North Carolina Read to Achieve

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

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State Board of Education | Department of Public Instruction

K-3 LITERACY
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Table of Contents

PAGE

Introduction 2

Grade Level Implementation Plan Graphic and Narrative 3

Read to Achieve Program End-of-Third-Grade Flow Chart and Narrative 4

Read to Achieve Program Retention Flow Chart and Narrative 6

Definition of Terms Used in Excellent Public Schools Act Legislation 8

Good Cause Exemptions 9

Component #1 – Comprehensive Plan for Reading Achievement Process. 10

North Carolina Responsiveness to Instruction (NCRtI) Overview 11

North Carolina Responsiveness to Instruction (NCRtI) Brief 12

Component #2 – Kindergarten Entry Assessment Process 14

Component #3 – Facilitating Early Grade Reading Proficiency Process 16

North Carolina State Board of Education Executive Summary adoption August 2012 17

North Carolina State Board of Education Policy Manual 19

Component #4 – Elimination of Social Promotion Process 20

Component #5 – Successful Reading Development for Retained Students Process 21

Explanation of PEP Samples 22

Sample Form – Personal Education Plan (PEP) Grades K-5 23

Sample Form – Personal Education Plan (PEP) Grades 6-12 25

Component #6 – Notification Requirements to Parents and Guardians Process 27

Component #7 – Accountability Measures Process 28

North Carolina Read to Achieve Guidebook Introduction

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

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

This guidebook gives a basic overview of all of the components of the program. There are many more details to be considered and developed. As details are established and finalized, updates of this document will be communicated to all LEAs.

If you have questions, please call or email: Carolyn Guthrie, Director of K-3 Literacy
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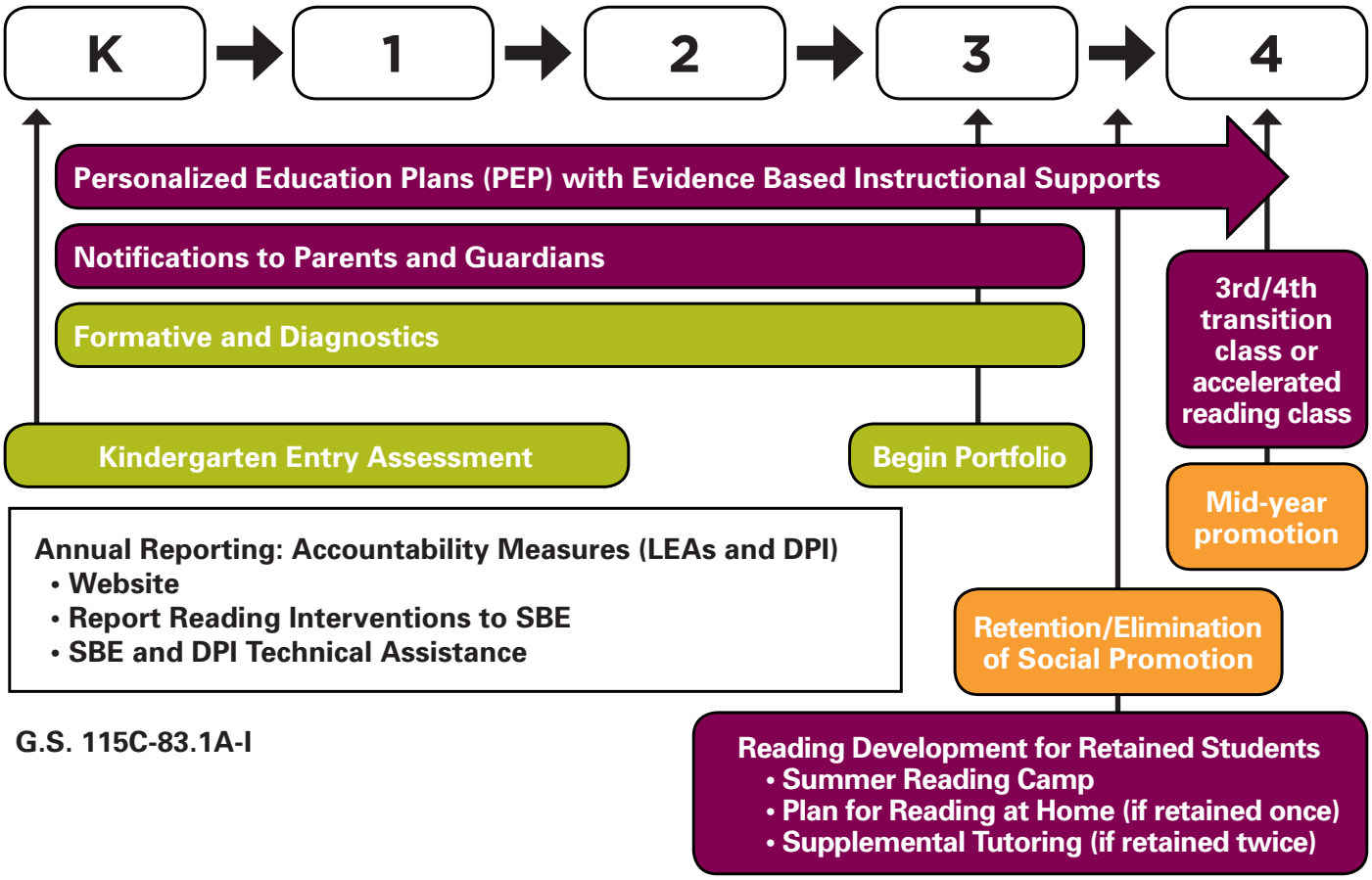
North Carolina Read to Achieve Program
Grade Level Implementation Plan

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

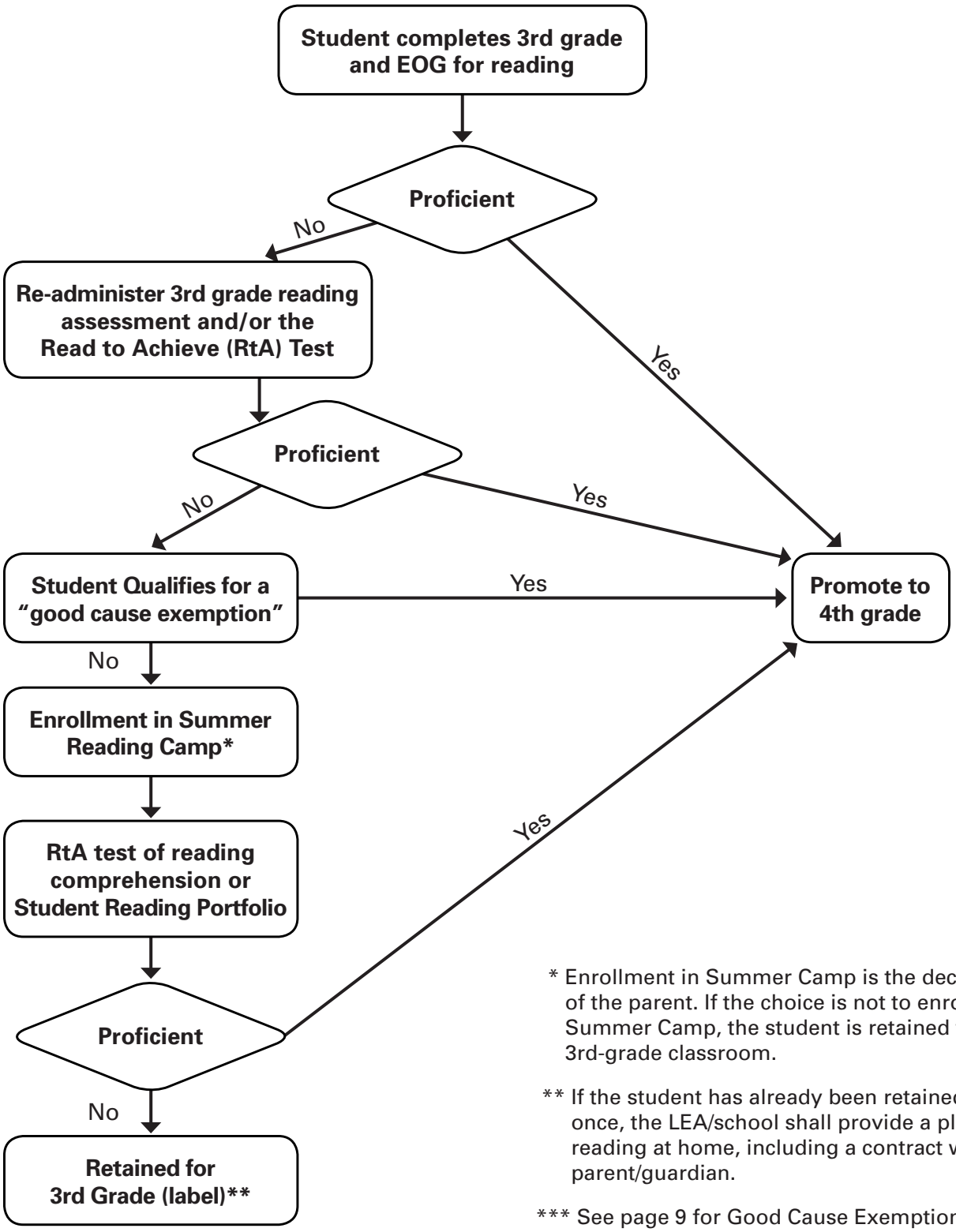


Organizational Chart Narrative

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



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

** If the student has already been retained once, the LEA/school shall provide a plan for reading at home, including a contract with parent/guardian.

*** See page 9 for Good Cause Exemption

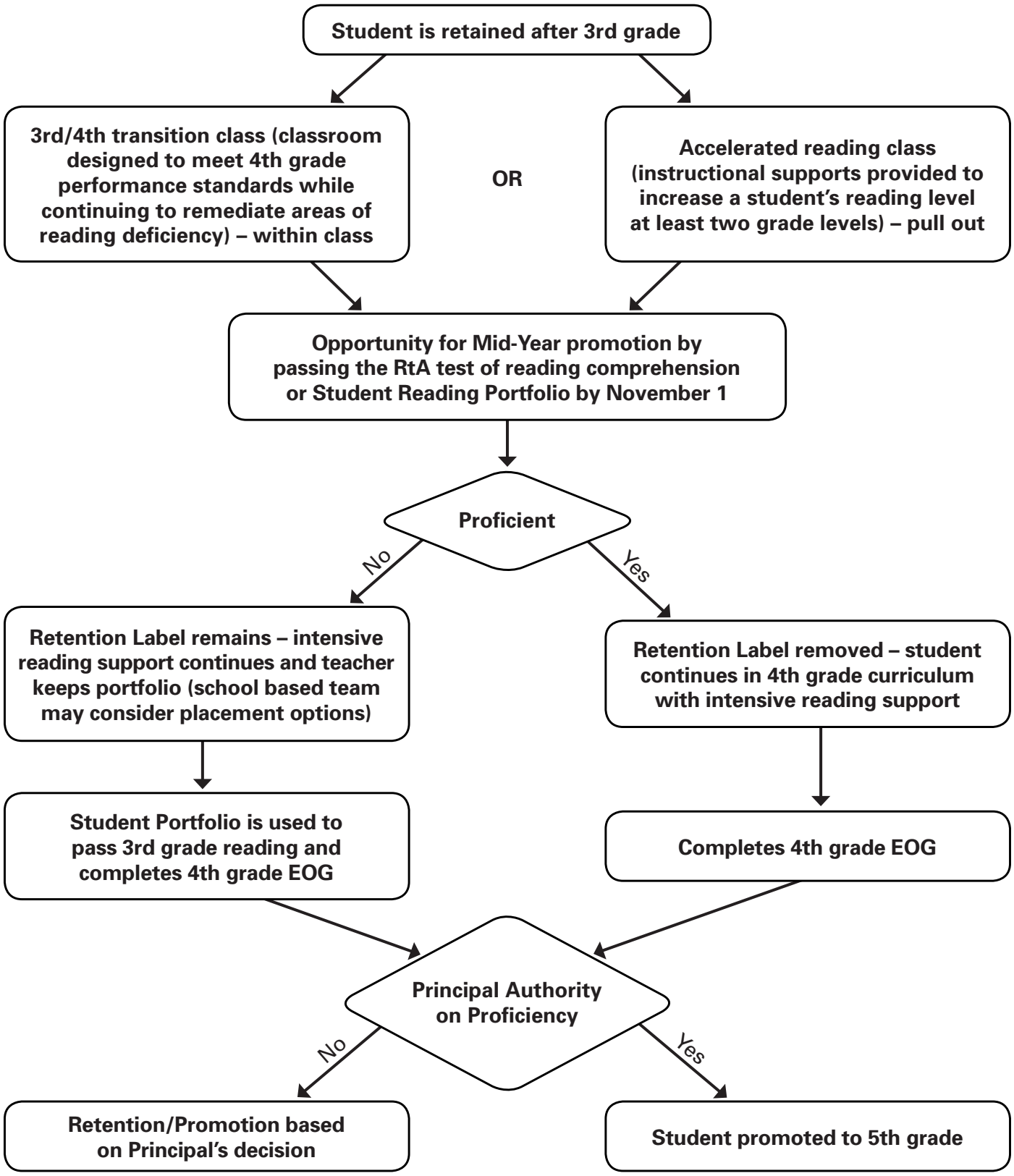
G.S. 115C-83.1A-I

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

This flow chart describes the procedure for students at the end of their third-grade year.

- Students take the 3rd-grade EOG
- If they are proficient, they are promoted to Grade 4
- If they are not proficient, they may take a retest of the EOG (different form) and/or the RtA test (in development)
- If they are proficient on the EOG retake or the RtA test, they are promoted to Grade 4
- If they are still not proficient, they may qualify for a "good cause exemption" and be promoted to Grade 4
- If they do not qualify for a "good cause exemption," they are then enrolled in a Summer Reading Camp
- If a parent decides not to enroll the student in the Summer Reading Camp, the student is retained in third grade
- If the student attends and completes Summer Reading Camp, the student may achieve proficiency by passing the RtA test **OR** by passing with a complete reading portfolio (contents and structure to be determined)
- If proficiency is gained by either means (test or portfolio), the student is promoted to Grade 4
- If the student is still not proficient, the student moves to the next school year with a "retained" label on the record in PowerSchool

North Carolina General Assembly's Read to Achieve Program Retention Flow Chart



G.S. 115C-83.1A-l

North Carolina General Assembly's Read to Achieve Program Retention Flow Chart Narrative

This flow chart describes the procedure for students who are retained in third grade after the student attempts all of the possibilities for promotion (retesting, good cause, summer camp).

- If they are not proficient, students move to the next school year with a "retained" label on their records in PowerSchool.
- If not proficient, the students can be placed in one of two possible settings in the school – a 3rd/4th Transition Class or Accelerated Reading Class (see definitions). Both of these classroom situations are intended to be classes where students receive 4th-grade standards and curriculum with an intense focus on reading to move the student to proficiency in reading.
- Retained students are given an opportunity for mid-year promotion by passing an administration of the third grade RtA Test or by portfolio.
- Students who are proficient by either method have the retained label removed in PowerSchool, continue in the same class with the 4th grade curriculum and continue to receive intensive reading instruction while completing the 4th grade.
- Students who are not proficient by either method maintain the retained label in PowerSchool, continue in the same class with the 4th grade curriculum and continue to receive intensive reading instruction while continuing to maintain the reading portfolio. The school-based team for consideration of placement in special programs should review the data for this student if proficiency has not occurred by this point.
- Retained students use the portfolio contents to attempt to acquire a proficiency status at the end of their 4th-grade year.
- All students in both classes take the 4th-grade EOG.
- Students who **do not have the retained label** and are proficient on the 4th-grade Reading EOG move on to 5th grade.
- If students **do not have the retained label** and are **not proficient** on the 4th-grade Reading EOG, the decision to grade and classify becomes a decision for the principal.
- Students with the **retained label** who are proficient on the 4th grade EOG and pass the portfolio requirements by the end of 4th grade move to the 5th grade and have the retention label removed.
- If students with **the retained label** are **not** proficient on the 4th-grade Reading EOG and **do not pass** the portfolio requirements, then the decision to grade and classify for the following year becomes a decision for the principal, but the third grade retention label remains.
- If students with **the retained label** are proficient on the 4th-grade Reading EOG but **still have not passed the portfolio**, the student moves to the 5th grade, but the third grade retention label remains.
- If students with **the retained label** are **not proficient** on the 4th-grade Reading EOG but **have passed the portfolio**, then the decision to grade and classify for the following year becomes a decision for the principal and the retention label is removed.

Definitions of Terms Used in Excellent Public Schools Act Legislation

1. **"Accelerated reading class"** means a class where focused instructional supports and services are provided to increase a student's reading level at least two grades in one school year.

2. **"Alternative assessment"** means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State-approved standardized test of reading comprehension administered to third grade students.

3. **"Instructional supports and services"** mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.

4. **"Difficulty with reading development"** means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.

5. **"Reading interventions"** mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.

6. **"Reading proficiency"** means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

7. **"Reading deficiency"** means not reading at the third grade level by the end of the student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

8. **"Student reading portfolio"** means a compilation of independently produced student work selected by the student's teacher, and signed by the teacher and principal, as an accurate picture of the student's reading ability. The student reading portfolio shall include an organized collection of evidence of the student's mastery of the State's reading standards that are assessed by the State-approved standardized test of reading comprehension administered to third grade students. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.

9. **"Summer reading camp"** means an additional educational program outside of the instructional calendar provided by the local school administrative unit to any student who does not demonstrate reading proficiency. Parents or guardians of the student not demonstrating reading proficiency shall make the final decision regarding the student's summer camp attendance. Summer camps shall (i) be six to eight weeks long, four or five days per week; (ii) include at least three hours of instructional time per day; (iii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency: and (iv) allow volunteer mentors to read with students.

10. **"Transitional third and fourth class combination"** means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency.

Good Cause Exemptions

Students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

1. **Limited English Proficient students** with less than two years of instruction in an English as a Second Language program.

2. **Students with disabilities**, as defined in G.S. 115C-106.3(1), whose individualized education program indicates the use of alternative assessments and reading interventions (based on alternative achievement standards).

3. **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.

4. **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Teachers may submit the student reading portfolio at the end of the school year or after a student's participation in the local school administrative unit's summer reading camp. The student reading portfolio and review process shall be established by the State Board of Education.

5. **Students** who have (i) **received reading intervention** and (ii) **previously been retained more than once** in kindergarten, first, second, or third grades.

North Carolina Read to Achieve Comprehensive Plan for Reading Achievement Process

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

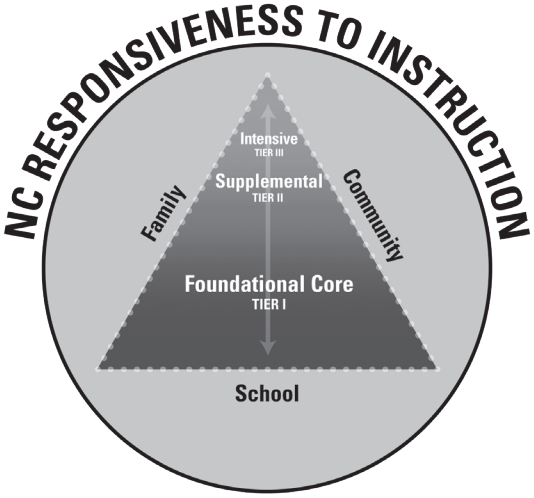
North Carolina Responsiveness to Instruction (NCRtI)

OVERVIEW

Definition: NC Responsiveness to Instruction (NCRtI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.

Critical Components:

- ✔ Leadership and Shared Responsibility
- ✔ Curriculum and Instruction
- ✔ Assessment
- ✔ Problem-Solving/Data-Based Decision Making
- ✔ Family and Community Partnerships
- ✔ Sustainability and Integration



	Tier I – Core	Tier II – Supplemental	Tier III – Intensive
Who	*All* Students	Students needing supplemental support in addition to Tier I instruction (approx. 20% of students)	Students needing intensive support in addition to supplemental and Tier I instruction (approx. 5% of students)
What	NC Standard Course of Study (includes the Common Core and Essential Standards)	NC Standard Course of Study along with supplemental evidence-based programs and practices demonstrated to improve performance toward grade level standards	NC Standard Course of Study along with evidence-based programs and practices demonstrated to improve performance toward grade level standards
How	Through a team based problem-solving model, utilize evidence-based programs and instructional practices (including materials, pacing, assessments, etc.) that enable students to meet the grade level standards for social and academic success		
		Instructor led support is delivered through explicit, targeted, and data driven instruction aligned to the Core, typically in small groups	
			Increase frequency, duration, and/or intensity of instruction
Effectiveness	Goal: *at least* 80% of ALL students receiving only Tier I (across subgroups) are meeting or exceeding grade level standards	Goal: *at least* 70-80% of students receiving Tier II instruction are showing growth toward meeting or exceeding grade level standards	Goal: students receiving Tier III instruction are showing individual growth toward meeting or exceeding grade level standards

Note: The NC Responsiveness to Instruction BRIEF document provides a visual reference in addition to this OVERVIEW. The BRIEF can be found at: www.ncpublicschools.org/rti.

North Carolina Responsiveness to Instruction (NCRtI)

BRIEF

Definition: NC Responsiveness to Instruction (NCRtI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.

Philosophy:

We believe in…

- Shared responsibility by all stakeholders including educators, families, students, and community partners.
- High levels of academic and social growth for all students.
- Continuous reflection on and improvement of instructional practices and learning environments.
- Intentional partnerships with families, community members, and stakeholders.
- Comprehensive implementation through systematic and purposeful approaches and leadership.

Critical Components Of NCRtI:

Leadership and Shared Responsibility

- All school personnel work collaboratively to maximize every student's potential.
- Family and community members partner with school personnel in the education process.
- School, district, and state leadership create systems of support in which resources are aligned, barriers are removed, and best practices are implemented.
- Leaders are knowledgeable, committed, and supportive of implementation.

Curriculum & Instruction

- High-quality standards-based instruction on the NC Standard Course of Study is foundational for all students.
- Students learn through meaningful, engaging, and appropriately challenging experiences.
- Teachers and school community facilitate learning through evidence-based differentiated instruction and intervention within a multi-tiered framework based on data.
- Teachers and school personnel continually match student supports with student needs in learning.
- All students have academic and social supports they need to be successful.

Assessment

- A comprehensive balanced assessment system includes both formative and summative assessments used to determine instructional effectiveness and guide student learning.
- School/District teams continuously analyze the effectiveness of RtI implementation.
- Teams implement intentional assessments of the fidelity of instructional practices at all tiers.

Problem-Solving/Data-Based Decision Making

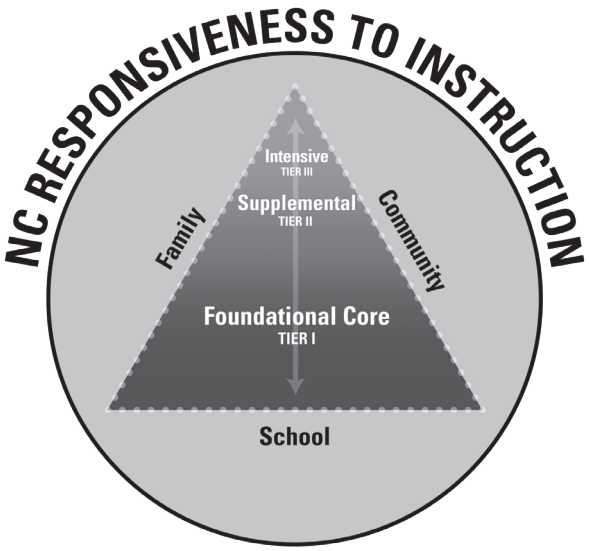
- A team based problem-solving model for instructional design and delivery guides the process of continuous improvement at all tiers.
- District/School structures have been designed in order to remove barriers for effective problem-solving at all tiers.
- The contexts of instruction, curriculum, environment, and learner are deliberately examined during hypotheses development.
- Data decision guidelines are established and explicitly stated.

Family and Community Partnerships

- School personnel create a positive, respectful, responsive environment where student, family and community are intentionally valued.
- Family and community partners are actively recruited, empowered, and engaged to maximize every student's potential.
- Families, community partners, and educators collaborate and share their expertise about the student in support of learning.

Sustainability and Integration

- School, district, and state leadership actively plan for and implement systems that support best practice, include on-going program monitoring and evaluation, and are inclusive of all initiatives.
- Comprehensive implementation includes development of a full continuum of academic and social support for all students.
- Professional development is informed by teacher and program evaluation, targets student learning and specific skill development, and is sustained by ongoing networking and coaching.
- Intentional scale-up at all levels is guided by fidelity of implementation, which honors local context and culture, to ensure expected outcomes.
- RtI is implemented as a framework for school improvement under which all initiatives are intentionally integrated.



Note: The NC Responsiveness to Instruction OVERVIEW document provides a visual reference in addition to this BRIEF. The OVERVIEW can be found at: www.ncpublicschools.org/rti.

North Carolina Read to Achieve Kindergarten Entry Assessment Process*

Legislative Component	• A kindergarten entry assessment process that generates a **Child Profile** will occur at kindergarten entry and address five domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social/emotional development • This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (this will be a subsection of the **Child Profile**) • The full **Child Profile** must be completed within 60 days of enrollment • The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and the standard course of study, and appropriate for use with all students • The assessment shall be administered beginning with the 2014-2015 school year (NOTE: This date is as noted in *Session Law 2012-142*. There is a discrepancy between this and the timeline specified in the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Work will occur during the 2013 legislative session to reconcile a date for state-wide implementation.)
Action Plan (for LEAs)	• Ensure all elementary schools participate in professional development and ongoing support and have correct materials for assessment • Monitor the fidelity of implementation during each assessment cycle • Develop continuous improvement process that includes the analysis of data to guide and transform instruction, inform ongoing professional development and support, and reduce achievement gap • Collaborates with regional Early Learning Education Consultants for ongoing support
Process (for DPI)	• Hire regional Early Learning Education Consultants • Develop all components of the **Child Profile** (which will include a developmental screening of early language, literacy, and math) • Communicate updates on the development of the kindergarten entry assessment process • Provide support to LEAs for state-wide implementation • Provide professional development during the spring of 2014 • Begin state-wide scaling-up and implementation in 2014-2015

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

* This assessment process, occurring at kindergarten entry, will be part of a broader K-3 Assessment that is under development by the North Carolina Department of Public Instruction's Office of Early Learning through the Race to the Top-Early Learning Challenge Grant (RTT-ELC).

North Carolina Read to Achieve
Facilitating Early Grade Reading Proficiency Process

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

EXECUTIVE SUMMARY

Title: Expansion of mClass Reading 3D Diagnostic Assessments State-Wide

Type of Executive Summary:

☐ Consent ☐ Action ☐ Action on First Reading ☒ Discussion ☐ Information

Policy Implications:

- ☐ Constitution _____
- ☒ General Statute #115C-83.1F
- ☐ SBE Policy #_____
- ☐ SBE Policy Amendment
- ☒ SBE Policy (New)
- ☐ APA #_____
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, Early Childhood/Elementary Projects, Special Assistant to Chief Academic Officer, Academic Services and Instructional Support)

Description:

Section 115C-83.1F of the 2012-2013 budget law identifies strategies for facilitating early-grade reading proficiency. The law states that "Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a)." The state began a reading diagnostic initiative in 2009 with 27 pilot schools. This initiative expanded to 480 schools in 2010 and continued in 2011. The schools are using mClass Reading 3D, an on-going formative and diagnostic assessment system with three benchmarking periods. Teachers formatively assess students throughout the year between the benchmarks and use the assessment results to guide their instruction in the classroom. This web-based system is downloaded to an electronic touch-screen device to allow teachers ease and speed of administration. Immediate teacher reports give valuable feedback about the instructional needs of the students and identify appropriate, individualized interventions and strategies. Administrative reports allow for school administrators and central office personnel to make decisions at the school and district level about successful instructional methods, intervention programs, and scheduling. Informative parent reports with suggested reinforcing activities are also provided after each benchmark. The Department of Public Instruction will expand the implementation of the mClass Reading 3D diagnostic system state-wide for the 2013-2014 school year as required by legislation. Training will begin in August of 2012 for schools that would like to begin the assessments in the fall of 2012, and training and resources will be provided throughout the year to ensure full implementation by all schools state-wide by the first benchmarking period of 2013. A policy outlining the implementation process and expectations for schools and districts is attached.

Resources:

Student subscriptions, teacher training, student assessment kits, electronic devices for teachers, professional development by Department of Public Instruction consultants, Reading 3D Master Trainers from NC school districts and vendor consultants

Input Process:

The NC Department of Public Instruction piloted this reading diagnostic system in 2009 using 27 volunteer schools. In 2010, an RFP was issued for a technology-based reading diagnostic assessment system that included formative and benchmarking assessments for elementary reading. mClass Reading 3D was chosen, and immediate training and implementation began in the lowest performing schools in North Carolina. In the late fall of 2010, invitations were sent out for more schools to apply and participate. By the end of 2011, 480 schools were participating. A 2011 and 2012 report indicated a very strong predictive correlation to the EOG proficiency scores. The 2012 reports for individual districts and the state also show growth increases in subskills and reading levels.

Stakeholders:
Teachers, administrators, parents, students, district administrators

Timeline For Action:
This policy is being presented for Discussion at the August 2012 State Board meeting.

Recommendations:
The NC Department of Public Instruction recommends that the State Board of Education adopt this policy to ensure the administration of mClass Reading 3D as the state formative and diagnostic reading assessments in grades K-3 for the 2013-2014 school year.

Audiovisual equipment requested for the presentation:

- ☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
  Specify: _____
- ☐ Audio Requirements (computer or other, except for PA system which is provided)
  Specify: _____
- ☐ Document Camera (for transparencies or paper documents – white paper preferred)

_____

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

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*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 919-807-3435

North Carolina State Board of Education

POLICY MANUAL

Policy Identification
Priority: Globally Competitive Students
Category: Kindergarten/Early Childhood
Policy ID Number: GCS-J-002

Policy Title: State-Wide Implementation of Formative and Diagnostic Reading Assessments in Grades K-3

Current Policy Date: 08/02/2012

Other Historical Information:

Statutory Reference: GCS 115C-174.11(a)

Administrative Procedures Act (APA) Reference Number and Category:

STATE-WIDE IMPLEMENTATION OF FORMATIVE AND DIAGNOSTIC READING ASSESSMENTS IN GRADES K-3

Pursuant to the provisions of G.S. 115C-174.11(a), the State Board of Education shall provide to all local school districts a valid, reliable, formative and diagnostic reading assessment for kindergarten, first, second and third grade, effective with the 2013-2014 school year.

(a) The State Board of Education shall adopt and provide to the local school districts developmentally appropriate individualized assessment instruments consistent with the Basic Education Program.
   1) Each local school district shall use the State Board of Education-approved formative and diagnostic assessment system for reading in grades K-3.
   2) All components of the State Board of Education-approved formative and diagnostic assessment system shall be used to assess students in grades K-3 during benchmarking and progress monitoring in accordance with State Board policy.

(b) Local school administrative units shall use the assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs.
   1) Benchmark assessments shall be given three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Progress monitoring assessments shall be given between each benchmark according to the state progress monitoring schedule.
   2) Teachers and administrators shall analyze assessment data results and adjust instructional practices and schedules to meet the individual needs of students.
   3) School administrators shall review school-wide data, classroom summary data, and student data during benchmarking and progress monitoring periods for the purpose of providing instructional leadership in the school with regards to scheduling and professional development opportunities.
   4) District administrators shall analyze district data to ensure fidelity of implementation and identify trends within the district and in individual schools.
   5) End of Year (EOY) individualized student summary reports shall be placed in cumulative records at the end of each year in grades K-3.

(c) After each benchmark period, the school shall provide the parent of each individual K-3 student with program-generated written notification of the student's progress, including:
   1) assessment results,
   2) whether the student may not reach reading proficiency by the end of the third grade, and
   3) instructional support activities for use at home.

(d) The Department of Public Instruction shall support the implementation of the State Board of Education-approved formative and diagnostic assessment system and report to the State Board of Education in August of each year the state-wide fidelity of implementation and growth reports.

North Carolina Read to Achieve
Elimination of Social Promotion Process

<table>
<tr><td>Legislative Component</td><td colspan="4">Elimination of Social Promotion:
• Retention in third grade if student fails to demonstrate proficiency on reading EOG
• Good Cause Exemptions: LEP with fewer than two years of instruction in an ESL program, students with disabilities with IEPs that specify alternative assessments, students who demonstrate proficiency on alternate assessment, students who demonstrate proficiency through portfolios, students who have been retained more than once in K-3
• Superintendents shall determine good cause exemptions
• Principal makes initial determination of promotion and sends in writing to superintendent</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">• Determine which students fail to demonstrate proficiency on third-grade EOG
• Readminister a different form of the EOG and/or the Alternate Test to those identified students
• Determine which of these students qualify for good cause exemptions
• Submit documentation of good cause to principal – evidence shall be in the student's PEP, IEP, Alternate Test or reading portfolio(teacher responsibility)
• Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal responsibility)
• Accept or reject recommendation in writing (superintendent responsibility)</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">The third-grade Reading EOG is made available to all qualified students:
• Provide different forms of the EOG to LEAs
• Provide the Alternate Test to all LEAs
• Develop template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion
• Develop and publish sample PEP formats that can be used by districts/schools
• Develop and communicate guidelines for the portfolio contents</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provide Reading EOG forms aligned to the ELA Common Core
• Identify or develop the Alternate Test
• Provide training on the portfolio and how it should be used in the formative assessment process</td><td>LEA:
• Support schools with district-wide emphasis and training on instructional strategies for reading
• Identify trends in data and support schools that have large numbers of students identified with reading deficiencies</td><td>School:
• Support teachers by providing professional development on instructional strategies and interventions
• Schedule uninterrupted blocks of reading instruction and intervention
• Schedule time for collaboration</td><td>Teachers:
• Provide instructional supports, services, and interventions to students
• Develop and follow PEPs for identified students
• Maintain portfolio on identified students
• Follow IEPs (when applicable)</td></tr>
</table>

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

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

Explanation of PEP Samples

There are sample forms of Personal Education Plans (PEP) that follow this page. These forms are meant to be sample formats that LEAs can follow. This is **NOT a state-mandated form. LEAs may choose to use all, part, or none of the sample forms. LEAs are free to develop their own forms. Please refer to the law (link provided on the introduction page) to reexamine the components that should be included in a PEP.

LEAs that have completed Responsiveness to Instruction (RtI) training may use specified RtI forms as the student's PEP.

Personal Education Plan
Grades K-5

_____ School

Part I: Descriptive Information

Student: _____

Student ID: _____ **Birth Date:** _____

Parents/Guardians: _____

Home Telephone: _____ **Work Telephone:** _____

Teacher of Record: _____

Part II: Diagnostic Information

Assessment	DIBELS Next Composite	TRC Level	Assessment	Level
K Reading Assessment	_____	_____	K Math Assessment	_____
1 Reading Assessment	_____	_____	1 Math Assessment	_____
2 Reading Assessment	_____	_____	2 Math Assessment	_____
3 Reading Assessment	_____	_____	3rd EOG Math	_____
3rd EOG Reading	_____	_____	4th EOG Math	_____
4th EOG Reading	_____	_____	5th EOG Math	_____
5th EOG Reading	_____	_____	5th Science	_____

Student Retained in Grade(s) (Circle Appropriate): K 1 2 3 4 5

Identification (Circle Appropriate): Regular Ed. EC ELL MIGRANT 504

Personal Education Plan
Intervention Plan

Strengths		Areas Needing Improvement		
Benchmark Goal 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Comments (Teacher/Parent)				

Personal Education Plan
Grades 6-12

_____ School

Part I: Descriptive Information

Student: _____

Student ID: _____ **Birth Date:** _____

Parents/Guardians: _____

Home Telephone: _____ **Work Telephone:** _____

Teacher of Record: _____

Part II: Diagnostic Information

(Option: Attach current individual student report from diagnostic for K-3)

Test	**Scale Score**	**Test**	**Level**
6th EOG Reading	_____	6th EOG Math	_____
7th EOG Reading	_____	7th EOG Math	_____
8th EOG Reading	_____	8th EOG Math	_____
English II	_____	8th Grade Science	_____
Biology	_____	PLAN	_____
Algebra I	_____	WorkKeys	_____
		ACT	_____

Identification (Circle Appropriate): Regular Ed. EC ELL MIGRANT 504

Personal Education Plan
Grades 6-12

Strengths		Areas Needing Improvement		
Benchmark Goal 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
_____ Parent Signature/Date		_____ Teacher Signature/Date		_____ Principal Signature/Date
Comments (Teacher/Parent)				

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

Legislative Component	**115C-83.1I. Notification requirements to parents and guardians:** • Parents or guardians shall be notified in writing that the student shall be retained if the student is not demonstrating reading proficiency by end of third grade • Parents or guardians of any student who is to be retained shall be notified in writing of the reason the student is not eligible for a good cause exemption • Parents or guardians of students retained shall receive at least monthly written reports on student progress toward reading proficiency • Teachers and principals shall provide opportunities to discuss the notifications with parents and guardians			
Action Plan (for LEAs)	• 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)	• 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:** • 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:** • 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:** • 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:** • Meet with parents and guardians as needed to discuss notifications • Document reading proficiency levels on each individual student • Send monthly notices to parents/ guardians

North Carolina Read to Achieve Accountability Measures Process

<table>
<tr><td>Legislative Component</td><td colspan="4">115c-83.1J. Accountability measures:
• Local boards of education shall annually publish to a website and provide a reporting in writing to the SBE on the progress of reading proficiency
• Local school boards shall report in writing to the SBE a description of all interventions provided to retained students
• The SBE shall establish a uniform format for reporting and shall compile the local reports for a report to the Governor, Senate, House, and Joint Legislative Education oversight Committee
• The SBE shall provide technical assistance to LEAs and schools in the implementation of all parts of the NC Read to Achieve Program</td></tr>
<tr><td>Action Plan (for LEAs)</td><td colspan="4">Maintain annual reporting on:
• Number and percentage of third-grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension
• Number and percentage of third-grade students who take and pass the alternate test of reading comprehension
• Number and percentage of third-grade students retained for not demonstrating reading proficiency
• Number and percentage of third-grade students exempt from mandatory retention by good cause exemptions
– Establish timeline and plan for submitting annual reports to the SBE
– Maintain a website for reporting purposes at the local level</td></tr>
<tr><td>Process (for DPI)</td><td colspan="4">• Develop and provide reporting format to all LEAs/schools no later than 90 days prior to the annual report due date (September 1)
• Compile annual report of all local reports to be submitted to the Governor, Senate, House and Joint Legislative Education Oversight Committee (by October 1 beginning with the 2014-15 school year)
• Provide technical assistance and support to LEAs/schools in implementation of the program and in the reporting process</td></tr>
<tr><td>Responsibilities of Stakeholders</td><td>State:
• Provide technical assistance and aid in implementation of the program
• Develop reporting format and templates
• Write and submit annual report to stakeholders</td><td>LEA:
• Establish and maintain a website for reporting
• Provide written reports to the SBE
• Provide descriptions of all reading interventions provided to retained students</td><td>School:
• Track student information related to demonstration of proficiency and retention
• Provide descriptions of all reading interventions provided to retained students</td><td>Teachers:
• Provide reading interventions to students
• Document and maintain lesson plans outlining reading interventions used in the classroom</td></tr>
</table>