



# Student Outcomes Focused Governance Goal 1

December 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%**.

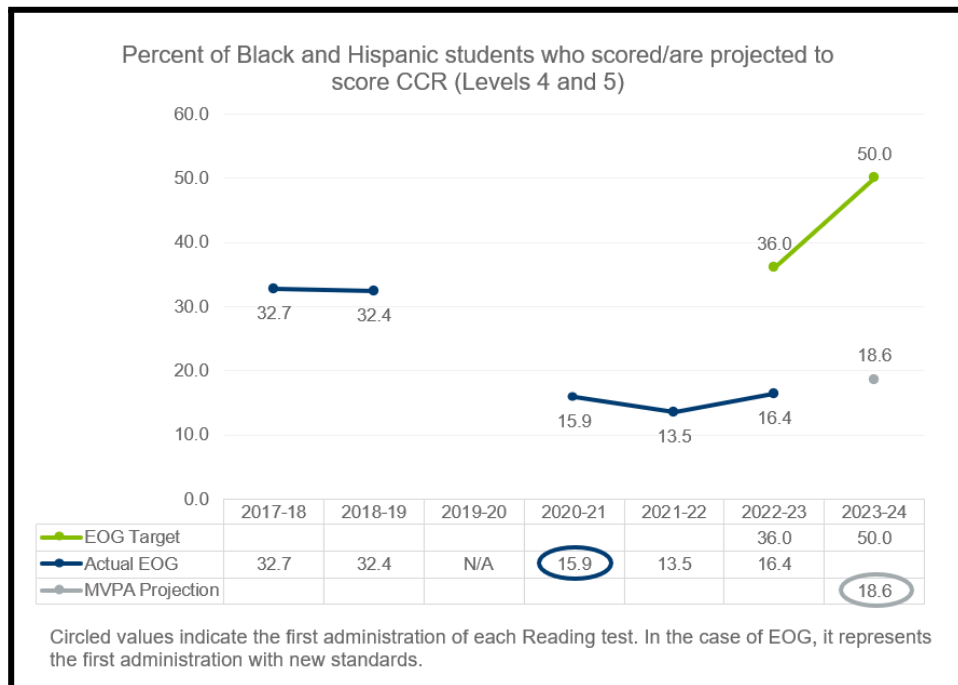
## Evaluation of Current Performance

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%**.

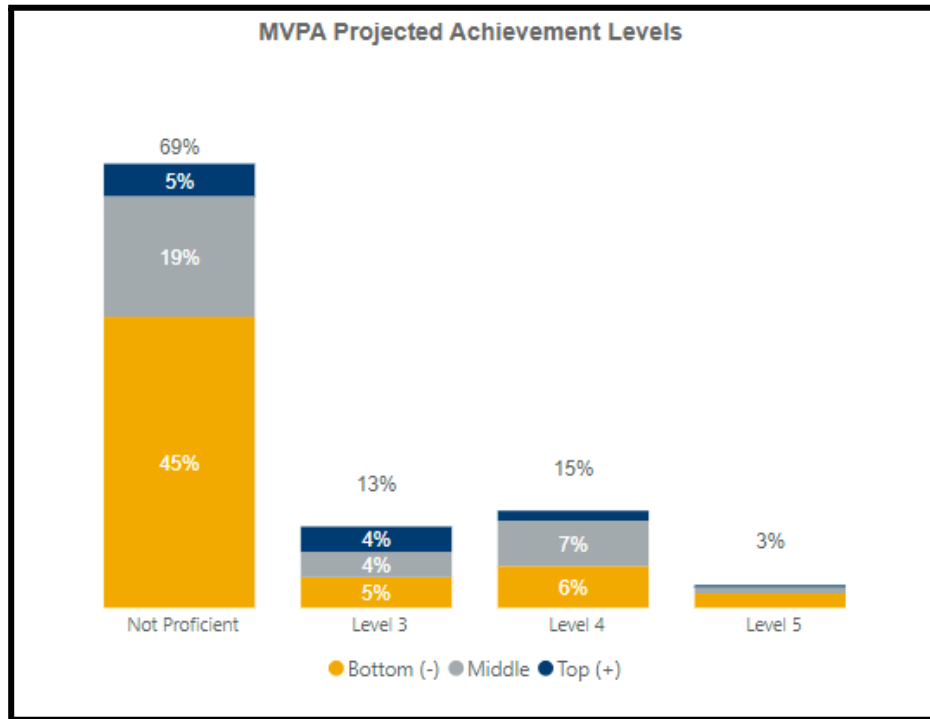
The Mastery View Predictive Assessment (MVPAs) is a new assessment that was administered for the first time in ELA (grades 3-8) from late October through mid-November of 2023. Two additional administrations are planned for this school year – one concluding in February of 2024 and another concluding in April of 2024.

At the start of the 2023-24 school year, **18.6%** of 3rd grade Black and Hispanic students scored at the College and Career Ready (CCR) level on the Mastery View Predictive Assessment (MVPA) reading assessment in English Language Arts. **Current 2023-24 performance on the MVPA benchmark assessment for this goal has us projected significantly below target.**

Fall 2023 MVPA results project that 31.1 percent and 18.6 percent of Black and Hispanic students in grade 3 will be GLP and CCR, respectively, in ELA by the end of the year. When looking at all students in grade three, 43.9 percent are expected to be GLP and 30.2 percent are expected to be CCR. Please note that due to the differences in administration timing and content of the MVPA assessment, we advise that results on this assessment not be directly compared to those from DIBELS and BOG at this time.



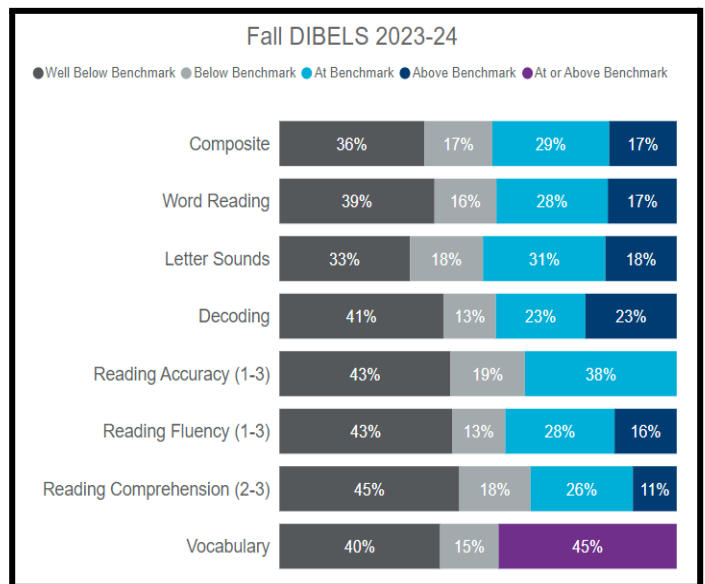
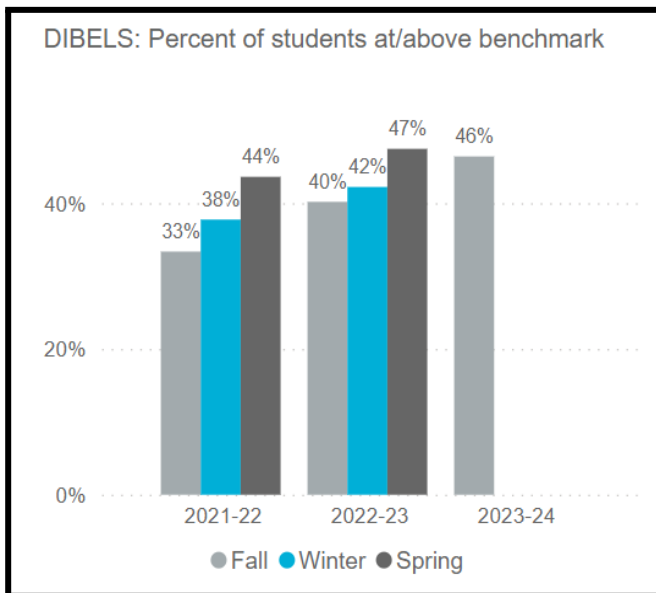
### MVPA Data for Black and Hispanic 3rd Grade Students



## 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.



## Strategies and Actions Planned

### 1. CORE Strategies for Accelerating Progress Toward Goal Attainment (All Schools)

1a	Ensuring standards-aligned reading comprehension instruction for all third grade Black and Hispanic students
1b	Ensuring language acquisition instruction for Multilingual Learners not at/above benchmark in DIBELS
1c	Ensuring supplemental reading foundational skills instruction for students not at/above benchmark in DIBELS

### 2. AUGMENTED CORE Strategies for Accelerating Progress Toward Goal Attainment (Low Performing Schools in School-Specific Contextual Needs)

2a	Ensuring standards-aligned reading comprehension instruction for all third grade Black and Hispanic students
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Since the October 2023 SOFG report, the following action steps have been completed:

#### **Data Analysis & Problem Solving with School Teams (1a, 1b, 1c)** *(All elementary schools)*

All elementary school teams (including the school principal and identified instructional leaders) attended data analysis professional development working sessions on 11/16/23 and learned about the reporting of the new assessments. Teams identified standard mastery needs for each student and developed specific next steps actions to be implemented during the second quarter. School teams utilized this [resource document](#) to identify specific next steps as well as specific district provisioned resources to move students not only to grade level but also to college and career proficiency using the North Carolina State Descriptors.

#### **Data Sharing & Collaborative Practice with School Leaders (1a, 1b, 1c)** *(All elementary schools)*

On 11/29/23, all school principals met with their learning community schools by grade span to share their school's first quarter data across all tested content areas, including third grade reading. Leaders learned about each other's challenges as well as best practices to inform their school-based action steps during the second quarter.

#### **Professional Learning for Instructional Leaders (1a, 1b, 1c)** *(All elementary schools)*

On October 31st and November 1st, elementary Instructional Leaders as well as ML and EC teachers working with third grade students attended professional learning to gain knowledge and skills with 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. Participants were provided specific learning on how to utilize the [resource document](#) in advance of the 11/16/23 data analysis professional development.

## **Differentiated Language Acquisition Support for Long-Term Multilingual Learners (1b)**

### ***(All elementary schools)***

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. As of 11/16/23, 2,906 students completed the Beginning of Year (BOY) prompt and are being monitored as well as receiving targeted instruction by their assigned ML Teacher.

## **Intensive and Supplemental Support for 37 Low Performing Schools Serving Grade 3 (2a)**

### ***(Schools with Low Performing Designation)***

Specialist teams participated in professional development on 11/8/23 to share what successful actions have been taken as well as challenges faced during the first cycle of continuous improvement at assigned schools. Additionally, the 37 school teams analyzed and reflected on the first continuous improvement cycle in meetings on 11/29/23, and they crafted their plans for the second continuous improvement cycle starting 11/30/23.

Based on analysis of current data, the following strategic actions are planned or underway:

## **Continued Professional Learning for Leaders in District Demonstration Sites (1a, 1b, 1c)**

### ***(All elementary schools)***

Learning & Teaching has continued 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 11/9/23, the 9 elementary demonstration sites participated in the second training to support preparation for visits from other school leaders.
- On 12/12/23, all elementary school leaders (principals and 3rd grade instructional leaders) will participate in the second round of core action walks (observing instruction). The Core Actions tool has been updated to include specific instructional look-fors for multilingual learners as well as social-emotional learning (SEL). During this learning, school leaders will observe the best practices in action and 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 will use a crosswalk of the Core Actions tool with the Get Better Faster tool learned during Relay training. By using this crosswalk, school leaders will practice how to assess the student experience as well as identify specific teacher action steps to improve instruction. [HERE](#) is the Core Action/Get Better Faster crosswalk tool.

## **Ongoing Communication: Weekly Teacher Tidbits (1a, 1b, 1c)**

### ***(All elementary schools)***

Teacher tidbits are being sent to all third grade teachers and Instructional Leaders with essential tips and critical information to consider for the upcoming 2 weeks of lessons in

English Language Arts, including specific resources to use with ML students. Here is an [example](#).

### **Professional Learning for School Leaders to Support Teachers with Differentiation of Instruction (1c)**

#### **(All elementary schools)**

An Accelerated Skills Block Professional Learning is planned for the month of December for all school administrators and instructional leaders. Participants will walk through the process of implementing an accelerated version of Skills Block, with the goal of leaving with an understanding of a) the triangulation of data (DIBELS & EL Assessments) to create short-term accelerated growth goals, b) how to plan a cycle of foundational skills instruction, including progress monitoring, c) lead teacher teams in triangulating data, goal setting, and planning cycles of instruction, and d) monitor foundational skills instruction and student growth in a variety of ways.

### **Professional Learning for Multilingual Learner Teachers and 3rd Grade ELA Teachers in Schools with High Populations of Multilingual Learners (1b)**

QTEL (Quality Teaching for English Learners) professional development will be provided for all K-12 multilingual learner teachers and grade 3 teachers from schools with high multilingual learner populations. Participants will have the ability to attend 1 of the 3 options: January 9th-12th, January 29th - February 2nd, or February 13th - 16th. QTEL's model of teaching is based on sociocultural and sociolinguistic theories of learning and the central role of language in the learning process. This training will help CMS educators develop their understanding of scaffolding instruction for multilingual learners within the context of their grade levels. The QTEL program works to build the capacity of educators to develop students' abilities to read, discuss, and write academic texts in rigorous content area courses.

**All Students**

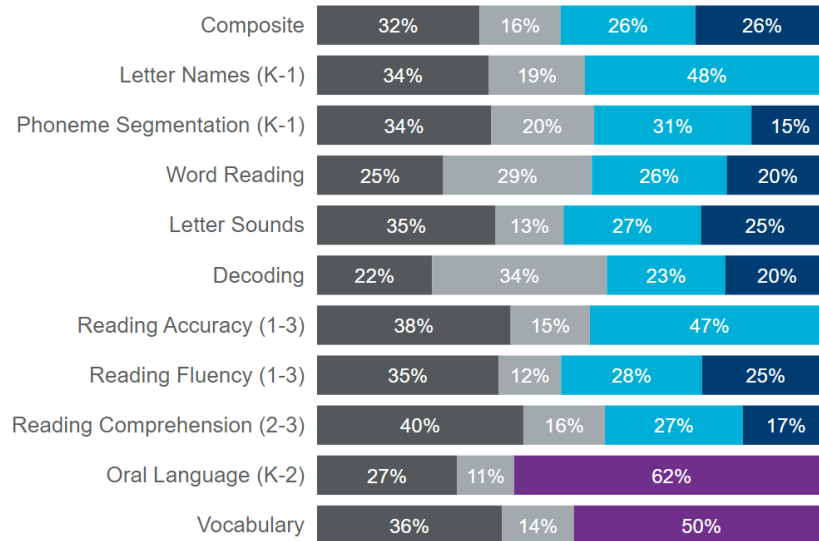
DIBELS Composite (Percent at/above benchmark)			
Grade	Year		
	2021-22 Fall	2022-23 Fall	2023-24 Fall
K	33%	36%	44%
1	37%	49%	53%
2	43%	49%	56%
3	45%	52%	59%

**DIBELS Data for All Students Kindergarten - Third Grade**

**Kindergarten - Third Grade → All Students**

Fall DIBELS 2023-24

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



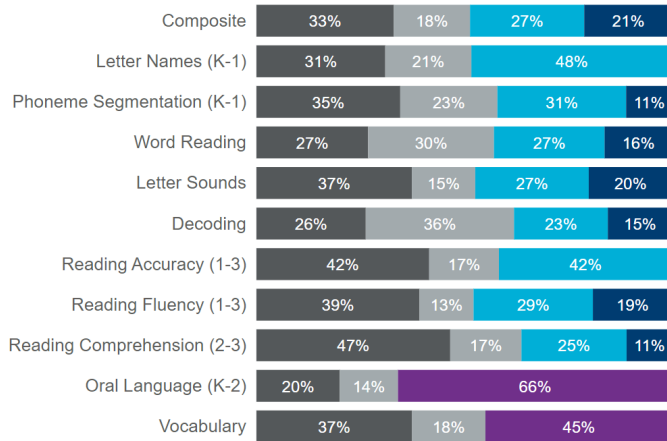


### DIBELS Data for Kindergarten - Third Grade

#### Kindergarten - Third Grade Black Students

Fall DIBELS 2023-24

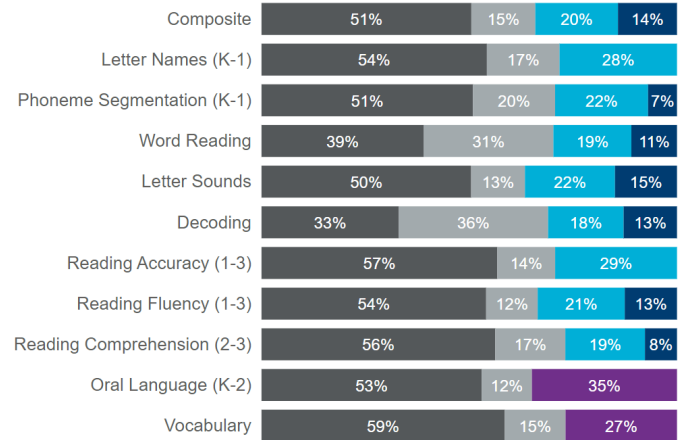
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### Kindergarten - Third Grade Hispanic Students

Fall DIBELS 2023-24

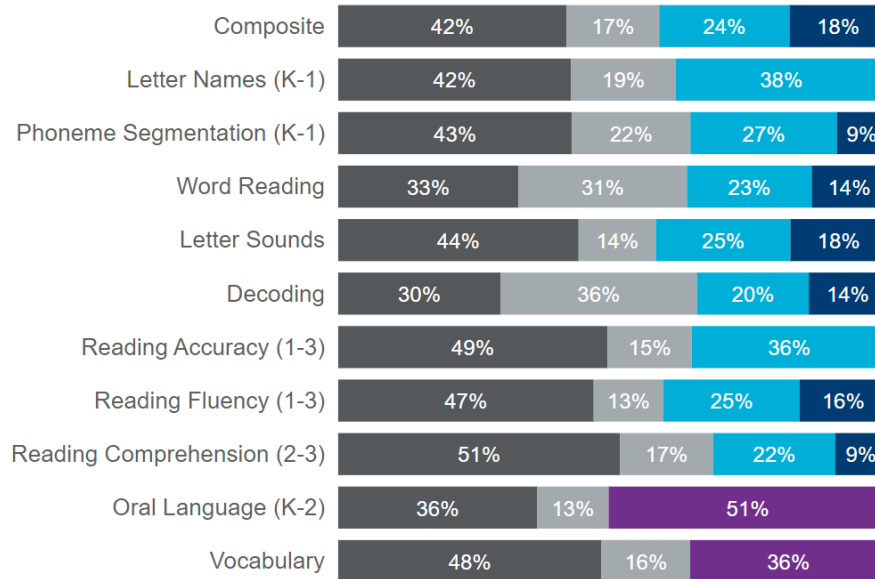
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### Kindergarten - Third Grade Black & Hispanic Students

Fall DIBELS 2023-24

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

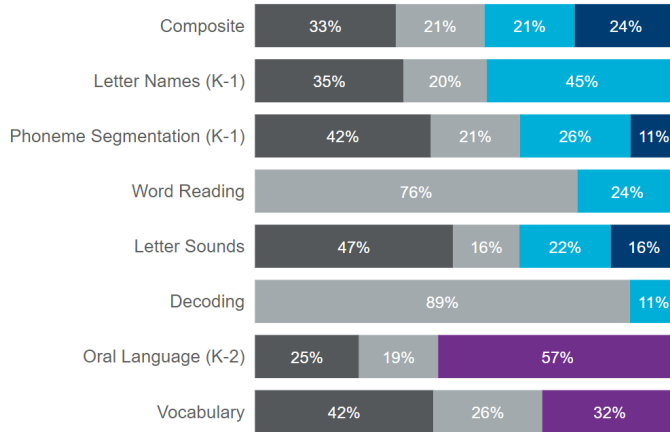


### DIBELS Data for Kindergarten

#### Kindergarten Black Students

Fall DIBELS 2023-24

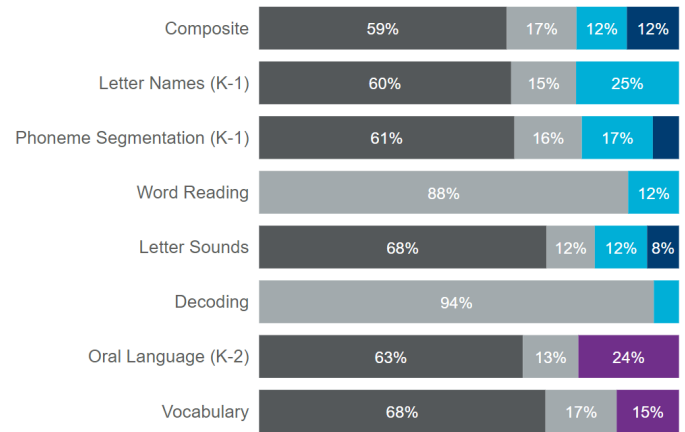
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### Kindergarten Hispanic Students

Fall DIBELS 2023-24

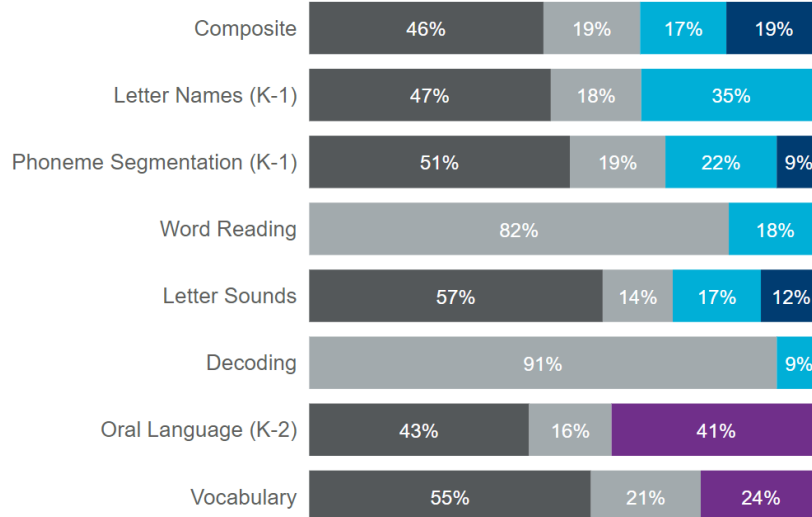
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### Kindergarten Black & Hispanic Students

Fall DIBELS 2023-24

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

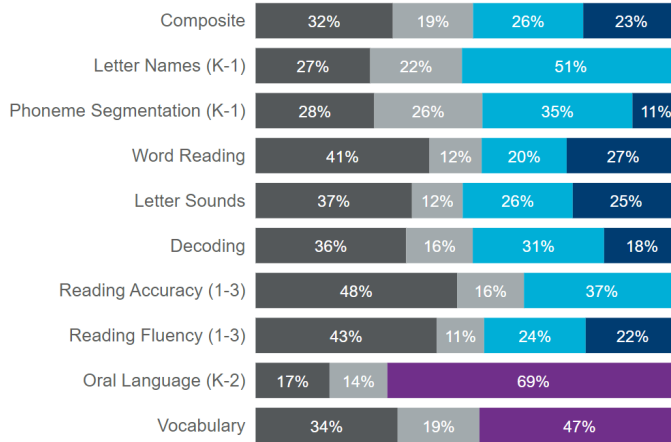


### DIBELS Data for First Grade

#### First Grade Black Students

Fall DIBELS 2023-24

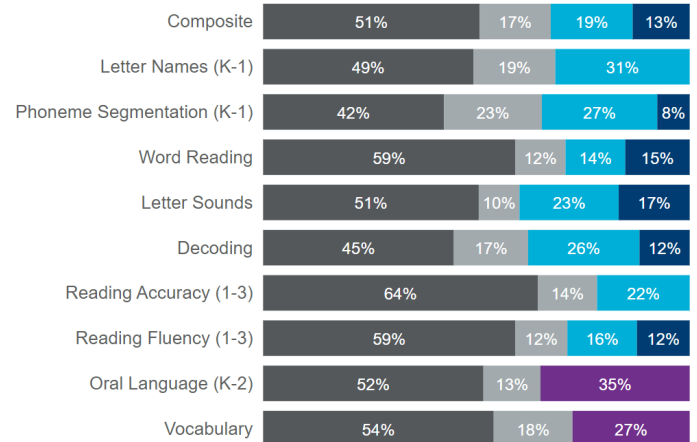
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### First Grade Hispanic Students

Fall DIBELS 2023-24

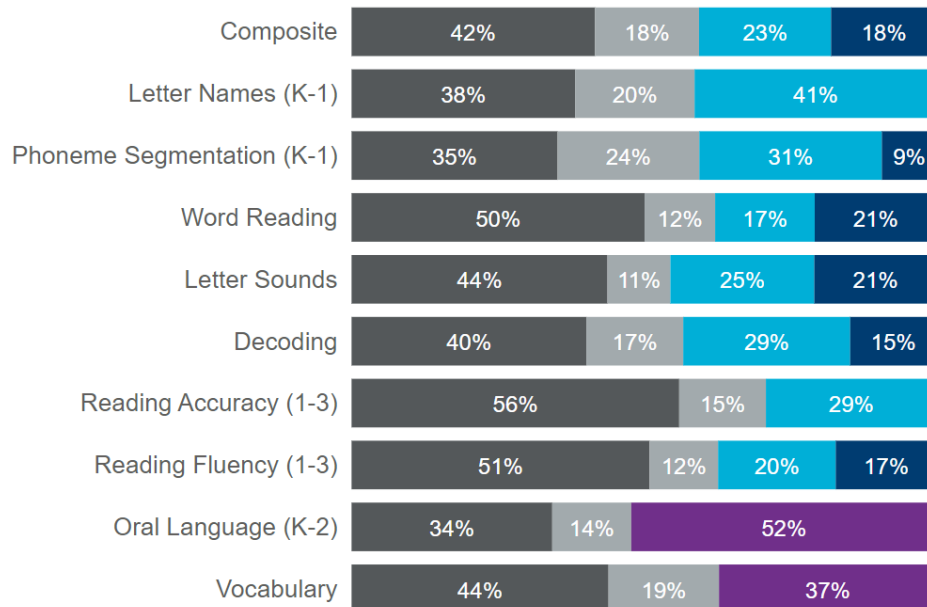
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### First Grade Black & Hispanic Students

Fall DIBELS 2023-24

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

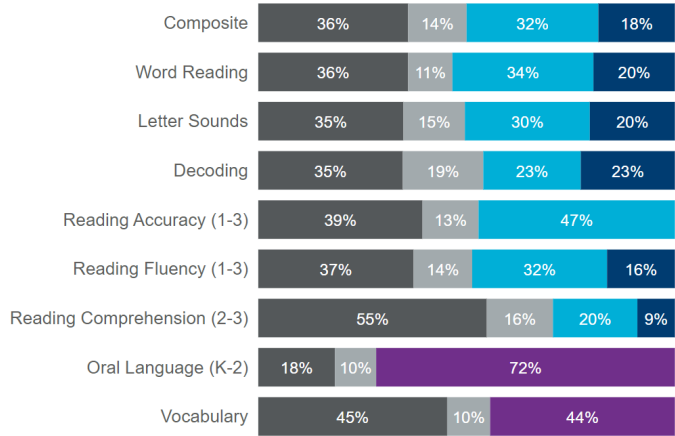


### DIBELS Data for Second Grade

#### Second Grade Black Students

Fall DIBELS 2023-24

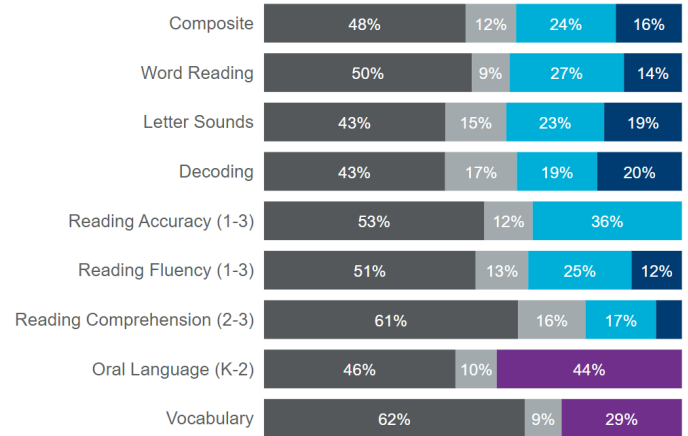
● Well Below Benchmark ● Below Benchmark ● At Benchmark ● Above Benchmark ● At or Above Benchmark



#### 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

