



# Excellent Public Schools Act

**North Carolina Read to Achieve  
and Reading 3D**

**K-3 Literacy  
Carolyn Guthrie, Director  
Regional Consultants**

# North Carolina Read to Achieve

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

# North Carolina Read to Achieve



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

# North Carolina Read to Achieve



- Developmental Screening and Kindergarten Entry Assessment (2014-2015)
  - 5 essential domains
    - Language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social and emotional development
  - Early language, literacy, math within 30 days

# North Carolina Read to Achieve



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

# mClass Reading 3D

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- Formative and Diagnostic
- 2 components
  - DIBELS Next (universal screener)
  - TRC (Text Reading Comprehension)

# North Carolina Read to Achieve



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

# Good Cause Exemptions



- Limited English Proficient students
- Students with IEPs that include alternate assessments and reading interventions based on the extended content standards
- Proficiency on an alternate assessment after EOG or summer reading camp
- Proficiency through a reading portfolio
- Previously retained more than once



# North Carolina Read to Achieve



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

# North Carolina Read to Achieve

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

# North Carolina Read to Achieve



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

# K-3 Literacy Division

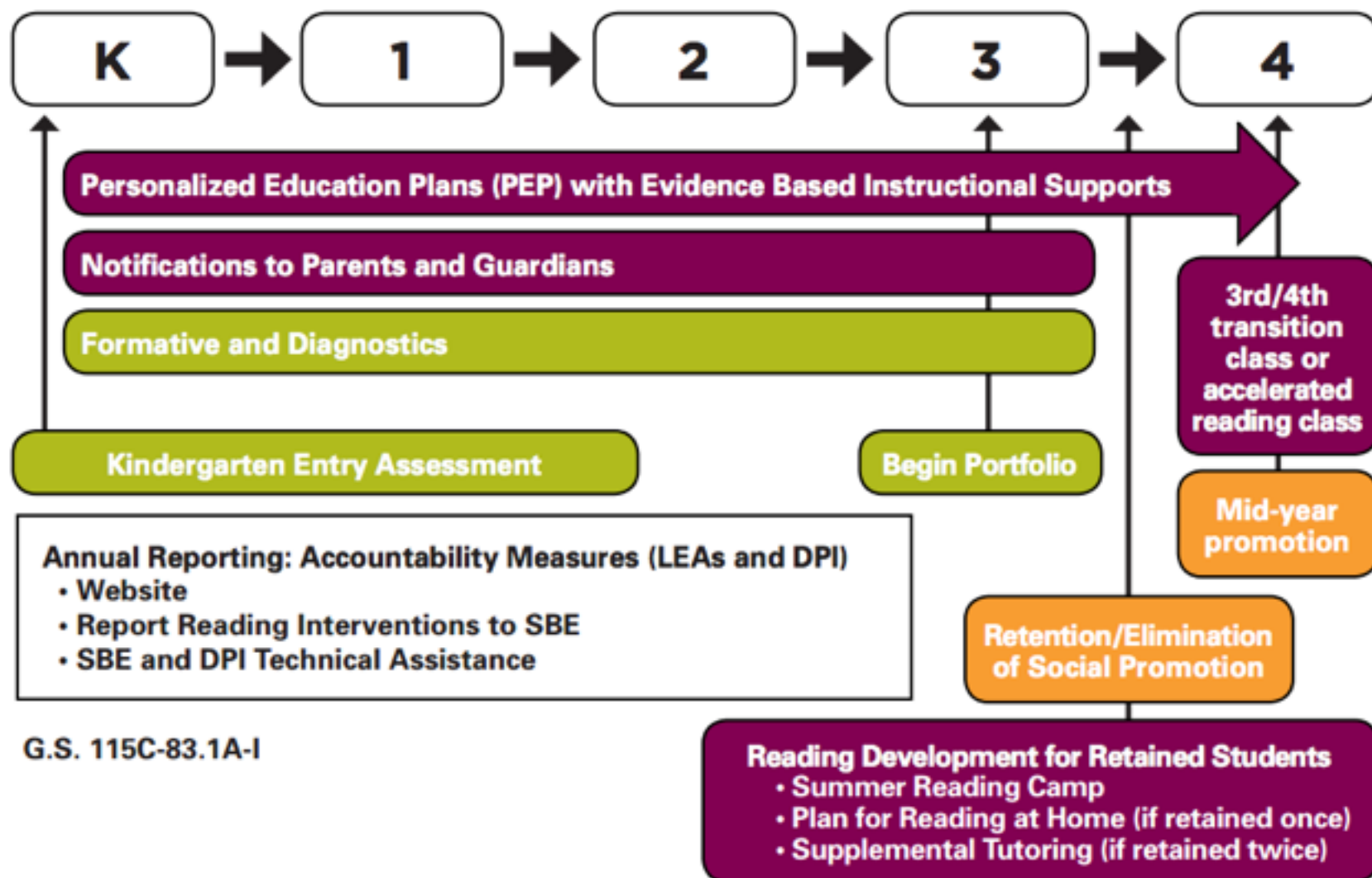
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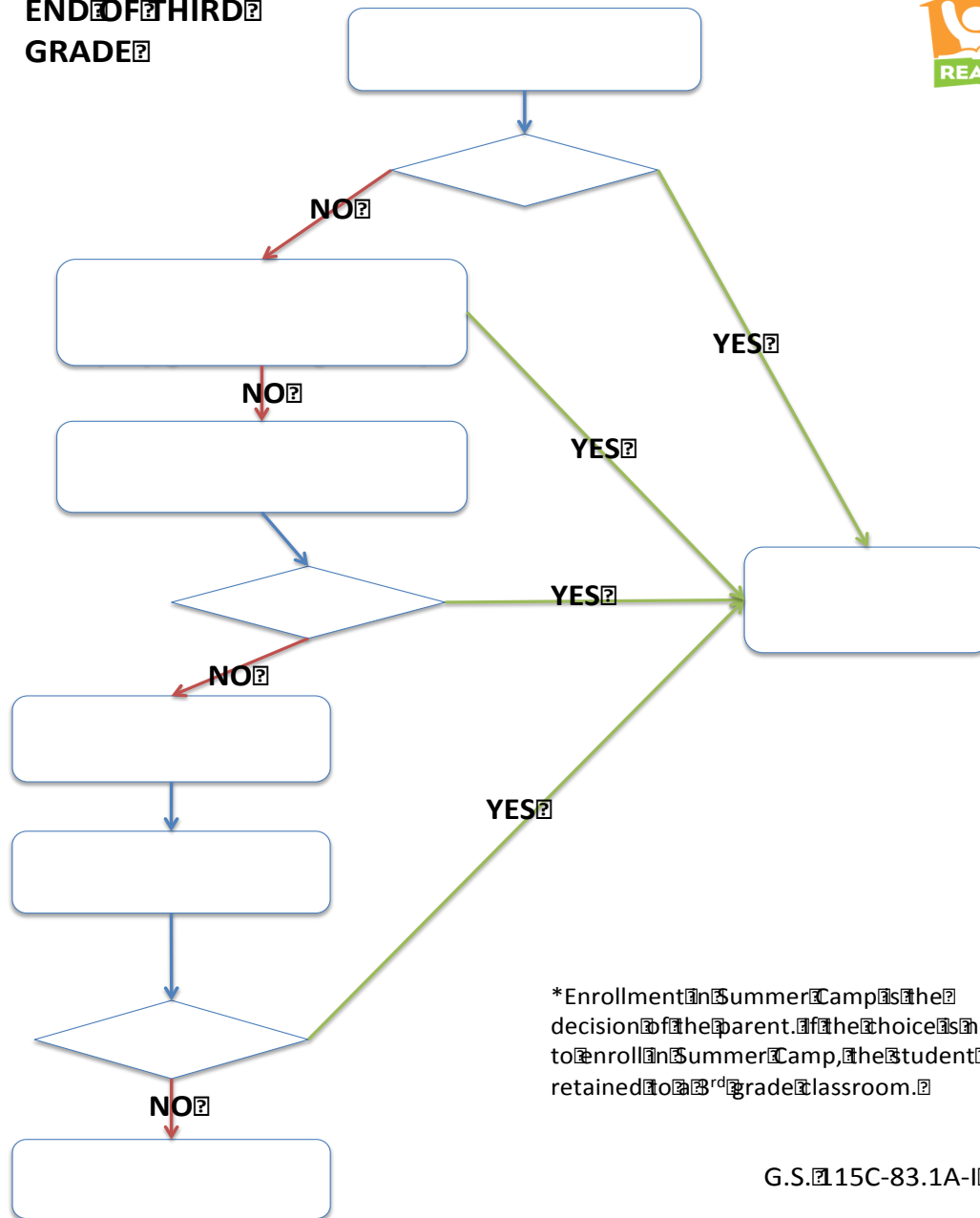
- Director
- 8 Regional Consultants
- In districts and schools
- Support, not compliance
- Professional Development
- PLCs, data analysis for teachers and administrators
- Components of Read to Achieve

# 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.

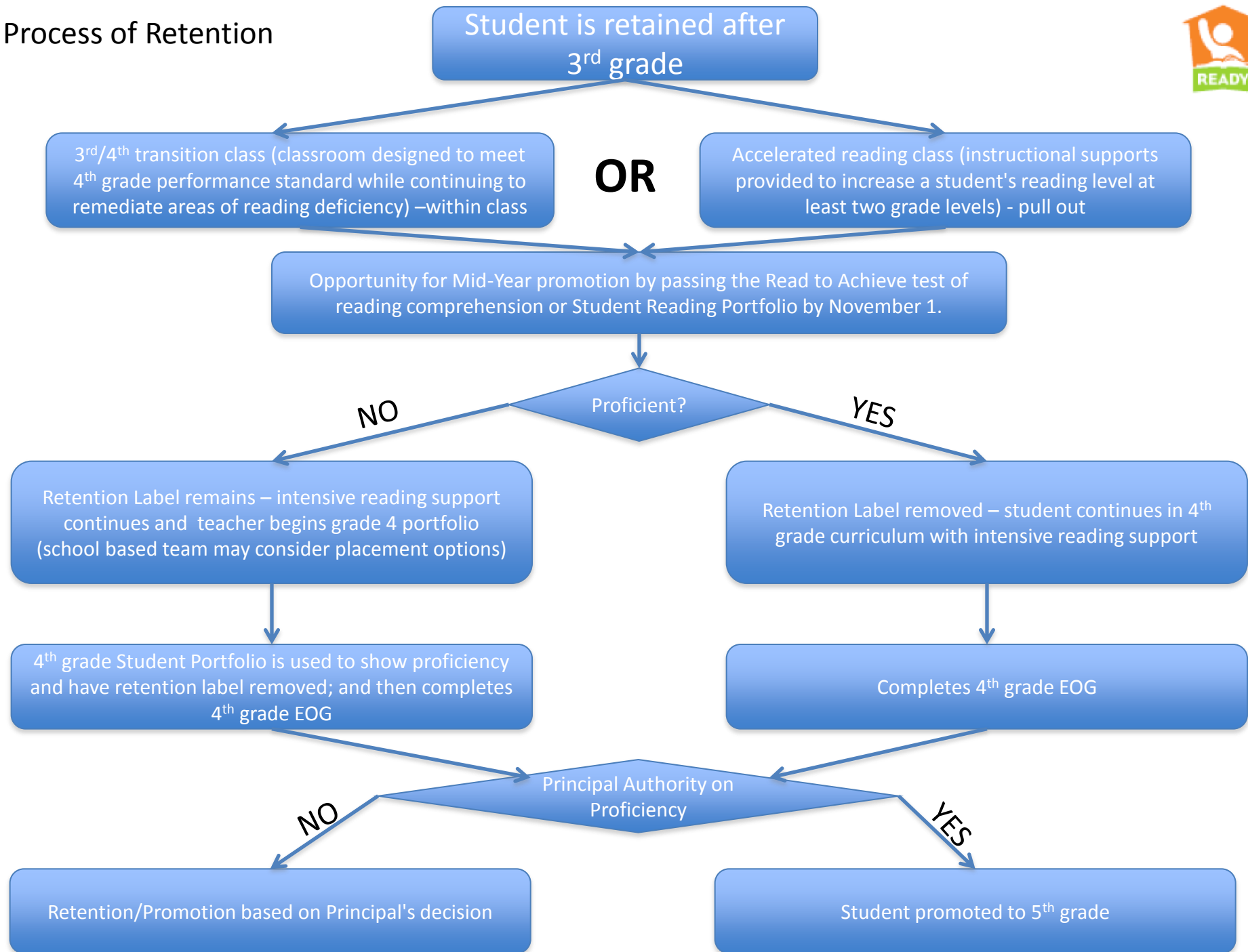


# END OF THIRD GRADE



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

# Process of Retention



# Speedboat vs. Oil Tanker



You do an intervention with a second grader, you're changing direction on a speedboat, but when you do an intervention with a fifth grader, you're changing direction on an oil tanker.



– Catherine E. Snow,  
Professor of Education,  
Harvard Graduate School of  
Education