ANNUAL PERFORMANCE MEASURES

Teachers who complete the Reading Research to Classroom Practice (RRtCP) coursework demonstrate improvement in instructional practices over time.

One year after completion of coursework, 80% of teachers who received reading program training will implement with fidelity.

RRtCP **85%**

Goal 80% 100%

Teachers learn reading programming to address adolescent literacy needs. Some programs have been shown to make

a gain of **2** years in just **1** year of instruction

Teachers use the science of reading to instruct students with persistent reading challenges.

By the end of Year 3, 80% of NC SIP evidence-based professional development components score 3 or 4 on the required evidence-based practice criteria.

NC SIP courses are rated high quality (85%, or higher ratings on end-of-course survey).

- **100%** RRTCP
- **88%** Adolescent Literacy (New Initiative)
- **98%** RRTCP

Adolescent Literacy Overview Professional Development

83% of participants who attended reported they had an increased understanding of Adolescent Literacy (Target was 80%)

87% of participants indicated they were very confident or confident in their secondary literacy team's ability to build a plan for professional development and support implementation.

Teacher Training & Certification

80% correlation to Reading Research to Classroom Practice content

72% correlation to Foundations of Math content

Content taught in the courses closely correlates to items on the Pearson practice exams (exams required for NC teacher licensure).

132 completed the requirements for Licensure under RRtCP

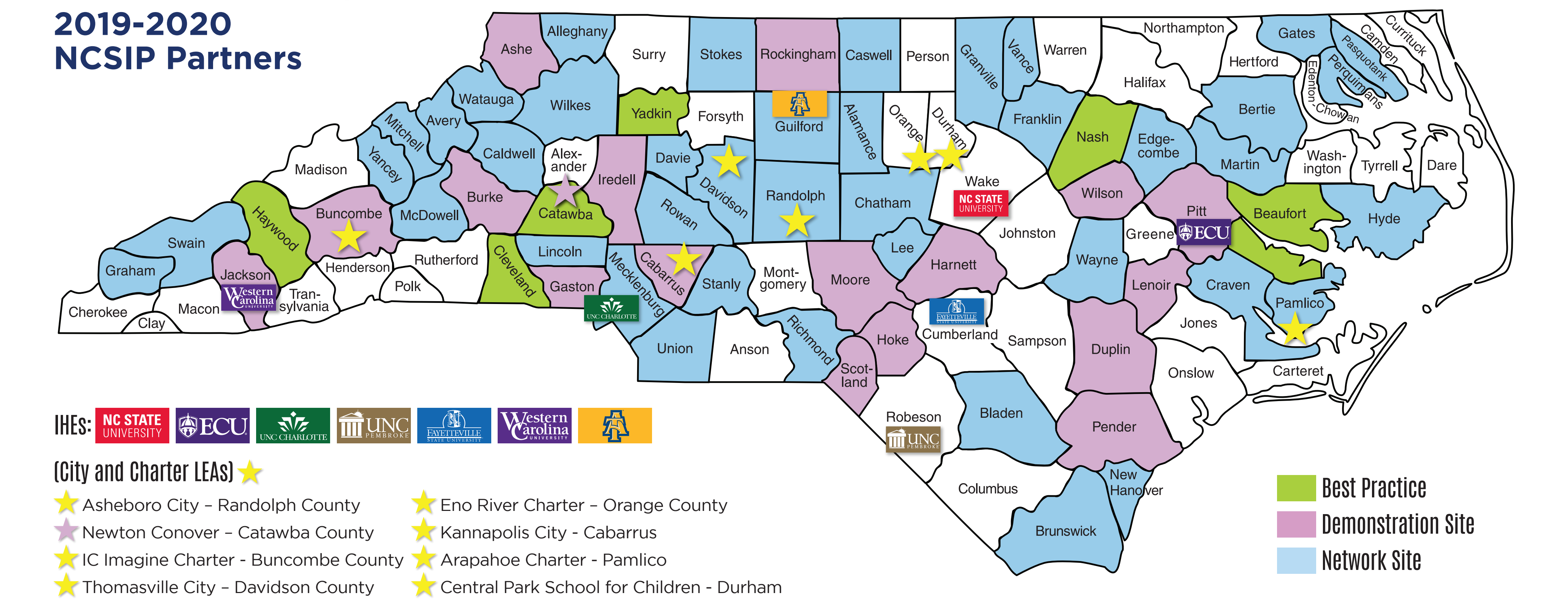**133** completed the requirements for Licensure under FOM

Fully certified teachers relocating from other states and seeking North Carolina licensure in Elementary and Special Education (General Curriculum), can use the courses to satisfy licensure requirements in place of taking the Pearson exams.

Institutes of Higher Education Highlights

18 Number of Courses with NC SIP Content embedded (Target was 12)

282 Number of Pre-service teachers enrolled in courses with embedded NC SIP Content (Target was 250)

89% Percentage of Preservice Teacher Candidates who scored a "B or Better" in courses with embedded content (Target was 75%)

North Carolina State Improvement Project
Improving Instruction for Students with Disabilities

2019-2020 NCSIP Partners

IHEs: NC STATE UNIVERSITY · ECU · UNC CHARLOTTE · UNC GREENSBORO · FAYETTEVILLE · Western Carolina

(City and Charter LEAs)
- Asheboro City – Randolph County
- Newton Conover - Catawba County
- IC Imagine Charter - Buncombe County
- Thomasville City – Davidson County
- Eno River Charter – Orange County
- Kannapolis City - Cabarrus
- Arapahoe Charter - Pamlico
- Central Park School for Children - Durham

Legend: Best Practice · Demonstration Site · Network Site

NC SIP GOALS 2016 – 2021

1. NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.

2. District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.

3. Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.

4. Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

Since 2001, the North Carolina State Improvement Project (NC SIP) has worked to address achievement gaps for students with disabilities through the OSEP State Personnel Development Grants supporting teacher professional development. The project has developed evidence-based courses addressing literacy and math instruction for North Carolina educators and has partnered with Institutions of Higher Education to embed the course content into their teacher preparation programs.

FOCUS ON LITERACY

READING RESEARCH TO CLASSROOM PRACTICE

Reading Research to Classroom Practice is a high quality professional learning course based on the most current research in the field of literacy. It provides educators and administrators with the foundational knowledge needed to support students with persistent reading challenges, including dyslexia. This rigorous course includes literacy instruction utilizing evidence-based strategies along with a comprehensive assessment system to guide instruction. Topics include Phonological Awareness, Phonics, Word Recognition, Spelling, Fluency, Vocabulary, and Comprehension. Specific strategies using explicit, multisensory systematic instruction are modeled, and delivered using case studies and active participation.

ADOLESCENT LITERACY OVERVIEW PROFESSIONAL DEVELOPMENT

The Adolescent Literacy overview introduces recommendations to consider when establishing and planning a school-wide approach targeting 4th-12th grade content literacy for all students. This professional learning opportunity offers a systematic approach for the identification of strengths and weaknesses in literacy programming, development of a literacy leadership team, and methods to design a collaborative environment that fosters shared responsibility for learning. These key points include diagnosis of student needs and creating a common vision to meet the needs of all students to more fully access the content-area curriculum. This professional development provides an opportunity to reflect on and engage in discussion around current practice and research as well as consider gap analysis which will lead to development of an action plan to ensure a school's program meets the identified needs of all students.

For additional information, contact: Dr. Paula Crawford, Project Director at *paula.crawford@dpi.nc.gov*

IDEAs that Work · U.S. Office of Special Education Programs
Public Schools of North Carolina · State Board of Education · Department of Public Instruction
eec Evergreen Evaluation & Consulting, Inc

NUMBERS AT A GLANCE

NC SIP partners include

72 local education agencies

7 Institutions of Higher Education

2000-2019:

40,743 educators have completed evidence-based practice courses and program training.

Over 300 course instructors have been developed and maintained for Reading Research to Classroom Practice through a rigorous certification and coaching process. This number is steadily increasing.

FAMILY RESOURCES:

North Carolina State Improvement Project:
Check out our website to learn more about the project and how it is making an impact in North Carolina Schools.
https://www.ncsip.org/about_us

Exceptional Children Assistance Center:
NCSIP and ECAC have partnered together to bring information and resources to families. Follow this link to learn more!
https://www.ecac-parentcenter.org/nc-state-improvement-project-nc-sip/

As one of our partners in the grant, ECAC and NCDPI have created some informational videos about helping your child navigate the road to reading. Videos on Dyslexia:
https://www.ecac-parentcenter.org/nc-state-improvement-project-nc-sip/dyslexia/

COLLECTIVE IMPACT

Common Agenda
Improving the literacy outcomes for K-12 students through teachers' use of evidence-based practices

Shared Measurement
Data collection on high quality professional development, participant growth, fidelity, coaching, parent satisfaction and student outcomes

Mutually Reinforcing Activities
- Parent training support provided by the Exceptional Children Assistance Center
- Local Education Agencies place IHE pre-service teachers with RRtCP and program trained classroom teachers.
- Statewide, regional, and local professional development courses
- Annual NC SIP Spring Networking Conference

Continuous Communications
Face to face and virtual meetings and webinars, NC SIP Coordinator quarterly meetings and newsletters, email lists, extending communication through Regional Coaches, DPI Literacy and Math Consultants

Support Organization
- Office of Special Education Programs
- NC DPI, Exceptional Children Division
- 72 Local Education Agencies
- 7 Institutions of Higher Education
- 11 State Consultants and 26 NC SIP Regional Coaches
- Framework modeling implementation science: Best practices for building capacity and sustainability of high quality professional development