

Updated Results for the North Carolina Read to Achieve Program

Implications and Next Steps for the State

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Agenda

- Summary
- Results
- Gaps between Policy and Implementation
- Moving Forward: What the State Can Do Next

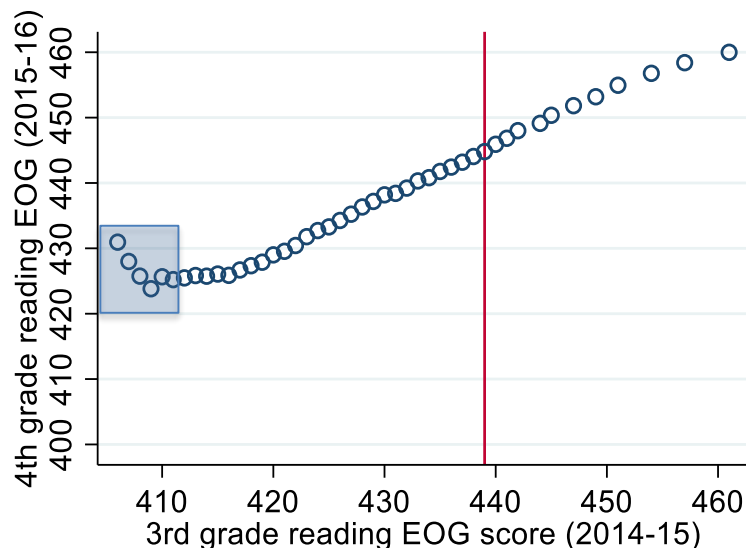


Summary

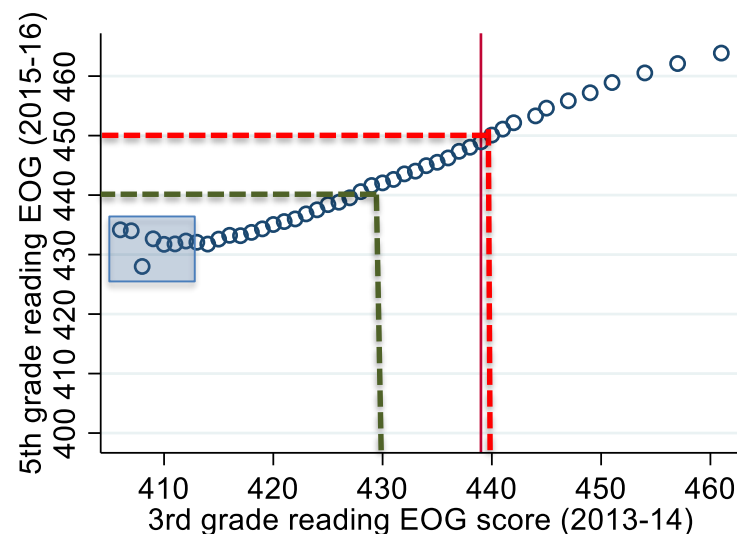
- Statewide impact is *null* one year out (what would have been students' 4th grade year) *and* two years out – 1314 & 1415 cohorts
 - All initially-impacted students (whether eventually retained or not)
 - Retained students only
- Summer camp attendance did not impact 4th grade outcomes (1415 cohort)
- In practice, RtA appears to be 115 different pilots operating under a few common parameters

Results

There does not appear to be any noticeable gain for students below the cut-point, whether we look at Cohort 1 or Cohort 2, 1 year out or 2 years out:



2014-15 cohort, one year out



2013-14 cohort, two years out

There does not appear to be any effect by sub-group.

On a positive note, math scores do not appear to have been impacted.

Results

Did most students at least do better than they would have without the intervention? *To answer that, we focus on the cut-point*



3rd grade reading EOG score (2013-14)

2013-14 cohort, two years out

Results

What about Reading Camps?

- Four groups of students who failed initial 3rd grade EoG:
 - Passed a subsequent reading EOG or alternate test and were promoted
 - Did not pass a subsequent reading EOG or alternate test, ***attended reading camps***, and then were promoted
 - Did not pass a subsequent reading EOG or alternate test, ***attended reading camps*** but did not pass, and then were retained
 - Did not pass a subsequent reading EOG or alternate test, did not attend reading camp, and then were retained

Results

Why no apparent effect?

- Analyses are **state-level only***, and only consider the impact of the overall *policy*, not the impact of specific LEA- and school-level *interventions*
- Analyses **do not estimate effects on lowest-performing students***.
- ***But also***

Gaps between Policy & Implementation

Policy

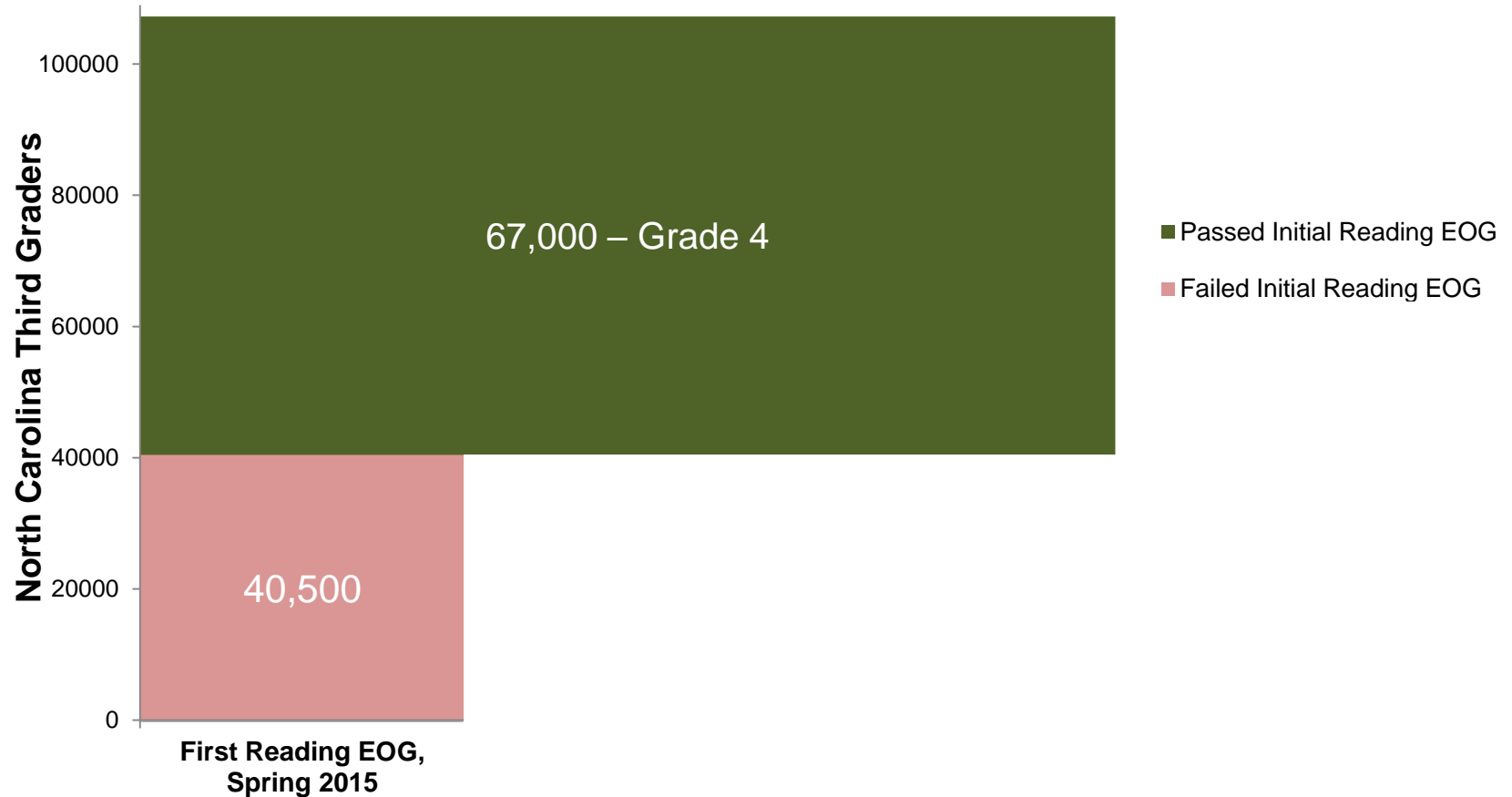
- No support for pre-3rd grade interventions (*partially addressed for later cohorts*)
- **Broad definition of reading proficiency (e.g., exemptions)**
- Assumptions re: local capacity (differentiation, human capacity)

Implementation

- Local camp decisions (length, timing, staffing)
- Variable capacity (both in terms of people and funds)
- Variations in 4th grade year placement
- **Variations in retained student experiences**

Gaps between Policy & Implementation

Example: Broad definition of reading proficiency



Gaps between Policy & Implementation

Example: Broad definition of reading proficiency

- About half of initially non-proficient students who were promoted before the next school year were promoted via a ***local assessment***
- These students performed better the following year relative to students who were not promoted; however . . .
- They did not perform as well as initially-identified students who were promoted via all other measures

Gaps between Policy & Implementation

Example: Variations in retained student experiences

- ***Of schools that responded to a survey*** (about one-third):
 - 3rd grade/4th grade transition class: 65%
 - 4th grade accelerated reading class: 42%
 - Traditional 3rd grade repetition: 25%
 - 3rd grade accelerated reading class: 9%
- Outcomes by placement varied
- Placement in a 3rd grade accelerated reading class: statistically significant, positive outcome (relative to traditional 3rd grade retention)
- ***Caveat:*** Analyses were for a handful of students from a non-random sample of schools

Moving Forward: What the State Can Do Next

- Collect more extensive implementation data (including individual student placement data and better summer camp data)
- Focus on implementation fidelity
- Identify and scale up local successes
 - *Requires replication and expansion of original study to include 2015-16 cohort and beyond*
- Extend and expand pre-3rd grade literacy development

Contact Information

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Overview of Read to Achieve

Goal

- Ensure that all students read at or above grade level by the end of grade 3.

Determination of Proficiency

- *Initial Measure*: Passing score (score of III, IV, or V) on Grade 3 Reading EoG
- *Additional Measures*: EoG re-takes; Grade 3 BoG; RtA test; approved local assessments; portfolios
- *Good-Cause Exemptions*: LEP, EC identification, previous retention, etc.

Interventions and Supports

- *Reading Camps*: Optional remediation (at least 72 hours) with high-quality reading teachers for students without good-cause exemptions or successful re-tests
- *Following-Year Reading-Intensive Class Placements*:
 - Grade 3 with accelerated reading component
 - Hybrid Grade 3/Grade 4 transition class with additional reading instruction
 - Grade 4 setting with pull-out reading instruction

Can the Policy Work?

Grade 3 Retention and Student Achievement

- Evidence of short-term positive effects in higher-quality studies; some evidence of longer-term carry-over

Student Motivation and Negative Consequences

- Unclear; some evidence that older students work harder, but without positive academic results

Summer School and Student Achievement

- Evidence of positive gains, tempered by program quality

Teacher Quality and Student Achievement

- As defined by value-added metrics, teacher quality matters

Additional Reading Instruction and Student Achievement

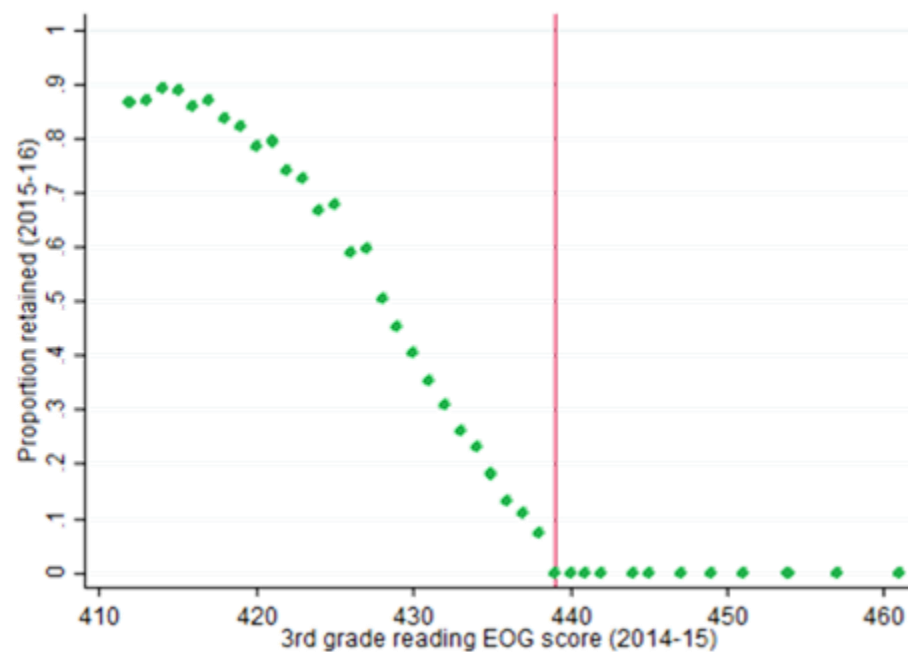
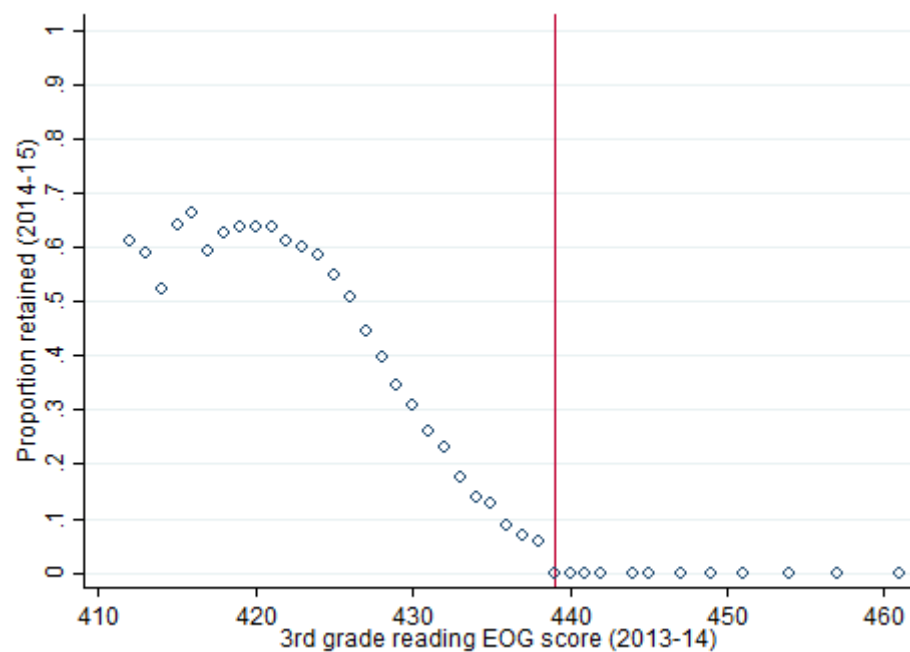
- Unclear, but promising if sustained across grades

Results

Research Questions

1. What is the **causal effect** of the Read to Achieve program on subsequent student reading performance one year and two years later?
2. What is the **causal effect** of the Read to Achieve program on promotion to grade four and grade five?
3. How do short- and longer-term effects vary by student subgroups (e.g., gender, race/ethnicity, and economic disadvantage, means of demonstrating proficiency)?

Retention



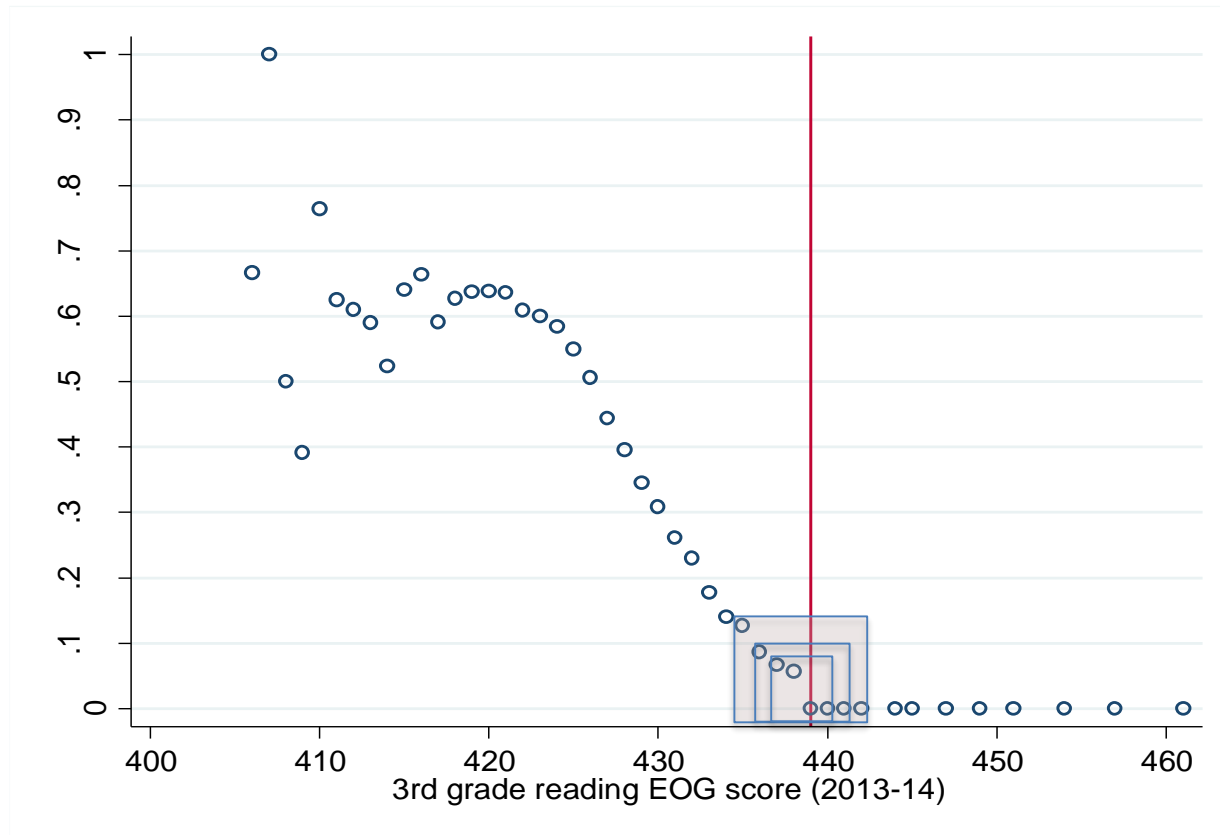
Results

Important Context/Frame for our Study:

- To determine **causal**, not **correlational**, outcomes, we need to focus on students who are nearly identical in all ways, except that some are exposed to RtA and others are not
- To do that, we pay special attention to students immediately on either side of the Grade 3 EoG score eligibility line—**the scores just below and just above the “proficient” line**
- Students on either side of this line, as a group, should not be different from each other in any other way; most are affected by RtA by random chance (e.g., some guessed right on one question, others guessed wrong)

Results

Our Target Groups



Note: The lower a student's initial score, the more likely that she or he ended up being retained.

The Gap between Policy & Implementation

Pathways to Promotion after Initial EOG Failure (Y2)

