

- (5) If, in any given year, one or more local school administrative units does not respond to inquiries from the Department of Public Instruction related to this section, the percentage of local school administrative units in the State that were nonresponsive and a list of those units. (2018-32, s. 1(a).)

**§ 115C-81.82:** Reserved for future codification purposes.

**§ 115C-81.83:** Reserved for future codification purposes.

**§ 115C-81.84:** Reserved for future codification purposes.

**§ 115C-81.85. Instruction in American Sign Language.**

(a) The State Board of Education shall encourage schools to offer American Sign Language classes in high schools as a modern foreign language.

(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. (2017-126, s. 5.)

**§ 115C-82: Repealed by Session Laws 1987 (Reg.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**§ 115C-83: Repealed by Session Laws 1997-18, s. 4.**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.

(d) 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 of the kindergarten entry assessment may be used as a formative and diagnostic reading assessment as provided in G.S. 115C-83.6.

(e) 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.

(f) 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. (For applicability, see Editor's notes) 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 shall make the final decision regarding a student's reading camp attendance.

(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 for kindergarten through third grade.

(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. These assessments may be administered by computer or other electronic device.

(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); 2017-57, s. 7.27(a); 2018-5, s. 7.24(b); 2018-97, s. 2.10.)

**§ 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 G.S. 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.)

#### **§ 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 an alternative assessment of reading 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 description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a).
  - (2) 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. (2012-142, s. 7A.1(b); 2014-115, s. 81; 2015-241, s. 8.48(c); 2017-102, s. 48(g); 2018-5, s. 7.24(a).)

**§ 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.**

Part 1B. School Performance.

**§ 115C-83.15. School achievement, growth, performance scores, and grades.**

(a) School Scores and Grades. – The State Board of Education shall award school achievement, growth, and performance scores and an associated performance grade as required by G.S. 115C-12(9)c1., and calculated as provided in this section.

(b) Calculation of the School Achievement Score. – In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school as follows:

- (1) For schools serving any students in kindergarten through eighth grade, the State Board shall assign points on the following measures available for that school:
  - a. One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight. For the purposes of this Part, an annual assessment for mathematics shall include any mathematics course with an end-of-course test.
  - b. One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
  - c. One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
  - d. One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades three through eight.

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
February 7, 2013**

The North Carolina State Board of Education met and the following members were present:

William C. Harrison, Chairman  
Wayne McDevitt, Vice Chairman  
Dan Forest, Lt. Governor  
Janet Cowell, State Treasurer  
Melissa Bartlett  
Christine Greene  
Shirley Harris

Kevin Howell  
Reginald Kenan  
John Tate (participated via conference call)  
Patricia Willoughby  
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent  
Wallace Nelson, Board Member Advisor  
Diane Frost, Superintendent Advisor  
Tyronna Hooker, Teacher of the Year Advisor

Darcy Grimes, Teacher of the Year Advisor  
Amberly Philips, Student Advisor  
Madison Bell, Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Harrison called the Thursday session of the February State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Board member Kevin Howell recused himself from discussion on TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

## **ACTION AND DISCUSSION AGENDA**

### **GLOBALLY COMPETITIVE STUDENTS**

**(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)**

#### ***DISCUSSION***

#### **GCS 1 – Implementation of the North Carolina General Assembly’s Read to Achieve Program**

**Policy Implications:** General Statute § 115C-83.1

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

#### **Description:**

Section 115C-83.1 of the 2012-13 budget law (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-2014 school year. The goal of this program 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.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The state-wide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-2013 school year for full implementation in 2013-2014. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-2015 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

#### **Recommendations:**

State Board of Education members are asked to review the proposed policy.

#### **Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about the General Assembly’s Read to Achieve Program. She stressed the importance of reviewing the components of the proposed policy. She stated that the Board will be asked in March to approve the policy and the implementation of those components.

- There was no further discussion.

This item was presented for Discussion in February and will be return for Action at the March 2013 meeting. (See Attachment GCS 1)

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT**  
**(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)**

***DISCUSSION***

**TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs**  
**Policy Implications: SBE Policy # TCP-B-003**

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Lynne Johnson (Director, Educator Recruitment and Development Division)

**Description:**

In January 2008, the State Board of Education adopted a proposal for a new program approval process. As part of the new process, Institutions of Higher Education (IHEs) were required to revision their teacher education and school executive preparation programs to meet the new standards adopted by the State Board and to submit their proposals, known as Blueprints, for their new programs leading to licensure. These Blueprints were reviewed by trained teams of public school practitioners, content experts, and higher education faculty. In December 2009, August 2010, and December 2010, the State Board approved revised undergraduate and graduate programs. This list includes IHEs seeking State Board approval to add new licensure areas.

**Recommendations:**

It is recommended that the programs on the updated list be approved by the SBE.

**Discussion/Comments:**

- Board member Kevin Howell recused himself from discussion of this item.
- TCP Committee Chair Shirley Harris noted for background purposes that going back to the revisioning of the Institutions of Higher Education (IHEs) and their programs is an ongoing process. Four IHEs are recommended for approval of new licensure areas in undergraduate and graduate traditional programs. She encouraged Board members to carefully review these programs and recommendations prior to the March Board meeting.
- There was no discussion.

This item was presented for Discussion in February and will be return for Action at the March 2013 meeting. (See Attachment TCP 2)

**EXECUTIVE SUMMARY****Title: Implementation of North Carolina General Assembly's Read to Achieve Program****Type of Executive Summary:**
☐ Consent    ☐ Action    ☐ Action on First Reading    ☒ Discussion    ☐ Information
**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #115C-83.1
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☒ APA # New
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

**Description:**

Section 115C-83.1 of the 2012-2013 [budget law](#) (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-2014 school year. The goal of this program 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." There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The state-wide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-2013 school year for full implementation in 2013-2014. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-2015 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

**Resources:**

North Carolina Read to Achieve program - a part of the Excellent Public Schools Act; Department of Public Instruction Guidebook on Implementation of the North Carolina Read to Achieve Program

**Input Process:**

The North Carolina Department of Public Instruction developed a Guidebook for Local Education Agencies to use as a framework for implementing the components of the North Carolina Read to Achieve Program. This guidebook will be continuously updated as details of the components are established. A copy the current guidebook is attached.

**Stakeholders:**

Teachers, administrators, parents/guardians, students, community

**Timeline For Action:**

This item is submitted for Discussion at the February 2013 SBE meeting and will return for Action at the March meeting.

**Recommendations:**

State Board of Education members are asked to review the proposed policy.

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Audiovisual equipment requested for the presentation:

- ☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

- ☐ Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

- ☐ Document Camera (for transparencies or paper documents – white paper preferred)

-----  
Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

-----  
\*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:**

**Policy ID Number:** New Policy

**Policy Title:** Elimination of Social Promotion and the Successful Reading Development for Retained Students

**Current Policy Date:**

**Other Historical Information:**

**Statutory Reference:**

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

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

Local Education Agencies shall enact third-grade retention and promotion policies consistent with G.S. 115C-83.7 et seq. and as follows:

- (1) If a student does not achieve proficiency in reading at the end of third-grade and further, does not achieve proficiency at the end of participation in a third-grade reading camp as defined in G.S. 115C-83.3(9), then a designation of “retained” is placed on the student record. The student is placed in a fourth-grade transitional or accelerated class taught by a teacher with demonstrated student outcomes in reading proficiency. These classes will follow the fourth-grade standards and curriculum with a daily requirement of 90 minutes of uninterrupted evidence-based reading instruction.
- (2) The student is given the opportunity for a mid-year promotion by November 1. The Local Education Agency shall grant a mid-year promotion to any student who demonstrates reading proficiency by passing the Alternate Test or by completing the State Board adopted requirements for the reading portfolio, as defined in G.S. 115C-83.3(8).
- (3) The Alternate Test is defined as a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education. This test is not the same test as the State-approved standardized test of reading comprehension administered to third-grade students.
- (4) The Alternate Test may be administered following the administration of the State-approved standardized test of reading at the end of third grade or after participation in a summer reading camp.
- (5) Promotion as used herein is defined as having the “retained” label removed from the student record with the student remaining in the same fourth grade class, continuing with 90 minutes of reading instruction for the remainder of the year, and completing the fourth grade standards and curriculum.

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# Implementation of the North Carolina General Assembly's Read to Achieve Program

Dr. Rebecca Garland, Deputy Chief Academic Officer

Carolyn Guthrie, Director, K-3 Literacy

Academic Services and Instructional Support

GCS 1 – February 6, 2013



## North Carolina Read to Achieve

# K-3 Literacy Division

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- Director of K-3 Literacy
- 8 Regional Consultants
- Program Assistant
- Data/Budget Consultant
- Division responsibilities:
  - Direct support to schools/districts
  - Professional development
  - State-wide implementation of NC Read to Achieve

# Reading Committee

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- Established in August 2012
- Members from multiple DPI divisions and one outside agency.
- Developed and organized structure of the implementation plan
- Met with General Assembly's research staff as components of plan developed

# 7 Components of North Carolina Read to Achieve

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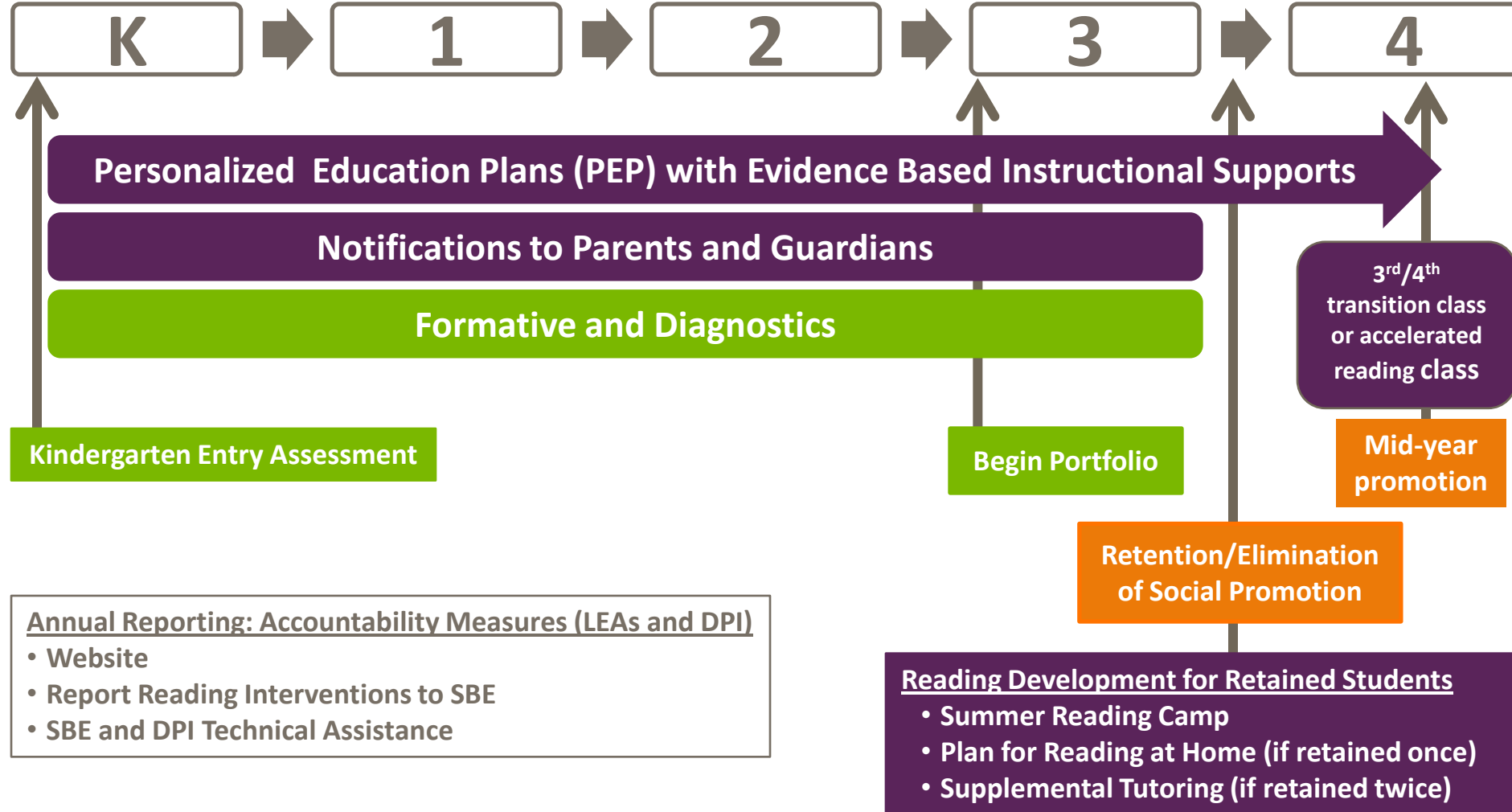
- Comprehensive Reading Plan
- Developmental Screening and Kindergarten Entry Assessment (KEA)
- Facilitating Early Grade Reading Proficiency
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Parent/Guardian Notification
- Accountability Measures

# North Carolina General Assembly's Read to Achieve Program

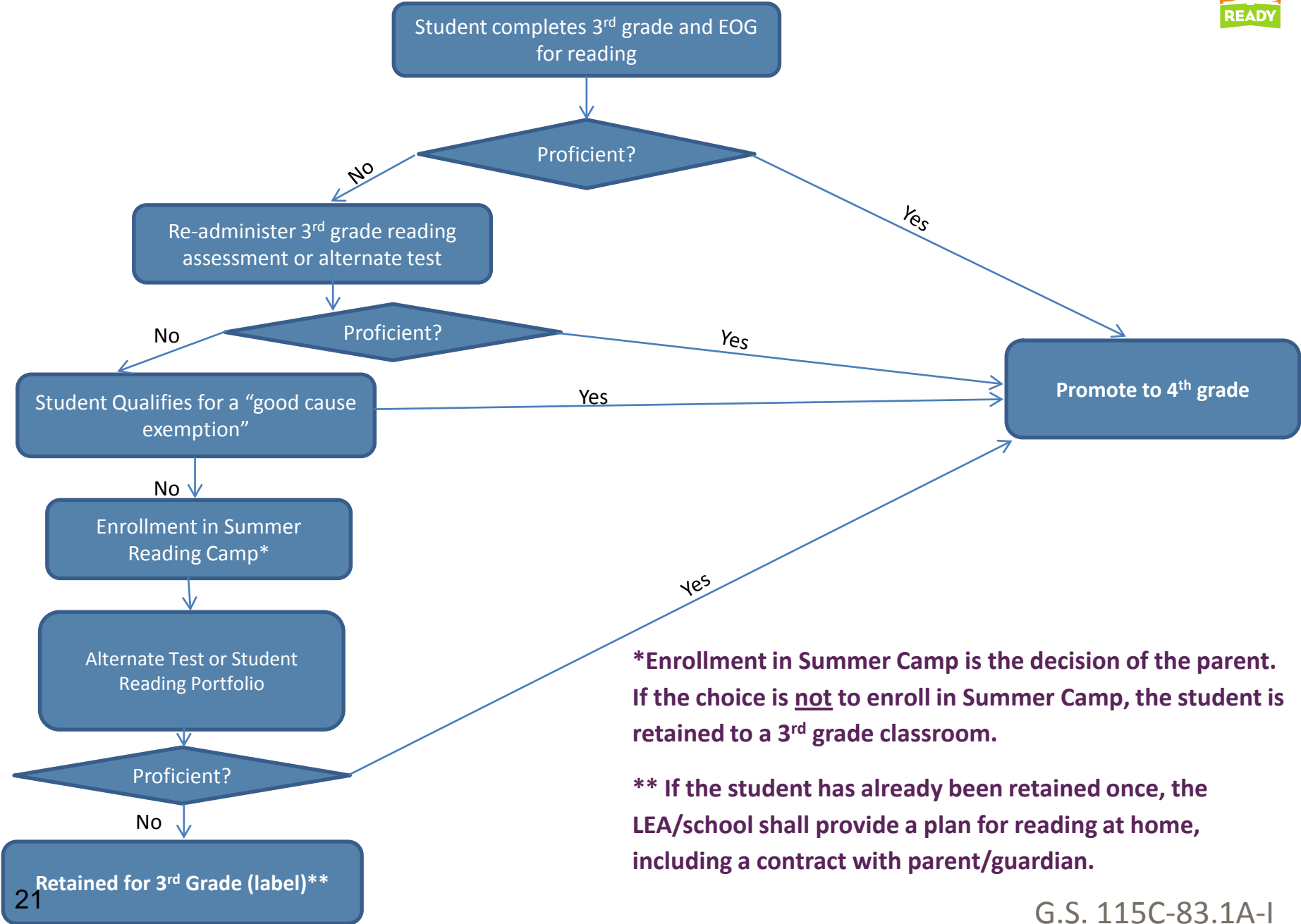
## Grade Level Implementation Plan

February 2013 SBE Meeting

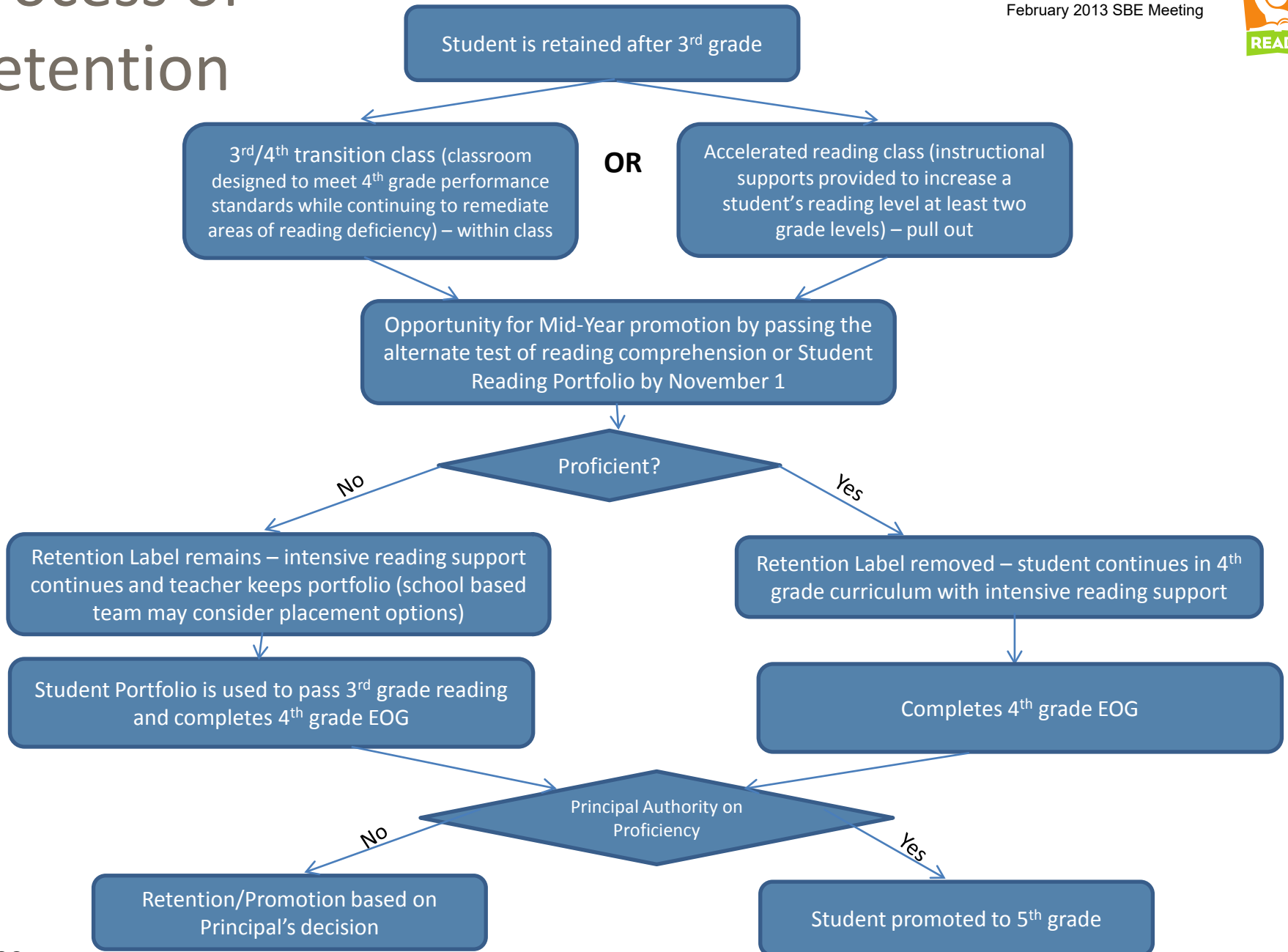
Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.



# End of Third Grade



# Process of Retention



# Good Cause Exemptions



1. Limited English Proficient students with less than two years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions.
3. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established 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.

# Facilitating Early Grades Reading Proficiency

February 2013 SBE Meeting



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>  | <b>Facilitating Early Grade Reading Proficiency:</b> <ul style="list-style-type: none"><li>• K-3 students shall be assessed with valid 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</li><li>• LEAs are encouraged to partner with volunteers, mentors, tutors</li></ul>                                                                                                                                                                                                                                                                                                    |
| <b>Action Plan (for LEAs)</b> | <ul style="list-style-type: none"><li>• Ensure that all schools in all districts are trained and have correct materials and devices</li><li>• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system</li><li>• Maintain communication with Regional Consultants about needs, questions, and successes</li><li>• Analyze data to develop schedules, identify professional development needs, guide and change instruction</li><li>• Provide instructional supports and intervention strategies to teachers</li><li>• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring</li></ul> |

# Facilitating Early Grades Reading Proficiency



|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Process<br/>(for DPI)</b>            | <p><b>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</b></p> <ul style="list-style-type: none"> <li>• Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013</li> <li>• Allocate funding for assessment devices for schools by April of 2013</li> <li>• Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013</li> <li>• Deliver student assessment materials by June 2013</li> <li>• Develop State Board Policy - rules of expectations for this system</li> <li>• Provide access to intervention and instructional strategies to all stakeholders</li> <li>• Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework</li> </ul> |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |
| <b>Responsibilities of Stakeholders</b> | <p><b>State:</b></p> <ul style="list-style-type: none"> <li>• Provides funding for devices</li> <li>• Provides funding for subscriptions</li> <li>• Provides funding for student assessment materials</li> <li>• Provides funding for training</li> <li>• Provides funding for “Train the Trainer” substitutes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>LEA:</b></p> <ul style="list-style-type: none"> <li>• Sends two Trainers for each district school to training sessions</li> <li>• Uses allocation funding to choose and purchase devices</li> <li>• Supports implementation of the system</li> </ul> | <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Allows the two Teacher Trainers at each school to train all K-3 teachers on the system</li> <li>• Uses the administrative reports to inform school decisions</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> |



# North Carolina Read to Achieve

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A Guide to Implementing  
House Bill 950/S.L. 2012-142 Section 7A



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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 beginning phase of the Department of Public Instruction's work with this initiative.**

**The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The law can be accessed through this link, <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf>, (pages 38-45).**

**This guidebook gives a basic overview of all of the components of the program. There are many more details to be considered and developed. As details are established and finalized, updates of this document will be communicated to all LEAs.**

**If you have questions, please call or email Carolyn Guthrie, Director of K-3 Literacy. [carolyn.guthrie@dpi.nc.gov](mailto:carolyn.guthrie@dpi.nc.gov) 919-807-3762**

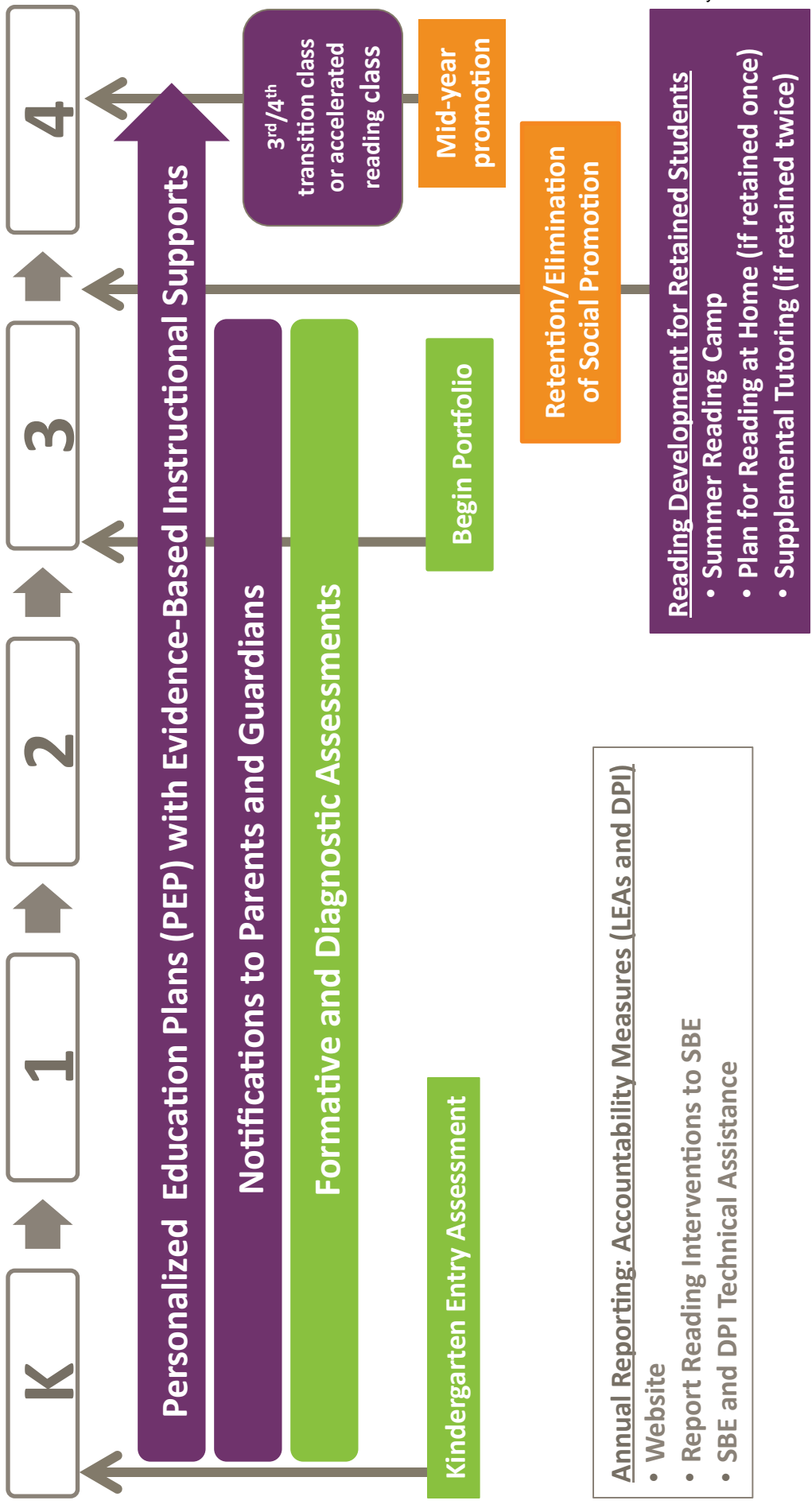
# Contents of the North Carolina Read to Achieve Guidebook

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# North Carolina General Assembly's Read to Achieve Program

## Grade-Level Implementation Plan

Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.



Annual Reporting: Accountability Measures (LEAs and DPI)

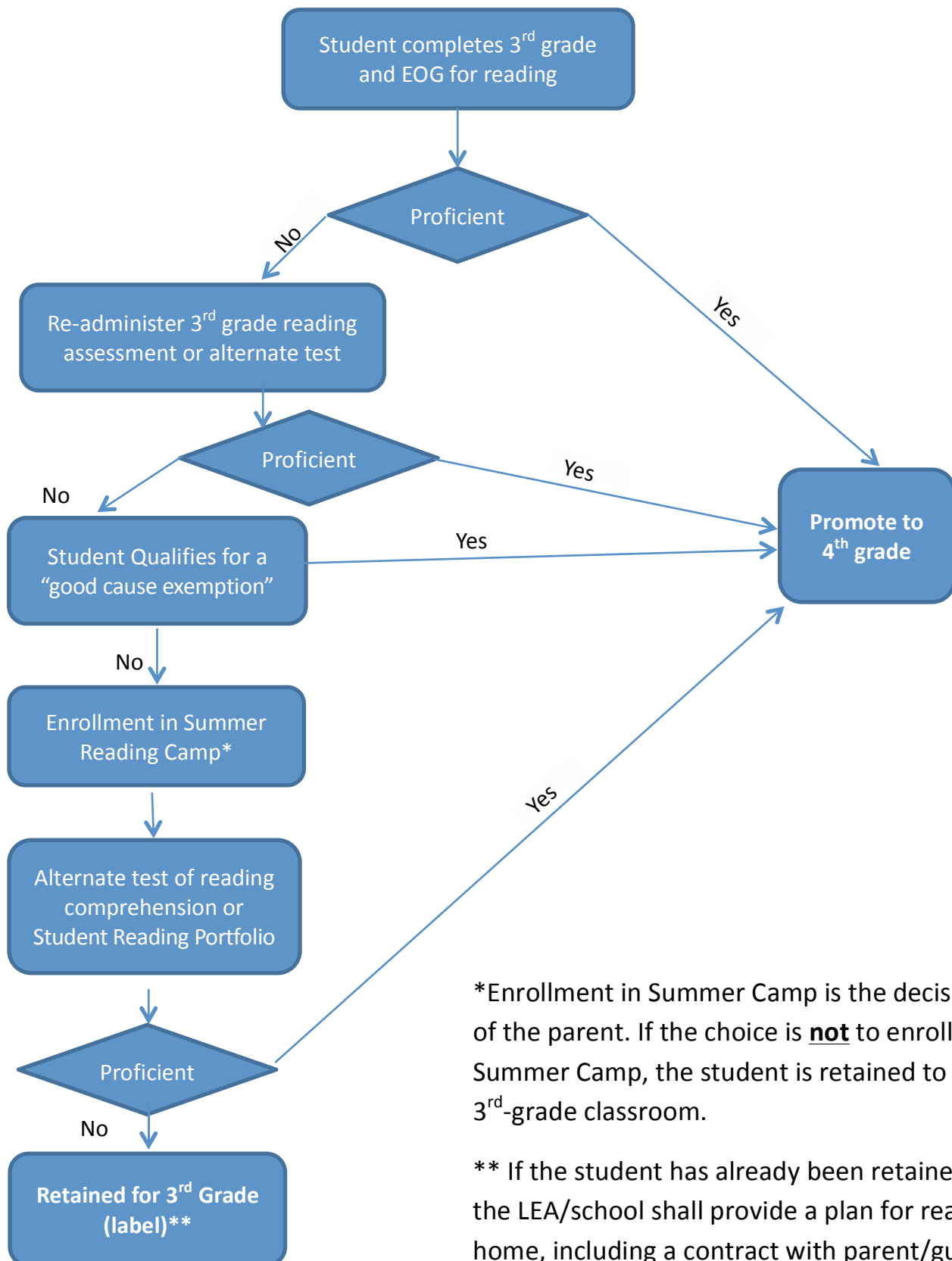
- Website
- Report Reading Interventions to SBE
- SBE and DPI Technical Assistance

## **North Carolina General Assembly's Read to Achieve Program (Organizational Chart Narrative)**

This organizational chart illustrates how the major components of the NC Read to Achieve Program from the Excellent Public Schools Act are interrelated. The goal of the entire program is stated at the top.

- The Grade progression is at the top
- Arrows indicate when different components of the program are initiated.
- Color-coded boxes run below the grade progression to show the timing of each component through the grade levels
  - Purple boxes identify actions that LEAs will provide for struggling students
  - Green boxes identify tools provided by the state that will help LEAs identify, assess, and instruct students
  - Orange boxes identify State Board policies that are required as a result of the legislation
- Reporting and Accountability measures are components of the NC Read to Achieve Program that will be a shared responsibility of the LEAs and the State

# North Carolina General Assembly's Read to Achieve Program

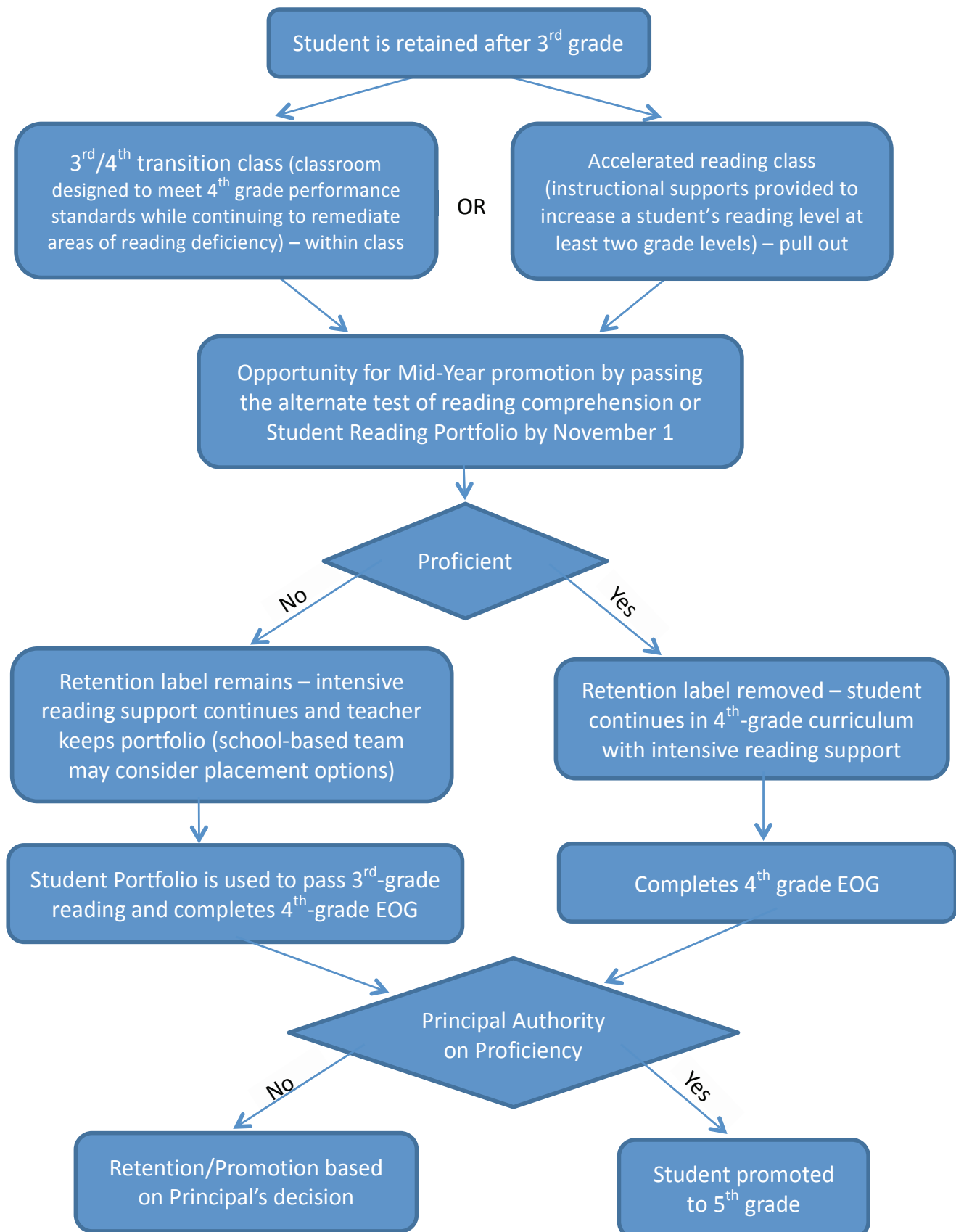


## North Carolina General Assembly's Read to Achieve Program (End-of-Third-Grade Flow Chart Narrative)

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

- Students take the 3<sup>rd</sup>-grade EOG
- If they are proficient, they are promoted to Grade 4
- If they are not proficient, they may take a retest of the EOG (different form) or the alternate test (in development)
- If they are proficient on the EOG retake or the alternate test, they are promoted to Grade 4
- If they are still 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,” they are then enrolled in a Summer Reading Camp
- If a parent decides not to enroll the student in the Summer Reading Camp, the student is retained in third grade
- If the student attends and completes Summer Reading Camp, the student may achieve proficiency by passing the alternate test **OR** by passing with a complete reading portfolio (contents and structure to be determined)
- If proficiency is gained by either means (test or portfolio), the student is promoted to Grade 4
- If the student is still not proficient, the student moves to the next school year with a “retained” label on the record in PowerSchool

# North Carolina General Assembly's Read to Achieve Program



## **North Carolina General Assembly's Read to Achieve Program (Retention Flow Chart Narrative)**

This flow chart describes the procedure for students who are retained in third grade after the student attempts all of the possibilities for promotion (retesting, good cause, summer camp).

- If they are not proficient, students move to the next school year with a “retained” label on their records in PowerSchool.
- If not proficient, the students can be placed in one of two possible settings in the school – a 3<sup>rd</sup>/4<sup>th</sup> Transition Class or Accelerated Reading Class (see definitions). Both of these classroom situations are intended to be classes where students receive 4<sup>th</sup>-grade standards and curriculum with an intense focus on reading to move the student to proficiency in reading.
- Retained students are given an opportunity for mid-year promotion by passing an administration of the third grade Alternate Test or by portfolio.
- Students who are proficient by either method have the retained label removed in PowerSchool, continue in the same class with the 4<sup>th</sup> grade curriculum and continue to receive intensive reading instruction while completing the 4<sup>th</sup> grade.
- Students who are not proficient by either method maintain the retained label in PowerSchool, continue in the same class with the 4<sup>th</sup> grade curriculum and continue to receive intensive reading instruction while continuing to maintain the reading portfolio. The school-based team for consideration of placement in special

programs should review the data for this student if proficiency has not occurred by this point.

- Retained students use the portfolio contents to attempt to acquire a proficiency status at the end of their 4<sup>th</sup>-grade year.
- All students in both classes take the 4<sup>th</sup>-grade EOG.
- Students who **do not have the retained label** and are proficient on the 4<sup>th</sup>-grade Reading EOG move on to 5<sup>th</sup> grade.
- If students **do not have the retained label** and are **not proficient** on the 4<sup>th</sup>-grade Reading EOG, the decision to grade and classify becomes a decision for the principal.
- Students with the **retained label** who are proficient on the 4<sup>th</sup> grade EOG and pass the portfolio requirements by the end of 4<sup>th</sup> grade move to the 5<sup>th</sup> grade and have the retention label removed.
- If students with **the retained label** are **not** proficient on the 4<sup>th</sup>-grade Reading EOG and **do not pass** the portfolio requirements, then the decision to grade and classify for the following year becomes a decision for the principal, but the third grade retention label remains.
- If students with **the retained label** are proficient on the 4<sup>th</sup>-grade Reading EOG but **still have not passed the portfolio**, the student moves to the 5<sup>th</sup> grade, but the third grade retention label remains.
- If students with the **retained label** are **not proficient** on the 4<sup>th</sup>-grade Reading EOG but **have passed the portfolio**, then the decision to grade and classify for the following year becomes a decision for the principal and the retention label is removed.

## Definitions of Terms Used in Excellent Public Schools Act Legislation

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.
3. "**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.
4. "**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.
5. "**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.
6. "**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.
7. "**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.

## Definitions of Terms Used in Excellent Public Schools Act Legislation

8. **"Student reading portfolio"** means a compilation of independently produced student work selected by the student's teacher, 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. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
9. **"Summer 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 summer camp attendance. Summer camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; and (iv) allow volunteer mentors to read with students.
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.

## Good Cause Exemptions

Students may be exempt from mandatory retention in third grade for good cause but shall continue to 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 years of instruction in an English as a Second Language program.
2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions.
3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established 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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>Action Plan (for LEAs)</b>           | <b>LEAs will receive the Comprehensive Plan for Reading Achievement</b> <ul style="list-style-type: none"> <li>• Develop a plan to distribute and communicate the Reading Plan throughout the district</li> <li>• Embed professional development on evidence-based reading instructional practices within district and elementary school PD sessions</li> <li>• Support teachers by scheduling Professional Learning Community time to share instructional ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Process (for DPI)</b>                | <b>Components of the State-Board adopted NC Literacy Plan will be used as the foundation for the Comprehensive Plan for Reading Achievement</b> <ul style="list-style-type: none"> <li>• Meet with State Literacy team of internal and external stakeholders to develop components of the plan</li> <li>• Develop white papers on instructional practices</li> <li>• Develop professional development plan to communicate and model reading instructional practices</li> <li>• Convene Reading Task Force consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members</li> <li>• Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs</li> <li>• Promote Responsiveness to Instruction (RtI), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction.</li> </ul> |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Develop Comprehensive Plan for Reading Achievement</li> <li>• Distribute and communicate plan to LEAs</li> <li>• Offer professional development opportunities on reading instructional practices</li> <li>• Distribute white papers on research</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Distribute and communicate the plan to each school in LEA</li> <li>• Offer LEA-level support and follow-up to professional development on reading strategies</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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> |

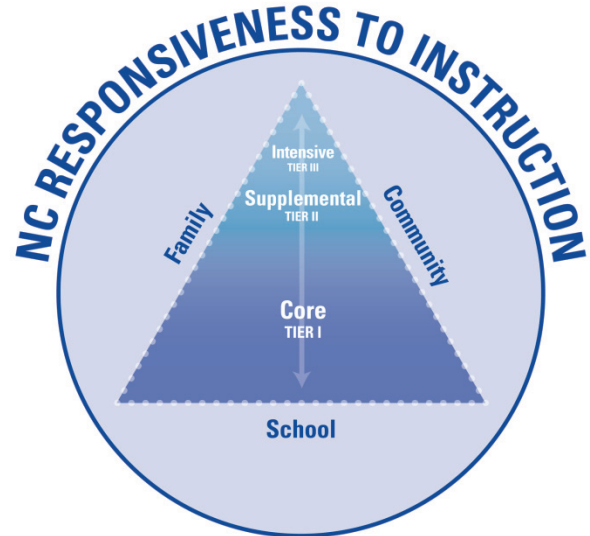
## North Carolina Responsiveness to Instruction (NCRtI)

# OVERVIEW

**Definition:** NC Responsiveness to Instruction (NCRtI) is a *multi-tiered* framework which promotes *school improvement* through engaging, high quality *instruction*. NCRtI employs a team approach to guide educational practices, using a *problem-solving* model based on *data*, to address student needs and maximize growth for *all*.

### CRITICAL COMPONENTS:

- ✓ Leadership and Shared Responsibility
- ✓ Curriculum and Instruction
- ✓ Assessment
- ✓ Problem-Solving/Data-Based Decision Making
- ✓ Family and Community Partnerships
- ✓ Sustainability and Integration



|                      | <i><b>Tier I- Core</b></i>                                                                                                                                                                                                                      | <i><b>Tier II- Supplemental</b></i>                                                                                                                        | <i><b>Tier III- Intensive</b></i>                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who</b>           | All Students                                                                                                                                                                                                                                    | Students needing supplemental support in addition to Tier I instruction (approx. 20% of students)                                                          | Students needing intensive support in addition to supplemental and Tier I instruction (approx. 5% of students)                                |
| <b>What</b>          | NC Standard Course of Study (includes the Common Core and Essential Standards)                                                                                                                                                                  | NC Standard Course of Study along with supplemental evidence-based programs and practices demonstrated to improve performance toward grade level standards | NC Standard Course of Study along with evidence-based programs and practices demonstrated to improve performance toward grade level standards |
| <b>How</b>           | Through a team based problem-solving model, utilize evidence-based programs and instructional practices (including materials, pacing, assessments, etc.) that enable students to meet the grade level standards for social and academic success |                                                                                                                                                            |                                                                                                                                               |
|                      |                                                                                                                                                                                                                                                 | Instructor led support is delivered through explicit, targeted, and data driven instruction aligned to the Core, typically in small groups                 |                                                                                                                                               |
|                      |                                                                                                                                                                                                                                                 |                                                                                                                                                            | Increase frequency, duration, and/or intensity of instruction                                                                                 |
| <b>Effectiveness</b> | Goal: <i>at least</i> 80% of ALL students receiving only Tier I (across subgroups) are meeting or exceeding grade level standards                                                                                                               | Goal: <i>at least</i> 70-80% of students receiving Tier II instruction are showing growth toward meeting or exceeding grade level standards                | Goal: students receiving Tier III instruction are showing individual growth toward meeting or exceeding grade level standards                 |

Note: The NC Responsiveness to Instruction BRIEF document provides a visual reference in addition to this OVERVIEW. The BRIEF can be found at: [www.ncpublicschools.org/rti](http://www.ncpublicschools.org/rti)



## North Carolina Responsiveness to Instruction (NCRTI) BRIEF

### DEFINITION:

**NC Responsiveness to Instruction (NCRTI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRTI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.**

### PHILOSOPHY:

#### ***We believe in...***

- Shared responsibility by all stakeholders including educators, families, students, and community partners.
- High levels of academic and social growth for all students.
- Continuous reflection on and improvement of instructional practices and learning environments.
- Intentional partnerships with families, community members, and stakeholders.
- Comprehensive implementation through systematic and purposeful approaches and leadership.

### CRITICAL COMPONENTS of NCRTI:

#### **Leadership and Shared Responsibility**

- All school personnel work collaboratively to maximize every student's potential.
- Family and community members partner with school personnel in the education process.
- School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.
- Leaders are knowledgeable, committed, and supportive of implementation.

#### **Curriculum & Instruction**

- High-quality standards-based instruction on the NC Standard Course of Study is foundational for all students.
- Students learn through meaningful, engaging, and appropriately challenging experiences.
- Teachers and school community facilitate learning through evidence-based differentiated instruction and intervention within a multi-tiered framework based on data.
- Teachers and school personnel continually match student supports with student needs in learning.
- All students have academic and social supports they need to be successful.

#### **Assessment**

- A comprehensive balanced assessment system includes both formative and summative assessments used to determine instructional effectiveness and guide student learning.
- School/District teams continuously analyze the effectiveness of RtI implementation.
- Teams implement intentional assessments of the fidelity of instructional practices at all tiers.

#### **Problem-Solving/Data-Based Decision Making**

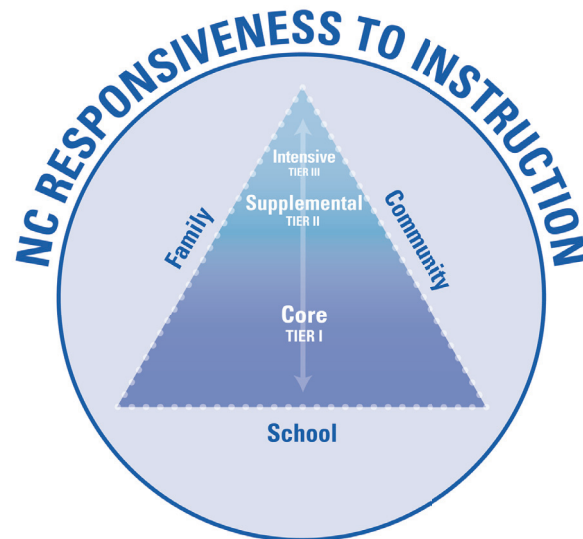
- A team based problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- District/School structures have been designed in order to remove barriers for effective problem-solving at all tiers.
- The contexts of instruction, curriculum, environment, and learner are deliberately examined during hypotheses development.
- Data decision guidelines are established and explicitly stated.

### Family and Community Partnerships

- School personnel create a positive, respectful, responsive environment where student, family and community are intentionally valued.
- Family and community partners are actively recruited, empowered, and engaged to maximize every student's potential.
- Families, community partners, and educators collaborate and share their expertise about the student in support of learning.

### Sustainability and Integration

- School, district, and state leadership actively plan for and implement systems that support best practice, include on-going program monitoring and evaluation, and are inclusive of all initiatives.
- Comprehensive implementation includes development of a full continuum of academic and social support for all students.
- Professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing networking and coaching.
- Intentional scale-up at all levels is guided by fidelity of implementation, which honors local context and culture, to ensure expected outcomes.
- RtI is implemented as a framework for school improvement under which all initiatives are intentionally integrated.



*Note: The NC Responsiveness to Instruction OVERVIEW document provides a visual reference in addition to this BRIEF. The OVERVIEW can be found at: [www.ncpublicschools.org/rti](http://www.ncpublicschools.org/rti).*

# North Carolina Read to Achieve Kindergarten Entry Assessment Process\*

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <ul style="list-style-type: none"> <li>A kindergarten entry assessment process that generates a <b>Child Profile</b> will occur at kindergarten entry and address five domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and 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 <b>Child Profile</b>)</li> <li>The full <b>Child Profile</b> must be completed within 60 days of enrollment</li> <li>The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and the standard course of study, and appropriate for use with all students</li> <li>The assessment shall be administered beginning with the 2014-2015 school year (NOTE: This date is as noted in <i>Session Law 2012-142</i>. There is a discrepancy between this and the timeline specified in the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Work will occur during the 2013 legislative session to reconcile a date for state-wide implementation.)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Ensure all elementary schools participate in professional development and ongoing support and have correct materials for assessment</li> <li>Monitor the fidelity of implementation during each assessment cycle</li> <li>Develop continuous improvement process that includes the analysis of data to guide and transform instruction, inform ongoing professional development and support, and reduce achievement gap</li> <li>Collaborates with regional Early Learning Education Consultants for ongoing support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Development Process (for DPI)</b>    | <ul style="list-style-type: none"> <li>Hire regional Early Learning Education Consultants</li> <li>Develop all components of the <b>Child Profile</b> (which will include a developmental screening of early language, literacy, and math)</li> <li>Communicate updates on the development of the kindergarten entry assessment process</li> <li>Provide support to LEAs for state-wide implementation</li> <li>Provide professional development during the spring of 2014</li> <li>Begin state-wide scaling-up and implementation in 2014-2015</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Develops kindergarten entry assessment process that generates a <b>Child Profile</b> as part of a broader K-3 Assessment</li> <li>Conducts pilot testing for validity and reliability and usability testing for appropriate and effective implementation</li> <li>Provides professional development to regions to support scaling-up and implementation</li> <li>Provides coaching and technical assistance to regions to support sustainability</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>LEA:</b> <ul style="list-style-type: none"> <li>Establishes a District Implementation Team to manage implementation of the kindergarten entry assessment process and the broader the K-3 Assessment</li> <li>Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Identifies a person(s) to lead the kindergarten entry assessment process and K-3 Assessment implementation effort in the school</li> <li>Provides time for teachers and staff to participate in professional development on the assessment</li> <li>Uses 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 as part of a broader K-3 Assessment following the administration guidelines</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> |

\* This assessment process, occurring at kindergarten entry, will be part of a broader K-3 Assessment that is under development by the North Carolina Department of Public Instruction's Office of Early Learning through the Race to the Top-Early Learning Challenge Grant (RTT-ELC).

# North Carolina Read to Achieve

## Facilitating Early Grade Reading Proficiency Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>Facilitating Early Grade Reading Proficiency:</b> <ul style="list-style-type: none"> <li>• K-3 students shall be assessed with valid 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</li> <li>• LEAs are encouraged to partner with volunteers, mentors, tutors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Ensure that all schools in all districts are trained and have correct materials and devices</li> <li>• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system</li> <li>• Maintain communication with Regional Consultants about needs, questions, and successes</li> <li>• Analyze data to develop schedules, identify professional development needs, guide and change instruction</li> <li>• Provide instructional supports and intervention strategies to teachers</li> <li>• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring</li> </ul>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Process (for DPI)</b>                | <b>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</b> <ul style="list-style-type: none"> <li>• Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013</li> <li>• Allocate funding for assessment devices for schools by April of 2013</li> <li>• Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013</li> <li>• Deliver student assessment materials by June 2013</li> <li>• Develop State Board Policy - rules of expectations for this system</li> <li>• Provide access to intervention and instructional strategies to all stakeholders</li> <li>• Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework</li> </ul> |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Provides funding for devices</li> <li>• Provides funding for subscriptions</li> <li>• Provides funding for student assessment materials</li> <li>• Provides funding for training</li> <li>• Provides funding for "Train the Trainer" substitutes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Sends two Trainers for each district school to training sessions</li> <li>• Uses allocation funding to choose and purchase devices</li> <li>• Supports implementation of the system</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>• Allows the two Teacher Trainers at each school to train all K-3 teachers on the system</li> <li>• Uses the administrative reports to inform school decisions</li> </ul> | <b>Teachers:</b> <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> |

**EXECUTIVE SUMMARY****Title:** **Expansion of mClass Reading 3D Diagnostic Assessments State-Wide****Type of Executive Summary:**
☐ Consent    ☐ Action    ☐ Action on First Reading    ☒ Discussion    ☐ Information
**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #115C-83.1F
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☐ APA # \_\_\_\_\_
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, Early Childhood/Elementary Projects, Special Assistant to Chief Academic Officer, Academic Services and Instructional Support)

**Description:**

Section 115C-83.1F of the 2012-2013 budget law identifies strategies for facilitating early-grade reading proficiency. The law states that “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).” The state began a reading diagnostic initiative in 2009 with 27 pilot schools. This initiative expanded to 480 schools in 2010 and continued in 2011. The schools are using mClass Reading 3D, an on-going formative and diagnostic assessment system with three benchmarking periods. Teachers formatively assess students throughout the year between the benchmarks and use the assessment results to guide their instruction in the classroom. This web-based system is downloaded to an electronic touch-screen device to allow teachers ease and speed of administration. Immediate teacher reports give valuable feedback about the instructional needs of the students and identify appropriate, individualized interventions and strategies.

Administrative reports allow for school administrators and central office personnel to make decisions at the school and district level about successful instructional methods, intervention programs, and scheduling. Informative parent reports with suggested reinforcing activities are also provided after each benchmark. The Department of Public Instruction will expand the implementation of the mClass Reading 3D diagnostic system state-wide for the 2013-2014 school year as required by legislation. Training will begin in August of 2012 for schools that would like to begin the assessments in the fall of 2012, and training and resources will be provided throughout the year to ensure full implementation by all schools state-wide by the first benchmarking period of 2013. A policy outlining the implementation process and expectations for schools and districts is attached.

**Resources:**

Student subscriptions, teacher training, student assessment kits, electronic devices for teachers, professional development by Department of Public Instruction consultants, Reading 3D Master Trainers from NC school districts and vendor consultants

**Input Process:**

The NC Department of Public Instruction piloted this reading diagnostic system in 2009 using 27 volunteer schools. In 2010, an RFP was issued for a technology-based reading diagnostic assessment system that included formative and benchmarking assessments for elementary reading. mClass Reading 3D was chosen, and immediate training and implementation began in the lowest performing schools in North Carolina. In the late fall of 2010, invitations were sent out for more schools to apply and participate. By the end of 2011, 480 schools were participating. A 2011 and 2012 report indicated a very strong predictive correlation to the EOG proficiency scores. The 2012 reports for individual districts and the state also show growth increases in subskills and reading levels.

**Stakeholders:**

Teachers, administrators, parents, students, district administrators

**Timeline For Action:**

This policy is being presented for Discussion at the August 2012 State Board meeting.

**Recommendations:**

The NC Department of Public Instruction recommends that the State Board of Education adopt this policy to ensure the administration of mClass Reading 3D as the state formative and diagnostic reading assessments in grades K-3 for the 2013-2014 school year.

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Audiovisual equipment requested for the presentation:

☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 919-807-3435

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** GCS-J-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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
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| <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: LEP with fewer than two years of instruction in an ESL program, students with disabilities with IEPs that specify alternative assessments, students who demonstrate proficiency on alternate assessment, students who demonstrate proficiency through portfolios, students who have been retained more than once in K-3</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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Determine which students fail to demonstrate proficiency on third-grade EOG</li> <li>Readminister a different form of the EOG and/or the Alternate Test to those identified students</li> <li>Determine which of these students qualify for good cause exemptions</li> <li>Submit documentation of good cause to principal – evidence shall be in the student’s PEP, IEP, Alternate Test or reading portfolio (teacher responsibility)</li> <li>Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal responsibility)</li> <li>Accept or reject recommendation in writing (superintendent responsibility)</li> </ul> |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
| <b>Process (for DPI)</b>                | <b>The third-grade Reading EOG is made available to all qualified students:</b> <ul style="list-style-type: none"> <li>Provide different forms of the EOG to LEAs</li> <li>Provide the Alternate Test to all LEAs</li> <li>Develop template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion</li> <li>Develop and publish sample PEP formats that can be used by districts/schools</li> <li>Develop and communicate guidelines for the portfolio contents</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 Common Core</li> <li>Identify or develop the Alternate Test</li> <li>Provide training on the portfolio and how it should be used in the formative assessment process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>LEA:</b> <ul style="list-style-type: none"> <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> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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>Develop and follow PEPs for identified students</li> <li>Maintain portfolio on identified students</li> <li>Follow IEPs (when applicable)</li> </ul> |

# North Carolina Read to Achieve

## Successful Reading Development for Retained Students Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
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| <b>Legislative Component</b>            | <b>115C-83.1H. Successful reading development for retained students.</b> <ul style="list-style-type: none"> <li>Students not demonstrating proficiency shall be enrolled in a summer 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 Nov 1, demonstrates reading proficiency</li> <li>Parents or guardians of students who have been retained once shall be provided with a plan for reading at home</li> <li>Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day</li> </ul> |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Establish summer reading camps</li> <li>Offer an accelerated reading class and/or a transitional third and fourth-grade class, including 90 minutes of daily, uninterrupted evidence-based reading instruction</li> <li>Provide shared and guided reading workshops for parents and guardians to help with the plan for reading at home for retained students</li> <li>Offer supplemental tutoring outside of the instructional day to students that have been retained more than once</li> </ul>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Establish guidance for implementation and content of summer reading camps</li> <li>Establish guidance for accelerated and transitional third/fourth-grade classes</li> <li>Establish a midyear promotion policy to begin in 2014 school year after the first summer reading camps in the summer of 2014</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Establish midyear promotion policy</li> <li>Develop frameworks for the implementation of summer reading camps</li> <li>Develop suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>LEA:</b> <ul style="list-style-type: none"> <li>Implement summer reading camps</li> <li>Provide workshops for parents and guardians to establish support for reading at home</li> <li>Offer supplemental tutoring services for students retained more than once</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Establish accelerated reading class or transitional class for retained students</li> <li>Determine teachers to be assigned to the retained students based on demonstrated outcomes in reading proficiency</li> </ul> | <b>Teachers:</b> <ul style="list-style-type: none"> <li>Provide 90 minutes of daily uninterrupted reading instruction for retained students</li> <li>Maintain reading portfolios for retained students</li> <li>Develop and follow PEPs for students not meeting proficiency</li> </ul> |

## Explanation of PEP Samples

**\*\***There are sample forms of Personal Education Plans (PEP) that follow this page. These forms are meant to be sample formats that LEAs can follow. This is **NOT** a state-mandated form. LEAs may choose to use all, part, or none of the sample forms. LEAs are free to develop their own forms. Please refer to the law ([link provided on the introduction page](#)) to reexamine the components that should be included in a PEP.

LEAs that have completed Responsiveness to Instruction (RtI) training may use specified RtI forms as the student's PEP.

# Personal Education Plan Grades K-5

\_\_\_\_\_ School

## Part I: Descriptive Information

**Student:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Parents/Guardians** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_ **Work Telephone:** \_\_\_\_\_

**Teacher of Record:** \_\_\_\_\_

## Part II: Diagnostic Information

| <u>Assessment</u>    | <u>DIBELS Next Composite</u> | <u>TRC Level</u> | <u>Assessment</u> | <u>Level</u> |
|----------------------|------------------------------|------------------|-------------------|--------------|
| K Reading Assessment | _____                        | _____            | K Math Assessment | _____        |
| 1 Reading Assessment | _____                        | _____            | 1 Math Assessment | _____        |
| 2 Reading Assessment | _____                        | _____            | 2 Math Assessment | _____        |
| 3 Reading Assessment | _____                        | _____            | 3rd EOG Math      | _____        |
| 3rd EOG Reading      | _____                        |                  | 4th EOG Math      | _____        |
| 4th EOG Reading      | _____                        |                  | 5th EOG Math      | _____        |
| 5th EOG Reading      | _____                        |                  | 5th Science       | _____        |

Student Retained in Grade(s) (Circle Appropriate)

K   1   2   3   4   5

Identification (Circle Appropriate)

Regular Ed.   EC   ELL   MIGRANT   504

## Personal Education Plan Intervention Plan

|                                                                                                                                                                                                                                                                                                                                                                                                             |                                        |                           |           |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------|-----------|--------|
| Strengths                                                                                                                                                                                                                                                                                                                                                                                                   |                                        | Areas Needing Improvement |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                              | Evidence-based Intervention Strategies | Resources Needed          | Beginning | Ending |
| 1 <sup>st</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                              |                                        |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Parent Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Teacher Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Principal Signature/Date</div> </div> |                                        |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                              | Evidence-based Intervention Strategies | Resources Needed          | Beginning | Ending |
| 2 <sup>nd</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                              |                                        |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Parent Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Teacher Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Principal Signature/Date</div> </div> |                                        |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                              | Evidence-based Intervention Strategies | Resources Needed          | Beginning | Ending |
| 3 <sup>rd</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                              |                                        |                           |           |        |

# Personal Education Plan Intervention Plan

|                                |                                        |                                 |           |                                   |  |
|--------------------------------|----------------------------------------|---------------------------------|-----------|-----------------------------------|--|
| Parent Signature/Date          |                                        | Teacher Signature/Date          |           | Principal Signature/Date          |  |
| Benchmark Goal                 | Evidence-based Intervention Strategies | Resources Needed                | Beginning | Ending                            |  |
| 4 <sup>th</sup> Grading Period |                                        |                                 |           |                                   |  |
| _____<br>Parent Signature/Date |                                        | _____<br>Teacher Signature/Date |           | _____<br>Principal Signature/Date |  |
| Comments (Teacher/Parent)      |                                        |                                 |           |                                   |  |

# Personal Education Plan Grades 6-12

\_\_\_\_\_ School

## Part I: Descriptive Information

**Student:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Parents/Guardians** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_ **Work Telephone:** \_\_\_\_\_

**Teacher of Record:** \_\_\_\_\_

## Part II: Diagnostic Information

(Option: Attach current individual student report from diagnostic for K-3)

| <u>Test</u>                 | <u>Scale Score</u> | <u>Test</u>                   | <u>Level</u> |
|-----------------------------|--------------------|-------------------------------|--------------|
| 6 <sup>th</sup> EOG Reading | _____              | 6 <sup>th</sup> EOG Math      | _____        |
| 7 <sup>th</sup> EOG Reading | _____              | 7 <sup>th</sup> EOG Math      | _____        |
| 8 <sup>th</sup> EOG Reading | _____              | 8 <sup>th</sup> EOG Math      | _____        |
| English II                  | _____              | 8 <sup>th</sup> Grade Science | _____        |
| Biology                     | _____              | PLAN                          | _____        |
| Algebra I                   | _____              | WorkKeys                      | _____        |
|                             |                    | ACT                           | _____        |

Identification (Circle Appropriate)

Regular Ed. EC ELL MIGRANT 504

# Personal Education Plan

## Grades 6-12

|                                                                                                                                                                                                                                                               |                                        |                           |           |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------|-----------|--------|
| Strengths                                                                                                                                                                                                                                                     |                                        | Areas Needing Improvement |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                | Evidence-based Intervention Strategies | Resources Needed          | Beginning | Ending |
| 1 <sup>st</sup> Grading Period                                                                                                                                                                                                                                |                                        |                           |           |        |
| <div style="display: flex; justify-content: space-between; border-top: 1px solid black; padding-top: 5px;"> <span>_____<br/>Parent Signature/Date</span> <span>_____<br/>Teacher Signature/Date</span> <span>_____<br/>Principal Signature/Date</span> </div> |                                        |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                | Evidence-based Intervention Strategies | Resources Needed          | Beginning | Ending |
| 2 <sup>nd</sup> Grading Period                                                                                                                                                                                                                                |                                        |                           |           |        |
| <div style="display: flex; justify-content: space-between; border-top: 1px solid black; padding-top: 5px;"> <span>_____<br/>Parent Signature/Date</span> <span>_____<br/>Teacher Signature/Date</span> <span>_____<br/>Principal Signature/Date</span> </div> |                                        |                           |           |        |

## Personal Education Plan Grades 6-12

|                                |                                           |                                 |           |                                   |
|--------------------------------|-------------------------------------------|---------------------------------|-----------|-----------------------------------|
| Benchmark Goal                 | Evidence-based<br>Intervention Strategies | Resources Needed                | Beginning | Ending                            |
|                                |                                           |                                 |           |                                   |
| 3 <sup>rd</sup> Grading Period |                                           |                                 |           |                                   |
|                                |                                           |                                 |           |                                   |
| _____<br>Parent Signature/Date |                                           | _____<br>Teacher Signature/Date |           | _____<br>Principal Signature/Date |
| Benchmark Goal                 | Evidence-based<br>Intervention Strategies | Resources Needed                | Beginning | Ending                            |
|                                |                                           |                                 |           |                                   |
| 4 <sup>th</sup> Grading Period |                                           |                                 |           |                                   |
|                                |                                           |                                 |           |                                   |
| _____<br>Parent Signature/Date |                                           | _____<br>Teacher Signature/Date |           | _____<br>Principal Signature/Date |
| Comments (Teacher/Parent)      |                                           |                                 |           |                                   |

# North Carolina Read to Achieve

## Notification Requirements to Parents and Guardians Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>115C-83.11. 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 students retained 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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Establish communication plan for distributing notifications to parents and guardians</li> <li>Track student progress toward reading proficiency beginning in kindergarten and provide written notification to parents or guardians when a kindergarten, first, second, or third grade student is demonstrating difficulty with reading development, is not reading at grade level, or has a PEP</li> </ul>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>DPI will provide guidance and templates for notifications to parents and guardians</li> <li>DPI will work with the LEAs to ensure that the appropriate data is available for the notifications to parents on reading proficiency</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>Provide examples of PEP forms that may be used by LEAs</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</li> <li>Establish a district-wide process for the development and maintenance of PEPs</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 notifications</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</li> </ul> |

## North Carolina Read to Achieve Accountability Measures Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>115c-83.1J. 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</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>Action Plan (for LEAs)</b>           | <b>Maintain annual reporting on:</b> <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 the alternate test of reading comprehension</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> </ul> <ul style="list-style-type: none"> <li>Establish timeline and plan for submitting annual reports to the SBE</li> <li>Maintain a website for reporting purposes at the local level</li> </ul> |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Develop and provide reporting format to all LEAs/schools no later than 90 days prior to the annual report due date (September 1)</li> <li>Compile annual report of all local reports to be submitted to the Governor, Senate, House and Joint Legislative Education Oversight Committee (by October 1 beginning with the 2014-15 school year)</li> <li>Provide technical assistance and support to LEAs/schools in implementation of the program and in the reporting process</li> </ul>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Provide technical assistance and aid in implementation of the program</li> <li>Develop 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>Establish and maintain a website for reporting</li> <li>Provide written reports to the SBE</li> <li>Provide descriptions of all reading interventions provided to retained students</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Track student information related to demonstration of proficiency and retention</li> <li>Provide descriptions of all reading interventions provided to retained 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 outlining reading interventions used in the classroom</li> </ul> |

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
March 7, 2013**

The North Carolina State Board of Education met and the following members were present:

Wayne McDevitt, Vice Chairman  
Dan Forest, Lt. Governor  
Christine Greene  
Shirley Harris

Kevin Howell  
Reginald Kenan  
John Tate  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Wallace Nelson, Board Member Advisor  
Diane Frost, Superintendent Advisor  
Patrice Faison, Principal of the Year Advisor

Tyronna Hooker, Teacher of the Year Advisor  
Darcy Grimes, Teacher of the Year Advisor  
Amberly Philips, Student Advisor  
Madison Bell, Student Advisor

**CALL TO ORDER AND INTRODUCTION**

In the absence of the Chairman of the State Board of Education, Vice Chairman Wayne McDevitt called the Thursday session of the March State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman McDevitt reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. The Vice Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Vice Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

## **ACTION AND DISCUSSION AGENDA**

### **GLOBALLY COMPETITIVE STUDENTS**

**(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)**

#### ***ACTION***

#### **GCS 1 – Implementation of the North Carolina General Assembly’s Read to Achieve Program**

**Policy Implications:** General Statute § 115C-83.1

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

#### **Description:**

Section 115C-83.1 of the 2012-13 budget law (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-14 school year. The goal of this program 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.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The statewide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-13 school year for full implementation in 2013-14. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-15 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

#### **Recommendations:**

State Board of Education members are asked to accept the proposed policy.

#### **Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about the General Assembly’s Read to Achieve Program. She reminded Board members that the goal is to have all students reading by the end of third grade and that this is a shortened and clarified version of the policy discussed last month.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Christine Greene, the State Board voted unanimously to accept the proposed policy as presented. (See Attachment GCS 1)*

**EXECUTIVE SUMMARY****Title: Implementation of North Carolina General Assembly's Read to Achieve Program****Type of Executive Summary:**
☐ Consent    ☒ Action    ☐ Action on First Reading    ☐ Discussion    ☐ Information
**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #115C-83.1
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☒ APA # New
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

**Description:**

Section 115C-83.1 of the 2012-2013 [budget law](#) (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-2014 school year. The goal of this program 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." There are seven major components of this program that include

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- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The state-wide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-2013 school year for full implementation in 2013-2014. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-2015 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

**Resources:**

North Carolina Read to Achieve program - a part of the Excellent Public Schools Act; Department of Public Instruction Guidebook on Implementation of the North Carolina Read to Achieve Program

**Input Process:**

The North Carolina Department of Public Instruction developed a Guidebook for Local Education Agencies to use as a framework for implementing the components of the North Carolina Read to Achieve Program. This guidebook will be continuously updated as details of the components are established. A copy the current guidebook is attached.

**Stakeholders:**

Teachers, administrators, parents/guardians, students, community

**Timeline For Action:**

This item was submitted for Discussion at the February 2013 SBE meeting and is returned for Action at the March meeting.

**Recommendations:**

State Board of Education members are asked to accept the proposed policy.

Audiovisual equipment requested for the presentation:

☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Rick Klein, 919-807-3761

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:**

**Policy ID Number:** New Policy

**Policy Title:** ~~Elimination of Social Promotion and the Successful Reading Development for Retained Students–NC General Assembly’s Read to Achieve Program~~

**Current Policy Date:**

**Other Historical Information:**

**Statutory Reference:**

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

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

(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 <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=12267&MID=804>.

(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.

History Note: Authority G.S. 115C-83.1, 83.3, 83.7 and 83.8  
Eff. June 30, 2013

Local Education Agencies shall enact third-grade retention and promotion policies consistent with G.S. 115C-83.7 et seq. and as follows:

(1) If a student does not achieve proficiency in reading at the end of third grade and further, does not achieve proficiency at the end of participation in a third-grade reading camp as defined in G.S. 115C-83.3(9), then a designation of “retained” is placed on the student record. The student is placed in a fourth-grade transitional or accelerated class taught by a teacher with demonstrated student outcomes in reading proficiency. These classes will follow the fourth-grade standards and curriculum with a daily requirement of 90 minutes of uninterrupted evidence-based reading instruction.

(2) The student is given the opportunity for a mid-year promotion by November 1. The Local Education Agency shall grant a mid-year promotion to any student who demonstrates reading proficiency by passing the Alternate Test or by completing the State Board adopted requirements for the reading portfolio, as defined in G.S. 115C-83.3(8).

(3) The Alternate Test is defined as a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education. This test is not the

same test as the State-approved standardized test of reading comprehension administered to third-grade students.

(4) The Alternate Test may be administered following the administration of the State-approved standardized test of reading at the end of third grade or after participation in a summer reading camp.

(5) Promotion as used herein is defined as having the “retained” label removed from the student record with the student remaining in the same fourth-grade class, continuing with 90 minutes of reading instruction for the remainder of the year, and completing the fourth-grade standards and curriculum.



# North Carolina Read to Achieve

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A Guide to Implementing  
House Bill 950/S.L. 2012-142 Section 7A



## STATE BOARD OF EDUCATION

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

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Chairman :: Fayetteville

**JEAN W. WOOLARD**

Plymouth

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High Point

## NC DEPARTMENT OF PUBLIC INSTRUCTION

**June St. Clair Atkinson, Ed.D., State Superintendent**

**301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825**

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M0113

# **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 beginning phase of the Department of Public Instruction's work with this initiative.**

**The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The law can be accessed through this link, <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf>, (pages 38-45).**

**This guidebook gives a basic overview of all of the components of the program. There are many more details to be considered and developed. As details are established and finalized, updates of this document will be communicated to all LEAs.**

**If you have questions, please call or email Carolyn Guthrie, Director of K-3 Literacy. [carolyn.guthrie@dpi.nc.gov](mailto:carolyn.guthrie@dpi.nc.gov) 919-807-3762**

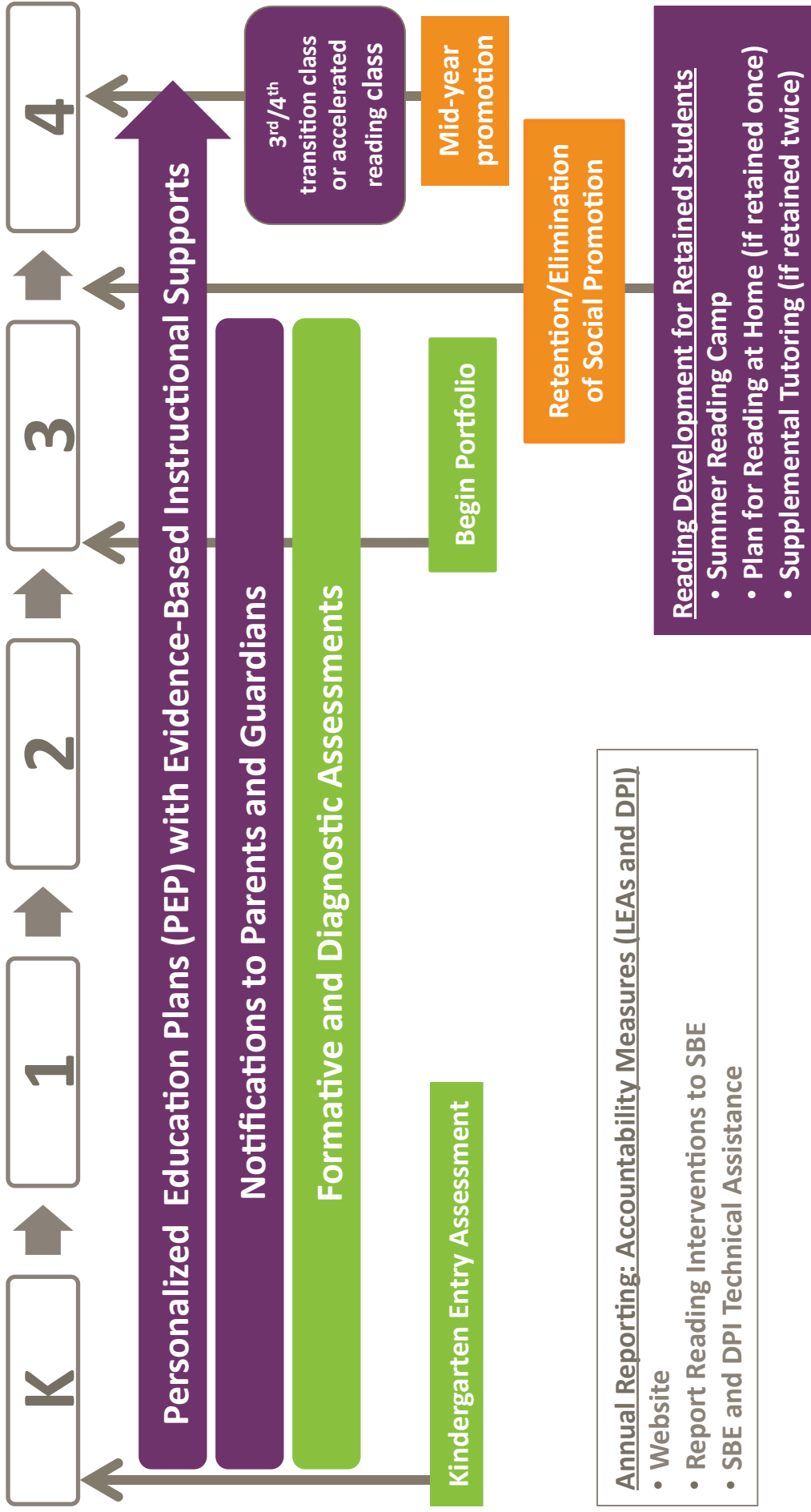
# Contents of the North Carolina Read to Achieve Guidebook

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| Responsiveness to Instruction Brief                                                     | page 16        |
| <b>Component #2 – Developmental Screening and Kindergarten Entry Assessment Process</b> | <b>page 18</b> |
| <b>Component #3 – Facilitating Early Grade Reading Proficiency Process</b>              | <b>page 19</b> |
| State Board of Education adoption August 2012                                           | page 20        |
| State Board of Education policy on formative, diagnostic assessments                    | page 22        |
| <b>Component #4 – Elimination of Social Promotion Process</b>                           | <b>page 24</b> |
| <b>Component #5 – Successful Reading Development for Retained Students Process</b>      | <b>page 25</b> |
| Explanation of PEP forms                                                                | page 26        |
| Sample Form of PEP Grades K-5                                                           | page 27        |
| Sample Form of PEP Grades 6-12                                                          | page 30        |
| <b>Component #6 – Parent and Guardian Notification Requirements Process</b>             | <b>page 33</b> |
| <b>Component #7 – Accountability Measures Process</b>                                   | <b>page 34</b> |

# North Carolina General Assembly's Read to Achieve Program

## Grade-Level Implementation Plan

Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.

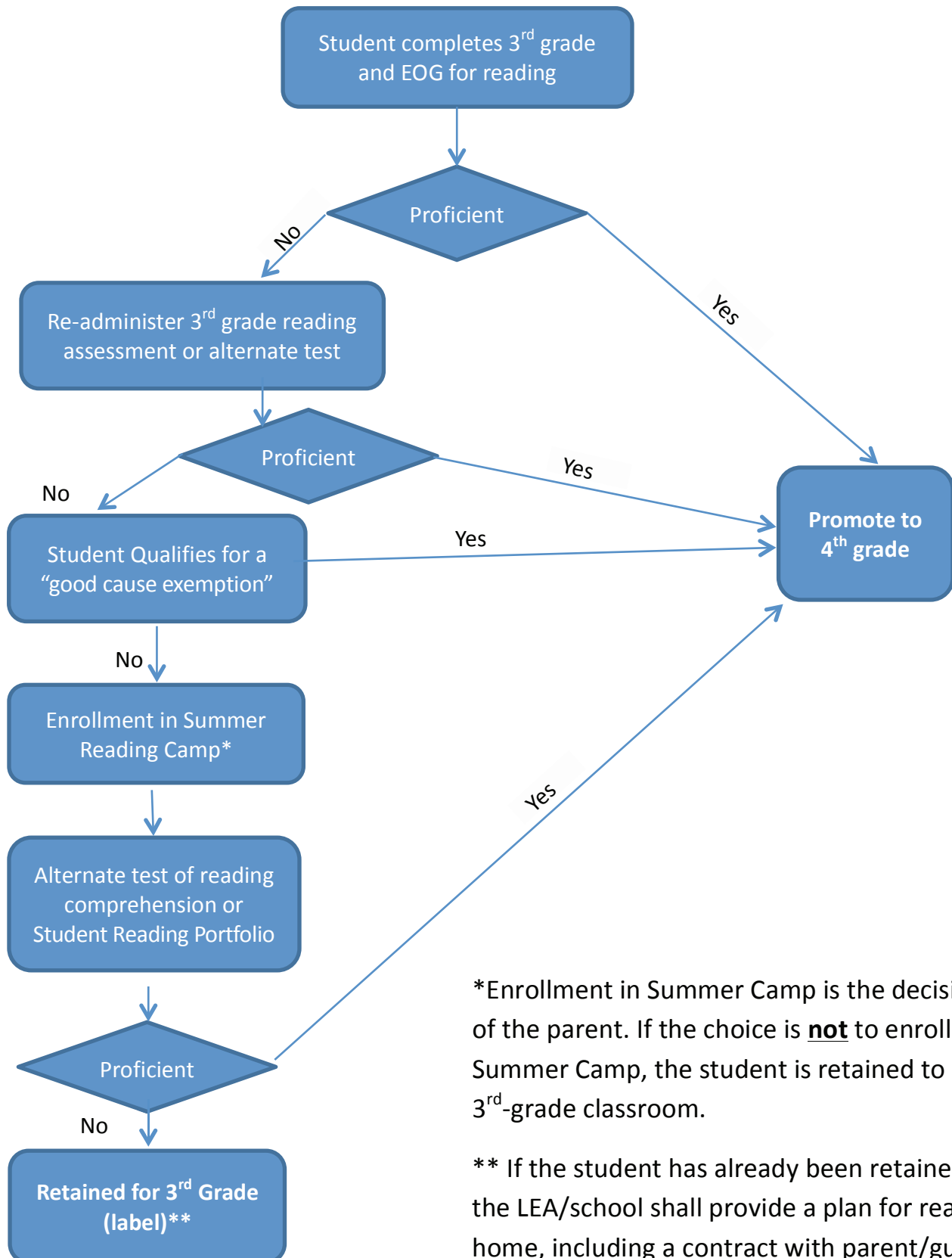


## **North Carolina General Assembly's Read to Achieve Program (Organizational Chart Narrative)**

This organizational chart illustrates how the major components of the NC Read to Achieve Program from the Excellent Public Schools Act are interrelated. The goal of the entire program is stated at the top.

- The Grade progression is at the top
- Arrows indicate when different components of the program are initiated.
- Color-coded boxes run below the grade progression to show the timing of each component through the grade levels
  - Purple boxes identify actions that LEAs will provide for struggling students
  - Green boxes identify tools provided by the state that will help LEAs identify, assess, and instruct students
  - Orange boxes identify State Board policies that are required as a result of the legislation
- Reporting and Accountability measures are components of the NC Read to Achieve Program that will be a shared responsibility of the LEAs and the State

# North Carolina General Assembly's Read to Achieve Program



\*Enrollment in Summer Camp is the decision of the parent. If the choice is **not** to enroll in Summer Camp, the student is retained to a 3<sup>rd</sup>-grade classroom.

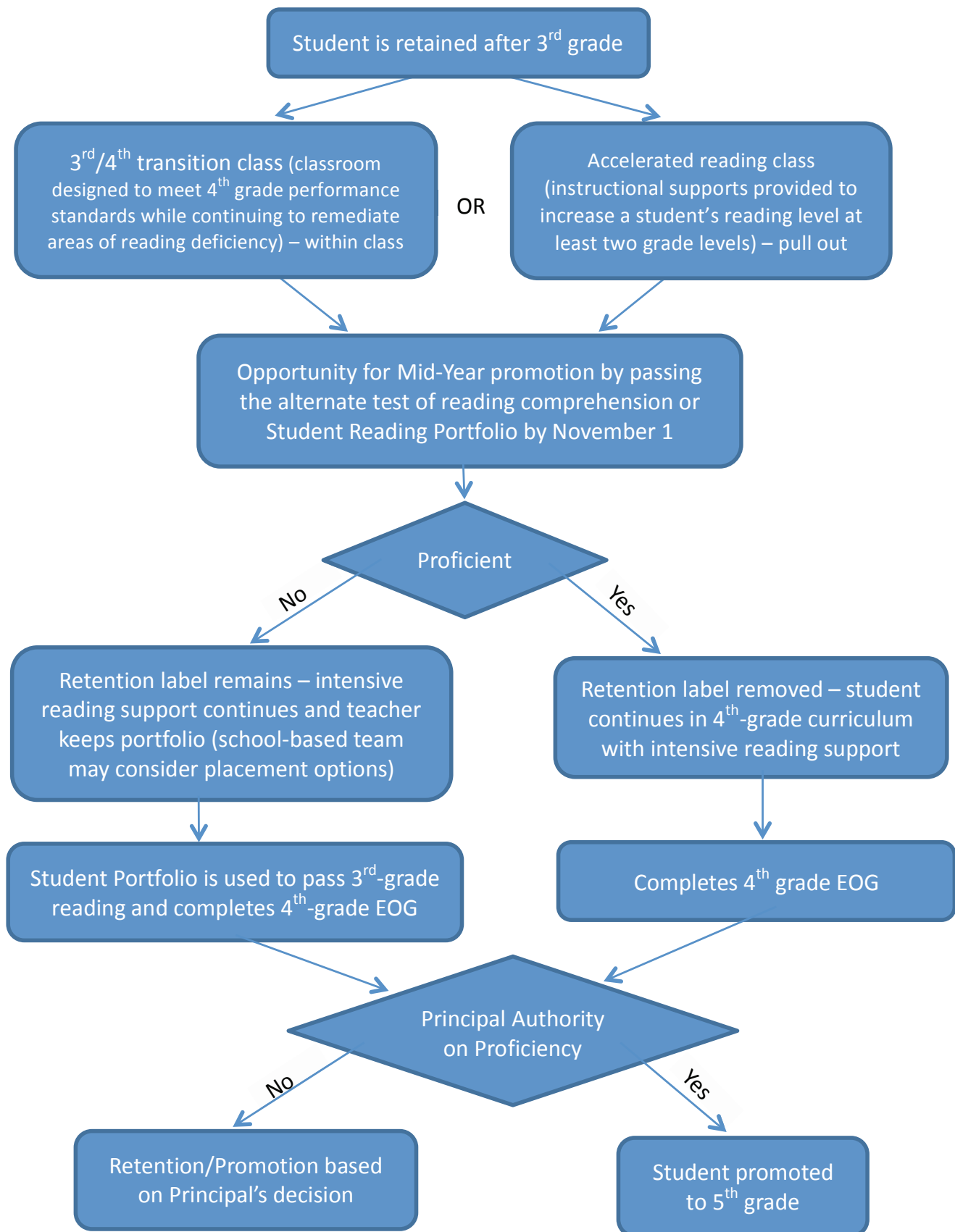
\*\* If the student has already been retained once, the LEA/school shall provide a plan for reading at home, including a contract with parent/guardian.

## North Carolina General Assembly's Read to Achieve Program (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 3<sup>rd</sup>-grade EOG
- If they are proficient, they are promoted to Grade 4
- If they are not proficient, they may take a retest of the EOG (different form) or the alternate test (in development)
- If they are proficient on the EOG retake or the alternate test, they are promoted to Grade 4
- If they are still 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,” they are then enrolled in a Summer Reading Camp
- If a parent decides not to enroll the student in the Summer Reading Camp, the student is retained in third grade
- If the student attends and completes Summer Reading Camp, the student may achieve proficiency by passing the alternate test **OR** by passing with a complete reading portfolio (contents and structure to be determined)
- If proficiency is gained by either means (test or portfolio), the student is promoted to Grade 4
- If the student is still not proficient, the student moves to the next school year with a “retained” label on the record in PowerSchool

# North Carolina General Assembly's Read to Achieve Program



## **North Carolina General Assembly's Read to Achieve Program (Retention Flow Chart Narrative)**

This flow chart describes the procedure for students who are retained in third grade after the student attempts all of the possibilities for promotion (retesting, good cause, summer camp).

- If they are not proficient, students move to the next school year with a “retained” label on their records in PowerSchool.
- If not proficient, the students can be placed in one of two possible settings in the school – a 3<sup>rd</sup>/4<sup>th</sup> Transition Class or Accelerated Reading Class (see definitions). Both of these classroom situations are intended to be classes where students receive 4<sup>th</sup>-grade standards and curriculum with an intense focus on reading to move the student to proficiency in reading.
- Retained students are given an opportunity for mid-year promotion by passing an administration of the third grade Alternate Test or by portfolio.
- Students who are proficient by either method have the retained label removed in PowerSchool, continue in the same class with the 4<sup>th</sup> grade curriculum and continue to receive intensive reading instruction while completing the 4<sup>th</sup> grade.
- Students who are not proficient by either method maintain the retained label in PowerSchool, continue in the same class with the 4<sup>th</sup> grade curriculum and continue to receive intensive reading instruction while continuing to maintain the reading portfolio. The school-based team for consideration of placement in special

programs should review the data for this student if proficiency has not occurred by this point.

- Retained students use the portfolio contents to attempt to acquire a proficiency status at the end of their 4<sup>th</sup>-grade year.
- All students in both classes take the 4<sup>th</sup>-grade EOG.
- Students who **do not have the retained label** and are proficient on the 4<sup>th</sup>-grade Reading EOG move on to 5<sup>th</sup> grade.
- If students **do not have the retained label** and are **not proficient** on the 4<sup>th</sup>-grade Reading EOG, the decision to grade and classify becomes a decision for the principal.
- Students with the **retained label** who are proficient on the 4<sup>th</sup> grade EOG and pass the portfolio requirements by the end of 4<sup>th</sup> grade move to the 5<sup>th</sup> grade and have the retention label removed.
- If students with **the retained label** are **not** proficient on the 4<sup>th</sup>-grade Reading EOG and **do not pass** the portfolio requirements, then the decision to grade and classify for the following year becomes a decision for the principal, but the third grade retention label remains.
- If students with **the retained label** are proficient on the 4<sup>th</sup>-grade Reading EOG but **still have not passed the portfolio**, the student moves to the 5<sup>th</sup> grade, but the third grade retention label remains.
- If students with the **retained label** are **not proficient** on the 4<sup>th</sup>-grade Reading EOG but **have passed the portfolio**, then the decision to grade and classify for the following year becomes a decision for the principal and the retention label is removed.

## Definitions of Terms Used in Excellent Public Schools Act Legislation

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.
3. **"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.
4. **"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.
5. **"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.
6. **"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.
7. **"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.

## Definitions of Terms Used in Excellent Public Schools Act Legislation

8. **"Student reading portfolio"** means a compilation of independently produced student work selected by the student's teacher, 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. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
  
9. **"Summer 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 summer camp attendance. Summer camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; and (iv) allow volunteer mentors to read with students.
  
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.

## Good Cause Exemptions

Students may be exempt from mandatory retention in third grade for good cause but shall continue to 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 years of instruction in an English as a Second Language program.
2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions.
3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established 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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>Action Plan (for LEAs)</b>           | <b>LEAs will receive the Comprehensive Plan for Reading Achievement</b> <ul style="list-style-type: none"> <li>• Develop a plan to distribute and communicate the Reading Plan throughout the district</li> <li>• Embed professional development on evidence-based reading instructional practices within district and elementary school PD sessions</li> <li>• Support teachers by scheduling Professional Learning Community time to share instructional ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Process (for DPI)</b>                | <b>Components of the State-Board adopted NC Literacy Plan will be used as the foundation for the Comprehensive Plan for Reading Achievement</b> <ul style="list-style-type: none"> <li>• Meet with State Literacy team of internal and external stakeholders to develop components of the plan</li> <li>• Develop white papers on instructional practices</li> <li>• Develop professional development plan to communicate and model reading instructional practices</li> <li>• Convene Reading Task Force consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members</li> <li>• Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs</li> <li>• Promote Responsiveness to Instruction (RtI), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction.</li> </ul> |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Develop Comprehensive Plan for Reading Achievement</li> <li>• Distribute and communicate plan to LEAs</li> <li>• Offer professional development opportunities on reading instructional practices</li> <li>• Distribute white papers on research</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Distribute and communicate the plan to each school in LEA</li> <li>• Offer LEA-level support and follow-up to professional development on reading strategies</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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> |

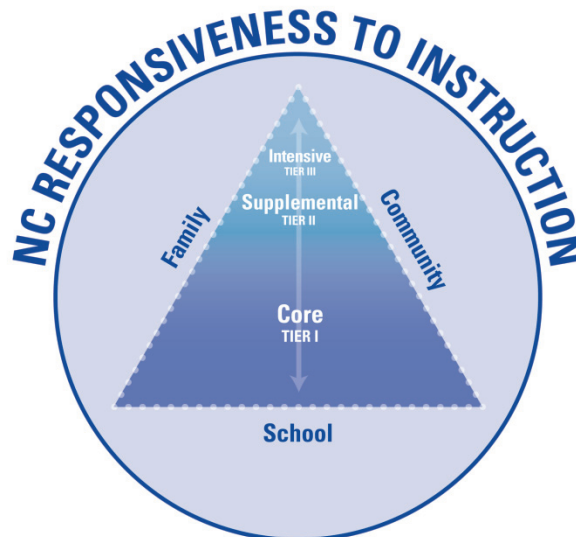
## North Carolina Responsiveness to Instruction (NCRTI)

# OVERVIEW

**Definition:** NC Responsiveness to Instruction (NCRTI) is a *multi-tiered* framework which promotes *school improvement* through engaging, high quality *instruction*. NCRTI employs a team approach to guide educational practices, using a *problem-solving* model based on *data*, to address student needs and maximize growth for *all*.

### CRITICAL COMPONENTS:

- ✓ Leadership and Shared Responsibility
- ✓ Curriculum and Instruction
- ✓ Assessment
- ✓ Problem-Solving/Data-Based Decision Making
- ✓ Family and Community Partnerships
- ✓ Sustainability and Integration



|                      | <i><b>Tier I- Core</b></i>                                                                                                                                                                                                                      | <i><b>Tier II- Supplemental</b></i>                                                                                                                        | <i><b>Tier III- Intensive</b></i>                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who</b>           | All Students                                                                                                                                                                                                                                    | Students needing supplemental support in addition to Tier I instruction (approx. 20% of students)                                                          | Students needing intensive support in addition to supplemental and Tier I instruction (approx. 5% of students)                                |
| <b>What</b>          | NC Standard Course of Study (includes the Common Core and Essential Standards)                                                                                                                                                                  | NC Standard Course of Study along with supplemental evidence-based programs and practices demonstrated to improve performance toward grade level standards | NC Standard Course of Study along with evidence-based programs and practices demonstrated to improve performance toward grade level standards |
| <b>How</b>           | Through a team based problem-solving model, utilize evidence-based programs and instructional practices (including materials, pacing, assessments, etc.) that enable students to meet the grade level standards for social and academic success |                                                                                                                                                            |                                                                                                                                               |
|                      |                                                                                                                                                                                                                                                 | Instructor led support is delivered through explicit, targeted, and data driven instruction aligned to the Core, typically in small groups                 |                                                                                                                                               |
|                      |                                                                                                                                                                                                                                                 |                                                                                                                                                            | Increase frequency, duration, and/or intensity of instruction                                                                                 |
| <b>Effectiveness</b> | Goal: <i>at least</i> 80% of ALL students receiving only Tier I (across subgroups) are meeting or exceeding grade level standards                                                                                                               | Goal: <i>at least</i> 70-80% of students receiving Tier II instruction are showing growth toward meeting or exceeding grade level standards                | Goal: students receiving Tier III instruction are showing individual growth toward meeting or exceeding grade level standards                 |

Note: The NC Responsiveness to Instruction BRIEF document provides a visual reference in addition to this OVERVIEW. The BRIEF can be found at: [www.ncpublicschools.org/rti](http://www.ncpublicschools.org/rti)



## North Carolina Responsiveness to Instruction (NCRTI) BRIEF

### DEFINITION:

**NC Responsiveness to Instruction (NCRTI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRTI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.**

### PHILOSOPHY:

#### ***We believe in...***

- Shared responsibility by all stakeholders including educators, families, students, and community partners.
- High levels of academic and social growth for all students.
- Continuous reflection on and improvement of instructional practices and learning environments.
- Intentional partnerships with families, community members, and stakeholders.
- Comprehensive implementation through systematic and purposeful approaches and leadership.

### CRITICAL COMPONENTS of NCRTI:

#### **Leadership and Shared Responsibility**

- All school personnel work collaboratively to maximize every student's potential.
- Family and community members partner with school personnel in the education process.
- School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.
- Leaders are knowledgeable, committed, and supportive of implementation.

#### **Curriculum & Instruction**

- High-quality standards-based instruction on the NC Standard Course of Study is foundational for all students.
- Students learn through meaningful, engaging, and appropriately challenging experiences.
- Teachers and school community facilitate learning through evidence-based differentiated instruction and intervention within a multi-tiered framework based on data.
- Teachers and school personnel continually match student supports with student needs in learning.
- All students have academic and social supports they need to be successful.

#### **Assessment**

- A comprehensive balanced assessment system includes both formative-and summative assessments used to determine instructional effectiveness and guide student learning.
- School/District teams continuously analyze the effectiveness of RtI implementation.
- Teams implement intentional assessments of the fidelity of instructional practices at all tiers.

#### **Problem-Solving/Data-Based Decision Making**

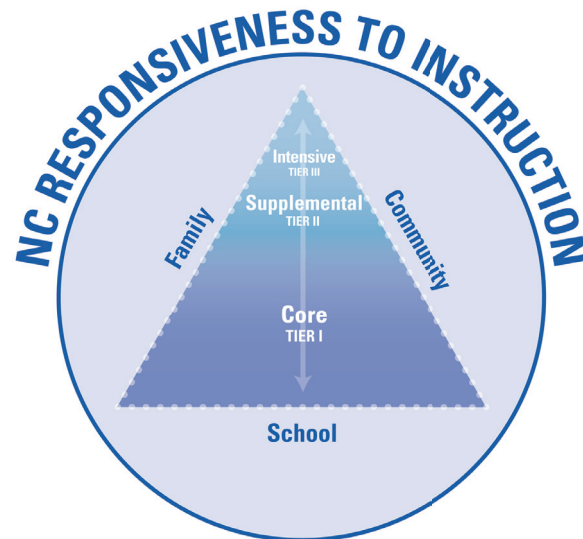
- A team based problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- District/School structures have been designed in order to remove barriers for effective problem-solving at all tiers.
- The contexts of instruction, curriculum, environment, and learner are deliberately examined during hypotheses development.
- Data decision guidelines are established and explicitly stated.

### Family and Community Partnerships

- School personnel create a positive, respectful, responsive environment where student, family and community are intentionally valued.
- Family and community partners are actively recruited, empowered, and engaged to maximize every student's potential.
- Families, community partners, and educators collaborate and share their expertise about the student in support of learning.

### Sustainability and Integration

- School, district, and state leadership actively plan for and implement systems that support best practice, include on-going program monitoring and evaluation, and are inclusive of all initiatives.
- Comprehensive implementation includes development of a full continuum of academic and social support for all students.
- Professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing networking and coaching.
- Intentional scale-up at all levels is guided by fidelity of implementation, which honors local context and culture, to ensure expected outcomes.
- RtI is implemented as a framework for school improvement under which all initiatives are intentionally integrated.



*Note: The NC Responsiveness to Instruction OVERVIEW document provides a visual reference in addition to this BRIEF. The OVERVIEW can be found at: [www.ncpublicschools.org/rti](http://www.ncpublicschools.org/rti).*

# North Carolina Read to Achieve Kindergarten Entry Assessment Process\*

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Legislative Component</b>            | <ul style="list-style-type: none"> <li>A kindergarten entry assessment process that generates a <b>Child Profile</b> will occur at kindergarten entry and address five domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and 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 <b>Child Profile</b>)</li> <li>The full <b>Child Profile</b> must be completed within 60 days of enrollment</li> <li>The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and the standard course of study, and appropriate for use with all students</li> <li>The assessment shall be administered beginning with the 2014-2015 school year (NOTE: This date is as noted in <i>Session Law 2012-142</i>. There is a discrepancy between this and the timeline specified in the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Work will occur during the 2013 legislative session to reconcile a date for state-wide implementation.)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Ensure all elementary schools participate in professional development and ongoing support and have correct materials for assessment</li> <li>Monitor the fidelity of implementation during each assessment cycle</li> <li>Develop continuous improvement process that includes the analysis of data to guide and transform instruction, inform ongoing professional development and support, and reduce achievement gap</li> <li>Collaborates with regional Early Learning Education Consultants for ongoing support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Development Process (for DPI)</b>    | <ul style="list-style-type: none"> <li>Hire regional Early Learning Education Consultants</li> <li>Develop all components of the <b>Child Profile</b> (which will include a developmental screening of early language, literacy, and math)</li> <li>Communicate updates on the development of the kindergarten entry assessment process</li> <li>Provide support to LEAs for state-wide implementation</li> <li>Provide professional development during the spring of 2014</li> <li>Begin state-wide scaling-up and implementation in 2014-2015</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Develops kindergarten entry assessment process that generates a <b>Child Profile</b> as part of a broader K-3 Assessment</li> <li>Conducts pilot testing for validity and reliability and usability testing for appropriate and effective implementation</li> <li>Provides professional development to regions to support scaling-up and implementation</li> <li>Provides coaching and technical assistance to regions to support sustainability</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>LEA:</b> <ul style="list-style-type: none"> <li>Establishes a District Implementation Team to manage implementation of the kindergarten entry assessment process and the broader the K-3 Assessment</li> <li>Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Identifies a person(s) to lead the kindergarten entry assessment process and K-3 Assessment implementation effort in the school</li> <li>Provides time for teachers and staff to participate in professional development on the assessment</li> <li>Uses 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 as part of a broader K-3 Assessment following the administration guidelines</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> |

\* This assessment process, occurring at kindergarten entry, will be part of a broader K-3 Assessment that is under development by the North Carolina Department of Public Instruction's Office of Early Learning through the Race to the Top-Early Learning Challenge Grant (RTT-ELC).

## North Carolina Read to Achieve Facilitating Early Grade Reading Proficiency Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
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| <b>Legislative Component</b>            | <b>Facilitating Early Grade Reading Proficiency:</b> <ul style="list-style-type: none"> <li>• K-3 students shall be assessed with valid 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</li> <li>• LEAs are encouraged to partner with volunteers, mentors, tutors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Ensure that all schools in all districts are trained and have correct materials and devices</li> <li>• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system</li> <li>• Maintain communication with Regional Consultants about needs, questions, and successes</li> <li>• Analyze data to develop schedules, identify professional development needs, guide and change instruction</li> <li>• Provide instructional supports and intervention strategies to teachers</li> <li>• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring</li> </ul>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Process (for DPI)</b>                | <b>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</b> <ul style="list-style-type: none"> <li>• Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013</li> <li>• Allocate funding for assessment devices for schools by April of 2013</li> <li>• Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013</li> <li>• Deliver student assessment materials by June 2013</li> <li>• Develop State Board Policy - rules of expectations for this system</li> <li>• Provide access to intervention and instructional strategies to all stakeholders</li> <li>• Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework</li> </ul> |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Provides funding for devices</li> <li>• Provides funding for subscriptions</li> <li>• Provides funding for student assessment materials</li> <li>• Provides funding for training</li> <li>• Provides funding for "Train the Trainer" substitutes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Sends two Trainers for each district school to training sessions</li> <li>• Uses allocation funding to choose and purchase devices</li> <li>• Supports implementation of the system</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>• Allows the two Teacher Trainers at each school to train all K-3 teachers on the system</li> <li>• Uses the administrative reports to inform school decisions</li> </ul> | <b>Teachers:</b> <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> |

SBE Meeting **08/2012**Attachment : GCS 3**EXECUTIVE SUMMARY****Title: Expansion of mClass Reading 3D Diagnostic Assessments State-Wide****Type of Executive Summary:**
☐ Consent    ☐ Action    ☐ Action on First Reading    ☒ Discussion    ☐ Information
**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #115C-83.1F
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☐ APA # \_\_\_\_\_
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, Early Childhood/Elementary Projects, Special Assistant to Chief Academic Officer, Academic Services and Instructional Support)

**Description:**

Section 115C-83.1F of the 2012-2013 budget law identifies strategies for facilitating early-grade reading proficiency. The law states that "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)." The state began a reading diagnostic initiative in 2009 with 27 pilot schools. This initiative expanded to 480 schools in 2010 and continued in 2011. The schools are using mClass Reading 3D, an on-going formative and diagnostic assessment system with three benchmarking periods. Teachers formatively assess students throughout the year between the benchmarks and use the assessment results to guide their instruction in the classroom. This web-based system is downloaded to an electronic touch-screen device to allow teachers ease and speed of administration. Immediate teacher reports give valuable feedback about the instructional needs of the students and identify appropriate, individualized interventions and strategies. Administrative reports allow for school administrators and central office personnel to make decisions at the school and district level about successful instructional methods, intervention programs, and scheduling. Informative parent reports with suggested reinforcing activities are also provided after each benchmark. The Department of Public Instruction will expand the implementation of the mClass Reading 3D diagnostic system state-wide for the 2013-2014 school year as required by legislation. Training will begin in August of 2012 for schools that would like to begin the assessments in the fall of 2012, and training and resources will be provided throughout the year to ensure full implementation by all schools state-wide by the first benchmarking period of 2013. A policy outlining the implementation process and expectations for schools and districts is attached.

**Resources:**

Student subscriptions, teacher training, student assessment kits, electronic devices for teachers, professional development by Department of Public Instruction consultants, Reading 3D Master Trainers from NC school districts and vendor consultants

**Input Process:**

The NC Department of Public Instruction piloted this reading diagnostic system in 2009 using 27 volunteer schools. In 2010, an RFP was issued for a technology-based reading diagnostic assessment system that included formative and benchmarking assessments for elementary reading. mClass Reading 3D was chosen, and immediate training and implementation began in the lowest performing schools in North Carolina. In the late fall of 2010, invitations were sent out for more schools to apply and participate. By the end of 2011, 480 schools were participating. A 2011 and 2012 report indicated a very strong predictive correlation to the EOG proficiency scores. The 2012 reports for individual districts and the state also show growth increases in subskills and reading levels.

**Stakeholders:**

Teachers, administrators, parents, students, district administrators

**Timeline For Action:**

This policy is being presented for Discussion at the August 2012 State Board meeting.

**Recommendations:**

The NC Department of Public Instruction recommends that the State Board of Education adopt this policy to ensure the administration of mClass Reading 3D as the state formative and diagnostic reading assessments in grades K-3 for the 2013-2014 school year.

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Audiovisual equipment requested for the presentation:

☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

-----  
Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 919-807-3435

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** GCS-J-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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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: LEP with fewer than two years of instruction in an ESL program, students with disabilities with IEPs that specify alternative assessments, students who demonstrate proficiency on alternate assessment, students who demonstrate proficiency through portfolios, students who have been retained more than once in K-3</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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Determine which students fail to demonstrate proficiency on third-grade EOG</li> <li>Readminister a different form of the EOG and/or the Alternate Test to those identified students</li> <li>Determine which of these students qualify for good cause exemptions</li> <li>Submit documentation of good cause to principal – evidence shall be in the student’s PEP, IEP, Alternate Test or reading portfolio (teacher responsibility)</li> <li>Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal responsibility)</li> <li>Accept or reject recommendation in writing (superintendent responsibility)</li> </ul> |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
| <b>Process (for DPI)</b>                | <b>The third-grade Reading EOG is made available to all qualified students:</b> <ul style="list-style-type: none"> <li>Provide different forms of the EOG to LEAs</li> <li>Provide the Alternate Test to all LEAs</li> <li>Develop template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion</li> <li>Develop and publish sample PEP formats that can be used by districts/schools</li> <li>Develop and communicate guidelines for the portfolio contents</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 Common Core</li> <li>Identify or develop the Alternate Test</li> <li>Provide training on the portfolio and how it should be used in the formative assessment process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>LEA:</b> <ul style="list-style-type: none"> <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> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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>Develop and follow PEPs for identified students</li> <li>Maintain portfolio on identified students</li> <li>Follow IEPs (when applicable)</li> </ul> |

# North Carolina Read to Achieve

## Successful Reading Development for Retained Students Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>115C-83.1H. Successful reading development for retained students.</b> <ul style="list-style-type: none"> <li>Students not demonstrating proficiency shall be enrolled in a summer 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 Nov 1, demonstrates reading proficiency</li> <li>Parents or guardians of students who have been retained once shall be provided with a plan for reading at home</li> <li>Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day</li> </ul> |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Establish summer reading camps</li> <li>Offer an accelerated reading class and/or a transitional third and fourth-grade class, including 90 minutes of daily, uninterrupted evidence-based reading instruction</li> <li>Provide shared and guided reading workshops for parents and guardians to help with the plan for reading at home for retained students</li> <li>Offer supplemental tutoring outside of the instructional day to students that have been retained more than once</li> </ul>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Establish guidance for implementation and content of summer reading camps</li> <li>Establish guidance for accelerated and transitional third/fourth-grade classes</li> <li>Establish a midyear promotion policy to begin in 2014 school year after the first summer reading camps in the summer of 2014</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Establish midyear promotion policy</li> <li>Develop frameworks for the implementation of summer reading camps</li> <li>Develop suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>LEA:</b> <ul style="list-style-type: none"> <li>Implement summer reading camps</li> <li>Provide workshops for parents and guardians to establish support for reading at home</li> <li>Offer supplemental tutoring services for students retained more than once</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Establish accelerated reading class or transitional class for retained students</li> <li>Determine teachers to be assigned to the retained students based on demonstrated outcomes in reading proficiency</li> </ul> | <b>Teachers:</b> <ul style="list-style-type: none"> <li>Provide 90 minutes of daily uninterrupted reading instruction for retained students</li> <li>Maintain reading portfolios for retained students</li> <li>Develop and follow PEPs for students not meeting proficiency</li> </ul> |

## Explanation of PEP Samples

**\*\***There are sample forms of Personal Education Plans (PEP) that follow this page. These forms are meant to be sample formats that LEAs can follow. This is **NOT** a state-mandated form. LEAs may choose to use all, part, or none of the sample forms. LEAs are free to develop their own forms. Please refer to the law ([link provided on the introduction page](#)) to reexamine the components that should be included in a PEP.

LEAs that have completed Responsiveness to Instruction (RtI) training may use specified RtI forms as the student's PEP.

# Personal Education Plan Grades K-5

\_\_\_\_\_ School

## Part I: Descriptive Information

**Student:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Parents/Guardians** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_ **Work Telephone:** \_\_\_\_\_

**Teacher of Record:** \_\_\_\_\_

## Part II: Diagnostic Information

| <u>Assessment</u>    | <u>DIBELS Next Composite</u> | <u>TRC Level</u> | <u>Assessment</u> | <u>Level</u> |
|----------------------|------------------------------|------------------|-------------------|--------------|
| K Reading Assessment | _____                        | _____            | K Math Assessment | _____        |
| 1 Reading Assessment | _____                        | _____            | 1 Math Assessment | _____        |
| 2 Reading Assessment | _____                        | _____            | 2 Math Assessment | _____        |
| 3 Reading Assessment | _____                        | _____            | 3rd EOG Math      | _____        |
| 3rd EOG Reading      | _____                        |                  | 4th EOG Math      | _____        |
| 4th EOG Reading      | _____                        |                  | 5th EOG Math      | _____        |
| 5th EOG Reading      | _____                        |                  | 5th Science       | _____        |

Student Retained in Grade(s) (Circle Appropriate)

K 1 2 3 4 5

Identification (Circle Appropriate)

Regular Ed. EC ELL MIGRANT 504

## Personal Education Plan Intervention Plan

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                           |                           |           |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------|-----------|--------|
| Strengths                                                                                                                                                                                                                                                                                                                                                                                                     |                                           | Areas Needing Improvement |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                                | Evidence-based<br>Intervention Strategies | Resources Needed          | Beginning | Ending |
| 1 <sup>st</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                                |                                           |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Parent Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Teacher Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Principal Signature/Date</div> </div> |                                           |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                                | Evidence-based<br>Intervention Strategies | Resources Needed          | Beginning | Ending |
| 2 <sup>nd</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                                |                                           |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Parent Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Teacher Signature/Date</div> <div style="width: 33%; border-top: 1px solid black; text-align: center;">Principal Signature/Date</div> </div> |                                           |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                                | Evidence-based<br>Intervention Strategies | Resources Needed          | Beginning | Ending |
| 3 <sup>rd</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                                |                                           |                           |           |        |

## Personal Education Plan Intervention Plan

|                                |                                        |                                 |           |                                   |  |
|--------------------------------|----------------------------------------|---------------------------------|-----------|-----------------------------------|--|
| Parent Signature/Date          |                                        | Teacher Signature/Date          |           | Principal Signature/Date          |  |
| Benchmark Goal                 | Evidence-based Intervention Strategies | Resources Needed                | Beginning | Ending                            |  |
| 4 <sup>th</sup> Grading Period |                                        |                                 |           |                                   |  |
| _____<br>Parent Signature/Date |                                        | _____<br>Teacher Signature/Date |           | _____<br>Principal Signature/Date |  |
| Comments (Teacher/Parent)      |                                        |                                 |           |                                   |  |

# Personal Education Plan Grades 6-12

\_\_\_\_\_ School

## Part I: Descriptive Information

**Student:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

**Parents/Guardians** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_ **Work Telephone:** \_\_\_\_\_

**Teacher of Record:** \_\_\_\_\_

## Part II: Diagnostic Information

(Option: Attach current individual student report from diagnostic for K-3)

| <u>Test</u>                 | <u>Scale Score</u> | <u>Test</u>                   | <u>Level</u> |
|-----------------------------|--------------------|-------------------------------|--------------|
| 6 <sup>th</sup> EOG Reading | _____              | 6 <sup>th</sup> EOG Math      | _____        |
| 7 <sup>th</sup> EOG Reading | _____              | 7 <sup>th</sup> EOG Math      | _____        |
| 8 <sup>th</sup> EOG Reading | _____              | 8 <sup>th</sup> EOG Math      | _____        |
| English II                  | _____              | 8 <sup>th</sup> Grade Science | _____        |
| Biology                     | _____              | PLAN                          | _____        |
| Algebra I                   | _____              | WorkKeys                      | _____        |
|                             |                    | ACT                           | _____        |

Identification (Circle Appropriate)

Regular Ed. EC ELL MIGRANT 504

# Personal Education Plan

## Grades 6-12

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |                           |           |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------|-----------|--------|
| Strengths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                           | Areas Needing Improvement |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence-based<br>Intervention Strategies | Resources Needed          | Beginning | Ending |
| 1 <sup>st</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Parent Signature/Date         </div> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Teacher Signature/Date         </div> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Principal Signature/Date         </div> </div> |                                           |                           |           |        |
| Benchmark Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence-based<br>Intervention Strategies | Resources Needed          | Beginning | Ending |
| 2 <sup>nd</sup> Grading Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |                           |           |        |
| <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Parent Signature/Date         </div> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Teacher Signature/Date         </div> <div style="width: 33%; text-align: center;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>           Principal Signature/Date         </div> </div> |                                           |                           |           |        |

## Personal Education Plan Grades 6-12

|                                                                                                                                                                                                                                                                             |                                                   |                         |                  |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------|------------------|---------------|
| <b>Benchmark Goal</b><br><br><br><br><br><br><br><br><br><br>3 <sup>rd</sup> Grading Period                                                                                                                                                                                 | <b>Evidence-based<br/>Intervention Strategies</b> | <b>Resources Needed</b> | <b>Beginning</b> | <b>Ending</b> |
| <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>Parent Signature/Date</span> <span>Teacher Signature/Date</span> <span>Principal Signature/Date</span> </div> |                                                   |                         |                  |               |
| <b>Benchmark Goal</b><br><br><br><br><br><br><br><br><br><br>4 <sup>th</sup> Grading Period                                                                                                                                                                                 | <b>Evidence-based<br/>Intervention Strategies</b> | <b>Resources Needed</b> | <b>Beginning</b> | <b>Ending</b> |
| <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>Parent Signature/Date</span> <span>Teacher Signature/Date</span> <span>Principal Signature/Date</span> </div> |                                                   |                         |                  |               |
| <b>Comments (Teacher/Parent)</b>                                                                                                                                                                                                                                            |                                                   |                         |                  |               |

# North Carolina Read to Achieve

## Notification Requirements to Parents and Guardians Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>115C-83.11. 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 students retained 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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Establish communication plan for distributing notifications to parents and guardians</li> <li>Track student progress toward reading proficiency beginning in kindergarten and provide written notification to parents or guardians when a kindergarten, first, second, or third grade student is demonstrating difficulty with reading development, is not reading at grade level, or has a PEP</li> </ul>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>DPI will provide guidance and templates for notifications to parents and guardians</li> <li>DPI will work with the LEAs to ensure that the appropriate data is available for the notifications to parents on reading proficiency</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>Provide examples of PEP forms that may be used by LEAs</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</li> <li>Establish a district-wide process for the development and maintenance of PEPs</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 notifications</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</li> </ul> |

# North Carolina Read to Achieve Accountability Measures Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>115c-83.1J. 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</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>Action Plan (for LEAs)</b>           | <b>Maintain annual reporting on:</b> <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 the alternate test of reading comprehension</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> </ul> <ul style="list-style-type: none"> <li>Establish timeline and plan for submitting annual reports to the SBE</li> <li>Maintain a website for reporting purposes at the local level</li> </ul> |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Develop and provide reporting format to all LEAs/schools no later than 90 days prior to the annual report due date (September 1)</li> <li>Compile annual report of all local reports to be submitted to the Governor, Senate, House and Joint Legislative Education Oversight Committee (by October 1 beginning with the 2014-15 school year)</li> <li>Provide technical assistance and support to LEAs/schools in implementation of the program and in the reporting process</li> </ul>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Provide technical assistance and aid in implementation of the program</li> <li>Develop 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>Establish and maintain a website for reporting</li> <li>Provide written reports to the SBE</li> <li>Provide descriptions of all reading interventions provided to retained students</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>Track student information related to demonstration of proficiency and retention</li> <li>Provide descriptions of all reading interventions provided to retained 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 outlining reading interventions used in the classroom</li> </ul> |

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
September 2, 2015**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Dan Forest, Lt. Governor  
Gregory Alcorn  
Eric C. Davis

Kevin Howell  
Reginald Kenan  
Wayne McDevitt  
Rebecca Taylor  
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent  
Rodney Shotwell, Superintendent Advisor  
Steve Lassiter, Principal of the Year Advisor  
James Ford, Teacher of the Year Advisor

Keana Triplett, Teacher of the Year Advisor  
Grace Russell, Senior Student Advisor  
Yates McConnell, Junior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the September 2015 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today’s meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board’s website, he welcomed visitors, online listeners, and Twitter followers.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

**APPROVAL OF AGENDA**

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to

|                                    |                                     |                            |
|------------------------------------|-------------------------------------|----------------------------|
| <b>Education Building, Raleigh</b> | <b>Wednesday, September 2, 2015</b> | <b>Board Room, 9:00 AM</b> |
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request. Hearing none, Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for September 2 and 3, 2015, as presented.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Mr. Kevin Howell, and seconded by Mr. Gregory Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for September 2 and 3, 2015, as presented.*

**SPECIAL PRESENTATION**

- **Incoming State Board of Education High School Junior Advisor**
  - ❖ **Mr. Yates McConnell (Raleigh Charter High School)**

Chairman Cobey asked Board members to welcome Mr. Yates McConnell as the new high school Junior Student Advisor. Mr. McConnell is a junior at Raleigh Charter High School in Wake County, and is the first charter school student to serve as a student advisor. Mr. McConnell is an active community and school volunteer, an Eagle Scout, Class Vice President last year, is part of student government for Raleigh Charter, and is an all-conference cross-country athlete. Mr. McConnell's other activities include work to renovate a playground, a scout trail at Philmont Scout Ranch in New Mexico, and has helped rebuild houses for impoverished families in Appalachia. Joined by his parents, Mr. McConnell was welcomed to his first official meeting, and was presented with a plaque and a crystal apple. The presentation was photographed.

**SBE ISSUES SESSION**

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development.

- **Race to the Top Report: Overall Impact and Implementation Findings – Final Report**
  - ❖ **Dr. Trip Stallings (Director of Policy Research, Friday Institute, North Carolina State University)**
  - ❖ **Dr. Julie Marks (Research Associate, Education Policy Initiative at Carolina (EPIC) UNC Chapel Hill)**

Chairman Cobey recognized Dr. Trip Stallings and Dr. Julie Marks to provide the overall impact and implementation findings of the final Race to the Top (RttT) report. As the presenters were coming forward, Chairman Cobey explained that these evaluation reports are part of the process as we identify lessons learned over the grant period.

Dr. Stallings set the context for this presentation by reminding Board members that the RttT initiative was primarily about building capacity and infrastructure. As such, much of the work as evaluators has been focused on the formative nature of the project, noting that many of the outcomes specifically related to students is only now beginning to be revealed. Dr. Stallings shared that completing an overall evaluation of

|                             |                          |                     |
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| Education Building, Raleigh | Thursday, August 6, 2015 | Board Room, 9:00 AM |
|-----------------------------|--------------------------|---------------------|

- Prioritize and actively promote collaboration throughout the reform process. A complex reform agenda like North Carolina's Race to the Top funded initiatives increases the likelihood of conflicting agendas and implementation challenges
- Value simplicity. Usually, the most successful initiatives are those with the fewest moving parts.
- Engage the broader community. A comprehensive education reform agenda attends to in-school and out-of-school stakeholders at multiple levels.

#### **Recommendations:**

It is recommended that the State Board of Education accept this report.

### **GLOBALLY COMPETITIVE STUDENTS** (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

#### **CONSENT**

#### **GCS 7 – Read to Achieve Guidebook Update**

**Policy Implications:** General Statute §115C-83.1, SBE Policy #GCS-J-002

#### **SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.5:** Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

#### **Description:**

General Statute §115C-83.1 outlines components of the North Carolina Read to Achieve Program that became effective with the 2013-14 school year. The goal of this program 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.” There are seven major components of this program that include:

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

In February 2013, the State Board of Education approved a *Read to Achieve Guidebook* that gave an overview of the legislation and details of responsibilities of the state, the LEA, the school, and the teacher regarding the Read to Achieve legislation. The *Read to Achieve Guidebook* has been updated. Recent legislation eliminated the requirement for Personalized Education Plans (PEPs), so all references to PEPs have been removed. Other changes include replacing Responsiveness to Instruction (RtI)

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information with Multi-Tiered System of Support guidance and updates to the Kindergarten Entry Assessment page.

### **Recommendations:**

The State Board of Education is asked to approve the updates to the *Read to Achieve Guidebook*.

### **CONSENT**

#### **GCS 8 – Dropout Exit Conference and Referral Process**

**Policy Implications:** General Statute §115C-47(32), SBE Policy #GCS-Q-000,  
APA #16NCAC 6G.0312, No Child Left Behind Act of 2001 (NCLB)

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Special Assistant, Graduation and Dropout Prevention Initiatives)

#### **Description:**

In March 2015, the State Board of Education approved a new policy (GCS-C-039) directing the Department of Public Instruction to include in the four-year and five-year cohort any student who receives a standard diploma awarded in collaboration with a community college and signed by a local superintendent or charter.

To implement this new policy, the Department is presenting a revision to GCS-Q-000 to align with GCS-C-039. GCS-Q-000, as currently approved, states that North Carolina students who leave the public school system and enter a community college Adult High School (AHS) diploma program must be withdrawn using a code that identifies them as a dropout. It is proposed that this policy be revised to allow districts to code students transitioning from a public school to a community college Adult High School (AHS) diploma program as W2(T)\* indicating the local district verification of enrollment in an AHS program.

The W2(T) code may be repeated (with verification) until the end of the academic year for which the student's cohort is scheduled to graduate. At that time, local education agencies must adjust the W2(T) code to W1\*\* for verified AHS graduates or the transition code will default to W2\*\*\*. The State Board of Education will annually review the number of students coded as W2T.

\*W2T signifies a student who has withdrawn from a public school to attend a community college Adult High School program. Local Education Agencies must document verification of enrollment.

\*\*W1 signifies a transfer withdrawal.

\*\*\*W2 signifies a student who was enrolled in school at some time during the reporting year and not enrolled on day 20 of the current school year.



**Monthly Meeting of the North Carolina State  
Board of Education,  
09/03/2015 09:00 AM**  
Education Building, 301 N. Wilmington Street,  
Raleigh, North Carolina 27601-2825

Printed : 12/12/2019 10:05 AM EST

**ITEM : V.C.1. GCS 7 - Read to Achieve Guidebook Update**

**Consent**

**EXECUTIVE SUMMARY**

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

**State Board of Education Goal: Every student has a personalized education**

**Objective 2.5**

Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth

**Description:**

Section 115C-83.1 outlines components of the North Carolina Read to Achieve Program that became effective with the 2013-2014 school year. The goal of this program 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.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

In February 2013, the State Board of Education approved a Read to Achieve Guidebook that gave an overview of the legislation and details of responsibilities of the state, the LEA, the school, and the teacher regarding the Read to Achieve legislation. The Read to Achieve Guidebook has been updated. Recent legislation eliminated the

requirement for Personalized Education Plans (PEPs), so all references to PEPs have been removed. Other changes include replacing Responsiveness to Instruction (RtI) information with Multi-Tiered System of Support guidance and updates to the Kindergarten Entry Assessment page.

**Resources:**

North Carolina Read to Achieve program - a part of the Excellent Public Schools Act, Read to Achieve Guidebook (updated Sept 2015), HB 237

**Input Process:**

The North Carolina Department of Public Instruction developed a Guidebook for Local Education Agencies to use as a framework for implementing the components of the North Carolina Read to Achieve Program. This guidebook will be continuously updated. A copy the current guidebook is attached. Information from the Office of Early Learning and the Office of Integrated Academic and Behavior Systems

**Stakeholders:**

Teachers, administrators, parents/guardians, students, community

**Timeline For Action:**

This item is submitted for Consent at the September 2015 State Board meeting.

**Recommendations:** The State Board of Education is asked to approve the updates to the Read to Achieve Guidebook.

**Supporting Documents**

[GCS 7 - Attachment 1 - Session Law 2015-46, HB 237](#)

[GCS 7 - Attachment 2 - Guidebook](#)

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2015

SESSION LAW 2015-46  
HOUSE BILL 237

AN ACT TO REPEAL PERSONAL EDUCATION PLANS AND MODIFY TRANSITION PLANS.

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-105.41 reads as rewritten:

**"§ 115C-105.41. Students who have been placed at risk of academic failure; ~~personal education plans; transition teams failure and transition plans.~~**

(a) In order to implement Part 1A of Article 8 of this Chapter, local school administrative units shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning in kindergarten. Identification shall occur as early as can reasonably be done and can be based on grades, observations, diagnostic and formative assessments, State assessments, and other factors, including reading on grade level, that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. ~~No later than the end of the first quarter, or after a teacher has had up to nine weeks of instructional time with a student, a personal education plan for academic improvement with focused intervention and performance benchmarks shall be developed or updated for any student at risk of academic failure who is not performing at least at grade level, as identified by the State end-of-grade test and other factors noted above. Focused instructional supports and services, reading interventions, and accelerated activities should include evidence-based practices that meet the needs of students and may include coaching, mentoring, tutoring, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities free of charge to students. Local school administrative units shall also provide transportation free of charge to all students for whom transportation is necessary for participation in these activities.~~

~~Local school administrative units shall give notice of the personal education plan and a copy of the personal education plan to the student's parent or guardian. Parents should be included in the implementation and ongoing review of personal education plans. If a student's school report card provides all the information required in a personal education plan, then no further personal education plan is mandated for the student.~~

~~No cause of action for monetary damages shall arise from the failure to provide or implement a personal education plan under this section.~~

(b) ~~Local boards of education shall adopt and implement policies that direct school improvement teams to develop plans to include successful transition between elementary and middle school years and between the middle school and high school years for the creation of transition teams and transition plans for students at risk, as defined by the State Board of Education, Education, to assist them in making a successful transition between the elementary school and middle school years and between the middle school and high school years."~~

**SECTION 2.** G.S. 115C-83.7(c) reads as rewritten:

"(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 ~~personal education~~



~~plan, 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."

**SECTION 3.** G.S. 115C-83.9(a) reads as rewritten:

"(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; or (iii) has a personal education plan under G.S. 115C-105.41 level.~~

**SECTION 3.5.** The State Board of Education shall report to the Joint Legislative Education Oversight Committee by November 15, 2016, on how at risk students are identified and being served through interventions to prevent academic failure.

**SECTION 4.** This act is effective when it becomes law and applies beginning with the 2015-2016 school year.

In the General Assembly read three times and ratified this the 26<sup>th</sup> day of May, 2015.

s/ Daniel J. Forest  
President of the Senate

s/ Tim Moore  
Speaker of the House of Representatives

s/ Pat McCrory  
Governor

Approved 10:30 a.m. this 2<sup>nd</sup> day of June, 2015



# North Carolina Read to Achieve

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A Guide to Implementing  
House Bill 950/S.L. 2012-142 Section 7A  
and House Bill 230

UPDATED: JULY 2015



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

**K-3 LITERACY**

<http://www.ncpublicschools.org/k-3literacy/>

## 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.

**SBE MISSION:** The State Board of Education has the constitutional authority to lead and uphold the system of public education in North Carolina.

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Chair :: Chapel Hill

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Greenville

**WAYNE MCDEVITT**  
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## NC DEPARTMENT OF PUBLIC INSTRUCTION

**June St. Clair Atkinson, Ed.D., State Superintendent**  
**301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825**

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## **North Carolina Read to Achieve Guidebook Introduction**

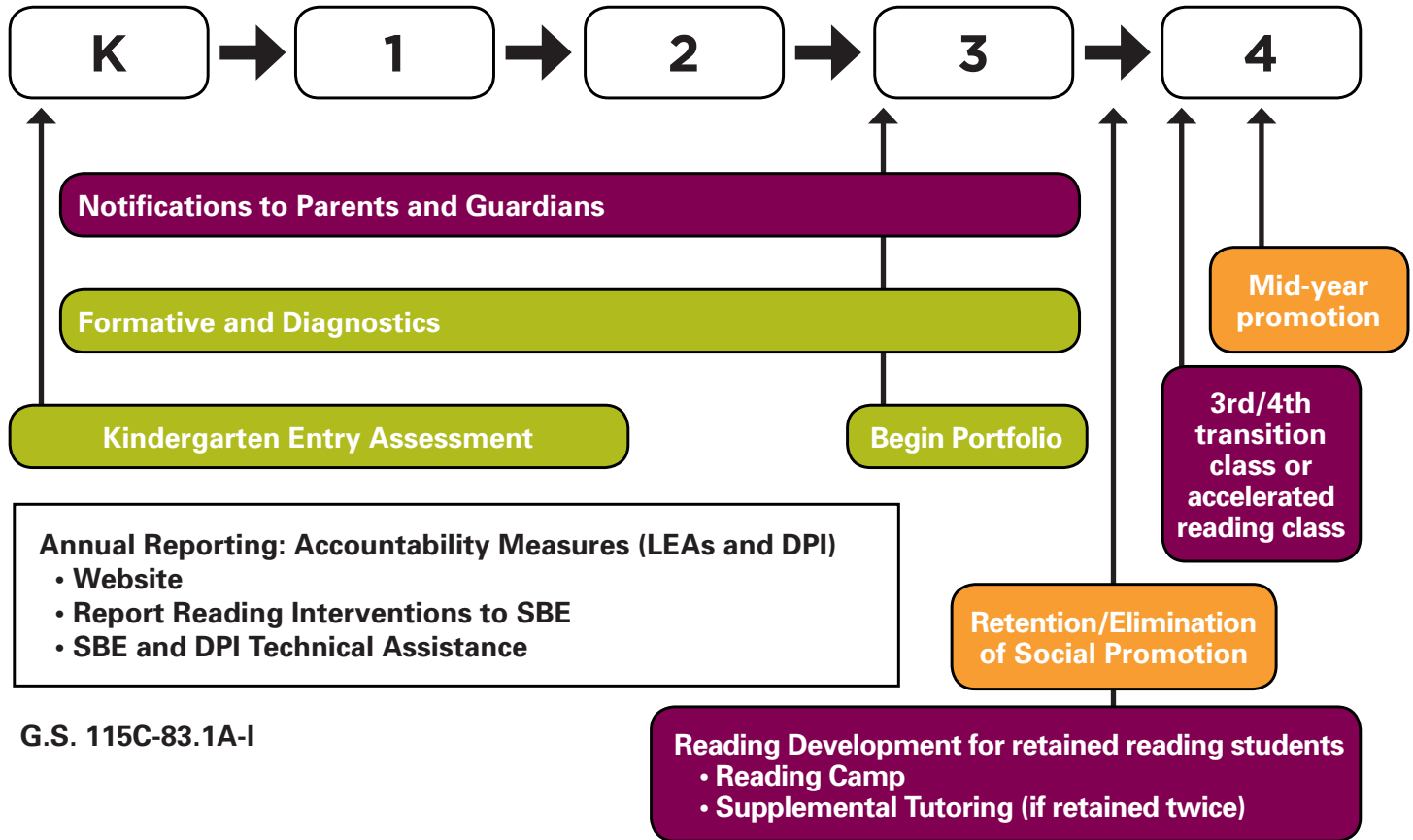
This guidebook serves as a structural framework for the North Carolina Read to Achieve program. The various charts, narratives, and descriptions are the Department of Public Instruction's work with this initiative.

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The original law can be accessed through this link, <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf>, (pages 38-45). Changes to the law were made in June 2014 and can be found in HB230.

If you have questions, please call or email: Carolyn Guthrie, Director of K-3 Literacy  
carolyn.guthrie@dpi.nc.gov | 919-807-3762

# North Carolina Read to Achieve Program Grade Level Implementation Plan

**Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.**

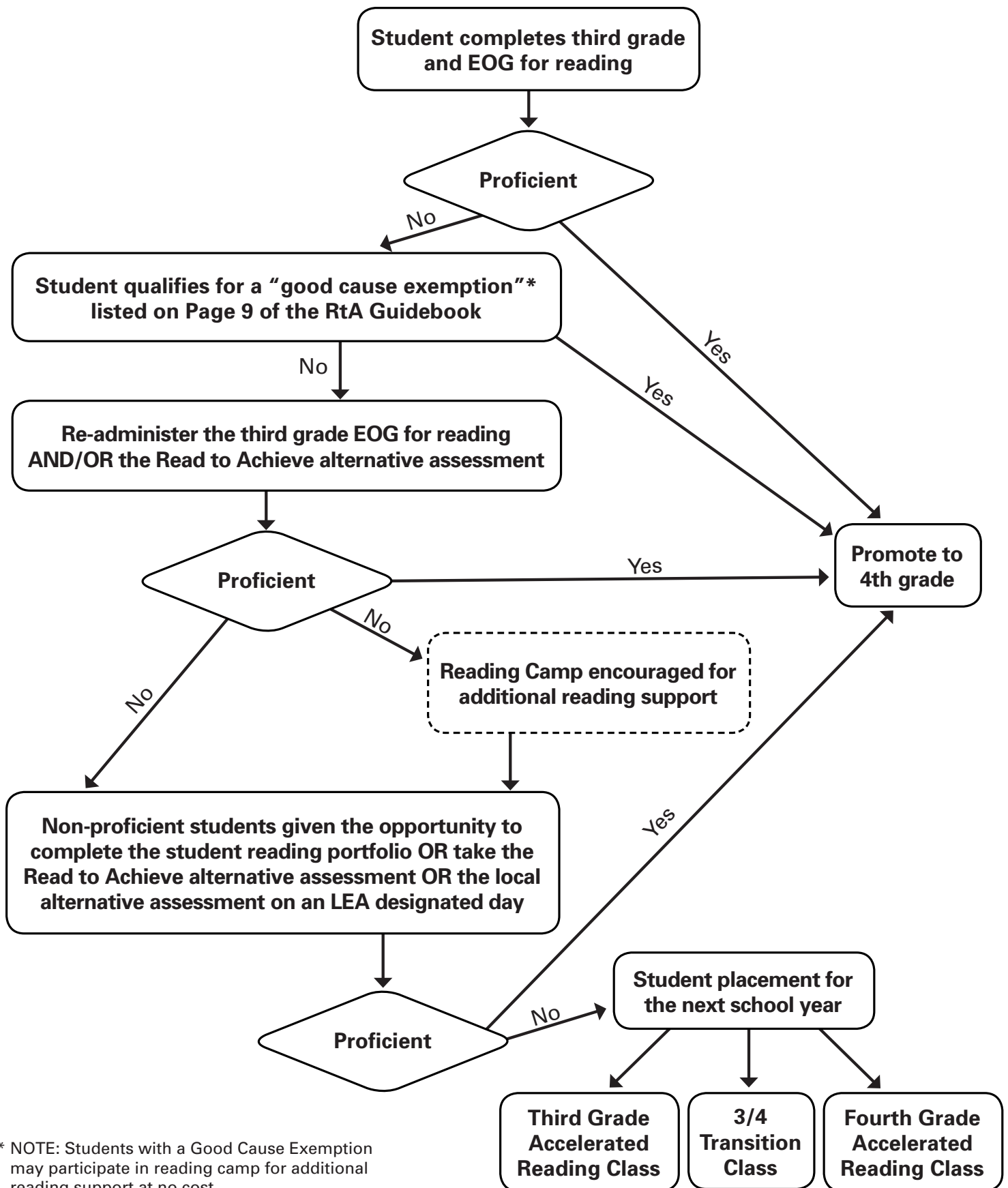


## Organizational Chart Narrative

This organizational chart illustrates how the major components of the NC Read to Achieve Program from the Excellent Public Schools Act are interrelated. The goal of the entire program is stated at the top.

- The Grade progression is at the top
- Arrows indicate when different components of the program are initiated.
- Color-coded boxes run below the grade progression to show the timing of each component through the grade levels
  - Purple boxes identify actions that LEAs will provide for struggling students
  - Green boxes identify tools provided by the state that will help LEAs identify, assess, and instruct students
  - Orange boxes identify State Board policies that are required as a result of the legislation
- Reporting and Accountability measures are components of the NC Read to Achieve Program that will be a shared responsibility of the LEAs and the State

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

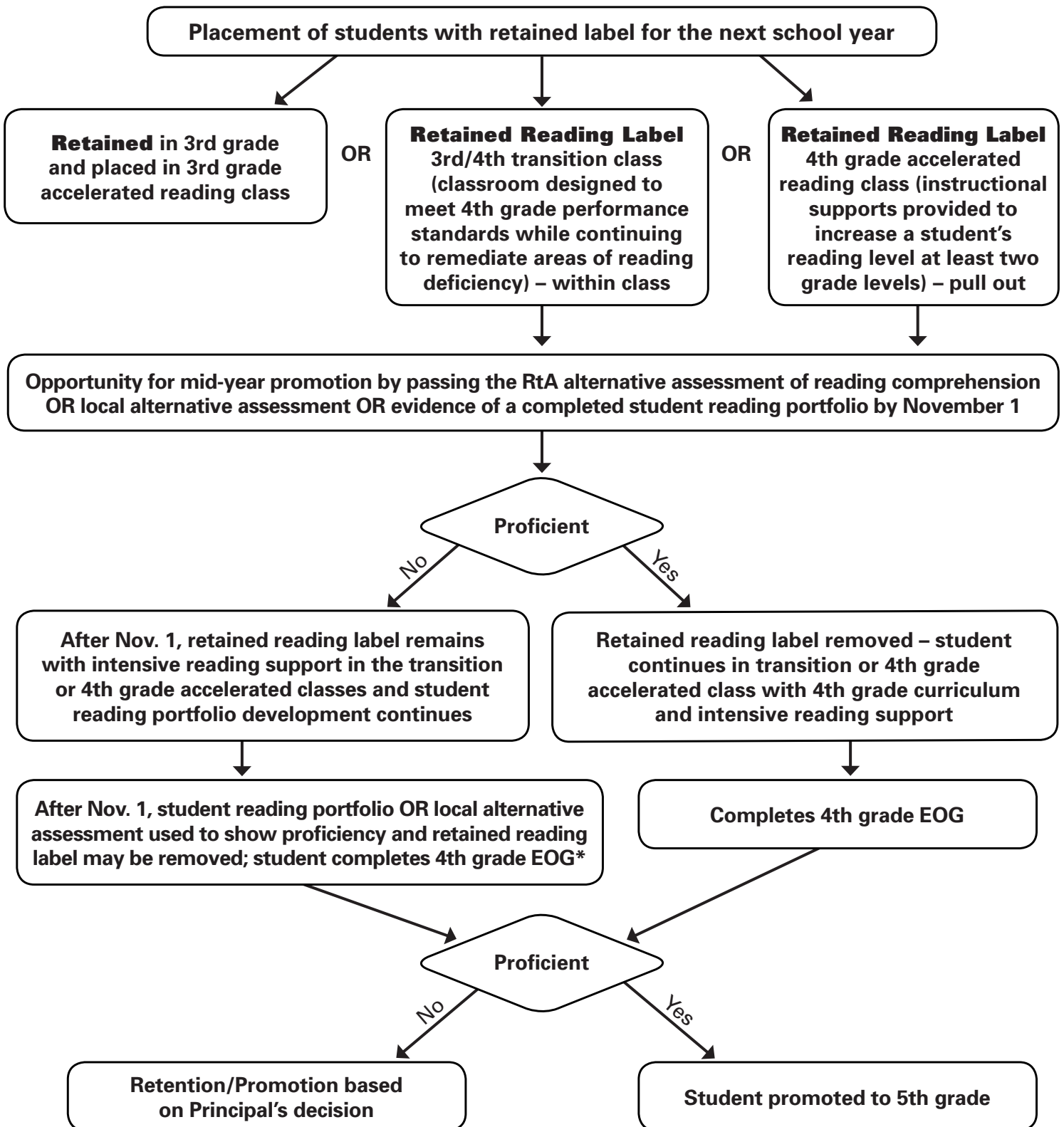


# North Carolina Read to Achieve Program End-of-Third-Grade Flow Chart Narrative

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 (see list of good cause exemptions on page 9 of the guidebook).
- 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 the 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. Retained in a third grade accelerated class (Students pulled out for intense 90 minute reading instruction with a teacher selected based on demonstrated student outcome 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. 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 90 minute block of uninterrupted reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency within the classroom structure.)
  3. 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 students 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 Program Retention Flow Chart



\* After November 1, principal shall grade and classify students demonstrating reading proficiency

# 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 3rd/4th Transition Class (see definitions) with a retained reading label
- Students 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 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, then 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 fourth 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 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 and pass the student reading portfolio requirements 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 requirements OR the local alternative assessment, then the decision to grade and classify for the following year becomes a decision for the principal, but the retained reading label remains. These children may repeat the 3/4 transition or fourth grade accelerated class the following year.
- 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 and the retained reading label is removed because 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

## Definitions of Terms Used in Excellent Public Schools Act Legislation

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. **“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.
4. **“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.
5. **“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.
6. **“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.
7. **“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.
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. **“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.
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.

# 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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>Action Plan (for LEAs)</b>           | <b>LEAs will receive the Comprehensive Plan for Reading Achievement:</b> <ul style="list-style-type: none"> <li>• Develop a plan to distribute and communicate the Reading Plan throughout the district</li> <li>• Embed professional development on evidence-based reading instructional practices within district and elementary school professional development sessions</li> <li>• Support teachers by scheduling Professional Learning Community time to share instructional ideas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Process (for DPI)</b>                | <b>The NC Comprehensive Reading Plan is a supplement to the State Board adopted NC Literacy Plan:</b> <ul style="list-style-type: none"> <li>• Gathered feedback from State Literacy team as well as internal and external stakeholders to review components of the K-12 reading plan</li> <li>• Developed a resource including appropriate research-based literacy instructional strategies</li> <li>• Convened regional reading plan focus groups consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members, and parents</li> <li>• Develop professional development to communicate and model reading instructional practices</li> <li>• Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs</li> <li>• Promote Multi-Tiered System of Support (MTSS), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction.</li> </ul> |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Develop Comprehensive Plan for Reading Achievement</li> <li>• Distribute and communicate plan to LEAs</li> <li>• Offer professional development opportunities on reading instructional practices</li> <li>• Distribute research-based literacy strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Distribute and communicate the plan to each school in LEA</li> <li>• Offer LEA-level support and follow-up to professional development on reading strategies</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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> |

# Multi-Tiered System of Support (MTSS) Factsheet

## NCDPI Curriculum and Instruction

<http://www.ncpublicschools.org/curriculum/responsiveness>

### DEFINITION

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.

### VISION

Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students.

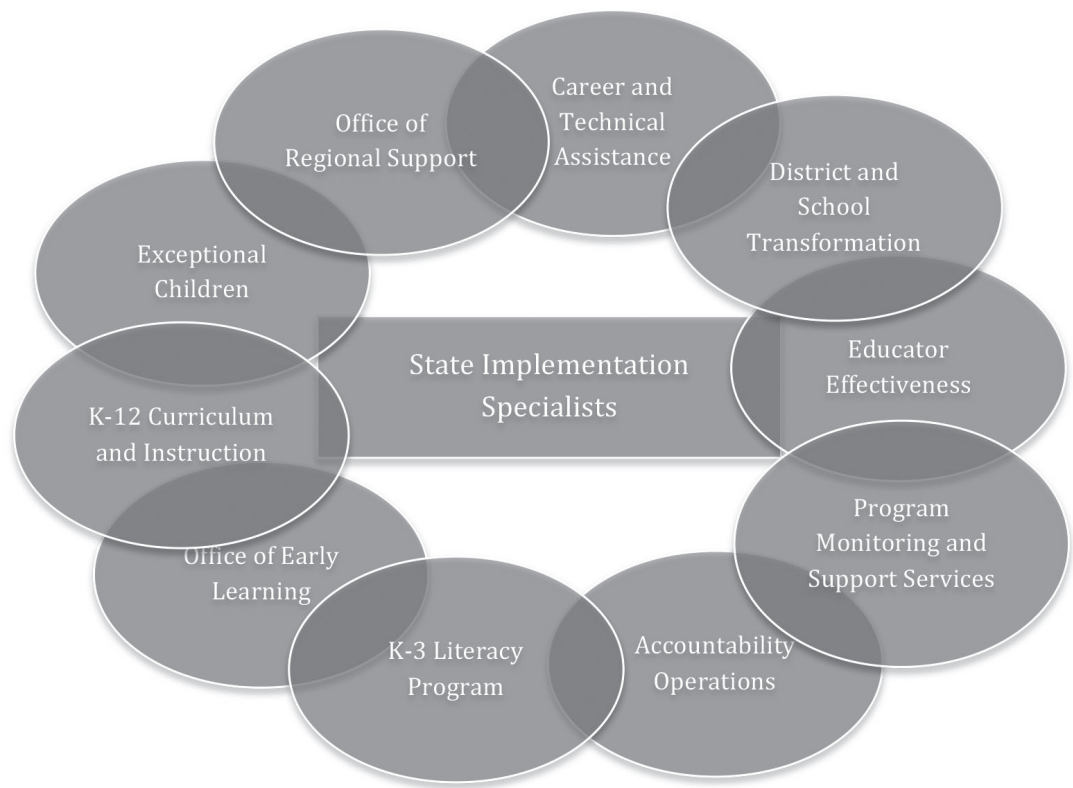
### MISSION

NCDPI will prepare for total school improvement and support LEAs to implement a Multi-Tiered System of Support by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that results in college and career readiness for all students.

NC DPI believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education.

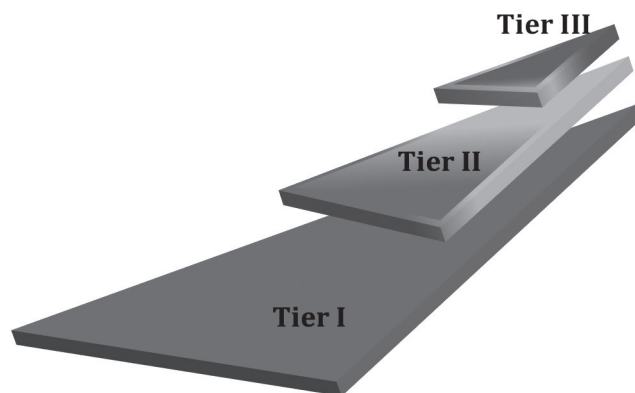
### MTSS LEADERSHIP AND POLICY TEAM

### Division Directors



## Quick Facts...

- All staff and students are part of a multi-tiered system of support
- MTSS utilizes a systematic problem solving model to analyze multiple pieces of data to determine how all students are responding to instruction
- Teams problem solve in the areas of instruction, curriculum and environment
- MTSS is a layering of academic and behavior supports
- All students have access to all layers of instructional supports



|                      | <b>Tier I – Core Instruction</b>                                                                                               | <b>Tier II – Supplemental Instruction</b>                                                                        | <b>Tier III – Intensive Instruction</b>                                                                                   |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Who</b>           | All students                                                                                                                   | Students needing supplemental supports in addition to core instruction (approximately 20% of students)           | Students needing intensive supports in addition to supplemental and core instruction (approximately 5% of students)       |
| <b>What</b>          | Evidence-based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students | Evidence-based practices and programs demonstrated to improve academic and behavior performance in core (Tier I) | Evidence-based practices and programs demonstrated to improve academic and behavior performance in identified skill areas |
| <b>Effectiveness</b> | If at least 80% of all students, in all subgroups, are meeting academic and behavior benchmarks with core supports alone       | If at least 70-80% of students improve academic and behavior performance toward core (Tier I) benchmarks         | If students improve academic and behavior progress in identified skill areas                                              |

For more information visit: [mtss.ncdpi.wikispaces.net](http://mtss.ncdpi.wikispaces.net)

# North Carolina Read to Achieve Kindergarten Entry Assessment Process\*

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <ul style="list-style-type: none"> <li>• A formative assessment process that generates a <i>Child Profile</i> 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 <i>Child Profile</i>)</li> <li>• The full <i>Child Profile</i> 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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Ensure all elementary schools participate in professional development, have ongoing support, and have appropriate devices and assessment materials</li> <li>• Develop plan to monitor the fidelity of implementation beginning in 2016-17</li> <li>• Develop continuous improvement process that includes the analysis of data to guide and transform instruction, inform ongoing professional development and support, and reduce achievement gap</li> <li>• Collaborate with regional Early Learning Education Consultants for ongoing support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>• Developed kindergarten entry assessment materials that generate a <i>Child Profile</i> and include a developmental screening of early language, literacy, and math</li> <li>• Conducted pilot testing for validity and reliability</li> <li>• Worked with vendor to create a technology platform to house assessment materials and serve as a repository for documentation and data analysis</li> <li>• Provided professional development for District Implementation Teams</li> <li>• Conduct usability testing for appropriate and effective implementation</li> <li>• Provide ongoing support to LEAs for state-wide implementation</li> <li>• Begin kindergarten entry assessment process statewide in 2015-2016</li> </ul>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Provides kindergarten entry assessment materials that generate a <i>Child Profile</i></li> <li>• Provides funding for technology platform</li> <li>• Provides professional development to districts to support scaling-up and implementation</li> <li>• Provides coaching and technical assistance to districts to support sustainability</li> <li>• Provides regional consultants</li> <li>• Revises assessment materials and process based on feedback from field</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Establishes a District Implementation Team to manage implementation of the kindergarten entry assessment process and the K-3 Formative Assessment Process</li> <li>• Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>• Identifies a person(s) to lead the kindergarten entry assessment process and K-3 Formative Assessment Process implementation effort in the school</li> <li>• Provides time for teachers and staff to participate in professional development on the assessment</li> <li>• Uses 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 as part of a broader K-3 Formative Assessment Process</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> |

\* This assessment process, occurring at kindergarten entry, is part of a broader K-3 Formative Assessment Process that is under development by the North Carolina Department of Public Instruction's Office of Early Learning through the Race to the Top-Early Learning Challenge Grant (RTT-ELC).

# North Carolina Read to Achieve Facilitating Early Grade Reading Proficiency Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Legislative Component</b>            | <b>Facilitating Early Grade Reading Proficiency:</b> <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</li> <li>• LEAs are encouraged to partner with volunteers, mentors, tutors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| <b>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Ensure that all schools in all districts are trained and have correct materials and devices</li> <li>• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system</li> <li>• Maintain communication with Regional Consultants about needs, questions, and successes</li> <li>• Analyze data to develop schedules, identify professional development needs, guide and change instruction</li> <li>• Provide instructional supports and intervention strategies to teachers</li> <li>• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring</li> </ul>                                                                                                                 |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| <b>Process (for DPI)</b>                | <b>mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.</b> <ul style="list-style-type: none"> <li>• Implemented mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014</li> <li>• Maintain contract with vendor for individualized student subscriptions</li> <li>• Allocate funding for assessment devices per ADM allotment</li> <li>• Provide student assessment materials</li> <li>• Develop State Board Policy – rules of expectations for this system</li> <li>• Provide access to intervention and instructional strategies to all stakeholders</li> <li>• Utilize universal screening, progress monitoring and data-based decision making as critical components of Multi-Tiered System of Support (MTSS) framework</li> </ul> |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>• Provides funding for devices</li> <li>• Provides funding for subscriptions</li> <li>• Provides funding for student assessment materials</li> <li>• Provides funding for training</li> <li>• Provides regional consultants</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>LEA:</b> <ul style="list-style-type: none"> <li>• Maintains 2 teacher trainers for each school</li> <li>• Uses allocation funding to choose and purchase devices</li> <li>• Supports implementation of the system</li> </ul> | <b>School:</b> <ul style="list-style-type: none"> <li>• Allows the two teacher trainers at each school to update training for all K-3 teachers on the system</li> <li>• Uses the administrative reports to inform school decisions</li> <li>• Establish procedures for identifying certified staff other than the teacher of record to assess end-of-year Text Reading and Comprehension</li> </ul> | <b>Teachers:</b> <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> |

**EXECUTIVE SUMMARY****Title: Expansion of mClass Reading 3D Diagnostic Assessments State-Wide****Type of Executive Summary:**

☐ Consent   
 ☐ Action   
 ☐ Action on First Reading   
 ☒ Discussion   
 ☐ Information

**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #115C-83.1F
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☐ APA # \_\_\_\_\_
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, Early Childhood/Elementary Projects, Special Assistant to Chief Academic Officer, Academic Services and Instructional Support)

**Description:**

Section 115C-83.1F of the 2012-2013 budget law identifies strategies for facilitating early-grade reading proficiency. The law states that “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).” The state began a reading diagnostic initiative in 2009 with 27 pilot schools. This initiative expanded to 480 schools in 2010 and continued in 2011. The schools are using mClass Reading 3D, an on-going formative and diagnostic assessment system with three benchmarking periods. Teachers formatively assess students throughout the year between the benchmarks and use the assessment results to guide their instruction in the classroom. This web-based system is downloaded to an electronic touch-screen device to allow teachers ease and speed of administration. Immediate teacher reports give valuable feedback about the instructional needs of the students and identify appropriate, individualized interventions and strategies. Administrative reports allow for school administrators and central office personnel to make decisions at the school and district level about successful instructional methods, intervention programs, and scheduling. Informative parent reports with suggested reinforcing activities are also provided after each benchmark. The Department of Public Instruction will expand the implementation of the mClass Reading 3D diagnostic system state-wide for the 2013-2014 school year as required by legislation. Training will begin in August of 2012 for schools that would like to begin the assessments in the fall of 2012, and training and resources will be provided throughout the year to ensure full implementation by all schools state-wide by the first benchmarking period of 2013. A policy outlining the implementation process and expectations for schools and districts is attached.

**Resources:**

Student subscriptions, teacher training, student assessment kits, electronic devices for teachers, professional development by Department of Public Instruction consultants, Reading 3D Master Trainers from NC school districts and vendor consultants

**Input Process:**

The NC Department of Public Instruction piloted this reading diagnostic system in 2009 using 27 volunteer schools. In 2010, an RFP was issued for a technology-based reading diagnostic assessment system that included formative and benchmarking assessments for elementary reading. mClass Reading 3D was chosen, and immediate training and implementation began in the lowest performing schools in North Carolina. In the late fall of 2010, invitations were sent out for more schools to apply and participate. By the end of 2011, 480 schools were participating. A 2011 and 2012 report indicated a very strong predictive correlation to the EOG proficiency scores. The 2012 reports for individual districts and the state also show growth increases in subskills and reading levels.

**Stakeholders:**

Teachers, administrators, parents, students, district administrators

**Timeline For Action:**

This policy is being presented for Discussion at the August 2012 State Board meeting.

**Recommendations:**

The NC Department of Public Instruction recommends that the State Board of Education adopt this policy to ensure the administration of mClass Reading 3D as the state formative and diagnostic reading assessments in grades K-3 for the 2013-2014 school year.

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**Audiovisual equipment requested for the presentation:**

☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: \_\_\_\_\_ Susan Auton, 919-807-3435

# North Carolina State Board of Education

## POLICY MANUAL

### **Policy Identification**

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** GCS-J-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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |
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| <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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Determine which students fail to demonstrate proficiency on third-grade EOG</li> <li>• Determine which of these students qualify for good cause exemptions</li> <li>• Readminister a different form of the EOG and alternative test to those identified students</li> <li>• Submit documentation of good cause to principal – evidence shall be in the student's IEP, Alternate Test or reading portfolio (teacher responsibility)</li> <li>• Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal responsibility)</li> <li>• Accept or reject recommendation in writing (superintendent responsibility)</li> </ul> |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                            |
| <b>Process (for DPI)</b>                | <b>The third-grade Reading EOG is made available to all qualified students:</b> <ul style="list-style-type: none"> <li>• Developed template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion</li> <li>• Developed and communicated guidelines for the portfolio contents</li> <li>• Provide different forms of the EOG to LEAs</li> <li>• Provide the RtA alternative assessment to all LEAs</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 Common Core</li> <li>• Develop the RtA alternative assessment</li> <li>• Provide training on the portfolio and how it should be used in the formative assessment process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>LEA:</b> <ul style="list-style-type: none"> <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> </ul> | <b>School:</b> <ul style="list-style-type: none"> <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>• Follow IEPs (when applicable)</li> </ul> |

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

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                            |
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| <b>Legislative Component</b>            | <b>115C-83.1H. 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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>Establish reading camps</li> <li>Offer a 3rd grade accelerated reading class, a 4th grade accelerated reading class and/or a 3rd/4th transitional class, including 90 minutes of daily, uninterrupted evidence-based reading instruction</li> <li>Offer supplemental tutoring outside of the instructional day to students who have been retained more than once under this law</li> </ul>                                                                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                            |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Establish guidance for implementation and content of reading camps</li> <li>Establish guidance for accelerated and transitional third/fourth-grade classes</li> <li>Established a midyear promotion policy to begin in 2014 school year after the first reading camps in the summer of 2014</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                            |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Establish midyear promotion policy</li> <li>Develop frameworks for the implementation of summer reading camps</li> <li>Develop suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>LEA:</b> <ul style="list-style-type: none"> <li>Implement summer reading camps</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> </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 Notification Requirements to Parents and Guardians Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             |
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| <b>Legislative Component</b>            | <b>115C-83.11. 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>Action Plan (for LEAs)</b>           | <ul style="list-style-type: none"> <li>• Establish communication plan for distributing notifications to parents and guardians</li> <li>• Track student progress toward reading proficiency beginning in kindergarten and provide written notification to parents or guardians when a kindergarten, first, second, or third grade student is demonstrating difficulty with reading development, is not reading at grade level</li> </ul>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>• DPI will provide guidance and templates for notifications to parents and guardians</li> <li>• DPI will work with the LEAs to ensure that the appropriate data is available for the notifications to parents on reading proficiency</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> </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</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 notifications</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 under this law</li> </ul> |

# Notification Guidelines for NC Read to Achieve

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 shall receive monthly written reports on student progress toward reading proficiency. This can include an evaluation of classroom work, observations, test, assessments, Reading 3D 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 Grades 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 Process

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
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| <b>Legislative Component</b>            | <b>115c-83.1J. 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</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>Action Plan (for LEAs)</b>           | <b>Maintain annual reporting on:</b> <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 the alternative test of reading comprehension</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               <ul style="list-style-type: none"> <li>Establish timeline and plan for submitting annual reports to the SBE</li> <li>Maintain a website for reporting purposes at the local level</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
| <b>Process (for DPI)</b>                | <ul style="list-style-type: none"> <li>Develop and provide reporting format to all LEAs/schools no later than 90 days prior to the annual report due date (September 1)</li> <li>Compile annual report of all local reports to be submitted to the Governor, Senate, House and Joint Legislative Education Oversight Committee (by October 1 beginning with the 2014-15 school year)</li> <li>Provide technical assistance and support to LEAs/schools in implementation of the program and in the reporting process</li> </ul>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
| <b>Responsibilities of Stakeholders</b> | <b>State:</b> <ul style="list-style-type: none"> <li>Provide technical assistance and aid in implementation of the program</li> <li>Develop 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>Establish and maintain a website for reporting</li> <li>Provide written reports to the SBE</li> <li>Provide descriptions of all reading interventions provided to non-proficient 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 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 outlining reading interventions used in the classroom</li> </ul> |

## 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.
- (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.
- (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, 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. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
- (9) "Summer 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 summer camp attendance. Summer camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; and (iv) allow volunteer mentors to read with students.
- (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).)

#### **§ 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 1 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).)

#### **§ 115C-83.4A. Advanced courses.**

(a) It is the intent of the State to enhance accessibility and encourage students to enroll in and successfully complete more rigorous advanced courses to enable success in postsecondary education for all students. For the purposes of this section, an advanced course is an Advanced

Placement or International Baccalaureate Diploma Programme course. To attain this goal, to the extent funds are made available for this purpose, students enrolled in public schools shall be exempt from paying any fees for administration of examinations for advanced courses and registration fees for advanced courses in which the student is enrolled regardless of the score the student achieves on an examination.

(b) Eligible secondary students shall be encouraged to enroll in advanced courses to expose them to more rigorous coursework while still in secondary school. Successfully completing advanced courses will increase the quality and level of students' preparation for postsecondary career paths and their pursuit of higher education.

(c) The results of student diagnostic tests administered pursuant to G.S. 115C-174.18 and G.S. 115C-174.22, such as the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and ACT, shall be used to identify students who are prepared or who need additional work to be prepared to enroll and be successful in advanced courses. Students may also be identified for potential enrollment in advanced courses based on other criteria established by schools to increase access to those courses for their students.

(d) Local boards of education shall provide information to students and parents on available opportunities and the enrollment process for students to take advanced courses. The information shall explain the value of advanced courses in preparing students for postsecondary level coursework, enabling students to gain access to postsecondary opportunities, and qualifying for scholarships and other financial aid opportunities.

(e) Local boards of education shall ensure that all high school students have access to advanced courses in language arts, mathematics, science, and social studies. Such access may be provided through enrollment in courses offered through or approved by the North Carolina Virtual Public School.

(f) The State Board of Education shall seek a partner, such as the College Board, to form the North Carolina Advanced Placement Partnership, hereinafter referred to as Partnership, to assist in improving college readiness of secondary students and to assist secondary schools to ensure that students have access to high-quality, rigorous academics with a focus on access to Advanced Placement courses.

In order to implement its responsibilities under this section, the partner selected by the State Board of Education shall provide staff to do the following:

- (1) Provide professional development in the form of support and training to enable teachers of Advanced Placement courses to have the necessary content knowledge, instructional skills, and materials to prepare students for success in Advanced Placement courses and examinations and mastery of postsecondary course content.
- (2) Provide administrators, including principals and counselors, with professional development that will enable them to create strong and effective Advanced Placement courses in their schools.
- (3) Provide teachers of students in grades seven through 12 with preadvanced course professional development and materials that prepare students for success in Advanced Placement courses.
- (4) Provide consulting expertise and technical assistance to support implementation.
- (5) Prioritize assistance to schools designated as low-performing by the State Board of Education and provide for frequent visits to the schools

targeted by the Partnership.

(g) The Partnership shall report annually to the Department of Public Instruction on the Partnership's implementation of its responsibilities under subsection (f) of this section.

(h) Beginning October 1, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. The report shall include, at a minimum, the following information:

- (1) The North Carolina Advanced Placement Partnership's report to the Department of Public Instruction as required by subsection (g) of this section and the State Board's assessment of that report.
- (2) Number of students enrolled in advanced courses and participating in advanced course examinations, including demographic information by gender, race, and free and reduced-price lunch status.
- (3) Student performance on advanced course examinations, including information by course, local school administrative unit, and school.
- (4) Number of students participating in 10th grade PSAT/NMSQT testing.
- (5) Number of teachers attending summer institutes offered by the North Carolina Advanced Placement Partnership.
- (6) Distribution of funding appropriated for advanced course testing fees and professional development by local school administrative unit and school.
- (7) Status and efforts of the North Carolina Advanced Placement Partnership.
- (8) Other trends in advanced courses and examinations. (2013-360, s. 8.27(b).)

**§ 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.

(d) The kindergarten entry assessment shall 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.

(e) 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.

(f) 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).)

**§ 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. 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).)

**§ 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 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 years of instruction in an English as a Second Language program.
- (2) Students with disabilities, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions.
- (3) Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
- (4) Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer

reading camp. The student reading portfolio and review process shall be established 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 personal education plan, 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).)

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

(a) Students not demonstrating reading proficiency shall be enrolled in a summer reading camp provided by the local school administrative unit prior to being retained. Students who demonstrate reading proficiency on an alternative assessment of reading comprehension or student reading portfolio after completing a summer reading camp shall be promoted to the fourth grade. Students who do not demonstrate reading proficiency on these measures after completing a summer reading camp shall be retained under G.S. 115C-83.7(a) and provided with the instruction listed in subsection (b) of this section during the retained year.

(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.

(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 G.S. 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.)

#### **§ 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; (ii) is not reading at grade level; or (iii) has a personal education plan under G.S. 115C-105.41.

(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 to discuss with parents and guardians the notifications listed in this section. (2012-142, s. 7A.1(b).)

#### **§ 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 alternative assessment of reading comprehension.
- (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).

(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).

(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 October 1 of each year, beginning with the 2014-2015 school year.

(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).)

**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013**

**HOUSE BILL 230  
RATIFIED BILL**

**AN ACT TO CLARIFY PROVISIONS OF THE READ TO ACHIEVE ACT AND SCHOOL  
PERFORMANCE GRADES AND TO EXPAND THE TESTING WINDOW FOR ONE  
YEAR.**

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-83.3(2) reads as rewritten:

"(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."

**SECTION 2.** G.S. 115C-83.3(8) reads as rewritten:

"(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."

**SECTION 3.** G.S. 115C-83.3(9) reads as rewritten:

"(9) ~~"Summer reading."~~ "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 ~~summer~~ reading camp attendance. ~~Summer Reading camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) 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; and (iv) allow (iii) allow volunteer mentors to read with students-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.~~"

**SECTION 4.** G.S. 115C-83.5(d) reads as rewritten:

"(d) 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 of the kindergarten entry assessment may be used as a formative and diagnostic reading assessment as provided in G.S. 115C-83.6."

**SECTION 5.** G.S. 115C-83.7(b) reads as rewritten:

"(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 ~~years~~ 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), whose individualized education program indicates the use of alternative assessments and reading interventions.~~ 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. ~~Teachers may administer alternative assessment following the administration of the State approved standardized test of reading comprehension typically given to third grade students at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp.~~
- (4) Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. ~~Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student~~ Student reading portfolio and review process-processes used by local school administrative units shall be established-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."

**SECTION 6.** G.S. 115C-83.8 reads as rewritten:

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

(a) ~~Parents or guardians of Students-students not demonstrating reading proficiency shall be enrolled-encouraged to enroll their student in a summer-reading camp provided by the local school administrative unit prior to being retained. unit. Students who demonstrate reading proficiency on an alternative assessment of reading comprehension or student reading portfolio after completing a summer reading camp shall be promoted to the fourth grade. Students who do not demonstrate reading proficiency on these measures after completing a summer reading camp shall be retained under G.S. 115C-83.7(a) and provided with the instruction listed in subsection (b) of this section during the retained year.~~ 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 G.S. 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day."

**SECTION 7.** G.S. 115C-83.9 reads as rewritten:

**"§ 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; (ii) is not reading at grade level; or (iii) has a personal education plan under G.S. 115C-105.41.

(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~~ opportunities, including, but not limited to, information sessions, to discuss with parents and guardians the notifications listed in this section."

**SECTION 8.** Part 1A of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

**"§ 115C-83.11. Continued support for students demonstrating reading proficiency.**

(a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third grade student as provided under G.S. 115C-83.7 may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(9) 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 students not demonstrating reading proficiency as provided under G.S. 115C-83.8. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency."

**SECTION 9.** G.S. 115C-238.29F(d1) reads as rewritten:

"(d1) Reading Proficiency and Student Promotion. –

(1) Students in the third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students. The charter school shall provide reading interventions to retained students to remediate reading deficiency, which may include 90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps.

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

- a. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- b. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates ~~the use of~~

- ~~alternative assessments and reading interventions.~~(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.
- c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
  - d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.
  - e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

...."

**SECTION 10.** The State Board of Education shall implement the developmental screening instrument as provided in G.S. 115C-83.5 in each school in a local school administrative unit enrolling kindergarten students, and according to the approved time line for the administration of the Kindergarten Entry Assessment as provided under Section 3.9 of S.L. 2013-363. Additional components of the Kindergarten Entry Assessment shall be fully implemented in each school in a local school administrative unit enrolling kindergarten students beginning with the 2016-2017 school year.

**SECTION 11.** The title of Part 5 of Article 10A of Chapter 115C of the General Statutes reads as rewritten:

"CAREER AND COLLEGE READINESS."

**SECTION 12.** G.S. 115C-83.4A is recodified in Part 5 of Article 10A of Chapter 115C of the General Statutes as G.S. 115C-174.26.

**SECTION 13.** G.S. 115C-83.15(b) reads as rewritten:

"(b) Calculation of the School Achievement Score. – In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school on all of the following indicators that are measured for that school:

- (1) One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight.
- (2) One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
- (3) One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
- (4) One point for each percent of students who score at or above proficient on the Algebra I or Integrated Math I end-of-course test.
- (5) One point for each percent of students who score at or above proficient on the English II end-of-course test.
- (6) One point for each percent of students who score at or above proficient on the Biology end-of-course test.
- (7) One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.
- (8) One point for each percent of students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.
- (9) One point for each percent of students enrolled in Career and Technical Education courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.
- (10) One point for each percent of students who graduate within four years of entering high school.

~~Each school achievement indicator shall be of equal value when used to determine the overall school achievement score. In calculating the overall school achievement score earned by schools, the State Board of Education shall (i) use a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element and (ii) proportionally adjust the scale to account for the absence of a school achievement element for award of scores to a school that does not have a measure of one of the~~

school achievement elements annually assessed for the grades taught at that school. The overall school achievement score shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66."

**SECTION 14.** G.S. 115C-83.15(d) reads as rewritten:

"(d) Calculation of the School Performance Scores and Grades. – ~~For schools exceeding or not meeting expected school growth, the~~ The State Board of Education shall use EVAAS to calculate the school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. ~~For schools meeting expected growth, and with a school achievement score of eighty percent (80%) or higher, the school performance score shall solely reflect the achievement score. For schools meeting expected growth, and with a school achievement score below eighty percent (80%), the school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade.~~ For all schools, the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

- (1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F."

**SECTION 15.** Notwithstanding G.S. 115C-83.15(d), for the 2013-2014 school year only, for all schools the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

- (1) A school performance score of at least 85 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 70 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 55 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 40 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 40 points is equivalent to an overall school performance grade of F.

**SECTION 16.** For the 2014-2015 school year only, local boards of education may apply for waivers from the requirements in G.S. 115C-174.12(4) which limit the administration of final exams for year-long courses to the final 10 instructional days of the school year and the final five instructional days of the semester for semester courses. Local boards of education shall apply for these waivers to the State Board of Education by September 1, 2014. The State Board of Education shall grant the waivers for up to five additional days in order to allow the administration of final exams for year-long courses within the final 15 instructional days of the school year and for semester courses within the final 10 instructional days of the semester. By October 1, 2014, the State Board of Education shall notify the local boards of education whether the requested waivers have been granted.

**SECTION 17.** This act is effective when it becomes law. Section 16 of this act applies only for the 2014-2015 school year.

In the General Assembly read three times and ratified this the 9<sup>th</sup> day of June, 2014.

s/ Daniel J. Forest  
President of the Senate

s/ Paul Stam  
Speaker Pro Tempore of the House of Representatives

\_\_\_\_\_  
Pat McCrory  
Governor

Approved \_\_\_\_\_m. this \_\_\_\_\_ day of \_\_\_\_\_, 2014

# North Carolina State Board of Education Policy Manual

## Policy Identification

**Priority:** Globally Competitive Students

**Category:** Kindergarten/Early Childhood

**Policy ID Number:** GCS-J-003

**Policy Title:** NC General Assembly's Read to Achieve Program

**Current Policy Date:** 12/05/2013

**Other Historical Information:** 03/07/2013

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

- (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 <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=12267&MID=804>.
- \*(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.

*History Note: Authority G.S. 115C-83.1, 83.3, 83.7 and 83.8  
Eff. June 30, 2013*

\* Based on State Board of Education action on February 6, 2014, LEAs may submit for approval local alternative assessment options for the 2013-2014 school year subject to the following conditions:

1. the request is approved by the local board of education and is signed by the local board chair;  
and
2. the request contains a statement verifying that the local board of education has determined that the requested Alternative Assessment is a valid and reliable standardized assessment of reading comprehension and demonstrates that a student is reading at or above the third-grade level as required by the Read to Achieve law.