



Implementation of the North Carolina Read to Achieve Program Parent Guide 2015-2016



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

mClass Reading 3D



- Teachers understand reading skill development and levels
- Design instruction
- NOT tests
- Listening to child read from books and one-minute skill tasks
- Home Connect letter

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



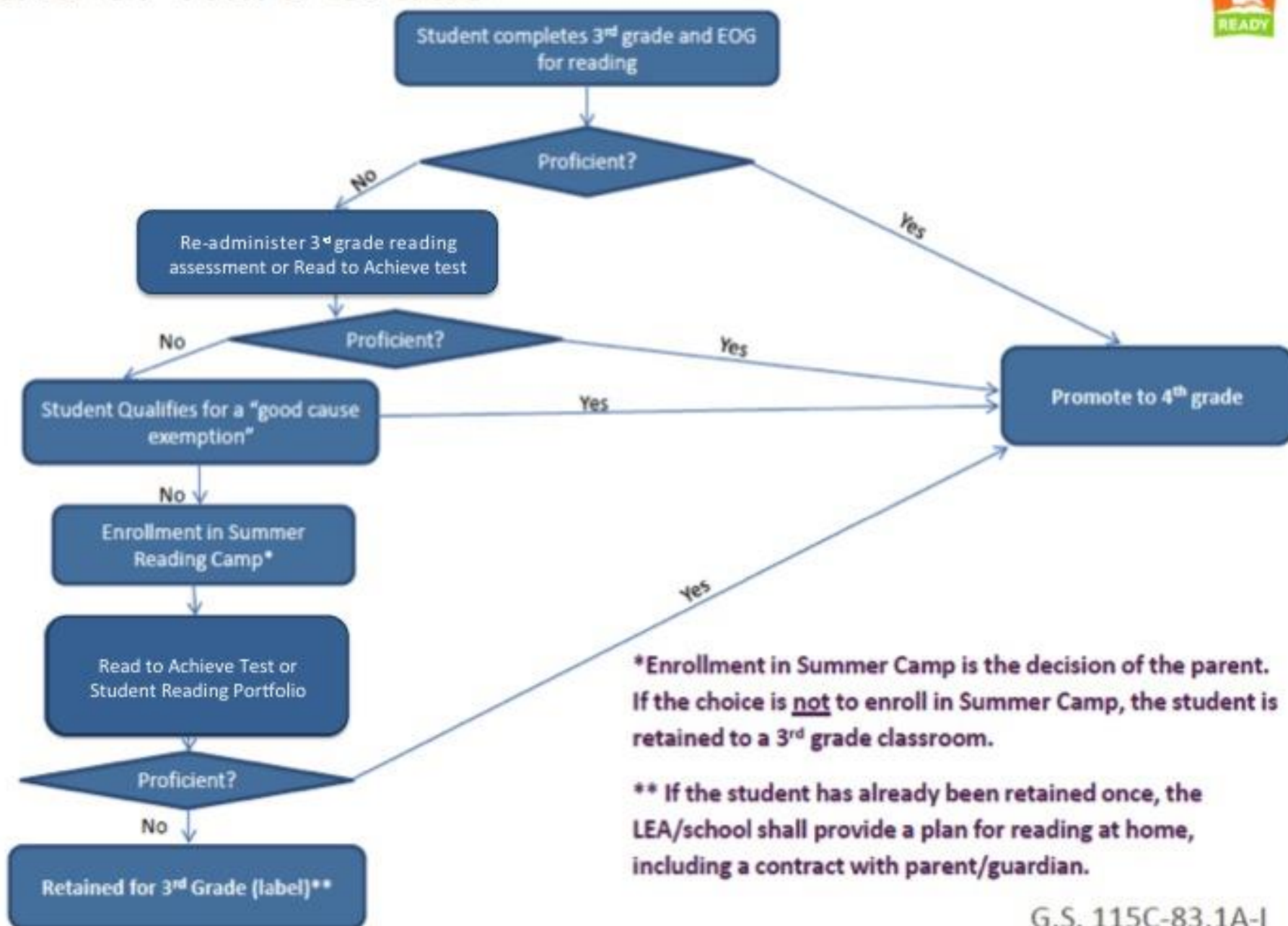
- Score at Level 1 or 2 in **reading**
- Good cause exemption – identified in law
- Notification in writing

Good Cause Exemptions

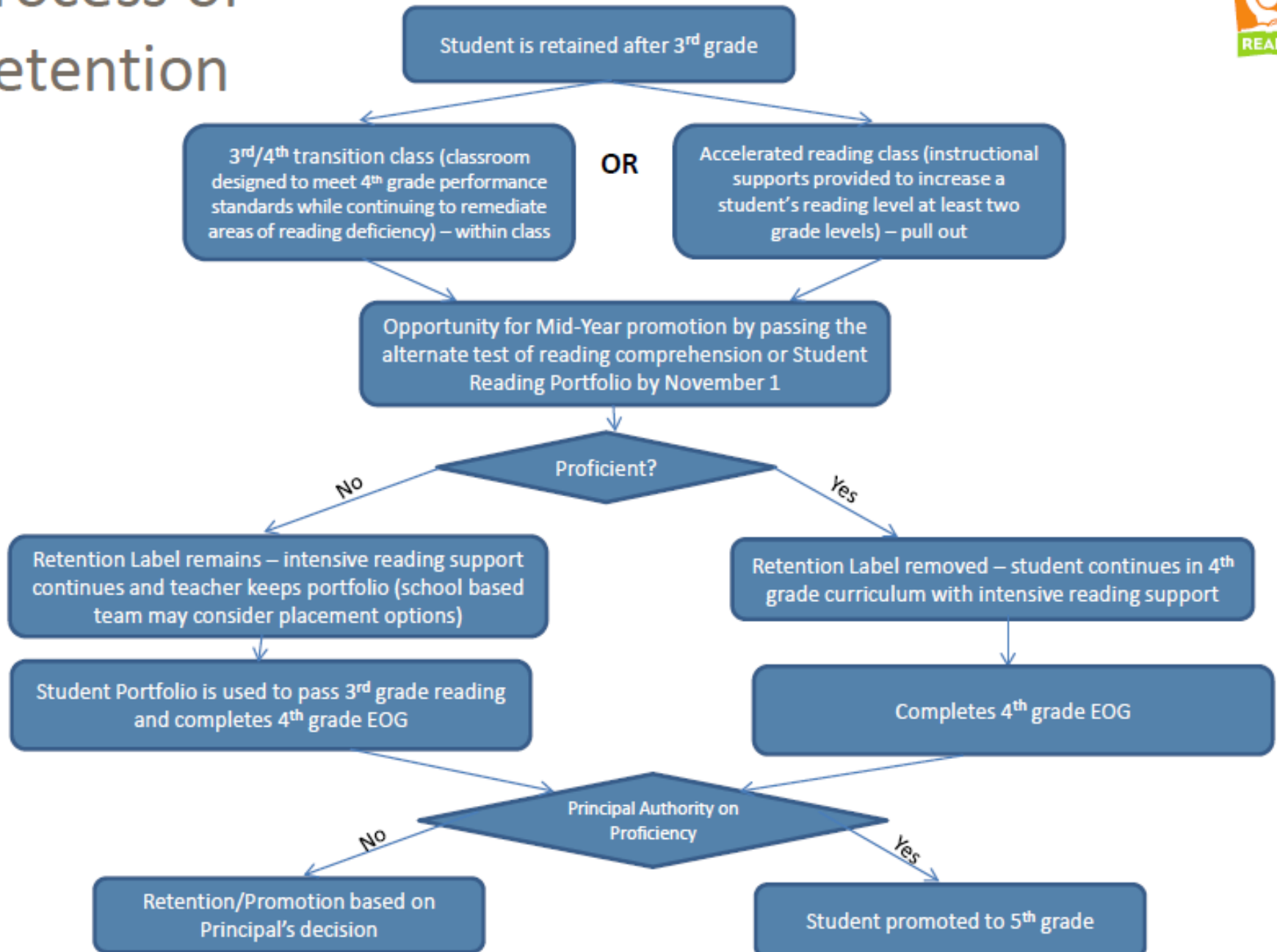


- Limited English Proficient students (less than 2 school years of English instruction)
- Students with IEPs that include alternate assessments and reading interventions
- Proficiency on an alternate assessments that include: Reading 3D Level P, STAR reading 5.1, i-Ready Diagnostic test, and Read to Achieve test after EOG or summer reading camp
- Proficiency through a reading portfolio
- Previously retained more than once

End of Third Grade



Process of Retention



NC Read to Achieve



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- Successful Reading Development for Retained Students
 - 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

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
- Sandra Peterson and Jamie Little
Ashe County Schools – 336-246-7175
- Contact your child's school
- View <http://www.livebinders.com/play/play/850102>