



North Carolina Read to Achieve

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 .

PURPOSE

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

COMPONENTS

Component 1 : Comprehensive Plan for Reading Achievement Process

The framework for the Comprehensive Reading Plan is developed from the perspective and input of all of these stakeholders. It focuses on six areas: standards-based curriculum, leadership, instruction, professional development, assessment, and partnerships and communication.

Component 2 : Developmental Screening and Kindergarten Entry Assessment Process (2014 – 2015)

A kindergarten entry assessment process that addresses the 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.

Component 3 : Facilitating Early Grade Reading Proficiency Process

K-3 students shall be assessed with valid, reliable, formative and diagnostic reading assessments. mClass Reading 3D has been adopted by the state to be utilized as benchmark assessments three times a year and for progress monitoring.

Component 4 : Elimination of Social Promotion

Students are retained in 3rd grade if they fail to meet proficiency on the 3rd Grade EOG Test unless they qualify for a “good cause” exemption.

Good Cause Exemptions:

- 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 (IEP) indicates the use of alternative assessments and reading interventions (based on Extended Content Standards) .
- 3 . **Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment** approved by the State Board of Education .
- 4 . **Students who demonstrate, through a student reading portfolio, reading proficiency** appropriate for third grade students .
- 5 . **Students who have (i) received reading intervention and (ii) previously been retained more than once** in kindergarten, first, second, or third grade

Component 5 : Successful Reading Development for Retained Students Process

Students that do not demonstrate proficiency may enroll in a summer reading camp. If proficiency is not demonstrated in summer camp, students have opportunities to demonstrate proficiency in an accelerated reading or a third/fourth transition class for mid-year promotion.

Component 6 : Notification Requirements to Parents and Guardians Process

Parents or guardians shall be notified in writing regarding student retention status or if the student qualifies for a “good cause” exemption or not.

Component 7 : Accountability Measures Process

Local Board of Education shall report in writing to the state Board of Education the progress or reading proficiency and descriptions of interventions being provided.