

**Charlotte-Mecklenburg Board of Education**  
**Progress Monitoring Report (Grade 3 English Language Arts –Goal 1)**  
**June 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 3<sup>rd</sup> 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%.

The focus of this progress monitoring summary is the projected Grade 3 English Language Arts (ELA) performance of Black and Hispanic students combined, as well as separately, based on Measure of Academic Progress (MAP) performance.

The three (3) primary metrics shared in this monitoring report are:

- Grade 3 projected CCR rates based on *Winter* Measure of Academic Progress (MAP) ELA performance,
- Grade 3 projected CCR rates based on *Spring* Measure of Academic Progress (MAP) ELA performance, and
- Grade 3 actual CCR rates on the North Carolina End-of-Grade (EOG) ELA assessment.

MAP scores provide Board and staff with an indicator of how our 3<sup>rd</sup> graders are projected to perform on North Carolina End-of-Grade (EOG) assessments at different points in the year. Though this is not the primary function or purpose of MAP assessments, they have demonstrated to be a valid and reliable projector of such end-of-year results.

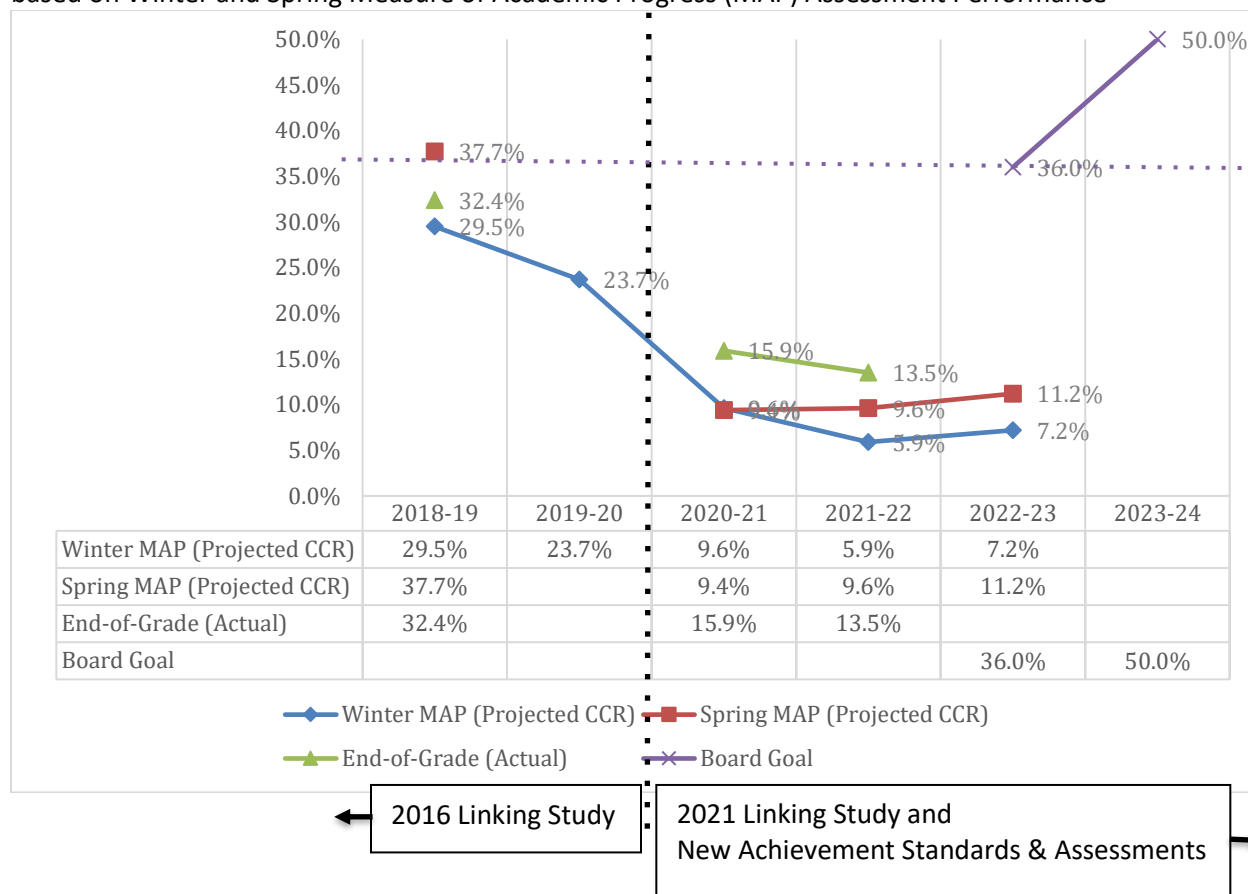
The Spring MAP administration window was from April 18<sup>th</sup> – May 5<sup>th</sup>. Schools could choose to administer the MAP assessment at any time in the window. The creators of MAP assessments, NWEA (formerly the Northwest Evaluation Association), have done multiple analyses of North Carolina 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 school 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.

It should be noted that in SY2019-20, Spring MAP assessments were not administered during full remote instruction. Additionally, the SY2018-19 and SY2019-20 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 Spring MAP assessment administration window, 11.2% of Black and Hispanic Grade 3 students combined 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 Black and Hispanic 3<sup>rd</sup> Grade Students Projected to Score CCR (Level 4 and Level 5) based on Winter and Spring Measure of Academic Progress (MAP) Assessment Performance



### Supporting Data

The percentage of Black and Hispanic 3<sup>rd</sup> graders projected to score Level 4 or 5 based on the Spring MAP assessment has increased, but not at the magnitude desired. In Spring 22, 9.6% of Black and Hispanic 3<sup>rd</sup> graders were projected to score Level 4 or 5. In Spring 23, the percentage of Black and Hispanic 3<sup>rd</sup> graders projected to score Level 4 or 5 rose to 11.2 percent. The Spring 2022 projection was 3.9 percentage points below the actual percent of Black and Hispanic 3<sup>rd</sup> graders scoring a Level 4 or 5 on the EOG assessment (13.5%). If future performance mirrors past performance, we believe that 15-16% of Black and Hispanic students will score a Level 4 or 5 on the EOG this spring.

When breaking out Black and Hispanic 3<sup>rd</sup> graders' performance separately, each subgroup's performance is comparable to the other. Approximately 12% of Black 3<sup>rd</sup> graders are projected to score Level 4 or 5 this year, up from 11% last year. Comparatively, approximately 10% of Hispanic 3<sup>rd</sup> graders are projected to score Level 4 or 5 this year, up from 8% last year. Last year (Spring 2022), our spring CCR rate projection for Black 3<sup>rd</sup> graders was 3.7 percentage points below the actual percentage of Black 3<sup>rd</sup> graders to score a Level 4 or 5 (14.3%) on the EOG. (see Graph 2 below). Comparatively, our Spring 2022 CCR rate projection for Hispanic 3<sup>rd</sup> graders was 4.3 percentage points below the actual percentage of Hispanic 3<sup>rd</sup> graders to score a Level 4 or 5 (12.6%) last school year (see Graph 3 below).

Black and Hispanic 3<sup>rd</sup> graders are comparable in number based on current enrollment. Currently there are 3,581 Black 3<sup>rd</sup> graders, and 3,192 Hispanic 3<sup>rd</sup> graders. They each make up 33.9% and 30.2% of the overall 3<sup>rd</sup> grade population, respectively. However, Hispanic 3<sup>rd</sup> graders reflect the growing international composition of our student body. Approximately 1,908 of Hispanic 3<sup>rd</sup> graders (59%) have

a Multilingual (ML) designation/status, and 1,255 (41%), do not have a ML status. Twenty-nine (29) Hispanic 3<sup>rd</sup> graders (.9%) have Exited ML status. Non ML Hispanic students have consistently had higher projected CCR rates than their ML peers (see Graph 4 below). Among our Hispanic 3<sup>rd</sup> graders with a ML status, 192 or approximately 10% (192 of 1,908), are first year ML students.

### **Actions Planned or Underway**

Several actions described in detail in the April 2023 report have been completed or are underway:

1. District Data Analysis and Problem Solving, which among other efforts led to the identification of 31 schools for additional support based on the quadrant report;
2. School-Based Data Analysis and Problem Solving;
3. Sharing best practices, including the final professional development learning days for EL Education demonstration sites on April 24-25 and videos illustrating Instruction with Impact. Each short film depicts an instructional strategy that another teacher could implement for instructional impact in the remaining weeks of the year. Videos capture CMS teachers implementing the curriculum, in real time. The 5-part mini-series can be found [linked here](#);
4. Use of the MORE units of study and the Student app for the 3rd grade science and social studies units;
5. Ongoing use of external tutoring partners both during and outside the school day;
6. Aligning summer programming (see below for more information);
7. Instructional Leaders professional learning;
8. Differentiated language acquisition support for newcomer multilingual learners; and
9. Monitoring of language acquisition support for Hispanic multilingual learners.

This summer, we will be providing direct support to students and additional professional learning for educators.

For students:

- Students can continue to participate in the summer session of CMS's Out of School Time Tutoring (OSTT) initiative, through which students at 40 elementary schools will be receiving literacy tutoring.
- Student/Family Resources: 20 days of learning activities for Literacy, Math, Science and Social Studies will be shared with families for use during the summer.
- Summer Camp opportunities:
  - Rising second and third grade students who have not demonstrated reading proficiency by the end of the school year are invited and encouraged to attend summer Read to Achieve (RtA) camp, during which students will receive instruction in language development through the Teacher Created Materials (TCM) curriculum selected for the purpose and in decoding through the use of EL Education's Skills and ALL block curricula.
  - CMS is piloting a Kindergarten Bridge program to help students at 9 sites be ready for Kindergarten. The program will address the whole child and will have a particular focus on letter names and letter sounds, key early literacy markers.
  - P.A.C.E. (Personalized Academic Command of English) Summer Language Academy will focus on intensive language development in ELA and Math for rising 3rd-12th grade Novice/Newcomer/Advanced Multilingual Learners with an opportunity to incorporate art, movement and technology to extend the learning. Students will explore, play and engage in rigorous content that is aligned with core curriculum topics and themes to prepare them for the upcoming school year. The promotional video can be found here, <https://express.adobe.com/video/ltKpNdOBXaAL1>.

For educators:

- Learning & Teaching is designing a new set of trainings designed to develop teachers' ability to deliver Skills and ALL Block instruction. The training is targeted for Title I teachers and will be differentiated based on teacher experience with this portion of the EL Education curriculum, with "101" and "201" sections of professional learning for both Skills and ALL block, with all permutations available twice this summer. The training will include observation of Skills block in demonstration classrooms at RtA sites.
- Principals and Instructional Leaders will attend the Summer Leadership and Instructional Leadership Conferences on June 20-23, which will have specific break-out sessions aligned to early literacy.
- The Learning and Language Acquisition department will host the P.A.C.E. Summer Institute for K-12 administrators and teachers of multilingual learners from July 31st through August 3 at Central Piedmont Community College. The course catalog can be found at [bit.ly/PACESummer23](https://bit.ly/PACESummer23).
- Back to school PD to be designed based on the 2023-24 strategies under development.

The district is currently developing its comprehensive strategy for supporting schools in 2023-24. That strategy is expected to include some key continued efforts from 2022-23, such as:

- Specially designed support and cohort-based learning provided by EL Education for 9 demonstration sites, aimed to help those schools improve further and continue developing as laboratory sites for other schools to visit for learning;
- Deep coaching and support from EL Education for select Title I schools;
- Tiered levels of school support and coaching from district specialists and EL Education;
- OSTT support for 40 elementary schools;
- Professional development for Guest Teachers and long-term substitutes; and
- Engagement of community partners in targeted tutoring expansion focused on early literacy.

The emerging 2023-24 strategy will also include the implementation of proficiency based benchmark assessments beginning in third grade.

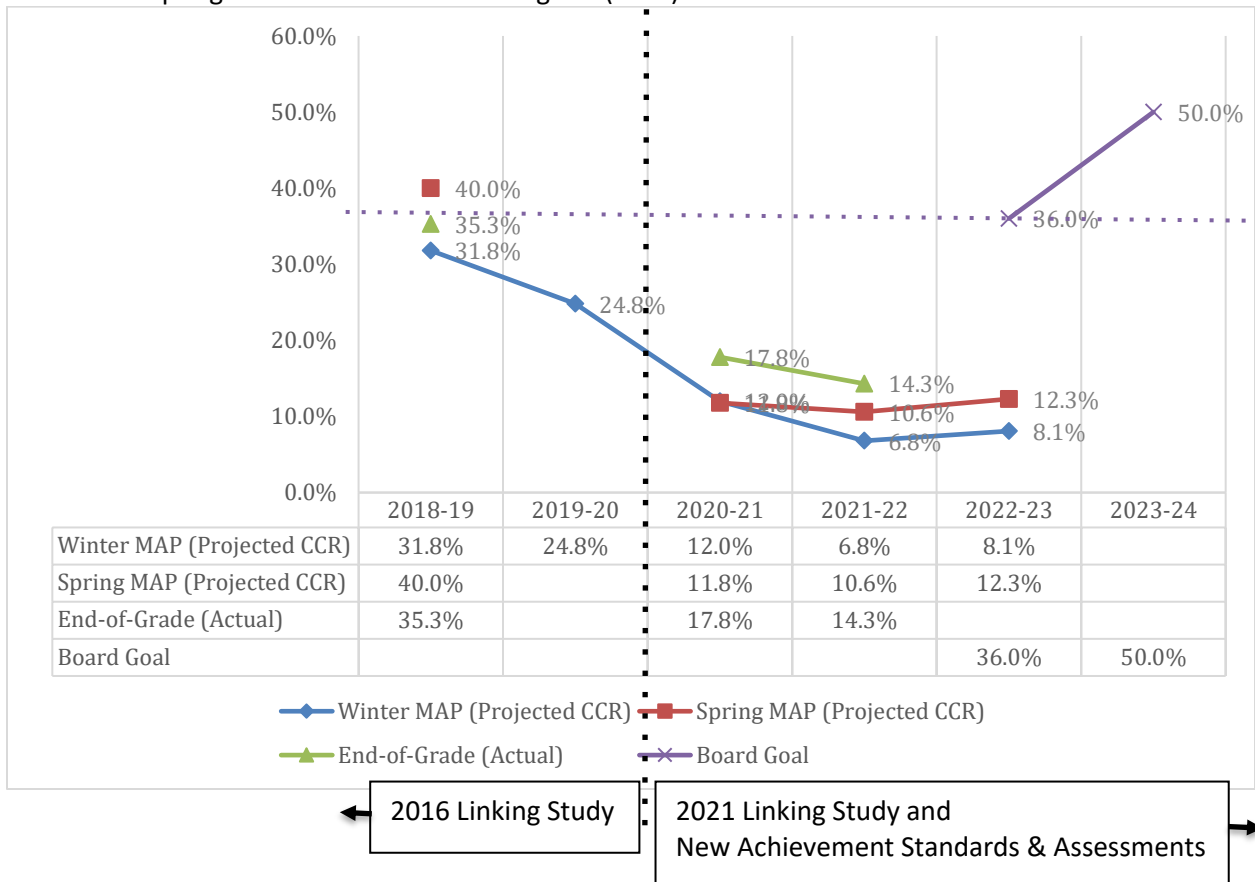
### **Requests of the Board**

We present two (2) requests of the Board in this Goal area:

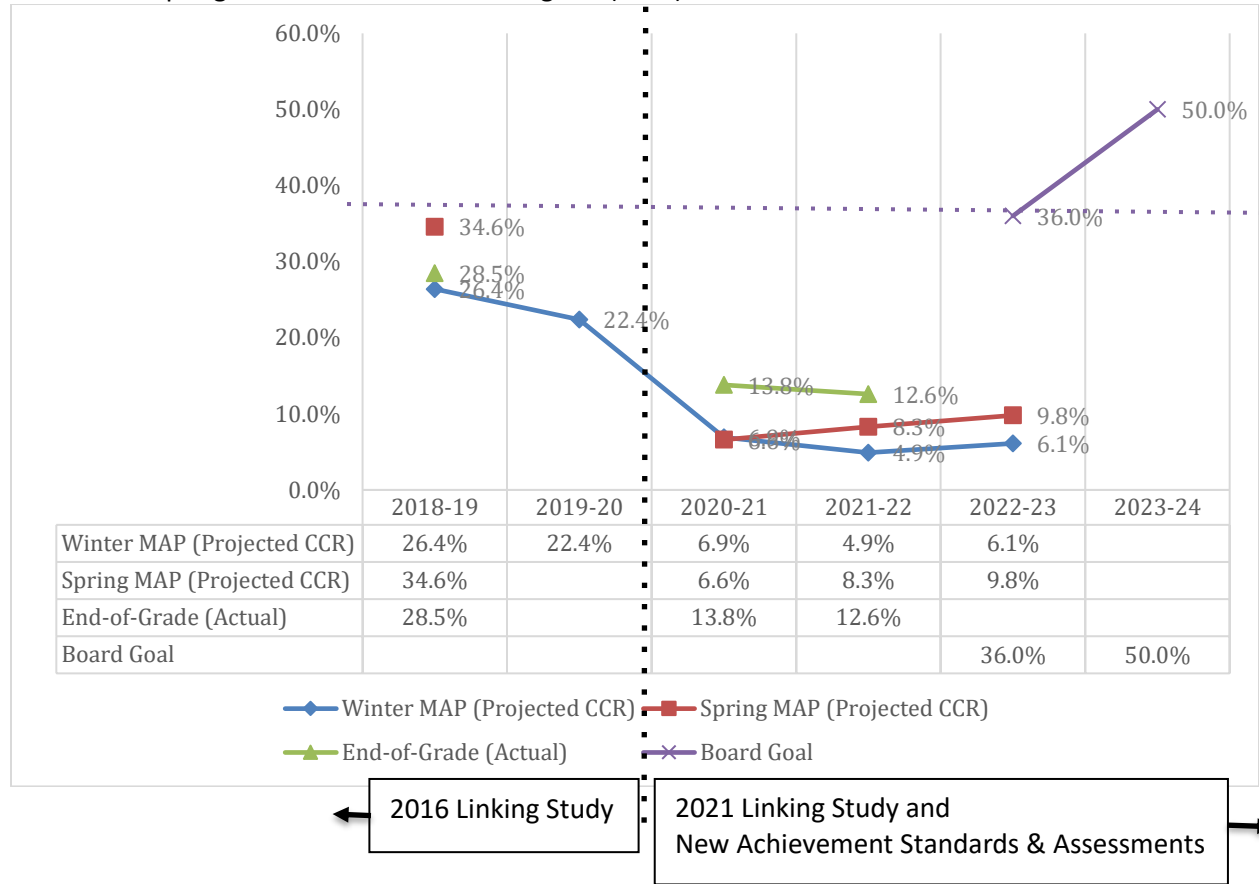
1. Continue to encourage student enrollment in summer programming, particularly students in need of continued reading foundational skill instruction to support their ability to read at or above grade level.
2. Encourage Title I teacher participation in the summer Skills and ALL Block Institutes scheduled for July 11-13 and July 18-20.

## Appendices

Graph 2. Percent of Black 3<sup>rd</sup> Grade Students Projected to Score CCR (Level 4 and Level 5) based on Winter and Spring Measure of Academic Progress (MAP) Assessment Performance



Graph 3. Percent of Hispanic 3<sup>rd</sup> Grade Students Projected to Score CCR (Level 4 and Level 5) based on Winter and Spring Measure of Academic Progress (MAP) Assessment Performance



Graph 4. Percent of Hispanic 3<sup>rd</sup> Grade Students Projected to Score CCR (Level 4 and Level 5), by Multilingual Learner (ML) Status, based on Spring Measure of Academic Progress (MAP) Assessment Performance

