



North Carolina Read To Achieve

Information for Parents
of 3rd Graders in
Davidson County Schools

North Carolina Read To Achieve

The Goal:

“The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex text when needed for secondary education and career success.”



NC Read to Achieve Program

Major Components



- **Comprehensive Literacy Plan**
- **K-3 Diagnostic Reading Assessment**
- **Mandatory retention of third graders not performing on grade level**
- **Summer Reading Camp**
- **Fourth Grade Transitional Classes**

K-3 Diagnostic Reading Assessment

mClass Reading 3D

DIBELS

1 minute probes to
assess the big
ideas of reading

TRC

Assess reading
and
comprehension

- Teachers get immediate feedback about instructional needs of students
- Parent reports are generated to provide notification of assessment results and information regarding reading proficiency

Third Grade:

What To Expect

- Third grade students will complete 3rd grade and the EOG for reading
- If they are proficient, they are promoted to 4th grade
- If they are not, they may take a retest of the EOG in a different form or an alternate test that is in development
- If they are proficient on the retake or alternate test, they are promoted to 4th grade



Third Grade:

What if my child does not pass the retake/alternate test?

- If third grade students are still not proficient, they may qualify for a “good cause exemption”
- Principals will make an initial determination of exemptions and send in writing to superintendent
- The Superintendent will accept or reject the recommendation in writing



Good Cause Exemptions

1. Limited English Proficient students with **fewer than 2 years** of instruction in ESL
2. Students with disabilities with **IEPs** that specify **alternative assessments**
3. Students who demonstrate reading proficiency appropriate for 3rd grade on an **alternative assessment**
4. Students who demonstrate reading proficiency through a student reading **portfolio**
5. Students who have received **reading intervention** and previously been **retained more than once** in prior grades



Student Reading Portfolio

3 Components

Component 1:

mCLASS Reading 3D assessment data that teachers have been using since the beginning of the school year

Component 2:

Personal Education Plan (PEP). This is an individualized plan for students at risk of academic failure. The PEP contains strategies and interventions teachers are using to help students in the area of reading.

Component 3:

Reading passages based on standards from the North Carolina Standard Course of Study that students have been learning this year.

Student Reading Portfolio



- May serve as a Good Cause Exemption
- Students must answer 4 out of 5 questions correctly to “pass” a passage
- Students will have an opportunity to take up to 3 passages a week
- Passages are to be completed in class independently by the student

Student Reading Portfolio

- **Began January 6, 2014 for all third grade students**
- **Passages are based on 12 grade level reading standards**
- **To successfully complete the portfolio, students must pass with 80% proficiency (4 out of 5 questions correct) three (3) passages for each of the 12 standards**
- **There are ten (10) passages of each standard for students to attempt for showing mastery**

Student Reading Portfolio

- **A completed portfolio becomes a Good Cause Exemption**
- **If the portfolio is not successfully completed by school day 174 and the student does not pass the EOG or Read to Achieve assessment, the student continues the incomplete portfolio during the summer reading camp**
- **Incomplete portfolios, if not successfully completed during the summer reading camp, may be continued for mid-year promotion**

Third Grade:

When does my child complete the passages?

- Passages are completed during the school day
- They are not timed
- Passages may not be completed for homework



Third Grade:

What if my child is not a candidate for a good cause exemption?

- If students do not qualify for a “good cause exemption,” they are then enrolled in a Summer Reading Camp.
- Enrollment in the summer camp is the parent’s decision. If the choice is not to enroll, the student is retained to a 3rd grade classroom.



Summer Reading Camp

- Outside of the instructional calendar
- Parents or guardians will make the final decision regarding attendance
- Will last 6-8 weeks, include 4 or 5 days per week, and at least 3 hours of instruction per day
- Teachers will be selected based on demonstrated student outcomes in reading proficiency



What Is After Summer Camp?

Proficient:

- Student attends and completes the Summer Reading Camp
- Passes the alternate test OR with a complete reading portfolio.
- Will be promoted to 4th grade

Not Proficient:

- If the student is still not proficient, the student moves to the next school year with a “retained” label on the record in PowerSchool.
- However, if the student has already been retained once, the district/school shall provide a plan for reading at home, which will include a contract with the parent/guardian.



What Is The Retention Process?

If the child must receive a “retained” label, then there are two instructional options:

- 1. 4th Grade Transition Class:** In this class, the student will have a “retained label” in PowerSchool and will be taught 4th grade standards, but remediated for reading intensively in the classroom for 90 minutes.
- 2. Accelerated Reading Class:** In this class, students will be “pulled-out” of the regular classroom and receive intensive reading instruction by a separate teacher . The instructional support is provided to increase a student’s reading level at least two grade levels.

All retained students will be given the opportunity for mid-year promotion by passing an alternate test of reading comprehension or with a student reading portfolio by Nov. 1.

Retention Process

Ralph's Scenario

If

Ralph **is**
proficient on
the mid-year
(November 1)
alternate test or
portfolio.



Retention Process

Ralph's Scenario

If

Ralph **is proficient** on the mid-year (November 1) alternate test or portfolio.

Then

- Ralph will continue with 4th grade curriculum and continued intensive reading support.
- The retention label will be removed.
- Ralph will complete the 4th grade EOG.



Retention Process

Debbie's Scenario

If

Debbie **is not proficient** on the mid-year alternate test or portfolio.



Retention Process

Debbie's Scenario

If

Debbie **is not proficient** on the mid-year alternate test or portfolio.



Then

- Debbie's retention label remains as well as the intensive reading support.
- Her teacher will continue keeping the portfolio.
- A school-based team may also consider placement in special programs.
- The student portfolio for her will be used to determine if she should pass 3rd grade.
- She will also take the 4th grade EOG.

Retention Process

Fred's Scenario

If

- Fred **does** have the retained label and **is proficient** on the 4th grade reading EOG.
- Fred also **passes the portfolio requirements** by the end of 4th grade.



Retention Process

Fred's Scenario

If

- Fred **does** have the retained label and **is proficient** on the 4th grade reading EOG.
- Fred also **passes the portfolio requirements** by the end of 4th grade.

Then

Fred moves to 5th grade and the retention label will be removed.



Retention Process

Howard's Scenario

If

- Howard **does not** have the retained label.
- Howard **is not** proficient on the 4th grade reading EOG.



Retention Process

Howard's Scenario

If

- Howard **does not** have the retained label.
- Howard **is not** proficient on the 4th grade reading EOG.

Then

The decision to grade and classify becomes a decision for the principal.



Retention Process

Helen's Scenario

If

- Helen has the retained label.
- She **does not** pass the portfolio requirements.
- She is **not proficient** on the 4th grade reading EOG.



Retention Process

Helen's Scenario

If

- Helen has the retained label.
- She **does not** pass the portfolio requirements.
- She is **not proficient** on the 4th grade reading EOG.

Then

- The decision to grade and classify for the following year becomes a decision for the principal
- The retained label remains.



Retention Process



Roy's Scenario

If

- Roy has a retained label.
- He **is proficient** on the 4th grade reading EOG.
- He **does not** pass the portfolio.





Retention Process

Roy's Scenario

If

- Roy has a retained label.
- He **is proficient** on the 4th grade reading EOG.
- He **does not** pass the portfolio.

Then

The student moves to 5th grade, but the 3rd grade retention label remains on record.





Retention Process

Clara's Scenario

If

- Clara has the retained label and is **not proficient** on the 4th grade reading EOG.
- Clara **does pass** the portfolio.



Retention Process

Clara's Scenario

If

- Clara has the retained label and is **not proficient** on the 4th grade reading EOG.
- Clara **does pass** the portfolio.

Then

- The decision to grade and classify for the following year becomes a decision for the principal.
- The retention label is removed.



What Can Parents Do? Read Together!

- Find some time for reading every day. Reading before bedtime is great, but any time is a good time for reading.
- Be sure to read books that your child enjoys. If you have selected a book, and then find you are not interested in it, stop reading it and select another one.
- Even 15 minutes a day will make a big difference in your child's achievement and enjoyment of reading.
- The more you read together, the more fun ways you will find to enjoy reading.

Florida Partnership in Education (FL PIE), 2009.



**Together, we can
ensure our students
are ready!**