Comprehensive Plan for Reading Achievement

Dr. Tara Galloway

K-3 Literacy Director

Dr. Pam Shue

Deputy Superintendent of Early Education

Comprehensive Plan for Reading Achievement

Section One:
Implementation of the Components of Read to Achieve

Section Two:
Evaluation of Read to Achieve

Section Three:
Revisions to the Comprehensive Reading Plan

Section Four:
Recommendations For Legislative Changes

Section One: Implementation of the Components of Read to Achieve

Component One: Comprehensive Plan for Reading Achievement (115C-83.4)

Component Two: Facilitating Early Grade Reading Proficiency (115C-83.6)

Component Three: Elimination of Social Promotion (115C-83.7)

Component Four: Successful Reading Development for Retained Students (115C-83.8)

Component Five: Notification Requirements to Parents and Guardians (115C-83.9)

Component Six: Accountability Measures (115C-83.10)

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Component One: Comprehensive Plan for Reading Achievement (115C-83.4)

- Develop / Implement / Evaluate
- Six major pillars
  - Standards   - Professional Development
  - Assessment   - Leadership
  - Instruction   - Communication and Partnerships
- Evidence-based
- Aligned with reading development
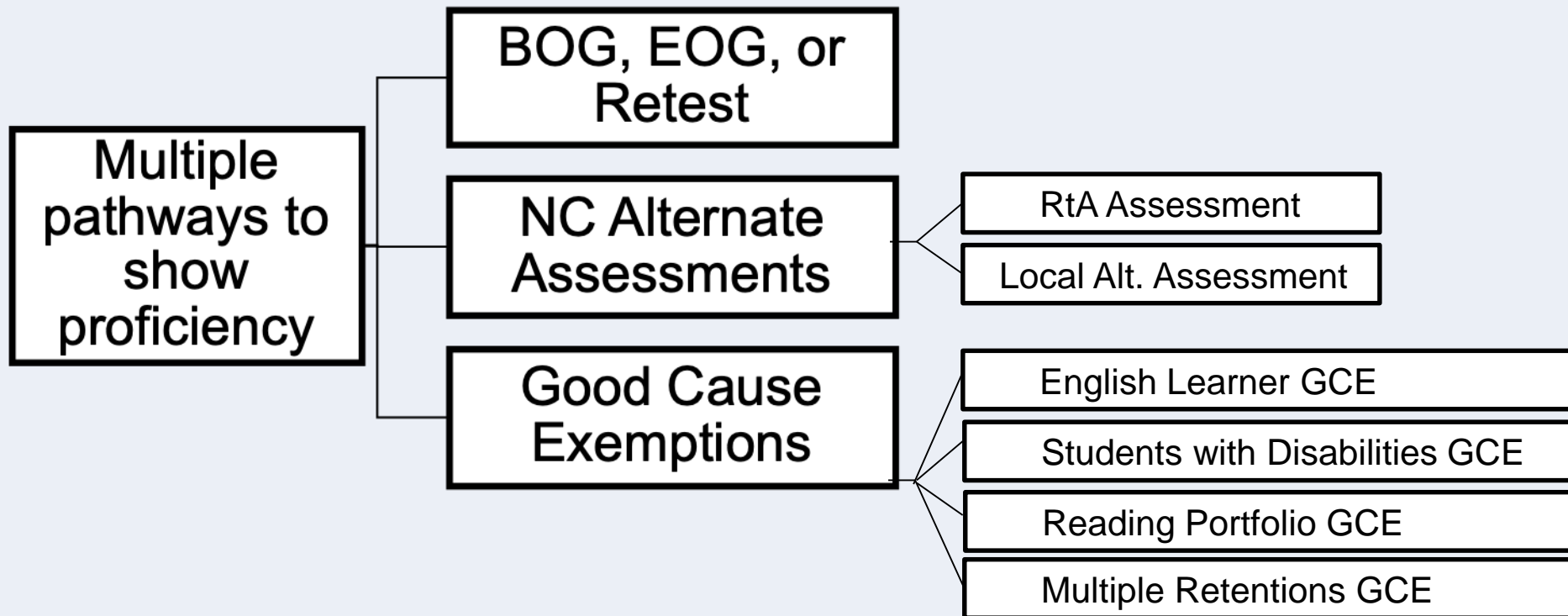- Personalized Learning

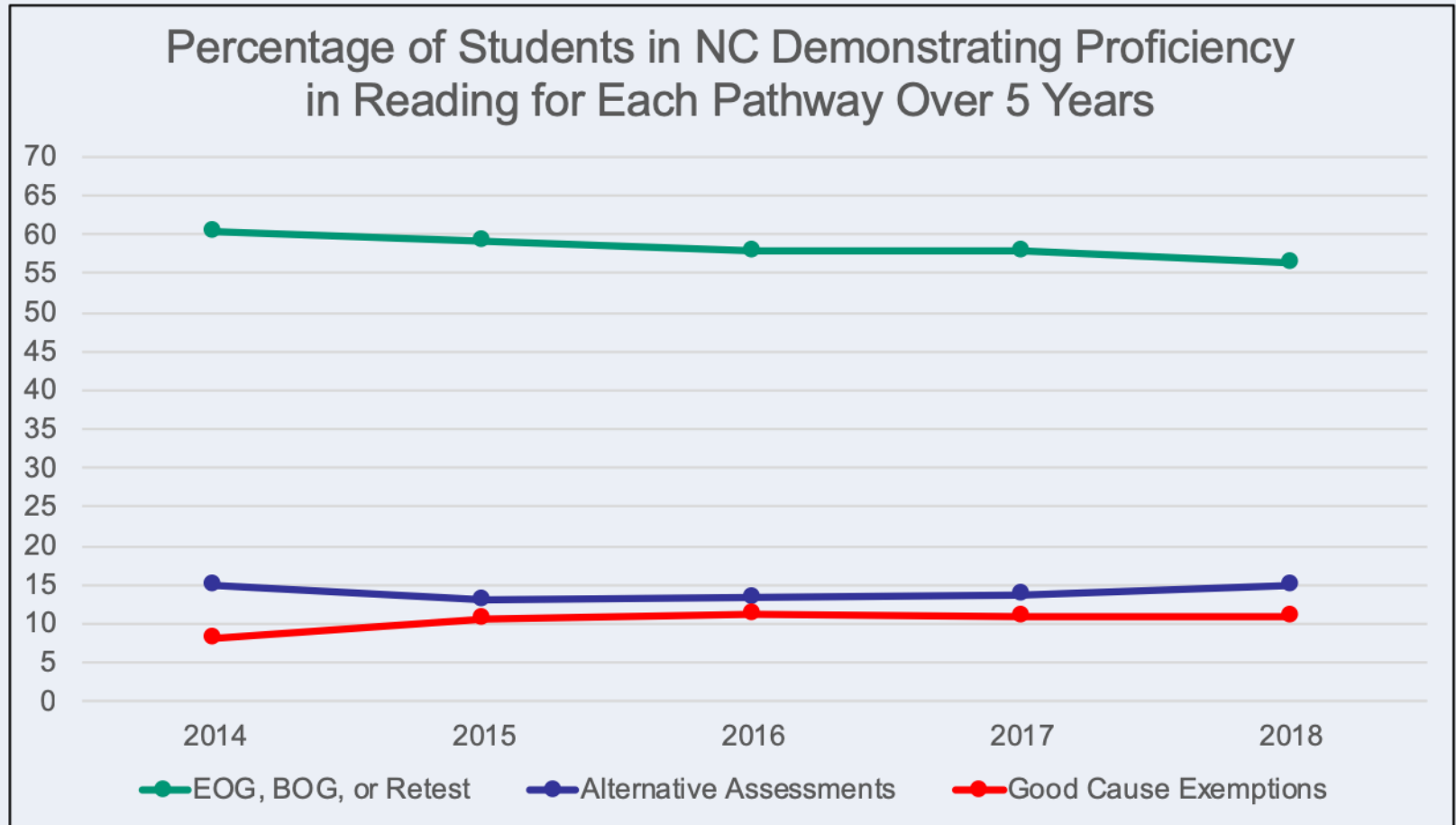# Component Two: Facilitating Early Grade Reading Proficiency (115C-83.6)

- Formative, Diagnostic Assessment

  - Professional development

  - Data informed decisions

  - Fidelity of implementation

- Technology/Personalized Learning

- Parent Connection

- Summer Reading Camp
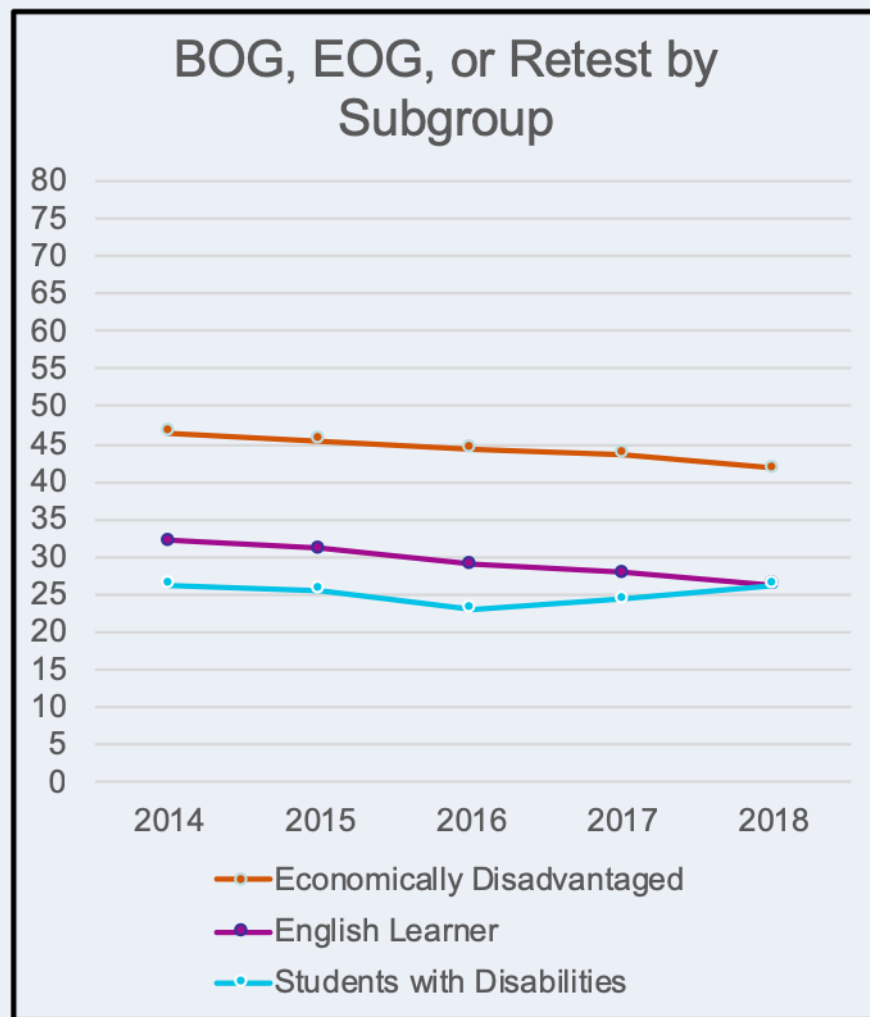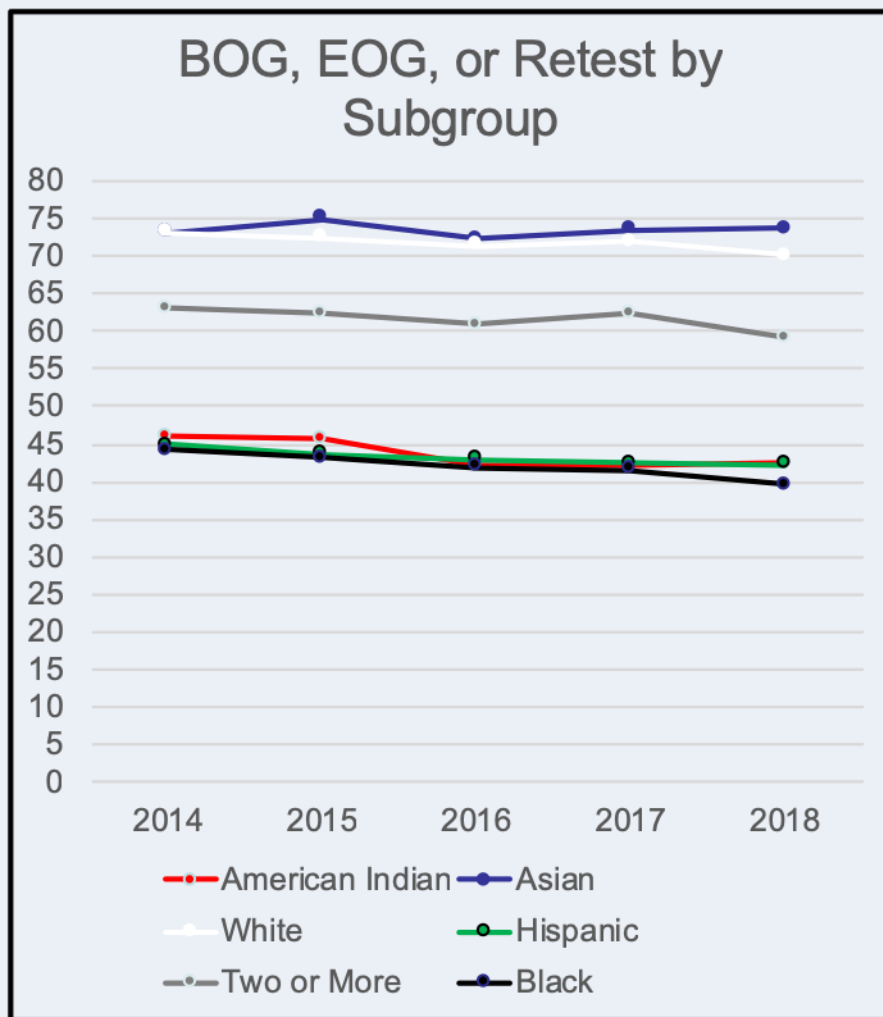
- Wolfpack Works Initiative

Component Three: Elimination of Social Promotion (115C-83.7)

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                              ┌─────────────────────┐
                              │    BOG, EOG, or      │
                              │      Retest          │
                              └─────────────────────┘
┌──────────────┐              ┌─────────────────────┐      ┌──────────────────────┐
│   Multiple   │              │    NC Alternate     │──────│    RtA Assessment    │
│ pathways to  │──────────────│    Assessments      │      └──────────────────────┘
│    show      │              │                     │      ┌──────────────────────┐
│  proficiency │              └─────────────────────┘      │ Local Alt. Assessment│
└──────────────┘                                           └──────────────────────┘
                              ┌─────────────────────┐      ┌──────────────────────┐
                              │    Good Cause       │      │  English Learner GCE │
                              │    Exemptions       │      └──────────────────────┘
                              │                     │      ┌──────────────────────┐
                              └─────────────────────┘      │ Students with        │
                                                           │ Disabilities GCE     │
                                                           └──────────────────────┘
                                                           ┌──────────────────────┐
                                                           │ Reading Portfolio GCE│
                                                           └──────────────────────┘
                                                           ┌──────────────────────┐
                                                           │ Multiple Retentions  │
                                                           │ GCE                  │
                                                           └──────────────────────┘
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Multiple Pathways to Show Proficiency

Percentage of Students in NC Demonstrating Proficiency in Reading for Each Pathway Over 5 Years

BOG, EOG, or Retest

BOG, EOG, or Retest by Subgroup

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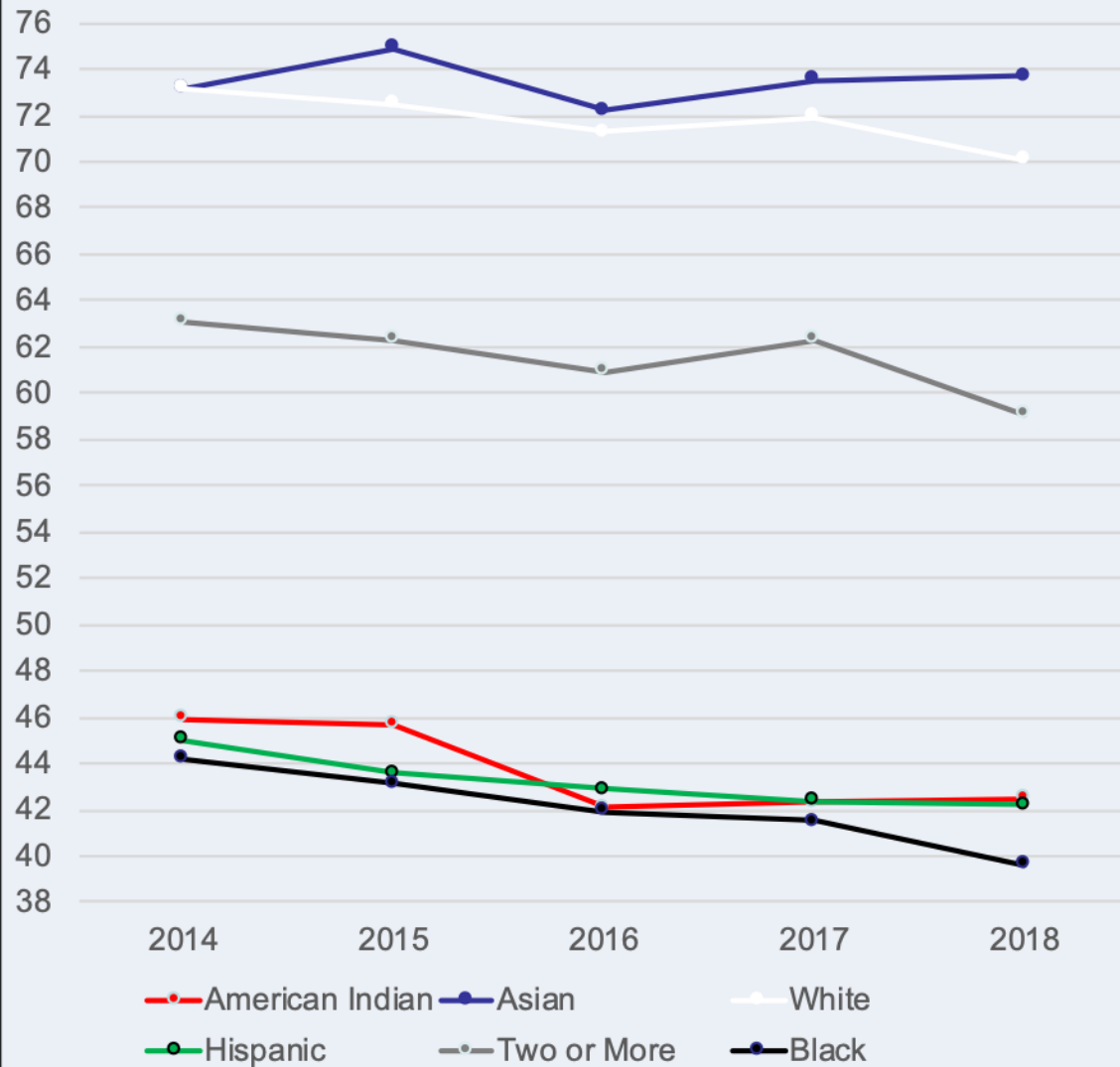
NC Alternate Assessments

Total Alternate Assessments by Subgroup

American Indian — Asian — White — Hispanic — Two or More Races — Black

Total Alternate Assessments by Subgroup

Economically Disadvantaged — English Learner — Students with Disabilities

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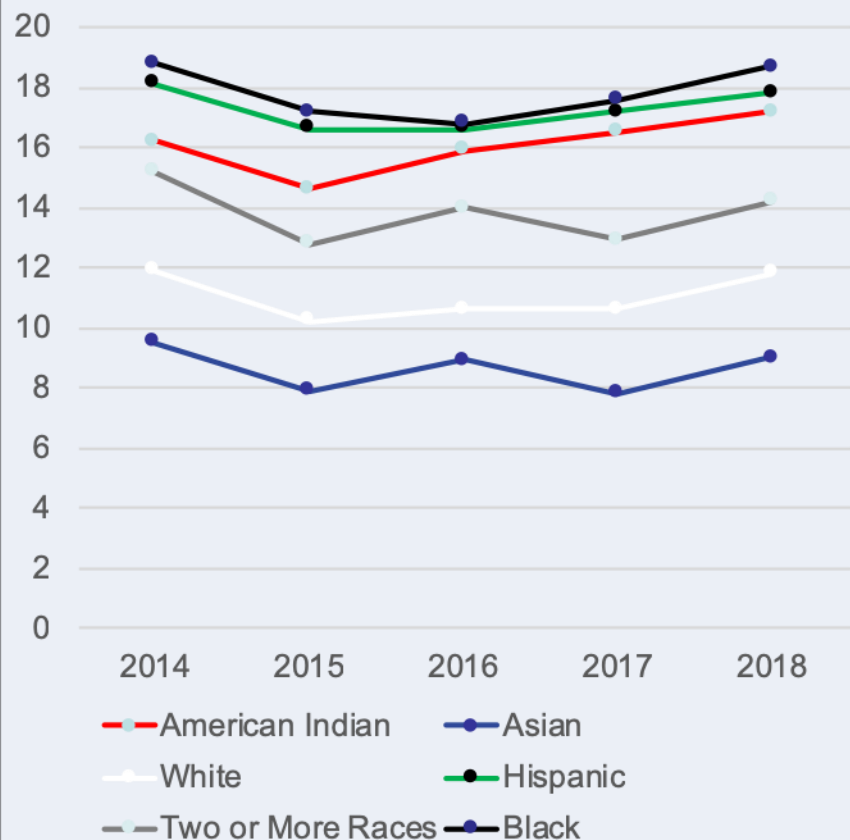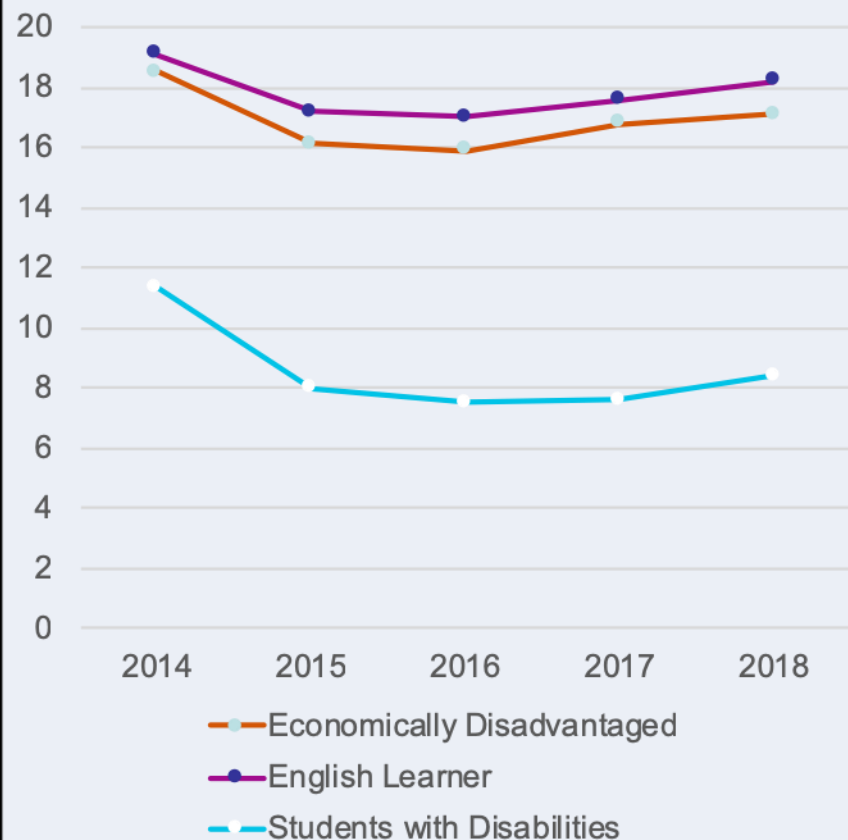
Good Cause Exemptions
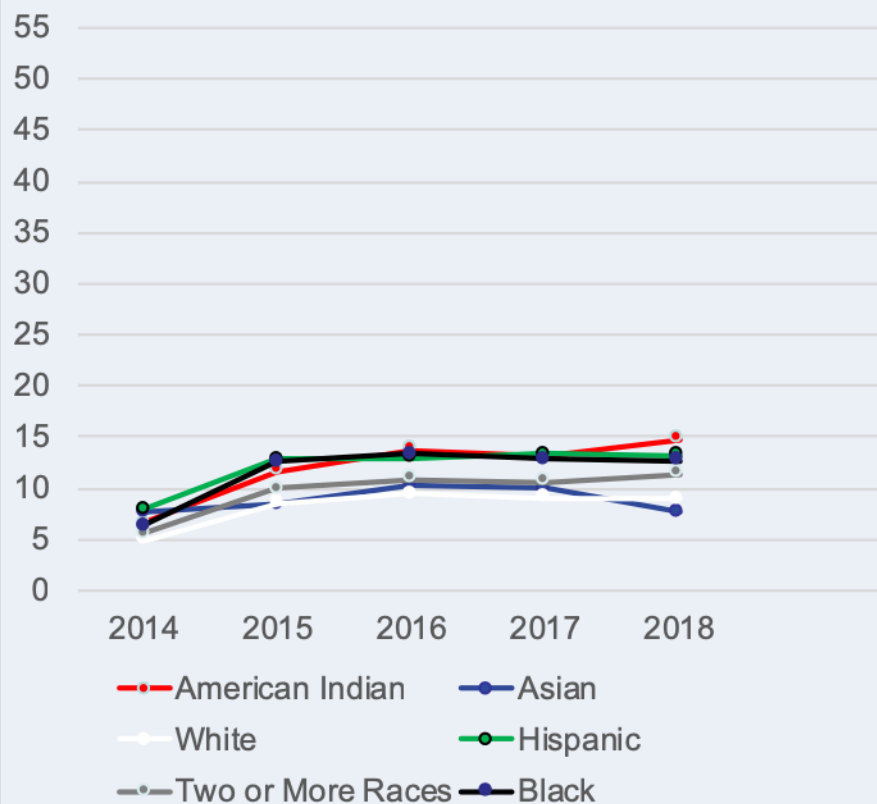
Good Cause Exemptions by Subgroup

Good Cause Exemptions by Subgroup

Public Schools of North Carolina
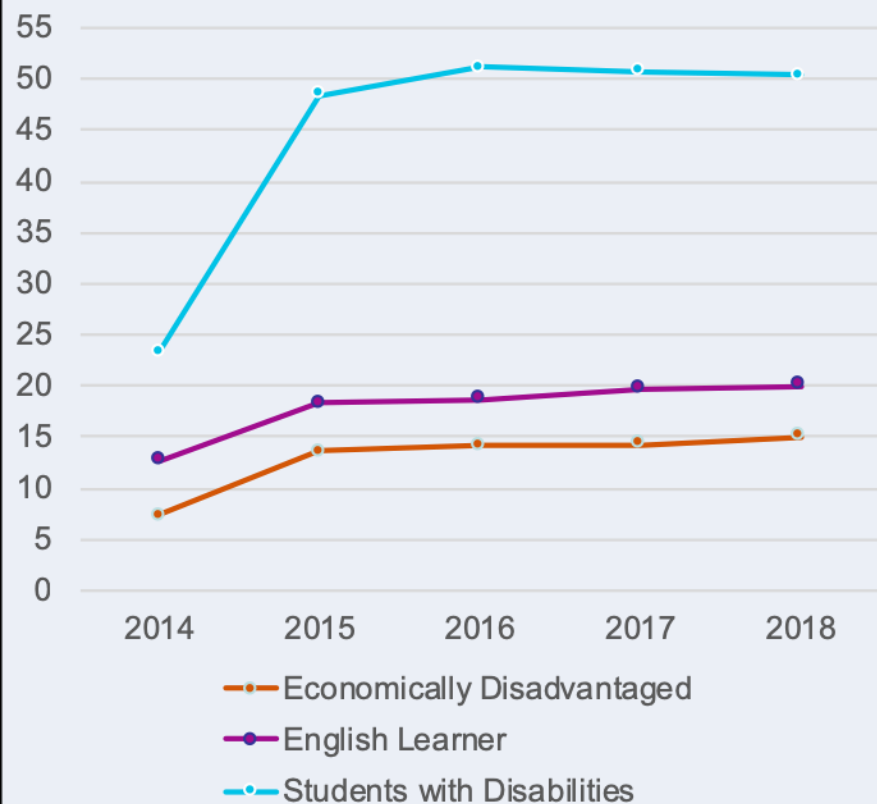
Good Cause Exemptions by Subgroup
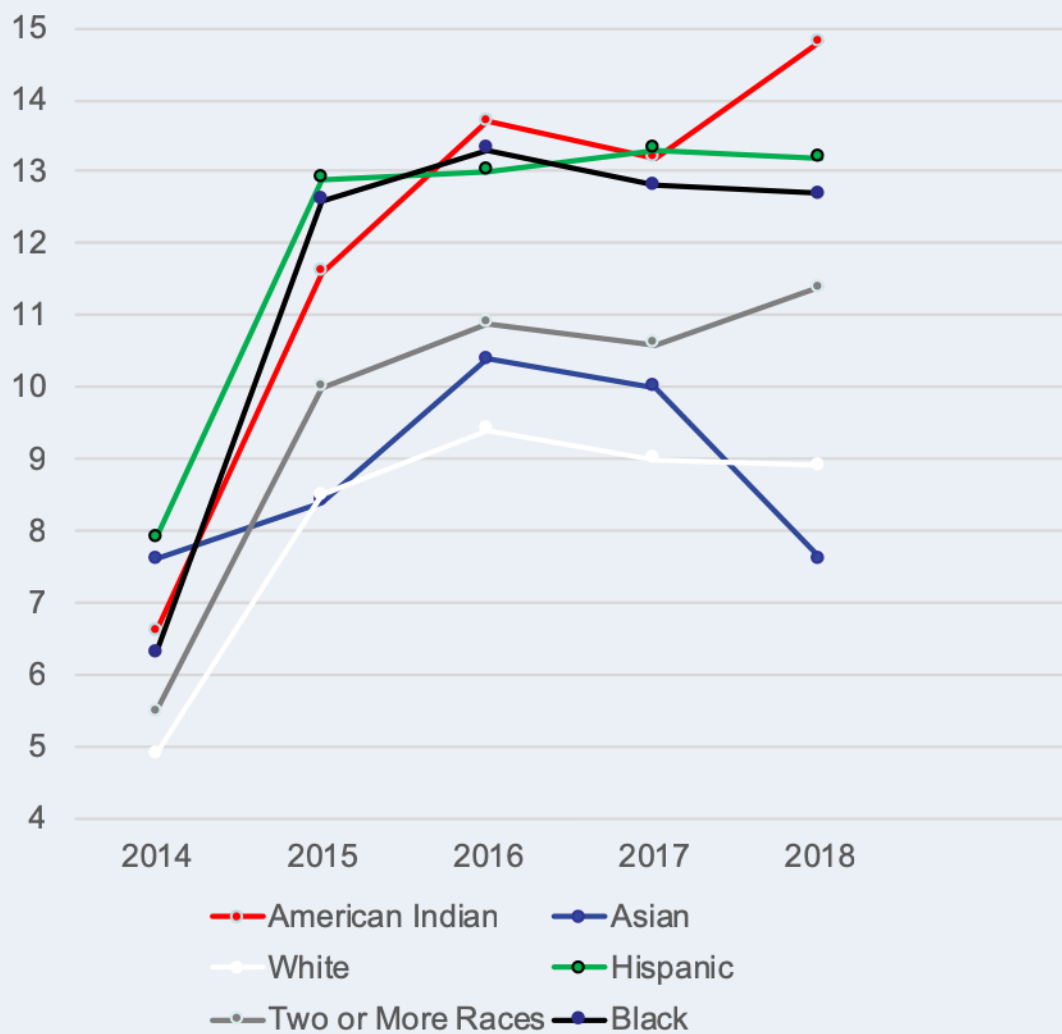
Component Four: Successful Reading Development for Retained Students (115C-83.8)

RtA Alternate

Reading Portfolio
Local Alternate Assessment
4th grade EOG

Twice Retained

Demonstrate proficiency

Evidence-based interventions implemented

Teacher with demonstrated outcomes in reading

3rd or 4th grade accelerated class

3/4 Transition Class

Component Four: Successful Reading Development for Retained Students (115C-83.8)

- Reading Camps
  - LEAs responsible
  - Livebinder
  - Volunteers

- High-quality core literacy instruction
  - 90-minute block
  - Aligned with student needs

Component Five: Notification Requirements to Parents and Guardians (115C-83.9)

- Notification in timely manner
  - Not proficient
  - K, 1st, 2nd, or 3rd grade deficiency
- RtA Guidebook
- Livebinder
- HomeConnect

Component Six: Accountability Measures (115C-83.10)

- Accountability Division
  - Uniform process
  - Uniform template
  - Districts report through electronic system

Section Two: Evaluation of Read to Achieve

NC State 2017–18 Read to Achieve Grade	G.S. §115C-83.10 requires each local board of education to publish annually on a Web site maintained by that local school administrative unit and to report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:		
Note: The denominator for calculating the required percentages for Rows 1, 2, and 3 is all students in membership at grade 3 for the first day of spring testing. For 2017-18 this number is 121,567		**Number of Students**	**Percentage**
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Assessment, the End-of-Grade (EOG) ELA/Reading Assessment, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	68,397	56.3%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest.	53,170	43.7%
3	The number and percentage of students exempt from mandatory retention in third grade for good cause. Students may be counted in this category only once.	13,198	10.9%
The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.			
4	The number and percentage of students who took and passed an alternative assessment approved by the State Board of Education (SBE) (i.e., Read to Achieve Test or locally determined SBE-approved alternative assessment). Students may be counted in the numerator and/or the denominator only once for this category.	17,991	45.0%
The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.			
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards. (For 2017-18, students who are not proficient will be either: [1] retained in a third grade accelerated class, [2] placed in a transition class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.)	18,901	15.5%

Students who met Read to Achieve (RtA) legislation by passing the EOG, BOG or Retest in 2017 and their 4th grade ELA EOG assessment proficiency results in 2018.

Assessment Opportunity	Number of students meeting RtA legislation for this reason in 2017	Number Proficient on Grade 4 ELA EOG	Percent proficient of those that passed in 2017	Number Not Proficient on Grade 4 ELA EOG	Percent Not Proficient of those that passed in 2017
BOG	1,128	788	70.0	340	30.1
EOG	66,231	57,467	86.8	8,764	13.2
Re-test	540	201	37.2	339	62.8

Students who met Read to Achieve legislation by passing an Alternate Assessment in 2017 and their 4th grade ELA EOG assessment proficiency results in 2018.

Assessment Opportunity	Number of students meeting RtA legislation for this reason in 2017	Number Proficient on Grade 4 ELA EOG	Percent proficient of those that passed in 2017	Number Not Proficient on Grade 4 ELA EOG	Percent Not Proficient of those that passed in 2017
Read to Achieve Assessment (direct data)	2,452	1,001	40.8	1,451	59.1
Local Alternate Assessment (reported data)	13,714	4,378	31.9	9,336	68.1

Analysis of Third Grade Students with Retention Flags and Subsequent Performance on the English/Language Arts End-of-Grade Test

If students were given the following retention flag in the specified year after summer school: 'RADM', 'RSTA', 'RACD', 'RATN', 'RT', 'RET'. These flags are found in the following PS table: s_nc_rpt_rpg_detail in the eoss_status field.

At the end of the 2016 summer school session, 1401 third grade students had a retention flag set in PowerSchool:

Of those 1401 students, 1302 had an ELA EOG score in 2017, these are the results of the 2017 ELA EOG:

Grade level at time of 2017 testing	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
		Num	%	Num	%	Num	%	Num	%	Num	%
Grade 3	1079	459	42.5	371	34.4	124	11.5	112	10.4	13	1.2
Grade 4	223	151	67.7	44	19.7	14	6.3	14	6.3	0	0.0

Of those 1401 students, 1266 had an ELA EOG score in 2018, these are the results of the 2018 ELA EOG:

Grade level at time of 2018 testing	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
		Num	%	Num	%	Num	%	Num	%	Num	%
Grade 3	3	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0
Grade 4	1061	532	50.1	263	24.8	123	11.6	139	13.1	4	0.4
Grade 5	202	122	60.4	52	25.7	14	6.9	14	6.9	0	0.0

Section Three: Revisions to the Comprehensive Reading Plan

- Feedback from stakeholders

- Shared with stakeholders
  - K-3 Literacy Regional Consultants
  - Regional meetings
  - Master Literacy Trainings
  - July meeting of Reading Commission

- Additional work to complete in upcoming months to involve literacy leaders within the agency and stakeholders throughout state

Section Four: Recommendations for Legislative Changes

- Legislative changes not pursued at this time

- Recommendations for revisions in implementation to ensure stronger statewide support for K-3 literacy

  ➢ Collaboration with Teacher Preparation Programs
  ➢ Support LEAs with Reading Camp challenges
  ➢ Focus on early interventions, instruction, and parent involvement

Support LEAs with Reading Camp Challenges

Statewide Reading Camp Data 2018

(as of September 14, 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
2014	18,373	12,827 (69.8% of eligible students)	3,426 (26.7% of those attending camp)
2015	20,240	12,586 (62.2% of eligible students)	4,151 (33.0% of those attending camp)
2016	21,410	12,703 (59.3% of eligible students)	3,816 (30.0% of those attending camp)
2017	21,428	12,640 (59.0% of eligible students)	3,701 (29.3% of those attending camp)

Focus on: Early Interventions, Instruction, and Parent Involvement

MCLASS Reading 3D: TRC (Text Reading Comprehension) Grade 1 and Grade 2 2017-2018 End-of-Year Results	Number and Percentage for Each Level of Proficiency		Total Number of Students	Percentage
The number and percentage of first grade students demonstrating reading comprehension at grade level.	Level 3 Proficient 29,055 28%	Level 4 Above Proficient 24,672 24%	53,727	52%
The number and percentage of first grade students not demonstrating reading comprehension at grade level.	Level 1 Far Below Proficient 29,963 29%	Level 2 Below Proficient 19,452 19%	49,415	48%
The number and percentage of second grade students demonstrating reading comprehension at grade level.	Level 3 Proficient 28,902 27%	Level 4 Above Proficient 30,226 29%	59,128	56%
The number and percentage of second grade students not demonstrating reading comprehension at grade level.	Level 1 Far Below Proficient 33,318 32%	Level 2 Below Proficient 12,774 12%	46,092	44%

Next Steps

- Focus on evidence-based practices for delivering effective reading instruction (WolfPack Works, Hill Center Training, Personalized Learning, Learning Technologies)

- Place emphasis on team approach to analyzing data to implement interventions and strategic support

- Develop a Standard Treatment Protocol to intervene as quickly as possible and build a continuum of connected supports with maximum human capacity to increase rate of improvement for students

- Clearly define Core Supports to seamlessly support students vertically K-3

- Provide guidance and support for LEAs in developing Reading Camps

- Collaborate with Higher Education and LEAs to provide opportunities for teacher candidates/teachers to be literacy specialists rather than generalists

- Focus on excellent reading instruction and parental involvement
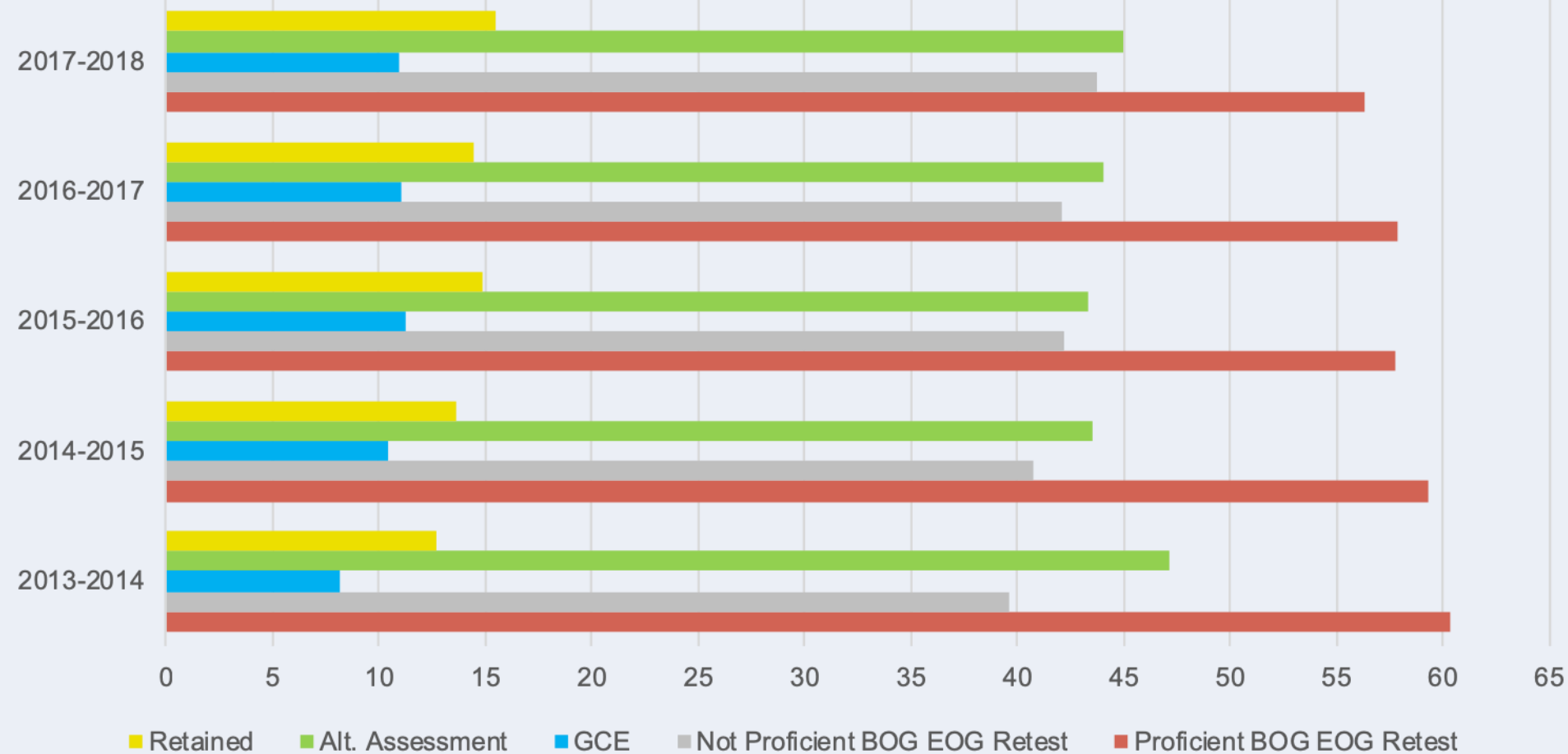
Issues Session

Where We Stand: Review of State Testing Results and Major Initiatives

- Review trend data and most recent results on 3rd grade reading proficiency

- Major initiatives in place on improving reading proficiency

Read to Achieve Grade 3 End-of-Year Results

End-of-Year Results Over 5 Years

Legend: Retained, Alt. Assessment, GCE, Not Proficient BOG EOG Retest, Proficient BOG EOG Retest

Years shown: 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

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Where we have been .... where we are going

- Implementation of law
- Professional development
- MCLASS Reading 3D
- Master Literacy Trainers
- Regional meetings with district leaders
- NCCAT Partnership
- Reading Camp site visits
- Virtual Canvas Courses

- WolfPack Works (NC State)
- Hill Center Training
- Regional Statewide Collaborative Support
- Personalized Learning
- Deep dive into statewide data
- Focus on early literacy
- Develop Reading Camp Canvas Course
- Literacy Leaders Conference and Reading Camp Summit
- Learning Technologies Partnership for literacy strategies
- Collaboration with Higher Education
- Focus on providing support for excellent reading instruction

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