



North Carolina Read To Achieve

A Guide to Implementing
House Bill 950/S.L. 2012-142 Section 7A
Senate Bill 795: Excellent Public Schools Act

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



- **K-3 diagnostic reading assessment**
- **Mandatory retention of third graders not performing on grade level**
- **Summer reading camp**
- **Transitional 3rd/4th grade classes**
- **Responsiveness to Instruction (RtI)**
- **Kindergarten entry assessment process**

K-3 Diagnostic Reading Assessment

mClass Reading 3D

DIBELS

**1 minute probes to
assess the big
ideas of reading**

TRC

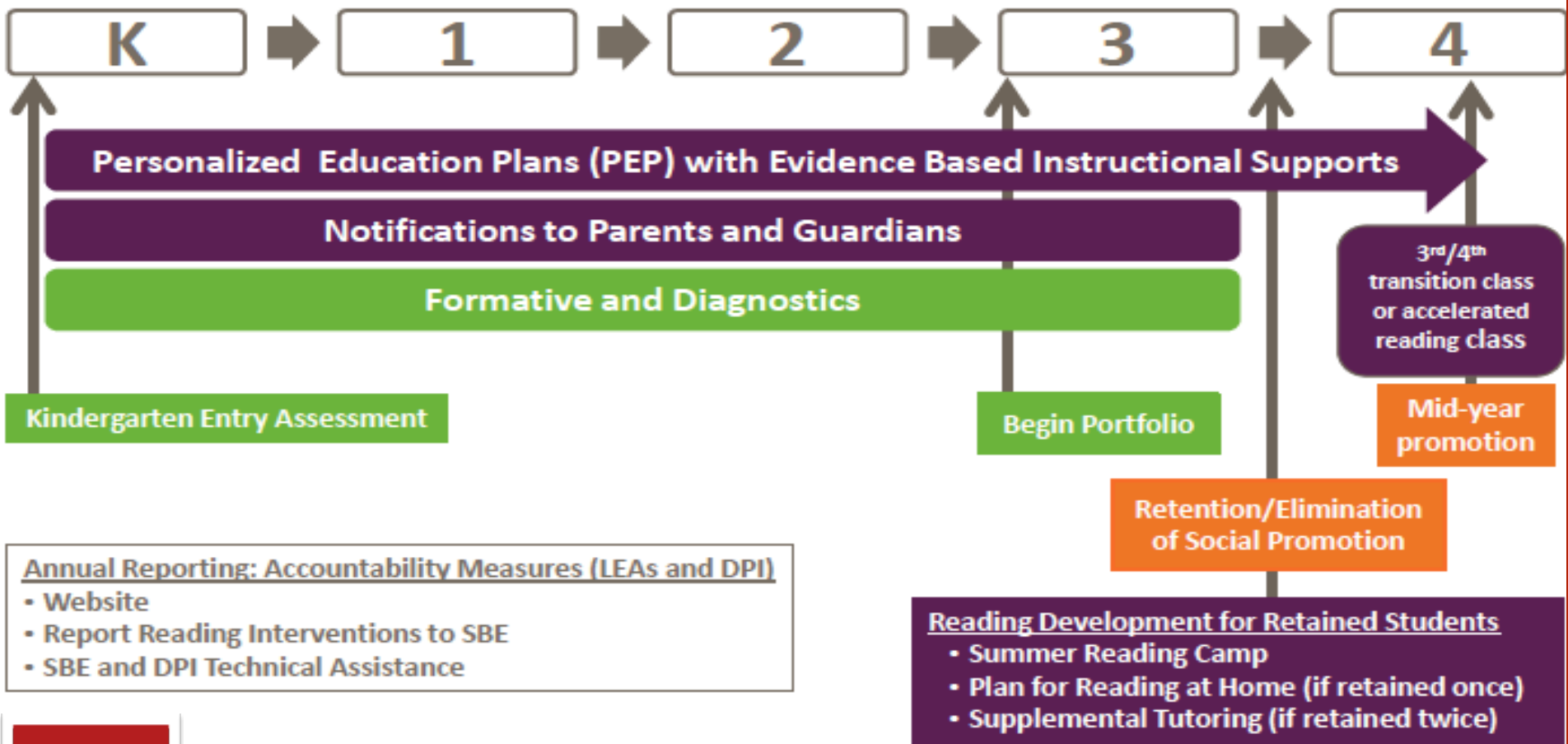
**Assess reading
and
comprehension**

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

Grade Level Implementation Plan

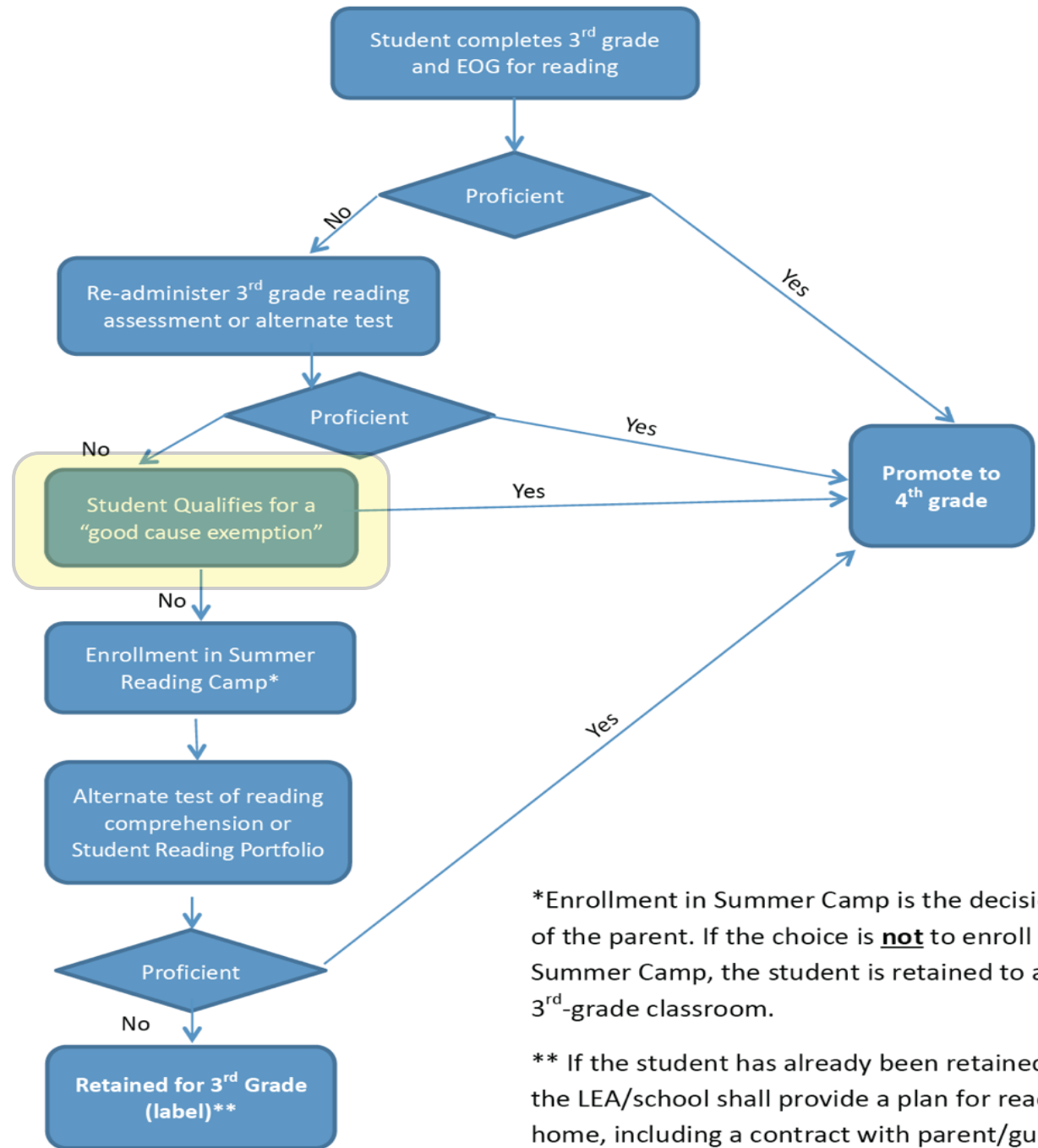
North Carolina General Assembly's Read to Achieve Program Grade Level Implementation Plan

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



End Of Third Grade

p.6



*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.

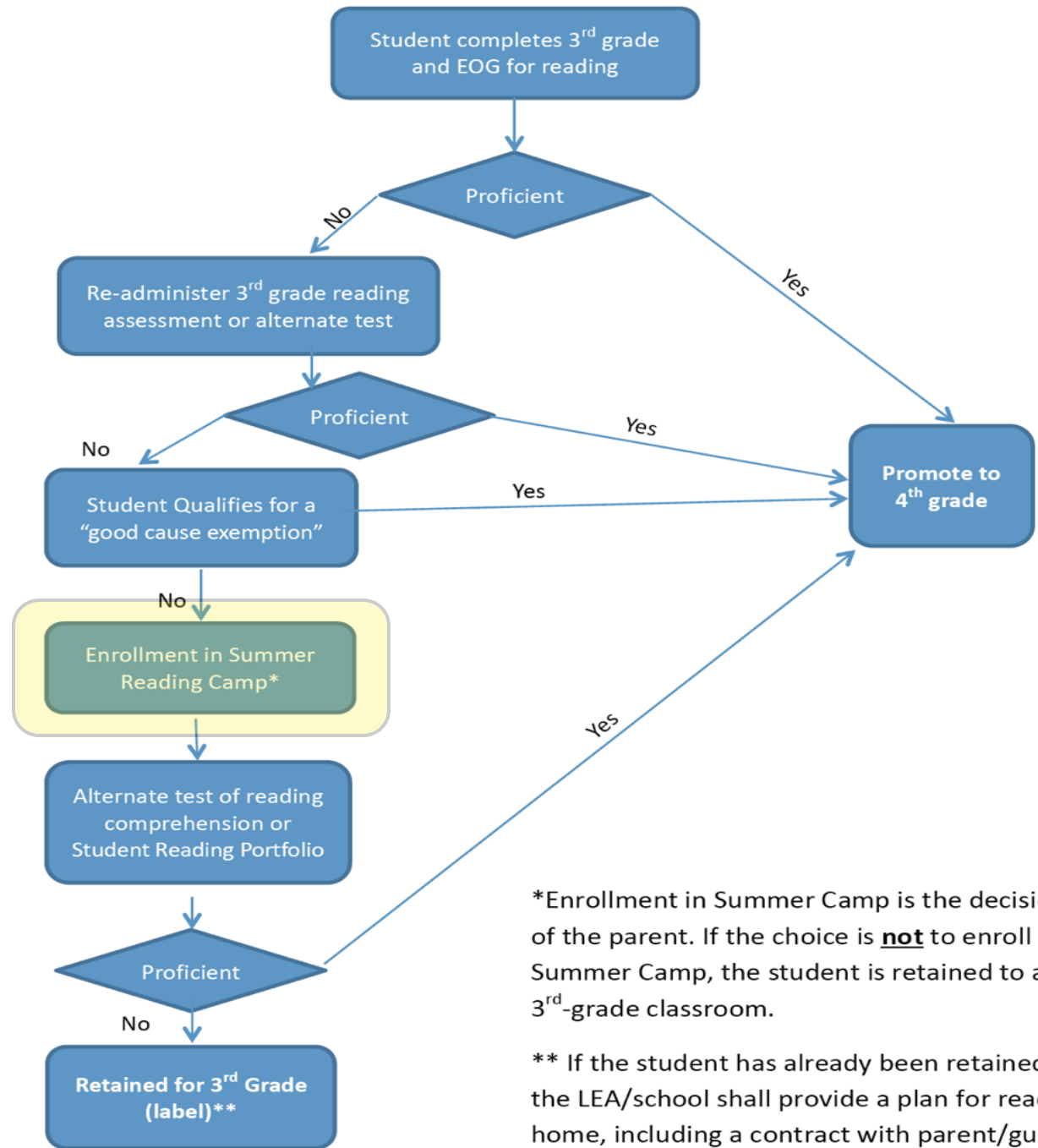
Good Cause Exemptions

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.

Principal makes initial determination of promotion and sends to Superintendent for acceptance or rejection.

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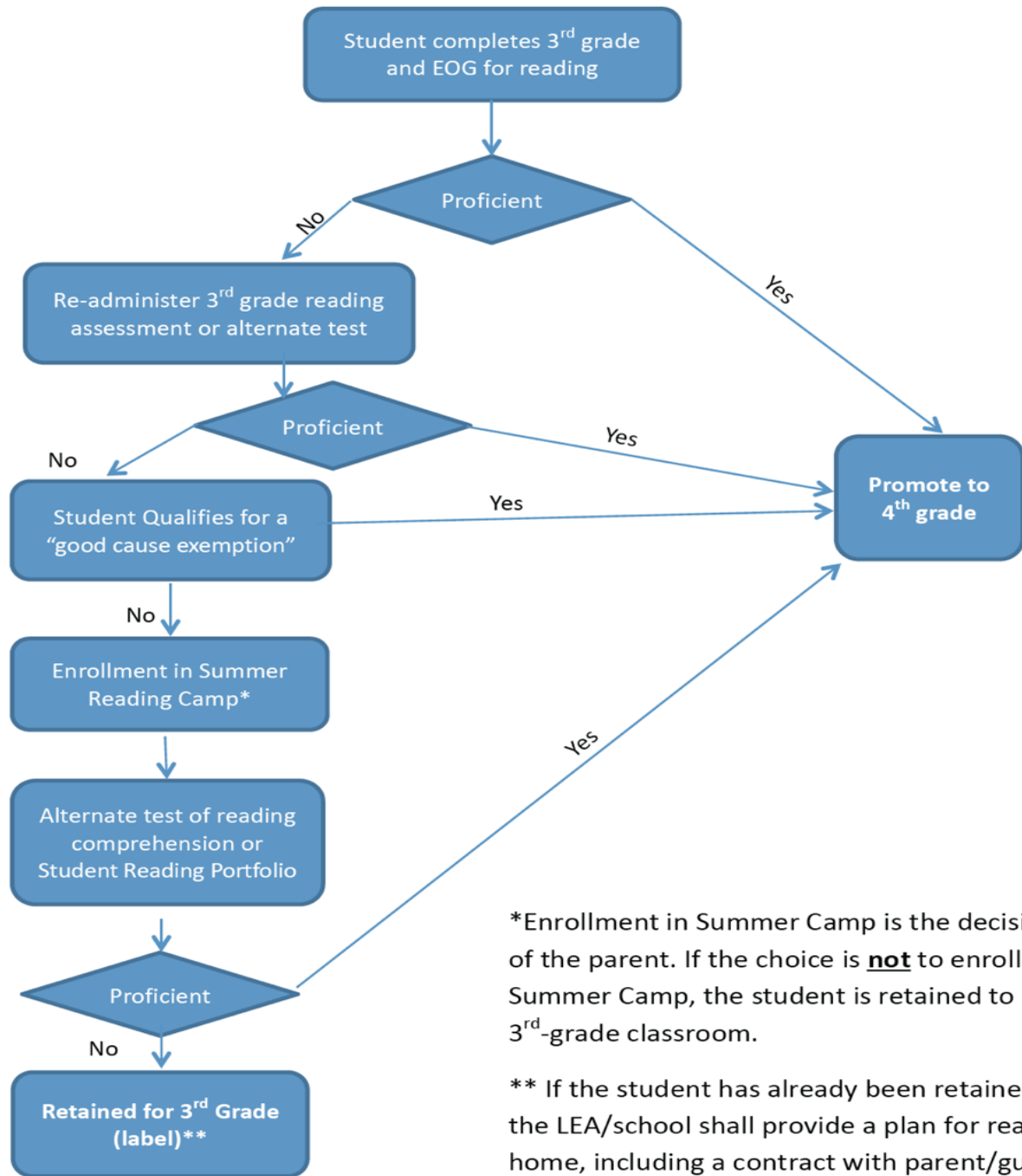
Summer Reading Camp

- 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



End Of Third Grade

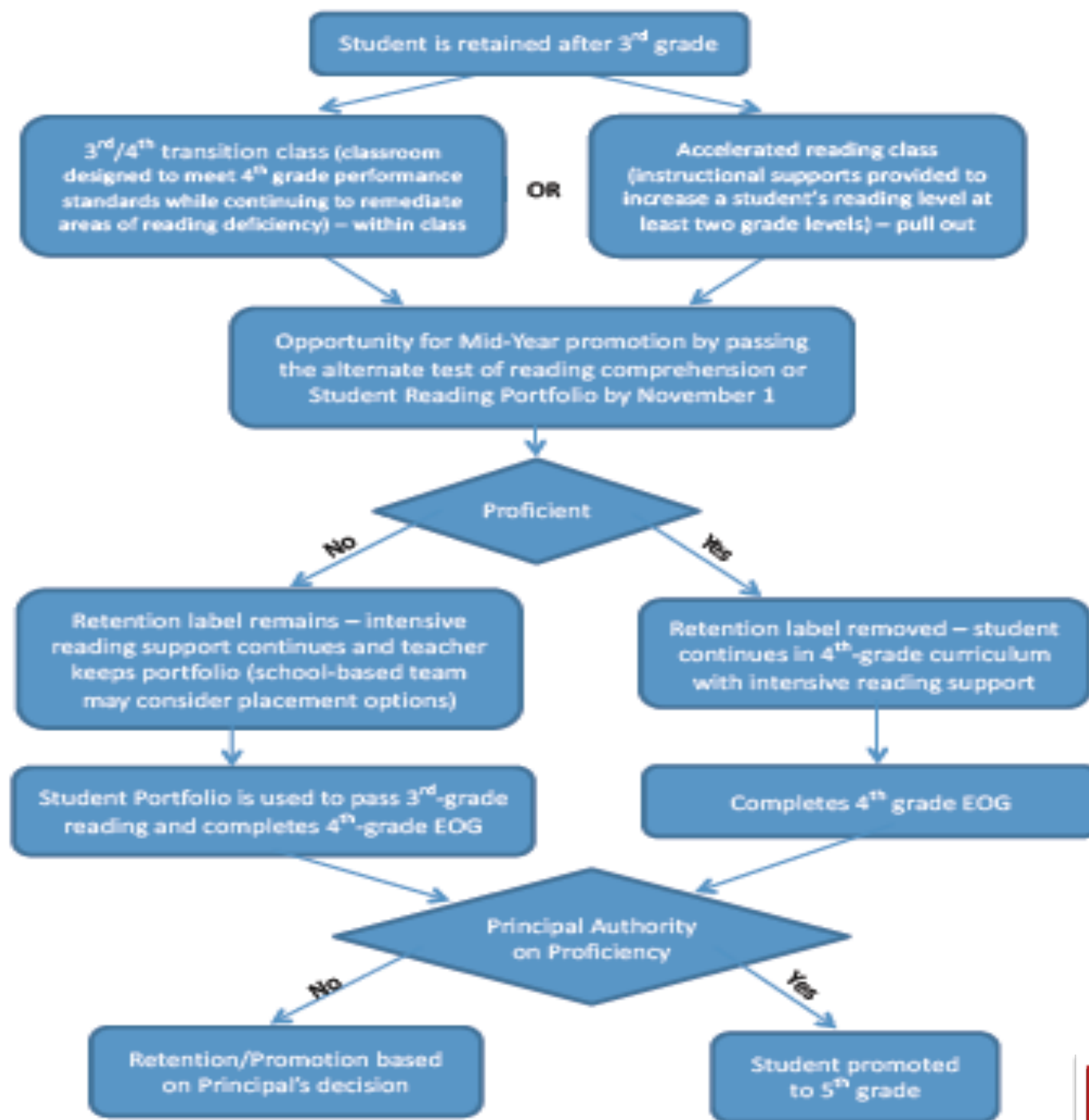
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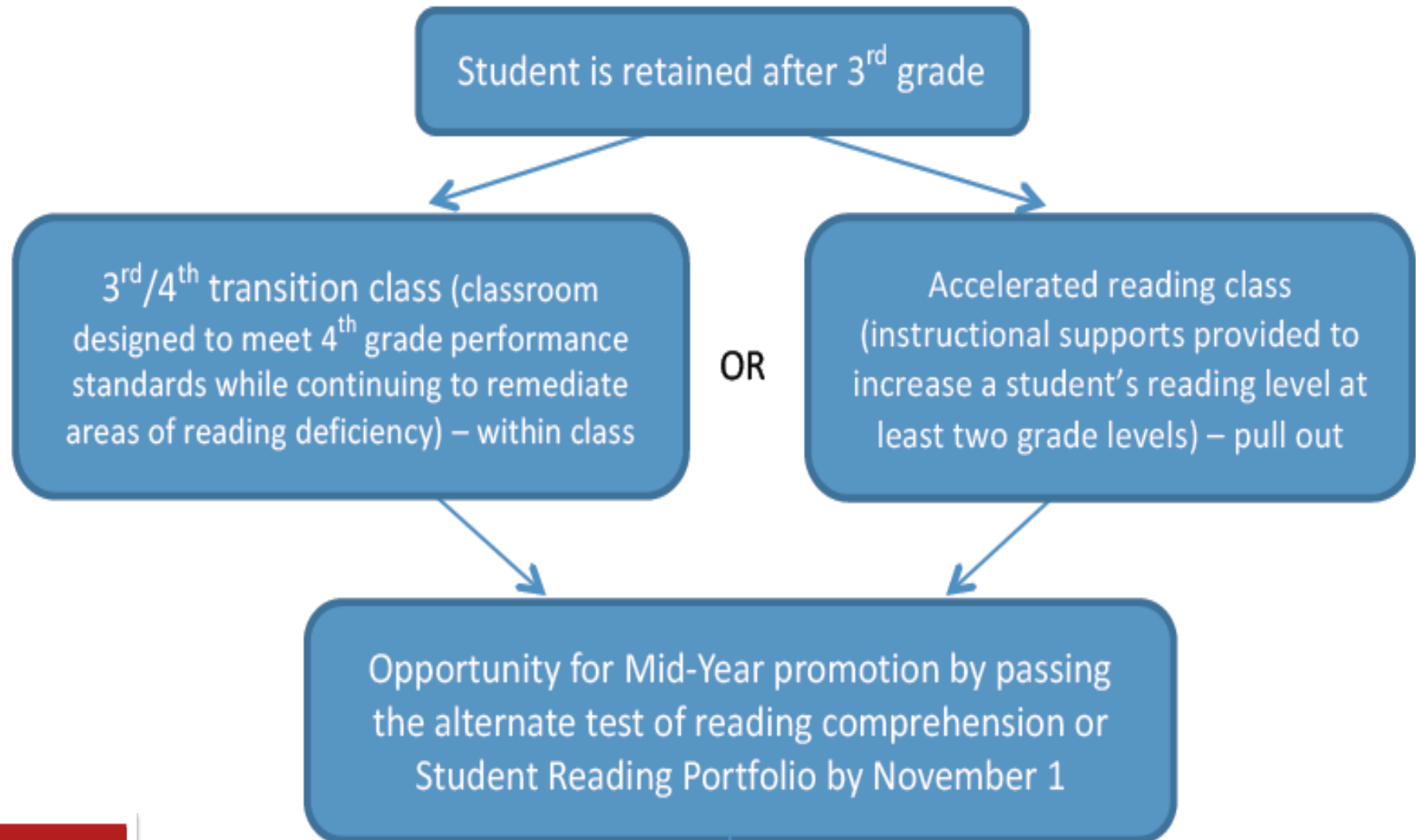
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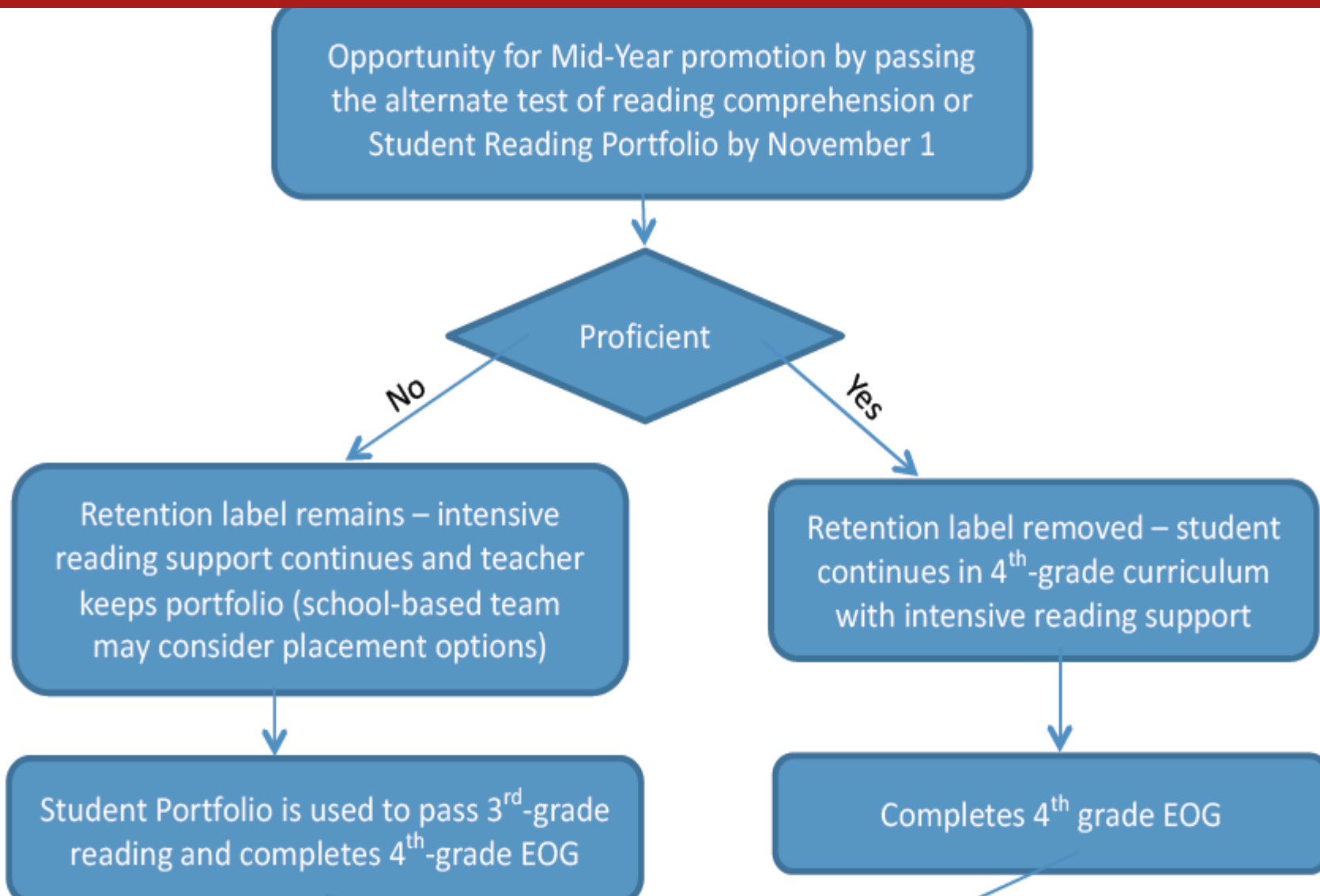
Retention Process



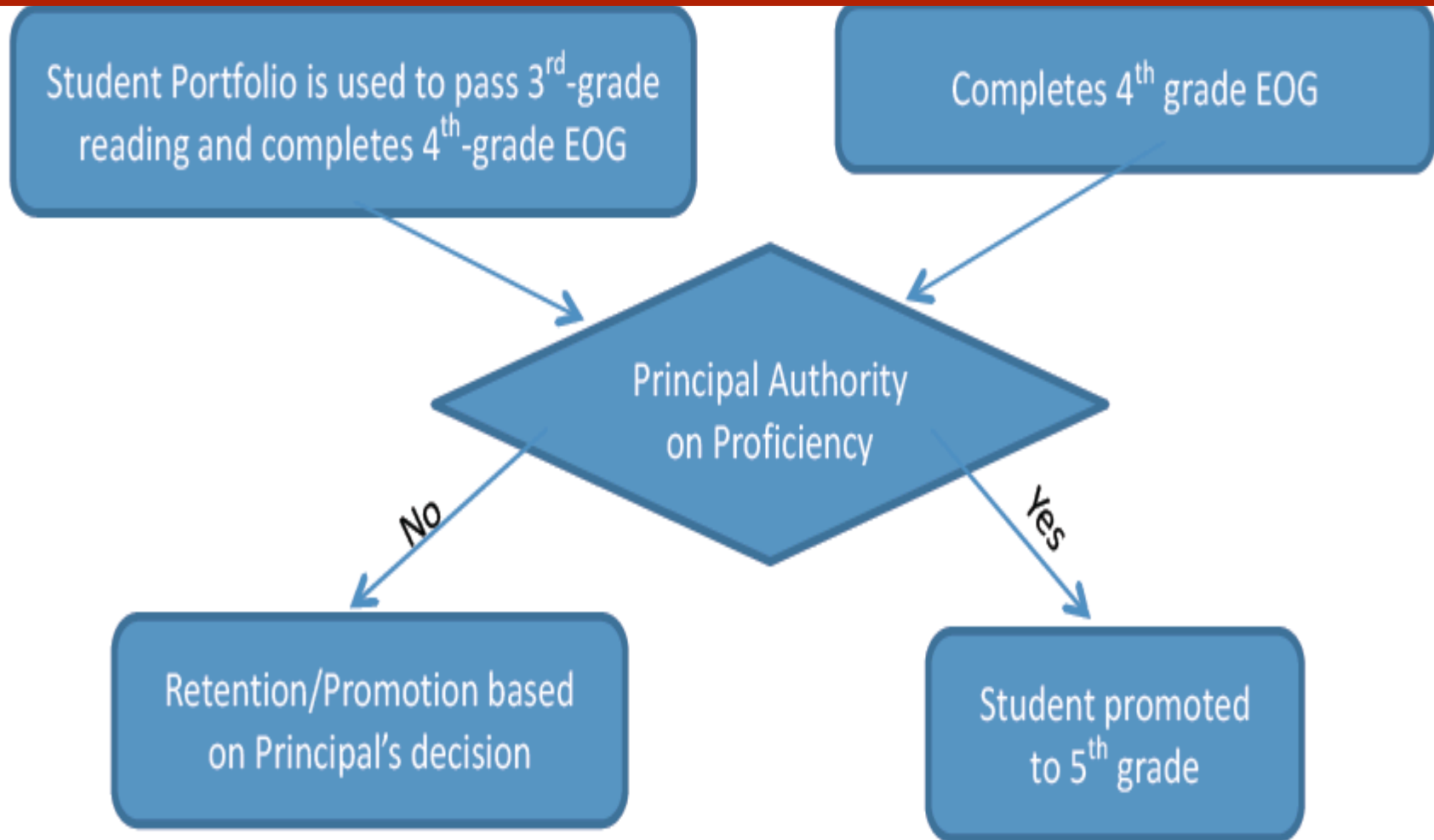
Retention Process



Retention Process

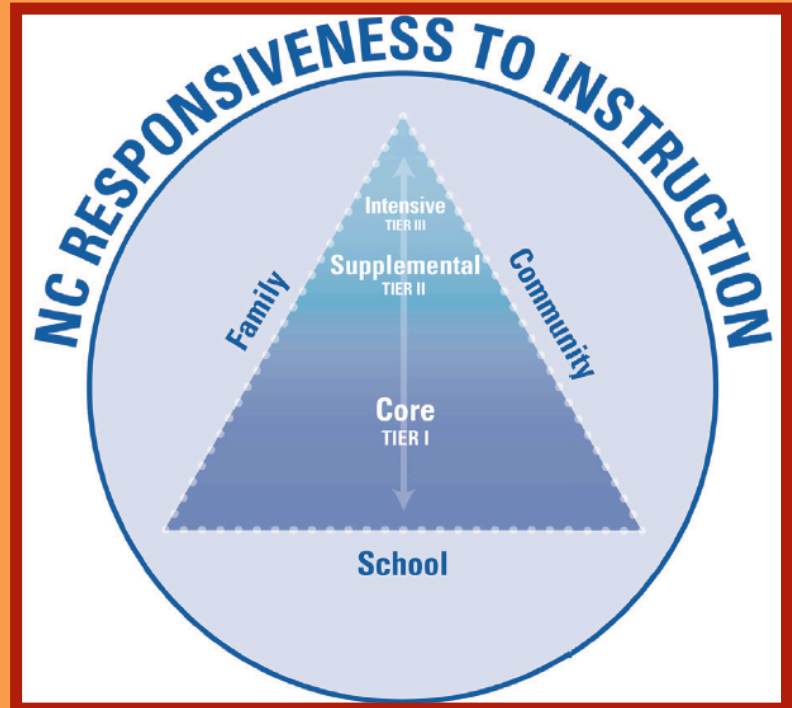


Retention Process



Responsiveness to Instruction

- DPI promotes RtI as a multi-tiered framework which supports school improvement
- Shared responsibility of all stakeholders: educators, families, students, and community partners
- All initiatives are intentionally integrated from core instruction to intensive instruction



Kindergarten Entry Assessment



- **DPI will develop a kindergarten entry assessment process that will generate a Child Profile**
- **Begin with the 2014-2015 school year**
- **Each district will establish a District Implementation Team to manage implementing this assessment**
- **This assessment will be given to all students entering kindergarten within 30 days of enrollment**



Davidson Schools will be
READY, so our students
can be ready for success in
the future.



A Pep Talk