Fall 2022 NC ELI & mClass Overview

Presented by

A collaborate effort between Asheville and Buncombe County Schools and Buncombe County Government's Strategy & Innovation Team

NC Early Learning Assessment (NC ELI)

- NC Early Learning Inventory (NC ELI) is an observation-based formative assessment that leverages the Teaching Strategies Gold tool

- Assessment is administered within first 60 days of school year across the state for all entering kindergarteners

- Values presented reflect consolidated results for both ACS and BCS – any means of identifying an individual child is excluded from the data

- For 2022-23 school year we're able to stratify the data for children attending a Pre-K program

- Stratification of data by child's race included in analysis (based on race and ethnicity identified at registration) – four categories reflected in the analysis:
  - Black – Race = Black or African American
  - Hispanic – Ethnicity = Hispanic or Latino
  - White – Race = White
  - Other – includes all other such as Asian, American Indian or Alaska Native, Identification with Two or More Races, etc.
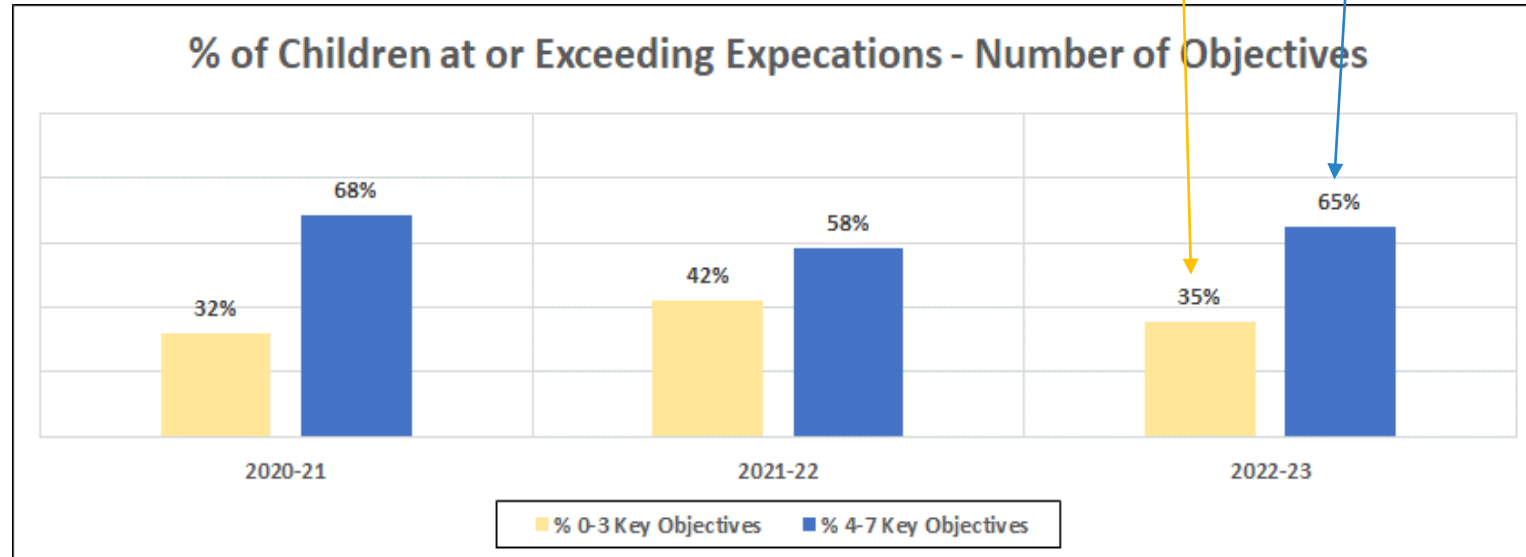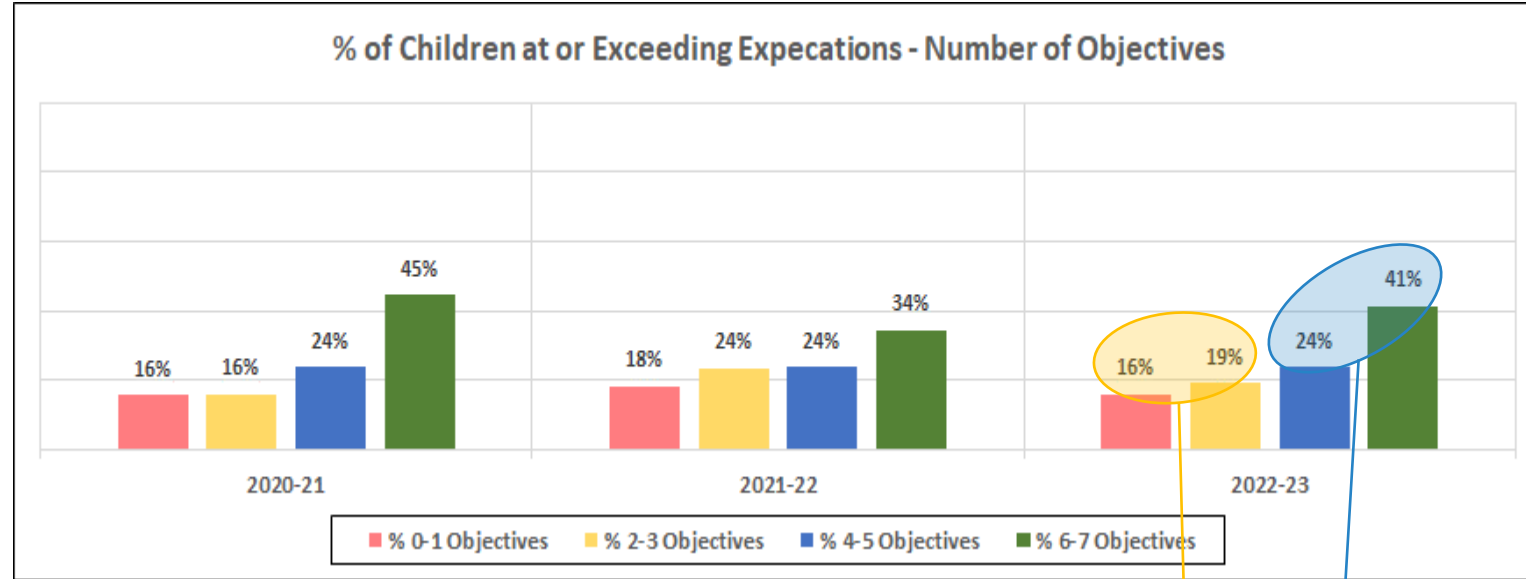
NC ELI Assessment

- Assessment consists of **16** developmental objectives across 6 categories

- Focus placed on a subset of **7** core objectives defined by N.C. Dept. of Public Instruction (NCDPI) that addresses the requirement for a screening of early language, literacy & math skills

- Each objective has a baseline score for evaluating results

- The progress measures in the presentation reflect % of children at or exceeding expectations for 0-1 objective, 2-3 objectives, 4-5 objectives, 6-7 objectives

- Ideal state would be all children at or exceeding expectations for all 7 objectives

- https://www.dpi.nc.gov/districts-schools/classroom-resources/office-early-learning/kindergarten

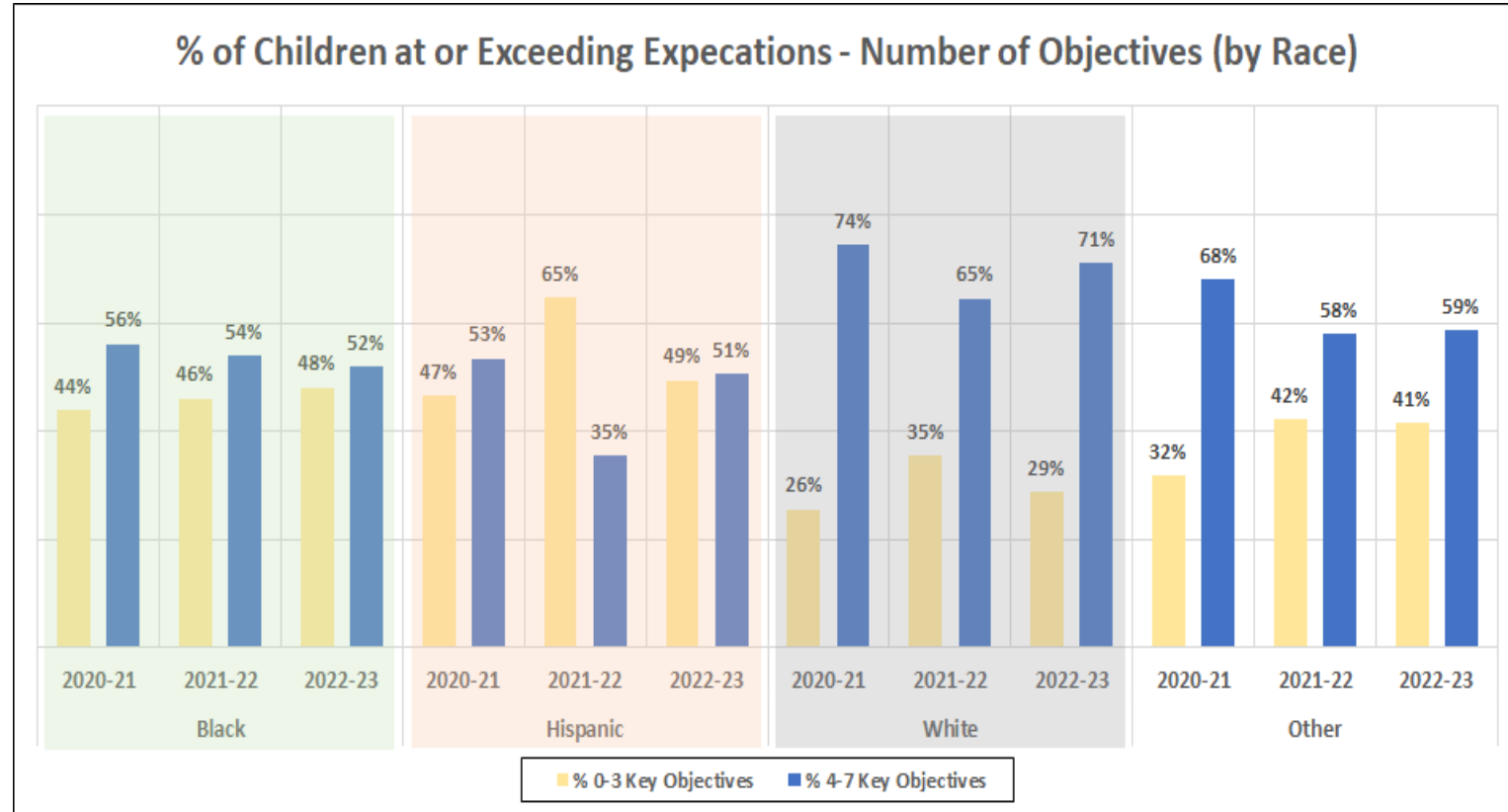| Social - Emotional	Literacy	Cognitive/ Mathematics	Language	Approaches to Learning/ Cognitive	Physical
1a. Manages feelings	15a. Notices and discriminates rhyme	20a. Counts	9d. Tells about another time or place	11a. Attends and engages	7a. Uses fingers and hands
1b. Follows limits and expectations	15b. Notices and discriminates alliteration	20b. Quantifies	8b. Follows directions		
2b. Responds to emotional cues	17a. Uses and appreciates books and other text.	20c. Connects numerals with quantities			
2c. Interacts with peers	17b. Uses print concepts				
3b. Solves social problems					

% of Children at or Exceeding Expectations

- Overall results for 2022-23 are rebounding to 2020-21 levels

- 2021-22 results likely influenced by impact of COVID

- Higher level groupings created for ease of interpreting results
  - % of children exceeding expectation in 0 to 3 Objectives – yellow vertical bar
  - % of children exceeding expectation in 4 to 7 Objectives – blue vertical bar

% of Children at or Exceeding Expectations - Number of Objectives

	2020-21	2021-22	2022-23
% 0-1 Objectives	16%	18%	16%
% 2-3 Objectives	16%	24%	19%
% 4-5 Objectives	24%	24%	24%
% 6-7 Objectives	45%	34%	41%

% of Children at or Exceeding Expectations - Number of Objectives

|	2020-21	2021-22	2022-23
% 0-3 Key Objectives	32%	42%	35%
% 4-7 Key Objectives	68%	58%	65%

% of Children at or Exceeding Expectations

- Stratifying results by race:
  - Black children are showing a decrease in the 4-7 Key Objectives category (56% to 52%) for the 3 yr. period with results appearing to be least impacted by COVID (2021-22)
  - Hispanic children are showing a significant improvement between 2021-22 and 2022-23 (16-point increase in the 4-7 Key Objectives category) with results approaching the 2020-21 school year
  - White children's results are showing a 6-point increase for 2022-23 compared to the prior year but have not recovered to 2020-21 levels
  - Results for children in the Other race category reflect the 2nd largest decrease in the 4-7 Key Objectives category between 2020-21 and 2021-22 with results for this year showing little improvement

- High level take away's
  - For the three-year period White children consistently have the highest percent of total the 4-7 Key Objectives category and the lowest percent of total in the 0-3 Key Objectives category
  - Conversely, Hispanic children have the lowest percent of total in the 4-7 Key Objectives category and the highest percent of total in the 0-3 Key Objectives category particularly in 2021-22 – 30-point delta compared to White children for the same period and likely the most significantly impacted by COVID

% of Children at or Exceeding Expectations - Number of Objectives (by Race)

	2020-21	2021-22	2022-23
Black	44% / 56%	46% / 54%	48% / 52%
Hispanic	47% / 53%	65% / 35%	49% / 51%
White	26% / 74%	35% / 65%	29% / 71%
Other	32% / 68%	42% / 58%	41% / 59%

■ % 0-3 Key Objectives ■ % 4-7 Key Objectives
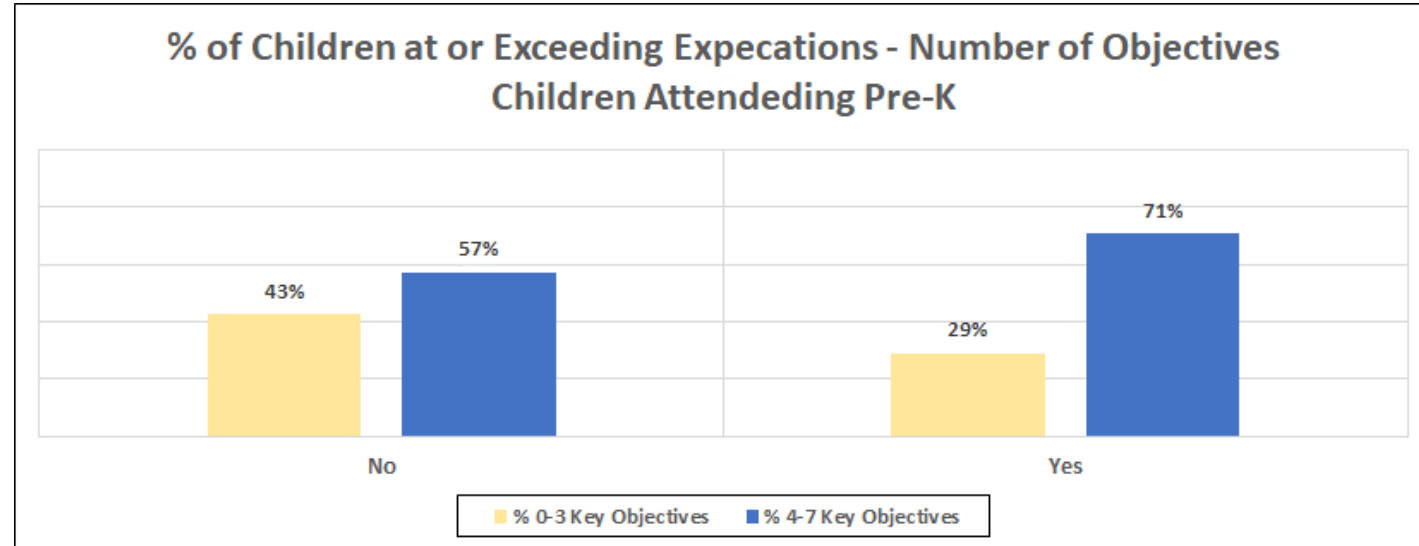
The Assessment by Race

- Apart from Hispanic children, Pre-K attendance is consistent at 60% participation across races (upper chart)

- Population of children taking the assessment is consistent for the three-year period (lower chart)

% of Children Attending Pre-K by Race

% of Children Taking Assessment by Race
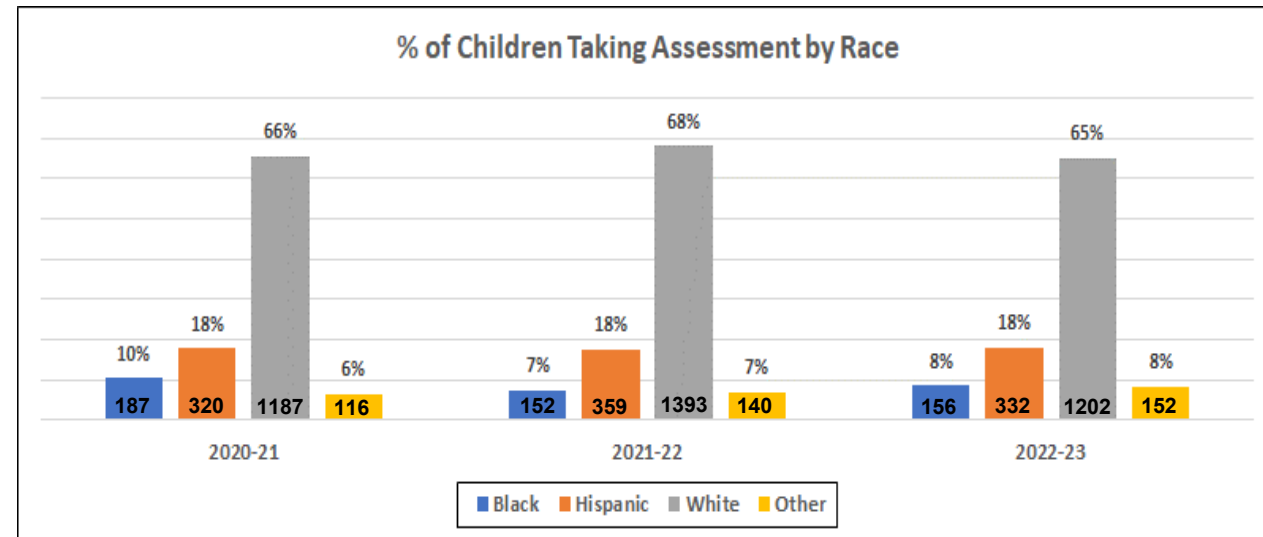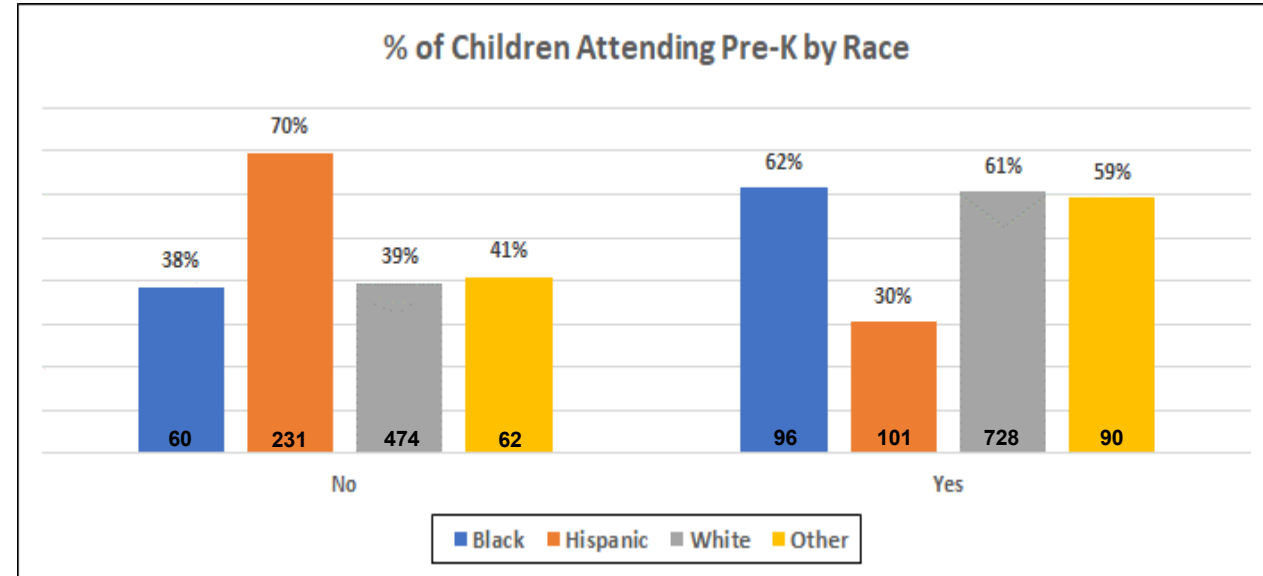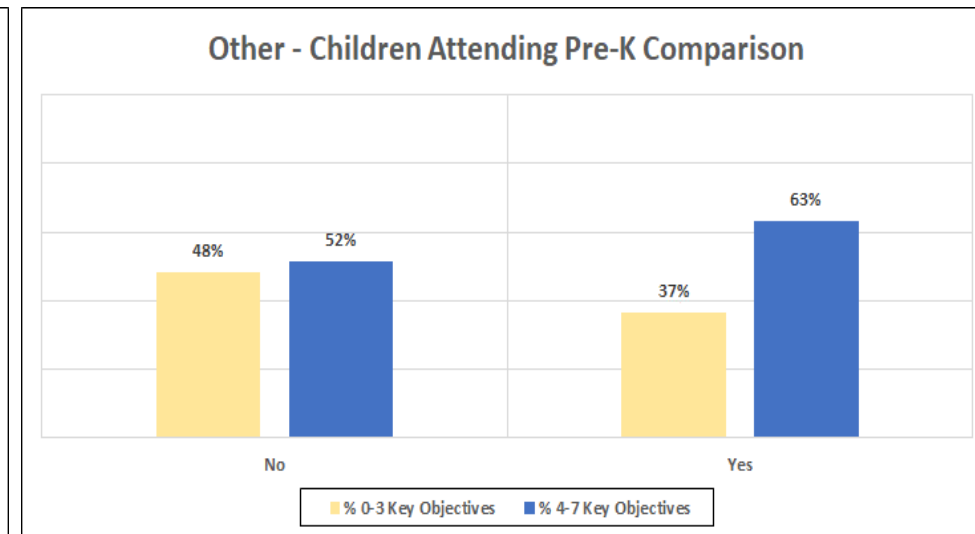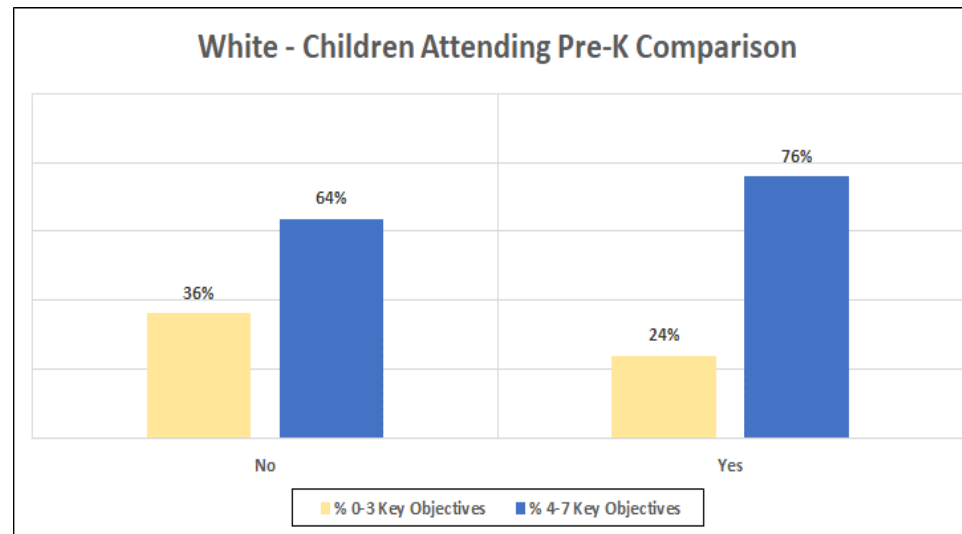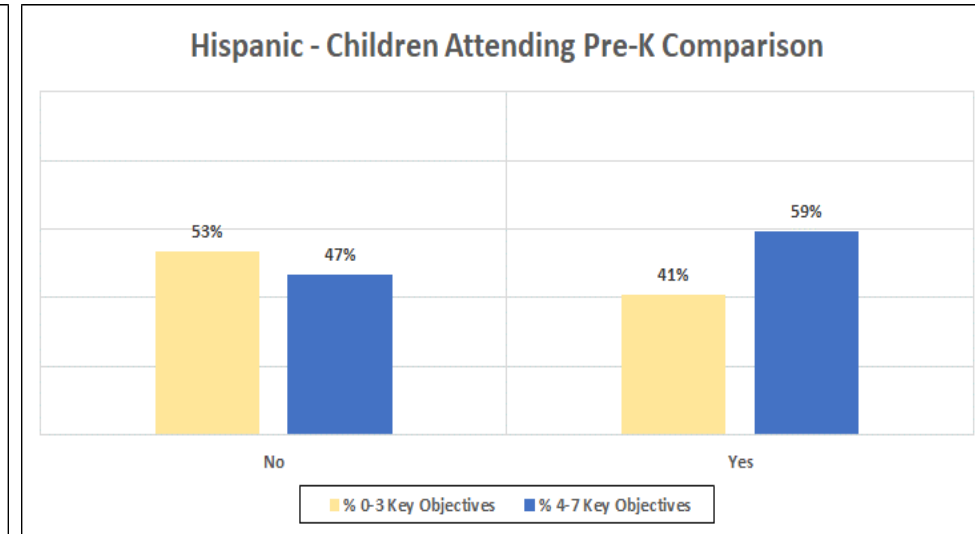
Children Attending Pre-K
(prior to 2022-23 school year)

- Process was implemented this school year (2022-23) where during registration parents asked to identify if child attended Pre-K program – this will be in place going forward

- Results stratified by children attending Pre-K (Yes) compared to not attending (No)

- Children attending Pre-K show higher percent of total in the 4-7 Key Objectives category and lower percent of total in the 0-3 Key Objectives category

% of Children at or Exceeding Expecations - Number of Objectives
Children Attendeding Pre-K

No: 43% / 57%
Yes: 29% / 71%

% 0-3 Key Objectives   % 4-7 Key Objectives

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2022-23 Children Attending Pre-K by Race (NCELI)

- Objective category results stratified by children attending Pre-K (Yes) compared to not attending (No) and Race
  - Black children are showing little difference in results when comparing the population of children that did vs. did not attend Pre-K
  - Hispanic children are showing a 12-point increase in the 4-7 Key Objectives Category – 47% for not attending Pre-K & 59% for those that did
  - White children are showing a 12-point increase in the 4-7 Key Objectives Category – 64% for not attending Pre-K & 76% for those that did
  - Children in the Other category are showing a 11-point increase in the 4-7 Key Objectives Category– 52% for not attending Pre-K & 63% for those that did

- Will continue to collect annual assessment data to develop year-over-year trending

Black - Children Attending Pre-K Comparison

	No		Yes	
% 0-3 Key Objectives	47%		49%	
% 4-7 Key Objectives		53%		51%

Hispanic - Children Attending Pre-K Comparison

	No		Yes	
% 0-3 Key Objectives	53%		41%	
% 4-7 Key Objectives		47%		59%

White - Children Attending Pre-K Comparison

	No		Yes	
% 0-3 Key Objectives	36%		24%	
% 4-7 Key Objectives		64%		76%

Other - Children Attending Pre-K Comparison

|	No		Yes	
% 0-3 Key Objectives	48%		37%	
% 4-7 Key Objectives		52%		63%
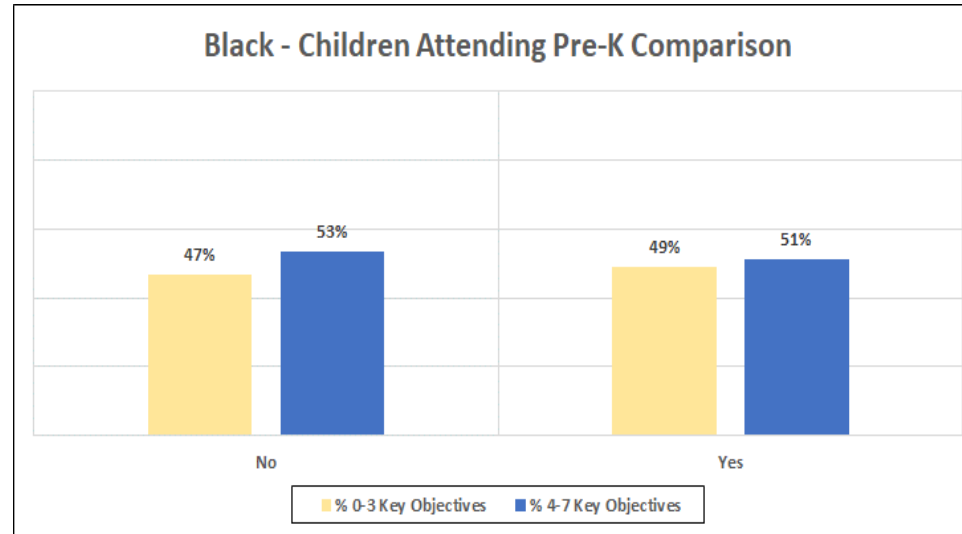
mClass Overview

- N. C. Dept. of Public Instruction (NCDPI) selected mCLASS DIBELS ® 8th Edition as the state's K-3 Literacy Assessment in 2021

- mCLASS is an integrated, gold standard literacy system based on the *Science of Reading*

- The *Science of Reading* is a comprehensive body of research that provides an evidence-based best practice approach for teaching foundational literacy skills

- mClass Assessment is interactive, computer based that the student completes and is administered 3 times throughout the year
  - Beginning – days 6-21
  - Middle – days 80-100
  - End – days 155-170

- Grade K assessment measures: Letter naming fluency, Phonemic segmentation fluency, Nonsense word fluency, Word reading fluency – also measures Oral Language and Vocabulary

- Assessment measures are aggregated into a composite score which is what is used to reflect an overall progress measure

- mClass assessment is different compared to NC ELI
  - NC ELI is an observation-based formative assessment that includes a set of developmental progressions across the six domains of learning and development
  - Teachers document student's learning and development with evidence within an online portfolio (Teaching Strategies GOLD®) to substantiate a child's skill attainment
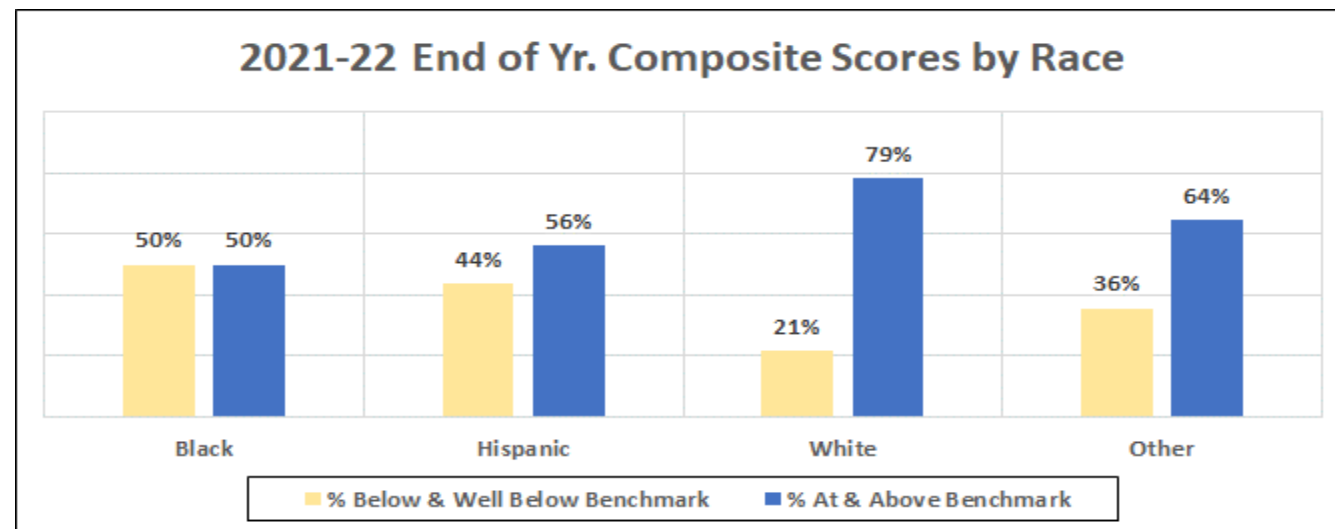 - The assessment is administered annually at the beginning of year

mClass Results

- The approach to measuring progress is similar to NCELI – mClass values reflect the % of children in each composite score category

- A similar approach to the NCELI results is reflected with higher-level roll-up categories created for ease of interpretation

- 2021-22 beginning of year values compared to 2022-23 are almost identical

- Results from prior show a transition / improvement in results from beginning to end of year
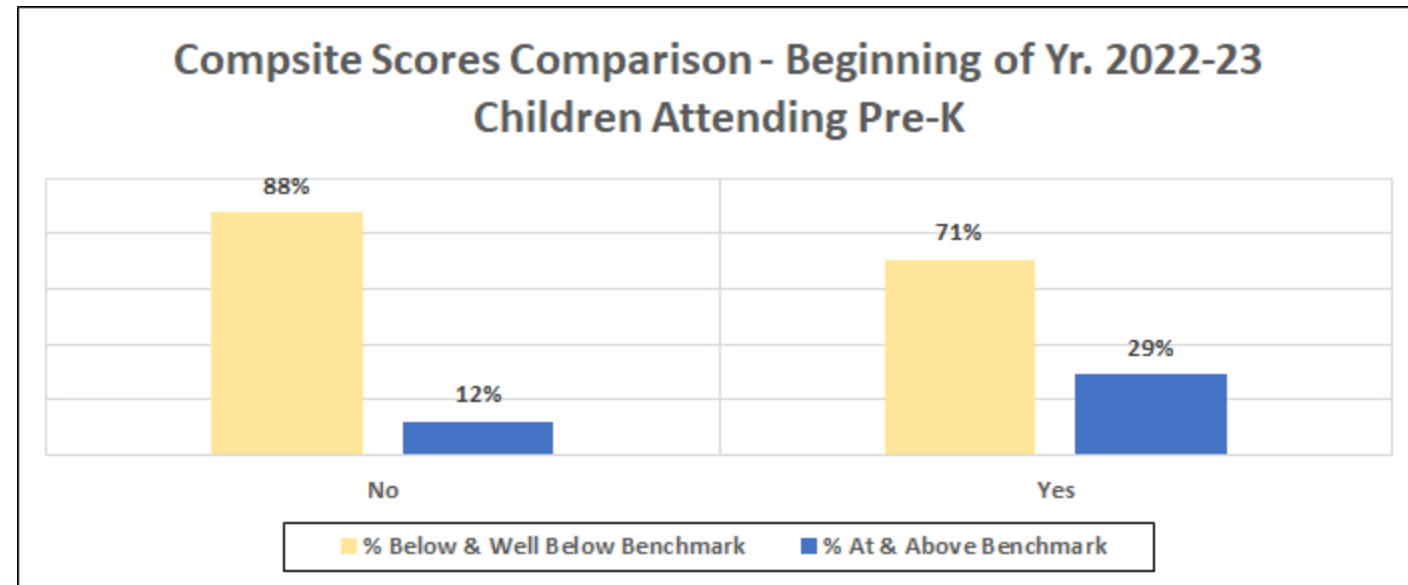

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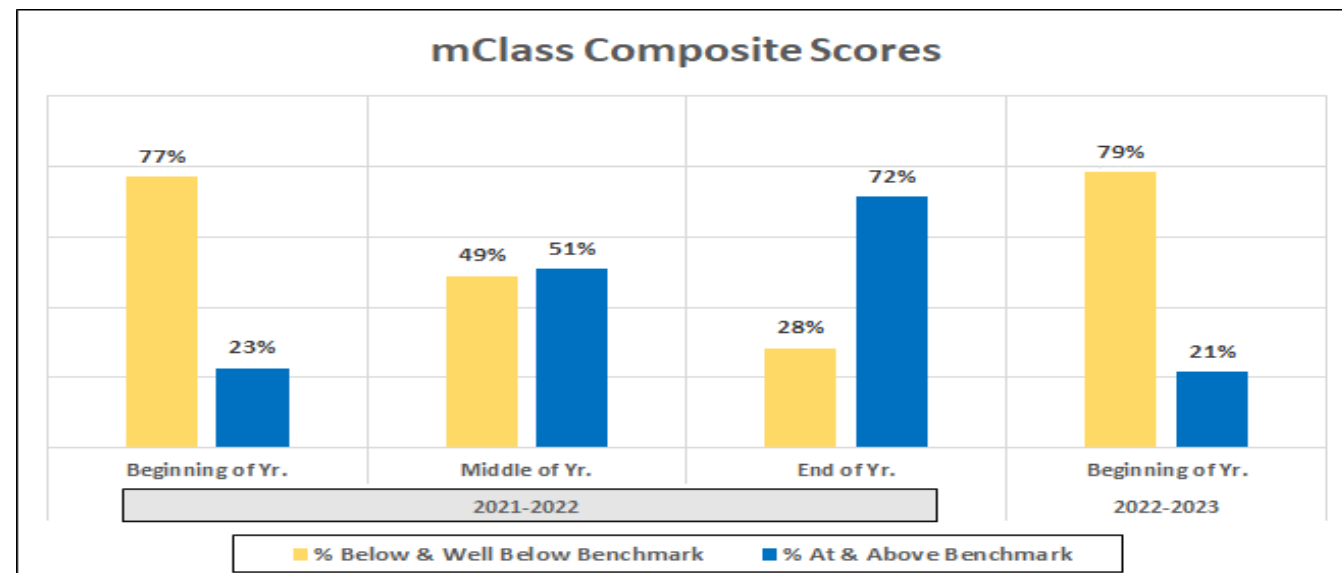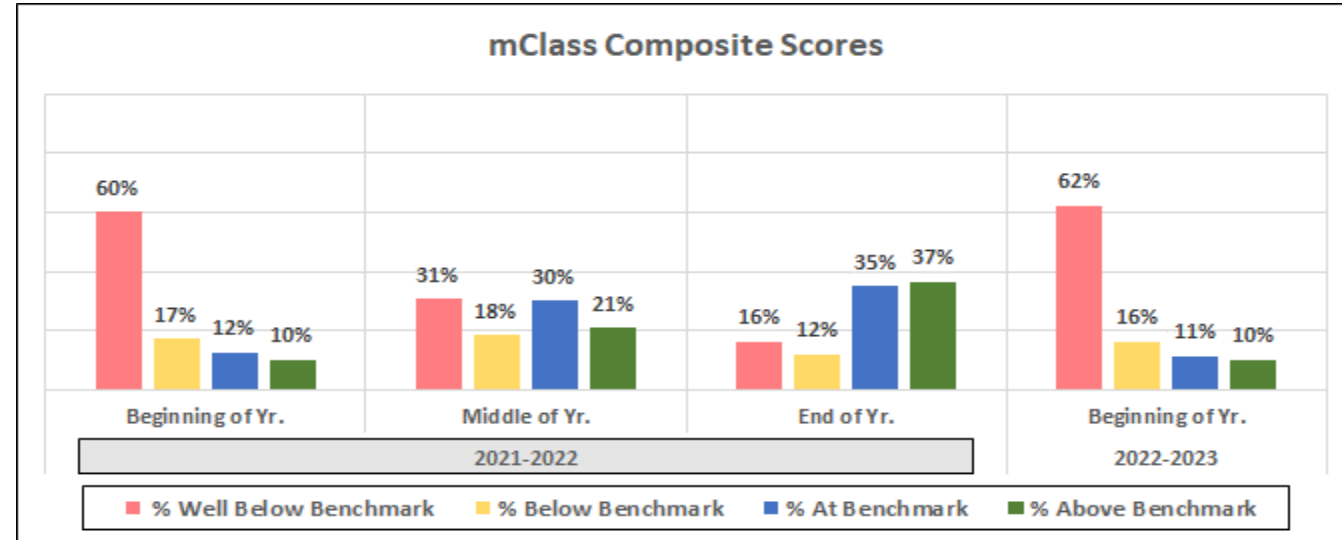
2021-22 mClass Results by Race

- Visuals compare 2021-22 Beginning of Year to End of Year results by race

- Looking at the change in the % of children in the At & Above Benchmark category by Race:
  - Black children reflect a 38-point increase
  - Hispanic children show a 46-point increase
  - White children reflect a 52-point increase
  - Children in the Other category show a 37-point increase

- End of Year values for the At and Above Benchmark category
  - 50% of Black children were in this category
  - 56% of Hispanic children
  - 79% of White children
  - 64% of children in the Other race category

- Will continue to collect assessment data to develop year-over-year trending

2021-22 Beginning of Yr. Composite Scores by Race

Black: 88% % Below & Well Below Benchmark, 12% % At & Above Benchmark
Hispanic: 90%, 10%
White: 73%, 27%
Other: 73%, 27%

2021-22 End of Yr. Composite Scores by Race

Black: 50% % Below & Well Below Benchmark, 50% % At & Above Benchmark
Hispanic: 44%, 56%
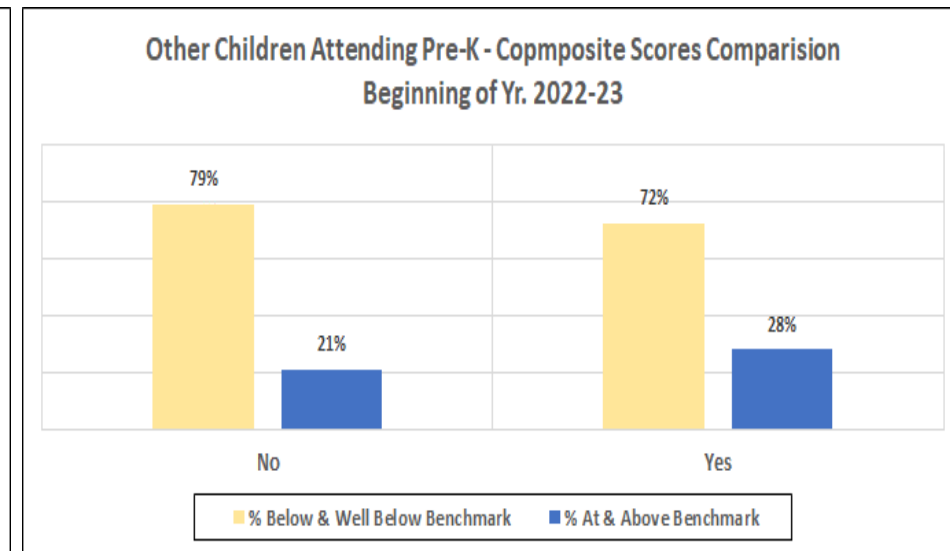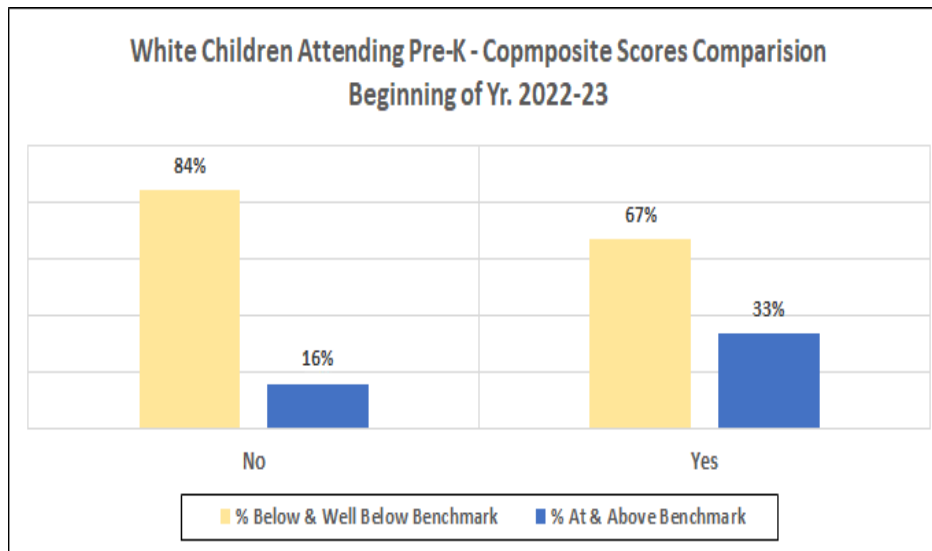White: 21%, 79%
Other: 36%, 64%
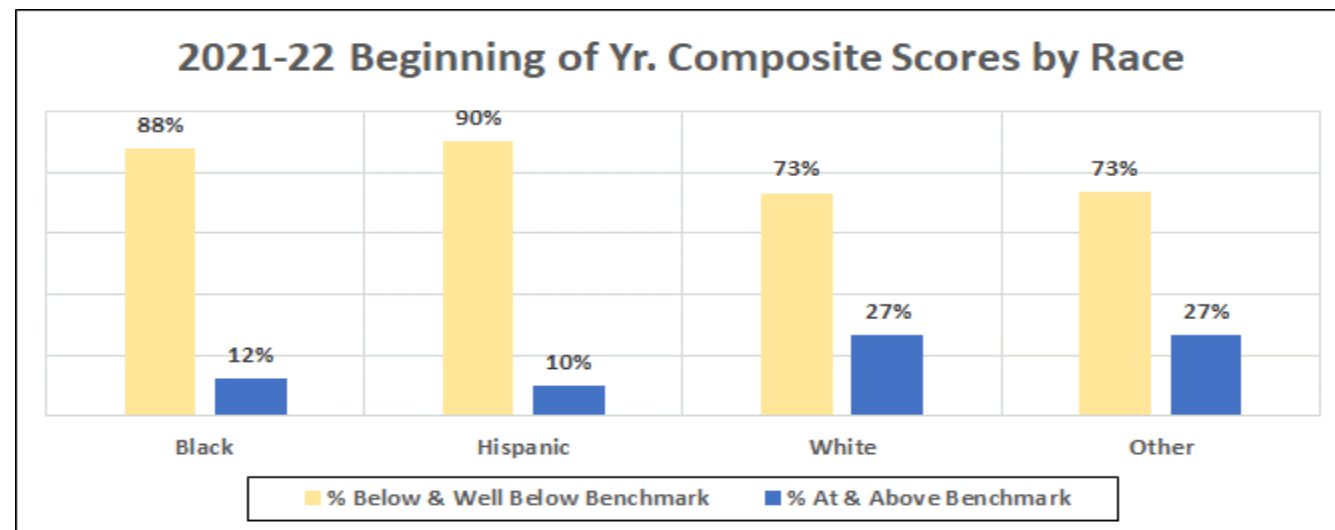
mClass Results for Children Attending Pre-k

- Process was implemented this school year (2022-23) where during registration parents asked to identify if child attended Pre-K program – this will be in place going forward

- Results stratified by children attending Pre-K (Yes) compared to not attending (No)

- Children attending Pre-K show higher percent of total in the At and Above Benchmark category - 29% compared to 12%

Compsite Scores Comparison - Beginning of Yr. 2022-23
Children Attending Pre-K

No: 88% % Below & Well Below Benchmark, 12% % At & Above Benchmark
Yes: 71% % Below & Well Below Benchmark, 29% % At & Above Benchmark

- % Below & Well Below Benchmark
- % At & Above Benchmark

Children Attending Pre-K by Race (mClass)

- Results stratified by children attending Pre-K (Yes) compared to not attending (No) and Race

- Results for children attending Pre-K are consistently higher across the race categories

- Looking at the change in %'s in the At or Above Benchmark category between children that did or did not attend Pre-K:

  - Black children are showing a 10-point increase – 2% for not attending Pre-K & 12% for those that did

  - Hispanic children are showing a 10-point increase – 5% for not attending Pre-K & 15% for those that did

  - White children are showing a 17-point increase – 16% for not attending Pre-K & 33% for those that did

  - Children in the Other category are showing a 7-point increase – 21% for not attending Pre-K & 28% for those that did

Black Children Attending Pre-K - Copmposite Scores Comparision Beginning of Yr. 2022-23

- No: % Below & Well Below Benchmark 98%, % At & Above Benchmark 2%
- Yes: % Below & Well Below Benchmark 88%, % At & Above Benchmark 12%

Hispanic Children Attending Pre-K - Copmposite Scores Comparision Beginning of Yr. 2022-23

- No: % Below & Well Below Benchmark 95%, % At & Above Benchmark 5%
- Yes: % Below & Well Below Benchmark 85%, % At & Above Benchmark 15%

White Children Attending Pre-K - Copmposite Scores Comparision Beginning of Yr. 2022-23

- No: % Below & Well Below Benchmark 84%, % At & Above Benchmark 16%
- Yes: % Below & Well Below Benchmark 67%, % At & Above Benchmark 33%

Other Children Attending Pre-K - Copmposite Scores Comparision Beginning of Yr. 2022-23

- No: % Below & Well Below Benchmark 79%, % At & Above Benchmark 21%
- Yes: % Below & Well Below Benchmark 72%, % At & Above Benchmark 28%

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Next Steps

- County Staff will continue to work closely with Data Managers from both school districts

- Will continue to ask parents to identify children attending Pre-K

- In the coming years we'll be able to provide trending analytics for the children attending Pre-K compared to those that did not

- Will provide the Early Childhood Education Committee with annual updates on the assessment results

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