

#### Implementation of the North Carolina Read to Achieve Program Parent Guide 2020-2021



#### **North Carolina Read to Achieve**

## **Goal of Legislation**



• All students proficient readers by the end of third grade.

Gives students multiple opportunities to show proficiency

Gives extra support to third and fourth grade students

## Reading in K-3



• Core of all instruction

 Foundational reading skills build deeper comprehension skills and success in other content areas

## iReady Reading



- Teachers understand reading skill development and levels
- Design instruction
- Diagnostic
- Parent Report
- Given 3 times a year, BOY, MOY, EOY
- 3<sup>rd</sup> grade scale score goal is 537

Reading At or Above Proficiency



• Continue to progress in reading proficiency

 Read, comprehend, integrate, and apply complex texts needed for secondary education and career success

• Become an independent reader

Beginning-of-Grade (BOG) End-of-Grade (EOG)



- Measures progress on standards
- BOG for reading only
- Indication if student on track
- Scores range Level 1 (the lowest) to Level 5 (the highest).
- EOG reading and math
- Multiple-choice tests
- Read selections and answer questions

#### Non-Promotion



Score at Level 1 or 2 in reading

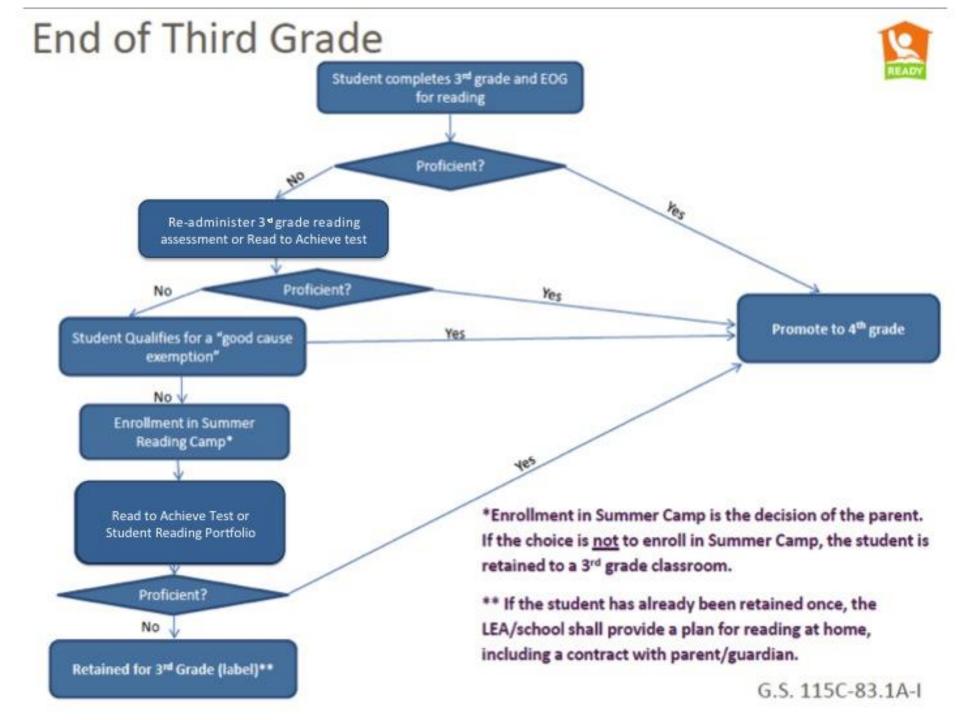
Good cause exemption – identified in law

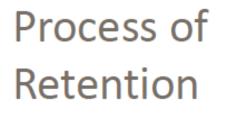
Notification in writing

## **Good Cause Exemptions**



- Limited English Proficient students (less than 2 school years of English instruction)
- Students with IEPs that include alternate assessments and reading interventions
- Proficiency on an alternate assessments that include: Reading 3D Level Q, STAR reading scale score 537, Imagine Learning score 725, and Read to Achieve test after EOG or summer reading camp
- Proficiency through a reading portfolio
- Previously retained more than once





#### Student is retained after 3<sup>rd</sup> grade



3<sup>rd</sup>/4<sup>th</sup> transition class (classroom designed to meet 4<sup>th</sup> grade performance standards while continuing to remediate areas of reading deficiency) – within class

10

OR

Accelerated reading class (instructional supports provided to increase a student's reading level at least two grade levels) – pull out

Yes.

Opportunity for Mid-Year promotion by passing the alternate test of reading comprehension or Student Reading Portfolio by November 1

Proficient?

Retention Label remains – intensive reading support continues and teacher keeps portfolio (school based team may consider placement options)

Student Portfolio is used to pass 3<sup>rd</sup> grade reading and completes 4<sup>th</sup> grade EOG

Principal Authority on

Proficiency

Student promoted to 5th grade

Retention Label removed – student continues in 4th

grade curriculum with intensive reading support

Completes 4<sup>th</sup> grade EOG

Retention/Promotion based on Principal's decision

G.S. 115C-83.1A-I

### NC Read to Achieve



- Successful Reading Development for Students without a Good Cause Exemption
  - Summer reading camps
  - Teacher: positive student outcomes in reading
  - 3/4 Transition class
  - Accelerated class
  - Mid-year promotion

# Why?



- Early identification and early intervention for struggling students
- Reduce need for remedial classes in middle and high schools
- Increase graduation rate
- All students college and career ready at graduation
- Proactive and offer multiple and intensive opportunities

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#### 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

## Who to Contact



- Further details and information on law and implementation
- Jamie Little or Julie Taylor
  Ashe County Schools 336-246-7175
- Contact your child's school
- View http://www.livebinders.com/play/play/850102