Joint Legislative Education Oversight Committee

Excellent Public Schools Act 2021-22 State Summary

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

LETRS Update

- One Administrator per school
- PK-5 Teachers

Additions:
- One Instructional Coach per school
- Elementary EC Resource Teachers
- Elementary ELL Teachers

44,000

			2021-2022 Project Year 1	2022-2023 Project Year 2	2023-2024 Project Year 3	2024-2025 Project Year 4	2025-2026 Project Year 5	2026-2027 Project Year 6
K-5, Instructional Coaches, EC, ELL	Cohort 1		Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data	
				Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices		
	Cohort 2		Learn Volume 1	Learn Volume 1 / Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data	
				Learn Volume 2	Learn Volume 2 / Implement Volume 2	Shift in 2-3 Instructional Practices		
	Cohort 3			Learn Volume 1	Implement Volume 1	Shift in K-1 Instructional Practices	Outcomes in K-1	Outcomes in K-3 data
					Learn Volume 2	Implement Volume 2	Shift in 2-3 instructional practices	
Early Childhood	Cohorts 1 & 2		Learn Volumes 1 & 2	Implement Volumes 1 & 2	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness	
	Cohort 3			Learn Volumes 1 & 2	Implement Volumes 1 & 2	Shift in Pre-K Instructional Practices	Outcomes in Pre-K	Outcomes in K Readiness
Administrators	Cohorts 1 & 2		Learn Volumes 1 & 2	Implement Volumes 1 & 2 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data	
	Cohort 3			Learn Volumes 1 & 2	Implement Volumes 1 & 2 Basic Processes	Shift in School Literacy Practices	Outcomes in K-1	Outcomes in K Readiness & K-3 Data

Student growth will be evident before overall proficiency/student outcomes.

Growth will potentially align to the LETRS Volume implementation timeline.

Volume 1 – Year 1
Unit 1: Brain Research/ Science Overview
Unit 2: Phonemic Awareness
Unit 3: Basic Phonics
Unit 4: Advanced Phonics/ Word Recognition

Volume 2 – Year 2
Unit 5: Vocabulary
Unit 6: Comprehension- Basic Meaning
Unit 7: Comprehension - Text Driven
Unit 8: Reading/Writing Connection

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2021-22 <u>NC Literacy Intervention Plans</u>

North Carolina Literacy Interventions Best Practices

1. Screen all students for potential reading problems.

2. Provide differentiated core reading instruction for all students.

3. Provide systematic supplemental support (tier 2) for students who require intervention based on data decision rules.

4. Provide intensive support (tier 3) for students who demonstrate minimal progress with supplemental support.

5. Monitor the progress of students receiving supplemental and intensive support regularly.

2021-22 NC Early Literacy Program Requirements

- Participation rates of NC Pre-K educators and administrators in the third-party independent teacher training program.
- Examples of age-appropriate resources integrated into the NC Pre-K program.

Cohort 1	901
Cohort 2	804
Cohort 3	1498
Total	3,203

Read to Achieve Implementation Guide
LETRS Implementation Guide
Office of Early Learning Website
Digital Children's Reading Initiative

2021-22 NC Pre-K End of Year Proficiency

Teaching Strategies Gold Domains	Below Benchmark	Meets Benchmark	Exceeds Benchmark	Meets/Exceeds Benchmark
Language	**14.9%**	**66.4%**	**18.7%**	**85.1%**
Literacy	**11.3%**	**75.4%**	**13.3%**	**88.7%**
Cognitive	14.9%	71.4%	13.7%	85.1%
Mathematics	20.5%	64.3%	15.2%	79.5%
Social- Emotional	12%	57.4%	30.6%	88%
Physical	7.6%	67.2%	25.3%	92.4%

Considerations

- Data collected and governed across multiple agencies

- Readiness is measured by Teaching Strategies GOLD$^®$
    Observation-based formative assessment tool
    Focused on six areas of learning and development - whole child

- The GOLD$^®$ literacy component does not adequately assess discrete early literacy skills supported by the Science of Reading

- Consider supplementing with a literacy screener and progress monitoring tool

2021-22 Amplify DIBELS 8
Formative Reading Diagnostic Assessment

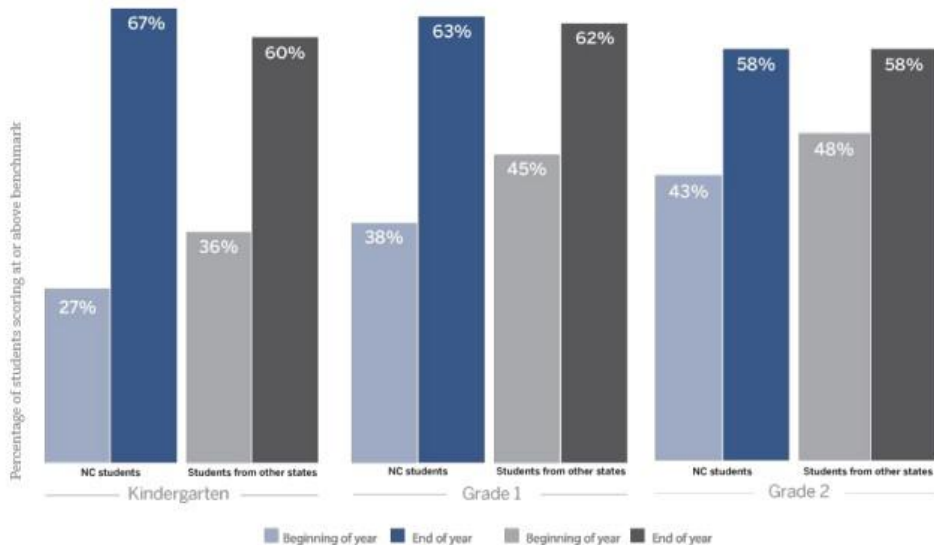# NC Read to Achieve
Formative Diagnostic Reading Assessment

- 2018-19 - Amplify - Text Reading Comprehension
- 2019-20 - I-Station
- 2020-21 - Multi-Vendor (5)
- 2021-22 - Amplify - DIBELS 8*

2021-22 NC Compared to Other States Across the Nation - Grade Level Comparison

North Carolina's literacy growth outpaces students at every grade level in K–2

Amplify reported significant **increases in proficiency at every level in grades K–2** by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data. For 21-22, the national mCLASS® with DIBELS® 8th Edition user base including a data set representing all 50 states.
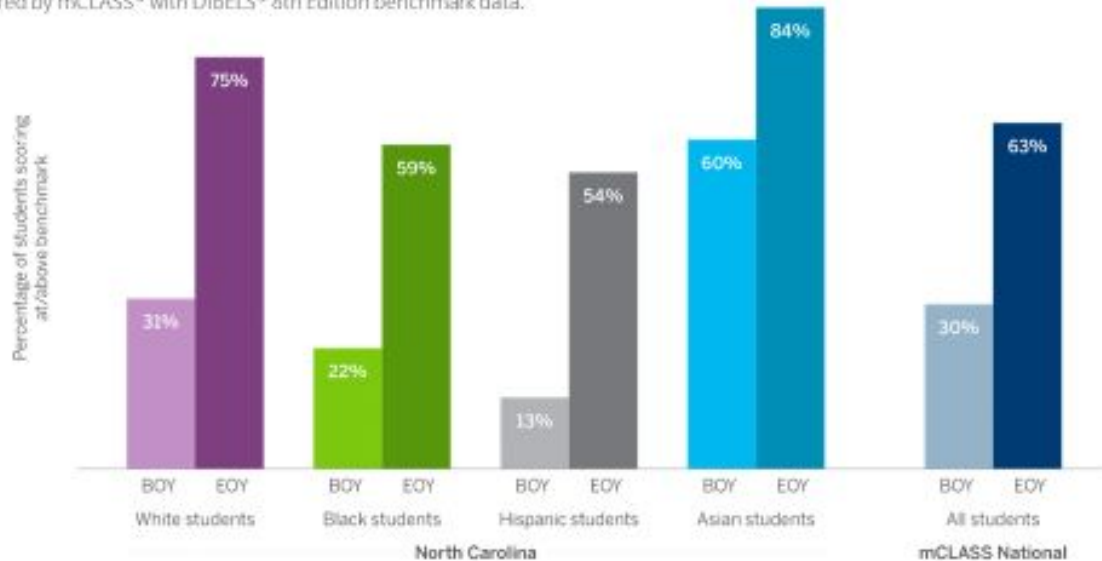
2021-22 Amplify: NC Subgroups Kindergarten BOY to EOY

North Carolina's **kindergarten** increase in proficiency across all demographics.

Amplify reported significant **increases in proficiency for students in grades K–2 of all demographics** by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data.

2021-22 Amplify: NC Subgroups Grade 1 BOY to EOY

North Carolina's **grade 1** increase in proficiency across all demographics.

Amplify reported significant **increases in proficiency for students in grades K–2 of all demographics** by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data.
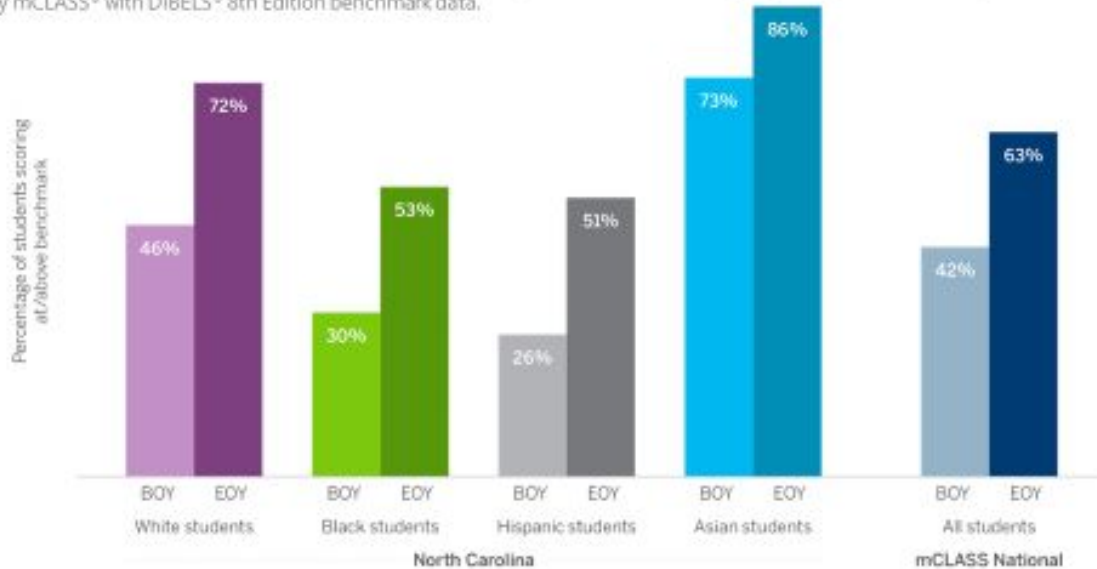
Percentage of students scoring at/above benchmark

	BOY	EOY
White students	46%	72%
Black students	30%	53%
Hispanic students	26%	51%
Asian students	73%	86%
All students	42%	63%

North Carolina

mCLASS National

Amplify.

2021-22 Amplify: NC Subgroups
Grade 2 BOY to EOY

North Carolina's **grade 2** increase in proficiency across all demographics.

Amplify reported significant **increases in proficiency for students in grades K–2 of all demographics** by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data.
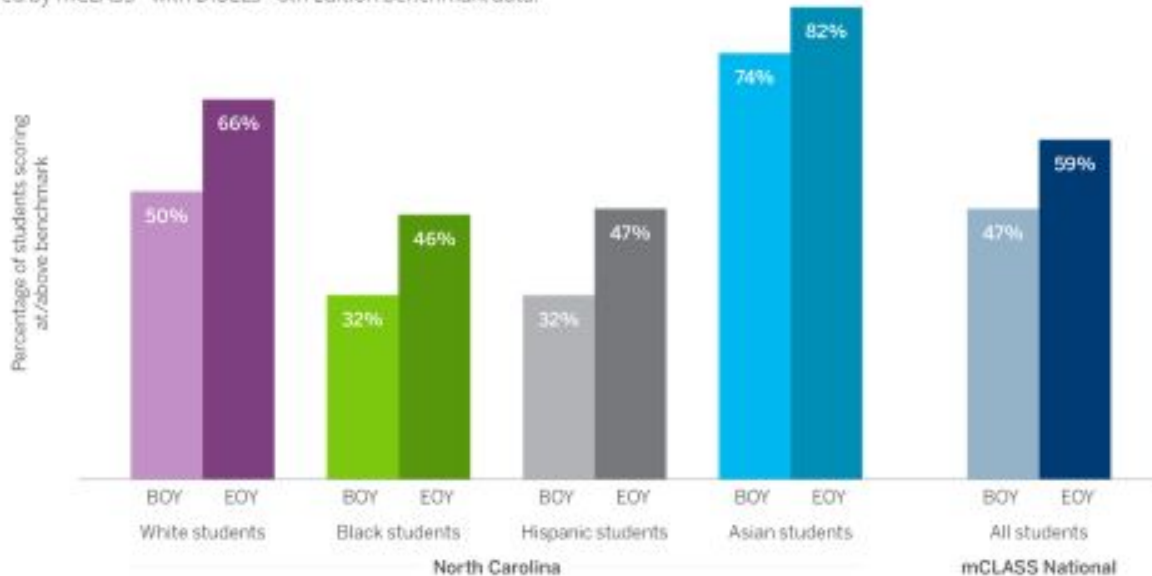
2021-22 Amplify: NC Subgroups
Grade 3 BOY to EOY

North Carolina's **grade 3** increase in proficiency across all demographics.

Amplify reported significant **increases in proficiency for students in grades K–2 of all demographics** by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data.
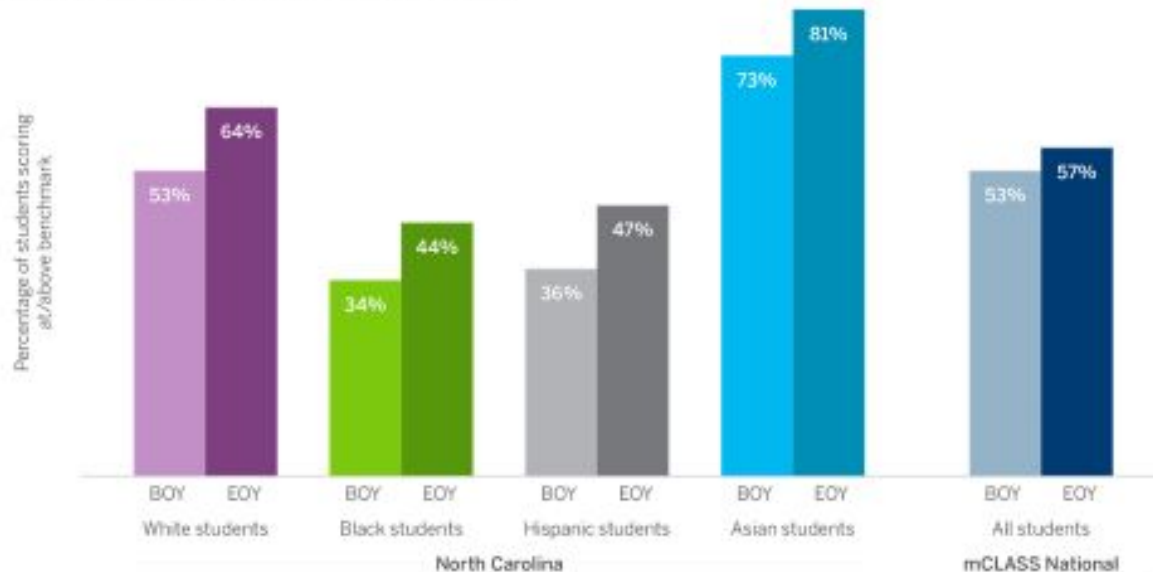
2021-22 NC Read to Achieve Grades 1-2 District Proficiency Report

	2018-19	2020-21	**2021-22**
Grade 1	71%	38%	**63%**
Grade 2	78%	43%	**57%**

2021-22 NC Read to Achieve Grade 3 District Proficiency Report

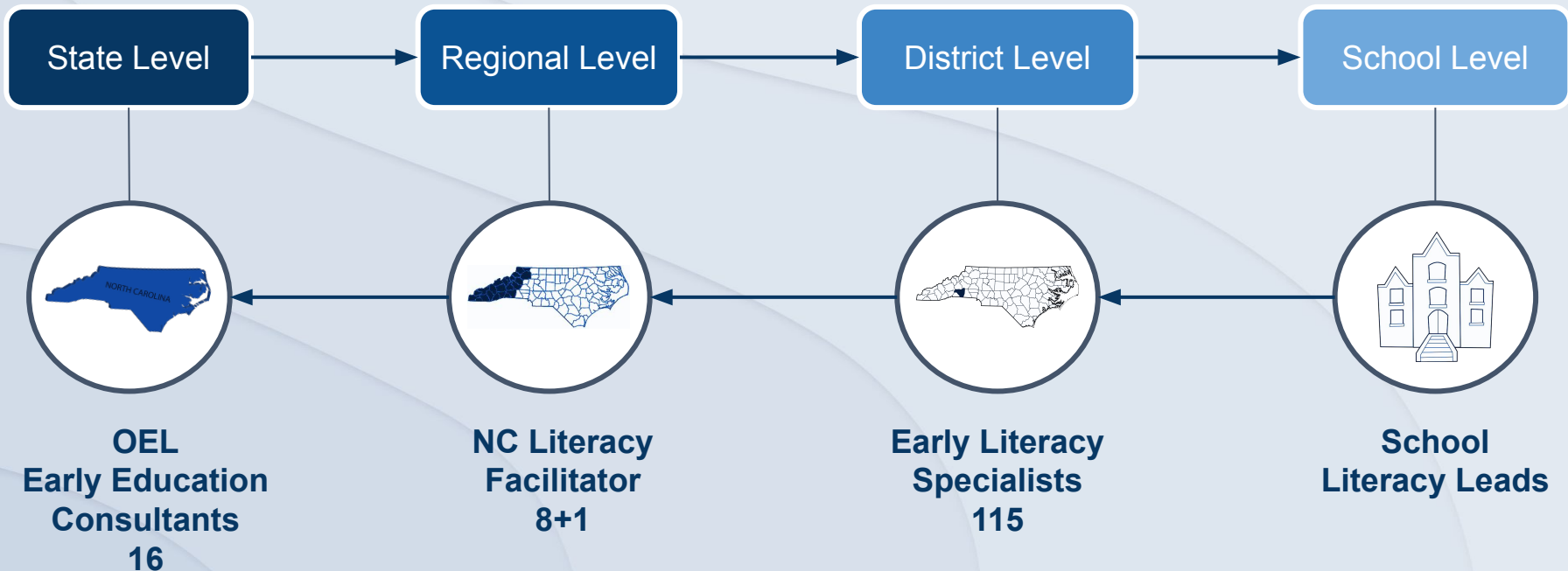|	2018-19	2020-21	**2021-22**
Grade 3 Beginning of Grade, End of Grade, Read to Achieve, Retake	57%	43%	**47%**
Grade 3 Pathways/Good Cause Exemption	51%	37%	**41%**

2021 NC Read to Achieve
Beginning of Grade, End of Grade, Retest
Grade 3 Subgroup Proficiency Report

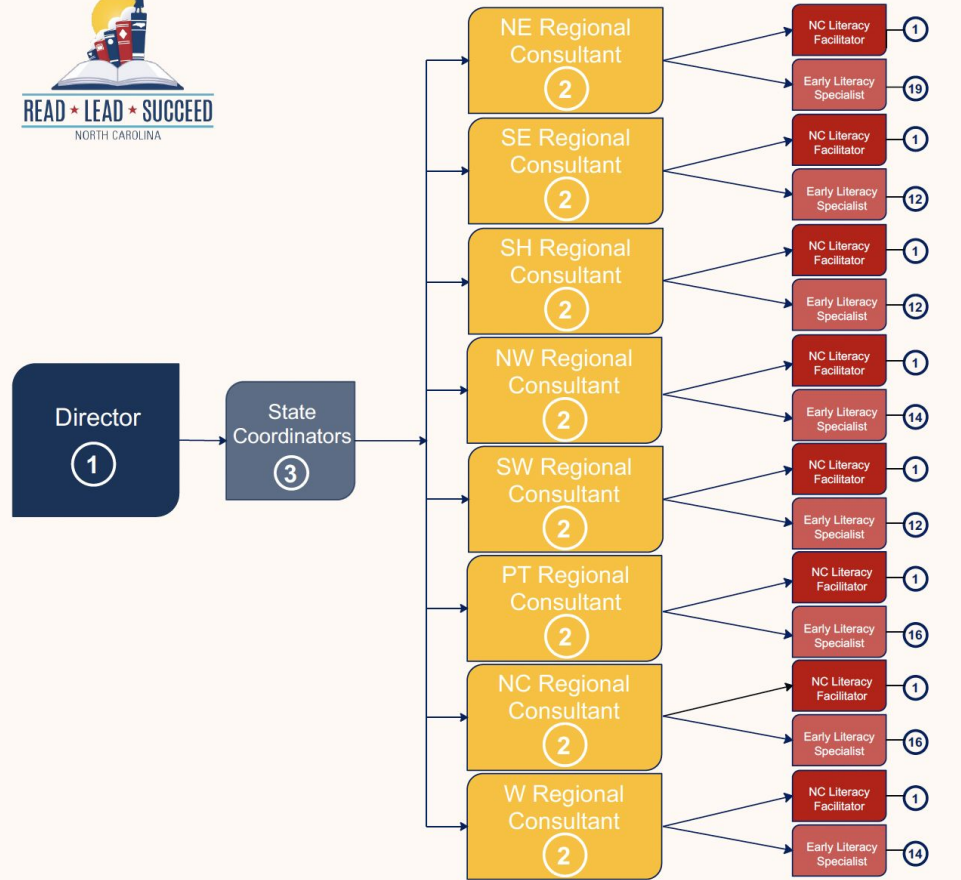|				
All	47%		Female	46%
American Indian	30%		Hispanic	30%
Asian	62%		Male	42%
Black	27%		Students with Disability	17%
Economically Disadvantaged	28%		Two/More	45%
English Learner	18%		White	58%

2021-22 NC Read to Achieve
Reading Camp (RC) Proficiency Report

Grade Level	# of Students	Proficient	Eligible for RC	Attended RC	Proficient
1	95,000	63%	37%	22%	9%
	# Breakdown	60,000	35,000	7800	700
2	95,000	57%	43%	32%	8%
	# Breakdown	56,000	43,000	13,500	1,080
3	113,000	47% (BOG-EOG)	27% (after all pathways)	43%	15%
	# Breakdown	53,000	30,000	13,000	1,950

2022-23 NC Coaching Support Model (K-5)

State Level → Regional Level → District Level → School Level

**OEL
Early Education
Consultants
16**

**NC Literacy
Facilitator
8+1**

**Early Literacy
Specialists
115**

**School
Literacy Leads**

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Questions

NC EPSA
(Excellent Public Schools Act)
Implementation Components

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Implement practices based on the Science of Reading in every classroom, every day

Align core curriculum, instruction, and assessments with the Science of Reading

Provide appropriate literacy interventions to address difficulty with reading development

Provide Science of Reading Professional Learning for PreK-5 teachers, coaches, and administrators

Sustain and support professional learning through a tiered coaching model

Align policies, funding, and resources in collaboration with multiple stakeholders

Provide aligned resources to parents, guardians, and family members