Birth-Third Interagency Council Meeting Presentation:

Wednesday, September 16, 2020

- COVID-19 Implications:
  - School District Reopening Plans
  - Lighting Our Way Forward
  - Ongoing Support for Districts
- Implementing NCELI During COVID-19
- Implementing Reading Diagnostic During COVID-19
Overview of NCDPI Presentation:

*School District Reopening Plans: Lighting Our Way Forward; Ongoing Support for Districts due to COVID Implications
Ms. Amy Rhyne, Director, Office of Early Learning, NCDPI
Dr. Angie Mullennix, Director, K-12 Academics (SC&I) and Innovation Strategy, NCDPI

*Implementing NC Early Learning Inventory During COVID-19
Dan Tetreault, Piedmont-Triad Early Learning Consultant, NCDPI, Office of Early Learning

*Implementing NC Early Learning Inventory During COVID-19
Dr. Tara Galloway, Director, K-3, NCDPI
Tonia Parrish, Lead Literacy Consultant, K-3 Literacy, NCDPI
COVID-19 Implications and the Reopening of Schools 2020-2021

- School District Reopening Plans
- Lighting Our Way Forward
- Ongoing Support for Districts

Ms. Amy Rhyne, Director, Office of Early Learning, NCDP
Dr. Angie Mullennix, Director, K-12 Academics (SC&I) and Innovation Strategy, NCDPI
## School District Reopening Plans

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Plan</th>
<th>% of State</th>
<th># of Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>506,371</td>
<td>B</td>
<td>35%</td>
<td>58/115</td>
</tr>
<tr>
<td>924,950</td>
<td>C</td>
<td>65%</td>
<td>57/115</td>
</tr>
</tbody>
</table>

Data as of 08.11.2020

- Majority of state is in Plan C.
- Districts can shift from Plan B to C and vice versa based on their needs.
- Districts work with local health agencies to determine health/safety needs.
Ongoing Support for Districts

PD Outreach  PD Opportunities

NCPAPA Distinguished Leaders Remote

Remote Learning

Public Schools of North Carolina
Supporting Educators & Families

- Remote Learning Resources
- Non-digital Resources
- Weekly Top Ten
- Focused Group Office Hours
- Stakeholder Involvement and Site Hits
B-3 Focus

B-3 Reading Definition approved
NC Foundations Unpacking Documents
K-3 Comprehensive Plan
SC&I Support Resources

Collaborative Communication with DHHS
Joint memo
Child Care Guidance input

Teaching Strategies Gold - All PK and K
Implementing NC ELI During COVID-19

Dan Tetreault, Piedmont-Triad Early Learning Consultant, NCDPI Office of Early Learning
Flexibility & Guidance

● School Reopening Plans
  ○ Mix of virtual-only and blended models
  ○ No view into what to expect

● NC Early Learning Inventory is observation-based
  ○ Some skills will be difficult to observe or unobservable

● Supports
  ○ Extended time - 30 days
  ○ Interactive Guide for implementing during Remote Learning
Reading Diagnostic Tools During 2020/2021: COVID-19 Implications

Dr. Tara Galloway, Director, K-3 Literacy
Tonia Parrish, K-3 Lead Literacy Consultant
NCDPI K-3 Literacy
K-3 Literacy
Formative/Diagnostic Assessments

The ultimate goal of reading assessment is prevention of reading difficulties and early intervention to ameliorate difficulties in reading development.

(Moats and Tolman, 2019)
## 2020-2021 State Board of Education approved K-3 Literacy Formative/Diagnostic Assessments

<table>
<thead>
<tr>
<th>Vendor Contact</th>
<th>Assessment</th>
<th>Link to Information (Provided by Vendors)</th>
<th>Link to Website (Provided by Vendors)</th>
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<tbody>
<tr>
<td>NWEA</td>
<td>MAP Growth <strong>plus</strong> MAP Reading Fluency (Measures of Academic Progress)</td>
<td>NWEA - MAP</td>
<td><a href="http://www.nwea.org">www.nwea.org</a></td>
</tr>
<tr>
<td>Julia Watkins <a href="mailto:julia.watkins@nwea.org">julia.watkins@nwea.org</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance Learning</td>
<td>STAR Early Literacy <strong>and</strong> STAR Reading must be used in conjunction, and under the vendor’s prescribed process, in order to meet the requirements of RTA.</td>
<td>Renaissance - STAR</td>
<td><a href="http://www.renaissance.com">www.renaissance.com</a></td>
</tr>
<tr>
<td>Laurie Boykon <a href="mailto:Laurie.Boykon@renaissance.com">Laurie.Boykon@renaissance.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Istation</td>
<td>ISIP-ER (Istation’s Indicators of Progress for Early Reading)</td>
<td>Istation - ISIP-ER</td>
<td><a href="http://www.istation.com">www.istation.com</a></td>
</tr>
<tr>
<td>Cristina Brown <a href="mailto:cmbrown@istation.com">cmbrown@istation.com</a></td>
<td></td>
<td></td>
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<tr>
<td>Kelly Petty <a href="mailto:KPetty@cainc.com">KPetty@cainc.com</a></td>
<td></td>
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<tr>
<td>Amplify</td>
<td>mCLASS TRC <strong>and</strong> DIBELS must be used in order to meet the requirements of RTA</td>
<td>Amplify - mClass and DIBELS</td>
<td><a href="https://amplify.com/north-carolina/">https://amplify.com/north-carolina/</a></td>
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<tr>
<td>Sean McFall <a href="mailto:smcfall@amplify.com">smcfall@amplify.com</a></td>
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## 2020-2021 PSU Vendor Choice Data

<table>
<thead>
<tr>
<th>Vendor Totals</th>
<th>Total # of PSU's</th>
<th>Total % of PSU's</th>
<th>Total # of elementary schools</th>
<th>Total % of elementary schools</th>
<th>Total # of K-3 students enrolled</th>
<th>Total % of students statewide</th>
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<tr>
<td>Amplify</td>
<td>22</td>
<td>11.5</td>
<td>129</td>
<td>9.2</td>
<td>36551</td>
<td>8</td>
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<tr>
<td>iReady</td>
<td>86</td>
<td>45</td>
<td>505</td>
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<td>34</td>
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<td>Istation</td>
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<td>7.3</td>
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<td>9.2</td>
<td>37428</td>
<td>8.2</td>
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<tr>
<td>Total</td>
<td>191</td>
<td>100</td>
<td>1398</td>
<td>100</td>
<td>454405</td>
<td>100</td>
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</tbody>
</table>

[Vendor Choice Data](#)
Benchmark Windows

• Read to Achieve Legislation requires BOY, MOY, and EOY benchmark assessments be given to all K-3 students.
• For EVAAS purposes, the state will use MOY to EOY data for K-2 growth for the 2020-2021 school year.
• The benchmark assessment window must be consistent for all vendors in order to meet the requirements of EVAAS data collection.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Assessment Window</th>
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</thead>
<tbody>
<tr>
<td>BOY</td>
<td>Assessments in August or first 20 instructional days in September</td>
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<tr>
<td>MOY</td>
<td>First 20 instructional days in January</td>
</tr>
<tr>
<td>EOY</td>
<td>First 20 instructional days in May</td>
</tr>
</tbody>
</table>

* Instructional days are defined as face to face or remote learning (not including holidays, weekends, teacher workdays, or annual leave days)