

2024-25 Excellent Public Schools Act Mid-Year Data Update



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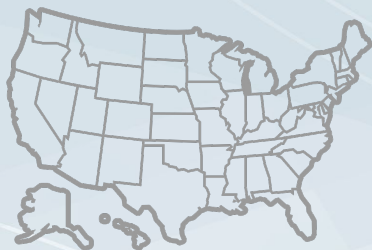
NC Formative Diagnostic Reading Assessment

§ 115C-83.6

Amplify DIBELS 8 - **Risk Indicator**

- Universal Screener administered to all eligible K-3 students
- Short, timed subcomponents (administered by teacher)
- Subcomponents aligned to Standards
- Benchmarks and Progress Monitoring
- Provides data in real time to adjust and differentiate instructional support
- Support gaps and/or enhance learning aligned to data
- Not calculated into state summative data
- Data used for K-2 teacher growth in EVAAS

National vs. NC Trends: MOY Data

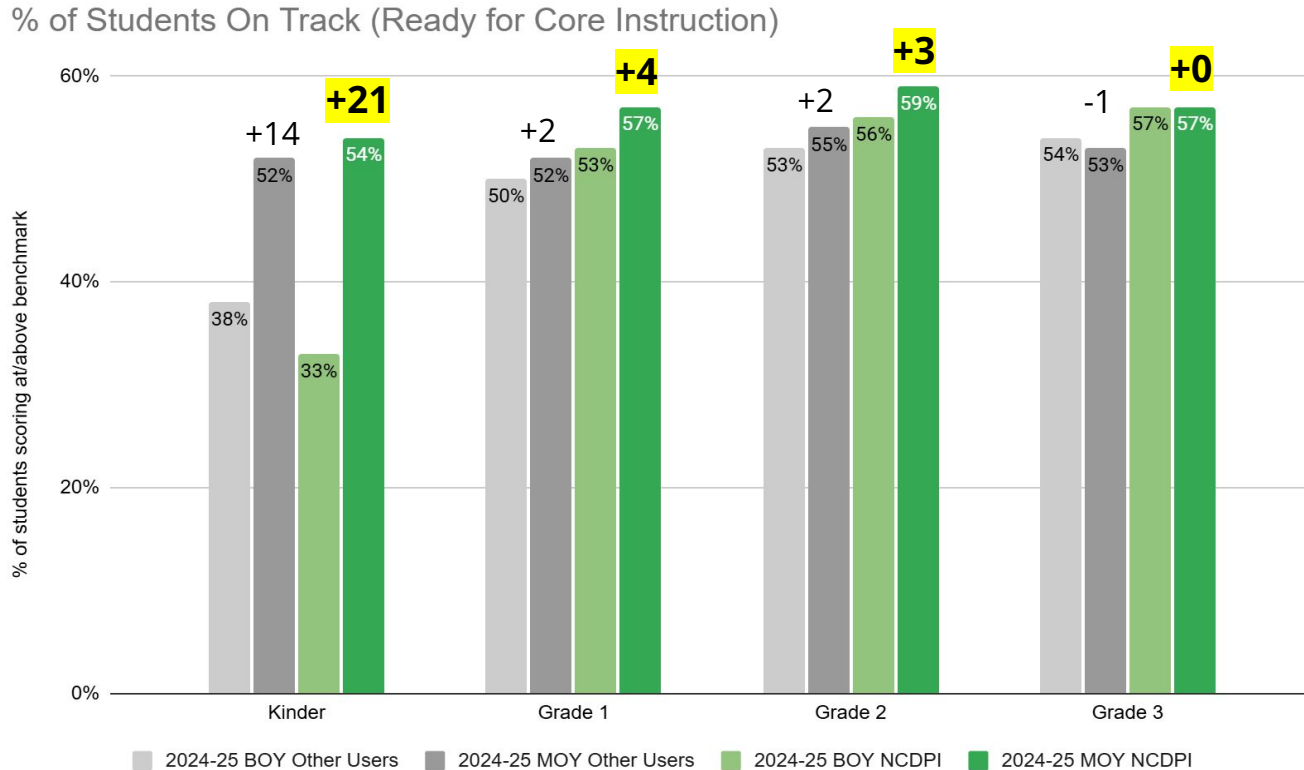


National User Base

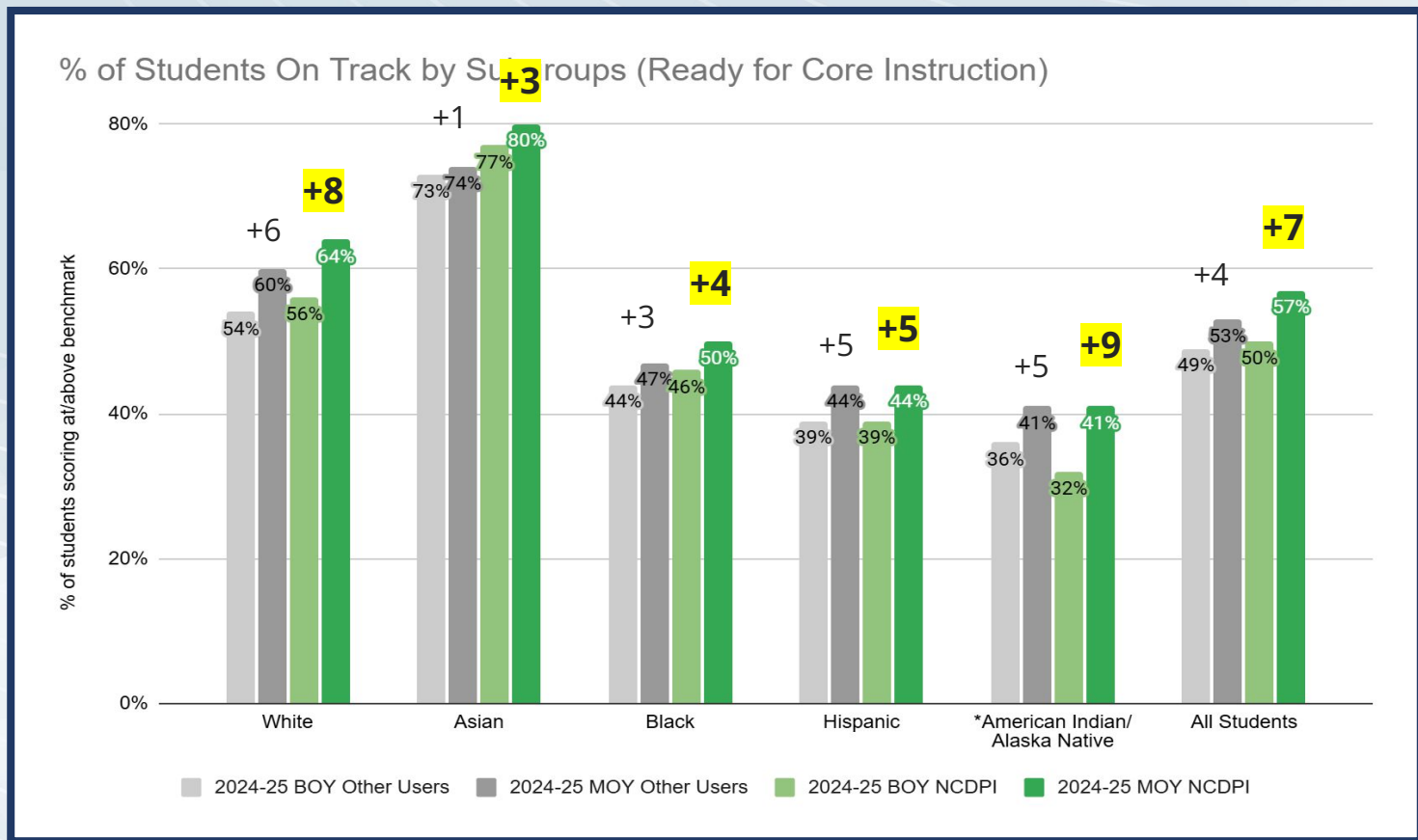


NCDPI

National vs. NC Trends: MOY Data

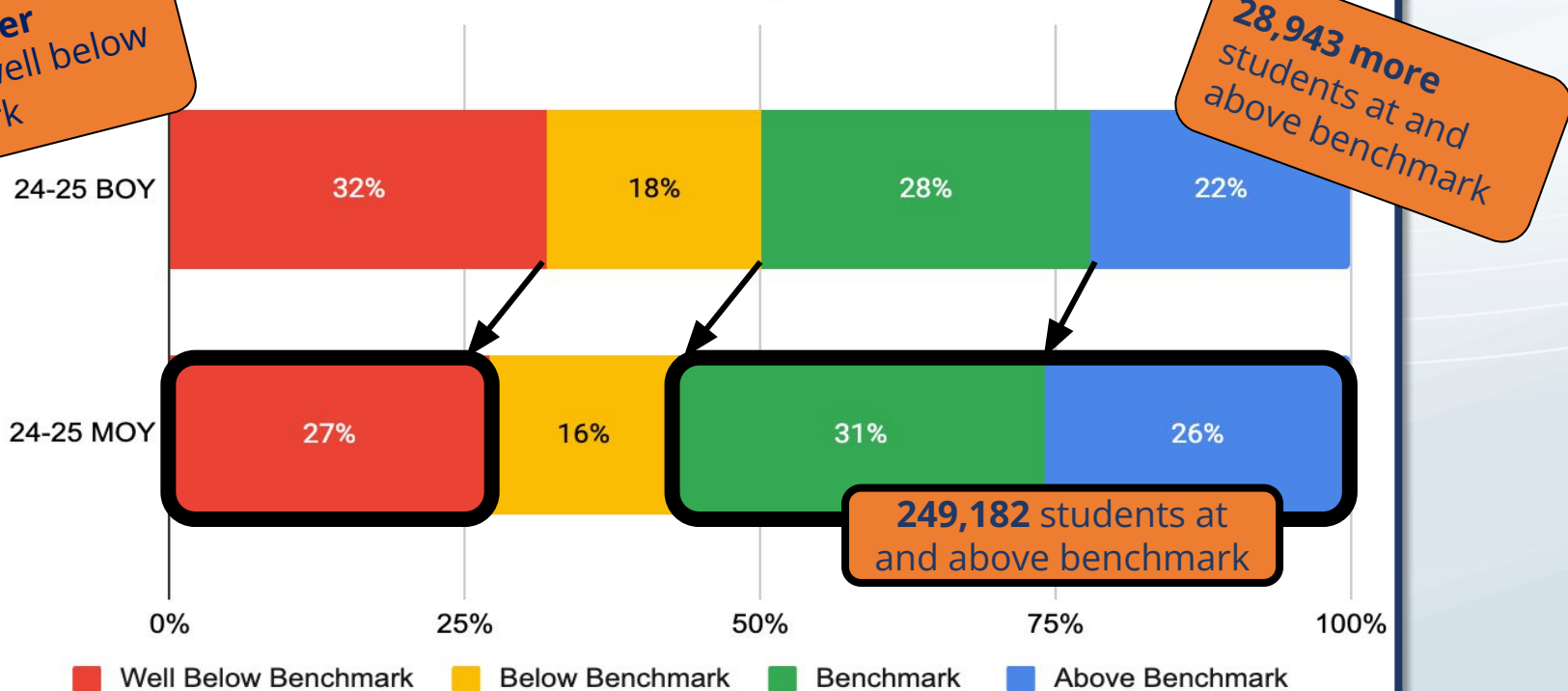


Demographic Trends: MOY Data



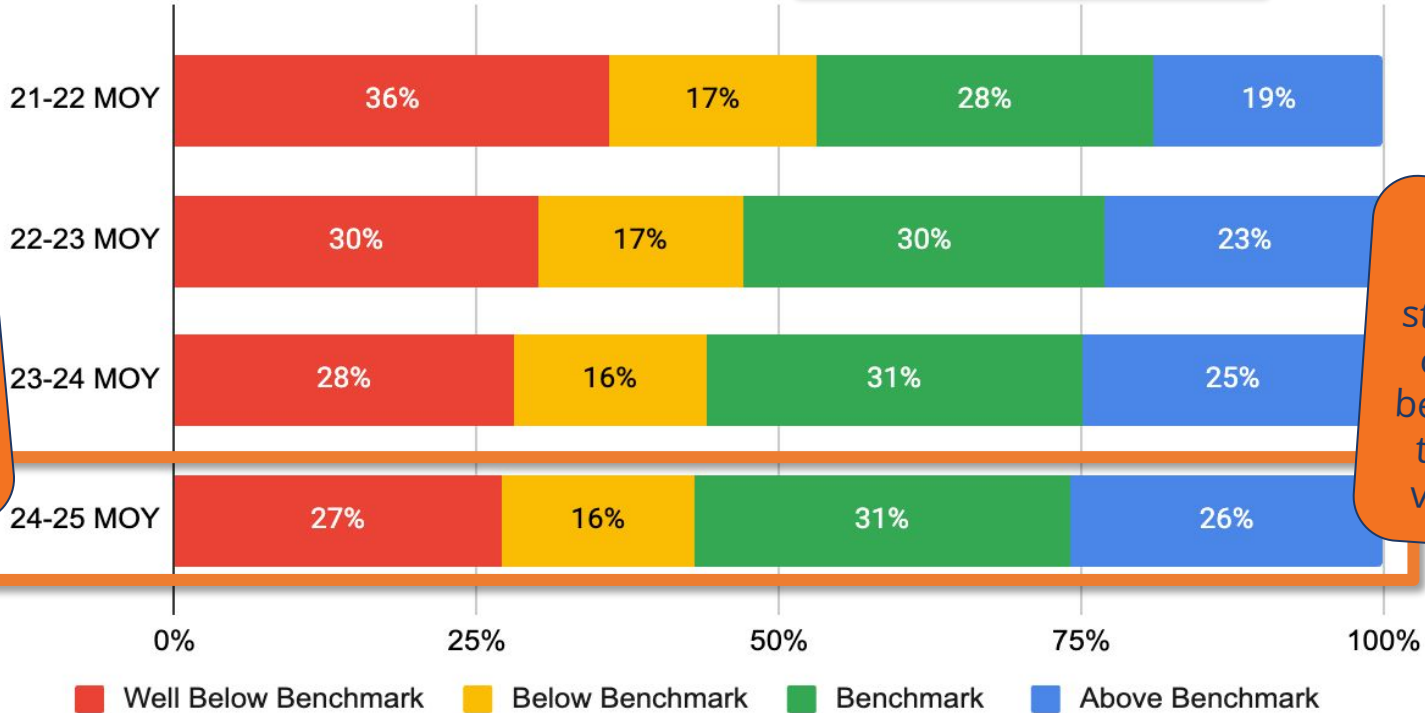
NC Beginning to Middle of Year Data

NCDPI K-3 DIBELS 8 Composite Score 24-25



NC MOY Composite Trend

NCDPI K-3 MOY Composite Scores 21-22 through 24-25

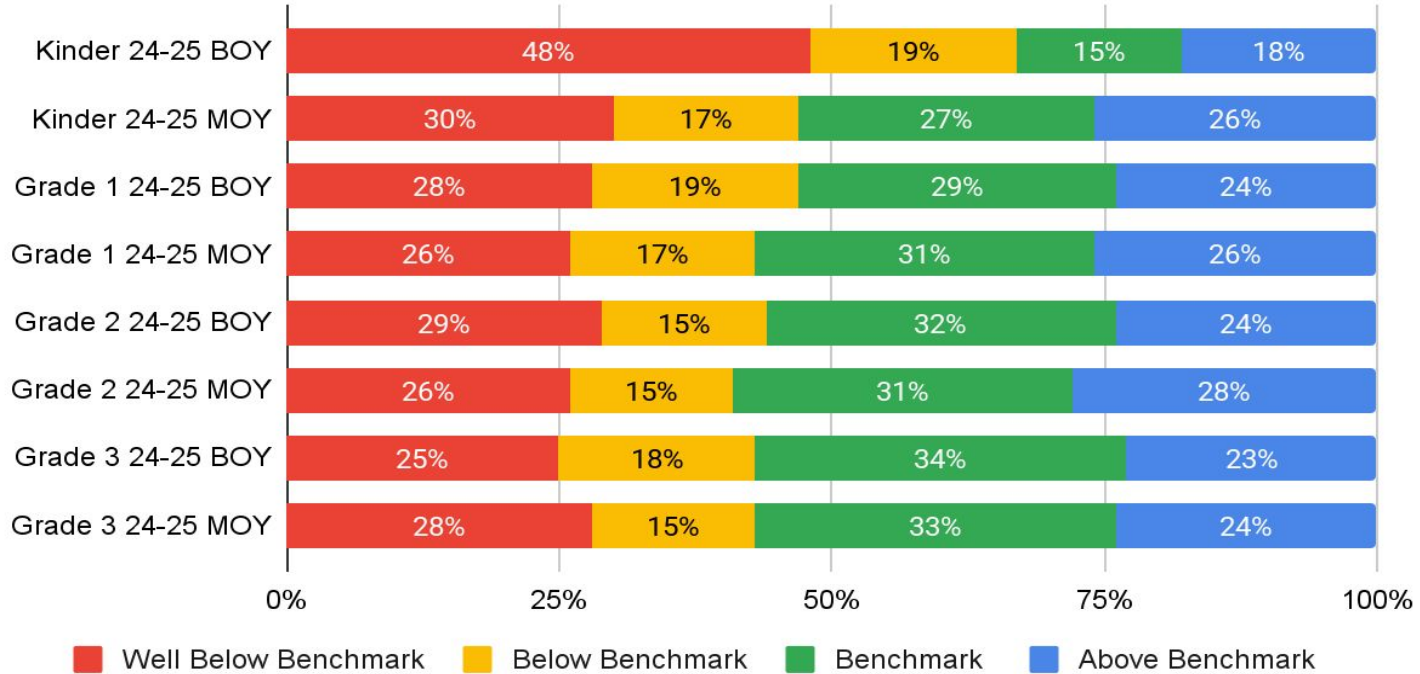


35,982
fewer
students
below
benchmark
this year
vs. 21-22

46,134
more
students at
or above
benchmark
this year
vs. 21-22

NC K-3 BOY – MOY DIBELS 8 Composite

NCDPI K-3 BOY-MOY DIBELS 8 Composite Score



Progress Monitoring



Well Below Benchmark

Recommended progress
monitoring rate for well
below benchmark is
every 2 weeks

10% of our *most at risk students* were never
progress monitored

13,868 of our *most at risk students* were never
progress monitored



Progress Monitoring



Well Below Benchmark

Recommended progress monitoring rate for well below benchmark is every 2 weeks

Grade and Progress Category	Count of Schools	% of all Well Below Benchmark students with at least 1 PM score PM Breadth	% of progress monitoring happening at <i>the expected rate</i> for Well Below Benchmark students PM Depth	Change in % Students Well Below Benchmark
K-3	1380	91%	30%	-5%
Well above average progress	286	94%	35%	-10%
Above average progress	370	93%	31%	-7%
Average progress	320	90%	29%	-4%
Below average progress	257	89%	28%	-2%
Well below average progress	147	82%	24%	2%

Next Steps: Making Connections

- Re-elevate Progress Monitoring: purpose and outcomes
- Visual Connection: Office of Teaching and Learning
 - ◆ Re-emphasize: instruction aligned to Science of Reading must include word recognition **AND language comprehension**
 - **Requires multi-componential instruction**
 - Greatest misnomer: K-5 = Reading to Learn **and** Learning to Read
 - ◆ Make Connections between HQIM Scope & Sequence within NCSCOS

Questions

