

North Carolina Read to Achieve Successful Reading Development for Retained Students Process

Legislative Component	<p>115C-83.1H. Successful reading development for retained students.</p> <ul style="list-style-type: none"> • Students not demonstrating proficiency shall be enrolled in a summer reading camp prior to being retained • Students retained shall be provided with a selected teacher based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class • The SBE shall establish a midyear promotion policy for any student retained who, by Nov 1, demonstrates reading proficiency • Parents or guardians of students who have been retained once shall be provided with a plan for reading at home • Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day 			
Action Plan (for LEAs)	<ul style="list-style-type: none"> • Establish summer reading camps • Offer an accelerated reading class and/or a transitional third and fourth-grade class, including 90 minutes of daily, uninterrupted evidence-based reading instruction • Provide shared and guided reading workshops for parents and guardians to help with the plan for reading at home for retained students • Offer supplemental tutoring outside of the instructional day to students that have been retained more than once 			
Process (for DPI)	<ul style="list-style-type: none"> • Establish guidance for implementation and content of summer reading camps • Establish guidance for accelerated and transitional third/fourth-grade classes • Establish a midyear promotion policy to begin in 2014 school year after the first summer reading camps in the summer of 2014 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> • Establish midyear promotion policy • Develop frameworks for the implementation of summer reading camps • Develop suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes 	<p>LEA:</p> <ul style="list-style-type: none"> • Implement summer reading camps • Provide workshops for parents and guardians to establish support for reading at home • Offer supplemental tutoring services for students retained more than once 	<p>School:</p> <ul style="list-style-type: none"> • Establish accelerated reading class or transitional class for retained students • Determine teachers to be assigned to the retained students based on demonstrated outcomes in reading proficiency 	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide 90 minutes of daily uninterrupted reading instruction for retained students • Maintain reading portfolios for retained students • Develop and follow PEPs for students not meeting proficiency