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

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# Report to the North Carolina General Assembly

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Improve K-3 Literacy Accountability Measures  
*SL 2012-142, SL 2015-241, SL 2017-102*

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**Date Due: October 15, 2017**  
Report # 37  
DPI Chronological Schedule, 2017-2018

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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 2016-2017 are listed on the following pages.**

<b>NC State 2016–17 Read to Achieve Grade 3 End-of-Year Results</b>		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 <b>September 1</b> of each year the following information on the prior school year:	
<b>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.</b>		<b>Number of Students</b>	<b>Percentage</b>
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).	71,072	57.9%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest.	51,753	42.1%
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.	13,458	11.0%
<b>The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.</b>			
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.	16,867	44.0%
<b>The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.</b>			
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards. (For 2017-18, 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.)	17,727	14.4%
<b>The denominator for Row 6 is the number of retained students recorded in number 5.</b>			
6	<b>Charter Schools Only:</b> Charter schools must indicate the number and percentage of retained students recorded in number 5 who do not return to the charter school for 2017–18.	**	**

Note: Privacy laws dictate that for fewer than 10 students, the specific number and percentage should not be given. Therefore, if the number is less 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 can be found on page 10 of the Joint Legislative Education Oversight Committee Report Number 37.



## Statewide Reading Camp Data

2014 - 2017

(as of September 28, 2017)

School Year	Students Eligible for Third Grade Reading Camp after Good Cause Exemptions	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)
2017	21,428	12,640 (59.0% of eligible students)	3,701 (29.3% of those attending camp)

State of North Carolina District Level Report 2016-17 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) <sup>1</sup>		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest <sup>1</sup>		Students exempt from mandatory retention in third grade for good cause <sup>1</sup>		Students who took and passed an alternative assessment approved by the SBE <sup>2</sup>		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>State of North Carolina</b>	<b>71,072</b>	<b>57.9</b>	<b>51,753</b>	<b>42.1</b>	<b>13,458</b>	<b>11.0</b>	<b>16,867</b>	<b>44.0</b>	<b>17,727</b>	<b>14.4</b>
Alamance-Burlington Schools	1,013	53.3	887	46.7	264	13.9	265	42.5	282	14.8
Alexander County Schools	255	65.1	137	34.9	49	12.5	56	63.6	22	5.6
Alleghany County Schools	58	54.2	49	45.8	15	14.0	23	67.6	11	10.3
Anson County Schools	130	46.1	152	53.9	38	13.5	32	28.1	76	27.0
Ashe County Schools	156	64.2	87	35.8	29	11.9	29	50.0	20	8.2
Asheboro City Schools	191	47.9	208	52.1	28	7.0	116	64.4	55	13.8
Asheville City Schools	258	67.7	123	32.3	31	8.1	43	46.7	47	12.3
Avery County Schools	104	62.7	62	37.3	38	22.9	11	45.8	*	*
Beaufort County Schools	269	54.7	223	45.3	101	20.5	30	24.6	58	11.8
Bertie County Schools	74	49.7	75	50.3	14	9.4	14	23.0	26	17.4
Bladen County Schools	186	54.1	158	45.9	92	26.7	31	47.0	24	7.0
Brunswick County Schools	538	55.4	433	44.6	258	26.6	35	20.0	100	10.3
Buncombe County Schools	1,161	59.3	797	40.7	245	12.5	204	37.0	306	15.6
Burke County Schools	547	53.5	476	46.5	141	13.8	194	57.9	84	8.2
Cabarrus County Schools	1,497	59.9	1,003	40.1	173	6.9	379	45.7	431	17.2
Caldwell County Schools	556	61.9	342	38.1	79	8.8	161	61.2	82	9.1
Camden County Schools	116	77.9	33	22.1	*	*	21	70.0	*	*
Carteret County Public Schools	399	66.7	199	33.3	83	13.9	65	56.0	20	<5
Caswell County Schools	109	51.7	102	48.3	15	7.1	29	33.3	46	21.8
Catawba County Schools	692	55.9	545	44.1	145	11.7	208	52.0	164	13.3
Chapel Hill-Carrboro Schools	713	70.7	296	29.3	103	10.2	87	45.1	99	9.8
Charlotte-Mecklenburg Schools	7,446	59.9	4,994	40.1	904	7.3	1,378	33.7	2,513	20.2
Chatham County Schools	425	60.1	282	39.9	78	11.0	75	36.8	78	11.0
Cherokee County Schools	178	67.9	84	32.1	40	15.3	36	81.8	*	*
Clay County Schools	67	60.9	43	39.1	28	25.5	14	93.3	*	*
Cleveland County Schools	705	58.9	492	41.1	352	29.4	51	36.4	53	<5
Clinton City Schools	144	55.2	117	44.8	15	5.7	34	33.3	37	14.2
Columbus County Schools	171	41.8	238	58.2	63	15.4	90	51.4	66	16.1
Craven County Schools	681	60.6	443	39.4	87	7.7	159	44.7	145	12.9
Cumberland County Schools	2,355	57.8	1,722	42.2	710	17.4	439	43.4	388	9.5
Currituck County Schools	174	61.1	111	38.9	40	14.0	53	74.6	*	*
Dare County Schools	271	65.3	144	34.7	45	10.8	39	39.4	53	12.8
Davidson County Schools	917	63.5	527	36.5	114	7.9	210	50.8	171	11.8
Davie County Schools	282	60.1	187	39.9	46	9.8	65	46.1	59	12.6
Duplin County Schools	312	39.9	469	60.1	171	21.9	90	30.2	143	18.3
Durham Public Schools	1,207	43.7	1,552	56.3	190	6.9	603	44.3	747	27.1
Edenton-Chowan Schools	102	55.7	81	44.3	*	*	39	52.0	26	14.2
Edgecombe County Public Schools	160	32.9	326	67.1	90	18.5	109	46.2	92	18.9
Elkin City Schools	57	69.5	25	30.5	*	*	*	*	*	*
Forsyth County Schools	2,358	53.3	2,067	46.7	459	10.4	611	38.0	867	19.6
Franklin County Schools	336	49.9	338	50.1	51	7.6	122	42.5	130	19.3
Gaston County Schools	1,235	51.8	1,150	48.2	280	11.7	484	55.6	299	12.5
Gates County Schools	64	48.9	67	51.1	*	*	23	39.7	24	18.3
Graham County Schools	55	61.8	34	38.2	15	16.9	*	*	15	16.9

State of North Carolina District Level Report 2016-17 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) <sup>1</sup>		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest <sup>1</sup>		Students exempt from mandatory retention in third grade for good cause <sup>1</sup>		Students who took and passed an alternative assessment approved by the SBE <sup>2</sup>		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
Granville County Schools	296	50.3	293	49.7	102	17.3	41	21.5	130	22.1
Greene County Schools	109	43.8	140	56.2	27	10.8	48	42.5	47	18.9
Guilford County Schools	2,995	52.6	2,698	47.4	598	10.5	958	45.6	1,045	18.4
Halifax County Schools	83	37.6	138	62.4	24	10.9	20	17.5	82	37.1
Harnett County Schools	846	51.1	809	48.9	113	6.8	250	35.9	413	25.0
Haywood County Schools	332	63.7	189	36.3	90	17.3	59	59.6	31	6.0
Henderson County Schools	702	64.2	391	35.8	92	8.4	203	67.9	61	5.6
Hertford County Schools	104	42.6	140	57.4	61	25.0	23	29.1	35	14.3
Hickory City Schools	185	56.4	143	43.6	16	<5	64	50.4	55	16.8
Hoke County Schools	345	49.1	357	50.9	106	15.1	96	38.2	135	19.2
Hyde County Schools	29	63.0	17	37.0	*	*	*	*	*	*
Iredell-Statesville Schools	878	59.3	602	40.7	181	12.2	155	36.8	200	13.5
Jackson County Schools	128	47.8	140	52.2	24	9.0	81	69.8	27	10.1
Johnston County Schools	1,586	57.3	1,182	42.7	274	9.9	627	69.1	187	6.8
Jones County Schools	65	74.7	22	25.3	*	*	*	*	*	*
Kannapolis City Schools	187	43.2	246	56.8	39	9.0	76	36.7	99	22.9
Lee County Schools	505	59.6	342	40.4	37	<5	93	30.5	193	22.8
Lenoir County Public Schools	332	47.7	364	52.3	121	17.4	120	49.4	79	11.4
Lexington City Schools	148	50.9	143	49.1	63	21.6	19	23.8	55	18.9
Lincoln County Schools	566	66.5	285	33.5	104	12.2	132	72.9	35	<5
Macon County Schools	220	62.1	134	37.9	46	13.0	46	52.3	33	9.3
Madison County Schools	129	79.1	34	20.9	19	11.7	13	86.7	*	*
Martin County Schools	121	40.2	180	59.8	45	15.0	55	40.7	67	22.3
McDowell County Schools	290	57.4	215	42.6	91	18.0	39	31.5	74	14.7
Mitchell County Schools	70	51.1	67	48.9	39	28.5	10	35.7	*	*
Montgomery County Schools	169	50.6	165	49.4	83	24.9	14	17.1	32	9.6
Moore County Schools	659	67.3	320	32.7	108	11.0	109	51.4	78	8.0
Mooresville City Schools	301	70.7	125	29.3	25	5.9	77	77.0	17	<5
Mount Airy City Schools	68	45.3	82	54.7	30	20.0	25	48.1	16	10.7
Nash-Rocky Mount Schools	479	40.6	701	59.4	177	15.0	230	43.9	28	<5
New Hanover County Schools	1,339	63.6	767	36.4	282	13.4	147	30.3	280	13.3
Newton Conover City Schools	136	55.7	108	44.3	68	27.9	14	35.0	14	5.7
Northampton County Schools	44	31.0	98	69.0	13	9.2	44	51.8	38	26.8
Onslow County Schools	1,304	60.0	871	40.0	390	17.9	264	54.9	171	7.9
Orange County Schools	322	56.4	249	43.6	36	6.3	95	44.6	103	18.0
Pamlico County Schools	55	49.5	56	50.5	*	*	20	37.7	29	26.1
Pasquotank County Schools	229	47.9	249	52.1	18	<5	128	55.4	69	14.4
Pender County Schools	495	64.1	277	35.9	57	7.4	89	40.5	91	11.8
Perquimans County Schools	89	58.6	63	41.4	*	*	34	60.7	*	*
Person County Schools	212	57.5	157	42.5	33	8.9	59	47.6	59	16.0
Pitt County Schools	940	49.8	949	50.2	273	14.5	369	54.6	246	13.0
Polk County Schools	129	70.1	55	29.9	*	*	28	57.1	17	9.2
Randolph County Schools	768	57.7	563	42.3	111	8.3	229	50.7	189	14.2
Richmond County Schools	283	50.6	276	49.4	63	11.3	98	46.0	81	14.5
Roanoke Rapids City Schools	113	48.3	121	51.7	37	15.8	26	31.0	50	21.4

State of North Carolina District Level Report 2016-17 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) <sup>1</sup>		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest <sup>1</sup>		Students exempt from mandatory retention in third grade for good cause <sup>1</sup>		Students who took and passed an alternative assessment approved by the SBE <sup>2</sup>		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
Robeson County Schools	739	38.5	1,181	61.5	216	11.3	350	36.3	565	29.4
Rockingham County Schools	492	50.8	476	49.2	88	9.1	209	53.9	122	12.6
Rowan-Salisbury Schools	781	50.8	757	49.2	70	<5	227	33.0	440	28.6
Rutherford County Schools	396	62.9	234	37.1	141	22.4	50	53.8	*	*
Sampson County Schools	376	59.7	254	40.3	111	17.6	49	34.3	74	11.7
Scotland County Schools	210	43.4	274	56.6	130	26.9	36	25.0	94	19.4
Stanly County Schools	390	59.5	266	40.5	109	16.6	49	31.2	90	13.7
Stokes County Schools	279	65.0	150	35.0	73	17.0	39	50.6	24	5.6
Surry County Schools	416	65.7	217	34.3	51	8.1	88	53.0	36	5.7
Swain County Schools	92	62.2	56	37.8	17	11.5	11	28.2	24	16.2
Thomasville City Schools	63	34.8	118	65.2	23	12.7	23	24.2	68	37.6
Transylvania County Schools	155	65.4	82	34.6	45	19.0	18	48.6	10	<5
Tyrrell County Schools	25	52.1	23	47.9	*	*	*	*	*	*
Union County Public Schools	2,118	70.7	876	29.3	267	8.9	274	45.0	301	10.1
Vance County Schools	235	41.8	327	58.2	49	8.7	98	35.3	161	28.6
Wake County Schools	8,387	66.6	4,213	33.4	984	7.8	1,606	49.7	1,495	11.9
Warren County Schools	101	54.9	83	45.1	34	18.5	18	36.7	23	12.5
Washington County Schools	54	39.4	83	60.6	27	19.7	19	33.9	18	13.1
Watauga County Schools	254	67.9	120	32.1	58	15.5	28	45.2	31	8.3
Wayne County Public Schools	689	47.6	760	52.4	166	11.5	339	57.1	146	10.1
Weldon City Schools	17	29.8	40	70.2	12	21.1	*	*	20	35.1
Whiteville City Schools	98	59.4	67	40.6	*	*	28	47.5	21	12.7
Wilkes County Schools	433	53.8	372	46.2	145	18.0	115	50.7	76	9.4
Wilson County Schools	474	50.3	469	49.7	87	9.2	231	60.5	106	11.2
Yadkin County Schools	232	59.9	155	40.1	91	23.5	26	40.6	30	7.8
Yancey County Schools	100	63.7	57	36.3	18	11.5	31	79.5	*	*

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

<sup>2</sup> The denominator is the number of students who did not demonstrate reading proficiency minus students exempt from mandatory retention. 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).

State of North Carolina Charter School Report 2016-17 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) <sup>1</sup>		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest <sup>1</sup>		Students exempt from mandatory retention in third grade for good cause <sup>1</sup>		Students who took and passed an alternative assessment approved by the SBE <sup>2</sup>		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>State of North Carolina</b>	<b>71,072</b>	<b>57.9</b>	<b>51,753</b>	<b>42.1</b>	<b>13,458</b>	<b>11.0</b>	<b>16,867</b>	<b>44.0</b>	<b>17,727</b>	<b>14.4</b>
A.C.E. Academy	17	37.0	29	63.0	*	*	10	35.7	18	39.1
Alpha Academy	54	69.2	24	30.8	*	*	12	50.0	11	14.1
American Renaissance School	38	62.3	23	37.7	10	16.4	*	*	12	19.7
Anderson Creek Academy	27	71.1	11	28.9	11	28.9			*	*
Arapahoe Charter School	27	61.4	17	38.6	*	*	14	>95	*	*
Aristotle Preparatory Academy	17	58.6	12	41.4	*	*	*	*	*	*
ArtSpace Charter School	36	83.7	*	*	*	*	*	*	*	*
Bethel Hill Charter	46	69.7	20	30.3	*	*	*	*	10	15.2
Bradford Preparatory School	71	81.6	16	18.4	*	*	*	*	*	*
Brevard Academy	34	87.2	*	*	*	*	*	*	*	*
Bridges Academy	*	*	*	*	*	*			*	*
Cabarrus Charter Academy	85	65.9	44	34.1	*	*	20	52.6	15	11.6
Cape Fear Center for Inquiry	36	85.7	*	*	*	*	*	*	*	*
Cardinal Charter Academy	97	85.1	17	14.9	*	*	*	*	*	*
Carolina International School	65	87.8	*	*	*	*	*	*	*	*
Carter Community Charter	*	*	30	78.9	*	*	10	33.3	20	52.6
Carter G Woodson School	11	32.4	23	67.6	*	*	*	*	17	50.0
Casa Esperanza Montessori Charter School	47	78.3	13	21.7	*	*	10	76.9	*	*
Central Park School For Child	49	76.6	15	23.4	*	*	*	*	*	*
Charlotte Choice Charter	*	*	23	74.2	*	*	*	*	14	45.2
Charlotte Lab School	63	86.3	10	13.7	*	*	*	*	*	*
Charter Day School	76	70.4	32	29.6	*	*	12	52.2	*	*
Chatham Charter	35	87.5	*	*	*	*			*	*
Children's Village Academy	*	*	22	73.3	11	36.7	*	*	*	*
Clover Garden	37	74.0	13	26.0	*	*	*	*	*	*
College Prep and Leadership Academy	25	44.6	31	55.4	*	*	22	71.0	*	*
Columbus Charter School	67	67.7	32	32.3	13	13.1	11	57.9	*	*
Community Charter School	*	*	10	66.7	*	*	*	*	*	*
Community School of Davidson	81	88.0	11	12.0	*	*	*	*	*	*
Cornerstone Charter Academy-CFA	59	73.8	21	26.3	*	*	10	47.6	*	*
Corvian Community School	76	85.4	13	14.6	*	*	*	*	*	*
Crosscreek Charter School	15	65.2	*	*	*	*	*	*	*	*
Dillard Academy	10	24.4	31	75.6	*	*	*	*	20	48.8
Douglass Academy	13	43.3	17	56.7	*	*	*	*	*	*
East Wake Academy	69	72.6	26	27.4	*	*	23	>95	*	*
Endeavor Charter	54	93.1	*	*	*	*			*	*
Eno River Academy	17	85.0	*	*	*	*	*	*	*	*
Envision Science Academy	57	77.0	17	23.0	*	*	12	75.0	*	*
Evergreen Community Charter	40	83.3	*	*	*	*	*	*	*	*
Excelsior Classical Academy	29	58.0	21	42.0	*	*	*	*	*	*
Falls Lake Academy	37	84.1	*	*	*	*	*	*	*	*
FernLeaf Community Charter	32	71.1	13	28.9	*	*	*	*	*	*

State of North Carolina Charter School Report 2016-17 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) <sup>1</sup>		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest <sup>1</sup>		Students exempt from mandatory retention in third grade for good cause <sup>1</sup>		Students who took and passed an alternative assessment approved by the SBE <sup>2</sup>		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards <sup>1</sup>	
	N	%	N	%	N	%	N	%	N	%
<b>State of North Carolina</b>	<b>71,072</b>	<b>57.9</b>	<b>51,753</b>	<b>42.1</b>	<b>13,458</b>	<b>11.0</b>	<b>16,867</b>	<b>44.0</b>	<b>17,727</b>	<b>14.4</b>
Forsyth Academy	23	39.0	36	61.0	*	*	20	64.5	10	16.9
Francine Delany New School	13	72.2	*	*	*	*	*	*	*	*
Franklin Academy	100	84.7	18	15.3	17	14.4	*	*	*	*
Gaston College Preparatory	42	43.8	54	56.3	*	*	19	39.6	21	21.9
Gate City Charter	34	40.5	50	59.5	*	*	16	32.0	31	36.9
Global Scholars Academy	13	54.2	11	45.8	*	*	*	*	*	*
Greensboro Academy	69	82.1	15	17.9	*	*	10	90.9	*	*
Guilford Preparatory Academy	11	40.7	16	59.3	*	*	*	*	13	48.1
Haliwa-Saponi Tribal School	*	*	*	*	*	*	*	*	*	*
Healthy Start Academy	10	20.8	38	79.2	*	*	*	*	10	20.8
Heritage Collegiate Leadership Academy	*	*	46	88.5	*	*	*	*	38	73.1
Hope Charter Leadership Academy	10	62.5	*	*	*	*	*	*	*	*
Ignite Innovation Academy - Pitt	*	*	21	72.4	*	*	*	*	10	34.5
Invest Collegiate - Imagine	52	71.2	21	28.8	11	15.1	*	*	10	13.7
Invest Collegiate Transform	17	32.7	35	67.3	*	*	*	*	35	67.3
Iredell Charter Academy	27	64.3	15	35.7	*	*	*	*	*	*
Island Montessori Charter School	20	87.0	*	*	*	*	*	*	*	*
Kannapolis Charter Academy	27	52.9	24	47.1	*	*	*	*	15	29.4
Kestrel Heights School	39	60.9	25	39.1	*	*	*	*	*	*
Lake Lure Classical Academy	25	75.8	*	*	*	*			*	*
Langtree Charter Academy	124	73.8	44	26.2	*	*	22	56.4	13	7.7
Lincoln Charter School	130	90.3	14	9.7	*	*	*	*	*	*
Magellan Charter	64	94.1	*	*	*	*	*	*	*	*
Mallard Creek STEM Academy	58	69.0	26	31.0	*	*	13	50.0	13	15.5
Matthews Charter Academy	65	77.4	19	22.6	*	*	*	*	*	*
Maureen Joy Charter School	27	37.5	45	62.5	*	*	17	40.5	16	22.2
Metrolina Reg Scholars Academy	43	>95	*	*	*	*			*	*
Millennium Charter Academy	38	60.3	25	39.7	*	*	*	*	16	25.4
Mountain Discovery	19	90.5	*	*	*	*	*	*	*	*
Mountain Island Charter School	68	77.3	20	22.7	14	15.9	*	*	*	*
NC Connections Academy	56	60.2	37	39.8	*	*	*	*	29	31.2
NC Leadership Charter Academy	42	87.5	*	*	*	*	*	*	*	*
NC Virtual Academy	66	48.9	69	51.1	*	*	20	29.0	49	36.3
Neuse Charter School	64	70.3	27	29.7	*	*	20	74.1	*	*
New Dimensions	22	78.6	*	*	*	*	*	*	*	*
North East Carolina Prep	42	55.3	34	44.7	*	*	*	*	24	31.6
Phoenix Academy- Primary, Elem. IB MYP	86	67.7	41	32.3	*	*	32	>95	*	*
Piedmont Community Charter School	84	82.4	18	17.6	*	*	*	*	14	13.7
Pine Lake Preparatory	97	83.6	19	16.4	*	*	15	93.8	*	*
Pinnacle Classical Academy	51	72.9	19	27.1	*	*	*	*	10	14.3
Pioneer Springs Community School	25	61.0	16	39.0	*	*	*	*	*	*
PreEminent Charter	33	42.9	44	57.1	*	*	12	30.0	24	31.2

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	N	%	N	%	N	%	N	%	N	%
<b>State of North Carolina</b>	<b>71,072</b>	<b>57.9</b>	<b>51,753</b>	<b>42.1</b>	<b>13,458</b>	<b>11.0</b>	<b>16,867</b>	<b>44.0</b>	<b>17,727</b>	<b>14.4</b>
Quality Education Academy	15	41.7	21	58.3	*	*	*	*	*	*
Queen City STEM School	31	68.9	14	31.1	11	24.4	*	*	*	*
Queen's Grant Community School	57	68.7	26	31.3	*	*	15	65.2	*	*
Quest Academy	15	>95	*	*	*	*			*	*
Reaching All Minds Academy	12	28.6	30	71.4	*	*	*	*	27	64.3
Research Triangle Charter	38	50.0	38	50.0	*	*	17	48.6	15	19.7
River Mill Academy	53	74.6	18	25.4	*	*	*	*	*	*
Rocky Mount Preparatory	40	41.7	56	58.3	25	26.0	*	*	28	29.2
Sallie B Howard School	62	56.4	48	43.6	*	*	11	26.2	31	28.2
Shining Rock Classical Academy CFA	24	55.8	19	44.2	*	*	*	*	19	44.2
Socrates Academy	68	86.1	11	13.9	*	*	*	*	*	*
South Brunswick Charter School	32	80.0	*	*	*	*	*	*	*	*
Southeastern Academy	18	78.3	*	*	*	*	*	*	*	*
STARS Charter	37	86.0	*	*	*	*	*	*	*	*
Sterling Montessori Academy	75	>95	*	*	*	*	*	*	*	*
Success Institute Charter	*	*	*	*	*	*	*	*	*	*
Sugar Creek Charter	65	44.5	81	55.5	44	30.1	*	*	35	24.0
Summerfield Charter Academy	65	77.4	19	22.6	*	*	12	75.0	*	*
Summit Charter	17	65.4	*	*	*	*	*	*	*	*
The Academy of Moore County	31	83.8	*	*	*	*	*	*	*	*
The Arts Based School	39	61.9	24	38.1	*	*	11	68.8	*	*
The Capitol Encore Academy	19	51.4	18	48.6	*	*	*	*	*	*
The Expedition School	35	85.4	*	*	*	*	*	*	*	*
The Exploris School	25	86.2	*	*	*	*	*	*	*	*
The Institute Development Young Leaders	*	*	25	92.6	*	*	*	*	21	77.8
The Learning Center	10	50.0	10	50.0	*	*	*	*	*	*
The Mountain Community Sch	10	47.6	11	52.4	*	*	*	*	*	*
Thomas Jefferson Class Academy	104	92.0	*	*	*	*	*	*	*	*
Thunderbird Preparatory Academy	13	68.4	*	*	*	*	*	*	*	*
Tiller School	27	87.1	*	*	*	*			*	*
Torchlight Academy	31	42.5	42	57.5	*	*	*	*	32	43.8
Triad Math and Science Academy	48	54.5	40	45.5	*	*	11	33.3	18	20.5
Triangle Math and Science Academy	67	89.3	*	*	*	*	*	*	*	*
Two Rivers Community School	*	*	*	*	*	*			*	*
Union Academy	73	74.5	25	25.5	19	19.4	*	*	*	*
Union Day School	53	74.6	18	25.4	*	*	*	*	11	15.5
Union Prep Academy at Indian Trail	36	56.3	28	43.8	*	*	11	44.0	10	15.6
United Community School	21	51.2	20	48.8	*	*	10	50.0	10	24.4
Vance Charter School	38	63.3	22	36.7	11	18.3	*	*	*	*
VERITAS Community School, CFA	15	65.2	*	*	*	*	*	*	*	*
Voyager Academy	73	69.5	32	30.5	15	14.3	15	88.2	*	*
Wake Forest Charter Academy	67	79.8	17	20.2	*	*	15	93.8	*	*

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	N	%	N	%	N	%	N	%	N	%
<b>State of North Carolina</b>	<b>71,072</b>	<b>57.9</b>	<b>51,753</b>	<b>42.1</b>	<b>13,458</b>	<b>11.0</b>	<b>16,867</b>	<b>44.0</b>	<b>17,727</b>	<b>14.4</b>
Washington Montessori	36	83.7	*	*	*	*	*	*	*	*
Water's Edge Village School	*	*	*	*	*	*			*	*
Wayne Preparatory Academy	47	62.7	28	37.3	*	*	*	*	13	17.3
Williams Academy	*	*	*	*	*	*	*	*	*	*
Willow Oak Montessori	22	75.9	*	*	*	*	*	*	*	*
Wilmington Preparatory Academy	*	*	*	*	*	*	*	*	*	*
Wilson Preparatory Academy	30	61.2	19	38.8	19	38.8			*	*
Winterville Charter Academy	46	59.7	31	40.3	12	15.6	13	68.4	*	*
Woods Charter	32	88.9	*	*	*	*			*	*
Youngsville Academy	20	51.3	19	48.7	*	*	*	*	*	*
Z.E.C.A. School of Arts and Technology	*	*	10	76.9	*	*	*	*	*	*

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

<sup>2</sup> 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.

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).

The charter school shall annually publish on the charter school's Web site and report in writing to the State Board of Education by September 1 of each year the the number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year. G.S. 115C-238.29F Section 7A.1 (d1) 4b

- Number of charter school students retained 1, 121

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- Number of charter school students not returning 62

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- Percent of charter school students not returning 5.5%

The denominator is the number of students retained in charter schools and the numerator is the number of students that did not return to charter schools for the 2017-18 school year. The percent is the percent of students that were retained and did not return.



(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:**

- Additional intervention time outside of the 90 minute block (25, 30, 45, 55, 90 minutes)
- Flex schedules for intervention times
- Increased time for literacy block (up to 140 minutes)
- Double doses of guided reading instruction
- Intensive interventions provided by additional staff members
- Before school, after school, and Saturday tutoring
- Volunteer tutors, trained tutors, retired teacher tutors
- Inclusion model for EC and EL students
- Co-teaching with reading facilitator, EL teacher, Title I teacher, EC teacher, AIG teacher
- Collaboration between classroom teacher and EC
- Small groups for additional intervention time
- Small group instruction with Title I teacher, Reading Specialist, Teacher Assistant, Volunteer, MTSS Facilitator, Interventionist, Instructional Facilitator, Lead Teacher
- Intentional small groups for guided reading instruction, strategy groups
- Flexible grouping for teaching standards
- Pull out groups, push in instruction
- Teacher Assistant assigned for full literacy block
- Differentiated instruction within small groups
- Individualized homework based on progress monitoring
- Individualized tutoring
- Individual student reading conferences
- Evidence-based strategies focused on five components of reading – phonemic awareness, phonics, fluency, vocabulary, comprehension
- Use of leveled texts, high interest reading
- Literacy work stations, centers
- One-on-one instruction
- Frequent monitoring of progress
- Vocabulary strategies, direct vocabulary instruction

- Parent workshops, meetings, conferences, curriculum nights
- Foundational skills focus
- Reading Foundations workshop for teachers provided by DPI
- Paired reading, choral reading, echo reading, silent reading
- Writing about reading
- Text talk, text dependent responses
- Integration of reading in subject areas, content integration
- Focus on academic vocabulary and skills
- Explicit vocabulary instruction
- Student data notebooks
- Use of data to differentiate interventions
- Use of Schoolnet and released test items
- Cross grade level grouping
- Decreased class size for second semester
- Balanced literacy – shared reading, guided reading, read alouds, independent reading, word study
- Fluency strategies and practice – sight words, phrases, Dolch words, repeated readings
- Interactive read alouds, think alouds
- Grammar practice
- Novel studies
- Paired fiction and nonfiction texts, wide reading
- District-level and school-level coaching support for students and teachers, analyzing data and instructional planning
- Professional Learning Teams (PLTs)
- Use of Responsiveness to Instruction (RtI)
- Cooperative learning

**Summary of reading strategies mentioned in reading invention reports:**

- |   |   |                                      |
|---|---|--------------------------------------|
| • Close reading                                 | • Modeling and scaffolding                      | • Summarizing                        |
| • Graphic organizers, story maps, semantic maps | • Problem/solution                              | • Making connections                 |
| • Visualizing, mental models                    | • Retelling, beginning, middle, end, sequencing | • Previewing instruction             |
| • Verbalizing                                   | • Cause/effect                                  | • Notes in margins                   |
| • Making predictions                            | • Text dependent responses                      | • Synthesizing                       |
| • Text evidence                                 | • Activating prior knowledge                    | • Determining importance             |
| • Higher order thinking                         | • Questioning                                   | • Question-answer-relationship (QAR) |
| • Reader's theater                              | • Self monitoring                               | • Classifying                        |
| • Word walls                                    | • Inferring                                     | • Anchor charts                      |
| • Context clues                                 |   |                                      |

Reading Interventions Report  
2016-17 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.

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

1. List all the reading interventions schools provided in the 2016-17 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).
  - Reading Intervention (30-minutes, daily)
  - Placement in 4<sup>th</sup> grade classroom with additional reading support interventions
    - Examples Include
      - Double-Dose Foundations
      - Intentional Guided Reading
        - w/ leveled texts
        - teacher questioning
2. Indicate the number of first-grade students who attended reading camp. 262
3. Indicate the number of second-grade students who attended reading camp. 350
4. Sign and date the form.

Will C. Howe

LEA Superintendent

8/29/17

Date

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

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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

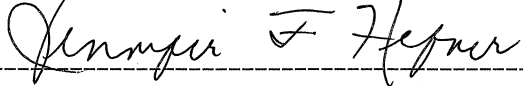
Moby Max

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

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](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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 2016-17 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).

- Frequent progress monitoring and benchmarks
- Small group intervention grouping
- SRA Reading Lab
- 90 minutes of daily reading instruction
- Language Nut (program)
- Finish Line for ELL's

2. Indicate the number of first-grade students who attended reading camp. 22

3. Indicate the number of second-grade students who attended reading camp. 14

4. Sign and date the form.

Chad Beasley  
LEA Superintendent

7-17-2017

Date

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  
2016-17 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.

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LEA Name: **Anson County Schools** LEA Number: **040**

1. List all the reading interventions schools provided in the 2016-17 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).

**Accelerated Reader**  
**Centers/Workstations**  
**Co-teaching**  
**Differentiated instruction within small groups**  
**Florida Center for Reading Research activities**  
**Individualized homework based on mClass progress monitoring**  
**Leveled readers**  
**Online program - www.learnzillion.com**  
**One-on-one instruction**  
**Reading 3D activities**  
**Reading Anthology and Reading/Writing Workshop**  
**Reading Wonders- Tier 2 activities**  
**Small group instruction scheduled in addition to the required literacy block**  
**Supplemental computer programs – Fast ForWord, Classworks**  
**Your Turn workbook**

2. Indicate the number of first-grade students who attended reading camp. 62
3. Indicate the number of second-grade students who attended reading camp. 63
4. Sign and date the form.

Michael H. Freeman  
LEA Superintendent

7-26-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Ashe LEA Number 050

1. List all the reading interventions schools provided in the 2016-17 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).

Corrective Reading  
iReady  
HillRAP  
mClass  
My Sidewalks  
Words their Way  
Bilingual Book Program

2. Indicate the number of first-grade students who attended reading camp. 40
3. Indicate the number of second-grade students who attended reading camp. 45
4. Sign and date the form.

Phyllis Yates 8-23-17  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Asheboro City School System

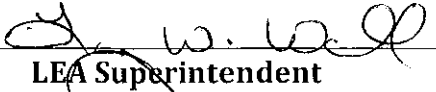
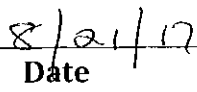
LEA Number 761

1. List all the reading interventions schools provided in the 2016–17 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).
  - 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-grade students who attended reading camp. 99
3. Indicate the number of second-grade students who attended reading camp. 78



Reading Interventions Report  
2016-17 School Year

4. Sign and date the form.

 \_\_\_\_\_  \_\_\_\_\_  
**LEA Superintendent** **Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Asheville City Schools LEA Number: 111000

1. List all the reading interventions schools provided in the 2016-17 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).

Leveled Literacy Interventions

mClass What Next Strategies, mClass Small Group Advisor

Mega Words

FUNDation - Double Dip

Dr. Morris' method of tutoring

Close Reading Strategies

Phonemic Awareness

Orton Gilliam

Florida Center for Reading Research

i-Ready

Flyleaf Publishing Decodable Literature Library and Teacher's Guides

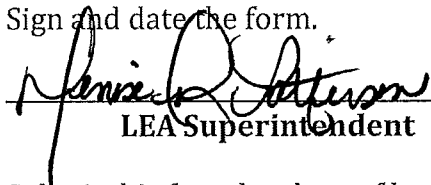
Just Words

Wilson Intensive

2. Indicate the number of first-grade students who attended reading camp. 50

3. Indicate the number of second-grade students who attended reading camp. 39

4. Sign and date the form.

  
LEA Superintendent

7.26.2017  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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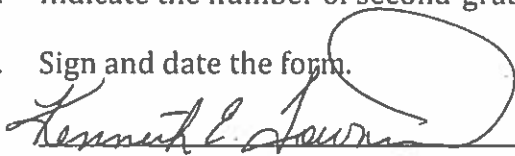
LEA Name: Avery County Schools LEA Number 060

1. List all the reading interventions schools provided in the 2016-17 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).

Avery County Schools had 1 student retained following the 2015-16 school year as part of Read to Achieve and placed into a ¾ transition classroom. The retention took place following a four week summer school and unsuccessful attempts to pass the RtA assessment, as well as the 3<sup>rd</sup> grade reading portfolio. The student scheduled for 90 minute blocks of uninterrupted instruction that included guiding reading, partner reading, and writing/grammar instruction. Additionally the student received fluency intervention 2 times per week, as well as 45 minute sessions 3 times per week with vocabulary and text instruction to assist with building background knowledge through a combination of the ESL teacher and Reading Specialist.

2. Indicate the number of first-grade students who attended reading camp. 33
3. Indicate the number of second-grade students who attended reading camp. 22

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/11/2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Beaufort County Schools LEA Number 070

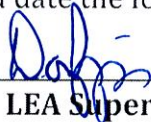
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- Small Group Instruction
  - Phonics
  - Fluency
  - Sight Words
- Whole Group Instruction
- Reading Eggs/Eggspress
- iReady
- 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-grade students who attended reading camp. 80

3. Indicate the number of second-grade students who attended reading camp. 78

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/23/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Bertie County LEA Number 080

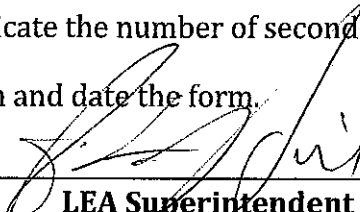
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

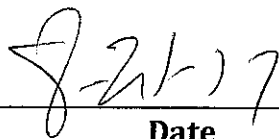
- Every student in the elementary schools receive 90 minutes uninterrupted ELA block. The items listed below are interventions used in conjunction with the 90 minutes uninterrupted ELA block:
- Corrective Reading Strategies (45 minutes per day)
- After school tutoring two days a week
- Small group with Title1 tutor two times a week for one hour
- Analyzing Reading 3D data to provide remediation on targeted standards
- Use of STAR assessments for formative benchmarking and monitoring
- Enhancing and increasing academic vocabulary and skills with classroom teacher using learning stations three times per week
- Intensive reading interventions provided by additional staff members during the school day
- Flex-Group (daily) according to standard needed
- Flex Schedules for interventions
- Reading support provided through Moby Max, Reading Theory, and Reading.ecb.org
- Additional digital resources (on student's needed level) to accelerate vocabulary skills
- Uninterrupted 45 minutes of small group instruction led by teacher
- Student data notebooks
- In school tutoring twice weekly with certified staff

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

3. Indicate the number of second-grade students who attended reading camp. 59

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

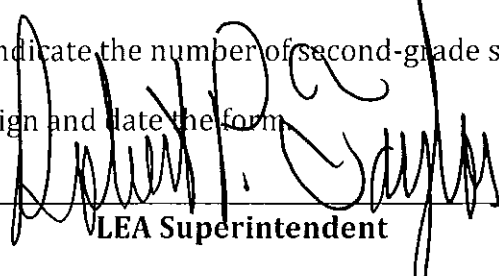
LEA Name: Bladen County Schools LEA Number 090

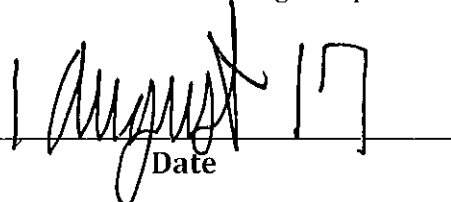
- List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).
  - Small Group Instruction - Back-End Scaffolding using the "Release-Catch-Release Model" which allows students to grapple with hard text FIRST, allowing teachers to provide intervention as needed.
  - mClass Reading 3D Data - use of data reports from Dibels / mClass Reading 3D (*What Next Tools - Small Group Advisor - Item Level Advisor*) to plan and implement differentiated teacher centered intervention lessons and student centered 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 with individual students to improve comprehension skills
  - STAR Assessments - formative benchmarking and progress monitoring
  - Guided Reading Groups - Strategic Reading Strategies in the Content Areas - differentiated instruction in math, reading, science, and social studies using approaches such as the Frayer Model, Semantic Maps, or SQRQCQ Model (Survey, Question, Read, Question, Compute, Question) etc...
  - Progress Monitoring Schedules - regular assessment of student progress to drive instruction
  - Parent Progress Reports - reports of students' current status and progress in the forms of: parent meetings & conferences; student-led conferences; Home Connect Letters from mClass, and weekly progress reports from teachers
  - Collaboration with EC Staff - partnership between regular education and EC teachers to develop IEPs using SMART goals
  - 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-grade students who attended reading camp. 60

3. Indicate the number of second-grade students who attended reading camp. 34

4. Sign and date the form

  
LEA Superintendent

  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Brunswick County Schools LEA Number 100

1. List all the reading interventions schools provided in the 2016–17 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).

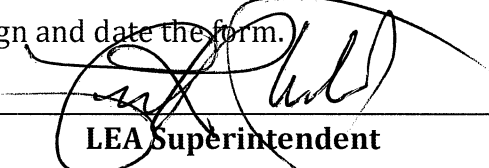
- iReady
- Fountas and Pinnell Leveled Intervention Resources
- SRA Reading Mastery
- Florida Research Center for Reading
- 2<sup>nd</sup> Grade – Letterland
- 45 minute daily interventions in small groups with practice and application
- 90 minutes of uninterrupted daily instruction for reading
- mClass progress monitoring
- Read to Achieve portfolios with designated reading passages, per NCDPI
- Written response to reading
- Whole Brain Teaching Strategies
- Reading A-Z
- Learning Focused Lesson Planning/Graphic Organizers/Vocabulary Strategies
- Words Their Way
- Raz Kids
- SRA program
- Placed students in a 3-4 transition class
- Volunteer tutors
- Students worked with success coach from Communities in Schools
- Pull-out support with literacy or EC teachers 5 days a week
- Student monitored via Moby Max's reading component and intervention used weekly
- Read Works
- Reading 3D
- Guided reading groups with Reading A-Z and Scholastic leveled readers
- Flocabulary
- Seeds of Science: Roots of Reading kits with reading comprehension interventions
- Summer Reading Camp
- Decreased class size beginning second semester
- Double dose of Guided Reading

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 105

3. Indicate the number of second-grade students who attended reading camp. 95

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/25/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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LEA Name: Buncombe LEA Number 110

1. List all the reading interventions schools provided in the 2016-17 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).

Listed below are examples from each of the 21 schools in Buncombe County with a 3<sup>rd</sup> 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. Wilson Reading Program
9. Focused intervention block based on common formative ELA assessments for 30 minutes daily (in addition to the 90 minute block)
10. Students kept their own data notebooks to graph and document their progress towards their goals
11. ED Sphere
12. Explicit instruction and modeling of Writing about Reading
13. Reader's Theater (fluency)
14. Read Naturally (fluency)
15. Reading Foundations (5 components of reading)

2. Indicate the number of first-grade students who attended reading camp. 283

3. Indicate the number of second-grade students who attended reading camp. 208

4. Sign and date the form.

  
LEA Superintendent

7/18/17

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Burke County Public Schools

LEA Number 120

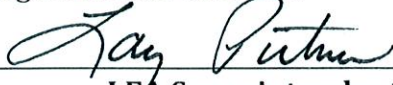
1. List all the reading interventions schools provided in the 2016–17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

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 texts 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, STAR Universal Screenings, and county-made quarterly assessments. 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 Comprehensive 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 and Velocity, self-paced online programs for foundational skills, fluency, vocabulary, and comprehension
- SchoolNet Instructional Resources, at the student's instructional level
- Online Differentiated reading practice provided through ReadTheory, Newsela, Study Island, and ReadWorks

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-grade students who attended reading camp. 169
3. Indicate the number of second-grade students who attended reading camp. 244
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8-3-17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Cabarrus County Schools LEA Number 130

1. List all the reading interventions schools provided in the 2016–17 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).

**Leveled Literacy Intervention Kits (LLI Kits)**

Wilson Foundations

Reading Mastery

Readers' Theatre

Repeated Readings for Fluency

Guided Reading (daily)

Comprehension Toolkit

Words their Way

iReady

Benchmark Fluency Cards

Fluency Fresh Reads

Reading Mastery 3 Plus

ACT

Helping Early Literacy with Practice Strategies (HELPS)

Peer Assisted Learning Strategies (PALS)

Great Leaps

Reading A to Z fluency passages

Reading A to Z close reading

Leveled text focusing on specific literacy skills

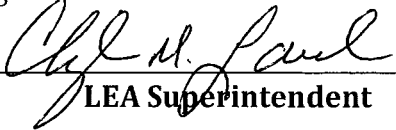
Quick Reads

Read Naturally

Bonnie Kline Stories

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 280
3. Indicate the number of second-grade students who attended reading camp. 270
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/9/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

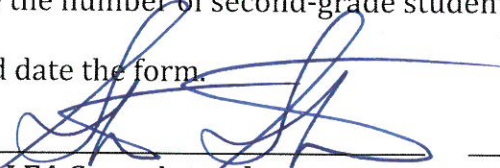
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LEA Name: Caldwell County Schools LEA Number 140

1. List all the reading interventions schools provided in the 2016-17 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).

Leveled Literacy Intervention  
Imagine Learning  
Guided Reading  
Sonday Systems phonics program

2. Indicate the number of first-grade students who attended reading camp. 67
3. Indicate the number of second-grade students who attended reading camp. 67
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

August 24, 2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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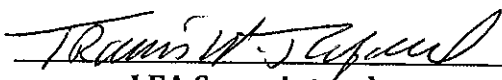
LEA Name: Camden County Schools LEA Number 150

1. List all the reading interventions schools provided in the 2016-17 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).

During the 2016-2017 school year, Camden County Schools did not have any students meet the criteria of 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.

2. Indicate the number of first-grade students who attended reading camp. 20
3. Indicate the number of second-grade students who attended reading camp. 16

4. Sign and date the form.

  
LEA Superintendent

8-22-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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: Carteret County Public Schools LEA Number 160

1. List all the reading interventions schools provided in the 2016-17 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).

- Small group instruction with Reading Specialist
- Small group instruction with classroom teacher
- SPIRE
- Read 180
- Rewards
- Read Naturally
- Leveled Literacy Intervention
- iReady
- iStation

2. Indicate the number of first-grade students who attended reading camp. \_\_\_\_\_  
3. Indicate the number of second-grade students who attended reading camp. \_\_\_\_\_

4. Sign and date the form.



8.23.17

**LEA Superintendent**

**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report

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.

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LEA Name: Caswell County Schools

LEA Number: 170

1. List all the reading interventions schools provided in the 2016-17 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:

- Leveled Intervention
  - Reading instruction on student's guided reading level
  - Reading Mastery
  - 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. 139
  3. Sign and date the form.



LEA Superintendent

8/29/17

Date

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



Reading Interventions Report  
2016-17 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.

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LEA Name: Catawba County Schools LEA Number 180

1. List all the reading interventions schools provided in the 2016-17 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).

Guided Reading Groups – Teachers utilized Balanced Literacy within the guided reading block. Students participate in literacy stations that focus on phometric 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.

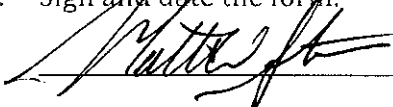
Daily fluency practice with leveled text – 6 minute fluency packet to build word knowledge

Seeing Stars – Students, within small groups, participate in systematic phometric 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 – Leveled text groups to target specific comprehension strategies. Students learn to use strategies to go back in the text to answer questions and make predictions. Within the groups, students also identify key vocabulary to assist in answering higher order questions.

2. Indicate the number of first-grade students who attended reading camp. 160
3. Indicate the number of second-grade students who attended reading camp. 230
4. Sign and date the form.



8/24/2017

Reading Interventions Report  
2016-17 School Year

**LEA Superintendent**

**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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

1. List all the reading interventions schools provided in the 2016-17 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).

Students in the CHCCS who are reading retained are placed in fourth-grade classrooms working toward fourth grade performance standards. A 90 minute block of reading instruction is provided to all students. Additionally, these students receive 30 minutes of additional intervention daily.

2. Indicate the number of first-grade students who attended reading camp. 73
3. Indicate the number of second-grade students who attended reading camp. 88
4. Sign and date the form.



LEA Superintendent

8/3/17

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

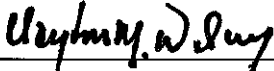
LEA Name: Charlotte-Mecklenburg Schools

LEA Number 600

1. List all the reading interventions schools provided in the 2016-17 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).

Leveled Literacy Intervention (LLI)  
Compass Learning  
FCRR (Florida Center for Reading Research) resources  
Mclass: Small Group Advisor Activities  
Letterland  
Words their Way  
Orton Gillingham  
PALS  
Reading Recovery  
Corrective Reading  
iREADY  
Ladders to Literacy  
Read Naturally  
Reading Mastery  
Smarty Ants  
Rewards  
Sound Partners  
Early Reading Tutor  
Great Leaps

2. Indicate the number of first-grade students who attended reading camp. 371
3. Indicate the number of second-grade students who attended reading camp. 415
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Chatham County Schools LEA Number 190

1. List all the reading interventions schools provided in the 2016-17 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).

**BENNETT**

- Students received whole-group and level-based small group instruction for over 90 minutes during their daily literacy block;
- K-3 teachers have received and integrate Recipe for Reading (Orton-Gillingham) practices and resources each day;
- K-3 teachers and the reading specialist provided direct instruction to target students' reading and written comprehension skills;
- Students were provided level-based, personalized engagement through various digital resources, such as myON, RazKids, and Reading A to Z;
- Students received instruction and support from the reading specialist, integrating resources and strategies from HillRap, Recipe for Reading (Orton-Gillingham), and Fountas and Pinnell Leveled Literacy Kits;
- Students received additional support and instruction from our local volunteers and our Bennett School student-led 'Reading Buddies' initiative.

**BONLEE:**

- Students with a retained reading label were placed in a ¾ transition class with a teacher certified in Orton-Gillingham.
- Students received a daily literacy block of over 90 minutes for instruction. Students received small group instruction and feedback on targeted reading skills.
- Students were placed in small groups based on Reading 3D and classroom data.
- Students received additional small group instruction with a certified reading specialist who used HillRap (research-based program) and 1:1 instruction.
- All K-3 teachers are Orton-Gillingham trained and use Recipe for Reading daily to establish students' foundational reading skills.
- Students received additional support and instruction from our local volunteers and our Bonlee School student-led 'Reading Buddies' initiative.

Reading Interventions Report  
2016-17 School Year

JS WATERS-

- Students were provided small group instruction with a certified reading specialist. The reading specialist used Hillrap which has been scientifically proven to be an effective program with struggling readers. She is also certified in Orton-Gillingham.
- Students received remediation based on skill need for 30 minutes/3-4 times a week with a certified teacher or instructional assistant.
- Students were assessed using Reading 3D (Amplify). Based on assessment results the students were placed in the small groups.
- Students were placed in a literacy block of over 90 minutes of uninterrupted instruction. K-2 students worked on personal reading goals using Scootpad.
- K-3 teachers used Reading Recipe daily to establish reading foundational skills with students.
- The retained kids received Hillrap lessons four days a week for 45 minutes a day.

MONCURE

- Recipe for Reading --provided by teacher/reading specialist who has attended training offered by Cathy Snipes or other Orton Gillingham trainers)
- Florida Center for Reading Research (several interventions targeting Fluency and Comprehension) used during 35 minute daily small-group intervention block.
- ClassWorks- Reading- Engage in activities on assigned CCS reading skills for mastery
- Explicit teaching of written comprehension strategies by teacher and reading specialist
- Explicit reading instruction on reading standards for mastery of portfolio passages by the Curriculum Coach, 30 minutes, every other day during specials.
- Daily 90 minute uninterrupted literacy block.

NORTH CHATHAM

- All students received a 90 minute or more balanced literacy block, which included whole group and small group, level-based instruction from a highly qualified teacher.
- Students received 30 additional minutes of targeted research-based reading intervention from a reading specialist or special education teacher daily. Interventions were selected based on student assessment data.
- All students were given benchmark assessments and progress monitored using Reading 3D/mClass.
- All 4T students received additional reading skill based reteaching and remediation from the curriculum coach or classroom teacher once a week for 30 minutes.
- Students received additional reading intervention after-school during the Y-Learning program from a highly qualified teacher and/or from volunteer tutors.

Reading Interventions Report  
2016-17 School Year

PITTSBORO -

- All students received 90 minutes uninterrupted literacy instruction
- All students assessed using Amplify Reading 3D. Students given small group instruction support based on their individual data
- All students received 30 minutes of reading remediation (Panda Time), 3-4 days per week
- All 4T students worked with 1 of our reading specialists for 30 minutes a day four-five times a week.
- All students in grades K-3 received Foundations, daily for 20-30 minutes daily
- 4T students in grade 4 received explicit instruction in Foundations and/or Recipe for Reading with our Reading Specialist during Panda Time
- All K-4 students received 30 minutes of writing instruction each day

SILER CITY

- All 4T students received 90 minutes of uninterrupted reading instruction.
- Students were progress monitored using Reading 3D TRC and were grouped based on the data from this source.
- Students received small group instruction daily on targeted reading skills.
- Students received differentiated skill-based reading intervention for 35 minutes 4 days a week for 2 weeks a month (alternated with math intervention).
- Students received additional reading instruction with a certified reading specialist who used HillRap/LLI (research-based program) and 1:1 or small group instruction.
- K-3 students received 30 minutes of Recipe for Reading which was explicitly planned and monitored by Reading Specialist.

SILK HOPE

- Students received 90 minutes of uninterrupted reading instruction.
- Students received small group instruction and feedback on targeted reading skills.
- Student assessment data from mClass was used to group students for leveled guided reading groups and strategy instruction
- Students received additional reading instruction with a certified reading specialist who used HillRap (research-based program) and 1:1 or small group instruction.
- Students received 30 minutes of reading remediation (Eagle Time), 3-4 days per week
- K-3 teachers are Orton-Gillingham trained and use Recipe for Reading daily to establish students' foundational reading skills.

PERRY HARRISON

- All students received 90 minutes of uninterrupted reading instructions.
- 4T students received 45 minutes of intervention time in reading three to four days a week.
- Fourth grade students used IXL Language Arts.

Reading Interventions Report  
2016-17 School Year

- Reading specialist worked with students using Hill-Wrap and Orton Gillingham methods.
- Third grade students received instruction in Making Meaning during the intervention block three times a week.
- K-2 students received explicit instruction in Foundations daily for 20-30 minutes.
- Students were assigned level readings based on Mclass assessment through MyOn and Big Universe to increase student engagement.

VIRGINIA CROSS

- Students received additional reading instruction from a Reading Specialist 4 days a week for at least 30 minutes each day using HillRap or Fountas and Pinnell Leveled Literacy kits.
- Students received differentiated skill-based remediation 3-4 times a week for 30 minutes from a certified teacher.
- Student assessment data from mClass was used to group students for daily guided reading instruction for at least 30 minutes that was based on their instructional reading levels and identified skill deficits.
- Students were in an uninterrupted 90-minute literacy block.
- K-3 teachers used Reading Recipe daily to establish reading foundational skills with students and 4-5 teachers used Advanced Orton Gillingham strategies to learn how to decode and define the meaning of new vocabulary, 4 days a week for 30 minutes.
- All students received 30 minutes of direct writing instruction daily using Empowering Writers.

2. Indicate the number of first-grade students who attended reading camp. 140
3. Indicate the number of second-grade students who attended reading camp. 151
4. Sign and date the form.



Reading Interventions Report

2016-17 School Year

8/30/2017

LEA Superintendent

Date

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  
2016–17 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.

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LEA Name: Cherokee County Schools LEA Number 200

1. List all the reading interventions schools provided in the 2016–17 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).

- Reader’s theater for fluency
- Phonemic instruction
- 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
  - Opposites attract
  - Synonym-Antonym Connections
  - Homophone Hunt

Reading Interventions Report  
2016-17 School Year

- 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
- Read Theory
- BURST interventions
- Amplify oral language

2. Indicate the number of first-grade students who attended reading camp. 24

3. Indicate the number of second-grade students who attended reading camp. 22

4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

8-28-17  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov)

Reading Interventions Report  
2016-17 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.

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LEA Name: Clay County Schools LEA Number 220

1. List all the reading interventions schools provided in the 2016-17 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).

N/A for 2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 14
3. Indicate the number of second-grade students who attended reading camp. 12
4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

August 25, 2017  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report for Cleveland County Schools  
2016–17 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: **Cleveland County Schools**

LEA Number **230**

1. List all the reading interventions schools provided in the 2016–17 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).

School	Number of Students	Research-based Interventions Provided
Bethware	2	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally- in Title I</li> <li>● Fluency Practice</li> <li>● Guided Reading- Leveled Literacy Materials</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Reading Focused books with activities align with the standards</li> <li>● Reading Focused Kit</li> <li>● Reading Focused games(vocabulary,prefix, suffix,anatomy and synonym.</li> <li>● Released EOG Reading Passages</li> <li>● Reading Portfolio Samples(RTA)</li> <li>● Read Live (computer)</li> </ul>
Boiling Springs	3	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally, FCRR interventions on fluency and comprehension</li> <li>● One- on- one practice with instructional passages.</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Read Works reading passages</li> <li>● Reading Portfolio Sample Set (RtA)</li> <li>● Released EOG reading stories</li> <li>● Harcourt small readers (with TRC questions we wrote)</li> <li>● Fountas and Pinnell readers (with TRC questions)</li> <li>● Learning Well Reading Games (from Title 1- ex. reading for details, main idea, and sequencing)</li> <li>● read aloud- discussing vocabulary</li> </ul>



Reading Interventions Report for Cleveland County Schools  
2016-17 School Year

Fallston	8	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally</li> <li>● One-on-one practice with instructional passages</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Fluency practice</li> <li>● Vocabulary word work (FCRR website materials)</li> <li>● Using context clues to determine the meaning of unknown vocabulary</li> <li>● Inference game (FCRR website)</li> <li>● Graphic organizers used for supporting main idea and/or central message related to instructional passages</li> </ul>
Graham	7	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally</li> <li>● Sonday</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Spotlight on Comprehension – skills: identifying detail, main idea, compare/contrast</li> <li>● Fluency passages – sight words, chunking cards</li> <li>● Florida Interventions – fluency (more with phrasing)</li> <li>● <a href="http://readworks.com">readworks.com</a> passages</li> <li>● Journal writing</li> <li>● Instructional passages to work on specific standards</li> <li>● Began a novel unit How To Eat Fried Worms</li> </ul>
Grover	7	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally- in Title I</li> <li>● Fluency Practice</li> <li>● Guided Reading- Leveled Literacy Materials</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Small group intervention – working a specific standards and needs using games, computer and one on one with Teacher and TA</li> <li>● Guided reading</li> <li>● Direct instruction</li> <li>● Fluency practice</li> <li>● Interactive Read Aloud</li> </ul>
Jefferson	1	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Read Naturally- in Title I</li> <li>● Fluency Practice</li> <li>● Guided Reading- Leveled Literacy Materials</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Mini lessons on vowel patterns, sounds, structures.</li> <li>● Mini lessons on vocabulary: mainly how to substitute one word for another, read around using context context clues.</li> <li>● Reading aloud. Coaching/modeling good reading.</li> <li>● Repeated readings, focusing on both accuracy and fluency.</li> <li>● Texts from Spotlight on Comprehension to practice repeated readings and for monitoring reading for understanding.</li> </ul>

Reading Interventions Report for Cleveland County Schools  
2016–17 School Year

Marion	2	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Title 1 services –daily for 45 minutes once identified</li> <li>● Inclusion</li> <li>● Co-teaching with Title I Teacher</li> <li>● After-school tutoring</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● 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)</li> <li>● Guided reading (based on student's EOY TRC reading level)</li> <li>● Balanced literacy centers (4 centers daily; two centers led by teachers and two independent student centers)</li> <li>● Writing about reading (using a rubric for self checking)</li> <li>● Test taking strategies with practice passages on grade level</li> <li>● Raz Kids (book on tape, answering questions about the text)</li> <li>● Brain Pop (free videos based on lesson of the day)</li> <li>● Fluency practice (on grade level and on student's individual level, such as tongue twisters, short passages, timed readings, etc.)</li> <li>● Readers theatre for expression and understanding character development in a story</li> <li>● Vocab games based on third grade text</li> <li>● Fixing sentences (capitalization, punctuation, spelling) for grammar practice</li> <li>● – Scavenger hunt for nonfiction text features/ center for understanding significance of text features</li> <li>●</li> </ul>
Springmore	4	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Guided Reading Leveled readers</li> <li>● Fluency &amp; comprehension activities from FL center for reading research</li> <li>● Readworks passages</li> <li>● Smartboard interactive games</li> <li>● GATE</li> <li>● Read Naturally.</li> <li>● Read Naturally Encore</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>● Guided Reading Leveled Readers</li> <li>● Reading Passages</li> <li>● Fluency and Comprehension Activities from Florida Center for Reading Research</li> <li>● Readers Theatre Scripts</li> <li>● Specific Skill Builders Story Cards with Questions</li> <li>● Reading Comprehension Skill Based Board Games</li> <li>● Ipad Apps for Reading Comprehension</li> <li>● Mr. Nussbaum Website</li> </ul>
Township Three	11	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>● Guided Reading library materials from Scholastic</li> </ul>



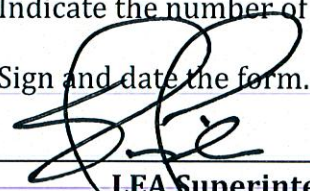
Reading Interventions Report for Cleveland County Schools  
2016-17 School Year

		<ul style="list-style-type: none"> <li>• Short Reads from Scholastic</li> <li>• Title 1: Soar to Success, Read Naturally, Sonda</li> <li>• Instructional DPI passages</li> <li>• Pebble Go</li> <li>• Reading A-Z activities</li> <li>• Cold Read materials from TPT</li> <li>• Reading Eggs</li> <li>• Novel Studies with various grade level appropriate novels</li> <li>• LLI – Leveled Literacy Interventions</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>• Focused Reading Interventions</li> <li>• Reading Eggs- Online intervention</li> </ul>
Union	11	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Reading Passages</li> <li>• Read Naturally</li> <li>• Fluency and Comprehension Activities from Florida Website</li> <li>• Ipad Comprehension Games</li> <li>• Readers Theatre</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Guided Reading with Leveled Readers</li> <li>• i-Ready</li> <li>• Raz-Kids</li> <li>• ReadWorks.org passages</li> </ul>
Washington	1	<p><u>Reading Interventions provided during the school year:</u></p> <ul style="list-style-type: none"> <li>• Read Naturally- in Title I</li> <li>• Fluency Practice</li> <li>• Guided Reading- Leveled Literacy Materials</li> </ul> <p><u>3rd Grade Reading Camp Interventions:</u></p> <ul style="list-style-type: none"> <li>• TRC questions :problem/solution, main idea with supporting details, beg/middle/end, cause/effect, etc.</li> <li>• District Created Support Resources</li> </ul>

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

3. Indicate the number of second-grade students who attended reading camp. 216

4. Sign and date the form.



LEA Superintendent

02/07/17

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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LEA Name: CLINTON CITY SCHOOLS LEA Number 821

1. List all the reading interventions schools provided in the 2016-17 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).

Reading Tutor: Tutorial services provided for 2 months during the 3<sup>rd</sup> quarter (April-May)  
Fontaus & Pinnell Guided Reading  
Reading A-Z: Leveled Reading Activities  
Vocabulary  
Moby Max  
The Flying Classroom  
Curriculum and Associates  
Volunteer Reading: Volunteers provided one to one and small group reading  
Scholastic Reading Inventory  
Reading Counts Program: Fiction, Non-Fiction, Picture, Chapter Reading  
Lyrics to Learn  
Progress Monitoring  
Letter Land  
EC Teacher Push-In Model  
IReady Reading Grant-Mrs. Kennedy

2. Indicate the number of first-grade students who attended reading camp. 30
3. Indicate the number of second-grade students who attended reading camp. 28
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/21/2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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 LEA Number 240

1. List all the reading interventions schools provided in the 2016-17 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).

Instructional tutors and classroom teachers were used to remediate these students along with scientifically based intervention programs and resources:

- Letterland was used and implemented with fidelity for needed phonics and phonemic awareness instruction
  - Waterford Early Reading technology program was used and assigned according to skills needed.
  - Afterschool tutoring sessions were conducted and instructed based on data analysis
  - Instructional RTA passages were used to teacher instructional strategies based on standard needs.
  - Write In Readers from Houghton Mifflin Journey's Core Program was used to instruct on writing and reading standards for comprehension improvements.
2. Indicate the number of first-grade students who attended reading camp. 138
  3. Indicate the number of second-grade students who attended reading camp. 117
  4. Sign and date the form.

Alan Famb

LEA Superintendent

8-22-17

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Craven County Schools LEA Number 250

1. List all the reading interventions schools provided in the 2016–17 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).

- 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

2. Indicate the number of first-grade students who attended reading camp. 107

3. Indicate the number of second-grade students who attended reading camp. 108

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8.14.2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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 2016–17 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).

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-grade students who attended reading camp. 357
3. Indicate the number of second-grade students who attended reading camp. 302
4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Interim Superintendent**

8-9-17  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Currituck County Schools LEA Number 270

1. List all the reading interventions schools provided in the 2016-17 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).

*Students placed in a 3/4 transition class during the 2016-17 school year received the following reading interventions:*

- *Daily guided reading instruction using text at their instructional level (Fountas and Pinnell and Jan Richardson planning model)*
- *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-grade students who attended reading camp. 44

3. Indicate the number of second-grade students who attended reading camp. 41

4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

8/17/17  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Dare LEA Number 280

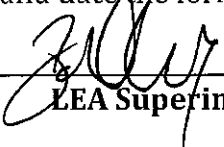
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

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

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

3. Indicate the number of second-grade students who attended reading camp. 53

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

7/22/17  
\_\_\_\_\_  
Date

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  
2016–17 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.

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LEA Name: Davidson County Schools LEA Number 290

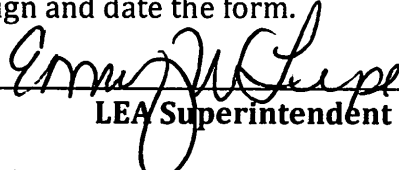
1. List all the reading interventions schools provided in the 2016–17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- Leveled Literacy Interventions
- Reading Plus
- Interactive Read Alouds
- Spotlight on Comprehension
- Classworks
- Read to Achieve Livebinder
- Letterland Interventions
- Fountas and Pinnell Continuum
- Revisit Reflect Retell
- Reading Strategies Book (Interventions)
- Comprehension Toolkit
- Journeys Close Reader
- The Next Step Forward in Guided Reading (Jan Richardson)
- Freereading.Net
- NewsELA
- Readworks

2. Indicate the number of first-grade students who attended reading camp. 195

3. Indicate the number of second-grade students who attended reading camp. 177

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Davie County Schools      LEA Number: 300

1. List all the reading interventions schools provided in the 2016-17 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).

This is a comprehensive list of reading interventions used during the 2016-17 school year:

- A. HillRAP (1:4 teacher/student ratio) for students continuing to struggle with phonemic awareness, decoding, and processing
- B. Moby Max (online program) – reading, vocabulary, and comprehension practice
- C. Pull-out groups with Reading Specialists
- D. Push-in instruction with Reading Specialists
- E. iReady (online diagnostic assessment) - used to determine reading levels, targeted standards, and grouping
- F. Differentiated classroom activities based on data (TRC, Moby Max, iReady, and formative/summative classroom assessments)
- G. Use of leveled texts and high-interest reading
- H. Words Their Way Spelling Program
- I. Small group instruction with a TA or a volunteer
- J. After school tutoring provided by school staff

2. Indicate the number of first-grade students who attended reading camp. 28
3. Indicate the number of second-grade students who attended reading camp. 29

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/30/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



**Reading Interventions Report  
2016-17 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.

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LEA Name: Duplin County

LEA Number: 310

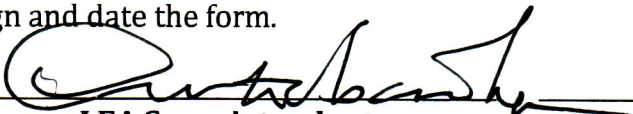
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

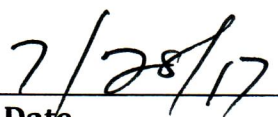
- Leveled Literacy Intervention
- Leveled Reading Library
- Designated Intervention Time (Daily)
- Transition Classes

2. Indicate the number of first-grade students who attended reading camp. 124

3. Indicate the number of second-grade students who attended reading camp. 149

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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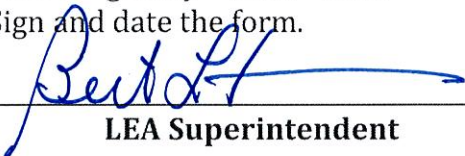
LEA Name: Durham Public Schools      LEA Number: 320

1. List all the reading interventions schools provided in the 2016-17 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).

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-grade students who attended reading camp. 387
3. Indicate the number of second-grade students who attended reading camp. 360  
(404 3<sup>rd</sup> grade) Total - 1151
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Edenton Chowan Schools LEA Number 210

1. List all the reading interventions schools provided in the 2016–17 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).

Students participated in Leveled Literacy Intervention (LLI) program.

Students were placed in specific Guided Reading groups based on intervention needs.

Students participated in Burst program with Reading 3D.

Students participated in the SPIRE program.

Students received daily intensive small group instruction with targeted reading interventions.

Students were monitored by lead teachers and the Instructional Facilitator (daily, weekly, monthly, quarterly) to determine progress monitoring achievement.

Students were placed in skill-set groups with DAZE focusing on fluency, comprehension, make words, etc.

2. Indicate the number of first-grade students who attended reading camp. 16
3. Indicate the number of second-grade students who attended reading camp. 14
4. Sign and date the form.

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**LEA Superintendent**

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**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 School Year

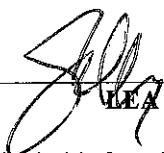
The Read to Achieve law requires each local board of education to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used to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

LEA Name: 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 ¾ transition class, and placed in a fourth-grade accelerated reading class).

- Timed repeated readings
- Hill Rap fluency program
- Hill Rap
- Choral Reading
- Additional guided reading groups with targeted instruction
- SuccessMaker computer program
- Moby Max computer program for vocabulary
- Provided graphic organizers and structures for reading responses
- Paired Reading
- Repeated readings of DIBELS fluency passages
- Guided Reading groups
- SRA Reading Passages
- mClass What's Next Interventions
- Passport Voyager
- Moby Max
- Fluency Passages
- Leveled Literacy Intervention

2. Sign and date the form.

X  \_\_\_\_\_ Date 8/19/17

LEA Superintendent

3. Submit this form by close of business on **September 1** via email to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

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NC Division of Accountability Services

Reading Interventions Report  
2016–17 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.

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LEA Name: Elizabeth City/Pasquotank LEA Number 700

1. List all the reading interventions schools provided in the 2016–17 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).

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  
iStation  
Cloze Reading  
Making Words activities

Reading Interventions Report  
2016-17 School Year

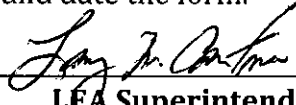
Use RUNNERS:

- 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)
- 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-grade students who attended reading camp. 55

3. Indicate the number of second-grade students who attended reading camp. 56

4. Sign and date the form.

      8/21/17  
LEA Superintendent      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Elkin City Schools LEA Number 861

1. List all the reading interventions schools provided in the 2016-17 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).

- Tutoring
- Accelerated Reader
- Moby Max
- TA assigned full literacy block
- Individualized Instruction
- Title I Reading
- Leveled Lexile Library

2. Indicate the number of first-grade students who attended reading camp. 11

3. Indicate the number of second-grade students who attended reading camp. 18

4. Sign and date the form.

Myra S Cox  
LEA Superintendent

8-24-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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

- List all the reading interventions schools provided in the 2016–17 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).

<b>Services Provided: Placed in a 3/4 transition class</b>	<b>Services Provided: Placed in a 4th grade accelerated reading class</b>	<b>Other Strategies used</b>
Classroom teachers worked twice a week with students using research based materials. These materials included Now What's mClass materials, Act Now reading series, as well as the Written Response Comprehension Question Stems from Sundance.	One-on-one instruction with certified teacher. Teacher used leveled reading passages instructionally, and student used i-Ready online, a personalized reading program on a daily basis.	Rotated students (RTA/non RTA) between teachers based on needs of students and strength of teacher, 4 days a week, 12 weeks/remediation
Instructional Assistants worked with students on skills they were struggling with at least once a week.	No accelerated specific classrooms. Teachers team teach and follow CCSS and look to use differentiated activities provided on CANVAS through AIG Coordinator and enrichment activities from Rigorous Curriculum Design Units.	Classroom teachers used research based materials when working with students three to four days a week.
Students worked with licensed tutors weekly on skills		Certified teacher, used research based materials, worked with fourth grade students five days a week
Exploratory teachers pushed in for 45 minutes		Instructional assistants worked daily for an hour, remediating students



Reading Interventions Report  
2016-17 School Year

daily to assist with a small group		
Teachers utilized guided reading time to develop weak reading skills for these students		Teacher used explicit instruction of comprehension strategies, multiple readings for fluency, TRC leveled question stems with leveled texts.
Students used "Project Read" (a Canvas course) to work on specific reading skills.		Teachers offered after school tutoring for these students twice a week.
		Classroom teachers switched students based on need for remediation.

2. Indicate the number of first-grade students who attended reading camp. 67

3. Indicate the number of second-grade students who attended reading camp. 81

4. Sign and date the form.

Pascal Aubenya  
LEA Superintendent

08-31-17  
Date

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  
2016-17 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.

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LEA Name: Gaston County LEA Number 360

1. List all the reading interventions schools provided in the 2016-17 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).

- 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-grade students who attended reading camp. 448

3. Indicate the number of second-grade students who attended reading camp. 364

4. Sign and date the form.

  
LEA Superintendent

  
Date

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  
2016-17 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.

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LEA Name: Gates County

LEA Number: 370

1. List all the reading interventions schools provided in the 2016-17 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).

Reading Intervention provided by schools include the following:

- Corrective Reading
- 90 Minute Reading Block
- 30 Minute tutoring in Reading
- Pull out groups
- STAR Reader Assessments
- In-school tutoring
- Use of Coach Jumpstart Practice Books
- Centers
- Small Group Instruction

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 39
3. Indicate the number of second-grade students who attended reading camp. 29
4. Sign and date the form.

Dr. Barry Williams  
LEA Superintendent

August 28, 2017  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Graham County LEA Number 380

1. List all the reading interventions schools provided in the 2016-17 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).

- Daily leveled readers
- Guided Reading Centers
- Differentiated small group instruction
- Wilson Reading Program
- Review and read aloud words on k-3 Dolch Word List Daily
- Provided students with increased opportunities for help or assistance on academic task by providing frequent interactions with teacher and with Title I Reading
- Encourage student to use highlight marker to identify key words and phrases with important information
- Encourage student to take notes in the margin to help understand what the story is about
- Set up a system of reinforcers, either tangible or intangible to encourage the student to be more successful
- Give the student extra time to read a selection more than once. Emphasis placed on comprehension rather than speed
- Have students reread a sentence to the teacher if there is a word that is unknown or student has trouble with
- Provided encouragement to student and family to strive for punctual attendance

2. Indicate the number of first-grade students who attended reading camp. 21

3. Indicate the number of second-grade students who attended reading camp. 21

4. Sign and date the form.

Angela Knight 8-29-17  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

**Reading Interventions Report  
2016-17 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.

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LEA Name: Granville County Public Schools LEA Number 390

1. List all the reading interventions schools provided in the 2016-17 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).

- 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
- Explicit vocabulary instruction

2. Indicate the number of first-grade students who attended reading camp. 123

3. Indicate the number of second-grade students who attended reading camp. 102

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/9/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on September 1 via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016–17 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 2016–17 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).
- In addition to the balanced literacy program provided to all students, students who had not yet met 3<sup>rd</sup> 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. 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.heinemann.com/fountasandpinnell/lli\\_overview.aspx](http://www.heinemann.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>

*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>*

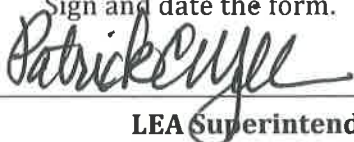
*Focused Reading Intervention resources specifically address key reading and literacy skills that align to Common Core and other state standards with exposure to a wide range of fiction and nonfiction text, opportunities to use multiple strategies to process complex text, and language development. Students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

- After School Academy provided students with an additional 45 minutes of differentiated small group reading instruction after school. 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.

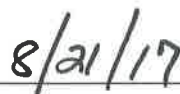
*The Reading Eggs program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.*

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

2. Indicate the number of first-grade students who attended reading camp. 65
3. Indicate the number of second-grade students who attended reading camp. 61
4. Sign and date the form.



LEA Superintendent



Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).





Reading Interventions Report  
2016-17 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.

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LEA Name: Halifax LEA Number 420

1. List all the reading interventions schools provided in the 2016-17 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).

Reading interventions provided to students were:

- Direct instruction
- Small group instruction - foundational skills;
- One-on-one instruction
- Guided Reading
- mClass (TRC progress monitoring and benchmark - 3rd grade); written response to text;
- Read-to-Achieve portfolio standards
- Programs
  - Reading Eggs/ Reading Eggspress (computer lab)
  - Study Island
  - MobyMax,
- After School Tutorials
- Hands-on learning
- Graphic organizers
- Read alouds; and focused questioning
- RUNNERS strategy.
- Academic Vocabulary-Tier 2 Words

2. Indicate the number of first-grade students who attended reading camp. 43

3. Indicate the number of second-grade students who attended reading camp. 66

4. Sign and date the form.

Eric L. Cunningham  
LEA Superintendent

8/31/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 School Year

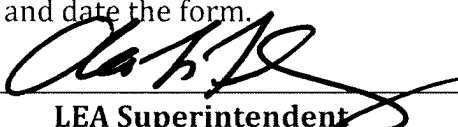

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used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

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**LEA Name: Harnett County Schools    LEA Number: 430**

1. List all the reading interventions schools provided in the 2016-17 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).
  - **Students with retained label were placed in 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-dosed” in LLI lessons with the use of tutors and/or reading specialists.**
  - **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 120 minutes of literacy per day using the Balanced Literacy Model.**
  
2. Indicate the number of first-grade students who attended reading camp. 281
3. Indicate the number of second-grade students who attended reading camp. 257
4. Sign and date the form.  

 _____ LEA Superintendent	 _____ Date
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5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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 2016-17 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).
  - a. 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 and were instructed using texts within their zone of proximal development and they learned to apply reading strategies independently and real academic situations.
  - b. Strategies focused on (Strategies from the Toolkit)
    - i. Asking Questions
    - ii. Inferring Meaning
    - iii. Summarize and Synthesize
    - iv. Monitoring Comprehension
    - v. Activate and Connect
    - vi. Determining Importance
  - c. An emphasis on vocabulary building at each student's guided reading level was a focus. Again, differentiated and individualized.
  - d. Students not meeting benchmark requirements at EOY second grade or during the year in third grade were placed in Title I to boost reading proficiency.
  - e. 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.
  - f. During Summer Reading Camp, 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. Science was integrated and non-fiction texts used to boost engagement and written expression. The Seeds of Science was used as the basis for tis instruction and practice.
  - g. 12 students have placed in a three/four transition class pending summer camp data.

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

3. Indicate the number of second-grade students who attended reading camp. 33

4. Sign and date the form.

Anne G. Barnett  
LEA Superintendent

7-6-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Henderson County Public Schools LEA Number 450

1. List all the reading interventions schools provided in the 2016-17 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).

All schools used the power of small group instruction through the Guided Reading block and included the Intervention/Enrichment block (where applicable). Additional small group and/or one-on-one tutoring was provided as well. Teacher feedback was provided on a regular basis. During these times, the following interventions were utilized (varies by school):

- Six minute fluency strategies
- Leveled Literacy Intervention system (Fountas and Pinnell)
- Read Live program
- Use of Reading 3D data and resources (including Now What? Tools)
- Florida Center for Reading Research activities
- Emphasis on reading fluency and reading comprehension tasks
- Use of Extended Reading Passages to build reading stamina, practice reading comprehension and writing skills

2. Indicate the number of first-grade students who attended reading camp. 171
3. Indicate the number of second-grade students who attended reading camp. 153
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Hertford County Public Schools LEA Number 460

1. List all the reading interventions schools provided in the 2016–17 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).

**Ahoskie Elementary School**

Students who were placed in a fourth-grade accelerated reading class received 90 additional minutes of uninterrupted reading instruction by a daytime tutor.

**Bearfield Primary School**

Regular Education students who were placed in a third-grade accelerated reading class received 90 additional minutes of uninterrupted reading instruction by a daytime tutor.

Special Education students who were placed in a third-grade accelerated reading class received 90 additional minutes of uninterrupted reading instruction by the third grade Exceptional Children's teacher.

**Riverview Elementary School**

Teachers were provided with a copy of the student's most recent Reading 3D results to help teachers plan instruction. Students were then clustered together where they were given more individualized instruction. Teachers monitored student growth using Reading 3D throughout the year. Parents were given 3D reports at the beginning, middle, and end of the year of student progress.

RAZ kids was implemented to facilitate an increase in student time spent interacting with text. Teachers also used ReadingA-Z along with written comprehension questions to help increase student comprehension.

Class schedules were created to allow for additional intervention time within the instructional day.

Daytime tutors utilized data from previous weeks assessments to remediate and intervene. The tutors provided specialized small group instruction to assist students who were not yet proficient on grade level skills.

Co-teaching with Exceptional teacher to support academic diversity in the regular 3rd grade classroom.

Reading Interventions Report  
2016-17 School Year

Exceptional teachers provided small group instruction in a pull out setting for additional instruction outside the 90 minute block.

ESL, Reading Coach, and Instructional Assistants provided specialized small group instruction to assist students who were not yet proficient on grade level skills.

NC Write allowed students the opportunity to improve their writing skills through automated scoring of practice essays.

Classworks screeners were used to identify student needs for specialized instruction in reading/language arts.

Read to Achieve Passages were models with students as a resource.

2. Indicate the number of first-grade students who attended reading camp. 57
  - a. Bearfield Primary 28
  - b. Riverview Elementary 29
3. Indicate the number of second-grade students who attended reading camp. 72
  - a. Bearfield Primary 48
  - b. Riverview Elementary 24
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8-24-17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Hickory City Schools LEA Number: 181

1. List all the reading interventions schools provided in the 2016-17 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).

- Students were placed in a 4<sup>th</sup> grade accelerated reading class.
- The STAR Assessment program was utilized.
- The IOWA Test of Basic Skills Reading Comprehension test was utilized.
- Students were provided reading instruction for 2 hours 20 minutes daily.

2. Indicate the number of first-grade students who attended reading camp. 102

3. Indicate the number of second-grade students who attended reading camp. 90

4. Sign and date the form

  
LEA Superintendent

August 30, 2017  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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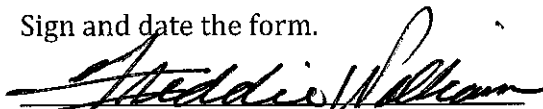
LEA Name: Hoke LEA Number 470

1. List all the reading interventions schools provided in the 2016-17 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).
  - A. Fast ForWord reading support (30-45 minutes daily)
  - B. Reading Assistant reading support (30-45 minutes daily)
  - C. Classworks reading support – individual learning pathways
  - D. 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
  - E. Reading Tutoring – day time, after school and Saturday sessions- focusing on comprehension, vocabulary and fluency strategies and skills.
  - F. Individual Instruction provided by teacher, coach or tutor
  - G. Differentiated Reading Instruction/Guided Reading provided by teacher, coach or tutor
  - H. Small Group or individual Interventions based on data analysis from Reading 3D and Now What Tools
  - I. Co-Teaching with EC teachers
  - J. Use of School Net and released test items
  - K. Use of RTA Instructional and Parent Passages weekly
  - L. School academic coaches to support teachers and students
  - M. Student Data Notebooks and Goal Setting
  - N. iReady and myOn Reading Support

2. Indicate the number of first-grade students who attended reading camp. 112

3. Indicate the number of second-grade students who attended reading camp. 81

4. Sign and date the form.

  
LEA Superintendent

7/17/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Hyde County Schools LEA Number 480

1. List all the reading interventions schools provided in the 2016–17 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).

The following reading interventions were provided:

- Additional one-on-one reading with the Instructional Coach;
- Educational technology programs such as Moby Max which helped students with both enrichment and remediation of prior or new knowledge.
- Online Programs used to help supplement passages for students and receive immediate feedback using [www.readtheory](http://www.readtheory) and [www.superteachers](http://www.superteachers).
- The enrichment of the CASE 21 Benchmarks given to the students. Teachers used Hyde RRE (Remediation, Reteaching and Enrichment) with all students based upon their individual and personalized intervention plan.

2. Indicate the number of first-grade students who attended reading camp. 10
3. Indicate the number of second-grade students who attended reading camp. 17
4. Sign and date the form.

*Randolph H. Lattin*      8/21/2017  
LEA Superintendent      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Iredell-Statesville Schools LEA Number 490

1. List all the reading interventions schools provided in the 2016-17 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).

FCRR  
Guided Reading  
Corrective Reading  
Istation  
Moby Max  
Letterland Interventions  
Leveled Literacy Intervention

2. Indicate the number of first-grade students who attended reading camp. 78
3. Indicate the number of second-grade students who attended reading camp. 91

4. Sign and date the form

      7-25-17  
LEA Superintendent      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 School Year

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LEA Name:         Jackson         LEA Number         500        

1. List all the reading interventions schools provided in the 2016-17 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).

- 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 ¾ 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-grade students who attended reading camp.   50  

3. Indicate the number of second-grade students who attended reading camp.   49  

4. Sign and date the form.

*Kimberly Elliott, EdD.*  
Interim LEA Superintendent

        7-18-17          
Date

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 2016–17 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.

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LEA Name: Johnston County Public Schools

LEA Number: 510

1. List all the reading interventions schools provided in the 2016–17 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).

### **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
- 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 for retained third grade students and 3 / 4 transition students.

Explicit Instruction included:

- Emphasis on phonics and word study
- Cloze reading
- Leveled texts
- Fluency practice
- Writing about reading
- Echo reading
- Guided reading in small groups
- 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

Reading Interventions Report  
2016–17 School Year

**Explicit instruction of vocabulary work**

- Graphic organizers, semantic maps to learn new vocabulary (Gallery Walks)
- 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
- Vocabulary games

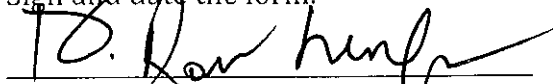
**Explicit instruction of word work**

- Word sorts
- Explicit instruction of letter sounds and sound spelling patterns
- Pocket phrases
- Timed high frequency practice to build automaticity
- Word ladders
- Reading A–Z 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 passages
- 60 Minutes to Fluency

2. Indicate the number of first-grade students who attended reading camp. 389
3. Indicate the number of second-grade students who attended reading camp. 479
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

08-24-2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Jones County Public Schools

LEA Number 520

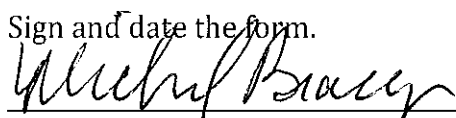
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

Students were provided with small group instruction, differentiated activities/assignments, and one on one instruction with the teacher during intervention/remediation block. Digital and computerized programs were used to target students' specific needs (ex. MobyMax).

Intervention groups targeted foundational skills and reading comprehension skills. Leveled reading texts were used during guided reading and small group instruction. Literacy Center activities included Florida Center resources and DPI's K-3 Literacy resources.

2. Indicate the number of first-grade students who attended reading camp. 34
3. Indicate the number of second-grade students who attended reading camp. 19

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

7/31/17  
\_\_\_\_\_  
Date

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  
2016-17 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.

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LEA Name: Kannapolis City Schools LEA Number 132

1. List all the reading interventions schools provided in the 2016-17 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**

On-going progress monitoring  
Small group instruction  
Guided Reading  
Daily 5

**Curriculum**

Leveled Literacy Intervention  
Letterland  
Wordly-Wide Vocabulary

2. Indicate the number of first-grade students who attended reading camp. **39**
3. Indicate the number of second-grade students who attended reading camp. **43**
4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

8-28-17  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 School Year

Reading Interventions Report  
2016-2017 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.

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LEA Name: Lee County Schools LEA Number 530

1. List all the reading interventions schools provided in the 2016-17 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).

Fourth grade students with a retained reading label received the following reading interventions during the 2016-2017 school year:

- Small group, guided reading instruction
- 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-grade students who attended reading camp. 128

3. Indicate the number of second-grade students who attended reading camp. 116

4. Sign and date the form

  
\_\_\_\_\_  
LEA Superintendent

7-26-17  
\_\_\_\_\_  
Date

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  
2016-17 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.

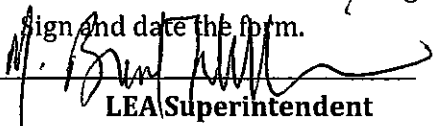
LEA Name: Lenoir County Public Schools LEA Number 540

1. List all the reading interventions schools provided in the 2016-17 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).

During the 2016-2017 school year, Lenoir County Public Schools placed students who were retained in  $\frac{3}{4}$  transitional classrooms with a retained reading label. Students in these classrooms were instructed on 4th grade standards and curriculum while continuing to be remediated on reading deficiencies. These students received a 90 minute block of uninterrupted reading instruction with a teacher. The following reading interventions were utilized throughout the district:

- Small, leveled reading groups
- Repeated readings
- Story retellings/summarizing
- Peer tutoring
- Paired reading
- Story maps and other graphic organizers
- Context clues and sequencing strategies
- Sight word flash cards
- Cloze reading/notetaking
- Repetitive practice with test-taking strategies (highlighting, predicting, numbering paragraphs, read questions first, reading selection multiple times, eliminating wrong answers)
- Activating prior knowledge
- Vocabulary maps
- Test prep materials (NC Ready/Coach Performance)
- Remedial tutoring throughout the school day

2. Indicate the number of first-grade students who attended reading camp. 165
3. Indicate the number of second-grade students who attended reading camp. 108
4. Sign and date the form.

 \_\_\_\_\_ 8/14/17  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

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NC Division of Accountability Services

March 9, 2017

Reading Interventions Report  
2016-17 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.

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LEA Name: Lexington City Schools LEA Number 291

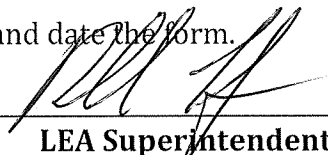
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- Minimum of 90 minutes uninterrupted ELA Block
- Small Guided Reading Instruction
- Read to Achieve Portfolio Selections
- Small Group Instruction Provided by Reading Specialist
- Leveled Literacy Intervention Instruction
- mCLASS Progress Monitoring Instruction
- Reading Remediation on [www.readtheory.org](http://www.readtheory.org) (Differentiation based on student's needs)
- Teacher-Directed Reading Guided Practice
- Small Group Instruction

2. Indicate the number of first-grade students who attended reading camp. 40

3. Indicate the number of second-grade students who attended reading camp. 41

4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

7-27-17  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Lincoln County Schools LEA Number: 550

1. List all the reading interventions schools provided in the 2016–17 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).
  - 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  
2016-17 School Year

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

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**LEA Superintendent**

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**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Macon County Schools LEA Number: 560

1. List all the reading interventions schools provided in the 2016–17 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).

Placed in Accelerated Reading classes: 3<sup>rd</sup> Grade:

Students that are placed in this category attended one of our 6 elementary schools and the following list is a combination of all sites.

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

Placed in 3/4 Transition Class: 4<sup>th</sup> Grade: (90 minute pull outs)

Students that are placed in this category attended one of our 6 elementary schools and the following list is a combination of all sites.

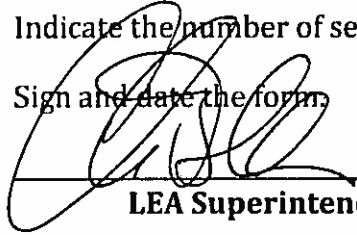
1. LMB --VV integrated with guided reading – to build a picture that will enhance comprehension
2. LMB Seeing Stars - build decoding skills
3. Comprehension Toolkit (small group lessons) – comprehension strategies
4. Read Naturally – to improve fluency
5. Six Minute solution - to improve fluency
6. SRA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

No students in MCS were placed in 4<sup>th</sup> grade accelerated reading class.

Reading Interventions Report  
2016-17 School Year

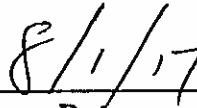
2. Indicate the number of first-grade students who attended reading camp. 9
3. Indicate the number of second-grade students who attended reading camp. 34

4. Sign and date the form.



\_\_\_\_\_

**LEA Superintendent**



\_\_\_\_\_

**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

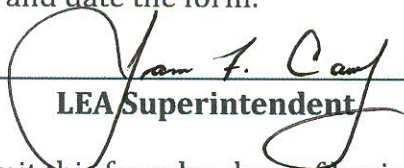
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LEA Name: Madison County Schools LEA Number 570

1. List all the reading interventions schools provided in the 2016-17 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).

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-grade students who attended reading camp. 0
3. Indicate the number of second-grade students who attended reading camp. 0
4. Sign and date the form.

      8/16/17  
LEA Superintendent      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Intervention Report  
2016-2017 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 2016-2017 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 ¾ 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
- 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 grade students who attended reading camp. **38**  
Indicate the number of second grade students who attended reading camp. **42**

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](mailto:carolyn.guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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LEA Name: Mitchell

LEA Number 610

1. List all the reading interventions schools provided in the 2016-17 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).

- Students participated in 3<sup>rd</sup>/4<sup>th</sup> grade Core Reading Class
- Students participated in 3<sup>rd</sup> 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 progress monitored every 10-20 days to evaluate learning and instruction was adjusted based on data. Parents were notified monthly about their child's progress. In a few cases, further evaluation was required to better help the student.

2. Indicate the number of first-grade students who attended reading camp. 19

3. Indicate the number of second-grade students who attended reading camp. 21

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

7/26/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 School Year

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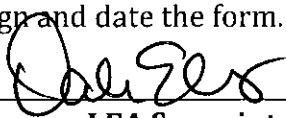
LEA Name: Montgomery County Schools

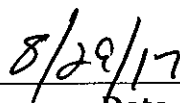
LEA Number: 620

1. List all the reading interventions schools provided in the 2016-17 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).

Florida Center Interventions  
mClass Interventions  
NCDPI Literacy Strategies to Scaffold Instruction  
Cracking the Code (1 school)  
i-Ready  
Fidelity to MTSS process/documentation within RTI stored  
System 44 (EC)

2. Indicate the number of first-grade students who attended reading camp. 119
3. Indicate the number of second-grade students who attended reading camp. 77
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Moore County LEA Number 630

1. List all the reading interventions schools provided in the 2016-17 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).
  - Leveled Literacy Intervention (LLI)
  - Read 180
  - System 44
  - SPIRE
  - Reading Foundations (Reading Research to Classroom Practice)
  - Imagine Learning

2. Indicate the number of first-grade students who attended reading camp. 222

3. Indicate the number of second-grade students who attended reading camp. 394

4. Sign and date the form.

 8/25/17  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Mooreville Graded School District LEA Number 491

1. List all the reading interventions schools provided in the 2016-17 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).

- HillRAP
- LLI-Levelled Literacy Intervention
- FCRR- Florida Center for Reading Research Interventions
- iReady- Computer Adaptive Reading Instruction
- CSI Literacy

2. Indicate the number of first-grade students who attended reading camp. 53

3. Indicate the number of second-grade students who attended reading camp. 81

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/28/2017  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016–17 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.

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LEA Name: Mount Airy City Schools LEA Number 862

1. List all the reading interventions schools provided in the 2016–17 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).

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

2. Indicate the number of first-grade students who attended reading camp. 15
3. Indicate the number of second-grade students who attended reading camp. 20
4. Sign and date the form.

*Kim Morrison*                      8/1/17  
LEA Superintendent                      Date

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  
2016–17 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.

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

1. List all the reading interventions schools provided in the 2016–17 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).

**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  
2016–17 School Year

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

**SRA Attendance 1<sup>st</sup> and 2<sup>nd</sup> grades**

<b>Grade Level</b>	<b>Students In Attending NRMPS' Summer Reading Academy</b>
First Grade	282
Second Grade	308
<b>Totals</b>	<b>590</b>

Sign and date the form.

  
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**LEA Superintendent**

*8.23.17*  
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**Date**

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

Reading Interventions Report  
2016-17 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.

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LEA Name: New Hanover County Schools

LEA Number: 650

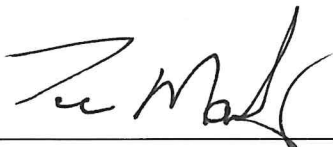
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- FCRR vocabulary and comprehension strategies
- Reading A-Z leveled readers and questions
- Readworks close reading passages and questions
- RtA instructional passages
- iReady teacher-led lessons
- HillRAP strategies
- RAZ Kids comprehension checks
- iReady Teacher Toolbox lessons
- Foundations
- Intervention Central and Flocabulary vocabulary instruction
- HELPS program passages

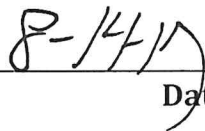
2. Indicate the number of first-grade students who attended reading camp. 274

3. Indicate the number of second-grade students who attended reading camp. 306

4. Sign and date the form.



LEA Superintendent



Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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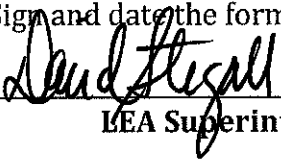
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LEA Name: Newton Conover City Schools LEA Number 182

1. List all the reading interventions schools provided in the 2016-17 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).
  - 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 to provide small group interventions
  - 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

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 42
3. Indicate the number of second-grade students who attended reading camp. 57
4. Sign and date the form.

                      7-10-17  
LEA Superintendent                      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: **Northampton**

LEA Number **660**

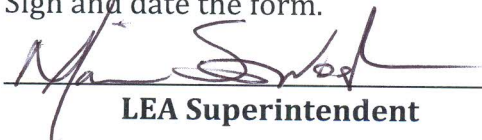
1. List all the reading interventions schools provided in the 2016–17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

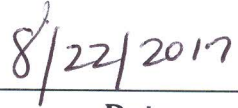
- Guided Reading (regular classroom teacher, reading specialist pull out)
- mClass Now What Tools
- i-Ready Instruction Software
- i-Ready Lessons (intervention time in school schedule)
- Text Talk
- Letterland
- Florida Center for Reading Research Lessons

2. Indicate the number of first-grade students who attended reading camp. **45**

3. Indicate the number of second-grade students who attended reading camp. **59**

4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

  
\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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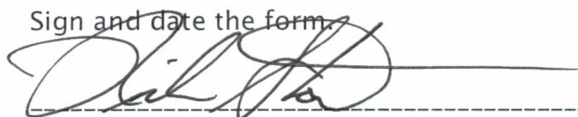
LEA Name: Onslow County Schools LEA Number: 670

1. List all the reading interventions schools provided in the 2016–17 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/or 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
- Problem Solving Team
- Individual Education Plan implementation
- EL plans and tutoring
- Computer-assisted instruction/assessment through Edmentum suite of products

2. Indicate the number of first and second grade students who attended reading camp. 625

3. Sign and date the form.



LEA Superintendent

8/29/17

Date

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



Reading Interventions Report  
2016-17 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.

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LEA Name: Orange County Schools LEA Number 680

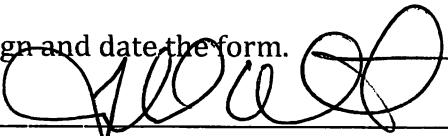
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).
  - 30 minute Intervention block- Small group targeted instruction- classroom teacher and reading support (Foundations, Great Leaps, etc.)
  - Push-in inclusion reading support during core instruction to support and double dose
  - HillRap
  - Tutorials for double dose of phonics, comprehension interventions (DRTA, Listen/Read/Discuss, QAR, Think Alouds)

We also invited 59 kindergarten (or rising 1<sup>st</sup> graders)

K-2 Letter sound assessment: 89% Showed growth  
11% No growth

K-2 Sight words assessment: 33% Significant Growth (+10 words or more)  
61% Showed growth  
6% No growth

2. Indicate the number of first-grade students who attended reading camp. 109
3. Indicate the number of second-grade students who attended reading camp. 135
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/31/17  
\_\_\_\_\_  
Date

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



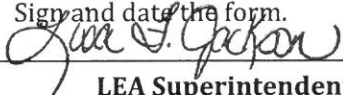
Reading Interventions Report  
2016-17 School Year

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 2016-17 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).
  - Title 1 tutors pulled targeted students on a daily basis to work on oral reading fluency.
  - Classroom teachers and support staff used mCLASS benchmarking and progress monitoring data to create leveled guided reading groups that met daily to focus on comprehension and writing strategies.
  - The research-based Classworks program was used twice a week for 45 minutes.

2. Indicate the number of first-grade students who attended reading camp. 11
3. Indicate the number of second-grade students who attended reading camp. 8
4. Sign and date the form.

      8/16/17  
LEA Superintendent      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: **PENDER COUNTY SCHOOLS**

LEA Number: **710**

1. List all the reading interventions schools provided in the 2016-17 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).

All students who were not proficient after the RtA Reading Camp will have the Reading Retained label entered into PowerSchool. They 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-grade students who attended reading camp. **100**
3. Indicate the number of second-grade students who attended reading camp. **108**
4. Sign and date the form.

Tami R. Cobb                      7/21/17  
LEA Superintendent                      Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Perquimans County Schools LEA Number: 720

1. List all the reading interventions schools provided in the 2016-17 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).

Leveled Literacy Intervention in small groups 2 times a week and teacher directed I-station lessons based on student need  
Isolation - 45 minutes daily  
Small group instruction  
90 minute reading block

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

2. Indicate the number of first-grade students who attended reading camp. 18
3. Indicate the number of second-grade students who attended reading camp. 23
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Person County Schools LEA Number 730

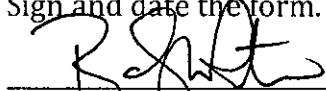
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- 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
- Lexia Learning-adaptive instruction that provides differentiated computer based instruction to students and provides skill lessons for teachers to administer to students who fall below the mastery threshold.
- After school tutoring sessions

2. Indicate the number of first-grade students who attended reading camp. 121

3. Indicate the number of second-grade students who attended reading camp. 100

4. Sign and date the form.



LEA Superintendent

8/17/17

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: \_\_\_\_\_ Pitt \_\_\_\_\_ LEA Number \_\_040\_\_\_\_\_

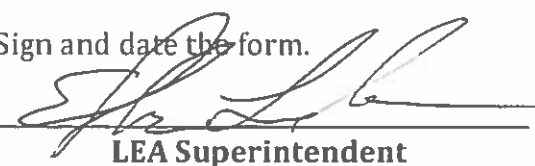
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

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

2. Indicate the number of first-grade students who attended reading camp. \_\_229\_\_

3. Indicate the number of second-grade students who attended reading camp. \_\_234\_\_

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Polk County Schools LEA Number 750

1. List all the reading interventions schools provided in the 2016-17 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).

Leveled Literacy Intervention; Reading 3D assessments & progress monitoring; ESL services; Title I services; additional instructional time on Literacy; after school tutoring; special placement with highly trained teacher; summer school; reading camp; community mentors.

2. Indicate the number of first-grade students who attended reading camp. 27
3. Indicate the number of second-grade students who attended reading camp. 32
4. Sign and date the form.

 8/28/2017  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



## Reading Interventions Report 2016–17 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.

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LEA Name: Randolph County School System      LEA Number 760

1. List all the reading interventions schools provided in the 2016–17 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).
  - *Achieve 3000*  
Achieve 3000 is an interactive, online program that delivers differentiated, nonfiction reading and writing instruction on individual Lexile reading levels. Based upon the data from the program screener, students are provided access to text and comprehension questions on an appropriate reading level, and the program adjusts the level of text based upon individual student data.
  - *Classworks*  
Classworks is an interactive, online program that allows teachers to individualize instruction for students. Based upon data from a universal screener in the program, Classworks identifies areas where students are struggling in reading and assists teachers in creating a plan for growth for each student. In addition, the program adjusts the level of text based upon individual student data.
  - *Specialized and individualized instruction provided by certified reading specialists*  
Certified reading specialists met with individual and small groups of struggling readers. Individual areas of need were identified prior to placing students into flexible reading groups.
  - *Tutoring provided by certified teachers*  
Certified teachers met with individual and small groups of students based upon areas of need in reading. Dr. Jan Richardson's guided reading lesson structure and leveled texts were utilized in tutoring groups.
  - *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 individual student areas of need in reading.

Reading Interventions Report  
2016–17 School Year

- *Fountas and Pinnell Guided Reading*  
The Fountas and Pinnell Guided Reading structure was used to meet the reading needs of students. Teachers used multiple sources of data to form flexible groups that were based upon the strengths, needs, and background knowledge of the students.
- *Fountas and Pinnell Leveled Literacy Intervention System (LLI)*  
LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for struggling readers.
- *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 assists struggling readers with the development of vocabulary and provides opportunities for them to apply reading skills and strategies.
- *Soar to Success*  
Soar to Success is a 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-grade students who attended reading camp. 231
3. Indicate the number of second-grade students who attended reading camp. 237
4. Sign and date the form.

 \_\_\_\_\_ 7/20/17 \_\_\_\_\_  
LEA Superintendent Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016–17 School Year

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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.

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LEA Name: Richmond County Schools LEA Number 770

1. List all the reading interventions schools provided in the 2016–17 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).

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

Moby Max

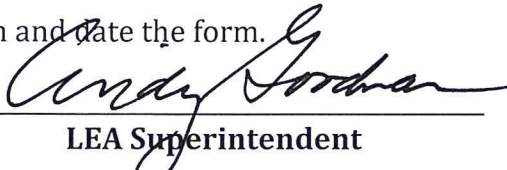
Imagine Learning

Discovery Education

2. Indicate the number of first-grade students who attended reading camp. 86

3. Indicate the number of second-grade students who attended reading camp. 82

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

7/17/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

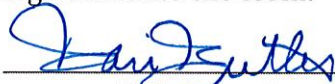
Reading Interventions Report  
2016–17 School Year

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.

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LEA Name: Roanoke Rapids Graded School District LEA Number: 421

1. List all the reading interventions schools provided in the 2016–17 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).
  - a. Students with a retained reading label were placed in a ¾ transitional class with additional reading interventions and support given daily by a reading teacher.
  - b. As of January, the district’s Intervention Coach reached out to the teachers and offered additional support for data analysis and with determining appropriate intervention strategies and tracking. FCRR was the primary source for these interventions.
  - c. MClass benchmark assessments and continuous progress monitoring until students achieved a level P TRC or higher.
2. Indicate the number of first-grade students who attended reading camp. 47 rostered to attend with 8 no shows, served 39 students during the 4 weeks.
3. Indicate the number of second-grade students who attended reading camp. 72 rostered to attend with 6 no shows, served 66 students during the 4 weeks.
4. Sign and date the form.



LEA Superintendent

8/9/17

Date


5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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 2016-17 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).
  - 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.
  - Materials used include:
    - Spotlight on Comprehension
    - iReady Written Material
    - Reading A-Z
    - Various leveled reading sets
2. Indicate the number of first-grade students who attended reading camp. 350
3. Indicate the number of second-grade students who attended reading camp. 335
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/16/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report for Rockingham County Schools - LEA 790  
2016-17 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.

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LEA Name: Rockingham County Schools

LEA Number 790

1. List all the reading interventions schools provided in the 2016-17 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).

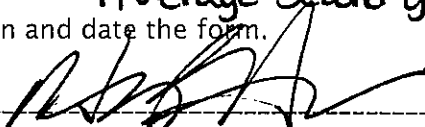
Rockingham County Schools provided the following interventions and support for retained third grade students:

- Leveled Literacy Intervention Instruction
- Wilson Reading Instruction
- Progress monitoring to inform instruction of 4<sup>th</sup> 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
- Supplemental education services for students identified as twice-retained.
- 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. 345  
average. *Average first grade attendance = 208*

*Average second grade attendance = 175* *g. Mealy*

3. Sign and date the form.

  
-----  
LEA Superintendent

*8-22-17*  
-----  
Date

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

Reading Interventions Report  
2016-17 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.

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LEA Name: Rowan-Salisbury Schools LEA Number 800

1. List all the reading interventions schools provided in the 2016-17 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).

- 90 minutes of uninterrupted reading instruction.
- Supplemental support provided by Title-1 Reading Specialists.
- Focused tutoring support provided by title-1 Reading Tutors.
- Focus on foundational reading skills using strategies from Orton-Gillingham.
- Small group reading instruction utilized (guided reading)
- Digital programs utilized to provide additional time for students to practice reading skills outside of typical reading class.
- Digital programs utilized to provide additional texts for students to interact with.
- Supplemental materials (variety of research based) utilized to provide students with extra literacy instruction outside of the normal core class.
- Intervention block utilized to provide differentiated and personalized support.
- Utilized RtA instructional practice passages.
- Strategic placement of students in classrooms where teachers have demonstrated positive EVAAS growth data.

2. Indicate the number of first-grade students who attended reading camp. 189

3. Indicate the number of second-grade students who attended reading camp. 272

4. Sign and date the form.

Lea P. Mowdy  
LEA Superintendent

8-7-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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 2016-17 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).

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-grade students who attended reading camp. 80
3. Indicate the number of second-grade students who attended reading camp. 137
4. Sign and date the form.

Janet N. Mann  
LEA Superintendent

8-8-2017  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016–17 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.

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LEA Name: Sampson County LEA Number 820

1. List all the reading interventions schools provided in the 2016–17 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).

- Modeling
- Read Alouds
- Anchor Charts
- Reading Skill Intervention Groups for the following: Phonemic Awareness-sound Manipulation Activities, Sound Sorts, etc.; Alphabetic Principle-sound/letter correspondence, sound sorts, word sorts; Fluency-repeated reading, sight word phrase practice; Vocabulary and Comprehension-Thinking Maps, Story Maps, Questioning, Summarizing
- Imagine Learning- This computer-based intervention program allows instruction for the five reading components to be customized to the student's need.
- Differentiated Learning Stations
- 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.
- Strategies from *The Next Step Forward in Guided Reading* by Jan Richardson
- Focused Reading Intervention Kits-Teacher Created Materials
- Chunking
- FCRR Strategies
- Graphic Organizers and other visual clues
- Skill based games and task cards
- Daily 5
- Shared reading
- One on one instruction
- Project Based Learning
- Flex Grouping

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 40
3. Indicate the number of second-grade students who attended reading camp. 30
4. Sign and date the form.



\_\_\_\_\_  
**LEA Superintendent**

8-18-17

\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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LEA Name: Scotland LEA Number 830

1. List all the reading interventions schools provided in the 2016-17 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).

Imagine Learning: A strategic, research-based curriculum that meets students at their own level. Each child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. The Imagine Learning Lexile Assessment was approved by the SBE as an alternate assessment for Read To Achieve.

After School Tutoring: Students are kept after school and placed in small groups with reading teachers to review and remediate literacy skills. After school tutoring provides extra learning time to students.

Differentiated instruction that utilizes Florida Center for Reading Research intervention strategies during small group settings, one on one instruction, and reading centers: The FCRR is an open source resource that is touted for its strong interventions by NCDPI Literacy trainers.

Step Sheets or Student Contracts: Provide students processes for procedural self-talk to help solve problems, monitor productive learning behaviors, address reading frameworks, and organize writing.

Graphic Organizers and Mental Models: Graphic organizers and mental models help students to enhance their learning through organizing their thought processes and analysis of text and vocabulary

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

3. Indicate the number of second-grade students who attended reading camp. 70

4. Sign and date the form.

  
LEA Superintendent

08/09/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Stanly County

LEA Number : 840

RAH-10

1. List all the reading interventions schools provided in the 2016-17 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).

Used mCLASS reports/data to pull individual students and work on leveled passages for fluency using question stems

Pull small focused groups to address standards not mastered

Literacy instruction in small group or with partners for fluency practice

Practiced sight words and phrases in small group and/or pairs/stations

Small group targeted instruction using leveled readers to focus on and assist with phonics, vocabulary, fluency, comprehension and other skills not mastered as indicated from formative assessments

Learning stations used to reinforce instruction, stations included individualized passages to meet student needs

Student conferences as needed to provide support and feedback to the student

Extra one-on-one tutoring during school

Utilized online resources such as Reading A to Z and ReadingWorks.org to reinforce skills



Reading Interventions Report  
2016-17 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.

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LEA Name: Stokes County Schools LEA Number 850


1. List all the reading interventions schools provided in the 2016-17 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).

- Foundations
- Leveled Literacy Intervention (Fountas and Pinnell)
- 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
- Seeds of Science - science/literacy
- 

2. Indicate the number of first-grade students who attended reading camp. 93

3. Indicate the number of second-grade students who attended reading camp. 69

4. Sign and date the form.

  
LEA Superintendent

8/7/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Surry LEA Number 860

1. List all the reading interventions schools provided in the 2016–17 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).
  - 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  
2016-17 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-grade students who attended reading camp. 60
3. Indicate the number of second-grade students who attended reading camp. 71
4. Sign and date the form.

Travis L. Reever                      8.29.17  
LEA Superintendent                      Date

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  
2016–17 School Year

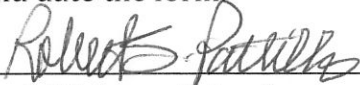

The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used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

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LEA Name: Swain County Schools

LEA Number: 870

1. List all the reading interventions schools provided in the 2016–17 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).
  - Blended Learning Classrooms- Achieve 3000
  - Differentiated teacher table and stations based on assessment data.
  - SmartyAnts instruction if needed.
  - R.A.C.E. writing strategy for written comprehension
  - Now What? Tools from mClass
  - MobyMax Reading
  - Language and/or SRA if specified by IEP
2. Indicate the number of first-grade students who attended reading camp. 22
3. Indicate the number of second-grade students who attended reading camp. 15
4. Sign and date the form.  

 _____ LEA Superintendent	 _____ Date
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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  
2016-17 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.

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LEA Name: Thomasville City Schools LEA Number 292

1. List all the reading interventions schools provided in the 2016-17 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).

- Small group instruction during the Core Reading Block focused on grade level common
- core standards.
- Additional 55-minute small group instruction outside the Core Reading Block based on
- Reading 3D data
- Leveled Literacy Instruction Kits were used as a primary resource during small group
- instruction outside the Core Reading Block
- 3 Certified retired teachers were hired as tutors for additional small group instruction
- After School tutoring was provided for English Language Learners and struggling students
- Use of Read to Achieve instructional passages for targeted vocabulary, question stems, etc.
- Scholastic Resources (guided reading texts, literature clubs, etc.) used during Read to
- Achieve Summer Camp

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

3. Indicate the number of second-grade students who attended reading camp. 24

4. Sign and date the form.

*Rathue Jans*  
LEA Superintendent

8/18/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



## Reading Interventions Report 2016–17 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.

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LEA Name: Transylvania County LEA Number : 880

1. List all the reading interventions schools provided in the 2016–17 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).

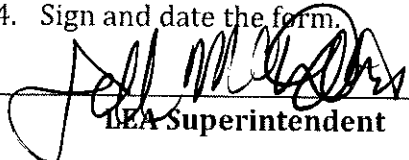
Transylvania County schools has experienced great success with the summer reading camp and meeting the needs of our students. We have 4 students at one school who needed to be in the transition class. The following strategies were used throughout the year to ensure the continued growth of those students.

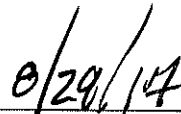
- **120 minutes of reading instruction daily**
- **small group Guided Reading daily with classroom teacher**
- **small group Thinking Basics direct instruction curriculum daily with Reading Specialist**
- **Doug Fisher's close reading strategies with classroom teacher daily**
- **Targeted-skill instruction fluency and basic comprehension strategies**
- **On going differentiated support to problem solving and continuous growth**
- **Open Court Phonics**
- **Reading Eggs**
- **7 Keys to Comprehension**
- **Spotlight on Comprehension**
- **Progress Monitoring**
- **RAZ Kids**
- **A to Z Leveled Readers**
- **Word Work**
- **Study Island**
- **SRA study cards**

Reading Interventions Report  
2016-17 School Year

2. Indicate the number of first-grade students who attended reading camp. 31
3. Indicate the number of second-grade students who attended reading camp. 31

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

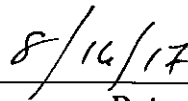
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LEA Name: Tyrrell Elementary School LEA Number 890

1. List all the reading interventions schools provided in the 2016-17 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).
  - Tutoring – Small Group and One-on-One with Instructional Assistant under the guidance of the teacher
  - Small Group – Guided Reading (used of leveled book room for resources)
  - After School Tutoring during second semester
  - Instructional specialist hired second semester to work with teachers
  
2. Indicate the number of first-grade students who attended reading camp. 8
3. Indicate the number of second-grade students who attended reading camp. 14
4. Sign and date the form.



\_\_\_\_\_  
LEA Superintendent



\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Union County Public Schools LEA Number 900

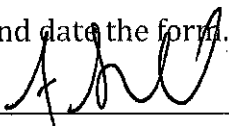
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- 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-grade students who attended reading camp. 277

3. Indicate the number of second-grade students who attended reading camp. 309

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

7-17-17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.

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LEA Name: Vance County Schools LEA Number 910

1. List all the reading interventions schools provided in the 2016-17 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).

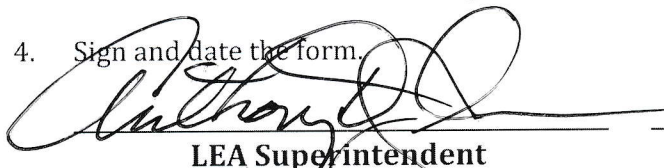
There was a system wide implementation of Letterland in all K-2 general education classes. The district also implemented I-Ready for all K-8th grade in reading and math. All Vance County schools were provided with a copy of the student's most recent Reading3D results with annotations completed by the 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.

Through a partnership with the local United Way the web based motivational reading program, we continued usage of RAZ kids 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 on 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

2. Indicate the number of first-grade students who attended reading camp. 119
3. Indicate the number of second-grade students who attended reading camp. 100
4. Sign and date the form.

  
LEA Superintendent

8-30-2017

Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

## Reading Interventions Report 2016–17 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.

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LEA Name: Wake County Public School System LEA Number 920

1. List all the reading interventions schools provided in the 2016–17 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).

### 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 are served by other teachers

All ¾ transition teachers would attend district training

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

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

### Teacher Professional Learning:

Teacher Support provided by K–5 Core Literacy Team:

- 1 Training Day for all ¾ 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  
2016–17 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 4<sup>th</sup> grade reading literature standards
  - 8–10 Mini–lessons on standards per week
  - Weekly planning guide to support instruction

Total of 1<sup>st</sup>/2<sup>nd</sup> graders attending camp – 1,472 students

2. Indicate the number of first-grade students who attended reading camp. 993 attended from Traditional/Modified Calendar Schools and 707 attended from Year round schools for a total of 1,700
3. Indicate the number of second-grade students who attended reading camp. 948 attended from Traditional/Modified Calendar Schools and 517 attended from Year round schools for a total of 1,465
- 4.

5. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

8-29-17  
\_\_\_\_\_  
**Date**

6. 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  
2016–17 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.

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LEA Name: Warren County LEA Number 930

1. List all the reading interventions schools provided in the 2016–17 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).

Warren County Schools' provided reading interventions to students who were retained during the 2016-2017 school year. The intervention sessions were facilitated by certified teachers at each school site. During these sessions teachers used a variety of evidence-based methods and strategies that focused on Phonemic Awareness, Phonics, Building Fluency, Vocabulary Development, and Comprehension. The reading strategies used during reading interventions were selected as a result of student formative and summative assessment data. Each site had a variety of resources and materials to use as they focused on student needs. The following is a list of strategies that were implemented during these sessions:

- Small Group Instruction
- Targeted Guided Reading Instruction: Use of Leveled reading materials (Scholastic, Fountas & Pinnell, etc..)
- Think-Alouds, QAR (Question Answer Relationships) instruction
- Graphic organizers, sequencing activities, etc.... to build comprehension
- Word studies to support phonics and phonemic awareness that involve manipulation of phonemes to make new words
- Blending and segmenting phonemes
- Activities that build letter-sound associations
- Phonetic contextualizing
- Activities and resources to build fluency such as modeling, practice, repeat reading, reading with expression and prosody
- Building student vocabulary through activities that focus on direct vocabulary instruction, for example activities on compound words, synonyms and antonyms, homophone and homographs, etc...
- Use of semantic mapping
- Standards based instructional passages (Literary and informational text)

The strategies listed above are not all inclusive because teachers adjust their teaching to meet the needs of the students being served. The schools provide the teacher instructing with leveled readers and other resources to assist with providing a comprehensive intervention session to enhance a student's reading development in all areas. These areas collectively strengthen word and vocabulary learning strategies allowing students to develop a deeper understanding of literacy.

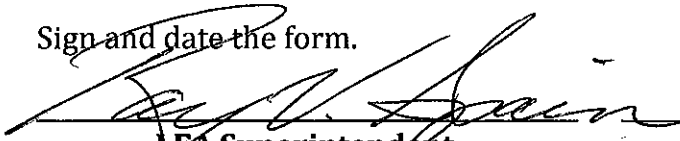


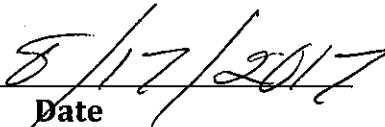
Reading Interventions Report  
2016-17 School Year

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

3. Indicate the number of second-grade students who attended reading camp. 62

4. Sign and date the form.

  
LEA Superintendent

  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Washington County

LEA Number: 940

1. List all the reading interventions schools provided in the 2016–17 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).

- BURST
- Small group instruction using Reading 3-D

2. Indicate the number of first-grade students who attended reading camp. 45

3. Indicate the number of second-grade students who attended reading camp. 62

4. Sign and date the form.

\_\_\_\_\_  
**LEA Superintendent**

\_\_\_\_\_  
**Date**

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: Watauga County Schools LEA Number: 950

1. List all the reading interventions schools provided in the 2016–17 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).

Within the 90-minute uninterrupted reading block, the following strategies (include but are not limited to) are provided to students in Watauga County. All strategies use a balanced literacy approach.

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

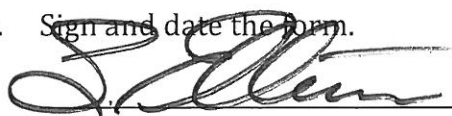
**Fluency**-Fry Phrasing practice, repeated readings, readers theater, access to a wide variety of text, silent reading

**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 in the 3/4 transition classes) still have access to volunteer tutors and Reading Intervention Specialists Services outside of the 90-minute reading block.

2. Indicate the number of first-grade students who attended reading camp. 22
3. Indicate the number of second-grade students who attended reading camp. 26
4. Sign and date the form.

  
\_\_\_\_\_  
**LEA Superintendent**

  
\_\_\_\_\_  
**Date**

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  
2016-17 School Year

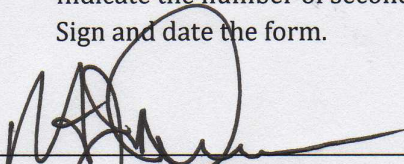
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used 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 2016-17 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).

- Guided Reading
- Peer Tutor
- Title I Tutors
- Computer Assisted Instruction
- Cooperative Group
- Small Group
- Corrective Reading
- Literacy Specific Instruction
- Classworks
- Imagine Learning
- After School Tutoring

2. Indicate the number of first-grade students who attended reading camp. 167
3. Indicate the number of second-grade students who attended reading camp. 157
4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

08-29-17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 School Year

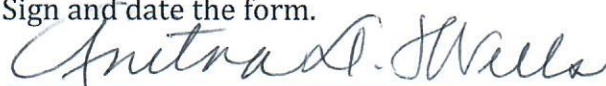
The Read to Achieve law requires each local board of education (LEA) to report annually in writing to the State Board of Education by September 1 of each year a description of all reading interventions provided to students who have been retained. Reading interventions are evidence-based strategies used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

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LEA Name: Weldon City Schools

LEA Number: 422

1. List all the reading interventions schools provided in the 2016-17 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).
  - Intervention time built into daily schedule with grouping based upon current school data including grades, mClass, benchmarks, etc...
  - After school tutorial sessions for students needing additional assistance based upon school data and parent requests
  - Small group intervention in the classroom during literacy time
  - Additional time offered for students to work with assigned classroom co-teacher above and beyond the daily literacy time
  
2. Indicate the number of first-grade students who attended reading camp. 14
  
3. Indicate the number of second-grade students who attended reading camp. 29
  
4. Sign and date the form.  

 _____ <b>LEA Superintendent</b>	<u>08/28/17</u> _____ <b>Date</b>
---	---
  
5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016–17 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.

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LEA Name: **Whiteville City Schools** LEA Number: **241**

1. List all the reading interventions schools provided in the 2016–17 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).
  - **Reading Series – 90 minutes uninterrupted: Reading Wonders offers a parallel intensive intervention program. They use an integrated approach to build all learners into strong readers. It consists of:**
    - **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**
  - **Fluency**
    - **Read alouds - build accuracy, expression, smooth reading, natural pace, comprehension**
    - **Timed passages**
    - **Peer reading/timers**

Reading Interventions Report  
2016–17 School Year

- iPad apps
- Listening Centers
- Chunking
- Using Poetry
- Whisper Phones
- Poetry Stations and Activities
- Buddy Reading – you read to me, I read to you, using short rhymed and rhythmic stories
- Readers Theatre – builds fluency and comprehension
- Fluency Task Cards
- Repeated readings
- WEBSITES –We use additional interventions from:
  - Intervention Central
  - FCRR – Florida Center for Reading Research
  - Realizing Illinois has interventions and teaching strategies for each reading standard.
- Foldables
- Word Walls
- Book talks for comprehension
- DIBELS – Dynamic Indicators of Basic Early Literacy Skills – is a set of procedures and measures for assessing the acquisition of early literacy skills. It is designed to assess the Big Ideas in Reading. MClass and DIBELS offers teachers designed intervention for each at risk trait indicated through BURST. **We have purchased BURST and used it for two years. We believe the state should bundle BURST for us because we know that the system has made a difference in our low achieving students.**
- Games
- Environmental Print
- Rhyming Games
- Listening to sequences of sounds
- Finding Things – Initial Phonemes
- Two Sound Words
- Above and beyond:
  - Reading Foundations strategies depending on MCLASS data
  - We bought Wordly Wise and both students and teachers not only love it, their vocabulary and reading scores have increased and teachers believe WW has played a huge part in the increase.
  - AbraVocabra.
  - Weekly intervention time built into the schedule. The time increases as the year progresses. Students are matched with teachers other than their regular reading teachers for remediation/intervention time. This is in addition to the 90 minutes reading.
  - Push in with AIG and EC teachers. This allows these teachers to reinforce what the classroom teacher is teaching to individual students or small groups within the classroom.
- Internet Programs that help to provide rich interventions
  - We bought Brain Pop, Moby Max, Scholastic
  - Time for Kids
  - We use Renaissance Learning – Accelerated Reading, Accelerated Math, STAR Reading

Reading Interventions Report  
2016-17 School Year

- Kahoot
  - SchoolNet
  - Smart Exchange
  - Room Recess
  - ReadWorks
  - Poetry4Kids
  - Storyline Online
  - NEWSELA
  - First Nature
  - AdaptedMind
  - Animated Books
  - SpellingCity
  - Flocabulary
  - NCKidsDigitalLibrary
  - VocabGrabber
  - Visual Dictionary
  - Khan Academy
  - The Curriculum Corner
- WCS has provided monthly PD on differentiation and interventions.

2. Indicate the number of first-grade students who attended reading camp. 21

3. Indicate the number of second-grade students who attended reading camp. 24

4. Sign and date the form.

Chris K. Gledhill  
LEA Superintendent

8/7/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).



Reading Interventions Report  
2016-17 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.

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LEA Name: Wilkes County LEA Number 970

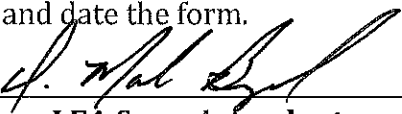
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a  $\frac{3}{4}$  transition class, and placed in a fourth-grade accelerated reading class).

- Corrective Reading
- Discovering Intensive Phonics
- HELPS
- Reading Mastery
- Fluency Phrase Drills (FCRR strategies)
- Treasures Triumphs
- What's Next Strategies from Amplify

2. Indicate the number of first-grade students who attended reading camp. 128

3. Indicate the number of second-grade students who attended reading camp. 119

4. Sign and date the form.

  
\_\_\_\_\_  
LEA Superintendent

8/3/17  
\_\_\_\_\_  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 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.


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LEA Name: Wilson County Schools      LEA Number 980

1. List all the reading interventions schools provided in the 2016-17 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).

mClass Now What Interventions  
Small group guided reading instruction  
After-school tutoring  
Hill Rap Strategies  
Florida Center for Reading Research strategies  
Focused Intervention teachers provide small group instruction  
Reading Intervention Teaching Support (RITS) teachers provide small group instruction  
Intervention Central.org  
Fountas & Pinnell Intervention Lessons  
One-on-One Instruction  
Flex grouping  
Differentiated instruction

2. Indicate the number of first-grade students who attended reading camp. 128
3. Indicate the number of second-grade students who attended reading camp. 151
4. Sign and date the form.

\_\_\_\_\_  
 LEA Superintendent      8/8/17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 School Year

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LEA Name: Winston-Salem / Forsyth County LEA Number 340

1. List all the reading interventions schools provided in the 2016-17 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).

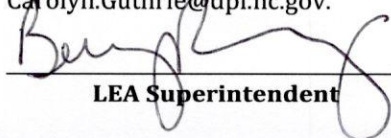
1. 90 minute uninterrupted literacy block
2. I-Ready
3. SRA Imagine It! Intervention Program
4. Differentiated Small Group instruction
5. Curriculum Nights/Parent Workshops
6. Reading Motivational Programs
7. Ongoing Professional Development on research based reading strategies
8. Interventions from Florida Center for Reading Research, Reading 3D "What Next Tools"
9. CORE Literacy Library: Assessing Reading Multiple Measures
10. CORE Literacy Library: Teaching Reading Sourcebook
11. mClass Small Group Advisor
12. District Level coaching support
13. Plan for supporting students with reading at home
14. Personalized Education Plans/Monthly Parent Communications
15. After school Tutoring
16. Reading Foundations Training
17. Direct Instruction Intervention Programs (SRA Corrective Reading)
18. Winston-Salem/Forsyth County Schools' Summer Reading Camp
19. Reading 3D benchmark assessments and progress monitoring

2. Indicate the number of first-grade students who attended reading camp. 272

3. Indicate the number of second-grade students who attended reading camp. 258

4. Sign and date the form.

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

  
\_\_\_\_\_  
LEA Superintendent

7/31/17  
\_\_\_\_\_  
Date

Reading Interventions Report  
2016-17 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.

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LEA Name: Yadkin County Schools LEA Number 990

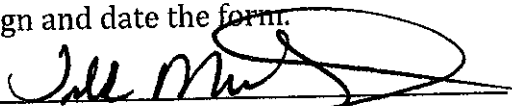
1. List all the reading interventions schools provided in the 2016-17 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a 3/4 transition class, and placed in a fourth-grade accelerated reading class).

- Additional small group reading instruction based on instructional reading levels
- Focus groups during Intervention and Enrichment (I/E time) using mclass and other assessment data to form groups
- Differentiated Homework
- Study Island
- Comprehension Tool Kits/Comprehension Lessons
- Selected small group work with elementary reading specialists
- Corrective Reading
- During the day tutoring by retired teachers using leveled texts
- Learning A-Z

2. Indicate the number of first-grade students who attended reading camp. 59

3. Indicate the number of second-grade students who attended reading camp. 57

4. Sign and date the form.

  
LEA Superintendent

8-21-17  
Date

5. Submit this form by close of business on **September 1** via e-mail to Carolyn Guthrie at [Carolyn.Guthrie@dpi.nc.gov](mailto:Carolyn.Guthrie@dpi.nc.gov).

Reading Interventions Report  
2016-17 School Year

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LEA Name: Yancey LEA Number 995


1. List all the reading interventions schools provided in the 2016-17 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).

- Read Well - Level 3 - Small Group Instruction
- LANGUAGE! - 2<sup>nd</sup> Ed. - Small Group
- Foundations - Level 2/3 - Intensive

2. Indicate the number of first-grade students who attended reading camp. 40

3. Indicate the number of second-grade students who attended reading camp. 41

4. Sign and date the form.

 8-2-17  
LEA Superintendent Date

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

First and Second Grade Below Benchmark

District Name	First Grade					Second Grade					Grand Total					Reading Camp
	Total Students Assessed	Reading Below Grade Level Count	Reading Below Grade Level %	Reading Above Grade Level Count	Reading Above Grade Level %	Total Students Assessed	Reading Below Grade Level Count	Reading Below Grade Level %	Reading Above Grade Level Count	Reading Above Grade Level %	Total Students Assessed	Reading Below Grade Level Count	Reading Below Grade Level %	Reading Above Grade Level Count	Reading Above Grade Level %	
Alamance-Burlington Schools	1696	977	58%	719	42%	1761	917	52%	844	48%	3457	1894	55%	1563	45%	612
Alexander County Schools	364	149	41%	215	59%	369	107	29%	262	71%	733	256	35%	477	65%	87
Alleghany County Schools	105	57	54%	48	46%	81	32	40%	49	60%	186	89	48%	97	52%	36
Anson County Schools	274	196	72%	78	28%	284	208	73%	76	27%	558	404	72%	154	28%	125
Ashe County Schools	232	122	53%	110	47%	220	107	49%	113	51%	452	229	51%	223	49%	85
Asheboro City Schools	370	172	46%	198	54%	354	127	36%	227	64%	724	299	41%	425	59%	177
Asheville City Schools	369	129	35%	240	65%	419	115	27%	304	73%	788	244	31%	544	69%	89
Avery County Schools	154	84	55%	70	45%	141	67	48%	74	52%	295	151	51%	144	49%	55
Beaufort County Schools	489	217	44%	272	56%	518	214	41%	304	59%	1007	431	43%	576	57%	158
Bertie County Schools	133	95	71%	38	29%	171	114	67%	57	33%	304	209	69%	95	31%	92
Bladen County Schools	352	189	54%	163	46%	344	156	45%	188	55%	696	345	50%	351	50%	94
Brunswick County Schools	875	435	50%	440	50%	899	487	54%	412	46%	1774	922	52%	852	48%	200
Buncombe County Schools	1673	742	44%	931	56%	1692	753	45%	939	55%	3365	1495	44%	1870	56%	491
Burke County Schools	848	432	51%	416	49%	938	420	45%	518	55%	1786	852	48%	934	52%	413
Cabarrus County Schools	2248	923	41%	1325	59%	2450	896	37%	1554	63%	4698	1819	39%	2879	61%	550
Caldwell County Schools Education Center	835	417	50%	418	50%	799	329	41%	470	59%	1634	746	46%	888	54%	134
Camden County Schools	115	67	58%	48	42%	118	69	58%	49	42%	233	136	58%	97	42%	36
Carteret County Public Schools	566	249	44%	317	56%	577	197	34%	380	66%	1143	446	39%	697	61%	220
Caswell County Schools	206	133	65%	73	35%	205	126	61%	79	39%	411	259	63%	152	37%	137
Catawba County School District	1107	597	54%	510	46%	1210	560	46%	650	54%	2317	1157	50%	1160	50%	390
Chapel Hill-Carrboro Schools	765	263	34%	502	66%	808	290	36%	518	64%	1573	553	35%	1020	65%	161
Charlotte-Mecklenburg Schools	11712	5830	50%	5882	50%	12023	5847	49%	6176	51%	23735	11677	49%	12058	51%	786
Chatham County School District	603	290	48%	313	52%	675	333	49%	342	51%	1278	623	49%	655	51%	291
Cherokee County School District	241	112	46%	129	54%	237	105	44%	132	56%	478	217	45%	261	55%	46
Clay County Schools	90	28	31%	62	69%	90	34	38%	56	62%	180	62	34%	118	66%	26
Cleveland County Schools	1076	549	51%	527	49%	1141	492	43%	649	57%	2217	1041	47%	1176	53%	427
Clinton City Schools	231	68	29%	163	71%	245	130	53%	115	47%	476	198	42%	278	58%	58
Columbus County Schools	421	222	53%	199	47%	423	191	45%	232	55%	844	413	49%	431	51%	255
Craven County Schools	1178	661	56%	517	44%	1121	535	48%	586	52%	2299	1196	52%	1103	48%	215
Cumberland County Schools	3995	2202	55%	1793	45%	3889	1871	48%	2018	52%	7884	4073	52%	3811	48%	659
Currituck County Schools	312	111	36%	201	64%	259	89	34%	170	66%	571	200	35%	371	65%	85
Dare County Schools	350	106	30%	244	70%	335	107	32%	228	68%	685	213	31%	472	69%	108
Davidson County Schools	1300	527	41%	773	59%	1396	572	41%	824	59%	2696	1099	41%	1597	59%	372
Davie County Schools	465	227	49%	238	51%	477	206	43%	271	57%	942	433	46%	509	54%	57
Duplin County Schools	725	396	55%	329	45%	772	424	55%	348	45%	1497	820	55%	677	45%	273
Durham Public Schools (NC)	2701	1363	50%	1338	50%	2631	1250	48%	1381	52%	5332	2613	49%	2719	51%	747
Edenton-Chowan Schools	163	57	35%	106	65%	151	49	32%	102	68%	314	106	34%	208	66%	30
Edgecombe County Public Schools	465	238	51%	227	49%	492	245	50%	247	50%	957	483	50%	474	50%	193
Elkin City Schools	85	33	39%	52	61%	90	37	41%	53	59%	175	70	40%	105	60%	29
Forsyth County Schools	3954	2156	55%	1798	45%	4249	2167	51%	2082	49%	8203	4323	53%	3880	47%	530
Franklin County Schools	551	379	69%	172	31%	613	316	52%	297	48%	1164	695	60%	469	40%	148
Gaston County Schools	2400	1110	46%	1290	54%	2443	1035	42%	1408	58%	4843	2145	44%	2698	56%	812
Gates County Schools	125	70	56%	55	44%	107	58	54%	49	46%	232	128	55%	104	45%	68
Graham County School District	94	84	89%	10	11%	76	48	63%	28	37%	170	132	78%	38	22%	42
Granville County School District	562	223	40%	339	60%	564	253	45%	311	55%	1126	476	42%	650	58%	225
Greene County	259	173	67%	86	33%	190	160	84%	30	16%	449	333	74%	116	26%	126
Guilford County School district	5115	2656	52%	2459	48%	5429	2372	44%	3057	56%	10544	5028	48%	5516	52%	1348
Halifax County Schools	222	168	76%	54	24%	235	171	73%	64	27%	457	339	74%	118	26%	109
Harnett County Schools	1552	731	47%	821	53%	1678	727	43%	951	57%	3230	1458	45%	1772	55%	538
Haywood County Schools (NC)	552	280	51%	272	49%	545	279	51%	266	49%	1097	559	51%	538	49%	90
Henderson County Schools	975	358	37%	617	63%	1013	336	33%	677	67%	1988	694	35%	1294	65%	324
Hertford County Schools	224	173	77%	51	23%	228	181	79%	47	21%	452	354	78%	98	22%	129
Hickory City Schools	320	169	53%	151	47%	349	135	39%	214	61%	669	304	45%	365	55%	192
Hoke County Schools	708	428	60%	280	40%	719	388	54%	331	46%	1427	816	57%	611	43%	193
Hyde County Schools	49	22	45%	27	55%	53	28	53%	25	47%	102	50	49%	52	51%	27
Iredell-Statesville Schools	1392	653	47%	739	53%	1380	628	46%	752	54%	2772	1281	46%	1491	54%	153
Jackson County School District	304	140	46%	164	54%	296	94	32%	202	68%	600	234	39%	366	61%	99
Johnston County Schools	2566	1148	45%	1418	55%	2768	1101	40%	1667	60%	5334	2249	42%	3085	58%	868
Jones County Schools	96	71	74%	25	26%	88	45	51%	43	49%	184	116	63%	68	37%	53
Kannapolis City Schools	420	277	66%	143	34%	423	273	65%	150	35%	843	550	65%	293	35%	82
Lee County Schools	803	386	48%	417	52%	747	318	43%	429	57%	1550	704	45%	846	55%	244

First and Second Grade Below Benchmark

Lenoir County Public School	695	489	70%	206	30%	692	428	62%	264	38%	1387	917	66%	470	34%	273
Lexington City Schools	223	118	53%	105	47%	259	119	46%	140	54%	482	237	49%	245	51%	81
Lincoln County Schools	793	346	44%	447	56%	896	373	42%	523	58%	1689	719	43%	970	57%	226
Macon County School District	318	127	40%	191	60%	353	161	46%	192	54%	671	288	43%	383	57%	43
Madison County Schools	146	30	21%	116	79%	157	49	31%	108	69%	303	79	26%	224	74%	0
Martin County Schools	249	156	63%	93	37%	284	159	56%	125	44%	533	315	59%	218	41%	94
McDowell County Schools	437	218	50%	219	50%	469	238	51%	231	49%	906	456	50%	450	50%	80
Mitchell County Schools	122	76	62%	46	38%	140	69	49%	71	51%	262	145	55%	117	45%	40
Montgomery County Schools	272	221	81%	51	19%	292	178	61%	114	39%	564	399	71%	165	29%	196
Moore County School	890	396	44%	494	56%	953	475	50%	478	50%	1843	871	47%	972	53%	616
Mooresville Graded School District	394	151	38%	243	62%	473	156	33%	317	67%	867	307	35%	560	65%	134
Mount Airy City School District	90	35	39%	55	61%	106	46	43%	60	57%	196	81	41%	115	59%	35
Nash-Rocky Mount Schools	1175	688	59%	487	41%	1227	604	49%	623	51%	2402	1292	54%	1110	46%	590
New Hanover County Schools (NC)	1991	1033	52%	958	48%	2027	844	42%	1183	58%	4018	1877	47%	2141	53%	580
Newton Conover City Schools	198	139	70%	59	30%	243	127	52%	116	48%	441	266	60%	175	40%	99
Northampton County Schools	163	99	61%	64	39%	166	87	52%	79	48%	329	186	57%	143	43%	104
Onslow County Schools	2169	986	45%	1183	55%	2249	861	38%	1388	62%	4418	1847	42%	2571	58%	625
Orange County Schools	531	228	43%	303	57%	491	194	40%	297	60%	1022	422	41%	600	59%	244
Pamlico County Public Schools	86	64	74%	22	26%	86	54	63%	32	37%	172	118	69%	54	31%	19
Pasquotank County Schools	462	270	58%	192	42%	458	180	39%	278	61%	920	450	49%	470	51%	111
Pender County School District	643	268	42%	375	58%	668	330	49%	338	51%	1311	598	46%	713	54%	208
Perquimans County Schools	126	40	32%	86	68%	133	67	50%	66	50%	259	107	41%	152	59%	41
Person County Schools	364	189	52%	175	48%	406	203	50%	203	50%	770	392	51%	378	49%	221
Pitt County Schools	1743	552	32%	1191	68%	1862	620	33%	1242	67%	3605	1172	33%	2433	67%	463
Polk County Schools	163	67	41%	96	59%	159	68	43%	91	57%	322	135	42%	187	58%	62
Randolph County Schools	1247	593	48%	654	52%	1251	538	43%	713	57%	2498	1131	45%	1367	55%	468
Richmond County Schools	506	190	38%	316	62%	571	220	39%	351	61%	1077	410	38%	667	62%	168
Roanoke Rapids City Schools	181	99	55%	82	45%	202	138	68%	64	32%	383	237	62%	146	38%	105
Robeson County Schools	1977	1452	73%	525	27%	1923	1261	66%	662	34%	3900	2713	70%	1187	30%	685
Rockingham County Schools	920	492	53%	428	47%	969	385	40%	584	60%	1889	877	46%	1012	54%	345
Rowan-Salisbury Schools	1346	814	60%	532	40%	1504	912	61%	592	39%	2850	1726	61%	1124	39%	461
Rutherford County Schools	584	405	69%	179	31%	593	391	66%	202	34%	1177	796	68%	381	32%	217
Sampson County Schools	681	299	44%	382	56%	622	309	50%	313	50%	1303	608	47%	695	53%	70
Scotland County Schools	440	285	65%	155	35%	485	269	55%	216	45%	925	554	60%	371	40%	157
Stanly County School	650	326	50%	324	50%	667	313	47%	354	53%	1317	639	49%	678	51%	188
Stokes County Schools	418	199	48%	219	52%	408	196	48%	212	52%	826	395	48%	431	52%	162
Surry County Schools	544	175	32%	369	68%	599	219	37%	380	63%	1143	394	34%	749	66%	131
Swain County Schools	133	83	62%	50	38%	134	71	53%	63	47%	267	154	58%	113	42%	37
Thomasville City Schools	172	61	35%	111	65%	203	102	50%	101	50%	375	163	43%	212	57%	51
Transylvania County Schools District	242	116	48%	126	52%	272	125	46%	147	54%	514	241	47%	273	53%	62
Tyrrell County	49	32	65%	17	35%	55	42	76%	13	24%	104	74	71%	30	29%	22
Union County Public Schools	2810	1089	39%	1721	61%	2966	1078	36%	1888	64%	5776	2167	38%	3609	62%	586
Vance County Schools	575	372	65%	203	35%	583	332	57%	251	43%	1158	704	61%	454	39%	219
Wake County Schools	12114	4142	34%	7972	66%	12521	4094	33%	8427	67%	24635	8236	33%	16399	67%	3165
Warren County Schools	147	99	67%	48	33%	170	96	56%	74	44%	317	195	62%	122	38%	117
Washington County Schools	107	58	54%	49	46%	142	87	61%	55	39%	249	145	58%	104	42%	107
Watauga County Schools	333	192	58%	141	42%	358	156	44%	202	56%	691	348	50%	343	50%	48
Wayne County Public Schools	1464	728	50%	736	50%	1404	608	43%	796	57%	2868	1336	47%	1532	53%	324
Weldon City Schools	66	59	89%	7	11%	76	65	86%	11	14%	142	124	87%	18	13%	43
Whiteville City School District	173	63	36%	110	64%	172	52	30%	120	70%	345	115	33%	230	67%	48
Wilkes County Schools	641	296	46%	345	54%	687	282	41%	405	59%	1328	578	44%	750	56%	247
Wilson County Schools	886	308	35%	578	65%	955	317	33%	638	67%	1841	625	34%	1216	66%	279
Yadkin County Schools	374	117	31%	257	69%	416	132	32%	284	68%	790	249	32%	541	68%	116
Yancey County Schools	149	62	42%	87	58%	151	45	30%	106	70%	300	107	36%	193	64%	81
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