



# Goal 4

Goal 4 Recommendation & Discussion - September 24, 2024

# Goal 4 Finalization Timeline

August 27	Goal Setting Data Dive Part I <ul style="list-style-type: none"><li>● Overview of Process</li><li>● EOC and EC/Life Skills Indicator</li><li>● CTE Concentrators</li><li>● CTE Credentials</li></ul>
September 10	Goal Setting Data Dive Part 2 <ul style="list-style-type: none"><li>● ACT/SAT</li><li>● ASVAB</li><li>● JROTC</li><li>● College Credit (UNCC, CPCC, IB, AP, Cambridge)</li></ul>
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

# Goal 4 Report Objective

- Review the Superintendent's recommendation for revised wording and a goal target for Goal 4
- Engage in facilitated discussion regarding the Superintendent's recommendation



# Goal 4 Context

# Goal 4: Postsecondary Readiness

## CMS School Board 2023 Community Listening Analysis

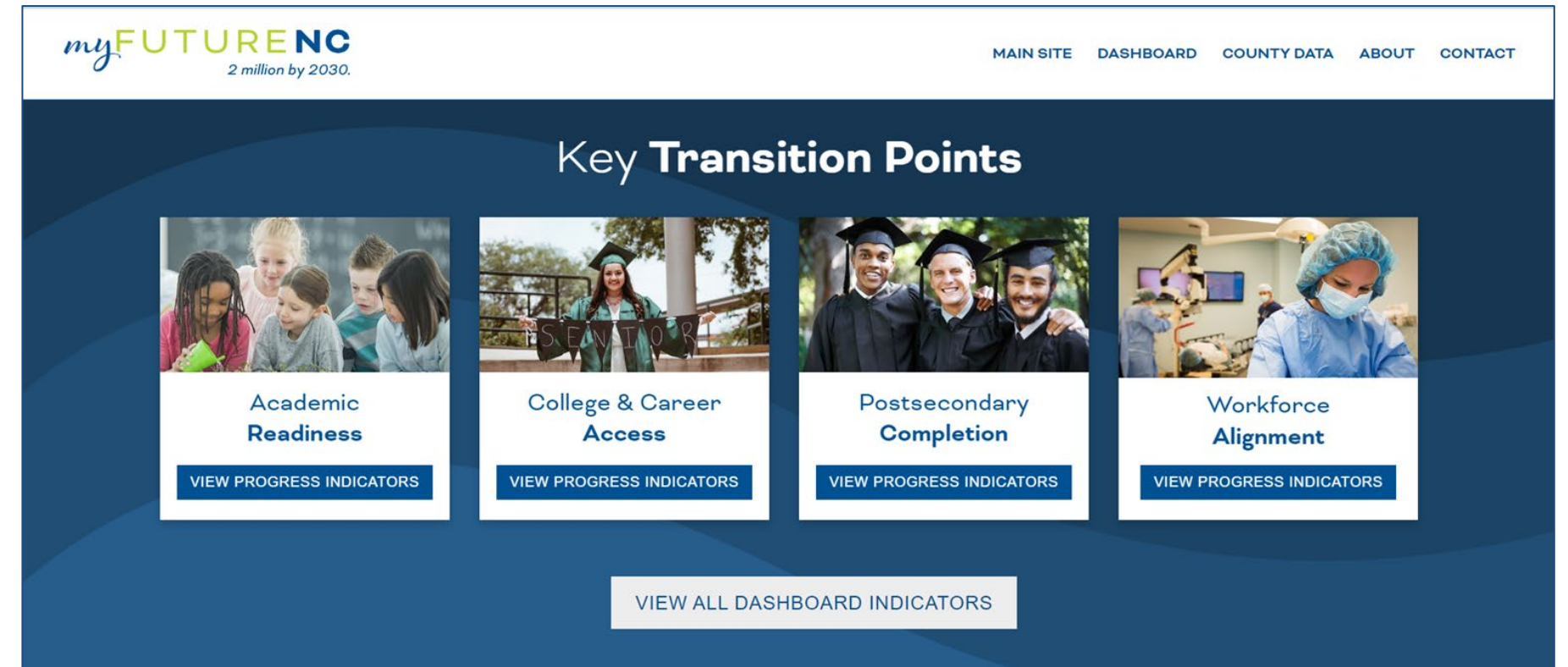
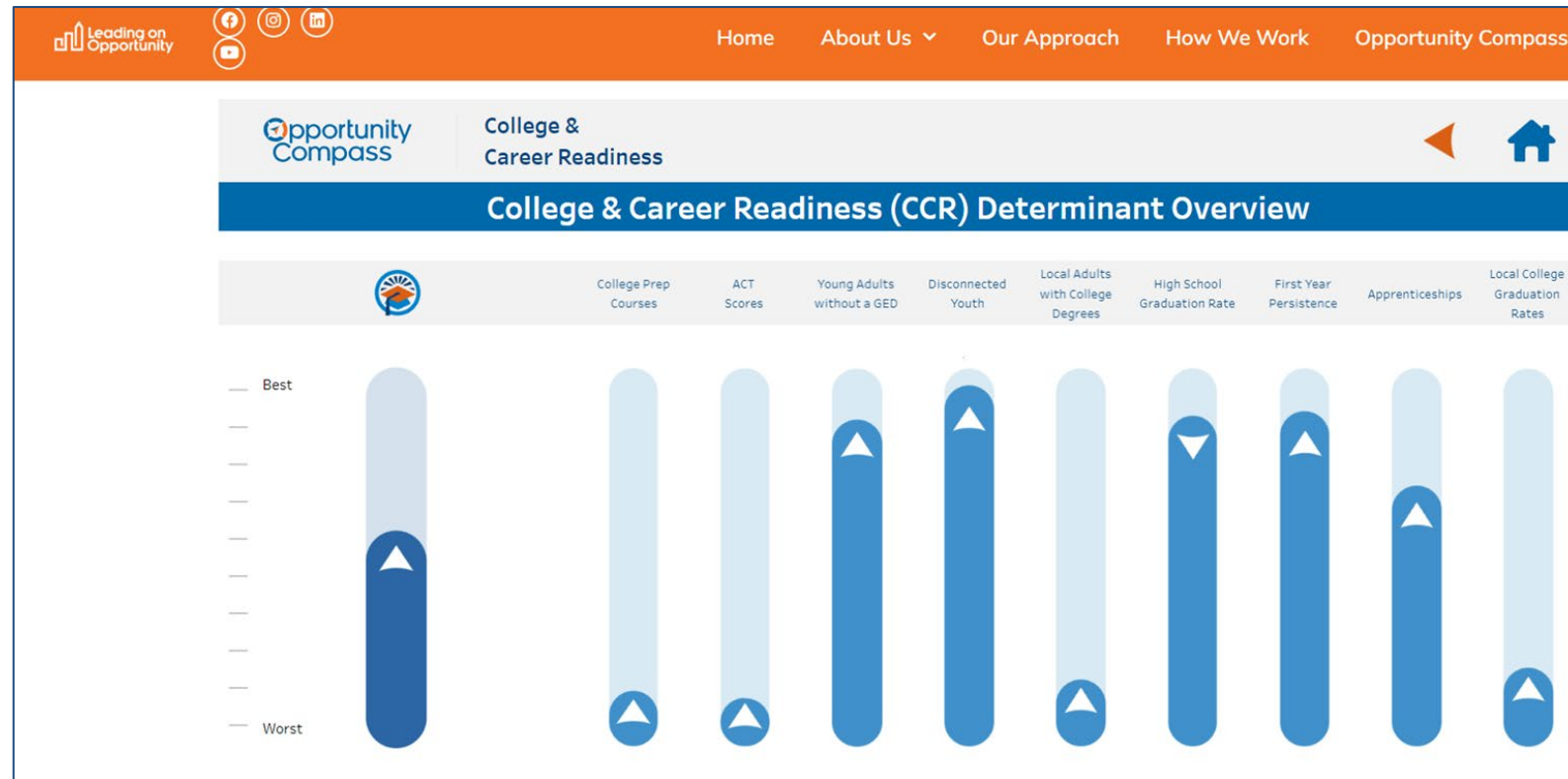


- High School: What do you think is the most important thing that high school students should know and be able to do? If you could add one more thing, what would it be?
  - Financial literacy (15.8%)
    - Basic financial and business skills (earning, saving, money management, organization, etc.)
    - 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

5

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.

# Goal 4: Postsecondary Readiness



6

## 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.

## 2024-2025 HIGH SCHOOL PLANNING GUIDE



7

**cms**  
Charlotte-Mecklenburg Schools

\* Located on the Charlotte-Mecklenburg Schools website [linked here](#)

### 7 GRADUATION REQUIREMENTS EXHIBIT – IKF-E

Effective with Class of 2021 (beginning with students entering 9th grade in 2017)

Adopted: 8/28/12 Last Revised: 10/26/21

TABLE 7.1

Course of Study	Future Ready Core Plus	Occupational (Effective with entry year 2021)
Content Area	Courses	Credits
English	4 Credits English I, II, III, IV (taken in sequence); or Early College English Course sequence	4 Credits English I, II, III, IV
Mathematics	4 Credits (See Notes 1, 2 & 3) • NC Math 1, and Alternate Math Sequence (requires principal approval); • NC Math 2, and (OR) • NC Math 1, and NC Math 3, and NC Math 2 and • A 4th math aligned with the student's post high school plans; two other alternative math courses.	4 Credits • Introduction to Mathematics • NC Math 1 (See Note 3) • Financial Management • Employment Preparation IV: Math (to include 150 work hours)
Science	3 Credits • An earth/environmental science • Biology • A physical science	3 Credits • Applied Science • Biology • Employment Preparation I: Science (to include 150 work hours)
Social Studies	4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school. <b>9th grade entry between 2014-15 and 2019-20:</b> • World History, and • A founding principles course, and • One American History course and one additional course (one of these options): • American History I and American History II • American History I, or American History II, and another Social Studies course (see note 5) • American History and another Social Studies course (see note 5) <b>9th grade entry during the 2020-21 school year:</b> • World History, and • A founding principles course, and • Economics and Personal Finance, and • An American History course <b>9th grade entry during the 2021-22 school year and beyond:</b> • World History, and • Founding Principles of the United States of America and North Carolina: Civic Literacy, and • Economics and Personal Finance, and • American History	2 OR 4 Credits - Please note the varying requirements for students based on their 9th grade entry year into high school. <b>9th grade entry year between 2017-18 and 2019-20</b> Two Social Studies credits that shall be: • American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy • American History I or American History II or American History <b>9th grade entry during the 2020-21 school year:</b> Two Social Studies credits that shall be: • Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance <b>9th grade entry during the 2021-22 school year and beyond:</b> Four Social Studies credits that shall be: • Founding Principles of the United States of America and North Carolina: Civic Literacy • Economics and Personal Finance • Employment Preparation II: Citizenship 1A (to include 75 work hours) • Employment Preparation II: Citizenship 1B (to include 75 work hours)
Health & Physical Education	1 Credit	1 Credit
Electives	8 Credits A concentration of four courses in one subject area or a cross-disciplinary area, focused on student interests and postsecondary goals, providing an opportunity for the student to participate in a rigorous, in-depth and linked study, is recommended. The concentration may include but is not limited to courses in CTE, ROTC, Advanced Placement, International Baccalaureate, or Arts Education; students may also take courses through Career and College Promise or university dual enrollment. Two of the four remaining electives must be any combination of courses in Career & Technical Education, Arts Education and World Languages. (See Notes 1 & 6)	4 Credits Career/Technical Education
Employment Preparation	0 Credits	4 Credits which consist of: Employment Prep II: Citizenship II A (to include 75 work hours) Employment Prep II: Citizenship II B (to include 75 work hours) Employment Preparation I: Science Lab Employment Preparation IV: Math Lab
<b>TOTALS</b>	<b>24 Credits (See Note 7)</b>	<b>24 Credits</b>

- Notes:
- To meet minimum admission requirements for the UNC University System, a student must: a) complete a specific math sequence; and b) have a minimum of two years of credit in the same World Language.
  - A student participating in the Alternate Math Sequence is not eligible to graduate ahead of his/her class. Exceptions to this rule must be approved by the learning community superintendent.
  - The course title of Civics and Economics has changed to "American History: The Founding Principles, Civics and Economics."
  - The additional social studies credit must be in a social studies course approved under the NC Essential Standards for Social Studies.
  - Students must earn four elective credits constituting a concentration in CTE, ROTC, Arts Education, World Languages or any other subject area in order to be named a North Carolina Academic Scholar. See Regulation 9CC-R for details.
  - Additional graduation requirements: CPE certification. CPE certification is required beginning with students entering the 9th grade in 2011. This is suspended for the 2021-2022 school year per North Carolina Session Law 2021-130. This provision was suspended for the 2020-2021 school year per North Carolina Session Law 2020-3.
  - Students following the Occupational Course of Study and entering 9th grade in the 2012-2013 or 2013-2014 school year must also complete 300 School-Based Training hours, 240 Community-Based Training hours, and 360 Paid Employment Hours. Students entering 9th grade in the 2014-2015 or later school years must complete 150 School-Based Training hours, 225 Community-Based Training hours, and 225 Paid Employment Hours.
  - The NC General Assembly passed legislation that allows high school students the opportunity to graduate with 22 credits beginning in the 2024-2025 school year. Students must declare this pathway as a rising 9th grader and complete the CMS Accelerated Graduation process through the school counselor and principal.



# Goal 4, All Indicators

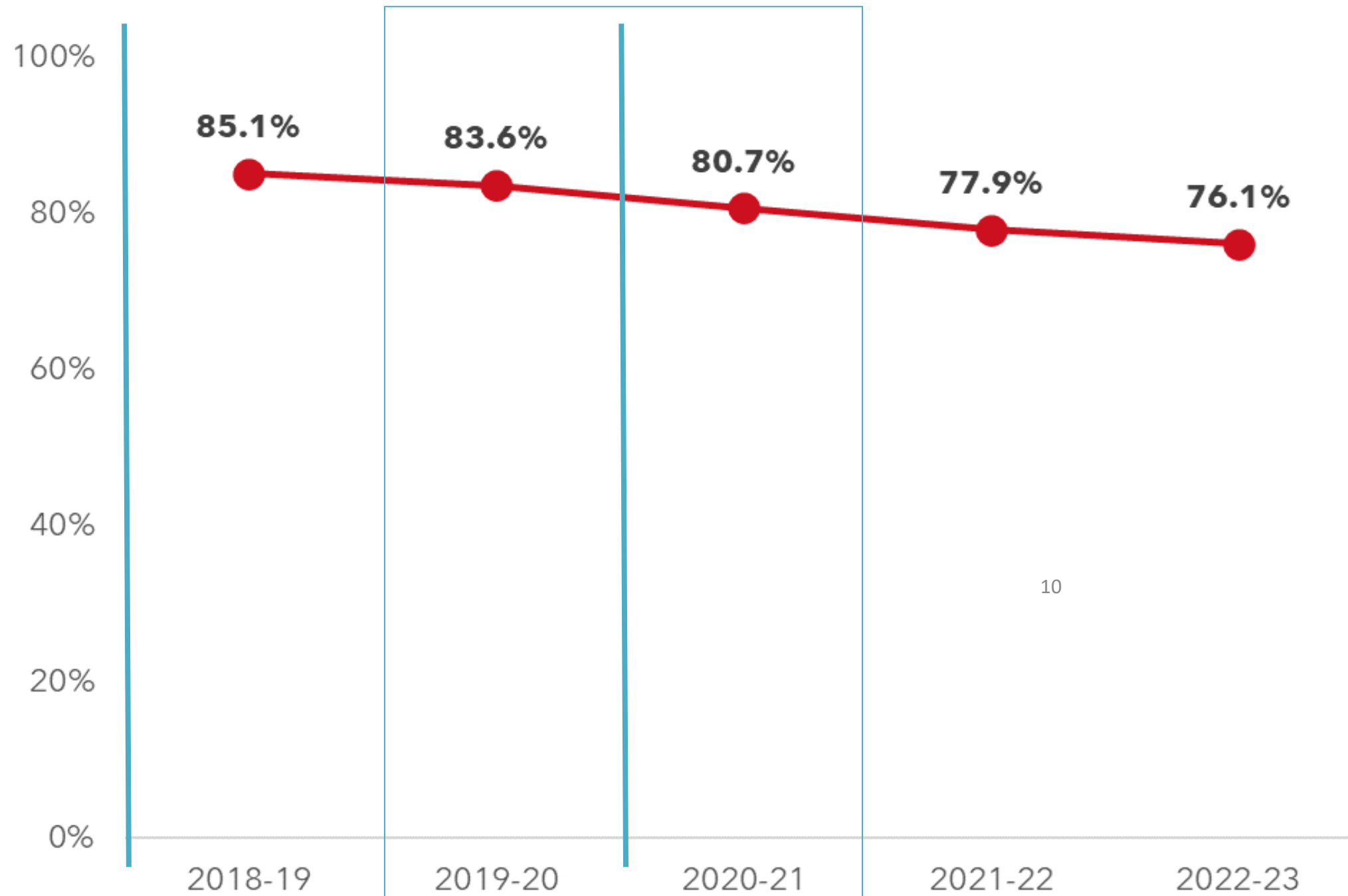


# Goal 4 Overview

Goal 4 Indicators	2022-23 Baseline	2023-24 Year 0	2028-29 Goal
Goal 4: Increase the percent of <del>rising</del> <b>graduating</b> high school students on track to be enrolled, enlisted or employed, demonstrated by achieving at least <u>one</u> indicator, will increase from 76% to 90% by June 2029	76.1%	75.1% <i>Unofficial</i>	Actual Goal for BOE Vote
% 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%	42.3%	Projection
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%	40.6%	Projection
% of students earning a credit from an institute of higher education (CPC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%	39.4%	Projection
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	0.9%	1.9%	Projection
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.3%	3.3%	Projection
% of students earning an industry credential	41.2%		Projection
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%		Projection

# Goal 4: 2018-19 to 2022-23 Overview

Goal 4: Increase the percent of graduating high school students on track to be enrolled, enlisted or employed



10

**↓ 2.3%**  
**Average Annual Decrease Goal 4**

# Goal 4: 2018-19 to 2022-23 Overview

**% of Students Meeting or Exceeding Indicator Criteria:**

**Average Annual % Increase/Decrease Over  
Last 5 Years**

Indicator 1: GLP

 3.7%

Indicator 2: SAT/ACT

 1.5%

Indicator 3: College Credit

 0.5%

Indicator 5: JROTC

 0.1%

11

Indicator 6: Credentials

 3.3%

Indicator 7: Concentrators

 1.4%

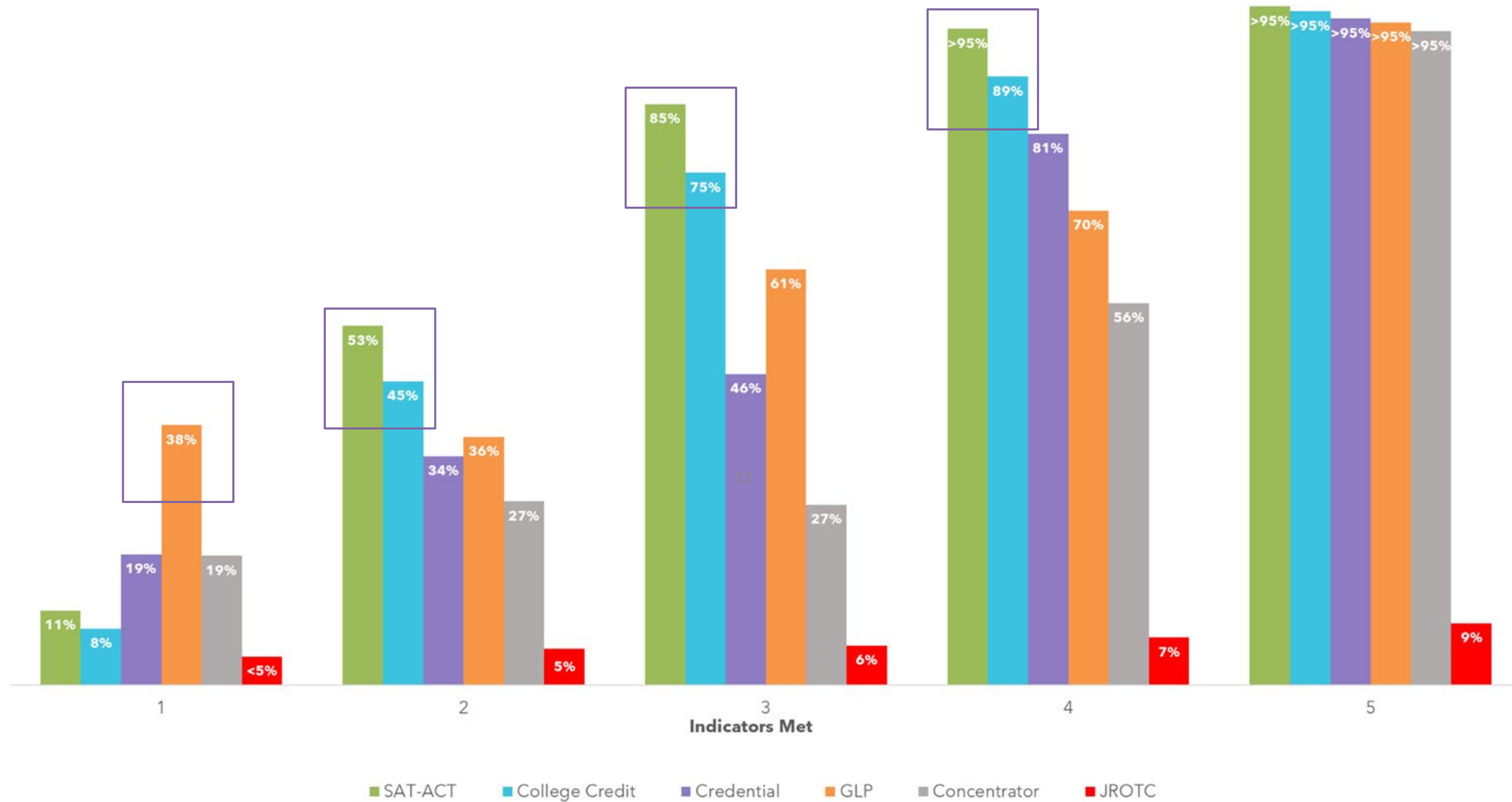
Goal 4 Overview

 2.3%

*\*Indicator 4: ASVAB excluded due to lack of historical data.*

# Goal 4, Indicators: Common Indicator Groupings

% of Cohort Meeting an Indicator Based on the Number of Indicators Met (2019-2023)



# Goal 4: 2018-19 to 2023-24 Overview

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0
Goal 4: Increase the percent of <del>rising</del> <b>graduating</b> high school students on track to be enrolled, enlisted or employed, demonstrated by achieving at least <u>one</u> indicator, will increase from 76% to 90% by June 2029	85.1%	83.6%	80.7%	77.9%	76.1%	75.1% <i>Unofficial</i>
% 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	46.5%	47.7%	50.8%	16.3%	31.8%	42.3%
% of students scoring 19 or higher on the ACT or 1050 on the SAT	46.5%	43.7%	41.7%	41.9%	40.4%	40.6%
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	36.0% <small>13</small>	37.6%	38.5%	38.5%	37.8%	39.4%
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	*	*	*	*	.9%	1.9%
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.6%	4.3%	4.7%	4.2%	4.3%	3.3%
% of students earning an industry credential	28.0%	33.6%	44.8%	40.2%	41.2%	
% of students completing a CTE (Career & Technical Education) concentrator pathway	27.8%	24.9%	1.1%	33.3%	33.4%	

# Goal 4, Context

	% Students Not Meeting 1 Indicator	% Students Meeting 1 Indicator	Goal	Increase
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	85%	+8.9%
	2,390*	7,610*	8,500	+890
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	90%	+13.9%
	2,390*	7,610*	9,000	+1,390
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	95%	+18.9%
	2,390*	7,610*	9,500	+1,890

14

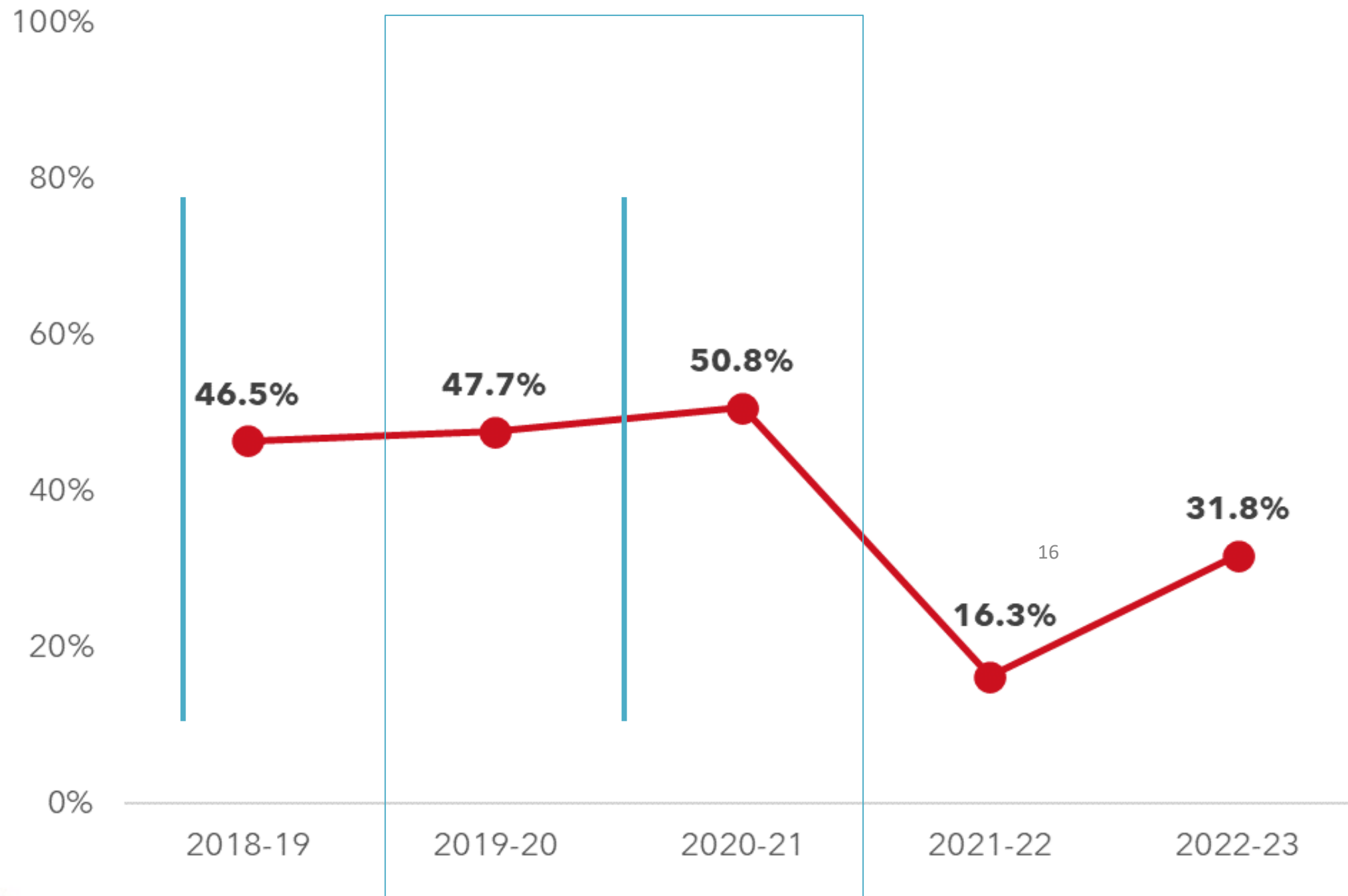
\* This is not the actual 2022-23 numbers. These numbers have been adjusted to represent 76.1% and 23.9% of a projected graduating class of 10,000, respectively.



# Goal 4, Indicator 1

# Goal 4, Indicator 1: 2018-19 to 2022-23 GLP

% 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



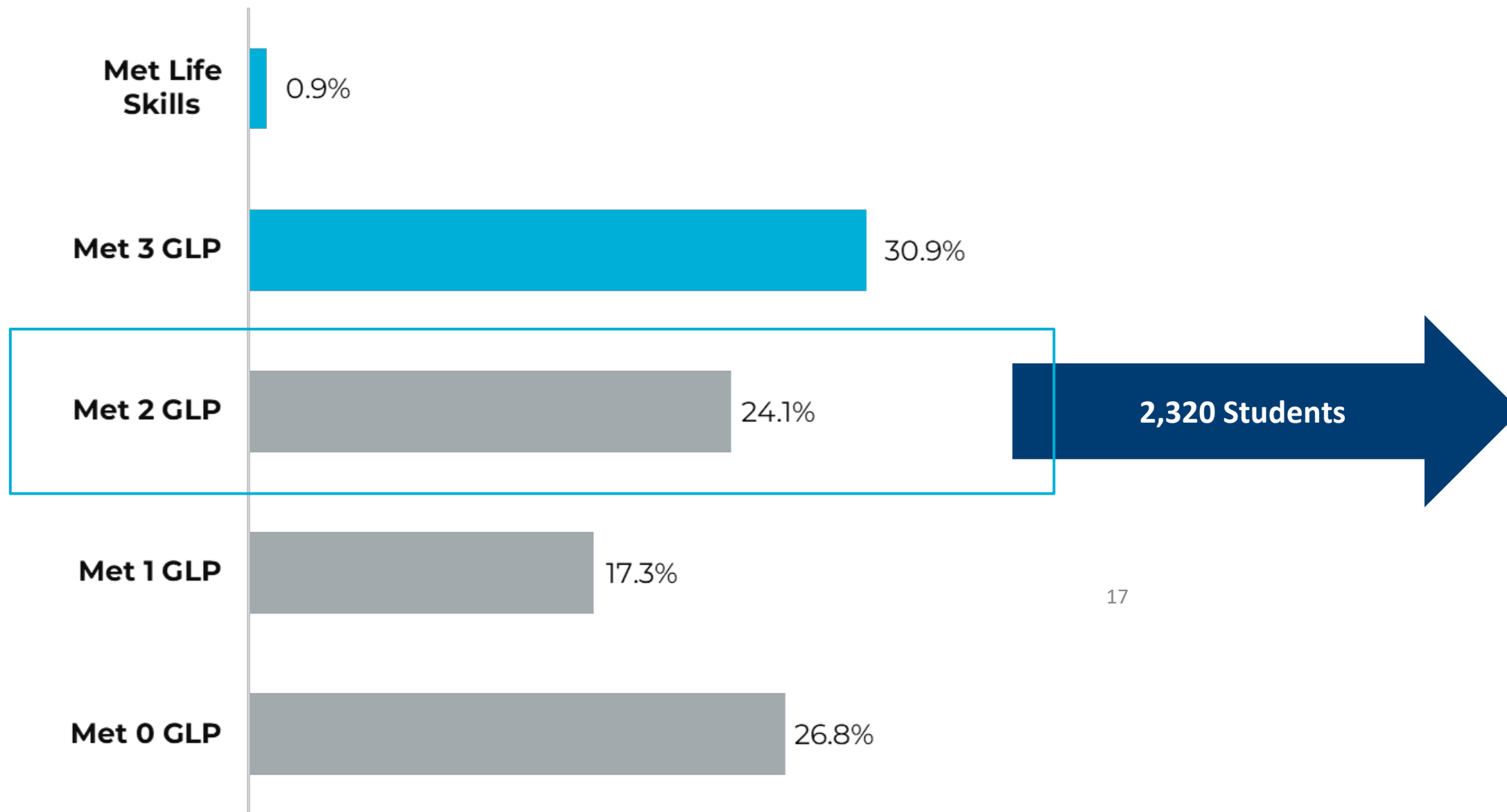
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**↓ 3.7%**  
**Average Annual Decrease Goal 4  
Indicator 1**

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# Goal 4, Indicator 1: Context (2022-23 GLP)



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%

1,538 students

# Goal 4, Indicator 1: GLP

Goal 4 Indicator 1	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% 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	46.5%	47.7%	50.8%	16.3%	31.8%	42.3%	42.3% (+0%) (4230)	45.4% (+3%) (4530)	48.3% (+3%) (4830)	51.3% (+3%) (5130)	54.3% (+3%) (5430)

## Considerations

- In 2024-25 Biology assessment renormed by state; no retesting; scores often dip
- 66% of students not meeting this indicator missed the benchmark due to Biology
- 29% decrease in grant funding for Teacher Leader Pathway program

## Assumptions

- Availability of teachers for Math I, Math III, English II and Biology
- No changes by the state to these current assessments and/or criteria for grade level proficiency

18

## What's Possible

- No increase in 2024-25 due to biology assessment renorming; any Math or English II increases offset by possible Biology decline
- 3% increase annually from 2025-26 until 2028-29

## We Achieve This If ....

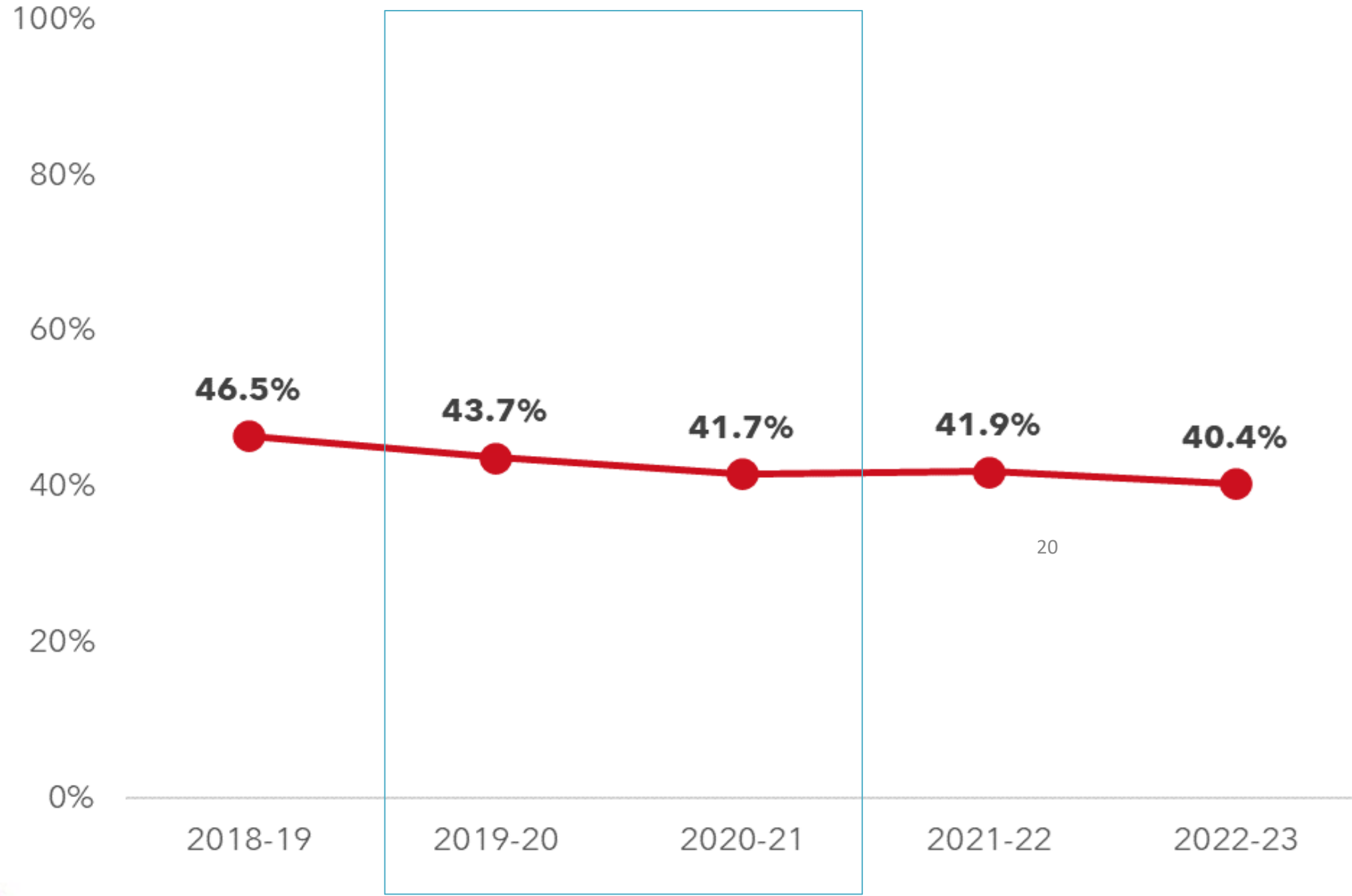
- Increase performance in English II and Math I or Math III
- Increase performance in Biology (1,538 students would have met Indicator 1 in 2022-23 if they had been GLP in Biology)



# Goal 4, Indicator 2

# Goal 4, Indicator 2: 2018-19 to 2022-23 SAT/ACT

% of students scoring 19 or higher on the ACT or 1050 on the SAT



**↓ 1.5%**  
**Average Annual Decrease Goal 4  
Indicator 2**

# Goal 4, Indicator 2: SAT/ACT

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students scoring 19 or higher on the ACT or 1050 on the SAT	46.5%	43.7%	41.7%	41.9%	40.4%	40.6%	42.6% (+2%) (4260)	48.6% (+6%) (4860)	50.6% (+2%) (5060)	52.6% (+2%) (5260)	54.6% (+2%) (5460)

## Considerations

- UNC system changing minimum ACT admission requirement to 17 for students entering college in fall of 2026
- **Possible** subsequent change in the NC state accountability model
- Data supports more students achieving benchmark when taking assessment multiple times

## Assumptions

- Continued growth in student grade level proficiency in Math I or Math III, English II and Biology
- Effective use of high school College Board's Springboard curriculum, including grammar

## What's Possible

- 2% increase annually
- 6% increase in 2025-26 school year due to anticipated reduction in ACT benchmark score from 19 to 17
- Note: Recommend including a footnote for this indicator *“subject to change in alignment with any future changes to the NC Accountability Model”*

## We Achieve This If ....

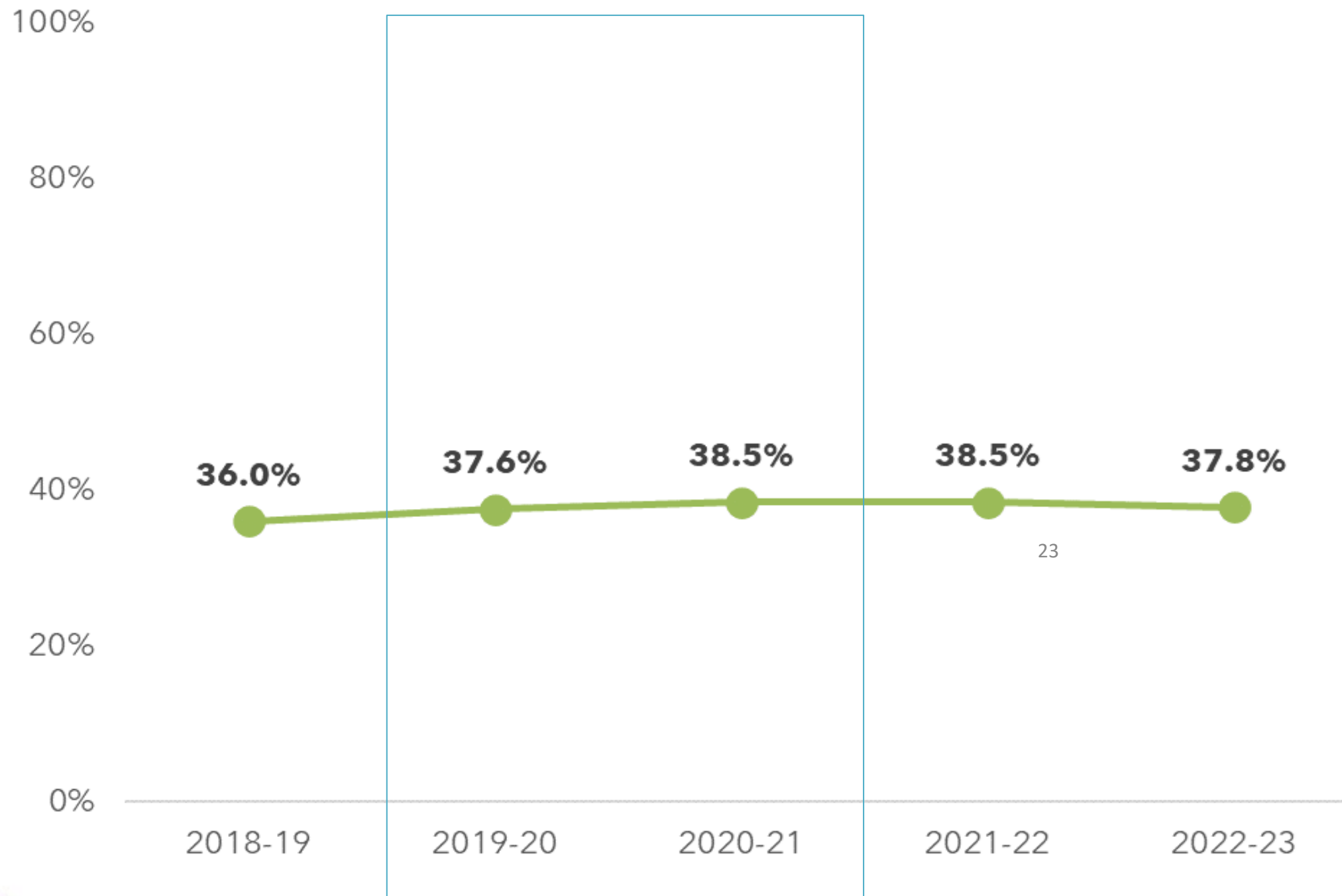
- Robust implementation and student use of College Board Springboard curriculum and district-provided resources that support ACT and/or SAT success
- Provide tutoring and/or retesting opportunities for students who could benefit



# Goal 4, Indicator 3

# Goal 4, Indicator 3: College Credit

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



**↑ 0.5%**  
**Average Annual Increase Goal 4  
Indicator 3**

# Goal 4, Indicator 3: College Credit

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	36.0%	37.6%	38.5%	38.5%	37.8%	39.4%	40.4% (+1%) (4040)	43.4% (+3%) (4340)	46.4% (+3%) (4640)	50.4% (+4%) (5040)	54.4% (+4%) (5440)

## Considerations

- Continued actions will be under consideration for the next four years related to the Comprehensive Review, including addressing results from the Magnet Program assessment
- Actions, if taken, will have an impact on strengthening school choice access and programming

## Assumptions

- Availability of teachers (CMS, CPCC, UNCC)
- Increase marketing efforts to support student, family/caretaker awareness of opportunities
- Current recommendation to increase available seats at early college is approved by the Board of Education

## What's Possible

- 1% increase in 2024-25
- 3% increase in 2025-26 and 2026-27
- 4% increase in 2026-27 and 2027-28

## We Achieve This If ....

- Increased intentional student advising, including completion of student course plans, and community marketing efforts
- Additional early college seats and schools offering CPCC courses on campus





# Goal 4, Indicator 4

# Goal 4, Indicator 4: ASVAB

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	*	*	*	*	.9%	1.9%	2.9% (+1%) (290)	3.9% (+1%) (390)	4.9% (+1%) (490)	5.9% (+1%) (590)	6.9% (+1%) (690)

## Considerations

- The ASVAB is voluntary and only taken if a student has decided to enlist upon graduation
- Assessment administered by the Armed Services annually; we receive data from the Armed Services
- Students take the same assessment regardless of branch of the Armed Services

## Assumptions

- The Armed Services does not alter the current assessment (content or minimum requirement) or role of the ASVAB for entry into the Armed Services

26

## What's Possible

- 1% increase annually

## We Achieve This If ....

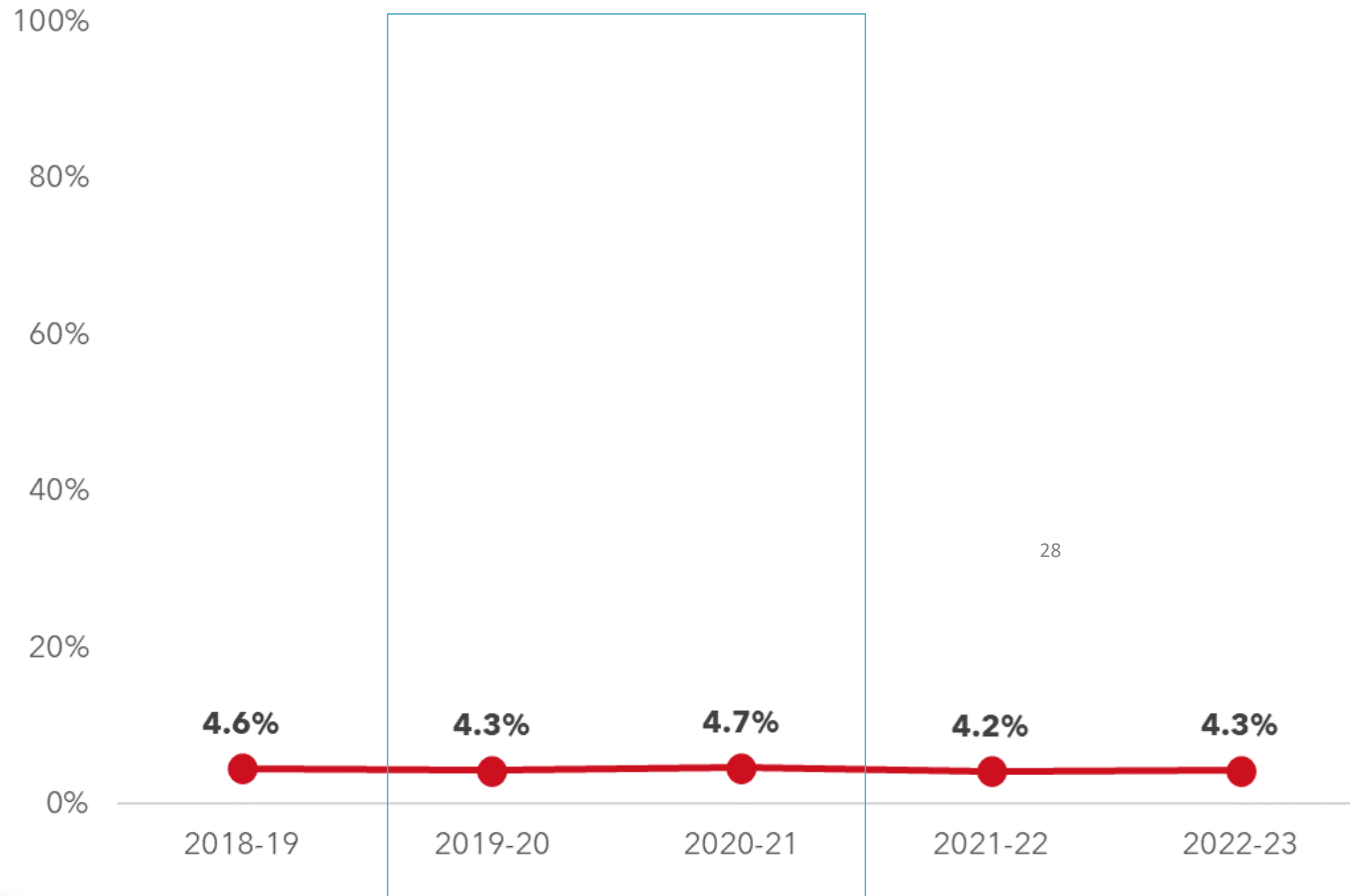
- Increased intentional student advising, including completion of student course plans, and community marketing efforts



# Goal 4, Indicator 5

# Goal 4, Indicator 5: JROTC

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



**↓ 0.1%**  
**Average Annual Decrease Goal 4  
Indicator 5**

# Goal 4, Indicator 5: JROTC

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.6%	4.3%	4.7%	4.2%	4.3%	3.3%	4.3% (+1%) (430)	Recommend folding this indicator into Indicator 7 when it becomes a CTE concentrator pathway			

## Considerations

- Current plan is to incorporate JROTC courses into the CTE Course Inventory beginning in school year 2025-26.

## Assumptions

- CMS JROTC Director LTC Shawn Cowley has coordinated with the Regional JROTC Director and the North Carolina CTE Director, to incorporate JROTC courses into the CTE Course<sup>29</sup> Inventory beginning in school year 2025-26.

## What's Possible

- 1% increase in 2024-25
- Fold indicator results into Indicator 7, increases included in Indicator 7 projections

## We Achieve This If ....

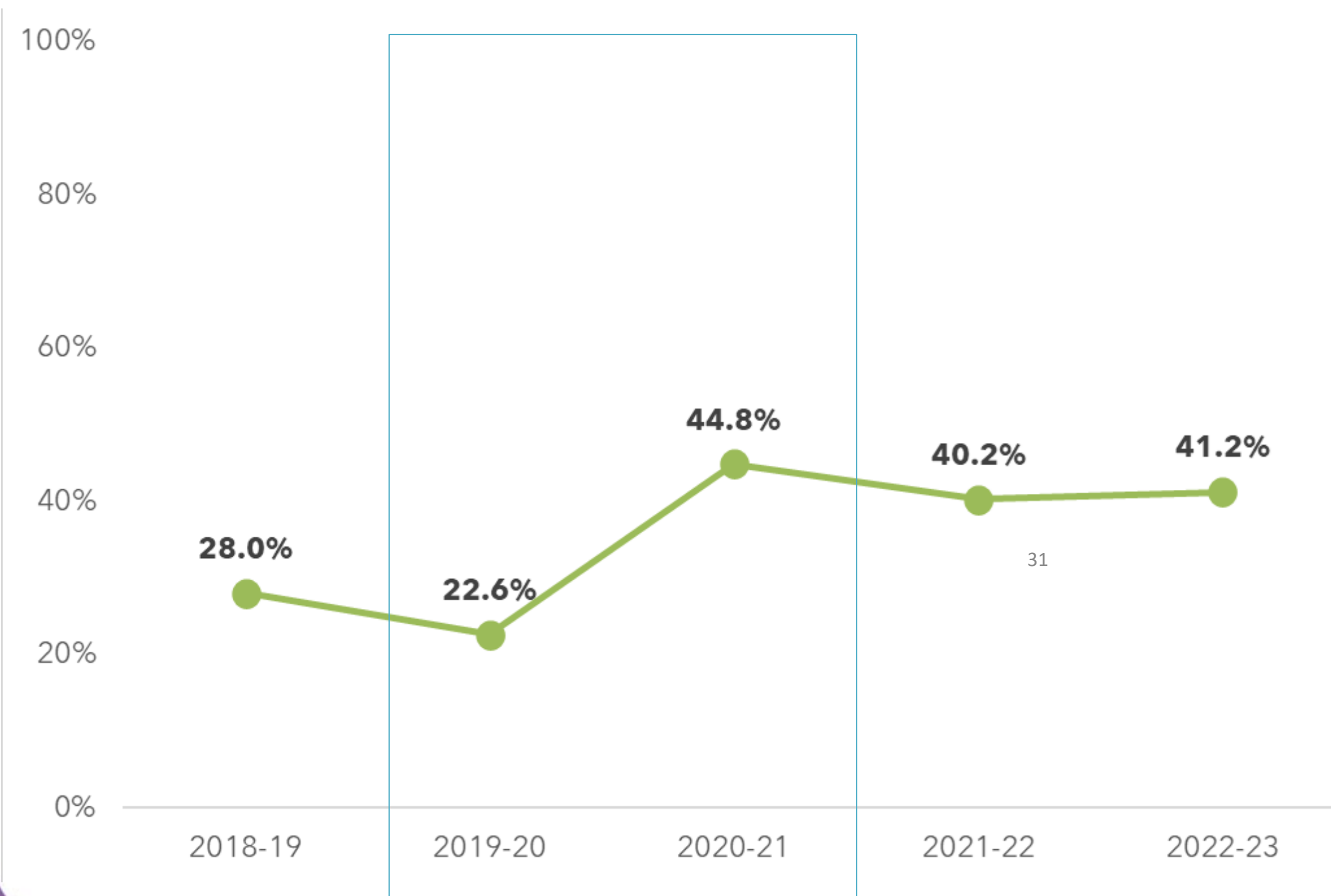
- Increased intentional student advising, including completion of student course plans, and community marketing efforts



# Goal 4, Indicator 6

# Goal 4, Indicator 6: Credential

% of students earning an industry credential



**↑ 3.3%**  
**Average Annual Increase Goal 4  
Indicator 6**

# Goal 4, Indicator 6: Credential

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students earning an industry credential	28.0%	22.6%	44.8%	40.2%	41.2%	Data released January 2025	43.2% (4320)	45.2% (+2%) (4520)	47.2% (+2%) (4720)	49.2% (+2%) (4920)	51.2% (+2%) (5120)

## Considerations

- Current calculations reflect Tier 1, 2 and 3 credentials
- Eliminating Tier 1 credentials will result in a decrease in the number and percent seen these calculations
- 22.98% of the 2022-23 graduating cohort also earned a concentrator

## Assumptions

- Availability of teachers for concentrator pathway courses
- Increases in student enrollment in and completion of concentrator pathways as credentials, particularly Tier 2 and Tier 3 credentials, are often offered through concentrator courses

## What's Possible

- 2% increase annually

## We Achieve This If ....

- Increased intentional student advising, including completion of student course plans, and community marketing efforts
- Students participate in and meet the benchmark on associated credential assessments

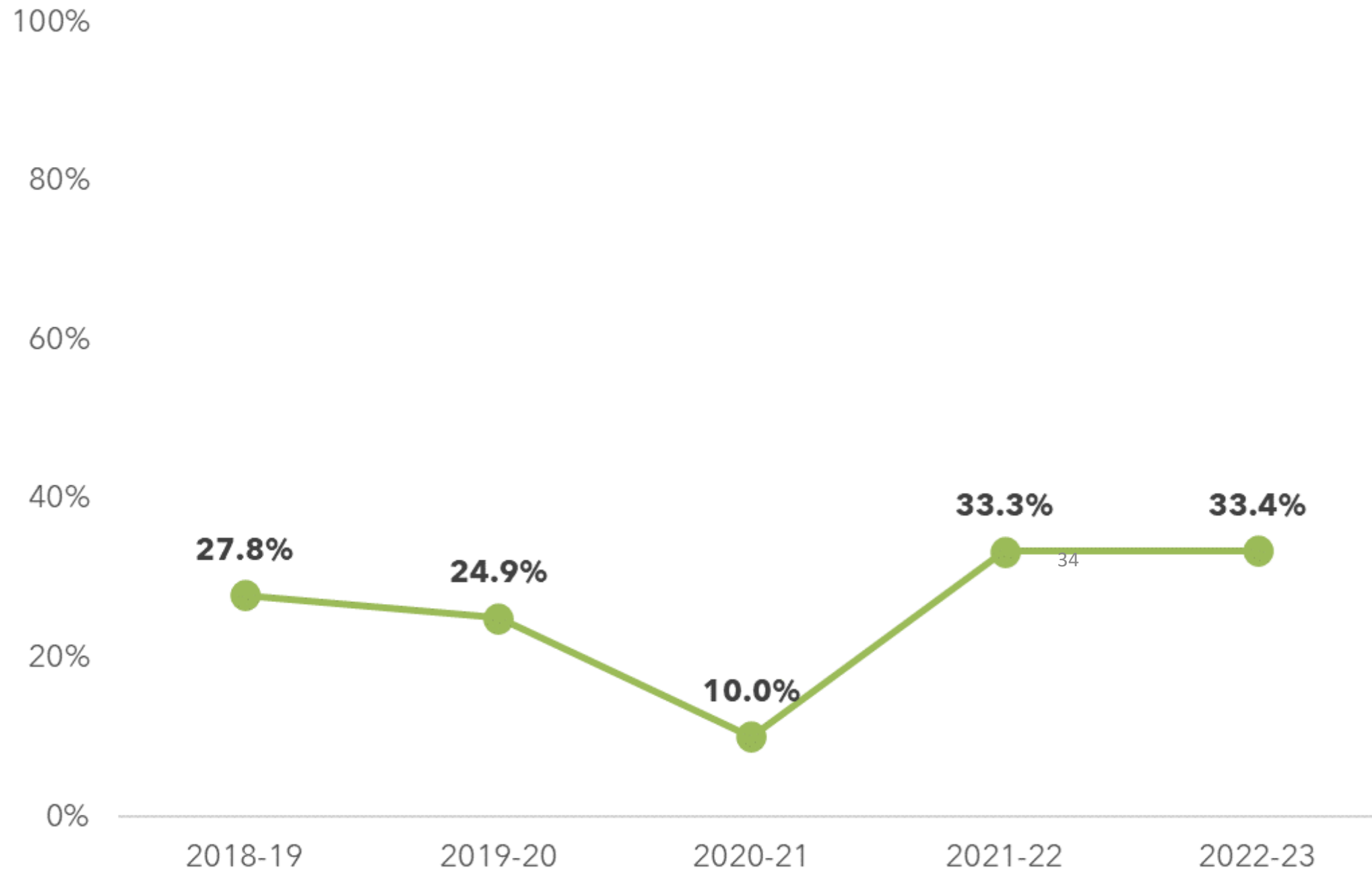





# Goal 4, Indicator 7

# Goal 4, Indicator 7: Concentrator

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



 **1.4%**  
**Average Annual Increase Goal 4  
Indicator 7**

# Goal 4, Indicator 7: Concentrator

Goal 4 Indicators	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
% of students completing a CTE (Career & Technical Education) concentrator pathway	27.8%	24.9%	10.0%	33.3%	33.4%	Data released January 2025	33.4% (3340)	39.4% (+6%) (3940)	41.4% (+2%) (4140)	43.4% (+2%) (4340)	45.4% (2%) (4540)

## Considerations

- Continued analysis of CTE concentrator pathways offered across CMS high schools will take place over the next four years, aligned to the Comprehensive Review
- Alignment of course pathways to student interest is critical to enrollment

## Assumptions

- Availability of teachers for concentrator pathway courses
- Continued state funding for Career and Technical Education courses

35

## What's Possible

- 6% increase in 2025-26
- 2% increase thereafter

## We Achieve This If ....

- Increased intentional student advising, including completion of student course plans, and community marketing efforts



# Goal 4 Recommendation

# Goal 4, Context for Three Potential Targets

	% Students Not Meeting 1 Indicator	% Students Meeting 1 Indicator	Goal	Increase
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	85%	+8.9%
	2,390*	7,610*	8,500	+890
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	90%	+13.9%
	2,390*	7,610*	9,000	+1,390
2028-29 Graduating Cohort <i>(based on graduating cohort of 10,000 students)</i>	23.9%	76.1%	95%	+18.9%
	2,390*	7,610*	9,500	+1,890

37

\* This is not the actual 2022-23 numbers. These numbers have been adjusted to represent 76.1% and 23.9% of a projected graduating class of 10,000, respectively.

# Goal 4, Detailed by the Seven Indicators

Goal 4 Indicators	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5
Goal 4: Increase the percent of <b>rising graduating</b> high school students on track to be enrolled, enlisted or employed, demonstrated by achieving at least <u>one</u> indicator, will increase from 76% to 90% by June 2029	58.3%	80.3%	79.1%	80.5%	77.9%	76.1%	75.1%	78.1	81.1	84.1	87.1	90.1
% 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	43.1%	46.5%	47.7%	50.8%	16.3%	31.8%	42.3%	Biology renorming				
% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT	44.8%	46.5%	43.7%	41.7%	41.9%	40.4%	40.6%		Possible ACT decrease to 17			
% of students earning a credit from an institute of higher education (CPC, UNCC including dual enrollment), AP, IB, or Cambridge	34.3%	36.0%	37.6%	38.5%	38.5%	37.8%	39.4%				Add'l early college and CPC on high school campus seats	
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	*	*	* 38	*	*	.9%	1.9%					
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.2%	4.6%	4.3%	4.7%	4.2%	4.3%	3.3%	Merge with Indicator 7				
% of students earning an industry credential	23.2%	28.0%	22.6%	44.8%	40.2%	41.2%						
% of students completing a CTE (Career & Technical Education) concentrator pathway	25.8%	27.8%	24.9%	10.0%	33.3%	33.4%			Possible merging of Indicator 5			

# Goal 4 Recommendation

## Goal 4

### Recommended Target

Increase the percent of ~~rising~~ **graduating** high school students on track to be enrolled, enlisted or employed, demonstrated by achieving at least one indicator, will increase from 76% to 90% by June 2029

# Goal 4 Drafted Interim Measures

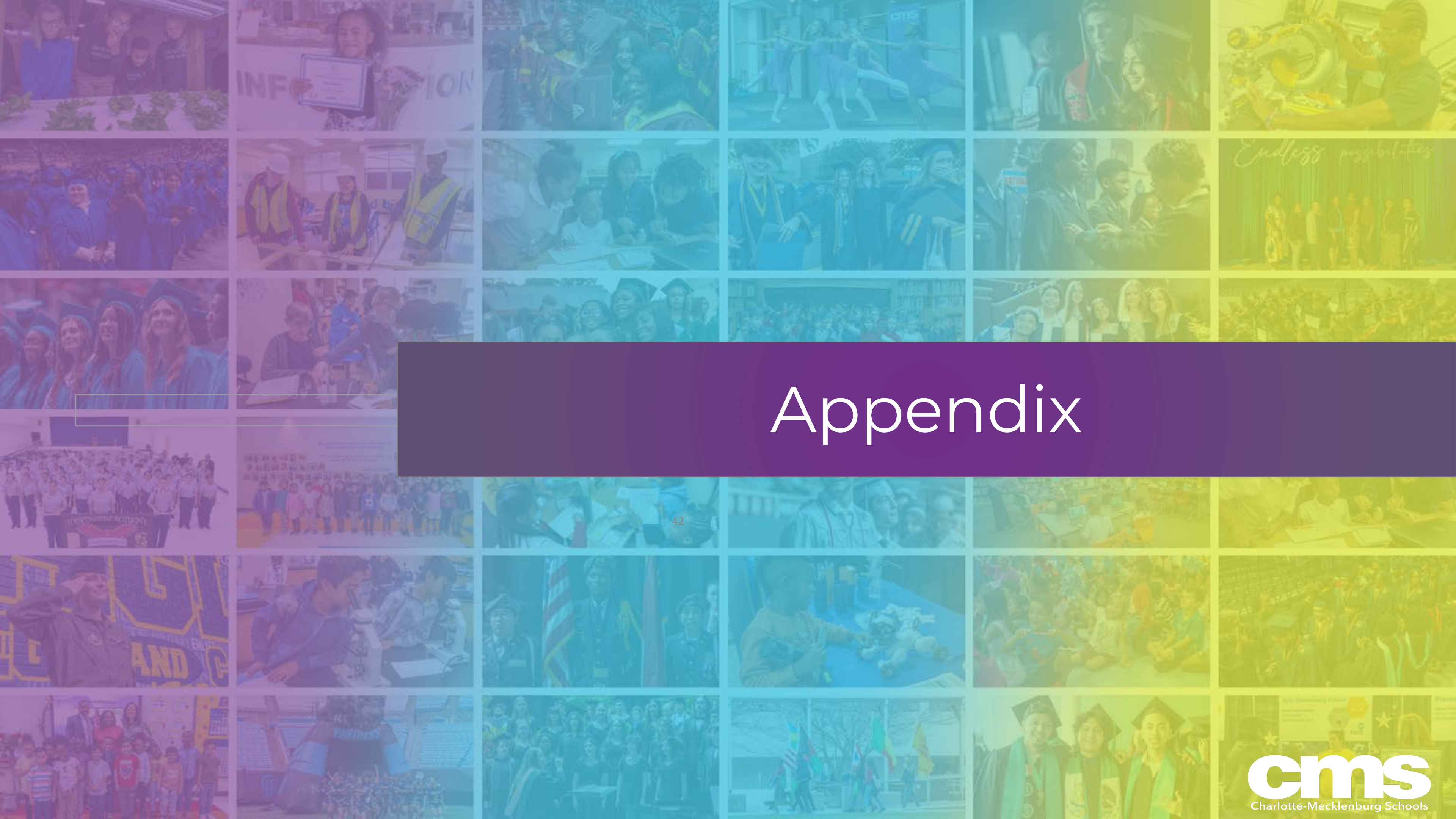
By graduating cohort:

- % of students in the 2028-29 graduating cohort achieving at least one goal indicator at the end of 11th grade will increase from \_\_\_% to \_\_\_% by June 2028
- % of students in the 2028-29 graduating cohort achieving at least one goal indicator at the end of 10th grade will increase from \_\_\_% to \_\_\_% by June 2027





# Questions



# Appendix

# 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 2) ACT/SAT:** Students who graduated within the 2022-23 cohort having scored 19 (or higher) on ACT or 1050 (or higher) on SAT
- **(Indicator 3) Higher Education:** Students who graduated within the 2022-23 cohort having earned credit from an institute of higher education (CPCC, UNCC) or earned the minimum<sup>43</sup> score required for college credit on an AP, IB, or Cambridge exam.
- **(Indicator 4) ASVAB:** Students who graduated within the 2022-23 cohort having scored 31 (or higher) on Armed Services Vocational Aptitude Battery (ASVAB).

*\* The JROTC pathway is not currently an official concentrator pathway offered by Career & Technical Education. Rather, we define pathway completion as completing three JROTC courses with a passing grade. Currently, the district is working with the state to create an official CTE JROTC pathway that would include a NOCTI Exam. This should be available starting in 2025-26.*

# Business Rules

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## Business Rules:

- **(Indicator 5) JROTC:** Students who graduated within the 2022-23 cohort having completed a Junior Reserve Officers' Training Corps (JROTC) pathway.\*
- **(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

# 2022-23 Graduating Cohort Context

## 2022-23 Graduating Cohort

- 2019-20** ● Students entered remote learning in March 2020.
- 2020-21** ● Students were in remote or hybrid learning the entire school year.
- 2021-22** ● Students were in-person the entire school year.\*
- 2022-23** ● Students were in-person the entire school year.\*

45

\* 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.

# Goal 4

2 Indicators Met				
Year	Indicator Combination Met	Rank	# of Students in Cohort Meeting Combination*	% of Students in Cohort with 2 Indicators Meeting this Combination**
2018 - 19	SAT-ACT Dual Enrollment	1	799	31%
	GLP Concentrator	2	530	20%
	GLP Credential	3	267	10%
	GLP SAT-ACT	4	244	9%
	SAT-ACT Credential	5	231	9%
2019 - 20	SAT-ACT Dual Enrollment	1	916	34%
	GLP Concentrator	2	542	20%
	GLP Credential	3	288	11%
	GLP SAT-ACT	4	263	10%
	SAT-ACT Credential	5	142	5%
2020 - 21	SAT-ACT Dual Enrollment	1	920	39%
	GLP Credential	2	500	21%
	GLP SAT-ACT	3	250	11%
	GLP Dual Enrollment	4	248	11%
	SAT-ACT Credential	5	200	8%
2021 - 22	SAT-ACT Dual Enrollment	1	744	39%
	Credential Concentrator	2	568	30%
	SAT-ACT Credential	3	175	9%
	Credential Dual Enrollment	4	85	4%
	GLP Dual Enrollment	5	60	3%
2022 - 23	Credential Concentrator	1	607	32%
	SAT-ACT Dual Enrollment	2	555	29%
	GLP SAT-ACT	3	144	8%
	SAT-ACT Credential	4	103	5%
	Credential Dual Enrollment	5	99	5%

46

# Indicator Development

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## Phase 1: Benchmarking

- Reviewed district goals and metrics nationally, including but not limited to: Dallas, Atlanta, Albuquerque, Broward, Philadelphia, San Francisco

## Phase 2: Criteria Review

- Are the goal indicators student outcomes?
- Are the goal indicators leading rather than lagging?
- Are the goal indicators sourced from external to the school system?
- Do the goal indicators rely on data that is historically unreliable or highly variable between individual schools?
- Are the goal indicators updateable multiple times per year?
- Are each of the goal indicators outputs rather than inputs?
- Are there significant unintended consequences that need to be considered?
- Does each goal indicator have one data set rather than multiple?
- Is the goal indicator data that management actually uses for decision making?

# Goal 4, detailed by the seven indicators

Goal 4 Indicators	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Baseline	2023-24 Year 0 (P)	2024-25 Year 1	2025-26 Year 2	2026-27 Year 3	2027-28 Year 4	2028-29 Year 5	
<b>Goal 4: Increase the percent of rising graduating high school students on track to be enrolled, enlisted or employed.</b>	58.3%	80.3%	79.1%	80.5%	77.9%	76.1%	75.1%						
% 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	43.1%	46.5%	47.7%	50.8%	16.3%	31.8% (3180)	42.3% (4230)	42.3% (+0%) (4230)	45.4% (+3%) (4530)	48.3% (+3%) (4830)	51.3% (+3%) (5130)	54.3% (+3%) (5430)	+1200
								+0	+300	+300	+300	+300	
% of students scoring 19 or higher on the ACT (including ACT WorkKeys) or 1050 on the SAT	44.8%	46.5%	43.7%	41.7%	41.9%	40.4%	40.6% (4060)	42.6% (+2%) (4260)	48.6% (+6%) (4860)	50.6% (+2%) (5060)	52.6% (+2%) (5260)	54.6% (+2%) (5460)	+1400
								+200	+600	+200	+200	+200	
% of students earning a credit from an institute of higher education (CPCCC, UNCC including dual enrollment), AP, IB, or Cambridge	34.3%	36.0%	37.6%	38.5%	38.5%	37.8%	39.4% (3940)	40.4% (+1%) (4040)	43.4% (+3%) (4340)	46.4% (+3%) (4640)	50.4% (+4%) (5040)	54.4% (+4%) (5440)	+1300
								+100	+300	+300	+400	+400	
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	*	*	*	48*	*	.9%	1.9%	Can we pick up students here?					
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.2%	4.6%	4.3%	4.7%	4.2%	4.3%	3.3%	Should we fold this indicator into Indicator 7 when it becomes a concentrator? Or now even?					
% of students earning an industry credential	23.2%	28.0%	22.6%	44.8%	40.2%	41.2%	41.2% (4120)	43.2% (+2%) (4320)	45.2% (+2%) (4520)	47.2% (+2%) (4720)	49.2% (+2%) (4920)	51.2% (+2%) (5120)	+1000
								+200	+200	+200	+200	+200	
% of students completing a CTE (Career & Technical Education) concentrator pathway	25.8%	27.8%	24.9%	10.0%	33.3%	33.4%	17.4% (1740)	33.4% (+16%) (3340)	39.4% (+6%) (3940)	41.4% (+2%) (4140)	43.4% (+2%) (4340)	45.4% (2%) (4540)	+2800
								+1600	+600	+200	+200	+200	

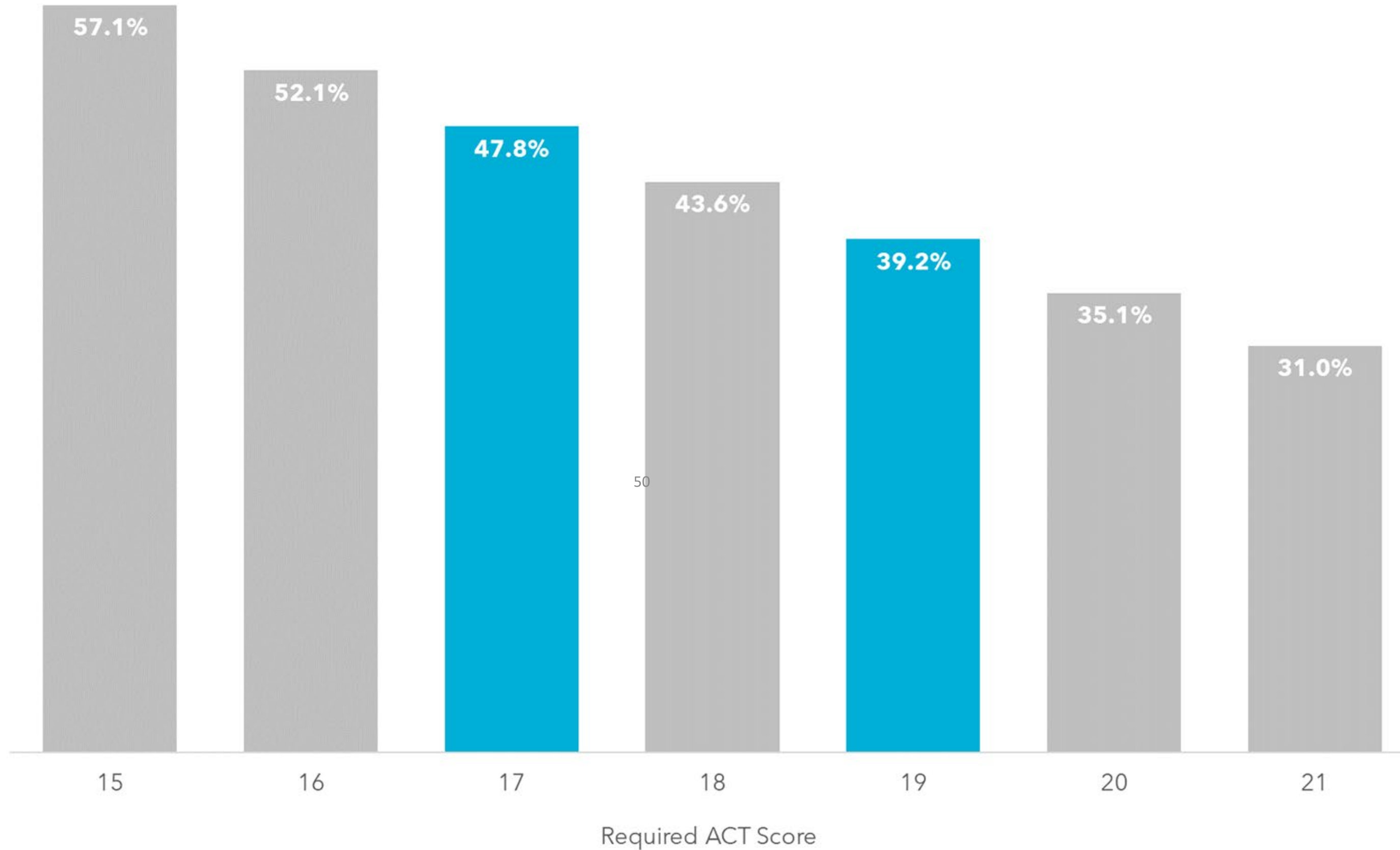




# Goal 4, Indicator 2

# Goal 4, Indicator 2: SAT/ACT

% of Cohort Meeting ACT Benchmark Based on Various ACT Scores



# Goal 4, Indicator 2: SAT/ACT

Additional Cohort Students Meeting Benchmark



- **831** Additional Students Reaching Adjusted ACT Benchmark
- **(40)** Students Reaching SAT Benchmark (*Not Impacted by ACT Benchmark*)

51

- **791** **Additional Students Meeting Adjusted Goal 4 Indicator 2**

# Goal 4, Indicator 2: SAT/ACT

Additional Cohort Students Meeting Benchmark

	<b>ACT Benchmark (≥17)</b>	<b>ACT Benchmark (≥19)</b>	<b>Cohort % Increase</b>
Students Meeting ACT Benchmark	4,605	3,774	 8.6%
Students Meeting SAT Benchmark	1,814	1,814	-
<b>Students Meeting Goal 4, Indicator 2</b>	<b>4,680</b>	<b>3,889</b>	 <b>8.2%</b>

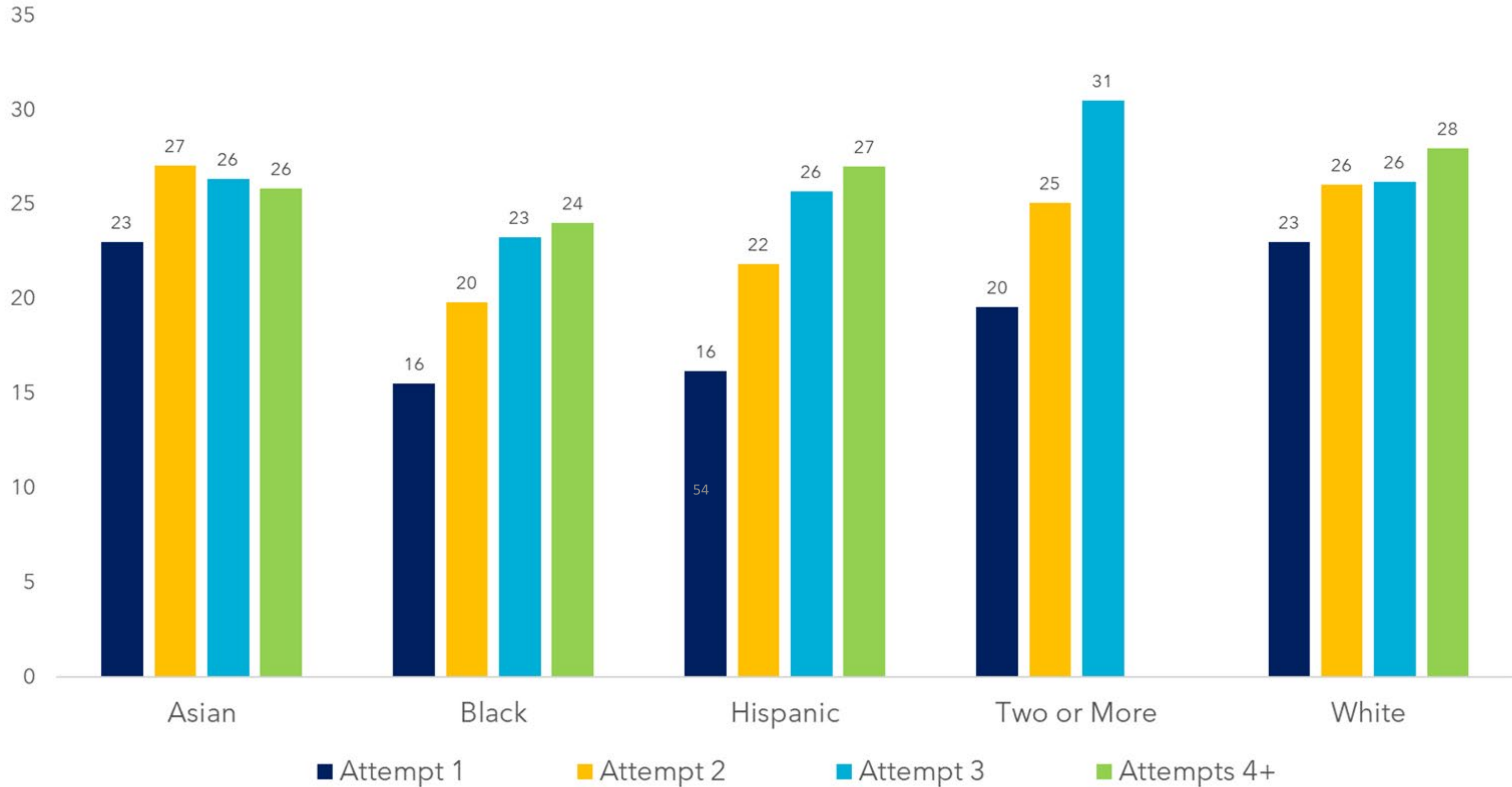
52

# Goal 4, Indicator 2: SAT/ACT

Goal 4 Indicators	ACT (17)	ACT (19)
Goal 4: Increase the percent of <del>rising</del> <b>graduating</b> high school students on track to be enrolled, enlisted or employed.	77.9%	76.2%
% 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%	31.8%
% of students scoring 17/19 or higher on the ACT or 1050 on the SAT	48.6%	40.4%
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%	37.8%
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	.9%	.9%
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.3%	4.3%
% of students earning an industry credential	41.3%	41.3%
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%	33.4%

# Goal 4, Indicator 2: SAT/ACT

Average ACT Score by Number of Attempts



\* Score rounded to nearest whole number.

\*\* Native American and Pacific Islander Student Groups - Excluded Due to Low Volume

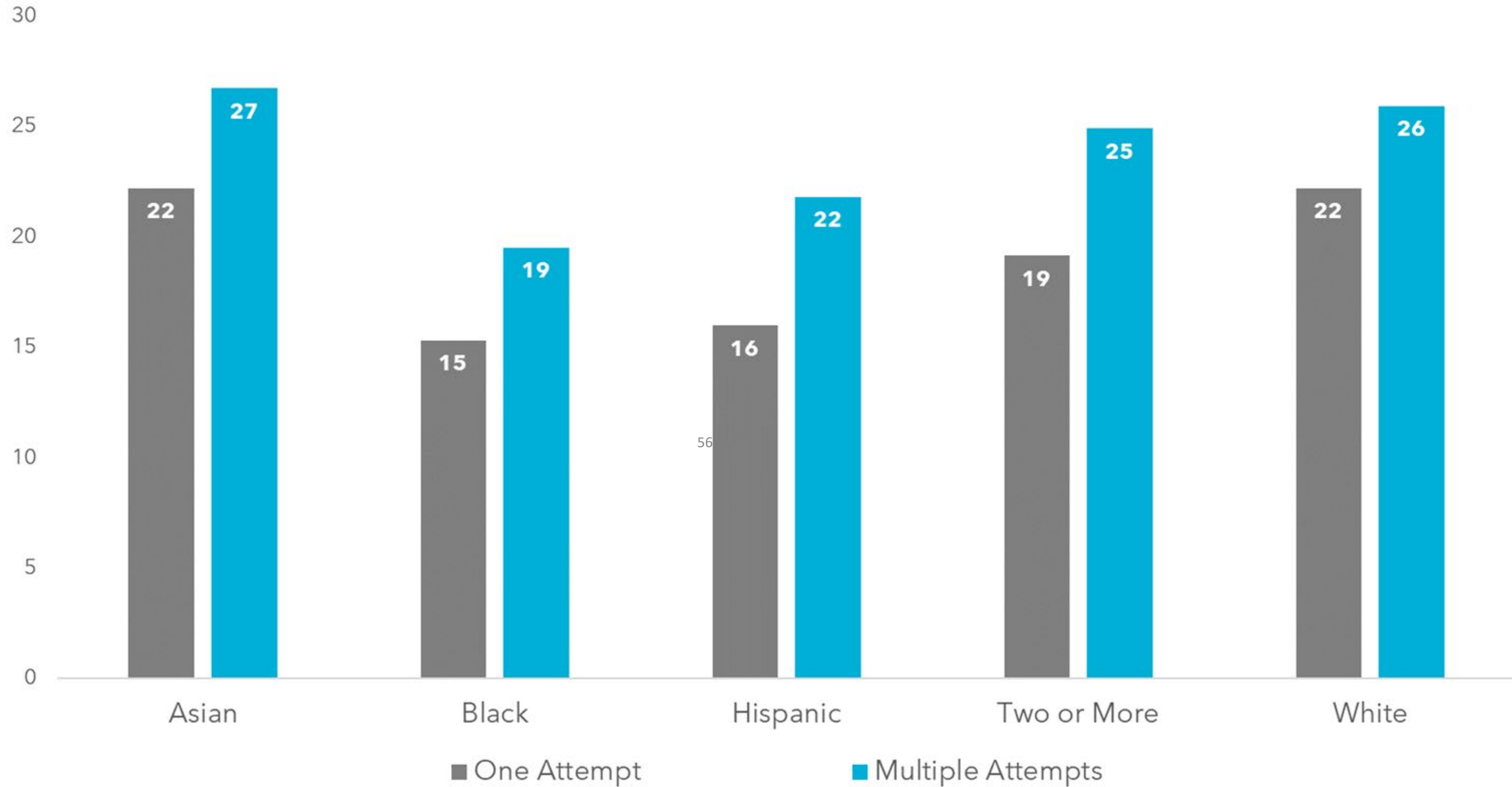
# Goal 4, Indicator 2: SAT/ACT

ACT Score Average by Number of Attempts

	Average ACT Score	Score Increase Over Previous Attempt
ACT Attempt #1 (8,078 Students)	18.7	-
ACT Attempt #2 (1,019 Students)	24.8	↑ 6.1
ACT Attempt #3 (270 Students)	<sup>55</sup> 25.9	↑ 1.1
ACT Attempts #4+ (68 Students)	26.9	↑ 1.1

# Goal 4, Indicator 2: SAT/ACT

Average ACT Score from Students Attempting the ACT Once, Compared to Multiple Attempts






# Goal 4, Indicator 2: SAT/ACT

Average ACT Score from Students Attempting the ACT Multiple Times

	Average ACT Score	Score Increase Over Previous Attempt
ACT Attempt #1 (1,019 Students)	24.2	-
ACT Attempt #2 (1,019 Students)	24.8	↑ 0.6
ACT Attempt #3 (270 Students)	<sup>57</sup> 25.9	↑ 1.1
ACT Attempts #4+ (68 Students)	26.9	↑ 1.1

# Goal 4, Indicator 2: SAT/ACT

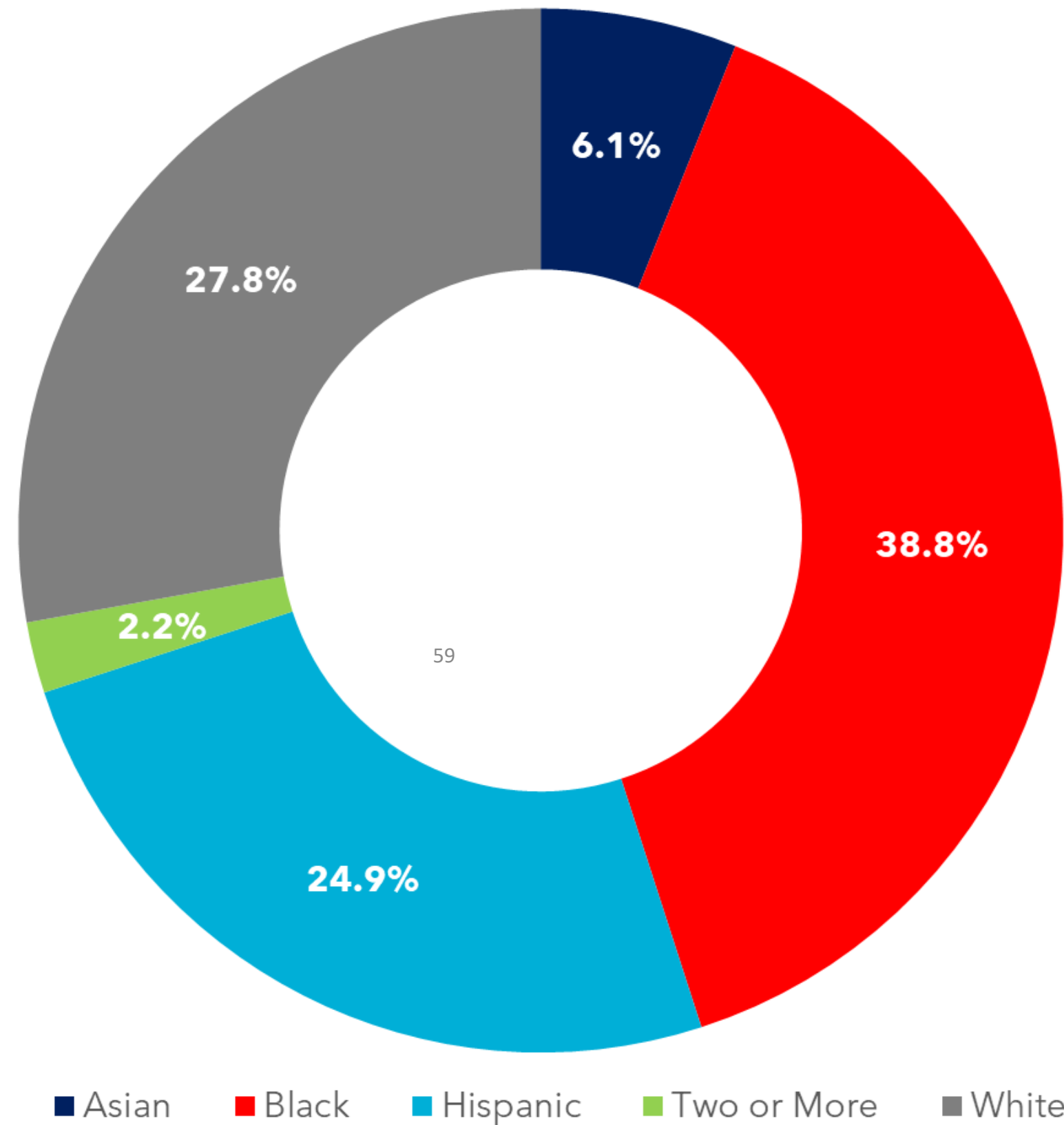
Average ACT Score on First Test Attempt

	Students Attempting ACT Once	Students Attempting ACT Multiple Times	Variance
<b>Average ACT Test Score (First Test Attempt)</b>	17.9	24.2	 6.3 Points

58

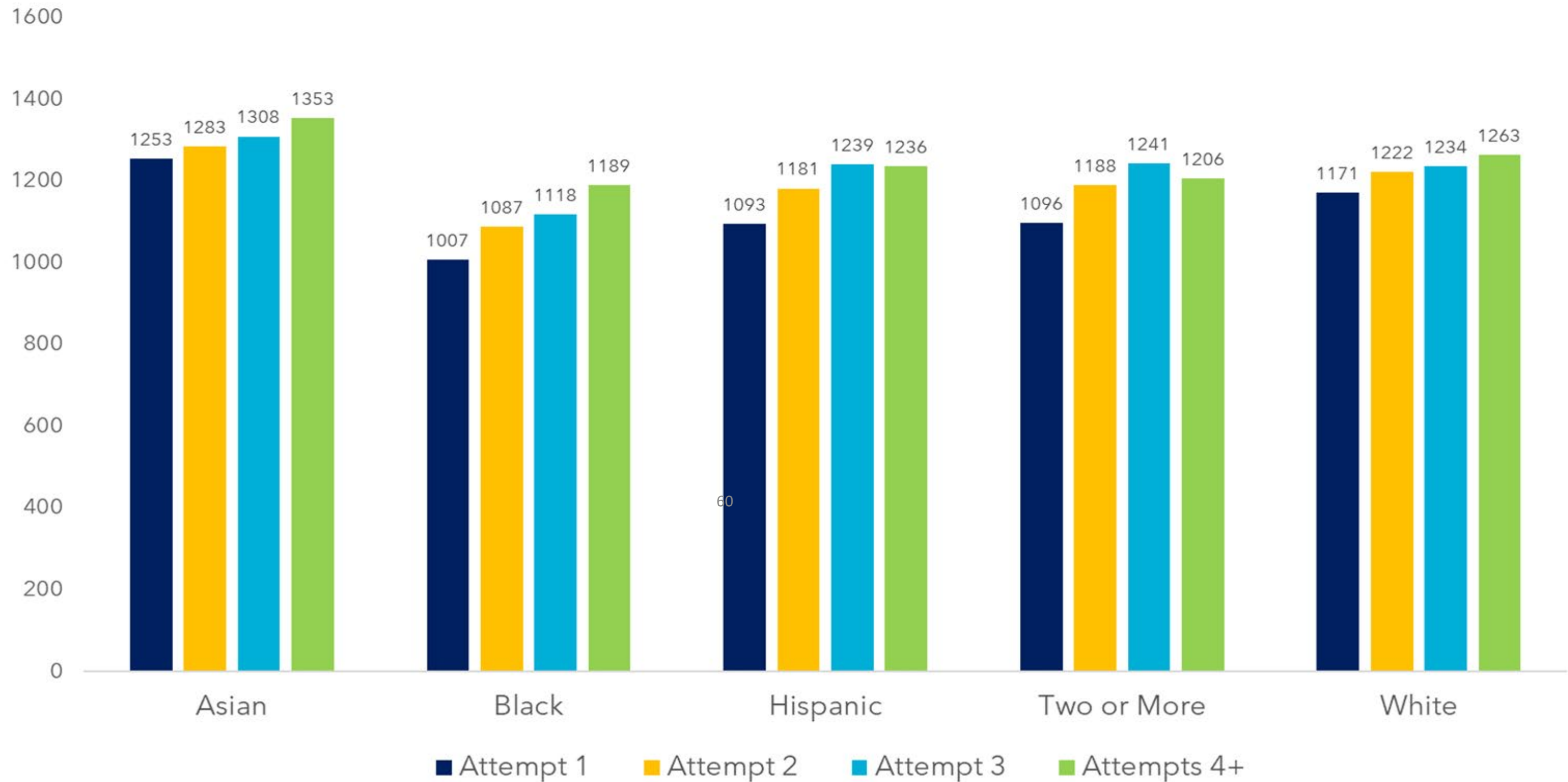
# Goal 4, Indicator 2: SAT/ACT

% of Students Only Attempting ACT Once - Based on Student Group



# Goal 4, Indicator 2: SAT/ACT

Average SAT Score by Number of Attempts



\* Score rounded to nearest whole number.

\*\* Native American and Pacific Islander Student Groups - Excluded Due to Low Volume

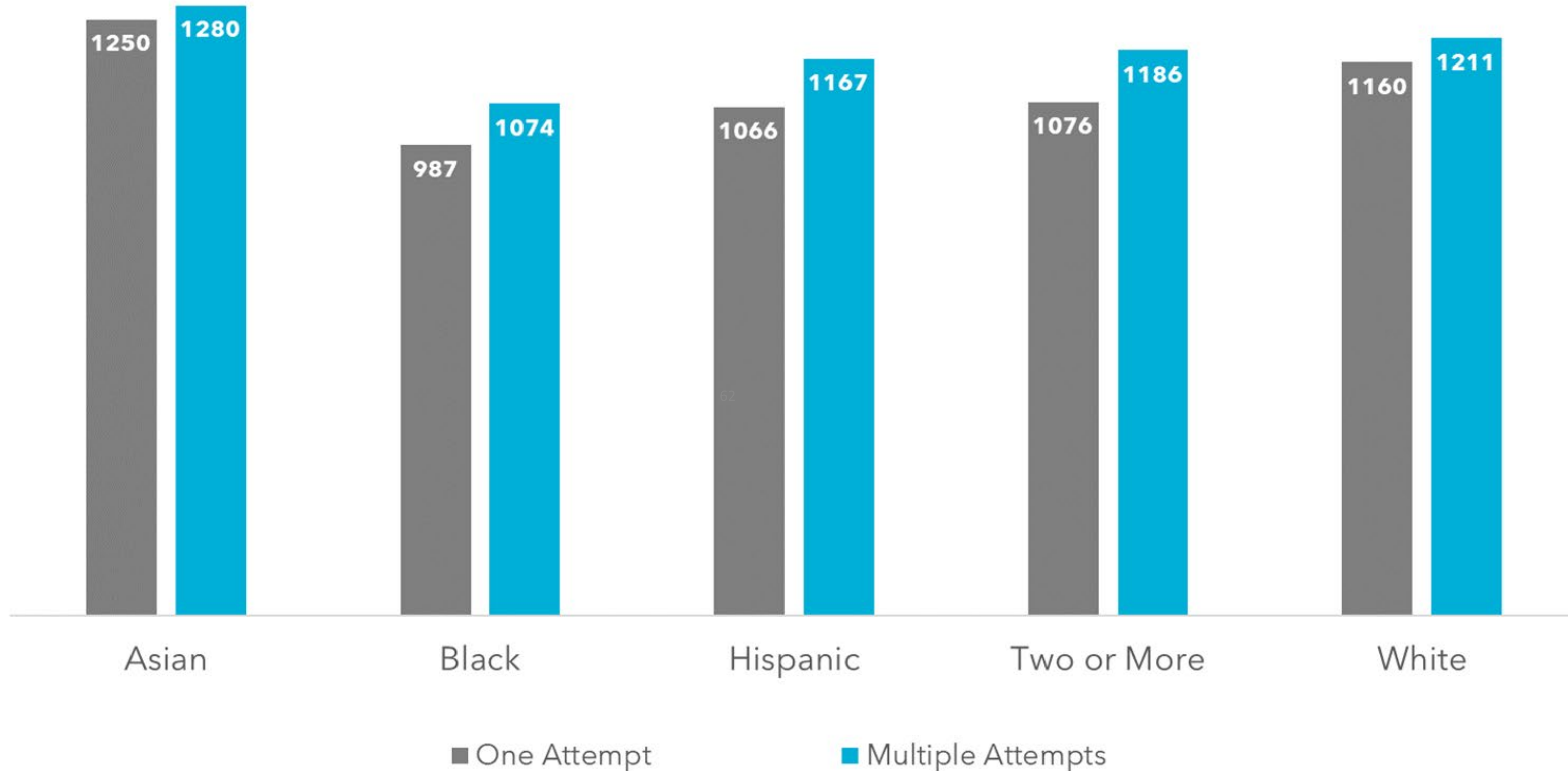
# Goal 4, Indicator 2: SAT/ACT

SAT Score Average by Number of Attempts

	Average SAT Score	Score Increase Over Previous Attempt
SAT Attempt #1	1,138	-
SAT Attempt #2	1,211	↑ 73
SAT Attempt #3	1,241	↑ 30
SAT Attempts #4+	1,292	↑ 51




# Goal 4, Indicator 2: SAT/ACT

Average SAT Score from Students Attempting the SAT Once, Compared to Multiple Attempts



# Goal 4, Indicator 2: SAT/ACT

Average SAT Score from Students Attempting the SAT Multiple Times

	Average SAT Score	Score Increase Over Previous Attempt
SAT Attempt #1 (1,104 Students)	1,175	-
SAT Attempt #2 (1,104 Students)	1,211	 36
SAT Attempt #3 (408 Students)	1,241 <sup>63</sup>	 30
SAT Attempts #4+ (124 Students)	1,292	 51

# Goal 4, Indicator 2: SAT/ACT

Average SAT Score on First Test Attempt

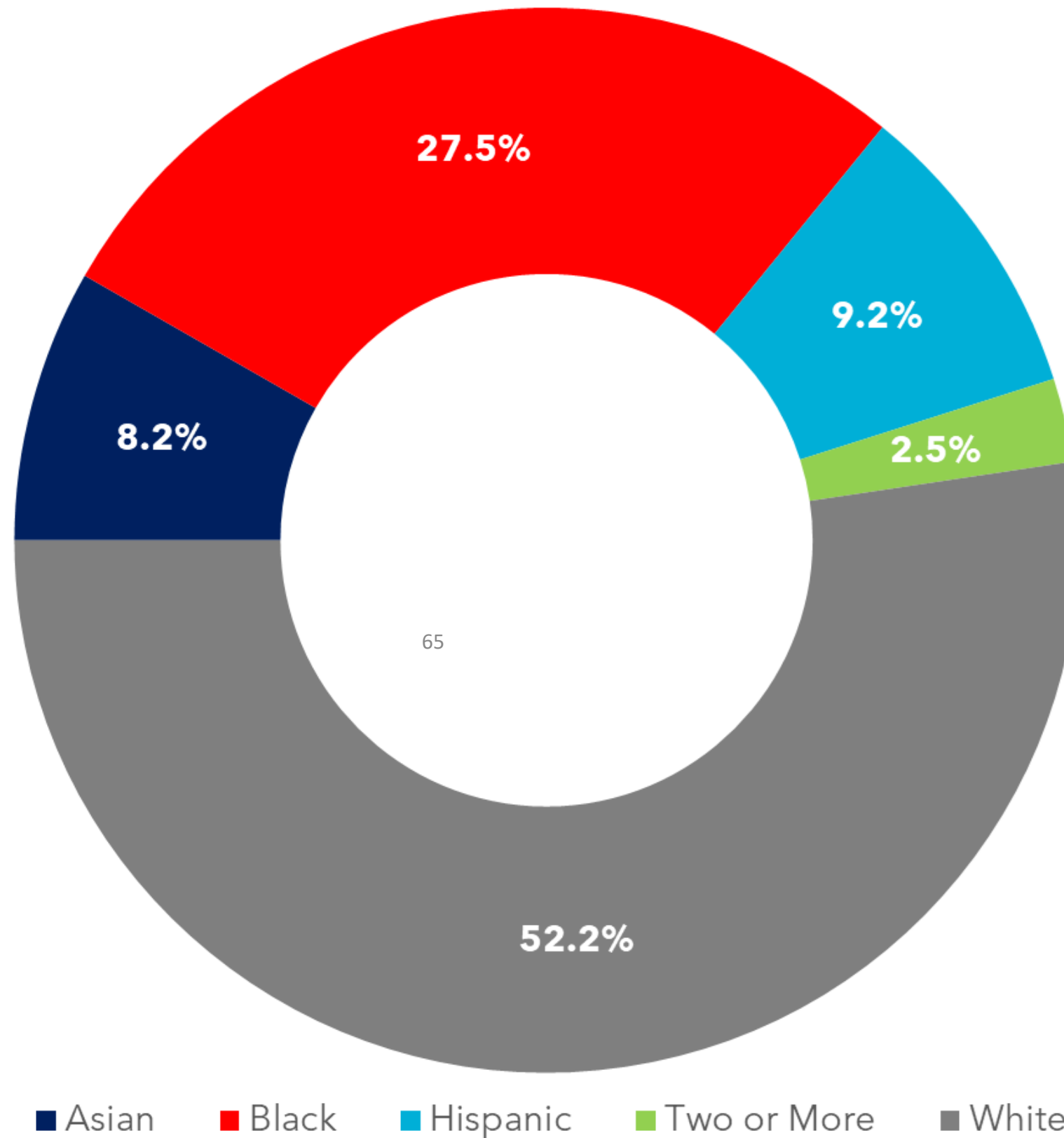
	Students Attempting SAT Once	Students Attempting SAT Multiple Times	Variance
Average SAT Test Score (First Test Attempt)	1,089	1,175	↑ 86 Points

64



# Goal 4, Indicator 2: SAT/ACT

% of Students Only Attempting SAT Once - Based on Student Group



# Goal 4, Indicator 2: SAT/ACT

% of Student Group Meeting Indicator (Single Attempt vs Multiple Attempts)

	SAT		ACT	
	Meeting Indicator (One Attempt)	Meeting Indicator (Multiple Attempts)	Meeting Indicator (One Attempt)	Meeting Indicator (Multiple Attempts)
Asian	87.7%	91.7%	65.0%	97.3%
Black	33.7%	62.8%	21.9%	58.7%
Hispanic	52.0%	86.1%	26.4%	74.0%
Two or More	68.6%	92.9%	51.0%	85.7%
White	73.4%	92.4%	73.4%	98.1%
<b>Total</b>	<b>61.4%</b>	<b>87.4</b>	<b>40.6%</b>	<b>89.2%</b>



# Goal 4, Indicator 6

# Goal 4, Indicator 6: CTE Credentials

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

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## Credential:

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

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# 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

# Goal 4, Indicator 6: CTE Credentials

**20.2%**

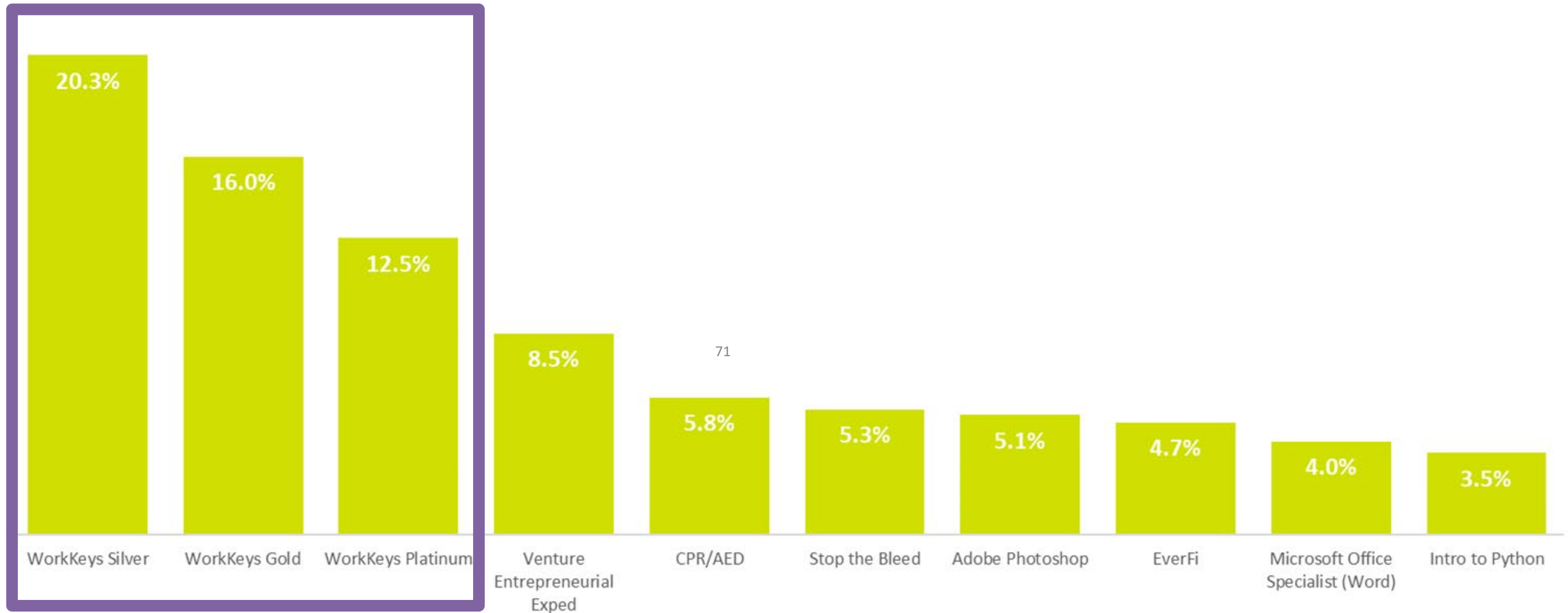
**Percentage of 2022-23 Graduates  
Obtaining Multiple Credentials**

## # of Credentials Earned per Student

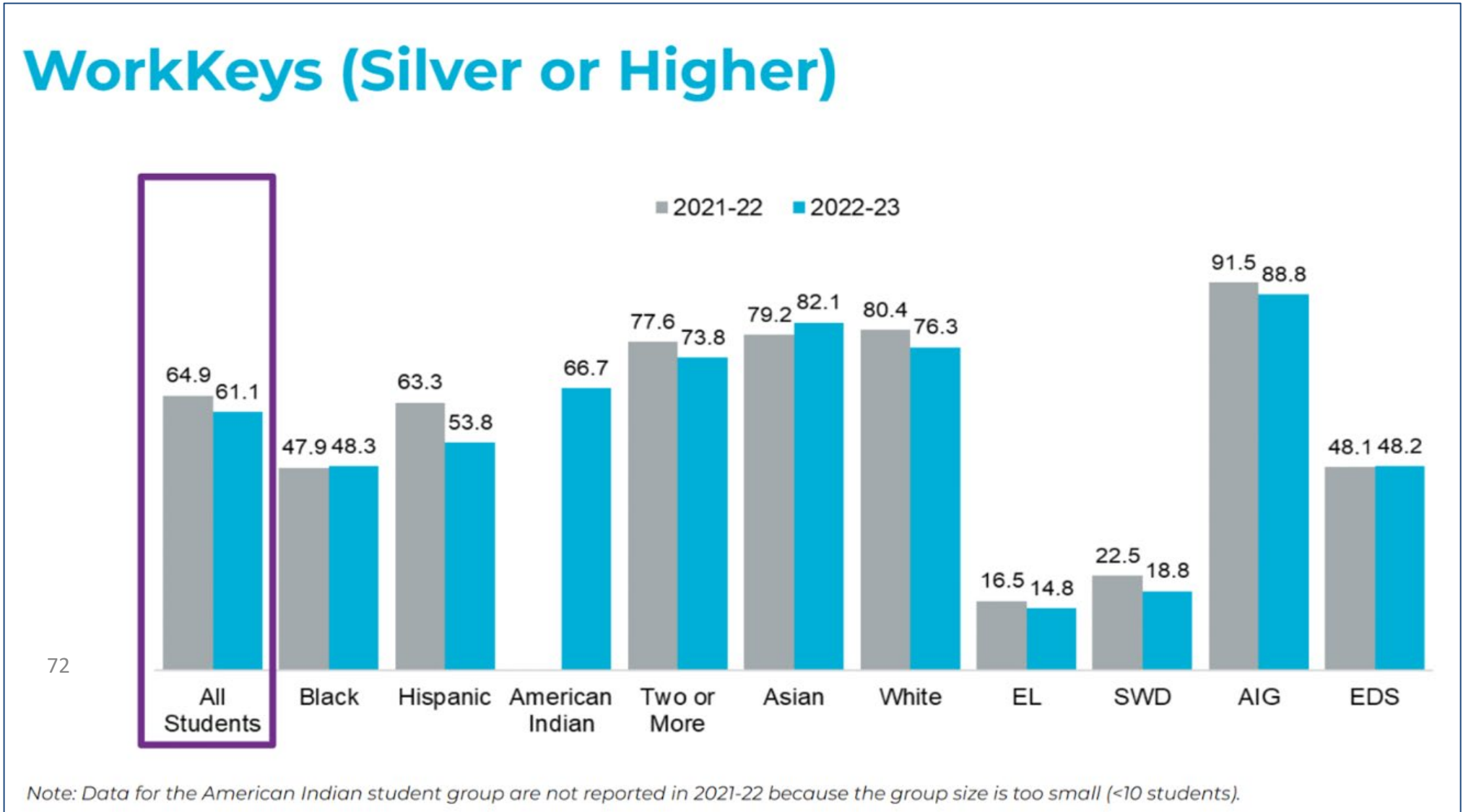
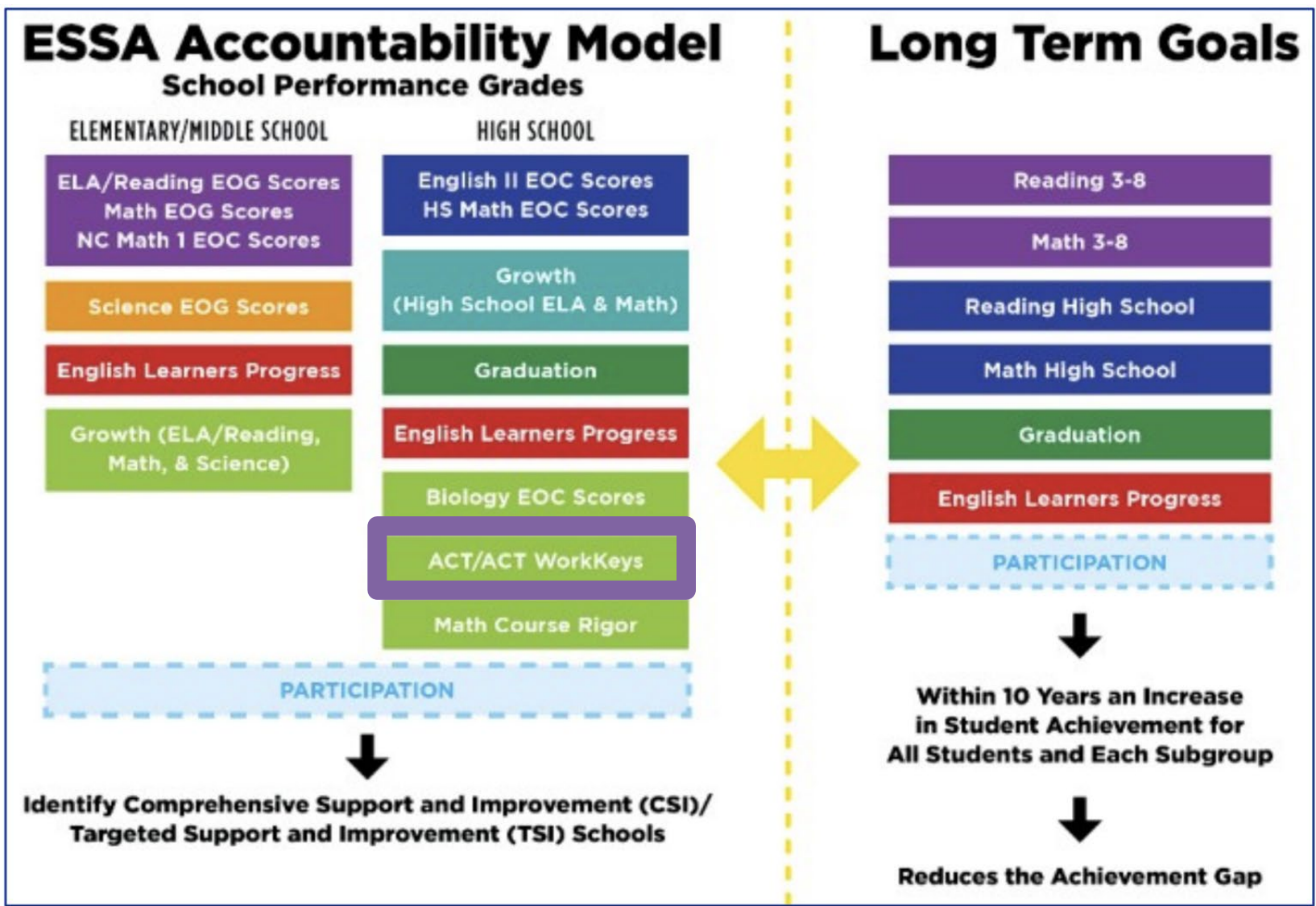
Credentials Earned	Number of Students
0	5,661
1	2,024
2	1,049
3+	895

# Goal 4, Indicator 6: CTE Credentials

## Highest CTE Credentials



# Goal 4, Indicator 6: CTE Credentials





# Goal 4, Indicator 6: CTE Credentials (NC)

NORTH CAROLINA CAREER AND TECHNICAL EDUCATION

## Credential Attainment Report

2022-2023



NORTH CAROLINA  
State Board of Education  
Department of Public Instruction

# Goal 4, Indicator 6: CTE Credentials

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**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

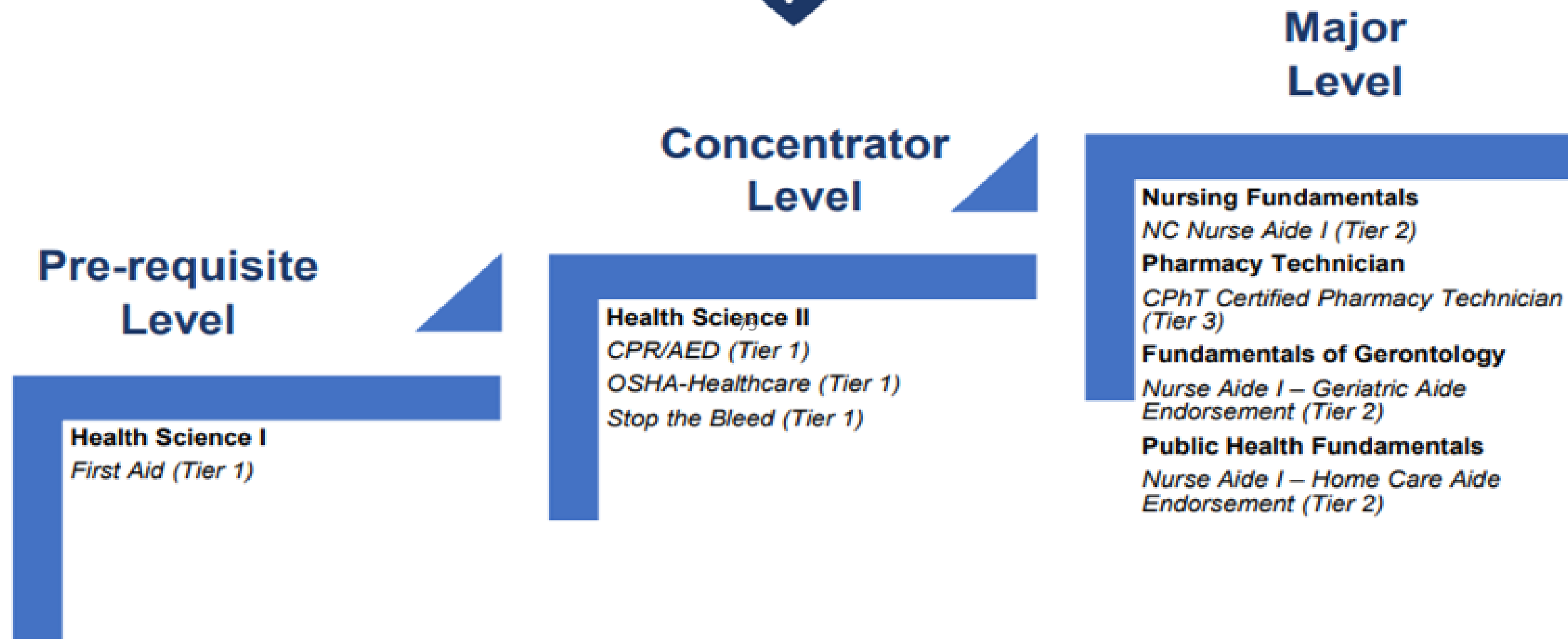
**Tier 3 Credentials:** credentials that are **advanced certifications** that are often required for employment and used to leverage higher starting and long-range salaries for employees

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# Goal 4, Indicator 6: CTE Credentials (NC)

## Stackable Credentials

Healthcare Professional Pathway



# 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).

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

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>● Automotive Lift Institute - Lifting It Right: School Edition</li> <li>● Community Emergency Response Team (CERT)</li> <li>● CPR/AED</li> <li>● Entrepreneurship and Small Business</li> <li>● FAA Trust</li> <li>● First Aid</li> <li>● ANSI-Accredited Food Handler Certificate</li> <li>● Law and Public Safety Introductory Competency</li> <li>● Microburst Learning Soft Skills for Success</li> <li>● Microsoft Office Specialist Excel</li> <li>● Microsoft Office Specialist Excel Expert</li> <li>● Microsoft Office Specialist PowerPoint</li> <li>● Microsoft Office Specialist Word</li> <li>● National Incident Management System</li> <li>● OSHA 10-hour Construction Safety and Health</li> <li>● OSHA 10-hour General Industry Safety and Health - Healthcare</li> <li>● OSHA 10-hour General Industry Safety and Health - Manufacturing</li> <li>● Pre-Professional Certification (Pre-PAC) in Culinary Arts</li> <li>● Pre-Professional Certification (Pre-PAC) in Interior Design Fundamentals</li> <li>● PMI Project Management Ready</li> <li>● S/P2 Automotive Service Pollution Prevention</li> <li>● S/P2 Automotive Service Safety</li> <li>● Stop the Bleed</li> <li>● Venture Entrepreneurial Expedition</li> <li>● Youth for the Quality Care of Animals (YQCA)</li> </ul>	<ul style="list-style-type: none"> <li>● Adobe Illustrator</li> <li>● Adobe Photoshop</li> <li>● ANSI - Accredited Food Protection Manager Certification (ServSafe)</li> <li>● ASE Entry-Level Certification - Electrical/Electronic Systems</li> <li>● ASE Entry-Level Certification - Maintenance and Light Repair</li> <li>● Autodesk Certified User AutoCAD</li> <li>● Autodesk Certified User Revit</li> <li>● Certified Production Technician (CPT) - Maintenance Awareness</li> <li>● Certified Production Technician (CPT) - Manufacturing Processes and Production</li> <li>● Certified Production Technician (CPT) - Quality Practices and Measurement</li> <li>● Certified Production Technician (CPT) - Safety</li> <li>● Certified Protection Officer (CPO)</li> <li>● CFR 14 Part 107 UAS Remote Pilot Certification</li> <li>● Intuit Quickbooks Certified User</li> <li>● National Basic 9-1-1 Dispatch Certification</li> <li>● NCCER Construction/Carpentry (20 modules)</li> <li>● NCCER Electrical Trades (16 modules)</li> <li>● NCCER HVACR (15 modules)</li> <li>● North Carolina Nurse Aide I</li> <li>● PCAP Certified Associate in Python Programming</li> <li>● Unity Certified User: Programmer</li> </ul>	<ul style="list-style-type: none"> <li>● Adobe Premiere Pro</li> <li>● Autodesk 3DS Max</li> <li>● Autodesk Certified Professional Revit</li> <li>● CIW Social Media Strategist</li> <li>● Hospitality and Tourism Specialist</li> <li>● Microsoft Office Specialist Excel Expert</li> <li>● National Law Enforcement Certification SPSS</li> <li>● NCCER Carpentry III (6 modules)</li> <li>● NCCER Electrical Trades III (7 modules)</li> <li>● NCCER HVACR III (6 modules)</li> <li>● PCEP - Certified Entry-level Python Programmer</li> <li>● CPhT Certified Pharmacy Technician</li> <li>● Salesforce Administrator Certification</li> </ul>

# Goal 4, Indicator 6: Credentials

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**8,008**

**Total Credentials Earned by 2022-23 Cohort**

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78

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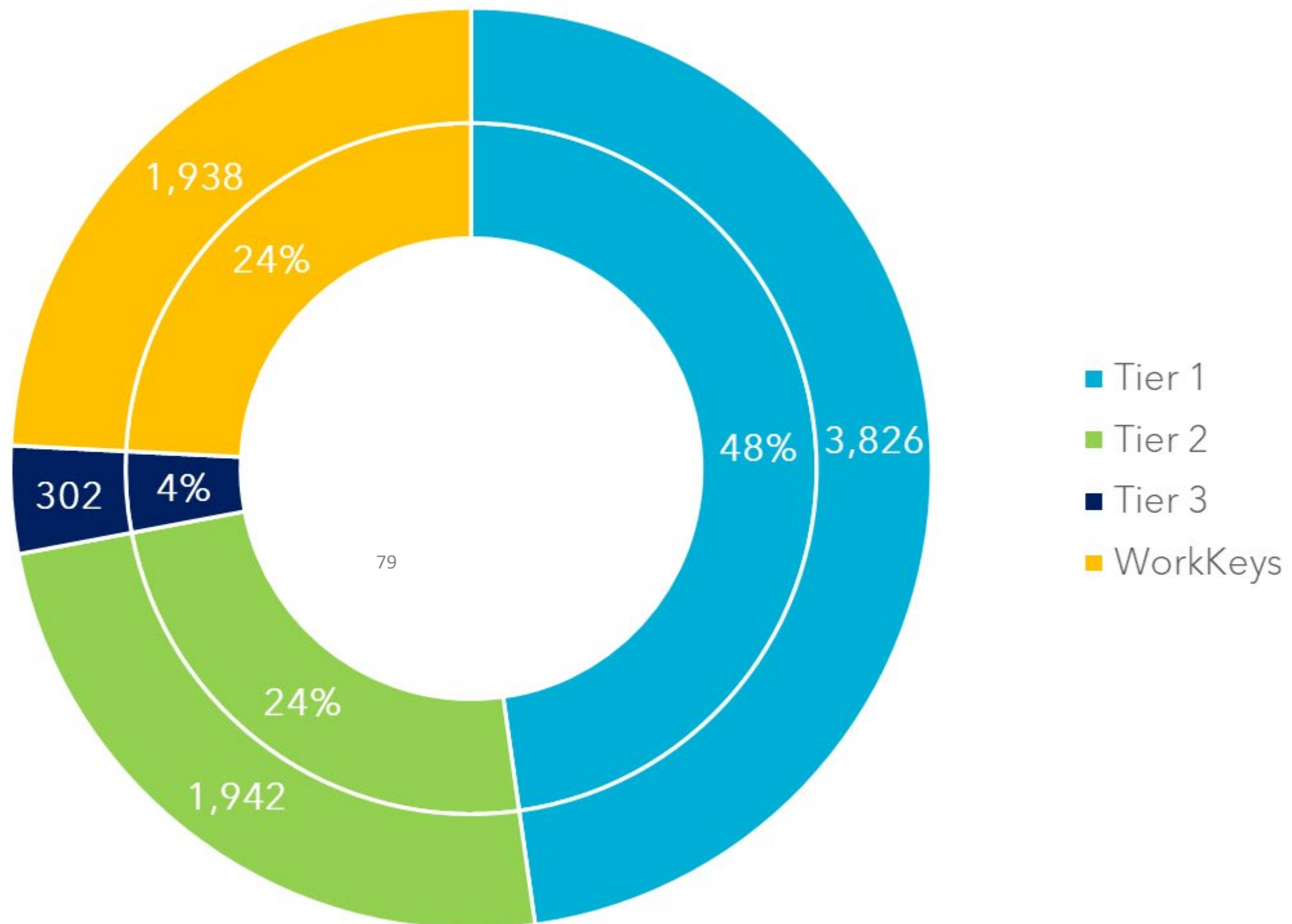
## # of Credentials Earned per Student

Credentials Earned	Number of Students
<b>0</b>	<b>5,655</b>
<b>1</b>	<b>2,027</b>
<b>2</b>	<b>1,052</b>
<b>3+</b>	<b>895</b>

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# Goal 4, Indicator 6: Credentials

Credentials Earned - Categorized by Tiers



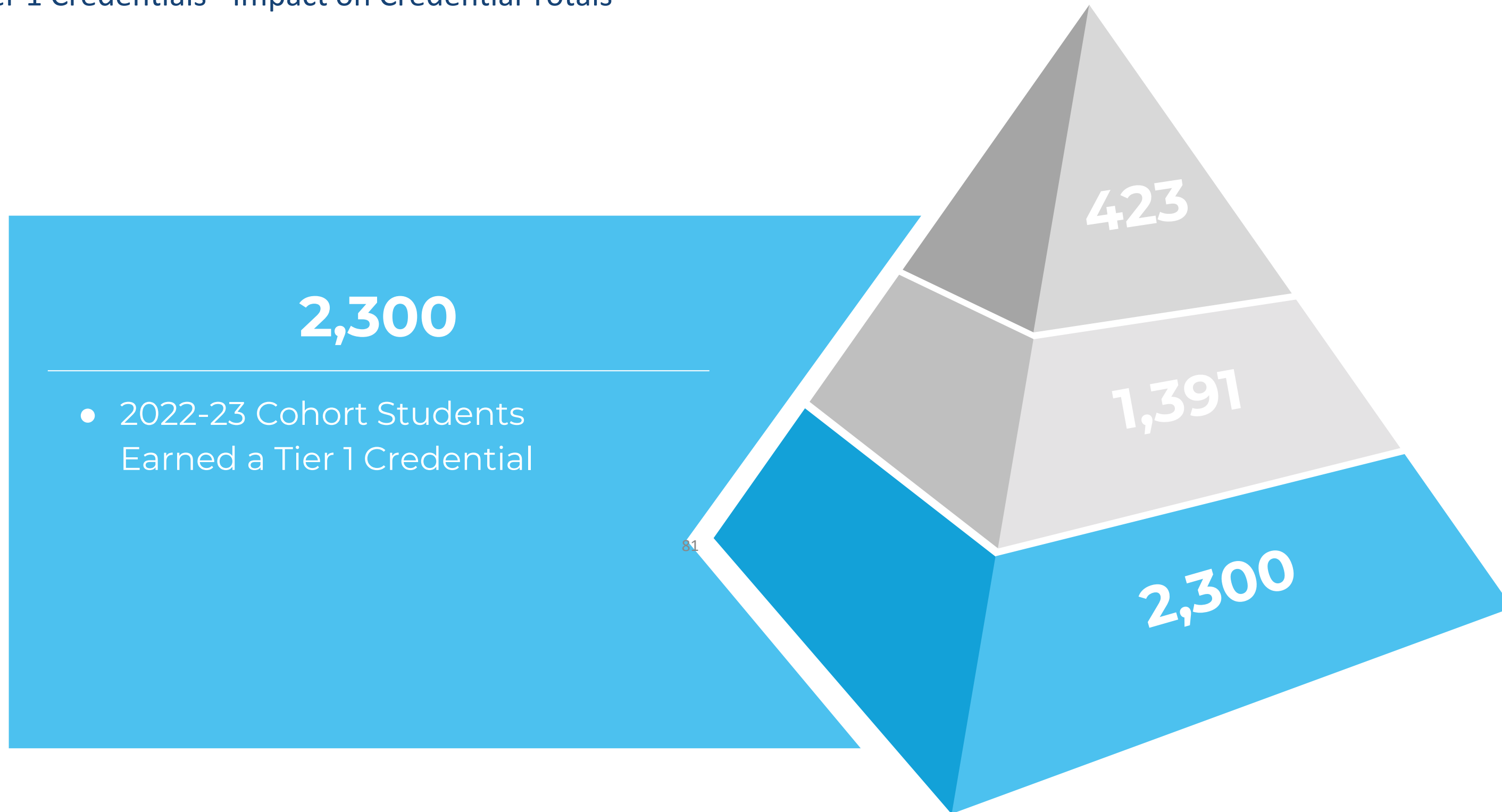
# Goal 4, Indicator 6: Credentials

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>● Automotive Lift Institute - Lifting It Right: School Edition</li> <li>● Community Emergency Response Team (CERT)</li> <li>● CPR/AED</li> <li>● Entrepreneurship and Small Business</li> <li>● FAA Trust</li> <li>● First Aid</li> <li>● ANSI-Accredited Food Handler Certificate</li> <li>● Law and Public Safety Introductory Competency</li> <li>● Microburst Learning Soft Skills for Success</li> <li>● Microsoft Office Specialist Excel</li> <li>● Microsoft Office Specialist Excel Expert</li> <li>● Microsoft Office Specialist PowerPoint</li> <li>● Microsoft Office Specialist Word</li> <li>● National Incident Management System</li> <li>● OSHA 10-hour Construction Safety and Health</li> <li>● OSHA 10-hour General Industry Safety and Health - Healthcare</li> <li>● OSHA 10-hour General Industry Safety and Health - Manufacturing</li> <li>● Pre-Professional Certification (Pre-PAC) in Culinary Arts</li> <li>● Pre-Professional Certification (Pre-PAC) in Interior Design Fundamentals</li> <li>● PMI Project Management Ready</li> <li>● S/P2 Automotive Service Pollution Prevention</li> <li>● S/P2 Automotive Service Safety</li> <li>● Stop the Bleed</li> <li>● Venture Entrepreneurial Expedition</li> <li>● Youth for the Quality Care of Animals (YQCA)</li> </ul>	<ul style="list-style-type: none"> <li>● Adobe Illustrator</li> <li>● Adobe Photoshop</li> <li>● ANSI - Accredited Food Protection Manager Certification (ServSafe)</li> <li>● ASE Entry-Level Certification - Electrical/Electronic Systems</li> <li>● ASE Entry-Level Certification - Maintenance and Light Repair</li> <li>● Autodesk Certified User AutoCAD</li> <li>● Autodesk Certified User Revit</li> <li>● Certified Production Technician (CPT) - Maintenance Awareness</li> <li>● Certified Production Technician (CPT) - Manufacturing Processes and Production</li> <li>● Certified Production Technician (CPT) - Quality Practices and Measurement</li> <li>● Certified Production Technician (CPT) - Safety</li> <li>● Certified Protection Officer (CPO)</li> <li>● CFR 14 Part 107 UAS Remote Pilot Certification</li> <li>● Intuit Quickbooks Certified User</li> <li>● National Basic 9-1-1 Dispatch Certification</li> <li>● NCCER Construction/Carpentry (20 modules)</li> <li>● NCCER Electrical Trades (16 modules)</li> <li>● NCCER HVACR (15 modules)</li> <li>● North Carolina Nurse Aide I</li> <li>● PCAP Certified Associate in Python Programming</li> <li>● Unity Certified User: Programmer</li> </ul>	<ul style="list-style-type: none"> <li>● Adobe Premiere Pro</li> <li>● Autodesk 3DS Max</li> <li>● Autodesk Certified Professional Revit</li> <li>● CIW Social Media Strategist</li> <li>● Hospitality and Tourism Specialist</li> <li>● Microsoft Office Specialist Excel Expert</li> <li>● National Law Enforcement Certification SPSS</li> <li>● NCCER Carpentry III (6 modules)</li> <li>● NCCER Electrical Trades III (7 modules)</li> <li>● NCCER HVACR III (6 modules)</li> <li>● PCEP - Certified Entry-level Python Programmer</li> <li>● CPhT Certified Pharmacy Technician</li> <li>● Salesforce Administrator Certification</li> </ul>



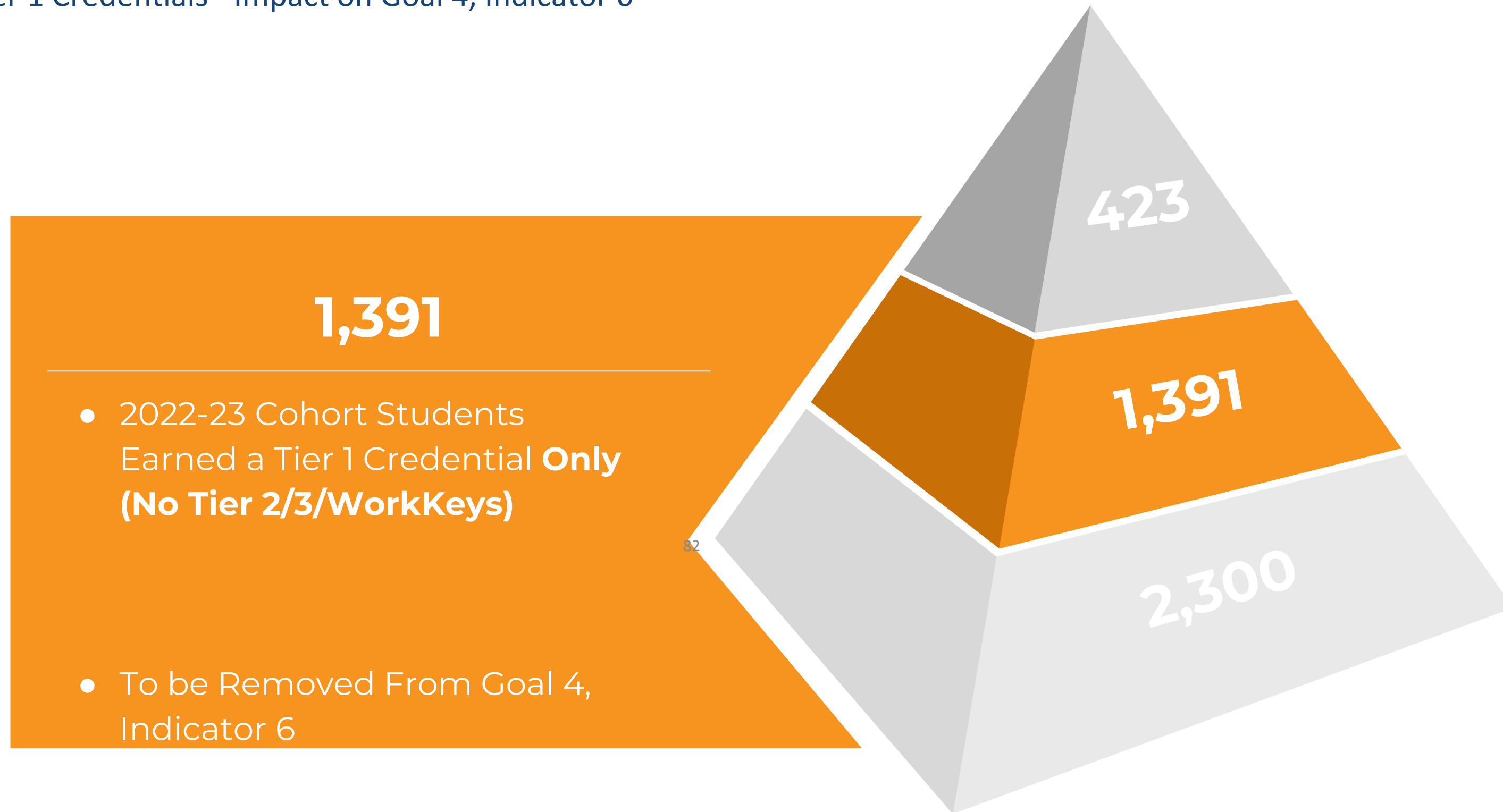
# Goal 4, Indicator 6: Credentials

Removal of Tier 1 Credentials - Impact on Credential Totals



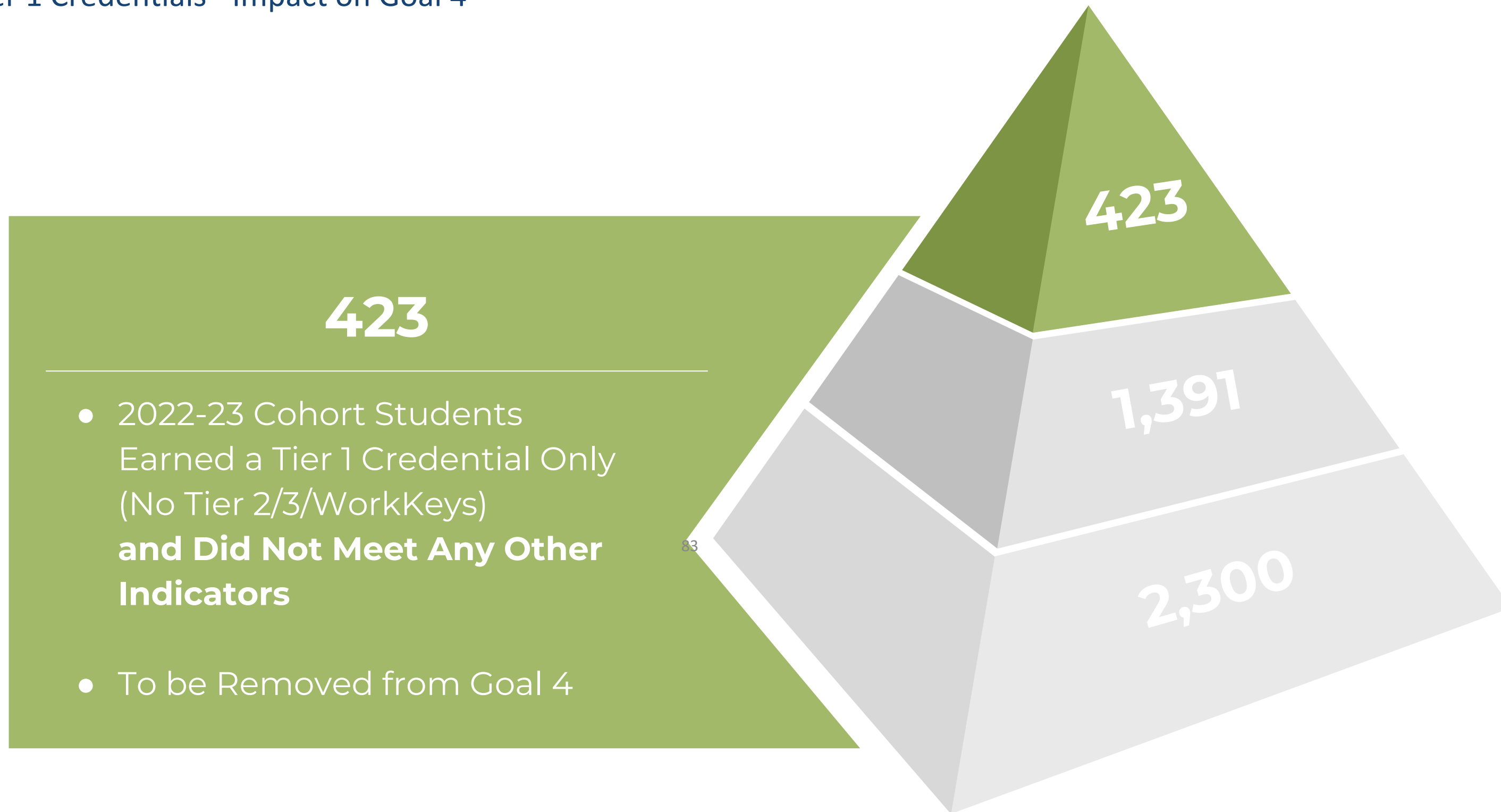
# Goal 4, Indicator 6: Credentials

Removal of Tier 1 Credentials - Impact on Goal 4, Indicator 6



# Goal 4, Indicator 6: Credentials

Removal of Tier 1 Credentials - Impact on Goal 4



# Goal 4, Indicator 6: Credentials

Number of Students Meeting Goal 4, Indicator 6 with/without Tier 1 Credentials Included

	Tier 1 Credentials <b>Included</b>	Tier 1 Credentials <b>Excluded</b>
Students Meeting Goal 4	<b>7,344</b>	<b>6,921</b>
Students Meeting Goal 4 - Indicator 6 Benchmark <sup>85</sup>	<b>3,974</b>	<b>2,583</b>

# Goal 4, Indicator 6: Credentials

Goal 4 Indicators	Credentials (All Tiers)	Credentials (T2/T3/WK)
Goal 4: Increase the percent of <del>rising</del> <b>graduating</b> high school students on track to be enrolled, enlisted or employed.	76.3%	71.9%
% 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%	31.8%
% of students scoring 19 or higher on the ACT or 1050 on the SAT	40.4%	40.4%
% of students earning a credit from an institute of higher education (CPCC, UNCC including dual enrollment), AP, IB, or Cambridge	37.8%	37.8%
% of students scoring 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB)	.9%	.9%
% of students completing a Junior Reserve Officers' Training Corps (JROTC) pathway	4.3%	4.3%
% of students earning an industry credential	41.3%	26.8%
% of students completing a CTE (Career & Technical Education) concentrator pathway	33.4%	33.4%



# Indicator Metrics

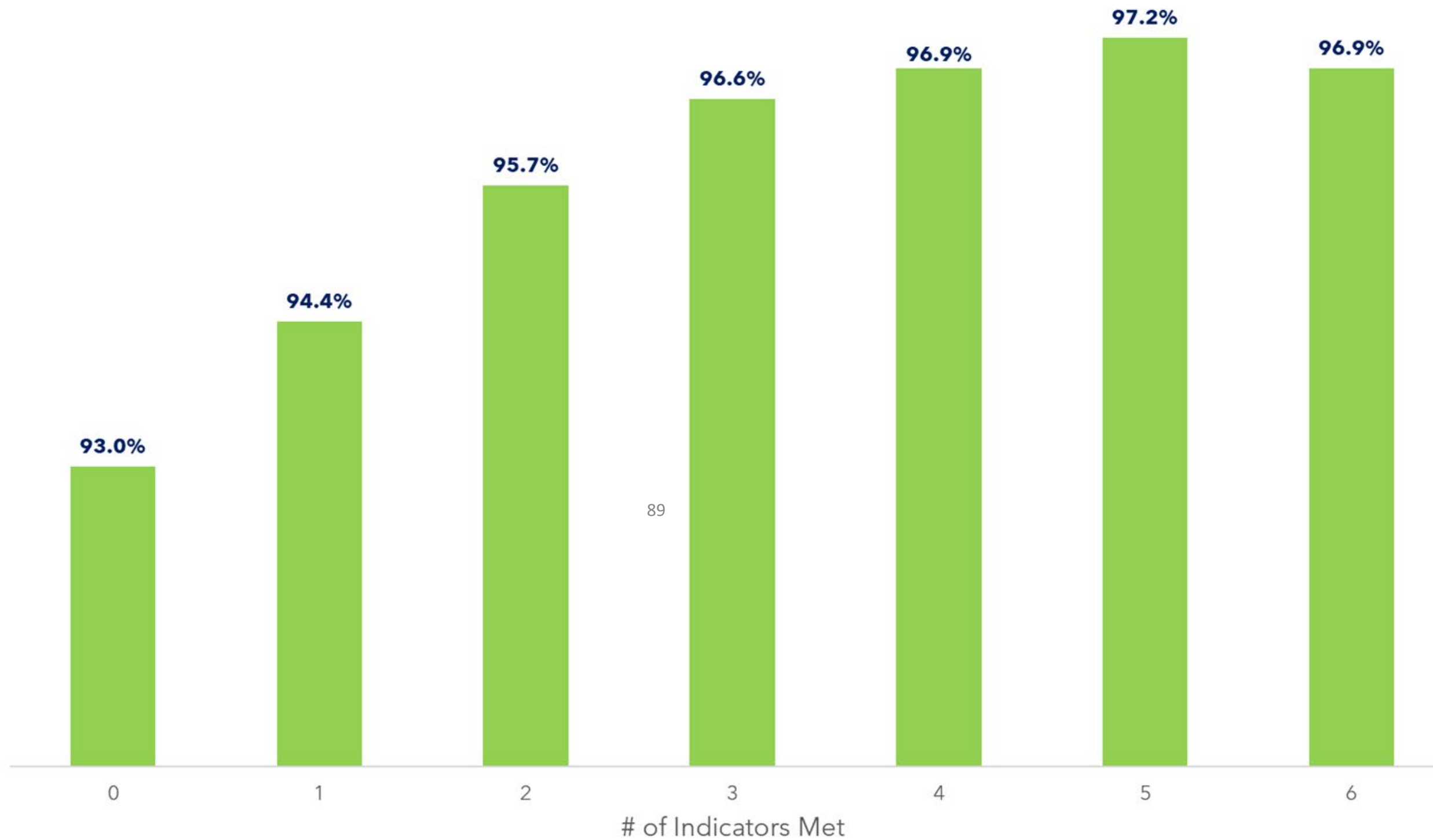
87

# Indicator Metrics

Indicators Met	Number of Students	% of Cohort
0	2,292	23.8%
1	2,141	22.2%
2	1,87	19.7%
3	1,535	15.9%
4	<sup>88</sup> 1,102	11.4%
5	642	6.7%
6	18	.2%
7	<10	<10

# Indicator Metrics - Attendance

Average Attendance Rate by Number of Indicators Met

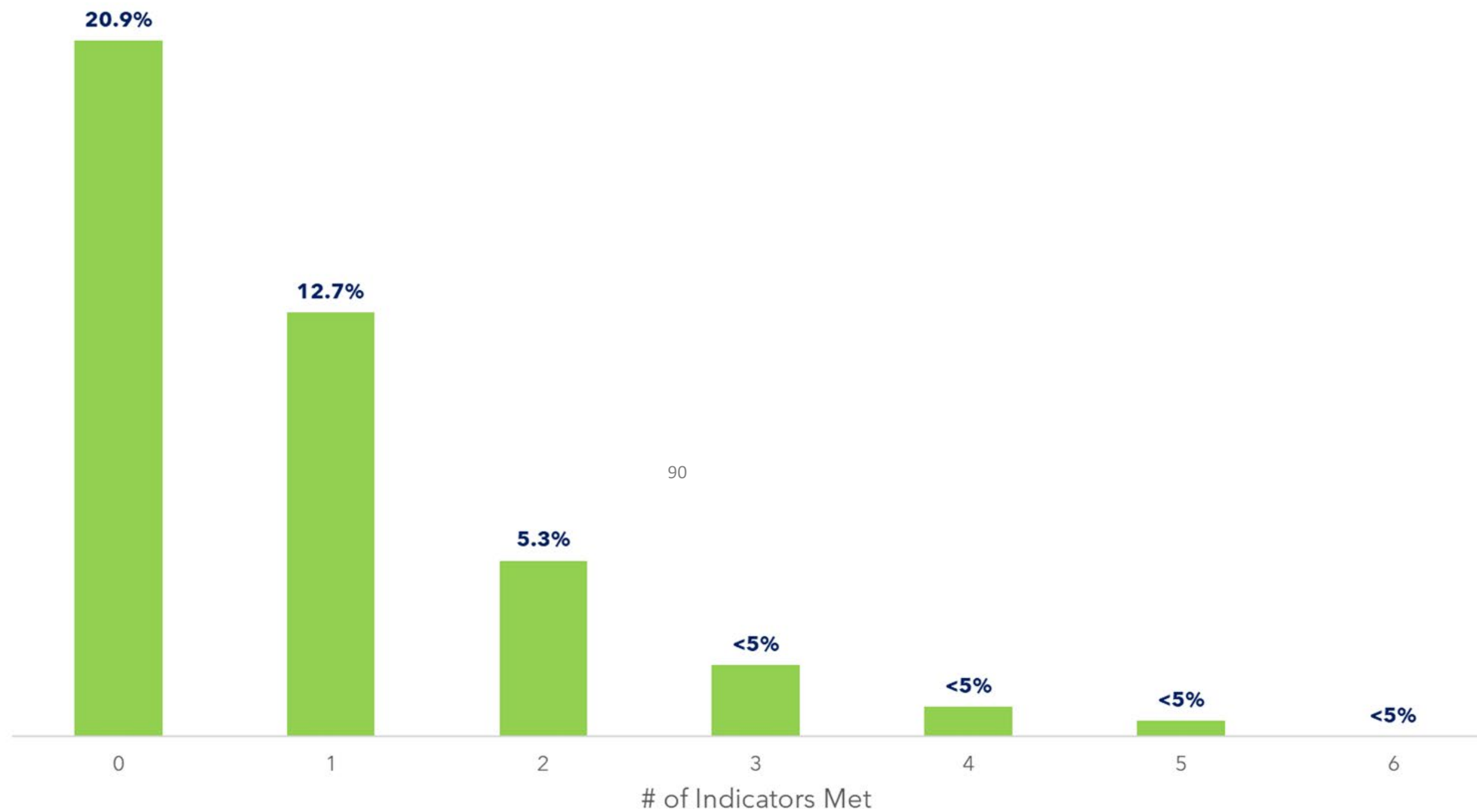


\*Data for Students Meeting all 7 Goal 4 Indicators were not included within the graphic due to low volume.



# Indicator Metrics - Attendance

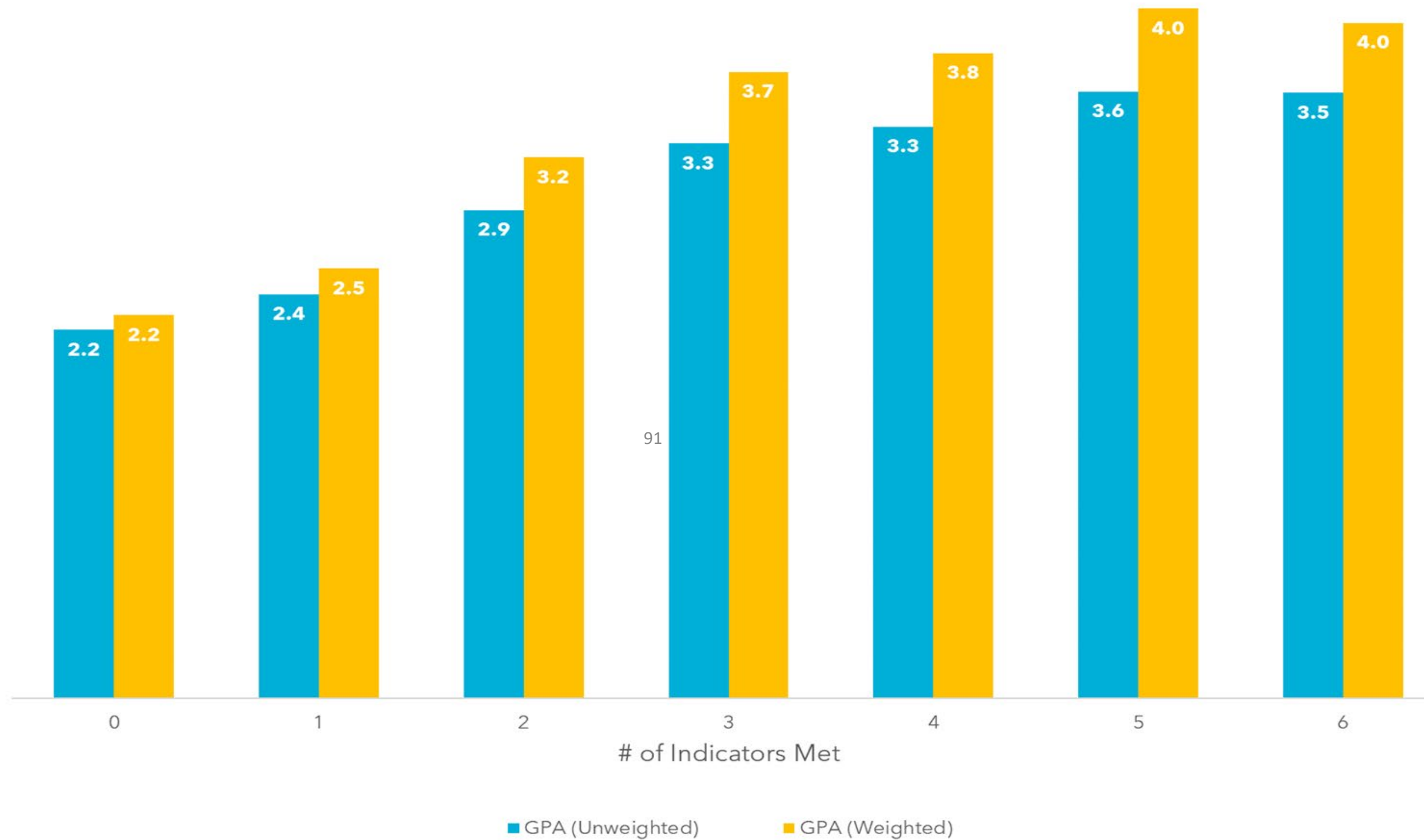
% of Students with an Attendance Rate <90% by Number of Indicators Met



\*Data for Students Meeting all 7 Goal 4 Indicators were not included within the graphic due to low volume.

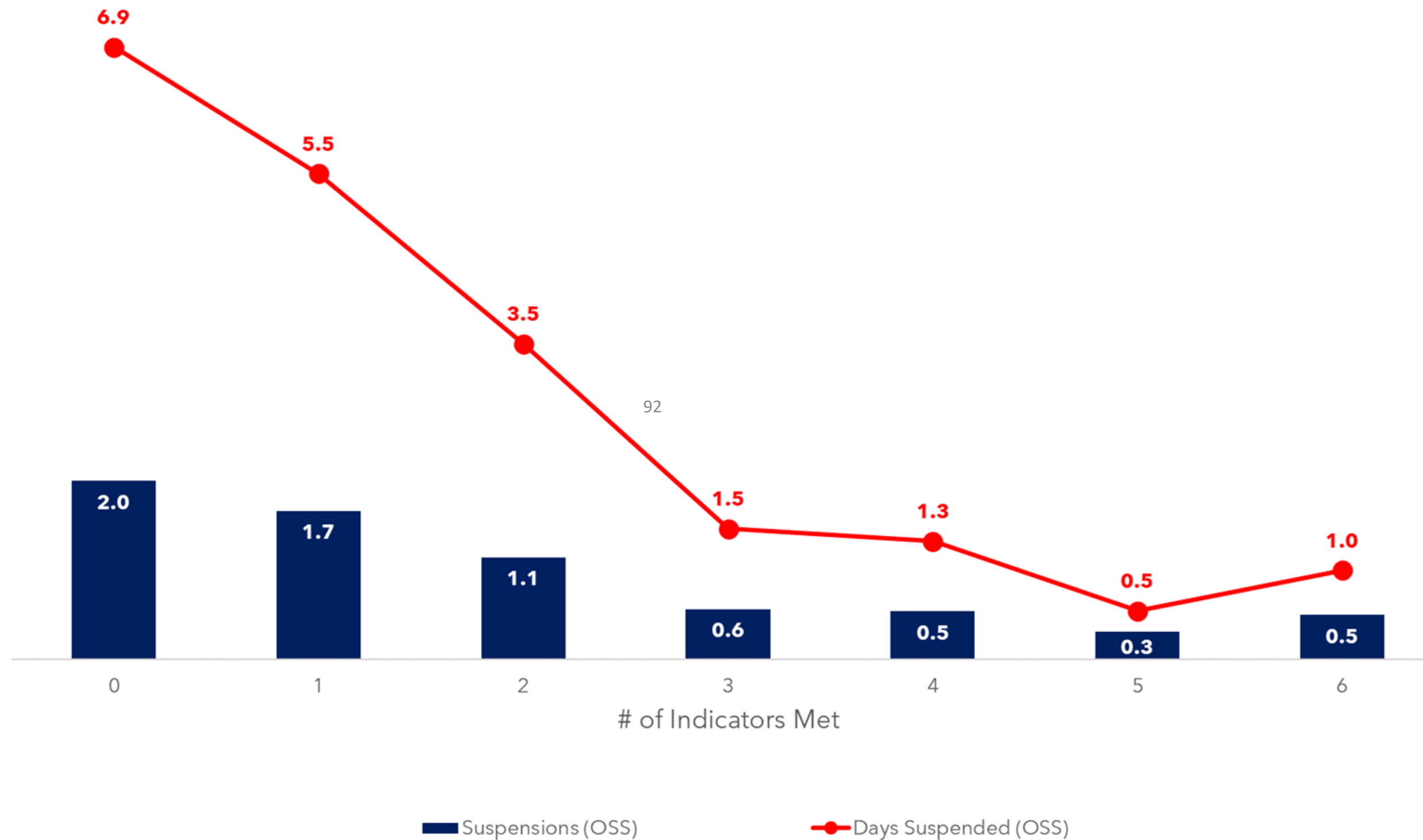
# Indicator Metrics - GPA

Average GPA (Weighted & Unweighted) by Number of Indicators Met



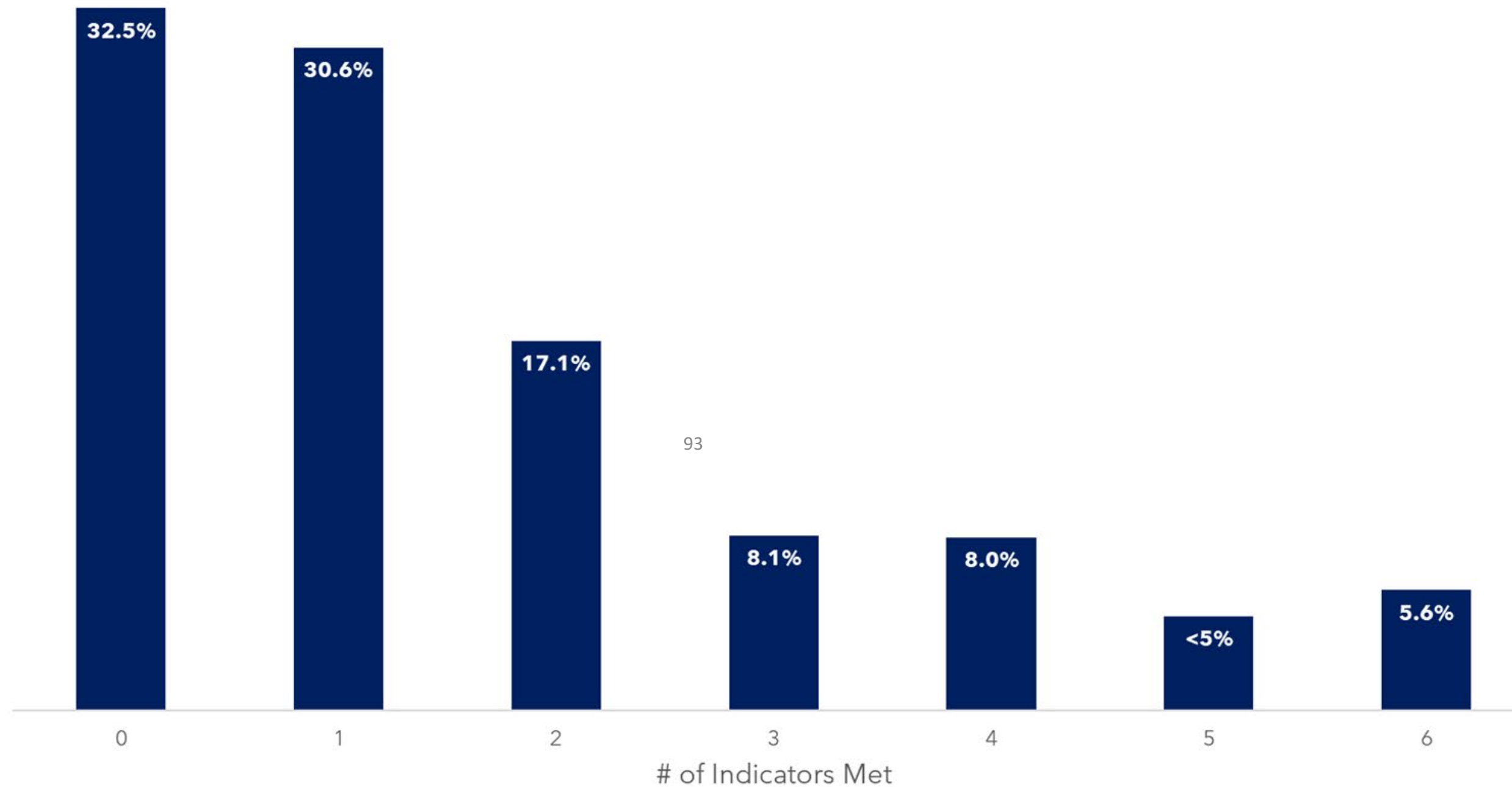
# Indicator Metrics - Suspensions

Suspensions and # of Days Suspended by Number of Indicators Met (Average)



# Indicator Metrics - Suspensions

% of Cohort with at Least One Suspension by Number of Indicators Met





# Indicator 7 2022-23 Baseline Data

# Goal 4, Indicator 7: CTE Concentrator Pathway

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

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## 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.

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95

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

# 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.

# 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

## Charlotte-Mecklenburg Schools 2022-23 Graduates

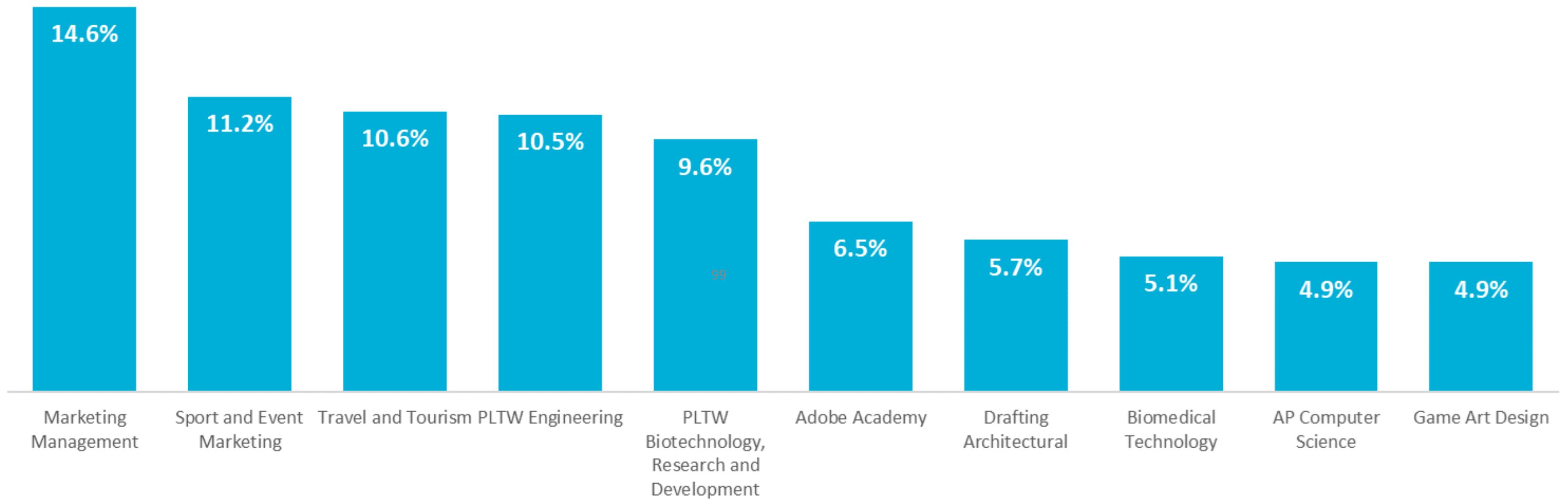
- **9,629** Students within 2022-23 Cohort
- **3,219** Students Completed a Concentrator Pathway
- **3,479** Total Concentrations Obtained

**33.4%**

Percentage of 2022-23 Graduates  
Completing a Concentrator  
Pathway

# Goal 4, Indicator 7: CTE Concentrator Pathway

## Top CTE Concentrator Pathways



# 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 & Digital Design	Entrepreneurship
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 & Tourism
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		
			<b>39 total Pathways offered</b>
<b>100% of our 39 CTE pathways offered are "in demand." per Star Jobs, NCWorks, and Charlotte Works</b>			