



# North Carolina Read to Achieve

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## A Guide to Implementation

UPDATED: OCTOBER 2018



**READ TO ACHIEVE**  
K-3 Literacy Division  
NC Department of Public Instruction

**K-3 LITERACY**  
[www.ncpublicschools.org/k-3literacy](http://www.ncpublicschools.org/k-3literacy)

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# North Carolina Read to Achieve Guidebook Introduction

This guidebook serves as a structural framework for the North Carolina Read to Achieve program.

The various charts, narratives, and descriptions are the Department of Public Instruction's work with the implementation of this initiative.

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and was implemented in all schools at the beginning of the 2013-2014 school year.

If you have questions, please call or email: Dr. Pamela Shue, [pamela.shue@dpi.nc.gov](mailto:pamela.shue@dpi.nc.gov), 919-807-3810

# Definitions of Terms Used in Excellent Public Schools Act Legislation

**“Accelerated reading class”** means a class where focused instructional supports and services are provided to increase a student’s reading level at least two grades in one school year.

**“Alternative assessment”** means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State approved standardized test of reading comprehension administered to third grade students. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability.

**“Instructional supports and services”** mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.

**“Difficulty with reading development”** means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.

**“Reading interventions”** mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.

**“Reading proficiency”** means reading at or above the third grade level by the end of a student’s third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

**“Reading deficiency”** means not reading at the third grade level by the end of the student’s third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

**“Student reading portfolio”** means a compilation of independently produced student work selected by the student’s teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student’s reading ability. The student reading portfolio shall include an organized collection of evidence of the student’s mastery of the State’s reading standards that are assessed by the State approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.

**“Reading camp”** means an additional educational program outside of the instructional calendar provided by the local school administrative unit to any student who does not demonstrate reading proficiency. Parents or guardians of the student not demonstrating reading proficiency shall make the final decision regarding the student’s reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars.

**“Transitional third and fourth class combination”** means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency.

# Good Cause Exemptions

Students may be exempt from mandatory retention in third grade for good cause but shall continue to be eligible to participate in reading camps, receive instructional supports and services and reading interventions appropriate for their age and reading level.

Good cause exemptions shall be limited to the following:

- 1) **Limited English Proficient students** with less than two school years of instruction in an English as a Second Language program.
- 2) **Students with disabilities**, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- 3) **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education.
- 4) **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- 5) Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

# North Carolina Read to Achieve Comprehensive Plan for Reading Achievement

<b>Legislative Component</b>	<b>Comprehensive Plan for Reading Achievement:</b> <ul style="list-style-type: none"> <li>• Develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement</li> <li>• Based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development</li> <li>• Reflect research</li> <li>• Include Standard Course of Study or curriculum standards</li> <li>• Include revision of teacher licensure and renewal standards</li> <li>• Include revision of teacher education program standards</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Seek feedback and update Comprehensive Plan for Reading Achievement and share with stakeholders</li> <li>• Distribute and communicate plan to LEAs</li> <li>• Offer professional development opportunities on reading instructional practices</li> <li>• Share research-based literacy strategies</li> <li>• Suggest recommendation and policy implications for revisions to teacher licensure and teacher education programs</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Communicate the plan to each school in LEA</li> <li>• Offer LEA-level support and follow-up to professional development on reading strategies</li> <li>• Embed professional development on evidence-based reading instructional practices during district professional development sessions</li> <li>• Support teachers by scheduling Professional Learning Community (PLC) time to plan and share instructional ideas</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Share the Comprehensive Reading Plan with teachers and other school level stakeholders</li> <li>• Schedule time for teachers to participate in professional development on reading instructional practices</li> <li>• Schedule time for teachers to participate in Professional Learning Communities</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Read the Comprehensive Plan for Reading Achievement</li> <li>• Utilize data and collaborative work with PLCs to determine which reading instructional strategies are needed</li> <li>• Provide appropriate reading instruction for students</li> </ul>



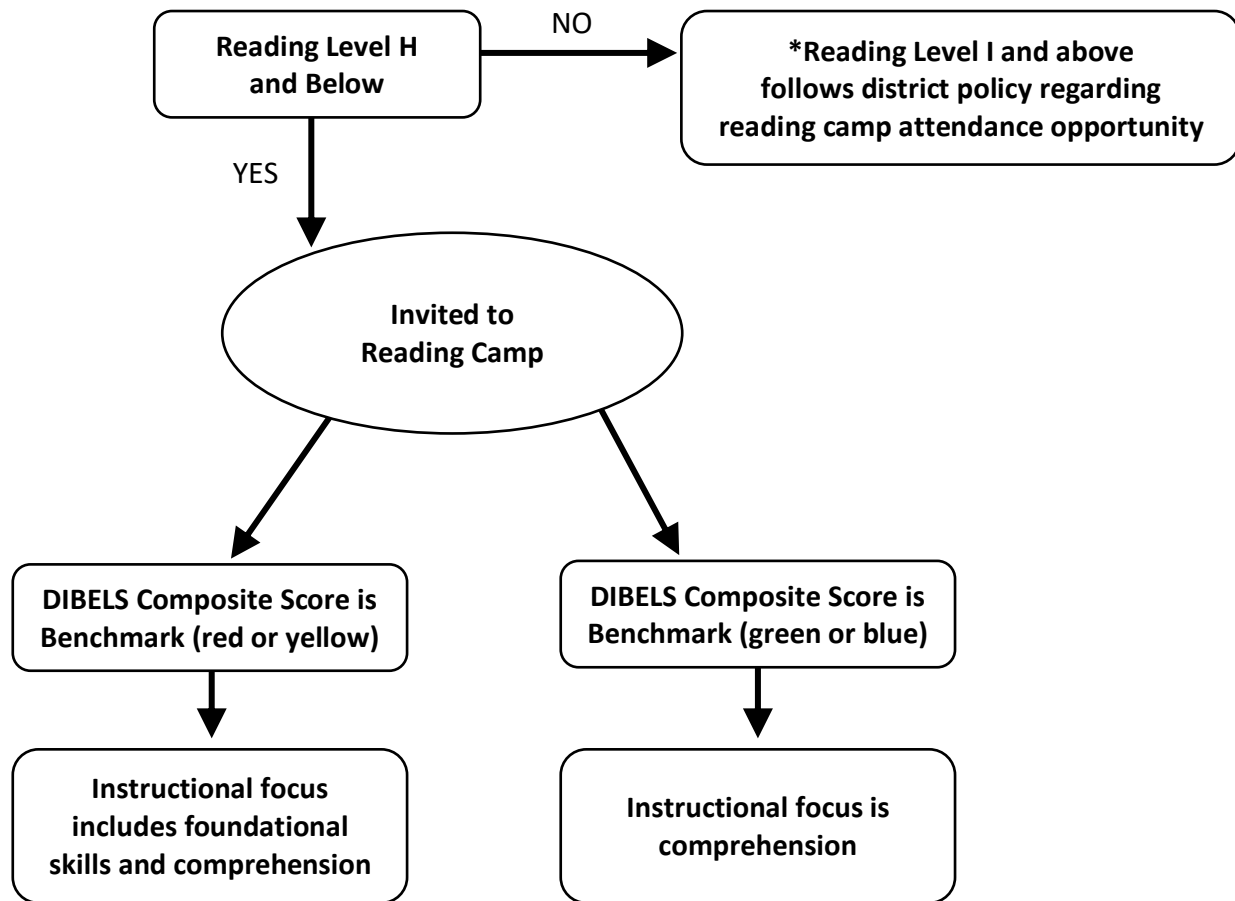
# North Carolina Read to Achieve Kindergarten Entry Assessment

<b>Legislative Component</b>	<ul style="list-style-type: none"> <li>• A formative assessment process that generates a Child Profile will occur at kindergarten entry and address 5 domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social/emotional development</li> <li>• This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (this will be a subsection of the Child Profile)</li> <li>• The full Child Profile must be completed within 60 days of school</li> <li>• The assessment shall occur at the classroom level in all LEAs, be aligned to NC’s early learning and development standards and the standard course of study, and be appropriate for all students</li> <li>• The kindergarten entry assessment process will begin with the 2015-2016 school year</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Provide kindergarten entry assessment materials that generate a <i>Child Profile</i></li> <li>• Provide funding for technology platform</li> <li>• Provide professional development to districts to support implementation</li> <li>• Provide coaching and technical assistance to districts to support sustainability</li> <li>• Provide regional consultants for ongoing support</li> <li>• Revise assessment materials and process based on feedback from field</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Establish a District Implementation Team to manage implementation of the kindergarten entry assessment process</li> <li>• Develop a continuous improvement process that includes the use of data to inform on-going professional development to ensure sustainability</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Identify a person(s) to lead the kindergarten entry assessment process in the school</li> <li>• Provide time for teachers and staff to participate in professional development on the assessment</li> <li>• Use assessment data to inform continuous improvement planning and to provide ongoing support for sustainability</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Implement the kindergarten entry assessment process with fidelity</li> <li>• Use assessment data to guide instruction</li> <li>• Engage in a process of continuous improvement to transform instruction based on assessment data</li> </ul>

# North Carolina Read to Achieve Facilitating Early Grade Reading Proficiency

<b>Legislative Component</b>	<p><b>Facilitating Early Grade Reading Proficiency:</b></p> <ul style="list-style-type: none"> <li>• K-3 students shall be assessed with valid and reliable, formative and diagnostic reading assessments</li> <li>• Assessments and instructional supports shall address the National Reading Panel’s research on the Big 5 ideas of reading and oral language</li> <li>• LEAs are encouraged to partner with volunteers, mentors, tutors</li> <li>• Parents of first and second graders demonstrating reading comprehension below grade level encouraged to enroll student in reading camp</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<p><b>State:</b></p> <ul style="list-style-type: none"> <li>• Provide funding for devices, subscriptions, and assessment materials</li> <li>• Provide funding for training</li> <li>• Provide regional consultants to provide support and professional development to district contacts, administrators, and teachers in using data to determine instructional strategies to meet student needs</li> <li>• Develop and provide guidance documents in the use and security of benchmark assessment books</li> <li>• Provide training and materials for districts</li> <li>• Provide guidance for first and second grade reading camps</li> </ul>	<p><b>LEA:</b></p> <ul style="list-style-type: none"> <li>• Maintain 2 trainers in the use the assessment system</li> <li>• Use allocation funding to purchase devices</li> <li>• Supports implementation of the system through monitoring of fidelity reports and consultation with regional consultants</li> <li>• Analyze data to develop schedules, identify training needs, and guide and instruction</li> <li>• Provide reading camps for first and second grade students reading below grade level</li> <li>• Develop relationships with community organizations, businesses, and volunteer groups to provide mentors and tutoring</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunity for two teachers to be trained as Master Assessment Trainers for their school</li> <li>• Use the administrative reports to inform school decisions</li> <li>• Establish procedures for following the SBE policies and requirements for administering assessments</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>• Implement the full system with fidelity following benchmarking and progress monitoring expectations</li> <li>• Analyze data to develop schedules, identify professional development needs, guide and change instruction</li> </ul>

# First Grade Reading Camp Guidelines



**\*§ 115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.**

(a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third grade student as provided under G.S. 115C-83.7 or a first or second grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

(b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrating reading comprehension below grade level under G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s. 8.48(d).)

# First Grade

## Reading Camp Guidelines Narrative

The following guidelines are intended to support districts in making decisions regarding first grade students who will be invited to attend Reading Camp:

### **FIRST GRADE**

A student does **not** attend camp when:

- Level I or above on the latest benchmark

A student is invited to attend camp when:

- Level H or below on the latest benchmark **AND**;
- Well Below Benchmark (Red) or Below Benchmark (Yellow) on the latest DIBELS Composite Score **WITH**;
- Instructional focus to include foundational skills and comprehension

OR

- Level H or below on the latest benchmark **AND**;
- Benchmark (Green) or Above Benchmark (Blue) on the latest DIBELS Composite Score **WITH**;
- Instructional focus to include comprehension

## \*\*First Grade Letter

Dear Parent/Guardian:

Your child has just completed one half of the school year! During the first half of the school year the teacher provided literacy instruction to help your child become a reader. As a part of instruction, the teacher conducts regular check-ins to see how your child is progressing in the skills that lead to being a proficient reader.

At this point in the school year, your child is still working toward a goal of reading proficiently for his/her grade level by the end of the year.

Currently, your child's reading level is \_\_\_\_\_ .

The end of the year proficiency goal for first grade is Level I.

The Read to Achieve legislation offers extra reading support and opportunities for your child during the summer and during intersessions for year round schools if a child is not at grade level by the end of the year. As we begin to plan for these sessions, we would like to see how many parents may be interested in sending their children to reading camp. These camps are opportunities for students to receive more support, but are not mandated or required. Parents make the decision about whether to send their children to reading camps.

Reading Camp can help your child continue the "learning to read" process so that he/she will begin the next school year ready to continue the learning progression. Reading Camp is not connected to your child being promoted or retained. Reading Camp for first and second grade is meant to give continued and additional instruction and support to further develop your child's foundational and comprehension reading skills.

Teachers at Reading Camp will provide the targeted and individualized support and services needed to help your child become a proficient and confident reader. This extra intervention will help your child be prepared for future years of reading and comprehending texts in all content areas.

Please feel free to contact the school if you have any questions.

**ABC District** will offer a first and second grade

Reading Camp from **DATE and TIME and LOCATION etc.**

Principal Signature \_\_\_\_\_

Child's Name \_\_\_\_\_

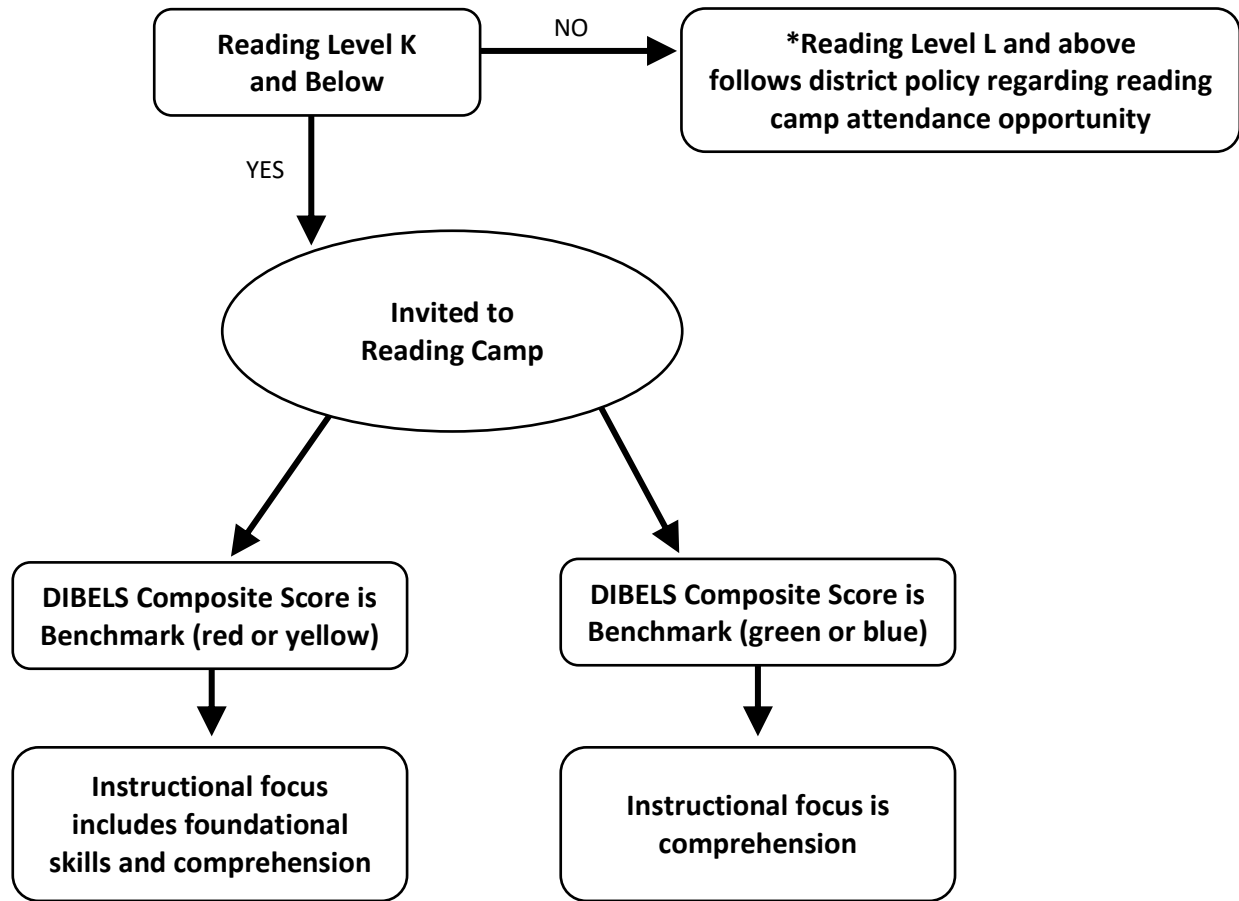
\_\_\_\_ I am interested in my child attending reading camp.

\_\_\_\_ I am not interesting my child attending reading camp.

Parent Signature \_\_\_\_\_

*This form does not obligate you to a final decision about reading camp.*

## Second Grade Reading Camp Guidelines



**\*§ 115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.**

(a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third grade student as provided under G.S. 115C-83.7 or a first or second grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

(b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrating reading comprehension below grade level under G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s. 8.48(d).)

# Second Grade

## Reading Camp Guidelines Narrative

The following guidelines are intended to support districts in making decisions regarding second grade students who will be invited to attend Reading Camp:

### **SECOND GRADE**

A student does **not** attend camp when:

- Level L or above on the latest benchmark

A student is invited to attend camp when:

- Level K or below on the latest benchmark **AND**;
- Well Below Benchmark (Red) or Below Benchmark (Yellow) on the latest DIBELS Composite Score **WITH**;
- Instructional focus to include foundational skills and comprehension

OR

- Level K or below on the latest benchmark **AND**;
- Benchmark (Green) or Above Benchmark (Blue) on the latest DIBELS Composite Score **WITH**;
- Instructional focus to include comprehension

## Second Grade Letter

Dear Parent/Guardian:

Your child has just completed one half of the school year! During the first half of the school year the teacher provided literacy instruction to help your child become a reader. As a part of instruction, the teacher conducts regular check-ins to see how your child is progressing in the skills that lead to being a proficient reader.

At this point in the school year, your child is still working toward a goal of reading proficiently for his/her grade level by the end of the year.

Currently, your child's reading level is \_\_\_\_\_ .

The end of the year proficiency goal for second grade is Level L.

The Read to Achieve legislation offers extra reading support and opportunities for your child during the summer and during intersessions for year round schools if a child is not at grade level by the end of the year. As we begin to plan for these sessions, we would like to see how many parents may be interested in sending their children to reading camp. These camps are opportunities for students to receive more support, but are not mandated or required. Parents make the decision about whether to send their children to reading camps.

Reading Camp can help your child continue the "learning to read" process so that he/she will begin the next school year ready to continue the learning progression. Reading Camp is not connected to your child being promoted or retained. Reading Camp for first and second grade is meant to give continued and additional instruction and support to further develop your child's foundational and comprehension reading skills.

Teachers at Reading Camp will provide the targeted and individualized support and services needed to help your child become a proficient and confident reader. This extra intervention will help your child be prepared for future years of reading and comprehending texts in all content areas.

Please feel free to contact the school if you have any questions.

**ABC District** will offer a first and second grade

Reading Camp from **DATE and TIME and LOCATION etc.**

Principal Signature \_\_\_\_\_

Child's Name \_\_\_\_\_

\_\_\_\_ I am interested in my child attending reading camp.

\_\_\_\_ I am not interesting my child attending reading camp.

Parent Signature \_\_\_\_\_

*This form does not obligate you to a final decision about reading camp.*



# North Carolina State Board of Education

## POLICY MANUAL

### **Policy Identification**

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** KNEC-002

**Policy Title:** State-Wide Implementation of Formative and Diagnostic Reading Assessments in Grades K-3

**Current Policy Date:** 08/02/2012

### **Other Historical Information:**

**Statutory Reference:** GCS 115C-174.11(a)

**Administrative Procedures Act (APA) Reference Number and Category:**

### **STATE-WIDE IMPLEMENTATION OF FORMATIVE AND DIAGNOSTIC READING ASSESSMENTS IN GRADES K-3**

Pursuant to the provisions of G.S. 115C-174.11(a), the State Board of Education shall provide to all local school districts a valid, reliable, formative and diagnostic reading assessment for kindergarten, first, second and third grade, effective with the 2013-2014 school year.

- (a) The State Board of Education shall adopt and provide to the local school districts developmentally appropriate individualized assessment instruments consistent with the Basic Education Program.
  - 1) Each local school district shall use the State Board of Education-approved formative and diagnostic assessment system for reading in grades K-3.
  - 2) All components of the State Board of Education-approved formative and diagnostic assessment system shall be used to assess students in grades K-3 during benchmarking and progress monitoring in accordance with State Board policy.
- (b) Local school administrative units shall use the assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs.
  - 1) Benchmark assessments shall be given three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Progress monitoring assessments shall be given between each benchmark according to the state progress monitoring schedule.
  - 2) Teachers and administrators shall analyze assessment data results and adjust instructional practices and schedules to meet the individual needs of students.
  - 3) School administrators shall review school-wide data, classroom summary data, and student data during benchmarking and progress monitoring periods for the purpose of providing instructional leadership in the school with regards to scheduling and professional development opportunities.
  - 4) District administrators shall analyze district data to ensure fidelity of implementation and identify trends within the district and in individual schools.
  - 5) End of Year (EOY) individualized student summary reports shall be placed in cumulative records at the end of each year in grades K-3.
- (c) After each benchmark period, the school shall provide the parent of each individual K-3 student with program-generated written notification of the student's progress, including:
  - 1) assessment results,
  - 2) whether the student may not reach reading proficiency by the end of the third grade, and
  - 3) instructional support activities for use at home.
- (d) The Department of Public Instruction shall support the implementation of the State Board of Education-approved formative and diagnostic assessment system and report to the State Board of Education in August of each year the state-wide fidelity of implementation and growth reports.

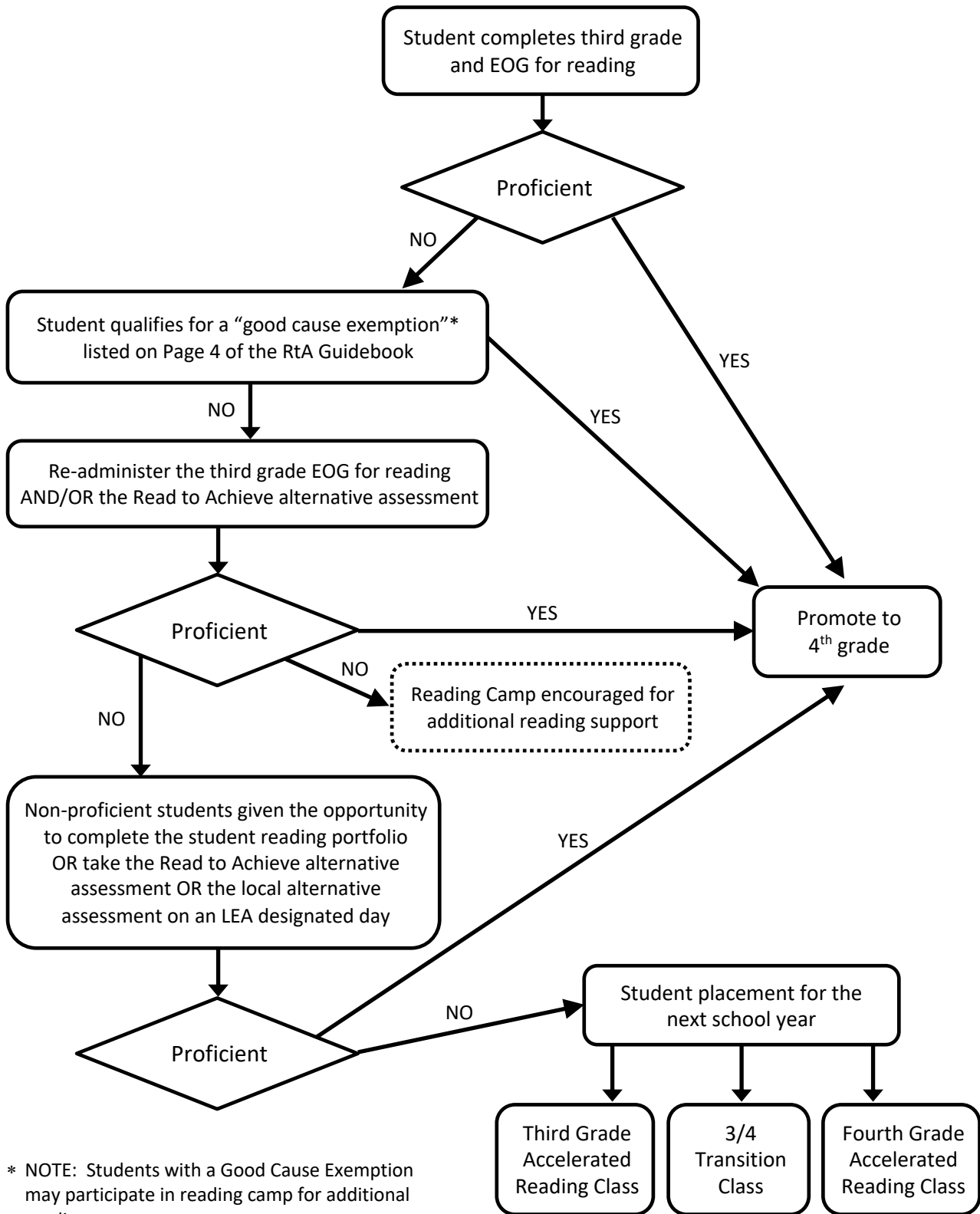
# North Carolina Read to Achieve Elimination of Social Promotion

<b>Legislative Component</b>	<b>Elimination of Social Promotion:</b> <ul style="list-style-type: none"> <li>• Retention in third grade if student fails to demonstrate proficiency on reading EOG</li> <li>• Good Cause exemptions provided for LEP students, students with disabilities with IEPs, students who demonstrate proficiency on an alternate assessment, students who demonstrate proficiency on the portfolio process, students who have been retained more than once in K-3. Please see page 9 for specific details.</li> <li>• Superintendents shall determine good cause exemptions</li> <li>• Principal makes initial determination of promotion and sends in writing to superintendent</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Provide Reading EOG forms aligned to the ELA Standards</li> <li>• Provide the RtA alternative assessment list with cut points</li> <li>• Provide template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion</li> <li>• Provide training on the portfolio and how it should be used in the formative assessment process</li> <li>• Provide professional development for LEA contacts, administrators and teachers on instructional strategies for reading</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Determine which students fail to demonstrate proficiency on third grade EOG and readminister a different form of the EOG and/or alternative test to those identified students</li> <li>• Determine which of these students qualify for good cause exemptions</li> <li>• Accept or reject principal recommendations in writing</li> <li>• Support schools with district-wide emphasis and training on instructional strategies for reading</li> <li>• Identify trends in data and support schools that have large numbers of students identified with reading deficiencies</li> <li>• Provide guidance on scheduling uninterrupted blocks of reading instruction and intervention</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal)</li> <li>• Support teachers by providing professional development on instructional strategies and interventions</li> <li>• Schedule uninterrupted blocks of reading instruction and intervention</li> <li>• Schedule time for collaboration</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Provide instructional supports, services, and interventions to students</li> <li>• Maintain portfolio on identified students</li> <li>• Submit documentation of good cause to principal (For example: student's IEP, alternative assessment results, reading portfolio, etc.)</li> <li>• Follow IEPs (when applicable)</li> </ul>

# North Carolina Read to Achieve Successful Reading Development for Retained Students

<b>Legislative Component</b>	<b>Successful reading development for retained students.</b> <ul style="list-style-type: none"> <li>• Students not demonstrating proficiency shall be encouraged to enroll in a reading camp prior to being retained</li> <li>• Students retained shall be provided with a selected teacher based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class</li> <li>• The SBE shall establish a midyear promotion policy for any student retained who, by November 1, demonstrates reading proficiency</li> <li>• Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Develop frameworks for reading camps</li> <li>• Provide suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes</li> <li>• Provide professional development for LEA, school administrators and teachers on the 90-minute literacy block best practices</li> <li>• Provide collaboration opportunities for district stakeholders to share reading camp best practices</li> <li>• Collect and analyze data to determine best instructional practices of reading camps</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Provide reading camps for non-proficient third graders</li> <li>• Establish reading camp guidelines</li> <li>• Offer a 3rd grade accelerated reading class, 4th grade accelerated reading class and/or a 3rd/4th transitional class, including 90 minutes of daily, uninterrupted evidence-based reading instruction taught by a teacher with demonstrated student outcomes in reading</li> <li>• Offer supplemental tutoring outside the instructional day to students who have been retained more than once under this law (twice retained students)</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Establish accelerated reading class or transitional class for non-proficient students</li> <li>• Determine teachers to be assigned to the non-proficient students based on demonstrated outcomes in reading proficiency</li> <li>• Develop school schedules to include required 90-minute blocks of uninterrupted reading instruction for identified students</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Provide 90 minutes of daily uninterrupted reading instruction for non-proficient students</li> <li>• Maintain reading portfolio (if applicable) for appropriate retained reading students</li> </ul>

# North Carolina Read to Achieve End-of-Third-Grade Flow Chart



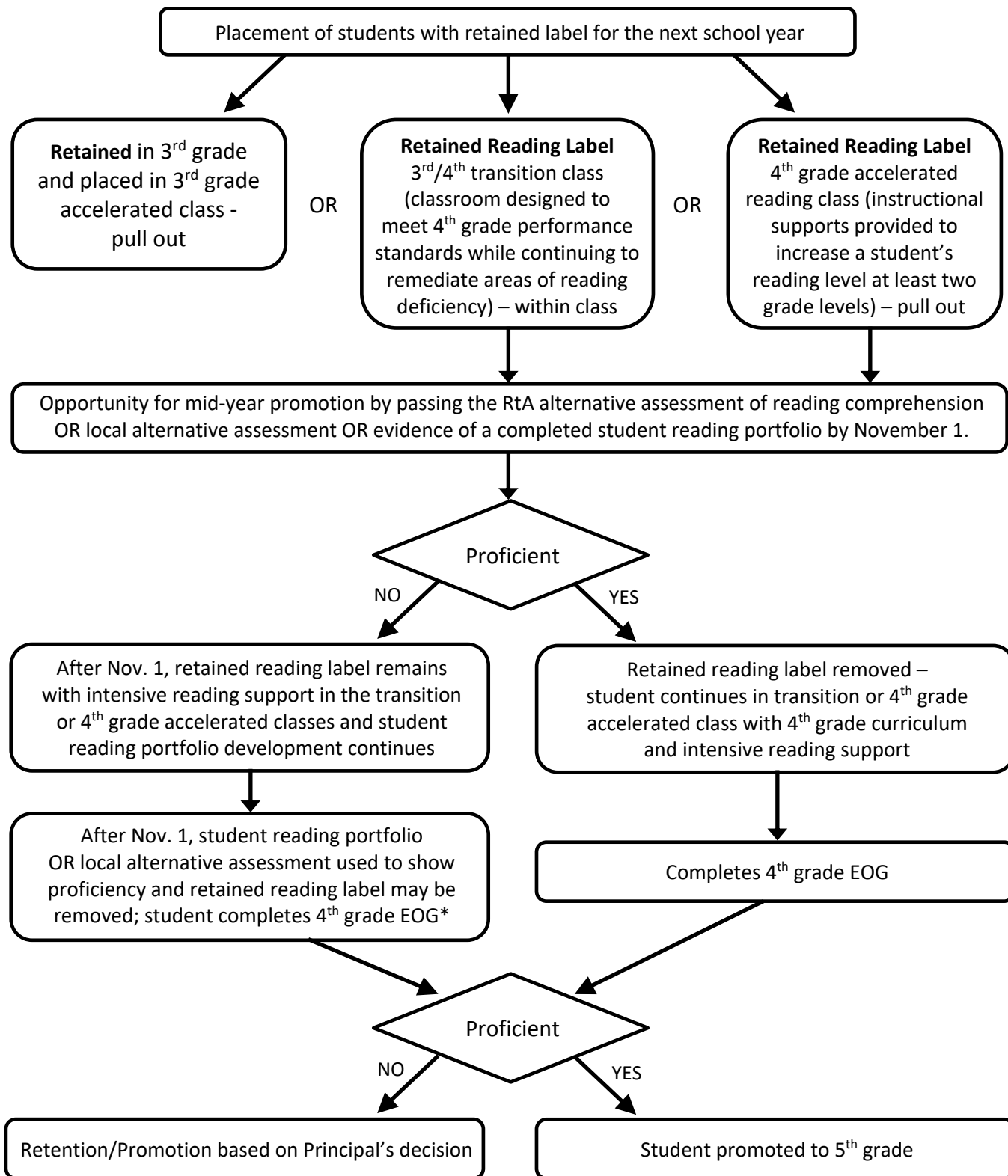
\* NOTE: Students with a Good Cause Exemption may participate in reading camp for additional reading support at no cost

# North Carolina Read to Achieve End-of-Third-Grade Flow Chart Narrative

This flow chart describes the procedure for students at the end of their third-grade year

- Students take the 3rd grade EOG.
- If they are proficient, they are promoted to Grade 4.
- If they are not proficient, they may qualify for a “good cause exemption” and be promoted to Grade 4.
- If they do not qualify for a “good cause exemption,” then they may take a retest of the EOG (different form) and/or the Read to Achieve alternative assessment.
- If they are proficient on one of these assessments, they are promoted to Grade 4.
- If they are not proficient on one of these assessments, they are encouraged to attend reading camp.
- The parent makes the decision regarding student attendance at reading camp.
- Students who received a good cause exemption may attend reading camp for free.
- After reading camp, the student may achieve proficiency by passing the read to Achieve alternative assessment OR by passing with a completed student reading portfolio OR by passing the local alternative assessment approved by the SBE. The parent has an option of sending a student to a private reading support program. The parent may provide documentation to LEA after completion of the reading support program. The LEA may use this documentation when considering placement of the student for the following year. Any funding for a private reading support program is the responsibility of the parent.
- Students not attending reading camp shall be provided an opportunity to take the Read to Achieve alternative assessment or local alternative assessment on an LEA designated day.
- If students are proficient by any means (RtA alternative assessment, local alternative assessment, or student reading portfolio), then they are promoted to Grade 4.
- Students who are not proficient may be placed in one of three situations for the following year:
  - 1) The student may be retained in a third grade accelerated class. (Students pulled out for intense 90-minute reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency.). These students are repeating the third grade and being instructed with third grade standards and curriculum with an intense focus on reading.
  - 2) The student may be placed in a 3/4 Transitional class with a retained reading label. These students are being instructed on fourth grade standards and curriculum while continuing to be remediated on reading deficiencies. (Students receive a 90minute block of uninterrupted reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency within the classroom structure.)
  - 3) The student may be placed in a fourth grade accelerated class with a retained reading label. (Students are pulled out for intense 90-minute reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency.) These students are being instructed with fourth grade standards and curriculum with an intense focus on reading.
- The decision for placement of the student should be made based on a comprehensive balanced assessment system including formative, benchmark, and summative assessments; observations; historical data; student grades; and classroom and reading camp performance (if applicable).

# North Carolina Read to Achieve Retention Flow Chart



\* After November 1, principal shall grade and classify students demonstrating reading proficiency – G.S. 115C-83.1A-1

# North Carolina Read to Achieve Program

## Retention Flow Chart Narrative

This flow chart describes the procedure for students who are non-proficient in third grade reading standards after the student attempts all of the possibilities for promotion.

- If not proficient, the student may be placed in one of three situations for the following year:
  - Students may be retained in a third grade Accelerated Class with an intense focus on reading.
  - Students may be placed in a 3/4 Transition Class (see definitions) with a retained reading label.
  - Student may be placed in a 4th grade Accelerated Reading Class (see definitions) with a retained reading label.
- The 3/4 Transition and Fourth Grade Accelerated Classes are intended to be classes where students receive the 4th grade standards and curriculum with an intense focus on reading to move the student to proficiency in reading.
- Students with a retained reading label are given an opportunity for mid-year promotion (November 1) by passing the 3rd grade Read to Achieve (RtA) alternative assessment OR a local alternative assessment OR by evidence of a completed student reading portfolio.
- Students who are proficient by any method have the retained reading label removed and continue in the same class with 4th grade standards and curriculum and continue to receive intensive reading instruction while completing the 4th grade.
- Students who are not proficient by any method maintain the retained reading label and remain in the same transitional or accelerated class with 4th grade standards and curriculum and intensive reading instruction. The student continues work on the student reading portfolio.
- If a student with a retained reading label completes a student reading portfolio OR passes a local alternative assessment by the end of the year, the retained reading label is removed from his/her record.
- **After November 1**, the principal shall grade and classify students demonstrating reading proficiency.
- All students in the 3/4 transitional and 4th grade accelerated classes take the 4th grade EOG.
- Students who **do not have the retained reading label** and are **proficient** on the 4th grade Reading EOG, move on to the 5th grade.
- If students **do not have the retained reading label** and are **not proficient** on the 4th grade Reading EOG, then the principal will grade and classify.
- Students with the **retained reading label** after November 1 who are **proficient** on the 4th grade EOG OR pass the student reading portfolio OR the local alternative assessment by the end of 4th grade, move on to the 5th grade and have the retained reading label removed.
- If students with the **retained reading label** after November 1 are **not proficient** on the 4th grade Reading EOG and do not pass the student reading portfolio OR the local alternative assessment, then the decision to grade and classify the following year becomes a decision for the principal, but the retained reading label remains. If these children are retained in the 3/4 transition or 4th grade accelerated class the following year, they are considered twice-retained and qualify for supplemental tutoring outside of the regular school day.
- If students with the **retained reading label** after November 1 are **proficient** on the 4th grade Reading EOG but **have not completed the student reading portfolio OR the local alternative assessment**, then the student moves on to the 5th grade, the retained reading label is removed since the student showed proficiency on comprehension at a higher level on the 4th grade EOG.
- If students with the **retained reading label** after November 1 are **not proficient** on the 4th grade Reading EOG but **have passed the student reading portfolio OR the local alternative assessment**, then the decision to grade and classify for the following year becomes a decision for the principal and the retained reading label is removed.
- Students who are placed in the 5th grade with the retained reading label can only have the retained reading label removed by passing the 5th grade EOG.

# How to Identify a Twice-Retained Student

115C-83.8 (e) Parents or guardians of students who have been retained twice under the provisions of G.S. 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day.

There are two scenarios where a student can be considered twice-retained:

- 1) A third-grade student does not show proficiency at the end of the third-grade year by any of the opportunities given – BOG, EOG, EOG retest, Read to Achieve alternative test, State Board approved alternative assessment, completed portfolio. The student is retained in third grade for the following year. At the end of the second year in third grade, the student does not show proficiency by any of the opportunities mentioned above. The student is placed in a 3/4 Transitional class or 4th grade Accelerated class with a retained reading label for the following year.
- 2) A third-grade student does not show proficiency at the end of the third-grade year by any of the opportunities given – BOG, EOG, EOG retest, Read to Achieve alternative test, State Board approved alternative assessment, completed portfolio. The student is placed in a 3/4 Transitional class or 4th grade Accelerated class with a retained reading label for the following year. At the end of the year in a 3/4 Transitional class or 4th grade Accelerated class, the student does not show proficiency by EOG, Read to Achieve alternative test (administered by November 1), State Board approved alternative assessment or completed portfolio. The student is placed back in a 3/4 Transitional class or 4th grade Accelerated class with a retained reading label for the following year.

Students who fall under either of these scenarios is considered twice-retained and supplemental tutoring shall be provided to the student by the LEA or Charter. Funding is provided to the LEA/Charter by the state. Twice- retained students should be identified as soon as possible at the beginning of the second year of retention, so that services for these students can begin as quickly as possible.



# North Carolina Read to Achieve Notification Requirements to Parents and Guardians

<b>Legislative Component</b>	<b>Notification requirements to parents and guardians:</b> <ul style="list-style-type: none"> <li>• Parents or guardians shall be notified in writing that the student shall be retained if the student is not demonstrating reading proficiency by end of third grade</li> <li>• Parents or guardians of any student who is to be retained shall be notified in writing of the reason the student is not eligible for a good cause exemption</li> <li>• Parents or guardians of retained reading students shall receive at least monthly written reports on student progress toward reading proficiency</li> <li>• Teachers and principals shall provide opportunities to discuss the notifications with parents and guardians</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Provide examples of suggested templates to provide guidance for notification letters for parents and guardians</li> <li>• Ensure data and strategies from the formative and diagnostic reading assessments are available to share with parents</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Develop a consistent district-wide communication plan for all schools to follow for notification of reading proficiency to parents and guardians</li> <li>• Track student progress toward reading proficiency beginning in kindergarten and provide written notification to parents and/or guardians when a kindergarten, first, second, or third grade student is demonstrating difficulty with reading development and is not reading at grade level</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Notify parents in writing about retention, good cause exemptions, and progress toward reading proficiency</li> <li>• Principals and teachers will meet with parents and guardians as needed to discuss their student's reading development</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Meet with parents and guardians as needed to discuss notifications</li> <li>• Document reading proficiency levels on each individual student</li> <li>• Send monthly notices to parents/guardians for students retained (retained reading students) under this law</li> </ul>

## North Carolina Read to Achieve Notification Guidelines

- 1) Third grade parents/guardians shall be notified in writing, in a timely manner, that the student shall be retained (unless they qualify for good cause exemption) if the student does not demonstrate reading proficiency by the end of third grade.
- 2) Also, parents/guardians of K, 1st, 2nd, and 3rd students shall receive written notification when a student is demonstrating difficulty with reading development and is not reading at grade level.
- 3) Written notification must be provided to parents/guardians of any student who is retained as to the reason why that student does NOT qualify for a good cause exemption and this notification shall include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiencies.
- 4) Students who are non-proficient (retained reading students) shall receive monthly written reports on student progress toward reading proficiency. This can include an evaluation of classroom work, observations, tests, assessments, progress monitoring and benchmark results, and other relevant information.
- 5) Teachers and principals shall provide opportunities, including, but not limited to, information sessions to discuss all of the above written notifications.

*NOTE: The following pages contain sample notification templates that districts/schools may use in the notification process. These forms are NOT state-mandated forms, but the notification process outlined above must be followed.*

# North Carolina Read to Achieve Notification — Grades K-3

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_

This is to notify you that your student:

- is demonstrating difficulty with reading development
- is not reading at grade level
- is being considered for grade retention

The following reading interventions are in place for your student:

- uninterrupted reading instruction
- extra intervention time dedicated to reading instruction
- differentiated reading instruction based on your student’s individual assessment results
- extra instructional reading time with another educator
- (name of instructor) reading instruction outside of regular classroom hours
- other

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Listed below are times we can discuss your student’s reading progress:

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Please contact me by email or note to let me know when you would be available to discuss reading opportunities and achievement for your student.

# North Carolina Read to Achieve Notification of Retention — Grade 3

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_

This is to notify you that your student did not demonstrate reading proficiency for third grade as measured by the:

NAME OF TEST	DATE	SCORE LEVEL
NC EOG		
NC EOG retake		
NC Read to Achieve Test		

Your student DOES NOT qualify for a Good Cause Exemption listed below:

1. **Limited English Proficient students** with less than two school years of instruction in an English as a Second Language program.
2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education.
4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
5. **Students** who have (i) **received reading intervention** and (ii) **previously been retained more than once** in kindergarten, first, second, or third grades.

According to the Excellent Public Schools Act, your student is encouraged to attend reading camp. The details of the reading camp and interventions provided during the camp are attached.

At the end of the reading camp, your student will have the opportunity to show proficiency in reading by: Submitting a completed reading portfolio OR Achieving proficiency on an alternative assessment.

If you wish to discuss this notice in person, please email, send a note, or call the school by \_\_\_\_\_ to arrange a conference.

\_\_\_\_\_  
(Superintendent of Schools)

# North Carolina Read to Achieve Accountability Measures

<b>Legislative Component</b>	<b>Accountability measures:</b> <ul style="list-style-type: none"> <li>• Local boards of education shall annually publish to a website and provide a reporting in writing to the SBE on the progress of reading proficiency</li> <li>• Local school boards shall report in writing to the SBE a description of all interventions provided to retained students and report the number of first and second grade students attending a reading camp</li> <li>• The SBE shall establish a uniform format for reporting and shall compile the local reports for a report to the Governor, Senate, House, and Joint Legislative Education Oversight Committee</li> <li>• The SBE shall provide technical assistance to LEAs and schools in the implementation of all parts of the NC Read to Achieve Program</li> </ul>			
<b>Responsibilities of Stakeholders</b>	<b>State:</b> <ul style="list-style-type: none"> <li>• Provide technical assistance and aid in reporting of data</li> <li>• Develop new reporting format and templates</li> <li>• Write and submit annual report to stakeholders</li> </ul>	<b>LEA:</b> <ul style="list-style-type: none"> <li>• Maintain a website for reporting required information to stakeholders</li> <li>• Provide written reports (see the next page) to the SBE by the established date</li> <li>• Provide descriptions of all reading interventions provided to non-proficient (retained reading) students</li> </ul>	<b>School:</b> <ul style="list-style-type: none"> <li>• Track student information related to demonstration of proficiency and non-proficiency</li> <li>• Provide descriptions of all reading interventions provided to non-proficient (retained reading) students</li> </ul>	<b>Teachers:</b> <ul style="list-style-type: none"> <li>• Provide reading interventions to students</li> <li>• Document and maintain lesson plans</li> <li>• outlining reading interventions used in the classroom</li> </ul>

## WHAT IS AN “EVIDENCE-BASED” INTERVENTION? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that – (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

# North Carolina Read to Achieve Annual Reporting Requirements

<p><b>LEAs shall publish annually on their website and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year (2018-19):</b></p>	<ul style="list-style-type: none"> <li>• Number and percentage of third-grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension</li> <li>• Number and percentage of third-grade students who take and pass an alternative test of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.</li> <li>• Number and percentage of third-grade students retained for not demonstrating reading proficiency</li> <li>• Number and percentage of third-grade students exempt from mandatory retention by good cause exemptions</li> <li>• Number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level</li> <li>• Number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level</li> <li>• Number and percentage of students in each grade level eligible for priority enrollment in reading camp (third grade students not demonstrating proficiency and first and second graders demonstrating reading comprehension below grade level) and the number and percentage of those students who attend reading camp</li> </ul>
<p><b>Report in writing to the State Board of Education by September 1 of each year the following information on the prior school year (2018-19):</b></p>	<ul style="list-style-type: none"> <li>• Description of reading interventions provided to students who have been retained under this law (reading retained)</li> <li>• The number of first and second grade students attending a reading camp offered by the local board</li> <li>• For each reading camp teacher, the following: the license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp</li> <li>• Number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding reading camp and the grade level on which the bonus was based</li> </ul>
<p><b>Report the following in writing to the State Board of Education by November 15 of each year for the prior school year (2018-19):</b></p>	<ul style="list-style-type: none"> <li>• Number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp</li> <li>• Number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering reading camp and who demonstrated reading comprehension at or above grade level after completing reading camp</li> </ul>

## Article 8 Part 1A. North Carolina Read to Achieve Program

(b) The State Board of Education shall adopt and implement standards for the certification of teachers of American Sign Language and shall set standards for teacher preparation programs that prepare students for certification as American Sign Language teachers. (2007-154, s. 1(a).)

### § 115C-81.4. Science safety requirements.

(a) Prior to July 1, 2010, and annually thereafter, each local board of education shall certify to the State Board of Education that its high school and middle school science laboratories are equipped with appropriate personal protective equipment for students and teachers.

(b) Each local board of education shall ensure that its high schools and middle schools comply with all State Board of Education policies related to science laboratory safety. (2009-59, s. 1.)

### § 115C-82: Repealed by Session Laws 1987 (Reg. Sess., 1988), c. 1086, s. 89(d).

### § 115C-83: Repealed by Session Laws 1997-18, s. 4.

#### Part 1A. North Carolina Read to Achieve Program.

### § 115C-83.1. State goal.

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 texts needed for secondary education and career success. (2012-142, s. 7A.1(b).)

### § 115C-83.2. Purposes.

(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading. (2012-142, s. 7A.1(b).)

### § 115C-83.3. Definitions.

The following definitions apply in this Part:

- (1) "Accelerated reading class" means a class where focused instructional supports and services are provided to increase a student's reading level at least two grades in one school year.
- (2) "Alternative assessment" means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State-approved standardized test of reading comprehension administered to third grade students. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability.

- (3) "Difficulty with reading development" means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.
- (4) "Instructional supports and services" mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.
- (4a) "Reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit to (i) any third grade student who does not demonstrate reading proficiency and (ii) any first or second grade student who demonstrates reading comprehension below grade level as identified through administration of formative and diagnostic assessments in accordance with G.S. 115C-83.6. Parents or guardians of the student not demonstrating reading proficiency or demonstrating reading comprehension below grade level shall make the final decision regarding the student's reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development; and (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars.
- (5) "Reading deficiency" means not reading at the third grade level by the end of the student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (6) "Reading interventions" mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.
- (7) "Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (8) "Student reading portfolio" means a compilation of independently produced student work selected by the student's teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student's reading ability. The student reading portfolio shall include an organized collection of evidence of the student's mastery of the State's reading standards that are assessed by the State-approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
- (9) Recodified as subdivision (4a).
- (10) "Transitional third and fourth class combination" means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency. (2012-142, s. 7A.1(b); 2014-5, ss. 1—3; 2015-241, s. 8.48(a).)



**§ 115C-83.4. Comprehensive plan for reading achievement.**

(a) The State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.

(b) The State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehensive plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development. (2012-142, s. 7A.1(b); 2014-115, s. 80.)

**§ 115C-83.4A:** Recodified as G.S. 115C-174.26 in Part 5 of Article 10A of Chapter 115C, effective June 10, 2014.

**§ 115C-83.5. Developmental screening and kindergarten entry assessment.**

(a) The State Board of Education shall ensure that every student entering kindergarten shall be administered a developmental screening of early language, literacy, and math skills within 30 days of enrollment.

(b) The State Board of Education shall ensure that every student entering kindergarten shall complete a kindergarten entry assessment within 60 days of enrollment.

(c) The developmental screening instrument may be composed of subsections of the kindergarten entry assessment. The kindergarten entry assessment shall (i) address the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and (ii) yield both qualitative and quantitative data in each of these domains. Data obtained through administration of the kindergarten entry assessment shall be used to populate relevant fields in a longitudinal data base. The language and literacy component as a formative and diagnostic reading assessment as provided in G.S. 115C-83.6.

(d) The kindergarten entry assessment shall be (i) administered at the classroom level in all local school administrative units; (ii) aligned to North Carolina's early learning and development standards and to the standard course of study; and (iii) reliable, valid, and appropriate for use with all children, including those with disabilities and those who are English language learners.

(e) The results of the developmental screening and the kindergarten entry assessment shall be used to inform the following:

- (1) The status of children's learning at kindergarten entry.
- (2) Instruction of each child.
- (3) Efforts to reduce the achievement gap at kindergarten entry.
- (4) Continuous improvement of the early childhood system. (2012-142, s. 7A.1(b); 2014-5, s. 4.)

**§ 115C-83.6. Facilitating early grade reading proficiency.**

(a) Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services. Parents or guardians of first and second grade

students demonstrating reading comprehension below grade level as identified through assessments administered pursuant to this subsection shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student identified as demonstrating reading comprehension below grade level as identified through assessments administered pursuant to this subsection shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student identified as demonstrating reading comprehension below grade level shall make the final decision regarding a student's reading camp attendance.

(a) To the greatest extent possible, kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS), or a compatible and comparable system approved by the State Board of Education, to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(b) Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.

(c) Local school administrative units are encouraged to partner with community organizations, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports and services that enhance reading development and proficiency. (2012-142, s. 7A.1(b); 2015-241, s. 8.48(b).)

### **§ 115C-83.7. Elimination of social promotion.**

(a) The State Board of Education shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students. The test may be readministered once prior to the end of the school year.

(b) Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps, receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

- (1) Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- (2) Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- (3) Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education.
- (4) Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- (5) Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

(c) The superintendent shall determine whether a student may be exempt from mandatory retention on the basis of a good cause exemption. The following steps shall be taken in making the determination:

- (1) The teacher of a student eligible for a good cause exemption shall submit documentation of the relevant exemption and evidence that promotion of the student is appropriate based on the student's academic record to the principal. Such evidence

shall be limited to the student's individual education program, if applicable, alternative assessment, or student reading portfolio.

- (2) The principal shall review the documentation and make an initial determination whether the student should be promoted. If the principal determines the student should be promoted, the principal shall make a written recommendation of promotion to the superintendent for final determination. The superintendent's acceptance or rejection of the recommendation shall be in writing. (2012-142, s. 7A.1(b); 2014-5, s. 5; 2015-46, s. 2.)

### **§ 115C-83.8. Successful reading development for retained students.**

(a) Parents or guardians of students not demonstrating reading proficiency shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student not demonstrating reading proficiency shall make the final decision regarding a student's reading camp attendance. Local school administrative units shall provide at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students on an alternative assessment or through a student reading portfolio process approved by the State Board of Education prior to retaining the student.

(b) Students retained under G.S. 115C-83.7(a) shall be provided with a teacher selected based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate. Classroom instruction shall include at least 90 minutes of daily, uninterrupted, evidence-based reading instruction, not to include independent reading time, and other appropriate instructional supports and services and reading interventions.

(c) The State Board of Education shall establish a midyear promotion policy for any student retained under G.S. 115C-83.7(a) who, by November 1, demonstrates reading proficiency through administration of the alternative assessment of reading comprehension or student reading portfolio review. Principals shall use the provisions under G.S. 115C-288(a) to grade and classify students demonstrating reading proficiency after the November 1 midyear promotion deadline.

(d) Repealed by Session Laws 2013-360, s. 8.30, effective July 1, 2013.

(e) Parents or guardians of students who have been retained twice under the provisions of 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day. (2012-142, s. 7A.1(b); 2013-360, s. 8.30; 2014-5, s. 6.)

### **§ 115C-83.9. Notification requirements to parents and guardians.**

(a) Parents or guardians shall be notified in writing, and in a timely manner, that the student shall be retained, unless he or she is exempt from mandatory retention for good cause, if the student is not demonstrating reading proficiency by the end of third grade. Parents or guardians shall receive this notice when a kindergarten, first, second, or third grade student (i) is demonstrating difficulty with reading development; or (ii) is not reading at grade level.

(b) Parents or guardians of any student who is to be retained under the provisions of G.S. 115C-83.7(a) shall be notified in writing of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b). Written notification shall also include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.

(c) Parents or guardians of students retained under G.S. 115C-83.7(a) shall receive at least monthly written reports on student progress toward reading proficiency. The evaluation of the student's progress shall be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

(d) Teachers and principals shall provide opportunities, including, but not limited to, information sessions, to discuss with parents and guardians the notifications listed in this section. (2012-142, s. 7A.1(b); 2014-5, s. 7; 2015-46, s. 3.)

#### CLARIFY REPORTING REQUIREMENTS FOR READ TO ACHIEVE DATA

**SECTION 7.24.(a)** G.S. 115C 83.10 reads as rewritten:

**"§ 115C 83.10. Accountability measures.**

(a) Each local board of education shall publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- (2) The number and percentage of third grade students who take and pass ~~the an~~ alternative assessment of reading ~~comprehension-comprehension~~ and the name of each alternative assessment used for this purpose with the number of students who passed it.
- (3) The number and percentage of third grade students retained for not demonstrating reading proficiency.
- (4) The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b).
- (5) The number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level.
- (6) The number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level.
- (7) For each grade level, the number and percentage of students eligible for priority enrollment in reading camp under G.S. 115C-83.11(b) and, for each grade level, the number and percentage of those students who attend reading camp.

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) ~~a~~A description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a).
- (2) ~~The local board of education shall also include in the report the~~The number of first and second grade students attending a reading camp offered by the local board.
- (3) The license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp.
- (4) The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based.

(b1) Each local board of education shall report annually in writing to the State Board of Education by November 15 of each year, for the prior school year, (i) the number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp and (ii) for each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.

(c) The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsections (a) and (b) of this section and shall provide

the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by December 15, 2016, and annually thereafter. The State level summary shall include, for each local school administrative unit, every component listed in subsections (a), (b), and (b1) of this section.

(d) The State Board of Education and the Department of Public Instruction shall provide technical assistance as needed to aid local school administrative units to implement all provisions of this Part.

(e) Local boards of education shall fully complete all information required by this section in the uniform format provided by the State Board."

**SECTION 7.24.(b)** G.S. 115C-83.6 reads as rewritten:

**"§ 115C-83.6. Facilitating early grade reading proficiency**

(a1) Kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(a2) The Department of Public Instruction shall provide for EVAAS analysis all formative and diagnostic assessment data collected pursuant to this section or G.S. 115C-174.11 for kindergarten through third grade.

..."

**SECTION 7.24.(c)** G.S. 115C-218.85(b)(4) reads as rewritten:

"(4) The charter school shall annually publish on the charter school's Web site and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- a. The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- b. The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
- c. The number and percentage of third grade students who take and pass ~~the~~ an alternative assessment of reading comprehension, comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.
- d. The number and percentage of third grade students retained for not demonstrating reading proficiency.
- e. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection."

**SECTION 7.24.(d)** This section applies beginning with the 2018-2019 school year, and shall include the reporting of required data from the 2017-2018 school year.

**§ 115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.**

(a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third-grade student as provided under G.S. 115C-83.7 or a first or second grade student demonstrating

appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

(b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrating reading comprehension below grade level under G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s. 8.48(d).)

**§ 115C-83.12: Reserved for future codification purposes.**

**§ 115C-83.13: Reserved for future codification purposes.**

**§ 115C-83.14: Reserved for future codification purposes.**



# North Carolina State Board of Education

## POLICY MANUAL

**Policy Title:** Read to Achieve Program

**Policy Category:** Kindergarten/Early Childhood (KNEC)

**Policy ID:** KNEC-003

**Policy Date:** 10/02/2014

**Previous Policy Dates:** 03/07/2013, 12/05/2013

### ***Formerly GCS-J-003***

- (a) Local education agencies (LEAs) shall enact third grade retention and promotion policies consistent with G.S. 115C-83.1, 83.3, and 83.7. A guidebook, North Carolina Read to Achieve, A Guide to Implementing House Bill 950/S.L. 2012-142 Section 7A, is available at <http://www.ncpublicschools.org/docs/k-3literacy/resources/guidebook.pdf>
- (b) Pursuant to G.S. 115C-83.3(2) LEAs shall use the Read to Achieve test as the alternative assessment in connection with G.S. 115C-83.7, 83.8.
- (c) Pursuant to G.S. 115C-83.3(2), the State Board of Education (SBE) shall:
  - i. provide several valid and reliable alternative assessments to local school administrative units upon request,
  - ii. approve valid and reliable alternative assessments submitted by local school administrative units,
  - iii. establish achievement level ranges for each approved alternative assessment, and
  - iv. annually review all alternative assessments to ensure ongoing relevance, validity, and reliability. LEAs/charters may submit to the SBE alternative assessments for review by June 30<sup>th</sup> each school year.
- (d) To meet requirements in section (c) of this rule, the SBE shall annually publish a list of the approved alternative assessments. The alternative assessments on the approved list may be used by any LEA or charter school, at the LEA's/charter's expense.

*History Note: Authority G.S. 115C-83.1, 83.3, 83.7 and 83.8*

*Eff. June 30, 2013*