



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

Read to Achieve Legislative Updates and Master Literacy Trainer Information

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State Board of Education | Department of Public Instruction

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HB 230 Clarifications

Reducing the minimum length of reading camps

- Camps now referred to as reading camp
- Reading camp shall:
 - offer at least 72 hours of reading instruction to yield positive reading outcomes for participants
 - allow volunteer mentors to read with students at time other than during the 72 hours of reading instruction
 - the 72 hours of reading instruction shall be provided over no less than 3 weeks for students in schools using calendars other than year-round calendars



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HB 230 Clarifications

Student Attendance in Summer Reading Camps

- parents or guardians of students not demonstrating reading proficiency shall be **encouraged to enroll** their student in a reading camp
 - Parent/guardian shall make the final decision regarding student reading camp attendance
 - LEAs shall provide a least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students
 - Alternative assessment (RTA or local)
 - Portfolio process approved by the SBE

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HB 230 Clarifications

Revises Good Cause Exemptions

- Limited English Proficient: students with less than two **school** years of instruction in an ESL program
- Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the SBE (took out wording on when to administer)
- Multiple retention language stays the same
- Portfolio: Student reading portfolio and review processes used by LEAs shall be approved by the SBE

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HB 230 Clarifications

Revises Good Cause Exemptions

- Students with disabilities whose IEPs indicate:
 - the use of NCEXTEND 1
 - at least a two school year delay in educational performance (see guidance from EC division)
 - receipt of intensive reading interventions for at least two school years

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HB 230 Clarifications

Portfolios

- Can be developed all year
- A single piece of evidence can show mastery of two standards
- LEAs can propose local alternative portfolio process
- Local alternative portfolios recommended by PAC and approved by State Board

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HB 230 Clarifications

Alternative Assessments

- SBE shall:
 - provide several valid and reliable alternative assessments to LEAS upon request
 - approve valid and reliable alternative assessments submitted by LEAs
 - establish achievement level ranges for each approved alternative assessment
 - annually review all alternative assessments to ensure ongoing relevance, validity and reliability

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HB 230 Clarifications

Retained Student Placement

- **Retained** in third grade Accelerated reading class – third grade standards and curriculum
- Placed in **3/4 Transition Class with Retained Reading label** – fourth grade standards and curriculum
- Placed in **4th Grade Accelerated reading class with Retained Reading label** – fourth grade standards and curriculum

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HB 230 Clarifications

Mid-Year Promotion

- Students in 3/4 Transition or 4th Grade Accelerated Classes have chance for mid-year promotion by November 1
- Regardless of the outcome, the students continue in the same classes and receive the same support the entire 4th grade year
- Proficient students have label removed
- Students who are not proficient maintain the label but continue working towards showing proficiency
- After November 1, the principals can grade and classify for students demonstrating proficiency to have the label removed

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Progress Monitoring

- Sample template for monthly reading reports to parents/guardians
- Progress monitoring of strongest third-grade students
 - pass BOG, green on sub skills and composite of DIBELS, green on TRC
 - Level U at BOY, green on sub skills and composite of DIBELS
- District decision

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Alternatives

- **Portfolio** – SBE policy passed
 - LEAs can send in proposals
 - PAC will review and recommend to SBE
- **Assessments** – SBE set cut points
 - Vote in October

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Good Cause Exemptions

- “...but shall continue to receive instructional supports and services and reading interventions...”
- Definition – means intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development
- Include but not limited to – small group instruction, reduced teacher/student ratios, frequent progress monitoring, and extended learning time

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Support

- Review numbers – Sept 1
- Give support to children that they deserve
- This law is about support for children who are non-proficient

Master Literacy Trainers

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Race to the Top Grant

- Establish Master Literacy Trainers (MLTs) in every district
- Build capacity
- Collaborate with K-3 Literacy consultants
- 2 cohorts
- Building a network

District Trainers

- Experience with Reading 3D
- Instructional coach or central office staff (preferred)
- Experience in presenting to groups
- Availability to work with consultants
- Familiarity with Read to Achieve

Expectations

- Assist consultants with trainings
- Facilitate meetings in districts
- Contact point for consultants
- Research
- Conduct professional development
- Spread the wealth

Trainings – Part 1

- Progress Monitoring
- Data analysis
- 90 minute block
- Leadership and Literacy
- Walk Throughs
- Focus on standards
- Oral and written comprehension
- MSV instruction
- Anchor Charts

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Trainings – Part 2

- INSTRUCTION
 - deeper with MSV
 - deeper with written comprehension
- Progress monitoring IS instruction
- Intentional planning every day
- Apple apps (Distinguished Educator)
- Judge Manning

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Collaboration and Networking

- Regional meetings at training and in districts
- K-3 Literacy consultants co-training PD
- Secured MLT livebinder for resources
- Next Cohort begins November 12
