



Fall 2023 NC ELI & mClass Overview

Presented by

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



BUNCOMBE COUNTY



NC Early Learning Assessment (NCELI)

- NC Early Learning Inventory (NCELI) is an observation-based formative assessment that leverages the Teaching Strategies Gold tool
- The assessment is administered within first 60 days of school year across the state for all entering kindergarteners
- Values presented reflect consolidated results for both Asheville County School and Buncombe County Schools – any means of identifying an individual child is excluded from the data
- For the school years 2022-23 & 2023-24 the data is stratified for children attending a Pre-K program
- Stratification of data by child's race is included in analysis (based on race and ethnicity identified at registration) – there are four categories reflected in the analysis:
 - Black: Race = Black or African American
 - Hispanic: Ethnicity = Hispanic or Latino
 - White: Race = White
 - Other: Includes all other categories such as Asian, American Indian or Alaska Native, Identification with Two or More Races, etc.
- The following report reflects results for Early Childhood Education Committee approved key indicators of kindergarten readiness and is not intended to make recommendations for outcome improvements



NC ELI Assessment Objectives Included

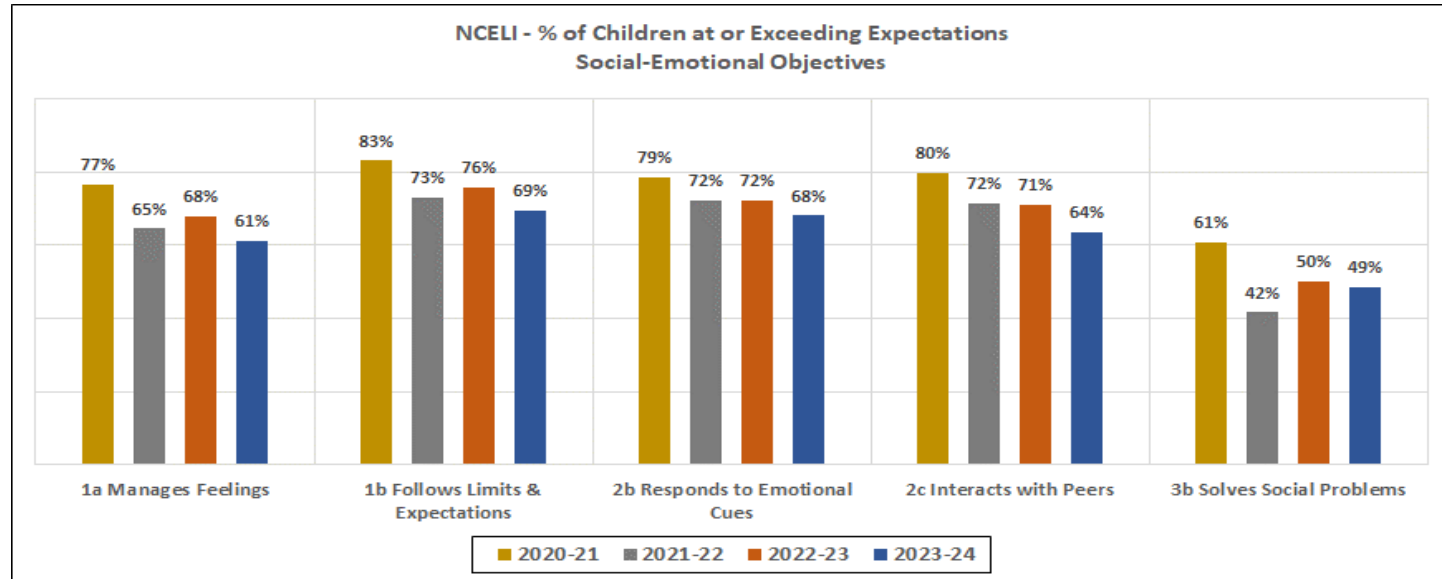
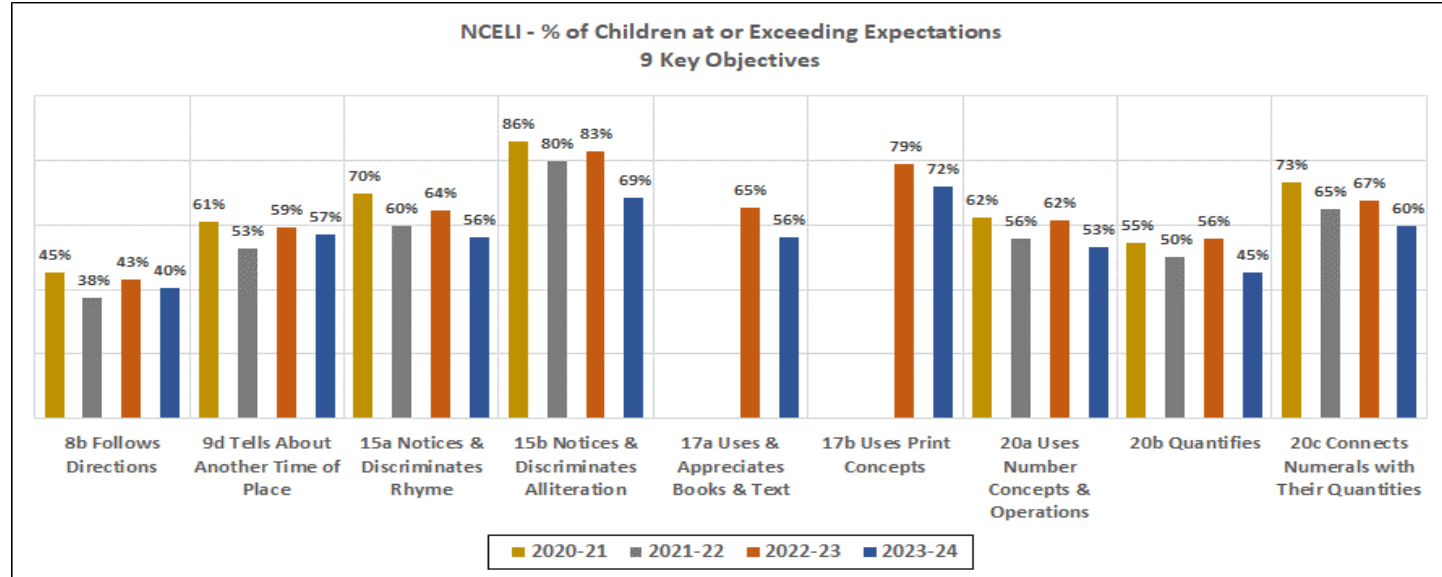
- The total assessment consists of 16 developmental objectives across 6 categories
- Focus is placed on a subset of 9 core objectives defined by N.C. Dept. of Public Instruction (NCDPI) that addresses the requirement for a screening of early language, literacy & math skills
- As requested by the ECE Committee, now including the 5 social-emotional objectives going forward
- Each objective has a state defined baseline score for evaluating results
- The measures in the presentation reflect the percentage of children at or exceeding expectations for a defined number of objectives
- Ideal state - all children at or exceeding expectations across all objectives
- Stratification methodology: 1.) high level / overall results, 2.) by race, 3.) by Pre-K attendance, 4.) by race and Pre-K attendance
- Where possible data has been aggregated / consolidated for ease of interpretation
- For more information: <https://www.dpi.nc.gov/districts-schools/classroom-resources/office-early-learning/kindergarten>

Core Objective	Category	Objective Description
Yes	Language	9d. Tells about another time or place
Yes	Language	8b. Follows directions
Yes	Literacy	15a. Notices & discriminates rhyme
Yes	Literacy	15b. Notices & discriminates alliteration
Yes	Literacy	17a. Uses & appreciates books & other text
Yes	Literacy	17b. Uses print concepts
Yes	Cognitive/Math	20a. Counts
Yes	Cognitive/Math	20b. Quantifies
Yes	Cognitive/Math	20c. Connects numerals with quantities
No	Social-Emotional	1a. Manages feelings
No	Social-Emotional	1b. Follows limits & expectations
No	Social-Emotional	2b. Responds to emotional cues
No	Social-Emotional	2c. Interacts with peers
No	Social-Emotional	3b. Solves social problems



NCELI % of Children at or Exceeding Expectations by Objective

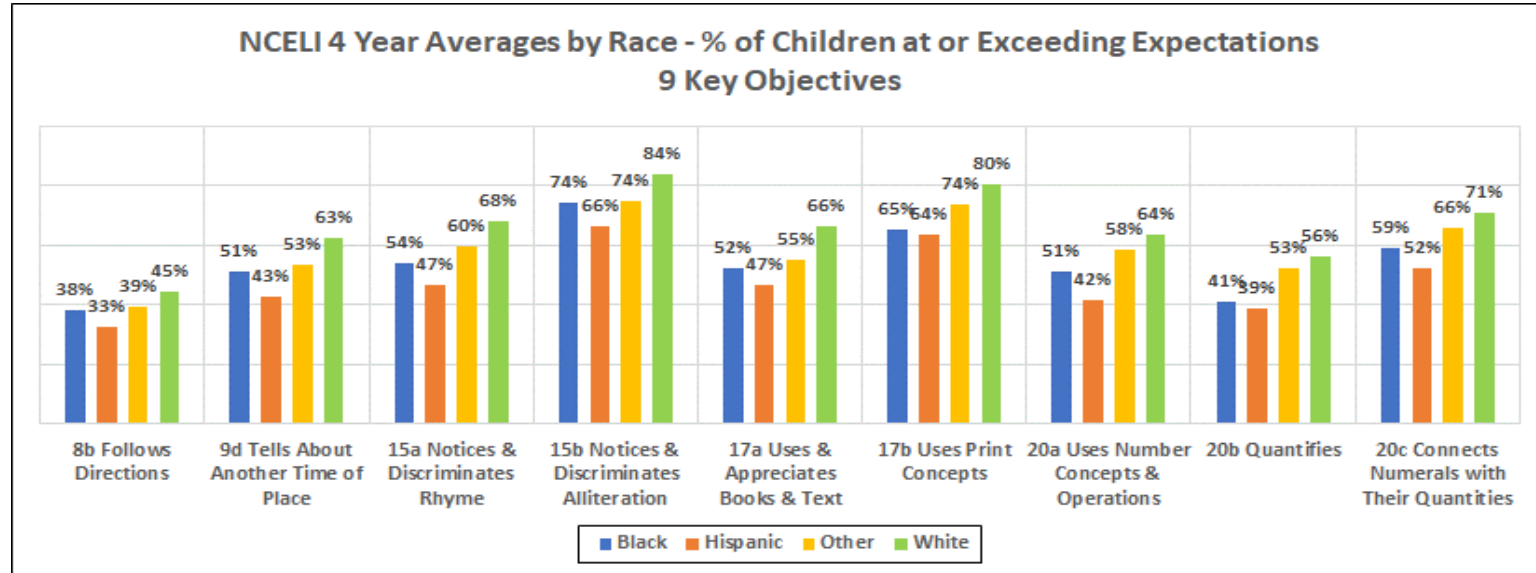
- Data points reflect the percentage of children at or exceeding expectations by objective by year
- Currently 9 Key Objectives - 17a & 17b were not required by the state in 2020-21 & 2021-22 (hence no data points)
- Objective 8b Follows Directions has the lowest avg. (41.5% of children at or exceeding expectations) for the period
- Objective 15b Notices & Discriminates Alliteration highest avg. (79.2% of children at or exceeding expectations) for the period
- Social and emotional scores are consistent across objectives except for 3b Solves Social Problems – consistently the lowest of the 5 objectives (49.6% of children for the period at or exceeding expectations)



NCELI % of Children at or Exceeding Expectations by Objective & Race

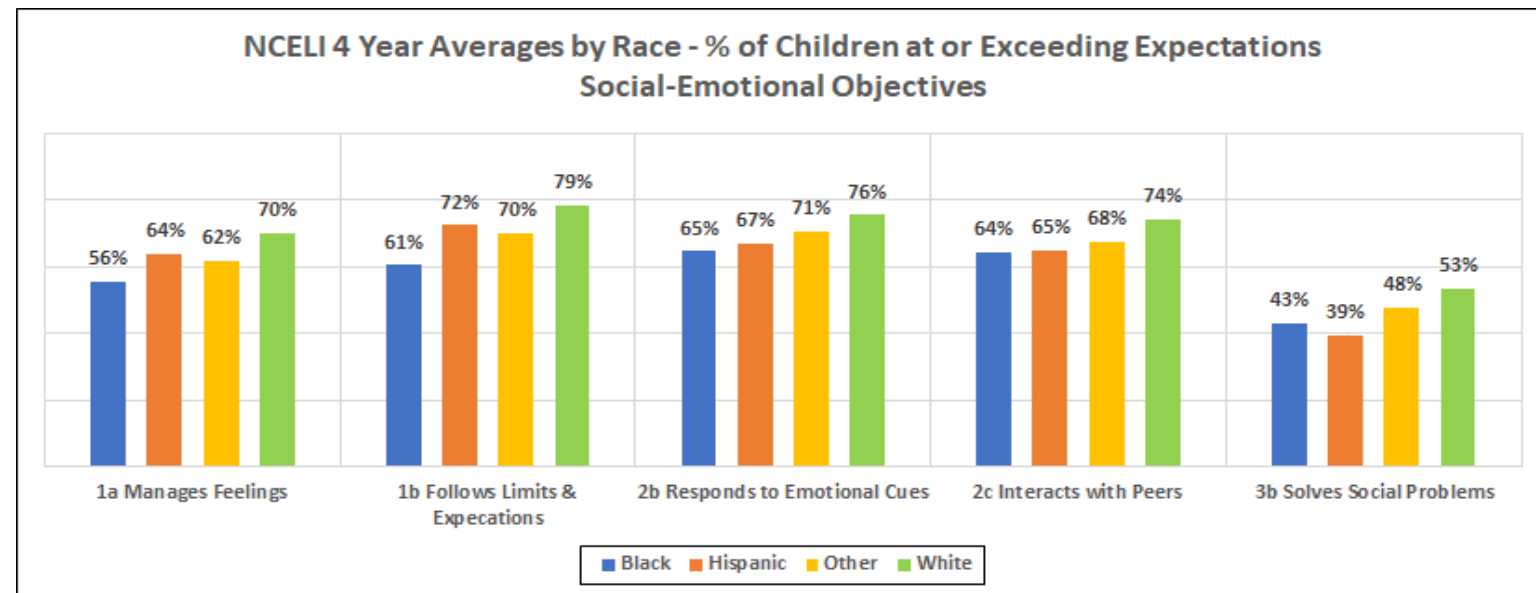
9 Key Objectives

- Values reflect four-year averages across objectives by race
- Hispanic children across all objectives have the lowest percentage at or exceeding expectations (orange vertical bar)
- White children across all objectives have the highest percentage at or exceeding expectations (green vertical bar)
- On average across the objectives the delta between the Hispanic and White children is 18 points – Black to Hispanic the delta is 6 points
- Consistent trending across races when looking at the objective categories



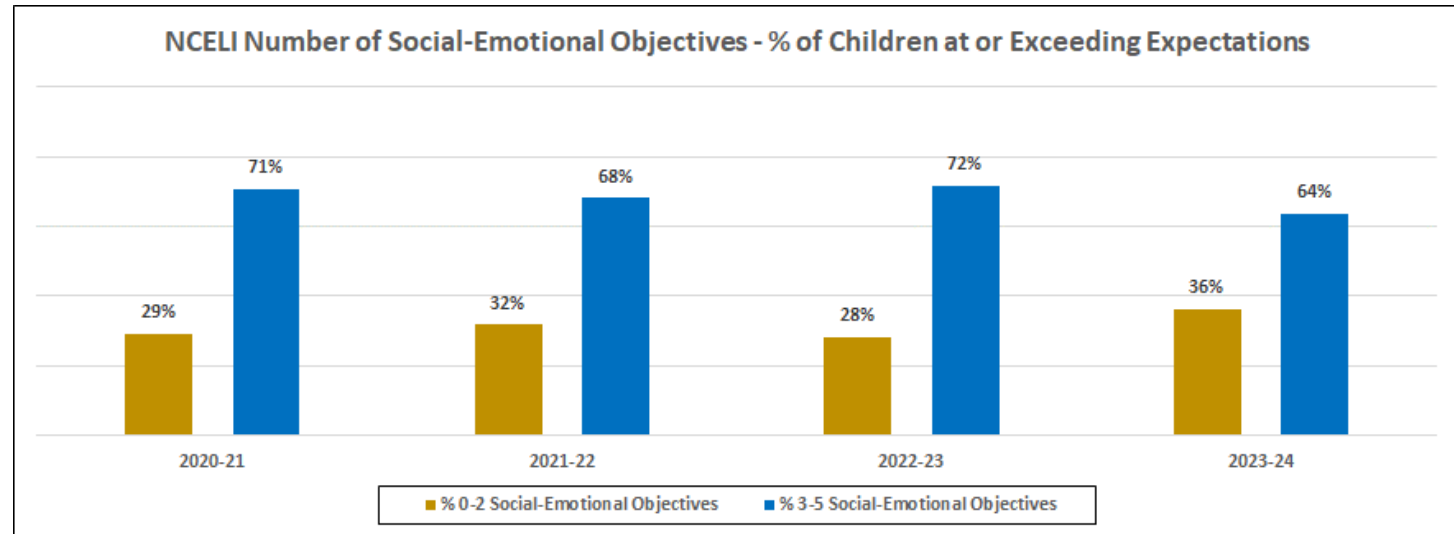
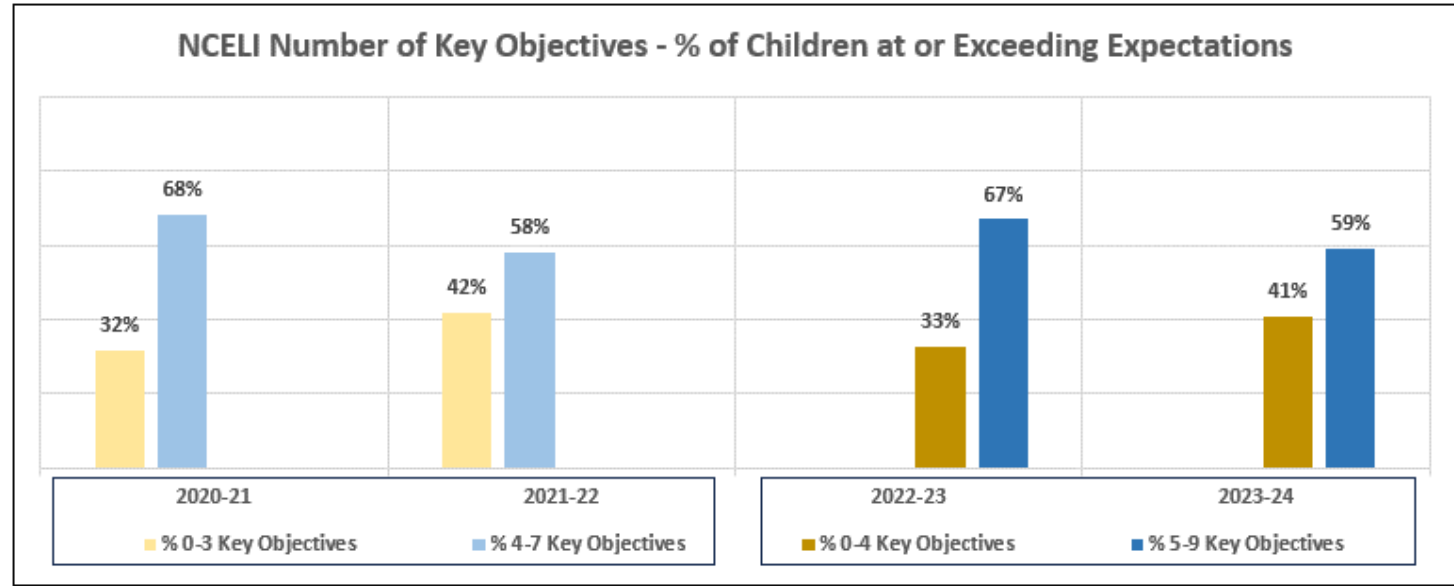
Social-Emotional Objectives

- Black children in 3 of the 4 objectives have the lowest percentage at or exceeding expectations (blue vertical bar)
- White children across all objectives have the highest percentage at or exceeding expectations (green vertical bar)
- On average across the objectives the delta between the Black and White children is 13 points
- Hispanic and Children in the Other race category are at parity for 3 of 4 objectives



% of Children at or Exceeding Expectations

- Following the same methodology of prior years - higher level groupings created for ease of interpreting results
- Values reflect the percentage of children at or exceeding expectations for a count of objectives
 - Key Objectives – 7 in 2020-21 & the number increased to 9 in 2022-23 – note change in categories on top chart
 - Social-Emotional – total of 5 objectives
- Optimal state would be 100% of children in the 5-9 Key Objectives and 3-5 Social-Emotional Objectives
- Cyclical nature to results – values for 2020-21 & 2021-22 very similar to 2022-23 & 2023-24

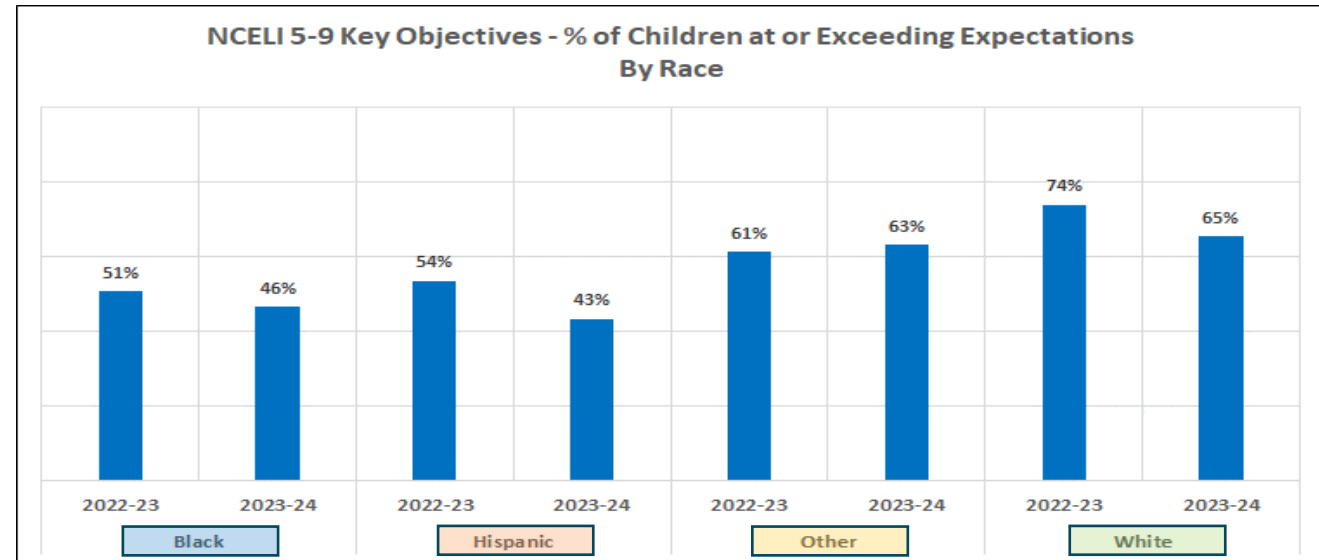


% of Children at or Exceeding Expectations by Race

- Values reflect the most current two years

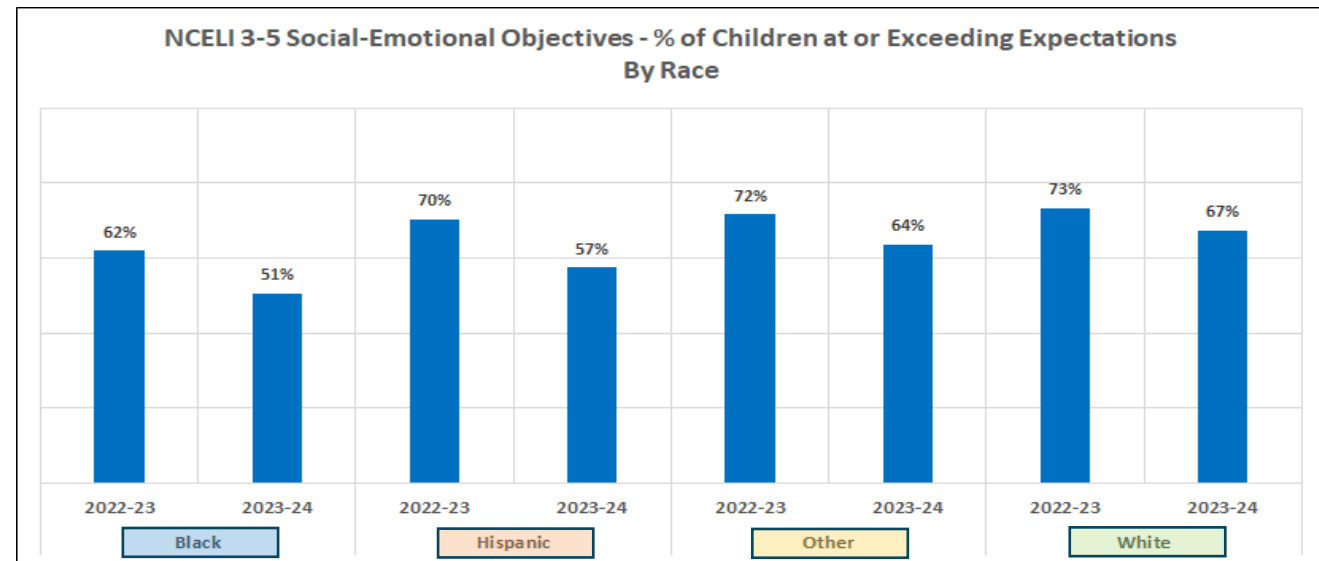
9 Key Objectives (top chart)

- Black and Hispanic children have the lowest percentage of children exceeding expectations in the 5-9 Key Objectives category
- White children have the highest percentage of children exceeding expectations in the 5-9 Key Objectives category – in 2023-24 at parity with children in the Other race category
- The percentage of Children in the Other race category is the only of the four showing a year over year increase in 5-9 Key Objectives category
- For 2023-24 there's a 22-point delta between Hispanic and white children



Social-Emotional Objectives (bottom chart)

- Black children are showing the lowest values for the percentage of children at or exceeding in the 3-5 objective category
- White and children in the Other race category are close to parity and are showing the highest values for the percentage of children at or exceeding in the 3-5 objective category
- For 2023-24 there's a 16-point delta between black and white children
- All race categories showing a decline for 2023-23 in the percentage of children at or exceeding in the 3-5 objective category



% of Children at or Exceeding Expectations by Pre-K Attendance

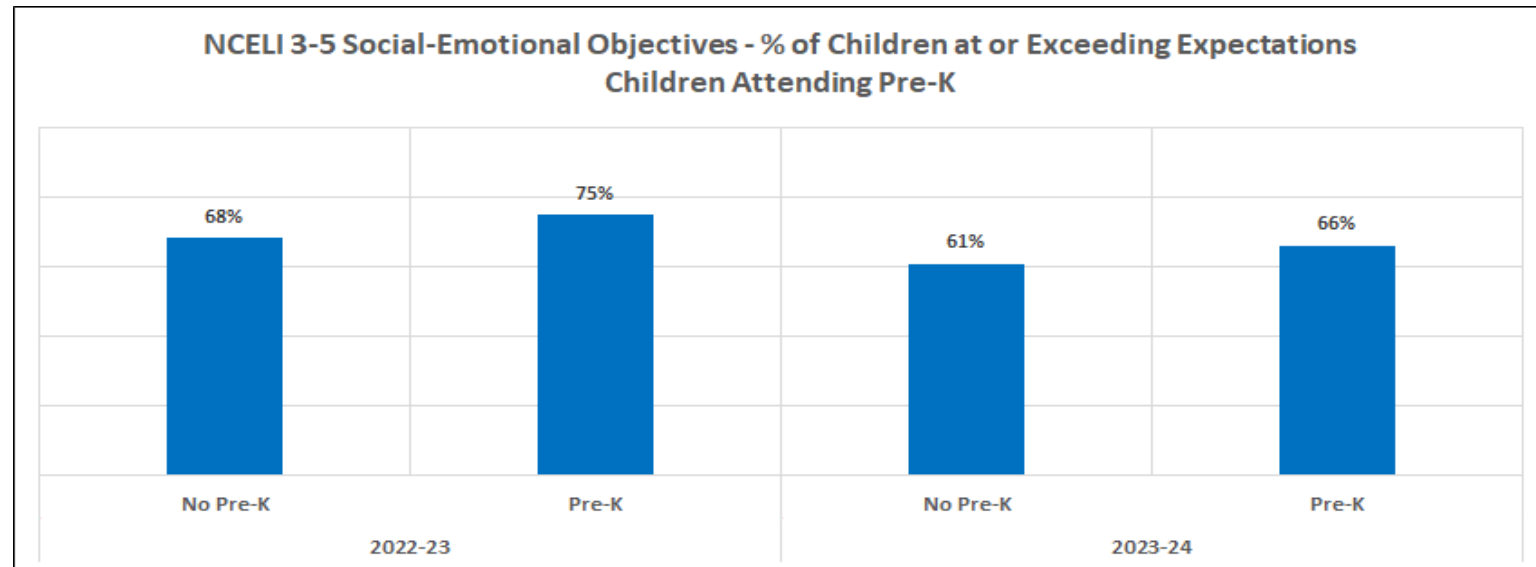
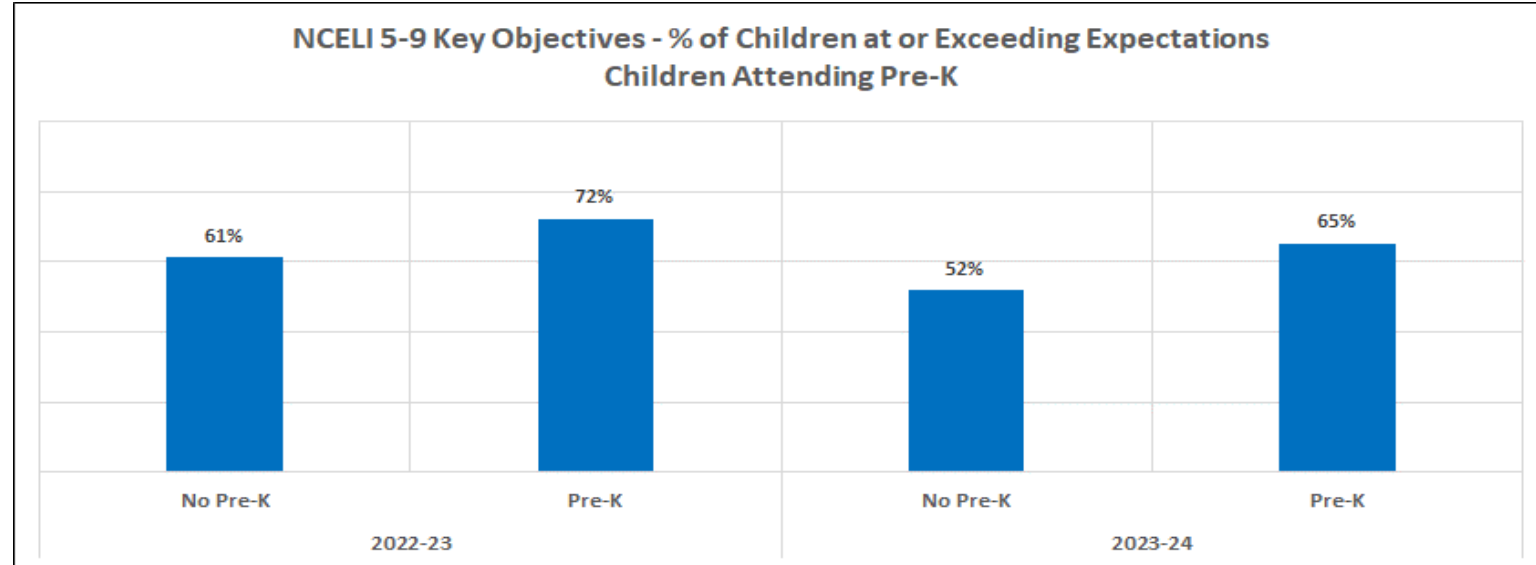
- School districts began capturing Pre-K attendance data at the start of the 2022 school year

9 Key Objectives (top chart)

- For the 9 Key Objectives there's a higher percentage of children in the 5-9 Key objective category for children attending Pre-K – 11+ points higher for the two years

Social-Emotional Objectives (bottom chart)

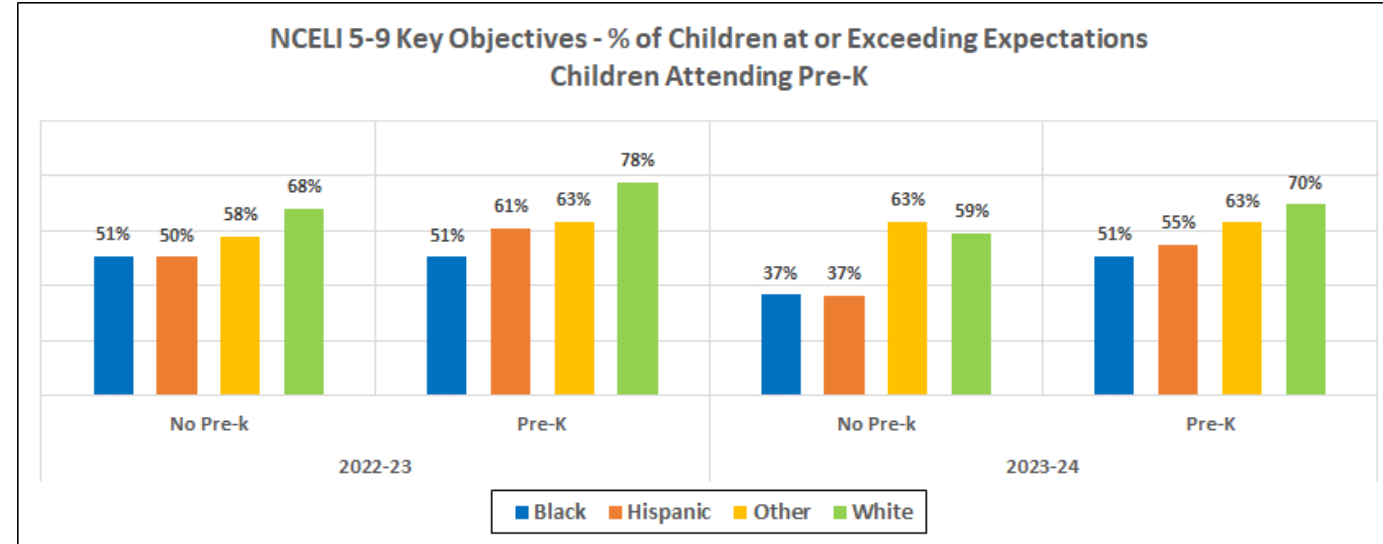
- Similar trend for the social emotional objectives (children attending Pre-K have better results) but the delta between the two groups is smaller – 5+ points higher for the two years



% of Children at or Exceeding Expectations by Pre-K Attendance by Race

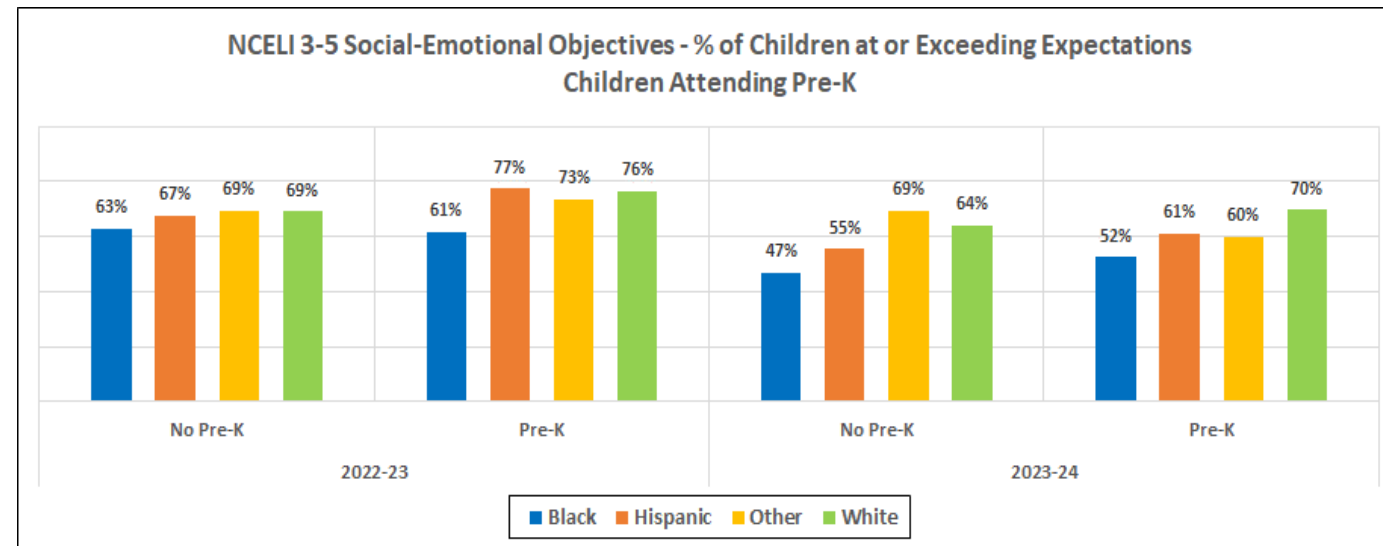
9 Key Objectives (top visual)

- Values reflect the percentage of children at or exceeding expectations in 5-9 key objectives – stratified by race and Pre-K attendance
 - White children attending Pre-K had the highest percentage of children at or exceeding expectations for 5-9 objectives
 - Black children attending Pre-K have the lowest percentage of children at or exceeding expectations for 5-9 objectives
 - In 2023-24 Black and Hispanic children are showing the largest delta in the percentage between children attending compared to those that didn't



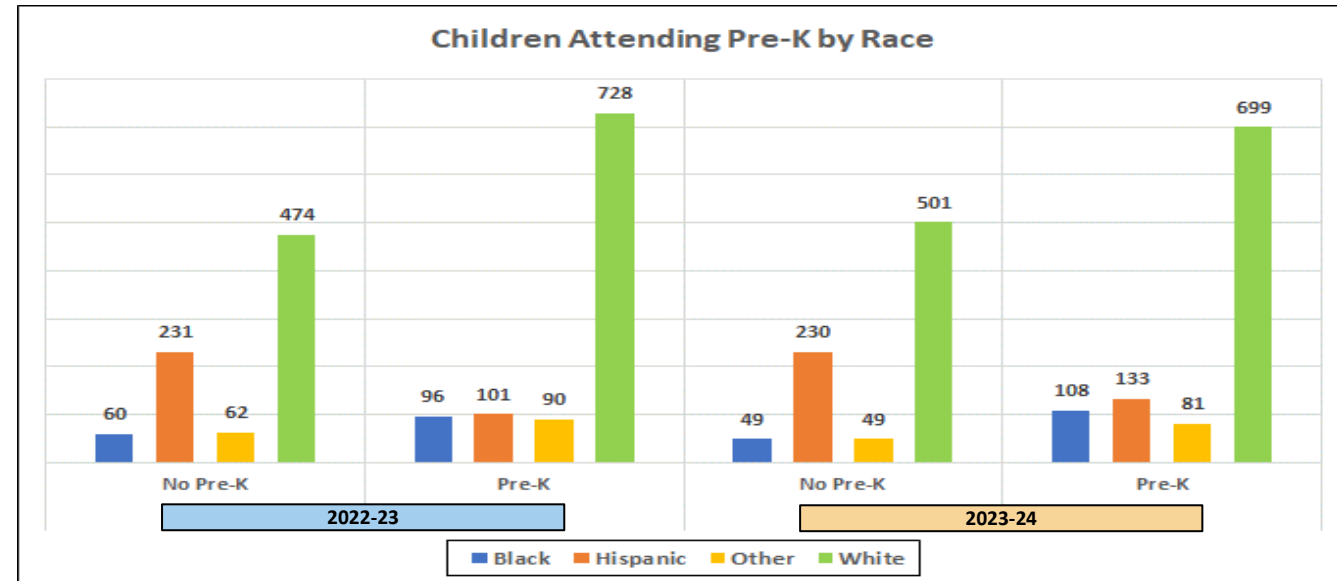
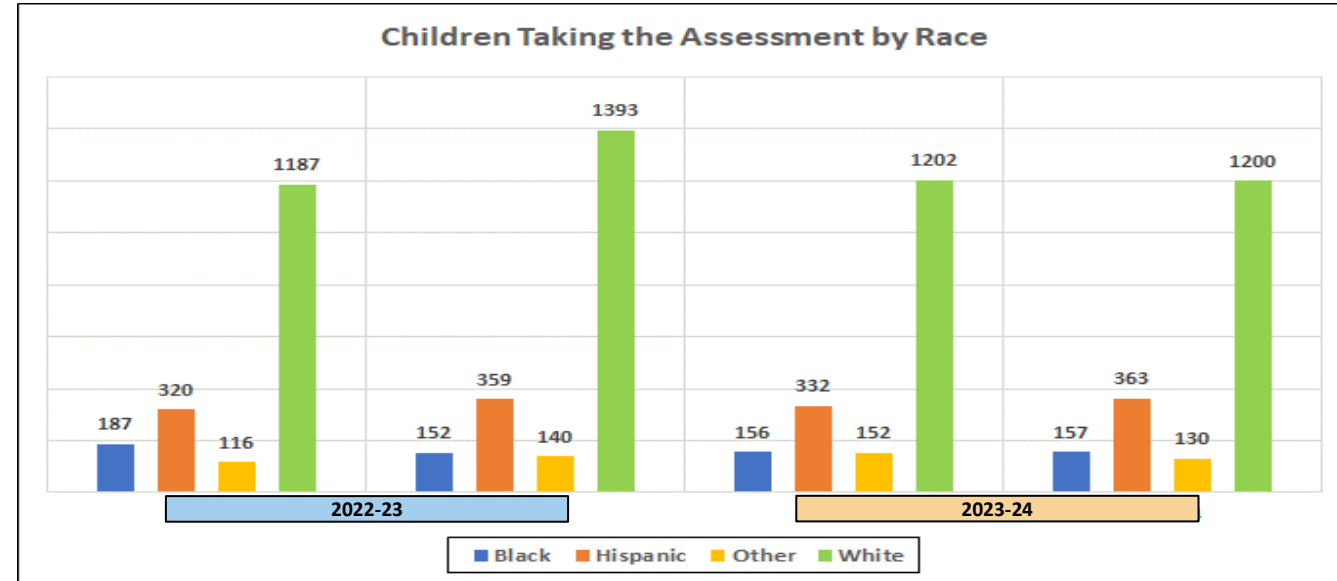
Social-Emotional Objectives (bottom chart)

- Values reflect the percentage of children at or exceeding expectations in 3-5 social-emotional objectives – stratified by race and Pre-K attendance
 - Values more varied by race for the social-emotional objectives – less linear that key objectives
 - Seeing a smaller delta in the percentages across races compared to key objectives for Pre-K attendance
 - Hispanic children had the highest percentage in 2022-23 (16-point decline in 2023-24)
 - Black children attending Pre-K have the lowest percentage of children at or exceeding expectations for 3-5 objectives
 - In 2023-24 Children in Other race category have a smaller percentage at or exceeding expectations for Pre-K attendance



Child Data

- Values in charts reflect a count of child
- Total Children taking the assessment by year:
 - 2020-21 – 1810
 - 2021-22 – 2044
 - 2022-23 – 1842
 - 2023-24 – 1850
- Except for 2021-22 total children taking the assessment has increased incrementally each year
- Children in the Other race category represent the smallest number of children taking the assessment and white children constitute the largest number
- The percent of total Black and Hispanic children attending Pre-K each increased by 7 points over the prior year with Other Race and White children consistent year over year
- As a percent of total, 2023-24 children attending Pre-K:
 - Black – 69%
 - Hispanic – 37%
 - Other Race – 62%
 - White – 58%
- Note: children attending Pre-K did so the year prior to the assessment



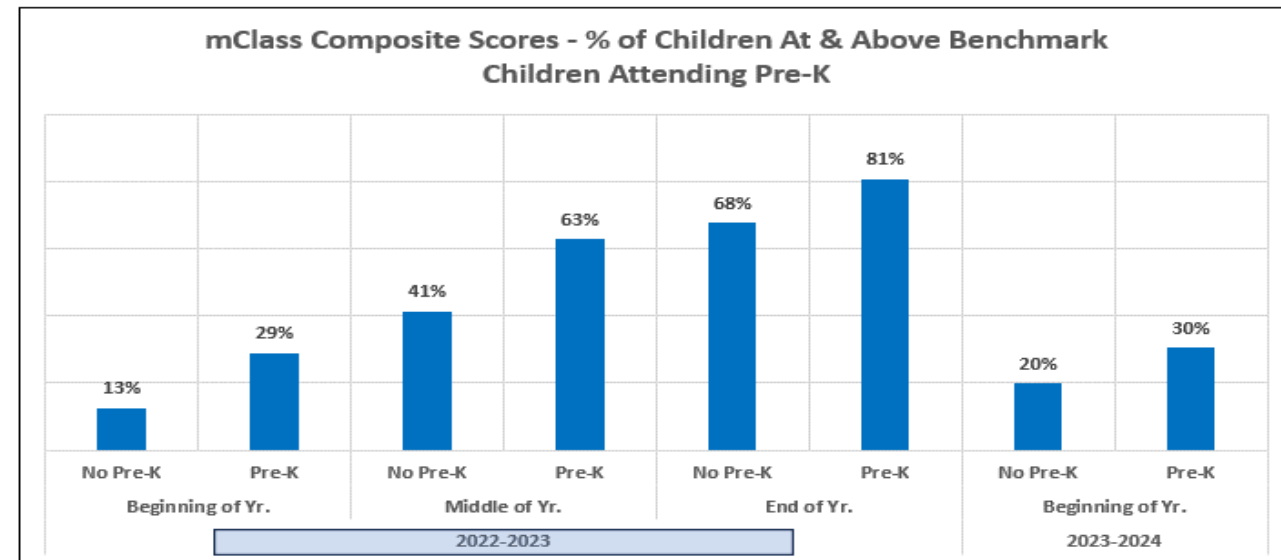
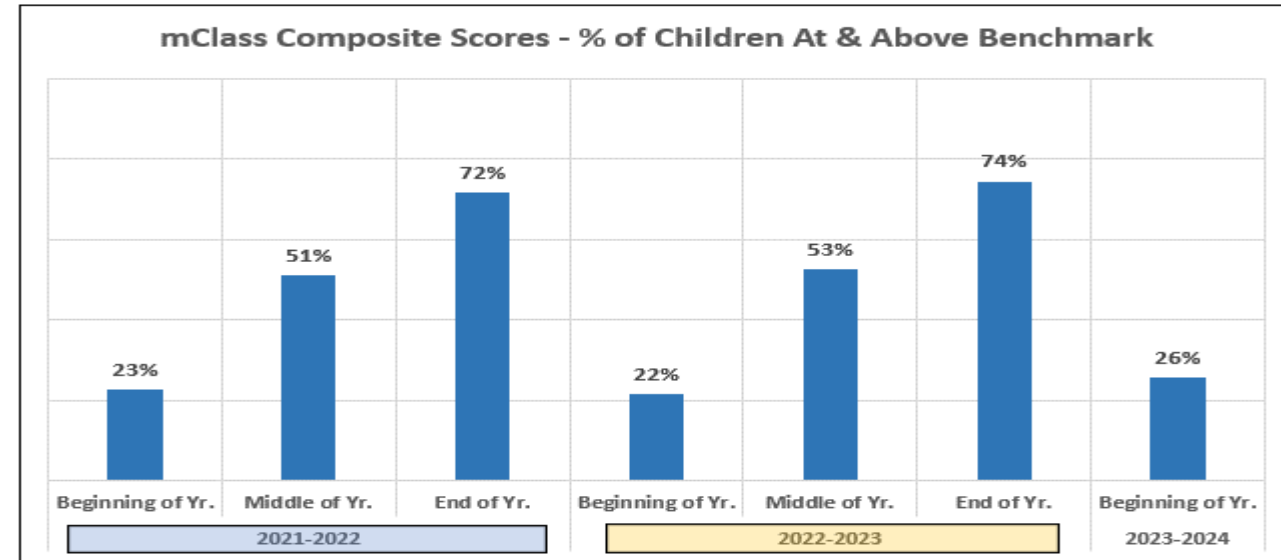
mClass Overview

- 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 and computer based and is teacher 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
 - The teacher is collecting evidence and documenting observations during the first 60 days of kindergarten to create a snapshot of each child's early learning development
 - 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 with higher-level roll-up categories created for ease of interpretation
- Visuals reflect the % of children in the At & Above Benchmark category
- Very similar trending from year to year with a higher percentage of children the At & Above Benchmark category as the year progresses
- Beginning of year results for both years reflect a 16-point and 10-point difference between children that attended Pre-K to those that didn't
- End of year results reflect a 13-point difference in the percentage of children At & Above Benchmark compared to children that attended Pre-K to those that didn't
- Will be able to compare year over year results for children attending Pre-K at the end of this school year

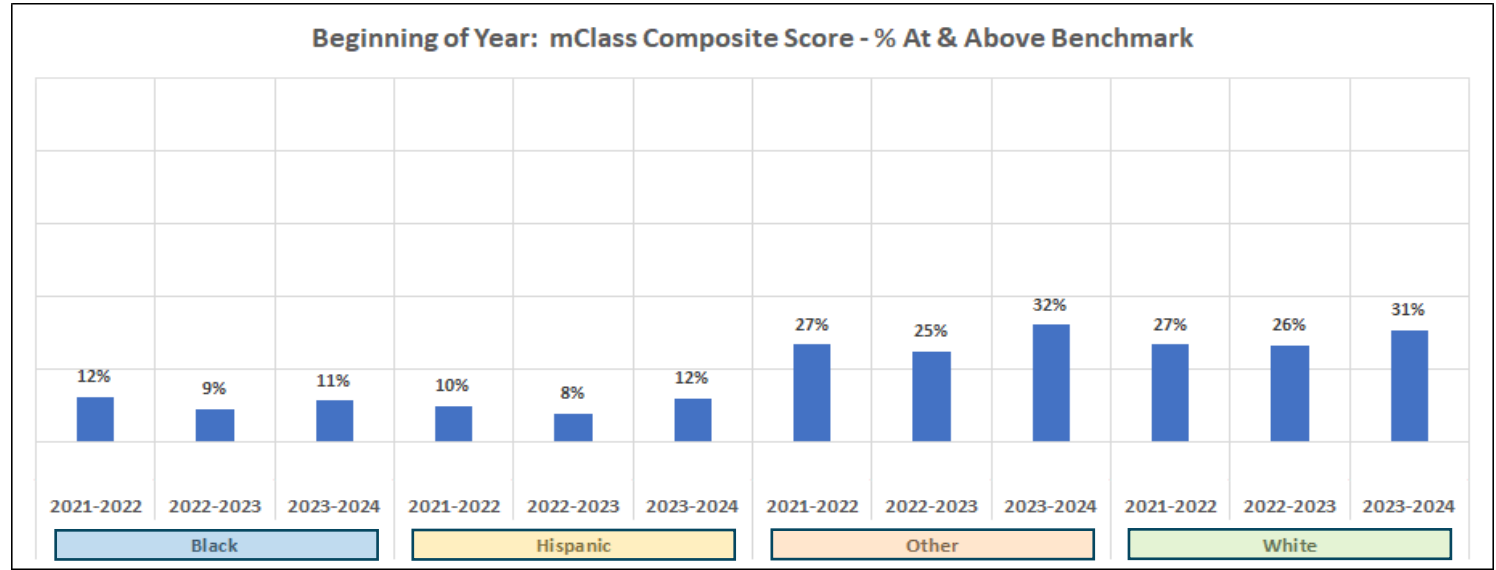


mClass Results – Year Over Year

- Values reflect the percentage of children in the At & Above Benchmark composite category

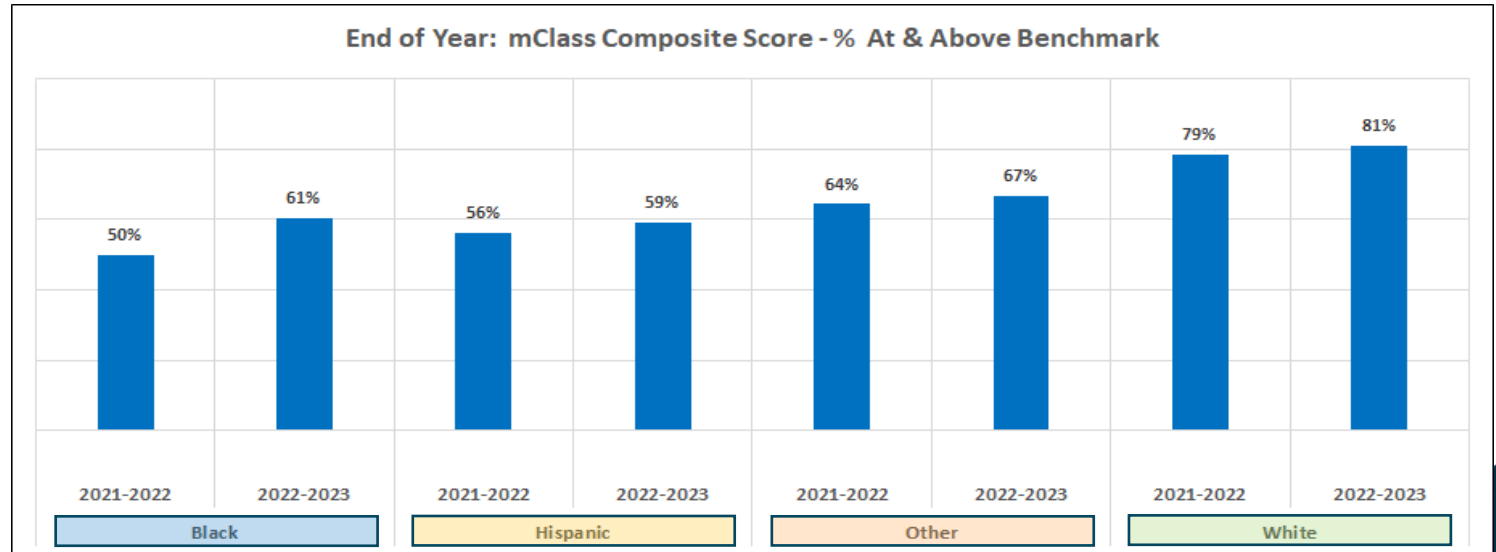
Beginning of Year (top chart)

- Values for Black and Hispanic children in are at parity as are Children in the Other and White categories
- Values for children in the Other and White categories are approximately 3X those of Black and Hispanic children
- Children in the Other race category are showing the largest increase (5-point) between 2021-22 & 2023-24
- Black children are showing a 1-point decrease between 2021-22 & 2023-24



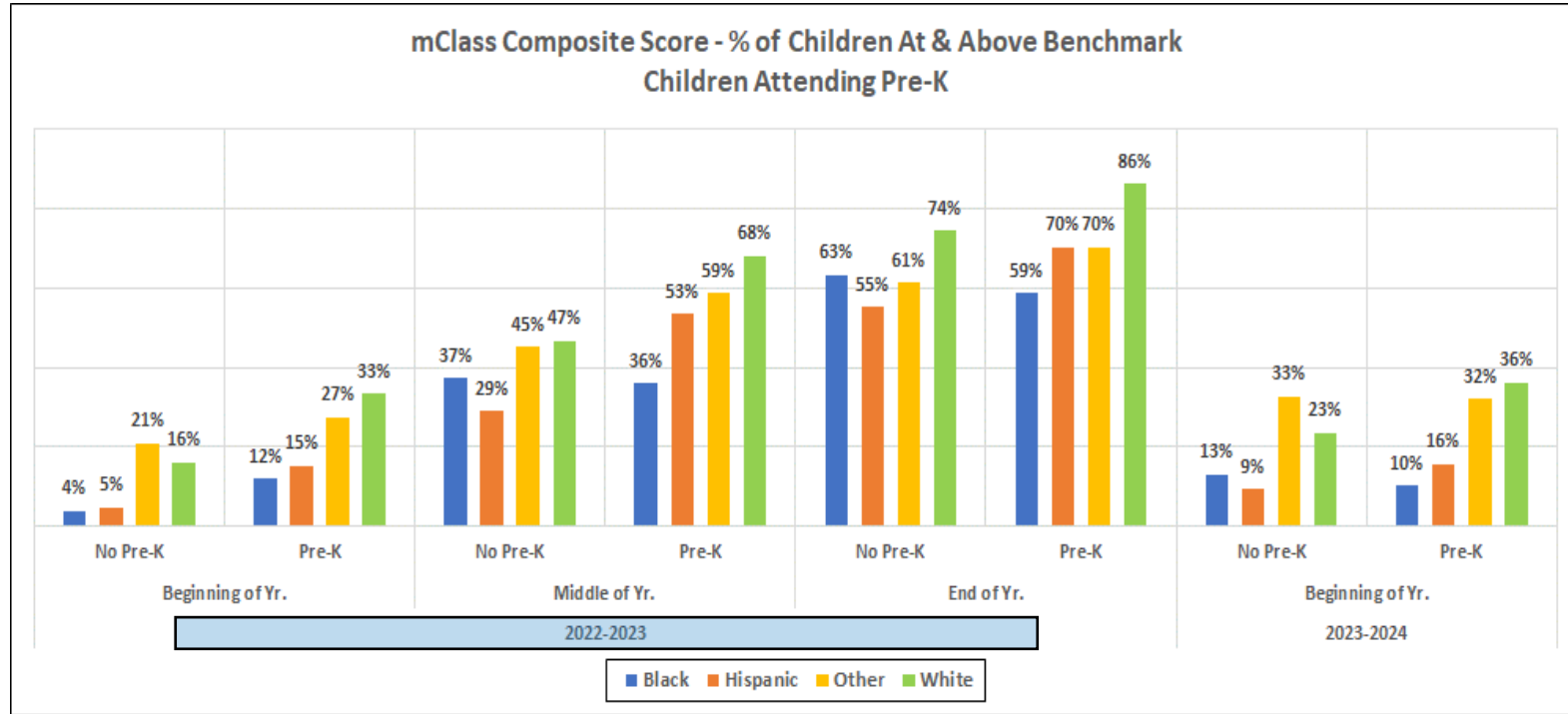
End of Year (bottom chart)

- Black children are showing the largest increase (11 points) between 2021-22 & 2022-23 in the percentage of children in the At & Above Benchmark category
- Black and Hispanic children are showing the lowest percentage of children in the At & Above Benchmark category for both years
- Children in the Other race category are showing a small increase between years in the percentage of the At & Above Benchmark category
- White children have the highest percentage of children in the At & Above Benchmark category with values consistent year to year



mClass Results by Race by Pre-K Attendance

- Values reflect the percentage of children in the At & Above Benchmark composite category
- All race categories follow the linear trend of children becoming more proficient as the year progresses – higher percentages at the end of the year
- For the end of year period,
 - Hispanic children are showing the largest delta (15 points) between the percentage of children attending Pre-K compared to those that didn't
 - Black children attending Pre-K have a lower percentage (59% vs. 63%) in the At & Above Benchmark composite category compared to those that didn't
- Across the periods, white children attending Pre-K are showing the highest percentages in the At & Above Benchmark category (green vertical bars)
- Beginning of year values in 2022-23 show a clear difference in results for children attending Pre-K with very different results in 2023-24 particularly for Black children and those in the Other race category



Questions?

