Implementation of the North Carolina Read to Achieve Program
Montgomery County Schools
August 5, 2013



North Carolina Read to Achieve

NC Read to Achieve

- G.S. 115C-83-1A
- Goal- To ensure that every student read at or above grade level by the end of the 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.

Purpose of Read to Achieve

- Ensure difficulty in reading development identified as early as possible
- Ensure students receive appropriate instructional and support services and address difficulty with reading and to remediate reading deficiencies
- Ensure that each student and his parent/guardian are constantly informed of student's academic needs and progress
- Determine that progress from one grade to another be based, in part, on proficiency in reading

North Carolina Read to Achieve



- Adopted July 2012 (state budget act)
- 7 basic components
- Effective at the beginning of the school year 2013-2014

7 Components of North Carolina Read to Achieve



- 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 Read to Achieve

- Comprehensive Plan for Reading Achievement
  - Improve reading achievement
  - Effective reading instructional practices based on current empirical research
  - Standard Course of Study / Common Core
  - Teacher licensure and renewal standards
  - Teacher education

North Carolina Read to Achieve

- Developmental Screening and Kindergarten Entry Assessment (2014-2015)
  - 5 essential domains
    - Language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development

North Carolina Read to Achieve

- Facilitating Early Grade Reading Proficiency
  - Formative, diagnostic assessments K-3
  - Instructional supports and services for difficulties in reading development
  - Formative, diagnostic data to identify root causes of reading development deficiency
  - Adopted by SBE in August 2012

North Carolina Read to Achieve

- Elimination of Social Promotion
  - Retention after 3rd grade
  - Good cause exemptions
  - Superintendent approves exemptions
  - Teacher sends justification and documentation of good cause to principal
  - Principal makes initial determination of retention then sends in writing to Superintendent

DIBELS Next Benchmark Comparison (EOY 12-13)*

Grade	Percent of students in each DIBELS instructional category (End of Year 2012-13)					
	Students at benchmark level		Students below benchmark level		Students well below benchmark level	
	Mont. County	State	Mont. County	State	Mont. County	State
Kindergarten	70%	73%	19%	16%	11%	11%
1st Grade	56%	66%	13%	13%	31%	21%
2nd Grade	62%	71%	12%	13%	26%	16%
3rd Grade	63%	66%	11%	13%	26%	21%

- * "State" percentages reflect all NC K-3 students assessed with mCLASS:Reading 3D at EOY 12-13

TRC Benchmark Comparison (EOY 12-13)

Grade	Percent of students in each TRC instructional category (End of Year 2012-13)							
	Students above proficient		Students proficient		Students below proficient		Students far below proficient	
	School/ District	State	School/ District	State	School/ District	State	School/ District	State
Kindergarten	32%	45%	**24%**	20%	**17%**	11%	**27%**	24%
1st Grade	14%	27%	**31%**	32%	**14%**	16%	**41%**	25%
2nd Grade	23%	34%	**36%**	30%	**7%**	9%	**34%**	27%
3rd Grade	46%	41%	**21%**	18%	**10%**	15%	**23%**	26%

North Carolina Read to Achieve

- Successful Reading Development for Retained Students
  - Summer reading camps
  - Teacher: positive student outcomes in reading
  - 3/4 Transition class
  - Accelerated class
  - Mid-year promotion
  - Retention: parent plan and supplemental tutoring

North Carolina Read to Achieve

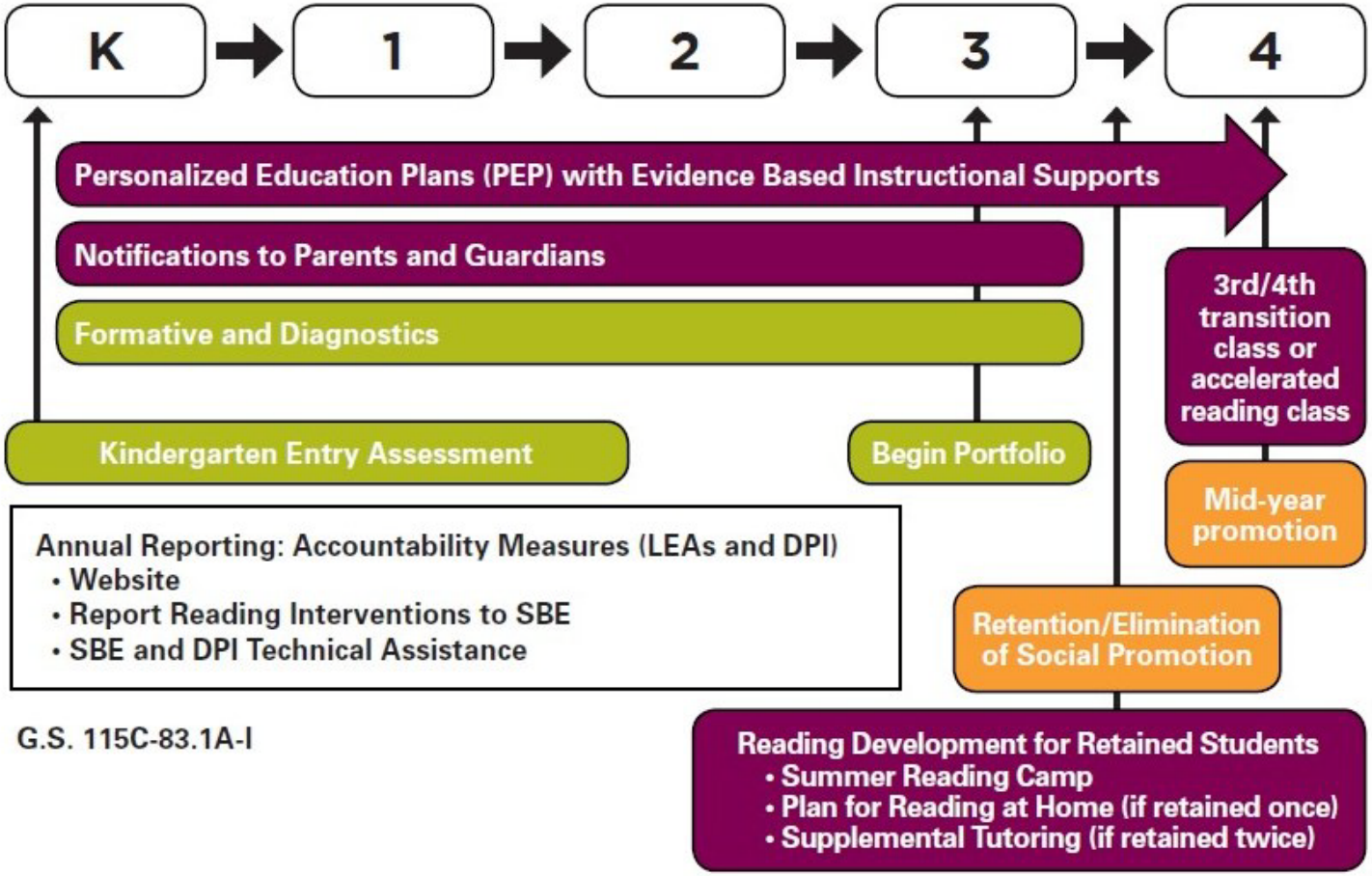
- Notification to Parents and Guardians
  - Timely
  - In writing
    - Not eligible for good cause exemption
    - Interventions used
  - Monthly reports on reading progress

North Carolina Read to Achieve

- LEA Accountability
  - Published numbers of proficient, not proficient, alternate assessment, retained, exemptions
- Local Boards
  - Reports sent to State Board including interventions used
  - SBE and DPI provide technical assistance

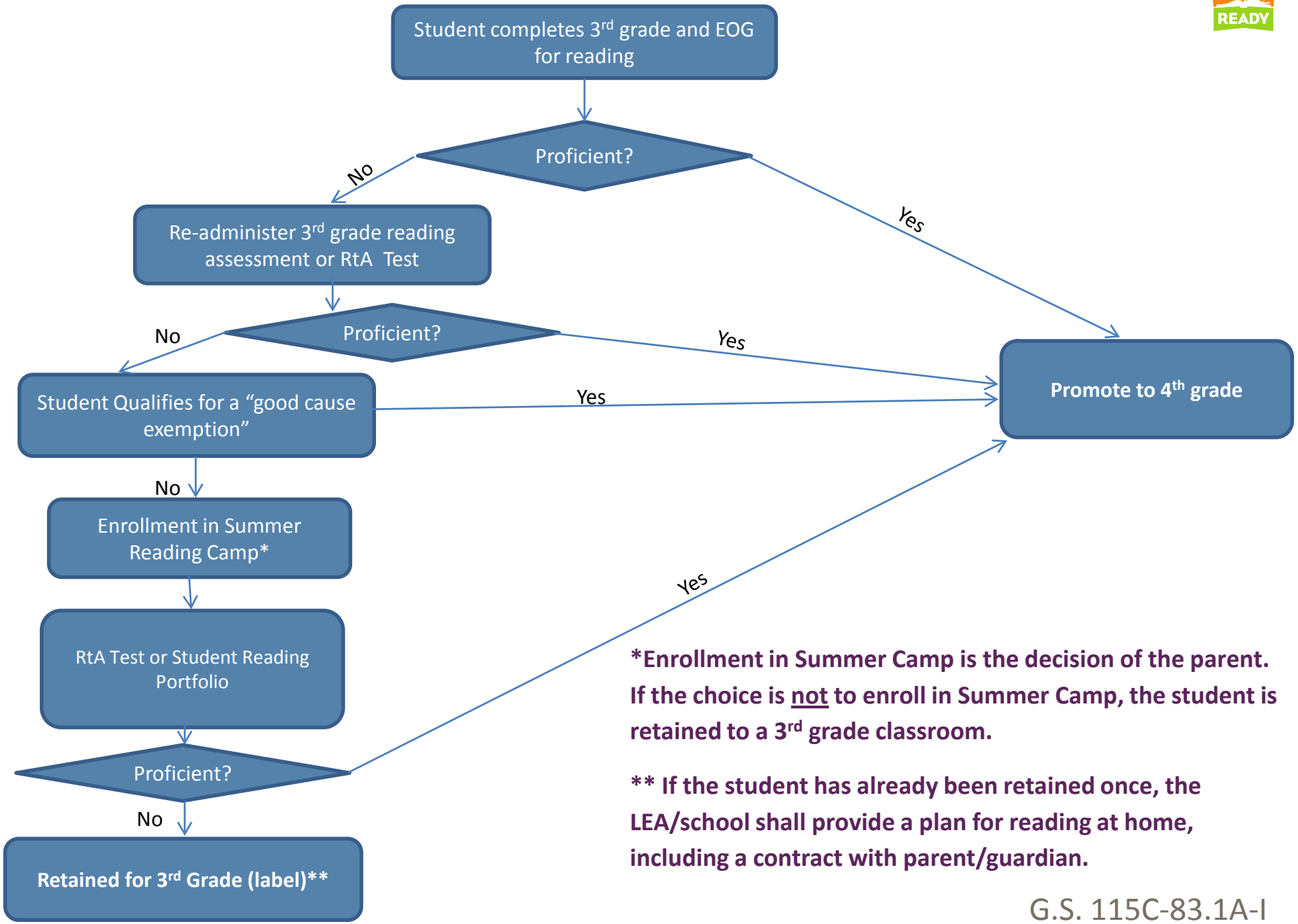
North Carolina Read to Achieve Program
Grade Level Implementation Plan

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



G.S. 115C-83.1A-I

End of Third Grade

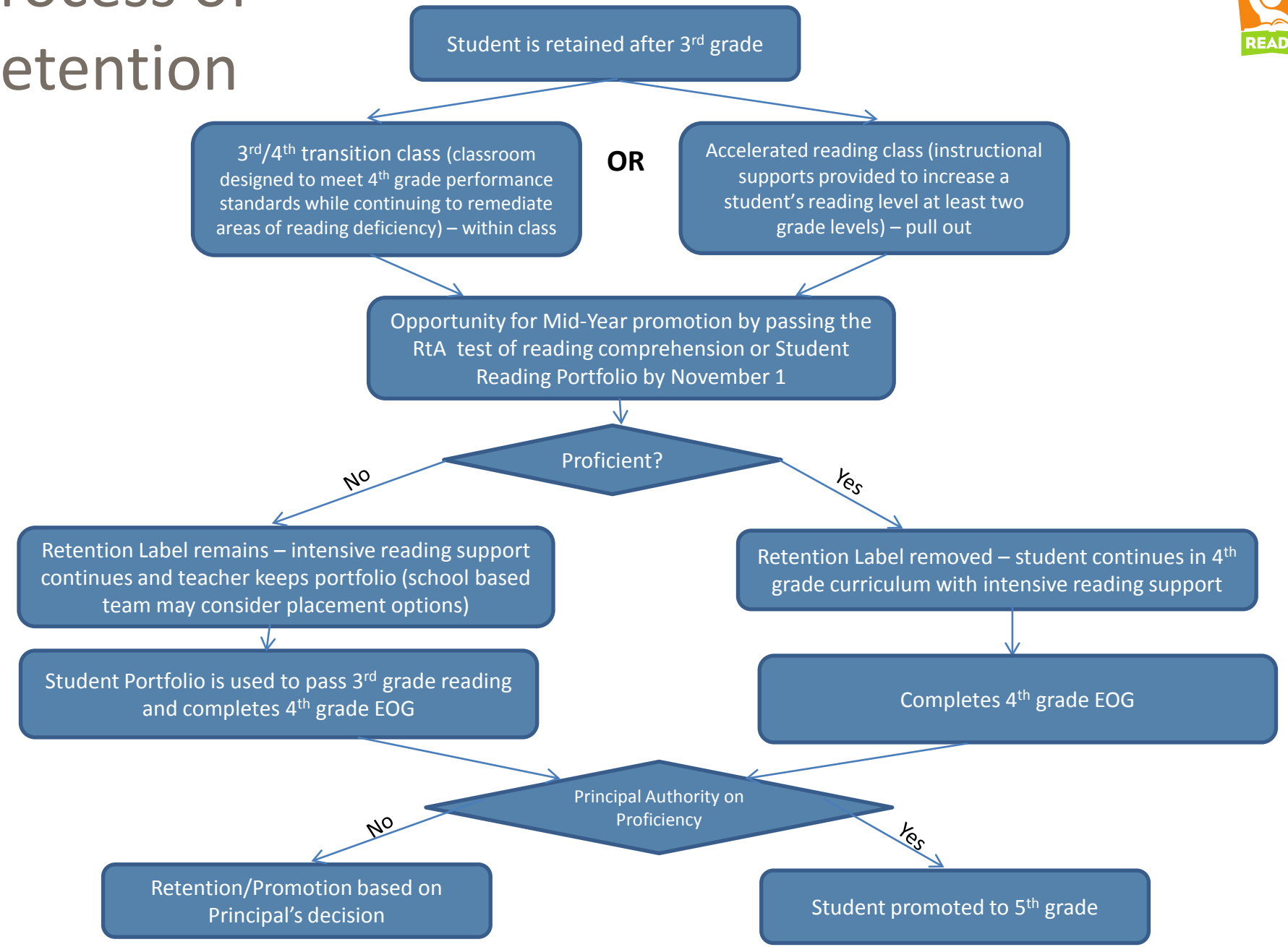


***Enrollment in Summer Camp is the decision of the parent. If the choice is not to enroll in Summer Camp, the student is retained to a 3rd grade classroom.**

**** 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.**

G.S. 115C-83.1A-I

Process of Retention



G.S. 115C-83.1A-I

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.

G.S. 115C-83.1A-I

Montgomery County Schools RtA Deployment

- Involves All Stakeholders- Parents, Teachers, Instructional Facilitators, Principals, Central Office Support
- Read to Achieve Guidebook
- Montgomery County Read to Achieve Deployment Plan
- Montgomery County Balanced Literacy Model and Resources

Read To Achieve-Ensuring All Students Are Proficient in Reading

"Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential."
— Kofi Annan



- Questions/Concerns?

Read to Achieve Legislation Deployment Plan

Component 1: Comprehensive Plan for Reading Achievement Process

Strategy	Person Responsible	Measured By	Timeline
• Establish a LEA team to attend regional meetings about comprehensive plan for K-12 LEA: Deidra Steed Principal: Teresa Dunn Teacher: April Hurley Parent: Tonya Little	Deidra Steed	Established Team	Attended 6/13/2013 Ongoing Meetings TBA
• Distribute and communicate the plan to each school	Deidra Steed	Distribution List	TBD based on state timeline
• Offer support and follow-up to PD on reading strategies	Deidra Steed, Alisha Ellis, IFs	If Coaching Logs, PD Schedules/Agendas	1st session 8/21/2013 Ongoing as needed
• Schedule time for reading PD at school level	Deidra Steed, Alisha Ellis, IFs, principals	School Schedule, PD Schedules/Agendas	Schedule-Aug. 2013 Ongoing as needed
• Schedule time for PLCs	Alisha Ellis, IFs, principals	PLC Schedules	Weekly following matrix
• Read the Comprehensive Plan for Reading Achievement	Teachers	PLC Agenda	TBD
• Utilize Reading 3D data/SRI data/common assessment data to determine which reading instructional strategies are needed	Teachers, IFs	Data Collection Tool	Weekly-Follow Benchmarking/Progress Monitoring guidelines
• Provide appropriate reading instruction for students	Teachers, Principals (see Balanced Literacy Model and 2013 Literacy Deployment Plan)	Classroom Walk Through	Daily
• Fidelity Check/Best Practices Component 1	Deidra Steed	Elementary Principal's Agenda/Notes	Monthly Principal's Meeting

Component 2: Kindergarten Entry Assessment Process (K-3 Assessment)

Strategy	Person Responsible	Measured By	Timeline
• Establish a LEA Implementation Team to manage implementation of the kindergarten entry assessment process and the K-3 Assessment	Deidra Steed	Established Team	January 2014
• Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability	Dr. James/Deidra Steed/Alisha Ellis	Process on website	August 2013 Specifics to K-3 to be developed-Jan. 2014
• Identifies a person to lead the kindergarten entry process and K-3 implementation in the school	Principals/Deidra Steed	List of teachers	January 2014
• Provides time teachers and staff to participate in PD on assessment (PD schedule)	Principals/Deidra Steed/Alisha Ellis	School Schedule/PD Schedule	January 2014
• Use assessment data to inform continuous improvement planning and to provide ongoing support of sustainability	Principals/IFs/Deidra Steed/Alisha Ellis	PLC minutes/Data reflection forms	Fall 2014
• Implement the kindergarten entry assessment process	Kindergarten Teachers	Checklist	Fall 2014
• Use assessment data to guide instruction	Teachers/IFs/principals	PLC Minutes/Data reflection forms	Fall 2014
• Engage in process of continuous improvement to transform instruction based on assessment data	Teachers/IFs/Principals	PLC minutes/Data reflection forms	Fall 2014
• Data utilized in monthly SIT/Literacy Goal Team Meetings	Principals	Meeting Notes	Ongoing 2014-2015
• Fidelity Check/Best Practices Component 2	Deidra Steed	Elementary Principal's Agendas/Notes	Monthly Principal's Meeting

Component 3: Facilitating Early Grade Reading Proficiency Process (Reading 3D)

Strategy	Person Responsible	Measured By	Timeline
• Monitors fidelity of implementation of Reading 3D and provides support to schools as requested	Deidra Steed	PD Agendas/Reading 3 D Fidelity Reports	Ongoing
• Use administrative reports to inform school decisions	Principals/IFs/School Improvement Teams	SIT notes	BOY, MOY, EOY 2013-2014
• Implement the system with fidelity following benchmarking and progress monitoring expectations	Teachers	Reading 3D Fidelity Reports/Teacher Expectation Sign Ins	Implemented Jan. 2011 Ongoing
• Monitor fidelity of implementation and requests support/PD for Reading 3D	Principals/IFs	Reading 3D Fidelity Reports PD Schedule	Ongoing
• Analyze data to develop schedules within classroom, identify professional development needs, and guide and change instruction	Teachers/IFs/Principals	Data reflection tool, PD schedules/PLC minutes	Ongoing
• Data utilized in monthly SIT/Literacy Goal Team Meetings	Principals	Minutes from Literacy Team	Monthly Meetings
• Fidelity Check /Best Practices Component 3	Deidra Steed	Elementary Principal's Meeting Agenda/Notes	Monthly Principal's Meeting

Component 4: Elimination of Social Promotion Process

Strategy	Person Responsible	Measured By	Timeline
• Support schools with training on instructional strategies for reading and balanced literacy wiki	Deidra Steed/Alisha Ellis	PD Schedule/Balanced literacy wiki on MCS website	Wiki- developed Spring 2013 8/21/2013 training Ongoing training and support as needed
• Identify trends in data and support schools that have large numbers of students identified with reading deficiencies	Deidra Steed	Data presented and notes	MOY/EOY data-2012-2013 distributed and met with K-2 PLCs BOY, MOY, EOY 2013-2014
• Provide Foundations training	Barb Slingerland	Sign In Sheets	July 29th/30th, August 19th/20th. September 5th New cohort in Spring 2014
• Support teachers by providing professional development on instructional strategies and interventions	Principals/IFs/Deidra Steed/Alisha Ellis	PD Schedule/PLC minutes/Interventions on wiki	Ongoing
• Schedule uninterrupted blocks of reading instruction and intervention	Principals	School schedule	Summer 2013
• Schedule time for PLCs	Principals/IFs	PLC schedule	Summer 2013
• Schedule time for district collaboration	Deidra Steed	Schedule posted on MCS website	August 2013
• Provide instructional supports, services, and interventions to students	Teachers	Documented Interventions/Folders for Students	Daily
• Generate list of students needing to complete PEPS and portfolios (red, yellow, and those barely green)	IFs	List	September 18, 2013 (PEPS) January 30, 2013 (portfolios)
• Develop PEP and PEP update form	Literacy Consultants-State	PEP and update form	August 28, 2013

• Develop and follow PEPS for identified students (those in red and yellow TRC Reading 3D and those just barely green)	Teachers	Completed PEPS	PEPS developed and parent meetings Sept. 23rd-27th, 2013
• Monthly PEP updates sent to parents	Teachers	Copies of PEP updates	Oct. 28th, Nov. 26th, Jan. 27th, Feb. 27th, March 27th, April 30th , May 30th
• Maintain portfolio on identified students (red and yellow and barely green) Portfolio provided by the state	Teachers	Portfolios	After MOY testing (Jan. 6th-Jan. 29th)
• Monitor portfolios/PEP development	Principals	Checklist	Ongoing
• Monitor portfolios/PEPs development-site checks	Deidra Steed/Alisha Ellis	Checklist	Ongoing
• Fidelity Check/Best Practices Component 4	Deidra Steed	Elementary Principal's Meeting and Notes	Monthly Principal's Meeting

Component 5: Successful Development for Retained Students Process

Strategy	Person Responsible	Measured By	Timeline
• Implement summer reading camps	Deidra Steed	Schedule for summer school on MCS website	Summer 2014
• Provide workshops for parents/guardians to establish support at home-targeting those retained	Deidra Steed/IFs	Workshop Sign In sheets/Agendas	**Workshops K-3:** 10/2/13 Green Ridge 10/3/13 Troy 10/7/13 Candor 10/8/2013 Page 10/9/2013 Mt. Gilead 10/10/2013 Star 2/4/14 Green Ridge 2/5/14 Troy 2/6/14 Candor 2/10/14 Page 2/11/14 Mt. Gilead 2/12/14 Star **Retained**- Schedule 2014-2015
• Develop plan for supplemental tutoring (those retained more than once)	Dr. James/ Deidra Steed	Plan posted on MCS website	2/27/2014
• Establish transitional classes for retained students (4^{th})	Principals	School schedule	May 2014
• Determine teachers assigned to retained students based on demonstrated outcomes in reading	Principals/Takeda LeGrand/Dr. James/Deidra Steed	School schedule	May 2014
• Maintain reading portfolios for retained students	Teachers	Portfolios	2014-2015 School Year Ongoing
• Develop and follow PEP's for students not meeting proficiency	Teachers	PEPS	2014-2015 Ongoing
• Monitor portfolios/PEPs for retained students	Principals	Checklist	2014-2015 Ongoing
• Monitor portfolios/PEPs for retained students	Deidra Steed/Alisha Ellis	Checklist	2014-2015 Ongoing
• Fidelity Check/Best Practices Component 5	Deidra Steed	Elementary Principal's Agenda/Note	Monthly Principal's Meeting

Component 6: Notification Requirements to Parents and Guardians Process

Strategy	Person Responsible	Measured By	Timeline
• Ensure communication from District concerning Read to Achieve-retention, good cause exemptions	Deidra Steed	Letters/Alert Now	Jan. 24, 2013 Notifications sent home K-3 (translated)-Deidra Steed June 2013-Notifications sent home 2nd graders –Dr. Ellis August 26th, 2013 Notifications K-2, Notification 3rd (translated) November 7th, 2013 Notifications K-3
• 3rd grade Parent Nights	Deidra Steed/Principals/IFs/3rd grade teachers	Parent Sign In Sheets/Agendas	September 3, 2013 Page Street September 4, 2013 Mt. Gilead September 5, 2013 Candor September 9, 2013 Green Ridge September 10, 2013 Star
• Post Read to Achieve guidebook on MCS website	Deidra Steed	Guidebook	August 12, 2013
• Develop a consistent district-wide communication plan for notification of reading proficiency-monthly PEP updates, Reading 3D parent letter(BOY, MOY, EOY)	Deidra Steed	Plan on MCS website	August 12, 2013
• Establish a district-wide process for the development and maintenance of PEP's	Curriculum Team	Process on MCS website	August 28th, 2013
• Notify parents in writing about progress toward reading proficiency	Teachers	Copies of notifications	Monthly PEP updates
• Principals and teachers will meet with parents/guardians as needed to discuss notifications	Teachers/Principals	Parent sign ins	September 23rd-27th PEPs signed Ongoing as needed
• Document reading proficiency levels on each individual student	Teachers/IFs	Reading 3D reports	Reading 3D Benchmarking and Progress Monitoring Windows
• Send monthly notices to parents	Teachers	Copies of notices	Oct. 28th, Nov. 26th, Jan. 27th, Feb. 27th, March 27th, April 30th , May 30th

• Ensure communication from curriculum department to local Board of Education concerning Read to Achieve	Deidra Steed/Dr. James	Board presentation	August 5, 2013
• Monitor parent communication	Principals	Checklist	Ongoing
• Fidelity Check/Best Practices Component 6	Deidra Steed	Elementary Principal's Meeting Agenda/Notes	Monthly Principal's Meetings

Component 7: Accountability Measures Process

Strategy	Person Responsible	Measured By	Timeline
• Establish and maintain a website for reporting	Takeda LeGrand	Website	June 2014
• Provide written reports to the SBE	Takeda LeGrand	Reports	June 2014
• Provide descriptions of all reading interventions provided to retained students	Deidra Steed	Reports/descriptions	As requested by DPI
• Develop system for documenting interventions for all students	Deidra Steed	Intervention documentation/Process on website	August 15, 2014
• Track student information related to demonstration of proficiency and retention	Principals/IFs	Spreadsheets/Reading 3 D data	Ongoing
• Provide descriptions of all reading interventions provided to retained students	Principals	Reports/descriptions	June 2014
• Provide daily interventions based on Reading 3D data	Teachers	Schedule	Daily
• Document and maintain lesson plans outlining reading interventions used for groups of students	Teachers	Lesson plans/Intervention documentation	Ongoing
• Monitoring Intervention Plans	Principals	Checklists	Ongoing
• Fidelity Checks/Best Practices Component 7	Deidra Steed	Monthly Elementary Principal's Agenda and Notes	Monthly Principal's Meetings



North Carolina Read to Achieve

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

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

K-3 LITERACY
http://www.ncpublicschools.org/k-3literacy/

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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.

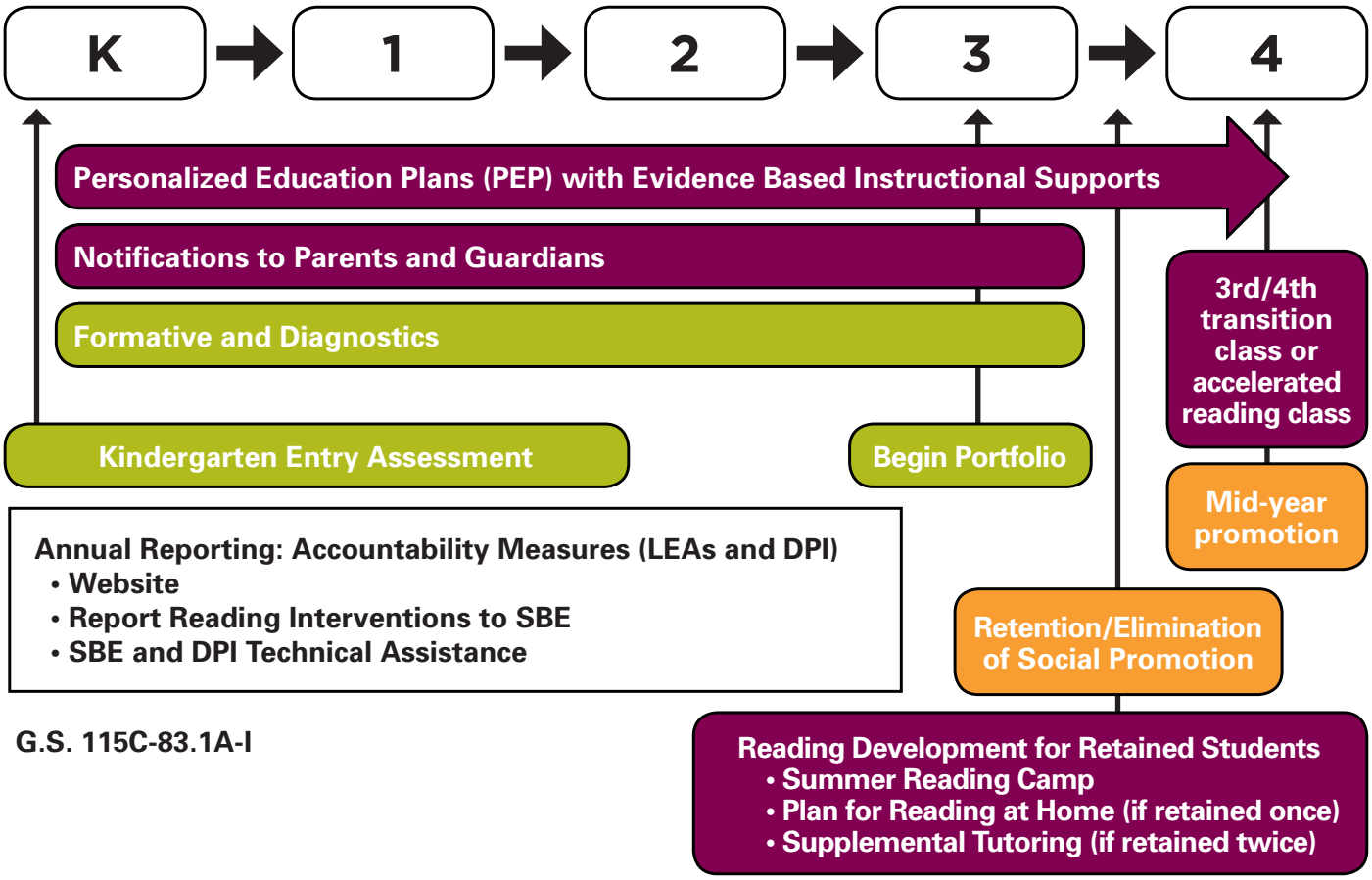
The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The law can be accessed through this link, http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf, (pages 38-45).

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 | 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.

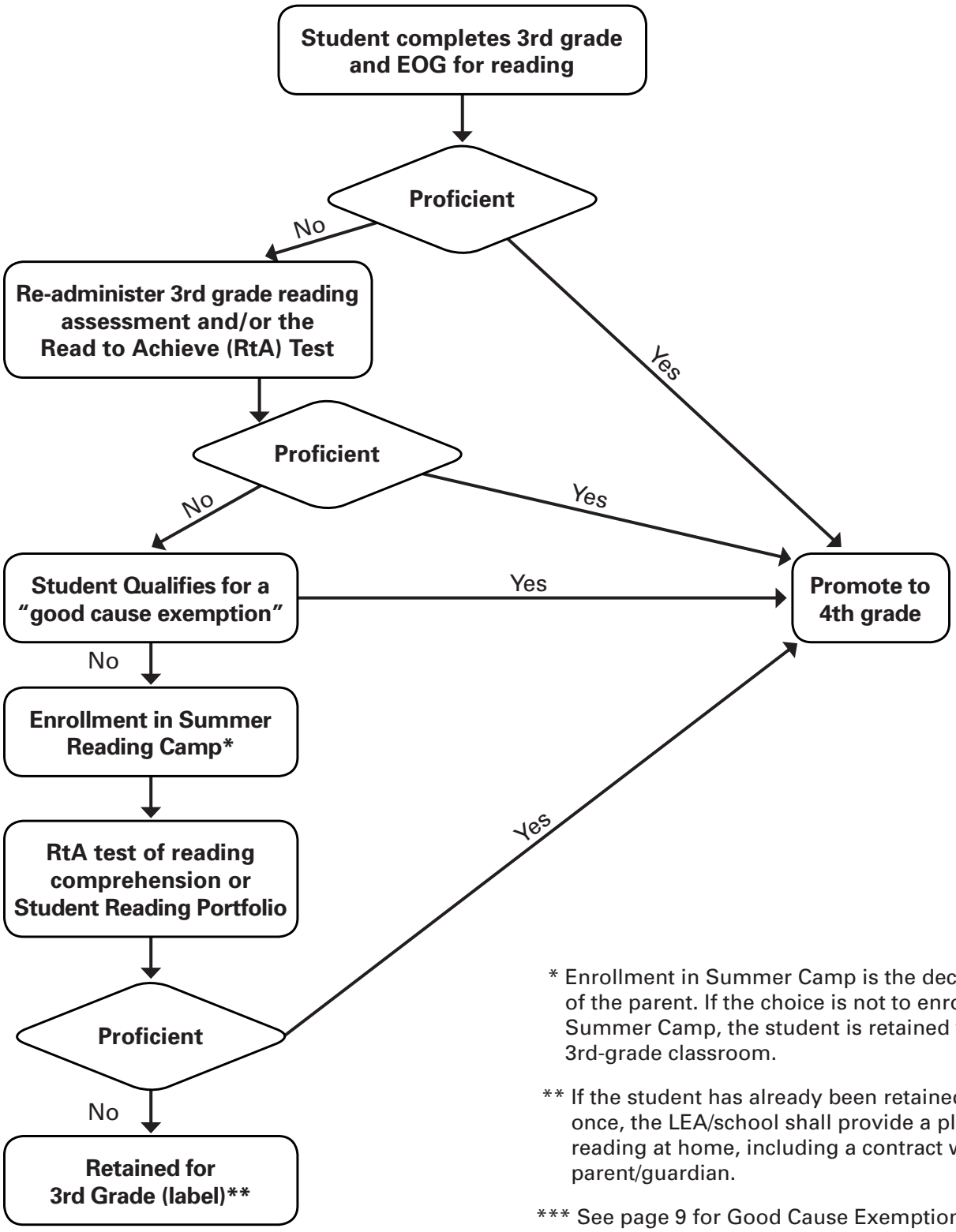


Organizational Chart Narrative

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 General Assembly's Read to Achieve Program End-of-Third-Grade Flow Chart



* 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 3rd-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.

*** See page 9 for Good Cause Exemption

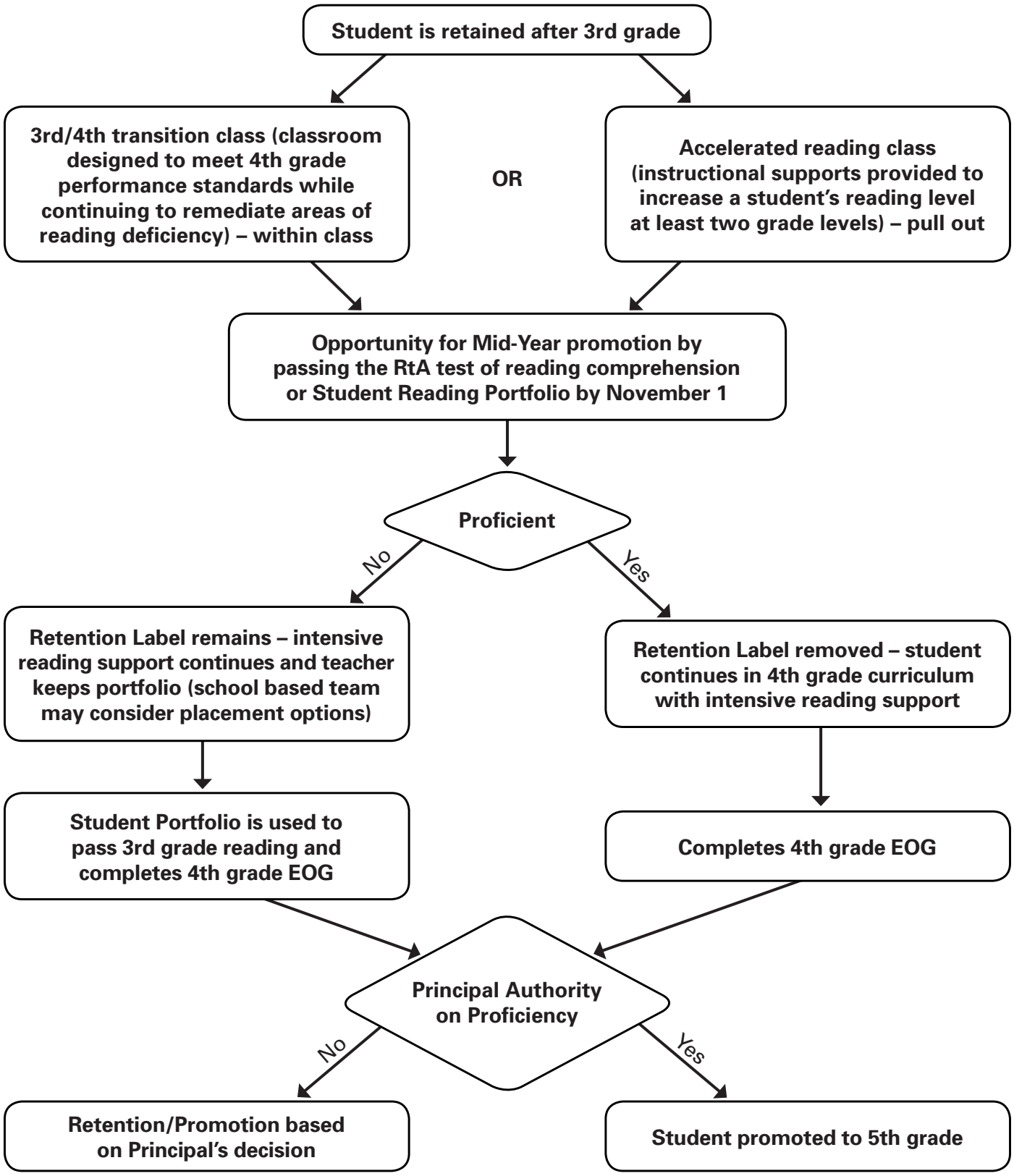
G.S. 115C-83.1A-I

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 3rd-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) and/or the RtA test (in development)
- If they are proficient on the EOG retake or the RtA 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 RtA 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 Retention Flow Chart



G.S. 115C-83.1A-l

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 3rd/4th Transition Class or Accelerated Reading Class (see definitions). Both of these classroom situations are intended to be classes where students receive 4th-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 RtA 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 4th grade curriculum and continue to receive intensive reading instruction while completing the 4th grade.
- Students who are not proficient by either method maintain the retained label in PowerSchool, continue in the same class with the 4th 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 4th-grade year.
- All students in both classes take the 4th-grade EOG.
- Students who **do not have the retained label** and are proficient on the 4th-grade Reading EOG move on to 5th grade.
- If students **do not have the retained label** and are **not proficient** on the 4th-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 4th grade EOG and pass the portfolio requirements by the end of 4th grade move to the 5th grade and have the retention label removed.
- If students with **the retained label** are **not** proficient on the 4th-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 4th-grade Reading EOG but **still have not passed the portfolio**, the student moves to the 5th grade, but the third grade retention label remains.
- If students with **the retained label** are **not proficient** on the 4th-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.

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 (based on alternative achievement standards).

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

<table>
<tr><td>Legislative Component</td><td colspan="4">Comprehensive Plan for Reading Achievement:
• Develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement
• Based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development
• Reflect research
• Include Standard Course of Study or curriculum standards
• Include revision of teacher licensure and renewal standards
• Include revision of teacher education program standards</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">LEAs will receive the Comprehensive Plan for Reading Achievement:
• Develop a plan to distribute and communicate the Reading Plan throughout the district
• Embed professional development on evidence-based reading instructional practices within district and elementary school PD sessions
• Support teachers by scheduling Professional Learning Community time to share instructional ideas</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">Components of the State-Board adopted NC Literacy Plan will be used as the foundation for the Comprehensive Plan for Reading Achievement:
• Meet with State Literacy team of internal and external stakeholders to develop components of the plan
• Develop white papers on instructional practices
• Develop professional development plan to communicate and model reading instructional practices
• Convene Reading Task Force consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members
• Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs
• Promote Responsiveness to Instruction (RtI), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction.</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Develop Comprehensive Plan for Reading Achievement
• Distribute and communicate plan to LEAs
• Offer professional development opportunities on reading instructional practices
• Distribute white papers on research</td><td>LEA:
• Distribute and communicate the plan to each school in LEA
• Offer LEA-level support and follow-up to professional development on reading strategies</td><td>School:
• Schedule time for teachers to participate in professional development on reading instructional practices
• Schedule time for teachers to participate in Professional Learning Communities</td><td>Teachers:
• Read the Comprehensive Plan for Reading Achievement
• Utilize data and collaborative work with PLCs to determine which reading instructional strategies are needed
• Provide appropriate reading instruction for students</td></tr>
</table>

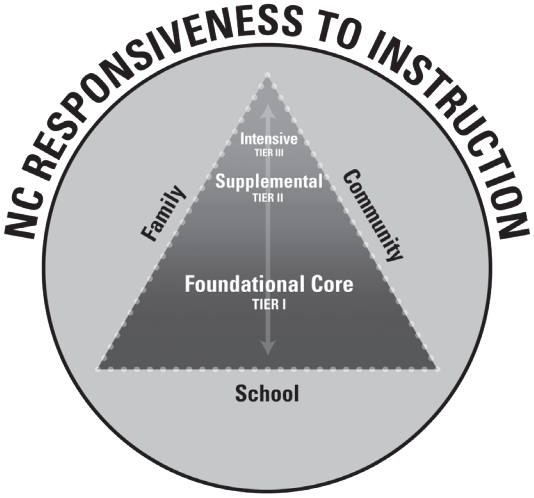
North Carolina Responsiveness to Instruction (NCRtI)

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



	Tier I – Core	Tier II – Supplemental	Tier III – Intensive
Who	*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)
What	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
How	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
Effectiveness	Goal: *at least* 80% of ALL students receiving only Tier I (across subgroups) are meeting or exceeding grade level standards	Goal: *at least* 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.

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

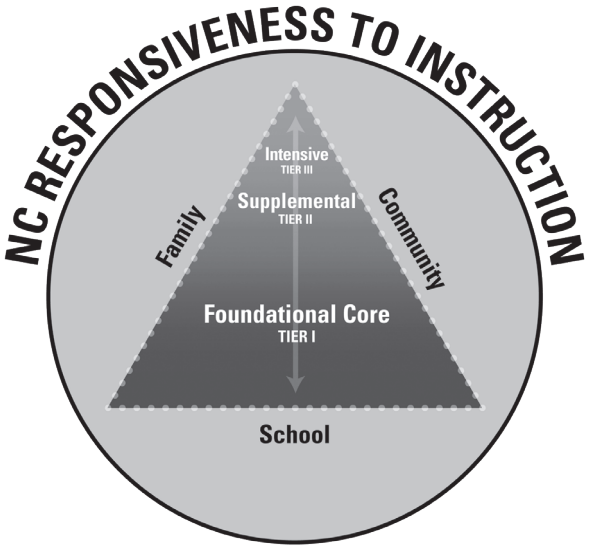
- A team based problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- District/School structures have been designed in order to remove barriers for effective problem-solving at all tiers.
- The contexts of instruction, curriculum, environment, 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.

North Carolina Read to Achieve Kindergarten Entry Assessment Process*

Legislative Component	• A kindergarten entry assessment process that generates a **Child Profile** 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 • 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 **Child Profile**) • The full **Child Profile** must be completed within 60 days of enrollment • 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 • The assessment shall be administered beginning with the 2014-2015 school year (NOTE: This date is as noted in *Session Law 2012-142*. 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.)
Action Plan (for LEAs)	• Ensure all elementary schools participate in professional development and ongoing support and have correct materials for assessment • Monitor the fidelity of implementation during each assessment cycle • 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 • Collaborates with regional Early Learning Education Consultants for ongoing support
Process (for DPI)	• Hire regional Early Learning Education Consultants • Develop all components of the **Child Profile** (which will include a developmental screening of early language, literacy, and math) • Communicate updates on the development of the kindergarten entry assessment process • Provide support to LEAs for state-wide implementation • Provide professional development during the spring of 2014 • Begin state-wide scaling-up and implementation in 2014-2015

Responsibilities of Stakeholders	State:	LEA:	School:	Teachers:
	• Develops kindergarten entry assessment process that generates a **Child Profile** as part of a broader K-3 Assessment • Conducts pilot testing for validity and reliability and usability testing for appropriate and effective implementation • Provides professional development to regions to support scaling-up and implementation • Provides coaching and technical assistance to regions to support sustainability	• Establishes a District Implementation Team to manage implementation of the kindergarten entry assessment process and the broader the K-3 Assessment • Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability	• Identifies a person(s) to lead the kindergarten entry assessment process and K-3 Assessment implementation effort in the school • Provides time for teachers and staff to participate in professional development on the assessment • Uses assessment data to inform continuous improvement planning and to provide ongoing support for sustainability	• Implement the kindergarten entry assessment process with fidelity as part of a broader K-3 Assessment following the administration guidelines • Use assessment data to guide instruction • Engage in a process of continuous improvement to transform instruction based on assessment data

* 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

<table>
<tr><td>Legislative Component</td><td colspan="4">Facilitating Early Grade Reading Proficiency:
• K-3 students shall be assessed with valid reliable, formative and diagnostic reading assessments
• Assessments and instructional supports shall address the National Reading Panel's research on the Big 5 ideas of reading
• LEAs are encouraged to partner with volunteers, mentors, tutors</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">• Ensure that all schools in all districts are trained and have correct materials and devices
• Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system
• Maintain communication with Regional Consultants about needs, questions, and successes
• Analyze data to develop schedules, identify professional development needs, guide and change instruction
• Provide instructional supports and intervention strategies to teachers
• Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.
• Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013
• Allocate funding for assessment devices for schools by April of 2013
• Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013
• Deliver student assessment materials by June 2013
• Develop State Board Policy - rules of expectations for this system
• Provide access to intervention and instructional strategies to all stakeholders
• Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provides funding for devices
• Provides funding for subscriptions
• Provides funding for student assessment materials
• Provides funding for training
• Provides funding for "Train the Trainer" substitutes</td><td>LEA:
• Sends two Trainers for each district school to training sessions
• Uses allocation funding to choose and purchase devices
• Supports implementation of the system</td><td>School:
• Allows the two Teacher Trainers at each school to train all K-3 teachers on the system
• Uses the administrative reports to inform school decisions</td><td>Teachers:
• Implement the full system with fidelity following benchmarking and progress monitoring expectations
• Analyze data to develop schedules, identify professional development needs, guide and change instruction</td></tr>
</table>

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.

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

<table>
<tr><td>Legislative Component</td><td colspan="4">Elimination of Social Promotion:
• Retention in third grade if student fails to demonstrate proficiency on reading EOG
• 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
• Superintendents shall determine good cause exemptions
• Principal makes initial determination of promotion and sends in writing to superintendent</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">• Determine which students fail to demonstrate proficiency on third-grade EOG
• Readminister a different form of the EOG and/or the Alternate Test to those identified students
• Determine which of these students qualify for good cause exemptions
• Submit documentation of good cause to principal – evidence shall be in the student's PEP, IEP, Alternate Test or reading portfolio(teacher responsibility)
• Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal responsibility)
• Accept or reject recommendation in writing (superintendent responsibility)</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">The third-grade Reading EOG is made available to all qualified students:
• Provide different forms of the EOG to LEAs
• Provide the Alternate Test to all LEAs
• Develop template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion
• Develop and publish sample PEP formats that can be used by districts/schools
• Develop and communicate guidelines for the portfolio contents</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provide Reading EOG forms aligned to the ELA Common Core
• Identify or develop the Alternate Test
• Provide training on the portfolio and how it should be used in the formative assessment process</td><td>LEA:
• Support schools with district-wide emphasis and training on instructional strategies for reading
• Identify trends in data and support schools that have large numbers of students identified with reading deficiencies</td><td>School:
• Support teachers by providing professional development on instructional strategies and interventions
• Schedule uninterrupted blocks of reading instruction and intervention
• Schedule time for collaboration</td><td>Teachers:
• Provide instructional supports, services, and interventions to students
• Develop and follow PEPs for identified students
• Maintain portfolio on identified students
• Follow IEPs (when applicable)</td></tr>
</table>

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

<table>
<tr><td>Legislative Component</td><td colspan="4">115C-83.1H. Successful reading development for retained students.
• Students not demonstrating proficiency shall be enrolled in a summer reading camp prior to being retained
• 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
• The SBE shall establish a midyear promotion policy for any student retained who, by Nov 1, demonstrates reading proficiency
• Parents or guardians of students who have been retained once shall be provided with a plan for reading at home
• Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">• Establish summer reading camps
• Offer an accelerated reading class and/or a transitional third and fourth-grade class, including 90 minutes of daily, uninterrupted evidence-based reading instruction
• Provide shared and guided reading workshops for parents and guardians to help with the plan for reading at home for retained students
• Offer supplemental tutoring outside of the instructional day to students that have been retained more than once</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">• Establish guidance for implementation and content of summer reading camps
• Establish guidance for accelerated and transitional third/fourth-grade classes
• Establish a midyear promotion policy to begin in 2014 school year after the first summer reading camps in the summer of 2014</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Establish midyear promotion policy
• Develop frameworks for the implementation of summer reading camps
• Develop suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes</td><td>LEA:
• Implement summer reading camps
• Provide workshops for parents and guardians to establish support for reading at home
• Offer supplemental tutoring services for students retained more than once</td><td>School:
• Establish accelerated reading class or transitional class for retained students
• Determine teachers to be assigned to the retained students based on demonstrated outcomes in reading proficiency</td><td>Teachers:
• Provide 90 minutes of daily uninterrupted reading instruction for retained students
• Maintain reading portfolios for retained students
• Develop and follow PEPs for students not meeting proficiency</td></tr>
</table>

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

Assessment	DIBELS Next Composite	TRC Level	Assessment	Level
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 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ 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)

Test	**Scale Score**	**Test**	**Level**
6th EOG Reading	_____	6th EOG Math	_____
7th EOG Reading	_____	7th EOG Math	_____
8th EOG Reading	_____	8th EOG Math	_____
English II	_____	8th 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 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date	_____ Teacher Signature/Date	_____ Principal Signature/Date		
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date	_____ Teacher Signature/Date	_____ Principal Signature/Date		
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date	_____ Teacher Signature/Date	_____ Principal Signature/Date		
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date	_____ Teacher Signature/Date	_____ Principal Signature/Date		
Comments (Teacher/Parent)				

North Carolina Read to Achieve Notification Requirements to Parents and Guardians Process

<table>
<tr><td>Legislative Component</td><td colspan="4">115C-83.1I. Notification requirements to parents and guardians:
• 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
• 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
• Parents or guardians of students retained shall receive at least monthly written reports on student progress toward reading proficiency
• Teachers and principals shall provide opportunities to discuss the notifications with parents and guardians</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">• Establish communication plan for distributing notifications to parents and guardians
• 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</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">• DPI will provide guidance and templates for notifications to parents and guardians
• DPI will work with the LEAs to ensure that the appropriate data is available for the notifications to parents on reading proficiency</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provide examples of suggested templates to provide guidance for notification letters for parents and guardians
• Provide examples of PEP forms that may be used by LEAs</td><td>LEA:
• Develop a consistent district-wide communication plan for all schools to follow for notification of reading proficiency
• Establish a district-wide process for the development and maintenance of PEPs</td><td>School:
• Notify parents in writing about retention, good cause exemptions, and progress toward reading proficiency
• Principals and teachers will meet with parents and guardians as needed to discuss notifications</td><td>Teachers:
• Meet with parents and guardians as needed to discuss notifications
• Document reading proficiency levels on each individual student
• Send monthly notices to parents/guardians</td></tr>
</table>

North Carolina Read to Achieve Accountability Measures Process

<table>
<tr><td>Legislative Component</td><td colspan="4">115c-83.1J. Accountability measures:
• 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
• Local school boards shall report in writing to the SBE a description of all interventions provided to retained students
• 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
• The SBE shall provide technical assistance to LEAs and schools in the implementation of all parts of the NC Read to Achieve Program</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">Maintain annual reporting on:
• Number and percentage of third-grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension
• Number and percentage of third-grade students who take and pass the alternate test of reading comprehension
• Number and percentage of third-grade students retained for not demonstrating reading proficiency
• Number and percentage of third-grade students exempt from mandatory retention by good cause exemptions
– Establish timeline and plan for submitting annual reports to the SBE
– Maintain a website for reporting purposes at the local level</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">• Develop and provide reporting format to all LEAs/schools no later than 90 days prior to the annual report due date (September 1)
• 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)
• Provide technical assistance and support to LEAs/schools in implementation of the program and in the reporting process</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provide technical assistance and aid in implementation of the program
• Develop reporting format and templates
• Write and submit annual report to stakeholders</td><td>LEA:
• Establish and maintain a website for reporting
• Provide written reports to the SBE
• Provide descriptions of all reading interventions provided to retained students</td><td>School:
• Track student information related to demonstration of proficiency and retention
• Provide descriptions of all reading interventions provided to retained students</td><td>Teachers:
• Provide reading interventions to students
• Document and maintain lesson plans outlining reading interventions used in the classroom</td></tr>
</table>