Introduction – What is Being Monitored
The Board’s Grade 3 ELA goal is to increase the percentage 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 SY 2022-23 is 36%.

The focus of this progress monitoring summary is Grade 3 English Language Arts (ELA) performance of Hispanic 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 Hispanic 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 the Winter Measure of Academic Progress (MAP) assessment performance. This snapshot of fall performance for Hispanic 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, 2.3% of Grade 3 Hispanic 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 Hispanic students scoring CCR on the Grade 3 ELA Beginning-of-Grade (BOG) exam has declined since the pandemic. In SY 2018-19, 11.8% of test takers scored CCR, declining slightly before the pandemic in September 2019 to 11.5%. By September 2021, the first school year after remote and hybrid instruction and the first year of the BOG with the new achievement levels, the percent of Hispanic 3rd graders scoring CCR on the Grade 3 ELA BOG fell to 3.0%. Again, this past September, 2.3% of Hispanic 3rd graders scored CCR on the BOG. However, approximately 6.3% of Hispanic 3rd graders scored a Level 3 on the BOG, close to the CCR benchmark. To attain our annual target, increased numbers of Hispanic 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 Hispanic Students who scored CCR (Level 4 and Level 5)

Note: In SY 2019-20, 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 SY 2019-20. The State Board of Education adopted new achievement level ranges for Reading in August 2021. The EOG in SY2020-21 and the BOG in SY2021-22 were the first administrations to use the new cut scores and therefore are not directly comparable with earlier administrations.

Also declining after the pandemic was the percentage point increase from BOG to EOG. In SY 2018-19, the last year before the pandemic we had both BOG and EOG scores, Hispanic 3rd graders experienced a 16.7 percentage point increase in CCR rates from BOG to EOG (from 11.8% to 31.3%). In SY 2021-22, the first school year after remote and hybrid instruction, and the first year that the BOG and EOG both used the new achievement levels, Hispanic 3rd graders experienced a 9.6 percentage point increase from BOG to EOG (from 3.0% to 12.6%). In sum, one could infer that the pandemic resulted in a lower percentage of Hispanic 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.

Hispanic 3rd grade students are a mix of Multilingual Learners and students that have never been identified as Multilingual Learners. As of November 4, 2022, approximately 59% of Hispanic 3rd graders (1,831) were Multilingual Learners. Another 1% of Hispanic 3rd graders (29) had exited EL status. Approximately 40% of Hispanic 3rd grade students (1,262) had never been identified as Multilingual Learners. This diversity of students creates a greater level of complexity in our needed approach.

As stated in a previous monitoring report, 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 in both areas. At the conclusion of
September 2022, 62% of Hispanic 3rd grade students that took both the DIBELS and MAP assessments needed both decoding and language support.

However, 36% of Hispanic 3rd graders that took both the DIBELS and MAP assessments already exhibited strong decoding skills, but needed additional language support (see Appendix – Table 2). These figures vary for students that are Multilingual Learners (ML) and those that have never been Multilingual Learners. Fifty-one percent (51%) of Hispanic 3rd graders that were never EL students exhibited strong decoding skills (see Appendix – Table 3), compared to 24% of Hispanic 3rd graders that were EL students (see Appendix – Table 4).

Planned Next Steps

We will deepen and focus the implementation of the previously identified strategies for Hispanic Students as well, as outlined below:

- **Continue the current tactics in continuous improvement** with a focus specifically on the achievement of Hispanic second and third grade students in reading by leveraging currently scheduled professional development meetings through the CMS Professional Learning Cycle 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 Hispanic students in their schools (data literacy on beginning of year data), specifically denoting the needs of Hispanic students needing to move from a Level 3 to a Level 4 or 5 and the needs of Hispanic 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 Hispanic students needing to move from a Level 3 to a Level 4 or 5 and the needs of Hispanic 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 Hispanic 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
  - 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.

- **Learn from and leverage current effective practice in schools** by:
  - identifying schools that are and are not achieving growth and creating the conditions for Hispanic third grade students to achieve a Level 4 or 5 in reading;
  - gathering quantitative and qualitative data to determine what successful schools do to create the conditions for Hispanic 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 Hispanic 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 Hispanic students are growing and achieving a Level 4 or 5 in reading and enabling professional development and learning to take place on those campuses.

- **The Language and Learning Acquisition team along with Elementary Learning & Teaching teams** will review ACCESS data for students demonstrating need for both decoding and language comprehension skills to determine:
  - how many of these students are newcomers or exited Multilingual learners
  - trends in language acquisition data that have implications for core instruction
○ recommendations for differentiated core instruction as well as tiered intervention based on data analysis to strengthen the implementation of the MTSS framework that includes use of Orton-Gillingham strategies.

● Multilingual co-teachers will begin participation in Branching Minds professional development as well as in-person Day 1 Professional Development of the CMS Professional Learning Cycle (along with instructional leaders and Exceptional Children co-teachers)

● Provide guidance to schools regarding when/how strategic scheduling during the 2nd and 3rd grade reading block can be implemented to maximize opportunities for small group instruction, co-teaching and tiered interventions.

● Gather quantitative and qualitative data from schools with high EVAAS growth for Hispanic students. Share learning with school Learning Community staff, supporting departments and principals

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 – All Hispanic 3rd Grade Students

Identifying supports needed by grade level (Fall 2022-23)

| Strong decoding skills and strong language skills | 2% |
| Strong language skills but need decoding support | 0% |

How are our students doing on language and decoding?

- Students in both recognizing written words and understanding spoken language, these students are able to comprehend what they read.
- 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 | 36% |
| Need both decoding support and language support | 62% |

Looking at data from MAP Reading and DIBELS can provide insights into areas where our students especially need support. In fall 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.

Table 3. Language Skills and Decoding Skills – Hispanic 3rd Grade Students (Never EL)

Identifying supports needed by grade level (Fall 2022-23)

| Strong decoding skills and strong language skills | 4% |
| Strong language skills but need decoding support | 0% |

How are our students doing on language and decoding?

- Students with strong skills in both recognizing written words and understanding spoken language, these students are able to comprehend what they read.
- 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 | 51% |
| Need both decoding support and language support | 45% |

Looking at data from MAP Reading and DIBELS can provide insights into areas where our students especially need support. In fall 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.

98% of students with data from both tests need support with language, according to MAP Reading data from Fall 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.

- 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.

45% of students with data from both tests need support with language, according to DIBELS data from Fall 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.
Table 4. Language Skills and Decoding Skills – Hispanic 3rd Grade Students (Multilingual Learners) - Quadrant Disclaimer & Additional Considerations for Multilingual Learners

Please note that language acquisition progression/skills are not measured by MAP and DIBELS Assessments. While MAP and DIBELS are universal screeners, the WIDA ACCESS for ELLs assesses students annually for English language proficiency and is the basis for determining their language goals (i.e., EL Progress toward English Language Proficiency: ESSA). In order to make equitable instructional decisions for Multilingual Learners, educators must take the WIDA ACCESS results into consideration and utilize appropriate language supports to facilitate language development integrated within the mastery of grade-level content standards. More information will be provided soon regarding specific strategies aligned with core content for support with Multilingual Learners.

How the science of reading can help you teach language comprehension skills
Per a NWEA article dated March 8, 2022: “Note that for emergent bilinguals, both vocabulary and sentence-level comprehension are developing in more than one language at once. That leads to an incredible advantage, and it leads them in ways that can differ from what is typical of monolingual development. No "science of reading" that only focuses on monolingual English development is going to suffice.”

Professional Development Cycles - CMS Professional Learning 2022-2023
Please refer to the chart below for examples of what Multilingual Learners are able to do at various proficiency levels.

**Levels of English Language Proficiency & Instructional Goal Alignment**

**WIDA ACCESS for ELLs Overall Proficiency Levels**

At the given level of English language proficiency, with appropriate ELD amplifications, Multilingual Learners (MLs) will use:

- **Level 1 Entering**
  - pictorial or graphic representation of the language of the content areas.
  - words, phrases, or chunks of language when presented with one-step commands, directions, WH, choice, or yes/no questions, or statements
  - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements.

- **Level 2 Beginning**
  - general language related to the content areas
  - phrases or short sentences
  - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements

- **Level 3 Developing**
  - general and some specific language of the content areas
  - expanded sentences in oral interaction or written paragraphs
  - oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions

- **Level 4 Expanding**
  - specific and some technical language of the content areas
  - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
  - oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse

- **At 4.8 or Higher, MLs Exit English Learner Status**

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**ML Amplifications for English Language Development (ELD) from the P.A.C.E. Toolkit**

- Integrated ELD Resources to support content and language learning (during content area instruction in Math, Science, Social Studies, ELA, etc.
- Targeted ELD Resources focus on building language

[bit.ly/ThePACEToolkit](bit.ly/ThePACEToolkit)