Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Read to Achieve Data – State Level Summary

SL 2012-142, SL 2015-241, SL 2017-102, SL 2018-5 (SB 99)

Date Due: December 15, 2018
Report # 56
DPI Chronological Schedule, 2018-2019

STATE BOARD OF EDUCATION

SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

NC DEPARTMENT OF PUBLIC INSTRUCTION
Mark Johnson, State Superintendent :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

§ 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. (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. (2) The number and percentage of third grade students who take and pass the alternative assessment of reading comprehension.
3. (3) The number and percentage of third grade students retained for not demonstrating reading proficiency.
4. (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. (5) The number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level.
6. (6) The number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level.

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a). The local board of education shall also include in the report the number of first and second grade students attending a reading camp offered by the local board.

(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.

(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. (2012-142, s. 7A.1(b); 2014-115, s. 81; 2015-241, s. 8.48(c); 2017-102, s. 48(g).)

The accountability measures for school year 2017-2018 are listed on the following pages.

NC State 2017–18 Read to Achieve Grade	G.S. §115C-83.10 requires each local board of education to publish annually on a Web site maintained by that local school administrative unit and to report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:	
Note: The denominator for calculating the required percentages for Rows 1, 2, and 3 is all students in membership at grade 3 for the first day of spring testing. For 2017-18 this number is 121,567	**Number of Students**	**Percentage**
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Assessment, the End-of-Grade (EOG) ELA/Reading Assessment, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	68,397	56.3%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest.	53,170	43.7%
3	The number and percentage of students exempt from mandatory retention in third grade for good cause. Students may be counted in this category only once.	13,198	10.9%
The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.		
4	The number and percentage of students who took and passed an alternative assessment approved by the State Board of Education (SBE) (i.e., Read to Achieve Test or locally determined SBE-approved alternative assessment). Students may be counted in the numerator and/or the denominator only once for this category.	17,991	45.0%
The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.		
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards. (For 2017-18, students who are not proficient will be either: [1] retained in a third grade accelerated class, [2] placed in a transition class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.)	18,901	15.5%

MCLASS Reading 3D: TRC (Text Reading Comprehension) Grade 1 and Grade 2 2017-2018 End-of-Year Results	Number and Percentage for Each Level of Proficiency		Total Number of Students	Percentage
The number and percentage of first grade students demonstrating reading comprehension at grade level.	Level 3 Proficient 29,055 28%	Level 4 Above Proficient 24,672 24%	53,727	52%
The number and percentage of first grade students not demonstrating reading comprehension at grade level.	Level 1 Far Below Proficient 29,963 29%	Level 2 Below Proficient 19,452 19%	49,415	48%
The number and percentage of second grade students demonstrating reading comprehension at grade level.	Level 3 Proficient 28,902 27%	Level 4 Above Proficient 30,226 29%	59,128	56%
The number and percentage of second grade students not demonstrating reading comprehension at grade level.	Level 1 Far Below Proficient 33,318 32%	Level 2 Below Proficient 12,774 12%	46,092	44%

State of North Carolina District Level Report 2017-18 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher)[1]		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest[1]		Students exempt from mandatory retention in third grade for good cause[1]		Students who took and passed an alternative assessment approved by the SBE[2]		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards[1]	
District Name	N	%	N	%	N	%	N	%	N	%
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Alamance-Burlington Schools	909	50.3	897	49.7	209	11.6	333	48.4	289	16.0
Alexander County Schools	211	55.8	167	44.2	54	14.3	51	45.1	42	11.1
Alleghany County Schools	46	54.1	39	45.9	10	11.8	22	75.9	*	<5
Anson County Schools	116	43.8	149	56.2	48	18.1	32	31.7	60	22.6
Ashe County Schools	145	63.6	83	36.4	24	10.5	32	54.2	17	7.5
Asheboro City Schools	180	50.6	176	49.4	28	7.9	95	64.2	36	10.1
Asheville City Schools	254	66.8	126	33.2	22	5.8	55	52.9	41	10.8
Avery County Schools	77	53.5	67	46.5	37	25.7	22	73.3	*	<5
Beaufort County Schools	282	56.1	221	43.9	110	21.9	31	27.9	60	11.9
Bertie County Schools	66	35.5	120	64.5	17	9.1	27	26.2	55	29.6
Bladen County Schools	139	43.6	180	56.4	91	28.5	43	48.3	31	9.7
Brunswick County Schools	502	54.6	417	45.4	237	25.8	50	27.8	100	10.9
Buncombe County Schools	1,097	62.1	669	37.9	193	10.9	178	37.4	262	14.8
Burke County Schools	531	56.0	418	44.0	130	13.7	188	65.3	58	6.1
Cabarrus County Schools	1,418	55.7	1,127	44.3	144	5.7	510	51.9	457	18.0
Caldwell County Schools	484	60.0	323	40.0	57	7.1	158	59.4	89	11.0
Camden County Schools	93	79.5	24	20.5	*	<5	21	>95	*	<5
Carteret County Public Schools	376	65.7	196	34.3	91	15.9	67	63.8	21	<5
Caswell County Schools	118	58.1	85	41.9	11	5.4	24	32.4	45	22.2
Catawba County Schools	672	54.8	554	45.2	167	13.6	196	50.6	148	12.1
Chapel Hill-Carrboro Schools	668	71.1	272	28.9	79	8.4	86	44.6	96	10.2
Charlotte-Mecklenburg Schools	7,091	57.8	5,182	42.2	972	7.9	1,561	37.1	2,649	21.6
Chatham County Schools	409	59.8	275	40.2	60	8.8	114	53.0	72	10.5
Cherokee County Schools	121	55.3	98	44.7	49	22.4	36	73.5	*	<5
Clay County Schools	57	64.0	32	36.0	27	30.3	*	80.0	*	<5
Cleveland County Schools	674	59.0	469	41.0	311	27.2	61	38.6	61	5.3
Clinton City Schools	124	50.6	121	49.4	13	5.3	29	26.9	52	21.2
Columbus County Schools	196	48.0	212	52.0	56	13.7	68	43.6	52	12.7
Craven County Schools	622	56.7	475	43.3	100	9.1	159	42.4	180	16.4
Cumberland County Schools	2,258	56.6	1,730	43.4	682	17.1	515	49.1	411	10.3
Currituck County Schools	168	62.0	103	38.0	31	11.4	55	76.4	*	<5
Dare County Schools	216	64.5	119	35.5	41	12.2	41	52.6	31	9.3
Davidson County Schools	841	58.8	589	41.2	113	7.9	258	54.2	156	10.9
Davie County Schools	312	64.1	175	35.9	47	9.7	50	39.1	55	11.3
Duplin County Schools	323	42.2	442	57.8	203	26.5	86	36.0	124	16.2
Durham Public Schools	1,119	43.2	1,474	56.8	197	7.6	610	47.8	660	25.5
Edenton-Chowan Schools	79	51.3	75	48.7	*	<5	28	37.8	39	25.3

State of North Carolina District Level Report 2017-18 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher)[1]		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest[1]		Students exempt from mandatory retention in third grade for good cause[1]		Students who took and passed an alternative assessment approved by the SBE[2]		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards[1]	
District Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Edgecombe County Public School	152	31.4	332	68.6	74	15.3	95	36.8	131	27.1
Elkin City Schools	62	67.4	30	32.6	10	10.9	*	25.0	*	9.8
Forsyth County Schools	2,278	52.2	2,084	47.8	412	9.4	679	40.6	889	20.4
Franklin County Schools	299	47.1	336	52.9	60	9.4	130	47.1	78	12.3
Gaston County Schools	1,326	53.0	1,176	47.0	277	11.1	440	48.9	396	15.8
Gates County Schools	51	42.5	69	57.5	15	12.5	22	40.7	26	21.7
Graham County Schools	42	58.3	30	41.7	*	11.1	*	18.2	18	25.0
Granville County Schools	252	45.2	305	54.8	114	20.5	31	16.2	133	23.9
Greene County Schools	97	48.5	103	51.5	20	10.0	28	33.7	35	17.5
Guilford County Schools	2,881	51.3	2,740	48.7	619	11.0	924	43.6	1,117	19.9
Halifax County Schools	86	35.2	158	64.8	38	15.6	32	26.7	69	28.3
Harnett County Schools	874	52.0	807	48.0	94	5.6	275	38.6	425	25.3
Haywood County Schools	317	61.3	200	38.7	102	19.7	67	68.4	26	5.0
Henderson County Schools	636	62.7	379	37.3	89	8.8	181	62.4	58	5.7
Hertford County Schools	122	51.3	116	48.7	63	26.5	19	35.8	22	9.2
Hickory City Schools	199	59.6	135	40.4	21	6.3	46	40.4	62	18.6
Hoke County Schools	370	50.8	358	49.2	125	17.2	98	42.1	119	16.3
Hyde County Schools	25	50.0	25	50.0	*	<5	*	16.0	19	38.0
Iredell-Statesville Schools	836	57.6	615	42.4	239	16.5	118	31.4	204	14.1
Jackson County Schools	146	50.3	144	49.7	33	11.4	76	68.5	29	10.0
Johnston County Schools	1,466	51.0	1,411	49.0	269	9.4	782	68.5	227	7.9
Jones County Schools	54	66.7	27	33.3	*	9.9	*	47.4	*	9.9
Kannapolis City Schools	179	40.5	263	59.5	*	<5	30	11.8	194	43.9
Lee County Schools	412	54.3	347	45.7	54	7.1	125	42.7	167	22.0
Lenoir County Public Schools	341	49.6	347	50.4	134	19.5	105	49.3	88	12.8
Lexington City Schools	123	45.4	148	54.6	84	31.0	24	37.5	36	13.3
Lincoln County Schools	551	60.6	358	39.4	101	11.1	134	52.1	95	10.5
Macon County Schools	224	60.2	148	39.8	34	9.1	53	46.5	45	12.1
Madison County Schools	101	65.6	53	34.4	34	22.1	17	89.5	*	<5
Martin County Schools	108	36.4	189	63.6	63	21.2	45	35.7	67	22.6
McDowell County Schools	273	58.3	195	41.7	96	20.5	47	47.5	49	10.5
Mitchell County Schools	72	49.7	73	50.3	42	29.0	*	16.1	18	12.4
Montgomery County Schools	159	52.6	143	47.4	77	25.5	12	18.2	23	7.6
Moore County Schools	630	64.9	340	35.1	102	10.5	137	57.6	71	7.3
Mooresville City Schools	338	72.4	129	27.6	20	<5	72	66.1	25	5.4
Mount Airy City Schools	53	44.2	67	55.8	15	12.5	24	46.2	16	13.3
Nash-Rocky Mount Schools	493	41.4	697	58.6	142	11.9	250	45.0	199	16.7

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District Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
New Hanover County Schools	1,296	62.4	782	37.6	275	13.2	161	31.8	314	15.1
Newton Conover City Schools	137	54.6	114	45.4	74	29.5	15	37.5	*	<5
Northampton County Schools	52	35.6	94	64.4	*	<5	28	32.2	49	33.6
Onslow County Schools	1,306	57.4	970	42.6	470	20.7	272	54.4	189	8.3
Orange County Schools	247	48.8	259	51.2	45	8.9	85	39.7	103	20.4
Pamlico County Schools	46	51.7	43	48.3	*	10.1	15	44.1	18	20.2
Pasquotank County Schools	231	49.7	234	50.3	16	<5	128	58.7	54	11.6
Pender County Schools	344	54.3	289	45.7	39	6.2	109	43.6	118	18.6
Perquimans County Schools	79	57.7	58	42.3	*	6.6	26	53.1	19	13.9
Person County Schools	212	53.4	185	46.6	33	8.3	96	63.2	48	12.1
Pitt County Schools	937	49.2	968	50.8	251	13.2	363	50.6	253	13.3
Polk County Schools	121	74.2	42	25.8	14	8.6	*	28.6	11	6.7
Randolph County Schools	692	55.3	559	44.7	95	7.6	237	51.1	198	15.8
Richmond County Schools	272	45.9	321	54.1	75	12.6	121	49.2	100	16.9
Roanoke Rapids City Schools	91	41.0	131	59.0	32	14.4	33	33.3	59	26.6
Robeson County Schools	733	39.4	1,127	60.6	242	13.0	334	37.7	541	29.1
Rockingham County Schools	468	48.3	500	51.7	85	8.8	224	54.0	191	19.7
Rowan-Salisbury Schools	722	47.1	810	52.9	53	<5	203	26.8	535	34.9
Rutherford County Schools	348	58.4	248	41.6	169	28.4	27	34.2	10	<5
Sampson County Schools	362	60.1	240	39.9	134	22.3	36	34.0	53	8.8
Scotland County Schools	198	41.1	284	58.9	90	18.7	69	35.6	109	22.6
Stanly County Schools	367	53.8	315	46.2	131	19.2	58	31.5	106	15.5
Stokes County Schools	247	60.5	161	39.5	77	18.9	52	61.9	25	6.1
Surry County Schools	366	60.5	239	39.5	46	7.6	129	66.8	30	5.0
Swain County Schools	66	48.2	71	51.8	22	16.1	13	26.5	29	21.2
Thomasville City Schools	70	36.3	123	63.7	16	8.3	14	13.1	86	44.6
Transylvania County Schools	178	63.8	101	36.2	39	14.0	24	38.7	19	6.8
Tyrrell County Schools	24	49.0	25	51.0	*	12.2	11	57.9	*	10.2
Union County Public Schools	2,086	67.7	993	32.3	235	7.6	364	48.0	354	11.5
Vance County Schools	267	46.2	311	53.8	19	<5	114	39.0	157	27.2
Wake County Schools	8,274	65.1	4,427	34.9	750	5.9	1,727	47.0	1,810	14.3
Warren County Schools	82	44.6	102	55.4	44	23.9	19	32.8	27	14.7
Washington County Schools	51	37.0	87	63.0	25	18.1	28	45.2	33	23.9
Watauga County Schools	264	71.5	105	28.5	62	16.8	20	46.5	21	5.7
Wayne County Public Schools	659	47.4	731	52.6	165	11.9	365	64.5	121	8.7
Weldon City Schools	23	31.9	49	68.1	*	<5	*	<5	41	56.9
Whiteville City Schools	82	46.3	95	53.7	15	8.5	29	36.3	42	23.7

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District Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Wilkes County Schools	383	55.2	311	44.8	139	20.0	92	53.5	54	7.8
Wilson County Schools	471	49.3	485	50.7	114	11.9	225	60.6	104	10.9
Yadkin County Schools	244	58.7	172	41.3	83	20.0	55	61.8	32	7.7
Yancey County Schools	89	59.7	60	40.3	16	10.7	35	79.5	*	<5

[1] The denominator for calculating the required percentage is all students in membership at grade 3 for the first day of spring testing.

[2] The denominator is the number of students who did not demonstrate reading proficiency minus students exempt from mandatory retention in 3rd grade for good cause.

An * indicates that the student population number is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

State of North Carolina Charter School Report 2017-18 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher)[1]		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest[1]		Students exempt from mandatory retention in third grade for good cause[1]		Students who took and passed an alternative assessment approved by the SBE[2]		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards[1]	
Charter Name	N	%	N	%	N	%	N	%	N	%
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
A.C.E. Academy	21	51.2	20	48.8	*	<5	10	50.0	10	24.4
Alpha Academy	42	56.8	32	43.2	*	8.1	16	61.5	*	6.8
American Renaissance School	35	58.3	25	41.7	*	<5	*	<5	22	36.7
Anderson Creek Academy	27	65.9	14	34.1	12	29.3	*	<5	*	<5
Arapahoe Charter School	17	35.4	31	64.6	12	25.0	13	68.4	*	6.3
Aristotle Preparatory Academy	*	45.0	11	55.0	*	15.0	*	50.0	*	<5
ArtSpace Charter School	37	84.1	*	15.9	*	6.8	*	50.0	*	<5
Bethel Hill Charter	54	75.0	18	25.0	*	<5	*	38.9	*	6.9
Bradford Preparatory School	88	74.6	30	25.4	*	<5	14	56.0	11	9.3
Brevard Academy	28	68.3	13	31.7	*	<5	*	53.8	*	14.6
Bridges Academy	*	54.5	*	45.5	*	45.5	*		*	<5
Cabarrus Charter Academy	57	62.6	34	37.4	*	<5	19	59.4	12	13.2
Cape Fear Center for Inquiry	30	73.2	11	26.8	*	<5	*	60.0	*	9.8
Cardinal Charter Academy	81	79.4	21	20.6	*	<5	11	64.7	*	5.9
Carolina International School	58	76.3	18	23.7	*	5.3	*	7.1	13	17.1
Carter Community Charter	*	8.8	31	91.2	*	5.9	*	27.6	21	61.8
Carter G Woodson School	13	33.3	26	66.7	*	<5	11	42.3	15	38.5
Casa Esperanza Montessori Charter School	64	71.9	25	28.1	*	<5	18	75.0	*	6.7
Central Park School For Child	43	69.4	19	30.6	*	12.9	*	54.5	*	6.5
Charlotte Choice Charter	*	34.8	15	65.2	*	34.8	*	<5	*	30.4
Charlotte Lab School	47	67.1	23	32.9	*	5.7	13	68.4	*	8.6
Charter Day School	79	72.5	30	27.5	*	5.5	17	70.8	*	<5
Chatham Charter	32	76.2	10	23.8	*	21.4	*	>95	*	<5
Children's Village Academy	*	33.3	14	66.7	*	14.3	*	18.2	*	33.3
Clover Garden	41	63.1	24	36.9	*	<5	21	>95	*	<5
Coastal Preparatory Academy	34	54.0	29	46.0	*	<5	*	31.0	19	30.2
College Prep and Leadership Academy	29	48.3	31	51.7	*	<5	10	33.3	20	33.3
Columbus Charter School	58	61.7	36	38.3	19	20.2	10	58.8	*	<5
Community School of Davidson	65	69.1	29	30.9	*	<5	11	39.3	*	<5
Cornerstone Charter Academy-CFA	66	81.5	15	18.5	*	<5	*	40.0	*	7.4
Corvian Community School	70	78.7	19	21.3	*	9.0	*	54.5	*	5.6
Crosscreek Charter School	13	56.5	10	43.5	*	8.7	*	62.5	*	13.0
Dillard Academy	11	28.2	28	71.8	*	20.5	12	60.0	*	20.5
Douglass Academy	18	54.5	15	45.5	*	<5	*	46.7	*	15.2
East Wake Academy	62	66.0	32	34.0	*	<5	28	>95	*	<5
Emereau Bladen	26	56.5	20	43.5	*	<5	*	21.1	13	28.3
Endeavor Charter	51	89.5	*	10.5	*	10.5	*		*	<5
Eno River Academy	39	>95	*	<5	*	<5	*	>95	*	<5
Envision Science Academy	68	85.0	12	15.0	*	<5	*	88.9	*	<5
Evergreen Community Charter	44	91.7	*	8.3	*	<5	*	66.7	*	<5

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Charter Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Excelsior Classical Academy	34	69.4	15	30.6	*	<5	*	20.0	10	20.4
Falls Lake Academy	62	74.7	21	25.3	12	14.5	*	11.1	*	<5
FernLeaf Community Charter School	27	60.0	18	40.0	*	6.7	*	53.3	*	11.1
Forsyth Academy	34	44.7	42	55.3	15	19.7	18	66.7	*	11.8
Francine Delany New School	12	60.0	*	40.0	*	10.0	*	50.0	*	15.0
Franklin Academy	102	83.6	20	16.4	15	12.3	*	>95	*	<5
Gate City Charter	39	47.0	44	53.0	*	8.4	15	40.5	17	20.5
Global Scholars Academy	14	60.9	*	39.1	*	<5	*	22.2	*	30.4
Greensboro Academy	73	86.9	11	13.1	*	<5	10	>95	*	<5
Guilford Preparatory Academy	13	52.0	12	48.0	*	<5	*	33.3	*	32.0
Haliwa-Saponi Tribal School	*	57.1	*	42.9	*	<5	*	<5	*	42.9
Healthy Start Academy	*	19.0	34	81.0	*	19.0	16	61.5	*	21.4
Heritage Collegiate Leadership Academy	*	26.1	17	73.9	*	<5	*	52.9	*	34.8
Hope Charter Leadership Academy	*	35.0	13	65.0	*	<5	*	23.1	10	50.0
Ignite Innovation Academy - Pitt	*	19.2	21	80.8	*	11.5	*	5.6	17	65.4
Invest Collegiate - Imagine	62	76.5	19	23.5	*	7.4	*	69.2	*	<5
Invest Collegiate Transform	30	50.0	30	50.0	*	<5	*	6.9	27	45.0
Iredell Charter Academy	34	56.7	26	43.3	*	13.3	13	72.2	*	<5
Island Montessori Charter School	14	60.9	*	39.1	*	13.0	*	>95	*	<5
Kannapolis Charter Academy	36	56.3	28	43.8	*	<5	*	23.1	13	20.3
Kestrel Heights School	26	51.0	25	49.0	*	9.8	*	20.0	12	23.5
KIPP Gaston College Preparatory	48	52.2	44	47.8	*	<5	12	27.3	22	23.9
Lake Lure Classical Academy	29	74.4	10	25.6	*	<5	*	<5	*	7.7
Langtree Charter Academy	127	81.4	29	18.6	12	7.7	13	76.5	*	<5
Lincoln Charter School	129	86.6	20	13.4	11	7.4	*	55.6	*	<5
Magellan Charter	63	92.6	*	7.4	*	<5	*	>95	*	<5
Mallard Creek STEM Academy	50	61.7	31	38.3	*	<5	18	58.1	*	8.6
Matthews Charter Academy	55	64.0	31	36.0	*	<5	*	30.0	18	20.9
Maureen Joy Charter School	30	41.1	43	58.9	*	<5	14	32.6	24	32.9
Metrolina Reg Scholars Academy	44	>95	*	<5	*	<5	*		*	<5
Millennium Charter Academy	57	68.7	26	31.3	*	<5	*	29.2	17	20.5
Mountain Discovery	15	71.4	*	28.6	*	<5	*	<5	*	23.8
Mountain Island Charter School	59	68.6	27	31.4	16	18.6	*	45.5	*	<5
NC Connections Academy	50	55.6	40	44.4	*	10.0	14	45.2	17	18.9
NC Leadership Charter Academy	63	94.0	*	6.0	*	<5	*	50.0	*	<5
NC Virtual Academy	82	49.7	83	50.3	*	<5	28	35.9	15	9.1
Neuse Charter School	40	55.6	32	44.4	*	<5	29	93.5	*	<5
New Dimensions	30	75.0	10	25.0	*	<5	*	33.3	*	15.0
North East Carolina Prep	40	49.4	41	50.6	15	18.5	*	7.7	14	17.3
PAVE Southeast Raleigh Charter	20	41.7	28	58.3	*	8.3	*	<5	24	50.0

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Charter Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Peak Charter Academy	54	64.3	30	35.7	*	<5	*	<5	24	28.6
Phoenix Academy- Primary, Elem. IB MYP	74	64.3	41	35.7	*	<5	37	92.5	*	<5
Piedmont Community Charter School	78	76.5	24	23.5	*	<5	*	39.1	14	13.7
Pine Lake Preparatory	106	86.9	16	13.1	*	<5	13	92.9	*	<5
Pine Springs Prep Academy	56	83.6	11	16.4	*	<5	*	36.4	*	10.4
Pinnacle Classical Academy	49	55.1	40	44.9	*	<5	12	30.0	28	31.5
Pioneer Springs Community School	26	61.9	16	38.1	*	14.3	*	10.0	*	11.9
PreEminent Charter	31	47.0	35	53.0	*	10.6	16	57.1	11	16.7
Quality Education Academy	19	40.4	28	59.6	*	19.1	*	<5	17	36.2
Queen City STEM School	44	62.9	26	37.1	*	<5	*	23.1	15	21.4
Queen's Grant Community School	60	71.4	24	28.6	*	8.3	12	70.6	*	6.0
Quest Academy	16	>95	*	<5	*	<5	*		*	<5
Reaching All Minds Academy	*	19.1	38	80.9	19	40.4	*	5.3	18	38.3
Research Triangle Charter	37	47.4	41	52.6	*	7.7	22	62.9	13	16.7
River Mill Academy	38	52.8	34	47.2	15	20.8	*	10.5	17	23.6
Rocky Mount Preparatory	36	36.7	62	63.3	19	19.4	*	14.0	35	35.7
Sallie B Howard School	68	50.7	66	49.3	16	11.9	18	36.0	32	23.9
Shining Rock Classical Academy CFA	17	43.6	22	56.4	*	12.8	*	5.9	15	38.5
Socrates Academy	61	79.2	16	20.8	*	9.1	*	55.6	*	<5
South Brunswick Charter	36	81.8	*	18.2	*	<5	*	57.1	*	<5
Southeastern Academy	19	76.0	*	24.0	*	<5	*	83.3	*	<5
STARS Charter	35	76.1	11	23.9	*	19.6	*	<5	*	<5
Sterling Montessori Academy	65	89.0	*	11.0	*	8.2	*	<5	*	<5
Success Institute Charter	*	50.0	*	50.0	*	33.3	*	<5	*	16.7
Sugar Creek Charter	62	45.3	75	54.7	11	8.0	*	9.4	41	29.9
Summerfield Charter Academy	72	84.7	13	15.3	*	<5	*	77.8	*	<5
Summit Charter	17	65.4	*	34.6	*	11.5	*	66.7	*	7.7
The Academy of Moore County	40	87.0	*	13.0	*	<5	*	40.0	*	6.5
The Arts Based School	46	73.0	17	27.0	*	<5	12	85.7	*	<5
The Capitol Encore Academy	20	48.8	21	51.2	*	<5	11	55.0	*	19.5
The Expedition School	37	84.1	*	15.9	*	<5	*	<5	*	13.6
The Exploris School	26	86.7	*	13.3	*	<5	*	>95	*	<5
The Institute Development Young Leaders	10	31.3	22	68.8	*	<5	*	<5	21	65.6
The Learning Center	13	61.9	*	38.1	*	<5	*	28.6	*	23.8
The Mountain Community Sch	14	63.6	*	36.4	*	13.6	*	40.0	*	13.6
Thomas Jefferson Class Academy	106	>95	*	<5	*	<5	*	33.3	*	<5
Thunderbird Preparatory Academy	13	44.8	16	55.2	*	24.1	*	22.2	*	20.7
Tiller School	26	78.8	*	21.2	*	18.2	*	<5	*	<5
Torchlight Academy	25	36.8	43	63.2	*	<5	13	30.2	30	44.1
Triad Math and Science Academy	54	58.7	38	41.3	13	14.1	11	44.0	13	14.1

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Charter Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	**68,397**	**56.3**	**53,170**	**43.7**	**13,198**	**10.9**	**17,991**	**45.0**	**18,901**	**15.5**
Triangle Math and Science Academy	63	84.0	12	16.0	*	10.7	*	25.0	*	<5
Two Rivers Community School	16	80.0	*	20.0	*	10.0	*	>95	*	<5
Union Academy	88	78.6	24	21.4	19	17.0	*	40.0	*	<5
Union Day School	44	63.8	25	36.2	14	20.3	*	27.3	*	10.1
Union Prep Academy at Indian Trail	59	67.8	28	32.2	*	<5	*	14.8	18	20.7
United Community School	26	65.0	14	35.0	*	5.0	*	16.7	10	25.0
Vance Charter School	43	71.7	17	28.3	11	18.3	*	16.7	*	5.0
VERITAS Community School, CFA	16	55.2	13	44.8	*	10.3	*	20.0	*	17.2
Voyager Academy	75	75.0	25	25.0	12	12.0	*	69.2	*	<5
Wake Forest Charter Academy	61	69.3	27	30.7	*	5.7	22	>95	*	<5
Washington Montessori	25	71.4	10	28.6	*	<5	*	77.8	*	<5
Water's Edge Village School	*	71.4	*	28.6	*	28.6	*		*	<5
Wayne Preparatory Academy	33	45.2	40	54.8	*	9.6	12	36.4	16	21.9
Williams Academy	*	46.2	*	53.8	*	15.4	*	20.0	*	15.4
Willow Oak Montessori	23	82.1	*	17.9	*	10.7	*	>95	*	<5
Wilmington Preparatory Academy	*	5.9	16	94.1	*	<5	16	>95	*	<5
Wilson Preparatory Academy	37	66.1	19	33.9	*	<5	*	21.1	15	26.8
Winterville Charter Academy	35	47.3	39	52.7	*	<5	*	15.4	30	40.5
Woods Charter	33	91.7	*	8.3	*	8.3	*		*	<5
Youngsville Academy	24	72.7	*	27.3	*	<5	*	22.2	*	18.2
Z.E.C.A. School of Arts and Technology	*	14.3	12	85.7	*	21.4	*	33.3	*	42.9

[1] The denominator for calculating the required percentage is all students in membership at grade 3 for the first day of spring testing.

[2] The denominator is the number of students who did not demonstrate reading proficiency minus students exempt from mandatory retention in 3rd grade for good cause.

An * indicates that the student population number is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5)

b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a). The local board of education shall also include in the report the number of first and second grade students attending a reading camp offered by the local board.

A review of reading interventions implemented and reported by each Local Education Agency (LEA) follows.

LEA Description of Reading Interventions Provided to Students Retained under G.S. 115C-83.7(a)

LEA Name	Evidence-based interventions implemented
ABSS	Additional, daily ELA instruction (increased to 180 minutes) Reading Foundations Reading Recovery (Wilson)
Alexander County Schools	Florida Center for Reading Research; Moby Max; Mentoring Minds, Learning A to Z; Ready, Double Close OG, Orton Gillingham; MClass resources
Alleghany County Public Schools	1. Frequent progress monitoring and benchmarks 2. Small group intervention grouping 3. 90 minutes of daily usage of Imagine Learning (ELA) 4. Use of Finish Line and Language Nut program for ELL's
Anson County Schools	Small group differentiated instruction One-on-One instruction I-Ready Accelerated Reader Florida Center for Reading Research Activities Reading 3D progress monitoring individualized homework activities Centers/Workstations Co-teaching Online programs - www.learnzilla.com Leveled readers Reading Anthology and Reading/Writing Workshop Reading Wonders Tier 2 Activities Your Turn Workbook Additional literacy instruction outside literacy block
Ashe	HillRAP - Tier 3 Literacy Intervention Corrective Reading - Tier 2 Literacy Intervention Focused Reading Intervention by Teacher Created Materials - Tier 2 and 3 Literacy Intervention
Asheboro City Schools	- Recipe for Reading (phonics instruction based on Core Phonics Survey) - FCRR (Florida Center of Reading Research) activities that match students deficits. - Words Their Way - Vocabulary strategies - Extended Guided Reading- 25 minutes a day. - Guided Reading Plus: This intervention allowed for double dipping in guided reading. Some groups had instruction provided by classroom teacher, some by the reading specialist, some by ESL teachers, and others by tutors or IAs. - Incorporated an inclusion model for EC and ESL students in the regular classroom during literacy blocks. - Intervention block (30 minutes every day) offered for all students—focusing on deficits as identified by benchmarks and other common assessments. - ExC-ELL vocabulary strategies were used in 3-4 Transition Classrooms. - Double the amount of time that students work with reading or ESL teachers with the specific skill deficit. - Scaffolding of 3rd grade standards to reach proficiency. - Parent education classes were offered for at-risk students, three times per year that focused on helping students with targeted reading skills. - After school tutoring opportunities in literacy that focused on fluency, comprehension, and power standards.
Asheville City Schools	Leveled Literacy Intervention - The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provided daily, intensive, and small-group instruction, which supplements classroom literacy teaching. Florida Center for Reading Research - Fluency Interventions with Written and oral comprehension practice. Jennifer Serravallo Reading Strategies - Comprehension strategies based on ELA standards being taught in the regular classroom setting. Wilson JustWords - a highly explicit, multisensory decoding and spelling program for students in grades 4 and higher. Comprehension Toolkit and Toolkit Intervention Book - a series from Stephanie Harvey and Anne Goudvis that helps students understand, respond to, and learn from nonfiction text.
Avery County Schools	Avery County Schools had 4 students (2 EL students, 1 dually identified EL/EC student, and an EC student retained following the 2016-17 School year. In the 2017-18 school year, each of the students received fluency interventions 2 times per week as well as 45-minute sessions 3 times per week to work on vocabulary and text instruction. These interventions took place during their EL and EC intervention blocks.
Beaufort County Schools	Hill Rap, iReady, Guided Reading. Language, Reading Mastery

Bertie County Schools	Corrective reading, teacher tutoring, small group and one-on-one instruction, flex grouping, after school tutorials, extended and additional digital learning time, accelerated reader, student data notebooks
Bladen County Schools	The programs listed use specific steps, lesson plans and strategies to improve reading skills. The intervention track and monitor student progress. Now What Tools Burst AR Reading mCLASS Reading 3D RAZ Kids Learning A-Z SPIRE Reading Wonders Curriculum
Brunswick County Schools	90 minutes uninterrupted daily instruction for reading, RAZ Kids, SRA Reading Mastery, mCLASS Progress Monitoring, Reading A-Z, iReady, Florida Research Center for Reading, Read to Achieve Portfolios with designated reading passages, Guided Reading groups, Flocabulary, Seeds of Science: Roots of Reading kits with reading comprehension questions, Pull-out support with literacy or EC teachers 5 days a week, Small, intensive reading groups with application of skills, Moby Max with reading component and interventions, Words Their Way, Reading Research to Classroom Practice strategies, Double dose of Guided Reading, Volunteer tutors, Learning Focused Lesson Planning/Graphic Organizers, Vocabulary, Reading 3D
Buncombe	Listed below are examples from each of the 21 schools in Buncombe County with 4th grade transitional students. Not all these interventions were applied at each school. Items 1-3 were provided at each school. 1. Uninterrupted 90-minute block for reading instruction per day 2. One-on-one and small group instruction 3. Monthly written reports detailing each student's progress towards specific reading proficiency 4. Leveled Literacy Intervention (LLI) 5. Reading 3D/mCLASS PM data used to target specific skill deficits in a one-on-one setting to monitor student performance 6. Lexia Core 5 for diagnostic purposes 7. Us of Literacy Council Tutors to work with students in small groups and one-on-one 8. Wilson Reading Program 9. Focused intervention block based on common formative ELA assessments for 30 minutes daily (in addition to the 90-minute block. 10. Students kept their own data notebooks to graph and document their progress towards their goals. 11. Explicit instruction and modeling of Writing about Reading 12. Reader's Theater (fluency) 13. Reading Research to Classroom practice training 14. Fundations - systematic phonics instruction 15. Language! (EC/EL Intervention) 16. Wit and Wisdom curriculum for core instruction 17. iReady and Imagine Learning 18. Florida Center for Reading Research (FCRR) interventions
Burke County	mCLASS item analysis' suggested activities from Burst Reading, etc. • McGraw Hill Triumphs Comprehensive Intervention Program • McGraw Hill Treasures Tier 2 Supplemental Intervention Materials • Intervention Activities from Florida Center for Reading Research • Reading A-Z Intervention Resources/RAZ Kids Individualized accounts • Orton-Gillingham Phonics • Ticket to Read and Velocity, self-paced online programs for foundational skills, fluency, vocabulary, and comprehension • SchoolNet Instructional Resources, at the student's instructional level • Online Differentiated reading practice provided through ReadTheory, Newsela, Study Island, and ReadWorks
Cabarrus County Schools	The interventions used were aimed at developing students' foundational skills to improve reading comprehension. These interventions include: Reading Mastery, Leveled Literacy Intervention (LLI) kits, Wilson Fundations Florida Center for Reading Research (FCRR) games Reading Mastery, Readers' Theatre, Guided Reading, Comprehension Toolkit Words Their Way, Helping Early Literacy with Practice Strategies (HELPS), Great Leaps, Read Naturally, and I-Ready.
Caldwell County	Leveled Literacy Interventions, Imagine Language and Literacy, Guided Reading
Camden	Camden had students at two schools, Grandy Primary School (Grade 3 retention) and Grade 4 (fourth grade accelerated reading class). Each of the schools implemented research-based interventions for those students. Ninety-minute uninterrupted reading classes were provided for these students. At Grandy Primary School, the student who was retained was also instructed through the Corrective Reading Program 4 days a week for 30 minutes. Many Computerized programs were used to help build comprehension, fluency, and sight word recognition. Programs included Razz Kids, Reading Eggs, Moby Max, and Accelerated Reading. These programs were utilized 3-4 days a week for 30 minutes. In addition to small group instruction and one-on-one reinforcement, the student was provided spiral reviews with portfolio instruction utilizing the instructional portfolios provided by the state. Teachers also used the interventions built into the 3D progress monitoring system. Phonics was also reviewed daily in small group. Students at Camden Intermediate School worked in small groups during their ninety-minute reading block. These groups included vocabulary studies, fluency centers, and choral reading. Books studies, story mapping, and activating prior knowledge were part of the reading instruction daily. Students used the Reading Eggs Program to help build reading comprehension and fluency as well as phonics skills.

Carteret County Public Schools	Small Group Instruction Guided Reading Hill Center Read Live Leveled Literacy Intervention Rewards Lower Teacher-Student Ratio SPIRE 6 Minute Solutions
Caswell	• Levelled Literacy Intervention • Corrective reading • 90-minute reading block • Remediation is offered in addition to the 90 minutes of classroom reading instruction • Guided reading • Fundations • Small group reading instruction • HillRAP • Reading Mastery
Catawba County	Guided Reading Groups – Teachers utilized Balanced Literacy within the guided reading block. Students participate in literacy stations that focus on phonemic awareness, phonics, vocabulary, fluency, and written comprehension. Leveled texts using Close reading strategy – Students work in small groups to complete close reads and discuss vocabulary and text. Fountas and Pinnell reading kits – Students participate in small group instruction of reading texts to target skills to increase fluency and comprehension. Words Their Way – Students work with words to gain word meaning and build understanding of base words and word parts. This knowledge increases fluency from recognition of word patterns. Seeing Stars – Students, within small groups, participate in systematic phonemic awareness and phonics instruction from individual letter sounds to multisyllabic words. Visualizing and Verbalizing – Students participate in small group instruction in creating visual images based on text to build comprehension. Comprehension Groups – Leveled text groups to target specific comprehension strategies. Students learn to use strategies to go back in the text to answer questions and make predictions. Within the groups, students also identify key vocabulary to assist in answering higher order questions.
Chapel Hill-Carrboro City Schools	LLI - Literacy Leveled Intervention, intervention time varies among schools, so both are noted below. Some students (N=30) received 60 minutes per day in addition to the literacy block.
Charlotte Mecklenburg Schools	Leveled Literacy Intervention (LLI), Sound Partners, mCLASS small group advisor, FCRR, Edgenuity MyPath, What Works Clearing House Writing Recommendations, Self-regulated strategy instruction, CASL handwriting program, Intervention Central, HELPS, Really Great Reading
Chatham County Schools	Students were provided small group instruction (in addition to their core instruction) with a certified reading specialist. The reading specialist used Hill rap which has been scientifically proven to be an effective program with struggling readers. She is also certified in Orton-Gillingham. Students received Tier 2 remediation based on skill need for 30 minutes/4-5 times a week with a certified teacher or instructional assistant who implemented a research-based intervention such as HELPS. Students were assessed using Reading 3D (Amplify). Based on assessment results the students were placed in small groups during which instruction was differentiated. Students were placed in a literacy block of over 90 minutes of uninterrupted instruction. K-3 teachers used Reading Recipe daily to establish reading foundational skills with students. The retained students received HillRAP lessons four days a week for 45 minutes a day. Students received 30 additional minutes of targeted research-based reading intervention from a reading specialist or special education teacher daily. Interventions were selected based on student assessment data. All students received a 90 minute or more balanced literacy block, which included whole group and small group, level-based instruction from a highly qualified teacher. All students were given benchmark assessments and progress monitored using Reading 3D/mCLASS. All 4T students received additional reading skill-based reteaching and remediation from the curriculum coach or classroom teacher once a week for 30 minutes. Teachers are Orton-Gillingham trained and use Recipe for Reading daily to establish students' foundational reading skills.
Cherokee County Schools	• Reader's theater for fluency • Phonemic instruction • Word wall activities o Vocabulary □ Matching words with definitions □ Using words in conversation o Sight words □ Movement (punch out, march, clap, etc.) □ Sing words • Daily 5 Reading Model • Six minute Solution • Read Works • Wordly Wise • Individualized Reading Activities as suggested by mCLASS • Small Group Instruction to target specific needs • Reading Café Model Instruction • Graphic Organizers, Story Maps (multiple formats for various elements of reading) to aid comprehension. 5 W Graphic Organizer • Prior Knowledge Activities Prior to Reading: Activities provided from Intervention Central • Individualized Language Interventions (including describing details in a picture, categorizing, identifying • National Geographic Explorer & Scholastic News informational text comprehension strategies • Teachers Pay Teachers Close Reading Packets (comprehension) • SRA • Florida Central for Reading Research Activities• Synonym Dominoes • Vocabulary bingo • Opposites attract • Synonym-Antonym Connections• Homophone Hunt• Spin Sort• Compound Words• Affix Match • Word Wrap • Homographs • Word Dissect • Wonder Stories (comprehension) • Vocabulary • Word parts • Word knowledge • Word meaning • Morphemic elements • Word analysis • Words in context • Learning Well Games on: • Predicting outcomes • Context clues • Reading between the lines • Getting the main idea• Following directions • Inference • Sequence • Figurative Language• Drawing conclusions• Fact or Opinion • Reading

	Eggs • Read Theory • BURST interventions • Amplify oral language • Daze • Fundations • Quizezz • Mobymax • SchoolNet
Clay County Schools	No reading retained students for 2017-18
Cleveland County Schools	Read Naturally GATE; Read Naturally Encore; Soar to Success; Sonday Spotlight on Comprehension; Reading Horizons; Phonics Leveled Literacy Interventions; Co-teaching Florida Center for Reading Research Interventions; FreeReading.net; District Literacy Protocols for Intervention and Core Support; Reading Mastery; Corrective Reading
Clinton City Schools	I-Ready Assessments, Reading Specialist, I-Ready Instructional license for teachers, Fountas and Pinnell, Scholastic Leveled Reader, dedicated Intervention time 5 days a week for 50 minutes
Columbus	Researched Based Reading Interventions: Soar to Success Reading Intervention Program for 3rd Grade Early Success Reading Intervention Program for grades 1-3. Road to the Code Reading Intervention Program for Grade K SuccessMaker Instructional Prescriptive Technology Program for Grades 2-3 for Math and Reading Waterford Early Learning for K-1 in Math and Reading Data Driven Interventions created by teachers and MTSS members using SchoolNet
Craven County Schools	Leveled Literacy Intervention, SRA Reading (Reading Mastery and Corrective Reading), Spire, Burst, FCRR folder activities (for phonics, fluency and comprehension), Wilson Reading Program, Guided Reading (or other targeted small group instruction), Words their Way, Graphic Organizers, Learning Together, Classworks
Cumberland County	Digital Reading Support tool-Every reading retained student received an iReady license. Students were given the opportunity to work at their individual pace based upon the completion of the iReady diagnostic. The program supported students at their level and progressively offered individual lessons in reading and foundational skills. READY Common Core Practice Book- Each student received a copy of the READY Common Core Practice Workbook. These workbooks allowed students to practice with Common Core aligned skills that correlated to skills-based mini-lessons. Read to Achieve Instructional Passages-Each student received instruction in small groups utilizing the RTA instructional passages, aligned to Common Core standards to practice reading comprehension and fluency skills. Teacher Toolbox Lessons from iReady- Students received instruction in small groups from skills-based lessons in the Teacher Toolbox that were tailored to individual needs. Intensive Small Group Instruction-Students received daily intensive small group instruction based on individual need.
Currituck County	Title I Support Services, MTSS documented intervention process, Small Group Intervention groups during enrichment blocks.
Dare County Schools	• Daily guided reading instruction using text at their instructional level (Fountas and Pinnell) • Small group instruction focusing on structure of fiction/non-fiction texts • Daily writing instruction w/ small group support focusing on developing Text Dependent responses to reading • Small group intervention instruction/practice for building vocabulary, fluency and phonics based on DIBELS data • Small group intervention instruction focusing on comprehension strategies such as: o Predicting/Activating Prior Knowledge - Questioning – Visualizing - Monitoring/Self Correction (Does that sound right? Make sense?) - Inferring - Retelling/Summarizing/Responding to the text - Making connections (text – text; text – self, text – world) In addition, students receive intensive reading support through Read180, an evidence-based intervention program, provided through a highly trained literacy specialist.
Davidson	Jan Richardson, FCRR.org
Davie County Schools	HillRAP (1:4 teacher/student ratio) Moby Max (online program) - reading, vocabulary, and comprehension strategies Pull-out Groups with Reading Specialists Push-in Groups with Reading Specialists iReady (online diagnostic assessment) - used to determine reading levels, targeted standards, and grouping Differentiated classroom activities based on data Guided reading groups based on reading levels Words Their Way spelling program
Duplin	Open Court - Phonics, Waterford - Researched-based Reading Intervention, Afterschool tutoring, in school tutoring, Leveled Literacy Intervention, Leveled Reading Library, Designated Intervention time, Transition Classes, Computer-adaptive research-based intervention
Durham Public Schools	90 minutes (or more) of uninterrupted literacy Small group reading instruction using Jan Richardson protocols; Intervention support from MTSS facilitator or interventionist; RAZ kids access to leveled texts and comprehension practice; HillRAP at two schools; Extended Day and Saturday Academics; Leveled Literacy Intervention (LLI) at three schools; Corrective Reading with tier 3 students with disabilities; Augustine Tutors; iReady diagnostic assessments

Edenton-Chowan Schools	All students were in a monitored setting with differentiated instruction. Teachers placed students in skill-set, differentiated guided reading groups using data from mCLASS DAZE. The LLI (Leveled Literacy Intervention) program was utilized consistently. Teachers implemented the BURST program through RTA.
Edgecombe County Public Schools	Hill RAP Fluency program; Corrective Reading; Reading tutors; Timed Fluency passages; High Frequency Word/Dolch/Fry sight word daily practice; Florida Center for Reading Research (FCRR) activities; Peer Tutoring; Now What tools from Reading 3D; Timed repeated readings; Imagine Learning computer program for EL students
Elizabeth City Pasquotank	Guided Reading Groups with leveled readers; MTSS classroom interventions to address specific reading deficiencies; Core Testing for all students to identify specific needs in the areas of vocabulary, comprehension, and basic reading skills; After school tutoring for at risk students; mCLASS progress monitoring to keep up to date and accurate records of student progress throughout the year; Individualized instruction for students in transition classes; Tracking progress through RTA passages throughout the year for third grade students; 1:1 tutoring; Activating prior knowledge through journaling; Anchor charts and graphic organizers to teach reading strategies; Partner read Differentiated/leveled readers and passages; Respond to text printable; Fluency and comprehension activities; Eliminating answer choices (early on); Live Binder activities (RTA & DPI); Attached picture as guide - strategies listed on the picture for lower-level students; Guided reading (scaffolding); Word Work Lessons; Read works; Extended reading passages; Reading Recovery; iStation; Cloze Reading; Making Words activities; Florida Center for Reading Research activities; Core Phonics Survey
Elkin City	Small group instruction, I/E time, FCRR interventions, differentiated grouping
Franklin County Schools	Achieve 3000, Smarty Ants
Gaston	Guided Reading groups and Strategy groups based on mCLASS data, iReady Learning Pathways, and individual student Reading conferences; Differentiated Word Study - "Words Their Way"; Use of Instructional Reading passages from Grade 3 Student Reading Portfolio
Gates County Schools	Guided Reading and Daily Five Small Group Instruction, iReady, Intense Instruction and Tutoring
Graham County Schools	Daily leveled readers, guided reading centers, differentiated small group, Wilson Reading Program, Fundations, Reteaching
Granville County Schools	Students received reading instruction through whole group and small group settings as part of a balanced literacy approach. Guided reading was provided at the students' reading level by the classroom teacher. Some students also received interventions with a reading teacher using Fountas and Pinnell Leveled Literacy Intervention kits.
Greene County Schools	small group guided reading stations as part of a balanced literacy program, Read 180 and System 44, Leveled Lexile Inventory, HillRAP, I-Ready instruction
Guilford County Schools	American Reading Company (ARC) ARC Foundation Skills Toolkit target specific foundation reading skills and provide small group or individual instruction around those skills. ARC IRLA Leveling is an assessment which helps teachers determine specific skills needed to develop students as readers and provide information on next steps for the reader. ARC Differentiated materials for Research Labs are comprised of high interest leveled texts for students. Wilson Fluency Kits help students improve and develop student fluency skills. iReady is an online adaptive program that helps teachers target individual student reading strengths and weaknesses for designing differentiated instruction.
Halifax	Small groups, data-driven instructional strategies, leveled texts, tutors
Harnett County Schools	Students with retained label were placed in 3/4 transitional classrooms. When possible, students were in clusters and/or small classrooms. Leveled Literacy Intervention was used as a classroom intervention. At some sites, students were "double-dosed" in LLI lessons with the use of tutors and/or reading specialists. If needed, students moved through the tiers of support in the RtI process with individual strategies that targeted skill deficits.
Haywood County	Haywood County Schools has implemented a Balanced Literacy approach to reading instruction. Students are involved in Interactive read aloud/shared reading activities using grade level material. This is the time in which the teacher is teaching a reading strategy, concept, or skill. Students are assigned to guided reading groups based on their instructional reading level and receive instruction appropriate to that level.

Henderson County Public Schools	Small group guided reading instruction with classroom teacher, small group work with tutor, close-reading and targeted vocabulary strategies, Elkonian boxes, Letterland intervention strategies, Six minute fluency strategies and practice, extended reading passages (increasing time read and questions answered to build stamina), Tier 3 interventions (as described above or presented as strategies from research based interventions, such as Florida Center for Reading Research), one on one work with tutor when appropriate, LLI system (Leveled Literacy System from Fountas and Pinnell), Amplify Burst, utilization of targeted lessons from mCLASS based on data dive. This list of interventions includes interventions from all schools, though some choose specific strategies over others based on student needs. All interventions, and delivery methods below are school specific based on personnel, scheduling and student needs.
Hertford County Public Schools	Small group/guided reading, 90 minutes of uninterrupted reading instruction, daytime tutoring by certified reading teacher, summer reading camp (72 hours), personalized reading packets for remediation, individualized one-on-one instruction, implementation of Burst program
Hickory City Schools	Literacy First program, mCLASS
Hoke County	Fast ForWord Language Series, Reading Assistant, Classworks, Reading 3D Now What Tools and Strategies, SIOP, Small group instruction, Differentiated instruction in the core and targeted instruction, Daily intervention blocks, Use of RTA Instructional Passages with evidence-based reading strategies: such as summarizing and close reading
Hyde County Schools	Small group instruction for struggling students provided by licensed teachers. 1:1 instruction for struggling students provided by licensed teachers. After school tutoring specific to student skill needs provided by licensed teachers.
Iredell Statesville Schools	Leveled Literacy Intervention Kits completed with small groups, iReady Literacy Program, FCRR Resources based on need, Reading Foundation Course Strategies, MTSS Tier 2 and 3 interventions aligned to student need
Jackson	Corrective Reading • Guided reading using informational text • Direct vocabulary instruction • Wilson reading • Thinking Maps • Fundations • Reading Buddies for ¾ transition students to work on fluency by reading to younger students • Comprehension Toolkit • QAR strategies • Florida Center for Reading Research Strategies
Johnston	Overarching goal- To use leveled literacy instruction where students receive intensive, small group, supplementary literacy intervention daily for at least 90 minutes Fountas and Pinnell LLI- daily for 45 minutes Direct and explicit instruction of reading strategies Using effective graphic organizers to strengthen reading Questioning to check for understanding Providing effective feedback and progress monitoring often Intentional planning by teacher to focus on clear and targeted reading goals Making connections with texts and learning Incorporating intentional writing strategies to strengthen reading and writing skills Words Their Way- targeted vocabulary instruction/intervention Wilson Language- intervention to support phonics instruction
Jones County Public Schools	Moby, Study Island, small group instruction, one on one tutoring, Letter-Land, Florida Center Activities, SRA
Kannapolis City Schools	Leveled-Literacy Intervention (LLI) Letterland Corrective Reading; Reading Mastery; iReady Florida Reading Research Institute reading strategies
Lee County Schools	iReady individualized computer software Lli software
Lenoir County Public Schools	Students have been placed in a transitional third-fourth grade reading class. - Students have been provided a 90-minute uninterrupted instructional block of intensive reading instruction. - Students have been given the opportunity to complete the portfolio assessment based on the 12 priority standards. - Students can attend after-school tutor sessions during the last semester of school (at some schools). - Students have been extended the opportunity to attend Summer Reading Camp providing them with intensive LLI as core instruction.
Lexington City schools	Small group and individual reading instruction, Implementation of LLI Kits (reading intervention
Lincoln	Leveled Literacy Intervention Reading Standard Treatment Protocol
Macon	1. LMB --VV integrated with guided reading – to build a picture that will enhance comprehension 2. LMB Seeing Stars - build decoding skills 3. Comprehension Toolkit (small group lessons) – comprehension strategies 4. Read Naturally – to improve fluency 5. Six Minute solution - to improve fluency 6. SRA Comprehension - comprehension 7. Guided Reading through leveled readers 8. IReady – comprehension and fluency
Madison County Schools	Leveled Literacy Intervention (LLI): The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group, supplementary literacy intervention for students who find reading

	and writing difficult. LLI is a short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching in our schools. Leveled Readers/Book Rooms: Madison County Schools has bookrooms, which contain leveled readers, located in all elementary schools. Precisely leveled books enable teachers to match books to students to support differentiated instruction and classroom instruction. Fundations: Fundations is a multisensory, structured, systematic, cumulative, and explicit program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling. The program focuses on student development by differentiating instruction, and actively engaging students in their learning. Early Success: Early Success is a research-based reading intervention program for students who need extra support to become proficient, grade-level readers. It is a small group model (5-7 students) that provides 30 minutes of daily instruction that is in addition to the core reading/language arts program. Reading 3D: Madison County Schools utilizes mCLASS: Reading 3D in all elementary schools. Reading 3D is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments. School Net Interventions: Madison County Schools employ the Schoolnet Interventions tool to evaluate the needs of students, identify those who are struggling, and create targeted intervention plans for individuals and groups. Soar to Success: Soar to Success is a research-based reading intervention program for students in grades 3-8 who are reading significantly below grade level. It is a small group model that uses motivating literature, reciprocal teaching, and graphic organizers in fast paced lessons to help students accelerate their reading growth. Great Leaps: Great Leaps Reading is designed to assist individuals to efficiently achieve reading fluency. Students work individually with an instructor for 10 minutes a day (3-4 days a week minimum). Great Leaps reading is separated into three major areas: phonics, sight phrases and stories. Phonics is developing and mastering essential sight-sound relationships and/or sound awareness skills. The sight phrase section is mastering high frequency words while developing and improving focusing skills and the ability to "chunk" small pieces of meaning. The stories section is focused on reading fluency by using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation. This section also includes an important intervention in developing expressive language and reading comprehension. Each story has at least 3 depth of knowledge questions for each of the four depth of knowledge levels: recall, skill/concept, strategic thinking and extended thinking. HELPS (Fluency Intervention): The Helping Early Literacy with Practice Strategies (HELPS) Programs is specifically designed to strengthen students reading fluency. As students improve reading fluency, they are better able to focus on and improve other important reading skills, including comprehension.
Martin County Schools	Reading Horizons Phonics Based Program: Focuses on helping students master decoding skills. Builds phonics, vocabulary, spelling, grammar, pronunciation, fluency, and comprehension skills through an exercise, activity, and gaming approach. - mCLASS Interventions and Florida Center for Reading Research Strategies and Inventions interwoven - Benchmark Education's (StartUp, BuildUp, Spiral Up, and Text Connections): Instructional materials and high interest leveled texts for striving readers. Assessments help identify needs, target teaching, and monitor progress. Whole-group resources aid the teaching of comprehension strategies while Leveled texts provide the basis for differentiated small-group instruction. - Sundance Newbridge: Leveled readers enhance students' developing literacy skills and support differentiated learning with Below-Level and On-Level Fiction and Nonfiction Leveled Readers that meet curriculum needs. Each set reaches back 1 - 2 grade levels for students who are considerably below grade level and features a combination of Fiction and Nonfiction titles. These are great for small group and guided reading. - Jan Richardson's Guided Reading Practices: Materials are organized around Richardson's "Assess-Decide-Guide" Framework. The resources include prompts, discussion starters, teaching points, word lists, intervention suggestions, and more to support all students, including dual language learners and struggling readers. Also included are 29 comprehension modules that cover essential strategies - monitoring, retelling, inferring, summarizing, etc.
McDowell	mCLASS: Reading 3D - small group instruction and progress monitoring- used to guide small group instruction Title I Services - Fontas & Pinnell - Leveled Literacy Intervention and Leveled Readers Florida Center of Reading Research - activities Words Their Way
Mitchell County Schools	SPIRE- an explicit, direct instructional program in all areas of foundational reading Small group and/or one-to-one instruction
Montgomery County	iReady-Adaptive Diagnostic that provides online lessons for gap areas. mCLASS interventions-Interventions provided within mCLASS for targeted skill gaps. Florida Center for Reading Research Interventions-Evidenced based interventions that teachers align to student literacy needs. NCDPI State approved literacy interventions that are implemented school-wide.

Moore County Schools	Leveled Literacy Instruction (LLI), SPIRE, Read 180, System 44, Corrective Reading
Mooresville Graded Schools	LLI, HillRAP, CSI, & Read Naturally
Mount Airy City Schools	Corrective Reading, iReady Reading, Guided Fluency Practice and Assessment, Close Reading and Comprehension Strategies, Learning Focused Extended Passages, Word Build - Context Clues Framework, Reading A-Z, After School Remediation, Summer Literacy Camps
Nash-Rocky Mount Public Schools	Accelerated Reader, Corrective Reading and Reading Mastery
New Hanover County	School-based decision
Newton-Conover City Schools	45 minutes of scheduled intervention time in each elementary school - Used Reading A - Z products to enhance reading skills while in reading groups Intervention Central - used products to work on fluency, phonics, reading comprehension. Florida Center for Reading Research - used to work with Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension Student Center Activities Used Letterland intervention strategies Used ReadWorks.org for other reading passages to zone in on specific skills Hired an additional teacher assistant to work with these students weekly Hired tutors 90 minutes of Reading Instruction Guided Reading with A-Z and Fountas and Pinnell Leveled Books Daily 5 and Cafe All stations were surrounding the 5 components of reading - Florida Research Center and Vocabulary A-Z Words Their Way used in a center Reading Tutors materials used with several students
Northampton	Guided reading method was used to teach reading skills to students in small groups based on their level of performance; Burst, a support of Reading 3D provides systematic and explicit lessons based on student performance in TRC; iReady reading lessons based on student performance in the assessment portion of iReady diagnostics and the instructional performance; Text Talks were used by reading specialists in pull out, small group setting; mCLASS Now What Tools were other reading lessons based on student performance to provide instruction in deficient skill areas; Letterland is used to support the phonetic skills that are negatively impacting reading comprehension
Onslow County Schools	90 minutes of uninterrupted reading instruction Placement with a teacher with a proven record of effectiveness Guided reading including small groups and individual instruction Leveled texts Leveled Literacy Intervention Tutoring (during and/or after school) Reading specialist support Supplemental pull out Push in for team teaching Literacy coach support Data analysis Instructional planning Benchmarking and Progress Monitoring Reading 3D TRC Fountas and Pinnell Benchmark and Assessment System Problem Solving Team Individual Education Plan implementation EL plans and tutoring Computer-assisted instruction/assessment through Edmentum suite of products
Orange County Schools	Additional reading support based upon student need has been provided. If students had need in early literacy skills, specific direct instruction has been provided during small group time. Additional support in fluency and comprehension has been provided to included: repeated readings, paired readings, choral reading, and echo reading. In addition, for comprehension the following strategies have been utilized: monitoring comprehension, metacognition, graphic organizers, explicit strategy instruction.
Pamlico County Schools	Ultimate Phonics Program Reading A to Z Fluency Building Program Reading A to Z Comprehension Materials Common Core Coach -Targeted Comprehension
Pender County Schools	All Pender County Schools are engaged in implementing a Multi-Tiered System of Support (MTSS) framework of student support and success. Evidenced based interventions include the use of tutors, reading interventionists, additional time above and beyond a district required 90-minute reading block, co-teaching partnerships with a variety of programmatic support staff, along with specific intervention strategies used from credible sources such as the NC Reading Foundations Course, Florida Reading Research Center, Letterland.
Perquimans County Schools	45 minutes of daily individualized intervention Small group instruction 90-minute reading block
Person	mCLASS Reading 3D accounts where teachers progress monitored and benchmark these students. - Differentiation through iReady which delivers individualized student instruction based on performance on student diagnostics and progress based on Common Core Standards. - Differentiation through Achieve3000 (Kidbiz). Kidbiz is a differentiated nonfiction reading and writing instructional tool which is precisely tailored to each student's Lexile reading level. -Now What Tools from Amplify: mCLASS Reading 3D system -Florida Center for Reading Research (FCRR) Foundational Skills/Comprehension Activities -Lexia Learning-adaptive instruction

	provides skill lessons to teachers to administer to students who fall below the mastery threshold. - Hill Rap was provided to students to target individualized instruction for students.
Pitt County Schools	Reading 3D Now What Tools/Flex grouping for intensive reading instruction/Instructional Coach support/Academic vocabulary strategies/Extended Reading Passages
Polk County Schools	Leveled Literacy Intervention through Title I Reading Specialists
Public Schools of Robeson County	Use of research-based reading strategies to increase skills as it relates to foundational reading skills such as phonemic awareness and fluency. Emphasis placed on vocabulary. Strategies used include: Repeated reading, choral reading, silent reading, paired, reading, and shared reading (ISR guides). Academic vocabulary, word walls, and pre-reading vocabulary strategies. Anticipation guides, close readings, cooperative learning, inferencing, comparing, contrasting, and classifying.
Randolph County School System	Achieve 3000 Achieve 3000 is an interactive, online program that delivers differentiated, nonfiction reading and writing instruction on individual Lexile reading levels. Based upon the data from the program screener, students are provided access to text and comprehension questions on an appropriate reading level, and the program adjusts the level of text based upon individual student data. Specialized and individualized instruction provided by certified reading specialists - Certified reading specialists met with individual and small groups of struggling readers. Individual areas of need were identified prior to placing students into flexible reading groups. Tutoring provided by certified teachers Certified teachers met with individual and small groups of students based upon areas of need in reading. Dr. Jan Richardson's guided reading lesson structure and leveled texts were utilized in tutoring groups. Jan Richardson Reading Strategies (comprehension scaffolds) were used during small group guided reading lessons by certified classroom teachers. Strategies were chosen based upon individual student areas of need in reading. The Fountas and Pinnell Guided Reading structure was used to meet the reading needs of students. Teachers used multiple sources of data to form flexible groups that were based upon the strengths, needs, and background knowledge of the students. Fountas and Pinnell Leveled Literacy Intervention System (LLI) LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for struggling readers. Journeys Write-In Readers (Houghton Mifflin Harcourt) The Journeys Write-In Reader is a component of the Journeys basal program. It is a consumable workbook that assists struggling readers with the development of vocabulary and provides opportunities for them to apply reading skills and strategies. Soar to Success Soar to Success is a reading intervention program that uses quality literature, proven strategies, and graphic organizers to promote reading growth. The program focuses on foundational skills and reading strategies using fiction and nonfiction trade books. Education Galaxy Education Galaxy is an online program that helps students build mastery toward the NCSCOS by having students work on their individual Study Plan to practice important concepts while teachers pull formative assessment reports to identify the strengths and weaknesses of their classroom and individual students. iReady uses a gradual release model to help students get modeled and guided instruction to build confidence and mastery of the ELA SCOS with an emphasis on close reading of complex, authentic texts from a wide range of genres.
Richmond County Schools	iReady, Florida Center for Reading Research, Reading Mastery, What Now? Tools in mCLASS, Sight Words, Small Group Instruction, Data Notebooks, Core Literacy Library Teaching Reading Source Book and Assessing Reading Multiple Measures, The Missing Link Phonics Program, Vocabulary Initiative- Word Walls, Explicit teaching academic vocabulary through multiple methods, prefix-suffix-root words, vocabulary anchor charts, focus on synonyms and antonyms, vocabulary gradient, semantic mapping, semantic feature analysis, compound word work, context clue strategies, Daily Fluency Checks, Paired Reading, Reader's Theater, Choral Reading, Differentiated Lexile Text, Maze Practice-Cloze Reading Passages, Paragraph Shrinking, Rule-Based Summary, Moby Max, Imagine Learning, Discovery Education.
Roanoke Rapids Graded School District	Students with a retained reading label were placed in a ¾ transitional class with additional reading interventions and support given daily by a reading teacher. Instructional Coaches and Reading Specialists guided and directed teachers in facilitating research-based instructional practices daily utilizing Guided Reading, Florida Center for Reading Research, and Words Their Way. They offered additional support for data analysis and with determining appropriate intervention strategies and tracking. There was continuous mCLASS benchmark assessments and continuous progress monitoring until students achieved a level P TRC or higher.
Rockingham County Schools	Small group instruction within the classroom during uninterrupted blocks of time. Small group instruction with intervention specialists and tutors in addition to classroom instruction in ELA. Supplemental diagnostic and formative programs that differentiate to meet student needs and support growth while incorporating core content. Guided reading and balanced literacy incorporating targeted comprehension and fluency strategies.

Rowan-Salisbury	- Guided Reading - Small group pull-out intensive support - LLI - 90 minutes uninterrupted reading instruction - supplemental support provided by title-1 specialist - focused tutoring support provided by title-1 tutor - additional support from OG instruction - digital programs provided to give additional time outside of the normal reading class - RtA instructional passages
Rutherford County Schools	Teachers utilized Florida Center for Reading Research lessons and interventions. Lessons were selected from the 3 primary areas in FCRR targeting fluency, vocabulary, and comprehension. Six Minute Solutions, consisting of fluency partners, practice passages, and regular progress monitoring, was implemented to build fluency. Teachers referenced the Small Group Advisor in mCLASS for ideas they could utilize with students to enhance both foundational and reading comprehension skills. Word maps and other graphic organizers, along with an introduction to Greek and Latin root words and affixes, were strategies used to enhance students' acquisition of vocabulary. Teachers utilized The Comprehension Toolkit (Harvey & Goudvis) to help students improve their reading comprehension by understanding, responding to, and learning from nonfiction text across any content area.
Sampson County Schools	• Modeling • Read Aloud • Anchor Charts • Reading Skill Intervention Groups for the following: Phonemic Awareness-sound Manipulation Activities, Sound Sorts, etc.; Alphabetic Principle-sound/letter correspondence, sound sorts, word sorts; Fluency-repeated reading, sight word phrase practice; Vocabulary and Comprehension-Thinking Maps, Story Maps, Questioning, Summarizing • Imagine Learning- This computer-based intervention program allows instruction for the five reading components to be customized to the student's need. • Differentiated Learning Stations • RACE Format- To assist with written response to text, students complete the following: Restate the question, Answer the question, Cite the evidence and Explain their answer. • Strategies from The Next Step Forward in Guided Reading by Jan Richardson • Focused Reading Intervention Kits-Teacher Created Materials • Chunking • FCRR Strategies • Graphic Organizers and other visual clues • Skill based games and task cards • Daily 5 • Shared reading • One on one instruction • Project Based Learning • Flex Grouping
Scotland	After School Tutoring: Students are kept after school and placed in small groups with reading teachers to review and remediate literacy skills. After school tutoring provides extra learning time and opportunities for previewing of future material to students. Differentiated instruction: Differentiated instruction utilized Florida Center for Reading Research intervention strategies during small group settings, one on one instruction, and reading centers. The FCRR is an open source resource that is touted for its strong interventions by NCDPI Literacy trainers. Step sheets and student contracts: Step sheets and student contracts provided student processes for procedural self-talk to help to enhance their learning through organizing their thought processes and analysis of text and vocabulary. Words Their Way: Words Their Way is a spelling and decoding program based on research related to invented and developmental spelling, the framework is keyed to the five stages of spelling and orthographic development. Graphic organizers and mental models: Graphic organizers and mental models help students to enhance their learning through organizing their thought processes and analysis of text and vocabulary. SPIRE: SPIRE is an intense research-based intervention program for Non-Readers
Stanly County	Corrective Reading
Stokes County Schools	Fundations: Multisensory, Structured Language Program Leveled Literacy Intervention (Fountas and Pinnell): Small Flexible Reading Program Comprehension Tool Kit: Comprehension Reading Strategy Program Words Their Way: Word Study Approach to Instruction Reading A-Z: Small Flexible Reading Program - Fluency Passages and Leveled Readers Florida Center For Reading Research (fcrr.org): Research Based Interventions for Foundational Skills Reading 3D/mCLASS: Benchmark Progress Monitoring and Home Connect Letters ReadWorks (readworks.org): Fiction/Non-Fiction Passages Journey's Kits: Comprehensive K-6 ELA Program Close Reading: Teaching Critical Analysis of text to focus on deeper meaning of text Afterschool tutoring: Individualized tutoring based on student needs using evidence based interventions Tutoring during school: Individualized tutoring based on student needs using evidence based interventions Leveled Readers: Small Flexible Reading Program Summer Reading Camp during summer 2018: Small group instruction/Intensive Intervention and use of Seeds of Science for integration of reading skills through science practice Flexible Group Differentiation Third/Fourth Transition Class: 90 minutes uninterrupted reading Instruction
Surry County Schools	iReady, EC Class, ESL Class, First Steps Reading Intervention Program, Tutoring Sessions, Now What Tools? Fluency Passages, Fry Word Phrase Drills, Leveled Text during Guided Reading
Swain County Schools	1. STAR Assessment/Intervention - assess for reading mastery and provides evidenced based instruction for use in classrooms. 2. Achieve 3000 - assess for reading mastery and provides leveled text for instructional purposes. 3. Station Rotation - a model of blended learning that provides

	opportunity for differentiation for every student based on assessment data. Students are provided whole group instruction as well as small group and computer-based learning.
Thomasville City Schools	LLI (Level Literacy Intervention/Fountas and Pinnell); ARC - American Reading Company/Foundational Kits
Transylvania County Schools	Targeted small group instruction; After school tutorial; Adaptive computer programs in reading; Individual tutoring; Guided reading groups; Provided instruction using Wilson Phonics and Spotlight on Comprehension; Seeds of Science Reading Curriculum; Corrective Reading: Decoding; Corrective Reading: Comprehension; Comprehension Toolkit; Open Court Phonics; SRA Summer Reading Camp
Tyrrell County Schools	Moby Max; Tutoring- Small group and 1:1 with teacher and instructional assistant; Words Their Way; After School Tutoring- Second semester
Union County Public Schools	• Guided Reading – the classroom teachers work with a small group of students who demonstrate similar reading behaviors. The teacher provides support as students apply the strategies to a new text. • Leveled Literacy Intervention (LLI) – the teacher provides small group instruction with leveled texts through systemically designed lessons to support students in reading and writing. • Strategy Groups – the teacher provides small group instruction to students on a specific strategy. Students apply the strategy to their own leveled text. • Individual student reading conferences – the teacher provides one-on-one instruction and feedback to address each student's individual needs.• Shared Reading – the teacher explicitly models strategies/skills of proficient reader.
Vance County Schools	Letterland is a district wide initiative in all K-2 classrooms. The district also implemented I-Ready for all K-8th graders in reading and math. All Vance County schools were provided with a copy of the student's most recent Reading 3D results outlined individual student needs. Students were then clustered together in transitional classrooms where they were given more opportunities for individualization by using small group instruction. Through a partnership with the local United Way the web based motivational reading program, we continued usage of RAZ kids to facilitate an increase in student time spent interacting with text. Subscriptions to Studies Weekly were also given to all teachers of third grade and transitional fourth grades.
Wake County Public School System	Recipe for Reading Lessons (for word work including morphology and syllabication) Anchor Comprehension Program Strategies from Notice and Note (close reading strategies) Mini-lessons on standards not yet mastered Repeated Readings for fluency
Warren County Schools	Targeted Guided Reading Instruction: Use of Leveled reading materials (Scholastic, Fountas & Pinnell, etc.); Think-Aloud, QAR; Graphic organizers, sequencing activities, etc. to build comprehension; word studies to support phonics and phonemic awareness that involve manipulation of phonemes to make new words; blending and segmenting phonemes; activities that build letter-sound associations; phonetic contextualizing, activities and resources to build fluency such as modeling, practice, repeat reading, reading with expression and prosody; building student vocabulary through activities that focus on direct vocabulary instruction, for example activities on compound words, synonyms and antonyms, homophone and homographs, multiple meaning words, etc.; use of semantic mapping; standards based instructional passages (Literary and informational text)
Washington County	Corrective Reading for all grades 3-5, extra 90 minutes in ELA instruction at Grade 3, Reading Horizons K-2
Watauga County Schools	90-minute uninterrupted reading block, conducted balanced literacy approach support students using phonemic awareness/phonics, fluency, vocabulary and comprehension.
Wayne County Public Schools	1. Guided Reading - The use of leveled readers was used in small group instruction to provide instruction at the appropriate level of text complexity to students. 2. Peer Tutor - Students were partnered with a peer in various activities to help learn new material. 3. Title I Tutors - Students were provided individualized remediation with a hired tutor to help close gaps in their reading skills. 4. Computer Assisted Instruction - Online programs were used as a supplement to core instruction for additional practice in all literacy skills. 5. Cooperative Groups - Students worked in small teams, consisting of students with different levels of ability, to complete a variety of learning activities to improve their ELA skills. 6. Small Groups - Students were placed in groups of 4-6 members and instructed by the teacher on literacy skills needing to be further developed. 7. Classworks - Students worked on Individual Learning Paths created through this online program which used test data as a basis for developing appropriate instruction. 8. Imagine Learning - This online program was used to facilitate language skills of students.
Weldon City	Teachers provided students with interventions during I/E blocks in reading, TA's pulled small groups of students to provide interventions during designated I/E school-wide block.
Whiteville City Schools	Whiteville City School used Reading Wonders Series during a 90 Minute uninterrupted reading block. Reading Wonders offers a parallel intensive intervention program. They use an integrated

	approach to build all learners into strong readers. It consists of explicit instruction of phonological awareness, phonemic awareness, phonics, fluency, word recognition, practice, and assessment to monitor progress and mastery. Whiteville City School K-4 also used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) which is a set of procedures and measures for assessing the acquisition of early literacy skills. It is designed to assess the Big Ideas in Reading. MClass and DIBELS offers teachers designed interventions for each at risk trait indicated.
Wilkes County Schools	HELPS-a free research-based program that assists with fluency and accuracy; Reading A-Z - Cloze passages to assist with comprehension; Corrective Reading-direct instruction for remedial readers; Triumphs-leveled readers from Treasures reading series; ReadWorks-leveled online reading passages; mCLASS What's Next-used for fluency and comprehension; FCRR-fluency building activities; Reader's Theater Partner Scripts-fluency building; Read to Achieve Portfolio Instructional Passages-comprehension; Moby Max-phonics instruction Reading Horizons (DIP)-phonics instruction; Great Leaps-reading fluency practice; Repeated readings-fluency building; Text Dependent Questioning-comprehension
Wilson County Schools	Ask-retell Model-lead-teach Reciprocal teaching Reading Mastery Florida Center for Reading Research interventions in fluency, vocabulary, comprehension, and phonics. "Click or Clunk?" Word Attach Hierarchy Core Phonics Resources
Winston-Salem Forsyth County	Reading Mastery; Corrective Reading; Letterland; Orton Gillingham; Wilson Reading; Guided Reading; iReady Reading; after-school tutoring; skill-based small group instruction; Now What Tools; Leveled Literacy Instruction; Repeated readings; Lexia Core 5; Florida Center for Reading Research materials
Yadkin	Intervention period with Reading Specialist
Yancey	90 minutes of 4th grade reading block and 90 minutes of 3rd grade reading/literacy instruction; portfolio selections; very structured progress monitoring schedule

Statewide Reading Camp Data 2018

(as of September 14, 2018)

School Year	Students Invited to Third Grade Reading Camp	Students Attending Third Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2018	30,904	13,489 (43.6% of invited students)	3,228 (23.9% of those attending camp)

A change in reporting was made in 2017-18 to include some good cause exemptions in the eligible for reading camp numbers. Good cause exemptions now included are: Students with Disabilities, English Learners and students who have been previously retained. Due to this change, a new chart has been created to delineate the change in reporting.

Statewide Reading Camp Data

2014 – 2017

School Year	Students Eligible for Third Grade Reading Camp after Good Cause Exemptions	Students Attending Third Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2014	18,373	12,827 (69.8% of eligible students)	3,426 (26.7% of those attending camp)
2015	20,240	12,586 (62.2% of eligible students)	4,151 (33.0% of those attending camp)
2016	21,410	12,703 (59.3% of eligible students)	3,816 (30.0% of those attending camp)
2017	21,428	12,640 (59.0% of eligible students)	3,701 (29.3% of those attending camp)

b) The local board of education shall also include in the report the number of first and second grade students attending a reading camp offered by the local board.

The following table shows the total number of first and second grade students reported by each LEA who attended Summer Camp in 2018.

First and Second Grade Students Who Attended Summer Camp in 2018

LEA Name	First Grade	Second Grade	Total
ABSS	269	268	537
Alexander County Schools	55	52	107
Alleghany County Public Schools	22	28	50
Anson County Schools	100	79	179
Ashe	30	43	73
Asheboro City Schools	141	90	231
Asheville City Schools	37	26	63
Avery County Schools	20	20	40
Beaufort County Schools	91	102	193
Bertie County Schools	20	24	44
Bladen County Schools	50	31	81
Brunswick County Schools	245	221	466
Buncombe	267	239	506
Burke County	142	160	302
Cabarrus County Schools	178	213	391
Caldwell County Schools	82	79	161
Camden	27	25	52
Carteret County Public Schools	81	68	149
Caswell	57	62	119
Catawba County	183	258	441
Chapel Hill-Carrboro City Schools	1	2	3
Charlotte Mecklenburg Schools	307	345	652
Chatham County Schools	88	199	287
Cherokee County Schools	19	30	49
Clay County Schools	15	13	28
Cleveland County Schools	155	152	307
Clinton City Schools	25	29	54
Columbus	100	96	196
Craven County Schools	113	117	230
Cumberland County	517	377	894
Currituck County	87	71	158
Dare County Schools	55	56	111
Davidson	175	132	307
Davie County Schools	20	25	45
Duplin	124	125	249
Durham Public Schools	294	284	578
Edenton-Chowan Schools	15	16	31

Edgecombe County Public Schools	86	90	176
Elizabeth City Pasquotank	66	68	134
Elkin City	11	6	17
Franklin County Schools	120	120	240
Gaston	509	418	927
Gates County Schools	25	31	56
Graham County Schools	14	7	21
Granville County Schools	126	108	234
Greene County Schools	63	94	157
Guilford County Schools	504	602	1106
Halifax	46	38	84
Harnett County Schools	222	197	419
Haywood County	85	45	130
Henderson County Public Schools	176	166	342
Hertford County Public Schools	64	57	121
Hickory City Schools	32	38	70
Hoke County	97	117	214
Hyde County Schools	3	10	13
Iredell Statesville Schools	84	82	166
Jackson	44	52	96
Johnston	376	338	714
Jones County Public Schools	29	30	59
Kannapolis City Schoolq	54	59	113
Lee County Schools	113	131	244
Lenoir County Public Schools	69	46	115
Lexington City schools	67	74	141
Lincoln	76	113	189
Macon	14	21	35
Madison County Schools	20	15	35
Martin County Schools	59	41	100
McDowell	90	76	166
Mitchell County Schools	13	16	29
Montgomery County	70	98	168
Moore County Schools	179	159	338
Mooresville Graded Schools	42	41	83
Mount Airy City Schools	14	32	46
Nash-Rocky Mount Public Schools	216	279	495
New Hanover County Schools	397	342	739
Newton-Conover City Schools	48	45	93
Northampton	48	37	85
Onslow County Schools	341	295	636
Orange County Schools	84	97	181
Pamlico County Schools	6	18	24
Pender County Schools	79	77	156
Perquimans County Schools	13	32	45

Person	74	67	141
Pitt County Schools	291	283	574
Polk County Schools	20	33	53
Public Schools of Robeson County	299	311	610
Randolph County School System	233	193	426
Richmond County Schools	98	80	178
Roanoke Rapids Graded School District	22	40	62
Rockingham County Schools	193	164	357
Rowan-Salisbury	182	213	395
Rutherford County Schools	81	73	154
Sampson County Schools	60	92	152
Scotland	87	117	204
Stanly County	112	95	207
Stokes County Schools	113	82	195
Surry County Schools	74	41	115
Swain County Schools	20	17	37
Thomasville City Schools	33	28	61
Transylvania County Schools	33	28	61
Tyrrell County Schools	13	6	19
Union County Public Schools	392	404	796
Vance County Schools	109	103	212
Wake County Public School System	1080	1005	2085
Warren County Schools	35	24	59
Washington County	29	19	48
Watauga County Schools	32	34	66
Wayne County Public Schools	222	142	364
Weldon City	25	31	56
Whiteville City Schools	45	22	67
Wilkes County Schools	132	88	220
Wilson County Schools	143	120	263
Winston-Salem Forsyth County Schools	277	338	615
Yadkin	36	32	68
Yancey	46	37	83
Total	**13,742**	**13,377**	**27,119**