Student Outcomes Focused Governance Goal 1

May 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%**.
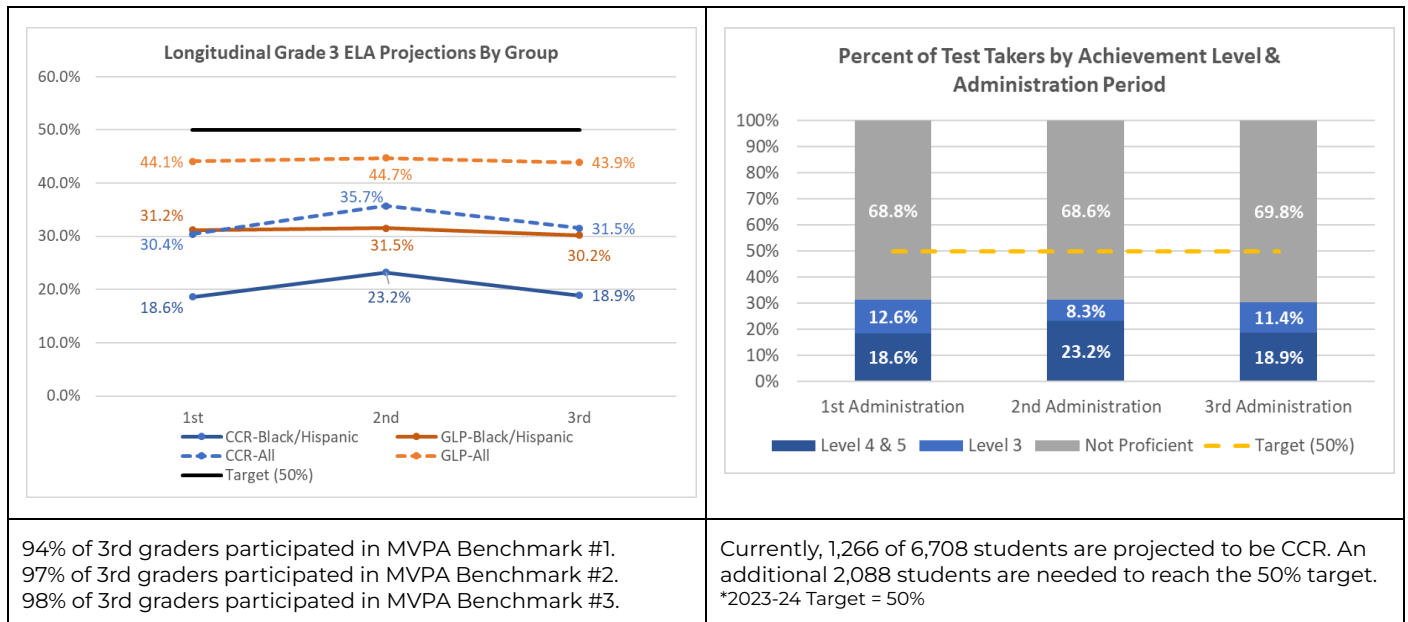
Evaluation of Current Performance

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 the final administration occurred in April of 2024.

In the third MVPA administration, **18.9%** of Black and HIspanic 3rd grade students scored at the College and Career Ready (CCR) level (level 4 or 5) on the MVPA ELA assessment. This is an increase of 0.3 percentage points compared to the first administration and a decrease of 4.3 percentage points compared to the second administration (see table on bottom left below). The most recent MVPA results also project that **30.2%** of Black and Hispanic students in grade 3 will be GLP (level 3, 4 or 5) in ELA by the end of the year (down from 31.5% during the second administration). The goal status is ==**yellow**== (making progress toward the goal).

When looking at all 3rd grade students in grade three, **31.5%** are expected to be CCR and **43.9%** are expected to be GLP based on the third MVPA administration. These values are lower than those from the second administration, with CCR and GLP projections of 44.7% and 35.7%, respectively.

At the end of the 2022-23 school year **16.4%** of Black and Hispanic 3rd grade students and **29.2%** of all 3rd grade students scored at the College and Career Ready (CCR) level (level 4 or 5) on the EOG (end of grade) reading assessment.


Longitudinal Grade 3 ELA Projections By Group

CCR-Black/Hispanic, GLP-Black/Hispanic, CCR-All, GLP-All, Target (50%)

Data points: GLP-All: 44.1%, 44.7%, 43.9%; CCR-All: 31.2%/30.4%, 35.7%, 31.5%; GLP-Black/Hispanic: 31.2%/30.4%, 31.5%, 30.2%; CCR-Black/Hispanic: 18.6%, 23.2%, 18.9%.

Percent of Test Takers by Achievement Level & Administration Period

	1st Administration	2nd Administration	3rd Administration
Not Proficient	68.8%	68.6%	69.8%
Level 3	12.6%	8.3%	11.4%
Level 4 & 5	18.6%	23.2%	18.9%

Legend: Level 4 & 5, Level 3, Not Proficient, Target (50%)

94% of 3rd graders participated in MVPA Benchmark #1.
97% of 3rd graders participated in MVPA Benchmark #2.
98% of 3rd graders participated in MVPA Benchmark #3.

Currently, 1,266 of 6,708 students are projected to be CCR. An additional 2,088 students are needed to reach the 50% target.
*2023-24 Target = 50%

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 end of year DIBELS assessment has not yet been administered.

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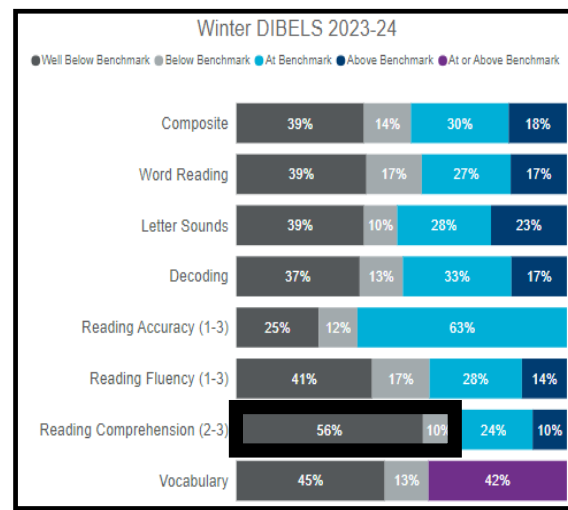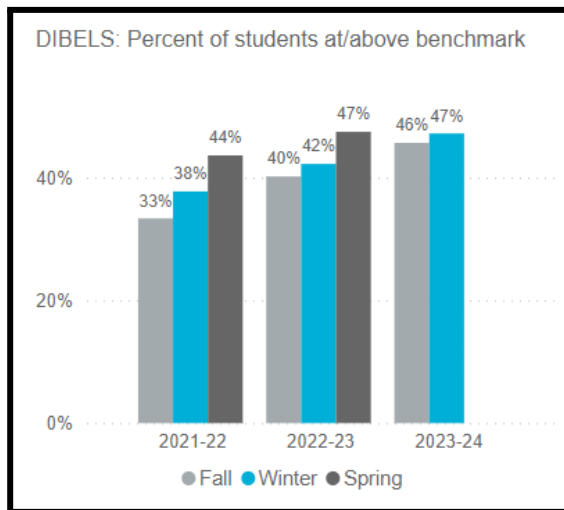
Note: The purple shaded bars simply indicate that the reporting levels are different. This holds true with Oral Language in K-2. The "At" and "Above" levels are combined into "At or Above" for those subtests. This data appears in a different color in order to distinguish it from the other tests where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

Additional Quarter 3 MVPA Assessment Information	
Benchmark 2 and Benchmark 3 Similarities	• Both benchmarks assess all reading standards and use EOG style questions. • Both benchmarks align domain weight distributions to EOG • MVPA #2 and #3 both contained 1 science passage.
Benchmark 2 and Benchmark 3 Differences	• MVPA #2 had 34 questions. MVPA #3 had 40 questions. The EOG has 48 questions. • MVPA #2 contained 1 fiction passage. MVPA #3 contained 2. • MVPA #2 contained 1 poetry passage. MVPA #3 contained 0. • MVPA #2 contained 1 Social Studies passage. MVPA #3 contained 2.
Other Notes	• This benchmark administration was the week before spring break. • Fiction passages maintained the highest proficiency across all three benchmarks. • Reading Information (RI) standards showed more growth from MVPA 1 to MVPA 3 than the Reading Literature (RL) standards.

Since the March 2024 Goal 1 report, the following action steps have been taken and will continue to be taken for all students due to impact observed on student learning outcomes:

NEW! Launch of New Family and Caretaker Resources on the CMS Website
(All elementary schools)
A new guide for each grade level is now available on the CMS website under the Families tab in the section called "Learning and Technology Resources" (www.cmsk12.org/students).   It provides key skills for reading and math, questions to ask your child, topics to discuss with the teacher, learning activities, words to know and helpful resources to practice skills at home. These resources are just in time for summer, supporting the ability of families and caretakers to reinforce needed skills from the previous grade level and pre-teach skills to help students succeed in the upcoming grade level. Below are two examples of questions on this website that a parent or caretaker can ask their third grade student to support the standards students most need support with based on the last benchmark assessment.

> RI: Determine the main idea and support the main idea with key details from the text. (RI.3.2)
>
> RI: Choose two sentences or paragraphs and describe how they are connected. (RI.3.8)

March 12, 2024: Demonstration Sites Leader Professional Learning
(All elementary schools)
The nine elementary school Demonstration Sites continue to receive targeted support from EL Education to further build the capacity of teachers with curriculum implementation in preparation for the final learning walk held on March 12, 2024. All school leaders in the district (principals and designated instructional leaders) participated in a third round of core action walks (observing instruction). During this learning, school leaders observed 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 continued to utilize the crosswalk of the Core Actions tool with the Get Better Faster tool learned during Relay training. Here is the Core Action/Get Better Faster crosswalk tool.

In addition to receiving targeted support, the demonstration site schools participated in professional development to develop and implement plans to enhance or adapt an EL Education module. School teams have tailored these modules to suit their school community by incorporating service learning into projects and lessons. The schools have designed and planned service learning experiences that demonstrate to students how academic work can serve the greater good. For example, they have engaged in projects that build literacy skills through partnerships with local organizations to provide clean water.

March 20 & 21, 2024: Instructional Leader Professional Learning
(All elementary schools)
Elementary Instructional Leaders as well as multilingual learner and exceptional children teachers working with third grade students attended professional learning to engage in forward-looking exploration of Module 4 Additional Literacy Learning (ALL) Block components. Participants had the opportunity to delve into the curriculum through the perspective of a

student and teacher, enhancing their understanding and approach to instruction. They were equipped with a deeper understanding of the Module 4

ALL Block lessons and gained practical insights into how each ALL Block component can be effectively taught to address MVPA results and enhance student engagement and learning.

Ongoing: ALFA Assessment Administration
(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 4/15/24, 3,522 students have started the EOY prompt.

Specifically for 3rd grade, we have:
- 512 students who have started an EOY prompt
- 316 students have had their EOY prompt assessed by their teacher
- 231 students have received an EOY conference
- Based on analysis of the most recent data, ML student academic writing in 3rd grade is demonstrating 70% of the level 5 WIDA indicators (highest WIDA level is 6). For 3rd grade, 41% of WIDA Indicators were earned in BOY, 59% in MOY, and 70% in EOY based on the current number of teachers who have scored their students so far.

April 9, 2024: Intensive & Supplemental Support for 37 Low Performing Schools Serving Grade 3 *(Schools with Low Performing Designation Serving Grade 3)*
The 37 school teams participated in School Excellence workshops on February 28, 2024, to craft plans for their fourth continuous improvement cycle, and again, on April 9th, 2024, to develop their fifth cycle plans to carry them through the end of the year. Before attending the workshops, school teams were asked to reflect on the progress made on their third and fourth cycle plans, respectively, and identify the change idea they would try out in the following cycle. Based on a review of the school reflections and change ideas, both the February and April workshops were differentiated and provided schools with more team planning time to develop their plans and associated measures of implementation and impact. Additionally, schools were asked to make explicit connections between their Cycle 4 and Cycle 5 plans with the actions identified through the Quarterly Data Analysis and Data Report Out sessions.

April 16, 2024: Data Analysis & Problem Solving with School Teams
(All elementary schools)
The Quarter 3 Data Analysis session was held on April 16, 2024 where all elementary school teams (composed of the principal, facilitator, and 2 teachers) assessed mid-year data, including mid-year DIBELS and benchmark assessments to further refine school-based action steps using district provisioned-resources in response to student data.

District analysis of the 3rd Grade Reading Benchmark #3 data highlighted the following **areas of strength** *(these areas of strength come from the tested standards on the 3rd Grade Reading EOG)*:
- Describe characters in a story and explain how their actions contribute to the sequence of events.(RL.3.3)
- Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. (RL.3.4)

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. (RL.3.4)

Re-engagement and extension resources were aligned to areas where students **needed the most support** based on the 3rd Grade Reading Benchmark #3 data:
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
- Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)
- Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. (RI.3.8)

During the Data Analysis session, school teams reflected on the action steps taken in response to Benchmark #3, identified standard mastery needs for students, and revised existing or developed new school-based action steps using district provisioned-resources ([MVPA # 3 Response to Benchmark](#)) that were developed based on district data analysis and in response to data to increase student mastery.

Additionally, the LLA (Learning and Language Acquisition) staff members have provided a variety of levels of guidance, support, and resources for schools, including coaching and modeling of lessons for ML teachers.

April 22, 2024: Data Sharing & Collaborative Practice with School Leaders
(All elementary schools)
After the Quarter 3 Data Analysis session, school principals conducted a mid-year Data Report Out on April 22, 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 3 Data Report Out session was refined to facilitate school leaders learning from each other to inform their school-based action steps for the 4th quarter.

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

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%

Reading Standards for Literature

Key Ideas and Evidence

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.3.8 Not applicable to literature.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Reading Standards for Informational Text

Key Ideas and Evidence

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

RI 3.1 North Carolina Third Grade Reading Sample EOG Questions (Questions 34 & 35)
(located on NCDPI website)

GRADE 3 READING—RELEASED ITEMS

Excerpt from "Dog a Hero on Mount Hood" (Part 1)

by Susan Jankowski

33 What is the meaning of *experienced* in paragraph 2?

A eager

B important

C practiced

D expected

34 Why did the rock climbers end their climb early?

A The weather was bad.

B The group was bored.

C The dog was tired.

D The dog was sick.

35 According to the text, what caused the climbers to fall down the mountain?

A They were very tired.

B The mountain was rocky.

C It was getting dark.

D The mountain was slippery.

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RI 3.2 North Carolina Third Grade Reading Sample EOG Questions (Questions 39 & 40)
(located on NCDPI website)

Use both parts of this text to answer this question.

39 What is the main idea of the text?

A Mount Hood can be a dangerous place.

B Mount Hood is popular for rock climbing.

C A dog helps a group of rock climbers.

D A group of teachers goes rock climbing.

Use both parts of this text to answer this question.

40 Which statement from the text supports the main idea?

A "They had no idea a German shepherd named Velvet would help save their lives."

B "On Sunday, the weather took a turn for the worse."

C "They hiked for miles to try to make it down the mountainside."

D "The rescue team found the climbers with Velvet in White River Canyon at about 7,400 feet."

RI 3.8 North Carolina Third Grade Reading Sample EOG Questions (Questions 31 & 36)
(located on NCDPI website)

31 How are paragraphs 10 and 11 connected?

A Both compare the two ways that beavers build dams.

B Both describe the differences between a dam and a pond.

C Paragraph 10 presents a problem, and paragraph 11 describes a solution.

D Paragraph 10 shows a result of the unusual situation in paragraph 11.

36 How does the author connect the point that the climb was very dangerous in paragraphs 5 and 6?

A The information in paragraph 6 is a result of the action in paragraph 5.

B The ideas in paragraphs 5 and 6 compare the different climbers.

C Paragraphs 5 and 6 describe the path the climbers took.

D Paragraph 5 lists the steps needed for paragraph 6.

GRADE 3 READING—RELEASED ITEMS

The text below is divided into two parts. After each part are questions you will need to answer.

Adapted from "Beavers at Home" (Part 1)

by James Baldwin

A beaver is a wild animal about three feet in length, and weighing forty or fifty pounds. It is covered with fine, glossy, grayish brown fur. Its tail is nearly a foot long, and has no hair at all, but only little scales, something like those of a fish. When the beaver is swimming about in the water it uses its tail as a kind of rudder.[1]

(2)

A beaver cannot bear to live alone. He is never as happy as when he has a large number of friends close at hand whom he can visit every day; for beavers are the best and kindest neighbors in the world, always ready to help one another in building new houses or in repairing old ones.

Of course the first thing to be done when one is going to build a house or a village is to find a good place for it; and the spot which every beaver of sense thinks is best is either a large pond, or, if no pond is to be had, a low plain with a stream running through it. For on such a plain, a pond can be made by causing the water to cover it.

It must be a very, very long time since beavers first learned that the way to make a pond is to build a dam across a running stream. To begin with, they must know which way the stream runs, and in this they never make a mistake.

(5)

They first gather together a number of sticks and logs about five feet long, which they carry or roll into the stream. While some of the beavers are doing this—for the safety of the village lies in the strength of the foundation[2]—others are gathering and piling up many green branches of trees. These branches, which they have cut from the trees with their teeth, are piled among the sticks and logs, and soon a dam is formed that reaches across the stream.

[1]**rudder:** a tool used as a guide
[2]**foundation:** the lowest level when building

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GRADE 3 READING—RELEASED ITEMS

(6)

When the foundation of the dam has been finished, the beavers pile stones and mud upon it until they have built a wall ten or twelve feet thick at the bottom and two or three feet thick at the top. After all this has been done, the older and wiser beavers go carefully over every part to see if the dam is of the right shape and is strong and safe; for beavers do not like poor work, and they know that a weak dam is easily washed away.

When the dam has been finished and the pond made, the beavers begin to think about their houses. As they like to have their rooms dry, they raise the floors of their houses some distance above the water, so that when the stream rises during the rainy season they will not be flooded.

GRADE 3 READING—RELEASED ITEMS

Adapted from "Beavers at Home" (Part 2)

by James Baldwin

Beavers are always quite clear in their minds as to what they want, and how to get it, and they like to keep things separate. When they are in the water, they are as happy as they can be; but when they are out of it, they like to be dry. It is sometimes two or three months before the village is finished. But the little round huts are to be used only for winter homes; for during the summer no beaver would think of sleeping indoors or, indeed, of staying very long in the same place.

9

Everything that a beaver does is well done. The walls of his house are thick and strong, and when he has a large family or many friends to stay with him the house has several rooms in it. No beaver ever thinks of living alone. Sometimes he will have one companion, and sometimes a dozen or more. But however full the house may be, everything is kept in good order. Each beaver has his fixed place on the floor, which is covered with dry leaves and grass. A door is always kept open into the place where their food is kept, and so they never go hungry. There they stay all through the winter eating the bark and tender shoots of young trees which they have carefully stored away, sleeping through the cold stormy weather, and at last getting very fat.

10

At one time there were many beavers in the West and the South, but now there are very few to be found there. Many years ago a Frenchman who was traveling in Louisiana spent a good deal of time watching beavers and learning about their ways. He hid himself close to a dam which the little creatures had built, and in the night he cut a hole about a foot wide right through it.

11

He had made no noise while cutting through the dam, but the rush of the water awakened one beaver who was not sleeping as soundly as the others. This beaver left his hut quickly, and swam to the dam to see what was wrong. As soon as he saw the stream that had been dug, he struck four loud blows with his tail, and every beaver in the village left his bed and rushed out in answer to the call. When they reached the dam and saw the large hole in it, they held a meeting as to what they should do. Then the head beaver gave orders to the rest, and all went to the bank to get sticks and mud.

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GRADE 3 READING—RELEASED ITEMS

When they had gathered together as much as they could carry, they formed in line and marched with their loads to the dam. The sticks were thrown into the hole and mud and stones were packed upon them. The beavers worked hard and wisely, and in a short time the dam was as good as ever. Then one of the older beavers struck two blows with his tail, and in a few minutes all were in bed and asleep again.