Eye on Evaluation
DATA AND ACCOUNTABILITY DEPARTMENT

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Read to Achieve Traditional Calendar School Reading Camps: Summer 2014

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Early literacy skills are vital for students' success in school and beyond. In July of 2012, the North Carolina General Assembly passed the 2012 budget act, House Bill 950/S.L. 2012-142 Section 7A, which includes the Read to Achieve program as part of the Excellent Public Schools Act. The law became effective at the beginning of the 2013-14 school year. The goal of the law is for every child to read at or above grade level by the end of third grade. Third grade students who do not demonstrate reading proficiency on one of the State Board of Education approved assessments will be retained. Thus, one legislative component of the law is the elimination of social promotion to ensure that students have met the proficiency standards required to be successful in subsequent grades. The law offers exemptions for struggling students and was modified to give districts greater flexibility in assessing students' reading abilities and to provide students with additional opportunities to demonstrate proficiency and other placement options in lieu of in-grade retention.

Per the law, school districts are to provide reading camps to third grade students who have not demonstrated reading proficiency. Within the Wake County Public School System (WCPSS), students attending a traditional calendar school were targeted to participate in a reading camp during summer break if they were either not reading proficiently by the end of third grade based on Reading End-of-Grade (EOG) exam results or the Read to Achieve test or if they did not meet any good cause exemptions from the law. This evaluation describes the implementation of the summer reading camps and the reading outcomes of students who attended them.

Abstract

This report examines traditional calendar school Read to Achieve reading camps implemented in the summer of 2014. Teacher and student survey respondents reported positive reading camp experiences and reading camp was well attended. Based on data for 502 students, a small percentage (16.1%) reached reading proficiency by the end of camp. Gains in literacy, as measured by an increase in pre- and post-Read to Achieve (RTA) test scale scores were found for about two-thirds of the students and were most evident for the lowest performing students. Results from a multi-level model show that students' performance on assessments given in the spring was the best predictor of their post-camp reading proficiency with very little variation across sites. This suggests consistent implementation across sites and the opportunity for students to have a similar camp experience. Study recommendations include improving data collection to better support reading camp planning and evaluation, considering more than one instructional delivery model for future reading camps, and bolstering early literacy for students prior to third grade as a proactive measure.

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Summary of Results and Recommendations

As discussed in Table 1, this report is descriptive in nature. We used a non-experimental design which allows us to describe the implementation of traditional calendar school Read to Achieve (RTA) reading camps, examine student and teacher perspectives about reading camp, assess which students went to reading camp and compare their pre- and post-camp reading proficiency, and make recommendations on how the district might improve reading camp. Year-round calendar reading camps were not included in our analyses. It was not possible to establish a comparison group within WCPSS; however, we have attached the data mandated by the North Carolina State Board of Education (SBE) for various districts in North Carolina.

Table 1
Research Design Description

Research Design	Conclusions that Can be Drawn
☐ Experimental	Program caused the changes identified.
☐ Quasi-Experimental	Program is correlated with changes found (but it is possible that other uncontrolled factors influenced the results).
☑ Descriptive ☑ Qualitative ☑ Quantitative	Provides outcome data for the program, but differences cannot be attributed directly to the program because there is no control of other influences. Describes trends which may be actionable and/or lead to changes which can be tested with future research studies.

Reading Camp Implementation

Professional development provided to teachers in preparation for the reading camps appeared to be effective. Teachers were pleased with the range and quality of resources that would be available to them, they thought that reading camp was going to be fun, and they were looking forward to helping students become better readers.

Fidelity of implementation was high among observed reading camp classrooms. WCPSS Central Services staff observed the vast majority of teachers using materials and providing whole group or small group instruction within the classrooms that were visited. At the point of observation, about two-thirds of teachers were using technology to accompany their instruction. Most students (almost 80%) were seen accessing technology as well as reading and in most cases also writing, listening, or speaking.

Student and Teacher Perceptions of Reading Camp

Reading camp was a positive experience for most students and teachers, according to survey results. Almost all respondents reported that they had fun at reading camp and learned a lot. It was also common for students to say that they liked reading camp, their teacher, and their classmates, the reading camp themes, and reading in general. Nearly all teacher respondents reported that the district provided reading camp materials and resources helped them to be an effective teacher. Teachers also provided consistently positive feedback about the first bi-weekly unit on animals and offered feedback on the other units. The brain breaks, which

teachers said helped to introduce and support each unit's theme, were reported as well implemented and enjoyed by students. We did not find evidence of substantial changes in student attitudes and behavior about reading. For instance, teachers reported that they perceived a higher level of engagement and increased interest in reading among their students as reading camp progressed. Yet when asked first-hand, most students recalled positive feelings about reading during the school year as well as during reading camp.

Reading Camp Participants

Of the 6,733 third grade students enrolled in WCPSS traditional calendar schools in 2013-14, the vast majority met one or more good cause exemption from reading camp. Based on daily attendance data collected at the 26 traditional calendar reading camp sites, we estimate that 823 students attended reading camp at least one day during the summer. It is important to note that our findings of participants' reading proficiency at the end of reading camp are limited because post-RTA assessment data were 1) not available for a sizable percentage of the traditional calendar reading camp participants who were expected to take the assessment, 2) not examined for traditional calendar reading camp participants at the four sites that did not provide student attendance rosters, and 3) not examined for year-round calendar reading camp participants.

Students who were exempt from reading camp for good cause typically met more than one Read to Achieve good cause exemption. The mCLASS and Case21 exemptions had the most impact on reducing the number of third grade students who were targeted for reading camp participation. The fewest exemptions came from student portfolios and limited English proficient (LEP) students with less than two years of English as a second language instruction. Some of the students who met good cause exemptions ended up attending reading camp. Some of those exempt attendees were not proficient on the spring RTA assessment.

Reading camps primarily served primarily low-performing students most often identified as Black/African American, Hispanic/Latino, or LEP. Considering the demographic composition of the third grade traditional calendar population, these ethnic and special population groups were highly over-represented at the reading camps. Black/African American and Hispanic/Latino students comprised 82.3% of reading camp students compared to 47.0% identified as such within the third grade student population at traditional calendar schools. One-third of the students on reading camp rosters were LEP students, which is twice the percentage LEP students within the traditional calendar school third grade population. This disparity in demographic characteristics is likely due to an existing literacy achievement gap within the district.

Reading camp attendance was fairly consistent and similar to other WCPSS summer camps. Based on the attendance data of 746 participants, students were present on average 19 out of the total 24 days and 722 students were recorded as attending at least one day of reading camp. For comparative purposes, we examined the attendance of 2,635 students who attended at least one day of Title I summer camp during the summer of 2014. This camp also spanned 24 days. The median attendance of these camps was similar. For example, over half (57.9%) of the RTA reading camp students were present at least 21 days, compared to 60.2% of Title I camp students who were present at least 21 days.

Participants' Academic Outcomes

Reading camp was not sufficient for most of the participating students to achieve reading proficiency, however some improvement was evident. Based on findings from 502 students who had end-of-camp test results, the vast majority were still below grade level after six weeks of reading camp. Of these 502 students, 81 (16.1%) achieved reading proficiency by the end of camp as indicated by reported RTA assessment results. Among the 23 exempt students who attended reading camp, less than a quarter (21.7%) demonstrated proficiency on the post-camp RTA test.

Approximately two-thirds of students showed gains in literacy as measured by an increase in their pre- and post-RTA test scale scores. The lowest performing students were more likely to experience reading growth than higher performing students, which could be a result of a statistical phenomenon referred to as regression to the mean. We found a statistically significant positive relationship between post-camp RTA scores and each of the following three covariates: 1) the number of days of reading camp attended, 2) EOG reading scale scores, and 3) spring RTA assessment scores. Furthermore, the relationship between each of these predictors and end-of-camp reading proficiency does not vary by site, suggesting consistency in reading camp implementation.

Our understanding of student reading camp outcomes is limited by the large percentage of students who were expected to take the post-camp RTA assessment yet had no reported data. These students appeared to have no exemptions, so the reason for the missing data is unknown.

Recommendations

The Excellent Public Schools Act, which included the Read to Achieve program, was passed in July of 2012. The North Carolina State Board of Education then developed guidelines and requirements for implementation beginning in the 2013-14 school year, however modifications were passed as late as June of 2014. This schedule gave districts little time to prepare for reading camps. WCPSS devoted considerable time and attention and utilized a variety of resources to create data collection processes, develop reading camp curriculum, and establish reading camps to accommodate the district's school calendars. Based on our report findings, we offer several recommendations to facilitate improvements in preparing for and implementing reading camps in 2014-15.

Recommendation 1: Improve data collection related to Read to Achieve for planning and monitoring purposes.

During the first year of implementation in 2013-14, inconsistencies in data collection for good cause exemptions, reading camp attendance, and post-RTA assessment results were present. It was difficult for the district to identify and document students meeting the specified good cause exemptions in a timely manner due to post-implementation modifications the State made to the law. Moving forward, early identification and documentation of targeted students will be key to appropriate reading camp planning and preparations. An application within the Online Access for Student Information System (OASIS) has been developed to improve the data collection

process and will be implemented for the 2014-15 reading camps. This application will monitor each student's exemption status to help identify who will be invited to reading camps, document portfolio and RTA assessment results, and capture students' total reading camp attendance. In terms of monitoring, collecting student reading camp attendance data was an area in need of improvement. Creating an attendance policy may also be useful in future implementation years. Students' placement after reading camp is important for tracking students' status in the subsequent school year. Being able to appropriately and efficiently identify students who have been given a reading retention label is important for monitoring the promotion progress of these students.

Recommendation 2: Consider trying alternative reading camp methods, such as variations in materials, lessons, focus, and/or structure, and using a comparison group in future evaluations.

Read to Achieve is a legislative mandate, so the district will have to continue to offer reading camps. However, the law does give districts some flexibility pertaining to how the reading camps are implemented. Given that WCPSS is running reading camps in both year-round and traditional calendar schools, the differing calendar structures may create ideal environments for offering and comparing more than one instructional delivery model such has variations in class size, length of reading camps, or additional instructional strategies.

No viable comparison group was available for this evaluation and no overall Read to Achieve results were reported statewide. Thus, we calculated a mean effect size between the Spring and end-of-camp Read to Achieve tests, including only students with data at both points in time. The resulting effect size was 0.4, which is considered to be moderate (Cohen, 1988) and slightly larger than other reported effect sizes of summer interventions (0.10) (Kim & Quinn, 2013).

Recommendation 3: Bolster early literacy for students prior to third grade by enhancing literacy promotion and interventions in grades pre-K through second grade.

Most of the students who attended traditional calendar reading camps had reading proficiency levels well below grade level. Reading camp seemed to fall short for these students in most need of intense interventions as the vast majority were unable to reach grade level proficiency standards after attending reading camp for six weeks. This is not surprising given that the students targeted for reading camp were unable to meet the proficiency standards on even one of the several measures that the State accepted as a good cause exemption. Offering reading camp after third grade as a means of remediation may be too late to help some children achieve the literacy skills necessary to be promoted to fourth grade. Therefore, it is important to target students who might benefit from research-based interventions prior to third grade. Current district efforts such as additional allotments for WCPSS pre-K classrooms and the provision of K-2 literacy supports such as Letterland, an early learning, phonics-based approach to teaching reading, handwriting and spelling, already support this recommendation.

North Carolina's Excellent Public Schools Act: Read to Achieve Program

Reading is at the core of early elementary grade instruction. In Kindergarten through third grade, children develop the necessary reading skills that are the foundation of comprehension skills needed to succeed in subsequent grades. Reading proficiency is also a strong predictor of success in other subject areas (Cooper, Charlton, Valentine, Muhlenbruck, & Borman, 2000; Kim & Quinn, 2013; Lauer et al.,2006). Third grade has been shown to be an especially important year for students. For example, children who have not demonstrated reading proficiency by third grade are four times less likely to be four-year high school graduates (Workman, 2014).

Providing struggling students with reading interventions that have been shown to be effective are vital for raising proficiency rates. Reading programs offered during the summer months are common interventions. Summer reading loss accounts for roughly 80% of the gap between students living in poverty compared to students living with financial security (Allington & McGill-Franzen, 2013). A longitudinal study by Allington and McGill-Franzen (2013) found that providing children from low-income families with self-selected books to read during the summer was effective at addressing summer reading loss. Research by Kim elaborated this point by showing that reading achievement scores can improve considerably when children get help choosing just-right books (i.e., books that make the student want to read and books in which the student can not figure out no more than four words on a page) and read those books over the summer, alone and with the guidance of family members who guide reading skills and gauge understanding (National Summer Learning Association).

Recently, states across the country have enacted policies to improve third grade reading by using state or local assessments to detect reading deficiencies, offering interventions for below-grade-level readers in grades K-3, and retaining third grade students who have not demonstrated reading proficiency (Workman, 2014). The Read to Achieve program, as part of North Carolina's (NC) Excellent Public Schools Act, became law in July 2012. The goal of the program is to ensure that every child is reading at or above grade level by the end of third grade and continues to develop reading proficiency necessary for secondary education and career success. One component of the Read to Achieve program is successful reading development for retained students. Within this component is the provision of reading camp which is intended to be an opportunity for students to receive reading support and to help students gain reading proficiency. As initially written, the law mandated reading camps for third grade students who were not reading on grade-level. Accordingly, parents of targeted students had the choice of either sending their children to the free district-sponsored reading camp or a district pre-approved alternative summer option and incur all the costs. North Carolina House Bill (HB) 230 was signed into law on June 10, 2014, in part to clarify the provisions of the Read to Achieve program. HB 230 shifts reading camp enrollment from mandatory to strongly encouraged. Additionally, local school districts are now required to give students not attending reading camps at least one opportunity to demonstrate reading proficiency prior to being retained.

The North Carolina law exempts students from mandatory retention in third grade for "good cause;" however it specifies that students will continue to receive appropriate instructional supports and services and reading interventions based on their age and reading level. According to HB 230, students meeting the good cause exemptions are still eligible to participate in reading camps. Based on the revisions within HB 230, the good cause exemptions include:

- LEP students with less than two school years of instruction in an English as a second language (ESL) program.

- Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. This includes WCPSS students who pass the North Carolina Read to Achieve Test[1].

- Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students[2]. WCPSS students assessed with the Read to Achieve Portfolio who have a combined score of 70% or higher on the 3 passages for each of the English Language Arts (ELA) standards are eligible for this exemption.

- Students who have received reading intervention and have previously been retained more than once in Kindergarten, first, second, or third grades.

- Students with disabilities (SWD), whose individualized educational program indicates the use of the NCExtend 1 alternative assessment. HB 230 allows two additional good cause exemptions for SWD students and gives each Local Educational Agency (LEA) discretion to choose assessment options and to define intensive reading intervention specific to the district[3].
    - Exempt because of two-year delay in educational performance: identified as a DIBELS composite score of 180 or lower or a TRC Book Level below H.
    - Exempt because of having received two years of intensive reading intervention.

In February of 2014, the State Board of Education approved the following local assessments for WCPSS to use to apply good cause exemptions:

- SWD students taking NCExtend 2
- Students with a beginning of grade (BOG) test score of 439 or higher

[1] In 2013-14, teachers administered the Read to Achieve test following the administration of the reading End-of-Grade (EOG) exam and on the last day of the district's summer reading camp.

[2] Teachers submitted the student reading portfolio at the end of the school year and after a student's participation in the district's summer reading camp.

[3] District staff used assessment data on reading that was easily accessible as well as information within the Electronic Access to Student Information (EASi) system to help determine the years of intensive reading interventions because most special education teachers were not available during the summer (when HB 230 was passed) to help determine which students met these new good cause exemptions and because the State had imposed a short timeline by which to report the number of students who met these exemptions.

- Students with a Case21 ELA Assessment at or above Level 3- on any of these assessments from Quarters 1, 2, or 3. (This assessment is pending State Board approval for third grade students for the 2014-15 school year.)
- Students earning a Level P or above on the mCLASS Text Reading Comprehension (TRC) Benchmark Assessment

Per the law, students who meet neither proficiency standards nor any of the good cause exemptions, regardless of whether they attended camp, are expected to have the opportunity to complete the student reading portfolio and take the Read to Achieve test (or the local alternative assessment) on the LEA designated day. Students who demonstrate proficiency on these opportunities are to be promoted to fourth grade. Three placement options and identifiers are available for students who do not show proficiency:

1. Retained in 3rd grade and placement in a 3rd grade accelerated reading class, or
2. Retained reading label and placement in a 3rd/4th transition class which is a classroom designed to meet 4th grade performance standards while also continuing reading remediation, or
3. Retained reading label and placement in a 4th grade accelerated reading class which provides instructional supports designed to increase a student's reading level at least two grade levels.

WCPSS Reading Camp

In the fall of 2013, WCPSS established a district-level Read to Achieve Implementation Team to plan and develop the reading camp which would meet the requirements of the Read to Achieve program. The team consisted of representation from WCPSS central services Departments including Communications, ELA and Special Education Literacy, ESL, Data and Accountability, Health Services, Human Resources, Intervention Services, Testing, Title I, and Transportation as well as over a dozen elementary school principals.

Reading Camp Curriculum and Structure

The Excellent Public Schools Act mandates the provision of reading camp, but it does not provide a specific curriculum. Thus, the district had to create another team to build the reading camp curriculum. This Read to Achieve Reading Camp design team included staff members from ELA and Special Education Literacy, ESL, and Intervention Services, and two North Carolina State College of Education professors. When creating the curriculum, the team reported that various research studies conducted by Allington and videos published by the Campaign for Grade Level Reading were reviewed and applied. Current district literacy strategies such as the Daily CAFÉ and project based learning also served as foundational models.

The reading camp curriculum that the district implemented was based on balanced literacy which strikes a balance between whole language and phonics by incorporating read alouds, small and whole group instruction, and writing and response to reading that are all connected to a bi-weekly theme. The group generated 10 ideas for themes that would be of interest to students, and then principals from the Read to Achieve Implementation Team volunteered to

have their third grade students narrow the themes. These third grade students were asked via a short survey to look at the list of 10 themes and select three that were of most interest to them. Based on their responses, themes for reading camp were 1) animals, 2) weather, and 3) sports.

Reading camps were structured to serve the diverse school calendars that exist within the district. Per the original legislative requirements regarding the length of camp, each reading camp was implemented for six weeks[4], yet the structure varied to meet the needs of year-round and traditional calendar schools. The traditional school calendar reading camp was implemented for six weeks during the summer (June 23-26, July 7-10, July 14-17, July 21-24, July 28-31, and August 4-7). Reading camp was structured around the three aforementioned themes lasting two weeks each and operated Monday through Thursday for six hours per day. Students with perfect attendance received 24 days or 144 hours of instruction. The district provided transportation, breakfast, and lunch to all reading camp participants. All teachers were required to hold or be qualified to hold a North Carolina elementary education or special education teaching license with a highly qualified designation[5]. Per the law, teachers were to be selected based on demonstrated student outcomes in reading proficiency. It was strongly recommended that teachers were available to teach all six weeks of camp. If job sharing was necessary, two week increments were required so a teacher could teach an entire theme.

ELA Central Services Administrators created an accessible and user-friendly website for teachers and students which housed reading camp curriculum, supports, and structures. The website also gave teachers access to all lesson plans, guides, links, resources, and other valuable information related to each theme such as:

- Multiple online resources to support teaching and learning such as Discovery Education, Big Universe, and Achieve3000 with suggestions for articles, books, and links to use.
- Detailed unit overview with a clear description of reading camp goals and objectives.
- Detailed daily guides including daily goals and objectives, morning and afternoon meeting plans, and brain break activities with links. Brain breaks were tied to the theme and involved movement and fun (for example watching a video clip about the animals students would be learning about or doing an exercise related to the sports unit).
- Read aloud lesson plans for two daily mini-lessons with clearly defined teaching points and objectives designed from Sundance Publishing and Capstone Classroom text related to the bi-weekly themes.
- "I Wonder" lessons/projects, resources, and activities where students would participate in conferencing, research, shared reading and writing, and art activities culminating into a final project to be presented on the final day of the two-week session. Examples include holding an animal wax museum in which students present their animal masks and reports, designing a weather report, and developing an original sport or game.

[4] Initially, the law stated that reading camps would be six to eight weeks long, four or five days a week, with at least three hours of instruction per day. HB 230 reduced the length of camp to a minimum of three weeks offering at least 72 hours of instruction. WCPSS already had formalized plans to implement the six week camp and did not modify the length of reading camp for the summer of 2014.

[5] The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state, holds at least a bachelor's degree from a four-year institution and demonstrates competence in core academic areas.

- Conferencing forms, guided reading lesson plan templates, and student response journals

The reading camp website also had an electronically accessible schedule with active links to all resources (videos, materials, etc.). A typical and general daily structure of reading camp included the following:

- Morning meeting with read aloud, vocabulary review and response journals
- Strategic/guided reading groups: conferencing, small groups, administering portfolio passages
- "I Wonder" lesson/project
- Read aloud and written response lesson
- Brain breaks
- Afternoon meeting

Finally, the district provided each reading camp teacher with a kit that included materials for projects such as feathers, cotton balls, paper plates, glue sticks, notecards, paper bags, markers, and colored pencils. Books for teachers included:

- 8 different animal theme read aloud books from Sundance Publishing
- 15 different sports theme read aloud books, including e-books, from Capstone Classroom
- 12 different weather theme read aloud books, including e-books, from Capstone Classroom

Student copies were provided for the animal theme; however, fewer student books were provided for the weather and sports themes. Student journals were also included in the kits.

Reading Camp Costs

Per the Excellent Public Schools Act, district-sponsored reading camps are to be free to parents, yet they are not free of cost. Table 2 shows the funding for all WCPSS reading camps implemented during the 2013-14 school year with costs related to transportation, materials, local supplements, reading camp curriculum writers, teachers, site coordinators, custodial services, and special education support staff. District-wide reading camp funding from all sources amounted to almost $1.7 million for the school year. The State provided a little over $1.5 million. These funds supported approximately 2,056 third grade students who attended at least one day of reading camp (1,233 at year-round calendar camps and 823 at traditional calendar camps). Thus, the estimated reading camp cost per student was $824.70 for 2013-14.

Table 2
Reading Camp Funding for WCPSS District, 2013-14

Funding Source	Amount
State Board allocations	$1,500,506.00
Local expenditures	$137,875.00
Special Education Department	$33,922.00
Race to the Top expenditures	$23,288.00
Total	**$1,695,591.00**

Traditional Calendar Reading Camp Sites

To facilitate planning for the traditional school calendar reading camp during the summer of 2014, elementary school principals were asked to mail letters to the parents of students who did not meet initial good cause exemptions, and were candidates for participation in the reading camp[6]. The parent letter explained the purpose of the reading camp as well as the date, time, and site locations. Parents were asked to send a notice of their intentions back to the principals, who would then report the invitation responses to WCPSS Central Services staff through an online database specifically created for this purpose. This enabled the district to hire teachers, prepare for special health care accommodations, plan transportation routes, and make other preparations for reading camp implementation. After HB 230 was passed on June 10, 2014, a *second* letter was mailed to parents of SWD students who met either of the new exemptions informing them that their child no longer needed to attend reading camp or take the Read to Achieve test. The letter also expressed that students who were already attending reading camp were welcome to continue.

WCPSS utilized 26 school sites to implement the reading camp for the traditional calendar schools. In an effort to maximize existing resources and reduce implementation and administrative costs, 22 Title I sites that were already planning to provide summer school to Title I elementary students offered reading camp to 3rd grade students per the Read to Achieve program. The non-Title I sites included four elementary schools. Almost all of the sites had school partners, indicating that they served students enrolled at the site and the partner schools (see Attachment 1).

The 22 Title I reading camp sites each had a Read to Achieve Site Coordinator, who was a camp teacher or Instructional Resource Teacher, and who was also paid to work extra hours each week to copy, organize, disseminate, and coordinate the scoring and recording of the Read to Achieve reading passages and assist with the administration of the Read to Achieve test. The non-Title I reading camp sites each had a lead teacher who was responsible for overseeing the Read to Achieve reading passages, keying teacher timesheets, entering student attendance data, supporting teachers with small group instruction, and covering classrooms for teachers as needed.

[6] We received parent responses to reading camp invitations for 1,409 students. Of these 1,409 students, 785 (55%) of parents affirmed that their students would attend the reading camp and less than 1% indicated that their child would attend a pre-approved private summer reading program in lieu of attending the district reading camp. A third of the students gained exemption status, and the remaining students declined participation or did not reply.

Methodology

This study applied a non-experimental design which allowed us to describe the status of participants before and after their participation in reading camp. No comparison group was used, so results cannot be attributed to reading camp participation. We have attached the SBE mandated Read to Achieve reading camp data reported by our district and other large districts in North Carolina. No other statewide data were available to us to facilitate comparisons. In this report, we specifically focused on traditional calendar school reading camp implementation, student and teacher perspectives about their reading camp experiences, and reading outcomes. Year-round calendar reading camps were not included in our analyses. Details about the research method, sample, and data are described immediately preceding each corresponding results section. The following table summarizes the guiding research questions for this evaluation.

Table 3
Research Questions

Area of Analysis	Research Question	Data Sources
Implementation	1. Does the district offer professional development? 2. What are teachers' insights regarding the training? 3. How are the reading camps implemented, i.e., what are the teachers and students doing?	Teacher Reflections (N=60) Classroom Observations (N=34)
Student and Teacher Perspectives	4. Does reading camp have a positive impact on students' feelings about reading? 5. Do teachers notice a positive change in students' reading attitudes and behaviors? 6. What are student and teacher perceptions of reading camp? • What worked well? • What did not work well and needs improvement?	Student Survey (N=353) Teacher Survey (N=36)
Student Outcomes	7. Who are the reading camp participants? 8. Does reading camp help improve student achievement? • What are the end-of-camp Read to Achieve test results for camp participants? • Do reading camp students show growth between spring and end-of-camp Read to Achieve test results?	Student Rosters Read to Achieve Test Results (Approximately 823 students on reading camp rosters, 746 had attendance data, 722 attended at least one day, and 502 had end-of-camp assessment results.)

Implementation

Analyses of various qualitative data were conducted to gather insight into implementation of traditional calendar reading camp. The sources include teacher reflection data about their professional development and classroom observation data.

Professional Development

The district provided a full day of professional development/training for teachers prior to the first day of traditional calendar reading camp. Items covered throughout the day included:

- Discovery Education, Big Universe, and Achieve3000 training
- Overview of the daily schedule, lessons, and guides
- Support in areas of conferencing, read aloud, mini-lessons, foundations skills, guided reading lessons, scaffolding suggestions, and Positive Behavior Intervention and Support (PBIS)
- Opportunities to review student profiles and the camp website
- Materials such as student journal and read aloud books

Ninety-two teachers attended the training, of which 70 taught at the traditional calendar reading camps. Throughout the day, teachers were given time to reflect on the training. D&A department staff analyzed a sample (65%) of the written reflections. Four dominant themes were evident from teachers' reports of what they were thinking about as they participated in the training.

The foremost aspect of the training that teachers recorded in their reflections related to the abundance of resources that were presented and made available to teachers for the reading camp. Teachers specifically referred to Achieve3000, the daily schedule, a guided reading checklist, and Discovery Education as resources they were very excited to have and to utilize. Here are a few examples of teachers' comments about the camp resources:

> *"I love how all the materials are provided and that we don't have to go to several different locations to get them."*
>
> *"I appreciate all of the planning and resources pulled together by WCPSS. It does seem more cohesive than our regular resources."*
>
> *"The lessons, materials, and structure are extremely encouraging and motivating, and I can't wait to see how the students respond."*

Another common perspective about reading camp that surfaced within the written reflections is that camp was going to be fun. Specifically, the curriculum, resources, and camp structure were created for students to have fun while learning and reading. Additionally, teachers thought they were going to have fun teaching the camp. These writing samples express teachers' anticipation of a fun camp:

> *"I'm overjoyed to learn that camp is about making learning fun and hopefully changing the hearts and perspectives of the kids."*
>
> *"I am glad that we are going back to having 'fun' with students and truly enjoying teaching."*
>
> *"This workshop was for summer school training, but I ended up getting so much more out of it. I was reminded that teaching reading can be so much fun and meaningful."*
>
> *"I look forward to creating a fun, educational, and exciting space for children to learn."*

Teachers also recurrently showed enthusiasm for helping students to become confident and successful readers. Some of their written comments are shown in the following excerpts:

> *"I can't wait to use the new resources that will really help my students become confident and successful readers."*
>
> *"I look forward to working with these students to give them the confidence they need to be successful."*
>
> *"This summer camp is a wonderful opportunity for kids to focus on improving their reading and writing skills in a safe and fun small group setting."*

Teachers repeatedly mentioned how they were looking forward to making connections and forming positive relationships with their students this summer as represented in the following statements:

> *"I truly look forward to making connections with these children."*
>
> *"Teaching is not about proficiency, rather making meaningful connections with students."*

Classroom Implementation Observations

Between the 1st and 5th week of reading camp, WCPSS Central Services staff conducted 34 classroom observations at 15 of the 26 traditional calendar reading camp sites (see Attachment 2). Staff utilized an online implementation survey to collect observation data which were gathered from each Read to Achieve reading camp classroom at the site that each individual chose to observe. Each classroom visit was expected to last between 15-20 minutes, providing a brief glimpse of implementation. This section provides a summary of the classroom observation results.

Central Services staff observed teachers using materials within 30 (88.2%) of the classrooms that were visited such as digital books, mini iPads, and brain break videos. In 27 (79.4%) of the classrooms, students were seen accessing technology. Additional resources were recorded as observed in classrooms: smart boards, online resources such as Achieve3000, Brain Pop, PBS kids, and Tumble Books, extra resources like journals, crayons, and glue sticks and Read to Achieve passages.

During their observations, observers were asked to record whether students were engaged in reading, writing, listening, and/or speaking. In every classroom, students were seen participating in some type of literacy activity. Within almost 80% of the classrooms (27 out of 34) students were seen reading and in most cases also writing, listening, or speaking. During the point of observation, the engagement of students within the remaining seven classrooms involved writing, listening, or speaking but not reading.

Table 4

Student Engagement During Observations (N=34)

What are students doing?	# of classrooms	Total
Reading, writing, listening, and speaking	14 (41.2%)	27 (79.4%)
Reading, listening, speaking	9 (26.5%)	
Reading alone or with writing or speaking	4	
Not reading but some combination of writing, listening, or speaking	7	7 (21.6%)

Teachers were observed providing whole group instruction or working with small groups in 27 (79.4%) of the classrooms. In 22 (64.7%) of classrooms, teachers were observed using technology to provide whole and small group instruction (see Attachment 2 for details). Teachers who were not observed providing direct instruction were conferring with or monitoring students.

Student and Teacher Perspectives

To better understand the reading camp experience, WCPSS Central Services staff asked students and teachers participating in the traditional school reading camp to complete online surveys. The surveys gave students and teachers an opportunity to share their thoughts about reading camp and accessed potential changes in students' feelings about readings. Both surveys generated low response rates, and therefore, the results cannot be generalized

Student Survey

During the 5th week of camp, Central Services staff sent teachers a link to an online survey which they were asked to administer to their students prior to the last day of camp (see Attachment 3). We asked teachers to help students access the link on a computer either in the computer lab or the classroom where computers or iPads were available to students. They were also invited to read the directions, survey questions, and answer choices to students, if necessary. We collected usable survey responses from 353 students, which was about half of traditional calendar reading camp participants.

To gather information about how students felt about reading before camp, we asked students to think about the end of the school year, before reading camp started, and to answer a series of questions about how they felt when they read a book last year. Students were then asked to think about this summer camp and to answer a similar set of questions about how they currently felt when they read a book. These data allowed us to compare how students felt retrospectively[7] about reading to how they felt about reading at the end of reading camp.

Table 5 provides the frequency of student responses, which are shown to be overwhelmingly positive regarding how they felt about reading before and during camp. Based on a significance test of proportions, we found no statistical difference between how happy students felt about reading before camp compared to during camp; enthusiasm simply started high and stayed high. About one third of respondents were upset or very upset about having to read during their summer vacation.

[7] If time had allowed, asking student questions during the first few days of camp would have been a more effective way to capture how students felt about reading before camp.

Table 5
Student Feelings About Reading Before and During Camp

How I felt about reading 1) BEFORE camp and 2) DURING camp	Very Happy (VH)		Happy (H)		VH+H		Upset (U)		Very Upset (VU)	
	1	2	1	2	1	2	1	2	1	2
How did you feel about reading in school?	37%	43%	53%	43%	90%	86%	8%	9%	2%	5%
How did you feel when a teacher asked you questions about what you read?	23%	28%	62%	56%	85%	84%	12%	12%	3%	4%
How did you feel about reading for fun at home?	41%	34%	39%	46%	80%	80%	13%	13%	7%	7%
How did you feel about reading during summer vacation?	27%	29%	34%	39%	61%	68%	21%	17%	18%	15%

Note: No significant difference in the proportions of the combination of "Very Happy and Happy" was found based on the z-statistic, two-tailed hypothesis.

As anticipated by the reading camp teachers, students had fun at reading camp while simultaneously receiving educational enrichment. Among the students who completed the survey, when specifically asked, 89% reported that they thought reading camp had been fun. An even greater percentage, 92.6%, responded affirmatively that they learned a lot at camp.

At the end of the survey, students were given the opportunity to share what they liked or did not like at summer camp. Most students (81%) provided comments and almost all of the comments were positive. The most frequently recurrent statements about what students liked about reading camp were categorized into the following seven themes:

1. I like summer camp
2. Reading camp is fun
3. I like my camp teacher
4. I like being with and making new friends
5. I like the camp themes and learning about animals, weather, and sports
6. I like reading
7. I like the brain breaks, projects, art, and computers

Very few students (fewer than 5% of respondents) shared specifically what they did not like about reading camp, but those who did mentioned their apprehension about not moving into fourth grade, not liking to read, not liking the reading passages and the tests, having a long day, and missing out on summer vacation.

Teacher Survey

During the 5th and 6th weeks of camp, teachers were invited to participate in an online survey to provide feedback about their camp experience (see Attachment 4). Responses were received from 36 teachers or about half of the teachers for traditional calendar reading camp. The survey primarily consisted of a series of open-ended questions, with a couple of exceptions.

Teachers were asked to give their impressions of how the reading camp impacted their students within five specific areas. The top perceived areas of impact were higher level of engagement (selected by 72.2% of teacher respondents), and increased interest in reading (chosen by 63.9% of respondents). Fewer teachers, 41.7%, chose each of the other three defined areas: more confidence in reading ability, improved reading achievement, and greater focus during reading activities.

When teachers were asked to tell us about any aspect of reading camp that students seemed to enjoy the most they most frequently reported the brain breaks. Other favorite features of camp included the unit themes and projects. Teachers were also given the opportunity to share aspects of camp that appeared to generate less enthusiasm from students. The most dominant response from teachers was that students did not like the reading passages and in some cases the mini-lessons.

Materials and Resources

Almost all the teachers reported that the provided materials and resources assisted them in effectively teaching camp. For instance, teachers stated that the materials and resources were excellent, wonderful, highly integrated, and interesting and daily guides, graphic organizers, and brain breaks were commonly mentioned as great resources. It was also common, however, for teachers to report that they did not have all the supplies and materials to complete art projects and that paper was needed for making copies. Teachers provided consistently positive feedback about the resources available for the first bi-weekly unit on animals as represented in the following statements:

> *"The animal books were the best resource and really helped with the read aloud."*
>
> *"I loved having 5-6 books during the Animal Unit."*
>
> *"The most effective instruction was during the Animal Unit…students could have a copy of the read aloud book in front of them."*

Feedback on the other units was less positive. For instance, teachers stated that it was great to have more than one copy of a book in the animal unit, yet it was challenging to have only one book to read in the weather and sports units, especially for struggling readers who were not able to read along during the teacher read alouds. Teachers also really liked the e-books that were available for the animal unit and wished there had been access to e-books for the weather and

sports units. The weather unit appeared to be more challenging in other ways as well, as these teachers explained.

> *"The weather project was extremely difficult to do for these students."*

> *"The weather unit was very tough. Students had almost no background knowledge about weather and much of the content was very difficult to understand."*

Using technological resources was a challenge for several teachers for one reason or another such as simply having limited technology, such as document cameras, as well as variability in students' technological abilities, and internet issues.

Reading Camp Plus/Delta

Teachers provided various responses when asked what aspects of camp they thought worked well including the "I Wonder" projects, lesson plans, daily guides, and online resources; however, comments related to the following camp features were most dominant:

1. *Bi-weekly themes with a corresponding project, especially the animal unit:* According to teachers, students seemed to like having a project to complete on one theme before moving onto the next.

2. *Brain breaks:* Teachers said the brain breaks helped to introduce and support each unit's theme, the related videos captured students' attention, and the corresponding links and plans helped to focus students on the instructional topic.

Two aspects of camp were suggested by teachers as in most need of improvement:

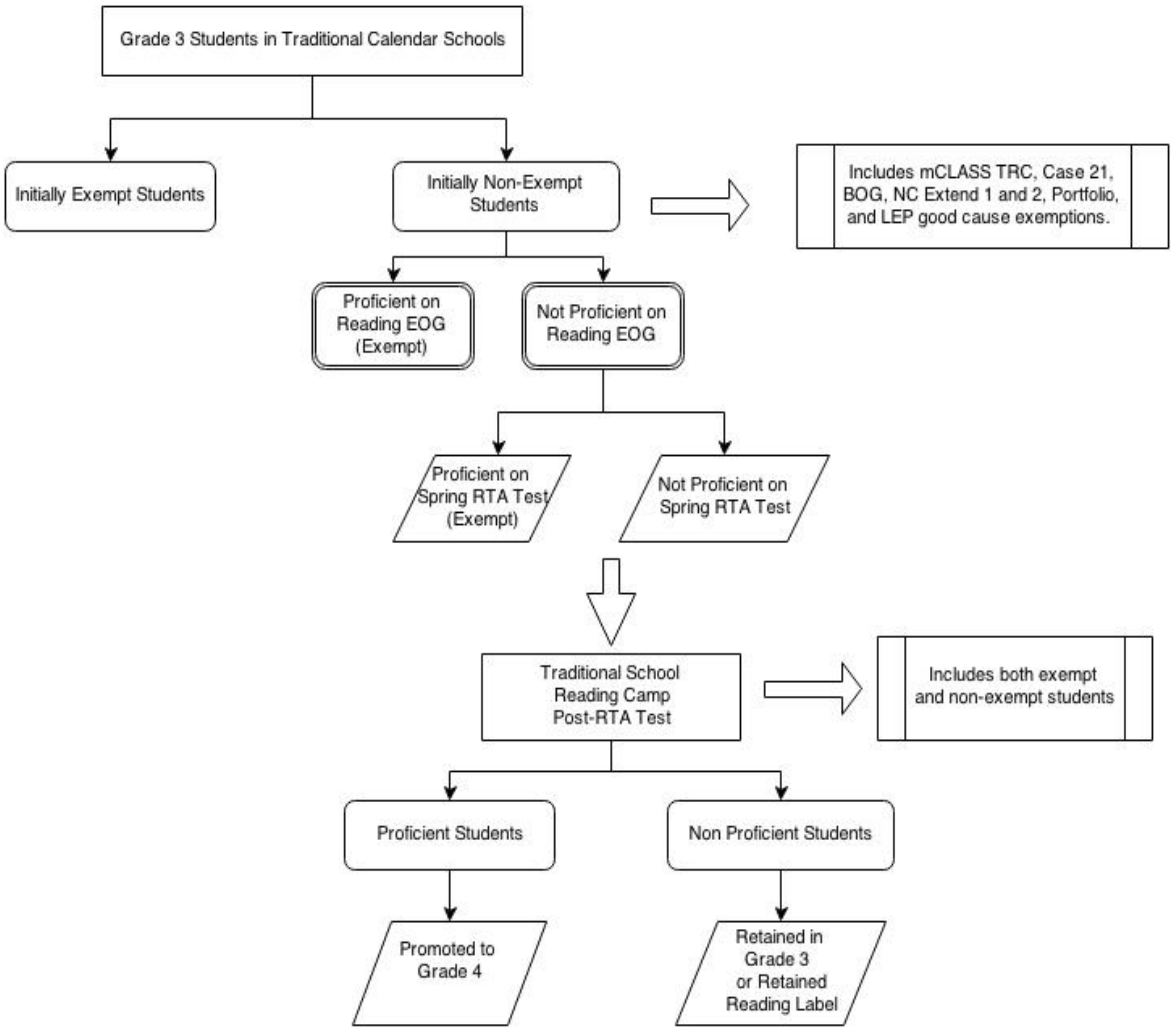
1. *Weather and sports units:* Teachers thought the animal unit was well organized, had ample books for both students and teachers, and great vocabulary activities, but these resources were missing from the other units. According to teachers, the weather and sports units were often too complicated and difficult for students because of various levels of background knowledge. Additionally, students did not have their own books on which to follow along as the teacher was reading aloud.

2. *Reading passages:* Reading passages, which were given to provide students with an opportunity to continue to build their reading portfolio as a demonstration of reading proficiency, also appeared in many teachers' comments about what aspect of camp did not work well. In particular, teachers reported the extensive time it took to give the passages to students with such diverse needs, not feeling like they had enough support to administer the passages and continue with classroom instructional delivery, and that students often dreaded the passages, even though they weren't intended to be the focus of the reading camp.

Student Outcomes

This section presents the demographic characteristics of traditional calendar students who were in third grade in 2013-14, tracks their eligibility status for and actual participation in Read to Achieve reading camp, and shows the end-of camp outcomes of reading camp participants. The working sample is comprised of 6,733 third grade students who attended traditional calendar schools in 2013-14[8]. Figure 1 displays the pipeline through the Read to Achieve process.

Figure 1
RTA Process Flowchart



[8] There were six students included in the working sample who were from modified or year-round calendar schools who attended traditional calendar reading camps.

Student Demographic Characteristics

Table 6 shows the demographic characteristics of all third grade students. The racial/ethnic variability of students likely to meet an initial good cause exemption (including those related to mCLASS, Case 21, BOG, NC Extend 1 and 2, Portfolio, and LEP definitions) clearly impacted the profile of reading camp students. As presented in Table 6, the following comparisons can be made between the overall traditional calendar school third grade population and reading camp students:

- The percentages of White and Asian students who enrolled in reading camp were considerably lower (13.4%) than the percentages of these students within the overall third grade population at traditional schools (48.9%).

- Conversely, Black/African American and Hispanic/Latino students were over-represented among reading camp students. These students comprised 82.3% of reading camp students compared to only 47.0% of all third grade students at traditional schools.

- One-third of students listed on reading camp rosters were designated as LEP, which is twice the percentage found within the overall third grade population at traditional schools.

Table 6

Demographic Characteristics of 3rd Grade Students at Traditional Calendar Schools, 2013-14

	All 3rd Grade Students	Exempt Students	Not Exempt Students	Reading Camp Students
American Indian	0.3%	0.3%	0.4%	0.7%
Asian	8.9%	10.4%	3.1%	2.7%
African American/Black	27.9%	23.4%	45.3%	49.2%
Hispanic/Latino	19.1%	15.9%	31.8%	33.1%
Multiracial	3.7%	3.8%	3.4%	3.2%
White	40.0%	46.2%	15.9%	10.7%
LEP Students	15.5%	12.2%	28.2%	31.8%
SWD Students	13.6%	10.3%	26.1%	16.0%
Total	**6,730**	**5,345**	**1,385**	**743**

Note 1: Three of the 6,733 students did not have demographic or exemption data. Three of the 746 students with reading camp attendance data did not have demographic data.
Note 2: Initial exemptions are based on mCLASS, Case 21, BOG, NC Extend 1 and 2, Portfolio, and LEP good cause exemption definitions.
Note 3: About half of the 743 reading camp students were male (54.2%).

Reading Camp Exemption Data

Of the 6,733 third grade students attending traditional calendar schools, 5,345 (79.4%) met one or more exemption (see Attachment 5 for additional descriptive data). Students who met initial good cause exemptions most commonly did so because of approved local assessments such as:

- Students earning a Level P or above on the mCLASS Text Reading Comprehension (TRC) Benchmark Assessment
- Students with a Case21 ELA Assessment at or above Level 3- on any of the these assessments from Quarters 1, 2, or 3
- Students with a BOG test score of 439 or higher

Table 7

Students Meeting Initial Good Cause Exemptions by Exemption Type (n=5,345)

Initial Exemptions	#	%
mCLASS TRC	4,251	79.5%
Case 21	4,081	76.4%
Grade 3 Beginning of Grade (BOG)	2,545	47.6%
NCExtend 1 or 2	292	5.5%
Portfolio	168	3.1%
LEP	162	3.0%

Note: Duplicate counts: students typically met more than one good cause exemption.

Whereas most exempt students met 2013-14 Reading EOG proficiency standards, most non-exempt students did not. As such, the Reading EOG eliminated only a small additional number of students from the reading camp eligibility pool (Table 8). Specifically, 189 students were exempt from reading camp based solely on their reading EOG performance. Students who had still not met grade-level benchmarks (1,001) as evident from their EOG results had another opportunity to demonstrate reading proficiency prior to reading camp by taking the Read to Achieve Test.

Table 8

2013-14 Reading End-of-Grade Proficiency for Students by Initial Exemption Status (n=6,006)

Reading EOG 2013-14	Exempt Students	Not Exempt Students	Total
Not proficient	805 (16.7%)	1,001 (84.1%)	**1,806 (30.1%)**
Proficient	4,011 (83.3%)	189 (15.9%)	**4,200 (69.9%)**
Total	**4,816**	**1,190**	**6,006**

Note: Reading EOG results for 2013-14 were available for 6,006 out of the sample of 6,733 students.

As presented in Table 9, of the 1,001 non-exempt students who did not meet Reading EOG proficiency standards, 894 took the spring Read to Achieve test, and only 99 (11.0%) passed. An additional 21 students with exemption status also took the assessment. Students who had not met previous exemption criteria *and* had been unsuccessful at demonstrating reading proficiency were then targeted for reading camp participation.

Table 9
Spring Read to Achieve Test Results for Students by Exemption Status (n=915)

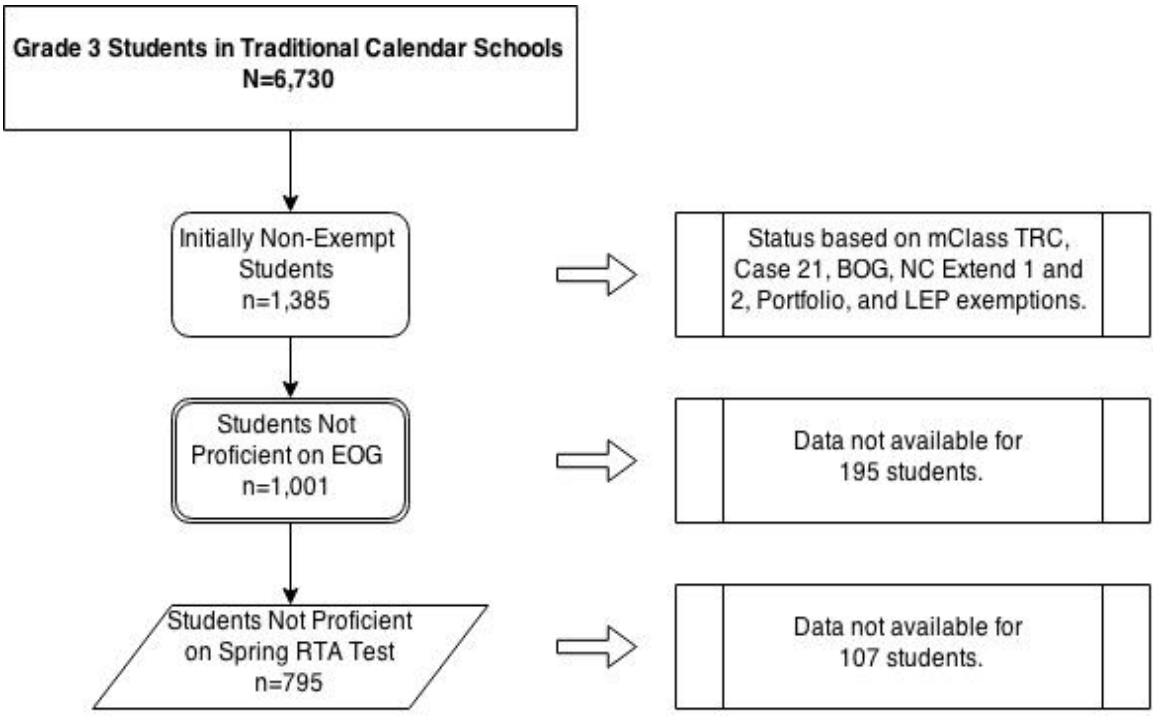
Spring Read to Achieve Test	**Exempt Student**	**Non-Exempt Students**	**Total**
Not Proficient	19 (90.5%)	795 (89.0%)	**814 (89.0%)**
Proficient	2 (9.5%)	99 (11.0%)	**101 (11.0%)**
Total	**21**	**894**	**915**

Note: Read to Achieve test results were available for 894 out of 1,001 students with non-exemption status and who were not proficient on the Reading EOG.

As previously discussed, HB 230 added two exemptions pertaining to SWD students at the end of the 2013-14 school year. These criteria granted exemption criteria to 84 (70.6%) of the 119 SWD students who were already attending reading camp, as the camps in many cases had already begun before HB 230 was passed and took effect.

Figure 2 summarizes the progression of students through the Read to Achieve process as presented in the previous tables. Based on available data, there were 795 (11.8%) students out of the working sample of 6,733 third grade students attending traditional calendar schools who had not demonstrated reading proficiency before reading camp based on good cause exemption criteria. Reading camp was an opportunity for these students to receive reading support and gain reading proficiency. In the next section of this report, the progress of the students who attended reading camp is examined in detail.

Figure 2
RTA Process Prior to Reading Camp



Note: Three of the students in the working sample of 6,733 third grade students who attended traditional calendar schools in 2013-14 did not have demographic or exemption data.

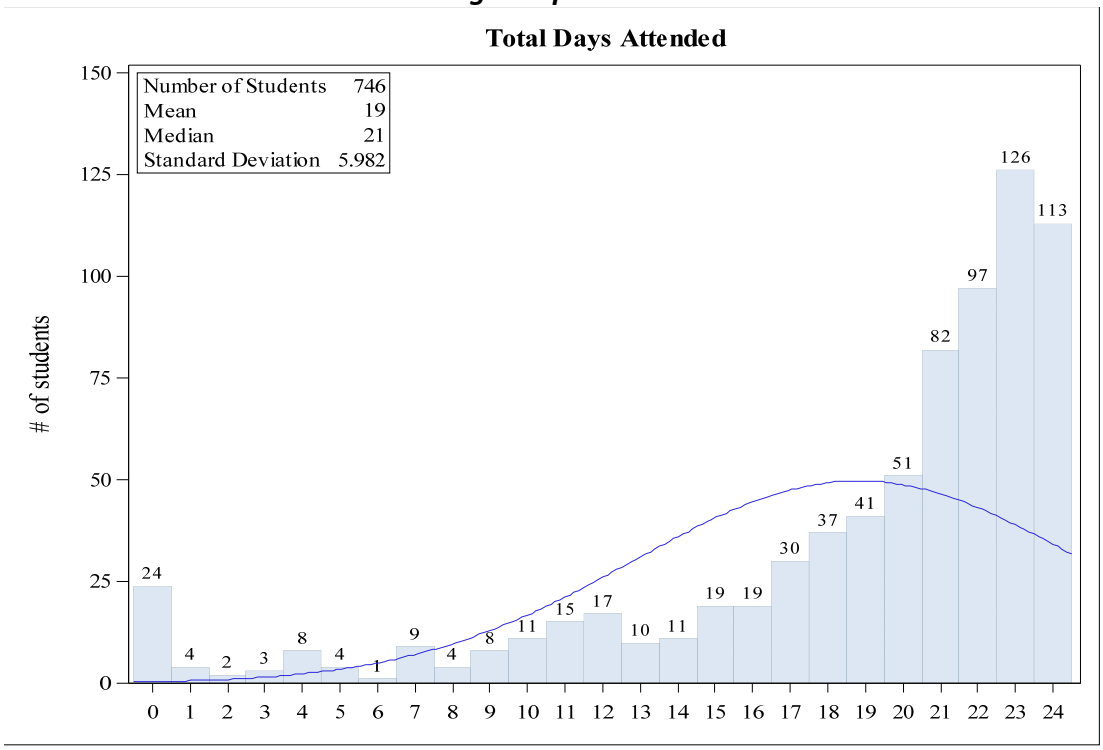
Reading Camp Participants

Students participated in reading camps held at 26 sites across the district. Reading camp teachers were instructed to record daily attendance for their students. WCPSS Central Services staff provided attendance forms that teachers were asked to complete and return after the last day of camp. Attendance data were submitted by most teachers, however rosters from four out of the 26 sites documented the total number of students present each day without capturing individual student attendance. Based on available data, we estimate that 823 students attended reading camp at least one day during the summer. Of the 22 sites that submitted rosters with individual student attendance data for 746 students we know the following information:

- 94.4% of students did not meet initial good cause exemptions
- 83.1% of students did not meet any state or local exemptions nor did they pass the reading EOG or spring Read to Achieve test
- 77.6% of students attended WCPSS schools for grades K-2
- 81.2% were educated within the district in grade 2
- 24 students did not attend reading camp at all as indicated by zero total days attended

As shown in Figure 3, of the 746 students listed on the individual attendance rosters, 722 (96.8%) were recorded as present at least one day of camp. The average attendance was 19 of the 24 days of reading camp. Median attendance was 21 days.

Figure 3
Reading Camp Attendance



End-of-Camp Reading Outcomes

Based on the Read to Achieve regulations, students were given another opportunity to show reading proficiency after reading camp by passing the Read to Achieve test. The Read to Achieve test was administered to students on the last day of camp. Legislation allowed students who did not attend camp to take the Read to Achieve test at one of the reading camp sites on test administration day. Students who met any exemption criteria yet still attended camp were exempt from taking the end-of-camp Read to Achieve test.

Out of the 722 students who had attendance data and spent at least one day in traditional calendar school reading camp, 502 had available post-RTA results (see Figure 4). Among the 220 students who did not have end-of-camp test results, 96 students had exemption status and were not expected to take the RTA assessment, whereas 123 students did not have exemption status and were expected to take the assessment.

As shown in Table 10, the overall end-of-camp proficiency rate was 16.1% for all 502 students with test scores, regardless of exemption status. Of the 23 students with exemption status who took the post-RTA test anyway, 21.7% were found to have passed. The post-camp reading outcomes of the students without exemptions are of greatest interest. Of these 479 students, 403 students were not proficient on the end-of-camp RTA test and 76 students were proficient.

Of the 403 students who were not proficient on the post-RTA test:

- Average attendance was 21 days
- 87.8% were Black/African American or Hispanic/Latino students
- 35.2% were LEP students
- A small percentage of students were within one or two points of passing the post-RTA test. The vast majority were performing well below expected benchmarks (see Attachment 6).

Of the 76 students who were proficient on the end-of-camp post-RTA test:

- Average attendance was 21 days
- 74.6% were Black/African American or Hispanic/Latino students
- 25.3% were LEP students
- About half of the students passed the post-RTA test within one or two points above the cut point (see Attachment 6).

Figure 4
Flowchart of RTA Reading Camp Participation and Proficiency

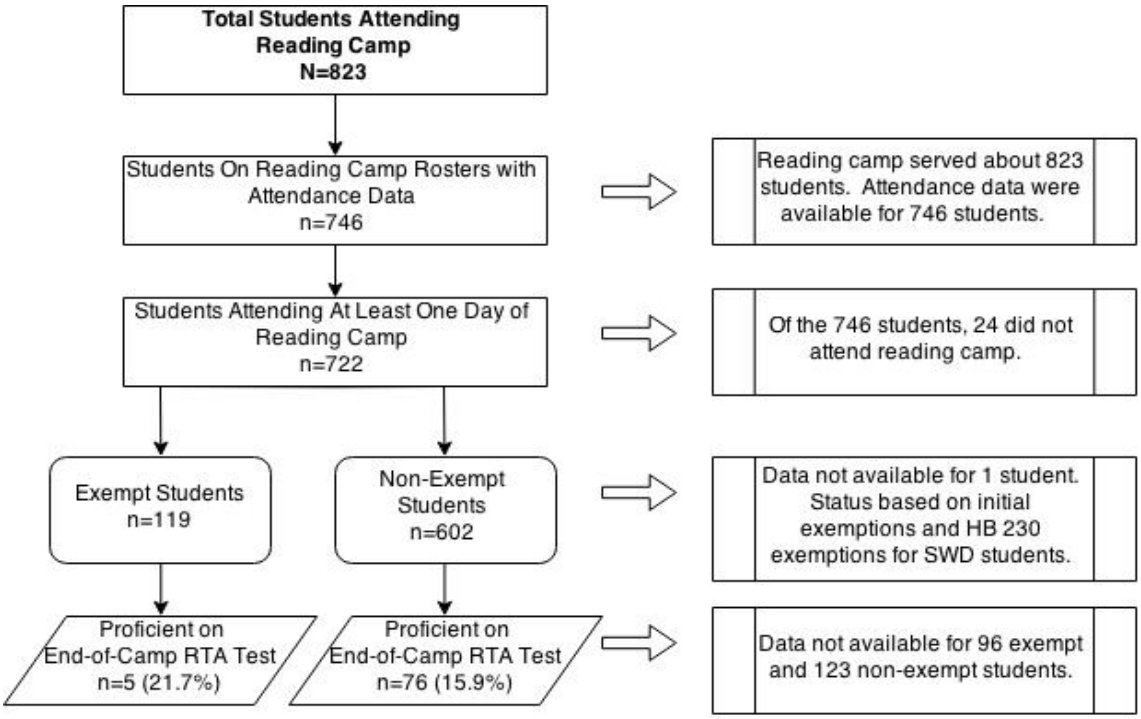


Table 10
End-of-camp RTA Test Results by Students' Exempt Status (n=722)

End-of-camp RTA Results	Exempt Students	Not Exempt Students	Missing Exemption Status	Total
Not proficient	18 (78.3%)	403 (84.1%)	0	**421 (83.9%)**
Proficient	5 (21.7%)	76 (15.9%)	0	**81 (16.1%)**
Total Students with RTA Results	*23*	*479*	*0*	***502***
No Results	96	123	1	**220 (30.5%)**
Total Students	**119**	**602**	**1**	**722**

Note 1: Of these 722 students, 23 of the 119 students with exemptions took the end-of-camp Read to Achieve test and 479 of the 602 students without exemptions took the end-of-camp Read to Achieve test. One-third of the 722 students did not have end-of-camp Read to Achieve test results.
Note 2: The "Exempt Students" category includes all good cause exemptions per the Excellent Public Schools Act and HB 230.

As previously illustrated, reading camp was successful at helping a small percentage of students achieve reading proficiency. To further examine whether reading camp bolstered reading proficiency by moving students closer to meeting third grade standards, student growth in reading was examined by comparing pre- and post-RTA test scale scores. This analysis is based on 474 students who had data on both of these assessments. We first looked at students who made gains (or losses) of between one and five scale score points and then at those who improved (or declined) by six or more points. We choose this division because it is a natural breaking point in the change in scale score distribution and because six scale score points is roughly equivalent to one standard deviation on the Read to Achieve tests. We compared changes in pre- and post-RTA results for students based on how they scored on the pre-RTA test. None of the 474 students were proficient on this assessment, however some were closer to scoring proficient than others[9]. We divided the students into three groups based on their placement within the Spring RTA scale score distribution based on the following criteria: students closest to the proficiency cut-off (who fall within the upper 75% of the distribution) are labeled "High," students within the middle of distribution are labeled "Middle," and students furthest from the proficiency cut-off (who fall within the lower 25% of the distribution) are labeled "Low."

Overall, about two-thirds (67.9%) of the 474 students experienced reading growth as measured by their gain in scale score points between the Spring RTA and the end-of-reading camp RTA assessment. As seen in Table 11, the difference between pre- and post-RTA test scores varies based on how students performed on the pre-RTA test, for example:

- The "Low" group had the highest percentage of students who made reading growth between the spring and end-of-camp RTA assessment (81.8%). These students were also more likely to gain 6 or more scale scores points compared to the other groups (44.7% compared to 26.5% and 17.8% for "Middle" and "Low" groups, respectively).
- The "High" group had the greatest percentage of students who experienced a decline in scale scores between assessments and the lowest percentage of students who experienced reading growth compared to the "Middle" and "Low" groups.

[9] RTA assessment scores of 139 or greater equate to proficiency.

Table 11
Reading Growth in Reading Camp Participants, by Pre-RTA Results

Difference between Pre- and Post-RTA Test Scale Scores		Range of Pre-RTA Test Scale Scores			Total
		Low (111-125)	Middle (126-130)	High (131-138)	
Growth	Greater than 6 point gain	59 (44.7%)	43 (26.5%)	32 (17.8%)	**322 (67.9%)**
	1-5 point gain	49 (37.1%)	64 (39.5%)	75 (41.7%)	
No Change	0 point change	7 (5.3%)	10 (6.2%)	16 (8.9%)	**33 (7.0%)**
Decline	1-5 point loss	10 (7.6%)	30 (18.5%)	42 (23.3%)	**119 (25.1%)**
	Greater than 6 point loss	7 (5.3%)	15 (9.3%)	15 (8.3%)	
	Total	**132 (27.8%)**	**162 (34.2%)**	**180 (38.0%)**	**474**

Note 1: Spring and end-of-camp RTA assessment results were available for 474 students. None of the students passed the pre-RTA test (scales scores >= 139 indicate proficiency).
Note 2: Total growth by groups is as follows: Low 81.8%; Middle 66.0%; High 59.5%. Total decline by groups is as follows: Low 12.9%; Middle 27.8%; High 31.6%.

No viable comparison group was available for this evaluation and no overall Read to Achieve results were reported statewide. Thus, we also analyzed student growth on the Read to Achieve test between the Spring and end of camp, including only the 474 students with data at both points in time, by calculating the effect size between these assessments. The effect size was calculated as the difference between the two assessment means, divided by the within-group pooled standard deviation. The resulting effect size was 0.4, which is considered to be moderate (Cohen, 1988).

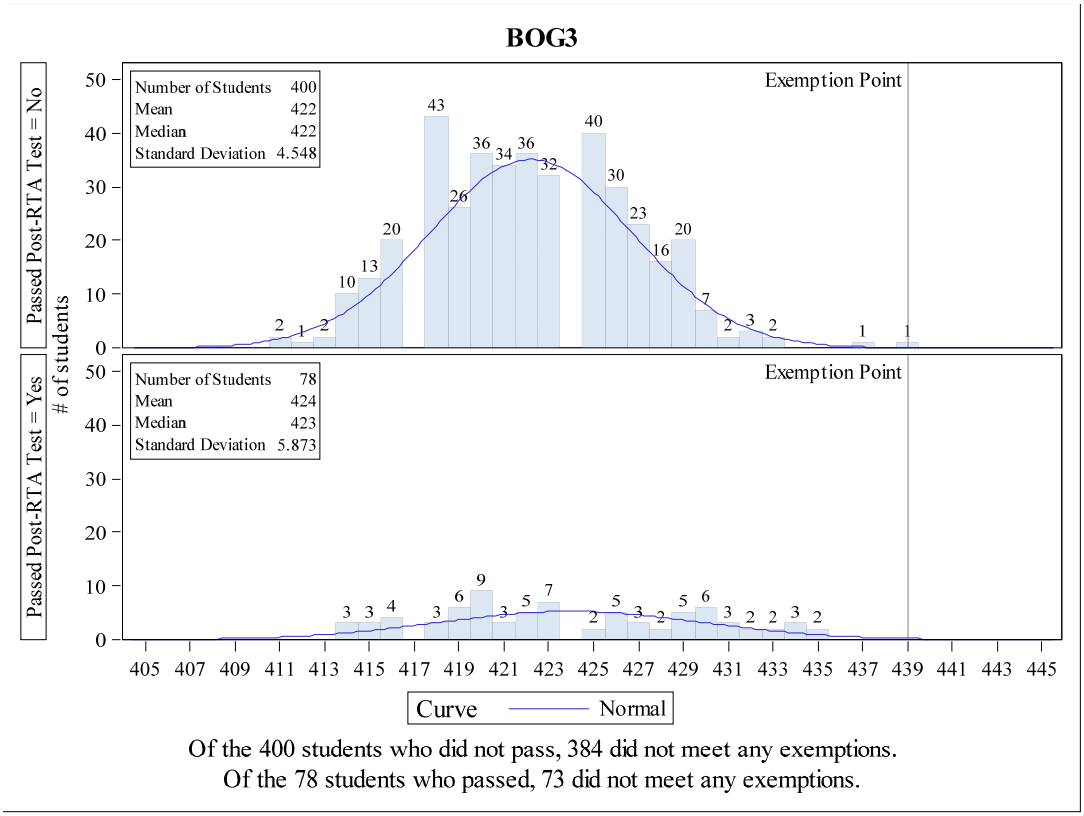
The relationship between the number of days of reading camp attended and various assessments students took before and after reading camp was also explored. Correlation coefficients indicate a small, yet significant positive association between the number of days a student attended reading camp and his or her scale score on the post-RTA test (see Attachment 7). Strong, positive correlations were found between the spring RTA assessment and the end-of-camp RTA assessment. Similar robust relationships were also found between the Reading EOG and the pre- and post-RTA test. Based on a two-level regression model, reading camp sites explained a very low level (3%) of variation in student reading achievement on the post-camp RTA assessment (Hedges & Hedberg, 2007). However, students' number of reading camp days attended, Reading EOG scores, and spring RTA assessment scores each had a slight positive impact on end-of-camp reading proficiency, as measured by RTA assessment scores (see Attachment 7). As such, the site at which students attended reading camp had very little influence on their end-of-camp reading proficiency, whereas their performance on assessments given in the spring was a stronger predictor of passing the post-camp RTA test.

Several analyses to investigate how students were performing throughout the school year on local and state assessments given prior to reading camp also yielded some similar findings. First, pre-camp indicators of students who passed the end-of-camp RTA test were compared to those of students who did not pass. These indicators include the BOG, Reading EOG, and the spring RTA test.

Figures 5-7 show the distribution of each assessment's scale scores based on whether students passed the RTA test at the end of camp. Each figure illustrates that students who did not demonstrate proficiency at the end of reading camp typically had a much wider range and lower median scale scores on pre-camp assessments, particularly EOG and spring RTA tests, than students who did demonstrate end-of-camp proficiency. Thus a larger proportion of students who did not pass the post-RTA test were performing *well* below third grade standards during the school year compared to students who passed the post-RTA test.

Figure 5

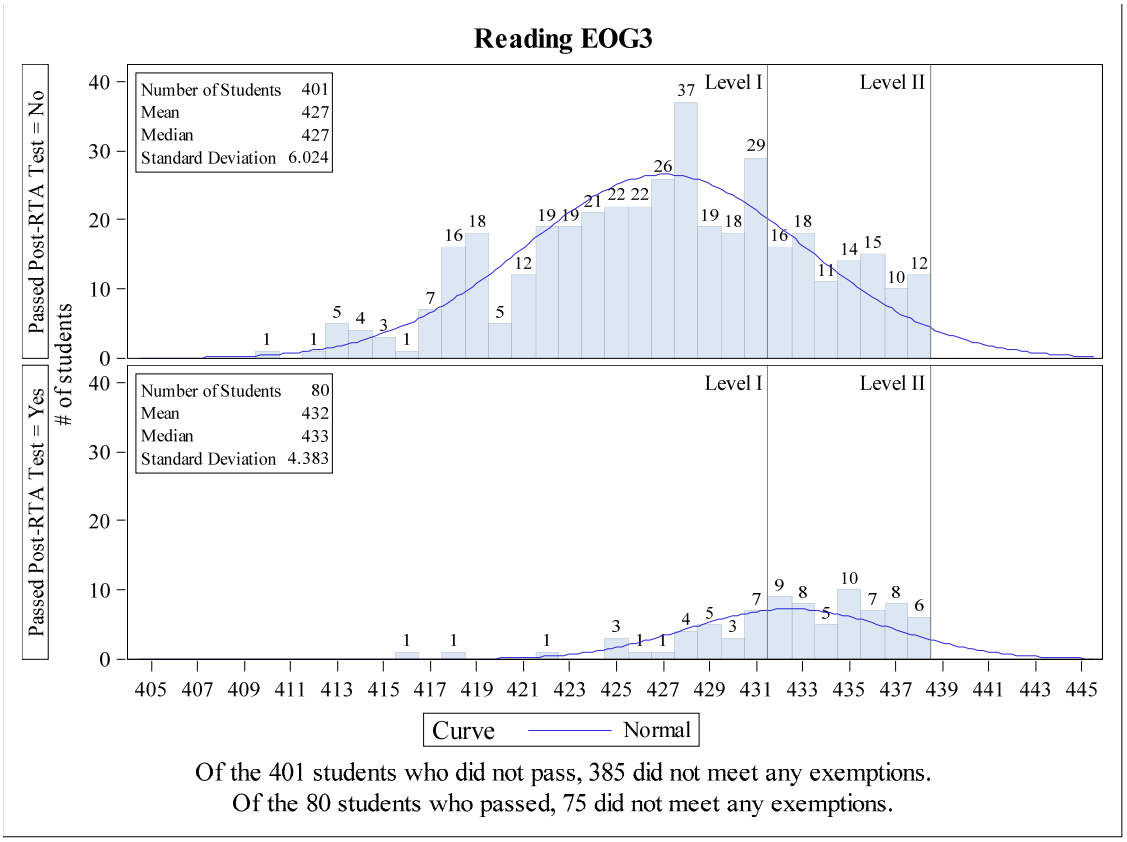
Grade 3 BOG Distribution for Reading Camp Students by Post-RTA Test Results



Note: Number of students includes only students with available data on these assessments. The difference in means was 2 units and was significant by a t-test for two independent groups ($p < .01$).

Figure 6

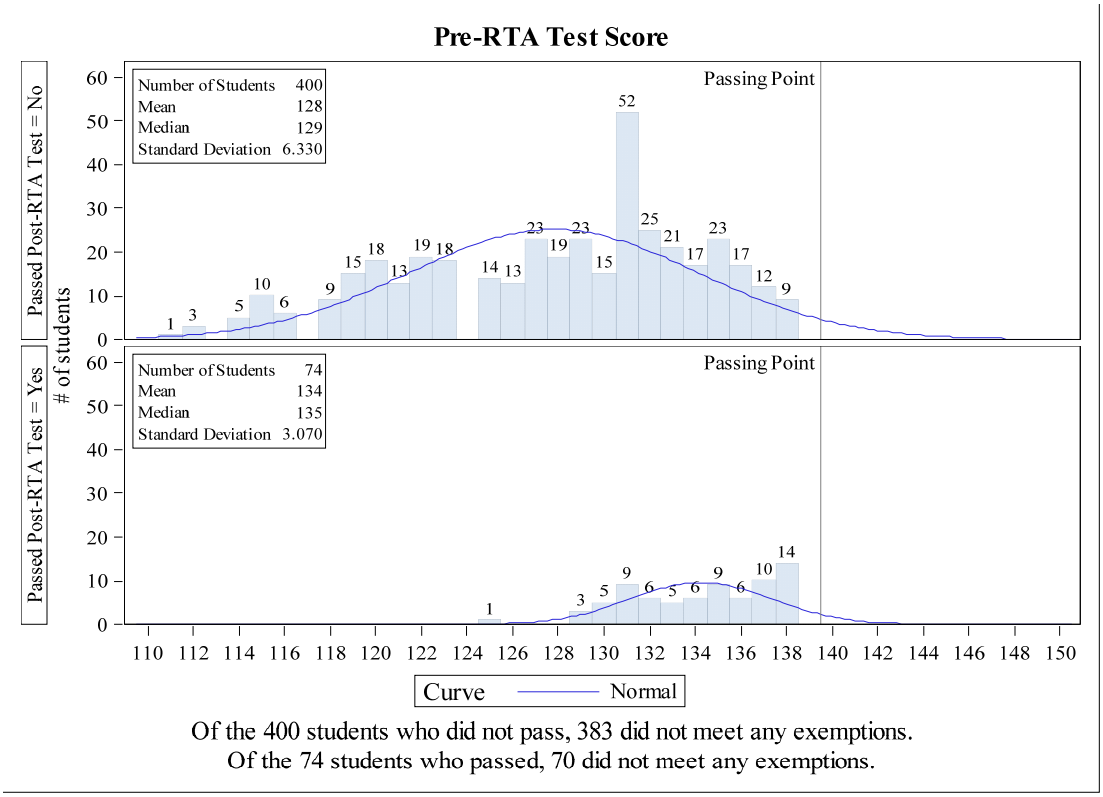
Grade 3 Reading EOG Distribution for Reading Camp Students by Post-RTA Test Results



Note: Number of students includes only students with available data on these assessments. The difference in means was 5 units and was highly significant by a t-test for two independent groups ($p < .001$).

Figure 7

Pre-RTA Test Distribution for Reading Camp Students by Post-RTA Test Proficiency Results



Note: Number of students includes only students with available data on these assessments. The difference in means was 7 units and was highly significant by a t-test for two independent groups ($p < .001$).

Discussion and Recommendations

Overall, it is estimated that 2,056 third grade students attended at least one day of reading camp held at traditional and year-round calendar schools in 2013-14. It is important to note that our findings are based on about one-fourth of district's reading camp participants because post-RTA assessment data were 1) not available for a sizable percentage of the traditional calendar reading camp participants who were expected to take the assessment, 2) not examined for traditional calendar reading camp participants at the four sites that did not collect attendance data, and 3) not examined for year-round calendar reading camp participants. Our analysis of traditional calendar school reading camps shows that the vast majority of student participants who were not reading at proficient levels at the end of third grade were still not proficient after six weeks of reading camp. Similar results were found in a recently published five-year study designed as a randomized control trial of low-income students' participation in summer learning programs and its impact on their academic achievement. In their study, McCombs et al. (2014) compared the outcomes of the students who had received a summer reading program and their matched counterparts who did not receive the intervention and found no difference between the groups' reading skills in the fall after the program. The reading programs used in the study were designed with common research-based elements similar to those found within the WCPSS reading camps. The elements of reading camp include offering full-day camps five days week for at least five weeks of the summer with no less than three hours of instruction taught per day by certified teachers, class sizes of no more than 15 students, no attendance fee for participants, and free transportation and meals.

Based on a predictive two-level model, the site at which students attended reading camp had very little influence on their end-of-camp reading proficiency, whereas performance on assessments given in the spring was the best predictor of students' post-camp reading proficiency. This is largely consistent with overall ELA achievement patterns on most state assessments. The negligible variation in end-of camp proficiency found across sites suggests consistency in reading camp implementation. Thus, students likely had similar learning experiences regardless of the site at which they attended camp, yet this experience had little influence on their reading proficiency after six weeks of implementation. According to data retrieved for 502 reading camp participants, 81 (16.1%) demonstrated reading proficiency as indicated by passing the Read to Achieve (RTA) assessment given on the last day of camp. We also found that of the 23 students with exemption status and post-camp reading assessment data, less than a quarter (21.7%) of the students demonstrated proficiency after reading camp attendance. As such, many students with exemptions may have had similar reading support needs as students not meeting established good cause exemptions.

These findings do suggest that reading camp provided some benefits to students. For instance, students typically enjoyed the time they spent at reading camp and many (two-thirds of students) made gains within the six weeks that moved them closer to proficiency benchmarks. Students who scored furthest from the proficiency cut-off on the RTA assessment given in the spring were more likely to make larger gains compared to students who were closer to demonstrating reading proficiency prior to attending camp. This finding might be partially explained by the statistical phenomenon of regression to the mean. For instance, if a researcher selected the lowest 10% of the population based on their pretest score for her study, it is not

likely that the same group would comprise the lowest 10% on the posttest. Most of the group would probably be in the lowest 10% on the posttest, but most likely a few would not, bringing the group's mean closer to the population's posttest than it was to the pretest.

Read to Achieve Grade 3 Reports for 2013-14 for the 10 largest NC school districts (see Attachment 8) based on results as of August 29, 2014[10] indicate that the district's percentage of third grade students who were either proficient on the BOG, EOG, and/or Read to Achieve test (prior and after reading camp) or who met a good cause exemption (88.5%) was similar to the State's percentage (87.3%) and typically higher than other large NC districts.

The short length of time between the passing of the Excellent Public Schools Act and its implementation gave districts little or no time to prepare for reading camps. Identifying targeted students, notifying parents, deciding on a curriculum, planning for transportation and meals, and hiring and training teachers was very problematic due to the timelines and shifting guidelines coming from the State. The firm timeline especially impacted WCPSS. Due to the district's multi-track year-round schedule, the Read to Achieve reading camp had to be designed before March 2014 to begin reading camps for year-round students. Several revisions to the law were enacted as late as the spring of 2014. Such revisions impacted how students could gain exemption status and avoid the possibility of third grade retention. These last-minute changes presented a challenge to WPCSS literacy staff, teachers, and students who were making plans for or were already implementing and participating in reading camps. WCPSS devoted considerable time and attention and utilized a variety of resources to create data collection processes, develop reading camp curriculum, and establish reading camps to accommodate the district's school calendars.

We offer several recommendations to facilitate improvements in preparing for and implementing reading camps in 2014-15.

Recommendation 1: Improve data collection related to Read to Achieve for planning and monitoring purposes.

The second year of Read to Achieve implementation (2014-15) is expected to be less turbulent than the first and should facilitate smoother planning. Early identification and documentation of students meeting the specified good cause exemptions will be key to appropriate reading camp planning and preparations. In an effort to plan for and make improvements to reading camp implementation in 2014-15, WCPSS literacy staff met with Central Services department representatives to debrief on reading camp in 2013-14. As a result of that conversation, Literacy staff worked with Student Information System staff to create a Read to Achieve application within the Online Access for Student Information System (OASIS) to monitor each student's exemption status to help identify who will be invited to reading camps, to document portfolio and RTA assessment results, and to capture students' total reading camp attendance.

In terms of monitoring, collecting student reading camp attendance data was an area in need of improvement. Read to Achieve legislation did not mandate a reading camp attendance policy,

[10] Date reflected does not include complete district results for both traditional and year-round calendar reading camps.

which raised a question as to why WCPSS Central Services staff asked reading camp teachers to collect attendance data. Current research has presented evidence of the importance of high student attendance at remediation intervention programs to reap the greatest benefits (McCombs et al., 2011). So, attendance data were requested in part to examine the relationship between the number of days students attended camp and their end-of-camp reading outcomes. Inconsistent daily attendance data recorded for individual students, including the last day of camp when the RTA assessment was given, limited some of the possible analyses. Implementing an attendance policy and accurately tracking individual student attendance will continue to be critical in future implementation years.

Additionally, monitoring student progress through the end of camp was problematic because post-camp assessment data appeared to be incomplete. It is not clear why such a large number of students who attended reading camp and did not meet any good cause exemptions (123) did not have end-of-camp RTA test results. These untested students attended reading camp an average of 16 days, so some of them may have dropped out of reading camp before testing or they simply may have not taken the assessment. Better monitoring and communication and use of system processes may rectify this issue.

Students' placement after reading camp is also important for tracking students' status into the next school year. As previously discussed, three placement options for the 2014-15 school year were available for students who did not show proficiency by the end of reading camp. According to overall WCPSS district data as of August 29, 2014 that were reported to the State Board of Education, 9.9% (1,201) of third grade students were retained because they had not met third grade proficiency standards (see Attachment 8). This percentage was considerably lower than most large NC school districts. Being able to appropriately and efficiently identify students who need continued support as designated by a reading retention label is important for monitoring the promotion and educational progress of these students.

Recommendation 2: Consider trying alternative reading camp methods, such as variations in materials, lessons, focus, and/or structure, and using a comparison group in future evaluations.

There is diversity in the views on the efficacy of summer learning programs. Some interventions may be based on a goal of reducing summer reading loss whereas others, like the Read to Achieve reading camps, are attempting to remediate students before subsequent grade level promotion. Positive impacts resulting from summer learning programs typically depend on the quality of the program, strong student attendance expectations, small class size, and the inclusion of individual instruction (McCombs et al., 2011). In their research review of summer reading interventions implemented between 1998 and 2011, Kim and Quinn (2013) found positive treatment effects for programs serving a majority of low-income children and using research-based reading instruction. Other meta-analyses also found positive improvements on reading achievement scores (Cooper et al., 2000 and Lauer et al., 2006). Conversely, others question the effectiveness of these models. For example, in a recent editorial, Slavin (2014) stated that among studies meeting the What Works Clearinghouse (WWC) criteria for rigor, there were 28 separate elementary reading strategies such as one-to-one tutoring, one-to-small group and classroom programs, and technology and whole-school approaches that more

effectively support reading by grade three. No summer school program studies were included in the WWC list of effective strategies.

It is still a legislative mandate that WCPSS implement Read to Achieve reading camps, so the district will continue to offer them. However, the law does give districts some flexibility pertaining to how the reading camps are implemented. For instance, HB 230 reduced the minimum length of reading camp to no less than three weeks, offering at least 72 hours of reading instruction. In their meta-analysis of 53 studies measuring student achievement in reading and mathematics after-school programs, Lauer et al. (2006) found that programs that were implemented for at least 45 hours had statistically significant positive results. However, such programs should not run indefinitely as results started to decline when reading programs exceed 210 hours.

Some modifications are already underway for 2014-15. Literacy staff are considering teacher feedback about reading camps implemented in 2013-14 as they plan for implementation in 2014-15. For the 2014-15 school year, WCPSS has decided to implement a four-week reading camp structured around two bi-weekly themes, animals and weather. Given that WCPSS is running reading camps in both year-round and traditional calendar schools, the differing calendar structures may create ideal environments for offering and comparing more than one instructional delivery model such as variations in class size or length of reading camps.

No viable comparison group was available for this evaluation and no overall Read to Achieve results were reported statewide. Thus, we calculated a mean effect size between the Spring and end-of-camp Read to Achieve tests, including only the 474 students with data at both points in time. The resulting effect size was 0.4, which is considered to be moderate (Cohen, 1988) and slightly larger than other reported effect sizes of summer interventions. In Kim and Quinn's (2013) meta-analysis of summer interventions, they found that combining the results from 41 classroom and home interventions yielded a mean effect on total reading achievement of 0.10, which is considered small.

Recommendation 3: Bolster early literacy for students prior to third grade by enhancing literacy promotion and interventions in grades pre-K through second grade.

Our findings indicate that a six-week reading camp was not sufficient in bringing students in most need of intense interventions up to grade-level standards, although some students did make gains *toward* proficiency. Offering reading camp after third grade as a means of remediation may be too late to help children achieve the literacy skills necessary to be promoted to fourth grade. Therefore, enhancing the support that struggling students receive prior to third grade is of great importance. Although there is some mobility in the WCPSS student population, most traditional calendar reading camp participants have been enrolled in the district since Kindergarten. Therefore, targeting students who might benefit from research-based interventions prior to third grade appears to be a reasonable recommendation.

Reading to children from birth is often cited as vital to the development of pre-literacy skills that help children succeed in school. The gap in literacy is already in place before students enter Kindergarten (Hart & Risley, 1995). This poses a challenge to the students who are

learning to read and write and to the adults who are teaching them. District efforts in the early grades such as "Wake Up and Read" promote the importance of reading time, supplying books to children from low-income families, and coordinating community resources to support literacy in the home. National support for early childhood education is also being proposed. For example, the National Governors Association (2013) published a report encouraging states to increase access to high-quality child care and pre-K classes to help ensure that all children are reading proficiently by third grade. In partnership with the U.S. Department of Health and Human Services, the U.S. Department of Education is working to expand and improve early learning services for young children and their families. For instance, the Preschool for All program, funded by states and the federal government, would promote access to full-day kindergarten and provide all low- and moderate-income 4-year-olds with high-quality, preschool (U.S. Department of Education, 2014). Additional allotments for WCPSS pre-K classrooms would support this movement.

WCPSS is already promoting K-2 literacy in many ways, including the recent implementation of Letterland, an early learning, phonics-based approach to teaching reading, handwriting and spelling that has a strong evidence base. Letterland is part of balance literacy instruction and teaches the foundational literacy skills as outlined in the State standards. Kindergarten students comprised the first Letterland cohort in 2012-13. Letterland was implemented in Kindergarten and first grade classes in 2013-14. In 2014-15, Letterland was implemented throughout grades K-2. As such, the end of the 2014-15 school year will potentially mark the third year of service for most second grade students. The goal of the approach is to increase third grade reading proficiency as measured by state standards in 2015-16. If this goal is successful, Letterland may have a substantial impact on the district's implementation and evaluation of Read to Achieve reading camps.

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Attachments

Attachment 1
Read to Achieve Reading Camp Sites and School Partners

	Elementary School Camp Site	Elementary School Partners
Title I Sites	1. Apex	Baucom and Penny Road
	2. Baileywick	Lead Mine and North Ridge
	3. Brentwood	Millbrook
	4. Briarcliff	Cary and Farmington Woods
	5. Bugg	Walnut Creek
	6. Conn	Hunter and Powell
	7. Dillard Drive	Combs
	8. East Garner	Creech Road and Vandora Springs
	9. Forest Pines	Richland Creek and Wake Forest
	10. Forestville	Knightdale
	11. Fox Road	Wildwood Forest
	12. Fuller	Poe and Washington
	13. Fuquay-Varina	Lincoln Heights and Holly Ridge
	14. Kingswood	Reedy Creek
	15. Lynn Road	Green and Douglas
	16. Northwoods	Weatherstone
	17. Rolesville	none
	18. Smith	Aversboro
	19. Stough	York and Lacy
	20. Wakelon	Zebulon
	21. Wendell	Carver
	22. Yates Mill	Swift Creek
Non-Title I Sites	23. Bridges Program at Mount Vernon Middle	none
	24. Leesville Road	Hilburn and Jeffreys Grove
	25. Mills Park	Cedar Fork, Davis Drive, and Green Hope
	26. Underwood	Brooks, Joyner, Olds, Partnership, Root, Wiley

Attachment 2

Table 1
Reading Camp Classroom Observations

Elementary School Camp Site	# of Classroom Observations	Elementary School Camp Site	# of Classroom Observations
Apex	3	Fuquay-Varina	0
Baileywick	2	Kingswood	2
Brentwood	0	Leesville Road	1
Briarcliff	2	Lynn Road	0
Bridges	0	Mills Park	0
Bugg	0	Northwoods	2
Conn	5	Rolesville	0
Dillard Drive	2	Smith	2
East Garner	0	Stough	3
Forest Pines	0	Underwood	4
Forestville	0	Wakelon	2
Fox Road	0	Wendell	1
Fuller	2	Yates Mill	1

Note: 34 classroom observations were conducted at 15 of the 26 reading camp sites.

Table 2
Teacher Activity During Observations (N=34)

What are teachers doing?	# of classrooms
Teaching whole group	14 (41.2%)
Working with small groups	13 (38.2%)
Conferring	7 (20.6%)
Reading passages	2
Monitoring	2
Brain Break	1
Students in computer lab	1

Note: Duplicate counts: teachers seen doing more than one activity in one classroom observation.

Table 3
Teacher Use of Technology During Observations (N=34)

How are teachers using technology?	# of classrooms
Whole Group Instruction	14 (41.2%)
Small Group Instruction	8 (23.5%)
Not accessing it	6 (17.6%)
Using media center or computer lab	3
Classroom management such as directions for center rotation	3
Brain break video	2

Note: Duplicate counts: teachers seen doing more than one activity in one classroom observation.

Additional comments were provided about what teachers and students were engaged in during the observations. Teachers were observed in various classrooms reading aloud, modeling think alouds, implementing guided reading, and reviewing writing and research. Within specific classrooms students were engaged in diverse activities such as doing research for "I Wonder" projects, using Achieve3000, asking questions about the texts, and text pictures or morning image, participating in rotations including a guided reading center, a reading and writing center, an art center, and a computer center for a game activity or online research. Use of technology seemed to be an important mode of instructional delivery. In 21 classrooms, comments were made about student and teacher use of technological devices such as videos, doc cameras, iPads, digital books for read aloud lessons, computers and online resources like Achieve3000, Discovery Education, and Big Universe.

Read to Achieve Student Survey, Traditional Schools 2014

DIRECTIONS: Read the following survey questions and provide one answer for each question. It is okay if you need your teacher to read the questions to you.

Click the "Next" button when you are ready to move to the next page. When you get to the last page and have answered all of the questions, click on the "Done" button at the bottom of the page.

1. What is your first name?

2. What is your last name?

3. Please select the school you attend during the school year from the list below:

How I Felt About Reading BEFORE Summer Camp

DIRECTIONS: Please think about the end of the school year, BEFORE summer camp started, and answer the following questions. Choose the answer that best describes how you felt when you read a book last year. There are no right or wrong answers.

***4. How did you feel about reading in school?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***5. How did you feel when a teacher asked you questions about what you read?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***6. How did you feel about reading for fun at home?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***7. How did you feel about reading during summer vacation?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

How I Feel About Reading NOW

DIRECTIONS: Please think about this summer camp and answer the following questions. Choose the answer that best describes how you feel when you read a book NOW. There are no right or wrong answers.

***8. How do you feel about reading in summer camp?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***9. How do you feel when a teacher asks you questions about what you read?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***10. How do you feel about reading for fun at home?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

***11. How do you feel about reading during summer vacation?**

- ◯ Very Happy
- ◯ Happy
- ◯ Upset
- ◯ Very Upset

My Summer Camp Experience

DIRECTIONS: Please answer the following questions based on your experience at this summer camp.

***12. I think summer camp has been fun.**

- ◯ Yes
- ◯ No

***13. I have learned a lot at summer camp.**

- ◯ Yes
- ◯ No

14. Is there anything you want to share about what you liked or didn't like at summer camp? Please write about it in the space provided.

Read to Achieve Teacher Survey, Traditional Schools 2014

Thank you so much for serving as a Read to Achieve Summer Camp teacher! Please take this opportunity to respond to a few survey questions about your experience. Your feedback will provide very important data that will be used to implement future summer camps. We appreciate your participation. The survey will close on August 8th.

***1. Please indicate the weeks that you taught summer camp (select all that apply). If you started teaching summer camp at week 5, please wait to complete the survey until week 6.**

- [ ] Week 1: June 23-26
- [ ] Week 2: July 7-10
- [ ] Week 3: July 14-17
- [ ] Week 4: July 21-24
- [ ] Week 5: July 28-31
- [ ] Week 6: August 4-7

2. Did the summer camp materials and resources that were provided to you assist you in effectively teaching the camp? Please explain.

3. Considering the weeks that you taught camp, what do you think worked well?

4. Please describe any aspect of camp that didn't work well and how it might be improved.

***5. How do you perceive this camp to have impacted your students? (select all that apply)**

- [ ] Higher level of engagement
- [ ] More confidence in reading ability
- [ ] Improved reading achievement
- [ ] Greater focus during reading activities
- [ ] Increased interest in reading

Other (please specify)

6. Was there any particular part of the camp that students seemed to enjoy most? Please explain.

7. Was there any particular aspect of the camp that students seemed less enthusiastic about? Please explain.

8. Please take this opportunity to provide any additional feedback you would like to share about the summer camp.

Attachment 5

Table 1
Disaggregation of Students Meeting Initial Good Cause Exemptions (n=5,345)

	mCLASS TRC	Case 21	BOG	NCExtend 1 or 2	Portfolio	LEP
mCLASS TRC	**693**					
Case 21	3,442	**408**				
BOG	2,328	2,510	**7**			
NCExtend 1 or 2	10	1	0	**278**		
Portfolio	81	27	11	0	**80**	
LEP	55	51	18	3	2	**85**

Note: Counts on the diagonal show the number of students meeting a single exemption. All other counts show students meeting two exemptions. 2,301 students met all three exemptions for mCLASS, Case 21, and BOG.

Table 2
Disaggregation of Students Meeting mCLASS TRC Exemption (n=4,251)

# Exempt	mCLASS TRC Only	Case 21	BOG	NC Extend 1 or 2	Portfolio	LEP
2,276		X	X			
1,111		X				
693	X					
58					X	
26			X			
20						X
18		X				X
15		X	X			X
12		X			X	
10				X		
10		X	X		X	
1					X	X
1			X			X
Total mCLASS TRC	**693**	**3,442**	**2,328**	**10**	**81**	**55**

Note: Duplicate counts.

Table 3

Disaggregation of Students Meeting Case 21 Exemption (n=4,081)

# Exempt	mCLASS TRC	Case 21 Only	BOG	NC Extend 1 or 2	Portfolio	LEP
2,276	X		X			
1,111	X					
408		X				
207			X			
18	X					X
16						X
15	X		X			X
12	X				X	
10	X		X		X	
5					X	
2			X			X
1				X		
Total Case 21	**3,442**	**408**	**2,510**	**1**	**27**	**15**

Note: Duplicate counts.

Table 4

Disaggregation of Students Meeting BOG Exemption (n=2,545)

# Exempt	mCLASS	Case 21	BOG Only	NC Extend 1 or 2	Portfolio	LEP
2,276	X	X				
207		X				
26	X		X			
15	X	X				X
10	X	X			X	
7						
2		X				X
1	X					X
1					X	
Total BOG	**2,328**	**3,442**	**26**	**0**	**11**	**18**

Note: Duplicate counts.

Table 5

Disaggregation of Students Meeting NC Extend 1 or 2 Exemption (n=292)

# Exempt	mCLASS	Case 21	BOG	NC Extend 1 or 2 Only	Portfolio	LEP
278				X		
10	X					
3						X
1		X				
Total NC Extend 1 or 2	**10**	**1**	**0**	**278**	**0**	**3**

Note: Duplicate counts.

Table 6

Disaggregation of Students Meeting Portfolio[11] Exemption (n=168)

# Exempt	mCLASS	Case 21	BOG	NC Extend 1 or 2	Portfolio Only	LEP
80					X	
58	X					
12	X	X				
10	X	X	X			
5		X				
1						X
1	X					X
1			X			
Total Portfolio	**81**	**27**	**11**	**0**	**80**	**2**

Note: Duplicate counts.

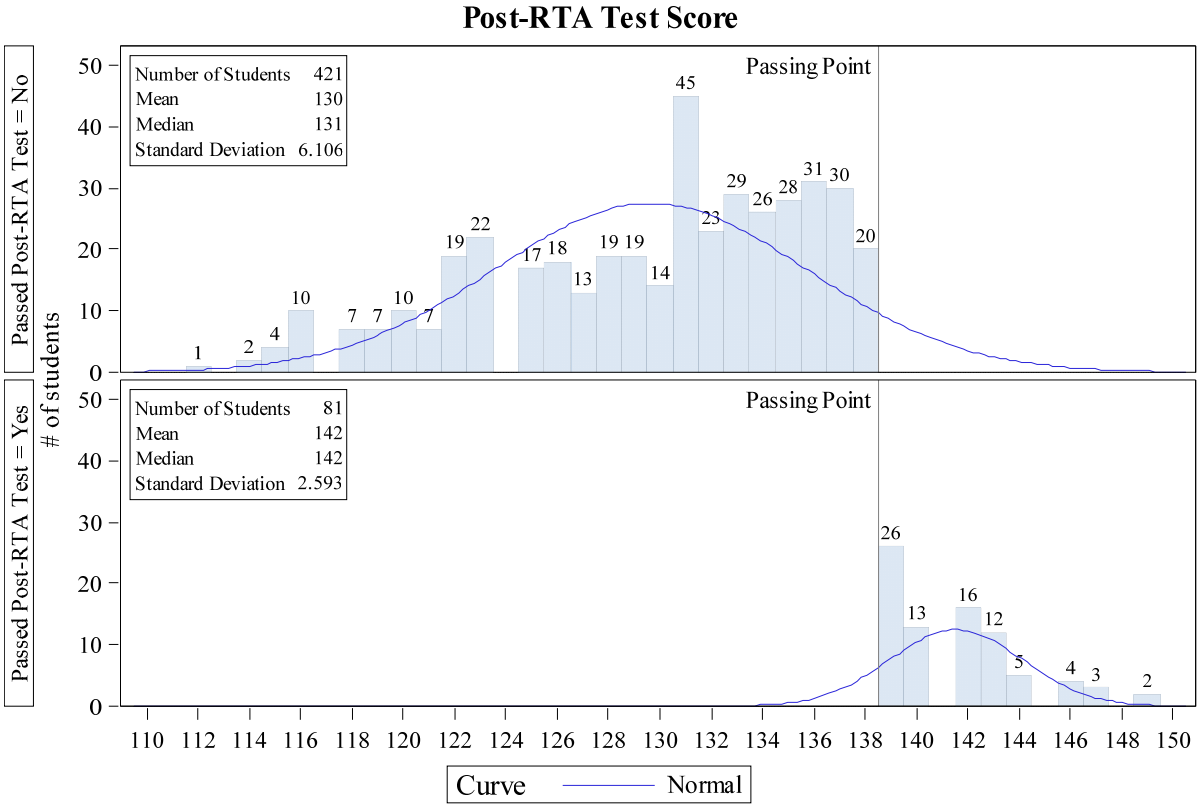
[11] Interpret with caution as portfolio data are vastly underreported in this evaluation.

Table 7
Disaggregation of Students Meeting LEP Exemption (n=162)

# Exempt	mCLASS	Case 21	BOG	NC Extend 1 or 2	Portfolio	LEP Only
85						X
20	X					
18	X	X				
16		X				
15	X	X	X			
3				X		
2		X	X			
1					X	
1	X				X	
1	X		X			
LEP	**55**	**51**	**18**	**3**	**2**	**85**

Note: Duplicate counts.

Attachment 6
Post-RTA Test Distribution
for Reading Camp Students by Post-RTA Test Proficiency Results



Of the 421 students who did not pass the Post-RTA Test, 403 did not meet any exemptions.
Of the 81 students who passed the Post-RTA Test, 76 did not meet any exemptions.

Note: The difference in means was 12 units and was highly significant by a t test for two independent groups (p <.001).

Attachment 7

Table 1

Correlation Coefficients for Reading Camp Attendance and Various Pre- and Post- Assessments

	Days Attended Reading Camp	BOG Scale Score	Reading EOG Scale Score	Pre-RTA Test Scale Score	Post-RTA Test Scale Score
Days Attended Reading Camp	1.00	0.01	0.14**	-0.01	0.11*
BOG Scale Score	0.01	1.00	0.39***	0.35***	0.30***
EOG Scale Score	0.14**	0.39***	1.00	**0.70*** **	**0.62*** **
Pre-RTA Test Scale Score	-0.01	0.35***	**0.70*** **	1.00	**0.67*** **
Post-RTA Test Scale Score	0.11*	0.30***	**0.62*** **	**0.67*** **	1.00

Note 1: *p < .05, **p<.001, ***p < .0001.

Note 2: As shown in bold, Pearson's correlation coefficient values between 0.6 and 0.79 are considered strong according to Cohen's scale (Cohen, 1988).

To better understand the impact of the Read to Achieve reading camp on students' reading proficiency we fit the data to a two-level model (see Table 2).

Model 1: We began by examining the unconditional model with no predictors to assess between-site variation in student reading achievement at the end of reading camp. Results show that a low level (3%) of the variability in student reading achievement on the post-camp RTA assessment is accounted for by the reading camp site (level 2), leaving 97% of the variability to be accounted for by the students (level 1)**.**

Model 2: In the next step of our model building we included the number of days students attended reading camp, students' BOG scores, students' Reading EOG scores, and students' spring RTA assessment scores to examine the relationship between these variables and students' achievement on the post-camp RTA assessment.

Model 3: In the final model, we controlled for students' LEP status, SWD status, and race/ethnicity when examining the relationship between the aforementioned variables and students' achievement on the post-camp RTA assessment.

The data presented in Table 2 allowed us to look for any improvements in model fit across the three models in order to identify the best fitting model. We estimated improvement in model fit using Akaike's Information Criterion (AIC) and Bayesian Information Criterion (BIC). In general, AIC and BIC values that become smaller across more complex models indicate better fitting models. Rule of thumb changes in BIC suggest that differences above 10 provide very strong evidence favoring the more complex model, such that Model 2 is favored over Model 1,

and that differences of 0-2 provide weak evidence favoring the more complex model, such that Model 3 is not favored over Model 2 (Bell, Ene, Smiley, & Schoeneberger, 2013). Thus our best fitting model is Model 2.

Within Model 2, the relationship between each of the following three covariates: 1) the number of days of reading camp attended, 2) reading EOC scale score, and 3) spring RTA assessment score and the post-camp RTA score is statistically significant; however the relationship between each of these predictors and end-of-camp reading proficiency does not vary by reading camp site.

Table 2

Estimates from Two-level Linear Models Predicting Reading Achievement as Measured on the Post-Camp RTA Assessments (N=436)

	Model 1	Model 2	Model 3
Fixed Effects			
Intercept	131.71* (0.44)	-100.64* (25.61)	-100.98* (25.98)
Total Days Attended Reading Camp		0.13* (0.06)	0.13* (0.06)
BOG Score		0.03 (0.05)	0.03 (0.05)
Reading EOG Score		0.35* (0.06)	0.35* (0.06)
Spring RTA Assessment Score		0.53* (0.05)	0.53* (0.05)
LEP status			0.38 (0.52)
SWD status			0.84 (1.22)
Race/ethnicity			1.66* (0.72)
Error Variance			
Level-1	49.60* (3.43)	23.96* (1.66)	23.71* (1.64)
Level-2 Intercept	1.53 (1.18)	1.20 (0.77)	0.93 (0.68)
Model Fit			
AIC	2955.4	2650.4 (Difference of 305)	2649.5 (Difference of -0.9)
BIC	2958.7	2658.1 (Difference of 300.6)	2660.4 (Difference of 2.3)

Note 1: *Statistically significant p<.05; ICC = .03;

Note 2: Values are based on SAS Proc Mixed. Entries show parameter estimated with standard errors in parentheses.

Note 3: Estimation Method = ML; Satterthwaite degrees of freedom.

Note 4: Estimate improvement in model fit using Akaike's Information Criterion (AIC) and Bayesian Information Criterion (BIC).

ATTACHMENT 8

Table 1
Read to Achieve Grade 3 Report for 2013-14 by NC School Districts

	1	2	3	4	5
	Students who demonstrated reading proficiency on the BOG, the EOG, or the EOG ELA/Reading Retest (Read to Achieve Test) (scored Level 3 or higher)	Students who were not proficient on the BOG, the EOG, or the EOG ELA/Reading Retest	Students exempt from mandatory retention in third grade for a good cause	Students who took and passed an alternative assessment approved by the State Board of Education (i.e., the Read to Achieve Test)	Students retained for not demonstrating reading proficiency on third-grade standards
1. WCPSS	8,423 (69.4%)*	3,712 (30.6%)	1,002 (8.3%)	1,318 (48.6%)	1,201 (9.9%)**
2. Charlotte-Mecklenburg	7,250 (61.6%)***	4,518 (38.4%)	469 (4.0%)	1,778 (43.9%)	2,120 (18.0%)
3. Cumberland County	2,471 (64.1%)	1,382 (35.9%)	395 (10.3%)	218 (22.0%)	543 (14.1%)
4. Durham Public Schools	1,244 (47.9%)	1,354 (52.1%)	190 (7.3%)	281 (24.1%)	611 (23.5%)
5. Gaston County	1,199 (51.5%)	1,127 (48.5%)	not reported****	833 (80.8%)	198 (8.5%)
6. Guildford County	3,086 (56.0%)	2,428 (44.0%)	500 (9.1%)	1,165 (60.4%)	663 (12.0%)
7. Johnston County	1,571 (60.1%)	1,044 (39.9%)	231 (8.8%)	538 (66.2%)	170 (6.5%)
8. New Hanover County	1,356 (66.0%)	698 (34.0%)	218 (10.6%)	141 (29.4%)	209 (10.2%)
9. Union County	2,316 (72.9%)	859 (27.1%)	not reported****	230 (32.5%)	314 (9.9%)
10. Winston-Salem/Forsyth County	2,358 (58.3%)	1,686 (41.7%)	321 (7.9%)	639 (46.8%)	613 (15.2%)

Note1: All data were obtained from district Read to Achieve Grade 3 End of Year Results as of August 29, 2014 as posted on district websites.
Note2: The denominator for Columns 1 and 3 is number of students in membership at grade 3 for the first day of spring testing. Students may be counted in the Column 3 category only once. The denominator for Column 4 is the number of students in Column 2 minus the number of students in Column 3. Students may be counted in the numerator and/or the denominator only once for the Column 4 category. The denominator for Column 5 is all students in membership at grade 3 on the first day of testing.
Note3: * WCPSS data were reported for the students who demonstrated reading proficiency on the BOG and the EOG.
Note4: ** WCPSS data include students from year-round schools who have not yet completed Read to Achieve Reading Camps.
Note5: *** Charlotte-Mecklenburg data were reported for the students who demonstrated reading proficiency on the EOG.
Note6: **** Data are not reported for fewer than five students.

ATTACHMENT 8

Table 2
Third Grade Student Proficiency for 2013-14 by NC School Districts

	Students who were either proficient on the BOG, EOG, and/or Read to Achieve Test (prior and after reading camp) or who met a good cause exemption		Number of third grade students in membership on first day of spring testing
	#	%	
1. WCPSS	10,743	88.5%	12,135
2. Charlotte-Mecklenburg Schools	9,497	80.7%	11,768
3. Cumberland County Schools	3,084	80.0%	3,853
4. Durham Public Schools	1,715	66.0%	2,598
5. Gaston County Schools	2,032*	87.4%*	2,326
6. Guilford County Schools	4,751	86.2%	5,514
7. Johnston County Schools	2,340	89.5%	2,615
8. New Hanover County Schools	1,715	83.5%	2,054
9. Union County Public Schools	2,546*	80.2%*	3,175
10. Winston-Salem/Forsyth County Schools	3,318	82.0%	4,044

Note1: Columns 1, 3, and 4 from Table 1 were added to obtain the number of students who were either proficient on the BOG, EOG, and/or Read to Achieve Test (prior and after reading camp) or who met a good cause exemption. The number of third grade students in membership on the first day of spring Testing was calculated using the data in Column 1 from Table 1.
Note2: * Data are approximate because of non-reported data in Table 1.
Note3: Statewide, 87.3% of students were either proficient on the BOG, EOG, and/or Read to Achieve Test (prior and after reading camp) or met a good cause exemption.