

Excellent Public Schools Act of 2021 – Read to Achieve Implementation

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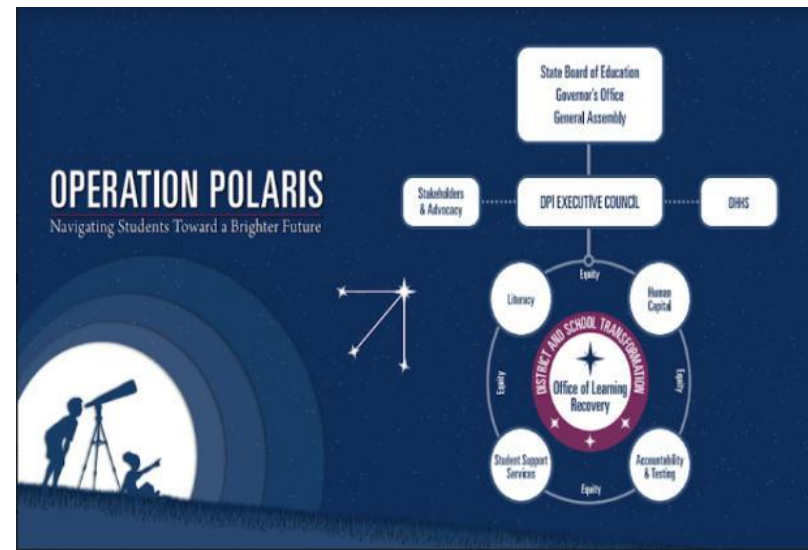


NC State Board of Education Goals:

Goal 1: Eliminate opportunity gaps by 2025

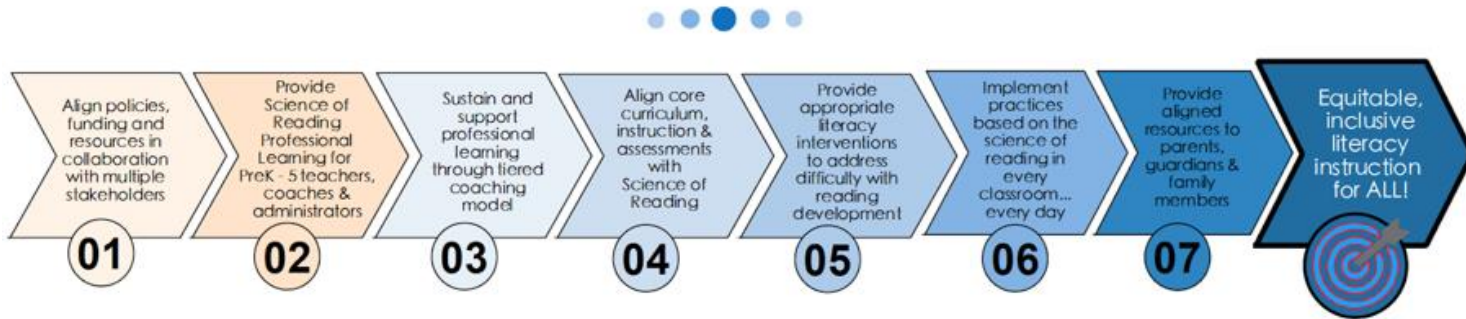
Goal 2: Improve school and district performance by 2025

Goal 3: Increase educator preparedness to meet the needs of every student by 2025

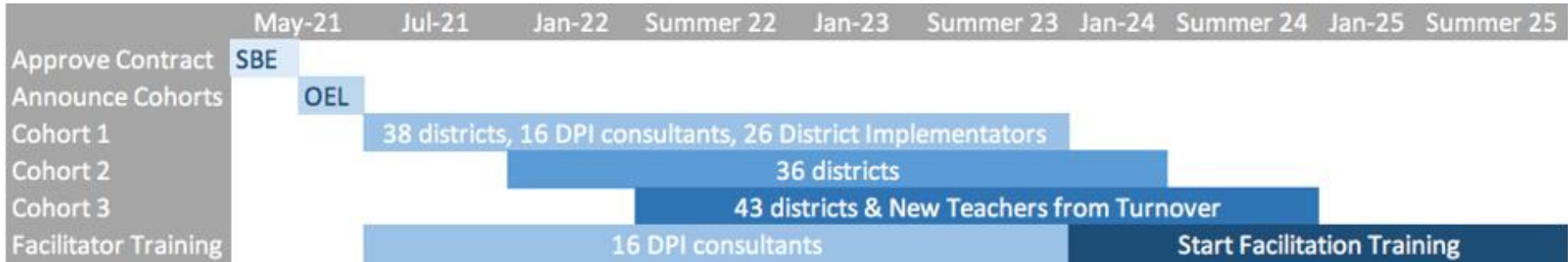


Turning Goals into Action

Early Literacy Implementation Progression

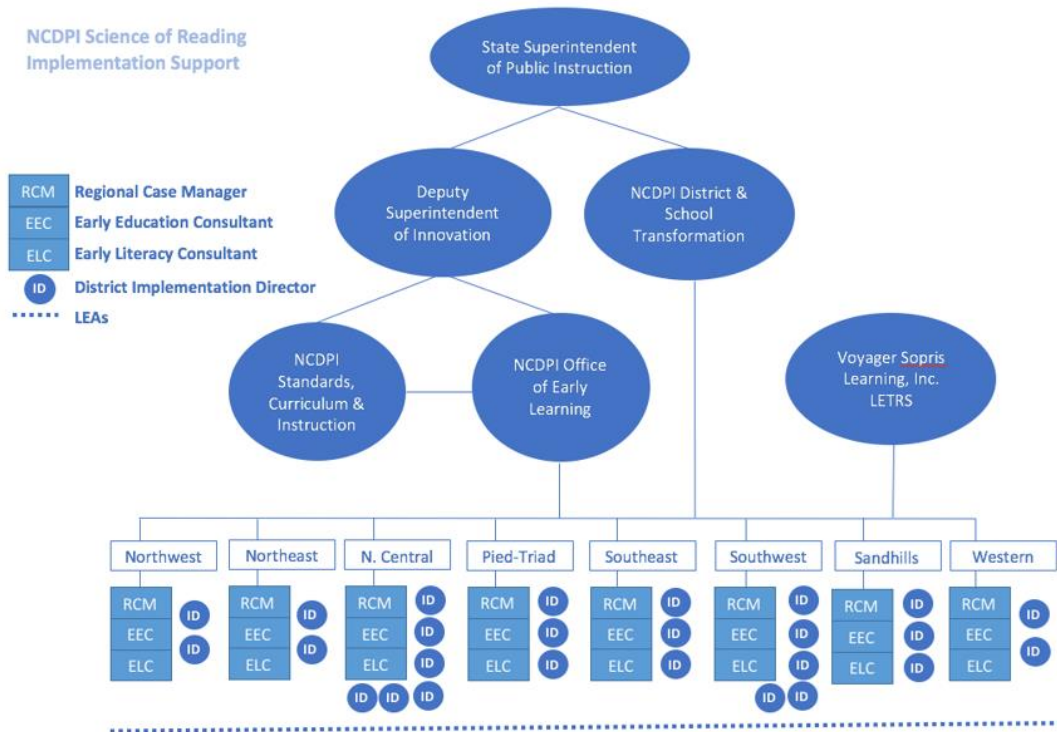


Voyager Sopris: LETRS



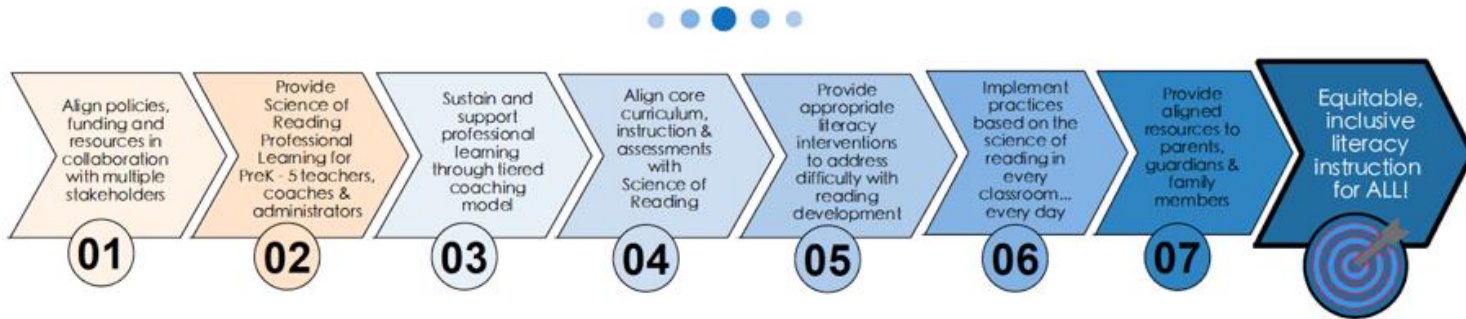
Support and Sustainability

NCDPI Science of Reading
Implementation Support



Turning Goals into Action

Early Literacy Implementation Progression



Reading Diagnostic Tool Statewide Professional Development Plan



RFP Team

Voting Team Members:

- 6 PSU Reps./ 3 DPI Reps.
- 1 Superintendent
- 2 Elementary Teachers
- 1 Chief Academic Officer
- 1 PSU EC Staff
- 1 Principal
- 2 DPI Early Literacy Consultants
- 1 DPI Early Learning Director

Non-Voting Team Members:

- 1 Charter School Educator
- 1 Institute of Higher Education Rep.
- 2 PSU Psychologists
- 1 PSU Chief Technology Officers
- 13 DPI Cross Division Reps.

RFP Timeline and Process

- RFP posted on 12/30/20
- Kick off meeting 2/5/21
- Vendor Demonstrations 2/17/21-2/29/21
- Recommend finalist 3/10/21
- Negotiations completed 3/25/21(Round 1)
- and 4/1/21 (Round 2)
- BAFO meeting 4/13/21

Aligned Legislation

General Statute 115C-83.6

(a). Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services.

(a1). Kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(b). Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices. These assessments may be administered by computer or other electronic device.

Criteria Overview

- Substantial Conformity to solicitation specifications
- Proof of Concept/Vendor Demonstration
- Total Cost of ownership
- Vendor financial stability
- Reference checks

Multi Vendor Formative/Diagnostic Assessment Environment



Reading Formative/Diagnostic Assessment

Vendor Name: Amplify Education, Inc.

Assessment Name: mCLASS(DIBELS 8th edition and Text Reading Comprehension)

Website: <https://amplify.com/north-carolina/>

Description:

mCLASS is an integrated literacy system based on the science of reading and is a suite of early literacy universal screening, dyslexia screening, and progress-monitoring assessments that measure critical foundational reading skills, fluency, and comprehension. mCLASS includes DIBELS 8th edition and Text Reading and Comprehension (TRC). mCLASS also has detailed item analysis, student grouping and lessons, parent letters, and a parent portal.

Valid and Reliable Measures

Drive Instruction Based on Science of Reading

| Composite Goal 441 | LNF Goal 59 | PSF Goal 45 | NWF-CLS Goal 55 | NWF-WRC Goal 15 | WRF Goal 25 | ORF-Accu Goal 91% | ORF Goal 39 | Maze Goal N/A | TRC Goal 1 | OL Goal 18 | VOCAB Goal 19 |
|-----------------------|------------------|------------------|--------------------|--------------------|----------------|----------------------|----------------|------------------|---------------|------------------|------------------|
| — | — | — | — | — | — | 97% Benchmark | 151 Above | | — | — | — |
| 471 Benchmark | 23 Well Below | 26 Well Below | 72 Benchmark | 19 Benchmark | 61 Above | 95% Benchmark | 86 Above | | Below | 12 Well Below | 16 Well Below |

LNF: Letter Naming Fluency
PSF: Phoneme Segmentation Fluency
NWF: Nonsense Word Fluency

- CLS-Correct Letter Sounds
- WRC-Words Re-Coded Correctly

WRF: Word Reading Fluency
ORF: Oral Reading Fluency

- ORF Accuracy

MAZE
TRC: Text Reading and Comprehension
OL: Oral Language
VOC: Vocabulary

Student level Lexiles will continue to be driven by DIBELS, which has demonstrated adequate linking according to Metametrics, and provides a continuous scale from the beginning of Kindergarten through the end of 3rd grade. Amplify has been a leader in advancing the Science of Reading from developing assessments, curricula, and supplemental programs, all grounded in the Science of Reading. Amplify's Science of Reading podcast and other events have featured the leading researchers and practitioners such as Natalie Wexler, Ernesto Ortiz, Dr. Carolyn Strom, Dr. Latonya Goffney, Tim Shanahan, and Dr. Louisa Moats.

Amplify Measures for Dyslexia Screening

Table 1. DIBELS 8 Subtest Alignment with Dyslexia Screening Areas

| | Rapid Naming Ability | Phonological Awareness | Alphabetic Principle | Word Reading |
|-----|----------------------|------------------------|----------------------|--------------|
| LNF | + | | | |
| PSF | | + | | |
| NWF | | | + | |
| WRF | | | | + |
| ORF | | | | + |

Implementation Plan

| Audience | May '20 | Jun '20 | Jul '20 | Aug '20 |
|---|--|---|---|---------|
| PSU Staff <i>2 or more representatives from every PSU (based on ADM) throughout the state</i> | mCLASS Initial Training Online Course Self-paced | <i>Online Course available until May 2021</i> | | |
| | | mCLASS Initial Training, Train the Trainer 1 day, remote 12 sessions total | mCLASS Initial Training, Train the Trainer 1 day, remote 15 sessions total | |
| Teachers and School Leaders | mCLASS Initial Training Online Course Self-paced | <i>Online Course available until May 2021</i> | | |
| | | mCLASS Turnkey Training | | |

Sessions to be turnkeyed

Amplify and NC Training Schedule

| Training for PSU Representatives | | | | |
|---|--|------------------------------------|--|--|
| Session Name | Audience | Session Length and Delivery Method | Maximum Number of Participants Per Session | Session Objectives |
| mCLASS Initial Training (Train the Trainer) | PSU representatives throughout the state | 1 day, remote | 15 | <p>Participants will:</p> <ul style="list-style-type: none"> • Explain how mCLASS assesses the basic early literacy skills required for students to become proficient readers • Administer and score mCLASS assessment measures according to standardized guidelines • Interpret student data and identify instructional needs for whole group and small group instruction • Navigate targeted skills-focused lessons available in mCLASS and prepare to deliver strategic whole group and small group instruction • Prepare to turnkey training content to North Carolina educators |

District Coach ToT allocations

| ADM range | Maximum number of PSU representatives |
|------------------------------|--|
| Less than 500 students | 2 per LEA |
| 501 - 1000 students | 2 per LEA |
| 1,001 - 5,000 students | 2 per LEA |
| 5,001 - 10,000 students | 2 per LEA |
| 10,001 - 25,000 students | 4 per LEA |
| 25,000 - 50,000 students | 6 per LEA |
| 50,001 - 70,000 students | 10 per LEA |
| Greater than 70,000 students | 20 per LEA |



Moving Forward

- Memo to Superintendents, CAOs and RTA points of contact
- Collaboration with vendor on implementation of training (DPI and PSU)
- Survey districts for PSU ToT representatives
- Share training schedule and information
- Schedule bi-weekly vendor meetings related to SOW
- Clearly define DPI support process

Questions:

