

Executive Summary

Title: Literacy Update - 2021/2022 K-3 Formative and Diagnostic Reading Assessment (FDRA)

Presenters:

Amy Rhyne, Director of Office of Early Learning
Dr. David Stegall, Deputy Superintendent of Innovation

Strategic Priorities (Goals/Objectives):

Goal 1: Eliminate opportunity gaps by 2025
Goal 2: Improve school and district performance by 2025

Board Action Needed (Choose One):

X Action on First Reading

- Action
- Discussion
- Consent
- New Business
- Issues Session

Detailed Item Description:

The Office of Early Learning comes before the State Board of Education to recommend the K-3 Formative and Diagnostic Reading Assessment statewide solution to fulfill Read to Achieve Legislative requirements.

The purposes of this diagnostic tool will fulfill NC General Statute 115C-83.6 Read to Achieve Legislation to make available, valid, reliable, formative, and diagnostic reading assessments to local school administrative units for the purpose of assessing kindergarten, first, second, and third grade students and to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

The formative and diagnostic reading assessment tool(s) will address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.

Contract Information

Dates of Agreement: July 1, 2021 through June 30, 2024
Contract Term: 3-year contract with 2-1 year options to renew
Original Amount: \$8,734,400.00
Year 2: \$2,897,500.00
Year 3: \$2,897,500.00
Total Amount of Contract: \$14,529,400.00

Business Owner

Name & Title: Amy Rhyne, Director, Office of Early Learning and Read to Achieve
Email Address: amy.rhyne@dpi.nc.gov
Phone Number: 984-236-2744

Resources:

[June SBE Presentation](#)

[LETRS District Cohort Assignments](#)

Input Process:

DPI Legal Request for Read to Achieve RFP Process

DPI Legal Request for Review of Read to Achieve Reading Diagnostic Vendor Contract

Stakeholders:

Stakeholders for RtA RFP Process:

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.

Timeline for Action:

Action on First Reading

Recommendation(s):

It is asked that the State Board of Education approve the 2021/2022 K-3 Formative and Diagnostic Reading Assessment provided by AMPLIFY Education, Inc.

Statute/Policy Implication(s): (Choose all that apply)

- Constitution _____
- General Statute #115C.83.5; 115C.83.6; Section 3.(a) § 115C-83.4B.(a)
- SBE Policy # KNEC-002; KNEC-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____