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
% 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

- 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
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).
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
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
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
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
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%
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
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