

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: May 28, 2014

AGENDA ITEM No. 14-05-(2)-15

ACTION ITEM: (Y/N) N

SUBJECT: NC Read to Achieve Program Update

INFO. CONTACT Dr. Amanda Hartness, Vickie Smith PHONE: (919) 732-8126

ATTACHMENTS: (1) Read to Achieve Power Point Slides

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**PURPOSE:** To provide updates to the Board of Education about North Carolina General Assembly's Read to Achieve Program and how Orange County Schools is preparing teachers and parents for the changes that will occur as the Program is implemented.

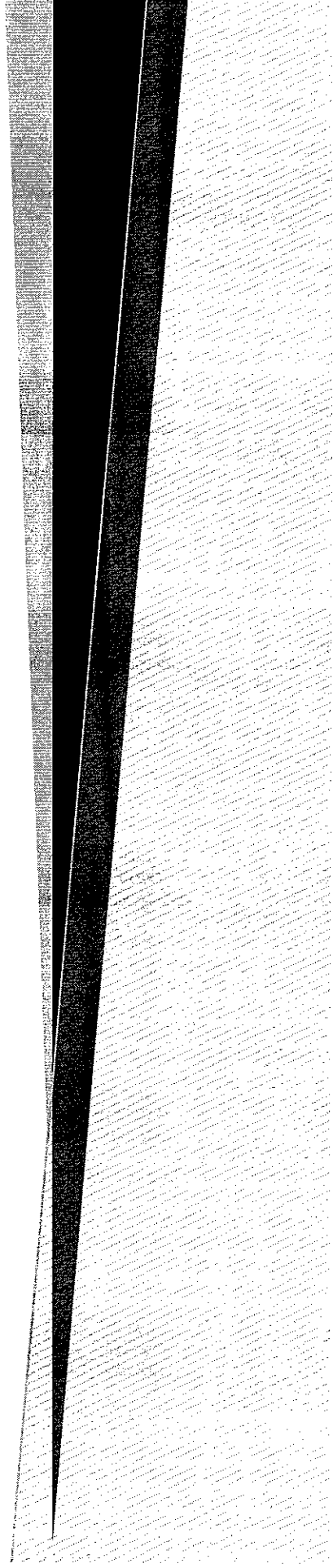
**BACKGROUND:** The Read to Achieve Program is part of the Excellent Public Schools Act which became law in July of 2012. The Read to Achieve Program consists of a developmental screening and Kindergarten entry assessment process, third grade retention and summer reading camp for students who are not reading proficiently, and diagnostic formative assessments in K-3.

**FINANCIAL IMPACT:** Orange County Schools received \$42,000 to purchase technology devices for K-3 teachers to implement diagnostic and formative reading assessments. Orange County Schools purchased iPad minis which cost \$6,467. Additional monies totaling \$14,036.79 were used to purchase 23 extra reading kits, screen protectors and stylus pens. The State has allotted \$96,911 to fund summer reading camp for 301 3<sup>rd</sup> graders. The district estimates that camp will cost approximately \$140,000 in order to serve 340 students. The total cost for the school district to implement the Read to Achieve legislation is \$63,592.79.

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive updates about the Read to Achieve Program and how Orange County Schools is transitioning to implementation in 2013-2014.

# **Update on Read to Achieve Legislation**

May 28, 2014



# Goal

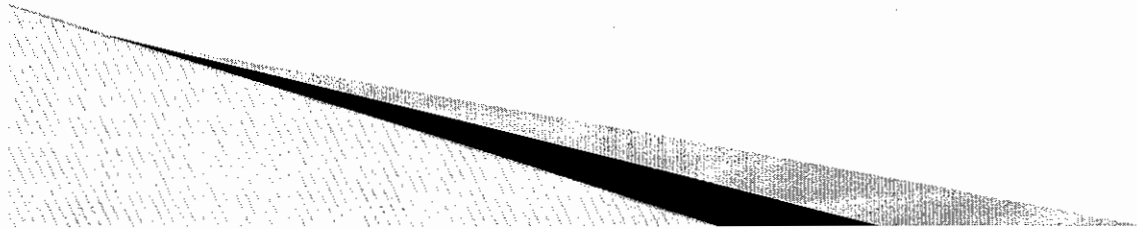
- Excellent Public Schools Act; law passed August 2012
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- “The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.”



# Kindergarten Students

## Requirements:

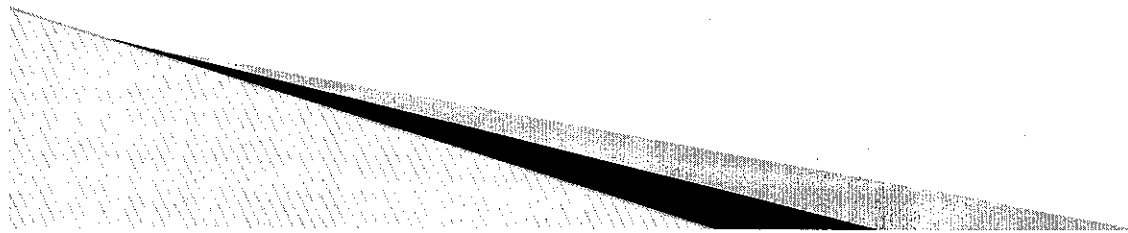
- ❑ Students will be given a State-developed entry assessment within 60 days of enrollment.
- ❑ Entry assessment will address five domains of school readiness: language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social emotional development.



# Kindergarten Students

Update:

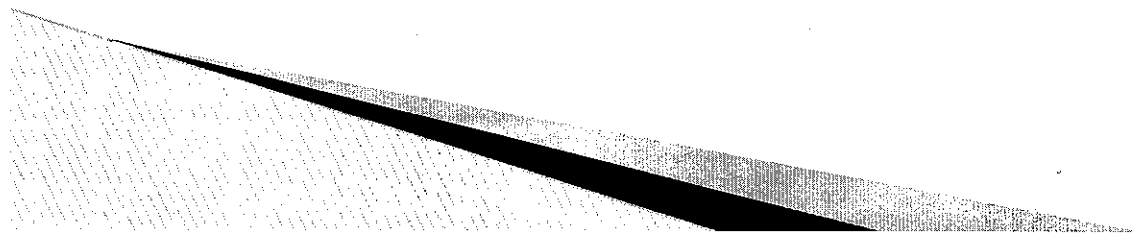
OCS will pilot the Kindergarten Entry Assessment in  
2014–15 at New Hope and Pathways



# K-3 Students

## Requirements:

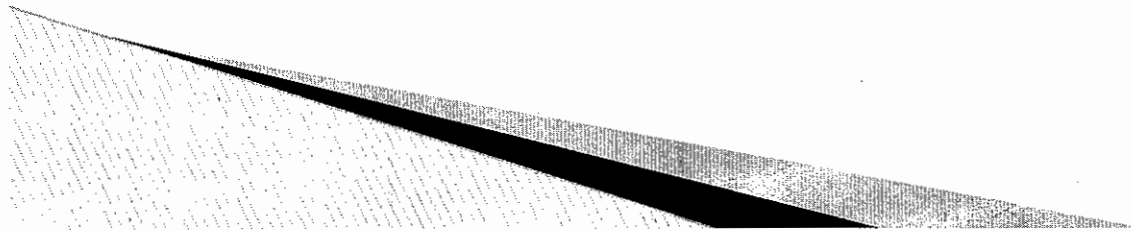
- ❑ By 2013–2014 all districts must be using Reading 3D, a technology-based tool for diagnostic and formative assessment
- ❑ All training must be completed by start of 2013–2014 school year
- ❑ State funding was provided to districts to purchase computer devices for teachers to administer the assessments. Reading kits were purchased by the state and shipped to schools.



# K-3 Students

## Updates:

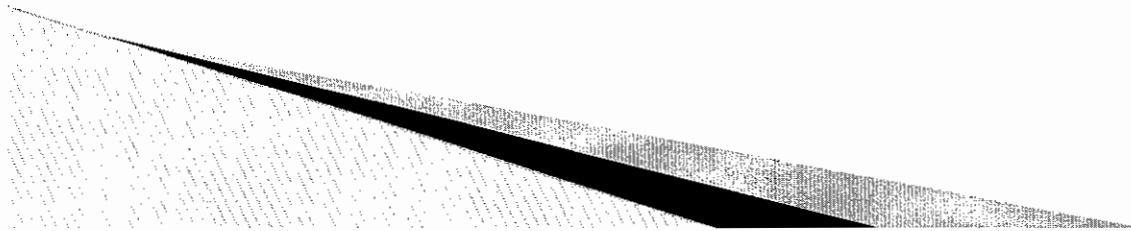
- ❑ All K-3 teachers are using Reading 3D to complete literacy assessments
- ❑ OCS started training staff at the end of 2012-2013 and literacy coaches and reading teachers offered a “refresher” at the beginning of 2013-2014 school year
- ❑ OCS has used district funds to purchase iPad minis and reading kits for literacy coaches and reading teachers, as well as 9 classroom teachers



# 3<sup>rd</sup> Graders

## Requirements:

- ❑ Effective with the 2013–2014 school year, 3<sup>rd</sup> graders shall be retained if they do not demonstrate proficiency as measured by the End-of-Grade reading test, the Read to Achieve test, or proficiency on 36 EOG-like passages
- ❑ Students may be exempt from mandatory retention for “good cause” (ex: English Language Learners with less than two years of instruction in an ELL program; Extend 1 students; previously retained students)

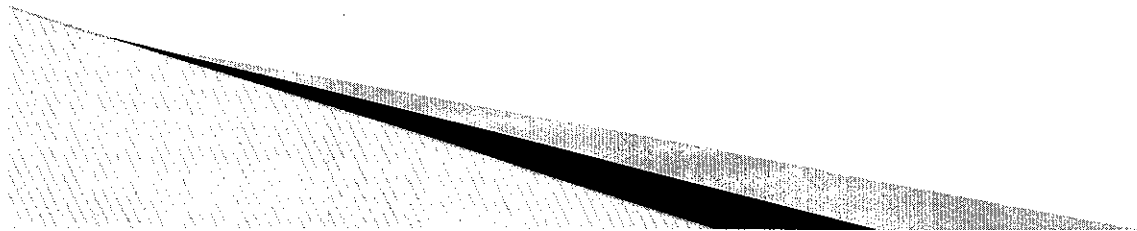




# 3<sup>rd</sup> Graders

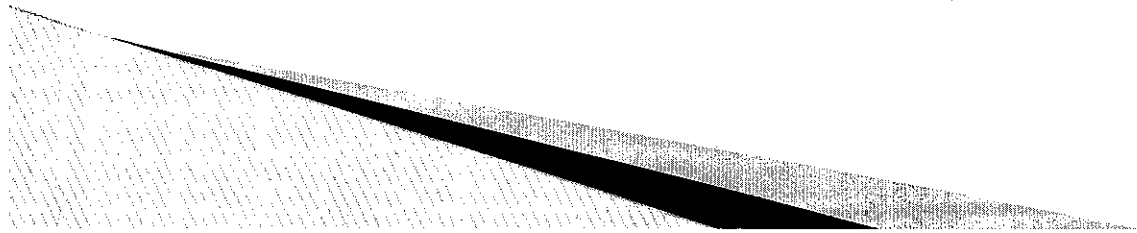
## Updates:

- ❑ State approved the OCS school board recommendation to use local reading assessments in lieu of the 36 reading portfolio passages
- ❑ Using local reading assessments, should “catch” approximately 10% or 56 more students than using reading portfolio passage



# Retained 3<sup>rd</sup> Graders

- ❑ Parents of 3<sup>rd</sup> graders who are retained will be offered an opportunity to enroll their child in a free six week half-day summer reading camp beginning in the summer of 2014.
- ❑ 3<sup>rd</sup> graders who are not proficient after summer reading camp must be placed in transitional fourth grade classrooms starting 2014–2015
- ❑ Certified Staff selected to teach in the summer reading camp must have met the designation of “meets expected growth” or “exceeds expected growth” based on the Teacher Effectiveness ratings.



# Retained 3<sup>rd</sup> Graders

## Updates

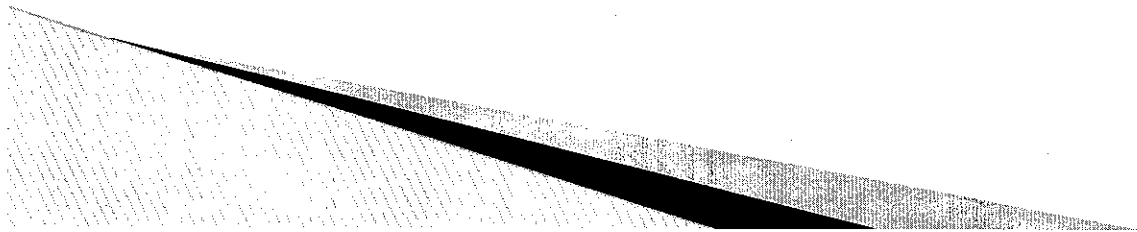
- ❑ Parents of 3<sup>rd</sup> graders who are retained will be offered an opportunity to enroll their child in a free 3 week full-day summer reading camp beginning in the summer of 2014.
- ❑ The State sent OCS \$96,911 to fund summer reading camp for a projected number of 300 students. OCS projects the number to be appx 340 for a cost of \$140,000



# Summer Reading Camp

## Updates

- ❑ OCS is developing their own curriculum for reading camp. Curriculum is interdisciplinary, including science, reading, writing, and is theme-based, such as Reading Rockets and Oceans.
- ❑ 3 districts--OCS, Davie, and Mooresville Graded School District--received a grant from the Mebane Foundation for \$5,000 to purchase books and HillRAP training for up to 10 teachers



# Accountability Measures

- Each LEA must publish annually on a website and in a report to the State Board the following information:
  - Number and percentage of 3<sup>rd</sup> graders not demonstrating proficiency on State test
  - Number and percentage of students who take and pass the alternative assessment
  - Number and percentage of retained students
  - Number and percentage of students exempt from retention for good cause

