

## Read to Achieve Policy Timeline

### July 2012

Excellent Public Schools Act/Read to Achieve becomes law (S.L. 2012-142)

- Includes “Elimination of social promotion” section that directs the State Board of Education to “require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student...” § 115C-83.7. Elimination of social promotion.
- A retained 3<sup>rd</sup> grader may be placed in an “accelerated reading class” (designed to give the 3<sup>rd</sup> graders more reading support during the school day) or a “transitional third and fourth grade class combination” (designed to remediate the retained 3<sup>rd</sup> graders while producing learning gains to help reach 4<sup>th</sup> grade standards) § 115C-83.8. Successful reading development for retained students and § 115C-83.3. Definitions.

### February 2013

State Board of Education Meeting

State Board of Education Committee on Globally Competitive Students discussed draft policy to implement “the North Carolina General Assembly’s Read to Achieve Program.” The minutes state that Committee Chair Patricia Willoughby “noted a thorough discussion during the GCS Committee meeting on [the previous day] about the General Assembly’s Read to Achieve Program” and “stated that the Board will be asked in March to approve the policy...”

Draft Policy:

- If a 3<sup>rd</sup> grade student does not achieve proficiency in reading by end of 3<sup>rd</sup> grade or after participation in a reading camp, “then a designation of ‘retained’ is placed on the student record. The student is placed in a fourth-grade transitional or accelerated class...These classes will follow the fourth-grade standards and curriculum...”
- “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...”

### March 2013

Minutes from the State Board of Education meeting:

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- 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)”

Procedure for students at the end of 3<sup>rd</sup> grade according to the GCS1 Handbook approved by the State Board:

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- Students take the 3<sup>rd</sup>-grade EOG
- ...[paths by which to prove proficiency]...
- If a parent decides not to enroll the student in the Summer Reading Camp, the student is retained in third grade
- ...[paths by which to prove proficiency]...
- If the student is still not proficient, the student moves to the next school year with a “retained” label on the record 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
- ...[paths by which to prove proficiency]...
- Students who are proficient by either method have the retained label removed in PowerSchool, continue with the same class with 4<sup>th</sup> grade curriculum and 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 the intensive reading instruction ...
- ...[path by which to prove proficiency]...
- All students in both classes take the 4<sup>th</sup> grade EOG
- ...”

Summary: Students who were not proficient readers in 3<sup>rd</sup> grade or after attending a Summer Reading Camp progressed to the 4<sup>th</sup> grade regardless. These students are moved to the next grade with “retained” label in their school record. Non-proficient readers were only retained in the 3<sup>rd</sup> grade if they did not attend a Summer Reading Camp. If the students placed in 4<sup>th</sup> grade were still not proficient on a 3<sup>rd</sup> grade reading level during the next school year, they still took the 4<sup>th</sup> grade EOG regardless. Schools could then move them to the 5<sup>th</sup> grade “but the third-grade retention label remains.”

## September 2015

State Board of Education Committee on Globally Competitive Students revises the policy guidebook and recommends adoption by the full SBE. SBE approves revisions to the Read to Achieve Guidebook. Summary:

- The requirement to retain non-proficient 3<sup>rd</sup> graders who do not attend Summer Reading Camps is deleted so that the Guidebook contains no requirement to retain non-proficient readers in the 3<sup>rd</sup> grade.
- For all non-proficient readers, who do not qualify for an exemption, the revisions direct schools to choose whether to (1) retain in “accelerated reading” 3<sup>rd</sup> grade classes, (2) advance to 3<sup>rd</sup>/4<sup>th</sup> grade transition classes as 4<sup>th</sup> graders with the “Retained Reading Label,” or (3) advance to “accelerated reading” 4<sup>th</sup> grade classes as 4<sup>th</sup> graders with the “Retained Reading Label.”

## Data

School Year when Students were in 3 <sup>rd</sup> grade	Number of Students “Retained” but Placed in 4 <sup>th</sup> Grade under SBE Policy	Number of those Students Not Proficient in 4 <sup>th</sup> Grade (scored level 1 or 2) on 4 <sup>th</sup> grade EOG	Percent of those Students who were proficient in 4 <sup>th</sup> Grade (scored level 3-5) on 4 <sup>th</sup> grade EOG
2013-14	12,657	11,822	6.6%
2014-15	14,040	12,931	7.9%
2015-16	15,667	14,555	7.1%
2016-17	15,797	14,628	7.4%
2017-18	17,065	15,632	8.4%
<b>Total</b>	<b>75,226</b>	<b>69,567</b>	

## Data on most recent group of 3<sup>rd</sup> graders (2017-18):

- 17,065 “retained” 3<sup>rd</sup> graders took the 4<sup>th</sup> grade EOG the following year
- 830 retained 3<sup>rd</sup> graders took the 3<sup>rd</sup> grade EOG the following year