



Public Schools of North Carolina

Read to Achieve Data State Level Summary

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Read to Achieve Data State Level Summary



Third grade students demonstrating and not demonstrating proficiency, students who pass each alternative, students retained, students exempt from retention



First and second grade students not demonstrating proficiency, students at each grade level eligible for priority enrollment in reading camp and number/percentage of those who attend



Reading interventions provided to students retained, first and second grade reading camp attendance



License area, years of experience, grade level, bonus of teachers providing instruction at reading camp and grade level of the bonus



First, second, and third grade students who did not demonstrate proficiency upon entering reading camp and became proficient after reading camp



Charter school students demonstrating and not demonstrating proficiency, students who do not return following year, students who pass each alternative, students retained, students exempt from retention



**State of North Carolina
2018-19
Read to Achieve Grade 3 End-of-Year (EOY) Results**

G.S. §115C-83.10 requires “each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:”

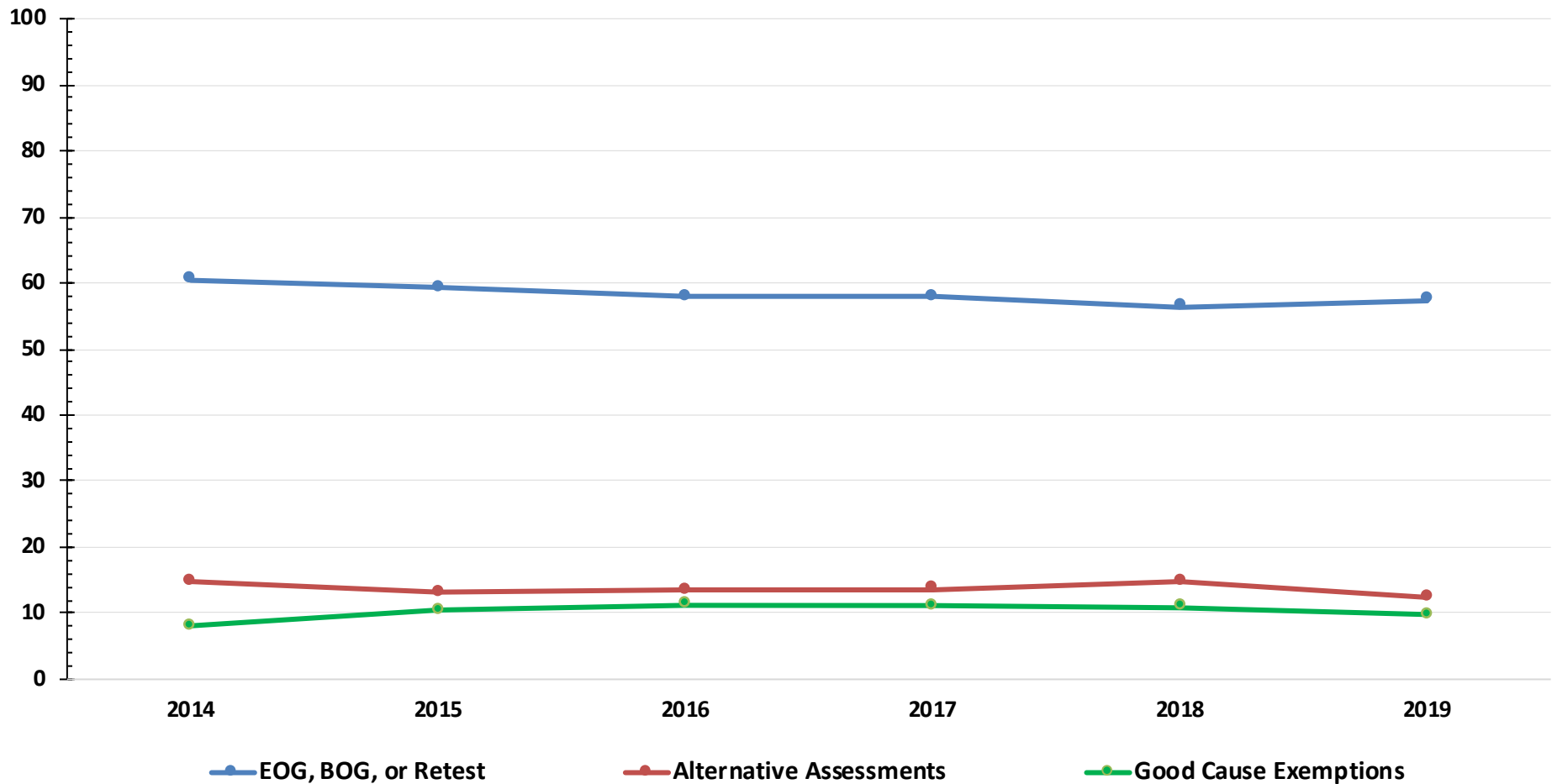
		Number of Students	Percentage of Students
The denominator for calculating the required percentages for rows 1–2 is all students in membership at grade 3 for the first day of spring testing. The denominator for the State of North Carolina is 117,662.			
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) English Language Arts (ELA)/Reading Test, the End-of-Grade (EOG) ELA/Reading Test, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	67,449	57.3
2	Did <u>not</u> demonstrate reading proficiency on the BOG3 ELA/Reading Test, the EOG ELA/Reading Test, or the EOG ELA/Reading Retest	50,173	42.7
The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. Denominator for each category in row 3 is row 2.			
3	a. Students who took and passed an alternative assessment approved by the SBE (i.e., <u>mClass/Text Reading and Comprehension [TRC]</u> , Read to Achieve Test, or locally determined SBE-approved alternative assessment).	14,550	29.0
	b. English Learner students with less than two (2) school years of instruction in an English as a Second Language [ESL] program.	1,309	2.6
	c. Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two (2) school-year delay in educational <u>performance</u> , or have received intensive reading interventions for at least two (2) school years.	7,843	15.6
	d. Students who have been previously retained more than once in kindergarten, first, second, or third grades.	137	0.3
	e. Students who demonstrated reading proficiency appropriate for third-grade students through a reading portfolio.	2,255	4.5



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		Number of Students	Percentage of Students
The denominator for calculating the required percentages for rows 4 and 6 are all students in membership at grade 3 for the first day of spring testing. The denominator for the State of North Carolina is 117,662.			
4	The number and percent of students eligible for priority enrollment in Reading Camp. This number equals row 2 minus the total of rows 3a through 3e.	24,079	20.5
The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4.			
5	The number and percentage of students eligible for priority enrollment who attended Reading Camp.	11,635	48.3
6	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: [1] retained in a third-grade class, [2] placed in a 3/4 transitional class with a retained label, or [3] placed in a <u>fourth-grade</u> accelerated class with a retained reading label.	20,800	17.7
7	Charter Schools Only: Charter schools must indicate the number and percentage of retained students recorded in number 6 who do not return to the charter school for the upcoming school year.	102	6.5

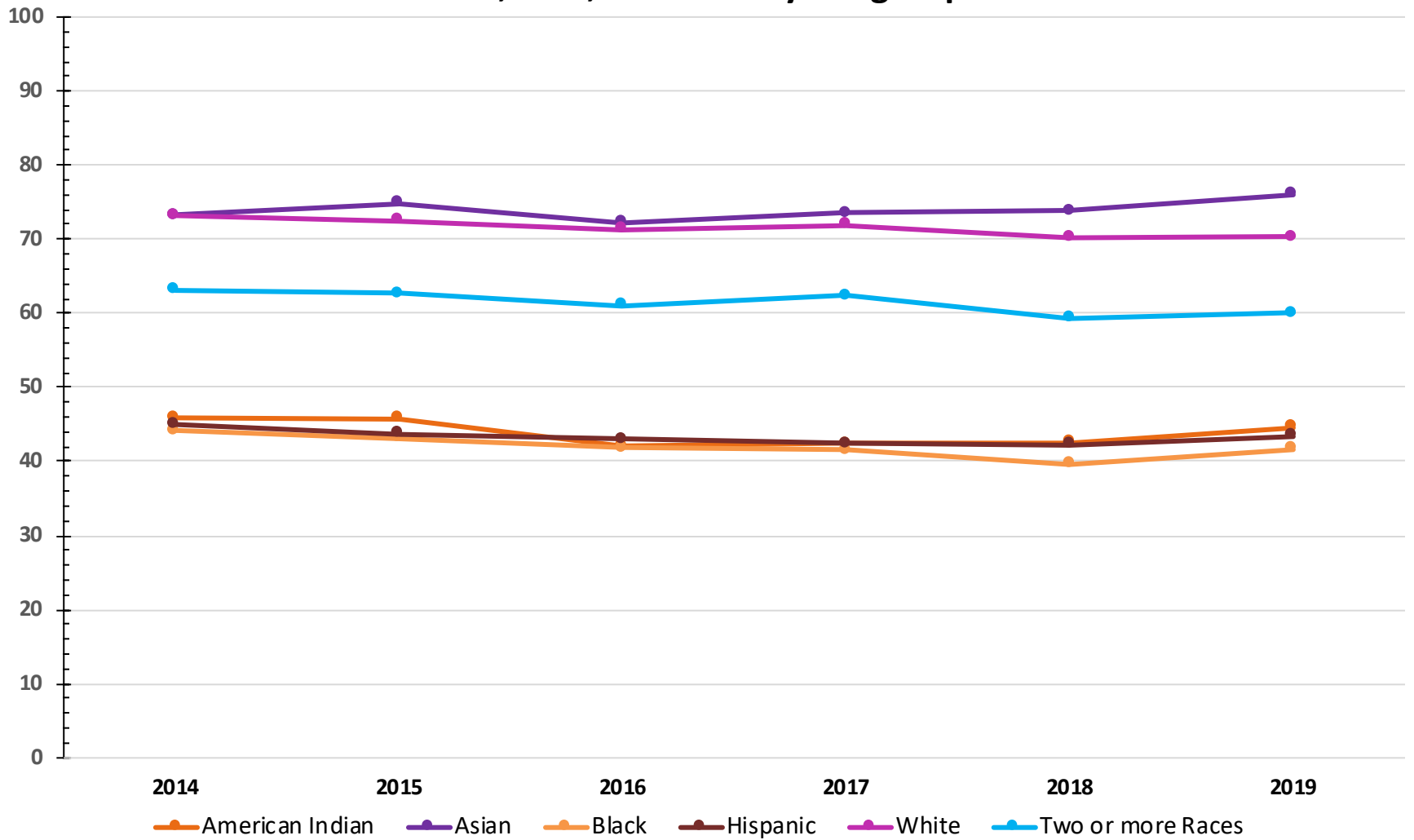


Percentage of Students in NC Demonstrating Proficiency in Reading for Each Pathway over 6 Years



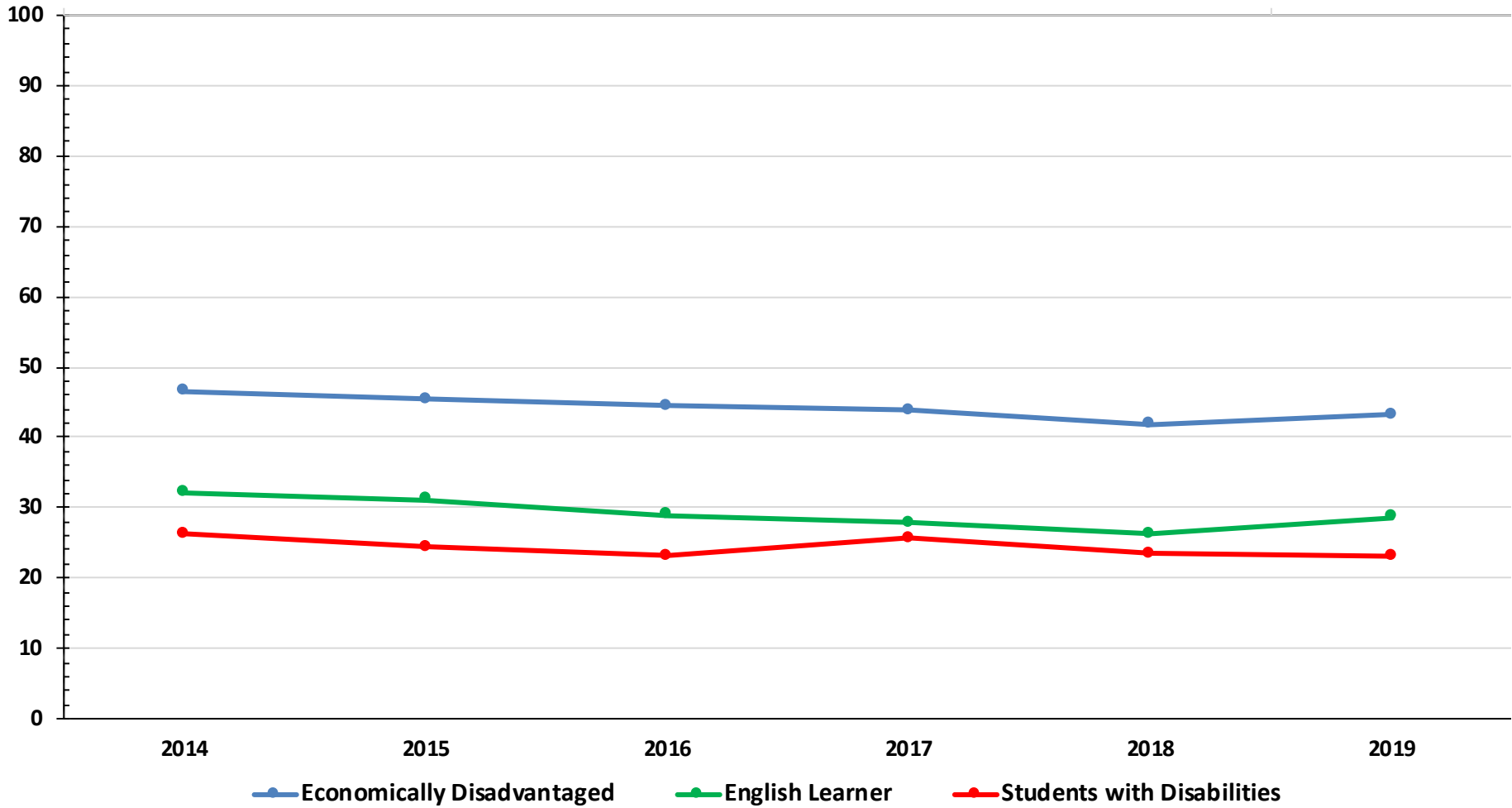
	2014	2015	2016	2017	2018	2019
EOG, BOG, or Retest	60.4	59.3	57.9	57.9	56.3	57.3
Alternative Assessments	14.8	13.2	13.4	13.7	14.8	12.4
Good Cause Exemptions	8.1	10.4	11.2	11	10.9	9.8

BOG, EOG, or Retest by Subgroup



	2014	2015	2016	2017	2018	2019
American Indian	45.9	45.8	42.1	42.4	42.5	44.6
Asian	73.2	74.9	72.2	73.5	73.8	76
Black	44.2	43.1	41.9	41.5	39.6	41.7
Hispanic	45	43.7	43	42.4	42.2	43.4
White	73.2	72.5	71.3	71.9	70.2	70.3
Two or more Races	63.1	62.6	61	62.4	59.3	60

BOG, EOG, and Retest by Subgroup



	2014	2015	2016	2017	2018	2019
Economically Disadvantaged	46.5	45.4	44.4	43.8	41.8	43.2
English Learner	32.1	31.1	28.9	27.8	26.3	28.6
Students with Disabilities	26.3	24.4	23.2	25.7	23.4	23.1

Statewide Reading Camp Data 2019

(As of 17th October 2019)

School Year	Students Meeting Priority Enrollment in Third Grade Reading Camp	Students Attending Third Grade Reading camp	Number of Students Proficient after Attending Reading Camp
2019	24,079	11,635 (48.3% of students with priority enrollment)	3,279 (28.2 % of those attending camp)

A change in reporting was made in 2018-19 to reflect priority enrollment in third grade reading camp. Priority enrollment is for third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8. A new chart has been created to delineate the change in reporting.

Statewide Reading Camp Data 2018

School Year	Students Invited to Third Grade Reading Camp	Students Attending Third Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2018	30,904	13,489 (43.6% of invited students)	3,228 (23.9% of those attending camp)

A change in reporting was made in 2017-18 to include some good cause exemptions in the eligible for reading camp numbers. Good cause exemptions now included are: Students with Disabilities, English Learners and students who have been previously retained. Due to this change, a new chart has been created to delineate the change in reporting.

Statewide Reading Camp Data 2014 – 2017

School Year	Students Eligible for Third Grade Reading Camp after Good Cause Exemptions	Students Attending Third Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2017	21,428	12,640 (59.0% of eligible students)	3,701 (29.3% of those attending camp)
2016	21,410	12,703 (59.3% of eligible students)	3,816 (30.0% of those attending camp)
2015	20,240	12,586 (62.2% of eligible students)	4,151 (33.0% of those attending camp)
2014	18,373	12,827 (69.8% of eligible students)	3,426 (26.7% of those attending camp)



**Second Grade
Reading Camp Data 2019**

Students in Second Grade Demonstrating Reading Comprehension	Students Meeting Priority Enrollment in Second Grade Reading Camp	Students Attending Second Grade Reading Camp	Number of Students Proficient after Attending Second Grade Reading Camp
85,917 (78.1%)	24,117 (21.9%)	6,783 (28.1% of students with priority enrollment)	1,449 (21.4% of those attending camp)

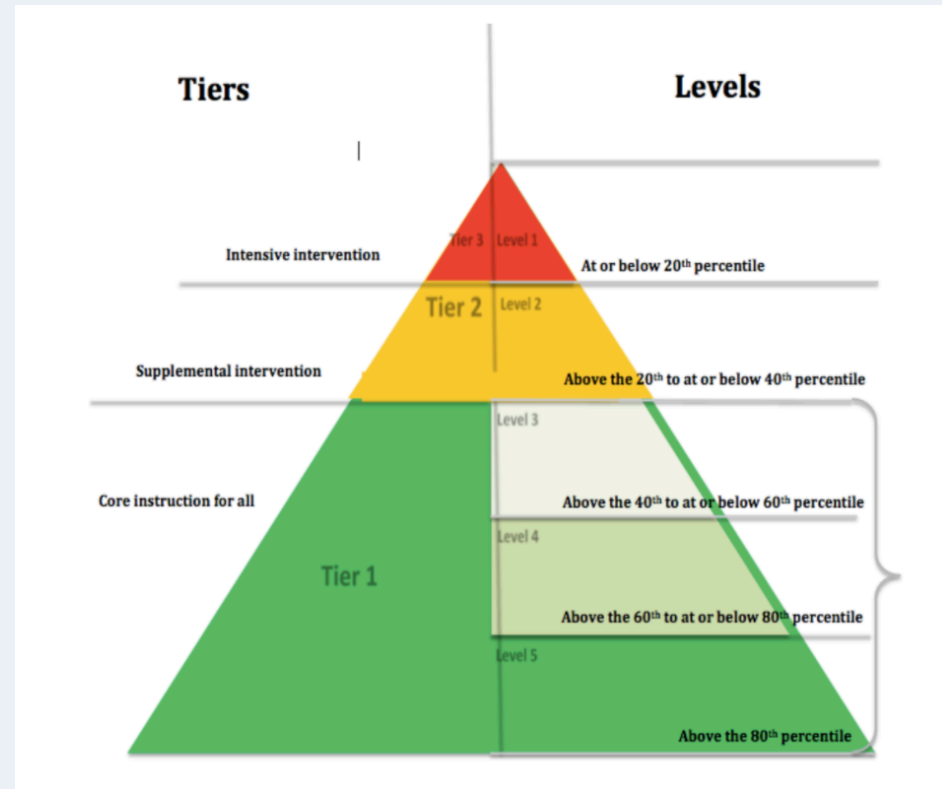
**First Grade
Reading Camp Data 2019**

Students in First Grade Demonstrating Reading Comprehension	Students Meeting Priority Enrollment in First Grade Reading Camp	Students Attending First Grade Reading Camp	Number of Students Proficient after Attending First Grade Reading Camp
78,006 (71.1%)	31,731 (28.9%)	9,753 (30.7% of students with priority enrollment)	783 (8% of those attending camp)



District Support for Reading Camps

- Currently, data are showing an increase in students who will qualify for priority enrollment in reading camp for the 2019-2020 school year based on current threshold for proficiency (70th percentile)
- Good news: Levels offer the opportunity to show granularity in data in relation to the level of risk, with each level indicating a degree of risk
- Focus on the highest priority



District Support for Reading Camps

- Developed Reading Camp Repository
- Spotlight districts using effective instruction
- Developed a process to collect a Reading Camp Overview from each district in order to provide an opportunity for feedback during the planning process for Reading Camp
 - Send to RtA contacts in districts/ charters beginning of February
 - Districts have opportunity to submit for review until the end of March
 - Provide feedback by the end of April (or as soon as received)
- Creating partnerships to provide options for students
- Developing streamlined approach to data collection and analysis
- Exploring possibilities for providing flexibility in funding for reading camps that would also allow support for students during the school year



Reading Camp Planning Rubric

Refer to this rubric when planning reading camp. Reading camps should strive for level 3 or 4 rating.

	4	3	2	1
A. Total Instructional Time:	>90 hours	72-90 hours	61-71 hours	60 or < hours
B. Core Reading Program (CRP) and Standards Alignment:	CRP is aligned to NCSCoS	CRP is aligned to NCSCoS	CRP is somewhat aligned to NCSCoS	No specific core program identified.
C. Core Reading Program (CRP) and Five Components of Reading:	CRP includes instruction focused on the 5 essential reading components	CRP includes instruction focused on the 5 essential reading components	CRP includes instruction focused on 4 or less essential reading components	No specific core program identified.
i) Phonological and Phonemic Awareness*:	Phonological and phonemic awareness are incorporated into reading instruction in a systematic and cumulative manner	Phonological and phonemic awareness are incorporated into reading instruction in a systematic manner	Phonological and phonemic awareness are taught in isolation	Component are absent from the instruction
ii) Phonics*:	Phonics instruction is explicit and systematic including lessons on word structure and origins in addition to the relationship between letters and sounds	Phonics instruction is explicit and somewhat includes lessons on word structure and origins in addition to the relationship between letters and sounds	Phonics instruction minimally includes lessons on word structure and origins in addition to the relationship between letters and sounds	Component is absent from the instruction
iii) Fluency*:	Fluency instruction includes developing foundational skills (such as word recognition) and text reading by using direct evidence-based methods	Fluency is only built into text reading, using direct evidence-based methods such as repeated readings of the same text	Fluency is built into text reading	Component is absent from the instruction
iv) Vocabulary*:	Vocabulary is incorporated using evidence-based strategies and a wide range of text that spans across several genres with the intention to equip students with the ability to develop meaning in textual context	Vocabulary is somewhat incorporated using evidence-based strategies and a wide range of text that spans across several genres with the intention to equip students with the ability to develop meaning in textual context	Vocabulary is presented in isolation without a focus on application to developing meaning in context	Component is absent from the instruction
v) Comprehension*:	All of the reading comprehension instruction is grounded in teaching students how to construct meaning from the text about the topic or theme	Most of the reading comprehension instruction is grounded in teaching students how to construct meaning from the text about the topic or theme	Some of the reading comprehension instruction is grounded in teaching students how to construct meaning from the text about the topic or theme	None of the reading comprehension instruction is grounded in teaching students how to construct meaning from the text about the topic or theme
D. Supplementary Reading Program (SRP):	SRP is researched based and includes systematic focus on all 5 Components of Reading	SRP is researched based and includes systematic focus on 3 or 4 of the 5 essential Components of Reading	SRP is researched based and includes systematic focus on 1 or 2 of the 5 essential Components of Reading	The identified SRP is not research based OR SRP is not identified
E. Assessment Structure:	The assessment plan contains: <ul style="list-style-type: none"> • Assessments that meet psychometric standards • Diagnostic(s) that inform for 5 or 4 of the 5 Components of Reading • Quantitative or qualitative measures from specific PM assessments 	The assessment plan contains: <ul style="list-style-type: none"> • Assessments that meet psychometric standards • Diagnostic(s) that inform for 1 or 2 of the major reading components • Quantitative or qualitative measures from specific PM assessments 	The assessment plan contains: <ul style="list-style-type: none"> • An assessment plan that does not meet psychometric standards • Either a diagnostic(s), a PM assessment, or both 	No specific assessment plan identified.

*Adapted from "Whole-Language High Jinks: How to Tell When 'Scientifically-Based Reading Instruction' Isn't" by Louisa Moats.

Partnerships for Reading Camp

Duke Endowment Summer Literacy Program (SLP)

- Six-weeks / Six hours each day
 - Three hours of focused literacy instruction
 - Three hours of enrichment activities
- Teacher/student ratio 6:1
- Offers wrap around services
 - Daily breakfast, lunch, and snacks for students
 - Transportation provided
 - Early drop off / late pick up
 - Family dinner each week
- Parent workshop once a week



Read to Achieve Grade 3 End-of-Year Results

