

Read to Achieve Accountability Measures (State Level Summary)

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Reporting Requirements

115C-83.10. Accountability measures. (b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) A description of all reading literacy interventions provided to students who have been retained under G.S. 115C-83.7(a).
- (2) The number of first and second grade students attending a reading camp offered by the local board.
- (3) The license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp.
- (4) The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based.
- (5) The number of kindergarten through third grade students with an Individual Reading Plan. **Begins 2022-2023 school year.**

(b1) Each local board of education shall report annually in writing to the State Board of Education by November 15 of each year, for the prior school year, (i) the number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp and (ii) for each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level difficulty with reading upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.

(b2) Each local board of education shall report annually in writing to the State Board of Education by November 15 of each year the number and percentage of retained third grade students placed in an accelerated reading class or transitional third and fourth class combination under G.S. 115C-83.8(b) in the prior school year who were (i) promoted midyear as provided in G.S. 115C-83.8(c) or (ii) promoted directly to fifth grade for the school year following the retention.

(c) The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsections (a) and (b) of this section and shall provide the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State-level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by December 15, 2016, and annually thereafter. The State-level summary shall include, for each local school administrative unit, every component listed in subsections (a), (b), and (b1) (b1), and (b2) of this section.

Purpose - Intent

- Reporting of the test data is to support local educators and parents in planning and targeting resources for the 2021-22 school year.
- It is not intended to be an accountability report.
- Accountability has been waived.



Read to Achieve Grades 1-2

NC District Level Report 2020-21

State of North Carolina 2020-21 Read to Achieve Grades 1–2 End-of-Year (EOY) Results		G.S. §115C-83.10 requires “each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:”		
		Total Number of Students in statewide formative and diagnostic assessments (denominator)	Number of Students	Percentage of Students
The denominator for calculating the required percentages for rows 1–4 is all students in membership at grades 1–2 for EOY mCLASS: Reading 3D.				
1	The number and percentage of first-grade students demonstrating reading comprehension at grade level.	101,370	39,029	38.5
2	The number and percentage of first-grade students not demonstrating reading comprehension at grade level and eligible for priority enrollment in reading camp.		62,341	61.5
3	The number and percentage of second-grade students demonstrating reading comprehension at grade level.	101,172	43,562	43.1
4	The number and percentage of second-grade students not demonstrating reading comprehension at grade level and eligible for priority enrollment in reading camp.		57,610	56.9
The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 2.				
5	The number and percentage of first-grade students eligible for priority enrollment who attended reading camp.		18,862	30.3
The denominator for row 6 is the number of students eligible for priority enrollment in reading camp from row 4.				
6	The number and percentage of second-grade students eligible for priority enrollment who attended reading camp.		16,789	29.1

Note: Privacy policies dictate that any group with less than 10 students, the specific number and percentage should not be given. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

Read to Achieve Grade 3 NC District Level Report 2020-21

State of North Carolina 2020–21 Read to Achieve Grade 3 End-of-Year (EOY) Results		G.S. §115C-83.10 requires “each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:”	
		Number of Students	Percentage of Students
The denominator for calculating the required percentages for rows 1–2 is all students in membership at grade 3 for the first day of spring testing. The denominator for the State of North Carolina is 112,621.			
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Test, the End-of-Grade (EOG) ELA/Reading Test, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	49,269	43.7
2	Did <u>not</u> demonstrate reading proficiency on the BOG3 ELA/Reading Test, the EOG ELA/Reading Test, or the EOG ELA/Reading Retest.	63,352	56.3
The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. Denominator for each category in row 3 is row 2.			
3	a. Students who took and passed an alternative assessment approved by the SBE (i.e., mClass/Text Reading and Comprehension [TRC], Read to Achieve Test, or locally determined SBE-approved alternative assessment).	16,482	26.0
	b. English Learner students with less than two (2) school years of instruction in an English as a Second Language [ESL] program.	1,321	<5
	c. Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two (2) school-year delay in educational performance, or have received intensive reading interventions for at least two (2) school years.	7,164	11.3
	d. Students who have been previously retained more than once in kindergarten, first, second, or third grades.	127	<5
	e. Students who demonstrated reading proficiency appropriate for third-grade students through a reading portfolio.	859	<5

Read to Achieve Grade 3 NC District Level Report 2020-21

State of North Carolina 2020-21 Read to Achieve Grade 3 End-of-Year (EOY) Results		G.S. §115C-83.10 requires “each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:”	
		Number of Students	Percentage of Students
The denominator for calculating the required percentages for rows 4 and 6 are all students in membership at grade 3 for the first day of spring testing. The denominator for the State of North Carolina is 112,621.			
4	The number and percent of students eligible for priority enrollment in Reading Camp. This number equals row 2 minus the total of rows 3a through 3e.	37,399	33.2
The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4.			
5	The number and percentage of students eligible for priority enrollment who attended Reading Camp.	17,317	46.3
6	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: [1] retained in a third-grade class, [2] placed in a 3/4 transitional class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.	34,862	31.0
7	Charter Schools Only: Charter schools must indicate the number and percentage of retained students recorded in number 6 who do not return to the charter school for the upcoming school year.	201	7.0

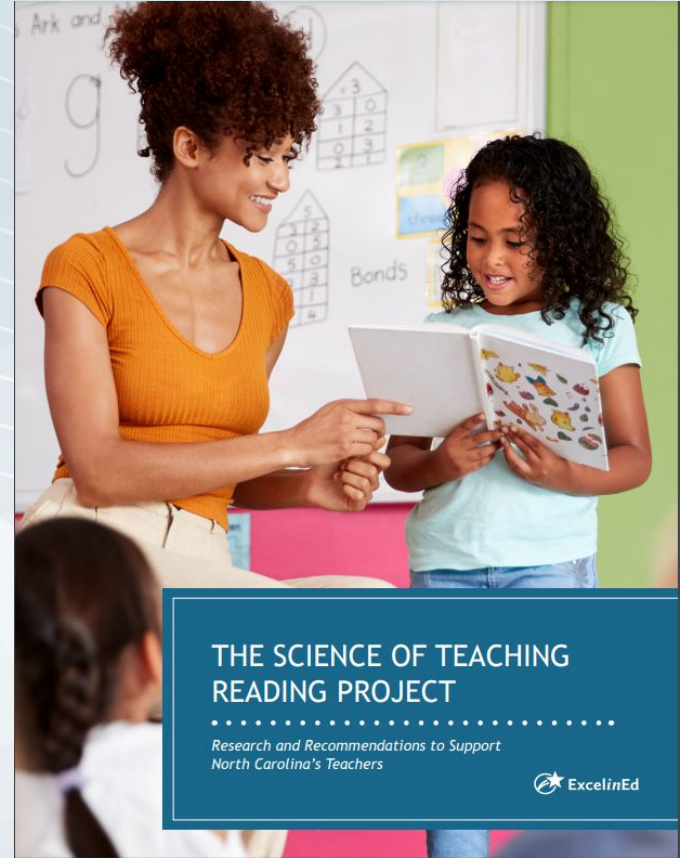
Limitations

- Pandemic impacted access to all NC student data
- Schools operated on varying scheduled and modes (remote, hybrid, in-person) that changed throughout the school year.
- Multi-vendor assessment does not provide historical comparative data
- Local rostering process with multi-vendors created challenges to data collection and validation

Additional Data

Project Partners

- The Belk Foundation
- North Carolina Department of Public Instruction (NCDPI)
- The Foundation for Excellence in Education (Exce^{lin}Ed)
- Florida Center for Reading Research (FCRR)



THE SCIENCE OF TEACHING READING PROJECT

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Research and Recommendations to Support
North Carolina's Teachers



Survey Findings and Data Analysis

- Overall, teachers performed better on the factual knowledge questions
- In answering the application questions, teachers in both grade bands were less successful.

North Carolina's Recommitment to Early Literacy

In 2021, North Carolina passed the *Excellent Public Schools Act*, improving on the original 2012 legislation (*Read to Achieve*). It focuses on educator professional development and teacher preparation, acknowledging that teachers are central to students' reading development.

Next Steps

- Develop a clear communications strategy
- Develop a statewide model for district implementation
- Establish “boots-on-the-ground” support with Literacy Coaches
- Plan for sustainability – build teacher leaders

Questions:

