

Charlotte-Mecklenburg Board of Education
Progress Monitoring Report (Grade 3 English Language Arts – Interim Goal 1.2)
April 2023

Introduction – What is Being Monitored

The Board’s Grade 3 English Language Arts (ELA) goal is to increase the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a Level 4 or 5 -- in English Language Arts. Our annual target in this area for SY2022-23 is 36%.

In addition to the annual target, the Board set two Interim Goals, one for Black Students and a second for Hispanic students. *The Interim Goal and Target for the percentage of Hispanic Grade 3 students projected to be College and Career Ready (CCR) at the end of the school year based on Winter ELA Measure of Academic Progress (MAP) assessment is 30%.*

The focus of this progress monitoring summary is the projected Grade 3 English Language Arts (ELA) performance of Hispanic students only.

The two (2) primary metrics shared in this monitoring report are:

- Grade 3 Measure of Academic Progress (MAP) ELA performance, and
- Grade 3 End-of-Grade (EOG) ELA performance.

MAP projected proficiency rates provide Board and staff with an indicator of where our Hispanic 3rd graders are as of the Winter MAP administration in English Language Arts (ELA) in relation to the Board’s ELA End-of-Year annual target.

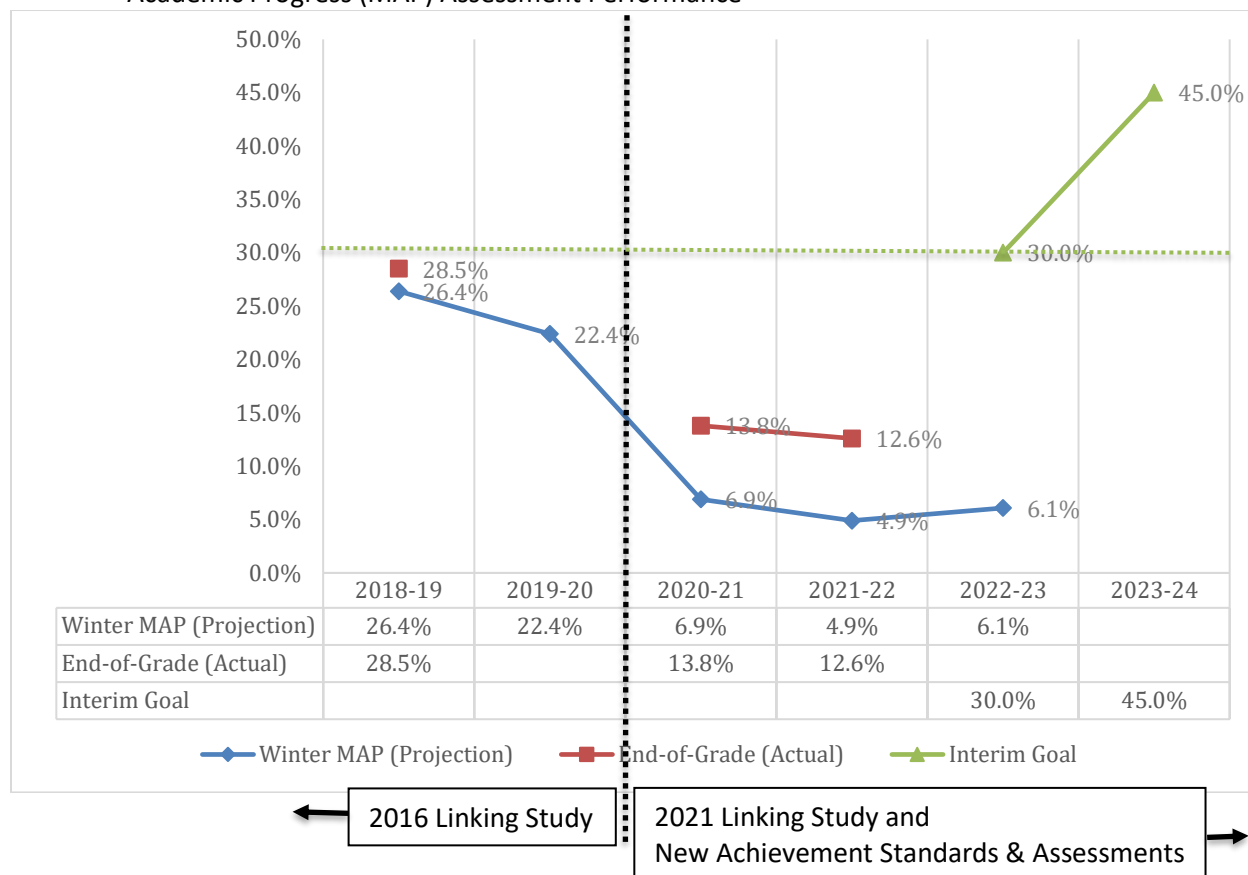
The Winter Measure of Academic Progress (MAP) assessment administration window was from January 26th – February 10th. Schools could choose to administer the MAP assessment at any time in the window. The creators of MAP assessments, NWEA (formerly the Northwest Evaluation Association), have done multiple analyses of North Carolina students’ performance on their MAP assessments and the state’s End-of-Grade (EOG) assessments. Those analyses have resulted in a linking study, documenting the predictive relationship between performance on MAP assessments and later on EOG assessments. The most recent study was published in November 2021. These studies have established that a school or system can project if a student will score a Level 4 or 5 on the North Carolina EOG in ELA based on MAP assessment performance. The linking study documents that there will be instances where the projection is off, as with any assessment. However, approximately 80-83% of the time the projection is accurate.

Additionally, it should be noted, that in SY2019-20, Winter MAP assessments were administered before the district went to full remote instruction. Additionally, the 2019-20 CCR projections were based on a 2016 linking study. Projections for SY2020-21, SY2021-22, or SY2022-23 are based on an updated 2021 linking study.

Evaluation of Current Performance:

At the conclusion of the Winter MAP assessment administration window, 6.1% of Hispanic Grade 3 students were projected to Score CCR – Level 4 or 5 – on the Grade 3 ELA End-of-Grade (EOG) exam. Based on these data, we are **Below Target** (see Graph1 below).

Graph 1. Percent of Hispanic Students Projected to Score CCR (Level 4 and Level 5) based on Measure of Academic Progress (MAP) Assessment Performance



Supporting Data

Hispanic 3rd graders reflect the growing international composition of our student body. Approximately fifty-nine percent (59%) of Hispanic 3rd graders tested have a Multilingual (ML) designation/status, and the minority, forty-one percent (41%), do not have a ML status. This evolving demographic creates a multifaceted opportunity. Non ML Hispanic students have consistently had higher projected CCR rates than their ML peers (see Graph 2 above). However, even among Hispanic 3rd graders with a ML status, there is diversity. A small share of Hispanic ML students are close to exiting ML status, and are primed to excel in ELA. The majority of Hispanic 3rd graders with a ML status are still learning English. These students need continued English language acquisition support to support their growth and development.

Measure of Academic Progress (MAP)

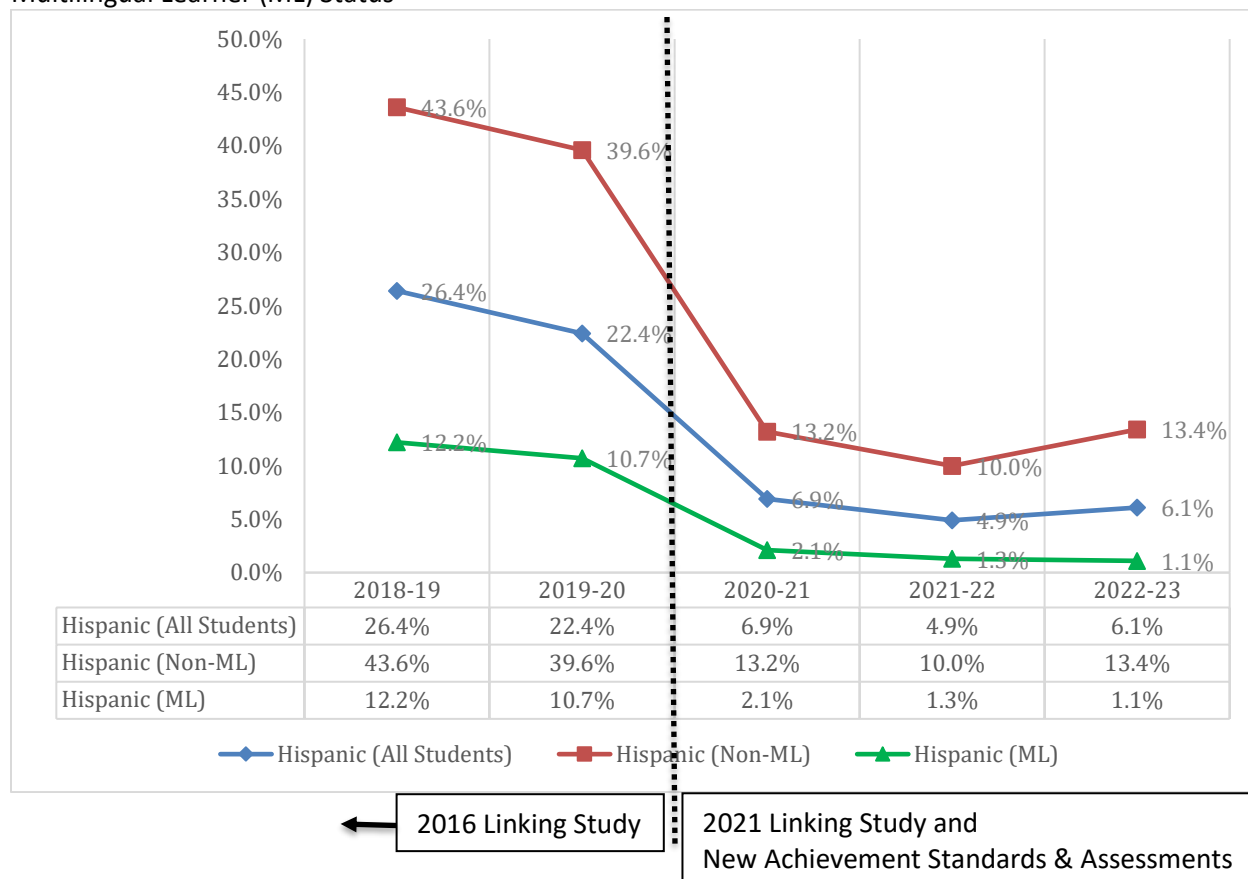
The percentage of Hispanic Grade 3 students projected to score Level 4 or 5 based on the Winter MAP assessment has increased. In SY2021-22, 4.9% of Hispanic 3rd graders were projected to score Level 4 or 5. In SY2023-23 that percentage rose to 6.1%. This is in contrast to the projection for Hispanic 3rd graders with no ML status, which is 13.4%.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

In addition to the Winter MAP assessments, 3rd graders were also administered the state required Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Middle-of-Year assessment. This assessment tells us that students in this subgroup are progressing. Analysis of the information from MAP and DIBELS together gives us insight into students' language skills (with the MAP assessment), and decoding

skills (with the DIBELS assessment). Overall, 3,053 Hispanic 3rd grade students took both assessments, the Winter 2022-23 MAP assessment and Middle-of-Year DIBELS assessment. Of those 3,053, we see that 60% (1,832) of Hispanic 3rd graders need both decoding and language support, 34% (1,038) of Hispanic 3rd graders have strong decoding skills, but need additional language support, and 6% (183) of Hispanic 3rd graders have strong decoding skills and strong language skills.

Graph 2. Percent of Hispanic 3rd Grade Students Projected to Score CCR (Level 4 and Level 5), by Multilingual Learner (ML) Status



Student Microphase Data

All K-3 students are also assessed using a microphase assessment. This short assessment tells a teacher where specifically a student is on the K-2 continuum of reading foundational skills (see *Appendix A* below) and what the student needs to be taught specifically. It is essential that students master each skill on the continuum to be proficient readers. Schools monitor this formative data at the school and classroom level to inform lesson planning and student supports.

Impact of the Pandemic

Though some Hispanic student 3rd graders are newcomers, some students were enrolled in CMS in 2019-20. Those students enrolled at that time experienced pandemic induced disruptions to instruction that has left them behind. In 2019-20, the current cohort of 3rd graders were in kindergarten. The pandemic forced them to finish the entire 4th quarter of that school year remotely (see Table 1 below).

Kindergarteners were provided access to packets of instructional materials in two-week intervals. In 2020-21, we began their first grade year still in remote, shifting to hybrid in second quarter, having to

briefly return to remote instruction in response to a surge of the Delta variant. It was not until 2021-22, when they began 2nd grade, that we returned to in-person instruction, albeit with teacher shortages.

Table 1. Instructional Experience of Current 3rd Grade Students in Grades K-2

Grade	Kindergarten				Grade 1				Grade 2			
School Year	2019-20				2020-21				2021-22			
Quarter	1	2	3	4	1	2	3 ¹	4	1	2	3	4
Instructional Modality	In-person			Remote	In-person or Remote	Hybrid or Remote	Hybrid or Remote	In-person				

Actions Planned or Underway

1. District Data Analysis & Problem Solving:

- District-level data analysis of the assessment measures above took place with the Goal 1 Focus Area Team. Reports were shared for feedback with Learning Community Superintendents, the Academic Chiefs and the entire Cabinet Executive Staff. As a result, the following actions were determined:
 - Goal Team is ensuring a consistent understanding across departments, including with Learning Community staff and all personnel supporting schools, of: a) current state; b) how to determine what students need most; c) how to support schools with ensuring each student is receiving the appropriate and highest leverage core instructional response based on assessment data (language acquisition, decoding, language); and d) when a student is in need of intervention in addition to core instruction (see *Appendix B* below).
 - Learning & Teaching is enhancing the focus in professional development on the use of district resources that support areas indicated by student assessment data.
 - Accountability provided updated projected CCR school-level data to each Learning Community based on MAP performance.
 - Learning Community staff determine each school’s current state relative to School Improvement Plan goals, and determines each school’s rate of growth with students.
 - Learning Community staff determine which schools would benefit from additional Central Office support. Additionally, centrally staffed Multi-Tiered System of Support (MTSS) specialists are deployed to schools needing assistance with their support of students in the area of decoding, as well as with intervention for students significantly below grade level.

¹ The Board voted in January 14, 2021 for students in elementary and K-8 schools to return to hybrid instruction beginning on February 15, 2022.

2. School-Based Data Analysis & Problem Solving:

- School teams attended professional development on Feb 14th and 16th, 2023. At these facilitated sessions, school teams worked together to analyze mid-year student data to create targeted school-level Quarter 3 and 4 action plans. Learning Community staff are aligning their school visits and the deployment of Central Office specialist support to the strategies that schools have determined are needed for their students as they implement strategies in their action plans.
- School leaders brought updates on action step implementation to the district-wide Leadership Meeting on Mar 21, 2023. School leaders shared and heard others' progress on action plans.

3. Share Best Practices:

- Learning & Teaching is collaborating with EL Education to further enhance the level of curriculum implementation of 9 elementary Demonstration Sites (1 per Learning Community) to serve as models for other schools.
- The Goal Team will partner with the Communications team to video teachers identified by student achievement data and EL Education consultants as exemplar classrooms, highlighting classrooms of possibility across the district and celebrating the work of teachers.

4. Use of the MORE units of Study and Student App:

- This year third grade students will participate in one unit of science and one unit of social studies lessons. These lessons leverage content from EL module units to build knowledge in other content areas. Lessons are highly engaging and support interdisciplinary literacy.
- Students have access to a MORE student app which provides reading extensions related to science and social studies topics they are studying in the MORE units.

5. Leverage Strategic Partners:

- Central Office staff members will analyze data for students participating in externally-provided tutoring programs.

6. Align Summer Programming:

- Central office and schools will use current student data to communicate with families about available summer programming to continue learning for their students this summer.
- Expanded Learning will collaborate with external partners to provide summer programming aligned with state standards and student needs.

7. Instructional Leaders Professional Learning:

- Two professional learning sessions were offered in January and February to build the capacity of instructional leaders to support teachers with the implementation of two highest leverage instructional practices for multilingual learners.
- [Conversation Cues](#) are questions teachers can ask students to promote productive and equitable conversation, helping to gauge students' thinking and conversations about important and challenging topics. The questions can encourage students to have productive discussions and generate new ideas before they begin writing tasks.

- [Language Dives](#) guide students to notice and think about how language is used. It empowers students to analyze, understand, and use the language of academic sentences, which is critical to college and career readiness. During a Language Dive, the teacher and students slow down for 10-20 minutes to have a conversation about the meaning, purpose, and structure of compelling sentences from complex texts. Language Dives encourage students to grapple with meaning through “wonderings” about the ways in which language is used to convey particular meanings.

8. Ensure Differentiated Language Acquisition Support for Newcomer Multilingual Learners:

- Classroom teachers are using Integrated ELD (English Language Development) resources in the classroom to provide differentiated levels of language support for Newcomer MLs. These content and grade level aligned resources are amplified versions of classroom materials for students to use as an additional tool to help them access and understand content.
- Classroom and ML teachers may also use Targeted ELD resources, which are content aligned engagement strategies to help build Newcomer MLs’ background knowledge, and provide ways for students to interact with the text. This approach is aligned to the district’s Personalized Academic Command of English (P.A.C.E.) Framework (see attached).
- The Learning and Language Acquisition (LLA) Department piloted ‘Lexia English’ an K-8 adaptive blended learning program that supports Multilingual Learners’ English language acquisition through academic conversations, integrating speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies.

9. Monitor Language Acquisition Support for Hispanic Multilingual Learners:

- The Teaching and Learning Department is working with the learning community superintendents and the LLA Department to monitor language acquisition instruction in classrooms and to assign targeted support to schools with high populations of Hispanic learners. This support will be directed to modeling and co-teaching best practices in language acquisition.

Requests of the Board

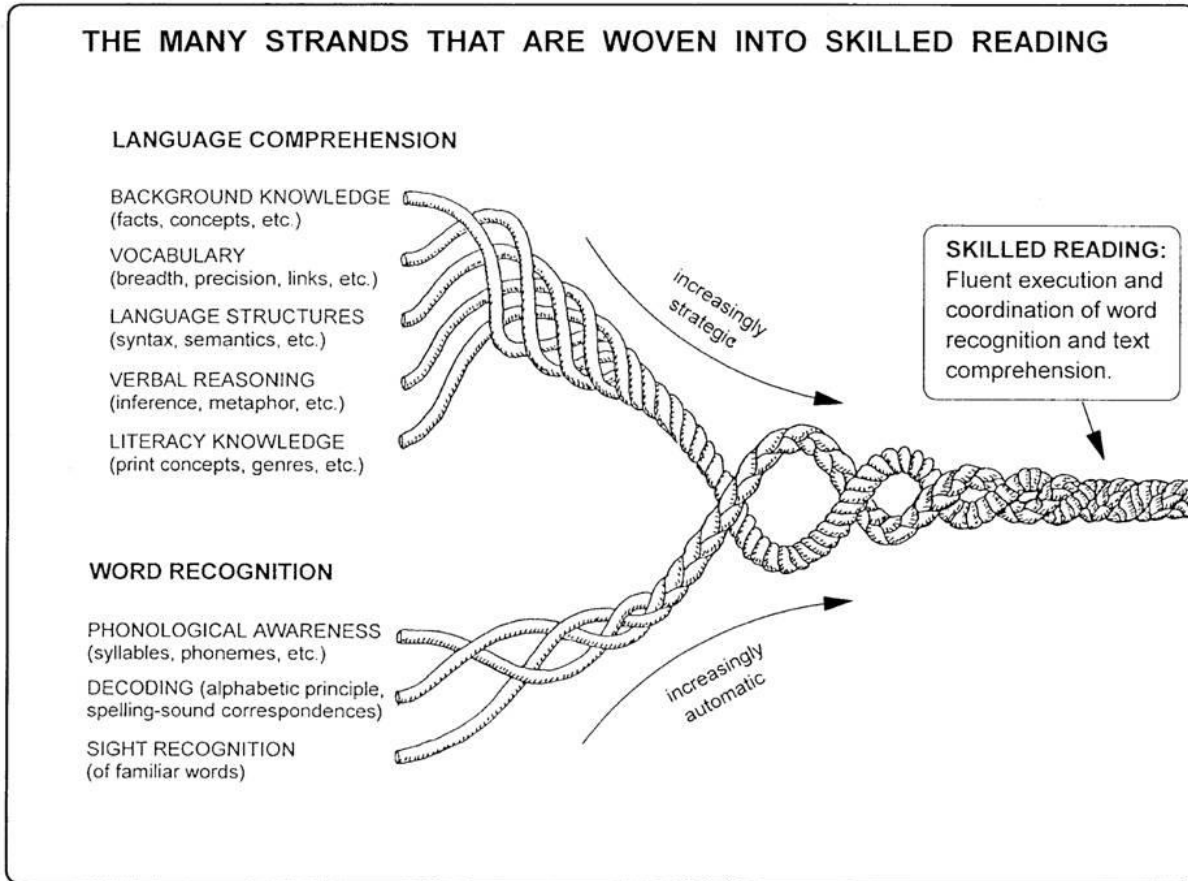
Staff asks three things of the Board to support our pursuit of this Grade 3 ELA Goal:

- 1) Continue to encourage timely student enrollment in school and supplemental programs such as Pre-Kindergarten, Extended Day and both out of school and in-school tutoring programs;
- 2) Continue to advocate for programs and messaging in the community that encourage student attendance on a daily basis; and
- 3) Encourage student enrollment in summer programming to ensure continuity of learning for students, particularly students in need of continued reading foundational skill instruction to support their ability to read at or above grade level.

Appendices

Appendix A

Scarborough's Reading Rope:



Source: [Scarborough \(2001\)](#), reposted by the [International Dyslexia Association](#)

Summary of supports needed based on Winter MAP and DIBELS:

Identifying Supports Needed for Hispanic Students in Grade 3 (Winter 2022-23)

How are our students doing on language and decoding?

Strong decoding skills and strong language skills **6%**

With strong skills in both recognizing written words and understanding spoken language, these students are able to comprehend what they read.

Strong language skills but need decoding support **0%**

These students understand spoken language well but struggle to read texts. They need additional decoding supports to help them access the content.

Strong decoding skills but need language support **34%**

These students can decode text easily but cannot explain what they read. With additional language development they will be able to access the content.

Need both decoding support and language support **60%**

These students struggle to understand spoken language and decode texts. They need support in both areas.

Select grade(s):

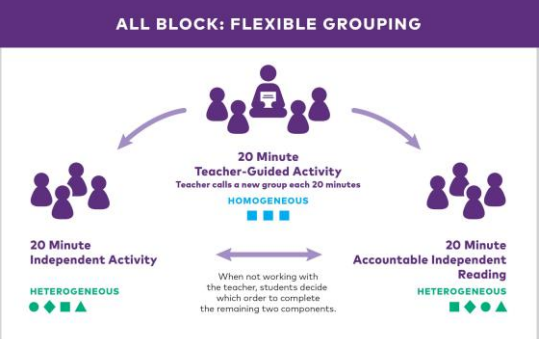
3,169
total active students

3,053
students took both tests

94 percent* of students with data from both tests need support with language, according to MAP Reading data from Winter 2022-23. EL Module lessons, labs, and ALL Block support language development. The MORE program, a literacy-rich science curriculum, also supports language development and was expanded to all students in grade 3 in 2021-22.

60 percent of students with data from both tests need support with decoding, according to DIBELS data from Winter 2022-23. EL Reading Foundational Skills Block (K-2) and ALL Block (Grade 3) develop students' decoding skills in a systematic way. The MORE app also supports students' decoding.

*Note that the benchmarks for projected CCR are now based on the new linking study, which has higher cut scores than the previous study. This change in benchmarks contributed to the increase in the percentage of students identified as needing language support since Fall of 2021-22, when the old benchmarks were still in place.

D I F F E R E N T I A T E D C O R E	<p>Module Block 60 minutes</p>	<p>On grade level instruction with social studies and science content integrated within each lesson and across each unit.</p> <p>Scaffolds, including Language Dives, are incorporated with lessons to enable students in need with resources to access the on-grade level instruction.</p>																																				
	<p>2nd Grade Skills 60 minutes</p>	<p style="text-align: center;"><u>2nd Grade Skills Block</u></p> <p>Whole Group (on grade level): 15 minutes per day</p> <p>Small Group (based on student data) Teacher-Led Instruction - 15 mins/group - frequency across the week depends on needs of students <i>Data Used: DIBELS, Microphase data,</i></p> <p>Sample Groupings and Differentiation of Teacher Led Groups Aligned to Microphase & Cycle Needs:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th style="background-color: #bbdefb;">Group 1 Below Grade Level</th> <th style="background-color: #fff9c4;">Group 2</th> <th style="background-color: #c8e6c9;">Group 3</th> <th style="background-color: #ffcdd2;">Group 4</th> <th style="background-color: #b39ddb;">Teacher Table</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffe0b2;">Monday</td> <td>Teacher Led Writing AIR</td> <td>Writing Teacher Led AIR</td> <td>Fluency Writing Teacher Led</td> <td>Fluency Word Work AIR</td> <td>Group 1 Group 2 Group 3</td> </tr> <tr> <td style="background-color: #ffe0b2;">Tuesday</td> <td>Teacher Led Fluency Word Work</td> <td>Word Work Teacher Led Fluency</td> <td>Word Work AIR Fluency</td> <td>Writing Word Work Teacher Led</td> <td>Group 1 Group 2 Group 4</td> </tr> <tr> <td style="background-color: #ffe0b2;">Wednesday</td> <td>Teacher Led Writing AIR</td> <td>Writing Teacher Led AIR</td> <td>Word Work Teacher Led</td> <td>Fluency Writing AIR</td> <td>Group 1 Group 2 Group 3</td> </tr> <tr> <td style="background-color: #ffe0b2;">Thursday</td> <td>Teacher Led Fluency Word Work</td> <td>Word Work Teacher Led Fluency</td> <td>Word Work AIR Fluency</td> <td>Writing Word Work Teacher Led</td> <td>Group 1 Group 2 Group 4</td> </tr> <tr> <td style="background-color: #ffe0b2;">Friday</td> <td>Teacher Led Writing Word Work Fluency</td> <td>Writing Teacher Led Word Work Fluency</td> <td>Fluency Writing Teacher Led AIR</td> <td>Fluency Word Work AIR Teacher Led</td> <td>Group 1 Group 2 Group 3 Group 4</td> </tr> </tbody> </table> <p>Independent Practice: Students work on intentionally selected tasks aligned to their microphase and cycle needs, in addition to Accountable Independent Reading (AIR)</p>		Group 1 Below Grade Level	Group 2	Group 3	Group 4	Teacher Table	Monday	Teacher Led Writing AIR	Writing Teacher Led AIR	Fluency Writing Teacher Led	Fluency Word Work AIR	Group 1 Group 2 Group 3	Tuesday	Teacher Led Fluency Word Work	Word Work Teacher Led Fluency	Word Work AIR Fluency	Writing Word Work Teacher Led	Group 1 Group 2 Group 4	Wednesday	Teacher Led Writing AIR	Writing Teacher Led AIR	Word Work Teacher Led	Fluency Writing AIR	Group 1 Group 2 Group 3	Thursday	Teacher Led Fluency Word Work	Word Work Teacher Led Fluency	Word Work AIR Fluency	Writing Word Work Teacher Led	Group 1 Group 2 Group 4	Friday	Teacher Led Writing Word Work Fluency	Writing Teacher Led Word Work Fluency	Fluency Writing Teacher Led AIR	Fluency Word Work AIR Teacher Led	Group 1 Group 2 Group 3 Group 4
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<p>3rd Grade ALL Block 60 minutes</p>	<p style="text-align: center;"><u>3rd Grade ALL Block</u></p> <p><i>ALL Block = Additional Language & Literacy</i></p> <p>*Flexible & Fluid* Small Groups (based on student data) <i>Data Used: MAP, Mid-End Unit Assessments, Module Student Work, ALL Block Student Work</i></p> <p>Teacher-Led Small Group Instruction - approximately 20 minutes with EACH group EVERY day as outlined in the M4 Catch & Release. Student apply skills learned during Modules in the areas of:</p> <ul style="list-style-type: none"> ● Reading and Speaking Fluency/GUM, ● Additional Work with Complex Text, ● Writing Practice ● Word Study/Vocabulary <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #66bb6a; color: white; padding: 2px;">ALL BLOCK: FLEXIBLE GROUPING</p>  </div> <p>Independent Practice: Students practice and apply standards independently using differentiated ALL Block Task Cards aligned to their needs, in addition to Accountable Independent Reading (AIR) as outlined in the M4 Catch & Release.</p>																																					
I N T E R V E N T I O N	<p><i>Additional 30 minutes</i></p> <p>Intervention or What Students Need beyond the 120 minutes</p>	<p>Additional small-group instruction or intervention for students on a supplemental/intensive plan.</p> <p>Interventions are selected from Standard Treatment Protocol (STP), for example: teacher-directed small groups using EL Skills Block materials and/or Orton-Gillingham strategies, based on student need.</p> <p>Additional small-group instruction or intervention for students on a supplemental/intensive plan.</p> <p>Interventions are selected from Standard Treatment Protocol (STP), for example: teacher-directed small groups using EL Skills Block materials and/or Orton-Gillingham strategies, based on student need.</p>																																				