



OFFICE OF EARLY LEARNING
NC Department of Public Instruction



READ ★ LEAD ★ SUCCEED
NORTH CAROLINA



AIM 2022

Accelerate • Invigorate • Motivate

#NCAIM2022

Oct. 26 - 29, 2022 • Raleigh Convention Center

bit.ly/AIM22OEL

Agenda

- Welcome -1:00
- ELS Updates/NC Partnership Cycle - 1:15
- Annual Growth vs. Catch Up Growth - 1:45
- District Perspective - Individual Reading Plans
Catawba County Schools - 2:45
- Four Corners/Break - 3:15
 1. LETRS PLC
 2. LIP from District to Classroom
 3. Amplify
 4. MTSS
- Feedback - 4:15





Welcome

Tonia Parrish -Read to Achieve Business and Charter Coordinator
Jenni Wilkinson - North Central Early Education Consultant

NCDPI Office of Early Learning Team

Leadership Team

Amy Rhyne

Dan Tetreault

Kelley Bendheim

Tonia Parrish

Jessica Fitzgerald
Cynthia Barber

Mary Derfel
Cameron Ammann

Holly Lee
Jenni Wilkinson

Thomas Merritt
Melissa Strickland

PIEDMONT-TRIAD

NORTH CENTRAL

NORTHEAST

NORTHWEST

WESTERN

Carrie Bruns
Kelly Pratt

SOUTHWEST

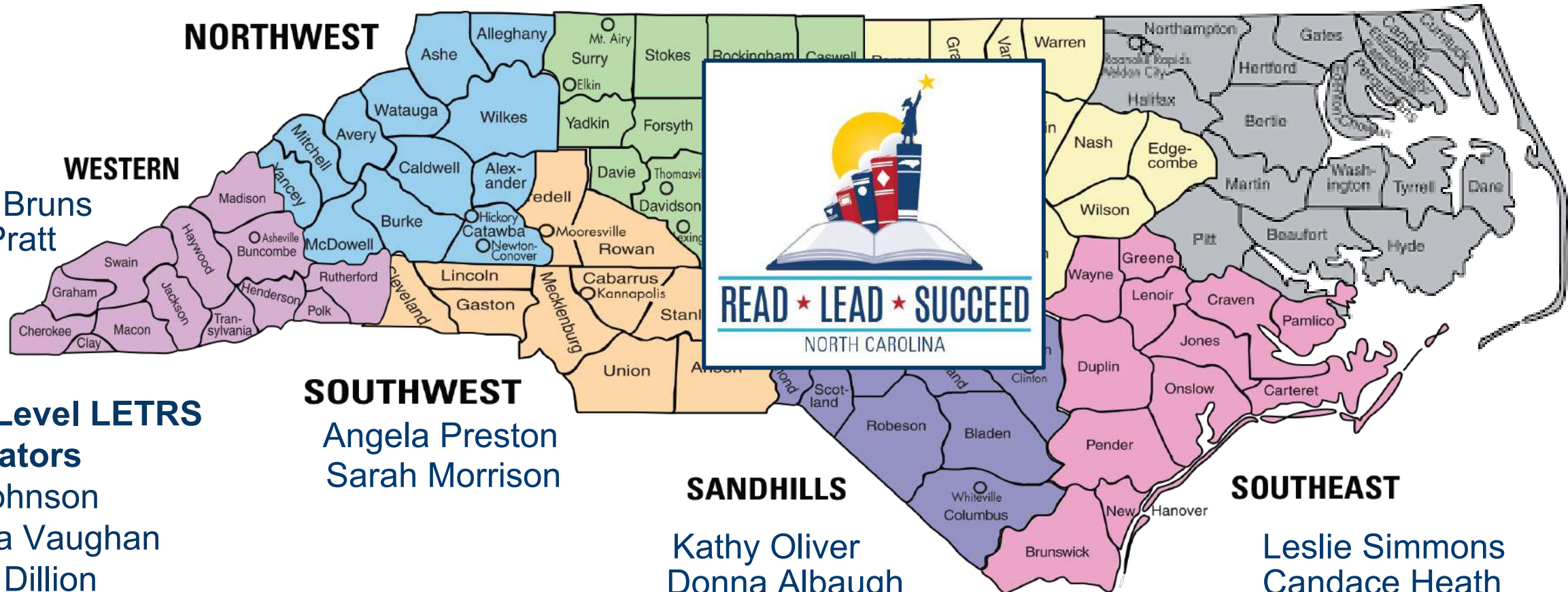
Angela Preston
Sarah Morrison

SANDHILLS

Kathy Oliver
Donna Albaugh

SOUTHEAST

Leslie Simmons
Candace Heath



How are you feeling?



May I suggest a calming circle?



I need a nap.



It was due when?



O good, another meeting...



Look, it's almost Friday!!



I need a snack



Do you comprehend?



I have questions.



I am calm!

How are you feeling?

Introduce yourself to someone in the room and share how you are currently feeling and why.



Early Literacy Specialists

Amy Rhyne - Office of Early Learning Director
Kelley Bendheim - Office of Early Learning Implementation Coordinator

Updates

- Application Review
- Phone Interviews
- Panel Interviews
- Official Hiring Process



The poster features a purple header with a logo of three hands holding a book and the slogan "READ • LEAD • SUCCEED NORTH CAROLINA". Below this, it states "NC DEPARTMENT OF PUBLIC INSTRUCTION". The main title is "NOW HIRING! EARLY LITERACY SPECIALIST (ELS)".

Job Details

- Hiring one ELS for each district in NC
- Apply by region
- Click on your region link to apply!

Region Application Links

Northwest	Sandhills
Northeast	North Central
Southeast	Piedmont Triad
Southwest	West

What region is my district in?
Click image below to find out!

[Job Description](#)
[ELS FAQ](#)

A map of North Carolina is shown, divided into regions. Below the map is a stack of books.

North Carolina Department of
PUBLIC INSTRUCTION

Official Hires to Date

142 Applications Submitted

53 Interviews Held

13 Hires in process

- When a hire is official, the regional fiscal agent is notified and the district is removed from the list of available districts for applying
- Flexibility in start dates

NC Partnership Approach





Annual vs. Catch Up Growth

Amy Rhyne - Office of Early Learning Director

Today's Goals

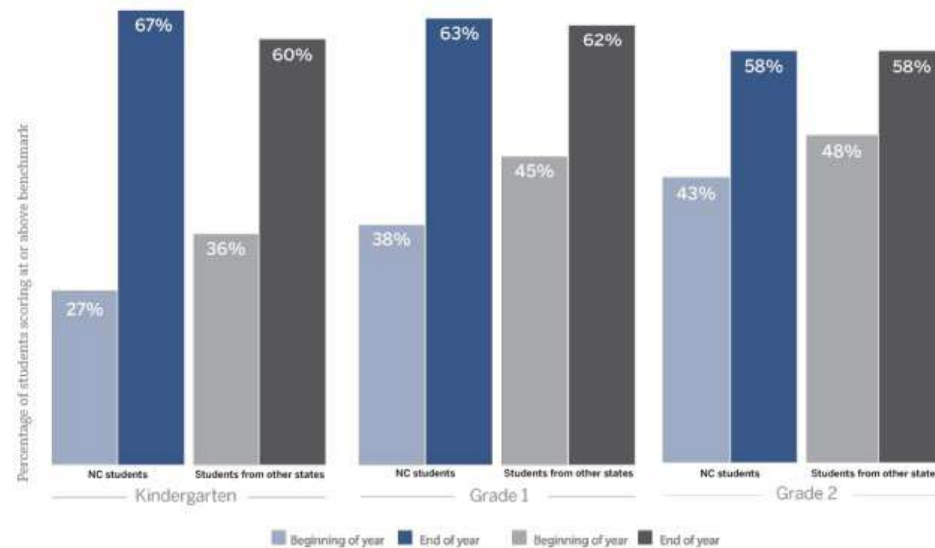
- Understand the difference between annual and catch up growth
- Understand why it matters
- Connect the dots with relevant data

Let's talk NAEP

2021-22 NC DIBELS vs. All States

North Carolina's literacy growth outpaces students at every grade level in K-2

Amplify reported significant **increases in proficiency at every level in grades K-2** by the end of the year, as measured by mCLASS[®] with DIBELS[®] 8th Edition benchmark data. For 21-22, the national mCLASS[®] with DIBELS[®] 8th Edition user base including a data set representing all 50 states.

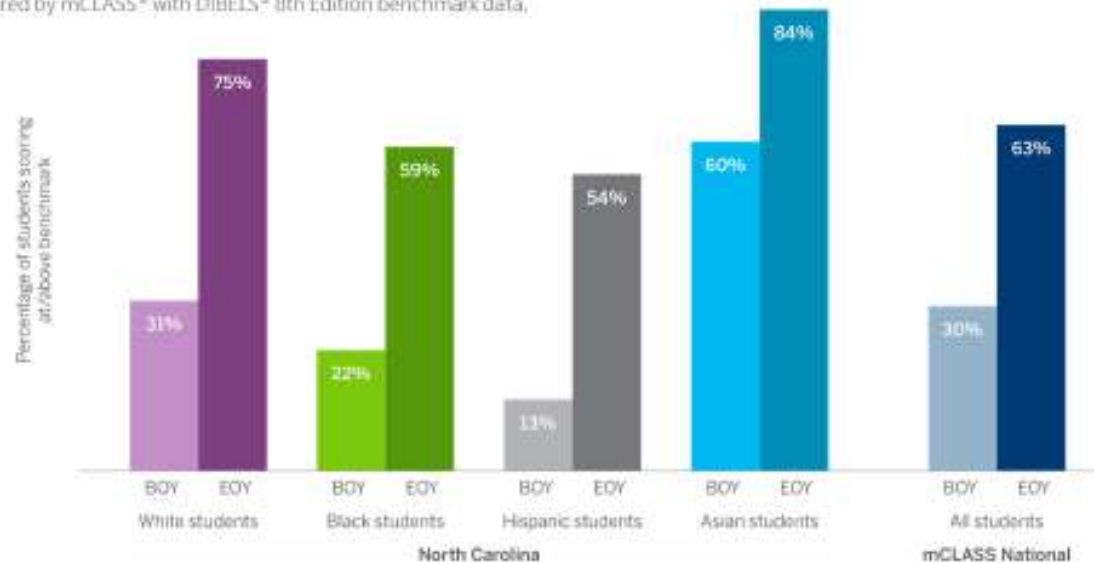


Amplify.

2021-22 NC Subgroups Kindergarten

North Carolina's kindergarten increase in proficiency across all demographics.

Amplify reported significant increases in proficiency for students in grades K-2 of all demographics by the end of the year, as measured by mCLASS® with DIBELS® 8th Edition benchmark data.

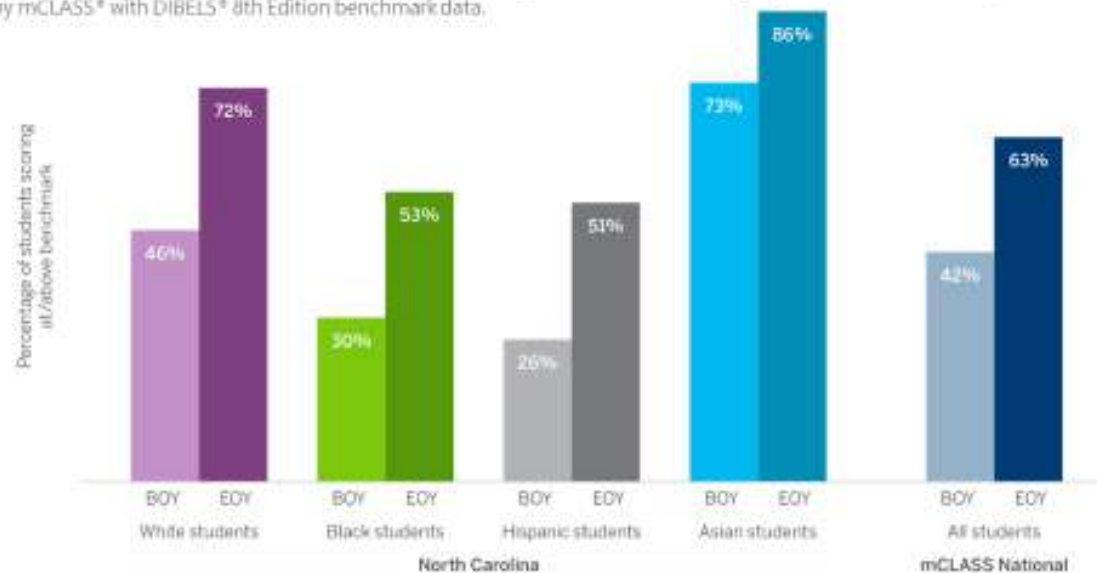


Amplify.

2021-22 NC Subgroups Grade 1

North Carolina's **grade 1** increase in proficiency across all demographics.

Amplify reported significant increases in proficiency for students in grades K-2 of all demographics by the end of the year; as measured by mCLASS® with DIBELS® 8th Edition benchmark data.

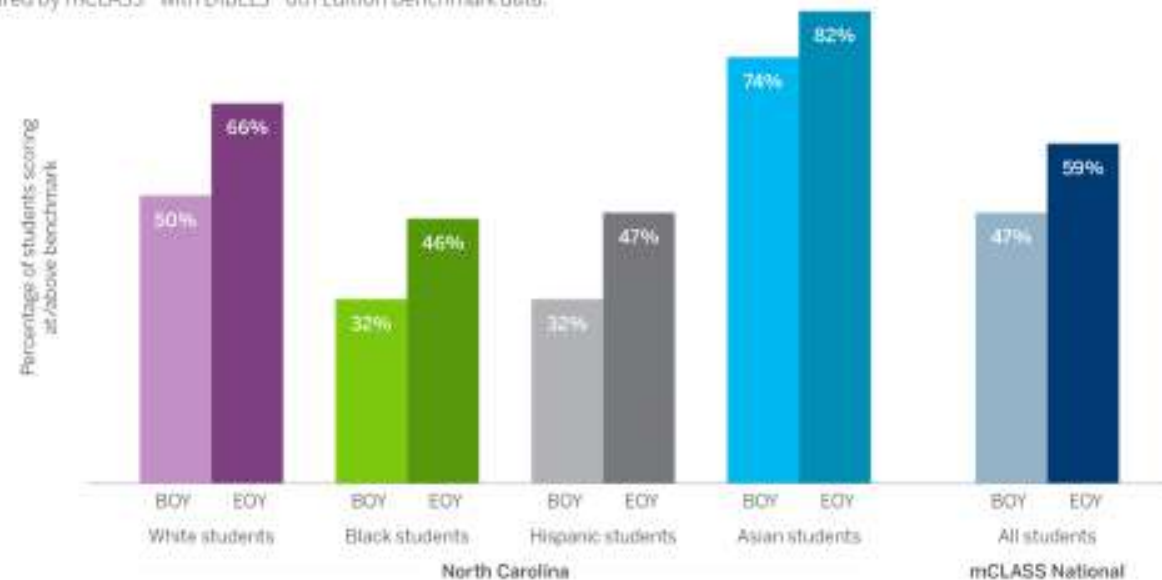


Amplify

2021-22 NC Subgroups Grade 2

North Carolina's grade 2 increase in proficiency across all demographics.

Amplify reported significant increases in proficiency for students in grades K-2 of all demographics by the end of the year; all measured by mCLASS® with DIBELS® 8th Edition benchmark data.

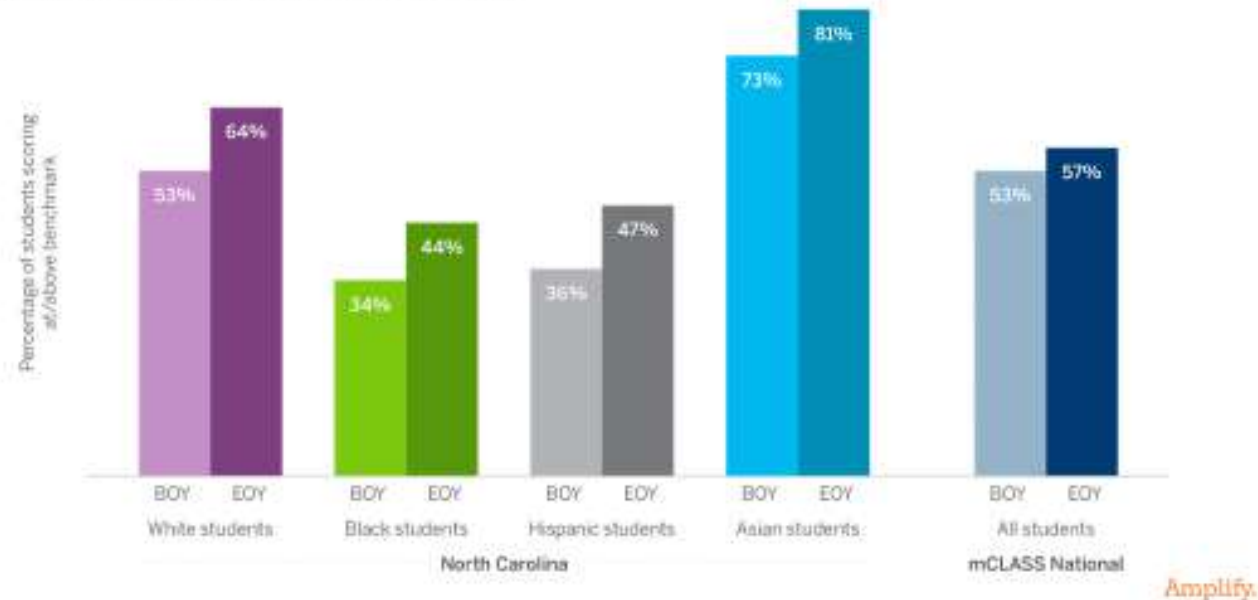


Amplify.

2021-22 NC Subgroups Grade 3

North Carolina's grade 3 increase in proficiency across all demographics.

Amplify reported significant increases in proficiency for students in grades K-2 of all demographics by the end of the year; as measured by mCLASS® with DIBELS® 8th Edition benchmark data.



Food for Thought...

“Students who are behind do not learn faster than those who are ahead.”

-Lynn Fielding

Annual Growth

Required daily minimum =
80 minutes

Annual Growth

Required daily minimum =

80 minutes

***Evidence-based, explicit, intentional,
systematic instruction***

Catch Up Growth

Let's do some math...

How many minutes...

- 1/2 Year Behind = 80 + ?
- 1 Year Behind = 80 + ?
- 2 Years Behind = 80 + ?

How many minutes...

- 1/2 Year Behind = $80 + 40 = 120$
- 1 Year Behind = $80 + 80 = 160$
- 2 Years Behind = $80 + 160 = 240$

Let's go one step further:

- **1/2 Year or More Behind ...AND**
 - **Start interventions in October (- 1 month)**
 - **End interventions in May (-1 month)**
 - **Fun Fridays or Testing on Fridays (-1 month)**

What ways could we be contributing to increasing the gaps unintentionally?

EVERY MINUTE COUNTS!



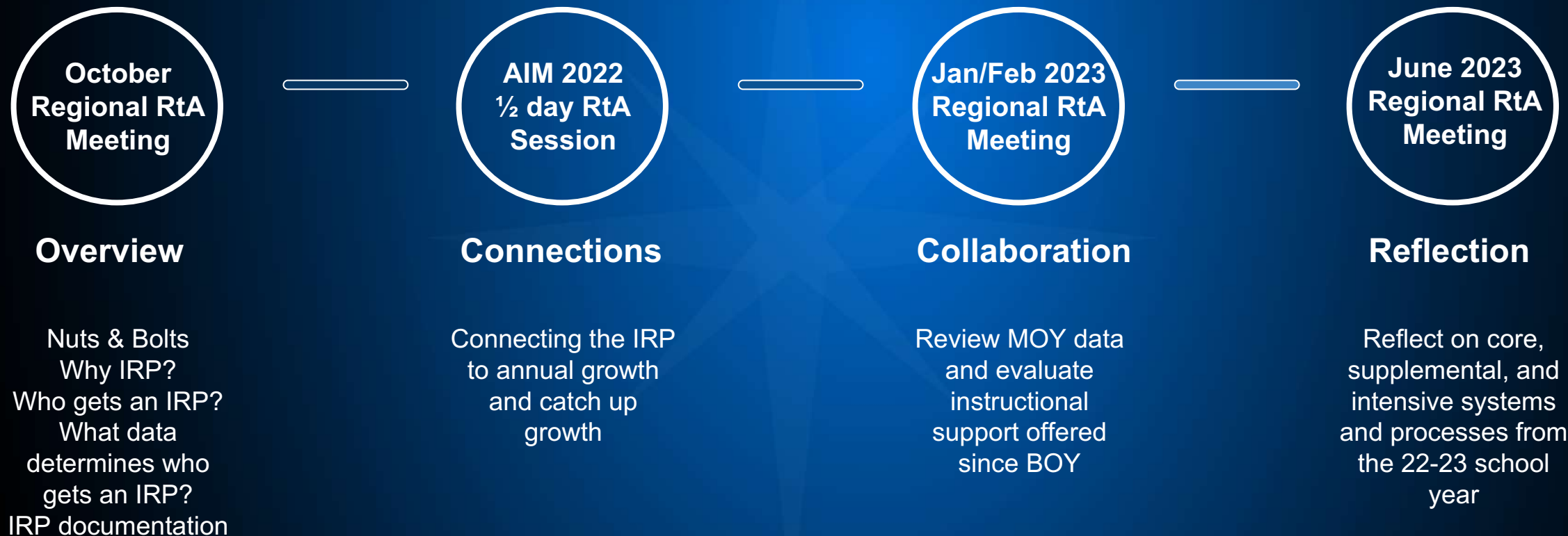
Connect the Dots

DIBELS 8 Data

Kelley Bendheim - RtA Implementation Coordinator

Adapted from: Using DIBELS 8th Edition Zones of Growth For Instructional Decision Making
Speaking: Marissa Pilger Suhr, M.S., and David Furjanic
9/10/2020

Support Timeline



Why Individual Reading Plans?



Inform ongoing decision making around student literacy instruction & support

Why monitor support and growth?

Why document support for students?

Data is used to

**Answer
Question
s**

**Make
Decisions**

Instructional decision making is guided by two processes.....

Data is used to

**Answer
Questions**



Is the instruction being provided meeting the needs of this student/group of students?

**Make
Decisions**

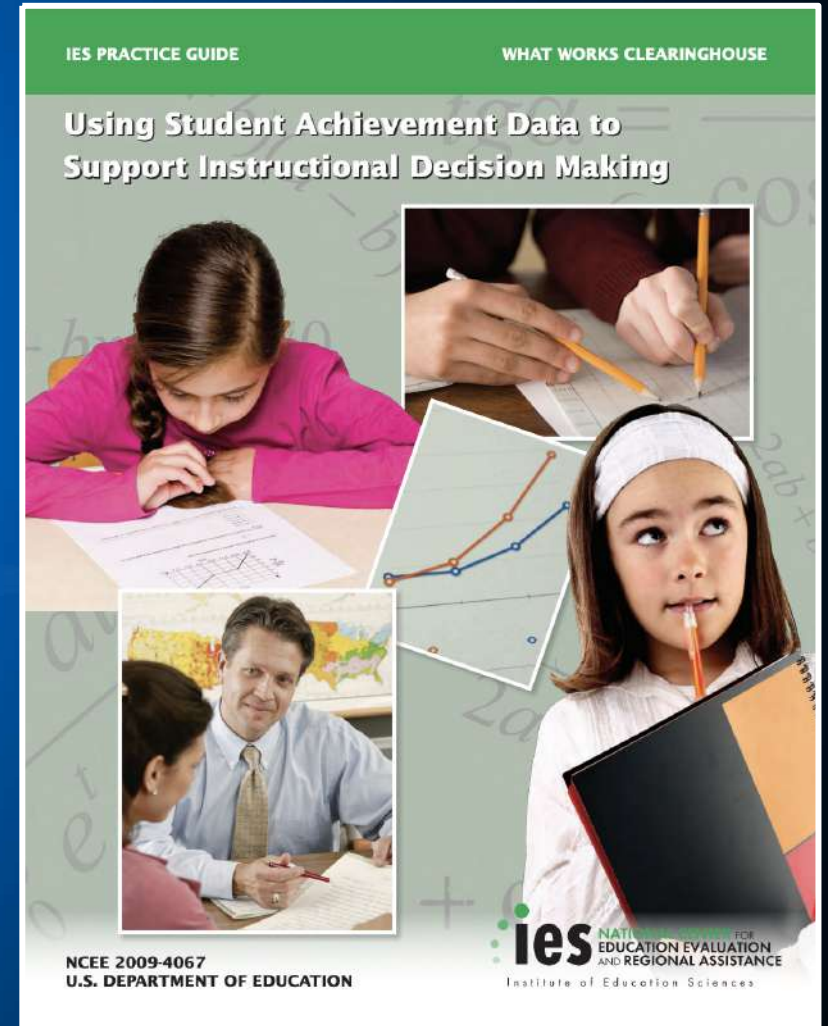
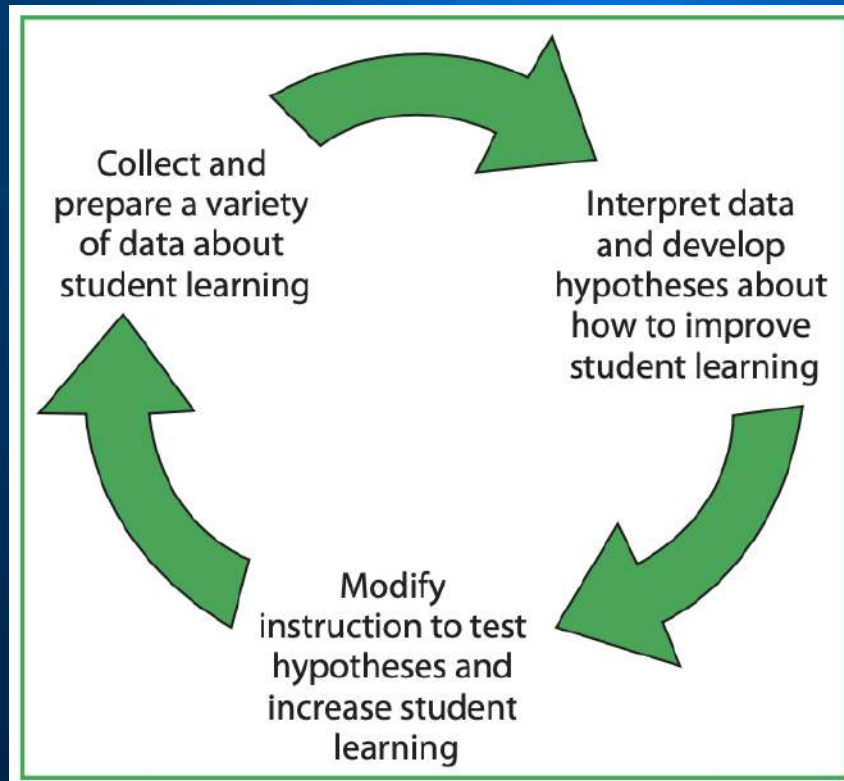


How can we adjust instruction to better meet the needs of the student/group of students?

IES Practice Guide

Using Student Achievement Data to Support Instructional Decision Making

Recommendation 1:
Make data part of an
ongoing cycle of
instructional improvement



DIBELS 8 as the GPS for Educators



Knowing where we are (how are students doing?)

Knowing where we are going (what do we want students to do?)

Knowing if we have arrived (have students met a goal or goals?)

Having multiple data points help us leverage data to make decisions about instruction!

Evaluating and Adjusting Support Based on Data

Collect and Prepare Data

Select appropriate data to monitor progress

Set a goal

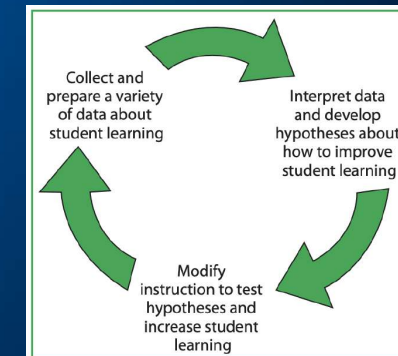
Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

As needed, determine *why* student/group of students is not on track to meet goal

Modify Instruction

Based on responsiveness data, adjust or maintain current instruction



Collect and Prepare Data

Select appropriate data to
monitor progress

Set a goal

- Use **DIBELS 8 benchmark data** to “check-in” on all students’ progress toward end of year goals at beginning, middle, and end of year
- Use **DIBELS 8 progress monitoring data** to provide more frequent checks on students receiving differentiated core, supplemental, or intensive supports
- Use **other data sources** to support with instructional decision making

Collect and Prepare Data

Select appropriate data to
monitor progress

Set a goal

→ Which measure to use?

- ◆ What is the target skill during instruction?
- ◆ Which skills are most meaningful to measure?
- ◆ What does your Literacy Intervention Plan state?

Phonemic
Awareness
(PSF)

Alphabetic
Principle/Decoding
(NWF)

Fluency with
Sight Words
(WRF)

Fluency
(ORF)

Comprehension
(MAZE)

Overall
Reading Skill
(Composite)

Collect and Prepare Data

Select appropriate data to
monitor progress

Set a goal

Grade	Risk Status	DIBELS 8 Assessment Recommendation
K-3	At risk on NWF	NWF (CLS) in K, NWF (WRC) in 1-3 Additional subtests aligned to intervention (generally PSF)
K-1	At risk on PSF but not NWF	DIBELS 8 Admin and Scoring Guide p. 94 PSF ORF

Legend

Blue goal = Core support; Negligible risk

(nearly all students in this range score at or above the 40th percentile rank on criterion measure)

Green range = Core support; Minimal risk

(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)

Yellow range = Strategic support; Some risk

(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)

Red range = Intensive support; At risk

(about 80% of students who score below the 20th percentile on criterion measure fall in this range)

DIBELS 8th Edition Goals

Collect and Prepare Data

Select appropriate data to
monitor progress

Set a goal

→ Why set goals?

- ◆ Hold us accountable for improving student outcomes
- ◆ Help us systematically decide if students are making appropriate progress
- ◆ Help us determine whether instruction is working or whether adjustments need to be made

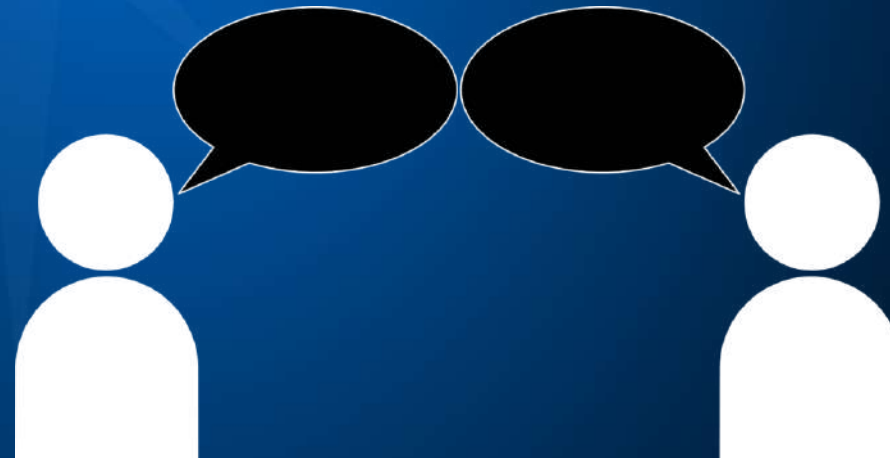
Collect and Prepare Data

Select appropriate data to
monitor progress

Set a goal

Table Talk

- ◆ How do you currently collect and prepare data?
- ◆ Do you have teams in place for data discussions? If so, how are they organized? How often do they meet? Who is on the team?



Evaluating and Adjusting Support Based on Data

Collect and Prepare Data

Select appropriate data to monitor progress

Set a goal

Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

As needed, determine *why* student/group of students is not on track to meet goal

Modify Instruction

Based on responsiveness data, adjust or maintain current instruction

Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

As needed, determine *why* student/group of students is not on track to meet goal

- Identify each student/group of students' overall areas of strengths and weaknesses based on PM data
- Key Questions to Ask:
 - ◆ Is student/group of students on track to meet their goal?
 - ◆ If not, how far off track is a student/group of students from meeting their goal?

Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

As needed, determine *why* student/group of students is not on track to meet goal

- Triangulate data from multiple sources to develop hypotheses about how to improve student outcomes
- ◆ Is the intervention curriculum appropriate (addressing the skill deficit, follow a scope and sequence, evidence based)?
 - ◆ Does the instruction need to change? Does the skill need to be taught a different way?
 - ◆ Are we allowing enough time?
 - ◆ Are there classroom/other factors which are impacting student performance?

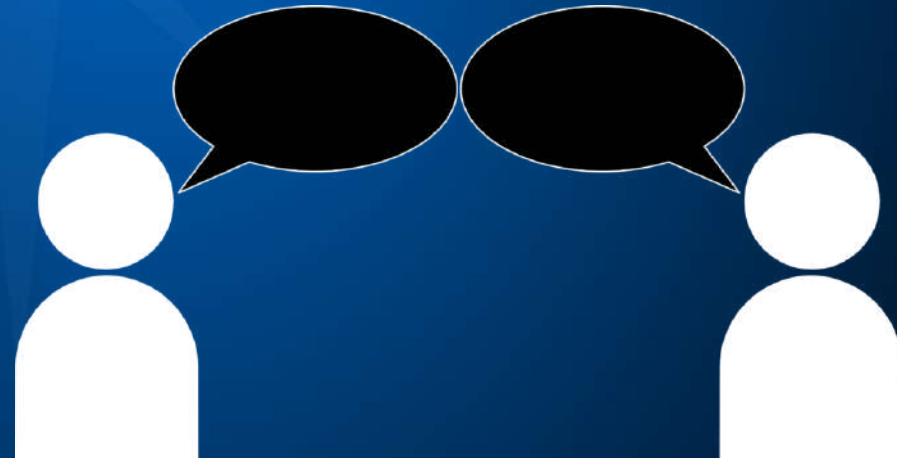
Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

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Table Talk

- ◆ Are goals set for your students? How do you determine if students are on track to meet their goal?
- ◆ What is PM fidelity like in your district? If weak, how do you improve that?



Evaluating and Adjusting Support Based on Data

Collect and Prepare Data

Select appropriate data to monitor progress

Set a goal

Interpret Data and Develop Hypotheses

Decide whether student/group of students is on track to meet goal

As needed, determine *why* student/group of students is not on track to meet goal

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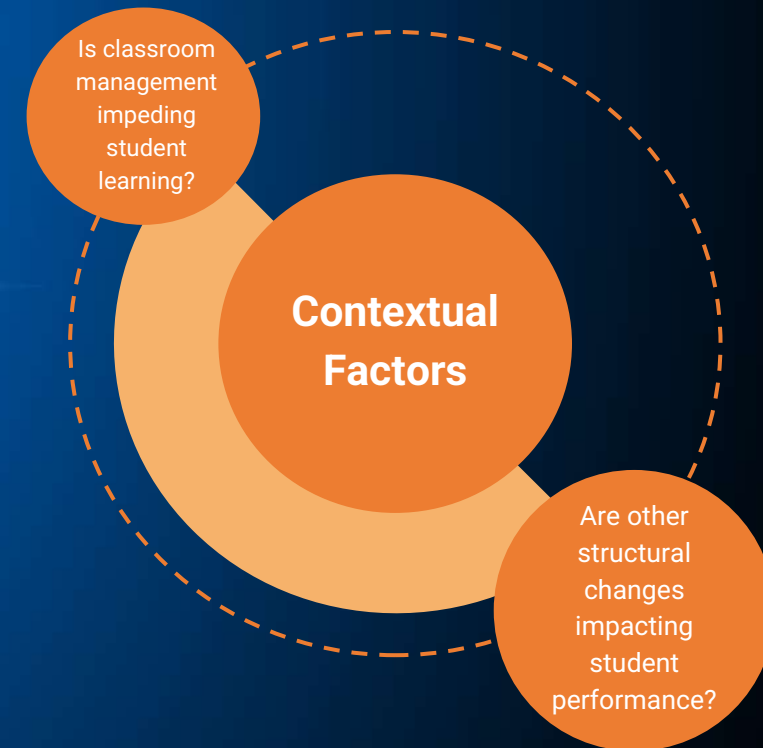
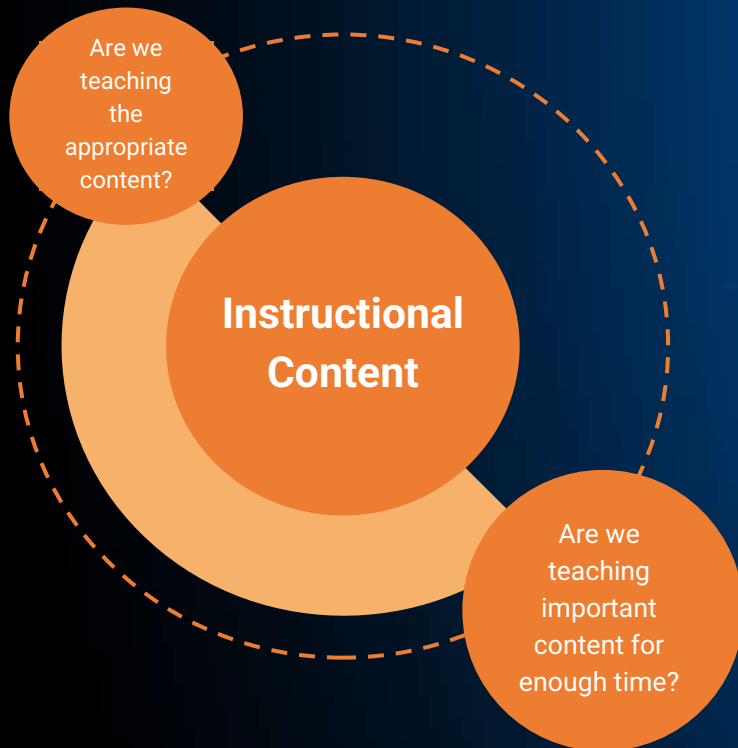
- Allocate instructional time and resources (human and material) to the most pressing content
- Adapt instructional methods to address student/student group needs

What adjustments can I make that will help my students reach their instructional goals?

If most students are not making adequate growth, we need to ask ourselves what could be preventing students from making adequate reading improvements?

Modify Instruction

Based on responsiveness
data, adjust or maintain
current instruction

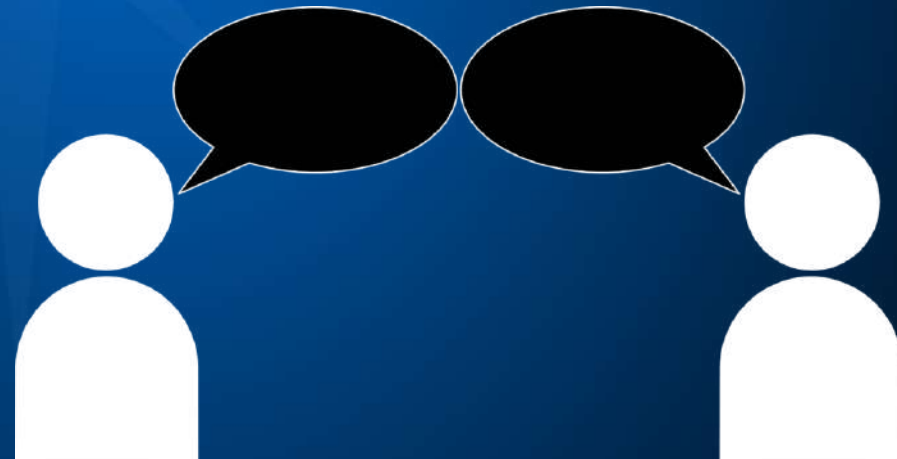


Modify Instruction

Based on responsiveness
data, adjust or maintain
current instruction

Table Talk

- ◆ Does your data team discuss instructional content, instructional delivery, and contextual factors?





District Perspective

Catawba County Schools

Shelly Black - Elementary Director, Catawba County Schools

K-3 Individual Reading Plans (IRPs)

#1

Reading Skill
Deficiencies
using mClass
and other data

Semester:				Grade Level:	
Select Skill Area:		Skill Based Small Group Instruction		Additional Strategies Used:	
Number of Days/Week:		Number of Minutes/Day:		Bench marks:	BOY
Number of Students in this Group:		Number of students showing growth:			

Reading Skill Deficiencies using mClass and other data

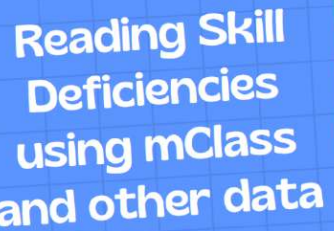
Reading Skill Deficiencies using mClass and other data

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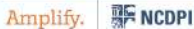
Reading Skill Deficiencies using mClass and other data

Reading Skill Deficiencies using mClass and other data



Four Corners



<p><u>LETRS PLC</u></p> 	<p><u>LIP from District to Classroom</u></p> 
<p><u>MTSS</u></p> 	<p>Amplify</p> 

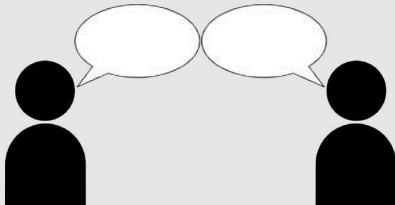
LETRS PLC



LIP from
District to
Classroom



MTSS



Amplify

Amplify.



Four Corners

1. Pick a corner based on what you want to discuss/learn about further
2. You will have 20 minutes in that corner to collaborate with colleagues
3. When the time goes off, move to another corner
4. You can go to two corners

Welcome to AIM 2022

OFFICE OF EARLY LEARNING
NC Department of Public Instruction



AIM Links



AIM Website

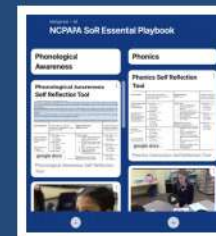


AIM - OEL 10.26.22 Slides

Padlets



Literacy for Leaders
Webinar Series

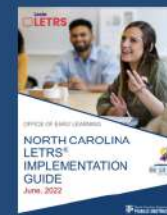


NC PAPA
SOR

Guides



RtA Guide



LETRS Guide

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MEMOS
2022-2023

OEL Memos

FAQ
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OEL FAQs



ELS Flier

bit.ly/
NCliteracyinterventionplan

LIP IRP Resources

Thank you!



bit.ly/AIMOEL1026