

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

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HOUSE BILL 673
Committee Substitute Favorable 4/28/15

Short Title: Modify Read to Achieve.

(Public)

Sponsors:

Referred to:

April 14, 2015

1 A BILL TO BE ENTITLED
2 AN ACT TO MODIFY THE STATUTES PERTAINING TO READ TO ACHIEVE.
3 The General Assembly of North Carolina enacts:

4 SECTION 1. G.S. 115C-83.3 reads as rewritten:

5 "§ 115C-83.3. Definitions.

6 The following definitions apply in this Part:

7 ...

8 (2) "Alternative assessment" means a valid and reliable standardized assessment
9 of reading comprehension, approved by the State Board of Education, that is
10 not the same test as the State-approved standardized test of reading
11 comprehension administered to third grade students. The State Board of
12 Education shall (i) provide several valid and reliable alternative assessments
13 to local school administrative units upon request, (ii) approve valid and
14 reliable alternative assessments submitted by local school administrative
15 units, and (iii) establish achievement level ranges for each approved
16 alternative assessment. The State Board of Education shall annually review
17 all alternative assessments to ensure ongoing relevance, validity, and
18 reliability. The State Board of Education shall complete the review and
19 approval process as provided in this subdivision by September 15 of each
20 year.

21 ...

22 (8) "Student reading portfolio" means a compilation of independently produced
23 student work selected by the student's teacher, beginning during the first half
24 of the school year, and signed by the teacher and principal, as an accurate
25 picture of the student's reading ~~ability-proficiency.~~ The student reading
26 portfolio shall include an organized collection of evidence of the student's
27 mastery of the State's reading standards that are assessed by the
28 State-approved standardized test of reading comprehension administered to
29 third grade students-reading proficiency. A single piece of evidence may be
30 used to show mastery of reading proficiency for up to two standards. For
31 each benchmark, reading standard, there shall be three-two examples of
32 student workwork, gathered over the course of the school year,
33 demonstrating mastery by a grade of seventy percent (70%) or above.the
34 student's reading proficiency. If a student correctly responds to eighty
35 percent (80%) of the comprehension questions about one reading passage as
36 used as an initial work sample, then that one work sample shall suffice to



1 demonstrate student reading proficiency on the standards covered in that
2 sample. A student reading portfolio shall only be compiled with students
3 when it is determined that administration of a standardized test of reading
4 comprehension would likely not yield positive findings of a student's reading
5 proficiency.

6"

7 **SECTION 1.5.** G.S. 115C-83.6 reads as rewritten:

8 "**§ 115C-83.6. Facilitating early grade reading proficiency.**

9 (a) Kindergarten, first, second, and third grade students shall be assessed with valid,
10 reliable, formative, and diagnostic reading assessments made available to local school
11 administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a).
12 Difficulty with reading development identified through administration of formative and
13 diagnostic assessments shall be addressed with instructional supports and services. To the
14 greatest extent possible, kindergarten through third grade reading assessments shall yield data
15 that can be used with the Education Value-Added Assessment System (EVAAS), or a
16 compatible and comparable system approved by the State Board of Education, to analyze
17 student data to identify root causes for difficulty with reading development and to determine
18 actions to address them.

19 (b) Formative and diagnostic assessments and resultant instructional supports and
20 services shall address oral language, phonological and phonemic awareness, phonics,
21 vocabulary, fluency, and comprehension using developmentally appropriate practices.

22 (c) Local school administrative units are encouraged to partner with community
23 organizations, businesses, and other groups to provide volunteers, mentors, or tutors to assist
24 with the provision of instructional supports and services that enhance reading development and
25 proficiency.

26 (d) The teacher of record for a kindergarten, first, second, or third grade student shall
27 not be prohibited from administering the assessments made available to local school
28 administrative units in subsection (a) of this section to that student."

29 **SECTION 2.** G.S. 115C-83.7(b)(4) reads as rewritten:

30 "(4) Students who demonstrate, through a student reading portfolio, reading
31 proficiency appropriate for third grade students. Student reading portfolio
32 and review processes used by local school administrative units shall be
33 approved by the State Board of Education. A local school administrative unit
34 implementing the student reading portfolio process established by the State
35 Board of Education shall limit the use of this portfolio process only to a
36 student for whom it is appropriate as determined by the student's principal,
37 after consulting with the teacher and the student's parents, and shall
38 discontinue administration of the portfolio passages whenever a student is
39 not demonstrating reading proficiency."

40 **SECTION 3.** G.S. 115C-83.8 reads as rewritten:

41 "**§ 115C-83.8. Successful reading development for retained students.**

42 (a) Parents or guardians of students not demonstrating reading proficiency shall be
43 encouraged to enroll their student in a reading camp provided by the local school administrative
44 unit. Parents or guardians of a student not demonstrating reading proficiency shall make the
45 final decision regarding a student's reading camp attendance. If a parent or guardian does not
46 enroll the student in a reading camp, the parent shall notify the school in which the student is
47 enrolled of any alternative reading interventions or instructional supports that shall be provided
48 to the student to achieve reading proficiency. Local school administrative units shall provide at
49 least one opportunity for students not participating in a reading camp to demonstrate reading
50 proficiency appropriate for third grade students on an alternative assessment or through a

1 student reading portfolio process approved by the State Board of Education prior to retaining
2 the student.

3 (b) Students retained under G.S. 115C-83.7(a) shall be provided with a teacher selected
4 based on demonstrated student outcomes in reading proficiency and placed in an accelerated
5 reading class or a transitional third and fourth grade class combination, as
6 ~~appropriate~~appropriate, except that a student who attended a reading camp continuously for a
7 minimum of 64 hours of instructional time shall be placed in a transitional third and fourth
8 grade class combination. Classroom instruction shall include at least 90 minutes of daily,
9 uninterrupted, evidence-based reading instruction, not to include independent reading time, and
10 other appropriate instructional supports and services and reading interventions.

11"

12 **SECTION 4.** G.S. 115C-83.9(d) reads as rewritten:

13 "(d) Teachers and principals shall provide opportunities, including, but not limited to,
14 information sessions, to discuss with parents and guardians the notifications listed in this
15 section. Principals shall provide at least one information session within the first 30 days of
16 school regarding the requirement for reading proficiency for third grade students."

17 **SECTION 5.** This act is effective when it becomes law and applies beginning with
18 the 2015-2016 school year.