

# North Carolina Read to Achieve

## Successful Reading Development for Retained Students Process

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