



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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TO: Read to Achieve Contacts

FROM: David Stegall, Ed.D.
Deputy Superintendent of Innovation

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Director of K-3 Literacy

SUBJECT: COMPREHENSIVE PLAN FOR READING ACHIEVEMENT AND READ TO ACHIEVE REPORTING OPEN DATA CORRECTION WINDOW

COMPREHENSIVE PLAN FOR READING ACHIEVEMENT (CPRA)

The North Carolina K-3 Literacy [Comprehensive Plan for Reading Achievement \(CPRA\)](#) was approved by the State Board of Education on September 3, 2020. The plan fulfills the Read to Achieve legislative charge of the State Board of Education to develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in public schools. In accordance with [G.S. § 115C-83.1](#) and [G.S. § 115C-83.4](#), the CPRA is a prodigious step in supporting educators across the state with current research, guidance, and resources to enhance educator knowledge and positively impact reading achievement for students, as we are committed to having all students reading on grade level by third grade. Educators may use this plan to:

- support systems decision-making and alignment of resources,
- build educator knowledge and practice aligned to current research,
- make decisions when selecting curricula,
- design instruction that will cultivate reading achievement,
- have strategic conversations about students' reading challenges, progress, and success.

The CPRA includes the following sections, which encompass topics supported through research, that impact student reading achievement:

- Transformative Equity Practices
- Science of Reading
- Definition of High-Quality Reading Instruction
- K-3 Literacy:
 - Implementation of Evidence-Based Practices in Early Reading
 - Leadership
 - Standards-Aligned Instruction
 - Assessment
 - Resources

At the state-level, we will support districts with implementation and use of the plan to enhance instruction for ALL students to improve reading achievement by:

- providing resources on the current science of reading,
- providing professional development on high-quality reading instruction, and
- providing technical support.

READ TO ACHIEVE REPORTING OPEN DATA CORRECTION WINDOW

Upon review of the RtA Annual Reports that were submitted based on the [June 22 RtA Memo](#), additional guidance is being provided with an open data correction window for districts to review and potentially resubmit their data by 5:00 pm Friday, September 18, 2020. The reporting of RtA annual data for 2019-2020 was unprecedented and understandably provided unique reporting challenges for districts. Below you will find additional clarifying guidance to support you in reviewing and resubmitting RtA Annual Reports, if necessary. If changes are needed, please download the currently submitted file, make the edits, and re-upload the file. Specific directions for reporting can be found in the RtA Reporting Update ([2019-20 Read to Achieve Reporting Requirements Process Updated](#)). To determine students who were on track, not on track, and retained, please consider the following guidelines:

On Track:

- Students who were on track as defined by any local alternative assessment data.
 - Alternative assessment data includes portfolio passage completion and/or proficiency as demonstrated through options on the SBE Approved Local Alternative Assessment list
 - Students who were on track as defined by Istation ISIP ER data. Please consider students who were on track as students who were Level 3 or above at the Middle of Year (MOY) benchmark or any monthly progress monitoring data up until March 13, 2020. The following can be considered to determine on track:
 - On track as defined by Level 3 or above ISIP overall score OR Level 3 or above Lexile score

Not on Track:

- Students who were not on track as defined by any local alternative assessment data.
 - Alternative assessment data includes portfolio passage completion and/or proficiency as demonstrated through options on the SBE Approved Local Alternative Assessment list
 - Students who were not on track, as defined by Istation ISIP ER data. Please consider students who were Level 1 or Level 2 at the Middle of Year (MOY) benchmark or any monthly progress monitoring data up until March 13, 2020. The following can be considered to determine not on track.
 - Not on track as defined by Level 2 or below ISIP overall score OR Level 2 or below Lexile score

Retention:

- Retention for the 2019-2020 school year was based on principal discretion.
 - Students are considered “reading retained” if they were retained in third grade after the 2019-2020 school year for reading deficiencies. Students are considered promoted without a “reading retained” code within PowerSchool if they are currently in fourth grade.

- Students promoted to fourth grade and listed within PowerSchool as a fourth grade student are not considered “reading retained”. Students who are listed within PowerSchool as a third grade student due to reading deficiencies are coded as “reading retained”.

NOTE: For this reporting, students who lacked data to determine on track or not on track status are the only students eligible for a “G” code. This is different from the traditional guidelines for Good Cause Exemptions from previous reporting years, as GCE based on §115C-83.7 were not available for the 2019-2020 school year due to COVID-19. For example, the “G” code would be appropriate for students who moved into a district from out of state and never took the assessment or for students with exceptionalities who lacked sufficient data. For clarity in your analysis and reporting, this should represent a very small percentage of students.

Please share this information as needed. If you have any questions or need further clarification regarding information contained in this memo, please contact Tara Galloway at tara.galloway@dpi.nc.gov.

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