



2024-29 Goal & Guardrail Development Report

October 10, 2023

Meeting Objectives

- Review of Revised Goals, Guardrails, Targets & Interim Measures
- Board Discussion

Third Draft
2024-29 Goal, Guardrail Recommendations
Second Draft
Interim Measures

Goal 1 Recommendation

Early Grades Reading Proficiency / At Grade Level

Early Literacy	
Recommended Goal	Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029
Represents	An initial increased yearly increase / 3% yearly increase in students at or above benchmark

Goal 1 Interim Measures

Consistent High Quality Instruction	
Recommended Interim Measure 1	% of K-2 classrooms demonstrating Level 4 implementation of and student engagement in reading foundational skills instruction during skills block, as measured by the core action walk-through tool*, will increase from ___% in April 2024** to ___% by June 2029.
Represents	A ___% increase in students at or above benchmark each year

Reading Foundational Skills Mastery	
Recommended Interim Measure 2	% of K-2 students at or above benchmark by the end of the year as measured by DIBELS will increase from ___% in September 2024** to 85% by February 2029.
Represents	A ___% increase in students at or above benchmark each year

* Consider calibrated third party teams to conduct core action walks alongside the principal and school team to ensure reliability and validity of data collection. Data not to be used for evaluative purposes.

** Baselines to be established following data collection in the 2023-24 school year and at the beginning of the 2024 school years respectively.

Goal 2 Recommendation

College & Career Readiness / Level 4, 5

Grades 3-8 Literacy	
Recommended Goal	Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029
Represents	A 3-5% increase in students CCR (college and career ready) year over year

Goal 2 Interim Measures

Consistent High Quality Instruction	
Recommended Interim Measure 1	% of 3-8 English Language Arts classrooms demonstrating Level 4 instructional implementation of and student engagement in English language arts instruction, as measured by the core action walk-through tool*, will increase from ___ in April 2024** to ___% by June 2029
Represents	A ___% increase in students at or above benchmark each year

English Language Arts Standards Mastery	
Recommended Interim Measure 2	% of 3-8 students mastering taught English language arts grade level standards as measured by quarterly benchmark assessments will increase from ___ in November 2024** to ___ by June 2029
Represents	A ___% increase in students at or above benchmark each year

* Consider calibrated third party teams to conduct core action walks alongside the principal and school team to ensure reliability and validity of data collection. Data not to be used for evaluative purposes.

** Baselines to be established following data collection in the 2023-24 school year and at the beginning of the 2024 school years respectively.

Goal 3 Recommendation

College & Career Readiness / Level 4, 5

Math I	
Recommended Goal	Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029
Represents	A 5% increase in students CCR (college and career ready) year over year

Goal 3 Interim Measures

Consistent High Quality Instruction	
Recommended Interim Measure 1	% of Math I classrooms demonstrating Level 4 implementation of and student engagement in Math I instruction, as measured by the core action walk-through tool*, will increase from ___% in April 2024** to ___% by June 2029.
Represents	A ___% increase in students at or above benchmark each year

Math I Standards Mastery	
Recommended Interim Measure 2	% of 3-8 students mastering taught Math I grade level standards as measured by quarterly benchmark assessments will increase from ___ in November 2024** to ___ by June 2029. <i>(Data in monitoring reports will reflect student achievement of students currently enrolled in Math I, noting some students take Math I in the spring semester in high school.)</i>
Represents	A ___% increase in students at or above benchmark each year

* Consider calibrated third party teams to conduct core action walks alongside the principal and school team to ensure reliability and validity of data collection. Data not to be used for evaluative purposes.

** Baselines to be established following data collection in the 2023-24 school year and at the beginning of the 2024 school years respectively.

Goal 4 Recommendation

Criteria Attainment

Postsecondary Readiness	
Recommended Goal	Percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ____% to ____% by June 2029
Represents	To be determined (no current baseline)

Goal 4 Interim Measures

11th Grade Students On Track for Graduating Enrolled, Enlisted or Employed

Recommended Interim Measure 1	% of rising 11th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% to ___% by June 2028
Represents	A ___% increase in students at or above benchmark each year

10th Grade Students On Track for Graduating Enrolled, Enlisted or Employed

Recommended Interim Measure 2	% of rising 10th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% to ___% by June 2027
Represents	A ___% increase in students at or above benchmark each year

9th Grade Students On Track for Graduating Enrolled, Enlisted or Employed

Recommended Interim Measure 3	% of rising 9th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% to ___% by June 2026
Represents	A ___% increase in students at or above benchmark each year

Guardrails

Guardrail 1 Recommendation

Equity over Equality

Equity over Equality	
Equitable Distribution of Outcomes (Closing Gaps)	While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps .

Guardrail 1 Interim Measures

Accelerated Growth for Students Below Benchmark (K-2)

Recommended Interim Measure 1

% of student groups in which the grades K-2 reading foundational skill achievement gap has narrowed from ___% in June 2024** to ___% in June 2029.

Accelerated Growth for Students Below Benchmark (3-8 reading)

Recommended Interim Measure 2

% of students group in which the grades 3-8 reading achievement gap has narrowed from ___% in September 2024** to ___% in June 2029.

Accelerated Growth for Students Below Benchmark (Math I)

Recommended Interim Measure 3

% of student groups in which the Math I achievement gap has narrowed from ___% in September 2024** to ___% in June 2029.

Guardrail 2 Recommendation

Safety

Safety	
Safety	The Superintendent shall not allow an unsafe environment in schools, at school-related events, or on transportation.

Guardrail 2 Interim Measures

Data Analysis for Prevention

Recommended Interim Measure 1

% of schools decreasing the number of infractions for which the school set a targeted School Improvement Plan goal will increase from ____% in June 2024* to ____% in June 2029.

Offenses Reported to the State of NC

Recommended Interim Measure 2

% of schools with one or more offenses reported to the state of NC will decrease from ____% in June 2024* to ____% in June 2029.

Guardrail 3 Recommendation

Whole Child

Attend to the Whole Child	
Student Well-Being & Engagement	The Superintendent shall not neglect social-emotional support; character development support; attendance support; or access to enrichment activities that successfully engage students.

Guardrail 3 Interim Measures

School Culture Fostering Engagement

Recommended Interim Measure 1

% of schools implementing Capturing Kids Hearts demonstrating fidelity of implementation will increase from ____% in June 2023* to ____% in June 2029.

Character Development

Recommended Interim Measure 2

% of schools integrating NC Portrait of a Graduate competencies** into the core curriculum will increase from ____% in June 2023* to ____% in June 2029.

Attendance Rate

Recommended Interim Measure 3

% of schools with an average daily attendance rate of 95% or above will increase from ____% in June 2024* to ____% in June 2029.

Enrichment Activities

Recommended Interim Measure 4

% of schools with fully executed annual enrichment plans that meet the student needs and context of their school community will increase from ____% in June 2025* to ____% in June 2029.

* Baselines to be established using data from the conclusion of the 2023-24 or 2024-25 school year, respectively

** NC Portrait of a Graduate Competencies include: adaptability, collaboration, communication, critical thinking, empathy, learner's mindset, personal responsibility

Guardrail 4 Recommendation

Staffing

Staffing	
Teacher Recruitment, Retention & Engagement	While ensuring all schools have teachers equipped to deliver high-quality instruction, the Superintendent shall neither neglect targeted nor comprehensive strategies for teacher recruitment, retention and engagement.

Guardrail 4 Interim Measures

Recruitment and Retention Strategies

Recommended Interim Measure 1

% of teachers leaving a teaching role in CMS for a teaching role in another LEA in NC will decrease from ____ % in June 2024** to ____% in June 2029

Teacher Development

Recommended Interim Measure 2

% of teachers in goal-aligned content areas having completed core required professional development will increase from ____% in June 2025** to ____% in June 2029

Alignment of Teacher Effectiveness to Student Need

Recommended Interim Measure 3

% of teachers deemed highly effective* in the use of strategies that accelerate student growth teaching students in need of those particular instructional strategies will increase from ____% in June 2025** to ____% in June 2029

* Criteria for highly effective in this context could be: 1) track record of success with the specific student needs 2) completion of professional development in use of needed strategies 3) evidence of application of strategies in classroom core action walkthroughs

** Baselines to be established using data from the conclusion of the 2023-24 or 2024-25 school year, respectively

Discussion

Appendix

Teacher Counts

K-2 Reading Teachers	1,800
K-3 Teacher Assistants	670
3-8 Reading Teachers	1,600
Math 1	300
Facilitators/ MCLs'/Coaches	460

These are high-level estimates

Goal 1 Recommendation

Early Grades Reading Proficiency / At Grade Level

Sept 12

Early Literacy	
Recommended Goal	Percent of 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 62% in June 2023 to 85% by June 2029.
Represents	A 4.6% increase in students at or above benchmark each year

Sept 26

Early Literacy	
Recommended Goal	Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 97% by June 2029.
Represents	A 6% increase in students at or above benchmark each year

Current

Early Literacy	
Recommended Goal	Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 67% in June 2023 to 91% by June 2029.
Represents	An initial increased yearly increase / 3% yearly increase in students at or above benchmark

Goal 2 Recommendation

College & Career Readiness / Level 4, 5

Sept 12	Grades 3-8 Literacy	
	Recommended Goal	Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50.5% by June 2029.
	Represents	A 4% increase in students CCR (college and career ready) year over year
Sept 26	Grades 3-8 Literacy	
	Recommended Goal	Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 65% by June 2029.
	Represents	A 6.9% increase in students CCR (college and career ready) year over year
Current	Grades 3-8 Literacy	
	Recommended Goal	Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 will increase from 30.5% in September 2023 to 50% by June 2029.
	Represents	A 3% or 5% increase in students CCR (college and career ready) year over year

Goal 3 Recommendation

College & Career Readiness / Level 4, 5

Sept 12

Math I	
Recommended Goal	Percent of students scoring CCR (college and career ready) in the math course they are taking in 8th grade will increase from 30.1% in September 2023 to 50.1% by June 2029.
Represents	A 4% increase in students CCR (college and career ready) year over year

Sept 26

Math I	
Recommended Goal	Percent of students scoring CCR (college and career ready) in Math I (all grades) will increase from 27.4% in September 2023 to 47.4% by June 2029.
Represents	A 6.9% increase in students CCR (college and career ready) year over year

Current

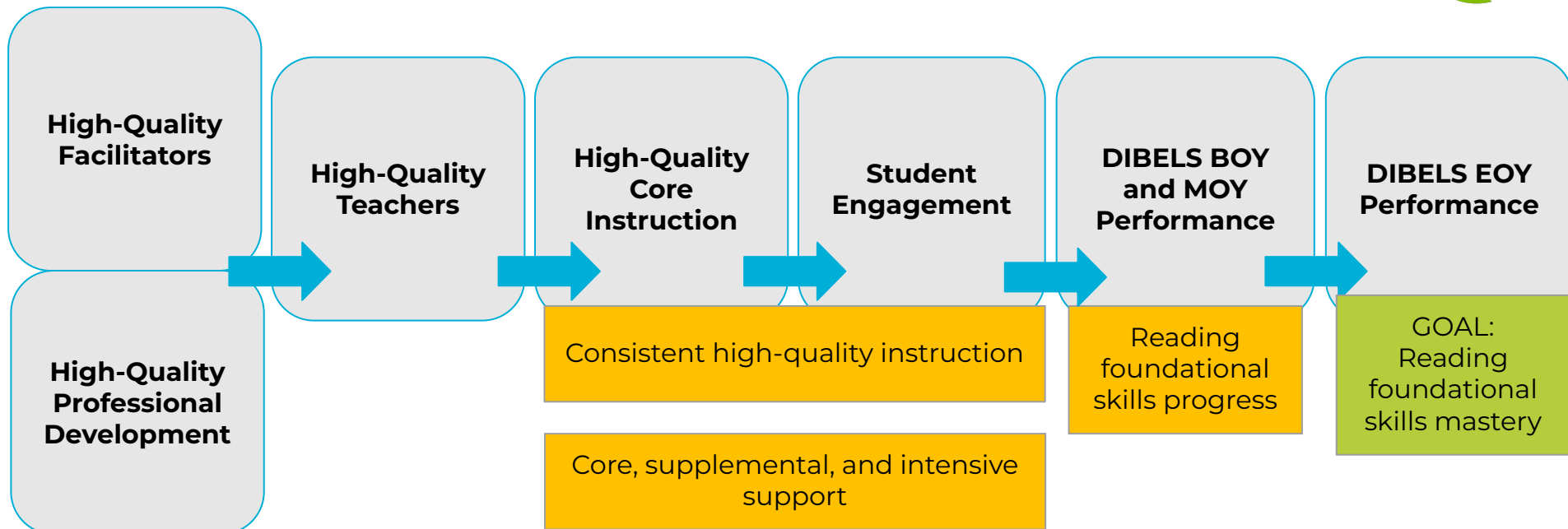
Math I	
Recommended Goal	Percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029.
Represents	A 5% increase in students CCR (college and career ready) year over year

Goal 4 Recommendation

Criteria Attainment

	Postsecondary Readiness	
Sept 12		
Sept 26		
Current		
	Recommended Goal	Percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% to ___% by June 2029.
	Represents	To be determined (no current baseline)

Goal 1 Theory of Change



Goal 4 Additional Information

Measures determining whether students are “on track” could include, but are not limited to:

- % of students in grades 5-12 with an advisement plan aligned to postsecondary interests on track for completion of that plan
- % of 9th grade students with no course failures
- % of high school students earning a 19 or higher on the ACT or Silver or higher on the ACT WorkKeys
- % of high school graduates earning any combination of two from the following list: college credit on an AP exam, IB exam, dual enrollment course and/or industry certification
- % of students college or career ready (level 4 or 5) on all state high school assessments (HS Math, English II, Biology)

** Additional activities and opportunities outside of the measures above could be included on the advisement plan.*

More Information - ACT and WorkKeys

The ACT College Admissions Assessment is given to all students in the 11th grade and the ACT WorkKeys assessment is administered to students who are Career and Technical Education (CTE) concentrators. Beginning in 2012–13, The ACT and the ACT WorkKeys became part of North Carolina's school accountability program.

Results of Grade 11 Statewide Administration of The ACT

North Carolina administers The ACT to all 11th graders during a spring statewide administration and this is used in the state accountability model. An ACT composite score of 19 or higher is considered meeting the standard. A score of 19 is the minimum for acceptance into UNC system schools. The state also reports results on the four subtests that make up the composite score (English, Math, Reading, and Science).

Results of the ACT WorkKeys Statewide Administration

North Carolina administers the ACT WorkKeys assessment to all CTE concentrators who complete a two- or three-course CTE pathway prior to graduation. The ACT WorkKeys assessment provides a gauge of career readiness and is widely recognized as an industry credential. Earning a Silver or higher (Gold or Platinum) certificate is considered meeting the standard.

More information can be found here: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/act-reports>