
Read to Achieve

Policy, Practice, and Reflections

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Retention and Promotion of Third Grade Students

Moore County Schools

Students who do **not** demonstrate reading proficiency by the end of third grade are offered support during our optional summer reading camps. At summer reading camp, students work towards meeting proficiency in one of four ways:

- Successful completion of RtA student portfolio
- Passing score on RtA test (administered at the end of the reading camp)
- Passing score on mCLASS of a level P (prior to 2020)
- Lexile score of 725 or higher on Reading Inventory

Policy Support

§ 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.**

Retention and Promotion of Third Grade Students

Moore County Schools

Students who do **not** demonstrate reading proficiency by the end of summer reading camp will be retained under G.S. 115C-83.7(a)

- Students will be placed in a transitional third and fourth grade class combination. This class will have at least 90 minutes of daily reading instruction. These students automatically receive intensive reading intervention.
- Students will take the RtA test again by November 1.
- Students who show reading proficiency demonstrated by November 1 will be promoted to fourth grade status.

Policy Support

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

(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.

Read to Achieve Recommendations

Shift focus away from retention as a remediation tool and towards a system of substantial, statewide instructional support. Specific, systematic K-3 instructional reading supports are needed in order to increase reading proficiency statewide.

Read to Achieve Recommendations

Policy Support

§ 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.

§ 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.

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

(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.

Read to Achieve Recommendations

Policy Support

§ 115C-83.7. Elimination of social promotion.

(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:

(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.**

(5) Students who have (i) **received reading intervention** and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

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

(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.**

Read to Achieve Recommendations

Shift focus away from retention and towards instructional support.

→ **Research-based interventions, programs, and MTSS support**

The MTSS framework is a research-based intervention framework that addresses reading development. NC DPI needs to create a centralized support system for schools to find effective interventions, support, and programs to use when addressing specific reading deficiencies based on the MTSS framework.

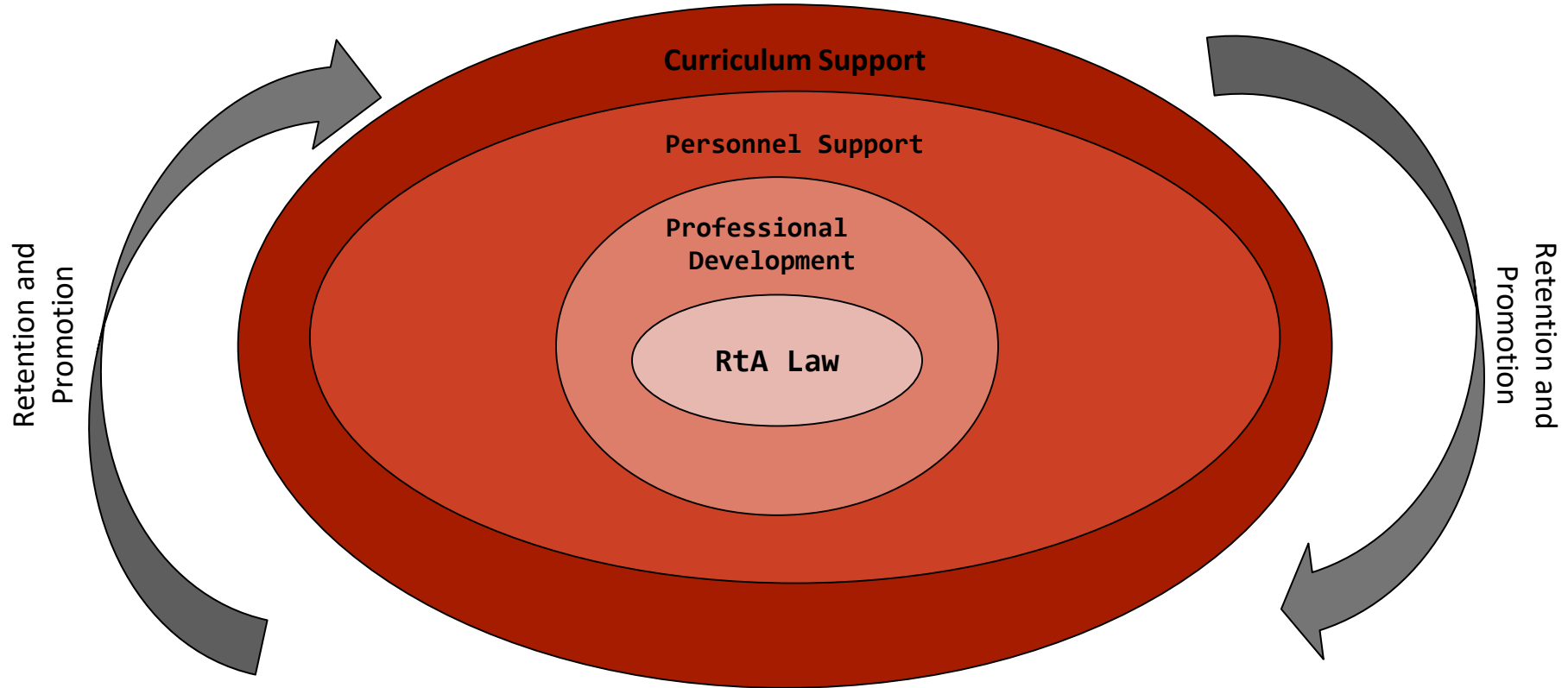
→ **Support Personnel**

Instructional coaches, reading coaches, and instructional assistants are needed in local LEAs to ensure schools are able to provide support and interventions with integrity. Most non-title one schools are not able to fund instructional coaches or reading specialists to help non-proficient readers. This jeopardizes the ability of local LEAs to provide the level of instructional support deemed necessary by the Read to Achieve law (GS 115-83).

→ **Professional development**

Teachers need specific, in-depth PD on the science of reading, content reading instruction, and interventions for struggling readers.

Conclusion- RtA Recommendations



Questions/Comments?

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