

Charlotte-Mecklenburg Board of Education

Progress Monitoring Report (Grade 3 English Language Arts)

November 2022

Introduction – What is Being Monitored

The Board's Grade 3 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 (ELA). Our annual target in this area for SY2022-23 is 36%.

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

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

- Grade 3 Beginning of Grade (BOG) ELA performance, and
- Grade 3 End-of-Grade (EOG) ELA performance.

Collectively, these two measures provide an indicator of where our Black 3rd graders began the year in English Language Arts (ELA) in relation to the Board's ELA annual target.

As a reminder, the Board's interim goals in Grade 3 ELA are based on Winter Measure of Academic Progress (MAP) assessment performance. This snapshot of fall performance for Black students is a precursor to that report. The Beginning-of-Grade (BOG) assessment in ELA is a state-required and developed assessment intended to serve as a form of "pre-test" for where Grade 3 students statewide are starting the school year. It is administered in the month of September each year. The scoring system applied to BOG scores is identical to the scoring system applied to the state's End-of-Grade (EOG) assessment, yielding scores that are then translated into one of four performance categories: Levels Not Proficient (NP), 3, 4 and 5. Students scoring a Level 4 or 5 on the BOG are considered performing at the college and career ready (CCR) level.

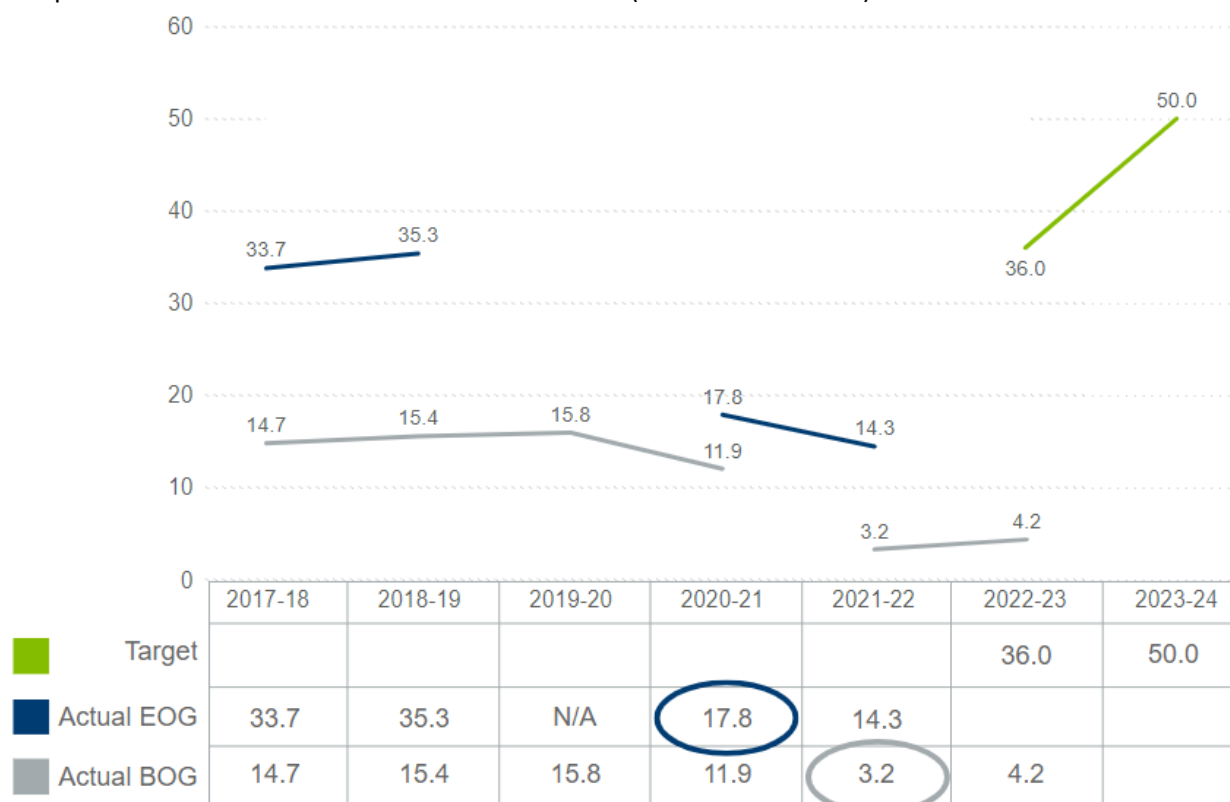
Evaluation of Current Performance:

At the conclusion of September, 4.2% of Grade 3 Black students scored CCR on the Grade 3 ELA Beginning-of-Grade exam. Based on these data, we began the 2022-23 school year **Below Target** (see Graph1 below). Progress throughout the year will be monitored and the Board updated on a regular cadence.

Supporting Data

The percentage of Grade 3 Black students scoring CCR on the Grade 3 ELA Beginning-of-Grade (BOG) exam has declined since the pandemic. In SY2018-19, 15.4% of test takers scored CCR, rising slightly before the pandemic in September 2019 to 15.8%. By September 2021, the first school year after remote and hybrid instruction, the percent of Black 3rd graders scoring CCR on the Grade 3 ELA BOG fell to 3.2%. Again, this past September, 4.2% of Black 3rd graders scored CCR on the BOG. However, approximately 7.7% of Black 3rd graders scored a Level 3 on the BOG, close to the CCR benchmark. To attain our annual target, increased numbers of Black 3rd graders starting the school year Not Proficient will need to perform at CCR levels by the conclusion of the school year.

Graph 1. Percent of Black Students who scored CCR (Level 4 and Level 5)



Circled values indicate the first administration of each Reading test with the new standards.

Note: In SY2019-20, Beginning-of-Grade (BOG) exams were administered in September 2019. However, the pandemic resulted in an interruption of end-of-year testing in spring 2020, therefore no End-of-Grade results are available for SY2019-20.

Also declining after the pandemic was the percentage point increase from BOG to EOG. In SY2018-19, the last year before the pandemic we had both BOG and EOG scores, Black 3rd graders experienced a 19.9 percentage point increase in CCR rates from BOG to EOG (from 15.4% to 35.3%). In SY2021-22, the first school year after remote and hybrid instruction, Black 3rd graders experienced an 11.1 percentage point increase from BOG to EOG (from 3.2% to 14.3%), a bit more than half the gain from before the pandemic. In sum, one could infer that the pandemic resulted in a lower percentage of Black students beginning the school year CCR, and post-pandemic conditions (e.g., increased teacher vacancies, increased student absenteeism, greater social-emotional needs, etc.) have contributed to slower rates of in-year progress in ELA.

As with the prior 3rd grade cohort, this cohort of Black 3rd graders experienced pandemic induced disruptions to instruction that has left them behind. In 2019-20, when our current 3rd graders were in kindergarten, the pandemic forced us to go to remote instruction for the entire 4th quarter of that school year (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. Though the option of hybrid instruction, a mix of in-person and remote instruction, was offered in the 2nd and 4th quarters of that school year, over 3,700 1st grade students in January 2021 (approximately 35% of all 1st graders) chose to stay remote in their respective schools' Full Remote Academies. Those choosing to engage in hybrid instruction experienced less direct instruction in literacy to accommodate family requests at the time to reduce students' screen time.

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				

As a result of this cumulative experience, a large portion of students need support with foundational skills. Research shows that a student’s reading comprehension relies on two broad domains of literacy skills: 1) Language skills, the ability to understand spoken language, and 2) decoding skills, the ability to recognize written words. Looking at state required Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment results in concert with district administered Measure of Academic Progress (MAP) assessments can provide insight into areas where our students need support on both areas. At the conclusion of September 2022, 57% of Black 3rd graders that took both the DIBELS and MAP assessments needed both decoding and language support. However, 40% of Black 3rd graders that took both the DIBELS and MAP assessments already exhibited strong decoding skills, but needed additional language support (see Appendix – Table 2).

Planned Next Steps

We will deepen and focus the implementation of the currently identified strategies to:

- 1) Continue the current tactics in **continuous improvement** with a focus specifically on the achievement of black second and third grade students in reading by leveraging currently scheduled professional development meetings with school-based instructional leaders (PD Cycle Day 1), principals (PD Cycle Day 2) and school leadership teams (PD + Data Use meeting led by the learning community superintendent) to:
 - ensure all principals and school teams know and understand the **current learning needs of the second and third grade black students in their schools (data literacy on beginning of year data)**, specifically denoting the needs of black students needing to move from a Level 3 to a Level 4 or 5 and the needs of black students needing to move from NP (not proficient) to a Level 4 or 5;
 - ensure all principals and school teams are able to **articulate and enact effective instructional practices for black students** needing to move from a Level 3 to a Level 4 or 5 and the needs of black students and needing to move from NP (not proficient) to a Level 4 or 5;
 - ensure all principals and school teams review and **iterate on their current 22-23 School Improvement Plans** to respond to the current needs of the black second and third grade students in their schools, enacting the tactics developed during data analysis (PD + Data Use meeting led by the learning community superintendent); and

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.

- articulate clearly the connection between the various professional development meetings across stakeholders, ensuring understanding that **the content of the days together enable the continuous instructional improvement cycle** to take place.
- 2) Learn from and leverage **current effective practice** in schools by:
- **identifying schools** that are and are not achieving growth and creating the conditions for black third grade students to achieve a Level 4 or 5 in reading;
 - **gathering quantitative and qualitative data** to determine what the schools do to create the conditions for black second and third grade students to grow and achieve a Level 4 or 5 in reading, including capturing the learning experience from the perspective of black students themselves;
 - analyzing the data from these schools to determine both a) **what they do** and b) **how the staff members at these schools think**; and
 - identifying **demonstration sites** within the district at which second and third grade black students are growing and achieving a Level 4 or 5 in reading and enabling professional development and learning to take place on those campuses.

Requests of the Board

Consider how to support the district staff as they seek to address current existing barriers to school staff members being able to engage in deep, ongoing and authentic professional development. These current barriers include funding additional pay for additional time for staff to attend professional development and much needed facilities space for professional development.

Appendix

Table 2. Language Skills and Decoding Skills

