



K-3 LIT BITS

NCDPI K-3 LITERACY DIVISION



Director's Corner

Dr. Tara W. Galloway

The K-3 Literacy Team would like to say THANK YOU for your continued support! North Carolina is blessed to have so many amazing educators across the state. We are thankful for each of you. This issue of K-3 Lit Bits consists of some very important updates. Please take time to read and share with your district/schools as needed. Let me know anything our team can do to support you.

Wishing each of you a safe and happy holiday!
Tara

MOY Benchmark

As MOY Benchmark approaches, please note the following benchmark reminders:

- Year Round MOY is December
- Traditional MOY is January
- Benchmark for Istation ISIP ER assessment may occur anytime during the month
- The student's first attempt during the benchmark month will be the data used for the state reporting purposes
- If an extreme circumstance occurs that requires invalidation during the benchmark month, the state must be notified in order for the correct data to be collected for reporting purposes.

*Please Note: For EVAAS growth, the progress made by one teacher's students is compared to all the other teachers' progress with their students (in the same grade and subject) in the same amount of time; therefore, it is not possible to offer flexibility as to which instructional period benchmark data is collected. **Benchmark data for EVAAS must be collected in the fifth and ninth instructional period of the 2019-2020 school year.**

Invalidations

Districts/Schools should track Istation invalidations at the local district/school level. PLEASE NOTE: During MOY and EOY benchmark months, it is very important that the approved invalidations are submitted to tonia.parrish@dpi.ncgov, using the **provided form** so the state can ensure the correct data is pulled for EVAAS.

Please review the following guidance provided in the RtA Repository FAQs

Can an assessment score be invalidated?

- Data can not be deleted. However, on-demand assessments can be assigned for instances where scores are not valid. The new score will not replace the old score.
- During months/instructional periods other than designated benchmark months (1st, 5th, and 9th instructional periods), districts may determine procedures to confirm or deny assigning on-demand assessments for instances where scores are not valid.
- During BOY, MOY, EOY Benchmarks, districts must notify the state about any instances.
 - ONLY in the case of an extreme emergency such as a fire drill or a sick child
 - ONLY with permission based on your school and district policy for reporting invalidations
 - NEVER because the score wasn't as high as you thought it should be or because the student didn't do as well as you thought s/he would
- Districts, regional consultants and Istation track "invalidations"
- "Invalidations" are reviewed at the state level

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Accommodation Timer

Based on student's needs, the following time accommodations can be used without documentation/approval:

- Breaks: Students can take breaks between assessment subtests by pausing the program
- Sessions: The testing session can be divided into several smaller sessions or over a few days

Extended time should only be used for extreme circumstances that are documented in a 504 plan or IEP.

The raw ISIP ER may also be used to substantiate IEP plans towards grade level goals. If a student's IEP specifically states a requirement for extended time on formative assessments, then proof of this documentation may be provided to your campus leader. Your campus principal, or campus leader, will request access to adjust the timer status on a case by case basis, and will be provided guidance on how to make this adjustment, as needed. Districts/Schools should contact their Read to Achieve Contact person at the district level to request extended time on the Istation ISIP ER. The district RtA contact will provide guidance for turning on the accommodation timer.

The following information can be found in the RtA Repository FAQs.

Can students be given extended time during the ISIP ER assessment?

- The exclusion of a timer, during the duration of the ISIP Early Reading assessment, may impede the ability to see a students' automaticity of skill in the pillars of reading.
- The use of the timer within the ISIP ER assessment, provides educators with a raw data score in order to measure current student ability against grade level goals on an Individual Education Plan (IEP). For some students, the delivery of ISIP ER in shorter chunks of time, may be effective.
- It is important to note that the ISIP ER assessment can be given in short time frames, to allow for shorter testing periods. This can be done over the course of a day or two, or as many days needed within the month period.

EOG/RtA Update

The following memo was sent to districts on November 22 from NCDPI Accountability Division. It provides an update in regards to third grade EOG and Read to Achieve. According to the memo, the same information as provided in the past for RtA will be available. Scores on the grade three EOG will be available (based on the current achievement standards) to determine who may take the retest for grade three, who may take the RtA alternative assessment at the end of the year, and who may be invited to summer camp.

The new North Carolina Standard Course of study for English Language Arts/Reading was adopted by the State Board of Education (SBE) in 2017. As required, new reading end-of-grade (EOG) tests and English II end-of-course (EOC) tests, aligned to these standards, will be administered operationally for the first time in the 2019-20 school year. When new tests are administered for the first time, student scores are delayed while the North Carolina Department of Public Instruction (NCDPI) processes the test data and completes all necessary analyses, including the setting of academic achievement levels. These processes and analyses will take place during summer 2020. Due to the necessity of this critical process, in the 2019-20 school year students will not receive test scores at the completion of the test administrations. Instead, the reporting of scores for these tests will be delayed until August 2020. With the delayed scoring due to standard setting of the new tests, it is necessary to have a transition year for the Grade 3 Reading EOG and the Read to Achieve (RtA) program. To ensure the continuation of Read to Achieve, for the 2019-20 school year the current academic achievement standards will be applied to the new reading end-of-grade assessment administered in spring 2020. These results will also be used for third grade accountability data.

This will support the following:

- The use of the Beginning-of-Grade Reading Test in accountability for calculating achievement and growth for School Performance Grades.T
- he continued use of a Lexile Level of 725 for meeting Read to Achieve on State Board approved locally administered benchmark assessments.
- The reporting of a Grade 3 Reading EOG scale score to determine additional assessment opportunities and/or reading camp eligibility per Read to Achieve requirements.

With this transition plan for Read to Achieve for the 2019-20 school year, parents and teachers will continue to have the needed information to ensure their students have opportunities to become proficient readers by the end of the third grade. It will be noted on relevant reports that the 2019-20 school year was a transition year for Read to Achieve. In the 2020-21 school year, the grade three assessments will be reported using the new academic achievement standards which will be recommended to the State Board of Education in August 2020. As always, thank you for all you do for our schools. If you have questions or need further clarification regarding information contained within this memo, please contact your Regional Accountability Coordinator (RAC).

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PowerSchool/RtA Update

The following message was sent from DT&L on November 22. Please note the December 2 archive date.

DPI would like to provide further guidance on how to code the RTA students in PowerSchool. DPI recently discovered that several districts have started removing the RTA label from students who have passed the RTA assessment. A memo was sent out on September 13 that stated NCDPI would not be pulling and archiving the data until November 13. However, since districts prematurely began removing those labels, DPI will not archive the data until December 2. If you have removed the RTA label from any students, please add that back prior to the new archive date. Additionally, DPI has added a new process to help track RtA students who are identified as not able to access Istation ISIP ER. A new Special Program has been added to PowerSchool titled, "Istation ISIP ER". Districts are required to add this Special Program to any student who the IEP team determines is unable to access Istation ISIP ER (*see below).

*The following information can be found in the RtA Repository FAQs:

Should children with exceptionalities be assessed using Istation?

- All students who can access the assessment, including with the use of approved accommodations, modifications, and assistive technology, should be assessed. This includes students receiving instruction on the Extended Content Standards.
- Determinations about a student's ability to access the assessment should be made by the Individualized Education Program (IEP) team, based on a student's present level of performance, and documented in the student's IEP.
- If the IEP team determines that the student is unable to access the assessment, the student's literacy skills should be assessed with a validated measure of early reading that is accessible to the student. Selection of these assessments should be determined by the Public School Unit (PSU) in consultation with local Exceptional Children (EC) staff. In most cases, an approved SBE alternative assessment should be considered.

A Good Cause Exemption exempts a student from mandatory retention in third grade, not from participation in an assessment. Instructions on how to add accommodations in PowerSchool can be found [here](#).

Istation Trainings Stipends/Sub Pay

The stipend funding for participation in the summer Istation Round 1 training will be sent to districts to be distributed to participants via payroll. Participants who attended the October second round of Istation training have received a sub form via email for reimbursement for substitute pay. The sub form should be submitted to the local school payroll department for processing.

Device Update

Below is a current update on devices:

- Ipads have been delivered to districts. Most headsets that accompany the Ipads have been delivered; however, some are on back-order and will arrive soon.
- For districts that have requested headsets, these orders are being processed and will be fulfilled as soon as possible. Thank you for your patience.
- Please note: ORF is the only measure that may require headsets with microphones. ORF is an optional measure.
- Chromebooks have been ordered. They will be delivered to districts within 2-6 weeks.



READ TO ACHIEVE

K-3 Literacy Division
NC Department of Public Instruction