



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Improve K-3 Literacy
Accountability Measures
*SL 2012-142 (HB950, Budget Bill), Sec. 7A.
1(b) as amended by SL 2015-241,
sec.8.48(c)*

G.S. 115C-83.1J(b),(c)

Date Due: October 15, 2016

Report # 65

DPI Chronological Schedule, 2016-2017

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§ 115C-83.10. Accountability measures.

(a) Each local board of education shall publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) The number and percentage of third-grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- (2) The number and percentage of third-grade students who take and pass the alternative assessment of reading comprehension.
- (3) The number and percentage of third-grade students retained for not demonstrating reading proficiency.
- (4) The number and percentage of third grade students exempt from mandatory third-grade retention by category of exemption as listed in G.S. 115C-83.7(b).
- (5) The number and percentage of first-grade students demonstrating and not demonstrating reading comprehension at grade level.
- (6) The number and percentage of second-grade students demonstrating and not demonstrating reading comprehension at grade level.

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a). The local board of education shall also include in the report the number of first and second grade students attending a reading camp offered by the local board.

(c) The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsections (a) and (b) of this section and shall provide the format to local boards of education no later than 90 days prior to the annual due date. The State Board of Education shall compile annually this information and submit a State-level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by October 15 of each year, beginning with the 2015-2016 school year.

(d) The State Board of Education and the Department of Public Instruction shall provide technical assistance as needed to aid local school administrative units to implement all provisions of this Part. (2012-142, s. 7A.1(b); 2014-115, s. 81; 2015-241, s. 8.48(c).)

The accountability measures for school year 2015-2016 are listed on the following pages.

School Name 2015–16 Read to Achieve Grade 3 End-of-Year Results		G.S. §115C-83.10 requires “each local board of education to publish annually on a Web site maintained by that local school administrative unit and to report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year:”	
Note: The denominator for calculating the required percentages for Rows 1, 2, and 3 is all students in membership at grade 3 for the first day of spring testing.		Number of Students	Percentage
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Assessment, the End-of-Grade (EOG) ELA/Reading Assessment, or the EOG ELA/Reading Retest (i.e., scored Level 3 or higher).	70668	57.8%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest.	51490	42.2%
3	The number and percentage of students exempt from mandatory retention in third grade for good cause. Students may be counted in this category only once.	13670	11.2%
The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.			
4	The number and percentage of students who took and passed an alternative assessment approved by the State Board of Education (SBE) (i.e., Read to Achieve Test or locally determined SBE-approved alternative assessment). Students may be counted in the numerator and/or the denominator only once for this category.	16371	43.3%
The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.			
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards. (For 2015-16, students who are not proficient will be either: [1] retained in a third grade accelerated class, [2] placed in a transition class with a retained label, or [3] placed in a fourth-grade accelerated class with a retained reading label.)	18236	14.9%
The denominator for Row 6 is the number of retained students recorded in number 5.			
6	Charter Schools Only: Charter schools must indicate the number and percentage of retained students recorded in number 5 who do not return to the charter school for 2015–16.	**	**

Note: Privacy laws dictate that for fewer than 10 students, the specific number and percentage should not be given. Therefore, if the number is fewer than 10 students, schools should use an asterisk (*) to represent fewer than 10 students and the percentage. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

**This information is not available as statewide data but is on each Charter School's website.

Statewide Reading Camp Data

2014 - 2016

(as of September 9, 2016)

School Year	Students Eligible for Third Grade Reading Camp	Students Attending Third Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2014	18,373	12,827 (69.8% of eligible students)	3,426 (26.7% of those attending camp)
2015	20,240	12,586 (62.2% of eligible students)	4,151 (33.0% of those attending camp)
2016	21,410	12,703 (59.3% of eligible students)	3,816 (30.0% of those attending camp)

State of North Carolina District Level Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Alamance-Burlington Schools	955	52.9	850	47.1	259	14.3	189	32	315	17.5
Alexander County Schools	254	61.5	159	38.5	45	10.9	81	71.1	25	6.1
Alleghany County Schools	75	67.6	36	32.4	29	26.1	3	42.9	4	3.6
Anson County Schools	110	43.7	142	56.3	62	24.6	30	37.5	42	16.7
Ashe County Schools	159	61.4	100	38.6	48	18.5	23	44.2	20	7.7
Asheboro City Schools	178	42.3	243	57.7	43	10.2	100	50	94	22.3
Asheville City Schools	275	67.2	134	32.8	28	6.8	64	60.4	39	9.5
Avery County Schools	100	60.2	66	39.8	60	36.1	1	16.7	5	3
Beaufort County Schools	307	56.3	238	43.7	104	19.1	38	28.4	67	12.3
Bertie County Schools	74	45.7	88	54.3	17	10.5	22	31	28	17.3
Bladen County Schools	172	45.1	209	54.9	73	19.2	58	42.6	55	14.4
Brunswick County Schools	543	55.2	440	44.8	227	23.1	62	29.1	75	7.6
Buncombe County Schools	1139	60.4	747	39.6	211	11.2	214	39.9	280	14.8
Burke County Schools	544	55.9	429	44.1	163	16.8	147	55.3	79	8.1
Cabarrus County Schools	1438	58.9	1005	41.1	142	5.8	375	43.5	460	18.8
Caldwell County Schools	559	58.4	399	41.6	66	6.9	195	58.6	87	9.1
Camden County Schools	104	77.6	30	22.4	12	9	17	94.4	0	0
Carteret County Public Schools	415	69.2	185	30.8	96	16	73	82	16	2.7
Caswell County Schools	117	52.9	104	47.1	6	2.7	31	31.6	55	24.9
Catawba County Schools	727	57.8	531	42.2	175	13.9	210	59	97	7.7
Chapel Hill-Carrboro Schools	677	72.9	252	27.1	101	10.9	76	50.3	75	8.1
Charlotte-Mecklenburg Schools	7308	59.8	4911	40.2	826	6.8	1489	36.5	2401	19.6
Chatham County Schools	367	56.1	287	43.9	60	9.2	83	36.6	106	16.2
Cherokee County Schools	144	61.8	89	38.2	38	16.3	29	56.9	12	5.2
Clay County Schools	49	53.8	42	46.2	35	38.5	3	42.9	3	3.3
Cleveland County Schools	706	60.5	460	39.5	301	25.8	55	34.6	54	4.6
Clinton City Schools	122	46.7	139	53.3	7	2.7	42	31.8	53	20.3
Columbus County Schools	213	47.4	236	52.6	108	24.1	62	48.4	58	12.9
Craven County Schools	672	56.9	509	43.1	102	8.6	243	59.7	99	8.4
Cumberland County Schools	2213	57.7	1620	42.3	671	17.5	412	43.4	403	10.5
Currituck County Schools	195	61.5	122	38.5	51	16.1	51	71.8	20	6.3
Dare County Schools	287	67.5	138	32.5	31	7.3	41	38.3	53	12.5
Davidson County Schools	855	61.5	536	38.5	116	8.3	136	32.4	221	15.9
Davie County Schools	318	66.8	158	33.2	46	9.7	56	50	44	9.2
Duplin County Schools	343	41.4	485	58.6	151	18.2	114	34.1	141	17
Durham Public Schools	1218	44.9	1492	55.1	183	6.8	588	44.9	721	26.6
Edenton-Chowan Schools	87	50.9	84	49.1	17	9.9	36	53.7	26	15.2
Edgecombe County Public School	161	34	312	66	103	21.8	72	34.4	112	23.7
Elkin City Schools	75	76.5	23	23.5	8	8.2	5	33.3	6	6.1
Forsyth County Schools	2279	52.6	2054	47.4	432	10	562	34.6	904	20.9
Franklin County Schools	379	55.7	302	44.3	47	6.9	122	47.8	70	10.3
Gaston County Schools	1311	54	1115	46	265	10.9	344	40.5	361	14.9
Gates County Schools	62	53	55	47	20	17.1	16	45.7	7	6
Graham County Schools	56	63.6	32	36.4	25	28.4	3	42.9	1	1.1

State of North Carolina District Level Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Granville County Schools	268	42.5	363	57.5	86	13.6	61	22	162	25.7
Greene County Schools	113	43.8	145	56.2	29	11.2	50	43.1	46	17.8
Guilford County Schools	2940	53.2	2582	46.8	567	10.3	852	42.3	1023	18.5
Halifax County Schools	84	33.5	167	66.5	34	13.5	38	28.6	63	25.1
Harnett County Schools	856	50.7	831	49.3	84	5	244	32.7	476	28.2
Haywood County Schools	381	67.1	187	32.9	91	16	50	52.1	29	5.1
Henderson County Schools	714	67.1	350	32.9	109	10.2	149	61.8	53	5
Hertford County Schools	106	45.7	126	54.3	39	16.8	29	33.3	36	15.5
Hickory City Schools	184	52.7	165	47.3	14	4	61	40.4	81	23.2
Hoke County Schools	376	53	333	47	58	8.2	141	51.3	122	17.2
Hyde County Schools	37	68.5	17	31.5	11	20.4	2	33.3	2	3.7
Iredell-Statesville Schools	898	57.6	662	42.4	233	14.9	152	35.4	216	13.8
Jackson County Schools	147	50	147	50	28	9.5	83	69.7	22	7.5
Johnston County Schools	1636	60.1	1085	39.9	276	10.1	565	69.8	161	5.9
Jones County Schools	61	61.6	38	38.4	11	11.1	8	29.6	13	13.1
Kannapolis City Schools	194	43.3	254	56.7	39	8.7	98	45.6	85	19
Lee County Schools	461	55.7	367	44.3	48	5.8	120	37.6	199	24
Lenoir County Public Schools	367	50.4	361	49.6	128	17.6	132	56.7	95	13
Lexington City Schools	133	47.8	145	52.2	76	27.3	17	24.6	45	16.2
Lincoln County Schools	585	66.5	295	33.5	102	11.6	124	64.2	39	4.4
Macon County Schools	247	65.9	128	34.1	42	11.2	41	47.7	38	10.1
Madison County Schools	105	67.3	51	32.7	19	12.2	25	78.1	1	0.6
Martin County Schools	130	46.3	151	53.7	44	15.7	52	48.6	16	5.7
McDowell County Schools	238	50.6	232	49.4	93	19.8	56	40.3	78	16.6
Mitchell County Schools	76	55.1	62	44.9	47	34.1	2	13.3	9	6.5
Montgomery County Schools	163	47.9	177	52.1	69	20.3	29	26.9	41	12.1
Moore County Schools	637	63.9	360	36.1	71	7.1	107	37	143	14.3
Mooresville City Schools	358	69.2	159	30.8	56	10.8	76	73.8	24	4.6
Mount Airy City Schools	76	56.3	59	43.7	17	12.6	10	23.8	24	17.8
Nash-Rocky Mount Schools	530	43.2	697	56.8	178	14.5	249	48	135	11
New Hanover County Schools	1436	63.9	810	36.1	272	12.1	164	30.5	319	14.2
Newton Conover City Schools	142	55.5	114	44.5	34	13.3	50	62.5	21	8.2
Northampton County Schools	43	26.2	121	73.8	8	4.9	41	36.3	64	39
Onslow County Schools	1295	58.9	903	41.1	449	20.4	235	51.8	168	7.6
Orange County Schools	331	57.8	242	42.2	39	6.8	95	46.8	96	16.8
Pamlico County Schools	33	41.3	47	58.8	8	10	13	33.3	16	20
Pasquotank County Schools	268	50	268	50	29	5.4	126	52.7	65	12.1
Pender County Schools	425	58.3	304	41.7	57	7.8	142	57.5	74	10.2
Perquimans County Schools	86	58.1	62	41.9	8	5.4	46	85.2	3	2
Person County Schools	207	57.8	151	42.2	47	13.1	41	39.4	61	17
Pitt County Schools	942	51.6	883	48.4	279	15.3	268	44.4	264	14.5
Polk County Schools	116	79.5	30	20.5	8	5.5	10	45.5	8	5.5
Randolph County Schools	809	59.4	554	40.6	85	6.2	209	44.6	224	16.4
Richmond County Schools	299	48.6	316	51.4	77	12.5	113	47.3	110	17.9

State of North Carolina District Level Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Roanoke Rapids City Schools	134	55.8	106	44.2	32	13.3	13	17.6	41	17.1
Robeson County Schools	719	37.8	1184	62.2	208	10.9	364	37.3	518	27.2
Rockingham County Schools	490	48.5	521	51.5	122	12.1	236	59.1	153	15.1
Rowan-Salisbury Schools	785	49.6	798	50.4	90	5.7	255	36	427	27
Rutherford County Schools	426	64.1	239	35.9	144	21.7	34	35.8	15	2.3
Sampson County Schools	388	61.5	243	38.5	95	15.1	52	35.1	71	11.3
Scotland County Schools	218	44.1	276	55.9	167	33.8	27	24.8	55	11.1
Stanly County Schools	384	58.4	273	41.6	111	16.9	62	38.3	70	10.7
Stokes County Schools	270	60	180	40	65	14.4	56	48.7	41	9.1
Surry County Schools	449	68.5	206	31.5	46	7	88	55	39	6
Swain County Schools	71	50.4	70	49.6	20	14.2	21	42	26	18.4
Thomasville City Schools	80	36	142	64	26	11.7	23	19.8	81	36.5
Transylvania County Schools	180	71.1	73	28.9	45	17.8	3	10.7	8	3.2
Tyrrell County Schools	25	50	25	50	5	10	10	50	6	12
Union County Public Schools	2154	68.3	999	31.7	296	9.4	321	45.7	337	10.7
Vance County Schools	267	47.2	299	52.8	26	4.6	86	31.5	187	33
Wake County Schools	8584	67.6	4105	32.4	1137	9	1415	47.7	1436	11.3
Warren County Schools	78	41.5	110	58.5	59	31.4	16	31.4	26	13.8
Washington County Schools	51	41.1	73	58.9	31	25	4	9.5	38	30.6
Watauga County Schools	227	64.5	125	35.5	58	16.5	35	52.2	29	8.2
Wayne County Public Schools	645	45.7	766	54.3	158	11.2	374	61.5	158	11.2
Weldon City Schools	22	30.1	51	69.9	8	11	9	20.9	23	31.5
Whiteville City Schools	97	57.1	73	42.9	24	14.1	15	30.6	30	17.6
Wilkes County Schools	409	54.5	342	45.5	175	23.3	88	52.7	46	6.1
Wilson County Schools	489	51.1	468	48.9	106	11.1	219	60.5	56	5.9
Yadkin County Schools	219	54.2	185	45.8	96	23.8	62	69.7	22	5.4
Yancey County Schools	117	63.9	66	36.1	19	10.4	43	91.5	2	1.1

¹ The denominator for calculating the required percentage is all students in membership at grade 3 for the first day of spring testing.

² The denominator is the number of students who did not demonstrate reading proficiency minus students exempt from mandatory retention in 3rd grade for good cause.

**State of North Carolina
Charter School Report
2015-16
Read to Achieve Grade 3
End-of-Year Results**

District Name	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
NC Connections Academy	64	67.4	31	32.6	6	6.3	7	28	18	18.9
NC Virtual Academy	72	55	59	45	0	0	6	10.2	53	40.5
River Mill Academy	48	75	16	25	15	23.4	0	0	1	1.6
Clover Garden	34	66.7	17	33.3	3	5.9	11	78.6	3	5.9
Williams Academy	4	44.4	5	55.6	1	11.1	1	25	3	33.3
Washington Montessori	23	57.5	17	42.5	15	37.5	2	100	0	0
Heritage Collegiate Leadership Academy	18	30.5	41	69.5	0	0	4	9.8	33	55.9
Charter Day School	79	73.1	29	26.9	7	6.5	9	40.9	6	5.6
South Brunswick Charter School	21	77.8	6	22.2	1	3.7	3	60	1	3.7
Evergreen Community Charter	41	85.4	7	14.6	3	6.3	2	50	2	4.2
ArtSpace Charter School	31	72.1	12	27.9	7	16.3	2	40	3	7
Invest Collegiate - Imagine	67	73.6	24	26.4	18	19.8	1	16.7	5	5.5
Francine Delany New School	16	88.9	2	11.1	0	0	0	0	2	11.1
New Dimensions	33	82.5	7	17.5	1	2.5	2	33.3	4	10
Carolina International School	64	86.5	10	13.5	0	0	0	0	5	6.8
Cabarrus Charter Academy	88	75.2	29	24.8	2	1.7	11	40.7	12	10.3
A.C.E. Academy	16	44.4	20	55.6	1	2.8	0	0	19	52.8
Tiller School	28	87.5	4	12.5	4	12.5	0		0	0
Chatham Charter	32	82.1	7	17.9	7	17.9	0		0	0
Woods Charter	30	90.9	3	9.1	3	9.1	0		0	0
Willow Oak Montessori	26	83.9	5	16.1	3	9.7	1	50	1	3.2
The Learning Center	9	37.5	15	62.5	13	54.2	2	100	0	0
Pinnacle Classical Academy	31	72.1	12	27.9	2	4.7	5	50	5	11.6
Columbus Charter School	58	59.8	39	40.2	10	10.3	11	37.9	13	13.4
Alpha Academy	48	65.8	25	34.2	0	0	0	0	22	30.1
The Capitol Encore Academy	32	60.4	21	39.6	0	0	13	61.9	5	9.4
Water's Edge Village School	3	75	1	25	0	0	0	0	0	0
Maureen Joy Charter School	37	57.8	27	42.2	2	3.1	8	32	10	15.6
Healthy Start Academy	11	25	33	75	5	11.4	5	17.9	23	52.3

State of North Carolina Charter School Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Carter Community Charter	6	20	24	80	0	0	14	58.3	10	33.3
Kestrel Heights School	49	71	20	29	7	10.1	8	61.5	4	5.8
Research Triangle Charter	30	39.5	46	60.5	8	10.5	24	63.2	14	18.4
Central Park School For Child	49	84.5	9	15.5	7	12.1	1	50	1	1.7
Voyager Academy	83	79	22	21	10	9.5	9	75	3	2.9
Global Scholars Academy	8	29.6	19	70.4	3	11.1	7	43.8	9	33.3
The Institute Development Young Leaders	4	25	12	75	4	25	3	37.5	5	31.3
Reaching All Minds Academy	13	34.2	25	65.8	2	5.3	1	4.3	21	55.3
Excelsior Classical Academy	26	63.4	15	36.6	6	14.6	3	33.3	5	12.2
North East Carolina Prep	45	47.4	50	52.6	25	26.3	3	12	11	11.6
Quality Education Academy	22	66.7	11	33.3	6	18.2	2	40	3	9.1
Carter G Woodson School	11	25	33	75	10	22.7	1	4.3	22	50
Forsyth Academy	24	34.3	46	65.7	0	0	26	56.5	20	28.6
The Arts Based School	42	71.2	17	28.8	5	8.5	10	83.3	2	3.4
The North Carolina Leadership Academy	40	90.9	4	9.1	0	0	3	75	1	2.3
Crosscreek Charter School	18	78.3	5	21.7	0	0	2	40	3	13
Piedmont Community Charter School	80	79.2	21	20.8	0	0	11	52.4	10	9.9
Mountain Island Charter School	64	76.2	20	23.8	14	16.7	1	16.7	5	6
Falls Lake Academy	30	73.2	11	26.8	4	9.8	2	28.6	1	2.4
Greensboro Academy	68	81	16	19	0	0	16	100	0	0
Guilford Preparatory Academy	4	26.7	11	73.3	0	0	1	9.1	10	66.7
Phoenix Academy- Primary, Elem., MS/HS	78	58.2	56	41.8	12	9	35	79.5	9	6.7
Triad Math and Science Academy	53	65.4	28	34.6	10	12.3	3	16.7	12	14.8
Cornerstone Charter Academy-CFA	65	80.2	16	19.8	0	0	4	25	6	7.4
College Prep and Leadership Academy	28	47.5	31	52.5	0	0	13	41.9	8	13.6
Summerfield Charter Academy	68	79.1	18	20.9	0	0	9	50	9	10.5
Anderson Creek Club Charter School	22	59.5	15	40.5	15	40.5	0		0	0
Shining Rock Classical Academy CFA	29	82.9	6	17.1	0	0	0	0	6	17.1
The Mountain Community Sch	16	72.7	6	27.3	1	4.5	1	20	4	18.2

State of North Carolina Charter School Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
American Renaissance School	41	68.3	19	31.7	13	21.7	2	33.3	4	6.7
Success Institute Charter	3	23.1	10	76.9	3	23.1	4	57.1	3	23.1
Pine Lake Preparatory	109	87.2	16	12.8	0	0	13	81.3	3	2.4
Langtree Charter Academy	81	73	30	27	7	6.3	19	82.6	4	3.6
Summit Charter	12	52.2	11	47.8	0	0	9	81.8	2	8.7
Neuse Charter School	47	68.1	22	31.9	1	1.4	21	100	0	0
Children's Village Academy	6	33.3	12	66.7	2	11.1	3	30	5	27.8
Lincoln Charter School	123	86	20	14	14	9.8	4	66.7	2	1.4
Community Charter School	3	30	7	70	1	10	4	66.7	2	20
Sugar Creek Charter	75	50	75	50	38	25.3	2	5.4	35	23.3
Kennedy Charter	4	18.2	18	81.8	0	0	10	55.6	8	36.4
Metrolina Reg Scholars Academy	40	95.2	2	4.8	0	0	1	50	1	2.4
Queen's Grant Community School	64	76.2	20	23.8	3	3.6	12	70.6	5	6
Community School of Davidson	85	87.6	12	12.4	0	0	6	50	6	6.2
Socrates Academy	66	84.6	12	15.4	1	1.3	10	90.9	1	1.3
Corvian Community School	74	85.1	13	14.9	4	4.6	1	11.1	8	9.2
Aristotle Preparatory Academy	3	15.8	16	84.2	0	0	1	6.3	15	78.9
Charlotte Choice Charter	13	30.2	30	69.8	0	0	0	0	30	69.8
Invest Collegiate Transform	28	43.1	37	56.9	14	21.5	1	4.3	22	33.8
Bradford Preparatory School	46	70.8	19	29.2	7	10.8	8	66.7	4	6.2
Pioneer Springs Community School	23	57.5	17	42.5	9	22.5	8	100	0	0
Thunderbird Prep	54	79.4	14	20.6	11	16.2	1	33.3	2	2.9
United Community School	14	60.9	9	39.1	1	4.3	3	37.5	5	21.7
Charlotte Lab School	38	79.2	10	20.8	1	2.1	5	55.6	4	8.3
Queen City STEM School	27	75	9	25	3	8.3	4	66.7	2	5.6
VERITAS Community School, CFA	11	57.9	8	42.1	1	5.3	0	0	7	36.8
The Academy of Moore County	27	84.4	5	15.6	0	0	2	40	2	6.3
STARS Charter	31	68.9	14	31.1	14	31.1	0		0	0
Rocky Mount Preparatory	51	47.7	56	52.3	18	16.8	3	7.9	30	28

State of North Carolina Charter School Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Cape Fear Center for Inquiry	35	79.5	9	20.5	0	0	6	66.7	3	6.8
Wilmington Preparatory Academy	9	56.3	7	43.8	0	0	3	42.9	3	18.8
Douglass Academy	10	55.6	8	44.4	3	16.7	2	40	3	16.7
Island Montessori Charter	11	47.8	12	52.2	3	13	9	100	0	0
Gaston College Preparatory	49	51	47	49	0	0	11	23.4	22	22.9
Z.E.C.A. School of Arts and Technology	5	31.3	11	68.8	9	56.3	0	0	2	12.5
Orange Charter	18	85.7	3	14.3	1	4.8	0	0	2	9.5
The Expedition School	33	82.5	7	17.5	0	0	4	57.1	3	7.5
Arapahoe Charter School	31	70.5	13	29.5	4	9.1	3	33.3	2	4.5
Bethel Hill Charter	46	74.2	16	25.8	1	1.6	7	46.7	8	12.9
Winterville Charter Academy	38	51.4	36	48.6	0	0	7	19.4	29	39.2
Southeastern Academy	13	56.5	10	43.5	2	8.7	6	75	1	4.3
Thomas Jefferson Class Academy	100	93.5	7	6.5	1	0.9	1	16.7	5	4.7
Lake Lure Classical Academy	17	70.8	7	29.2	1	4.2	4	66.7	2	8.3
Millennium Charter Academy	45	71.4	18	28.6	0	0	4	22.2	14	22.2
Mountain Discovery	14	70	6	30	0	0	5	83.3	1	5
Brevard Academy	27	67.5	13	32.5	1	2.5	2	16.7	10	25
Union Academy	76	84.4	14	15.6	14	15.6	0		0	0
Vance Charter School	37	61.7	23	38.3	17	28.3	0	0	2	3.3
The Exploris School	23	76.7	7	23.3	0	0	4	57.1	3	10
Magellan Charter	62	91.2	6	8.8	0	0	5	83.3	1	1.5
Sterling Montessori Academy	65	90.3	7	9.7	3	4.2	2	50	2	2.8
Franklin Academy	89	71.8	35	28.2	29	23.4	6	100	0	0
East Wake Academy	67	69.8	29	30.2	14	14.6	14	93.3	1	1
Torchlight Academy	28	35.9	50	64.1	3	3.8	17	36.2	3	3.8
PreEminent Charter	25	36.2	44	63.8	0	0	14	31.8	30	43.5
Quest Academy	16	100	0	0	0	0	0		0	0
Hope Charter Leadership Academy	12	50	12	50	0	0	4	33.3	7	29.2
Casa Esperanza Montessori Charter School	41	82	9	18	0	0	4	44.4	5	10

State of North Carolina Charter School Report 2015-16 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher) ¹		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest ¹		Students exempt from mandatory retention in third grade for good cause ¹		Students who took and passed an alternative assessment approved by the SBE ²		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards ¹	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70670	57.9	51487	42.1	13684	11.2	16387	43.3	17630	14.4
Endeavor Charter	48	85.7	8	14.3	8	14.3	0		0	0
Triangle Math and Science Academy	62	84.9	11	15.1	0	0	3	27.3	8	11
Wake Forest Charter Academy	56	66.7	28	33.3	6	7.1	20	90.9	2	2.4
Cardinal Charter	83	76.9	25	23.1	2	1.9	13	56.5	8	7.4
Envision Science Academy	39	76.5	12	23.5	5	9.8	2	28.6	2	3.9
Haliwa-Saponi Tribal School	1	11.1	8	88.9	4	44.4	0	0	2	22.2
Two Rivers Community School	18	81.8	4	18.2	3	13.6	0	0	1	4.5
Dillard Academy	10	25.6	29	74.4	8	20.5	3	14.3	9	23.1
Wayne Preparatory Academy	42	50	42	50	3	3.6	22	56.4	15	17.9
Bridges Academy	11	55	9	45	2	10	2	28.6	5	25
Sallie B Howard School	44	47.8	48	52.2	2	2.2	22	47.8	24	26.1
Wilson Preparatory Academy	20	45.5	24	54.5	8	18.2	0	0	9	20.5
Wilson Preparatory Academy	24	60	16	40	13	32.5	0	0	3	7.5

¹ The denominator for calculating the required percentage is all students in membership at grade 3 for the first day of spring testing.

² The denominator is the number of students who did not demonstrate reading proficiency minus students exempt from mandatory retention in 3rd grade for good cause.

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a).

An overall review of the reading interventions used by each Local Education Agency (LEA) follows. The descriptions include the use of the basic requirements of the law, the use of the state portfolio system, various outside vendor products, digital resources, numerous reading curriculum programs, and explicit reading strategies.

Basic Requirements of the legislation:

1. Reading camps
2. Teacher selected based on demonstrated student outcomes in reading proficiency
3. Placement in transitional or accelerated reading classes
4. 90 minutes of daily, uninterrupted, evidence-based reading instruction
5. Monthly written reports to parents

Summary of explicit reading practices used throughout the state for retained students:

- Data notebooks and setting individualized goals
- Anchor charts
- Multi-Tiered System of Support (MTSS) framework
- Use of the Reading Foundations course provided to schools/districts through the Exceptional Childrens' Division at NCDPI
- Partnerships with students from Institutes of Higher Education (IHEs)
- Charting of standards for mastery
- Small group direct instruction
- Extended time in scheduled reading blocks of time (more than 90 minutes)
- During and after-school tutoring
- Individualized tutoring
- Individualized instruction and homework
- Explicit vocabulary instruction
- Additional intervention time outside of the 90-minute reading block
- Co-teaching with the Exceptional Children (EC), English Learners, Title I, Reading teachers
- Giving additional support to EL students
- Integrated reading into content areas
- Daily fluency practice with leveled text
- Use of content specific text
- Collaboration and planning between the classroom teacher and EC, English Second Language, Title I, reading specialists, and literacy coaches
- Use of the inclusion model
- Frequent parent conferences

- Pull-out intervention time
- Evidence-based open-ended questions
- Use of guided reading groups
- Focused literacy learning stations for independent work
- Daily small group remediation
- After-school test prep
- Read alouds
- Shared reading
- Reader's theater
- Planning/implementing interventions based on data analysis using multiple sources
- School literacy coach providing support to all teachers
- Use of SchoolNet and released test items
- Progress monitoring students between benchmarks
- Communication with parents
- Cross grade-level grouping
- Vertical planning
- Vocabulary notebook
- Differentiation for interventions
- Fluency checks and practices
- Text-dependent response to reading
- Flexible grouping
- Use of leveled texts
- Balanced literacy – shared, guided, read alouds, independent, and word study
- Paired reading
- One-to-one initiatives (Kindle Fire)
- Explicit instruction on comprehension strategies
- Daily read alouds with discussions about text
- Professional Learning Communities (PLC) and collaboration
- Think alouds
- Integrated work with other teachers (art, music, media)
- Curriculum nights and parent workshops
- School academic coaches that support all teachers
- After-school and Saturday-school tutoring
- Emphasis on building vocabulary
- Cooperative learning process
- One-to-one conferencing with students
- Reduction of class size for transition classes
- Computer-based instruction
- Word family and spelling patterns
- Self-selection of text
- Use of retired teachers to help with tutoring small groups and individuals
- Modeling and scaffolding
- Gradual release of responsibility to students
- Choral reading

- Use of Cloze reading passages
- Poetry practice
- Echo reading
- Fluency phrases and passages

Summary of reading strategies mentioned in reading intervention reports:

- Activating prior knowledge through journaling
- Anticipation guides
- Questioning
- Graphic organizers
- Written response rubrics
- Timed reading
- Close reading
- Self-monitoring
- Writing about reading
- Reader's theater
- Question-Answer Relationship (QAR)
- Anchor charts
- Repeated reading
- Visualizing
- Story maps
- Predicting
- Inferring
- Word maps
- Using context clues
- Retelling
- Summarizing
- Note taking
- Thinking maps
- Comparing and contrasting
- Chunking
- Making connections

The individual Reading Interventions report for each LEA follows.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Alamance-Burlington School System LEA Number: 010

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

LLI K

its and books

FUNdations

Reading Eggs

Read Live

Edsphere

HELPS - fluency

Double Dose of Guided Reading

Soar to Success

Extra support from EC with Corrective Reading

Squire - phonics program

2. Indicate the number of first and second grade students who attended reading camp.

a. 1st Grade: 318; 2nd Grade: 352; Total: 670

3. Sign and date the form.

Will C. Han
LEA Superintendent

8/1/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Alexander County Schools LEA Number 020

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Burst Program

Daze Practice-Intervention Central

FCRR-Phonics, Fluency, Vocabulary, Comprehension Fluency, Time Reading

6 Syllable Types

3D-Now What Tools

Reading Foundations Strategies

Small group direct instruction

Extended reading block

After school tutoring

Extra intervention time

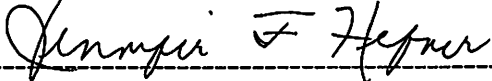
Moby Max

STAR

SRI

2. Indicate the number of first and second grade students who attended reading camp. 132

3. Sign and date the form.



LEA Superintendent

8/3/16
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

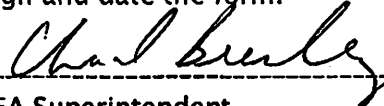
LEA Name: Alleghany County

LEA Number 030

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

No students were retained in Alleghany County Schools regarding RTA guidelines.

2. Indicate the number of first and second grade students who attended reading camp. 42
3. Sign and date the form.



LEA Superintendent

August 10, 2016
Date

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Anson County Schools LEA Number: 040

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

One-on-One instruction

Accelerated Reader

Additional small group instruction above & beyond scheduled literacy block

Co-teaching

Differentiated instruction in small groups

Supplemental computer programs; FastForWord & Classworks

Florida Center for Reading Research activities

Individualized homework based on mClass progress monitoring

Leveled readers

Online program – www.learnzillion.com

Reading Anthology and Reading/Writing Workshop

Reading 3D activities

Reading Wonders – Tier 2 activities

Workstations & Centers

Your Turn workbook

2. Indicate the number of first and second grade students who attended reading camp.
1st - 107, 2nd - 114 = 121 total

3. Sign and date the form.

Michael H. Greener

LEA Superintendent

7-28-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Ashe LEA Number 050

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Corrective Reading (SRA)

i-Ready (Curriculum Associates)

Intensive Reading Intervention Program (Scott Foresman) - My Sidewalks

RAZ Kids

Reading A-Z

Vocabulary A-Z

Scholastic Reading Skills Kit

Pair-It Books

Words Their Way

Reading 3D

Bilingual Book Program

2. Indicate the number of first and second grade students who attended reading camp. 87

3. Sign and date the form.

Phyllis Yates
LEA Superintendent

8-29-2016
Date

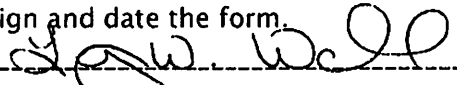
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Asheboro City School System LEA Number: 761

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Daily reading support for an additional 25 minutes on grade 3 Journey's Program.
 - Guided Reading Plus: This intervention allowed for double dipping in guided reading. Some groups had instruction provided by classroom teacher, some by the reading specialist, some by ESL teachers, and others by tutors or IAs.
 - Increased the time allotted for the literacy block – each student received at least 90 minutes of reading instruction, while most received 120 plus minutes.
 - Incorporated an inclusion model for EC and ESL students in the regular classroom during literacy blocks.
 - After school tutoring offered in literacy that focused on fluency, comprehension, and power standards.
 - Intervention block (30 minutes every day) offered for all students—focusing on deficits as identified by benchmarks and other common assessments.
 - ExC–ELL vocabulary strategies were used in 3–4 Transition Classrooms.
 - 30 minutes of whole class mini lesson which focused on the 4th grade reading objectives.
 - 20 minutes Guided Reading instruction on the student's reading level with their classroom teacher.
 - 20 minutes Guided Reading instruction with a Reading Facilitator in an inclusion setting.
 - 20 minutes whole class Novel Study. Students were exposed to grade level text and participated in classroom discussions and vocabulary around these texts.
 - 45 minutes of an EC Reading Program (Corrective Reading) for identified EC students with a retained reading label.
 - Parent education classes were offered for at-risk students, three times per year that focused on helping students with targeted reading skills.
2. Indicate the number of first and second grade students who attended reading camp. 179
3. Sign and date the form.



LEA Superintendent

8/29/16

Date
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report 2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Asheville City Schools

LEA Number: 111

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

1. Leveled Literacy Intervention (LLI)
2. JustWords
3. Comprehension Strategy groups focusing on specific CCSS
4. Explicit vocabulary instruction
5. Mega Words
6. Compass Learning (technology)

campers: 1ST 61 2ND 41 Total - 102

2. Sign and date the form.

Pamela Bala *5/11/16*

LEA Superintendent Date

3. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Avery County Schools LEA Number 060

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Avery County Schools had 5 students retained following the 2014–15 school year as part of Read to Achieve and placed into $\frac{3}{4}$ transition classrooms. The retention took place following a four week summer school and unsuccessful attempts to pass the RtA assessment, as well as the 3rd grade reading portfolio. Each student in the $\frac{3}{4}$ transition classrooms was scheduled for 90 minute blocks of uninterrupted instruction, received tutoring in either Wilson, HillRap, and/or Great Leaps. Additional supplemental strategies from the Florida Center for Reading Research were also implemented throughout the classrooms. The students' teachers frequently contacted parents as part of the collaborative effort to meet the students' learning needs. On a district support level, teachers from every elementary school are enrolled in a reading cohort through Appalachian State University in efforts to improve reading instruction and intervention.

At the conclusion of the 2015–16 school year, 26 1st graders and 25 2nd graders attended summer camp in a proactive effort to improve student reading levels.

Reading Interventions Report
2015–16 School Year

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LEA Name: Beaufort County Schools LEA Number 070

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small Group Instruction
 - Phonics
 - Fluency
 - Sight Words
- Whole Group Instruction
- Reading Eggs/Eggspress
- SRA
- HILLRAP
- SQUIRT/DEAR
- Transition Classroom – 90 minute block
- Guided Reading Groups
- Study Island
- Literacy Stations
- ESL
- Text Talk
- Integrated Reading into Subject Areas

2. Indicate the number of first and second grade students who attended reading camp. 225

3. Sign and date the form.



LEA Superintendent

8/5/16

Date

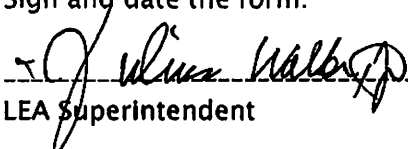
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year


The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Bertie County Schools_____ LEA Number_____080_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - ✓ Every student in the elementary schools receive 90 minutes uninterrupted ELA block. The items listed below are interventions used in conjunction with the 90 minutes uninterrupted ELA block:
 - Corrective Reading Strategies (45 minutes per day)
 - After school tutoring four days a week
 - Extra remediation (24 days during intercession blocks)
 - Small group with Title 1 tutor daily
 - Use of STAR assessments for formative benchmarking and monitoring
 - Intensive classroom interventions through small group guided practice with 4th grade teacher
 - Intensive reading interventions provided by additional team teacher during the school day
 - Flex-Group (daily) according to standard needed
 - 21st Century Afterschool services available for all $\frac{3}{4}$ transitional students
 - Additional digital resources (on student's needed level) to accelerate vocabulary skills
 - Uninterrupted 30 minutes of small group instruction led by teacher
 - In school tutoring 30 minutes with certified staff
 - In school tutoring 45 minutes with tutor as of March 2016
2. Indicate the number of first and second grade students who attended reading camp. ____58____
3. Sign and date the form.



LEA Superintendent



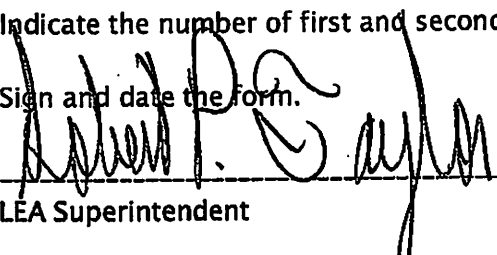
Date
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Bladen County Schools

LEA Number 090

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Small Group Instruction - differentiated intervention time to teach foundational and comprehension skills using Burst and the Reading Wonders Curriculum
 - mClass Reading 3D Data - data reports from Dibels / mClass Reading 3D (*What Next Tools - Small Group Advisor - Item Level Advisor*) used to plan and implement differentiated, teacher-centered, intervention lessons and skill focused stations that teach and reinforce the taught and tested grade level curriculum standards
 - Standards Based Assessments - third grade passages, reinforcement of comprehension and vocabulary skills; Schoolnet and released test items from NCDPI website
 - Accelerated Reader - goal setting for individual students to improve comprehension skills
 - STAR Assessments - formative benchmarking and progress monitoring
 - Small Group Intervention - differentiated instruction in reading, science, and social studies
 - SPIRE - curriculum used specifically with exceptional students
 - Progress Monitoring - regular assessment of student progress to drive instruction
 - Parent Progress Reports - parent conferences; student-led conferences; Home Connect Letters from mClass, and weekly progress reports from teachers
 - Collaboration with EC Staff - regular education/EC teachers use SMART goals to develop IEP
 - Cross Grade Level Grouping - flexible heterogeneous and homogeneous groupings of students to provide implicit and explicit instruction in the reading content area
2. Indicate the number of first and second grade students who attended reading camp. 126
3. Sign and date the form.



LEA Superintendent

8 August 16

Date
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Brunswick County Schools LEA Number 100

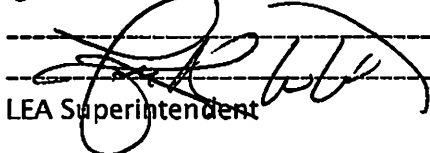
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Daily intervention time of 45 minutes in small groups with practice and application of skills (utilization of Title I teacher and/or Literacy Teacher)
- Intense small group differentiated intervention
- mClass progress monitoring
- fluency checks
- a portfolio with designated reading passages related to standards, per NCDPI
- Florida Center for Reading Research
- Written Response to Reading
- A variety of strategies were implemented in literacy instruction including: graphic organizers, written response rubrics, timed reads, close reading, self-monitoring, question-answer relationships, anchor charts, repeated readings, and modeling
- Whole Brain Teaching Strategies
- Reading A-Z
- Learning Focus Lesson Planning/Graphic Organizers/Vocabulary Strategies
- iReady (NC Ready Books) completed three diagnostic assessments and lessons based on areas of need, completed 25 lessons over 14 hours with a pass rate of 40%
- Words Their Way
- Raz Kids
- 90 minutes of uninterrupted daily instruction for reading
- SRA program

2. Indicate the number of first and second grade students who attended reading camp. 317

1st= 178 & 2nd= 139

3. Sign and date the form.

 8-15-16
LEA Superintendent Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Buncombe LEA Number 110

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Listed below are examples from each of the 21 schools in Buncombe County with a 3rd grade. Not all of these interventions were applied at each school. Items 1–3 were provided at each school.

1. Uninterrupted 90 minute block for reading instruction per day
2. One-on-one and small group instruction
3. Monthly written reports detailing each student's progress towards specific reading proficiency
4. Leveled Literacy Intervention (LLI)
5. Reading 3D/mClass provided by Title 1 funds to target specific skill deficits in a one-on-one setting to monitor student performance (all but 1 school)
6. Lexia Core 5 for diagnostic purposes
7. Use of specific volunteer tutors to work with students in small groups and one-on-one
8. WIN (What I Need) Reading groups in addition to the 90 minute reading block
9. Wilson Reading Program
10. Focused intervention block based on common formative ELA assessments for 30 minutes daily (in addition to the 90 minute block)
11. Provide 45 minutes of Title I intervention in a small group using Fountas and Pinnell LLI in addition to the 90 minute reading block
12. Students kept their own data notebooks to graph and document their progress towards their goals
13. ED Sphere

2. Indicate the number of first and second grade students who attended reading camp. 431

3. Sign and date the form.


LEA Superintendent

7/21/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Burke County Public Schools

LEA Number 120

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

The majority of our students in Burke County Schools were placed in fourth-grade transitional reading classes. These students received a minimum of 90 minutes of uninterrupted reading instruction. They were given small-group reading instruction with a variety of leveled text at their instructional reading level, whole group reading instruction with McGraw-Hill Treasures at the fourth grade level, and additional research-based interventions as indicated by mClass benchmark data. These interventions were provided by classroom teachers, Reading Specialists, and teachers of Exceptional Children and English Language Learners. Interventions consisted of the following, dependent upon each school's subscriptions and specific student needs:

- mClass item analysis' suggested activities from Burst Reading, etc.
- McGraw Hill Triumphs Comprehension Intervention Program
- McGraw Hill Treasures Tier 2 Supplemental Intervention Materials
- Intervention Activities from Florida Center for Reading Research
- Reading A-Z Intervention Resources/RAZ Kids Individualized accounts
- Orton-Gillingham Phonics
- Ticket to Read, the self-paced online program for foundational skills, fluency, vocabulary, and comprehension
- SchoolNet Instructional Resources, at the student's instructional level

These students were progress monitored with mClass measures, in accordance to their specific area of need and suggested frequency of monitoring. Instructional practices were adjusted as needed, based upon the data collected.

2. Indicate the number of first and second grade students who attended reading camp. 390
3. Sign and date the form.



LEA Superintendent

8-22-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Cabarrus County Schools LEA Number 130

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Cabarrus County Schools reviews a variety of data sources from a comprehensive balanced assessment system that includes Discovery Education, Reading 3D, iReady, student grades, reading camp performance, the BOG, EOG, Read to Achieve assessment results as well as observation assessment data. Through a review of these data sources, students may receive one or more of the following interventions based on their specific instructional needs:

- Additional Guided Reading instruction built around specific student needs using Fountas and Pinnell's *Continuum of Literacy Learning*
- Small group reading instruction using Fountas and Pinnell's *Leveled Literacy Intervention*
- Targeted, small group reading instruction using the *Florida Center for Reading Research* resources
- Targeted, individual support using assigned lessons in *iReady* and teacher coaching
- Small group lessons on phonics, phonemic awareness, and sight words using the Center for the Collaborative Classroom's *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*
- Additional vocabulary instruction using the Collaborative Classroom's *Words in Action*
- *Reading Mastery* or *Corrective Reading* as appropriate

2. Indicate the number of first and second grade students who attended reading camp. 604

3. Sign and date the form.


LEA Superintendent

August 10, 2016
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Caldwell County_____

LEA Number _____140_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Level Literacy Interventions

Language!

Read Naturally

Sonday

iReady Reading Interventions

Florida Center for Reading Research Activities

Reading Rockets

Reading : A to Z

Quick Reads

Harcourt Accelerated Reading Instruction

Imagine Learning

Letterland Interventions

Intensive small group instruction on up to three foundational reading skills three to five times per week for 15 to 45 minutes

Study Island

2. Indicate the number of first and second grade students who attended reading camp. ____Caldwell County had 124 first & 157 second graders attended the reading camp._____

3. Sign and date the form.

_____5/16/2016

LEA Superintendent

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Camden

LEA Number__150_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Students who were retained in 3rd grade were given intense reading remediation. They were given 90 minutes of uninterrupted reading instruction. This time concentrated on components of the Wilson Reading Program with a very strong focus on phonics, fluency, and comprehension.

Computerized Instruction using the Programs Razz Kids, Reading Eggs, and Study Island and were also implemented into their reading block. Each of these programs were base on individual student needs according to their reading 3D progress monitoring and benchmark testing.

These research based strategies were implemented through whole group, small group (less than 5 students) and one on one. A teacher assistant assisted the teacher to help implement the intervention strategies.

These students also read with a volunteer one time a week (one on one). Students attended inhouse reading tutoring for 45 minutes during school day (one time every seven days.) They also attended after school tutoring one day a week for 3 months. (1 $\frac{1}{2}$ months in October/November and 1 $\frac{1}{2}$ months in April/ May.)

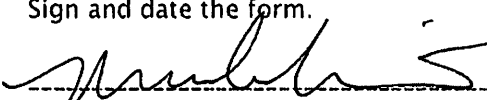
In addition to the regular classroom curriculum and intervention strategies, these students practiced the State Instructional reading portfolios passages with the teacher in whole group and small group. These students also worked on their individual portfolio pieces 2 to 3 times a week from September to May.

Reading Interventions Report
2015-16 School Year

2. Indicate the number of first and second grade students who attended reading camp.

---43-----

3. Sign and date the form.



LEA Superintendent

8/29/16

Date

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Reading Interventions Report
2015–16 School Year

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LEA Name: Carteret County Public Schools LEA Number 160

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small group instruction with Reading Specialist
- Small group instruction with classroom teacher
- SPIRE
- Read 180
- Rewards
- Read Naturally
- Leveled Literacy Intervention
- iReady (at one school)
- iStation (at one school)

2. Indicate the number of first and second grade students who attended reading camp. 199

3. Sign and date the form.

LEA Superintendent

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

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LEA Name: Caswell County Schools

LEA Number: 170

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Students with a reading retained label were placed in $\frac{3}{4}$ transitional classes.

Interventions provided may include:

- Reading instruction on student's guided reading level
- SRA
- Corrective reading
- Journeys
- 90-minute reading block
- Remediation in reading in addition to the 90 minutes of classroom reading instruction
- Guided reading

2. Indicate the number of first and second grade students who attended reading camp. 147
3. Sign and date the form.



LEA Superintendent

8-29-16

Date

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Reading Interventions Report
2015–16 School Year

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LEA Name: Catawba County LEA Number 180

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{1}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Guided Reading Groups – Teachers utilized Balanced Literacy within the guided reading block. Students participate in literacy stations that focus on phonetic awareness, phonics, vocabulary, fluency, and written comprehension.

Leveled texts using Close reading strategy – Students work in small groups to complete close reads and discuss vocabulary and text.

Fountas and Pinnell reading kits – Students participate in small group instruction of reading texts to target skills to increase fluency and comprehension.

Words Their Way – Students work with words to gain word meaning and build understanding of base words and word parts. This knowledge increases fluency from recognition of word patterns.

Daily fluency practice with leveled text – 6 minute fluency packet to build word knowledge

Seeing Stars – Students, within small groups, participate in systematic phonetic awareness and phonics instruction from individual letter sounds to multisyllabic words.

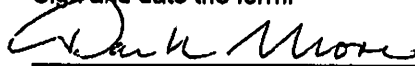
Visualizing and Verbalizing – Students participate in small group instruction in creating visual images based on text to build comprehension.

Comprehension Groups – Students participate in reading leveled text to answer standard specific questions. Students learn to utilize strategies to analyze the text in finding answers to the questions.

Edsphere – Independent student learning opportunity where students read leveled informational text and answer comprehension questions. Students also learn vocabulary in context of the text.

2. Indicate the number of first and second grade students who attended reading camp. First Grade – 218 and Second Grade - 224 Total first and second - 442

3. Sign and date the form.


Dar K. Moore 8/3/2016
LEA Superintendent Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Chapel Hill Carrboro City Schools LEA Number: 681

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

RtA Students (K-3) Receive the Following Interventions when Applicable in addition to core instruction:

Leveled Literacy Intervention Provides:

- Explicit instruction on comprehension strategies.
- Explicit instruction on the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.

Corrective Reading Intervention:

Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level. The program includes four sequential levels that address students' decoding skills and six sequential levels that address students' comprehension skills. The levels are designed to target students who need assistance with particular types of reading skills based on the results of Corrective Reading placement tests.

http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/corrective_reading/index.asp

Foundations Intervention:

A systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Fountas and Pinnell Guided Reading:

The Eight Components of Guided Reading (2010) align with the key tenets of the Common Core State Standards:

1. Complex, high level reading comprehension is the goal of guided reading instruction.
2. Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty.

Reading Interventions Report
2015–16 School Year

3. Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers.
4. Guided reading provides explicit instruction in accurate, fluent reading.
5. Guiding reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction.
6. Guided reading lessons include teaching that expands students' ability to apply the concepts of print, phonological awareness, access to rich vocabulary, and accurate, fluent reading to the processing of print.
7. Guided reading lessons invite students to write about reading.
8. Guided reading lessons create engagement in and motivation for reading.

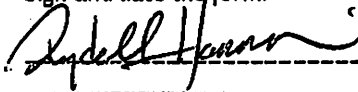
Small Skill Group Instruction:

Small group instruction typically occurs during independent work after a whole class session or mini-lesson. The teacher provides additional support to a small group of students on a specific learning objective. These groups consist of 2-4 students and provide students with additional guided instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check continuously for student understanding.

Interventions are 30-45 minutes in addition to core instruction, with a focus on phonics, oral comprehension and written comprehension. These interventions are provided by teachers, interventionist, literacy coaches, and EC/ESL specialist.

2. Indicate the number of first and second grade students who attended reading camp. 71st Graders and 75^{2nd} Graders, Total: 146

3. Sign and date the form.

 8/1/16

LEA Superintendent

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Charlotte-Mecklenburg

LEA Number: 600

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- LLI
- Compass Learning
- Elkonin Boxes
- SRA Kaleidoscope
- Orton-Gillingham
- FCRR resources
- Reading Mastery
- Y-Readers
- Wilson Reading
- Lindamood Bell
- Raz-Kids
- Achieve 3000

2. Indicate the number of first and second grade students who attended reading camp.

Grade 1 – 489 Grade 2 – 506

3. Sign and date the form.



LEA Superintendent



Date

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Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Chatham County Schools LEA Number: 190

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

See full documentation here for each school:

<https://docs.google.com/document/d/15ogzWKfXTcrQKgtV70COvRjycEBOQfMI1r6G3D3kef4/edit?ts=57a9008e>

LLI- Leveled Literacy Intervention
Hill Rap- The Hill Center
Orton-Gillingham
Recipe for Reading
Small groups with reading teachers
Co-teaching support with ESL support staff and EC staff
Repeated Reading and other Fluency interventions
HELPS fluency practice
Classworks direct instruction modules
Foundations
Achieve 3000 for comprehension practice and writing practice
Various Literacy strategies from the Florida Center for Reading Research

2. Indicate the number of first and second grade students who attended reading camp.

First Grade: 214

Second Grade: 214

Third Grade: 150

3. Sign and date the form.



LEA Superintendent

Date

8/15/2016

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

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LEA Name: Cherokee County LEA Number 200

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).
 - Reader's theater for fluency
 - Sound and decoding instruction
 - Differentiated instruction targeted to meet student needs
 - Word wall activities
 - Vocabulary
 - Matching words with definitions
 - Using words in conversation
 - Sight words
 - Movement (punch out, march, clap, etc.)
 - Sing words
 - Daily 5 Reading Model
 - Six minute Solution
 - Read Works
 - Wordly Wise
 - Individualized Reading Activities as suggested by MClass
 - Small Group Instruction to target specific needs
 - Reading Café Model Instruction
 - Graphic Organizers, Story Maps (multiple formats for various elements of reading) to aid comprehension. 5 W Graphic Organizer
 - Prior Knowledge Activities Prior to Reading: Activities provided from Intervention Central
 - Individualized Language Interventions (including describing details in a picture, categorizing, identifying)
 - National Geographic Explorer & Scholastic News informational text comprehension strategies
 - Teachers Pay Teachers Close Reading Packets (comprehension)
 - SRA
 - Florida Central for Reading Research Activities
 - Synonym Dominoes
 - Vocabulary bingo

**Reading Interventions Report
2015–16 School Year**

- Opposites attract
- Synonym-Antonym Connections
- Homophone Hunt
- Spin Sort
- Compound Words
- Affix Match
- Word Wrap
- Homographs
- Word Dissect
- Wonder Stories (comprehension)
- Vocabulary
 - Word parts
 - Word knowledge
 - Word meaning
 - Morphemic elements
 - Word analysis
 - Words in context
- Learning Well Games on:
 - Predicting outcomes
 - Context clues
 - Reading between the lines
 - Getting the main idea
 - Following directions
 - Inference
 - Sequence
 - Figurative Language
 - Drawing conclusions
 - Fact or Opinion
- Reading Eggs
- Anchor Charts
- MSV Analysis
- Data notebooks listing specific interventions
- Wilson Language Fundamentals Program
- Students were placed in a 4th grade accelerated reading class and participated in portfolio development

2. Indicate the number of first and second grade students who attended reading camp.
__94__

3. Sign and date the form:


LEA Superintendent

8-18-16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Clay County Schools LEA Number 220

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

N/A for 2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 33

3. Sign and date the form.


LEA Superintendent

8/29/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Cleveland County Schools

LEA Number 230

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

School	Number of Students	Research-based Interventions Provided
Bethware	0	<u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • Reading Focused books with activities align with the standards • Reading Focused Kit • Reading Focused games(vocabulary,prefix, suffix,anatomy and synonym. • Released EOG Reading Passages • Reading Portfolio Samples(RTA) • Read Live (computer)
Boiling Springs	3	<u>Reading Interventions provided during the 15-16 school year:</u> <ul style="list-style-type: none"> • Read Naturally, FCRR interventions on fluency and comprehension • One- on- one practice with instructional passages. <u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • Read Works reading passages • Reading Portfolio Sample Set (RtA) • Released EOG reading stories • Harcourt small readers (with TRC questions we wrote) • Fountas and Pinnell readers (with TRC questions) • Learning Well Reading Games (from Title 1- ex. reading for details, main idea, and sequencing) • read aloud- discussing vocabulary
Casar	1	<u>Reading Interventions provided during the 15-16 school year:</u> <ul style="list-style-type: none"> • Read Live as an intervention • Teacher directed leveled readers (LLI) • One-on-one practice with instructional passages <u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • Guided Reading Instructional level with written response guided practice - focus on summary, main idea, character traits, character feelings, text features in nonfiction texts (Fountas and Pinnell) • Read Live - high interest nonfiction focus on oral reading fluency and comprehension skills including main idea, and retell (summary) This program also includes

Reading Interventions Report
2015-16 School Year

		<ul style="list-style-type: none"> vocabulary building Raz-Kids – high interest fiction and nonfiction with choice of books for students – provides fluency practice, comprehension skills focus on problem/solution, cause/effect, author's purpose----also helps with building vocabulary
East	0	
Fallston	11	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> Read Naturally One-on-one practice with instructional passages <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> Fluency practice Vocabulary word work (FCRR website materials) Using context clues to determine the meaning of unknown vocabulary Inference game (FCRR website) Graphic organizers used for supporting main idea and/or central message related to instructional passages
Graham	2	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> Read Naturally Sonday <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> Spotlight on Comprehension – skills: identifying detail, main idea, compare/contrast Fluency passages – sight words, chunking cards Florida Interventions – fluency (more with phrasing) readworks.com passages Journal writing Instructional passages to work on specific standards Began a novel unit How To Eat Fried Worms
Grover	4	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> Read Naturally~ in Title I Fluency Practice Guided Reading- Leveled Literacy Materials <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> Small group intervention – working a specific standards and needs using games, computer and one on one with Teacher and TA Guided reading Direct instruction Fluency practice Interactive Read Aloud
James Love	8	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> TRC question stems Stop think, pair, share 6 minute fluency Gate program

Reading Interventions Report
2015-16 School Year

		<ul style="list-style-type: none"> • Leveled text • Sight word work • Blending words/activities • Spotlight on Comprehension • Learning A to Z <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> • Spotlight on Comprehension • Research on computer and with nonfiction books and notetaking skills • Fluency practice along with summarizing • Centers with High interest nonfiction text such as brochures, newspaper, magazine articles, and web pages on the same topic with comprehension practice, reading games: context clues, inferencing, main idea, sequencing, etc. and SSR • Practiced in multiple ways with instructional passages for RTA • Summarizing skills with library books (summarize one page out of the book and rotate to different books) • Read aloud the novel Hatchet • Readers Theater • Following directions activities • Integrated behavior strategies to motivate
Jefferson	0	<p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> • Mini lessons on vowel patterns, sounds, structures. • Mini lessons on vocabulary: mainly how to substitute one word for another, read around using context context clues. • Reading aloud. Coaching/modeling good reading. • Repeated readings, focusing on both accuracy and fluency. • Texts from Spotlight on Comprehension to practice repeated readings and for monitoring reading for understanding.
Marion	5	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> • Title 1 services -daily for 45 minutes once identified • Inclusion • Co-teaching with Title I Teacher • After-school tutoring <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> • Daily whole group instruction, small group learning activities, 1-on-1 support (all based on focused skill over 2-3 days, such as Main Idea) • Guided reading (based on student's EOY TRC reading level) • Balanced literacy centers (4 centers daily; two centers led by teachers and two independent student centers) • Writing about reading (using a rubric for self checking) • Test taking strategies with practice passages on grade level • Raz Kids (book on tape, answering questions about the text)

Reading Interventions Report
2015-16 School Year

		<ul style="list-style-type: none"> • Brain Pop (free videos based on lesson of the day) • Fluency practice (on grade level and on student's individual level, such as tongue twisters, short passages, timed readings, etc.) • Readers theatre for expression and understanding character development in a story • Vocab games based on third grade text • Fixing sentences (capitalization, punctuation, spelling) for grammar practice • - Scavenger hunt for nonfiction text features/ center for understanding significance of text features •
North	2	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> • Read Naturally • FCRR interventions for fluency and comprehension • one-on-one practice with instructional passages. <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> • Harcourt Trophies Intervention Kit • Fluency Builder • Vocabulary Builder
Springmore	9	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> • Guided Reading Leveled readers • Fluency & comprehension activities from FL center for reading research • Readworks passages • Smartboard interactive games • GATE • Read Naturally. • Read Naturally Encore <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> • Guided Reading Leveled Readers • Reading Passages • Fluency and Comprehension Activities from Florida Center for Reading Research • Readers Theatre Scripts • Specific Skill Builders Story Cards with Questions • Reading Comprehension Skill Based Board Games • Ipad Apps for Reading Comprehension • Mr. Nussbaum Website
Township Three	5	<p><u>Reading Interventions provided during the 15-16 school year:</u></p> <ul style="list-style-type: none"> • Guided Reading library materials from Scholastic • Short Reads from Scholastic • Title 1: Soar to Success, Read Naturally, Sondag • Instructional DPI passages • Pebble Go • Reading A-Z activities • Cold Read materials from TPT • Reading Eggs

Reading Interventions Report
2015-16 School Year

		<ul style="list-style-type: none"> • Novel Studies with various grade level appropriate novels • LLI - Leveled Literacy Interventions <u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • Focused Reading Interventions • Reading Eggs- Online intervention
Union	5	<u>Reading Interventions provided during the 15-16 school year:</u> <ul style="list-style-type: none"> • Guided Reading • Reading Passages • Read Naturally • Fluency and Comprehension Activities from Florida Website • Ipad Comprehension Games • Readers Theatre <u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • Read Naturally • Guided Reading with Leveled Readers • i-Ready • Raz-Kids • ReadWorks.org passages
Washington	0	
West	0	<u>3rd Grade Reading Camp Interventions:</u> <ul style="list-style-type: none"> • TRC questions :problem/solution, main idea with supporting details, beg/middle/end, cause/effect, etc. • District Created Support Resources

2. Sign and date the form.

LEA Superintendent

Date

08/15/16

3. Submit this form by close of business on **September 1** via email to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Campers: 1ST 160
2ND 227
Total 387

Reading Interventions Report
2015–16 School Year

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LEA Name: Clinton City Schools_____ LEA Number: 821

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).


Fountas & Pinnell
IReady Common Core Workbooks
Reading Street RTI Kits
Reading Street My Sidewalks

2. Indicate the number of first and second grade students who attended reading camp. _____

51 First Grade Students

58 Second Grade Students

3. Sign and date the form.



LEA Superintendent

8/30/2016

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

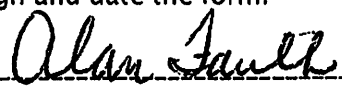
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Columbus County Schools LEA Number 240

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Daily data driven interventions conducted by the classroom teacher
 - Formative & summative data used to determine standard mastery.
 - SuccessMaker (technology based) was used as a supplemental instructional tool to help fill gaps of previously learned skills.
 - Targeted schools used tutors for additional instructional sessions targeting strands not mastered.
 - All hands on deck approach (arts, pe, electives, etc), each employee has a task or group of students in which strategic instruction is planned.
 - Charting of standards for mastery as instruction is administered has been crucial.

2. Indicate the number of first and second grade students who attended reading camp. 185

3. Sign and date the form.



LEA Superintendent

8-30-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015-16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Craven County Schools LEA Number 250

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Leveled Literacy Intervention
- SRA Reading (Reading Mastery and Corrective Reading)
- Spire
- Burst
- FCRR folder activities (for phonics, fluency and comprehension)
- Wilson Reading Program
- Guided Reading (or other targeted small group instruction)
- Words Their Way
- Graphic organizers
- Learning Together
- Classworks

Grade 1 = 103
Grade 2 = 220
Total = 323

2. Indicate the number of first and second grade students who attended reading camp. 323

3. Sign and date the form.


LEA Superintendent

8/15/2016

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Cumberland County LEA Number 260

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

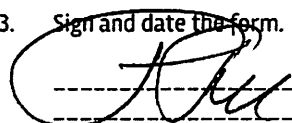
Students with a retained reading label received targeted small group instruction with a focus on specific standards using a variety of resources, to include but not limited to the following:

- Ready NC 3rd grade reading materials
- Ready NC 4th grade reading materials
- iReady lessons and diagnostic (training provided)
- Access to Teacher Toolbox
- Portfolio Passages

Students participated in remediation groups using push-in, pull out, and/or after-school models.

Students also were given additional support in specific areas of phonics, vocabulary, and comprehension using the iReady program.

2. Indicate the number of first and second grade students who attended reading camp. 666
3. Sign and date the form.



LEA Superintendent Aug 30, 2016 Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

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LEA Name: Currituck County Schools LEA Number 270

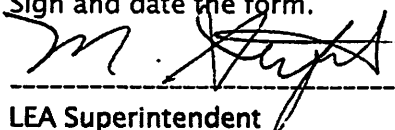
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Students placed in a 3/4 transition class during the 2015–16 school year received the following reading interventions:

- *Daily guided reading instruction using text at their instructional level (Fountas and Pinnell)*
- *Small group instruction focusing on structure of fiction/non-fiction texts*
- *Daily writing instruction w/ small group support focusing on developing Text Dependent responses to reading*
- *Small group intervention instruction/practice for building vocabulary, fluency and phonics based on Dibels data*
- *Small group intervention instruction focusing on comprehension strategies such as:*
 - *Predicting/Activating Prior Knowledge*
 - *Questioning*
 - *Visualizing*
 - *Monitoring/Self Correction (Does that sound right? Make sense?)*
 - *Inferring*
 - *Retelling/Summarizing/Responding to the text*
 - *Making connections (text – text; text – self, text – world)*

2. Indicate the number of first and second grade students who attended reading camp. 88

3. Sign and date the form.


LEA Superintendent

8/31/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

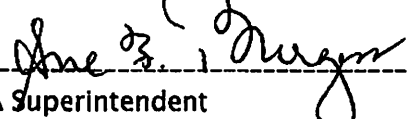
LEA Name: _____ Dare _____ LEA Number _____ 280 _____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Individualized computer-based instruction
- Modeling - reading behaviors, fluency, written responses
- Pre-reading (Academic vocabulary)
- Graphic organizers
- Evidence-based discussions
- Leveled Literacy Intervention
- MClass suggested reading interventions
- Close Reading Strategy
- Phonemic Awareness Instruction
- Activation of Prior Knowledge to make connections
- READ 180 program interventions
- Word family and spelling pattern recognition
- Word decoding and deconstruction to build automaticity
- Building academic vocabulary (Marzano's program)
- Use of context clues to determine meaning of vocabulary
- "Text talk" approach to build vocabulary
- Reading phrases-increasing ability to chunk words together
- Reading with accuracy-cold reads and oral reading inventories were used to increase this
- Reading with prosody and expression (Readers' Theater)
- Wide reading in which the student self-selects as in in Daily Five model
- Silent sustained reading to increase stamina
- Anticipation guides to teach students what to look for in text
- Prediction strategies
- Think-alouds to increase comprehension of text

2. Indicate the number of first and second grade students who attended reading camp. __135__

3. Sign and date the form.



LEA Superintendent

8/8/16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

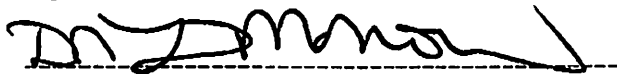
LEA Name: ____Davidson County Schools____ LEA Number ____290____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small Class Setting
- Reading Plus (Adaptive Reading Software)
- Targeted Remediation and Intervention
- Class Works
- Literature Circles
- Leveled Literacy Interventions

2. Indicate the number of first and second grade students who attended reading camp.
____Total—334____(Grade 1--156 and Grade 2--178)

3. Sign and date the form.



LEA Superintendent

____8/29/2016____
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Davie County Schools **LEA Number:** 300

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

All of our 4RR students had extra time (30–60 minutes) with Reading Specialists in addition to the strategies listed below. Each school placed these students with one of the teachers from the RtA summer camp who used A+ Arts Integrated and Active Learning strategies in their classrooms whenever possible. Students had already experienced success with this approach in their summer experience and we continued to combine that with Hill RAP and comprehension building. This is a comprehensive list of all reading interventions used during the 2015–2016 school year.

- A. Hill RAP– for students who continued to struggle with phonemic awareness, decoding and processing
- B. Reading Clinics – morning (often prior to the start of the school day) sessions were tailored to small groups (3–4) and were prescriptive based on reports generated by *SuccessMaker* and *mClass*.
- C. *SuccessMaker*– Reading and Comprehension – initial evaluation followed by sequential, skill development lessons (usually 3x per week)
- D. Pullout groups with Reading Specialists (readers with similar profiles)
- E. Push-in instruction with the Reading Specialists
- F. STAR Reader was also used regularly to determine their IRLs with all 4RR students.
- G. Prescriptive informal interventions were designed with information acquired through the use of *mClass*, *TRC*, *STAR*, *SuccessMaker*, and *Making Connections*.
- H. Music teacher – separate class for 4RR students (sometimes included ELL students with similar learning profiles) in which lessons were designed to build fluency using rhythm-based reading and singing. (2x a week)
- I. Visual Art teacher – Literacy and Art lessons for 4RR students in a class that emphasized the connection between non-fiction texts and fiction texts. Question stems were specifically designed to increase comprehension and the understanding of cause and effect, point of view, and summarizing. (2x a week)

Reading Interventions Report
2015–16 School Year

- J. Media Coordinator – Special once a week class for 4RRs that centered on Readers Theatre and demonstrating understanding by incorporating character studies, plot analysis, and setting descriptions.
- K. Increased use of leveled texts, high-interest reading such as magazines, flyers, recipe books, repair guides, botanical identification guides, birding guides, and radio dramas with narrated text.
- L. Formative assessments constructed to match standards which included probes and critical thinking stimuli to have an effect on a broader range of learners. Use of mClass and TRC data to determine appropriate levels was used as an ongoing strategy.
- M. 4th RR readers worked with 2nd grade emerging readers on leveled texts both non-fiction and fiction. This was a paired approach that worked well.
- N. Photography and composition of self-published books that were aligned with themes from 4th grade Social Studies and Science. Comprehension skills were heavily supported by scaffolding concepts.
- O. Reading Round Table: 20–30 minute activities in the classroom where 4–5 4RR students read to a partner, to the group, and to themselves. This was followed by drawing a question from the comprehension box and answering in a specific order. Each student got credit for adding detail or vocabulary to the original answer. The student with the greatest credit became the “director” the following day. Efforts were made to have each student serve as “director” each week.
- P. Some schools included Basal Readers in their “free reading” selection times.

2. Indicate the number of first and second grade students who attended reading camp. 57

3. Sign and date the form.



LEA Superintendent

8/30/16

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Duplin County Schools_____ LEA Number_____310____

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- 1. Leveled Literacy Intervention
- 2. Leveled Reading Library
- 3. Designated Intervention Time
- 4. Transition Classes

2. Indicate the number of first and second grade students who attended reading camp.

344_____

3. Sign and date the form

LEA Superintendent

Date

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Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Durham Public Schools

LEA Number: 320

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

This is a generalized list of interventions/strategies used by elementary schools in DPS:

- 90 (or more) minutes of uninterrupted literacy
 - Targeted, individualized guided reading with fiction and nonfiction leveled texts
 - Pull-out intervention with the MTSS Facilitator and/or interventionist
 - Small group remediation group with Instructional Facilitator and/or interventionist
 - Raz-Kids for access to leveled texts and assessments online
 - Hill RAP program
 - Afternoon academies
 - Leveled Literacy Intervention (LLI)
 - Preview instruction and scaffolding
 - Ticket to Read
 - Corrective Reading
 - Early Connections
 - Portfolio passages
 - Reading Mastery
 - Augustine Tutors
 - iReady
 - mCLASS assessments to inform instruction
2. Indicate the number of first and second grade students who attended reading camp.
1st- 416 2nd- 369 TOTAL - 785

3. Sign and date the form.


LEA Superintendent


Date

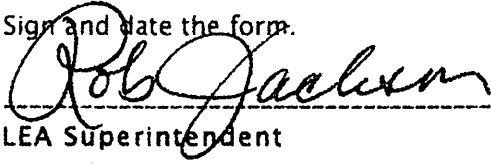
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

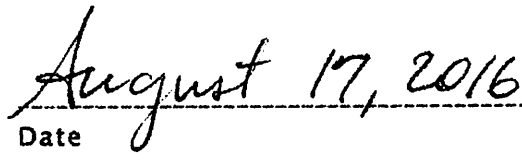
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Edenton-Chowan Schools_____ LEA Number _____210_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Students were placed in a monitored third grade setting with targeted reading interventions.
 - Students participated in the Leveled Literacy Intervention (LLI) program.
 - Students participated in the Burst Program (with Reading 3D)
 - Students were placed in specific Guided Reading groups based on intervention needs
 - Students were placed in skill-set groups with DAZE (focusing on fluency, comprehension, make words, etc.)
 - Students were monitored by lead teachers and the Instructional Facilitator frequently (daily, weekly, monthly, quarterly) to determine progress monitoring achievement.
2. Indicate the number of first and second grade students who attended reading camp 50
(22 first grade / 28 second grade)
3. Sign and date the form.



LEA Superintendent



Date
4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Edgecombe County Public Schools LEA Number 330

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Students received Hill Center reading interventions for by a certified reading teacher specially trained in the Hill Center approach
 - Students received additional small group instruction on fluency, reading comprehension, and other targeted instruction via the classroom teacher and after-school tutoring in reading
 - Students were enrolled in SuccessMaker, Edsphere, and Achieve 3000 programs for additional support in reading
 - Explicit instruction and using context clues to figure out unknown vocabulary
 - Daily read aloud with discussion about text meaning
 - Timed repeated readings
 - Choral Reading
 - Additional guided reading groups with targeted instruction
 - Moby Max computer program for vocabulary
 - Provided graphic organizers and structures for reading responses
 - Use of frayer model for learning vocabulary
 - Paired Reading
 - Cloze Reading Passages
2. Indicate the number of first and second grade students who attended reading camp. 181
3. Sign and date the form.

LEA Superintendent

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Elkin City Schools

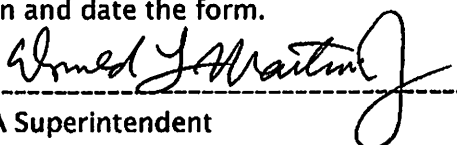
LEA Number: 861

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- M-CLASS
- STAR – Reading
- Small group tutoring
- One-to-One individual instruction
- Standards based review sessions
- MYON – Reading Program

2. Indicate the number of first and second grade students who attended reading camp. 27

3. Sign and date the form.



LEA Superintendent

8/26/16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name Winston–Salem / Forsyth County Schools LEA Number 340

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 1. 90 minute uninterrupted literacy block
 2. I-Station
 3. I-Ready
 4. EdSphere
 5. SRA Imagine It! Intervention Program
 6. Differentiated Small Group instruction
 7. Curriculum Nights/Parent Workshops
 8. Reading Motivational Programs
 9. Ongoing Professional Development on research based reading strategies
 10. Interventions from Florida Center for Reading Research, Reading 3D “What Next Tools”
 11. CORE Literacy Library: Assessing Reading Multiple Measures
 12. CORE Literacy Library: Teaching Reading Sourcebook
 13. mClass Small Group Advisor
 14. District Level coaching support
 15. Plan for supporting students with reading at home
 16. Personalized Education Plans/Monthly Parent Communications
 17. After school Tutoring
 18. Reading Foundations Training
 19. Direct Instruction Intervention Programs (SRA Corrective Reading)
 20. Winston-Salem/Forsyth County Schools’ Summer Reading Camp
 21. Reading 3D benchmark assessments and progress monitoring

Indicate the number of first and second grade students who attended reading camp. 645 (311 first graders and 334 second graders)

2. Sign and date the form.


LEA Superintendent


Date

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Franklin County Schools LEA Number 350

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

During the 2015 - 2016 school year, students retained due to the RTA law were placed in a $\frac{3}{4}$ transition class in which they received additional instruction provided by a certified teacher, certified tutor and or instructional assistance in the form of additional one-on-one, twice a week, small group direct instruction. This assistance occurred during the 90 minute reading block and or during specific intervention times built within the school's master schedule.

Additionally, some students were placed in a 4th grade accelerated reading class. During this model, students received support via small group instruction/pull out as well as one-on-one instruction with certified teachers, a tutor or instructional assistant under the direct supervision of the classroom teacher. Equally important, individual schools, chose to create rotating schedules whereby students received instruction with a teacher at a lower grade level to assist toward the development of fundamental reading skills. Also, some students benefited from after school tutoring twice per week.

All students benefitted from additional resources purchased and promoted by the district to target reading skills (e.g. Reader's Theater, Leveled Readers Kit, Focus Books, etc.).

2. Indicate the number of first and second grade students who attended reading camp. 149
3. Sign and date the form.

Pascal Aubenja
LEA Superintendent

8/29/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

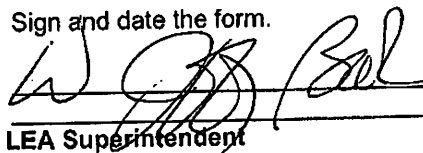
LEA Name: _____ Gaston County Schools _____ LEA Number _____ 360 _____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Guided Reading Groups based on mClass data, spelling inventory data, STAR data, and individual conferencing
- Strategy Groups based on mClass data, spelling inventory data, STAR data, and individual conferencing
- Differentiated Word Study - "Words Their Way"
- Individual Student Reading Conferences
- Literacy Leveled Intervention Kits
- Before and after school tutoring

2. Indicate the number of first and second grade students who attended reading camp. __821__

3. Sign and date the form.

 8/30/16

LEA Superintendent Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Gates County LEA Number: 370

1. List all the reading Interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

30 Minute Remedial Reading time

Pull-outs

Small Group Instruction

Uninterrupted Reading Instruction

Corrective Reading Program

Treasures Program

Group Interventions

2. Indicate the number of first and second grade students who attended reading camp: 49
3. Sign and date the form.



LEA Superintendent

8/29/2016

Date

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Graham County Schools_____ LEA Number_____380_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- mclass benchmarking and progress monitoring interventions
- M.A.P.S.
- 3rd grade reading portfolio
- Wilson Reading Program
- Florida Center For Reading Research (Various Activities)
- Moby Max
- Word Wall Activities
- Noun/Pronoun Balloon Game
- Leveled Readers
- Small group fluency interventions (Fluency Sail Boats, Speed Sort)
- Small group vocabulary interventions (Stop and Smell the Spelling)
- Small group sight word interventions
- Partner reading
- Small group comprehension interventions (Retell Di)
- Contraction Surgery
- Colored Overlays
- Various Strategies from Kathy Bumgarner P.D. Including:
 - Fiction & Non-Fiction Story Walks
 - "My Text Evidence" Magnifying Glass

2. Indicate the number of first and second grade students who attended reading camp. __30__

3. Sign and date the form.


LEA Superintendent

7-14-16
Date

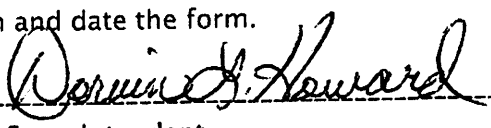
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

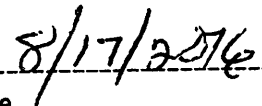
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: ____Granville County Public Schools____ LEA Number____390____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Uninterrupted daily reading instruction (at least 90 minutes per day)
 - Daily guided reading
 - Small group instruction with reading specialist
 - Instruction through Scholastic Read 180/System 44
 - Daily intervention session focused on specific skill
 - Close reading activities to improve comprehension and use of repeated readings of text to increase fluency and accuracy rate
2. Indicate the number of first and second grade students who attended reading camp. __389__
3. Sign and date the form.



LEA Superintendent



Date
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Greene County Schools

LEA Number 400

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - In addition to the balanced literacy program provided to all students, students who had not yet met 3rd grade reading proficiency targets, received an additional 45 minutes per day of small group differentiated reading instruction that targets the development of specific reading skills. This provides students with 135 minutes of literacy instruction per day. An intervention period in the daily instructional schedule provided an additional 30 minutes of reading intervention time. Students were progress monitored throughout the year using MCLASS, SRI, and progress monitoring that occurs naturally as part of guided reading instruction. Progress monitoring data was regularly communicated with PLTs and MTSS teams to guide instructional planning for individual students. Parents received monthly progress reports. Anchor materials for instruction included Fountas and Pinnell's Leveled Literacy Intervention System and READ 180 and System 44 reading intervention programs, and Focused Reading Intervention.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

From: http://www.helnemann.com/fountasandpinnell/lli_overview.aspx

READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student populations.

From: <http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.7Au2mVUj.dpuf>

Reading Interventions Report
2015–16 School Year

System 44 is a proven foundational reading program designed to meet the needs of your most challenged readers in Grades 3–12+. A personalized learning progression driven by technology and explicit instruction facilitated by the teacher engages students in reading, writing, language, speaking and listening. System 44 is improving the learning trajectory of over 100,000 students each day. Endorsed by the Council of Administrators of Special Education (CASE), System 44 is proven to raise reading achievement for students with learning disabilities, and includes specific supports and scaffolds to address each student's unique learning needs.

From: <http://www.scholastic.com/read180/system-44/about-system-44.htm#sthash.UGpwK1uw.dpuf>

Focused Reading Intervention resources specifically address key reading and literacy skills that align to Common Core and other state standards with exposure to a wide range of fiction and nonfiction text, opportunities to use multiple strategies to process complex text, and language development. Students will strengthen foundational reading skills and comprehension of informational text and literature.

- From October 5 until May 26, 2014–2015, After School Academy provided students with an additional 45 minutes of differentiated small group reading instruction after school, five days per week. The instruction was led by Greene County teachers with proven effectiveness in teaching reading. Progress monitoring data was regularly communicated with classroom teachers, parents, and MTSS teams to guide instructional planning for individual students. In addition to individual and/or small group reading instruction, students practiced skill development using Read 180/System 44, and Reading Eggs software.

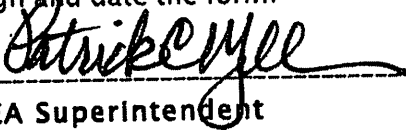
The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.

From: <http://readingeggs.com/about/>

Reading Interventions Report
2015-16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 193

3. Sign and date the form.

 8/30/16
LEA Superintendent Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpl.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Guilford County Schools

LEA Number: 410

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Corrective Reading (SRA)

Foundations Level 2

Foundations Level 3

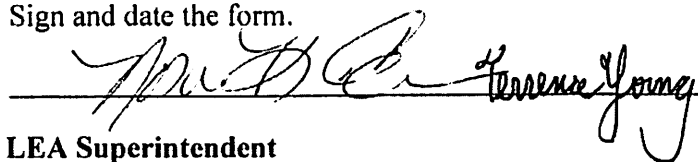
Intensive small group reading interventions using comprehension strategies

Leveled Literacy Intervention

Wilson Fluency

Wilson Reading

2. Indicate the number of first and second grade students who attended reading camp: 2038
3. Sign and date the form.

 8/15/2016
LEA Superintendent Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Halifax County Schools

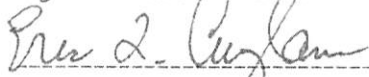
LEA Number: 420

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Instructional Coaching Support focusing on the Fabulous Five
- Instructed by Master Teacher in the area of reading for an additional 30-45 minutes daily
- 45 additional minutes of computer-based reading support (i.e. Study Island, Reading Eggs, Eggspress)
- Placed in 3-4 transition class
- Placed in 4th grade accelerated reading class
- Now What Tools - Reading 3D
- Intervention block implemented daily in routine schedule
- Small group guided reading groups
- Reading integration across all areas of the curriculum with a focus on informational text
- Research-based Comprehension supports
- Measure of Academic Progress Des Cartes Series
- After School Tutorial
- In-school Tutors
- Student Support Plans (Multi-Tier Layers of Support)
- Parent Conferences
- Specially Designed Instruction
- NCWrite
- Flocabulary

2. Indicate the number of first and second grade students who attended reading camp. 120

3. Sign and date the form.



LEA Superintendent

08/18/2016

Date

Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at
Carolyn.Guthrie@dpi.nc.gov

Reading Interventions Report
2015-16 School Year

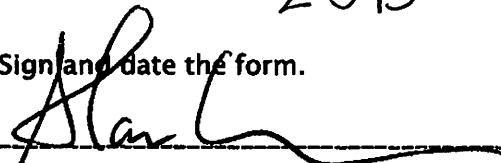
The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: _____Harnett County_____ LEA Number_____430_____

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Students with retained label were placed in $\frac{3}{4}$ transitional classrooms. When possible, students were in clusters and/or small classrooms.
 - Leveled Literacy Intervention was used as a classroom intervention. At some sites, students were "double dipped" in LLI lessons with the use of tutors and/or reading specialist.
 - If needed, students moved through the tiers of support in the RtI process with individual strategies that targeted skill deficits.
 - Students received a minimum of 90 minutes of literacy per day using the Balanced Literacy Model.

campers: 709
1-364
2-345

2. Sign and date the form.



LEA Superintendent

8/30/16

Date

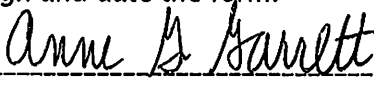
3. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Haywood_____ LEA Number_____440_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Instruction was differentiated. Balanced literacy was a focus in our district, and The Comprehension Toolkit was used as the framework for teaching reading. As a result, students read texts within their zone of proximal development and learned to apply reading strategies.
 - Strategies focused on (Strategies from the Toolkit)
 - Asking Questions
 - Inferring Meaning
 - Summarize and Synthesize
 - Monitoring Comprehension
 - Activate and Connect
 - Determining Importance
 - Science was integrated with non-fiction texts to engage students in reading texts and writing about what they were reading. The framework we used was the Seeds of Science developed by Amplify. These materials provide a real life purpose for reading for the students.
 - Students were placed in small groups based on like reading readiness. There were no more than five students in a class (on a teacher's roster). This provided for intensive one on one instruction with each student.
 - An emphasis on vocabulary building at each student's guided reading level was a focus. Again, differentiated and individualized.
 - Short texts at a variety of reading levels and on a variety of topics were purchased and provided for use in guided reading and as independent reading.
2. Indicate the number of first and second grade students who attended reading camp. ____85__
3. Sign and date the form.



LEA Superintendent

8-1-16

Date
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Henderson County Public Schools LEA Number 450

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
- Small group instruction in the classroom (guided reading, intervention)
 - Differentiation in tasks specific to student needs
 - Small group intervention with a tutor, specialists outside of classroom literacy
 - Read Live program at some schools
 - Use of leveled readers
 - Student writing in response to text
 - Great Leaps program at some schools
 - Leveled Literacy Intervention resources at some schools
 - Project GLAD strategies at some schools
 - Strategies such as chunking, graphic organizers, vocabulary emphasis, fluency practice
 - Use of Six Minute Fluency in some schools
 - Use of extended reading passages in some schools

2. Indicate the number of first and second grade students who attended reading camp. 361

3. Sign and date the form.


LEA Superintendent

8/29/2016
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Hertford County Public Schools LEA Number: 460

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Ahoskle Elementary School

RAZ Kids
45 minute pull out with reading tutor per day
Leveled books based on Lexile Levels
Classworks
Small group instruction based on Reading Inventory
Portfolio reading instructional strategies
STAR Assessment Inventory to identify skills
Reading A–Z
Daily 5 Stations

Bearfield Primary School

After School Program
Daily 60 Min Pull-Outs
RTA Summer Camp

Riverview Elementary School

MClass– Reading 3D/Progress Monitoring every 10 days
FCRR (Florida Center for Reading Research)
Classworks (30 minutes daily for individualized instruction)
Reading Mastery (EC Identified Students)
Raz–Kids (Lexile Level)
SRA Kit (4th Grade)
Reading A–Z leveled texts
Daytime Tutors (Tuesday – Thursday) 45 mins
Parent/Teacher Conferences every 3 weeks
STAR reading diagnostic assessment
Edsphere (4th grade transitional students)

Reading Interventions Report
2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp.

Bearfield Primary School

Grade 1 - 33 Students

Grade 2 - 56 Students

Riverview Elementary School

Grade 1 - 17 Students

Grade 2 - 20 Students

3. Sign and date the form.



LEA Superintendent

8-30-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Hickory City Schools LEA Number 181

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- ☐ Placed in 4th grade accelerated reading class
- ☐ Utilized STAR Assessment
- ☐ Utilized IOWA Test of Basic Skills Reading Comprehension
- ☐ Placed in $\frac{3}{4}$ Transition Class
- ☐ Provided reading instruction for 2 hours 20 minutes daily

2. Indicate the number of first and second grade students who attended reading camp.

62 1st graders + 62 2nd graders = 124 students for grades 1 and 2

3. Sign and date the form.



LEA Superintendent

August 15, 2016

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

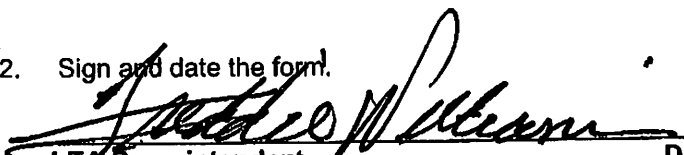
Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Hoke LEA Number 470

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - A. Fast ForWord reading support (30-45 minutes daily)
 - B. Reading Assistant reading support (30-45 minutes daily)
 - C. Additional small Group Instruction during Daily Intervention Block (30-45 minutes daily; outside of 90-minute literacy block)- focusing on deficits as identified by benchmarks and common assessments
 - D. Reading Tutoring – Day Time, After School and Saturday sessions- focusing on comprehension, vocabulary and fluency strategies and skills.
 - E. Individual Instruction
 - F. Differentiated Reading Instruction/ Guided Reading provided by Teacher, Coach or Tutor
 - G. Classworks reading support – Personalized pathways
 - H. Co-Teaching with EC teachers
 - I. Small Group or individual Interventions based on data analysis from Reading 3D and Now What Tools
 - J. Use of School Net and released test items
 - K. Use of RTA Instructional and Parent Passages weekly
 - L. School academic coaches to support all Teachers
 - M. Student Data Notebooks and Goal Setting
 - N. iReady Reading support

2. Sign and date the form.


LEA Superintendent

Date

7/18/16

3. Submit this form by close of business on **September 1** via email to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Hoke County_____ LEA Number 470

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

See previous copy signed by Dr. Williamson

2. Indicate the number of first and second grade students who attended reading camp.

1st = 117 2nd = 63 total = 180

3. Sign and date the form.

LEA Superintendent

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **Hyde County Schools**

LEA Number **480**

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

The following reading interventions were provided:

These online programs were used to pull passages for the students to practice and receive direct feedback from the teacher. The example of the reading programs were:

www.edsphere.com

www.readtheory.com

www.superteachers.com

Educational technology was used to assist with assessment of students and their prior knowledge.

For an example, www.plickers.com

As for instructional strategies, the teachers used spot & dot, underline key details(annotating) and the use of graphic organizer.

2. Indicate the number of first and second grade students who attended reading camp. **4**
3. Sign and date the form.

Randolph H. Latimore, Jr.

LEA Superintendent

8/24/2016

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Iredell–Statesville Schools LEA Number: 490

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

FCRR Strategies: A nationally recognized, evidenced based web site that provides strategies and program approaches for teachers designed to remediate students' learning gaps. Strategies are based on identified student reading levels. Teachers use diagnostic assessments to determine specific skill gaps and activities are strategically matched to improve student skill gaps.

Guided Reading: Guided reading is an instructional approach that supports student literacy growth through small group instruction where students construct meaning from text, make personal connections to text, and stretch beyond text for world connections. Books used in the program are leveled to meet student learning needs and are used in the remediation process to strengthen reading skills.

Corrective Reading: Corrective reading is a structured, systemic reading program that improves students reading ability through organized, teacher led sessions. During these sessions, a child's reading ability is recognized and supported. Teachers must be trained to teach the program and student assessment is frequent and monitored.

Istation: An on-line remediation program that provides reading passages for students based on individual assessments of students' reading abilities. The program aligns with all CCSS standards and is evidenced based.

Moby Max: is an on-line program that provides the same focus as the Reading Eggs product. Schools generally utilize Moby Max or Istation.

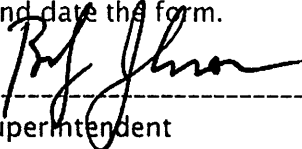
Letterland Interventions: Letterland is Iredell–Statesville's adopted phonics program that provides young students with the structure and support to utilize phonics to assist them

Reading Interventions Report
2015–16 School Year

with the reading process. Letterland intervention strategies are specifically designed to uncover and close student learning gaps.

2. Indicate the number of first and second grade students who attended reading camp. 255

3. Sign and date the form.



LEA Superintendent

8-23-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

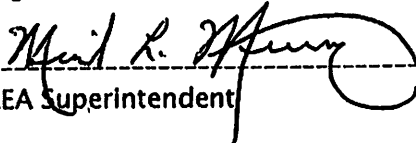
LEA Name: __Jackson County__ LEA Number ____500____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small, targeted reading groups for 90 minute reading instruction
- Additional reading instruction beyond 90 minute block, individually and in small groups
- Corrective Reading
- Guided reading using informational text
- Direct vocabulary instruction
- Wilson reading
- Thinking Maps
- Foundations
- Reading Buddies for $\frac{3}{4}$ transition students to work on fluency by reading to younger students
- Comprehension Toolkit
- QAR strategies
- Florida Center for Reading Research Strategies

2. Indicate the number of first and second grade students who attended reading camp. __93__

3. Sign and date the form.


LEA Superintendent

8/8/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **Johnston County Schools** LEA Number **510**

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

Explicit instruction targeting fluency

- Paired reading
- Shared reading
- Choral reading
- Cloze reading
- Whisper phones for independent reading
- Reader's Theater scripts
- Word and phrase cards
- Poetry practice
- Re-reading of familiar texts
- Echo reading
- Frye's fluency phrases

Explicit instruction targeting reading comprehension

Fountas and Pinnell Leveled Literacy Intervention (LLI) program was used in every transition classroom for a minimum of 45 minutes during the 90 minute literacy block.

Teachers provided proficient grade level reading by matching texts to readers' current abilities and instructional levels and provided teaching to expand quickly to new levels.

Instruction included:

- Emphasis on phonics and word study
- Cloze reading
- Leveled texts
- Fluency practice
- Writing about reading
- Echo reading
- Guided reading in small groups
- 5W and 1H questioning
- Semantic and graphic organizers
- Mental imagery and visualization strategies during reading
- Generating questions for clarification, to predict, integrate information from various parts of text
- Writing

Explicit instruction of word work

- Word sorts
- Explicit instruction of letter sounds and sound spelling patterns
- Pocket phrases
- Timed high frequency practice to build automaticity
- Word ladders

Reading Interventions Report
2015–16 School Year

Explicit instruction of vocabulary work

- Graphic organizers, semantic maps to learn new vocabulary (Gallery Walk)
- Games
- Highlighting of unknown words and using multiple resources to define (technology)
- EL/English picture cards to assist with recognition of unknown words
- Mystery words
- Prefix/Suffix activities
- FCRR activities

Reading Programs/resources used to enhance students' reading growth in phonics, vocabulary, fluency, and comprehension

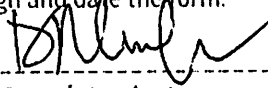
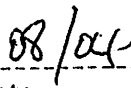
- iReady
- Fountas and Pinnell LLI
- Foundations
- Imagine Learning
- Readworks

All transition classes received the following daily:

- 90 minutes of uninterrupted reading instruction; explicit and targeted instruction from a highly qualified teacher
- Small group instruction with differentiation

2. Indicate the number of first and second grade students who attended reading camp. **611**

3. Sign and date the form.

 ----- LEA Superintendent	 ----- Date
--------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Jones County Schools LEA Number 520

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

*Small group instruction

*Intervention/remediation groups in foundational reading skills and reading comprehension

*Computer based programs (Moby Max/Study Island)

*Leveled Reading Texts

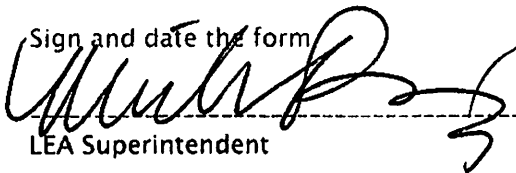
*Guided Reading Groups

*Literacy Center Activities (ex. Florida Center for Reading Research)

*Differentiated Assignments

2. Indicate the number of first and second grade students who attended reading camp. 55

3. Sign and date the form


LEA Superintendent

8/15/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Kannapolis City Schools LEA Number: 132

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Instruction:

On-going Progress Monitoring
Small Group Instruction
Guided Reading
Daily 5

Curriculum:

Leveled Literacy Invention Kits –Fountas and Pinnell
Wordly Wise – Vocabulary Program
Corrective Reading

Number of First and Second grade students
who attended camp: 131

2. Sign and date the form.

LEA Superintendent
8-26-16
Date

3. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

Wendy

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Lee County Schools LEA Number: 530

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Fourth grade students with a retained label received the following reading interventions during the 2015–2016 school year:

- Small group guided reading instruction with a certified teacher
- Small group individual reading instruction with a trained tutor
- iReady individualized computer software (phonics, vocabulary, comprehension, & fluency skill practice)

2. Indicate the number of first and second grade students who attended reading camp. 234

3. Sign and date the form



LEA Superintendent

8-5-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Lenoir County Public Schools **LEA Number** 540

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - a. Seven schools offered self-contained classes of $\frac{3}{4}$ transition students that included a 90 minute block of interrupted instruction on targeted skills. One school placed students in a fourth grade accelerated class with intense remediation in reading. One school placed students in a third grade accelerated class with intense remediation offered by a reading teacher and tutor. All students worked on instructional activities that were specific to their learning needs such as drawing conclusions, vocabulary development, making inferences, main idea, and text features, for example.
 - b. In addition to the 90 minutes of uninterrupted reading instruction, all schools offered a 30 minute intervention period to target reading instruction based on individual student needs as identified through assessment data (DIBELS). Imagine Learning, Edspeak, small group instruction, and Study Island were utilized at some schools during this intervention period.
 - c. Teachers utilized RtA passages throughout the year.
 - d. Common assessments were utilized at several school to monitor student progress.
 - e. Some schools offered pull out tutoring sessions for these students during the school day.
 - f. All schools notified parents of regular progress.
 - g. Additional instructional reading strategies implemented include peer tutoring, paired reading, story maps, graphic organizers, Cloze reading/note taking strategies, repeated readings, and story telling/summarizing.

Reading Interventions Report
2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 142 1st graders/135 2nd graders

3. Sign and date the form.

M. Brent Hill
LEA Superintendent

August 26, 2016
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: LEXINGTON CITY LEA Number 291

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- Small group Reading Instruction (Intensive - twice daily).
- Individual vocabulary and phonics instruction.
- Each Child received an Amazon Fire kindle to borrow and take home to access online books, phonics games and vocabulary websites (for additional practice)

2. Indicate the number of first and second grade students who attended reading camp. 71

3. Sign and date the form.


LEA Superintendent

9-1-16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Lincoln County LEA Number 550

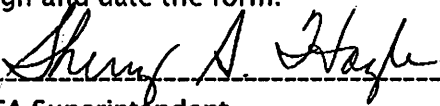
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- Repeated readings from appropriately leveled text
- Evidence based open-ended questions
- Close reading of instructional leveled text
- Graphic organizers
- Phonic or Word Work Instruction
- Direct instruction of Tier II vocabulary words
- Words their way, word study
- Guided reading, leveled books
- Read alouds, shared reading, repeated oral readings
- Readers theatre, timed repeated readings, phrasing in text
- Thinking maps
- Vocabulary notebook
- Edusphere
- Fountas and Pinnell leveled intervention kits

Reading Interventions Report
2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp. First Grader: 112, Second Grade: 115, Total: 227 students

3. Sign and date the form.



LEA Superintendent

8.15.2016

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Macon County Schools **LEA Number:** 560

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Placed in Accelerated Reading classes: 3rd Grade

These students attended one of our 5 elementary schools and the following list is a combination of all sites.

1. Seeing Stars – decoding and fluency
2. Visualize and Verbalize – comprehension
3. Edsphere – Comprehension and fluency
4. Comprehension Toolkit (small group lessons) – comprehension strategies
5. Read Naturally – to improve fluency

Placed in $\frac{3}{4}$ Transition Class: 4th Grade

90 minute pull outs:

These students attended one of our 5 elementary schools and the following list is a combination of all sites.

1. LMB --V V Integrated with guided reading – to build a picture that will enhance comprehension
2. LMB Seeing Stars - build decoding skills
3. Comprehension Toolkit (small group lessons) – comprehension strategies
4. Read Naturally – to improve fluency
5. Six Minute solution - to improve fluency
6. SRA Comprehension - comprehension
7. Edsphere – Fluency and Comprehension
8. Guided Reading through leveled readers

No students placed in 4th grade accelerated reading class

Reading Interventions Report
2015-16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 69

3. Sign and date the form.



LEA Superintendent

8-3-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Madison LEA Number 570

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Reading Interventions

Leveled Literacy Intervention (LLI)
Leveled Readers/Book Rooms
Foundations
Early Success
Reading 3D
School Net Interventions
Soar to Success
Great Leaps
HELPS (Fluency Intervention)

2. Indicate the number of first and second grade students who attended reading camp. 23

3. Sign and date the form.


LEA Superintendent

8/25/2016
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Martin LEA Number 580

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

EdSphere
SRA
Florida Center for Reading Research Activities
Study Island
Accelerated Reader
mClass Interventions
Sylvan Tutoring

2. Indicate the number of first and second grade students who attended reading camp. 89
3. Sign and date the form.


LEA Superintendent

8/9/16
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Intervention Report
2015-2016 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **McDowell**

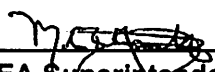
LEA Number: **590**

1. List all reading interventions schools provided in the 2015-2016 school year to students who have been retained (i.e., student with a retained reading label placed in a third-grade accelerated reading class, Placed in a $\frac{1}{2}$ transition class, and placed in a fourth -grade accelerated reading class.)

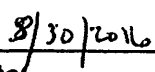
- 90 minutes uninterrupted reading instruction
- mClass: Reading 3D
 - Small Group Advisory
 - Small group instruction
 - Now What Tools
 - Progress Monitoring- used to guide small group instruction
- MAP Data - used to guide small group instruction
- Guided Reading/Daily 5 Framework
- Title I Services
 - F & P - Leveled Literacy Intervention
 - Leveled Readers
- ESL Services
- Words Their Way
- Cracking the Code
- EdSphere
- Florida Center of Reading Research - activities
- Reading A to Z
- WIN "What I Need" Intervention time
- A portfolio with designated reading passages related to standards, per NCDPI
- Reading Camp

2. Indicate the number of first and second grade students who attended reading camp. **101**

3. Sign and date the form.



LEA Superintendent



Date

4. Submit this form by close of business on September 1 via email to Carolyn Guthrie at carolyn.guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Mitchell

LEA Number 610

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Interventions provided in the 2015-16 school year for students not proficient by Read to Achieve requirements were as follows:

- Students participated in 3rd/4th grade core reading class.
- Students participated in 3rd grade reading skills group...leveled by need.
- Students participated in a Tier 2 Corrective Reading, small group class, four times per week.
- Students participated in a Tier 2/3 comprehension, small group class.

Non proficient students were progressed monitored every 10-20 days to evaluate learning. Instruction was adjusted based on data. Parents were notified monthly about their child's progress. In a few cases, further evaluations were required to better help the student.

2. Indicate the number of first and second grade students who attended reading camp. 37

3. Sign and date the form.


LEA Superintendent

8/29/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Montgomery County Schools LEA Number: 620

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Florida Center Interventions
mClass Interventions
NCDPI Literacy Strategies to Scaffold Learning
Cracking the Code (1 school)
i-Ready
6 Minute Solution
System 44

2. Indicate the number of first and second grade students who attended reading camp. 227
3. Sign and date the form.

LEA Superintendent

8/23/16

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Moore County Schools LEA Number 630

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Read 180
- System 44
- Imagine Learning
- LLI (Leveled Literacy Intervention—Fountas and Pinnell)
- Fast ForWord

Campers: 1ST - 166 2ND - 216 Total: 382

2. Sign and date the form.


LEA Superintendent

8/11/16
Date

3. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Mooresville Graded School District LEA Number: 491

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

HillRap

LLI - Leveled Literacy Intervention

FCRR - Florida Center for Reading Research Interventions

iReady - Computer Adaptive Reading Instruction

2. Indicate the number of first and second grade students who attended reading camp.

96 first and second grade students attended reading camp. An additional 62 K-2 students attended the MGSD Yreader Program.

3. Sign and date the form.

LEA Superintendent

Date

8/3/16

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Mount Airy City Schools LEA Number 862

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Corrective Reading
- iReady Reading
- Guided Fluency Practice and Assessment
- Close Reading and Comprehension Strategies
- Learning Focused Extended Passages
- Woud Build – Context Clues Framework
- Reading A–Z
- Newzela
- Scholastic – SRI
- After School Remediation
- Summer Literacy Camp

2. Indicate the number of first and second grade students who attended reading camp. 48

3. Sign and date the form.

Kim Morrison
LEA Superintendent

8-23-16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Nash–Rocky Mount Schools **LEA Number:** 640

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).
classrooms during the 2014-2015 school year:

Retained Third Grade Students:

- **Balanced Literacy Reading Block (a minimum of 90 minutes of uninterrupted reading instruction)**
 - Shared reading and writing in small flexible groups
 - Guided reading and writing (small flexible groups that explicitly addressed students' needs-phonics, phonemic awareness)
 - Independent reading and writing
 - Reading Comprehension
 - Vocabulary
- **Corrective Reading and Reading Mastery**
- **Florida Center of Reading Research**
- **Other Resources/Strategies used to personalize instruction: i-Ready and an additional 30-45 minutes of intervention built into all elementary schools master schedules (FCRR activities, Corrective Reading, Now What Tools)**

Transitional Class:

- **Balanced Literacy Reading Block (a minimum of 90 minutes of uninterrupted reading instruction)**
 - Shared reading and writing in small flexible groups
 - Guided reading and writing (small flexible groups that explicitly addressed students' needs-phonics, phonemic awareness)
 - Independent reading and writing
 - Reading Comprehension
 - Vocabulary
 - **Florida Center for Reading Research**
 - **Corrective Reading and Reading Mastery**
 - **Other Resources/Strategies used to personalize instruction: i-Ready and an additional 30-45 minutes of intervention built into all elementary schools master schedules**
-

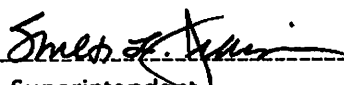
Reading Interventions Report
2015-16 School Year

2. Indicate the number of first and second grade students who attended reading camp.

SRA Attendance 1st and 2nd grades

School	First Grade	Second Grade	
Fairview	42	82	
Hubbard	35	69	
Middlesex	45	38	
Spring Hope	33	74	
Winstead Avenue	96	93	
Totals	251	356	607

Sign and date the form.


LEA Superintendent

8.19.16
Date

3. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: New Hanover County Schools LEA Number 650

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- FCRR vocabulary and comprehension strategies
- Reading A–Z Leveled Readers with questions
- Readworks close read passages and questions
- RtA Instructional Passages
- iReady teacher-led lessons
- HillRAP strategies
- SchoolNet passages
- Raz Kids with comprehension checks
- Lessons from the Teacher Toolbox (3rd grade standards)
- Read for Real (level C)
- Reading Detectives
- Foundations
- Explicit vocabulary instruction using Intervention Central strategies and Flocabulary,
- Razinski phrases repeated readings
- HELPS program passages

2. Indicate the number of first and second grade students who attended reading camp. 913

3. Sign and date the form.



LEA Superintendent

8-9-16

Date

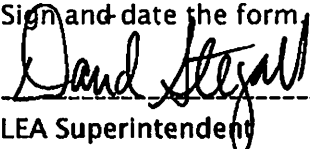
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

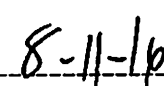
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Newton Conover City Schools LEA Number – 182

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - 45 minutes of scheduled intervention time in each elementary school -
 - Used Reading A - Z products to enhance reading skills while in reading groups
 - Intervention Central - used products to work on fluency, phonics, reading comprehension.
 - Florida Center for Reading Research - used to work with Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension Student Center Activities
 - Used Letterland intervention strategies
 - Used ReadWorks.org for other reading passages to zone in on specific skills
 - Hired an additional teacher assistant to work with these students weekly
 - Hired tutors
 - 90 minutes of Reading Instruction
 - Guided Reading with A-Z and Fountas and Pinnell Leveled Books
 - Daily 5 and Cafe
 - All stations were surrounding the 5 components of reading - Florida Research Center and Vocabulary A-Z
 - Words Their Way used in a center
 - Reading Tutors materials used with several students
2. Indicate the number of first and second grade students who attended reading camp. 23 first graders and 55 second graders
3. Sign and date the form.



LEA Superintendent



Date
4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

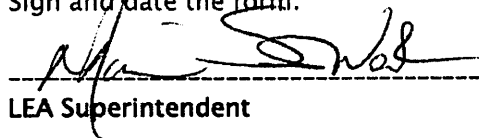
LEA Name: NORTHAMPTON LEA Number 660

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Guided Reading
- mClass Now What Tools
- i-Ready Instruction (reading)
- i-Ready Lessons (reading)
- Text Talk
- Words Their Way
- Letterland
- Florida Center for Reading Research Lessons and Activities

2. Indicate the number of first and second grade students who attended reading camp. 109

3. Sign and date the form.



LEA Superintendent

August 29, 2016
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.


LEA Name: Onslow County Schools LEA Number: 670

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- 90 minutes of uninterrupted reading instruction
- Placement with a teacher with a proven record of effectiveness
- Guided reading including small groups and individual instruction
- Leveled texts
- Leveled Literacy Intervention
- Tutoring (during and after school)
- Reading specialist support
 - Supplemental pull out
 - Push in for team teaching
- Literacy coach support
 - Data analysis
 - Instructional planning
- Benchmarking and Progress Monitoring
 - Reading 3D TRC
 - Fountas and Pinnell Benchmark and Assessment System
 - USA Test Prep
- Instructional Intervention (Problem Solving Team)
- Individual Education Plans
- EL plans and tutoring

2. Indicate the number of first and second grade students who attended reading camp. 710

3. Sign and date the form.



LEA Superintendent

8/26/16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Orange County

LEA Number: 680

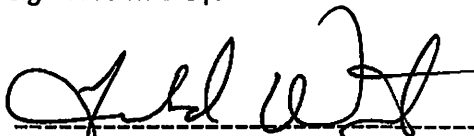
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - 30 minute reading intervention block (daily)– (examples of programs– Whole to Part, Foundations, Great Leaps etc)
 - placed in 4th grade classroom with extra reading support interventions
2. Indicate the number of first and second grade students who attended reading camp.
 - a. 116 first graders and 121 second graders

We also included 20 rising first graders (kindergartners) in our reading camp. We used Benchmark Phonics as our program for phonics. We did pre and post testing on Letter Sounds, Sight Words, and Decoding nonsense CVC words.

The following is the data we captured on our K–2 learners using Benchmark assessments.

Letter sound assessment:	73% Showed growth 27% No growth
Sight words assessment:	91% Showed growth 9% No growth
Decoding nonsense CVC words:	57% Showed growth 43% No growth

3. Sign and date the form

	8/29/16
LEA Superintendent	Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **Pamlico**

LEA Number: **690**

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

During the 2015–16 School Year

- *Five students were placed into two $\frac{3}{4}$ transition groups based on reading needs. A reading specialist was hired to provide daily services to these students in addition to the general education teacher. The interventions included the following: **National Geographic Nonfiction** text levels 1–3, **Reading A–Z** leveled readers, phonics and word work with rhyming words and syllable types, games with phonics and sight words, fluency passages, and comprehension. (Florida Center for Reading Research–FCRR)*

During 2016 Summer Reading Camp:

- *All students were placed into groups based on fluency data (Amplify).*
- *The lowest group rotated between 6 stations on a daily basis.*
- *The middle and high groups rotated between 4 stations on a daily basis.*
- *The lowest group was provided with the following interventions during their stations: **National Geographic Nonfiction** text levels 1–3, **Reading A–Z** leveled readers, phonics and word work with rhyming words and syllable types, games with phonics and sight words, fluency passages, and **MyOn** in the computer lab.*
- *The middle and high groups used: **Reading A–Z**, **Scott Foresman** leveled readers, the **Florida Center for Reading Research**, **SRA** kits, and **MyOn** in the computer lab.*
- *All students had highly qualified reading teachers working daily with them.*

During 2016–17 School Year

From Summer Reading Camp, 11 students will be placed in a $\frac{3}{4}$ transition class receiving instruction from both a general education teacher and a reading specialist tutor daily.

2. Indicate the number of first and second grade students who attended reading camp. **52**
3. Sign and date the form.

LEA Superintendent

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Elizabeth City Pasquotank_____ LEA Number_____700_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Small group instruction with leveled readers
MTSS classroom interventions to address specific reading deficiencies
Core Testing for all students to identify specific needs in the areas of vocabulary, comprehension, and basic reading skills
After school tutoring for at risk students
mClass progress monitoring to keep up to date and accurate records of student progress throughout the year
Individualized instruction for students in transition classes
Daily reading activities with assistance as needed
Tracking progress through RTA passages throughout the year for all third grade students
Review of Foundations skills for struggling third grade students
IEP resource instruction
1:1 tutoring
Activating prior knowledge through journaling
Teaching reading concepts through novels
Enhancing vocabulary using Quizlet.com
Mobymax.com to increase reading stamina
Word study graphic organizer
Partner read
Differentiated/leveled readers/passages
Respond to text printables
Fluency and comprehension activity sheets
Eliminating answer choices (early on)
Live Binder activities (RTA & DPI)
Attached picture as guide - strategies listed on the picture for lower-level student
Guided reading (scaffolding)
Word Work Lessons
Read works
News ELA
Study Island
Extended reading passages
Reading Recovery
Use RUNNERS:

- R – read the title and introduction, and make predictions about the selection,
- U – underline key words as you read the questions (before you read the selection)

Reading Interventions Report
2015–16 School Year

N – number the paragraphs in the selection

N – now read the selection, and as you read.....

E – enclose important information that you may need to help answer a question

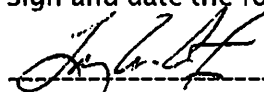
R – Reread the questions and eliminate bad or silly answer choices

S – Select the best answer choice

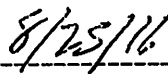
2. Indicate the number of first and second grade students who attended reading camp.

__199__

3. Sign and date the form.



LEA Superintendent



Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: PENDER COUNTY SCHOOLS

LEA Number: 710

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

All students who were retained will be placed in a 3rd/4th grade transition class. Each student will receive a 90 minute block of uninterrupted reading instruction with a highly qualified teacher that is selected based on demonstrated student outcomes in reading proficiency.

2. Indicate the number of first and second grade students who attended reading camp. 1st graders: 55 2nd graders: 157 Total: 212

3. Sign and date the form.

Terr R. Cobb

LEA Superintendent

7/15/16
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Perquimans County Schools

LEA Number: 720

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Isolation - 45 minutes daily

Small group instruction

90 minute reading block

Corrective Reading

Other opportunities such as Saturday Academy, volunteers may be available.

2. Indicate the number of first and second grade students who attended reading camp.

1st Grade - 16; 2nd Grade - 31

3. Sign and date the form.

Matthew F. Cheefeme

LEA Superintendent

07-28-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Person County Schools LEA Number 730

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - 90 minute uninterrupted literacy block
 - Edsphere – differentiated, personalized learning platform that provides learners with reading, writing, and vocabulary activities. The passages are lexiled and similar to the DAZE assessment in mClass.
 - mClass Reading 3D accounts where teachers progress monitored and benchmarked these students
 - 30 minute intervention block in addition to the 90 minute uninterrupted literacy block
 - Differentiation through Achieve3000 (Kidbiz) Kidbiz is a differentiated nonfiction reading and writing instructional tool that is precisely tailored to each student's Lexile® reading level.
 - Guided Reading (Small Group) instruction tailored to the individual reading level of students
 - Now What Tools from the Amplify mClass Reading 3D system
 - Florida Center for Reading Research (FCRR) Foundational Skills/Comprehension Activities
2. Indicate the number of first and second grade students who attended reading camp. 233

3. Sign and date the form.


LEA Superintendent

8/23/2016
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

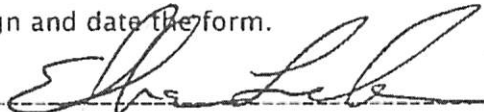
LEA Name: Pitt County LEA Number 740

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Extended Reading Passages
- Reading 3D Now What Tools
- Remediation
- Flex grouping for intensive reading instruction
- Instructional Coach support for students
- Utilized vocabulary building strategies

2. Indicate the number of first and second grade students who attended reading camp. 482

3. Sign and date the form.



8/19/2016

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Polk County Schools

LEA Number: 750

List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Special placement with highly trained teacher
Additional instructional time in literacy
Leveled Literacy Intervention
Title I services
ESL services
Reading 3D progress monitoring and assessments
After School Academy tutoring
Summer School
Summer Reading Camp

1. Indicate the number of first and second grade students who attended reading camp. 68
2. Sign and date the form.

LEA Superintendent

8/17/2016

Date

3. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Randolph County School System

LEA Number: 760

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Classworks
 - Classworks is an interactive, online program that allows teachers to individualize instruction for every student. Based on a universal screener, Classworks identifies where students are struggling in reading and helps teachers create a path to success for each student. In addition, this program is computer adaptive – it adjusts the level of the text based upon individual student results.
 - Achieve 3000
 - Achieve 3000 is an interactive, online program that delivers differentiated nonfiction reading and writing instruction tailored to individual students' Lexile reading level. Based on the program's screener, students are given access to text and comprehension questions on their level. This program is computer adaptive – it adjusts the level of the text based upon individual student results.
 - Specialized and individualized instruction provided by certified reading specialists
 - Certified reading specialists met with individual or small groups of students based on Reading 3D benchmark and progress monitoring data. Areas of need in reading were identified prior to placing students into groups. Groups were flexible. Reading specialists followed Dr. Jan Richardson's guided reading lesson structure and used the Leveled Literacy Intervention (LLI) text.
 - Tutoring provided by Highly-Qualified certified teachers
 - Highly-qualified certified teachers met with individual students or small groups based on areas of need in reading. Dr. Jan Richardson's guided reading lesson structure was used as well as leveled texts. Reading 3D data was used to place students into groups.
 - EdSphere
 - EdSphere is a web-based, personalized learning platform that can help improve students' reading and writing skills. It provides adaptive reading and writing activities that are targeted to a student's ability level.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: _____Richmond County_____ LEA Number_____770_____

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

iReady
Florida Center for Reading Research
Reading Mastery
What Now? Tools in mCLASS
Sight Words
Small Group Instruction
Data Notebooks
Core Literacy Library Teaching Reading Source Book and Assessing Reading Multiple Measures
The Missing Link - Phonics Program
Vocabulary Initiative - Word Walls, Explicit teaching academic vocabulary through multiple methods, prefix-suffix - root words, vocabulary anchor charts, focus on synonyms and antonyms, vocabulary gradient, semantic mapping, semantic feature analysis, compound word work, context clue strategies
Daily Fluency Checks
Paired Reading, Reader's Theater, Choral Reading
Differentiated Lexiled Text
Maze Practice - Cloze Reading Passages
Paragraph Shrinking
Rule-Based Summary

2. Indicate the number of first and second grade students who attended reading camp. ____145__

3. Sign and date the form.

Cindy Goodman 8.15-16
LEA Superintendent Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Roanoke Rapids Graded Schools LEA Number 421

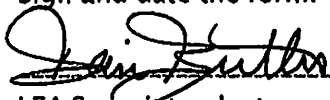
1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Below is a list of reading interventions provided at Manning and Belmont Elementary Schools in Roanoke Rapids Graded School District.

- Phonics, Fluency, Vocabulary and Comprehension lessons from the Florida Center for Reading Research (Instructional Routine lessons from the Empowering Teachers section and Student Center Activities)
- Road to the Code
- Comprehension Lessons from ReadWorks.org
- Comprehension Lessons from Options Publishing
- Phonics and Vocabulary Activities from the Texas Primary Reading Inventory Intervention Guide
- Phonics Activities from Pat Cunningham
- Words Their Way phonics
- Fluency Activities from Dr. Tim Rasinski
- Guided Reading Lessons using Leveled Readers
- EdSphere activities daily

2. Indicate the number of first and second grade students who attended reading camp. 115

3. Sign and date the form.


LEA Superintendent

8/31/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

- Jan Richardson Reading Strategies
 - Dr. Jan Richardson's reading strategies (comprehension scaffolds) were used during small group guided reading lessons by certified classroom teachers. Strategies were chosen based upon students' areas of need in reading. Reading 3D data was used to place students into groups.
- Fountas and Pinnell Guided Reading
 - The Fountas and Pinnell Guided Reading structure was used to meet the reading needs of students. Teachers used Reading 3D data to form flexible groups that were based upon the strengths, needs, and background knowledge of the students.
- Fountas & Pinnell Leveled Literacy Intervention System (LLI)
 - Leveled Literacy Intervention (LLI) was used by Reading Specialists within the Randolph County School System. LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.
- Debbie Diller Literacy Stations
 - Debbie Diller Literacy Stations were used during the guided reading block to provide additional support for students struggling in reading. Stations were differentiated based upon the individual needs of the students and were adjusted frequently. Stations focused on fluency, decoding (phonic skills), vocabulary and comprehension.
- Journeys Write-In Readers (Houghton Mifflin Harcourt)
 - The Journeys Write-In Reader is a component of the Journeys basal program. It is a consumable workbook that is used with struggling readers. It helps students with vocabulary and provides them with the opportunity to apply other reading skills and strategies.
- Soar to Success
 - Soar to Success is an intensive reading intervention program that uses quality literature, proven strategies, and graphic organizers to promote reading growth. The program focuses on foundational skills and reading strategies through the use of fiction and nonfiction trade books

2. Indicate the number of first and second grade students who attended reading camp. 583
3. Sign and date the form.



LEA Superintendent

7/12/16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Public Schools of Robeson County

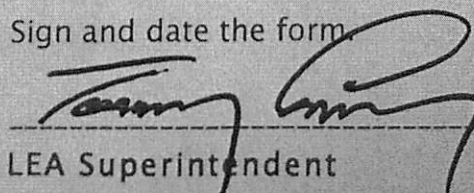
LEA Number 780

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Reading Camp
- Small group instruction
- Uninterrupted 90 Minute Reading Block
- Use of Portfolio Instructional Passages/Sample Sets
- Use of research based reading strategies to increase skills as it relates to phonemic awareness, fluency, vocabulary, and comprehension. Strategies include but are not limited to:
 - Repeated reading, wide reading, choral reading, silent reading, paired reading, and shared reading
 - Academic vocabulary, word walls, and pre-reading vocabulary strategies
 - Anticipation guides, close readings, cooperative learning, inferencing, comparing, contrasting, and classifying

2. Indicate the number of first and second grade students who attended reading camp. 858

3. Sign and date the form.


LEA Superintendent

8-29-16
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report for Rockingham County Schools - LEA 790
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Rockingham County Schools

LEA Number 790

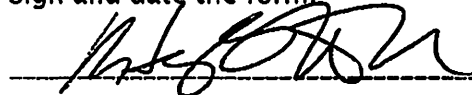
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Rockingham County Schools provided the following interventions and support for retained third grade students:

- Leveled Literacy Intervention Instruction
- Wilson Reading Instruction
- Progress monitoring to inform instruction of 4th grade students with retained reading label through Amplify/Reading 3D additional subscriptions
- Pull-out reading intervention in accelerated class situations
- Push-in reading intervention services in transition class situations
- Small group leveled guided reading instruction with support staff, certified teachers, instructional assistants, and tutors through the Balanced Literacy Model
- Intervention blocks focused on specific reading instruction/intervention based on data

2. Indicate the number of first and second grade students who attended reading camp. 391

3. Sign and date the form.



LEA Superintendent

8-2-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Rowan-Salisbury School System LEA Number 800

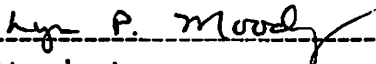
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Provided 90 minutes to 120 minutes of uninterrupted reading instruction to all students
 - Provided supplemental reading support by Title I reading specialists based on need
 - Strengthened foundational reading skills using Orton-Gillingham strategies during small group instruction
 - Used the Reading 3D Now What? tools to provide guided instruction for students in areas of need
 - Conducted small guided reading groups focused on fundamental reading strategies
 - Created intervention groups targeted on specific reading skills that were areas of concern
 - Implemented small group or individual instruction to focus on specific reading skills that were areas of concern before school for students arriving early
 - Purchased and implemented Achieve 3000 to provide an online model of differentiated instruction, enabling all students engage with text at their individual reading levels
 - Purchased and implemented SmartyAnts to provide adaptive digital instruction for students on the foundational components of reading, filling in gaps in knowledge for students as needed
 - Expanded opportunities to interact with text by use of digital resources such as Reading A-Z and Big Universe
 - Regrouped students during intervention time to provide additional instruction for students based on their specific need as identified by Reading 3D data and teacher anecdotal notes
 - Provided after school tutoring and Saturday school for selected students using Title I funds
 - Used the RtI process to identify students in need of additional academic support and provide interventions

Reading Interventions Report
2015–16 School Year

- Utilized Title 1 reading teachers to provide additional instruction in multiple ways: (1) working in the classroom two hours a week helping with classwork; (2) pulling the students from class 45 minutes a week to work in a small group; (3) analyzing data from students' third grade portfolios to see where the needs were greatest; (4) used instructional portfolio passages from each standard; and (5) used Common Core board, card, and interactive games to review skills
- Conducted small group targeted instruction based on analysis of DE test results
- Utilized RtA instructional practice passages
- Researched and used Florida Center for Reading Research (FCRR) phonics strategies with students based on need

2. Indicate the number of first and second grade students who attended reading camp. 480

3. Sign and date the form.

 _____ LEA Superintendent	<u>8-2-16</u> _____ Date
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4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpl.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading Interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Rutherford County Schools

LEA Number: 810

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Fluency

- Six Minute Solutions (Voyager Sopris)
- HELPS Program activities
- Timothy Rasinski fluency activities
- Florida Center for Reading Research (FCRR) interventions
- Small Group Advisor (mCLASS)

Comprehension

- The Comprehension Toolkit (Harvey / Goudvis)
- Read Well (Voyager Sopris)
- Florida Center for Reading Research (FCRR) interventions
- Small Group Advisor (mCLASS)

Phonics/Phonemic Awareness

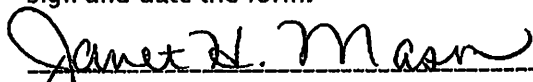
- Saxon Phonics
- Florida Center for Reading Research (FCRR) interventions

Vocabulary

- Vocabulary Workshop (Sadlier-Oxford)
- Florida Center for Reading Research (FCRR) interventions

2. Indicate the number of first and second grade students who attended reading camp. 211

3. Sign and date the form.


LEA Superintendent

07-25-16
Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Sampson County Schools LEA Number: 820

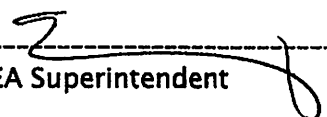
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Intervention	Description
Modeling	The teacher explicitly models proficient reading skills to students, using think-alouds to promote students metacognition of reading. Visuals are also used as a part of the modeling process.
Reading Skill Intervention Groups: <u>Phonemic Awareness</u> : sound Manipulation Activities, Sound Sorts, etc. <u>Alphabetic Principle</u> : sound/letter correspondence, sound sorts, word sorts <u>Fluency</u> : repeated reading, sight word phrase practice <u>Vocabulary and Comprehension</u> : Thinking Maps, Story Maps, Questioning, Summarizing	Based on student assessment data, the teacher plans various engaging lessons making decisions on frequency and intensity based on the students' reading needs. Some of these groups include flex groups, which maximize teacher's expertise with student's need and/or working with a reading specialist. FCRR resources are utilized as well.
Imagine Learning	This computer-based intervention program allows instruction for the five reading components to be customized to the student's need.

Reading Interventions Report
2015–16 School Year

Differentiated Learning Stations	Based on student assessment data, the teacher plans various practice exercises. Rotation plans can be customized for the student's need.
RACE Format	To assist with written response to text, students complete the following: Restate the question, Answer the question, Cite the evidence and Explain their answer.

2. Indicate the number of first and second grade students who attended reading camp. 82
3. Sign and date the form.


LEA Superintendent

8/8/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

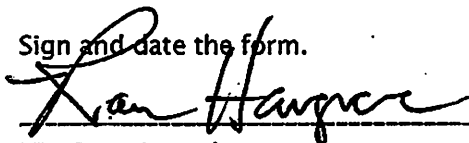
LEA Name: Scotland County LEA Number 830

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- i. SPIRE
- ii. Thinking Maps/Graphic Organizers
- iii. Imagine Learning
- iv. Learning Contracts
- v. FCCR Fluency Cards
- vi. FCCR Comprehension Passages
- vii. Words their Way for decoding
- viii. 1–1 instruction and/or small group instruction
- ix. Differentiated lesson plans

2. Indicate the number of first and second grade students who attended reading camp. 298

3. Sign and date the form.



LEA Superintendent

8-16-16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015-16 School Year**

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEA's must also report the number of first and second grade students who attended reading camp.

LEA Name: Stanly County LEA Number: 840

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- 90-minute literacy block included:
 - work stations with appropriate activities to address students' needs
 - one-on-one conferencing with students
 - guided reading groups
 - level text at appropriate student levels
- Guided Reading (small group, direct instruction) based on students' level and needs:
 - focused on decoding skills-6 syllable types, prefixes/suffixes, etc.
 - Burst Reading activities (from "Small-group Advisor" on mCLASS)
 - fluency practice - rereading text for fluency; Readers Theater
 - building comprehension - Comprehension Toolkit activities
 - written comprehension practice - TRC question stems
- Tutoring - one-on-one & small group (direct) instruction based on students' level and needs
- mCLASS interventions & progress monitoring, based on individual student needs in the following areas:
 - CLS (correct letter sounds) including a focus on vowel sounds & patterns; practice with phoneme segmentation; Elkonin boxes
 - NWF (nonsense word fluency - FCRR activities (fcrr.org))
 - WWR (whole words read)
 - fluency practice - Great Leaps
- Words Their Way - individualized by students' needs
- "Core Phonics Survey" administered & used as a guide for instruction during tutoring & guided reading groups
- Reading 3D "Now What" lessons - including FCRR materials available online
- fluency checks
- Intervention Central Interventions (interventioncentral.org)
- Small group instruction using CLOSE reading strategies
- Corrective Reading
- Reading A to Z Fluency Passages

2. Indicate the number of first and second grade students who attended reading camp. 208

3. Sign and date the form.

W. M. Josey 8/29/16 Mr. William Josey
LEA Superintendent Date

4. Submit this form by close of business on **September 1** via email to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Stokes County Schools LEA Number 850

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Foundations/Letterland
- Leveled Literacy Intervention
- Instructional Passages for Read to Achieve
- Comprehension Tool Kit
- Words Their Way
- Reading A–Z
- Florida Center for Reading Research (fcrr.org)
- Reading 3D/mClass –progress monitoring
- Reading 3D/mClass – Home Connect Letter
- ReadWorks (readworks.org)
- Journey's kits
- Close Reading
- Afterschool tutoring
- Tutoring during school
- Summer Reading Camp
- Leveled Readers
- Flexible grouping/differentiation
- Third/Fourth grade transition class
- ScootPad
- Seeds of Science – science/literacy

Reading Interventions Report
2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 162

3. Sign and date the form.

Phillip Bradley Ruiz
LEA Superintendent

8/2/16
Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Surry County Schools

LEA Number: 860

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).
 - IReady – Students completed individualized lessons on the IReady computer program throughout the year.
 - EC Class – Students attended an EC class on their individualized level that specialized in reading and written comprehension skills.
 - ESL Class – Students attended an ESL class on their individualized level that specialized in language development for English as a second language.
 - Title One Reading – Students worked with the title one reading specialist to develop their individualized reading behaviors (chunking, fluency, oral and written comprehension, etc.).
 - Tutoring Sessions – Students attended a tutoring session to receive additional support on grade level content.
 - Now What? – Teachers used Now What lessons from Reading 3D with small groups of students to increase understanding and usage of reading skills.
 - Fluency Passages – These were used approx. 4 times weekly for 5 – 10 minutes. Students read the passages aloud. The level of accuracy was recorded as well as words per minute. Students and teachers track progression by graphing the results. Reading 3D DORF was used to monitor progress of this intervention.
 - Cloze Passages – This was used twice weekly for approx. 10 minutes. Progress was monitored through Star Reading and Reading 3D DAZE.
 - Fry Word Phrase Drills – This was used 4 times weekly to build word knowledge and accuracy with the percentage recorded for each session. Accuracy was measured in Reading 3D through TRC and DORF.
 - Phrase Progression – This intervention was used 2 – 4 times weekly to build word knowledge and fluency. Progress was monitored through Reading 3D DORF.
 - Leveled Text – Used in flexible guided reading groups, this aided in monitoring student's level and progress. (Reading 3D TRC)

Reading Interventions Report
2015-16 School Year

- FCRR.org Interventions - The following games were used 2 - 4 times weekly in flexible guided reading groups to build literacy skills.
 - Letter / Sound Mix-Up
 - Word family Zoom
 - Word Speed Practice
 - Syllable Patterns
 - Fluent Phrases
 - Fast Phrases
 - Phrase Progression
 - Chunky Passages
 - Opposites Attract
 - Synonyms - Antonyms Connection
 - Homophone Hunt
 - Build-A-Word

2. Indicate the number of first and second grade students who attended reading camp. 159

3. Sign and date the form.



LEA Superintendent

8.24.16

Date

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Reading Interventions Report
2015-16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Swain LEA Number: 870

1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- Instruction based on Instructional Reading Level
- Core instruction given for 90 minutes
- Targeted Accelerated Growth instruction given for 45 minutes
- MobyMax Reading
- Edsphere

2. Indicate the number of first and second grade students who attended reading camp: 50

3. Sign and date the form.

LEA Superintendent:

Date:

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **Thomasville City Schools**

LEA Number: **292**

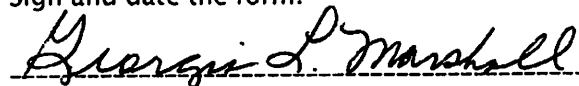
1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

During 2015-2016, students who failed to meet benchmarks in reading in grade three were given the "Reading Retained" label and placed in 4th grade in transition classrooms. These students were provided with 90 minutes of uninterrupted reading instruction each day. In addition, students received additional instruction from school based reading specialists during a specific instructional block each day (the block is designed for remediation/enrichment). Orton-Gilliam and Wilson Reading resources were used to assess and monitor progress. Fountas and Pinnell as well as LLI for comprehension instruction and monitoring were also used. All elective specialists in the building were also used during morning blocks to assist with small group instruction so that students in the "Reading Retained" classification could receive more individualized and specific instruction in smaller settings.

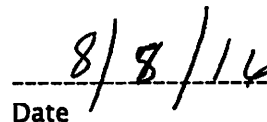
2. Indicate the number of first and second grade students who attended reading camp.

1st grade = 29 students and 2nd grade = 36 students (these represent the number of students who attended the majority of the program). TOTAL = 65 total in grades 1 and 2

3. Sign and date the form.



LEA Superintendent



Date

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Transylvania County Schools

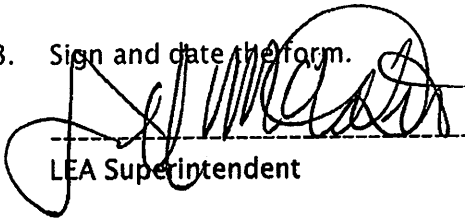
LEA Number : 880

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Individual and small instruction with the reading specialist– three times per week for 30 minutes
 - Open Court Phonics
 - Additional mClass Reading 3D Progress Monitoring
 - SRA
 - Research based activities from FCRR
 - Reading of written text to self then played back
 - Preview and pre-teaching of materials with reading specialist
 - After school homework lab
 - Brevard College Education majors working with students using FCRR
 - SRA Corrective Reading 40 minutes per day, 5 days per week
 - Reading Mastery 5 days per week 40 minutes per day
 - Curriculum Associates
 - Frye's Fluency Phrases
 - Guided Reading 5 days per week using Fountas and Pinnell model
 - FCRR
 - Open Court Fluency
 - Open Court Phonics
 - Reading of written text to self
 - Homework Lab
 - Preview and preteaching offmaterials.

Reading Interventions Report
2015–16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 90

3. Sign and date the form.



LEA Superintendent

8/29/16

Date

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Reading Interventions Report
2015–16 School Year

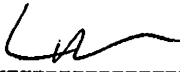
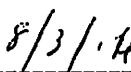
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: __Tyrrell _____ LEA Number_____890_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Learning stations developed to work with all students which allowed for focus on Retained reading students in small groups. Stations focused on skills such as phonics, vocabulary, fluency and comprehension.
 - Additional small group time with students to focus on third grade reading standards
 - In school (during "specials" rotation)
 - Development of a Friday tutoring schedule at the end of the school day for the last 6 weeks of the term
 - Use of Reading Street Leveled Readers, Fluency Reads and Phonics
 - Instructional Specialist hired during second semester to work with staff
 - Investment in purchase of a leveled book room and phonics fluency program

2. Indicate the number of first and second grade students who attended reading camp. __38__

3. Sign and date the form.

 _____	 _____
LEA Superintendent	Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

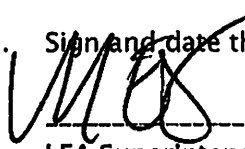
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Union County Public Schools LEA Number: 900

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Guided Reading – the classroom teachers works with a small group of students who demonstrate similar reading behaviors. The teacher provides support as students apply the strategies to a new text.
 - Leveled Literacy Intervention (LLI) – the teacher provides small group instruction with leveled texts through systemically designed lessons to support students in reading and writing.
 - Strategy Groups – the teacher provides small group instruction to students on a specific strategy. Students apply the strategy to their own leveled text.
 - Individual student reading conferences – the teacher provides one-on-one instruction and feedback to address each student's individual needs in reading.
 - Shared Reading – the teacher explicitly models strategies and skills of a proficient reader.

2. Indicate the number of first and second grade students who attended reading camp. 482

3. Sign and date the form.



LEA Superintendent

7/7/16

Date

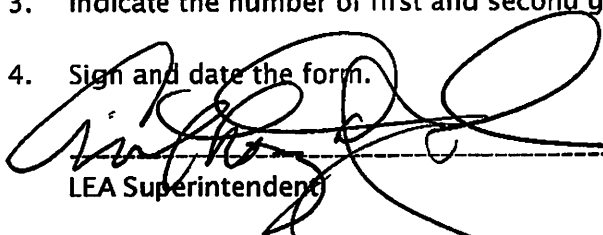
4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Vance County Schools

LEA Number: 910

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
2. All Vance County Schools were provided with a copy of the student's most recent Reading3D results with annotations completed by the district reading specialist that outlined the individual student needs. Students were then clustered together in transitional classrooms where they were given more opportunities for individualization by using small group instruction. Vance County opted to purchase additional seats in McClass Reading 3D for transitional students and teachers monitored their growth on that tool during the 4th grade transitional year.
Through a partnership with the local United Way the web based motivational reading program, RAZ kids, was implemented to facilitate an increase in student time spent interacting with text. Subscriptions to Studies Weekly were also given to all teachers of third grade and transitional fourth grades.
Other interventions across the district varied from school to school but included:
 - Reduction of overall class size for the transitional classes
 - Additional scheduled intervention time daily during the school day
 - Implementation of extended school day tutoring or Saturday Academy
 - Co-teaching with a highly trained teacher of reading for a period of the day
 - Reading specialist hired to work with small groups in a pull out setting for additional instruction outside of the 90 minute block
 - A focus on foundational word attack skills and reading comprehension from particular programs including- Reading Mastery, RAVE-O, and Ready print edition
3. Indicate the number of first and second grade students who attended reading camp. ____336__
4. Sign and date the form.

LEA Superintendent _____ Date August 29, 2016
5. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Wake County Public Schools LEA Number 920

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Expectations:

Every class would be 90 minutes of uninterrupted reading instruction

Small group instruction would occur twice daily for the students with reading retained label

Collaboration meetings would occur regularly to discuss students with reading retained label that were served by other teachers

All $\frac{3}{4}$ transition teachers would attend district training

Teachers would communicate regularly with parents of students with reading retained label

All 4th grade students would be administered the DIBELS assessments (DORF and DAZE)

Teacher Professional Learning:

Teacher Support provided by K–5 Core Literacy Team and Special Education Literacy:

- 2 $\frac{1}{2}$ Training Days for all $\frac{3}{4}$ Transition Class Teachers and the one teacher of an Accelerated Reading Class:
 - Balanced reading instruction
 - Whole Group (mini-lessons, shared reading)
 - Small Group (guided reading, strategy groups)
 - Independent work (authentic tasks)
 - Instructional use of portfolio passages aligned to standards
 - Weekly planning guide to support planning using student data and CMAPP
 - *Recipe for Reading* instruction for word work targeted lessons
 - Writing in Response to Reading instruction
 - Conferring
 - Note-booking
 - *Notice and Note* for Close Reading Strategies
 - *Growth Mindset* training
 - *Anchor Comprehension Program* purchased for grades 2–5

Reading Interventions Report
2015–16 School Year

Teacher Resources Provided to deliver research–based strategies:

- ¾ Transition Teacher Blackboard site (strategies, information, articles, webinars, DPI's Livebinder all linked there in one spot)
- Vocabulary and Word Work lessons including:
 - Morphology Instructional Recommendations
 - Revised Names Test (to determine targeted skills missing)
 - Mini-lessons and webinar around the 6 syllable types
 - Mini-lessons for mentor texts around vocabulary instruction
 - Recipe for Reading Manual
- Connections to the Standards:
 - ELA "I Can" statements
 - Strategies for Close Reading Signposts from *Notice and Note* with 4th grade reading literature standards
 - 8–10 Mini-lessons on standards per week
 - Weekly planning guide to support instruction

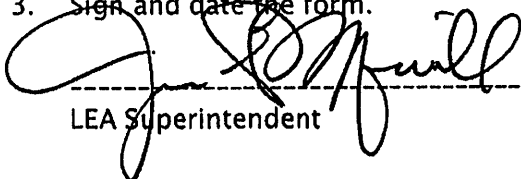
2. Indicate the number of first and second grade students who attended reading camp.

Traditional Schools: 1,808

Year Round Schools: 773

Modified Schools; 23

3. Sign and date the form.



LEA Superintendent

8/29/16

Date

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Warren County Schools LEA Number 930

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

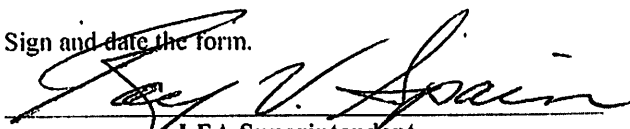
Warren County Schools provided reading interventions to students who were retained during the 2015-2016 school year using a variety of methods. The intervention sessions were facilitated by certified teachers at each school site. Teachers used a variety of scientifically proven resources and strategies that focused on reading deficits in Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. The focus areas and instructional approach were determined as a result of student formative and summative assessment data. Each site had various resources and materials used to implement interventions. The following is a list of strategies that were implemented during these sessions:

- Small Group Instruction (outside of the regular 90 minute instructional block)
- Guided Reading Instruction: Use of leveled reading materials (Scholastic and Fountas & Pinnell)
- Think Alouds, QAR (Question Answer Relationships) instruction, Graphic Organizers, sequencing activities, questioning practices, etc.... to build comprehension skills
- Word studies to support early literacy development
- Activities to build letter-sound associations
- Phonetic contextualizing
- Activities and resources to build fluency such as modeling, practice, echo reading, reading with expression and prosody
- Direct vocabulary instruction with a focus on the morphology of words
- Use of semantic mapping
- Standards based instructional passages to develop comprehension

The list above is not an all-inclusive list because teachers adjust their teaching to meet the needs of the students being served. The schools provide the teachers with leveled readers and materials to assist with providing a comprehensive intervention session that enhances a student's reading development.

2. Indicate the number of first and second grade students who attended reading camp. 104

3. Sign and date the form.


LEA Superintendent

8/31/16
Date

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Washington County Schools LEA Number: 940

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Washington County Schools provided the following interventions for students placed in our $\frac{3}{4}$ transition classes:

- Use of Reading 3–D for benchmark assessments, progress monitoring, formulation of small groups based on needs as indicated by data and correlating use of “What’s Next?” instructional materials
- Daily small-group intervention instruction provided by a reading specialist
- Use of Edsphere for supported and independent reading comprehension and vocabulary development
- A daily focus on vocabulary instruction using research-based strategies
- Daily emphasis on writing in response to text supported by student rubrics

**Reading Interventions Report
2015–16 School Year**

2. Indicate the number of first and second grade students who attended reading camp.

1st Grade: 69

2nd Grade: 50

3. Sign and date the form.

LEA Superintendent

Date

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Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Watauga LEA Number: 950

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

Within the 90-minute uninterrupted reading block, the following strategies are provided to students at their instructional level by using a balanced literacy approach. Please note that this is not an all-inclusive list and that other strategies may be used at the school level at their professional discretion.

Phonemic Awareness/Phonics– Blending and segmenting of words/word structure analysis

Fluency– Fry Phrasing practice, repeated readings, readers theater, access to a wide variety of text, silent reading

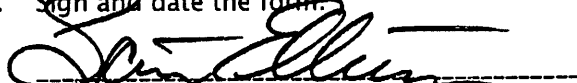
Vocabulary– Explicit academic vocabulary instruction, word walls, word maps

Comprehension– Graphic organizers (KWL, CRISS, etc.), visualizing strategies, scaffold written response to text, note taking skills, pre reading and background knowledge building

All students (including those not in the $\frac{3}{4}$ transition classes) still have access to volunteer tutors and Reading Intervention Specialist Services outside of the 90-minute reading block.

Campers: 63

2. Sign and date the form.


LEA Superintendent

6/28/16
Date

3. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

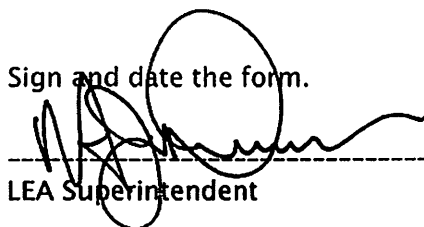
LEA Name: ___Wayne County Public Schools_____ LEA Number___960_____

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

1. Guided Reading
2. iReady
3. Peer Tutor
4. Title I Tutors
5. Computer Assisted Instruction
6. Cooperative Group
7. Small Group
8. Corrective Reading
9. Literacy Specific Instruction
10. Edsphere
11. Accelerated Reader
12. After School Focused Intervention

2. Indicate the number of first and second grade students who attended reading camp. ___507___

3. Sign and date the form.



LEA Superintendent

8-26-2016

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: **Weldon City Schools**

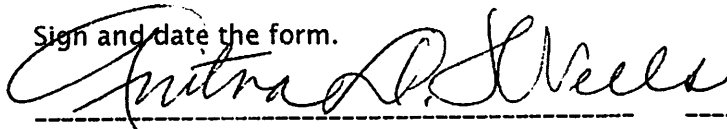
LEA Number: **422**

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small Group Instruction
- Differentiated Center Work
- One on one teacher instruction
- Remediation block during the school day to work on skills needed
- Local benchmark with data analysis to determine student needs
- After School Tutorial
- Vocabulary study

2. Indicate the number of first and second grade students who attended reading camp. 29

3. Sign and date the form.

 08/29/16
LEA Superintendent Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

**Reading Interventions Report
2015–16 School Year**

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LEA Name: Whiteville City Schools

LEA Number 241

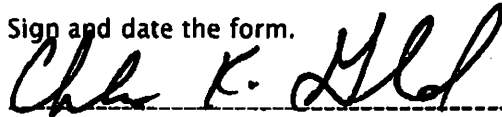
1. List all the reading interventions schools provided in the 2015-16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Reading Series – Reading Wonders offers a parallel intensive intervention program. They use an integrated approach to build all learners into strong readers. It consists of tiered programs:
 - Explicit instruction of phonological awareness
 - Phonemic awareness
 - Phonics
 - Fluency
 - Word recognition
 - Practice
 - Assessment to monitor progress and mastery
 - Comprehension
 - Anchor Charts
 - Socratic questioning
 - Chunking
 - Double Back – going back, looking at details, support answers, context clues
 - Discussion
 - Post – It – making notes about connections, questions, thoughts
 - Small group presentations
 - Graphic Organizers
 - Highlighting
 - Text analysis with higher order thinking questions
 - Close reads
 - Summarize as you go
 - Pull out important features
 - Interactive language journals
 - Illustrations
 - Wordly Wise
 - Fluency
 - Read alouds - build accuracy, expression, smooth reading, natural pace, comprehension
 - Timed passages

**Reading Interventions Report
2015–16 School Year**

- Peer reading/timers
- iPad apps
- Listening Centers
- Chunking
- Using Poetry
- Whisper Phones
- Poetry Stations and Activities
 - PIES – many teachers are using this intervention during PIES. Students are writing Raps, songs, poems, etc.

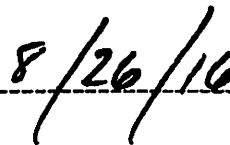
2. Indicate the number of first and second grade students who attended reading camp. 52

3. Sign and date the form.



LEA Superintendent

Date



4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpl.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Wilkes County Schools

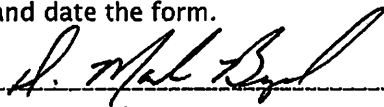
LEA Number: 970

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- **Corrective Reading**
- **Triumphs**
- **Timed Repeated Reading**
- **Words Their Way (word sorts)**
- **Edsphere**
- **Fluency Phrases**
- **HELPS**
- **Small group/individual tutoring with passages/questions specific to reading objectives**

2. Indicate the number of first and second grade students who attended reading camp. 231

3. Sign and date the form.



LEA Superintendent

8/15/16

Date

4. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities.

LEA Name: Wilson County Schools

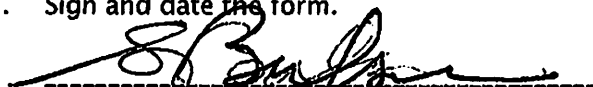
LEA Number: 980

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

- Small group instruction
- Moby Max
- Focus Intervention teacher
- Rosetta Stone
- Florida Center for Reading Research
- InterventionCentral.org
- mClass (Now What Suggestions)
- Flex grouping/Differentiated Instruction
- Peer Tutors
- Okapi Lessons by Fountas & Pinnell
- Exploration lessons by Fountas & Pinnell
- After School tutoring
- Hill Rap Strategies
- Great Leaps- Phonics
- One-on-One Instruction
- Strategies to Achieve Success (STARS)

campers: 248

2. Sign and date the form.



LEA Superintendent

5/27/16
Date

3. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpl.nc.gov.

**Reading Interventions Report
2015–16 School Year**

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: Yadkin County Schools

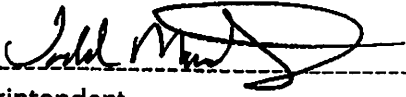
LEA Number: 990

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).
 - Additional small group reading instruction based on instructional reading level
 - Focus groups during I/E using mClass and other assessment data to form groups
 - Differentiated homework
 - Study Island
 - Waterford
 - Imagine Learning
 - Corrective Reading
 - During-the-day tutoring by retired teachers using leveled texts
 - Edsphere
 - Spotlight on Comprehension lessons

Reading Interventions Report
2015-16 School Year

2. Indicate the number of first and second grade students who attended reading camp. 161

3. Sign and date the form.



LEA Superintendent

8-24-16

Date

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

Reading Interventions Report
2015–16 School Year

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to remediate reading deficiencies by targeting specific reading skills and abilities. LEAs must also report the number of first and second grade students who attended reading camp.

LEA Name: YANCEY COUNTY SCHOOLS LEA Number 995

1. List all the reading interventions schools provided in the 2015–16 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a $\frac{3}{4}$ transition class, and placed in a fourth-grade accelerated reading class).

PROGRAMS

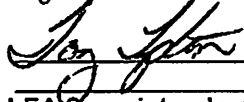
Wilson *Foundations* Level 2/3
Learning A-Z Digital Suite K-6
Read Well Voyager Sopris – Level 1-3
Discovery Education Streaming Plus
Discovery Education Progress Zone
ReadWorks.org
Newsela.org

STRATEGIES

Daily Five – Classroom Rotations/Centers

2. Indicate the number of first and second grade students who attended reading camp. 57

3. Sign and date the form.


LEA Superintendent _____ Date 8-30-16

4. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at Carolyn.Guthrie@dpi.nc.gov.

The following chart includes the number and percentage of first and second graders that qualify for the reading camp and the number of students that attended.

District Name	First Grade					Second Grade					Grand Total					Reading Camp
	Total Students Assessed	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	Total Students Assessed	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	Grand Total	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	
Alamance-Burlington	1758	1066	61%	692	39%	1875	1048	56%	827	44%	3633	2114	58%	1519	42%	670
Alexander County	396	178	45%	218	55%	384	103	27%	281	73%	780	281	36%	499	64%	132
Alleghany County	80	59	74%	21	26%	113	69	61%	44	39%	193	128	66%	65	34%	42
Anson County	281	222	79%	59	21%	293	208	71%	85	29%	574	430	75%	144	25%	121
Ashe County	229	127	55%	102	45%	236	111	47%	125	53%	465	238	51%	227	49%	87
Asheboro City	379	197	52%	182	48%	382	125	33%	257	67%	761	322	42%	439	58%	179
Asheville City	442	143	32%	299	68%	392	110	28%	282	72%	834	253	30%	581	70%	102
Avery County	144	74	51%	70	49%	164	43	26%	121	74%	308	117	38%	191	62%	51
Beaufort County	528	251	48%	277	52%	507	269	53%	238	47%	1035	520	50%	515	50%	225
Bertie County	168	145	86%	23	14%	155	101	65%	54	35%	323	246	76%	77	24%	58
Bladen County	359	216	60%	143	40%	356	181	51%	175	49%	715	397	56%	318	44%	126
Brunswick County	906	555	61%	351	39%	958	569	59%	389	41%	1864	1124	60%	740	40%	317
Buncombe County	1654	568	34%	1086	66%	1884	822	44%	1062	56%	3538	1390	39%	2148	61%	431
Burke County	924	528	57%	396	43%	1017	529	52%	488	48%	1941	1057	54%	884	46%	390
Cabarrus County	2341	1149	49%	1192	51%	2389	1010	42%	1379	58%	4730	2159	46%	2571	54%	604
Caldwell County	807	391	48%	416	52%	916	421	46%	495	54%	1723	812	47%	911	53%	281
Camden County	111	53	48%	58	52%	148	97	66%	51	34%	259	150	58%	109	42%	43
Carteret County Public	578	291	50%	287	50%	572	222	39%	350	61%	1150	513	45%	637	55%	199
Caswell County	209	128	61%	81	39%	209	143	68%	66	32%	418	271	65%	147	35%	147
Catawba County	1202	692	58%	510	42%	1212	597	49%	615	51%	2414	1289	53%	1125	47%	442
Chapel Hill-Carrboro	733	219	30%	514	70%	811	310	38%	501	62%	1544	529	34%	1015	66%	146
Charlotte-Mecklenburg	12161	5863	48%	6298	52%	12196	5456	45%	6740	55%	24357	11319	46%	13038	54%	995
Chatham County	651	387	59%	264	41%	696	353	51%	343	49%	1347	740	55%	607	45%	428
Cherokee County	221	139	63%	82	37%	263	123	47%	140	53%	484	262	54%	222	46%	94
Clay County	105	39	37%	66	63%	110	38	35%	72	65%	215	77	36%	138	64%	33
Cleveland County	1129	530	47%	599	53%	1176	586	50%	590	50%	2305	1116	48%	1189	52%	387
Clinton City	262	114	44%	148	56%	260	115	44%	145	56%	522	229	44%	293	56%	109
Columbus County	461	268	58%	193	42%	432	182	42%	250	58%	893	450	50%	443	50%	185
Craven County	1167	581	50%	586	50%	1159	535	46%	624	54%	2326	1116	48%	1210	52%	323
Cumberland County	4024	2404	60%	1620	40%	3979	2111	53%	1868	47%	8003	4515	56%	3488	44%	666
Currituck County	256	90	35%	166	65%	284	87	31%	197	69%	540	177	33%	363	67%	88
Dare County	342	115	34%	227	66%	392	136	35%	256	65%	734	251	34%	483	66%	135
Davidson County	1399	647	46%	752	54%	1385	600	43%	785	57%	2784	1247	45%	1537	55%	334
Davie County	485	299	62%	186	38%	452	251	56%	201	44%	937	550	59%	387	41%	57
Duplin County	806	458	57%	348	43%	780	436	56%	344	44%	1586	894	56%	692	44%	344
Durham Public	2712	1426	53%	1286	47%	2771	1333	48%	1438	52%	5483	2759	50%	2724	50%	785
Edenton-Chowan	163	53	33%	110	67%	188	71	38%	117	62%	351	124	35%	227	65%	50
Edgecombe County	493	300	61%	193	39%	472	232	49%	240	51%	965	532	55%	433	45%	181
Elkin City	89	47	53%	42	47%	83	50	60%	33	40%	172	97	56%	75	44%	27
Forsyth County	4252	2483	58%	1769	42%	4255	2553	60%	1702	40%	8507	5036	59%	3471	41%	645
Franklin County	645	402	62%	243	38%	672	363	54%	309	46%	1317	765	58%	552	42%	149
Gaston County	2494	1303	52%	1191	48%	2352	1102	47%	1250	53%	4846	2405	50%	2441	50%	821
Gates County	113	55	49%	58	51%	122	80	66%	42	34%	235	135	57%	100	43%	49
Graham County	87	73	84%	14	16%	90	53	59%	37	41%	177	126	71%	51	29%	30
Granville County	561	265	47%	296	53%	576	281	49%	295	51%	1137	546	48%	591	52%	389
Greene County	209	139	67%	70	33%	244	171	70%	73	30%	453	310	68%	143	32%	193
Guilford County	5348	2916	55%	2432	45%	5607	2876	51%	2731	49%	10955	5792	53%	5163	47%	2038
Halifax County	249	161	65%	88	35%	230	170	74%	60	26%	479	331	69%	148	31%	120
Harnett County	1663	933	56%	730	44%	1624	835	51%	789	49%	3287	1768	54%	1519	46%	709
Haywood County	542	291	54%	251	46%	550	264	48%	286	52%	1092	555	51%	537	49%	85
Henderson County	1015	389	38%	626	62%	1103	420	38%	683	62%	2118	809	38%	1309	62%	361
Hertford County	240	199	83%	41	17%	241	176	73%	65	27%	481	375	78%	106	22%	126
Hickory City	349	180	52%	169	48%	333	134	40%	199	60%	682	314	46%	368	54%	124
Hoke County	715	403	56%	312	44%	691	404	58%	287	42%	1406	807	57%	599	43%	180
Hyde County	50	26	52%	24	48%	46	17	37%	29	63%	96	43	45%	53	55%	4
Iredell-Statesville	1411	705	50%	706	50%	1480	713	48%	767	52%	2891	1418	49%	1473	51%	255
Jackson County	295	122	41%	173	59%	275	88	32%	187	68%	570	210	37%	360	63%	93

District Name	First Grade					Second Grade					Grand Total					Reading Camp
	Total Students Assessed	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	Total Students Assessed	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	Grand Total	Combined Not Proficient Count	Combined Not Proficient %	Combined Proficient	Combined Proficient %	
Johnston County	2708	1144	42%	1564	58%	2718	1040	38%	1678	62%	5426	2184	40%	3242	60%	611
Jones County	83	46	55%	37	45%	86	51	59%	35	41%	169	97	57%	72	43%	55
Kannapolis City	466	307	66%	159	34%	448	328	73%	120	27%	914	635	69%	279	31%	131
Lee County	745	325	44%	420	56%	846	375	44%	471	56%	1591	700	44%	891	56%	234
Lenoir County	748	511	68%	237	32%	689	501	73%	188	27%	1437	1012	70%	425	30%	277
Lexington City	265	118	45%	147	55%	270	101	37%	169	63%	535	219	41%	316	59%	71
Lincoln County	884	421	48%	463	52%	840	341	41%	499	59%	1724	762	44%	962	56%	227
Macon County	349	129	37%	220	63%	346	160	46%	186	54%	695	289	42%	406	58%	69
Madison County	175	47	27%	128	73%	170	44	26%	126	74%	345	91	26%	254	74%	23
Martin County	301	179	59%	122	41%	277	143	52%	134	48%	578	322	56%	256	44%	89
McDowell County	465	305	66%	160	34%	505	293	58%	212	42%	970	598	62%	372	38%	101
Mitchell County	140	84	60%	56	40%	137	71	52%	66	48%	277	155	56%	122	44%	37
Montgomery County	303	211	70%	92	30%	328	218	66%	110	34%	631	429	68%	202	32%	227
Moore County	950	452	48%	498	52%	966	460	48%	506	52%	1916	912	48%	1004	52%	382
Mooreville Graded	463	217	47%	246	53%	436	144	33%	292	67%	899	361	40%	538	60%	96
Mount Airy City	100	39	39%	61	61%	139	60	43%	79	57%	239	99	41%	140	59%	48
Nash-Rocky Mount	1262	707	55%	555	44%	1193	702	59%	491	41%	2455	1409	57%	1046	43%	607
New Hanover County	1988	1031	52%	957	48%	2097	930	44%	1167	56%	4085	1961	48%	2124	52%	913
Newton Conover City	259	104	40%	155	60%	239	101	42%	138	58%	498	205	41%	293	59%	78
Northampton County	179	112	63%	67	37%	150	101	67%	49	33%	329	213	65%	116	35%	109
Onslow County	2210	832	38%	1378	62%	2212	852	39%	1360	61%	4422	1684	38%	2738	62%	710
Orange County	484	213	44%	271	56%	564	257	46%	307	54%	1048	470	45%	578	55%	237
Pamlico County	90	73	81%	17	19%	109	79	72%	30	28%	199	152	76%	47	24%	52
Elizabeth City-Pasquotank	476	242	51%	234	49%	488	211	43%	277	57%	964	453	47%	511	53%	199
Pender County	640	288	45%	352	55%	740	326	44%	414	56%	1380	614	44%	766	56%	212
Perquimans County	129	25	19%	104	81%	151	67	44%	84	56%	280	92	33%	188	67%	47
Person County	423	204	48%	219	52%	362	252	70%	110	30%	785	456	58%	329	42%	233
Pitt County	1884	665	35%	1219	65%	1889	668	35%	1221	65%	3773	1333	35%	2440	65%	482
Polk County	164	54	33%	110	67%	177	81	46%	96	54%	341	135	40%	206	60%	68
Randolph County	1244	647	52%	597	48%	1343	579	43%	764	57%	2587	1226	47%	1361	53%	583
Richmond County	565	242	43%	323	57%	564	189	34%	375	66%	1129	431	38%	698	62%	145
Roanoke Rapids City	210	143	68%	67	32%	213	128	60%	85	40%	423	271	64%	152	36%	115
Robeson County	2090	1562	75%	528	25%	2042	1298	64%	744	36%	4132	2860	69%	1272	31%	858
Rockingham County	964	496	51%	468	49%	969	431	44%	538	56%	1933	927	48%	1006	52%	391
Rowan-Salisbury	1534	978	64%	556	36%	1575	989	63%	586	37%	3109	1967	63%	1142	37%	480
Rutherford County	638	482	76%	156	24%	620	324	52%	296	48%	1258	806	64%	452	36%	211
Sampson County	658	333	51%	325	49%	649	296	46%	353	54%	1307	629	48%	678	52%	82
Scotland County	500	358	72%	142	28%	515	342	66%	173	34%	1015	700	69%	315	31%	298
Stanly County	702	401	57%	301	43%	665	338	51%	327	49%	1367	739	54%	628	46%	208
Stokes County	427	219	51%	208	49%	447	224	50%	223	50%	874	443	51%	431	49%	162
Surry County	610	268	44%	342	56%	619	223	36%	396	64%	1229	491	40%	738	60%	159
Swain County	141	89	63%	52	37%	142	71	50%	71	50%	283	160	57%	123	43%	50
Thomasville City	213	121	57%	92	43%	193	143	74%	50	26%	406	264	65%	142	35%	65
Transylvania County	276	147	53%	129	47%	232	81	35%	151	65%	508	228	45%	280	55%	90
Tyrrell County	54	38	70%	16	30%	50	38	76%	12	24%	104	76	73%	28	27%	38
Union County	2997	1401	47%	1596	53%	3098	1328	43%	1770	57%	6095	2729	45%	3366	55%	482
Vance County	593	393	66%	200	34%	569	357	63%	212	37%	1162	750	65%	412	35%	336
Wake County	12330	4518	37%	7812	63%	12393	4713	38%	7680	62%	24723	9231	37%	15492	63%	2604
Warren County	164	111	68%	53	32%	192	125	65%	67	35%	356	236	66%	120	34%	104
Washington County	152	101	66%	51	34%	145	78	54%	67	46%	297	179	60%	118	40%	119
Watauga County	349	207	59%	142	41%	355	155	44%	200	56%	704	362	51%	342	49%	63
Wayne County	1492	705	47%	787	53%	1501	719	48%	782	52%	2993	1424	48%	1569	52%	507
Weldon City	75	74	99%	1	1%	52	37	71%	15	29%	127	111	87%	16	13%	29
Whiteville City	178	80	45%	98	55%	160	55	34%	105	66%	338	135	40%	203	60%	52
Wilkes County	710	326	46%	384	54%	802	360	45%	442	55%	1512	686	45%	826	55%	231
Wilson County	918	269	29%	649	71%	967	310	32%	657	68%	1885	579	31%	1306	69%	248
Yadkin County	405	145	36%	260	64%	390	132	34%	258	66%	795	277	35%	518	65%	161
Yancey County	155	45	29%	110	71%	153	41	27%	112	73%	308	86	28%	222	72%	57
NC DPI Totals	112,070	56,041	50%	56,029	50%	113,729	53,544	47%	60,185	53%	225,799	109,585	49%	116,214	51%	31,938