

A group of diverse young children, including a boy in a blue shirt and a girl in a pink shirt, are sitting on the floor and reading books. The background is slightly blurred, showing other children and an adult. The text "North Carolina Read to Achieve" is overlaid in large, bold, black font.

North Carolina Read to Achieve



The Goal of Read to Achieve

“The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex text, when needed, for secondary education and career success.”

House Bill 950

Major Components of Read to Achieve

- **A comprehensive plan to improve reading achievement**
- **A kindergarten entry assessment process**
- **K-3 reading proficiency assessments**
- **Mandatory retention of third graders not performing on grade level by the end of third grade**
- **Summer reading camp**
- **Transitional third/fourth grade reading-intensive classrooms**

In Third Grade:

- **Third grade students will be administered the Reading EOG assessment at the end of third grade. If they demonstrate proficiency, they will be promoted to fourth grade. If they fail to demonstrate proficiency, they will be administered a second assessment of the Reading EOG.**
- **If students demonstrate proficiency after the second assessment of the Reading EOG, they will be promoted to fourth grade. If they fail to demonstrate proficiency, then they may take the Read to Achieve assessment.**
- **If students demonstrate proficiency after administration of the Read to Achieve assessment, then they will be promoted to fourth grade.**

What if my child does not pass the third grade Reading EOG or the Read to Achieve assessment?

- **If third grade students fail to show proficiency following administration of the Reading EOG and the Read to Achieve assessment, they may qualify for a good cause exemption (explained on the next slide).**
- **Students who fail to qualify for a good cause exemption may attend reading camp.**
- **Students whose parents choose not to enroll them in reading camp will be given another opportunity to take the Read to Achieve assessment at a predetermined date set by the district.**

Good Cause Exemptions

(REVISED JUNE 2014)

- **Limited English Proficient: Students with fewer than two school years of instruction in an ESL program**
- **Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education**
- **Students who have been retained more than once**
- **Students who demonstrate reading proficiency by successfully completing a reading portfolio during the school year**

Student Attendance in Summer Reading Camp

Parents or guardians of students not demonstrating reading proficiency shall be encouraged to enroll their child in reading camp. However, the parent/guardian shall make the final decision regarding student reading camp attendance.

Students failing to demonstrate reading proficiency at the end of third grade may be placed in one of the following settings:

- **Third grade accelerated reading class**
- **Third/fourth grade transition class**
- **Fourth grade accelerated reading class**

A site-based decision-making team will review documentation and determine the classroom placement to best meet the needs of the student. Parents will be notified by mid-August of the team's decision.

Third Grade Accelerated Reading Class

- **Students will be pulled out for intensive 90-minute reading instruction with a teacher whose selection will be based on demonstrated student outcomes in reading proficiency.**
- **These students will repeat third grade and will be instructed with third grade standards and curriculum, with an intense focus on reading.**

Third/Fourth Grade Transition Class

- **Students placed in a third/fourth grade transition class will be labeled “retained-reading.”**
- **These students will be instructed with fourth grade standards and curriculum, while continuing to be remediated on reading deficiencies.**
- **Students will receive a 90-minute block of uninterrupted reading instruction with a teacher whose selection will be based on demonstrated student outcomes in reading proficiency within the classroom structure.**

Fourth Grade Accelerated Reading Class

- **Students placed in a fourth grade accelerated reading class will be labeled “retained-reading.”**
- **Students will be pulled out for intensive 90-minute instruction with a teacher whose selection will be based on demonstrated student outcomes in reading proficiency.**
- **Students will be instructed with fourth grade standards and curriculum, with an intense focus on reading.**

Mid-Year Promotion

(House Bill 230 Clarifications)

- **Students placed in a third/fourth grade transition class or a fourth grade accelerated class will have an opportunity for mid-year promotion by November 1.**
- **Regardless of the outcome, the students will continue in the same class and will receive the same support throughout the entire fourth grade year.**
- **Proficient students will have the “retained-reading” label removed.**
- **Students failing to demonstrate proficiency will maintain the “retained-reading label” but will continue working towards showing proficiency.**
- **After November 1, the principal can grade and classify students demonstrating proficiency in order to have the “retained-reading” label removed.**

What Can Parents Do to Help?

- **Find some time for reading every day. Reading before bedtime is great, but anytime is a good time for reading.**
- **Be sure to read books that your child enjoys.**
- **Even 15 minutes per day will make a big difference in your child's achievement and enjoyment of reading.**
- **The more you and your child read together, the more fun ways you will find to enjoy reading.**