

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: February 24, 2014

AGENDA ITEM No. 14-02-(2)-08

ACTION ITEM: (Y/N) N

SUBJECT: State-Approved Alternative Assessments for 3rd Grade Reading Proficiency

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ATTACHMENTS:

1. Alternative Assessments Approved by State Board – February 6, 2014
2. 3rd Grade Reading Skills: Essential Learning Outcomes based on Common Core State Standards
3. PowerPoint – Measuring 3rd Grade Reading proficiency: State-Board Approved Alternatives to Reading Portfolio Passages

PURPOSE: To provide information to the Board of Education about state-approved alternative assessments districts can use in lieu of the reading portfolio process that requires students to demonstrate mastery on 36 end-of-grade reading passages.

BACKGROUND: The Read to Achieve legislation became law in July of 2012 (see Table 1 below for an implementation timeline). The legislation includes “good cause exemptions” for students who do not score a Level III or IV on the end-of-grade reading test. One of these exemptions is reading proficiency demonstrated through a reading portfolio. To demonstrate mastery, a 3rd grader must score a 70% or higher on three passages for each of 12 Common Core reading standards.

On February 6, 2014, the State Board of Education approved 16 alternative 3rd grade reading assessment requests submitted by Local Education Agencies (LEAs). These were approved with the condition that the following requirements are met:

1. The alternative assessment request must be approved by the local board of education and signed by the local board chair.
2. The request must contain a statement verifying that the local board of education has determined that the requested alternative assessment is a valid and reliable standardized assessment of reading comprehension and demonstrates that a student is reading at or above the third grade level as required by the Read to Achieve Law.

Currently two alternative assessments on the approved State Board of Education list are being used in Orange County Schools: 1. Reading 3D Text Reading Comprehension (TRC); 2. Performance or standards-based report card aligned to the Common Core State Standards. End-of-third grade reading mastery on TRC is a Level P or higher. End-of-third grade reading mastery on the standards-based report card is a Level 3 or 4 in the areas of Reading Literature, Reading Informational Text, Reading Foundational Skills, and Language.

Orange County Schools proposes the use of TRC, Level P or higher, and Level III or higher on the reading standards on the report card in lieu of the reading portfolio passages. The assessments are valid and reliable standardized assessment[s] of reading comprehension and demonstrate that a student is reading at or above grade level as required by the Read to Achieve Law.

The timeline below outlines the implementation of the Read to Achieve legislation and the reading portfolio requirements.

Table 1: Read to Achieve Implementation Timeline

Legislation passed	August 2012
Read to Achieve presentation at each elementary school to parents of rising 3 rd graders	February-March 2013
K-3 teachers use online Reading 3D program to assess student reading	September 2013 Beginning-of-Year 3 week testing window
Beginning-of-Grade (BOG3) reading test administered to 3 rd grade students	September 2013
Grade 3 Portfolio Implementation Guide passed by State Board	October 3, 2013
BOG3 results sent home to parents	November 2013
Presentation to 3 rd Grade PLCs outlining reading portfolio guidelines	November 2013
The state begins the portfolio process	January 6, 2014
K-3 teachers use online Reading 3D program to assess student reading	January 2014 Middle-of-Year 3 week testing window
June Atkinson sends memo stating that schools can submit requests for alternative assessments "To be approved for implementation, the LEA alternative test must be a valid and reliable standardized test that measures grade 3 reading comprehension and provides a score that can be interpreted that the student is reading at a proficient level consistent with the EOG 3 Reading Test."	January 16, 2014
Read to Achieve presentation at each elementary school to 3 rd grade parents	January-February 2014
June Atkinson sends memo regarding changes to Read to Achieve legislation, including the reading portfolio process	February 4, 2014
State approves 16 alternative assessments in lieu of reading portfolio passages	February 6, 2014
Letters of possible retention for 3 rd graders sent home to parents	Mid-February
State approves 8 additional alternative assessments	February 17, 2014
K-3 teachers use online Reading 3D program to assess student reading	May 2014 End-of-year 3 week testing window
Number of Good Cause Exemptions for demonstrating reading proficiency approved by principal and superintendent; number posted on OCS website	May 2014 before last 10 days of school
End-of-Grade reading test administered to 3 rd grade students	Last 10 days of school
End-of-Grade Retest (by parent request)	Last 10 days of school
Read to Achieve reading test	Last 10 days of school
Number of students not demonstrating proficiency are notified of retention; number posted on OCS website	Before school ends
Summer Reading Camp	6 weeks, 4 days per week, 3 hours per day
Reading portfolio process or OCS approved alternative assessments continues	During reading camp
Read to Achieve reading test	End of reading camp

3 rd /4 th grade transition class (for 3 rd graders who did not demonstrate reading proficiency or qualify for a good cause exemption by end of summer school)	2014-2015
Reading portfolio process or OCS approved alternative assessments continues (student promoted to 4 th grade if demonstrates proficiency)	September – end of October 2014
Read to Achieve reading test (student promoted to 4 th grade if demonstrates proficiency)	By November 1
4 th grade reading End-of-Grade test administered to students in 3 rd /4 th transition class	May 2015

FINANCIAL IMPACT: None

RECOMMENDATION: The Superintendent recommends that the Board of Education receive information about the state-approved alternative assessments that districts can implement in lieu of 36 end-of-grade passages to demonstrate 3rd grade reading proficiency.

Alternate Assessments Approved by State Board
(February 6, 2014)

LEA	Components of Proposals
Ashe	Reading 3D TRC at Level P, ClassScape/SchoolNet
Cabarrus	Reading 3D TRC at Level P or higher, Discovery Education Level 3 or 4
Charlotte-Mecklenberg	Reading 3D TRC at Level P, Discovery Education grade 3, Measures of Academic Progress
Cleveland	Reading 3D grade level proficiency
Gaston	STAR Reading with Normal Curve Equivalent of 50+ or Instructional Reading Level of 3.0 or higher
Henderson	Reading 3D TRC at or above end-of-grade expectations, HCPS benchmark assessments score performance of 70 percent or higher, instructional interventions and progress monitoring (ClassScape/SchoolNet)
Hickory City	Iowa Test of Basic Skills (ITBS) two subtests of reading comprehension
Johnston	Measures of Academic Progress at 50th percentile, Reading 3D at Level P or higher, BOG proficient level
Kannapolis City	Reading 3D, Performance-Based Report Card
Mooresville Graded School	Detailed School RtI plan for Core Instruction, Reading 3D at Level P or higher, MGSD End-of-Quarter Assessments 70 percent or higher, iStation Indicators of Progress, 2 of 3 for proficiency
Onslow	Reading 3D TRC at level P or higher, mastery on ClassScape benchmark assessments aligned with standards, mastery of three DPI portfolio passages for language standards
Piedmont Triad Consortium	Reading 3D at Level P or higher, Iowa Test of Basic Skills score at or above 50th percentile, BOG proficient level
Polk	Reading 3D end-of-grade expectations or higher, Study Island benchmark assessments with 70% or higher average, progress monitoring using Leveled Literacy Intervention, SchoolNet, DPI portfolio passages
Rutherford	Measures of Academic Progress with RIT of 197 or higher, Reading 3D at Level P or higher
Union	Reading 3D TRC results, ClassScape/School Net to demonstrate mastery
Wake	CASE Assessments scoring at level 3 or above

3rd Grade Reading Skills: Essential Learning Outcomes based on Common Core State Standards

Strand	Cluster of Anchor Standards	End of 3 rd grade
Reading Literature	Key Ideas and Details	Explain key ideas and details in stories, such as fables, folktales, and myths.
	Craft and Structure	Determine the meaning of a text using craft and structure.
	Integration of Knowledge and Ideas	Compare and contrast stories within and across texts by the same author.
	Range of Reading and Text Complexity	Read and comprehend 3 rd grade stories and poetry independently and proficiently.
Reading Informational Text	Key Ideas and Details	Determine a relationship between key ideas and details within an informational text.
	Craft and Structure	Determine and use relevant elements of craft and structure to understand informational text.
	Integration of Knowledge and Ideas	Describe connections between relevant ideas and details within and across informational text.
	Range of Reading and Text Complexity	Read and comprehend 2 nd -3 rd grade informational text independently.
Reading Foundational Skills	Phonics and Word Study	Apply 3 rd grade phonics and word analysis skills to decode words.
	Fluency	Read 3 rd grade texts with accuracy and fluency to support comprehension.
Language	Vocabulary Acquisition and Use	Use a range of strategies to determine the meaning of unknown words, demonstrate understanding of word relationships, and use 3 rd grade appropriate vocabulary.

The OCS report card for 3rd grade students is standards-based. Teachers use essential learning outcomes aligned to the reading standards in the Common Core State Standards to determine a student's proficiency level. For each reading strand, a student scores a Level 1, 2, 3, or 4. These levels are described below:

1: Below Standard (Needs to develop)
 Seldom demonstrates the skill or understands concepts and is not meeting expectations for this reporting period.

2: Approaching Standard (Beginning to develop)
 Sometimes demonstrates the skill or understands concepts and meets some expectations for this reporting period.

3: Meets Standard (Developing appropriately)
 Usually demonstrates the skill or understands concepts and meets expectations for this reporting period.

4: Exceptional (Exceeds expectations)
 Demonstrates the skill or understands concepts at a level exceeding expectations for this reporting period.

Measuring 3rd Grade Reading Proficiency: State-Board Approved Alternatives to Reading Portfolio Passages

Read to Achieve Legislation

- August 2012
- “The goal of the State is to ensure that every student reads at or above grade level by the end of third grade.”
- Historically, state has only measured reading proficiency by 3rd grade reading EOG
- If a student is not proficient at the end of the 2013-14 school year, s/he must attend summer reading camp or be retained

Read to Achieve Good Cause Exemptions

Exemption	# of Students (579 total)
1. English Language Learners with less than two years of instruction in an ELL program	1
2. Students assessed on Extend I or II	12
3. Students who have been retained more than once before third grade	0

Good Cause Exemptions

Exemption	# of Students
4. Students who scored a 442 or higher on the Beginning-of-Grade test (BOG3)	117
5. Students who show proficiency through the reading portfolio	State estimate=1% 5

Possible # of Students Attending Summer Reading Camp

	3rd Graders 579
# of Good Cause Exemptions	-135
# of Students on Track to Pass EOG based on Beginning-of-Grade Test	-62
Possible # Attending Camp	382

Reading Portfolio

To show reading proficiency, a student must score a 70% or higher on 3 "mini-EOG" passages for each of 12 reading standards - 36 passages

**Reading Portfolio:
Feedback from 3rd Grade Teachers**

1. On average, how much time would you say a 3rd grade teacher at your school devotes to the reading portfolio process each week?

3-5 hours per week or

9-15 school days between January - May

**Reading Portfolio:
Feedback from 3rd Grade Teachers**

2. How many students across the 3rd grade have shown mastery on 1 or more of the 12 reading standards?

32 or 5.5% of 3rd graders

**Reading Portfolio:
Feedback from 3rd Grade Teachers**

What are the downfalls of the portfolio process the way it is currently being implemented?

- “It takes away from classroom instruction.”
- “It can’t be used for instructional purposes.”
- “The tests are long and do not seem to be at a third grade level.”
- “Students are stressed out, anxious and getting burned out.”

**Reading Portfolio:
Feedback from 3rd Grade Teachers**

What are the benefits of the portfolio process the way it is currently being implemented?

- “Exposes student test-taking strengths and weaknesses.”
- “Exposure to end-of-grade format.”
- “There are not benefits to the way it is currently being implemented.”

State-Approved Alternatives to Reading Portfolio Passages

- 16 approved
- Any district can use the 16 approved alternatives with local board approval

Alternative Recommendations for OCS

- Reading 3D Text Reading Comprehension (TRC), Level P or higher
- Standards-based report card, Level III or IV on reading
- Both of these alternatives are already being used in OCS

Benefits to Using Alternative Assessments

Alternative assessments would . . .

1. Restore appx 72 reading instructional hours
2. Increase the # of students who qualify for a good cause exemption and, therefore, decrease # of students attending summer reading camp

Students on Track based on BOG3	Students on Track Based on TRC	Increase
179 = 32%	201 = 35%	+22 = 3%

Benefits to Using Alternative Assessments

3. Continue the 3rd grade reading growth pattern since 2009-10
 - 6.4% above state average on reading EOGs
 - Reduction of Level Is from 51% to 27%
 - Increase in Level IIIs from 21% to 45%

Benefits to Using Alternative Assessments

4. Affirms the correlation already seen between students who score a Level III or IV on their report card and a Level III or IV on the reading EOG
 - In 2013, all but 3-5 students who scored a Level III or IV on their report card scored Level III or IV on their EOG
 - In 2013, 1-3 students who scored a Level II on their report card scored a Level III on the EOG