our measure because this is how student scores are calculated in the state accountability model.
- If a student takes Math I in middle school, the student must then take Math III by the end of their 11th grade year. The student's Math III score is calculated in the school's performance grade per the state accountability model.
- If a student takes Math I in high school, the student must then take Math III by the end of their 12th grade year. The student's Math I score is calculated in the school's performance grade per the state accountability model.

Goal 4, Indicator 1: Grade Level Proficiency

Math 1 or 3 used for High School Proficiency	**Math 1 End of Course Exam** ● Students who take Math 1 for the **1st time,** the Math 1 EOC exam result is used to calculate Grade Level Proficiency.
	Math 3 End of Course Exam ● Students who took Math 1 in Middle School, the Math 3 EOC Exam result is used to calculate Grade Level Proficiency.

- In May 2017, the North Carolina State Board of Education (SBE) approved the use of flexibility afforded to states in the ESSA for grade eight students who are enrolled in NC Math 1.
- This flexibility allows grade eight students to take only one mathematics summative assessment (i.e., NC Math 1 EOC test), thus eliminating double testing for these students.
- With this flexibility, students who take NC Math 1 in grade eight or earlier use the NC Math 3 EOC test results for high school accountability.

cms Charlotte-Mecklenburg Schools

Goal 4, Indicator 1: Grade Level Proficiency