Student Outcomes Focused Governance Goal 1

March 2024

Introduction - What is Being Monitored

One of the Board's four goals is to **increase the percentage of Black and Hispanic 3rd grade students combined scoring at the College and Career Ready (CCR) level - a Level 4 or 5 - in English Language Arts (ELA).** The annual target for this goal in 2023-2024 is **50%**.

Evaluation of Current Performance

The Mastery View Predictive Assessment (MVPAs) is a new assessment that was administered for the first time in ELA (grades 3-8) from late October through mid-November of 2023. The second administration concluded in February of 2024, and a final administration is planned for April of 2024.
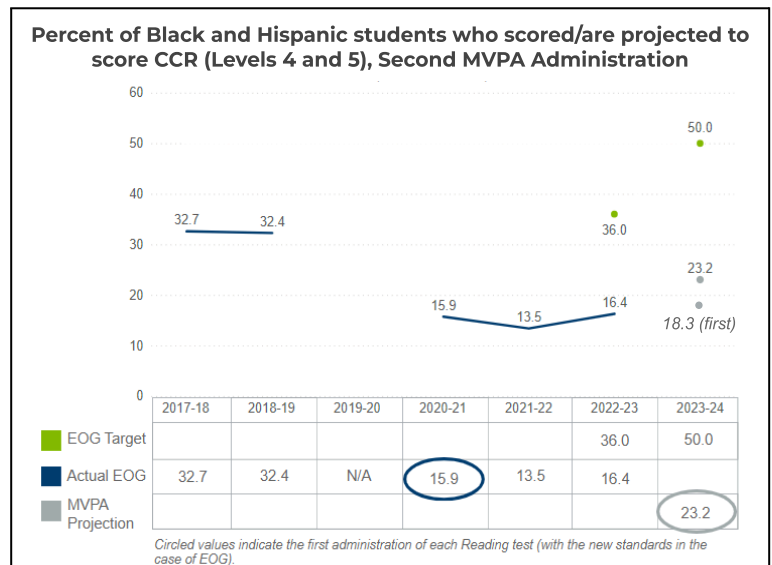
In the second MVPA administration, **23.2%** of 3rd-grade Black and Hispanic students scored at the College and Career Ready (CCR) level on the MVPA ELA assessment. This is an **increase of 4.6 percentage points** compared to the first administration (see table on bottom left below). **The current 2023-24 performance on the MVPA benchmark assessment for this goal has us projected below target (difference of 26.8 percentage points).** The most recent MVPA results also project that 31.5 percent of Black and Hispanic students in grade 3 will be GLP in ELA by the end of the year (up from 31.2% during the first administration). The goal status is ==yellow== (making progress toward the goal).

When looking at **all** students in grade three, 44.7% are expected to be GLP, and 35.7% are expected to be CCR based on the second MVPA administration. These values are higher than those from the first administration, with GLP and CCR projections of 44.1% and 30.4%, respectively. Please note that due to the differences in administration timing and content of the MVPA assessment, we advise that results on this assessment not be directly compared to those from DIBELS and BOG at this time.
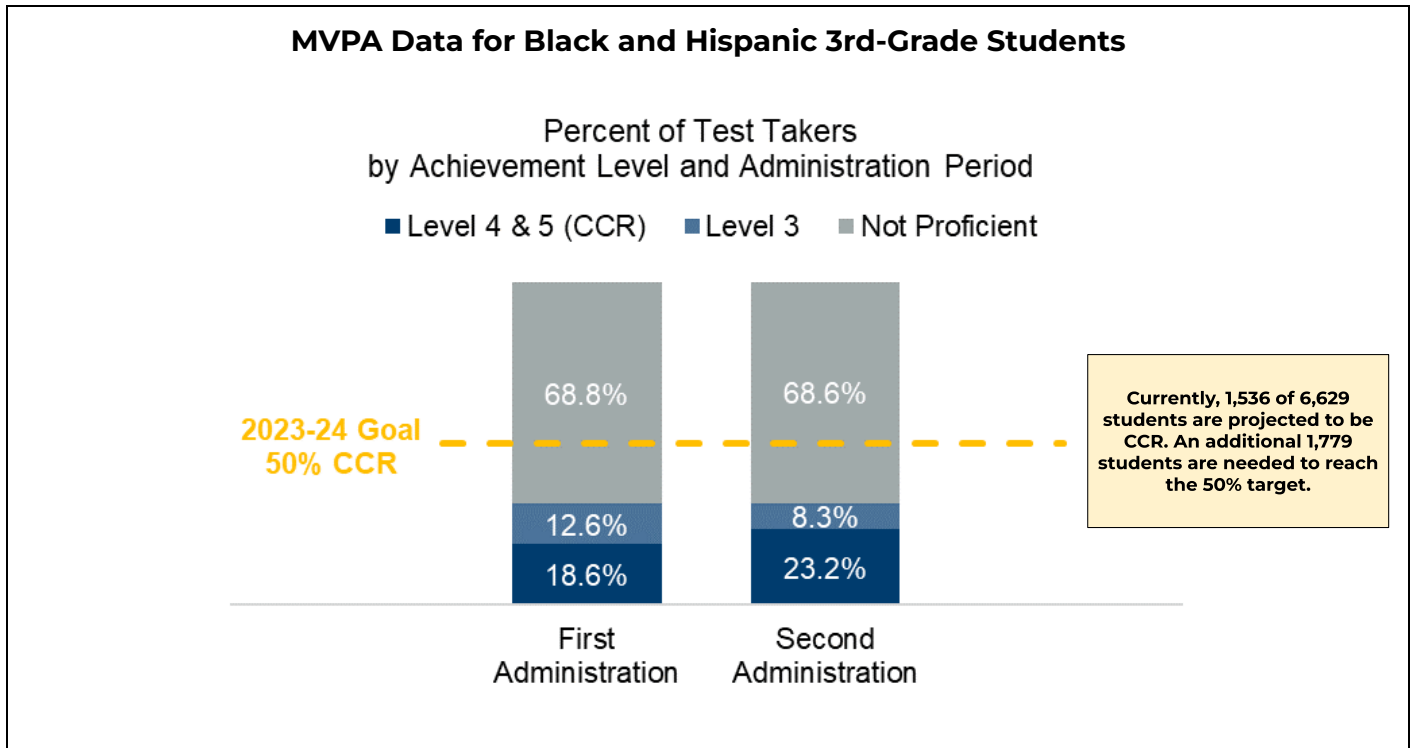
Change in Grade 3 ELA Projections for Black and Hispanic Students, First to Second Administration

Percent Projected CCR

Test	First Administration	Second Administration	Change from First to Second Administration	
ELA Grade 3	18.6%	23.2%	4.6%	●
Total	18.6%	23.2%	4.6%	●

Percent Projected GLP

Test	First Administration	Second Administration	Change from First to Second Administration	
ELA Grade 3	31.2%	31.5%	0.2%	●
Total	31.2%	31.5%	0.2%	●

Percent of Black and Hispanic students who scored/are projected to score CCR (Levels 4 and 5), Second MVPA Administration

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EOG Target						36.0	50.0
Actual EOG	32.7	32.4	N/A	15.9	13.5	16.4	
MVPA Projection							23.2

Circled values indicate the first administration of each Reading test (with the new standards in the case of EOG).

94% of 3rd graders participated in MVPA Benchmark #1.
97% of 3rd graders participated in MVPA Benchmark #2.

MVPA Data for Black and Hispanic 3rd-Grade Students

Percent of Test Takers
by Achievement Level and Administration Period

■ Level 4 & 5 (CCR)　■ Level 3　■ Not Proficient

	First Administration	Second Administration
Not Proficient	68.8%	68.6%
Level 3	12.6%	8.3%
Level 4 & 5 (CCR)	18.6%	23.2%

2023-24 Goal 50% CCR

Currently, 1,536 of 6,629 students are projected to be CCR. An additional 1,779 students are needed to reach the 50% target.

Supporting Data

The DIBELS assessment is administered to all third-grade students in North Carolina three times a year. The focus of this assessment is to provide teachers with information about student progress and needs in the area of word recognition, a critical component of reading development.

The 2023-24 middle-of-year DIBELS data continue to show improvements compared to the 2021-22 and 2022-23 school years based on the data tables below. Approximately **47% of Black and Hispanic students** in grade 3 scored at/above benchmark compared to 42% and 38% the previous two years.

The subtest areas with the largest percentage of students needing improvement are reading comprehension (66% below or well below benchmark), reading fluency (58 % below or well below benchmark), and vocabulary (58% below or well below benchmark). In the fall, the areas with the greatest percentage of students needing improvement were reading accuracy and reading comprehension.

DIBELS Data for Black and Hispanic 3rd-Grade Students
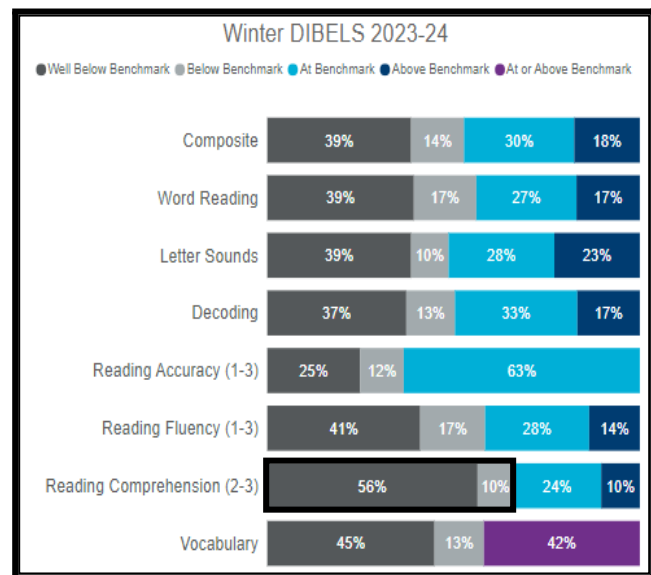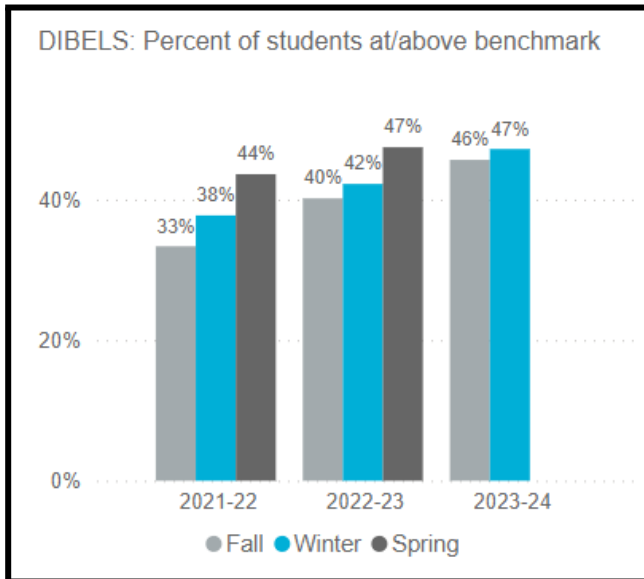
Note: The purple shaded bars simply indicate that the reporting levels are different. This holds true with Oral Language in K-2. The "At" and "Above" levels are combined into "At or Above" for those subtests. This data appears in a different color in order to distinguish it from the other tests where the levels are broken out.

Strategies and Actions Planned

Since the December 2023 SOFG report, the action steps below have been taken and will continue to be taken for all students due to the positive impact observed on student learning outcomes.

Data Analysis & Problem Solving with School Teams
(All elementary schools)
During the Quarter 2 Data Analysis session held on **February 8, 2024,** school teams reflected on the action steps taken in response to Benchmark #1, identified standard mastery needs for students and revised existing or developed new school-based action steps using district-provisioned resources (MVPA #2 Elementary Response to Benchmark) that were developed based on district data analysis and in response to data to increase student mastery.

District analysis of the ***3rd Grade Reading Benchmark #2*** data highlighted the following **areas of strength** aligned to the highly tested standards on the 3rd Grade Reading EOG:
- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases, using sentence-level context clues to the meaning of a word or phrase. (Standard L.3.4)
- Distinguish the literacy and nonliteral meanings of words and phrases in context (Standard L.3.5a)

Re-engagement and extension resources were aligned to areas where students **needed the most support** based on the ***3rd Grade Reading Benchmark #2*** data:

- Describe how the author connects ideas between sentences and paragraphs to support specific points in a text (Standard RI.3.8)
- Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (Standard RL.3.2)

In response to the need for further support for Multilingual Learners, the Learning and Language Acquisition team analyzed the Benchmark #2 data specifically for schools with a high multilingual learner (ML) population. The team shared the analysis with recommendations for instructional strategies to meet each school's unique linguistics and content needs.

Additionally, a Quarter 3 Data Analysis session will be held on **April 16, 2024,** where school teams will assess data from the **3rd grade Benchmark #3** to further refine school-based action steps using district provisioned-resources.

Data Sharing & Collaborative Practice with School Leaders
(All elementary schools)
After the Quarter 2 Data Analysis session, school principals conducted a mid-year Data Report Out on **February 20, 2024,** within learning community teams to share their reflections and progress on the actions taken after the first Data Report Out session. Based on feedback obtained from the first Data Report Out session, this Quarter 2 Data Report Out session was refined to facilitate school leaders learning from each other to inform their school-based action steps for the 3rd quarter. School principals will be able to identify strategies that have been implemented with students similar to their student population and will be able to share the strategies with their staff, which will benefit student growth and proficiency at their schools.

Professional Learning for Instructional Leaders
(All elementary schools)
On January 16th and 17th, elementary Instructional Leaders, as well as multilingual learners and exceptional children teachers working with third-grade students, attended professional learning to understand what instruction looks and sounds like in the upcoming quarter with a focus on pedagogical aspects of the curriculum. Participants rotated through four different classrooms to experience each ALL Block station lesson and activity from the student's perspective. These lessons and activities included ML-amplified materials the Learning and Language Acquisition team shared.

Additionally, on January 25, 2024, all 3rd-grade teachers participated in one of four differentiated professional learning sessions during the teacher workday that focused on strengthening small group instruction through the implementation of Skills Block and ALL Block. As a result of teachers participating in professional learning, students will participate in differentiated small-group instruction, preparing them for the standards assessed on the benchmark and end-of-course exam.

Continued Professional Learning for Leaders in District Demonstration Sites
(All elementary schools)
The nine elementary school demonstration sites continue to receive targeted support from EL Education to build teachers' capacity further with curriculum implementation in preparation for the final learning walk scheduled for **March 12, 2024**. All school leaders in the district (principals and designated instructional leaders) will participate in a third round of core action walks (observing instruction). During this learning, school leaders will observe the best

practices in action to further strengthen their understanding of the indicators of what high-quality instruction and an engaging student experience should look like within the classroom. School leaders will continue to utilize a crosswalk of the Core Actions tool (Here) with the Get Better Faster tool learned during Relay training.

Professional Learning for School Leaders to Support Teachers with Differentiation of Instruction
(All elementary schools)
In addition to the Accelerated Skills Block Professional Learning facilitated during December for all school administrators and instructional leaders, further professional development opportunities for school leaders were conducted during the January Leadership Meeting and the Assistant Principal/Dean meetings. Participants selected one of the following differentiated sessions: 1) triangulating data (DIBELS and EL Education assessments) to create short-term growth goals; 2) designing and monitoring strong professional learning communities; and 3) monitoring the use of small group instruction to re-engage students in ALL Block. These sessions will allow leaders to ensure teachers are using the results of the assessment to develop effective small-group instruction and a differentiated learning plan for each student.

Differentiated Language Acquisition Support for Long-Term Multilingual Learners
(All elementary schools)
The Learning and Language Acquisition (LLA) Department is continuing to support all schools with the implementation of the Authentic Linguistic Formative Assessment (ALFA). The assessment is a benchmark assessment, helping schools 1) monitor the progress of multilingual learners toward English proficiency throughout the school year, 2) determine when students are not making appropriate progress, and 3) provide additional support to enable multilingual learners to reach English proficiency and gain grade-level content knowledge. As of 2/20/24, 4,638 students have started the MOY prompt, and this is ongoing due to the current WIDA ACCESS test administration (State English Language Proficiency test).

Professional Learning for Multilingual Learner Teachers and 3rd Grade ELA Teachers in Schools with High Populations of Multilingual Learners
QTEL (Quality Teaching for English Learners) professional development was provided for all K-12 multilingual learner teachers and grade 3 teachers from schools with high multilingual learner populations. Participants attended 1 of the 3 options held during January and February. The QTEL program works to build the capacity of educators to develop students' abilities to read, discuss, and write academic texts in rigorous content area courses. A total of 395 CMS educators participated in the QTEL professional development. Feedback from participants was overwhelmingly positive.

Intensive and Supplemental Support for 37 Low-Performing Schools Serving Grade 3
(Schools with Low Performing Designation)

The 37 school teams participated in a School Excellence workshop on **January 31, 2024,** to craft a plan for the third continuous improvement cycle. Prior to attending the workshop, school teams were asked to reflect on the progress made on their second cycle plans and identify a new change idea. Based on a review of the school reflections and change ideas, this School Excellence Workshop was further differentiated for schools to help them refine the Cycle 3 plans and identify specific leading/progress measures for improvement. Additionally, schools were asked to make explicit connections between their Cycle 3 plans and the actions identified through the Quarterly Data Analysis and Data Report Out sessions. School teams will then assess and reflect on this third continuous improvement cycle on February 28, 2024.

Key for evaluation of progress toward the goal:
- Blue: Exceeding the goal
- Green: Met the goal
- Yellow: Making progress toward the goal
- Red: Not making progress toward the goal

MVPA Data - Student Movement from First to Second Administration (continued)

Grade 3 ELA - Multilingual (LEP) Students

Student Movement Across Achievement Levels

214 Declined	2,097 Maintained	300 Improved

Achievement Level (Most Recent)

Achievement Level (First)	2	3	4	5	Total
2	1,892	91	73	2	2,058
3	122	57	83	10	272
4	41	41	128	41	251
5			10	20	30
Total	2,055	189	294	73	2,611

Grade 3 ELA - Patterns for All Students by Multilingual (LEP) Status

Student Achievement Patterns by Selected Group
● Decline ● Maintain ● Improve

	Decline	Maintain	Improve
Non-LEP	12%	64%	24%
LEP	8%	80%	11%
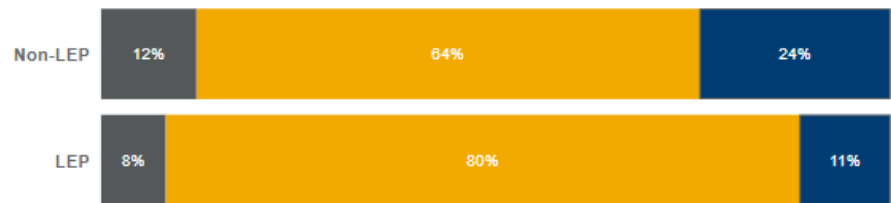
MVPA Data - Student Movement from First to Second Administration

Grade 3 ELA - All Students

Student Movement Across Achievement Levels
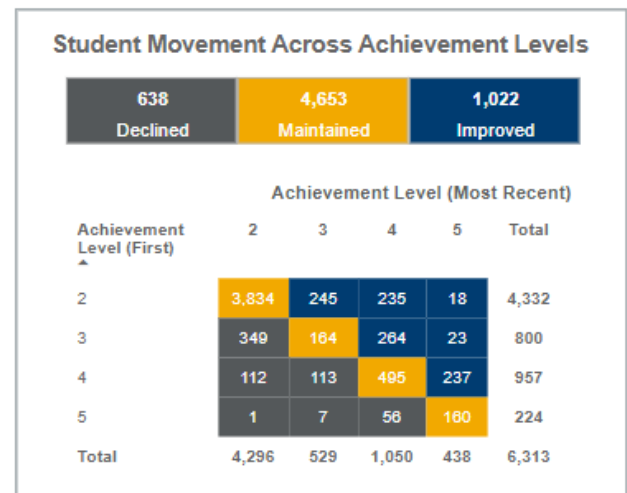
1,081 Declined	6,672 Maintained	2,034 Improved

Achievement Level (Most Recent)

Achievement Level (First)	2	3	4	5	Total
2	4,659	374	390	26	5,449
3	486	283	514	71	1,354
4	192	223	1,064	659	2,138
5	1	10	169	666	846
Total	5,338	890	2,137	1,422	9,787
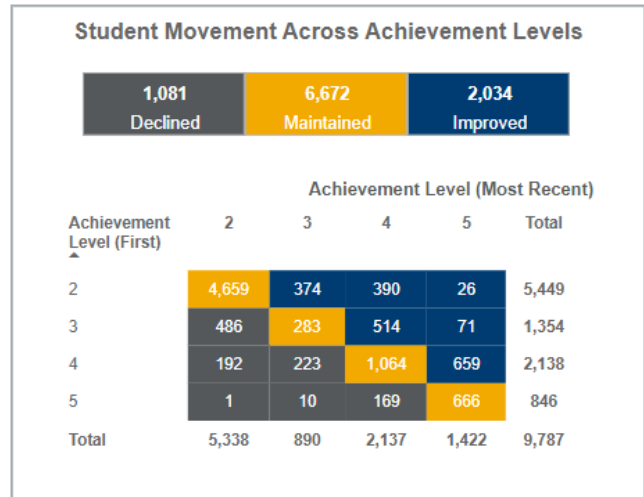
Grade 3 ELA - Black and Hispanic Students

Student Movement Across Achievement Levels

638 Declined	4,653 Maintained	1,022 Improved

Achievement Level (Most Recent)

Achievement Level (First)	2	3	4	5	Total
2	3,834	245	235	18	4,332
3	349	164	264	23	800
4	112	113	495	237	957
5	1	7	56	160	224
Total	4,296	529	1,050	438	6,313

Grade 3 ELA - Patterns for All Students by Race/Ethnicity

Student Achievement Patterns by Selected Group

● Decline ● Maintain ● Improve

Group	Decline	Maintain	Improve
Black	11%	71%	18%
White	13%	57%	30%
Hispanic	9%	77%	14%
Asian	11%	60%	29%
Two or More	12%	61%	26%
American Indian	31%	44%	25%
Pacific Islander		67%	33%
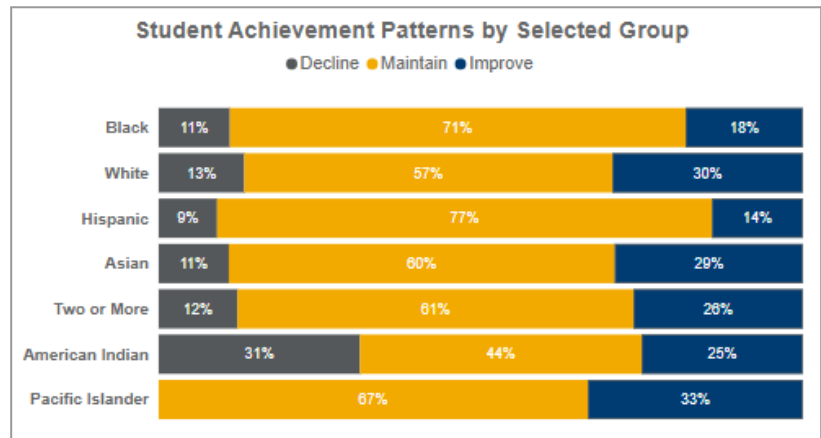
All Students

DIBELS Composite (Percent at/above benchmark)

Grade	Year 2021-22 Fall	2022-23 Fall	2023-24 Fall
K	33%	36%	44%
1	37%	49%	53%
2	43%	49%	56%
3	45%	52%	59%

DIBELS Composite (Percent at/above benchmark)

Grade	Year 2021-22 Winter	2022-23 Winter	2023-24 Winter
K	45%	54%	56%
1	43%	54%	57%
2	47%	53%	58%
3	49%	54%	58%

Black and Hispanic Students

DIBELS Composite (Percent at/above benchmark)

Grade	Year 2021-22 Fall	2022-23 Fall	2023-24 Fall
K	22%	26%	35%
1	25%	37%	41%
2	31%	37%	44%
3	33%	40%	46%

DIBELS Composite (Percent at/above benchmark)

Grade	Year 2021-22 Winter	2022-23 Winter	2023-24 Winter
K	33%	44%	46%
1	30%	43%	45%
2	34%	42%	47%
3	38%	42%	47%