



# Read to Achieve

Update for the House Select Committee on  
Education Strategy and Practices

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# Statewide Structures and Support

- Comprehensive Reading Plan
- Predictive statewide formative, diagnostic assessment system K-3
- Training in Institutes of Higher Education
- Master Literacy Trainers
- Reading camps
- Regional and charter consultant support



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# Following Non-Proficient Students

Third grade cohorts

Cohorts	Current Grade
2013-2014	Fifth Grade
2014-2015	Fourth Grade
2015-2016	Third Grade



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# 2013-14

## Third Graders

- 60.4% proficient (BOG, EOG, EOG retest)
- 39.6% non-proficient
- 8.1% Good Cause Exemption
- 17,177 students passed alternative assessment
- 14,755 retained ( 12.7%)



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# Retained Student Placement



- 14,755 were retained
  - 1,857 placed back into third grade
  - 12,898 placed in a 4<sup>th</sup> grade Transition or Accelerated class



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# 2015-16 School Year Placement



- First class of Read to Achieve third graders
- 4,460 students achieved proficiency
- 391 students currently in 4<sup>th</sup> grade – twice retained (funded provided)
- 7,867 currently in 5<sup>th</sup> grade



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# 2014-15

## Third Graders



- 59.3% proficient (BOG, EOG, EOG retest)
- 40.7% non-proficient
- 10.4% Good Cause Exemption
- 15,607 students passed alternative assessment
- 16,089 retained (13.6%)



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# Retained Student Placement



- 16,089 were retained
  - 1,812 went back into third grade
  - 14,277 placed in a 4<sup>th</sup> grade Transition or Accelerated class



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# Comparison of Read to Achieve Third Graders



	2013-14	2014-15
Proficient	60.4%	59.3%
Non-Proficient	39.6%	40.7%
Good Cause Exemption	8.1%	10.4%
Passed with Alternative	17,177	15,607
Retained	14,755	16,089
Back to third grade	1,857	1,812
Transitional/4 <sup>th</sup> Grade Accelerated	12,898 (4,640 proficiency in 4 <sup>th</sup> grade)	14,277
Twice-Retained (15/16)	391	
Placed in 5 <sup>th</sup> (15/16)	7,867	



# Current 4<sup>th</sup> Grade Students with Good Cause Exemption from 2014-15



- Specifically ELL, Students with Disabilities, and Multiple Retentions before third grade (8,899 students)
- Current legislation – students are *eligible* for reading camps and to receive instructional supports and services
- Should these students be placed in transitional or 4<sup>th</sup> grade accelerated classes?



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# 4<sup>th</sup> Grade

- Transitional or Accelerated Model
- 90 minutes of daily uninterrupted evidenced-based reading instruction
- Teacher who has demonstrated student outcomes in reading proficiency
- Other appropriate instructional supports and services (intentional strategies such as small group instruction, reduced student/teacher ratio, frequent progress monitoring, extended learning time)
- DPI suggests an additional 25-30 minutes of intervention time outside of the 90 minute block
- Students remain in these classes all year long



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# 5<sup>th</sup> Grade Students with Retained Reading Label



- No requirements in legislation for support for these children (7,867 students)
- Should these children receive the same supports that are provided for 4<sup>th</sup> grade transitional and accelerated students?



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# 2015 NAEP Scores

- Grade 4 Reading (first year of RtA students)
- Scale score (226) up 4 points from 2013
- 5 Points above the national average
- Includes multiple choice and constructed response
- NC students have constructed response in the RtA formative, diagnostic assessment



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# Other States

- Networking with other states
- Discussions with Foundations for Excellence in Education
- Conference calls
- Common site for sharing materials
- REL Southeast



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# Next Steps

- Support for students with Good Cause Exemptions
- Support for non-proficient 5<sup>th</sup> graders
- Expanding Master Literacy Trainers in districts
- Continued support from DPI regional consultants on the ground in the schools
- Instructional coaches in all elementary schools



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