



Public Schools of North Carolina

Read to Achieve Guidebook

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Purpose of the Guidebook

Why: To provide supports and clarification for NC educators aligned to the components of RtA, as well as the roles and responsibilities of each stakeholder in order to focus on supporting successful reading outcomes for all K-3 students.



Stakeholders

Who: District Leaders, School Leaders, Teachers
(and parents where applicable)

When: The guidebook may be used throughout the school year to inform instructional decisions pertaining to RtA and K-3 Assessments.



Read to Achieve Program

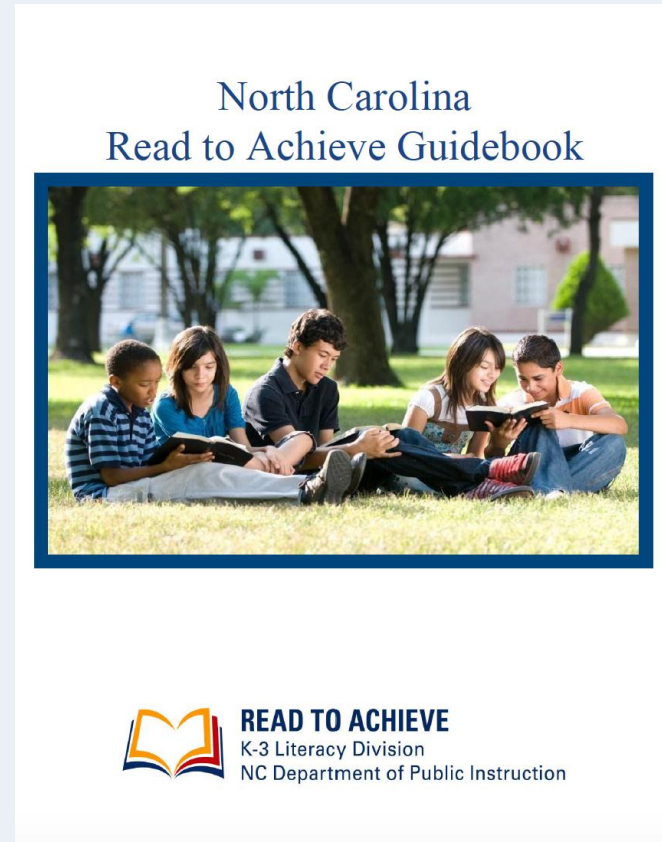
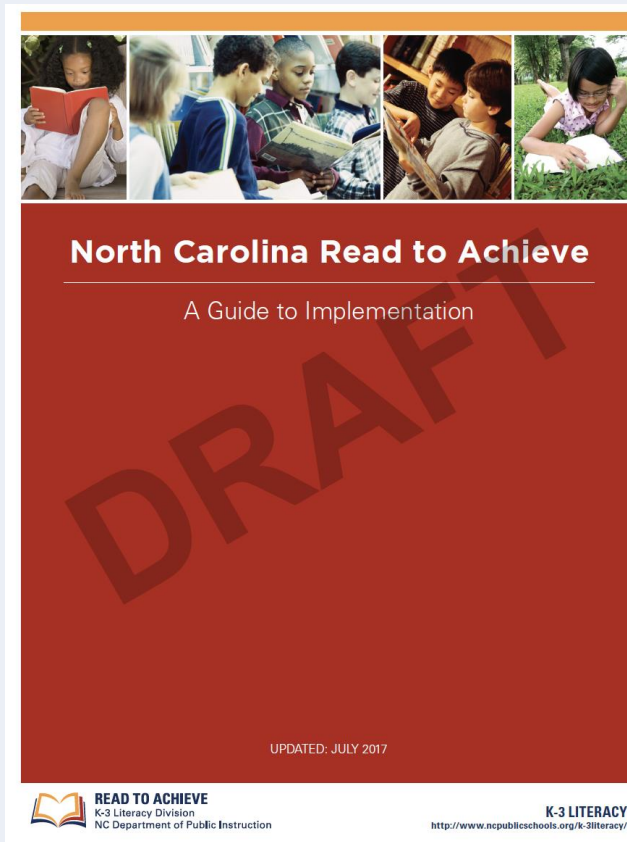
KNEC-003 Policy

Item	Description
Policy Title	Read to Achieve Program
Policy Category	Kindergarten/Early Childhood (KNEC)
Policy ID	KNEC-003
Policy Date	10/02/2014
Previous Policy Dates	03/07/2013, 12/05/2013
Statutory Reference	GS 115C-83.1, 83.3 & 83.7

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



Side by Side Comparison of Read to Achieve Guidebook 2017 to 2020



Read to Achieve Updates

Comparison Chart

2017 PDF Page	2020 PDF Page	Topic	Changes Noted
none	1	Cover Page	Image, Logo
none	2	SBE Membership	Changed SBE Membership, DPI contacts, web address, mission and vision statement
1	3	Table of Contents	Deleted Grade level implementation plan graphic and narrative, RTA program end of third grade flow chart and narrative, RTA program retention flow chart and narrative, MTSS; changed KEA to ELI; added sample retention notification for third grade, annual reporting guidelines and end of third grade demonstration of proficiency
2	4	Guidebook Introduction	DPI contact
3	-	RTA Implementation Graphic	Deleted
4	-	End of Grade 3 flow chart	Deleted
6	-	Retention flow chart	Deleted
8	5	Definitions	Added definitions for reading retained, uninterrupted reading block, and evidence-based intervention
9	6	Good Cause Exemptions	No Changes Noted
10	7	Comprehensive Plan for Reading Achievement	All of the charts for the seven guidebook components consist of a legislative component and stakeholder responsibilities. Added suggest recommendations and policy implications for revisions to teacher licensure and educator preparation programs. (2020 Update: Action plan for LEAs and process for DPI removed as that information is now located in the responsibilities chart.)
11	-	MTSS Fact Sheet	Deleted
12	-	MTSS Facts Con't	Deleted
13	8	KEA/ELI	Name change, policy updates reflecting changes since implementation. All of the charts for the seven guidebook components consist of a legislative component and stakeholder responsibilities. (2020 Update: Action plan for LEAs and process for DPI removed as that information is in the responsibilities chart.)
		Facilitating Early	Vendor changes; Addition of first and second grade reading camp. All of the charts for the seven guidebook

Read to Achieve Guidebook

Component Three: Facilitating Early Grade Reading Proficiency

<p>Legislative Component</p>	<p>Facilitating Early Grade Reading Proficiency:</p> <ul style="list-style-type: none"> ● K-3 students shall be assessed with valid and reliable, formative and diagnostic reading assessments ● Assessments and instructional supports shall address the National Reading Panel’s research on oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension ● LEAs are encouraged to partner with volunteers, mentors, tutors ● Parents of first and second graders who demonstrate reading comprehension below grade level as identified through administered assessments are encouraged to enroll student in reading camp 			
<p>Responsibilities of Stakeholders</p>	<p>State:</p> <ul style="list-style-type: none"> ● Provide funding for devices, subscriptions, and assessment materials ● Provide funding for training ● Provide regional consultants to provide support and professional development to district contacts, administrator, and teachers in using data to determine 	<p>LEA:</p> <ul style="list-style-type: none"> ● Maintain trainers in the use the assessment system ● Use allocation funding to purchase devices ● Supports implementation of the system through monitoring of reports and consultation with regional consultants ● Analyze data to develop schedules, identify training needs, and guide instruction 	<p>School:</p> <ul style="list-style-type: none"> ● Provide opportunity for teachers to be trained in the use of the assessment system. ● Use the assessment reports to inform school decisions ● Establish procedures for following the SBE policies and requirements for administering assessments 	<p>Teachers:</p> <ul style="list-style-type: none"> ● Implement the full system with fidelity following benchmarking and progress monitoring expectations as per LEA expectations ● Analyze data to develop schedules, identify professional development needs, and guide instruction



Questions?

