



Public Schools of North Carolina

# NC Reads

The online professional development  
arm of Reading First

# Research Base for Reading First

- In 1997, National Institute of Child Health and Human Development (NICHD) at the National Institutes of Health, in consultation with the Secretary of Education, convened a national panel to assess the effectiveness of different approaches used to teach children to read.



## Research Base - continued

- For over two years, the NRP reviewed research-based knowledge on reading instruction (including *Preventing Reading Difficulties in Young Children* published by the National Research Council), reviewed numerous other research studies and held open panel meetings in Washington, DC, and regional meetings across the United States. In addition, the Panel received testimonies for over 125 different organizations or individuals.



# Background and Reading Research

- **The National Reading Panel (2000) Report**
  - **Teaching Children to Read:** An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (2000)
  - **Put Reading First**
- **The National Research Council (1998) Report**
  - **Preventing Reading Difficulties in Young Children (1998)**
- **Learning First Alliance**
  - **Every Child Reading: A Professional Development Guide (2001):** This Learning First Alliance research report states that effective professional development programs connect learning to the classroom, learning is extended over time, and allows for group interaction and feedback lead by a trained coach



# Critical Skill Areas Addressed through Reading First

- **Phonemic Awareness:** Attentiveness to the sounds of spoken language.
- **Phonics:** Decoding unfamiliar words using knowledge of the alphabetic principle.
- **Fluency:** Grade-appropriate oral reading with appropriate speed, accuracy, comprehension and expression.



# Critical Skill Areas - continued

- **Vocabulary:** Knowledge of word meanings to facilitate effective spoken and written language communication.
- **Comprehension:** Use of strategies to to construct meaning from print.



# North Carolina's Reading First Grant

- Reading First is a K-3 grant program authorized under No Child Left Behind.
- The goal of the grant is for students to read at or above [NC addition] grade level at the end of third grade.
- NC DPI received the grant beginning with the 2004-2005 school year.



# NC Reads Program Features

- NC Reads is a comprehensive professional development based on SBRR that teaches K-3 teachers to effectively teach reading regardless of the reading program they use.
- The professional development provides consistency of best practices in instruction across campuses, districts, and states.
- The training is based on a “learn by doing” approach that takes place in the school setting and focuses on the teachers’ classrooms so students benefit from the teacher training immediately.
- Participants have the opportunity to earn graduate credit for successful course completion.



# Reading First: NC Reads

- NC's total expected award over five years was approximately \$158M. In previous years, NC has received up to \$28M per year. Budget cuts at the federal level have decreased the funding to approximately \$16M for 2008-09.
- Subgrants were awarded to schools based on the poverty level and third grade end-of-grade test scores.



# Reading First Funding

- Each grant school received a base allotment of \$200,000 plus an ADM amount. Because of budget cuts, the base amount for each grant school will be \$75,000. An additional amount will be awarded based on ADM.



# Key Elements of the Program

- Core textbook
- 90-minute uninterrupted reading block
- Reading coach(es)
- Extensive professional development
- Scientifically-based reading research
- Formative assessment
- Data analysis
- Individualized interventions



# Teacher Training: Strategy One

Voyager U provides NC Reads: an online professional development for teachers, principals, teacher assistants and central office contacts in grant schools and others

- The vendor was selected through an RFP process.
- Two online courses are required; 80 hours each for grant schools and low-performing elementary schools.
- The courses are available to Title I schools and other schools as requested (to the extent funding allows)
- NC has had approximately 6,655 educators involved in the online training.



# Extent of Teacher Training

- NC has had approximately 4,447 participants through RESA and DPI trainings (in addition to the 6,555+ trained through NC Reads). The total number of participants who have received some or all research-based reading training through both strategies is **11,002**.



# NC Reads - continued

- The professional development is totally aligned with Reading First requirements
- The cost is \$1,000 per participant and paid from school grant funds. Costs for non-grant schools are provided by DPI professional development funds from the grant.
- NC DPI has sponsored approximately 4,447 participants from non-grant schools.
- Teacher satisfaction survey results are located in the appendix.



# Impact on Student Achievement

## Three-Year Cohort

### Percentages of Students “Developed” (on grade level)

Grade Level	Subgroup	Fall 2006 Percent Developed	Spring 2007 Percent Developed	Change Percentage
Second	African-American	25.2	62.6	+37.4
	Hispanic	19.4	50.6	+31.2
	White/Other	40.8	76.9	+36.1
	LEP	15.8	46.8	+32.8
	Non-LEP	31.0	67.7	+36.7
	Title I	25.7	62.2	+36.5
	Non-Title I	44.1	79.0	+34.9
	General Education	31.2	68.4	+37.2
	Exceptional Children	24.2	67.7	+43.5



# Impact on Student Achievement Three-Year Cohort

## Percentages of Students “Developed” (on grade level)

Grade Level	Subgroup	Fall 2006 Percent Developed	Spring 2008 Percent Developed	Percent of Change
Third	African-American	53.3	68.3	+15.0
	Hispanic	47.0	65.4	+18.4
	White/Other	68.5	82.8	+13.7
	LEP	42.9	61.9	+19.0
	Non-LEP	58.7	73.4	+14.7
	Title I	54.0	69.2	+15.2
	Non-Title I	68.0	82.4	+14.4
	General Education	59.4	73.9	+14.5
	Exceptional Children	41.1	60.1	+19.0



# Teacher Training – Strategy Two

Reading Academies and RESA contracts provided training for teachers, teacher assistants, principals and central office contacts. The sessions were open to any K-3 staff in NC.

- Three-day teacher trainings are available through RESAs and planned by directors (up to \$100,000 per year).
- Three-day teacher trainings are also available through DPI.
- Both trainings focus on the 5 key research-based instruction and strategies.
- The training is totally aligned with Reading First requirements.
- There is no cost for participants. The training is provided from administrative funds from the state's portion of the grant.

