



READ TO ACHIEVE

**MONTGOMERY COUNTY
BOARD OF EDUCATION**

January 6, 2014

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Regional Consultants

North Carolina Read to Achieve



The General Assembly of North Carolina enacts:

PART I. IMPROVE K-3 LITERACY

SECTION 1.(a) G.S. 115C-81.2 is repealed.

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

Part 1A. North Carolina Read to Achieve Program.

§ 115C-83.1A. 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.

§ 115C-83.1B. 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.

North Carolina Read to Achieve



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

K-3 Literacy Division



- 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

Read to Achieve Components



- Comprehensive Reading Plan
- Developmental Screening & KEA
- Facilitating Early Grades Reading Proficiency
- Elimination of Social Promotion
- Successful Reading Development for Retained Students
- Notification Requirements to Parents/Guardians
- Accountability Measures

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



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

North Carolina Read to Achieve



- Elimination of Social Promotion
 - Retention after 3rd 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



- 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, alternate assessment, retained, exemptions
- Local Boards
 - Reports sent to State Board including interventions used
 - SBE and DPI provide technical assistance

Summer Reading Camps



- Responsibility of LEAs
- Funding is provided in the Budget Bill
- Formula for funding per district is in development
- Must be at least 4 days a week, 3 hours a day, over a 6 to 8 week period

Clarifications from General Assembly Staff



Qualifying teachers for summer reading camps and transitional/accelerated classes

- “a teacher selected based on demonstrated student outcomes in reading proficiency”
 - EVAAS data is not specifically stated in the law
 - Demonstrated outcomes in reading proficiency implies growth
- In 13-14, principals will select teachers
- Possible criteria
 - Teacher evaluation
 - Observations
 - Reading specialization
 - Knowledge of reading development

Clarifications from General Assembly Staff



Student Attendance in Summer Reading Camps

- “students not demonstrating reading proficiency shall be enrolled in a summer reading camp provided by the local school administrative unit prior to being retained”
 - Parent/guardian shall make the final decision regarding student summer camp attendance
 - No stipulation for number of absences in the law
 - LEAs may develop policy regarding attendance and absences
 - Attendance in summer camp allows student the opportunity for promotion based on the reading portfolio or the Read to Achieve test

Clarifications from General Assembly Staff



Summer Reading Camps and Public-Private Partnerships

- “local school administrative units shall consider the utilization of public-private partnerships in implementing the requirements of the NC Read to Achieve Program”
 - Summer camps may be provided by a public-private partnership according to section 8.23 of the current budget bill
 - Students using this option would have to be given the opportunity to take the Read to Achieve Test when the LEA administers it at the conclusion of summer reading camp

Clarifications from General Assembly Staff



Court-Ordered Visitation Schedules

- “parents or guardians of the student not demonstrating reading proficiency shall make the final decision regarding the student’s summer camp attendance”
 - Attendance at a public-private partnership site is possible for these students
 - Students using this option would have to be given the opportunity to take the Read to Achieve Test when the LEA administers it at the conclusion of summer reading camp

Clarifications from General Assembly Staff



Sequence of the EOG Retake and the Read to Achieve Test

- “the EOG test **MAY** be re-administered once prior to the end of the school year”
 - EOG re-test is not required before administration of the Read to Achieve test
 - Schools, LEAs, or parents could make the decision for a child to re-take the EOG before taking the RtA test

Notification Guidelines



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

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 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 (Read to Achieve Test). Teachers may administer the alternative assessment following the administration of the State-

RtA Portfolio



- Portfolio is
 - Short, secured passages with questions
 - Consistent across the state
 - Based on third grade standards
 - An unassisted, cold read
 - Evidence of Reading 3D benchmark and progress monitoring results
 - Copy of student's PEP
- Portfolio isn't
 - A random collection of student artifacts
 - Subjective
 - Created from teacher materials/resources
 - A warm read - list of books and levels students have read and written about
 - Completed for homework

Purpose



-
- Opportunity to show proficiency other than one-day test
 - Can be used to provide formative assessment information to teachers
 - Equitable and uniform across state

Components/Integral Elements



- Component 1: Evidence of benchmarking and progress monitoring with mClass Reading 3D
- Component 2: Evidence of Personal Education Plan, if applicable
- Component 3: Completion of 36 reading passages

Component 1



- Evidence of benchmarking and progress monitoring from mClass Reading 3D
- Hard copies of student summary pages
- Administration of mClass Reading 3D is a requirement under the Read to Achieve law
- Not to be used as sole source for instructional decisions

Component 2

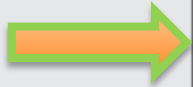


- Hard copy of PEP, if applicable
- Students at risk of academic failure
- Grades K-12
- End of first nine weeks
- Doesn't apply if students "on or above grade level" in reading

Elimination of Social Promotion



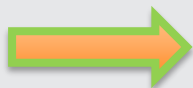
North Carolina Read to Achieve Elimination of Social Promotion Process

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: 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
Action Plan (for LEAs) 	<ul style="list-style-type: none"> • 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)
Process (for DPI)	The third-grade Reading EOG is made available to all qualified students: <ul style="list-style-type: none"> • 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

Notification to Parents and Guardians



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 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)	<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



Time of Year View



District: Professional ... School: 12-13 NWT PM ... Class/Group: NWT-PM N WT1

Class Summary **BOY** MOY EOY Percentiles

Grade 2	DIBELS Next						Reading 3D	
	BOY	NWF CLS ▶	NWF WWR ▶	DORF Flu. ▶	DORF Acc. ▶	DORF Retell ▶	TRC ▶	WR
Name	Comp. Score	Goal 54	Goal 13	Goal 52	Goal 90%	Goal 18	Goal I	List Score
Ashley, Andrea	●	27	0	51	69	11	C ^N	B14
Centerson, Yvette	●	32	6	46	87	11	E ^F	B12
Goldberg, Sally	●	43	2	36	77	8	E ^F	B11
Jackson, Michael	●	32	4	41	87	8	G ^F	B16
Johnson, Tom	●	38	3	49	96	14	G ^F	
Kylie, Serena	●	42	0	36	82	10	G ^F	B17
Paupardin, Ninon	●	60	15	83	98	17	I ^N	
Powell, Kim	●	75	23	92	98	20	L ^N	

Tap a score to view the Probe Detail

Component 3



- Begins in January of third-grade year
- Secured passages with 5 questions
- Based on 12 reading standards
- 10 examples of each standard
- Student shows proficiency by completing 3 passages for each standard
- 4 out of 5 questions correct for mastery of passage

Guidelines



- Only 3 passages per week
- Must be a cold read
- Must be completed independently
- Untimed
- Can't be sent home for homework
- All attempts must be documented, dated, recorded, stored in portfolio

Choosing Passages



- Determined by teacher
- Should match instruction on standards
- Sequencing will vary
- Based on student needs
- Record all attempts
- Passages can only be attempted ONCE

Collecting Evidence



- Student's primary teacher
- Answer keys provided
- Scored and recorded on Score Summary Sheet
- All hard copies of attempts stored in portfolio
- Kept in secure, limited-access location

Procedures



- Teacher documents evidences for completed portfolio
- Second reader (instructional staff) verifies
- Principal certifies – sends school list to superintendent
- Superintendent approves Good Cause Exemption

Which Students Need a Portfolio?



- Taught with NCSCoS
- Having difficulties in reading
- Use multiple forms of data to determine reading deficiencies
- Can be developed for any student in class

Accommodations



- Documentation of plans with accommodations
- IEP, 504, ELL
- Chart on page 5 of Implementation Guide
- No Read alouds

Timeline



- Can be completed by end of school year
- Good Cause Exemption
- Incomplete portfolios can be continued and completed in Summer Reading Camps
- Incomplete portfolios can be completed and used to show proficiency for mid-year promotion

RtA Portfolio Completion



- Pathways for Completion
 - End of 3rd grade, completed portfolio may be used as a Good Cause Exemption
 - If the portfolio is not complete by the end of 3rd, a student may continue work on contents during Summer Reading Camp
 - If the portfolio is not complete by the end of Summer Camp, a student may continue work on contents until November 1, the mid-year promotion date

Wrapping Up



What questions do you have?

How can we further assist you with Read to Achieve?



Contact Us



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Montgomery County Schools

Read to Achieve



- [Read to Achieve webpage](#)
- [Balanced Literacy Resources](#)
- Read to Achieve Parent Nights
- Literacy Nights
- Literacy Training (August/PLCs/DPI)
- K/1 Letterland Training
- Letterland Fidelity
- I Ready Diagnostic/Intervention
- [Intervention/Enrichment Resource Page](#)
- 3rd Grade County PLC (December/March)
- 2nd and 4th Grade County PLC (February)

MCS Read to Achieve



- PEP/Portfolio Monitoring
- Reading 3D MOY Window-Jan. 6th-29th
- K-3 PLC support related to MOY window
- Home Communications-August/October/January
- Notifications as required by RtA legislation
- Monthly PEP updates
- Home Connect Letters (end of January)
- Portfolio Committee Established
- All 3rd Graders - ELA Passages/Common Formative Assessments
- PLC support for Portfolio Process