

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2015

H.B. 673
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HOUSE PRINCIPAL CLERK

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HOUSE DRH20224-MK-14 (12/03)

Short Title: Modify Read to Achieve.

(Public)

Sponsors: Representative Glazier.

Referred to:

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

8 "(4) Students who demonstrate, through a student reading portfolio, reading
9 proficiency appropriate for third grade students. Student reading portfolio
10 and review processes used by local school administrative units shall be
11 approved by the State Board of Education. A local school administrative unit
12 implementing the student reading portfolio process established by the State
13 Board of Education shall limit the use of this portfolio process only to a
14 student for whom it is appropriate as determined by the student's principal,
15 after consulting with the teacher and the student's parents, and shall
16 discontinue administration of the portfolio passages whenever a student is
17 not demonstrating reading proficiency."

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

19 **"§ 115C-83.8. Successful reading development for retained students.**

20 (a) Parents or guardians of students not demonstrating reading proficiency shall be
21 encouraged to enroll their student in a reading camp provided by the local school administrative
22 unit. Parents or guardians of a student not demonstrating reading proficiency shall make the
23 final decision regarding a student's reading camp attendance. If a parent or guardian does not
24 enroll the student in a reading camp, the parent shall notify the school in which the student is
25 enrolled of any alternative reading interventions or instructional supports that shall be provided
26 to the student to achieve reading proficiency. Local school administrative units shall provide at
27 least one opportunity for students not participating in a reading camp to demonstrate reading
28 proficiency appropriate for third grade students on an alternative assessment or through a
29 student reading portfolio process approved by the State Board of Education prior to retaining
30 the student.

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

39"

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

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

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