Student Outcomes

Goal 3, Overall Goal Status, Interim Measure 3.1, 3.2

Board Update
April 8, 2025

Charlotte-Mecklenburg Schools

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

Progressing

Administrative Window	Grade	Report Date
MVPA - 1st Administration	Middle School & High School	April 8, 2025
MVPA - Final Administration	Middle School & High School	July 8, 2025

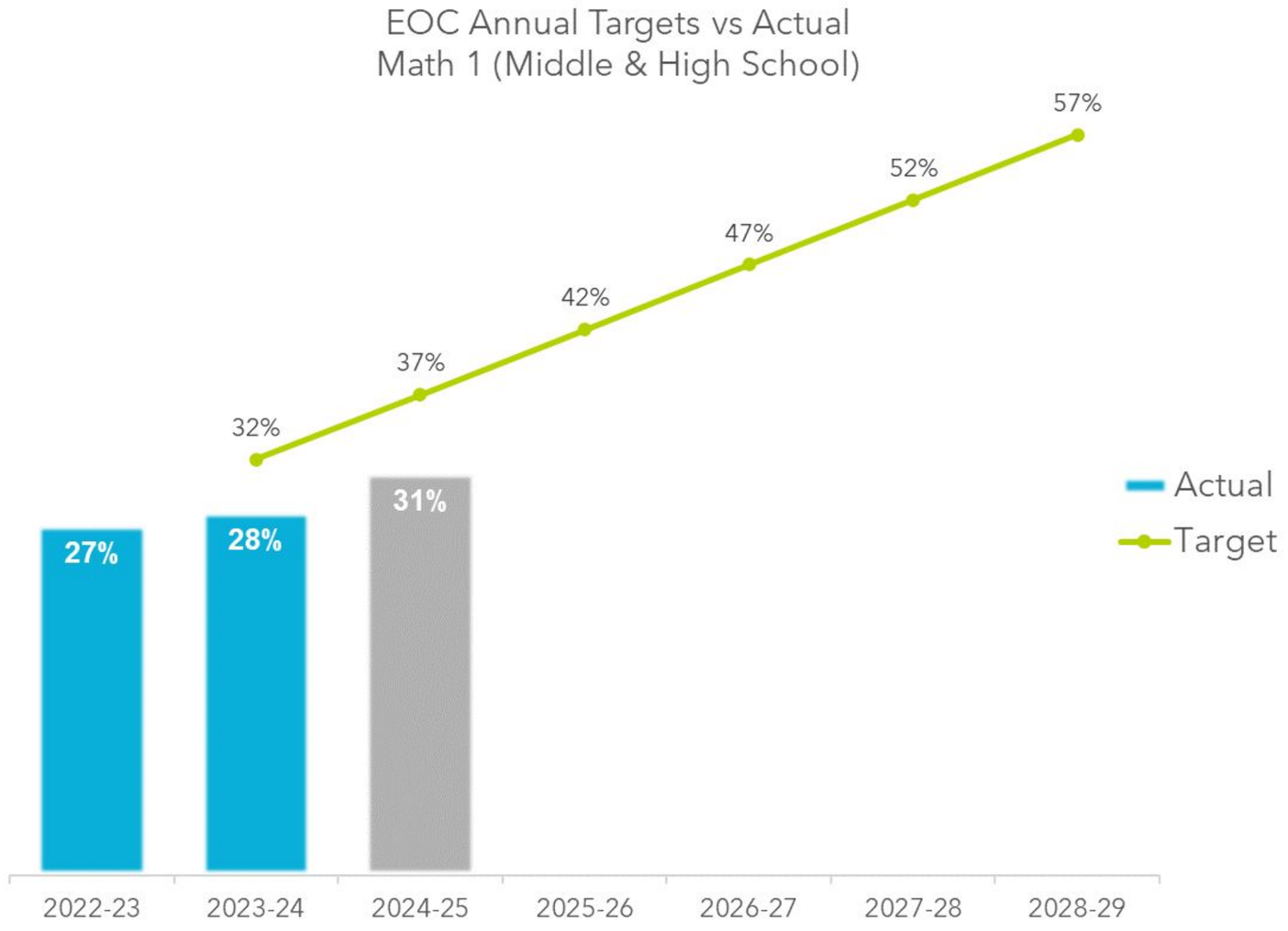
Goal 3, Overall Goal Status
2024-25 Math 1
MVPA 1st Benchmark
Assessment Performance

3

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

Progressing



Charlotte-Mecklenburg Schools

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

Progressing

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	*Baseline*	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 28% (June 2024) to 37% (June 2025)	27%	32%	28%	37%		42%		47%		52%		57%	

	2024-25		
Interim Measure	Target	Projection	Change
MVPA 1st Admin	37%	31%	
MVPA Final Admin	37%	TBD	TBD

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

MVPA 1st Administration
Middle School & High School

11,200	Total Students
4,144	Total CCR Students Needed to Reach Goal 3 Target (37%)
3,435	Students at CCR
709	Additional CCR Students Needed to Reach Goal 3 Target

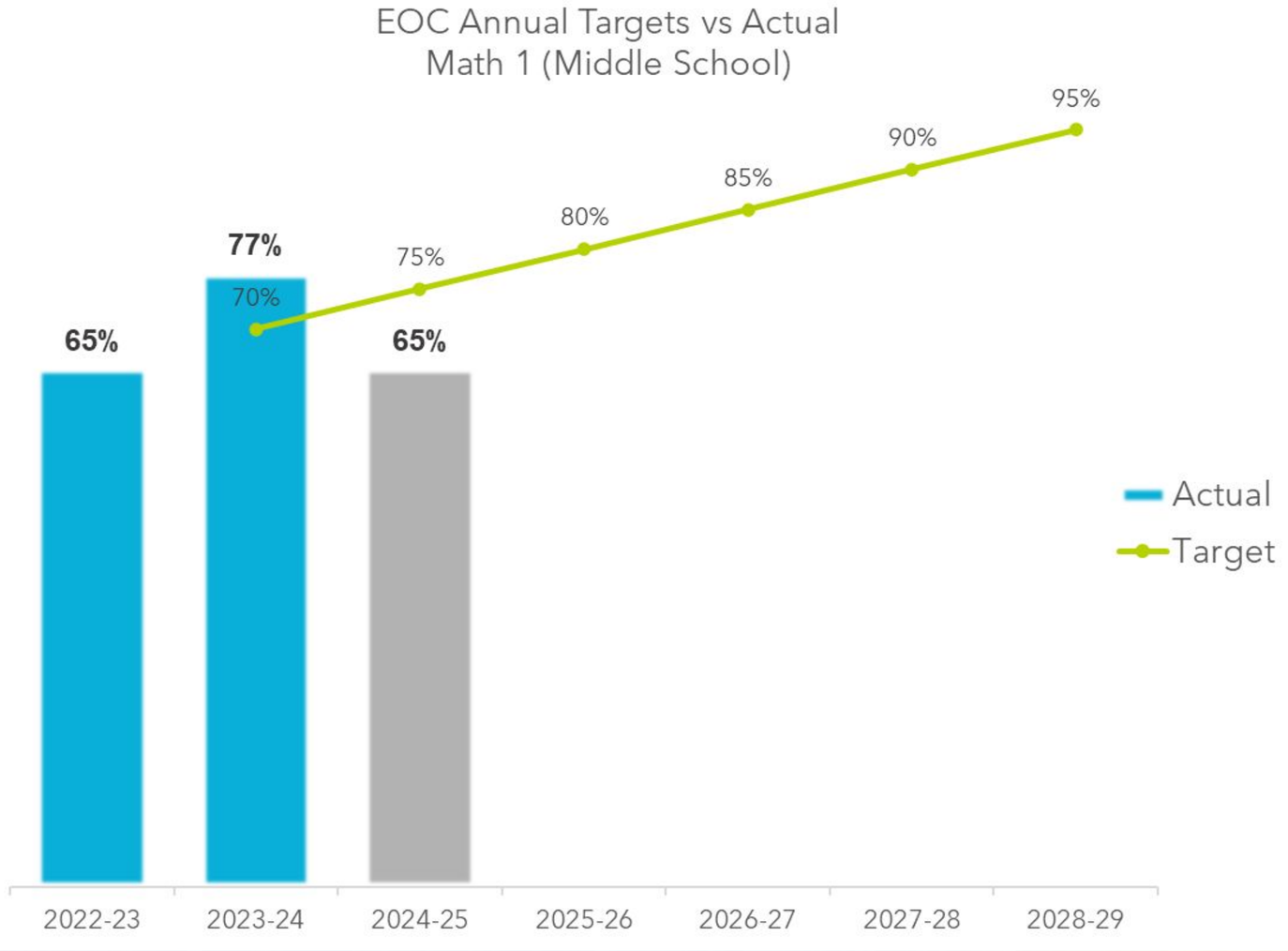
Goal 3, Interim Measure 3.1
2024-25 Middle School Math 1
MVPA 1st Benchmark
Assessment Performance

7

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 95% (June 2029)

Progressing



Charlotte-Mecklenburg Schools

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 95% (June 2029)

Progressing

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	*Baseline*	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Maintain the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 above the annual target of 75% (June 2025)	65%	70%	77%	75%		80%		85%		90%		95%	

	2024-25		
Interim Measure	Target	Projection	Projected Change
MS MVPA 1st Admin	75%	65%	
MS MVPA Final Admin	75%	TBD	TBD

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 75% (June 2025)

Progressing

MVPA 1st Administration
Middle School

3,407	Total Students
2,556	Total CCR Students Needed to Reach Target (75%)
2,218	Current Students at CCR
338	Additional CCR Students Needed to Reach Target

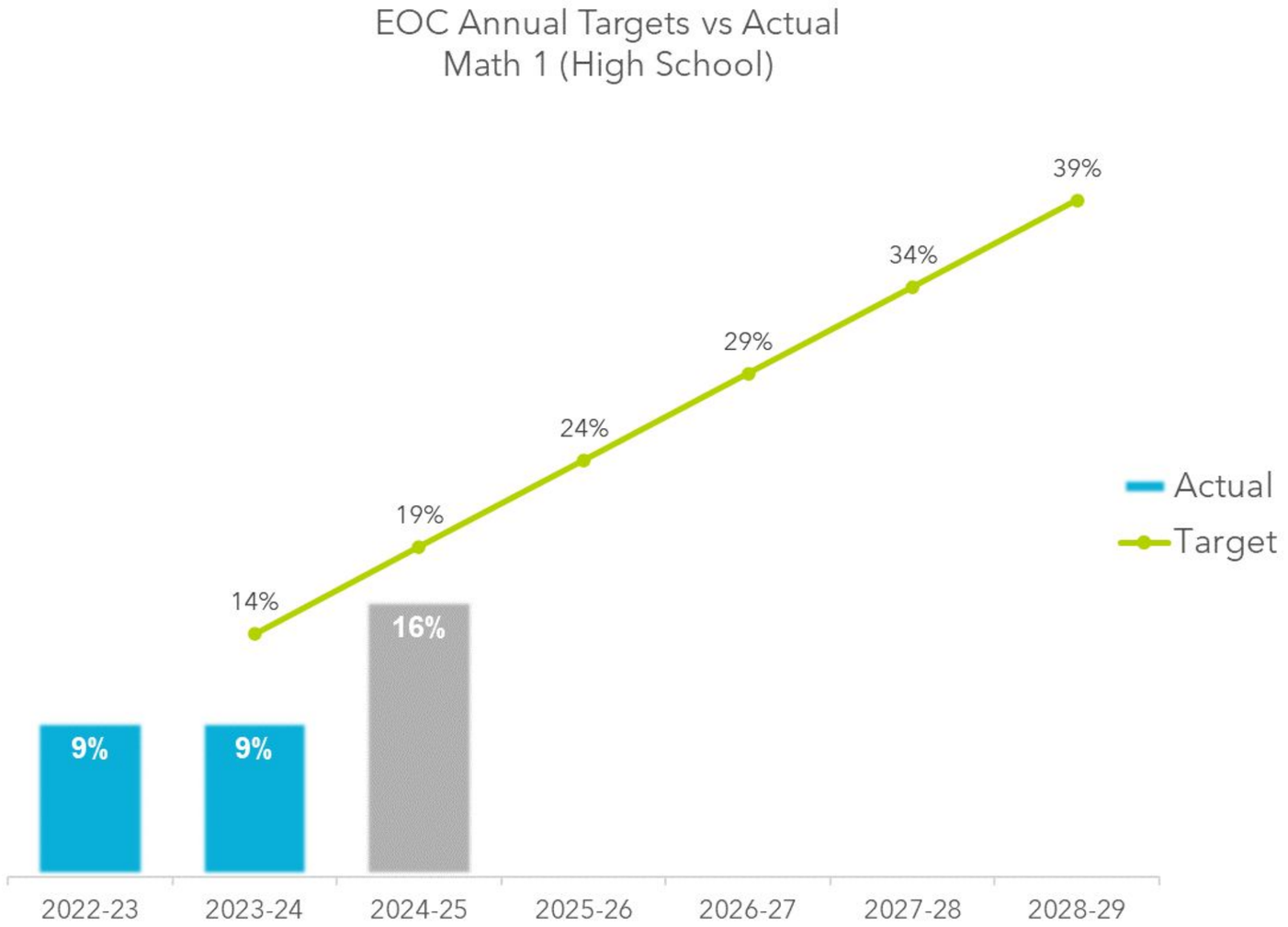
Goal 3, Interim Measure 3.2
2024-25 High School Math 1
MVPA 1st Benchmark
Assessment Performance

11

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 39% (June 2029)

Progressing



Charlotte-Mecklenburg Schools

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 39% (June 2029)

Progressing

	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	*Baseline*	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2024) to 19% (June 2025)	9%	14%	9%	19%		24%		29%		34%		39%	

	2024-25		
Interim Measure	Target	Projection	Projected Change
HS MVPA 1st Admin	19%	16%	
HS MVPA Final Admin	19%	TBD	TBD

Charlotte-Mecklenburg Schools

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 19% (June 2025)

Progressing

MVPA 1st Administration
High School

7,793	Total Students
1,481	Total CCR Students Needed to Reach Target (19%)
1,217	Current Students at CCR
264	Additional CCR Students Needed to Reach Target

Strategies

15

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2025)

Progressing

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

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 75% (June 2025)

Progressing

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

Inputs
What happened 1st Semester and Q3

MS Math Curriculum Specialists:

- Adapted pacing to include selected Math 8 standards and developed resources: Response to Benchmark documents, Math Hive, teacher videos for re-engagement and small group instruction, EOC review aligned to Benchmark, Math language Routines (MLRs), and released EOC questions, and extra practice problems aligned to standards from Benchmark.
- Planned and delivered PD sessions for Master Teachers and teachers focusing on instructional practices and with administrators on MVPA data with SIDI.
- Collaborated with departments and instructional specialist to deliver PD for Master Teachers, focusing on supporting educators with curriculum implementation, Launch-Explore- Discuss framework, coaching models, academic monitoring, mindset shifts and providing comprehensive support for teachers, PLCs and schools.
- Support teachers by distributing resources such as the MS Math Updates, Direct to Teacher and board updates.

Outputs to Date
What did we learn?

- The MS Math 1 MVPA Benchmark 1 had 6 questions (out of 24l) on the G-GPE standards that had not yet been covered, based on pacing.
- Additional data point: Districtwide, the Midterm avg. 74% and the average percent correct increased 17.7% from 23-24 to 24-25 Midterm (districtwide, the MVPA I avg. 65.8%).
- YTD Master Teacher PD attendance 80% with overall feedback ratings of 3.74 out of 4 and KBQ mastery rating of 92%.
- Teacher PD overall feedback ratings averaged 3.4 out of 4 and KBQ ratings of 91%.

Strategic Adjustments
What is our plan for Q3 and Q4?

- Master Teachers and Math I teachers will continue to attend PD sessions focused on lesson synthesis and small group re-engagement of standards.
- Math Curriculum Specialists have developed a Response to Benchmark document and question-by-question analysis of the benchmark.
- Continuously create and refine curriculum materials based on teacher feedback.

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 19% (June 2025)

Progressing

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

Inputs
What happened 1st Semester and Q3

HS Math Curriculum Specialists:

- Developed resources: Response to Benchmark documents (YL, Sem.), Resource Hub, teacher videos for re-engagement and small group instruction, an abbreviated EOC review (aligned to Benchmark, Math Language Routines (MLRs), and released EOC questions), and extra practice problems aligned to standards/domains from Benchmark.
- Planned and delivered PD sessions for administrators and Master Teachers(MTs) focused on MVPA data with SIDI and collaborated with Instructional Specialists for teacher, PLC, and school support.
- Collaborated across departments and delivered PD for MTs on supporting teachers with curriculum, Launch-Explore-Discuss framework, coaching models, academic monitoring, and mindset shifts.
- Planned and delivered Teacher PD focused on instructional practices.

Outputs to Date
What did we learn?

- MVPA Assessment 1 addressed 12 out of 50 standards: Statistics, 18-20% of the EOC, and Algebra, 36-40% of the EOC.
- MVPA Final Assessment covers 35 of the 50 standards and included 6.5 out of the 9 units. (HS 24-25 Semester 1 Final MVPA Results)
- The district effectiveness ratings from Master Teacher PD averaged 3.89 out of 4, based on approximately 30 Master Teachers an overall mastery of 92% in knowledge-based-questions (KBQs) for Master Teachers.
- YTD Attendance for Master Teacher PD is 82.3% with makeup assignments turned in and 79.1% without makeup assignments turned in.
- The district effectiveness ratings from Teacher PD averaged 3.4 out of 4, reflecting feedback from around 350 teachers and an overall mastery of 91% in knowledge-based-questions (KBQs) for teachers.

Strategic Adjustments
What is our plan for Q3 and Q4?

- Provide PD for Master Teachers focused on effective planning for small-group re-engagement and strategies for coaching and supporting fellow educators.
- Collaborate with Instructional Specialists to enhance PD and coaching strategies during Core Action Walks.
- Continue utilizing monitoring and feedback systems to inform instruction and curricular resources.
- Analyze Benchmark data and create Response to Benchmark documents and videos for teachers and PLCs.

Student Outcome Goal 3 Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 75% (June 2025)

Progressing

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

Inputs
What happened 1st Semester and Q3

- Master Teachers (MTs) conducted collaborative group visits to eight middle schools to align on the Core Actions and establish coaching strategies for their PLCs and teachers.
- Instructional Specialists and Curriculum Specialists collaborated through Core Action Walks and providing school support for teachers and Master Teachers.
- Every middle school was visited by both Curriculum Specialists and Instructional Specialists at the beginning and/or middle of the year.

Outputs to Date
What did we learn?

- Core Action Walks have shown more evidence of activity launches and academic monitoring in classrooms, which were topics of previous Master Teacher PDs.
- Year-to-date Qualtrics data showed an average rating of 2.3 out of 4.0 for both student discourse and collaboration (CA 2 & 3), which remain key areas for districtwide improvement.
- In classrooms where the adopted curriculum is being implemented with integrity, evidence of Core Actions is more consistently observed.
- Feedback from Master Teachers (MTs) on professional development, including school observations, has been overwhelmingly positive and impactful, as evidenced by surveys, ratings, and knowledge-based assessments. MTs have created a supportive community, effectively using strategies for coaching conversations with teachers.

Strategic Adjustments
What is our plan for Q3 and Q4?

- Maintain ongoing instructional walks with Master Teachers and SPA leaders to identify trends, patterns, and coaching opportunities that enhance student discourse and engagement for PLCs and teachers.
- Curriculum Specialists will continue to develop PD for Master Teachers that align with the CAW ratings specifically focusing on Core Action 2 and 3, aiming to foster deeper student engagement, enhance student discourse, improve understanding, and boost formative assessment data.
- Align communication (MS Math Update, Updated CMS QuickLinks) to send out and refine resources for teachers and MTs.

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 19% (June 2025)

Progressing

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

Inputs
What happened 1st Semester and Q3

- Master Teachers (MTs) conducted collaborative group visits to at least six high schools to align on the Core Actions and establish coaching strategies for their PLCs and teachers.
- Instructional Specialists and Curriculum Specialists engaged in collaboration through Core Action Walks and provided school support for teachers and Master Teachers.
- Every high school was visited by both HS Curriculum Specialists and Instructional Specialists at the beginning and/or middle of the year.
- Curriculum Specialists tailored PD for Master Teachers and teachers, utilizing data from the Core Action Walks to enhance support for Core Action 2 and 3.

Outputs to Date
What did we learn?

- Schools implementing the adopted curriculum, which emphasizes problem-based learning, show significantly higher levels of student engagement, discourse, and understanding, enhancing problem-solving and critical thinking skills. In contrast, schools not using this curriculum have lower levels of engagement, discourse, and knowledge retention.
- Feedback from Master Teachers (MTs) on professional development, including school observations, has been overwhelmingly positive and impactful, as evidenced by surveys, ratings, and knowledge-based assessments. MTs have created a supportive community, effectively using strategies for coaching conversations with teachers.
- In Core Action Walks, ratings have shown improvement over time: Core Action 2 increased from 1.74 at the beginning of the year to 1.85 by mid-year, while Core Action 3 rose from 1.85 to 1.96, indicating progress and development.

Strategic Adjustments
What is our plan for Q3 and Q4?

- Collaborate with Instructional Specialists during Core Action Walks, alongside Barbara Beske, the founder of Coherent Math and co-author of the adopted curriculum.
- Maintain ongoing instructional walks with Master Teachers to identify trends, patterns, and coaching opportunities that enhance student discourse and engagement for PLCs and teachers.
- Curriculum Specialists will continue to develop PD for Master Teachers that align with the CAW ratings specifically focusing on Core Action 2 and 3, aiming to foster deeper student engagement, enhance student discourse, improve understanding, and boost formative assessment data.

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 05 (P05): High Needs Vacancy Monitoring

Inputs
What happened 1st Semester and Q3

- Implemented a coordinated and collaborative system for middle of year school support visits
  - Visits conducted by staff from Teacher Leader Pathway, Beginning Teacher Development and Support and CMS Teacher Residency programs
  - Focus on coaching and support plans for teachers
- Met with 55 alternatively licensed secondary Math 1 teachers in the district to ensure they are on track for their next license and retained in the district.
- Secondary Math has been identified as a high need vacancy area. Additional strategies include specific marketing and priority school candidate referrals.
- Invested in and publicize advancement opportunities for teachers both Teacher Leader Pathway and National Board Certification
- Collaborate in the development of the 2025-26 hiring timeline, prioritizing early hiring where needed, appropriate and applicable; draft and publicize the 2025-26 recruitment campaigns and events

Outputs to Date
What did we learn?

- 99% of teacher fill rate districtwide
- 8 Secondary Math vacancies
- 843 of the 1310 Alternatively Licensed teachers in the district have enrolled in the Alternative Licensure Canvas course and are completing steps necessary to continue into the 25-26 SY

Strategic Adjustments
What is our plan for Q3 and Q4?

- Specific recruiting will take place for student teachers.
- CMS Spring Career Fairs, in-person and virtually
- Monitor and support executive of school support plans for Teacher Leader Pathway, Beginning Teacher and Teacher Residency teacher support, collaborating with departments also supporting new teachers to build awareness of new teacher highest impact areas of development
- New district wide tracking of professional development attendance with a focus on Master Teacher required PD.

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 10 (P10): MTSS for Accelerated Learning

Inputs
What happened 1st Semester and Q3

- Identified students in need of supplemental and intensive intervention during Qtr 2 Data Analysis Sessions with School Teams
- Facilitated two High School Collaboratives with school teams to support their MTSS implementation

Outputs to Date
What did we learn?

- Upon completion of i-Ready diagnostic the below show students who have used personalized instruction to support intervention needs: (this total only reflects students who are eligible for intervention instruction
  - 42% of 9th grade students (662 out of 1589)
- Students continue to receive support through differentiated core within their yearlong Math 1 course to support closing instructional gaps

Strategic Adjustments
What is our plan for Q3 and Q4?

- Support school based staff with data meetings with MTSS team and i-Ready consultants; support teams with actions steps within their implementation plans
- Support school teams with creating intervention plans for students needing intervention instruction in Math 1 and Foundations of Math 1
- Support school teams with increasing progress monitoring efforts of students identified as needing supplemental or intensive intervention
- Continue to support MTSS Leadership Teams in review of SIP goals, schoolwide data review and setting up review meetings for students with intervention needs

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 11 (P11): Family and Community Partnership Communication

Inputs
What happened 1st Semester and Q3

- Collaborated with cross-functional team (with a consistent meeting cadence) to review districtwide resources and processes
- Finalized inventory of current resources available for families to support their scholar's learning outside of the school day
- Collaborated with CMS Communications and Technology to determine the best marketing and end user experience for families and external stakeholders

Outputs to Date
What did we learn?

- Created subcommittees based on grade spans: High School, Middle School, and Elementary School in order to organize and identify family-facing resources by grade span
  - 6-8 Curriculum Resources
  - EOG / MVPA Resources
- Connected with additional departments based upon subcommittee feedback to ensure district resources are uploaded on the CMS website
- Catalogued resource inventory to ensure all resources are family-friendly and accessible
- Identified gaps in resources and collaborated with departments to fill the needed areas

Strategic Adjustments
What is our plan for Q3 and Q4?

- Collaborate with CMS Technology to develop and build the pathways tool on the CMS Website to ensure timely, accessible, and user-friendly resources for families
- Collaborate with CMS Communications to plan strategy to bring awareness of districtwide resources via district communication tools
- Including family-friendly internal and external resources on the Family and Community Engagement Webpage and monthly internal and external newsletter

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 14 (P14): Attendance

Inputs
What happened 1st Semester and Q3

- Created Attendance Intervention Tracker spreadsheets for all schools to document attendance interventions with students and monitor at the district level
- Required training with social workers to review attendance practices and job role expectations around attendance
- Required all social workers to complete data documentation for home visit so far this school year
- Worked alongside community partners to conduct home visits for all chronically absent students

Outputs to Date
What did we learn?

- 100% of middle school social workers have created Attendance Intervention trackers to document interventions provided to students
- 90% of social workers attended initial training on attendance practices
- 65% of high schools currently have a 92% or higher attendance rate
- 992 total home visits conducted by social workers so far this year to support chronically absent students

Strategic Adjustments
What is our plan for Q3 and Q4?

- Collaboration with Strategic Partnerships to implement mentorships to improve student attendance
- Strategic support from district social work leadership team for all schools with a 25% chronic absenteeism rate or higher:
  - Meeting with each social worker one-on-one to discuss needs
  - Attending attendance review meetings or Student Services PLC at all schools to discuss interventions
- Social workers will complete referrals to community partners for any student that they have been unsuccessful in locating

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 15 (P15): SEL and Student Discipline

Inputs
What happened 1st Semester and Q3

- Engaged in middle and high school exploratory walks to gauge implementation of culture building and disciplinary practices
- Met with building leaders to tie walkthrough data to efforts aimed at increasing course engagement and attendance
- Supported school leadership with strategies to keep students in school including interventions and alternatives to suspension

Outputs to Date
What did we learn?

- 100% of secondary schools have implemented Capturing Kids Hearts
- A core team conducted implementation fidelity/disproportionality walks in 18 schools this semester.
- Culture Middle of Year Survey Data
  - Increase in culture / climate of leadership and staff
  - Increase in implementation fidelity

Strategic Adjustments
What is our plan for Q3 and Q4?

- We will provide advisory data to school administration in 10 targeted schools to assist with improved school culture and climate practices
- We will provide professional development to 5 on improving behavior practices and culture building strategies to improve student achievement

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 18 (P18): Onboarding New Employees

Inputs
What happened 1st Semester and Q3

- Implemented a three week teacher onboarding experience (The Crown Academy)
- Implemented weekly onboarding for any teacher who is hired during the school year and is new to Charlotte-Mecklenburg Schools
  - Onboarding development includes classroom management, organization, technology tools/platforms, building relationships and introduction to content/curriculum
- Developed survey to get teacher stakeholder feedback regarding the effectiveness of district onboarding efforts

Outputs to Date
What did we learn?

- 1,298 teachers have completed the onboarding program for the 2024-25 school year.*
  - 634 of the 1,298 teachers who have completed onboarding are alternatively licensed
- 45 teachers eligible to teach Math 1 have completed onboarding
  - of the 45 teachers eligible to teach Math 1 that have completed onboarding, 16 are alternatively licensed.

Strategic Adjustments
What is our plan for Q3 and Q4?

- Survey participants of onboarding program 60 and 120 days after onboarding to determine effectiveness and to inform improvement to onboarding content and/or structures
- Monitor retention rate of beginning teachers
- Adding International Teachers to Affinity Groups
- Conducting Early Release Day full-day PD partnering with many Departments for content and lesson planning on 2.26 4.2 - Math 1 Specific Training
- RRTD and SPA partnership in providing ongoing, school-based support of beginning teachers

Student Outcome Goal 3 - Interim Measure 3.1 & 3.2

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 37% (June 2025)

Progressing

Project 35 (P35): Family Academy

Inputs
What happened 1st Semester and Q3

- Expanded 2024-25 Family Academy
  - Virtual, in-person, and on-demand offerings (virtual sessions ensure accessibility, language inclusion, and on-demand recordings)
  - In-person sessions have been hosted at Ada Jenkins Center, Belmont Center, McClintock MS, Central United Methodist Church, and Southside Homes
- Implemented Months at a Glance for consistent advertising to families
- Published Family Academy banner on CMS Homepage for consistent advertising to families
- Created and delivered posters in the top CMS languages to advertise at all schools and throughout the community
- Organized Family Academy on Demand by focus area for easy navigation

Outputs to Date
What did we learn?

- 16 departments and 17 community partners have facilitated or supported Family Academy sessions
- 4,277 families have engaged since September
  - 1,053 families have attended sessions directly aligned to Goal 3
- 5 Family Academy sessions offered directly aligned to Goal 3, including:
  - For the Love of Math!
  - Understanding the Tests Your Students Take
  - Understanding Parent Reports K-12
  - Navigating High School Honors Coursework in CMS
  - Preparing for the Next Step: A Parent's Role in Middle and High School Registration

Strategic Adjustments
What is our plan for Q3 and Q4?

- Launched monthly Virtual Coffee and Conversations Series focused on student assessments such as DIBELS, MVPA, and iReady
- Incentivized feedback survey to capture additional parent/guardian voices
- Continue collaboration with CMS Departments and community partners to offer timely sessions to meet the needs of families
- Incorporate additional lunch and learn sessions to expand Family Academy on Demand


Endless Possibilities
start with
cms
Charlotte-Mecklenburg Schools

Appendix Goal 3, Interim Measure 3.1 & 3.2 (Grades 6 -12)

29

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

Goal 3 Middle School & High School					
Student Group	2024-25 1st Benchmark (%)	2023-24 1st Benchmark (%)	Current Compared to 2023-24 1st Benchmark	2023-24 EOC (%)	Current Compared to 2023-24 EOC
All	31	40	-9 ↓	28	+3 ↑
Asian	64	76	-12 ↓	68	-4 ↓
Black	19	24	-5 ↓	13	+6 ↑
Hispanic	22	26	-4 ↓	17	+5 ↑
Native American	44	38	+6 ↑	21	+23 ↑
Two or More	33	45	-12 ↓	31	+2 ↑
White	53	70	-17 ↓	57	-4 ↓
ML	17	13	+4 ↑	8	+9 ↑
Students with Disabilities	10	11	-1 ↓	5	+5 ↑

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 75% (June 2025)

Goal 3 Middle School					
Student Group	2024-25 1st Benchmark (%)	2023-24 1st Benchmark (%)	Current Compared to 2023-24 1st Benchmark	2023-24 EOC (%)	Current Compared to 2023-24 EOC
All	65	81	-16 ↓	67	-2 ↓
Asian	82	93	-11 ↓	86	-4 ↓
Black	44	66	-22 ↓	44	0 –
Hispanic	53	73	-20 ↓	53	0 –
Two or More	62	81	-19 ↓	71	-9 ↓
White	74	90	-16 ↓	78	-4 ↓
ML	54	61	-7 ↓	45	+9 ↑
Students with Disabilities	62	64	-2 ↓	33	+29 ↑

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 19% (June 2025)

Goal 3 High School					
Student Group	2024-25 1st Benchmark (%)	2023-24 1st Benchmark (%)	Current Compared to 2023-24 1st Benchmark	2023-24 EOC (%)	Current Compared to 2023-24 EOC
All	16	17	-2 ↓	9	+6 ↑
Asian	24	32	-12 ↓	24	0 –
Black	13	14	-1 ↓	6	+7 ↑
Hispanic	15	13	+2 ↑	7	+8 ↑
Two or More	18	23	-5 ↓	8	+10 ↑
White	22	36	-14 ↓	25	-3 ↓
ML	14	8	+6 ↑	4	+10 ↑
Students with Disabilities	7	8	-1 ↓	4	+3 ↑

Supporting Documentation Table of Contents

1 - Understanding the Math I Assessment & Testing Cycles for Math I
2 - Semester 1 EOC Scores
3 - Areas of Focus to Achieve the 2024-25 Annual Math I Target
    - Middle & High School
    - Middle School
    - High School
4 - Next Steps if a Student is Not Proficient on the Math I EOC
5 - Selection Process for taking Math I in Middle School

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1 - Understanding the Math I Assessment & Testing Cycles for Math I

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Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 28% (June 2024) to 37% (June 2025)

Math I State Reporting

Math 1 High School State Reporting	• Math 1 Students in High School ○ Students who did not take Math I in Middle School*

Math 1 Middle School State Reporting	• Math 1 Students in Middle School
	  ○ 8th Grade Students who took Math I**
	  ○ 8th grade students who took Math 1 in a previous grade (6th or 7th grade)

Math 1 Overall SOFG Goal 3 Reporting	• SOFG Goal 3 Calculation ○ Middle School and High Schools Scores Combined

** These scores are reported publicly by the state as a part of the accountability model. If a student takes the Math I end of course assessment two times in one year, the state will use the highest score. If a student takes the Math I end of course assessment in two different years, the student's score will be included in the state reporting both years.*

*** These scores are not reported publicly by the state as a part of the accountability model but are provided to students, families and the district in the aggregate to support continuous improvement efforts.*

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 28% (June 2024) to 37% (June 2025)

Math I Benchmark Assessment Reporting

Math 1 High School Benchmark	• Math 1 Students in High School ○ Math 1 High School Benchmark assessments #1 and #2
Math 1 Middle School Benchmark	• Math 1 Students in Middle School ○ Math 1 Middle School Benchmark Assessments #1 and #2
Math 1 Overall SOFG Goal 3 Benchmark	• SOFG Goal 3 Calculation ○ Middle School and High Schools Scores Combined • Math 1 Middle and High School Benchmark Assessments #1 and #2

Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

Math 1 Benchmark Windows 2024 - 2025

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
HS Math 1 with Foundations Year Long		Benchmark #1 Late Oct.						Benchmark Final Late April	
HS Math 1 All Content A/B Year Long		Benchmark #1 Late Oct.						Benchmark Final Late April	
Traditional HS Math 1 Sem 1		Benchmark #1 Early Oct.		Benchmark Final					
Traditional HS Math 1 Sem 2							Benchmark #1		Benchmark Final
Early & Middle Colleges Math 1	Benchmark #1		Benchmark Final						

2 - Semester 1 Math I EOC Scores

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Student Outcome Goal 3

Increase the percentage of students scoring CCR (college and career ready) on Math I Assessments from 27% (June 2023) to 57% (June 2029)

1st Semester Math 1 (All) EOC CCR %	22%

2024-25 First Semester EOC CCR %	
Student Group	2024-25 1st Semester EOC (Middle & High School)
Asian	59%
Black	12%
Hispanic	12%
White	43%
ML	7%
Students with Disabilities	10%

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 75% (June 2025)

1st Semester Math 1 Middle School EOC CCR %	> 95%

2024-25 First Semester EOC CCR %	
Student Group	2024-25 1st Semester EOC (Middle School)
Asian	> 95%
Black	> 95%
Hispanic	> 95%
White	> 95%
Students with Disabilities	> 95%

Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2023) to 19% (June 2025)

1st Semester Math 1 High School EOC CCR %	13%

2024-25 First Semester EOC CCR %	
Student Group	2024-25 1st Semester EOC (High School)
Asian	30%
Black	10%
Hispanic	9%
White	24%
ML	7%
Students with Disabilities	9%

3 - Areas of Focus to Achieve the 2024-25 Annual Math I Target

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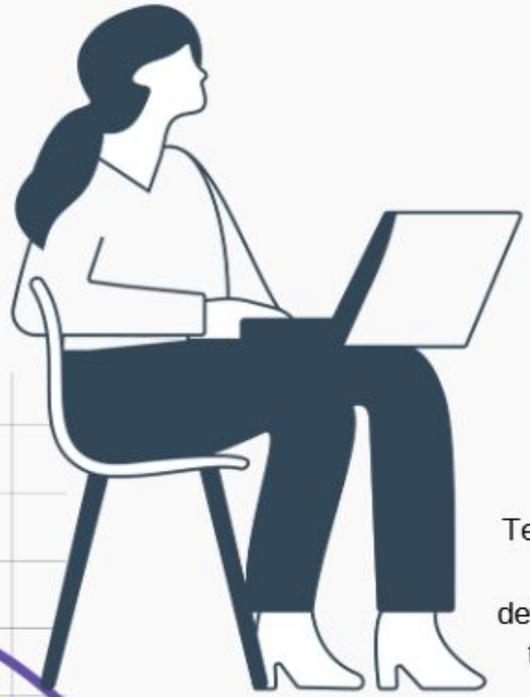
HS & MS MATH 1 MASTER TEACHER PD CYCLE



Planning

Curriculum Specialists collaborate with various departments (SEL, ML, EC, MTSS) and Instructional Specialists to guarantee that professional development encompasses diverse and thorough training strategies.

Core Action Walks

Master Teachers, Instructional Specialists, and Curriculum Specialists collaborate to align coaching strategies that enhance rigor, foster student discourse, and boost student engagement.

Students

Teachers implement various strategies to enhance student engagement, encourage discourse, develop problem-solving abilities, and foster critical thinking skills, all of which contribute to improved End-of-Course (EOC) results.

Master Teacher PD Topics

9/10: Launch
10/8: Explore Part 1
11/12: Explore Part 2
1/14: Activity Discussion & Academic Monitoring
2/25: Lesson Synthesis (Debrief)
3/18: Small Group Re-engagement
4/22: Closing the Year

Pedagogy Framework

Alignment of Adopted Curriculum and the Launch-Explore-Discuss Framework for guidance and structure of PDs.

PLCs and Teachers

Master Teachers utilize pedagogy and coaching strategies derived from Core Actions and PD to enhance teachers' abilities within the school. They focus on Benchmarks, curriculum implementation, formative assessments, academic monitoring, and fostering student discourse and engagement through one-on-one coaching and PLCs.

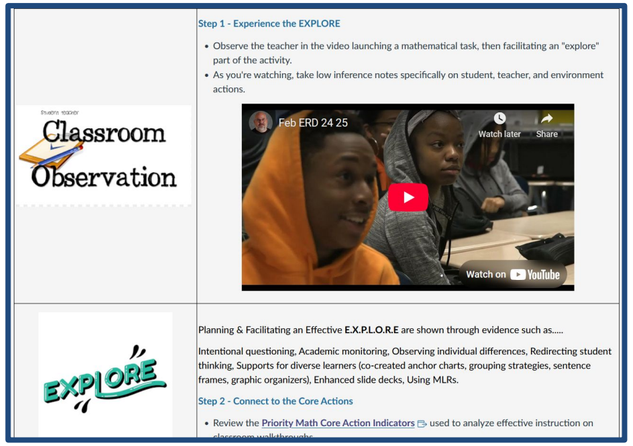
HS & MS Math 1 Teacher PD Cycle

Teacher PD is structured to **enhance** the framework established by **Master Teacher PD**. The core message remains **consistent** across both programs: the primary objective is to **enhance student engagement** and **discourse.** This **focus** aims to i**mprove** problem-solving and critical thinking skills, ultimately leading to an overall increase in **student performance**.

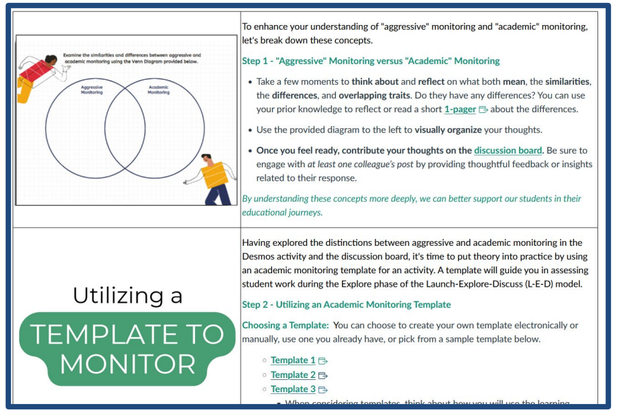
Teacher PD Cycle Topics

9/25	Launch
10/30	Explore Part 1
2/26	Explore Part 2
4/2	Activity Discussion/ Closing the Year

Async. PD (Classroom Observation)



Async. PD (Academic Monitoring)



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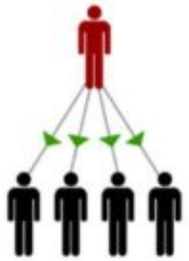
HS & MS Math 1 Master Teacher & Teacher PD Focus

CMS Adopted Curriculum

Teacher Centered

Teacher Directed



Gradual Release of Responsibility
I do. Teachers provide direct instruction.
We do. Students engage in learning with guidance and support.
You do. Students practice independently.

Shift

Learner Centered

Learner Directed

Rapid Release of Responsibility
Launch. Prepare students to access the learning.
Explore. Students work in pairs/groups to share ideas.
Discuss. Teacher facilitates a discussion to make connections.

HS & MS Core Actions for Math Instruction

Core Actions #1

Mathematical Shifts

Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor (including conceptual understanding, procedural fluency, and application) *required by grade-level standards.*

A. Focus - The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof.

B. Coherence - The enacted lesson appropriately relates new content to math content within or across grades.

C. Rigor - The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Core Actions #2

Instructional Practices

Employ instructional practices that allow all students to learn the content of the lesson.

A. The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples.

B. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods.

C. The teacher deliberately checks for understanding throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson according to student understanding.

D. The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.

Core Actions #3

Mathematical Practices

Provide all students with opportunities to exhibit mathematical practices while engaging with the content.

A. The teacher provides opportunities for all students to work with and practice grade-level problems and exercises. Students work with and practice grade-level problems and exercises.

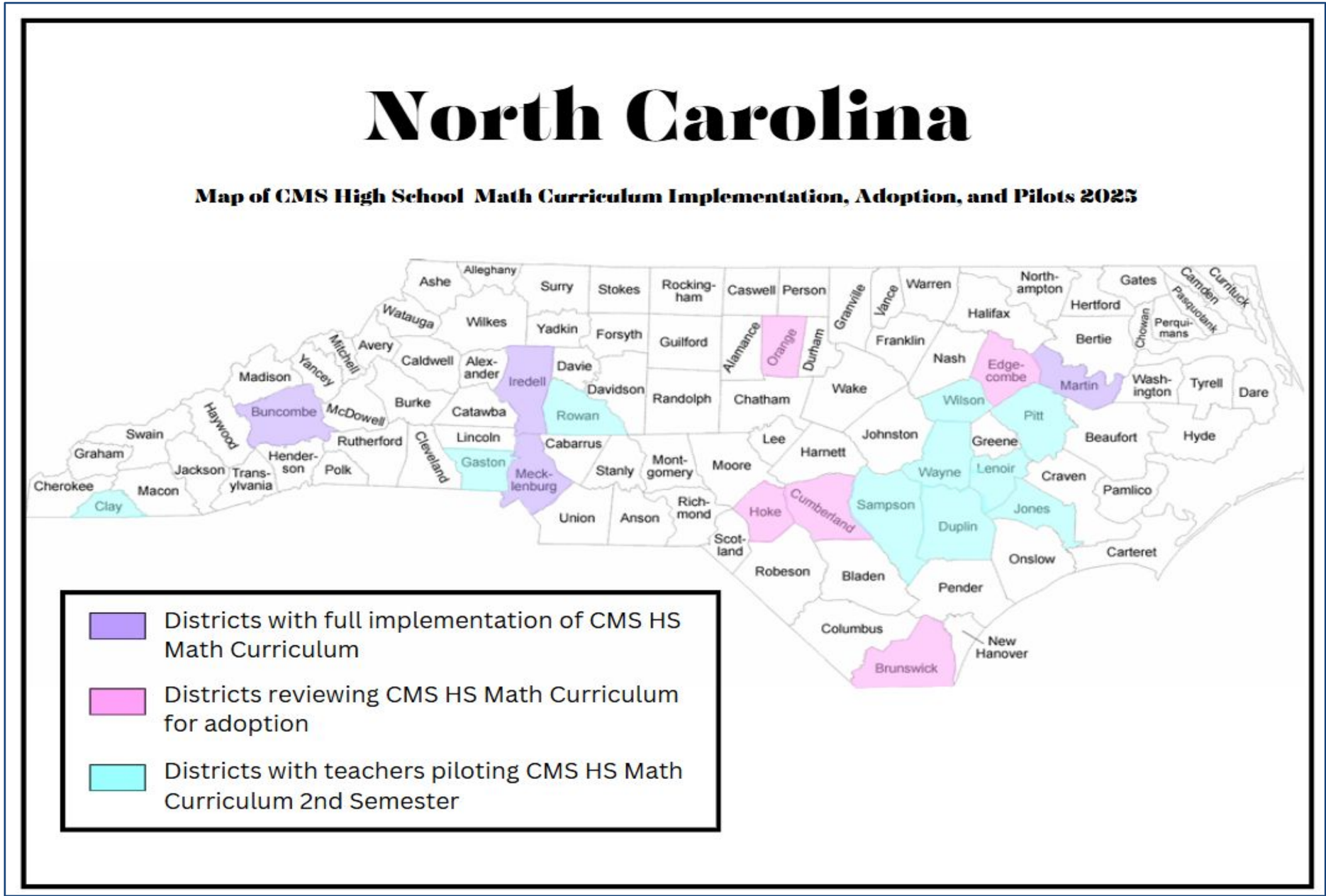
B. The teacher cultivates reasoning and problem solving by allowing students to productively struggle. Students persevere in solving problems in the face of difficulty.

C. The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson. Students share their thinking about the content of the lesson beyond just stating answers.

D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.

E. The teacher connects and develops students' informal language and mathematical ideas to precise mathematical language and ideas. Students use increasingly precise mathematical language and ideas.

NC Map of CMS HS Curriculum Pilot, Adoption, & Review



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Student Outcome Goal 3 - Interim Measure 3.2

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 77% (June 2024) to 75% (June 2025)

Math 1 Middle School Focus

- Complete the instructional videos for Math 1 (Units 6-9) aligned with the problem-based adopted curriculum.
- Deploy specialists to targeted schools within the district to provide substantial instructional support aimed at enhancing student outcomes. These specialists will implement small group instruction sessions for three full days each week, conducting multiple 25-40 minute pull-out sessions.
- Collaboration with MTSS to align iReady supplemental resources to the core curriculum in support of grade level, standards aligned instruction.
- Continue to work collaboratively with Coherent Math to identify strengths and areas for growth in the MS Math 1 curriculum. These insights will be used to refine instructional strategies and enhance student success by aligning curriculum implementation with best practices.
- Using data, Curriculum Specialists will continue developing PD for Master Teachers that align with Core Action 2 and 3, aiming to foster student engagement, student discourse, and academic monitoring through implementation of the adopted curriculum.
- Create family resources to address MVPA data.

Middle School MVPA Resources

Math

Click Here

2024-2025 Secondary Benchmark Analysis			
Middle School			
ELA			
6th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
7th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
8th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
Math (Video: Using Response to Benchmark Docs)			
6th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
6th Grade (H)	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
7th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
7th Grade (H)	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
8th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3
Math 1 (MS)	Response to Benchmark #1	Response to Midterm	Response to Benchmark #3
Data Analysis PP		Data Analysis by Grade Level - BM #2	
Science			
8th Grade	Response to Benchmark #1	Response to Benchmark #2	Response to Benchmark #3

Data Document

MS Math 1 - District Item Analysis - Standards

Standard	Item District Percent Correct	Content and Skills Needed for Items
A-CED.1	#11 - 83% #12 - 67%	#11 - Students had to write a linear equation from context, and most were successfull Errors could have come by mixing up the slope and y-intercept, using positive instead of negative slope, or typing the equation incorrectly. ***(Open-Ended)*** #12 - Students had to write a linear inequality from context, and most were successfull Errors could have come by mixing up the slope and y-intercept, using the wrong inequality sign for "at least," or typing the equation incorrectly. ***(Open-Ended)***
A-CED.3	#17 - 83%	#17 - Students needed to select inequalities that represented a given context, and most were successfull Errors could have occurred from misinterpreting the context with the multiple variables and constraints. ***(Select All)***
A-CED.4	**#14 - 54%**	#14 - This question requires students to correctly isolate one variable "y." This involves steps like stratcating constants, reagganging terms, and dividing to solve for (y). Students must input an expression. Errors in formatting the expression would result in an inaccurate response. Common mistake included applying the order of operations incorrectly to find the variable, x, in terms of the variable y. *(This item was a cloze math formula)*

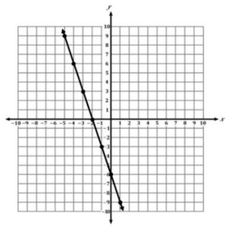
Resource Hub

Resource Hub: Resources for admin, Master Teachers, & teachers with all things Benchmark:

- Response documents
- Videos
- Test specs
- Slide decks for Benchmark Data Analysis

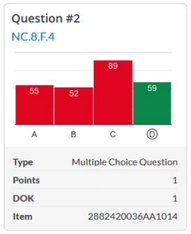
8th Grade Math - District Item Analysis - Standards

Consider the graph of a linear function.

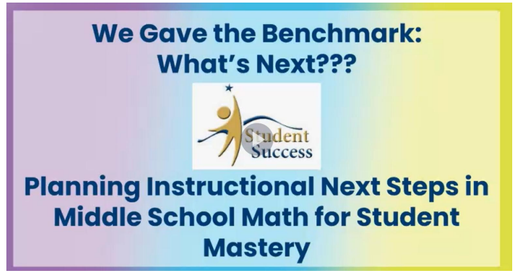


$-\frac{1}{3}$
-2
-3
-6

If the equation $y = mx + b$ can be used to model the relationship between x and y, what is the value of b?



Sample Video

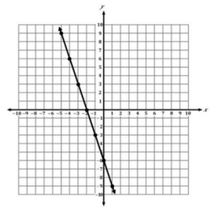


Slide Decks

Using MLRs for Re-Engagement

Grade 8, Question 2, 8.F.4

Consider the graph of a linear function.



$-\frac{1}{3}$
-2
-3
-6

If the equation $y = mx + b$ can be used to model the relationship between x and y, what is the value of b?

On this question, Priya chose A, Han chose B, Tyler chose C, and Jada chose D.

a) Who is correct? Why?
b) Why might each student have chosen their answer? How would you explain the error for the incorrect answers?

MLR 3: Critique, Correct, Clarify

Response Document

Geometry- 8-12%	**22** Determine parallel and perpendicular slope of an equation in standard form	G-GPE.5 (Determine if two lines are parallel and perpendicular.)	**Unit 4, Lesson 6, Station F** - Monitor that students are considering the slopes of the side of the quadrilateral formed from the midpoints. Students should observe that the resulting quadrilateral will always be a parallelogram.	**Workbook Practice Problems (Small Group/ Tutoring):** • Unit 4 Lesson 5 #18 • Unit 5, Lesson 9, #15 • Unit 8 Lesson 7 #19 **Khan Academy - Mini Lesson Videos (Intervention Period)** • Parallel and perpendicular lines intro **CK-12 Review Problems** • Chapter 5 review • Equations of parallel and perpendicular lines • Plix: Challenge of parallel and perpendicular lines
	23 Use midpoint to find end segments	G-GPE.6 Use coordinates to find the midpoint or endpoint of a line segment)	**Unit 4, Lesson 6, Station F** - Create an additional question having students start with the given Midpoint Quadrilateral and find the original quadrilateral that corresponds with the given midpoints.	**Workbook Practice Problems (Small Group/ Tutoring):** • Unit 5, Lesson 13 #16 • Unit 8 Lesson 10 #20 **Khan Academy - Mini Lesson Videos (Intervention Period)** • Midpoint Review **CK-12 Mini Lesson:** • Distance and midpoint

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Benchmark Data Analysis Slides

MS Math 1 - District Item Analysis - Standards

Standard	Item District Percent Correct	Content and Skills Needed for Items
A-CED.1	#11 - 83% #12 - 67%	#11 - Students had to write a linear equation from context, and most were successful! Errors could have come by mixing up the slope and y-intercept, using positive instead of negative slope, or typing the equation incorrectly. ***(Open-Ended)*** #12 - Students had to write a linear inequality from context, and most were successful! Errors could have come by mixing up the slope and y-intercept, using the wrong inequality sign for "at least," or typing the equation incorrectly. ***(Open-Ended)***
A-CED.3	#17 - 83%	#17 - Students needed to select inequalities that represented a given context, and most were successful! Errors could have occurred from misinterpreting the context with the multiple variables and constraints. ***(Select All)***
A-CED.4	**#14 - 54%**	#14 - This question requires students to correctly isolate one variable "y." This involves steps like stratcating constants, reagganging terms, and dividing to solve for (y). Students must input an expression. Errors in formatting the expression would result in an inaccurate response. Common mistake included applying the order of operations incorrectly to find the variable, x, in terms of the variable y. *(This item was a cloze math formula)*

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Math 1 Middle School Midterm (District Created) Summary

Demonstrate Mastery of…	Needs more opportunities to…
• Calculating mean, median, IQR • Comparing mean and medians of data sets • Interpreting whether standard deviation or IQR and mean or median best describes a data set • Writing and solving equations from given scenarios • Writing inequalities from scenarios • Writing equations and inequalities with constraints of word problems • Finding solutions to linear inequalities	• Determine parallel and perpendicular slopes, x- and y- intercepts of equations in standard form • Work with interpreting the means of residual plots and values • Understand association and causation in the relationships of two-variable data sets. • Calculate the endpoint of a line segment given the one endpoint and the midpoint • Interpret box plots and their validity • Engage in cloze math formulas typing in results • Solving systems by substitution

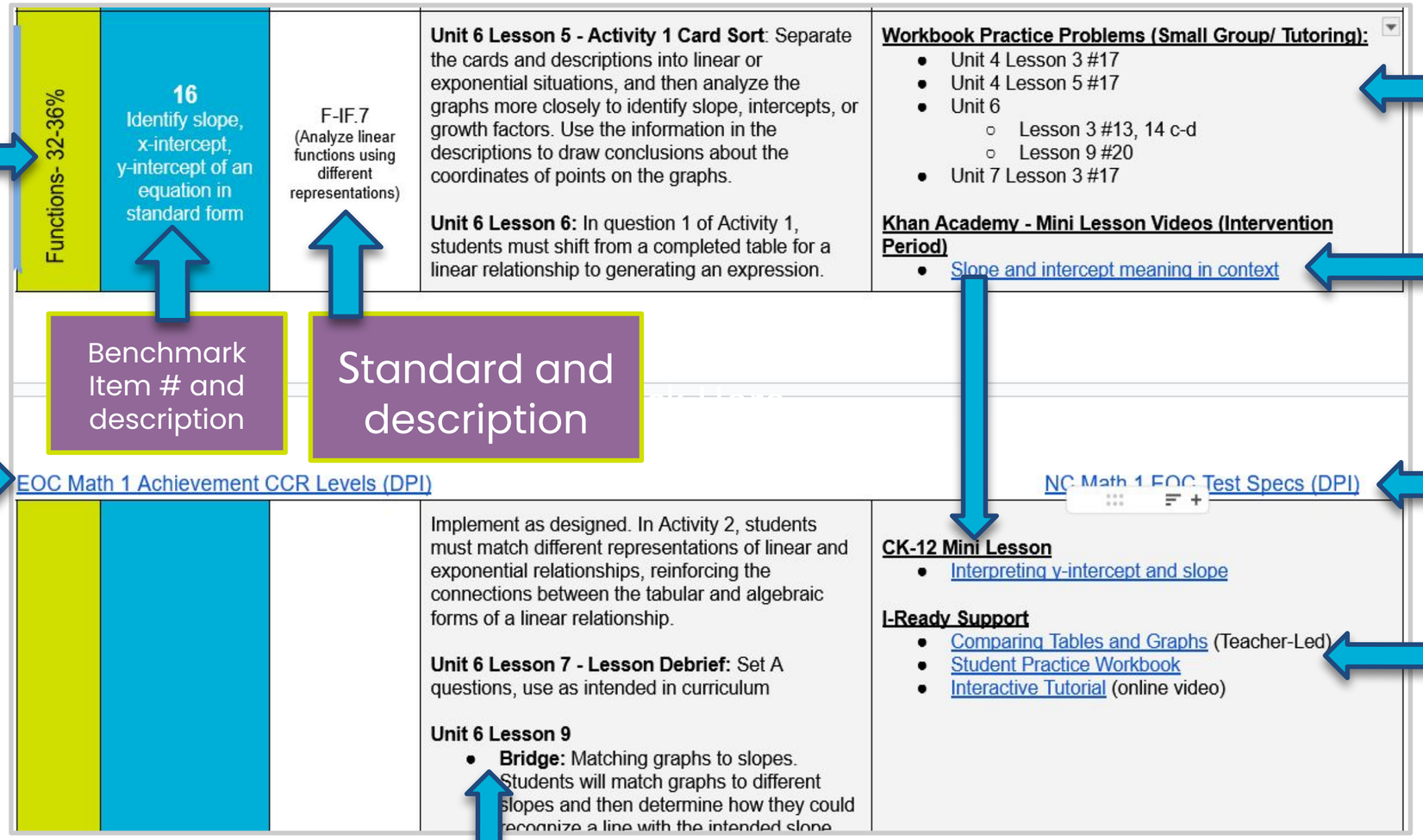
Next Steps:

Utilize the re-engagement strategies in the Math 1 MS Response to Benchmark Document during core and small group instruction.

- Compare your school and teacher level data to the district slides.
  - Are the district-identified trends and misconceptions consistent with your school's data?
  - What supports do your teachers need in order to address the needs of their students?
- To support data analysis, collect student work for all future online assessments by requiring them to show their work on provided blank/graph paper.

Table of Contents

MS Math 1 Response to Benchmark



Domain

Benchmark Item # and description

Standard and description

DPI CCR Achievement Levels

Practice Problems in upcoming lessons and units where standard is addressed

Supplemental resources for small group instruction (Videos, practice, interactive activities, etc.)

EOC Test Specs

iReady Support Resources

Re-engagement opportunities coming up in future units using the CMS adopted curriculum

Note: Document also includes DOK questions stems and achievement descriptors at the bottom of the document.

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MS Math 1 Curriculum Alignment

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Curriculum Alignment

Focus and Coherence

Building On	Addressing
NC.6.SP.3: Understand that both a measure of center and a description of variability should be considered when describing a numerical data set. **a.** Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set. • Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set. • Understand the median as a measure of center that is the numerical middle of an ordered data set. **NC.6.SP.5:** Summarize numerical data sets in relation to their context. **b.** Analyze center and variability by: • Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations. • Justifying the appropriate choice of measures of center using the shape of the data distribution.	**NC.M1.S-ID.1:** Use technology to represent data with plots on the real number line (histograms and box plots). **NC.M1.S-ID.2:** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Interpret differences in shape, center, and spread in the context of the data sets. **NC.M1.S-ID.3:** Examine the effects of extreme data points (outliers) on shape, center, and/or spread.

4. A student has these scores on their assignments. The teacher is considering dropping the lowest score. What effect does eliminating the lowest value, 0, from the data set have on the mean and median?

   0, 40, 60, 70, 75, 80, 85, 95, 95, 100

   (From Unit 1, Lessons 9 & 10)

6. Below are two data sets that are the same size. The mean and median are given for data set A.

   Data Set A: 5, 9, 12, 4, 6, 8, 12

   median = 8 mean = 8

   Data Set B: 5, 9, 12, 4, 6, 8, 33

   Calculate the median and the mean for data set B. Then, compare the median and mean for the two data sets and provide an explanation for your comparison.

17 A set of nine data points is shown below.

8, 11, 12, 10, 9, 7, 5, 3, 9

Which statement is true if a tenth data point of 45 is added to the data set?

A The mean and median will both increase.

B The mean will increase and the median will decrease.

C The mean will increase and the median will remain the same.

D The mean and median will both decrease.

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MS Math 1 Standards

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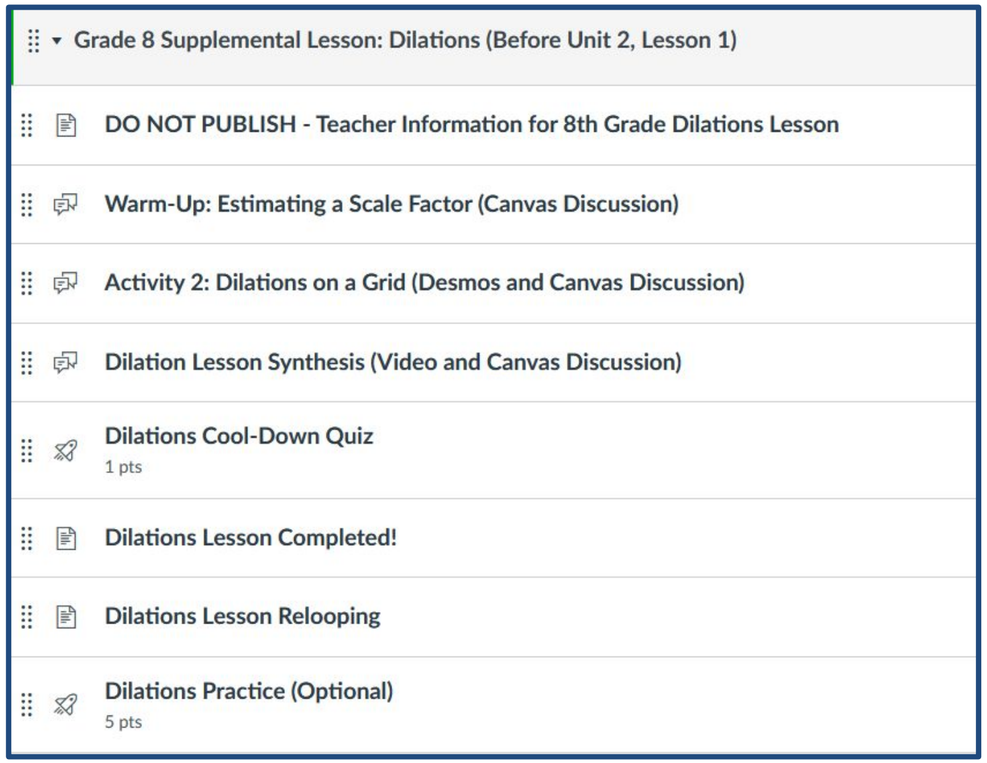
Quarter 1			
Day	Date	Daily Pacing	Unit
M	8/26	Unit 1 Lesson 1	1
T	8/27	Unit 1 Lesson 2	
W	8/28	Unit 1 Lesson 3	
R	8/29	Unit 1 Lesson 4	
F	8/30	Unit 1 Lesson 5	
T	9/3	Unit 1 Lesson 6	
W	9/4	Unit 1 Lesson 7	
R	9/5	Unit 1 Lesson 8	
F	9/6	Unit 1 Lesson 9-10 (Checkpoint)	
M	9/9	Unit 1 Lesson 11	
T	9/10	Unit 1 Lesson 12	
W	9/11	Unit 1 Lesson 13	
R	9/12	Unit 1 Lesson 14	
F	9/13	Unit 1 Lesson 15	
M	9/16	Flex	
T	9/17	Flex	
W	9/18	Flex	
R	9/19	Unit 1 Test	
F	9/20	8th Grade Dilations Lesson	
M	9/23	Unit 2 Lesson 1	
T	9/24	Unit 2 Lesson 2	
W	9/25 ER	Flex	
R	9/26	Unit 2 Lesson 3	

Quarter 2			
Day	Date	Daily Pacing	Unit
W	11/6	Unit 3 Lesson 1	3
R	11/7	Unit 3 Lesson 2	
F	11/8	Unit 3 Lesson 3	
T	11/12	Unit 3 Lesson 4	
W	11/13	8th Grade Square Roots	
R	11/14	8th Grade Pythagorean Theorem	
F	11/15	Unit 3 Lesson 5	
M	11/18	Unit 3 Lesson 6	
T	11/19	Unit 3 Lesson 7	
W	11/20	Unit 3 Lesson 8	
R	11/21	Unit 3 Lesson 9	
F	11/22	Unit 3 Lesson 10	
M	11/25	Flex	
T	11/26	Flex	
M	12/2	Unit 3 Lesson 11	
T	12/3	Unit 3 Lesson 12	
W	12/4	Unit 3 Lesson 13-14 (Checkpoint)	
R	12/5	Unit 3 Lesson 15	
F	12/6	Unit 3 Lesson 16	4
M	12/9	Unit 3 Lesson 17	
T	12/10	Unit 3 Lesson 18	
W	12/11	Unit 3 Lesson 19	
R	12/12	Unit 3 Lesson 20	



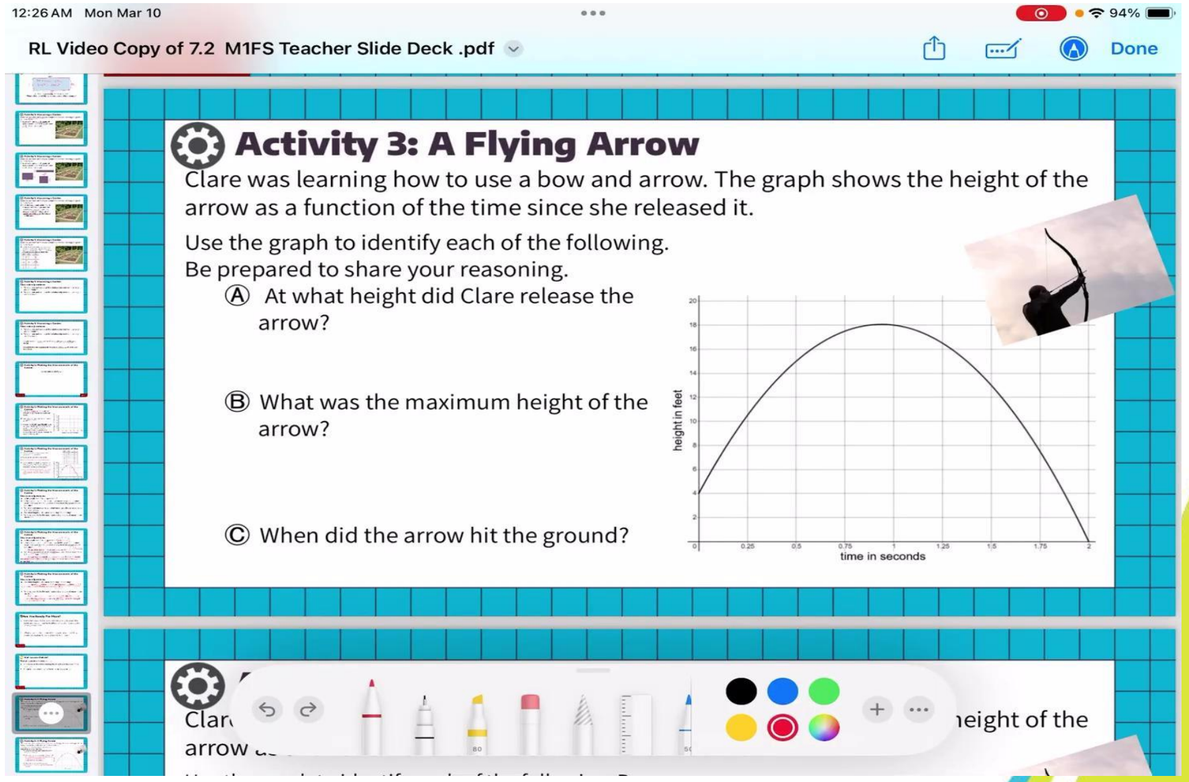
MS Math 1 Teacher Supports

bit.ly/cmshsmathlinks

Resources for Math 1 with Foundational Supports

Course-Wide	Unit-Specific	
• Standards Curriculum: • Course Overview • How to Use the Materials • Instructional Routines • **Instructional Videos** *New* • Routines Video Library Pacing • Scope & Sequence • M1FS Pacing Guidance Planning • Lesson Goals by Unit • Unit Internalization Guide • Lesson Planning Process Grading & Assessments • Portfolio & Rubric Grading (A-Day) • Assessments • M1 Assignment Categories Student Resources • M1FS Video	**Unit 1:** • Teacher Workbook (v.1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications • Glossary • Desmos Collection • Check Your Readiness (1, 2) • End of Unit Assessment • Family Letter	**Unit 2:** • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications • Glossary • Desmos Collection • Check Your Readiness * • End of Unit Assessment • Family Letter
	Unit 3: • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications • Glossary • Desmos Collection • Check Your Readiness * • End of Unit Assessment • Family Letter	**Unit 4:** • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications (Under Construction) • Glossary • Desmos Collection • Check Your Readiness * • End of Unit Assessment • Family Letter
	Unit 5: • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications (Under Construction) • Glossary	**Unit 6:** • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications (Under Construction) • Glossary

Instructional Lesson Videos



Student Outcome Goal 3 (Middle School Math 1)

Increase the percentage of students scoring CCR(college and career ready) on Math 1 Assessments from 27% (June 2023) to 57% (June 2029).

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

Teacher Supports

bit.ly/cmshsmathlinks

Instructional Lesson Videos

Resources for Math 1 with Foundational Supports

Course-Wide	Unit-Specific	
• Standards Curriculum: • Course Overview • How to Use the Materials • Instructional Routines • **Instructional Videos** *New* • Routines Video Library Pacing • Scope & Sequence • M1FS Pacing Guidance Planning • Lesson Goals by Unit • Unit Internalization Guide • Lesson Planning Process Grading & Assessments • Portfolio & Rubric Grading (A-Day) • Assessments • M1 Assignment Categories Student Resources • M1FS Video	**Unit 1:** • Teacher Workbook (v.1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications • Glossary • Desmos Collection • Check Your Readiness (1, 2) • End of Unit Assessment • Family Letter	**Unit 2:** • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications • Glossary • Desmos Collection • Check Your Readiness * • End of Unit Assessment • Family Letter
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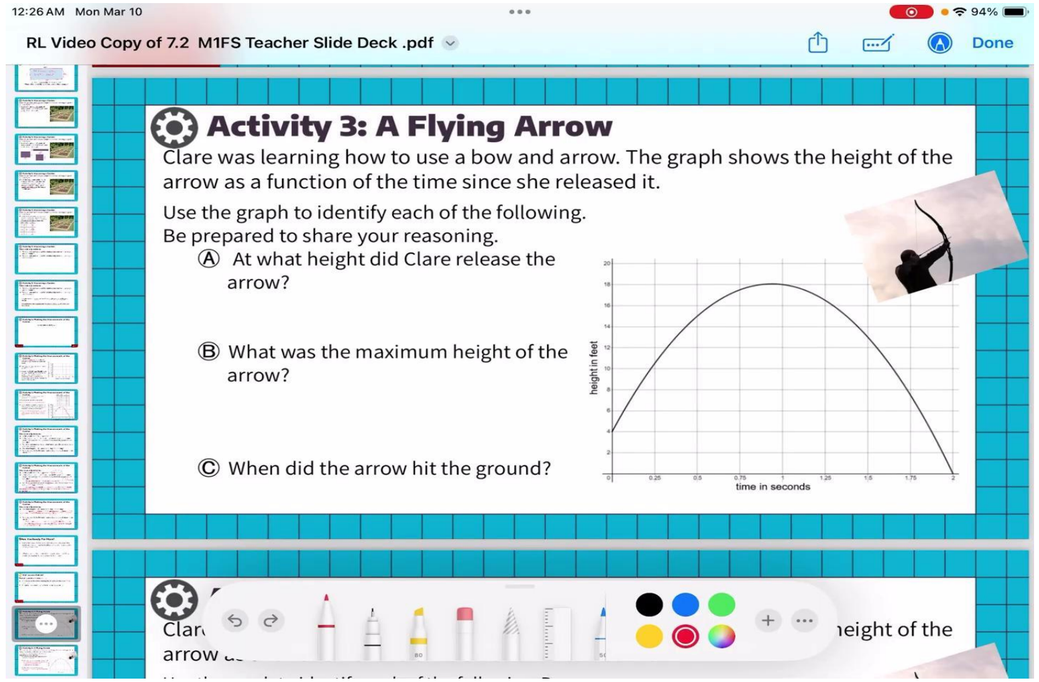
	Unit 5: • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications (Under Construction) • Glossary	**Unit 6:** • Teacher Workbook (v. 1.1) • Student Workbook (v. 1.1) • Cool-down Guidance • ML Amplifications (Under Construction) • Glossary



Making math make sense.

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Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 9-12 from 9% (June 2024) to 19% (June 2025)

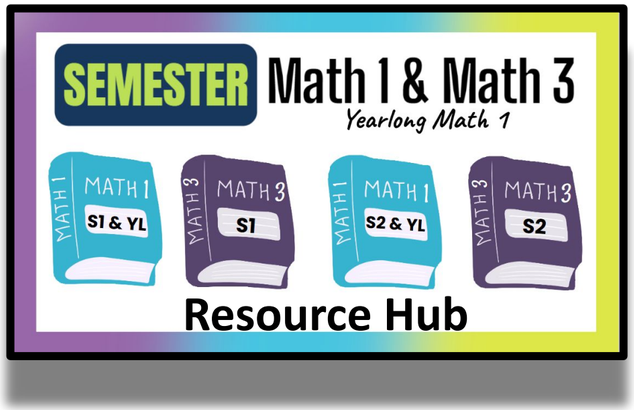
Math 1 High School Focus

- Deploy HS Math Specialists to 9 selected schools to provide student support in Math 1. They are utilizing small group instruction strategies and MLRs to provide additional help for students.
- Complete the instructional videos for Math 1 (Units 6-9) to be utilized by both students and teachers.
- Continuously create and refine curriculum materials based on teacher feedback.
- Support teachers by distributing resources such as the Tidbits, Direct to Teacher and board updates.
- Align communication (Canvas Blasts, Tidbits, Updated CMS QuickLinks) to send out and refine resources for teachers and MTs.
- Create family resources to address MVPA data.
- Continue to work collaboratively with Coherent Math Vendor and other districts to refine curricular resources. Several districts have adopted the CMS curriculum and others are reviewing and/or piloting the CMS curriculum (See Map).

High School MVPA Resources

Math

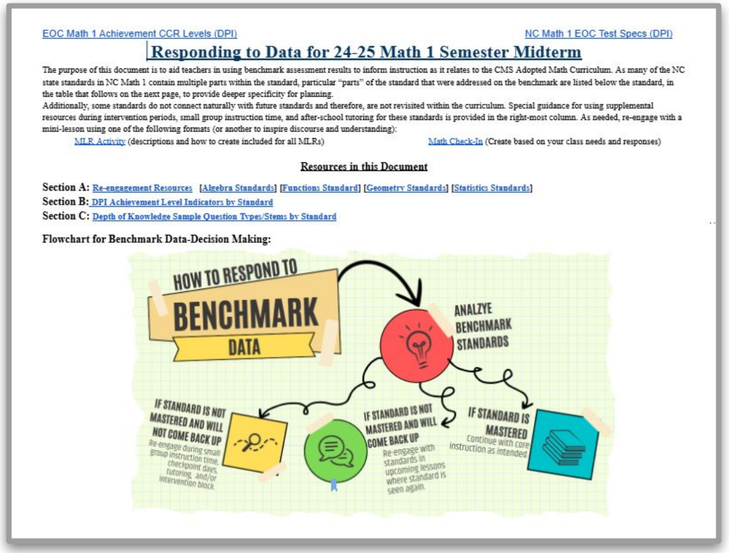
Click Image



Resource Hub: Resources for admin, Master Teachers, & teachers with all things Benchmark:

- Response documents
- Videos
- Test specs
- Slide decks for Benchmark Data Analysis

Response Document


EOC Math 1 Achievement CCR Levels (DPI) NC Math 1 EOC Test Specs (DPI)

Responding to Data for 24-25 Math 1 Semester Midterm

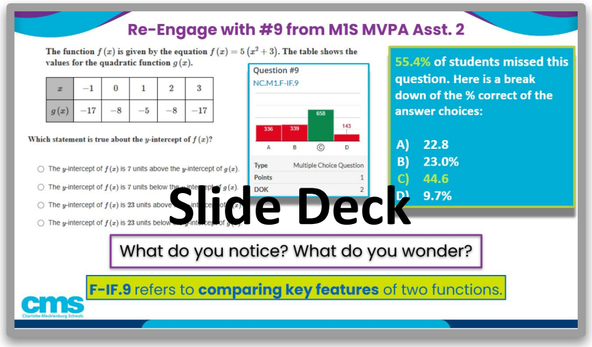
The purpose of this document is to aid teachers in using benchmark assessment results to inform instruction as it relates to the CMS Adopted Math Curriculum. As many of the NC state standards in NC Math 1 contain multiple parts within the standard, particular "parts" of the standard that were addressed on the benchmark are listed below the standard, in the table that follows on the next page, to provide deeper specificity for planning.
Additionally, some standards do not connect naturally with future standards and therefore, are not revisited within the curriculum. Special guidance for using supplemental resources during intervention periods, small group instruction time, and after-school tutoring for these standards is provided in the right-most column. As needed, re-engage with a mini-lesson using one of the following formats (or another to inspire discourse and understanding):

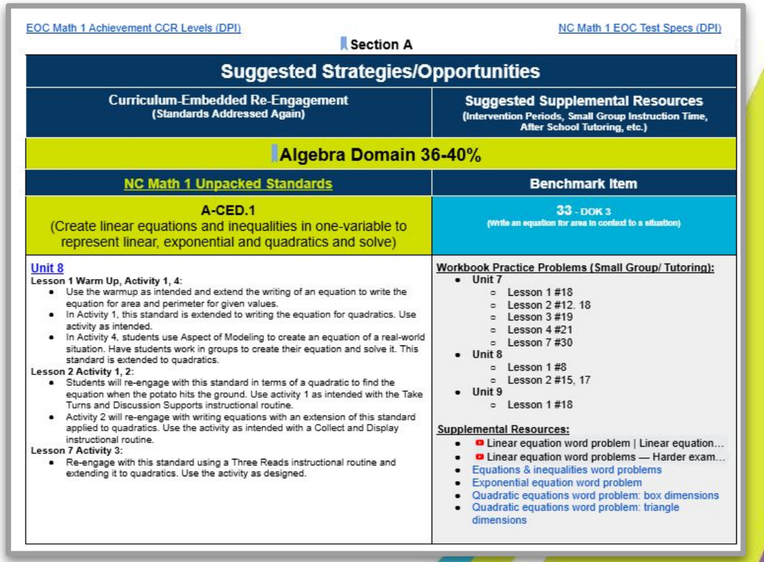
MLR Activity (descriptions and how to create included for all MLRs) Math Check-In (Create based on your class needs and responses)

Resources in this Document

Section A: Re-engagement Resources [Algebra Standards] [Functions Standard] [Geometry Standards] [Statistics Standards]
Section B: DPI Achievement Level Indicators by Standard
Section C: Depth of Knowledge Sample Question Types/Stems by Standard

Flowchart for Benchmark Data-Decision Making:



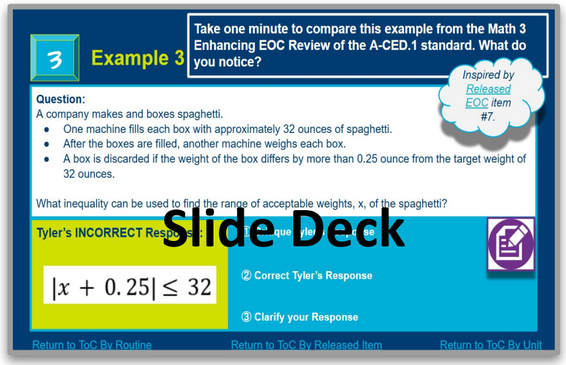

EOC Math 1 Achievement CCR Levels (DPI) NC Math 1 EOC Test Specs (DPI)

Section A

Suggested Strategies/Opportunities

Curriculum-Embedded Re-Engagement (Standards Addressed Again)	Suggested Supplemental Resources (Intervention Periods, Small Group Instruction Time, After School Tutoring, etc.)
Algebra Domain 36-40%	
NC Math 1 Unpacked Standards	Benchmark Item
A-CED.1 (Create linear equations and inequalities in one-variable to represent linear, exponential and quadratics and solve)	33 - DOK 3 (Write an equation for area in context to a situation)
Unit 8 Lesson 1 Warm Up, Activity 1, 4: • Use the warmup as intended and extend the writing of an equation to write the equation for area and perimeter for given values. • In Activity 1, this standard is extended to writing the equation for quadratics. Use activity as intended. • In Activity 4, students use Aspect of Modeling to create an equation of a real-world situation. Have students work in groups to create their equation and solve it. This standard is extended to quadratics. Lesson 2 Activity 1, 2: • Students will re-engage with this standard in terms of a quadratic to find the equation when the potato hits the ground. Use activity 1 as intended with the Take Turns and Discussion Supports instructional routine. • Activity 2 will re-engage with writing equations with an extension of this standard applied to quadratics. Use the activity as intended with a Collect and Display instructional routine. Lesson 7 Activity 3: • Re-engage with this standard using a Three Reads instructional routine and extending it to quadratics. Use the activity as designed.	Workbook Practice Problems (Small Group/ Tutoring): • Unit 7 ▫ Lesson 1 #18 ▫ Lesson 2 #12, 18 ▫ Lesson 3 #19 ▫ Lesson 4 #21 ▫ Lesson 7 #30 • Unit 8 ▫ Lesson 1 #8 ▫ Lesson 2 #15, 17 • Unit 9 ▫ Lesson 1 #18 Supplemental Resources: • Linear equation word problem | Linear equation… • Linear equation word problems — Harder exam… • Equations & inequalities word problems • Exponential equation word problem • Quadratic equations word problem: box dimensions • Quadratic equations word problem: triangle dimensions

Sample Video



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What's the Data Look Like for HS Math 1 Sem. 1

Math I Semester (23-24 SY EOC for Semester: **GLP: 41.8%** CCR: 13.2%)

DISTRICT	2024-25 Benchmark	1st Semester	MASTERY VIE Predictive A
REPORT	Math I	2nd Administration	

Assessment Items: 36			Assessment Results			Depth of Knowledge			Group Results									
Class, School & District Results	Class Per	Total Sco	Avg Perc Corr	Proj Perc Prof	Avg Sugg Marks	DoK 1 n=7	DoK 2 n=24	DoK 3 n=5	A-APR n=1	A-CED n=3	A-REI n=7	A-SSE n=1	F-BF n=1	F-IF n=10	F-LE n=2	G-GPE n=3	N-RN n=1	S-ID n=7
Charlotte Mecklenburg	All	1496	45.5	39.6	67-D	3.0	2.7	3.1	3.6	3.3	2.9	3.2	4.0	2.6	3.3	3.2	3.5	2.8

Sem 1 Asst 1 Proficiency: 41.5% - Only Units 1 & 2 standards
Sem 1 Asst 2 Proficiency: 39.6% - Units 1-7 standards
Overall: 0.9% *decrease* from Asst 1 to Asst 2

Decrease of 129 Students Test '24-'25

Compared to last year 1st Semester: Increase Predicted Proficiency by 4.6%!!!

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HS Math 1 Final MVPA Semester Summary

SUMMARY:

- District level data suggests students are generally performing better on DOK 1 and DOK 2 level questions, as opposed to DOK 2 and DOK 3 level questions.

Need opportunities to…	Are demonstrating mastery of…
● **Represent** and **solve multi-step equations** by hand using (Calculator Inactive): ● Calculate an exact value of x or y for **midpoint**, given two points on a graph ● Determine **type of quadrilaterals** given coordinate points and find perimeter of polygon using the given coordinates ● **Engage in technology-enhanced** types of questions ● **Writing equations**, **evaluating**, and **identify** the percent of **increase/decrease** and **domain** of an exponential situation. ● **Simplify exponents** with negatives in the exponent ● **Compare key features** of two functions (exp, linear, or quadratic) including the f(x)=g(x) ● Identify **rate of change** between two points, identify max/min, find zeros of quadratics ● Solve for a **particular variable** of an equation in standard form (literal equations) ● **Identify** the **linear association** of a linear regression	● **Writing systems** of equations of a scenario ● Identifying the **intersection** of graphs when they are the same ● **Analyzing data** to determine how the **outlier affects** the mean and median ● **Determining solutions** of a graph ● **Writing equation** from a table (Inactive) ● **Determining relations** to be functions

NEXT STEPS:

- Utilize the re-engagement strategies in the **Math 1 Semester Response to Benchmark Document** during core and small group instruction (Small Group Instruction - FS and Checkpoint days).
- To support data analysis, collect student work for all future online assessments by requiring them to show their work on provided blank/graph paper.
- Dive into teacher data and compare district level misconceptions to class misconceptions to determine if it is content or skill based.

HS Math 1 Response to Benchmark Document

DPI CCR **Achievement Levels**

Domain

Standard and description

Re-engagement opportunities coming up in future units using the CMS adopted curriculum

Note: Document also includes DOK questions stems and achievement descriptors at the bottom of the document.

EOC Math 1 Achievement CCR Levels (DPI)

NC Math 1 EOC Test Specs (DPI)

EOC Test Specs

Section A

Suggested Strategies/Opportunities

Curriculum-Embedded Re-Engagement (Standards Addressed Again)	Suggested Supplemental Resources (Intervention Periods, Small Group Instruction Time, After School Tutoring, etc.)

Functions Domain 32-36%

NC Math 1 Unpacked Standards	Benchmark Item	
F-IF.9 (Compare key features of two linear, exponential, or quadratic functions - symbolically, graphically, numerically in tables or verbal descriptions)	**9** - DOK 2 (Given a quadratic function and quadratic in a table values, determine the difference in the y-intercept)	**21** - DOK 2 (Given two functions, equation and table, determine which 2 characteristics are true)

Benchmark Question #s, description & DOK

Unit 7
Lesson 6 Activity 2, 4:

- Activity 2 uses the Poll the Class routine to make sense about the connection between the factored form of a quadratic expression and the x-intercepts of its graph by exploring two very similar expressions. Students observe that the horizontal location of the vertex of the graph can be identified once the -intercepts are known: it is exactly halfway between the intercepts.
- Activity 4 uses a Collect and Display routine where students are prompted to analyze two quadratic functions—one represented by a graph and the other by an equation—and to solve a problem. Monitor students to share their reasoning and thinking to the whole class.

Unit 8
Lesson 4 Station B:

- Station b addresses the standard. Implement as designed. Station B explores the concept of comparing key features of two functions. Students will use their prior knowledge to identify and compare the key features of linear, quadratic, and exponential functions, such as intercepts, maximums and minimums, and domain and range.

Workbook Practice Problems (Small Group/Tutoring):

- **Unit 7**
  - Lesson 7 #20
- **Unit 8**
  - Lesson 1 #6
  - Lesson 3 #20
  - Lesson 7 #19
- **Unit 9**
  - Lesson 3 #23, 25, 28

Curriculum Practice Problems in upcoming lessons and units where standard is addressed

Lesson **Supplemental Resources:**

- Comparing quadratic functions
- Comparing features of quadratic functions
- Comparing linear functions word problem: climb
- Comparing linear functions word problem: walk
- Comparing linear functions: equation vs. graph
- Comparing linear functions: faster rate of change
- Comparing linear functions: same rate of change
- Comparing maximum points of quadratic functions

Supplemental resources for small group instruction (Videos, practice, interactive activities, etc.)

Problem-Attic Practice Problems:

- F-BF.1a; I-F.1,2,4,5,6,7,8a,8b; F-LE.3,5

30-50 **Practice problems aligned to standard** for extra practice, small group instruction, etc.

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Re-Engage with #9 from M1S MVPA Asst. 2

The function $f(x)$ is given by the equation $f(x) = 5(x^2 + 3)$. The table shows the values for the quadratic function $g(x)$.

x	-1	0	1	2	3
$g(x)$	-17	-8	-5	-8	-17

Which statement is true about the y-intercept of $f(x)$?

- ○ The y-intercept of $f(x)$ is 7 units above the y-intercept of $g(x)$.
- ○ The y-intercept of $f(x)$ is 7 units below the y-intercept of $g(x)$.
- ○ The y-intercept of $f(x)$ is 23 units above the y-intercept of $g(x)$.
- ○ The y-intercept of $f(x)$ is 23 units below the y-intercept of $g(x)$.

Question #9

NC.M1.F-IF.9

Type	Multiple Choice Question
Points	1
DOK	2

55.4% of students missed this question. Here is a break down of the % correct of the answer choices:

- **A) 22.8%**
- **B) 23.0%**
- **C) 44.6%**
- **D) 9.7%**

What do you notice? What do you wonder?

F-IF.9 refers to **comparing key features** of two functions.

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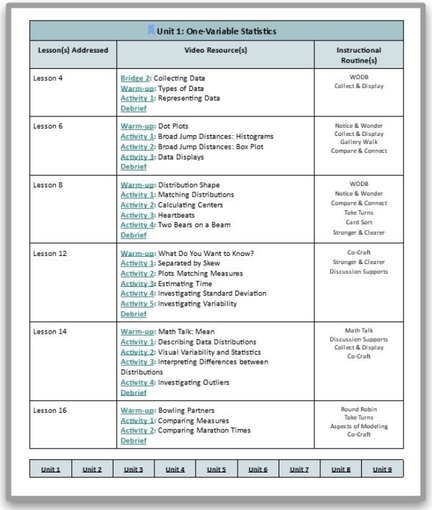
HS Math 1 Instructional Resources

Math 1 Instructional Videos

Bi-Weekly Tidbits Folder

HS Quicklinks

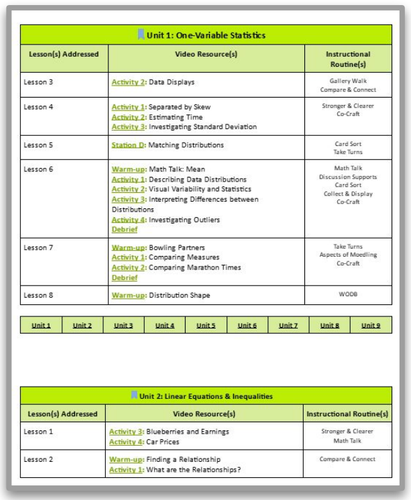


Unit 1: One-Variable Statistics

Lesson(s) Addressed	Video Resource(s)	Instructional Routine(s)
Lesson 4	Bridge 2: Collecting Data Warm-up: Types of Data Activity 1: Representing Data Debrief	WODB Collect & Display
Lesson 6	Warm-up: Dot Plots Activity 1: Broad Jump Distances: Histograms Activity 2: Broad Jump Distances: Box Plot Activity 3: Data Displays Debrief	Notice & Wonder Collect & Display Gallery Walk Compare & Connect
Lesson 8	Warm-up: Distribution Shape Activity 1: Matching Distributions Activity 2: Calculating Centers Activity 3: Heartbeats Activity 4: Two Bears on a Beam Debrief	WODB Notice & Wonder Compare & Connect Take Turns Card Sort Stronger & Clearer
Lesson 12	Warm-up: What Do You Want to Know? Activity 1: Separated by Skew Activity 2: Plots Matching Measures Activity 3: Estimating Time Activity 4: Investigating Standard Deviation Activity 5: Investigating Variability Debrief	Co-Craft Stronger & Clearer Discussion Supports
Lesson 14	Warm-up: Math Talk: Mean Activity 1: Describing Data Distributions Activity 2: Visual Variability and Statistics Activity 3: Interpreting Differences between Distributions Activity 4: Investigating Outliers Debrief	Math Talk Discussion Supports Collect & Display Co-Craft
Lesson 16	Warm-up: Bowling Partners Activity 1: Comparing Measures Activity 2: Comparing Marathon Times Debrief	Round Robin Take Turns Aspects of Modeling Co-Craft

Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9

Math 1 FS



Unit 1: One-Variable Statistics

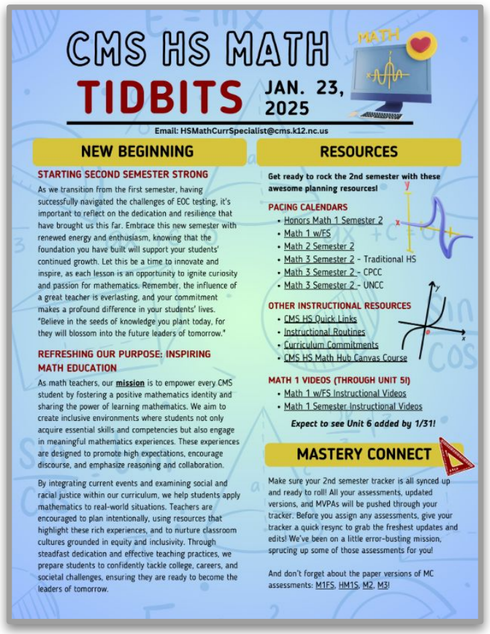
Lesson(s) Addressed	Video Resource(s)	Instructional Routine(s)
Lesson 3	Activity 2: Data Displays	Gallery Walk Compare & Connect
Lesson 4	Activity 1: Separated by Skew Activity 2: Estimating Time Activity 3: Investigating Standard Deviation	Stronger & Clearer Co-Craft
Lesson 5	Station D: Matching Distributions	Card Sort Take Turns
Lesson 6	Warm-up: Math Talk: Mean Activity 1: Describing Data Distributions Activity 2: Visual Variability and Statistics Activity 3: Interpreting Differences between Distributions Activity 4: Investigating Outliers Debrief	Math Talk Discussion Supports Card Sort Collect & Display Co-Craft
Lesson 7	Warm-up: Bowling Partners Activity 1: Comparing Measures Activity 2: Comparing Marathon Times Debrief	Take Turns Aspects of Modelling Co-Craft
Lesson 8	Warm-up: Distribution Shape	WODB

Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9

Unit 2: Linear Equations & Inequalities

Lesson(s) Addressed	Video Resource(s)	Instructional Routine(s)
Lesson 1	Activity 3: Blueberries and Earnings Activity 4: Car Prices	Stronger & Clearer Math Talk
Lesson 2	Warm-up: Finding a Relationship Activity 1: What are the Relationships?	Compare & Connect

Math 1 Sem.



CMS HS MATH TIDBITS JAN. 23, 2025

Email: HSMathCurrSpecialist@cms.k12.nc.us

NEW BEGINNING

STARTING SECOND SEMESTER STRONG

As we transition from the first semester, having successfully navigated the challenges of EOC testing, it's important to reflect on the dedication and resilience that have brought us this far. Embrace this new semester with renewed energy and enthusiasm, knowing that the foundation you have built will support your students' continued growth. Let this be a time to innovate and inspire, as each lesson is an opportunity to ignite curiosity and passion for mathematics. Remember, the influence of a great teacher is everlasting, and your commitment makes a profound difference in your students' lives. "Believe in the seeds of knowledge you plant today, for they will blossom into the future leaders of tomorrow."

REFRESHING OUR PURPOSE: INSPIRING MATH EDUCATION

As math teachers, our **mission** is to empower every CMS student by fostering a positive mathematics identity and sharing the power of learning mathematics. We aim to create inclusive environments where students not only acquire essential skills and competences but also engage in meaningful mathematics experiences. These experiences are designed to promote high expectations, encourage discourse, and emphasize reasoning and collaboration.

By integrating current events and examining social and racial justice within our curriculum, we help students apply mathematics to real-world situations. Teachers are encouraged to plan intentionally, using resources that highlight these rich experiences, and to nurture classroom cultures grounded in equity and inclusivity. Through steadfast dedication and effective teaching practices, we prepare students to confidently tackle college, careers, and societal challenges, ensuring they are ready to become the leaders of tomorrow.

RESOURCES

Get ready to rock the 2nd semester with these awesome planning resources!

PACING CALENDARS

- Honors Math 1 Semester 2
- Math 1 w/FS
- Math 2 Semester 2
- Math 3 Semester 2 – Traditional HS
- Math 3 Semester 2 – CPCC
- Math 3 Semester 2 – UNCC

OTHER INSTRUCTIONAL RESOURCES

- CMS HS Quick Links
- Instructional Routines
- Curriculum Commitments
- CMS HS Math Hub Canvas Course

MATH 1 VIDEOS (THROUGH UNIT 5!)

- Math 1 w/FS Instructional Videos
- Math 1 Semester Instructional Videos

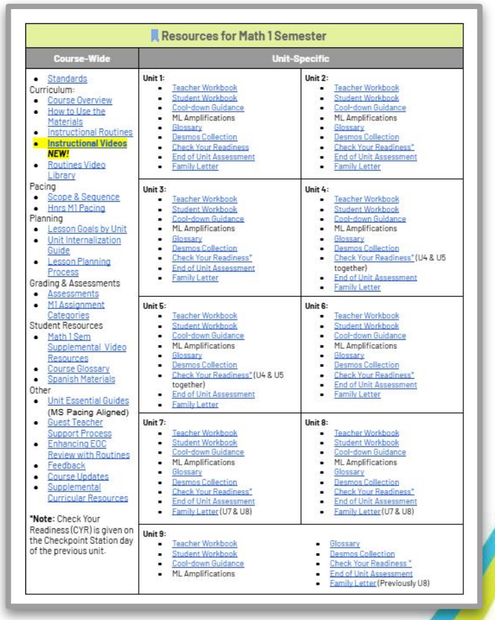
Expect to see Unit 6 added by 1/31!

MASTERY CONNECT

Make sure your 2nd semester tracker is all synced up and ready to roll! All your assessments, updated versions, and MVPAs will be pushed through your tracker. Before you assign any assessments, give your tracker a quick resync to grab the freshest updates and edits! We've been on a little error-busting mission, sprucing up some of those assessments for you!

And don't forget about the paper versions of MC assessments: M1FS, HM1S, M2, M3!

(Click Images for Links)



Resources for Math 1 Semester

Course-Wide

- Standards Curriculum:
- Course Overview
- How to Use the Materials
- Instructional Routines
- **Instructional Videos NEW!**
- Routines Video Library

Pacing
- Scope & Sequence
- Hnrs M1 Pacing

Planning
- Lesson Goals by Unit
- Unit Internalization Guide
- Lesson Planning Process

Grading & Assessments
- Assessments
- M1 Assignment Categories

Student Resources
- Math 1 Serp Supplemental Video Resources
- Course Glossary
- Spanish Materials

Other
- Unit Essential Guides (MS Pacing Aligned)
- Guest Teacher Support Process
- Enhancing EOC Review with Routines
- Feedback
- Course Updates
- Supplemental Curricular Resources

*Note: Check Your Readiness (CYR) is given on the Checkpoint Station day of the previous unit.

Unit-Specific

Unit 1:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness
- End of Unit Assessment
- Family Letter

Unit 2:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness*
- End of Unit Assessment
- Family Letter

Unit 3:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness*
- End of Unit Assessment
- Family Letter

Unit 4:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness* (U4 & U5 together)
- End of Unit Assessment
- Family Letter

Unit 5:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness* (U4 & U5 together)
- End of Unit Assessment
- Family Letter

Unit 6:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness*
- End of Unit Assessment
- Family Letter

Unit 7:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness*
- End of Unit Assessment
- Family Letter (U7 & U8)

Unit 8:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness*
- End of Unit Assessment
- Family Letter (U7 & U8)

Unit 9:
- Teacher Workbook
- Student Workbook
- Cool-down Guidance
- ML Amplifications
- Glossary
- Desmos Collection
- Check Your Readiness *
- End of Unit Assessment
- Family Letter (Previously U8)

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HS Math 1 MVPA Progression of Standards

Standards in Completion for MVPA 1 (12 out of 50)	Standards in Completion for MVPA Final (35 out of 50)		Standards Left to be Taught After MVPA Final
NC.M1.A-CED.1* NC.M1.A-CED.2 * NC.M1.A-CED.4 NC.M1.A-REI.1 * NC.M1.A-REI.3* NC.M1.A-SSE.1a * NC.M1.S-ID.1 NC.M1.S-ID.2 NC.M1.S-ID.3 **<u>Standards on MVPA 1 that were *not* fully taught before MVPA 1:</u>** NC.M1.G-GPE.4 NC.M1.G-GPE.5 NC.M1.G-GPE.6	NC.M1.A-APR.3 NC.M1.A-CED.1 NC.M1.A-CED.3 NC.M1.A-CED.4 NC.M1.A-REI.1* NC.M1.A-REI.3* NC.M1.A-REI.5 NC.M1.A-REI.6 NC.M1.A-REI.10 NC.M1.A-REI.11 NC.M1.A-REI.12 NC.M1.F-BF.1a* NC.M1.F-IF.2* NC.M1.F-IF.4* NC.M1.F-IF.5* NC.M1.F-IF.6 NC.M1.F-IF.7*	NC.M1.F-IF.8a* NC.M1.F-IF.8b NC.M1.F-IF.9* NC.M1.N-RN.2 NC.M1.F-LE.3* NC.M1.F-LE.5 NC.M1.G-GPE.4 NC.M1.G-GPE.5 NC.M1.G-GPE.6 NC.M1.A-SSE.3 * NC.M1.S-ID.2 NC.M1.S-ID.3 NC.M1.S-ID.6a NC.M1.S-ID.6c NC.M1.S-ID.7 NC.M1.S-ID.8 NC.M1.S-ID.9	NC.M1.A-CED.1* NC.M1.A-APR.3* NC.M1.A-REI.1* NC.M1.A-REI.3* NC.M1.A-REI.10* NC.M1.A-REI.11* NC.M1.A-SSE.3* NC.M1.F-BF.1a * NC.M1.F-BF.2 NC.M1.F-IF.2* NC.M1.F-IF.3 NC.M1.F-IF.4* NC.M1.F-IF.5* NC.M1.F-IF.7* NC.M1.F-IF.8a* NC.M1.F-IF.9 * NC.M1.F-LE.3 *
Standards are not fully complete until linear, exponential and quadratic functions are all addressed (Unit 8 & 9). For MVPA Asst. 1 linear equations part of the standard were fully taught before MVPA 1. Exponential and Quadratic will be fully taught in later units after MVPA 1.	***Standards are not fully complete until linear, exponential and quadratic functions are all addressed (Unit 8 & 9). For MVPA Final Asst. linear and exponential equations part of the standard were fully taught before Final MVPA. Quadratics will be fully taught in later units after Final MVPA.***		***These standards will be fully taught after Final MVPA in Units 7, 8, & 9. Units 7 & 8 addresses the quadratic part of the standards and Unit 9 addresses arithmetic and geometric sequences.***

4 - Next Steps if a Student is Not Proficient on the Math I EOC

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Re-Engagement

NCDPI allows students who do not have a proficient EOC score retest if:

- The student has passed the course or subject.
- Testing occurs after the academic year.
- Student remediation is provided.

Re-administration scores will **not** be included in growth analysis for school accountability or educator effectiveness. However, the **higher score** will be included in proficiency calculations for school accountability.

All CMS high schools can reassess students this year; students will select one EOC area (English 2, Math 1, or Math 3). Note: Biology cannot be re-administered because it is a standard setting year and initial scores will not be back until August.

Student participation is **voluntary**. Parents and legal guardians must make the final decision regarding student participation in summer program attendance.

Credit Recovery vs. Grade Suppression

Credit Recovery	Grade Suppression/Replacement
If the following applies, Credit Recovery is recommended: ■ Student needs course credit to be promoted to the next grade level. ■ If the failed course is the prerequisite for a course that fulfills a graduation requirement. ■ Student needs a passing course grade (P) for CMS Athletic Eligibility and/or a Driver Education Eligibility Certificate in the preceding semester. Students who choose this option receive a P for the course and is not calculated in the student's GPA. The original grade of an F remains on the transcript.	If the following applies, Grade Suppression/Replacement is recommended: ■ Student would like to replace a failed course grade on their high school transcript. ■ Student would like to improve their cumulative GPA. ■ Student needs an improved GPA for CMS Athletic Eligibility. ■ Student is considering participation in NCAA Division I or II sports The original grade of an F is replaced with the new grade on the transcript and is calculated into the student's GPA.
Students document their decision (Credit Recovery or Grade Suppression/Replacement) on an "Acknowledgement of Grade Suppression/Replacement Options" form that is maintained at the school level.	

Excerpt from CMS Regulation A-GRR/R Repeating Failed EOC Courses: A student repeating a course for credit must take an associated End of Course assessment for the course. An exception to this rule applies for a student who has already scored at a Level 3, 4, or 5 on the associated EOC assessment. The student may elect to either retake the EOC or use the previous passing EOC as at least 20% of their final grade.

5 - Selection Process for taking Math I in Middle School

Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 95% (June 2029)

Math 1 Middle School Enrollment Guidelines

2024-2025
Middle School Honors Math and Math 1 Enrollment Criteria

Enrollment in 7th Grade Math 1

House Bill 986 = DOES NOT APPLY

House Bill 986 does not require that any students be enrolled in 7th Grade Math 1, regardless of whether they scored a Level 5 on the Grade 6 Math EOG as long as they are placed in a Honors Math course.

If Parent Request = NOT AUTOMATIC

If a parent has requested that their student be enrolled in 7th Grade Math 1, then please review the enrollment criteria below and use professional judgment and collaboration with the parent to make a thoughtful placement decision. A parent request should NOT automatically enroll a student in 7th Grade Math 1 if the student does not meet the rubric criteria.

For All Other Students

Students who meet 4 or more of the enrollment criteria below can be enrolled in 7th Grade Math 1.

Please use professional judgment to make thoughtful enrollment decisions for students who do not meet 4 or more criteria.

Criteria for Enrollment in 7th Grade Math 1

Must Enroll if Students Meet 5 or More Criteria

Criterion	Meets Criterion If:
Math Screener Test	Score of 90 or Higher
EOG Math (Most Recent)	Scored Level 5
MAP/iReady Math (Winter)	90th Percentile or Higher
EVAAS Projection	At least 90% Probability of Scoring a Level 4 or Higher on the Math 1 EOC
Math Course Avg.	80% or Higher (A or B avg.)
Teacher Recommendation	Yes

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Student Outcome Goal 3 - Interim Measure 3.1

Increase the percent of students scoring CCR (college and career ready) on Math I final MVPA benchmark assessment in grades 6-8 from 65% (June 2023) to 95% (June 2029)

Math 1 Middle School Enrollment Guidelines

2024-2025

Middle School Honors Math and Math 1 Enrollment Criteria

Enrollment in 8th Grade Math 1

House Bill 986

Any student who scores a Level 5 on the Grade 7 Math EOG must be enrolled in 8th Grade Math 1 unless a parent specifically opts them out. Please be mindful of this rule if you are using this document after Grade 7 Math EOG scores become available for rising 8th graders.

If Parent Request = Yes

If a parent has requested that their student be enrolled in 8th Grade Math 1, then priority for enrollment into Math 1 should be given. If after reviewing the criteria below there are concerns about the placement, a discussion with the parent should take place to determine placement.

Criteria for Enrollment in 8th Grade Math 1

Students who meet 3 or more of the enrollment criteria below should be enrolled in 8th Grade Math 1 unless a parent specifically opts them out.

Criterion	Meets Criterion If:
Math Screener Test	Score of 70 or Higher
EOG Math (Most Recent)	Scored Level 4 or 5
MAP/iReady Math (Winter)	70th Percentile or Higher
EVAAS Projection	At least 70% Probability of Scoring a Level 4 or Higher on the Math 1 EOC
Math Course Avg.	80% or Higher (A or B avg.)
Teacher Recommendation	Yes

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