2021-22 Read to Achieve Implementation Guide

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

RTA Implementation Guide Timeline

NORTH CAROLINA
Read to Achieve
Implementation Guide

October, 2021

READ ★ LEAD ★ SUCCEED
NORTH CAROLINA

North Carolina Department of
PUBLIC INSTRUCTION

RtA Implementation Guide Timeline for SBE Meetings

October SBE Meeting	Section 5 and 6: • Literacy Instruction • Literacy Intervention • IRP Checklist Section 8: • Digital Children's Initiative Website Section 9: • EC Assessment Guidance Document • RtA Alternative Assessment Section 10 • Data Template • RtA Data Reporting Section 12 • Appendices

Section 5: Literacy Curriculum and Instruction Aligned to RtA

❏ Literacy Instruction Standards (LIS)

Section 5: LIS Process

- PreK-12 continuum of literacy instruction standards
  - Office of Early Learning led PreK
  - Division of Academic Standards led K-12
- Key Partner: Dr. Miranda Fitzgerald of UNC-Charlotte
- Grade bands:
  - PreK
  - K-2
  - 3-5
  - 6-12
- Research
  - Identified and studied meta-analyses
  - Searched high-quality empirical journals
  - Created an annotated bibliography
  - Identified trends
  - Cross-walked multiple reliable sources (e.g., IES Guides, UNC Literacy Framework, LETRS, NCSCOS)
- Vertical Articulation
  - Ensured alignment, in accordance with research

Section 5: Literacy Instruction Standards

	PreK	K-2	3-5	6-12
comprehension: discussion and writing	Intentional opportunities for students to construct meaning through interactive read-aloud routines	Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within and across texts before, during, and after interactive read-alouds	Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within and across texts	Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within disciplines

Section 5: Next Steps

- Elicit feedback and revise, as needed
- Develop **best practices** and preface, by grade band
- Create model plan, as well as non-example (by June 2022)
- Create form for LEAs to submit curriculum and instruction explanations
- Provide Professional Development
  - Spring 2022 – District Leaders
  - Fall 2022 / Spring 2023 – District Leaders, Administrators, Teachers
- Develop additional Resources
  - TBD

Section 6: Literacy Interventions and Individual Reading Plans

❏ Literacy Intervention Plans
❏ Individual Reading Plans

Section 6: Literacy Interventions and Individual Reading Plans

Literacy Intervention Plan

- Documents LEA Literacy Interventions

- Includes MTSS interventions

- Includes Reading Camp

Individual Reading Plans

- Documents the Literacy Interventions for individual students

- Includes goal setting and progress monitoring

Section 6: Literacy Interventions and Individual Reading Plans

Individual Reading Plans (IRP)

IRPs Include	Support from DPI
☐ The Science of Reading–based instructional programming the teacher will implement.	☐ Provide IRP Documentation Template aligned to MTSS
☐ The specific reading skill deficiencies identified by assessment data.	☐ Provide IRP checklist
☐ The specific additional literacy interventions the student will receive.	☐ Provide IRP model
☐ Goals and benchmarks for growth.	☐ Align IRP to existing MTSS intervention documentation, and provide alternative IRP document aligned with MTSS
☐ The means by which progress will be monitored and evaluated.	☐ Provide resources teachers can recommend to parents for students
☐ Any additional services the teacher deems appropriate.	

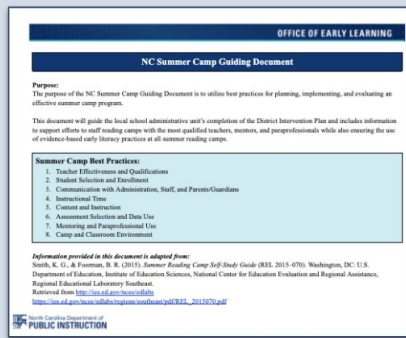# Section 6: Literacy Interventions and Individual Reading Plans

Professional Development & Technical Assistance

→ Support to district leaders beginning Fall 2021 - Collaboration between OEL & IABS
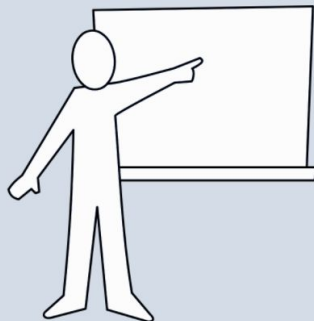
Guidance documents:

→ Literacy Intervention
→ Reading Camp
→ Individual Reading Plan

Templates

→ Literacy Intervention Plan (includes Reading Camps)
→ Individual Reading Plan

Section 8: Digital Children's Reading Initiative

Section 8: Digital Children's Reading Initiative

Section 9: Assessments

- ❏ EC Guidelines
- ❏ Alternative Assessment

Section 9: Assessments

- ❏ Analyze passage rates - determine comparative utility
- ❏ Prior to 18-19 process
- ❏ 18-19 (one data point)
- ❏ 19-20 (no data)
- ❏ 20-21 (pandemic/5 vendors)
- ❏ Plan of Action

Section 10: Enhanced Data Collection and Reports

- ❏ Criteria for Local Data Reporting
- ❏ Criteria for State Board of Education Reporting
- ❏ Criteria for Charter School Reporting
- ❏ Data Template

Section 10: Enhanced Data Collection and Reports

Name: Read to Achieve Student Assessment Demographic and Result Data Specification
Version: 3.0
Purpose: Capture all elements needed about assessment administration at the student level
Last Updated: 09/3/2021

Data Element Domains in Document
1) Data Elements: Student level assessment data

Population and element level: Student assessment result and score information

Data Elements: Student level assessment data – one row per assessment and subtest administered

#	Element Name	Size	Type	Description	Example	Logic/Validation
1	School_Year	9	VARCHAR	School year the assessment was given	2019-2020	REQUIRED – CEDS# 000243
2	LEA_Code	3	VARCHAR	This is the 3-digit EDDIE assigned district code	010 298	REQUIRED – CEDS# 001068
3	School_Code	6	VARCHAR	EDDIE assigned 6-digit school code	010453	REQUIRED – CEDS#

Section 12: Appendices

- Appendix A: Amplify mCLASS Assessment
- Appendix B: Sample Parent/Guardian Letters
- Appendix C: Frequently Asked Questions (FAQ)
- Appendix D: NC SBE Kindergarten/Early Childhood (KNEC) Policies

Questions?