



North Carolina Read to Achieve

A Guide to Implementing
House Bill 950/S.L. 2012-142 Section 7A
and House Bill 230

UPDATED: JUNE 2014



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

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North Carolina Read to Achieve Guidebook Introduction

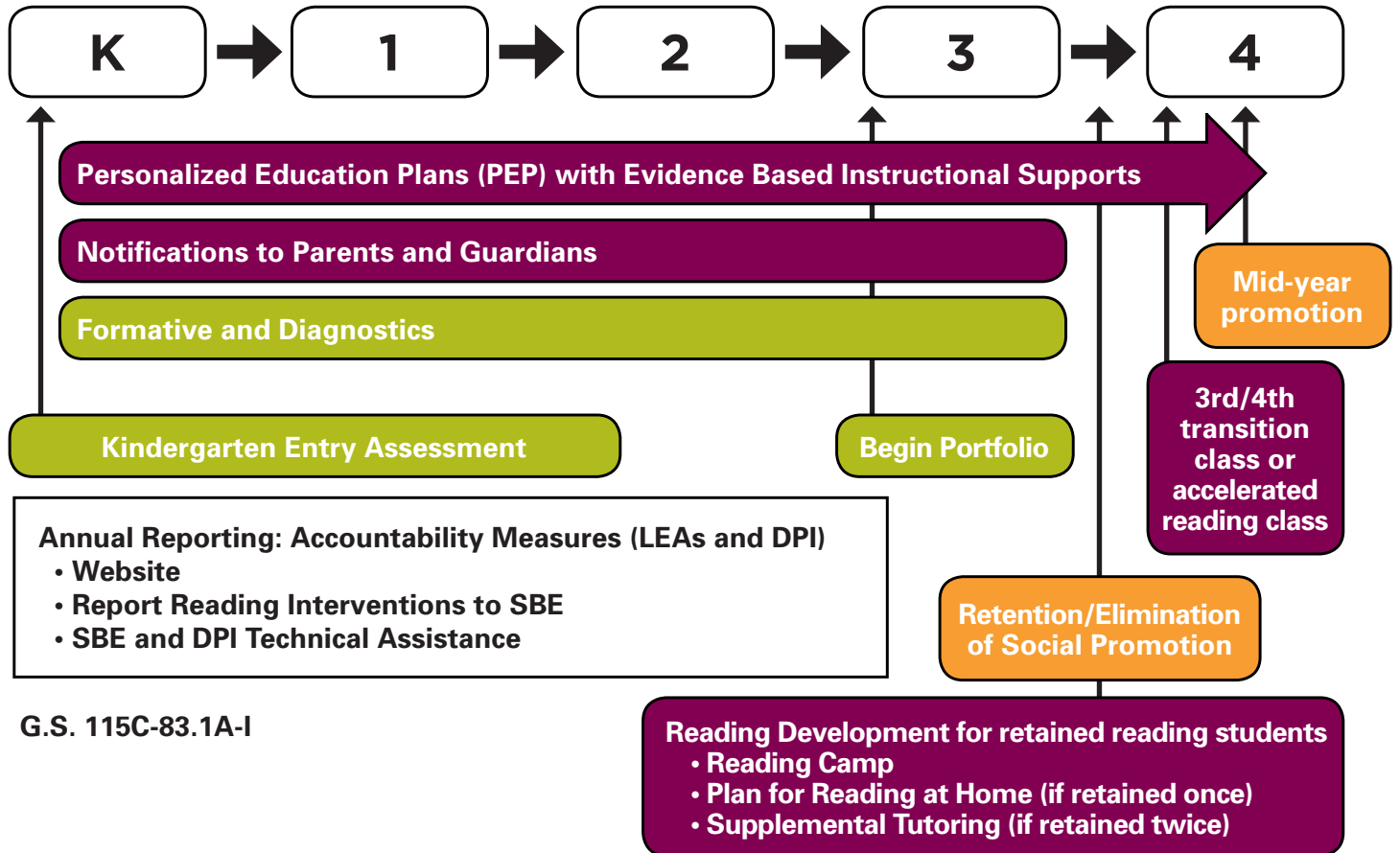
This guidebook serves as a structural framework for the North Carolina Read to Achieve program. The various charts, narratives, and descriptions are the Department of Public Instruction's work with this initiative.

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 original law can be accessed through this link, <http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v7.pdf>, (pages 38-45). Changes to the law were made in June 2014 and can be found in HB230.

If you have questions, please call or email: Carolyn Guthrie, Director of K-3 Literacy
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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.

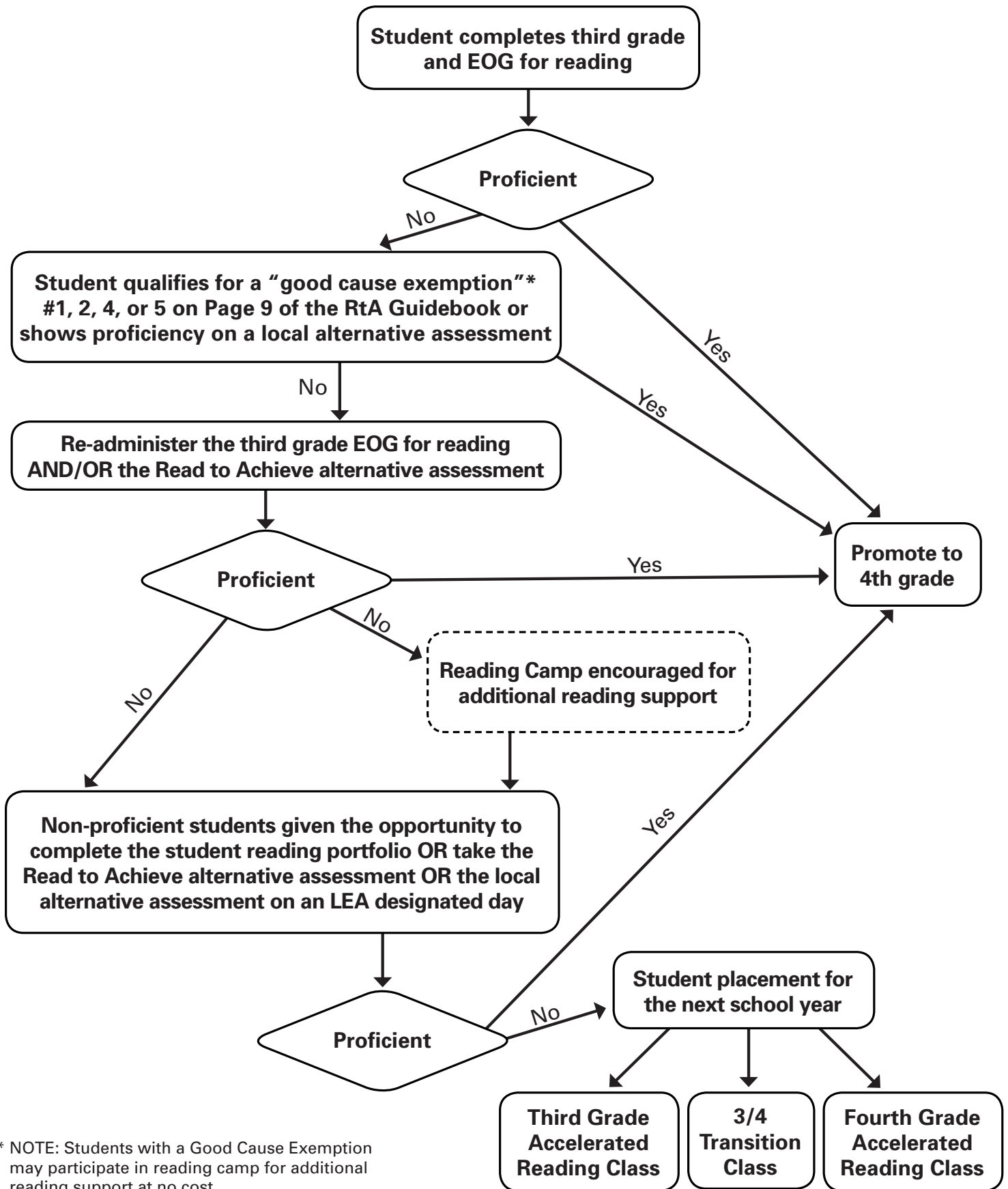


Organizational Chart Narrative

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 Read to Achieve Program End-of-Third-Grade Flow Chart



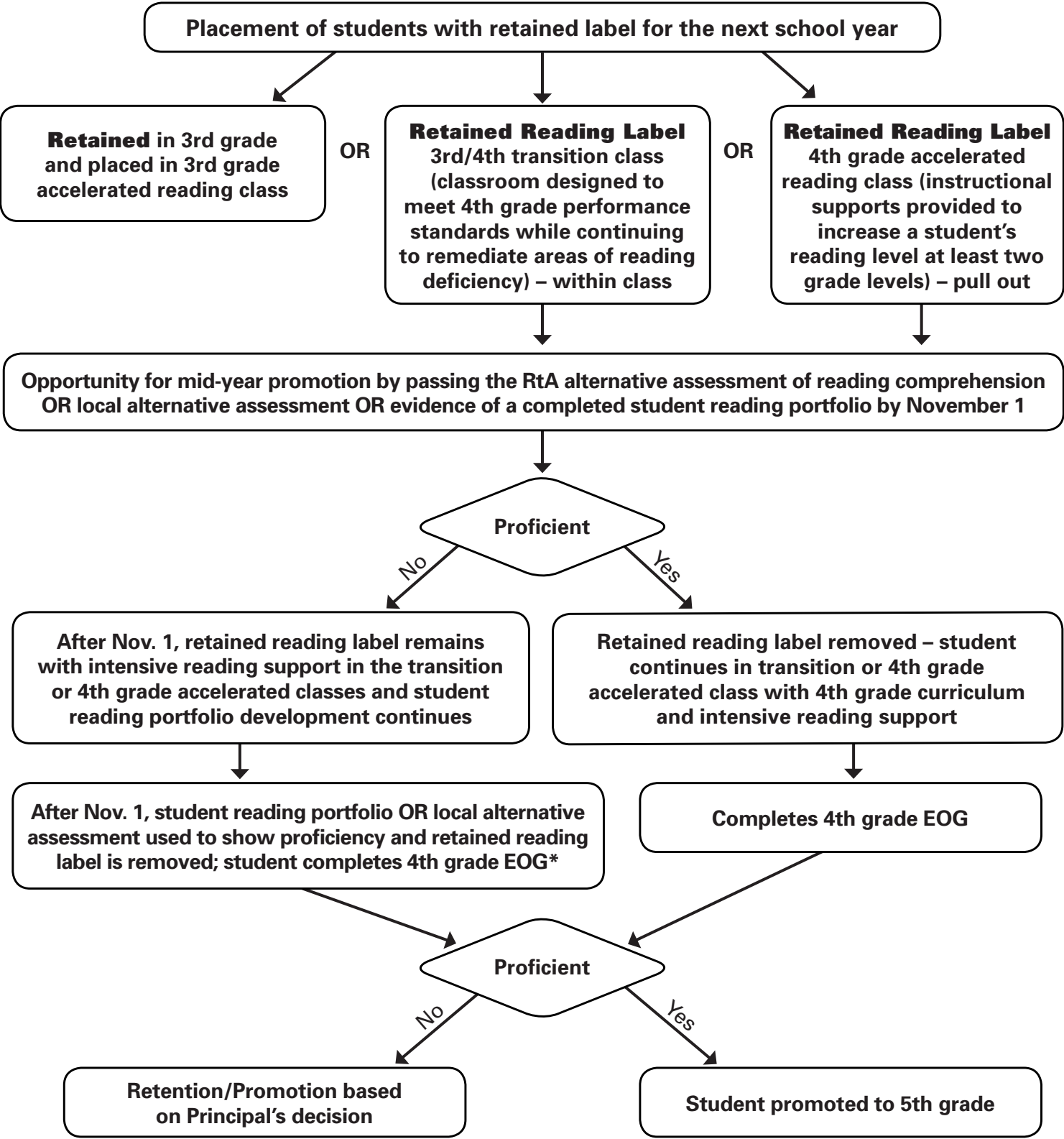
* NOTE: Students with a Good Cause Exemption may participate in reading camp for additional reading support at no cost

North Carolina 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 qualify for a “good cause exemption” and be promoted to Grade 4 (see list of good cause exemptions on page 9 of the guidebook) or they may show proficiency on a local valid and reliable alternative assessment approved by the SBE and be promoted to Grade 4
- If they do not qualify for a “good cause exemption,” then they may take a retest of the EOG (different form) and/or the Read to Achieve alternative assessment
- If they are proficient on one of these assessments, they are promoted to Grade 4
- If they are not proficient on one of these assessments, they are encouraged to attend reading camp
- The parent makes the decision regarding student attendance at reading camp
- Students who received a good cause exemption may attend reading camp for free
- After reading camp, the student may achieve proficiency by passing the Read to Achieve alternative assessment OR by passing with a completed student reading portfolio OR by passing the local alternative assessment approved by the SBE. The parent has an option of sending a student to a private reading support program. The parent may provide documentation to the LEA after completion of the reading support program. The LEA may use this documentation when considering placement of the student for the following year. Any funding for a private reading support program is the responsibility of the parent.
- Students not attending reading camp shall be provided an opportunity to take the Read to Achieve alternative assessment or local alternative assessment on an LEA designated day
- If students are proficient by any means (RtA alternative assessment, local alternative assessment, or student reading portfolio), then they are promoted to Grade 4
- Students who are not proficient may be placed in one of three situations for the following year:
 1. Retained in a third grade accelerated class (Students pulled out for intense 90 minute reading instruction with a teacher selected based on demonstrated student outcome in reading proficiency.) These students are repeating the third grade and being instructed with third grade standards and curriculum with an intense focus on reading.
 2. Placed in a 3/4 transitional class with a retained reading label. These students are being instructed on fourth grade standards and curriculum while continuing to be remediated on reading deficiencies. (Students receive a 90 minute block of uninterrupted reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency within the classroom structure.)
 3. Placed in a fourth grade accelerated class with a retained reading label. (Students are pulled out for intense 90 minute reading instruction with a teacher selected based on demonstrated student outcomes in reading proficiency.) These students are being instructed with fourth grade standards and curriculum with an intense focus on reading.
- The decision for placement of the students should be made based on a comprehensive balanced assessment system including formative, benchmark, and summative assessments; observations; historical data; student grades; and classroom and reading camp performance (if applicable).

North Carolina Read to Achieve Program Retention Flow Chart



* After November 1, principal shall grade and classify students demonstrating reading proficiency

North Carolina Read to Achieve Program Retention Flow Chart Narrative

This flow chart describes the procedure for students who are non-proficient in third grade reading standards after the student attempts all of the possibilities for promotion.

- If not proficient, the student may be placed in one of three situations for the following year
- Students may be retained in a third grade Accelerated Class with an intense focus on reading
- Students may be placed in a 3rd/4th Transition Class (see definitions) with a retained reading label
- Students may be placed in a 4th grade Accelerated Reading Class. (see definitions) with a retained reading label
- The 3/4 Transition and Fourth Grade Accelerated Classes are intended to be classes where students receive the 4th grade standards and curriculum with an intense focus on reading to move the student to proficiency in reading
- Students with a retained reading label are given an opportunity for mid-year promotion (November 1) by passing the 3rd grade Read to Achieve alternative assessment OR a local alternative assessment OR by evidence of a completed student reading portfolio
- Students who are proficient by any method have the retained reading label removed and continue in the same class with 4th grade standards and curriculum and continue to receive intensive reading instruction while completing the 4th grade
- Students who are not proficient by any method maintain the retained reading label and remain in the same transitional or accelerated class with 4th grade standards and curriculum and intensive reading instruction. The student continues work on the student reading portfolio.
- If a student with a retained reading label completes a student reading portfolio OR passes a local alternative assessment by the end of the year, then the retained reading label is removed from his/her record
- **After November 1**, the principal shall grade and classify students demonstrating reading proficiency
- All students in the 3/4 transitional and fourth grade accelerated classes take the 4th grade EOG
- Students who **do not have the retained reading label** and are **proficient** on the 4th grade Reading EOG move on to 5th grade
- If students **do not have the retained reading label** and are **not proficient** on the 4th grade Reading EOG, then the principal will grade and classify
- Students with the **retained reading label** after November 1 who are **proficient** on the 4th grade EOG and pass the student reading portfolio requirements OR the local alternative assessment by the end of 4th grade, move on to the 5th grade and have the retained reading label removed
- If students with the **retained reading label** after November 1 are **not proficient** on the 4th grade Reading EOG and do not pass the student reading portfolio requirements OR the local alternative assessment, then the decision to grade and classify for the following year becomes a decision for the principal, but the retained reading label remains until the child shows proficiency. These children may repeat the 3/4 transition or fourth grade accelerated class the following year.
- If students with the **retained reading label** after November 1 are **proficient** on the 4th grade Reading EOG but **have not completed the student reading portfolio OR the local alternative assessment**, then the student moves on to the 5th grade and the retained reading label is removed because the student showed proficiency on comprehension at a higher level on the 4th grade EOG
- If students with the **retained reading label** after November 1 are **not proficient** on the 4th grade Reading EOG but **have passed the student reading portfolio OR the local alternative assessment**, then the decision to grade and classify for the following year becomes a decision for the principal and the retained reading 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. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability.
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, beginning during the first half of the school year, 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. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
- * 9. **“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 reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars.
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 be eligible to participate in reading camps, 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 school years of instruction in an English as a Second Language program.
- * 2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- * 3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education.
- * 4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved 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

Legislative Component	Comprehensive Plan for Reading Achievement: <ul style="list-style-type: none"> • 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 			
Action Plan (for LEAs)	LEAs will receive the Comprehensive Plan for Reading Achievement: <ul style="list-style-type: none"> • 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 professional development sessions • Support teachers by scheduling Professional Learning Community time to share instructional ideas 			
Process (for DPI)	The NC Comprehensive Reading Plan is a supplement to the State Board adopted NC Literacy Plan: <ul style="list-style-type: none"> • Gathered feedback from State Literacy team as well as internal and external stakeholders to review components of the K-12 reading plan • Developed a resource including appropriate research-based literacy instructional strategies • Convened regional reading plan focus groups consisting of representatives from LEAs, DPI, public and private Institutions of Higher Education, State Board members, and parents • Develop professional development to communicate and model reading instructional practices • Suggest recommendations and policy implications for revisions to teacher licensure and teacher education programs • Promote Responsiveness to Instruction (Rtl), identified as a multi-tiered framework which supports school improvement through engaging, high-quality instruction. 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • Develop Comprehensive Plan for Reading Achievement • Distribute and communicate plan to LEAs • Offer professional development opportunities on reading instructional practices • Distribute research-based literacy strategies 	LEA: <ul style="list-style-type: none"> • Distribute and communicate the plan to each school in LEA • Offer LEA-level support and follow-up to professional development on reading strategies 	School: <ul style="list-style-type: none"> • Schedule time for teachers to participate in professional development on reading instructional practices • Schedule time for teachers to participate in Professional Learning Communities 	Teachers: <ul style="list-style-type: none"> • 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

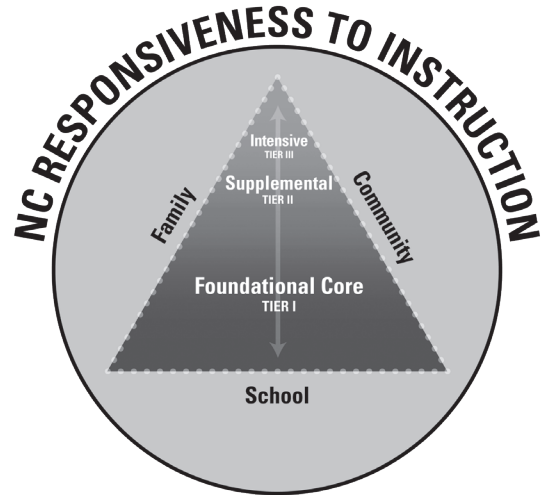
North Carolina Responsiveness to Instruction (NCRtI)

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: <i>at least</i> 80% of ALL students receiving only Tier I (across subgroups) are meeting or exceeding grade level standards	Goal: <i>at least</i> 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 (NCRtl)

BRIEF

Definition: NC Responsiveness to Instruction (NCRtl) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtl 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 NCRtl:

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 Rtl implementation.
- Teams implement intentional assessments of the fidelity of instructional practices at all tiers.

Problem-Solving/Data-Based Decision Making

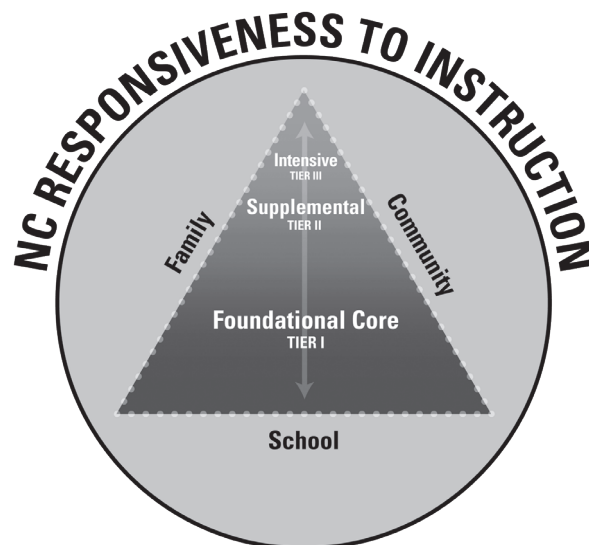
- A team based problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- District/School structures have been designed in order to remove barriers for effective problem-solving at all tiers.
- The contexts of instruction, curriculum, environment,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

Legislative Component	<ul style="list-style-type: none"> • The State Board of Education shall develop, adopt and provide developmentally appropriate individualized assessment instruments for kindergarten through third grade • Local school administrative units shall use these assessment instruments provided to them by the State Board of Education • The initial administration of the K-3 Formative Assessment will include a process at kindergarten entry that generates a <i>Child Profile</i> within the first 60 days of enrollment • This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (a subsection of the <i>Child Profile</i>) • The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and standard course of study (NC Common Core and Essential Standards), and appropriate for use with all students
Race to the Top- Early Learning Challenge Grant	<ul style="list-style-type: none"> • Grounded in recommendations from the National Research Council's 2008 <i>Early Childhood Assessment: Why, What and How</i> report • Must measure all five Essential Domains of School Readiness (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development) • Must be constructed in accordance with principles of universal design and accessible to, valid, and appropriate for the greatest number of children (may be supplemented for children with high needs) • Will be used to guide daily instruction • Will not be used for accountability and high-stakes purposes (e.g., to evaluate teachers or early learning and development programs)

Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> • Develops a K-3 Formative Assessment that includes a kindergarten entry assessment process that generates a <i>Child Profile</i> • 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 <p>LEA:</p> <ul style="list-style-type: none"> • Establishes a District Implementation Team to manage the K-3 Formative Assessment scale-up and implementation • Uses assessment and implementation data to inform continuous improvement planning and to provide ongoing support for sustainability <p>School:</p> <ul style="list-style-type: none"> • Identifies a person(s) to lead the K-3 Formative Assessment implementation effort in the school • Provides time for teachers and staff to participate in professional development on the assessment • Uses assessment and implementation data to inform continuous improvement planning and to provide ongoing support for sustainability <p>Teachers:</p> <ul style="list-style-type: none"> • Implement the K-3 Formative Assessment process following the administration guidelines • Use assessment data to guide instruction and learning • Engage in a process of continuous improvement to transform instruction based on assessment data 	
Timeline	TASK	TIMELINE
	K-3 Formative Assessment Design & Development	Spring 2013 – Summer 2014
	Initial Implementation	Fall 2014 – Spring 2015
	Statewide Implementation	Summer 2015 – Ongoing

North Carolina Read to Achieve Facilitating Early Grade Reading Proficiency Process

Legislative Component	Facilitating Early Grade Reading Proficiency: <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 the Big 5 ideas of reading • LEAs are encouraged to partner with volunteers, mentors, tutors 			
Action Plan (for LEAs)	<ul style="list-style-type: none"> • 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 			
Process (for DPI)	mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers. <ul style="list-style-type: none"> • Implemented mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 • Maintain contract with vendor for individualized student subscriptions • Allocate funding for assessment devices per ADM allotment • Provide student assessment materials • 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 (Rtl) framework 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • Provides funding for devices • Provides funding for subscriptions • Provides funding for student assessment materials • Provides funding for training • Provides regional consultants 	LEA: <ul style="list-style-type: none"> • Maintains 2 teacher trainers for each school • Uses allocation funding to choose and purchase devices • Supports implementation of the system 	School: <ul style="list-style-type: none"> • Allows the two teacher trainers at each school to update training for all K-3 teachers on the system • Uses the administrative reports to inform school decisions 	Teachers: <ul style="list-style-type: none"> • 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

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 _____

*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

Legislative Component	Elimination of Social Promotion: <ul style="list-style-type: none"> • Retention in third grade if student fails to demonstrate proficiency on reading EOG • Good Cause exemptions provided for LEP students, students with disabilities with IEPs, students who demonstrate proficiency on an alternate assessment, students who demonstrate proficiency on the portfolio process, students who have been retained more than once in K-3. Please see page 9 for specific details. • Superintendents shall determine good cause exemptions • Principal makes initial determination of promotion and sends in writing to superintendent 			
Action Plan (for LEAs)	<ul style="list-style-type: none"> • Determine which students fail to demonstrate proficiency on third-grade EOG • Determine which of these students qualify for good cause exemptions • Readminister a different form of the EOG and alternative test to those identified students • 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) 			
Process (for DPI)	The third-grade Reading EOG is made available to all qualified students: <ul style="list-style-type: none"> • Developed template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion • Developed and published sample PEP formats that can be used by districts/schools • Developed and communicated guidelines for the portfolio contents • Provide different forms of the EOG to LEAs • Provide the RtA alternative assessment to all LEAs 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • Provide Reading EOG forms aligned to the ELA Common Core • Develop the RtA alternative assessment • Provide training on the portfolio and how it should be used in the formative assessment process 	LEA: <ul style="list-style-type: none"> • 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 	School: <ul style="list-style-type: none"> • Support teachers by providing professional development on instructional strategies and interventions • Schedule uninterrupted blocks of reading instruction and intervention • Schedule time for collaboration 	Teachers: <ul style="list-style-type: none"> • Provide instructional supports, services, and interventions to students • Develop and follow PEPs for identified students • Maintain portfolio on identified students • Follow IEPs (when applicable)

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

Legislative Component	<p>115C-83.1H. Successful reading development for retained students.</p> <ul style="list-style-type: none"> • Students not demonstrating proficiency shall be encouraged to enroll in a 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 November 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 			
Action Plan (for LEAs)	<ul style="list-style-type: none"> • Establish reading camps • Offer a 3rd grade accelerated reading class, a 4th grade accelerated reading class and/or a 3rd/4th transitional class, including 90 minutes of daily, uninterrupted evidence-based reading instruction • Offer supplemental tutoring outside of the instructional day to students who have been retained more than once under this law 			
Process (for DPI)	<ul style="list-style-type: none"> • Establish guidance for implementation and content of reading camps • Establish guidance for accelerated and transitional third/fourth-grade classes • Established a midyear promotion policy to begin in 2014 school year after the first reading camps in the summer of 2014 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> • 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 	<p>LEA:</p> <ul style="list-style-type: none"> • Implement summer reading camps 	<p>School:</p> <ul style="list-style-type: none"> • Establish accelerated reading class or transitional class for non-proficient students • Determine teachers to be assigned to the non-proficient students based on demonstrated outcomes in reading proficiency 	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide 90 minutes of daily uninterrupted reading instruction for non-proficient students • Maintain reading portfolios for retained reading students • Develop and follow PEPs for students not meeting proficiency

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 (Rtl) training may use specified Rtl 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	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
1st Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
2nd Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
3rd Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
4th Grading Period				
_____ 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	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
1st Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
2nd Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
3rd Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
4th Grading Period				
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Comments (Teacher/Parent)				

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

Legislative Component	115C-83.11. Notification requirements to parents and guardians: <ul style="list-style-type: none"> • 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 retained reading students 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 			
Action Plan (for LEAs)	<ul style="list-style-type: none"> • 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 			
Process (for DPI)	<ul style="list-style-type: none"> • 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 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • 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 	LEA: <ul style="list-style-type: none"> • 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 	School: <ul style="list-style-type: none"> • 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 	Teachers: <ul style="list-style-type: none"> • Meet with parents and guardians as needed to discuss notifications • Document reading proficiency levels on each individual student • Send monthly notices to parents/guardians for students retained under this law

Notification Guidelines for NC Read to Achieve

1. Third grade parents/guardians shall be notified in writing, in a timely manner, that the student shall be retained (unless they qualify for good cause exemption) if the student does not demonstrate reading proficiency by the end of third grade.
2. Also, parents/guardians of K, 1st, 2nd, and 3rd students shall receive written notification when a student is demonstrating difficulty with reading development, is not reading at grade level, or has a personal education plan (PEP).
3. Written notification must be provided to parents/guardians of any student who is retained as to the reason why that student does NOT qualify for a good cause exemption and this notification shall include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiencies.
4. Students who are non-proficient shall receive monthly written reports on student progress toward reading proficiency. This can include an evaluation of classroom work, observations, test, assessments, Reading 3D progress monitoring and benchmark results, and other relevant information.
5. Teachers and principals shall provide opportunities, including, but not limited to, information sessions to discuss all of the above written notifications.

NOTE: The following pages contain sample notification templates that districts/schools may use in the notification process. These forms are NOT state-mandated forms, but the notification process outlined above must be followed.

North Carolina Read to Achieve Notification Grades K-3

Date: _____

Student: _____ Grade Level: _____

This is to notify you that your student:

- is demonstrating difficulty with reading development
- is not reading at grade level
- has a Personal Education Plan (PEP)
- is being considered for grade retention

The following reading interventions are in place for your student:

- uninterrupted reading instruction
- extra intervention time dedicated to reading instruction
- differentiated reading instruction based on your student's individual assessment results
- extra instructional reading time with another educator _____
(name of instructor) reading instruction outside of regular classroom hours
- other: _____

Listed below are times we can discuss your student's reading progress:

Please contact me by email or note to let me know when you would be available to discuss reading opportunities and achievement for your student.

North Carolina Read to Achieve Notification of Retention Grades 3

Date: _____

Student: _____ Grade Level: _____

This is to notify you that your student did not demonstrate reading proficiency for third grade as measured by the:

NAME OF TEST	DATE	SCORE LEVEL
NC EOG		
NC EOG retake		
NC Read to Achieve Test		

Your student DOES NOT qualify for a Good Cause Exemption listed below:

- * 1. **Limited English Proficient students** with less than two school years of instruction in an English as a Second Language program.
- * 2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- * 3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education.
- * 4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved 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.

According to the Excellent Public Schools Act, your student is encouraged to attend reading camp. The details of the reading camp and interventions provided during the camp are attached.

At the end of the reading camp, your student will have the opportunity to show proficiency in reading by:

Submitting a completed reading portfolio OR Achieving proficiency on an alternative assessment

If you wish to discuss this notice in person, please email, send a note, or call the school by _____ to arrange a conference.

(Superintendent of Schools)

North Carolina Read to Achieve Accountability Measures Process

Legislative Component	115c-83.1J. Accountability measures: <ul style="list-style-type: none"> • 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 			
Action Plan (for LEAs)	Maintain annual reporting on: <ul style="list-style-type: none"> • 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 alternative 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 <ul style="list-style-type: none"> – Establish timeline and plan for submitting annual reports to the SBE – Maintain a website for reporting purposes at the local level 			
Process (for DPI)	<ul style="list-style-type: none"> • 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 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> • Provide technical assistance and aid in implementation of the program • Develop reporting format and templates • Write and submit annual report to stakeholders 	LEA: <ul style="list-style-type: none"> • Establish and maintain a website for reporting • Provide written reports to the SBE • Provide descriptions of all reading interventions provided to non-proficient students 	School: <ul style="list-style-type: none"> • Track student information related to demonstration of proficiency and non-proficiency • Provide descriptions of all reading interventions provided to non-proficient students 	Teachers: <ul style="list-style-type: none"> • Provide reading interventions to students • Document and maintain lesson plans outlining reading interventions used in the classroom

Part 1A. North Carolina Read to Achieve Program.

§ 115C-83.1. State 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 texts needed for secondary education and career success. (2012-142, s. 7A.1(b).)

§ 115C-83.2. Purposes.

(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading. (2012-142, s. 7A.1(b).)

§ 115C-83.3. Definitions.

The following definitions apply in this Part:

- (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) "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.
- (4) "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.
- (5) "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.
- (6) "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.
- (7) "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.

- (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. (2012-142, s. 7A.1(b).)

§ 115C-83.4. Comprehensive plan for reading achievement.

(a) The State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.

(b) The State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 1 of each even-numbered year on the implementation, evaluation, and revisions to the comprehensive plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development. (2012-142, s. 7A.1(b).)

§ 115C-83.4A. Advanced courses.

(a) It is the intent of the State to enhance accessibility and encourage students to enroll in and successfully complete more rigorous advanced courses to enable success in postsecondary education for all students. For the purposes of this section, an advanced course is an Advanced

Placement or International Baccalaureate Diploma Programme course. To attain this goal, to the extent funds are made available for this purpose, students enrolled in public schools shall be exempt from paying any fees for administration of examinations for advanced courses and registration fees for advanced courses in which the student is enrolled regardless of the score the student achieves on an examination.

(b) Eligible secondary students shall be encouraged to enroll in advanced courses to expose them to more rigorous coursework while still in secondary school. Successfully completing advanced courses will increase the quality and level of students' preparation for postsecondary career paths and their pursuit of higher education.

(c) The results of student diagnostic tests administered pursuant to G.S. 115C-174.18 and G.S. 115C-174.22, such as the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and ACT, shall be used to identify students who are prepared or who need additional work to be prepared to enroll and be successful in advanced courses. Students may also be identified for potential enrollment in advanced courses based on other criteria established by schools to increase access to those courses for their students.

(d) Local boards of education shall provide information to students and parents on available opportunities and the enrollment process for students to take advanced courses. The information shall explain the value of advanced courses in preparing students for postsecondary level coursework, enabling students to gain access to postsecondary opportunities, and qualifying for scholarships and other financial aid opportunities.

(e) Local boards of education shall ensure that all high school students have access to advanced courses in language arts, mathematics, science, and social studies. Such access may be provided through enrollment in courses offered through or approved by the North Carolina Virtual Public School.

(f) The State Board of Education shall seek a partner, such as the College Board, to form the North Carolina Advanced Placement Partnership, hereinafter referred to as Partnership, to assist in improving college readiness of secondary students and to assist secondary schools to ensure that students have access to high-quality, rigorous academics with a focus on access to Advanced Placement courses.

In order to implement its responsibilities under this section, the partner selected by the State Board of Education shall provide staff to do the following:

- (1) Provide professional development in the form of support and training to enable teachers of Advanced Placement courses to have the necessary content knowledge, instructional skills, and materials to prepare students for success in Advanced Placement courses and examinations and mastery of postsecondary course content.
- (2) Provide administrators, including principals and counselors, with professional development that will enable them to create strong and effective Advanced Placement courses in their schools.
- (3) Provide teachers of students in grades seven through 12 with preadvanced course professional development and materials that prepare students for success in Advanced Placement courses.
- (4) Provide consulting expertise and technical assistance to support implementation.
- (5) Prioritize assistance to schools designated as low-performing by the State Board of Education and provide for frequent visits to the schools

targeted by the Partnership.

(g) The Partnership shall report annually to the Department of Public Instruction on the Partnership's implementation of its responsibilities under subsection (f) of this section.

(h) Beginning October 1, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. The report shall include, at a minimum, the following information:

- (1) The North Carolina Advanced Placement Partnership's report to the Department of Public Instruction as required by subsection (g) of this section and the State Board's assessment of that report.
- (2) Number of students enrolled in advanced courses and participating in advanced course examinations, including demographic information by gender, race, and free and reduced-price lunch status.
- (3) Student performance on advanced course examinations, including information by course, local school administrative unit, and school.
- (4) Number of students participating in 10th grade PSAT/NMSQT testing.
- (5) Number of teachers attending summer institutes offered by the North Carolina Advanced Placement Partnership.
- (6) Distribution of funding appropriated for advanced course testing fees and professional development by local school administrative unit and school.
- (7) Status and efforts of the North Carolina Advanced Placement Partnership.
- (8) Other trends in advanced courses and examinations. (2013-360, s. 8.27(b).)

§ 115C-83.5. Developmental screening and kindergarten entry assessment.

(a) The State Board of Education shall ensure that every student entering kindergarten shall be administered a developmental screening of early language, literacy, and math skills within 30 days of enrollment.

(b) The State Board of Education shall ensure that every student entering kindergarten shall complete a kindergarten entry assessment within 60 days of enrollment.

(c) The developmental screening instrument may be composed of subsections of the kindergarten entry assessment.

(d) The kindergarten entry assessment shall address the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.

(e) The kindergarten entry assessment shall be (i) administered at the classroom level in all local school administrative units; (ii) aligned to North Carolina's early learning and development standards and to the standard course of study; and (iii) reliable, valid, and appropriate for use with all children, including those with disabilities and those who are English language learners.

(f) The results of the developmental screening and the kindergarten entry assessment shall be used to inform the following:

- (1) The status of children's learning at kindergarten entry.
- (2) Instruction of each child.
- (3) Efforts to reduce the achievement gap at kindergarten entry.

- (4) Continuous improvement of the early childhood system. (2012-142, s. 7A.1(b).)

§ 115C-83.6. Facilitating early grade reading proficiency.

(a) 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). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services. To the greatest extent possible, kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS), or a compatible and comparable system approved by the State Board of Education, to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(b) Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.

(c) Local school administrative units are encouraged to partner with community organizations, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports and services that enhance reading development and proficiency. (2012-142, s. 7A.1(b).)

§ 115C-83.7. Elimination of social promotion.

(a) The State Board of Education shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students. The test may be readministered once prior to the end of the school year.

(b) 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.
- (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.

(c) The superintendent shall determine whether a student may be exempt from mandatory retention on the basis of a good cause exemption. The following steps shall be taken in making the determination:

- (1) The teacher of a student eligible for a good cause exemption shall submit documentation of the relevant exemption and evidence that promotion of the student is appropriate based on the student's academic record to the principal. Such evidence shall be limited to the student's personal education plan, individual education program, if applicable, alternative assessment, or student reading portfolio.
- (2) The principal shall review the documentation and make an initial determination whether the student should be promoted. If the principal determines the student should be promoted, the principal shall make a written recommendation of promotion to the superintendent for final determination. The superintendent's acceptance or rejection of the recommendation shall be in writing. (2012-142, s. 7A.1(b).)

§ 115C-83.8. Successful reading development for retained students.

(a) Students not demonstrating reading proficiency shall be enrolled in a summer reading camp provided by the local school administrative unit prior to being retained. Students who demonstrate reading proficiency on an alternative assessment of reading comprehension or student reading portfolio after completing a summer reading camp shall be promoted to the fourth grade. Students who do not demonstrate reading proficiency on these measures after completing a summer reading camp shall be retained under G.S. 115C-83.7(a) and provided with the instruction listed in subsection (b) of this section during the retained year.

(b) Students retained under G.S. 115C-83.7(a) shall be provided with a teacher selected based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate. Classroom instruction shall include at least 90 minutes of daily, uninterrupted, evidence-based reading instruction, not to include independent reading time, and other appropriate instructional supports and services and reading interventions.

(c) The State Board of Education shall establish a midyear promotion policy for any student retained under G.S. 115C-83.7(a) who, by November 1, demonstrates reading proficiency through administration of the alternative assessment of reading comprehension or student reading portfolio review.

(d) Repealed by Session Laws 2013-360, s. 8.30, effective July 1, 2013.

(e) Parents or guardians of students who have been retained twice under the provisions of G.S. 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day. (2012-142, s. 7A.1(b); 2013-360, s. 8.30.)

§ 115C-83.9. Notification requirements to parents and guardians.

(a) Parents or guardians shall be notified in writing, and in a timely manner, that the

student shall be retained, unless he or she is exempt from mandatory retention for good cause, if the student is not demonstrating reading proficiency by the end of third grade. Parents or guardians shall receive this notice when a kindergarten, first, second, or third grade student (i) is demonstrating difficulty with reading development; (ii) is not reading at grade level; or (iii) has a personal education plan under G.S. 115C-105.41.

(b) Parents or guardians of any student who is to be retained under the provisions of G.S. 115C-83.7(a) shall be notified in writing of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b). Written notification shall also include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.

(c) Parents or guardians of students retained under G.S. 115C-83.7(a) shall receive at least monthly written reports on student progress toward reading proficiency. The evaluation of the student's progress shall be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

(d) Teachers and principals shall provide opportunities to discuss with parents and guardians the notifications listed in this section. (2012-142, s. 7A.1(b).)

§ 115C-83.10. Accountability measures.

(a) Each local board of education shall publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- (2) The number and percentage of third grade students who take and pass the alternative assessment of reading comprehension.
- (3) The number and percentage of third grade students retained for not demonstrating reading proficiency.
- (4) The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b).

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a).

(c) The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsections (a) and (b) of this section and shall provide the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State-level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by October 1 of each year, beginning with the 2014-2015 school year.

(d) The State Board of Education and the Department of Public Instruction shall provide technical assistance as needed to aid local school administrative units to implement all provisions of this Part. (2012-142, s. 7A.1(b).)

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

HOUSE BILL 230
RATIFIED BILL

AN ACT TO CLARIFY PROVISIONS OF THE READ TO ACHIEVE ACT AND SCHOOL PERFORMANCE GRADES AND TO EXPAND THE TESTING WINDOW FOR ONE YEAR.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-83.3(2) reads as rewritten:

"(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. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability."

SECTION 2. G.S. 115C-83.3(8) reads as rewritten:

"(8) "Student reading portfolio" means a compilation of independently produced student work selected by the student's teacher, beginning during the first half of the school year, 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. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above."

SECTION 3. G.S. 115C-83.3(9) reads as rewritten:

"(9) ~~"Summer reading."~~ "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 reading camp attendance. Summer Reading 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) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency; and (iv) allow (iii) allow volunteer mentors to read with ~~students~~ students at times other than during the 72 hours of reading instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars."~~

SECTION 4. G.S. 115C-83.5(d) reads as rewritten:

"(d) The kindergarten entry assessment shall (i) address the five essential domains of school readiness: language and literacy development, cognition and general knowledge,



approaches toward learning, physical well-being and motor development, and social and emotional development. development and (ii) yield both qualitative and quantitative data in each of these domains. Data obtained through administration of the kindergarten entry assessment shall be used to populate relevant fields in a longitudinal data base. The language and literacy component of the kindergarten entry assessment may be used as a formative and diagnostic reading assessment as provided in G.S. 115C-83.6."

SECTION 5. G.S. 115C-83.7(b) reads as rewritten:

"(b) Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps, 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~~ school 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.~~ G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- (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 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~~ Student reading portfolio and review process ~~processes used by local school administrative units shall be established~~ approved 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."

SECTION 6. G.S. 115C-83.8 reads as rewritten:

"§ 115C-83.8. Successful reading development for retained students.

(a) ~~Parents or guardians of Students~~ students not demonstrating reading proficiency shall be ~~enrolled~~ encouraged to enroll their student in a ~~summer~~ reading camp provided by the local school administrative ~~unit prior to being retained.~~ unit. Students who demonstrate reading proficiency on an alternative assessment of reading comprehension or student reading portfolio after completing a summer reading camp shall be promoted to the fourth grade. Students who do not demonstrate reading proficiency on these measures after completing a summer reading camp shall be retained under G.S. 115C-83.7(a) and provided with the instruction listed in subsection (b) of this section during the retained year. ~~Parents or guardians of a student not demonstrating reading proficiency shall make the final decision regarding a student's reading camp attendance. Local school administrative units shall provide at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students on an alternative assessment or through a student reading portfolio process approved by the State Board of Education prior to retaining the student.~~

(b) Students retained under G.S. 115C-83.7(a) shall be provided with a teacher selected based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate. Classroom instruction shall include at least 90 minutes of daily, uninterrupted, evidence-based reading instruction, not to include independent reading time, and other appropriate instructional supports and services and reading interventions.

(c) The State Board of Education shall establish a midyear promotion policy for any student retained under G.S. 115C-83.7(a) who, by November 1, demonstrates reading

proficiency through administration of the alternative assessment of reading comprehension or student reading portfolio review. Principals shall use the provisions under G.S. 115C-288(a) to grade and classify students demonstrating reading proficiency after the November 1 midyear promotion deadline.

(d) Repealed by Session Laws 2013-360, s. 8.30, effective July 1, 2013.

(e) Parents or guardians of students who have been retained twice under the provisions of G.S. 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day."

SECTION 7. G.S. 115C-83.9 reads as rewritten:

"§ 115C-83.9. Notification requirements to parents and guardians.

(a) Parents or guardians shall be notified in writing, and in a timely manner, that the student shall be retained, unless he or she is exempt from mandatory retention for good cause, if the student is not demonstrating reading proficiency by the end of third grade. Parents or guardians shall receive this notice when a kindergarten, first, second, or third grade student (i) is demonstrating difficulty with reading development; (ii) is not reading at grade level; or (iii) has a personal education plan under G.S. 115C-105.41.

(b) Parents or guardians of any student who is to be retained under the provisions of G.S. 115C-83.7(a) shall be notified in writing of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b). Written notification shall also include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.

(c) Parents or guardians of students retained under G.S. 115C-83.7(a) shall receive at least monthly written reports on student progress toward reading proficiency. The evaluation of the student's progress shall be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

(d) Teachers and principals shall provide ~~opportunities~~ opportunities, including, but not limited to, information sessions, to discuss with parents and guardians the notifications listed in this section."

SECTION 8. Part 1A of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-83.11. Continued support for students demonstrating reading proficiency.

(a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third grade student as provided under G.S. 115C-83.7 may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(9) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

(b) Priority enrollment in the reading camp is for students not demonstrating reading proficiency as provided under G.S. 115C-83.8. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency."

SECTION 9. G.S. 115C-238.29F(d1) reads as rewritten:

"(d1) Reading Proficiency and Student Promotion. –

(1) Students in the third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students. The charter school shall provide reading interventions to retained students to remediate reading deficiency, which may include 90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps.

(2) 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:

- a. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- b. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates ~~the use of~~

~~alternative assessments and reading interventions.~~(i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.

- c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
- d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.
- e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

...."

SECTION 10. The State Board of Education shall implement the developmental screening instrument as provided in G.S. 115C-83.5 in each school in a local school administrative unit enrolling kindergarten students, and according to the approved time line for the administration of the Kindergarten Entry Assessment as provided under Section 3.9 of S.L. 2013-363. Additional components of the Kindergarten Entry Assessment shall be fully implemented in each school in a local school administrative unit enrolling kindergarten students beginning with the 2016-2017 school year.

SECTION 11. The title of Part 5 of Article 10A of Chapter 115C of the General Statutes reads as rewritten:

"CAREER AND COLLEGE READINESS."

SECTION 12. G.S. 115C-83.4A is recodified in Part 5 of Article 10A of Chapter 115C of the General Statutes as G.S. 115C-174.26.

SECTION 13. G.S. 115C-83.15(b) reads as rewritten:

"(b) Calculation of the School Achievement Score. – In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school on all of the following indicators that are measured for that school:

- (1) One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight.
- (2) One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
- (3) One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
- (4) One point for each percent of students who score at or above proficient on the Algebra I or Integrated Math I end-of-course test.
- (5) One point for each percent of students who score at or above proficient on the English II end-of-course test.
- (6) One point for each percent of students who score at or above proficient on the Biology end-of-course test.
- (7) One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.
- (8) One point for each percent of students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.
- (9) One point for each percent of students enrolled in Career and Technical Education courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.
- (10) One point for each percent of students who graduate within four years of entering high school.

~~Each school achievement indicator shall be of equal value when used to determine the overall school achievement score.~~In calculating the overall school achievement score earned by schools, the State Board of Education shall (i) use a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element and (ii) proportionally adjust the scale to account for the absence of a school achievement element for award of scores to a school that does not have a measure of one of the

school achievement elements annually assessed for the grades taught at that school. The overall school achievement score shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-238.29F, and 115C-238.66."

SECTION 14. G.S. 115C-83.15(d) reads as rewritten:

"(d) Calculation of the School Performance Scores and Grades. – ~~For schools exceeding or not meeting expected school growth, the~~ The State Board of Education shall use EVAAS to calculate the school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. ~~For schools meeting expected growth, and with a school achievement score of eighty percent (80%) or higher, the school performance score shall solely reflect the achievement score. For schools meeting expected growth, and with a school achievement score below eighty percent (80%), the school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade.~~ For all schools, the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

- (1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F."

SECTION 15. Notwithstanding G.S. 115C-83.15(d), for the 2013-2014 school year only, for all schools the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

- (1) A school performance score of at least 85 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 70 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 55 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 40 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 40 points is equivalent to an overall school performance grade of F.

SECTION 16. For the 2014-2015 school year only, local boards of education may apply for waivers from the requirements in G.S. 115C-174.12(4) which limit the administration of final exams for year-long courses to the final 10 instructional days of the school year and the final five instructional days of the semester for semester courses. Local boards of education shall apply for these waivers to the State Board of Education by September 1, 2014. The State Board of Education shall grant the waivers for up to five additional days in order to allow the administration of final exams for year-long courses within the final 15 instructional days of the school year and for semester courses within the final 10 instructional days of the semester. By October 1, 2014, the State Board of Education shall notify the local boards of education whether the requested waivers have been granted.

SECTION 17. This act is effective when it becomes law. Section 16 of this act applies only for the 2014-2015 school year.

In the General Assembly read three times and ratified this the 9th day of June, 2014.

s/ Daniel J. Forest
President of the Senate

s/ Paul Stam
Speaker Pro Tempore of the House of Representatives

Pat McCrory
Governor

Approved _____m. this _____ day of _____, 2014

North Carolina State Board of Education Policy Manual

Policy Identification

Priority: Globally Competitive Students

Category: Kindergarten/Early Childhood

Policy ID Number: GCS-J-003

Policy Title: NC General Assembly's Read to Achieve Program

Current Policy Date: 12/05/2013

Other Historical Information: 03/07/2013

Statutory Reference: Administrative Procedures Act (APA) Reference Number and Category:

(a) 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 <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=12267&MID=804>.

*(b) 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.

*History Note: Authority G.S. 115C-83.1, 83.3, 83.7 and 83.8
Eff. June 30, 2013*

* Based on State Board of Education action on February 6, 2014, LEAs may submit for approval local alternative assessment options for the 2013-2014 school year subject to the following conditions:

1. the request is approved by the local board of education and is signed by the local board chair;
and
2. the request contains a statement verifying that the local board of education has determined that the requested Alternative Assessment is a valid and reliable standardized assessment of reading comprehension and demonstrates that a student is reading at or above the third-grade level as required by the Read to Achieve law.

