



Student Outcomes Focused Governance Goal 1

October 2023

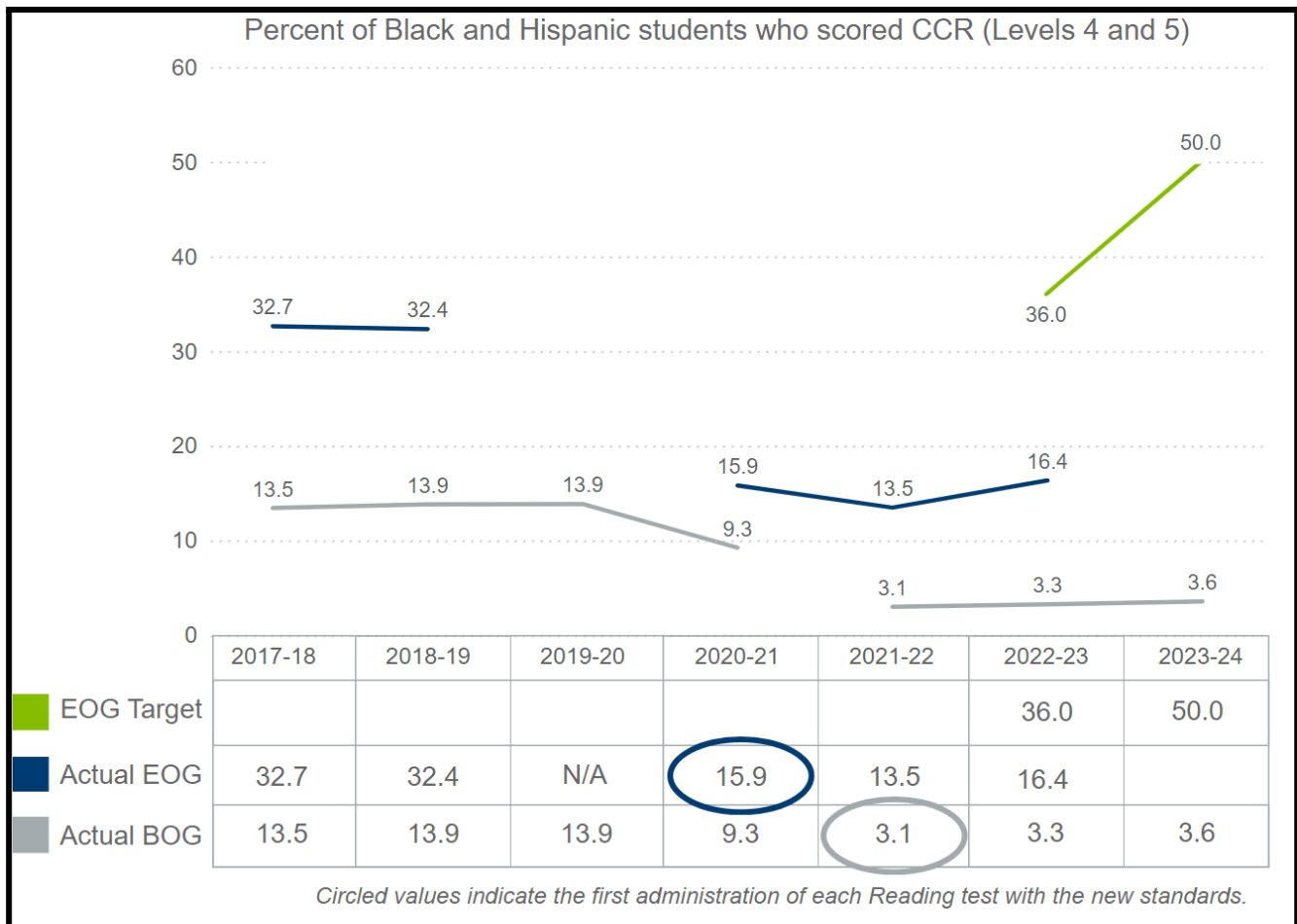
Introduction - What is Being Monitored

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.** The annual target for this goal in 2023-2024 is **50%.**

Evaluation of Current Performance

At the conclusion of the 2022-23 school year, **16.4%** of 3rd grade Black and Hispanic students scored at the College and Career Ready (CCR) level in English Language Arts. While this was an increase of 2.9 percentage points from the 2021-22 school year, it was **below the 2022-2023 target of 36%.**

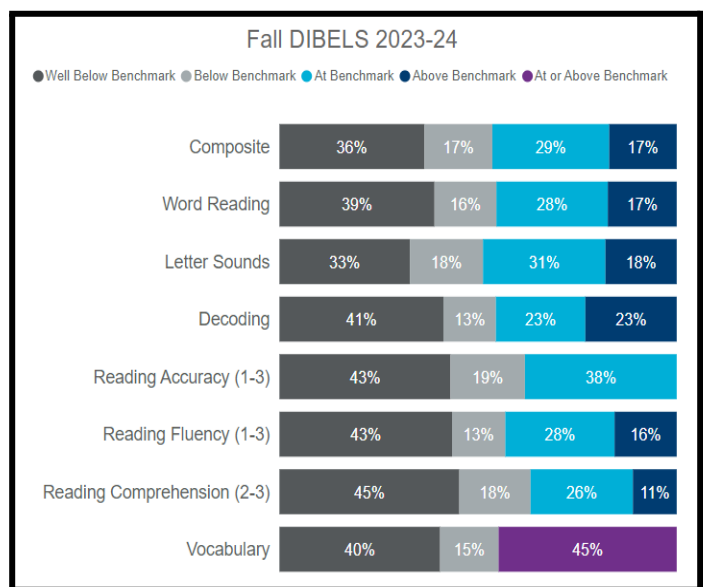
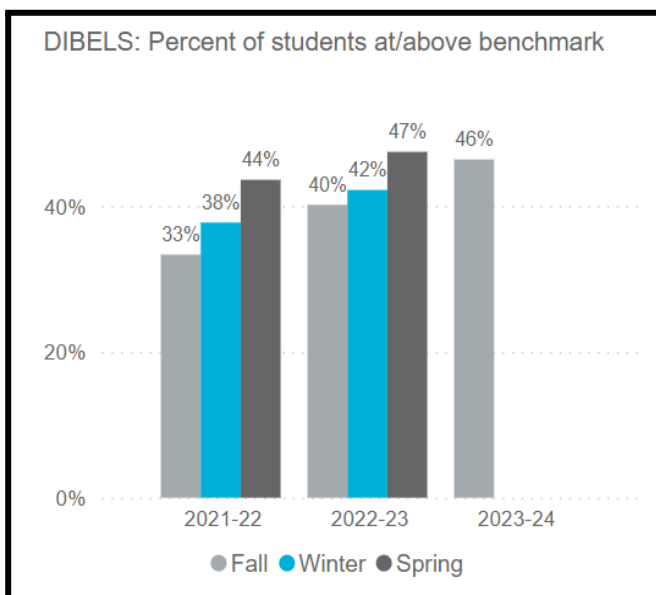
At the start of the 2023-24 school year, **3.6%** of 3rd grade Black and Hispanic students scored at the College and Career Ready (CCR) level on the Beginning of Grade 3 (BOG) reading assessment in English Language Arts. This is a slight increase from 3.3% of Black and Hispanic students scoring at a level 4 or 5 (CCR) on the BOG in 2022-23. Current 2023-24 performance for this goal is below target. It should be noted that the BOG reflects student performance at the beginning of the third grade year, functioning as a “pre-assessment”. Approximately **3,260 additional students** would need to achieve Level 4 or 5 (CCR) to reach the 50% target in 2023-24.



Supporting Data

The DIBELS assessment is administered to all North Carolina third grade students three times a year. The focus of this assessment is to provide teachers with information about student progress and need in the area of word recognition, a critical component of reading development. 2023-24 beginning of year DIBELS data continue to show improvements compared to the 2021-22 and 2022-23 school years. **46% of Black and Hispanic students** in grade 3 scored at/above benchmark compared to 40% and 33% the previous two years. The subtest areas with the largest percentage of students needing improvement are: reading accuracy (62% below or well below benchmark) and reading comprehension (63% below or well below benchmark).

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.

Actions Planned

Strategic actions in response to this data are underway and include: data analysis sessions with all schools, planning action steps for differentiated support aligned to student need; monitoring implementation of planned action steps; implementing literacy supports in science and social studies; and continued professional development, particularly learning taking place within schools observing classrooms.

Strategy 1 - Data Analysis & Problem Solving (All elementary schools)

All elementary schools are analyzing their BOG and DIBELS data to inform student instructional needs. Additionally, all elementary schools will administer proficiency benchmark assessments between 10/30/23 and 11/13/23 to determine whether students have mastered content taught during the first quarter of this school year.

- All elementary school teams (teams selected by the principal and including the principal) will attend data analysis professional development working sessions on 11/16/23 to a) learn about the reporting of the new assessments 2) develop school-based action steps using district provisioned-resources in response to data to increase student mastery 3) identify standard mastery needs for student 4) ensure access to the specific resources that should be utilized to respond to the student assessment results.
- In addition to attending to student academic core practice needs during this data session, schools will also assess student needs and associated next steps for attendance, behavior and social-emotional core practice student needs. If the school's chronic absenteeism rate of the targeted subgroups is above the district average for the same grade and subgroup, the school will revisit their schoolwide tiered attendance plan and identify strategies to improve 3rd grade subgroup attendance.

Strategy 2 - Data Sharing & Collaborative Practice *(All elementary schools)*

Following the data analysis session, all school principals will meet with their learning community schools by grade span on 11/29/23 to share their school's first quarter data across all tested content areas, including third grade reading. Leaders will learn about each other's challenges and best practices to inform their school-based action steps during the second quarter.

Strategy 3 - Professional Learning for Leaders in District Demonstration Sites *(All elementary schools)*

Learning & Teaching is continuing to collaborate with EL Education to further enhance the level of curriculum implementation of 9 elementary demonstration sites to serve as professional development sites for other schools to visit.

- On 10/04/23, the 9 elementary demonstration sites participated in the beginning of year orientation and training in preparation for visits from other school leaders.
- On 10/10/23, all elementary school principals participated in core action walks (observing instruction) to observe the best practices in action and to further strengthen their understanding of the indicators of what high quality instruction and an engaging student experience should look like within the 3rd grade English Language Arts classroom. School leaders also practiced utilization of the core action walk tool in development of specific teacher action steps using the RELAY methodology and scope and sequence.

Strategy 4 - Professional Learning for Instructional Leaders *(All elementary schools)*

School-based instructional leaders participated in the Instructional Leaders Conference in June 2023 and beginning of year professional development in August to build their capacity to support teachers with the implementation of skills block/all block and to coach teachers with instructional planning. Instructional Leaders will attend their next learning session in late October/early November to learn a) how to continue to support teachers with curriculum implementation in Skills/ALL Block and b) targeted strategies to help students develop oral language and listening comprehension as these support students' reading comprehension skills.

Strategy 5 - Language Acquisition Support for Newcomer and Long-Term Multilingual Learners *(All elementary schools)*

- **Resource for English Language Acquisition:** 'Lexia English' is a 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. It has been provided to all schools. Training has taken place for all multilingual learner teachers.
- **Resources for Multilingual Learner Access to Grade Level Instruction:** Classroom teachers are using Targeted and Integrated ELD (English Language Development) resources in the classroom to provide differentiated levels of language support for Newcomer and Long-Term Multilingual Learners. 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 while acquiring English language.
- **Assessment to Measure English Language Acquisition Progress:** The Every Student Succeeds Act (ESSA) requires that all schools ensure all multilingual learners are making progress toward proficiency in the English language. This is calculated and reported annually as a part of the state accountability system. The ACCESS assessment is administered annually and provides the data that is reported annually. This year, the Learning and Language Acquisition (LLA) Department is supporting all schools with the implementation of the Authentic Linguistic Formative Assessment (ALFA) assessment. 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. In August all multilingual learner teachers received training that supported their ability to a) implement the assessment and b) use the provided to respond to students needs as indicated by assessment data.
- **Continued Professional Development:** The Learning and Language Acquisition Department will provide a district wide QTEL (Quality Teaching for English Learners) professional development for all K-12 multilingual learner teachers and grade 3 teachers from schools with high multilingual learner populations in December and January. QTEL's model of teaching is based on sociocultural and sociolinguistic theories of learning and the central role of language in the learning process.

Strategy 6 - Literacy Instruction in Science and Social Studies (MORE) ***(All elementary schools)***

All third grade students will participate in one unit of science and one unit of social studies MORE lessons during the second semester of the 2023-24 school year. These lessons leverage content from EL module units to build knowledge in other content areas. Lessons are highly engaging and support interdisciplinary literacy.

- By the end of the first quarter, students will have access to the MORE student app which provides reading extensions related to science and social studies topics they are studying in the MORE units.
- MORE Teacher Innovators have been identified in third grade to help lead the implementation of MORE within learning communities. MORE Teacher Innovators received professional development in August 2023.
- On the Jan 25 teacher workday, MORE Teacher Innovators will provide professional development to third grade teachers with the assistance of the MORE staff to support implementation of the science and social studies units.

Strategy 7 - Ongoing Communication: Weekly Teacher Tidbits *(All elementary schools)*

Weekly emails are being sent to all third grade teachers and Instructional Leaders with essential tips and critical information to consider for the upcoming week of lessons in English Language Arts. They will include bite-size information such as upcoming helpful teaching practices, lessons to emphasize, a preparatory item, or even a simple reminder or look-for regarding student learning.

Strategy 8 - Expansion of Out of School Tutoring Time *(Select Schools, including Low Performing Schools)*

The Expanded Learning Department is collaborating with tutoring partners to provide reading instruction outside of the school day and aligned to state standards and student needs. This programming is offered in 64 elementary schools. The 2023-24 initiative kick-off took place on 10/09/23 with 5750+ students enrolled K-12. This enrollment reflects twice the number of students enrolled this time last year. There are 858 third grade students enrolled for in-person tutoring and 204 students enrolled in virtual tutoring.

Strategy 9 - Intensive Support for 18 Low Performing Schools Serving Grade 3 *(Schools with Letter Grade of F or Letter Grade of D and Did Not Meet Growth Designation)*

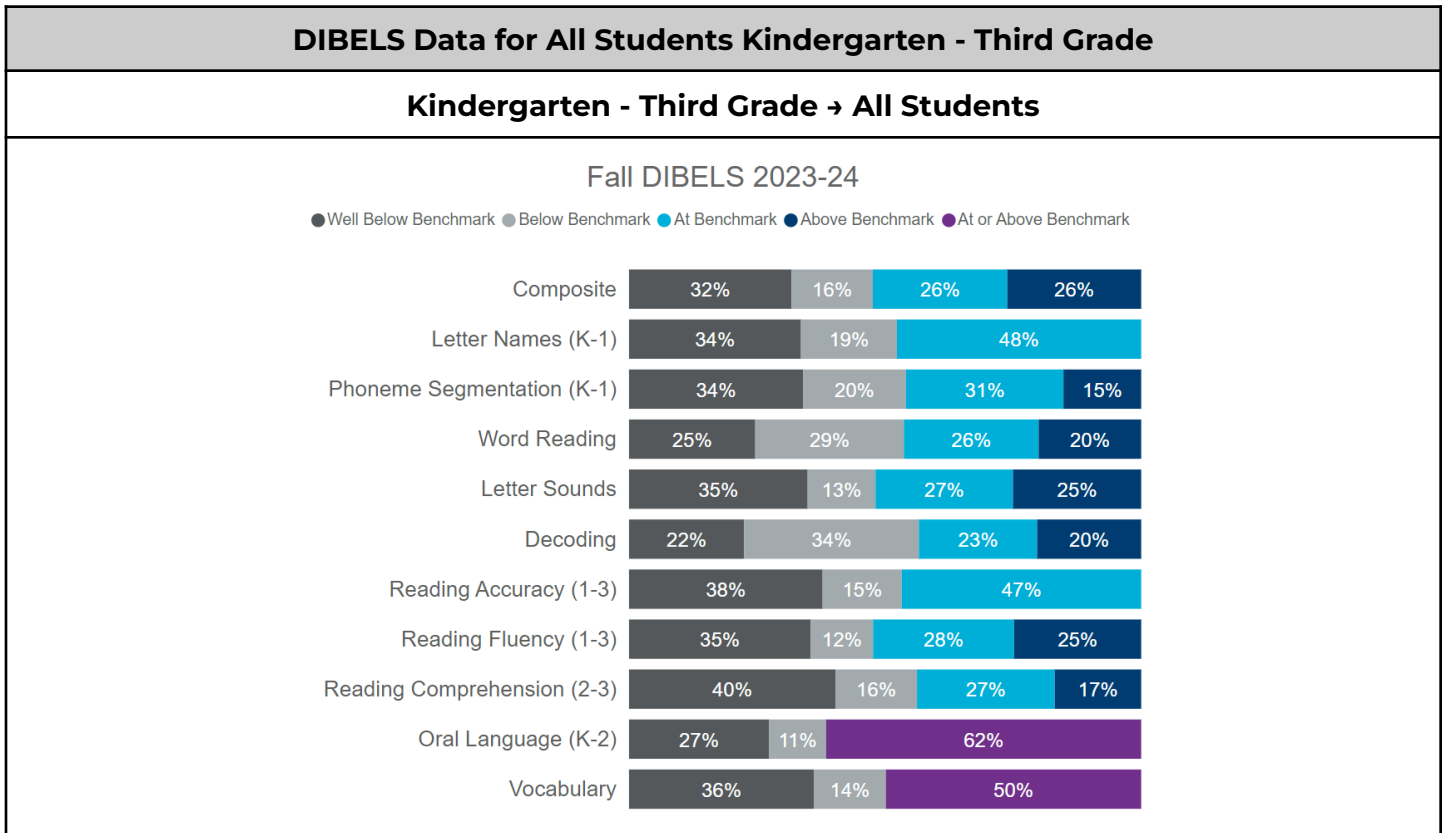
Of the 30 low performing schools with a school letter grade of F or a school letter grade of D and a designation of “did not meet growth”, 18 schools serve students in third grade. The district has devised a new strategy for deploying district specialists in an intensive, coordinated manner to support schools with the greatest needs.

- The initiative is being planned, monitored, and measured through the lens of continuous improvement practices, based on the PDSA (Plan, Do, Study, Act) model. Five cycles of improvement will take place over the course of the school year.
- The first improvement cycle launched on 10/6/23. The 18 schools designated above participated in a workshop to develop detailed action plans and practical measurement systems. These plans include the ways the district specialists will help build the capacity of instructional leaders and teachers within the specific area of need at the school.
- Schools will be receiving support from specialists from multiple departments (Learning & Teaching, Accountability, MTSS, Student Discipline and Behavior Support, Student Wellness & Academic Support, Exceptional Children, and Learning and Language Acquisition). District specialists have been assigned to these 18 elementary or K-8 schools based on identified needs and a specific area for improvement.
- School and specialist teams will enact the plan between 10/9/23 and 11/7/23, including monitoring their results in bi-weekly meetings facilitated by learning community superintendents, executive directors and/or curriculum specialists.
- School teams will analyze and reflect on the first continuous improvement cycle in meetings on 11/08/23 and will then craft their plan for the second continuous improvement cycle starting 11/09/23.

Strategy 10 - Supplemental Support for 18 Low Performing Schools Serving Grade 3 *(Schools with Letter Grade of D and Met Growth Designation)*

- All steps listed in Strategy 9 above are the same with the exception of the service delivery model for support.
- Schools in this category will be receiving support through educational consultants providing curriculum-based coaching to instructional leaders and teachers. Support will focus on 3rd grade English Language Arts.

All Students			
DIBELS Composite (Percent at/above benchmark)			
	Year		
Grade	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%

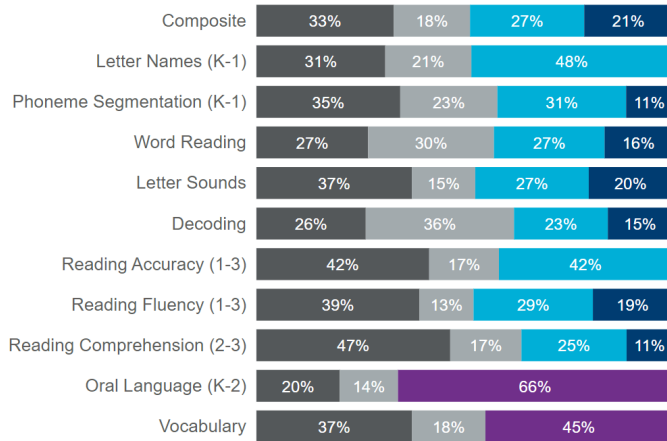


DIBELS Data for Kindergarten - Third Grade

Kindergarten - Third Grade Black Students

Fall DIBELS 2023-24

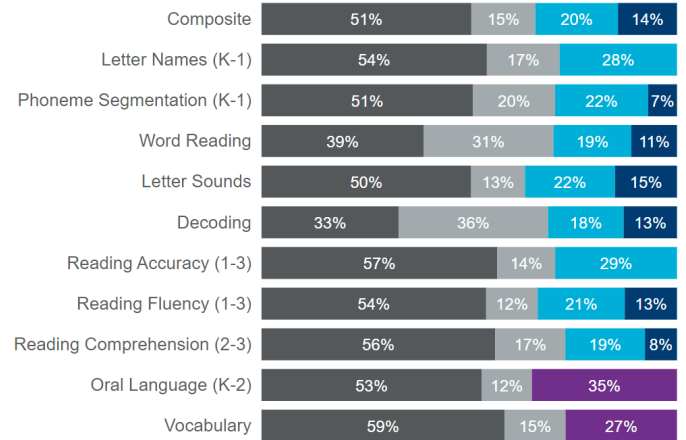
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Kindergarten - Third Grade Hispanic Students

Fall DIBELS 2023-24

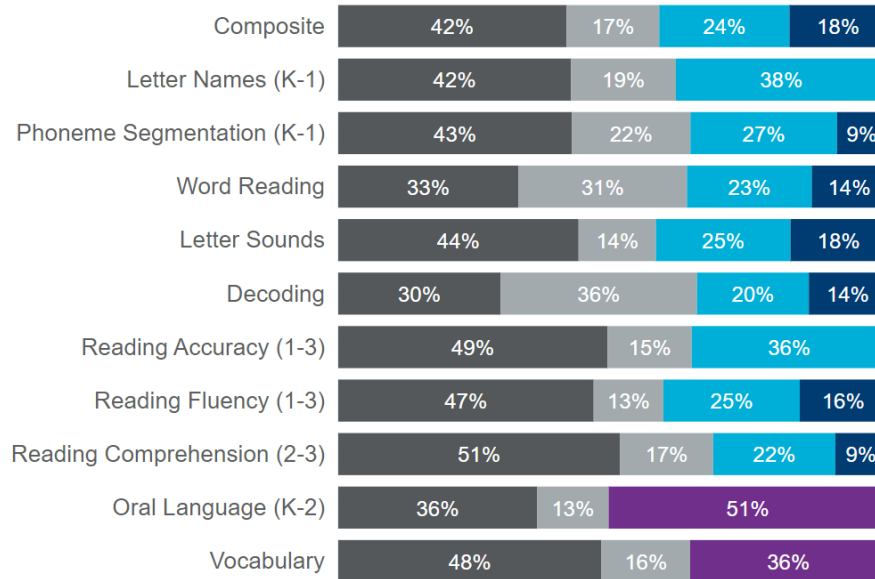
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



Kindergarten - Third Grade Black & Hispanic Students

Fall DIBELS 2023-24

● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark

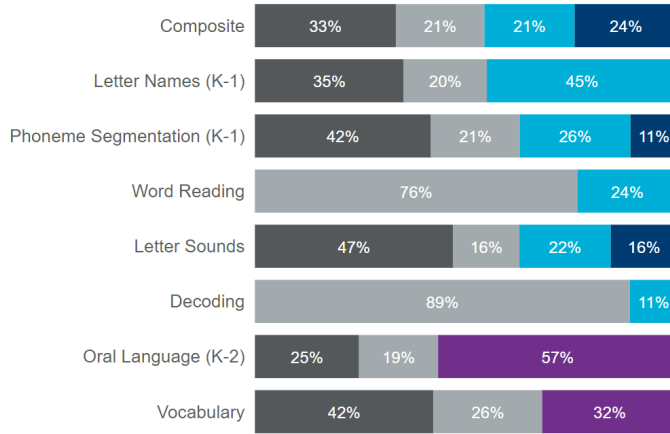


DIBELS Data for Kindergarten

Kindergarten Black Students

Fall DIBELS 2023-24

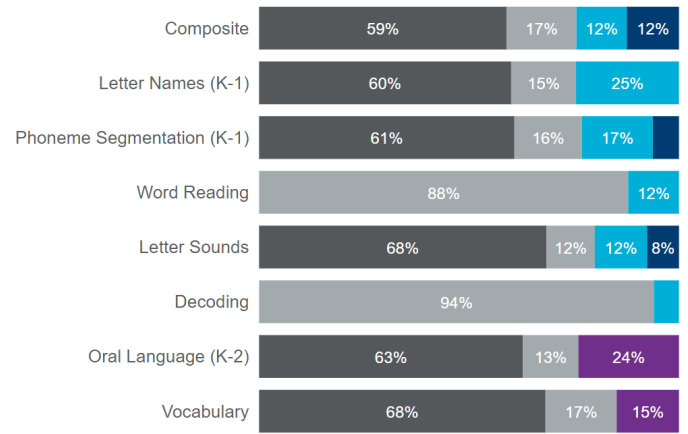
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



Kindergarten Hispanic Students

Fall DIBELS 2023-24

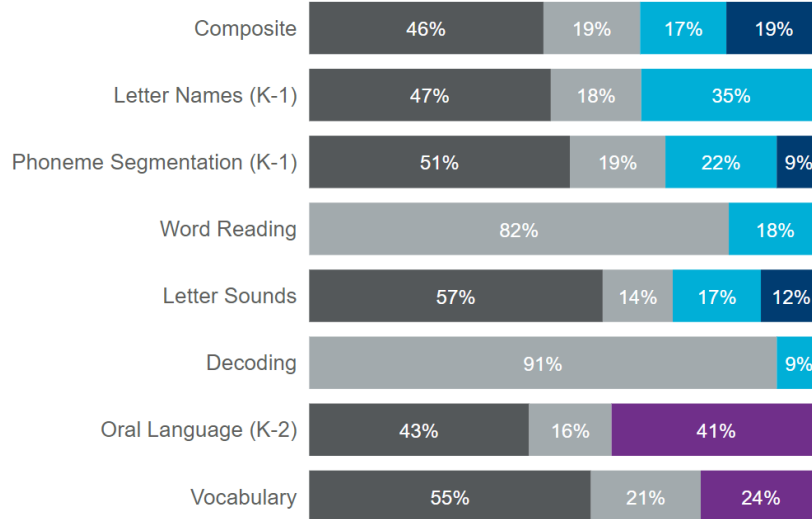
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



Kindergarten Black & Hispanic Students

Fall DIBELS 2023-24

● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark

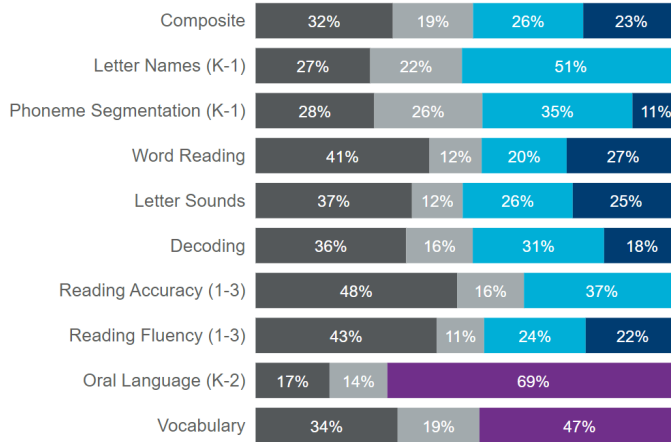


DIBELS Data for First Grade

First Grade Black Students

Fall DIBELS 2023-24

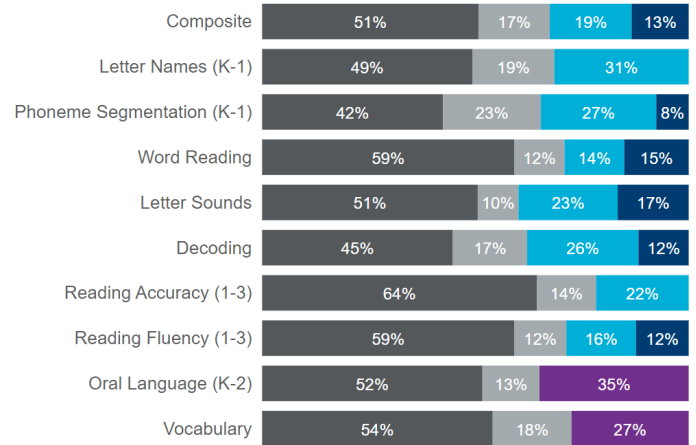
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



First Grade Hispanic Students

Fall DIBELS 2023-24

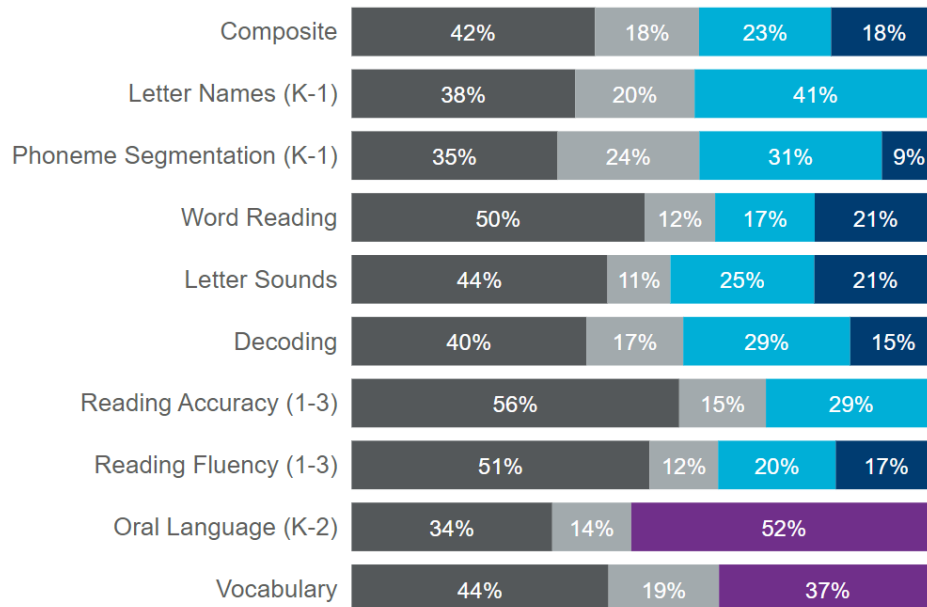
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First Grade Black & Hispanic Students

Fall DIBELS 2023-24

● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark

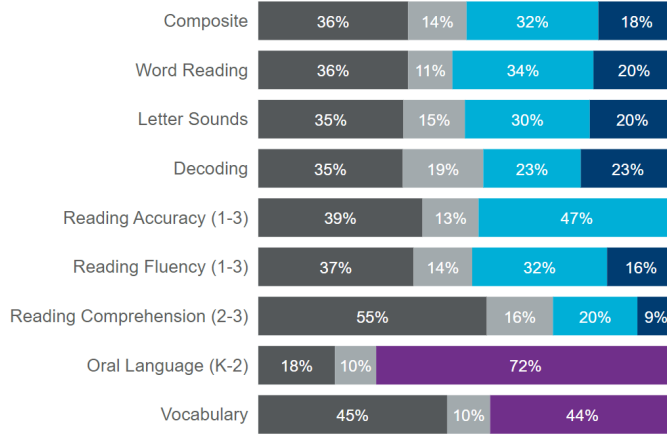


DIBELS Data for Second Grade

Second Grade Black Students

Fall DIBELS 2023-24

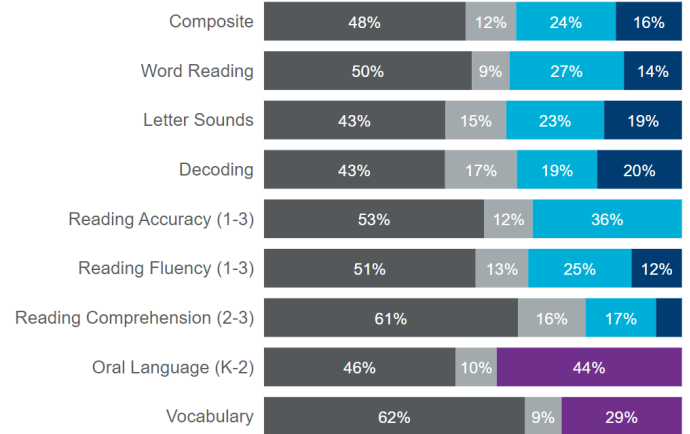
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



Second Grade Hispanic Students

Fall DIBELS 2023-24

● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



Second Grade Black & Hispanic Students

Fall DIBELS 2023-24

● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark

