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

Report to the North Carolina General Assembly

Improve K-3 Literacy
Accountability Measures

SL 2012-142 (HB950), Sec. 7A. 1(b)

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

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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).

(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).

(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 2014-2015 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).)

The accountability measures for school year 2014-2015 are listed on the following pages.

State of North Carolina **2014–15** **Read to Achieve Grade 3** **End-of-Year Results**	G.S. §115C-83.10 requires "each local board of education to publish annually on a Web site maintained by that local school administrative unit and to report in writing to the State Board of Education (SBE) by **September 1** of each year the following information on the prior school year:"

Note: The denominator for calculating the required percentages for Rows 1, 2, and 3 is all students in membership at grade 3 for the first day of spring testing.		**Number of Students**	**Percentage**
1	Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) ELA/Reading Assessment, the End-of-Grade (EOG) ELA/Reading Assessment, or the EOG ELA/Reading Retest (scored Level 3 or higher)	70,148	59.3%
2	Did not demonstrate reading proficiency on the BOG3 ELA/Reading Assessment, the EOG ELA/Reading Assessment, or the EOG ELA/Reading Retest	48,207	40.7%
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.	12,360	10.4%
The denominator for Row 4 is the number of students from Row 2 minus the number of students from Row 3.			
4	The number and percentage of students who took and passed an alternative assessment approved by the State Board of Education (SBE) (i.e., Read to Achieve Test or locally determined SBE-approved alternative assessment). Students may be counted in the numerator and/or the denominator only once for this category.	15,607	43.5%
The denominator for Row 5 is all students in membership at grade 3 for the first day of spring testing.			
5	Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (For 2015-16, students who are not proficient will be either: (1)retained in third grade accelerated class, (2) placed in a ¾ transition class with a retained label, or (3)placed in a fourth-grade accelerated class with a retained reading label.	16,089	13.6%
The denominator for Row 6 is the number of retained students recorded in number 5.			
6	**Charter Schools Only**: Charter schools must indicate the number and percentage of retained students recorded in number 5 who do not return to the charter school for 2015–16	N/A	N/A

Note: Privacy laws dictate that for fewer than 5 students, the specific number and percentage should not be given. Therefore, if the number is fewer than 5 students, schools should use an asterisk (*) to represent fewer than 5 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).

State-wide Reading Camp Data

2014 and 2015

(as of September 8, 2015)

School Year	Students Eligible for Third-Grade Reading Camp	Students attending Third-Grade Reading Camp	Number of Students Proficient after Attending Reading Camp
2014	18,373	12,827 (69.8% of eligible students)	3,426 (26.7% of those attending camp)
2015	20,240	12,586 (62.2% of eligible students)	4,151 (33% of those attending camp)

State of North Carolina District Level Report 2014-15 Read to Achieve Grade 3 End-of-Year Results	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher)[1]		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest[1]		Students exempt from mandatory retention in third grade for good cause[1]		Students who took and passed an alternative assessment approved by the SBE[2]		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards[1]	
District Name	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
State of North Carolina	70148	59.3	48207	40.7	####	10.4	15607	43.5	16089	13.6
Alamance-Burlington Schools	935	54.2	789	45.8	204	11.8	179	30.6	297	17.2
Alexander County Schools	246	62.3	149	37.7	53	13.4	74	77.1	10	2.5
Alleghany County Schools	78	69	35	31	32	28.3	2	66.7	1	0.9
Anson County Schools	126	50.2	125	49.8	41	16.3	39	46.4	39	15.5
Ashe County Schools	153	64.3	85	35.7	27	11.3	32	55.2	19	8
Asheboro City Schools	167	45.8	198	54.2	22	6	97	55.1	68	18.6
Asheville City Schools	252	72	98	28	28	8	45	64.3	20	5.7
Avery County Schools	109	64.1	61	35.9	45	26.5	2	12.5	6	3.5
Beaufort County Schools	310	60.5	202	39.5	66	12.9	39	28.7	65	12.7
Bertie County Schools	74	40.9	107	59.1	10	5.5	20	20.6	54	29.8
Bladen County Schools	190	50.9	183	49.1	73	19.6	39	35.5	56	15
Brunswick County Schools	590	61.6	368	38.4	109	11.4	60	23.2	199	20.8
Buncombe County Schools	1202	63.9	678	36.1	217	11.5	175	38	234	12.4
Burke County Schools	568	61.9	349	38.1	136	14.8	102	47.9	69	7.5
Cabarrus County Schools	1440	62.4	867	37.6	159	6.9	304	42.9	347	15
Caldwell County Schools	556	63.5	320	36.5	78	8.9	152	62.8	57	6.5
Camden County Schools	111	81.6	25	18.4	3	2.2	12	54.5	8	5.9
Carteret County Public Schools	443	71.3	178	28.7	110	17.7	41	60.3	15	2.4
Caswell County Schools	105	47.9	114	52.1	3	1.4	50	45	42	19.2
Catawba County Schools	782	62.5	469	37.5	164	13.1	133	43.6	107	8.6
Chapel Hill-Carrboro Schools	708	75.5	230	24.5	82	8.7	65	43.9	70	7.5
Charlotte-Mecklenburg Schools	7322	60.8	4726	39.2	897	7.4	1668	43.6	2013	16.7
Chatham County Schools	383	56.9	290	43.1	103	15.3	63	33.7	104	15.5
Cherokee County Schools	138	57.5	102	42.5	55	22.9	30	63.8	8	3.3
Clay County Schools	58	58	42	42	24	24	16	88.9	0	0
Cleveland County Schools	675	64.1	378	35.9	227	21.6	61	40.4	43	4.1
Clinton City Schools	136	58.6	96	41.4	4	1.7	45	48.9	29	12.5
Columbus County Schools	200	48.1	216	51.9	75	18	53	37.6	66	15.9
Craven County Schools	650	58.5	461	41.5	111	10	180	51.4	92	8.3
Cumberland County Schools	2224	59.8	1494	40.2	549	14.8	387	41	452	12.2
Currituck County Schools	193	61.1	123	38.9	40	12.7	53	63.9	20	6.3
Dare County Schools	275	66.1	141	33.9	40	9.6	57	56.4	23	5.5
Davidson County Schools	884	62.2	538	37.8	98	6.9	216	49.1	205	14.4
Davie County Schools	313	62.7	186	37.3	46	9.2	69	49.3	52	10.4
Duplin County Schools	364	46.7	415	53.3	106	13.6	89	28.8	150	19.3
Durham Public Schools	1167	44.5	1457	55.5	201	7.7	516	41.1	609	23.2
Edenton-Chowan Schools	95	55.6	76	44.4	27	15.8	24	49	25	14.6
Edgecombe County Public School	152	33.4	303	66.6	74	16.3	84	36.7	96	21.1
Elkin City Schools	67	71.3	27	28.7	5	5.3	8	36.4	7	7.4
Forsyth County Schools	2365	56.6	1817	43.4	405	9.7	520	36.8	890	21.3

Franklin County Schools	360	54.3	303	45.7	94	14.2	101	48.3	76	11.5
Gaston County Schools	1342	54.1	1139	45.9	224	9	327	35.7	440	17.7
Gates County Schools	69	50.7	67	49.3	21	15.4	24	52.2	12	8.8
Graham County Schools	51	58.6	36	41.4	8	9.2	20	71.4	4	4.6
Granville County Schools	305	49.8	307	50.2	108	17.6	44	22.1	123	20.1
Greene County Schools	95	39.7	144	60.3	24	10	45	37.5	57	23.8
Guilford County Schools	2933	53.3	2572	46.7	551	10	818	40.5	1039	18.9
Halifax County Schools	122	45.5	146	54.5	11	4.1	38	28.1	83	31
Harnett County Schools	790	49.9	793	50.1	88	5.6	312	44.3	358	22.6
Haywood County Schools	367	65.1	197	34.9	54	9.6	78	54.5	49	8.7
Henderson County Schools	655	62.7	389	37.3	91	8.7	194	65.1	43	4.1
Hertford County Schools	100	43.5	130	56.5	54	23.5	16	21.1	37	16.1
Hickory City Schools	178	49.3	183	50.7	30	8.3	65	42.5	70	19.4
Hoke County Schools	337	50.7	328	49.3	90	13.5	96	40.3	113	17
Hyde County Schools	32	65.3	17	34.7	2	4.1	5	33.3	7	14.3
Iredell-Statesville Schools	959	62.4	578	37.6	204	13.3	168	44.9	163	10.6
Jackson County Schools	127	52.5	115	47.5	21	8.7	67	71.3	13	5.4
Johnston County Schools	1630	60.6	1061	39.4	279	10.4	520	66.5	192	7.1
Jones County Schools	45	50.6	44	49.4	10	11.2	13	38.2	4	4.5
Kannapolis City Schools	181	40.1	270	59.9	42	9.3	60	26.3	108	23.9
Lee County Schools	458	57.3	342	42.8	32	4	124	40	141	17.6
Lenoir County Public Schools	355	46.2	414	53.8	130	16.9	120	42.3	94	12.2
Lexington City Schools	138	48.1	149	51.9	85	29.6	32	50	16	5.6
Lincoln County Schools	574	65.2	307	34.8	119	13.5	83	44.1	60	6.8
Macon County Schools	226	66.9	112	33.1	37	10.9	32	42.7	32	9.5
Madison County Schools	111	73	41	27	10	6.6	21	67.7	2	1.3
Martin County Schools	122	45.7	145	54.3	35	13.1	51	46.4	47	17.6
McDowell County Schools	295	54.4	247	45.6	83	15.3	58	35.4	92	17
Mitchell County Schools	74	55.6	59	44.4	34	25.6	11	44	9	6.8
Montgomery County Schools	150	49.2	155	50.8	60	19.7	24	25.3	45	14.8
Moore County Schools	641	63.7	365	36.3	116	11.5	151	60.6	70	7
Mooresville City Schools	369	78.2	103	21.8	29	6.1	57	77	14	3
Mount Airy City Schools	76	64.4	42	35.6	10	8.5	19	59.4	2	1.7
Nash-Rocky Mount Schools	555	46.3	643	53.7	194	16.2	178	39.6	157	13.1
New Hanover County Schools	1327	65	713	35	214	10.5	146	29.3	261	12.8
Newton Conover City Schools	118	53.6	102	46.4	23	10.5	35	44.3	32	14.5
Northampton County Schools	77	40.7	112	59.3	12	6.3	14	14	81	42.9
Onslow County Schools	1273	61.2	806	38.8	328	15.8	288	60.3	182	8.8
Orange County Schools	367	61.2	233	38.8	41	6.8	60	31.3	109	18.2
Pamlico County Schools	44	56.4	34	43.6	9	11.5	13	52	9	11.5
Pasquotank County Schools	206	46.1	241	53.9	18	4	95	42.6	76	17
Pender County Schools	411	61.3	260	38.7	52	7.7	137	65.9	50	7.5
Perquimans County Schools	69	55.6	55	44.4	0	0	27	49.1	15	12.1
Person County Schools	216	59.7	146	40.3	22	6.1	55	44.4	69	19.1
Pitt County Schools	956	51.2	912	48.8	259	13.9	301	46.1	287	15.4
Polk County Schools	122	77.2	36	22.8	8	5.1	11	39.3	11	7
Randolph County Schools	731	53.4	639	46.6	119	8.7	288	55.4	187	13.6
Richmond County Schools	262	44.4	328	55.6	93	15.8	84	35.7	113	19.2
Roanoke Rapids City Schools	114	51.1	109	48.9	22	9.9	29	33.3	38	17
Robeson County Schools	733	39.2	1137	60.8	237	12.7	284	31.6	354	18.9
Rockingham County Schools	574	57.7	421	42.3	79	7.9	181	52.9	117	11.8

Rowan-Salisbury Schools	766	50	766	50	96	6.3	250	37.3	339	22.1
Rutherford County Schools	374	64.7	204	35.3	100	17.3	65	62.5	9	1.6
Sampson County Schools	412	61.6	257	38.4	85	12.7	47	27.3	81	12.1
Scotland County Schools	253	53.4	221	46.6	59	12.4	51	31.5	68	14.3
Stanly County Schools	390	57.8	285	42.2	61	9	104	46.4	88	13
Stokes County Schools	263	60	175	40	60	13.7	53	46.1	46	10.5
Surry County Schools	407	69.3	180	30.7	19	3.2	119	73.9	18	3.1
Swain County Schools	86	58.9	60	41.1	22	15.1	19	50	19	13
Thomasville City Schools	65	38	106	62	18	10.5	18	20.5	55	32.2
Transylvania County Schools	213	71.7	84	28.3	42	14.1	14	33.3	4	1.3
Tyrrell County Schools	27	55.1	22	44.9	7	14.3	2	13.3	10	20.4
Union County Public Schools	2230	72	868	28	253	8.2	298	48.5	275	8.9
Vance County Schools	263	45.6	314	54.4	43	7.5	97	35.8	118	20.5
Wake County Schools	8513	68.7	3871	31.3	1134	9.2	1190	43.5	1387	11.2
Warren County Schools	82	42.7	110	57.3	33	17.2	40	51.9	35	18.2
Washington County Schools	55	43	73	57	29	22.7	5	11.4	19	14.8
Watauga County Schools	227	70.7	94	29.3	31	9.7	22	34.9	38	11.8
Wayne County Public Schools	674	46.2	784	53.8	169	11.6	376	61.1	158	10.8
Weldon City Schools	25	32.1	53	67.9	1	1.3	9	17.3	30	38.5
Whiteville City Schools	90	62.9	53	37.1	17	11.9	7	19.4	20	14
Wilkes County Schools	402	54.7	333	45.3	133	18.1	107	53.5	51	6.9
Wilson County Schools	499	52.5	452	47.5	109	11.5	237	69.1	44	4.6
Yadkin County Schools	215	54.6	179	45.4	71	18	51	47.2	43	10.9
Yancey County Schools	111	72.1	43	27.9	13	8.4	23	76.7	5	3.2

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

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

State of North Carolina
Charter School Report
2014-15
Read to Achieve Grade 3
End-of-Year Results

District Name	Students who demonstrated reading proficiency on BOG3, EOG, or the EOG Retest (scored Level 3 or higher)[1]		Students who did not demonstrate reading proficiency on the BOG3, the EOG, or the EOG Retest[1]		Students exempt from mandatory retention in third grade for good cause[1]		Students who took and passed an alternative assessment approved by the SBE[2]		Percentage of students retained for not demonstrating reading proficiency on 3rd grade standards[1]	
	N	%	N	%	N	%	N	%	N	%
State of North Carolina	70148	59.3	48207	40.7	12360	10.4	15607	43.5	16089	13.6
River Mill Academy	46	85.2	8	14.8	4	7.4	1	25	3	5.6
Clover Garden	28	60.9	18	39.1	15	32.6	3	100	0	0
Williams Academy	3	37.5	5	62.5	3	37.5	0	0	2	25
Washington Montessori	34	89.5	4	10.5	3	7.9	0	0	0	0
Heritage Collegiate Leadership Academy	15	30	35	70	2	4	4	12.1	25	50
Charter Day School	80	79.2	21	20.8	1	1	6	30	12	11.9
Evergreen Community Charter	35	72.9	13	27.1	8	16.7	5	100	0	0
ArtSpace Charter School	33	80.5	8	19.5	3	7.3	3	60	2	4.9
Invest Collegiate - Imagine	41	80.4	10	19.6	5	9.8	2	40	1	2
Francine Delany New School	12	66.7	6	33.3	1	5.6	2	40	2	11.1
New Dimensions	29	72.5	11	27.5	1	2.5	2	20	7	17.5
Carolina International School	50	71.4	20	28.6	4	5.7	7	43.8	6	8.6
Cabarrus Charter Academy	83	82.2	18	17.8	2	2	12	75	4	4
A.C.E. Academy	13	48.1	14	51.9	0	0	0	0	11	40.7
Tiller School	25	83.3	5	16.7	5	16.7	0	.	0	0
Chatham Charter	27	71.1	11	28.9	11	28.9	0	.	0	0
Woods Charter	30	90.9	3	9.1	3	9.1	0	.	0	0
Willow Oak Montessori	21	84	4	16	1	4	0	0	3	12
The Learning Center	14	60.9	9	39.1	5	21.7	0	0	0	0
Pinnacle Classical Academy	38	88.4	5	11.6	1	2.3	0	0	4	9.3
Columbus Charter School	76	69.7	33	30.3	5	4.6	10	35.7	15	13.8
Alpha Academy	48	77.4	14	22.6	2	3.2	0	0	9	14.5
The Capitol Encore Academy	28	56	22	44	2	4	3	15	11	22
Water's Edge Village School	3	75	1	25	1	25	0	.	0	0
Maureen Joy Charter School	38	66.7	19	33.3	0	0	2	10.5	13	22.8
Healthy Start Academy	12	24.5	37	75.5	6	12.2	18	58.1	13	26.5
Carter Community Charter	8	24.2	25	75.8	1	3	9	37.5	15	45.5
Kestrel Heights School	51	78.5	14	21.5	2	3.1	11	91.7	1	1.5
Research Triangle Charter	33	43.4	43	56.6	1	1.3	22	52.4	20	26.3
Central Park School For Child	49	77.8	14	22.2	7	11.1	1	14.3	3	4.8
Voyager Academy	80	75.5	26	24.5	16	15.1	0	0	7	6.6
Global Scholars Academy	6	28.6	15	71.4	1	4.8	10	71.4	4	19
The Institute Development Young Leaders	7	46.7	8	53.3	3	20	3	60	2	13.3
Reaching All Minds Academy	3	15	17	85	0	0	1	5.9	16	80
North East Carolina Prep	53	52.5	48	47.5	6	5.9	6	14.3	21	20.8
Quality Education Academy	15	48.4	16	51.6	0	0	9	56.3	7	22.6
Carter G Woodson School	7	23.3	23	76.7	16	53.3	0	0	7	23.3
Forsyth Academy	32	42.7	43	57.3	41	54.7	0	0	2	2.7
The Arts Based School	41	66.1	21	33.9	2	3.2	14	73.7	3	4.8

The North Carolina Leadership Academy	37	82.2	8	17.8	3	6.7	0	0	3	6.7
Crosscreek Charter School	17	89.5	2	10.5	0	0	0	0	2	10.5
Piedmont Community Charter School	75	75	25	25	4	4	11	52.4	10	10
Mountain Island Charter School	67	76.1	21	23.9	8	9.1	7	53.8	6	6.8
Falls Lake Academy	31	81.6	7	18.4	0	0	2	28.6	3	7.9
Greensboro Academy	69	82.1	15	17.9	1	1.2	13	92.9	0	0
Guilford Preparatory Academy	10	37	17	63	17	63	0	.	0	0
Phoenix Academy	58	61.7	36	38.3	1	1.1	24	68.6	11	11.7
Triad Math and Science Academy	49	61.3	31	38.8	2	2.5	4	13.8	25	31.3
Cornerstone Charter Academy-CFA	50	63.3	29	36.7	20	25.3	3	33.3	4	5.1
College Prep and Leadership Academy	20	57.1	15	42.9	0	0	8	53.3	4	11.4
Summerfield Charter Academy	58	69	26	31	0	0	12	46.2	14	16.7
Anderson Creek Club Charter School	27	87.1	4	12.9	4	12.9	0	.	0	0
The Mountain Community Sch	15	75	5	25	4	20	0	0	1	5
American Renaissance School	47	78.3	13	21.7	7	11.7	1	16.7	4	6.7
Success Institute Charter	3	27.3	8	72.7	0	0	0	0	8	72.7
Pine Lake Preparatory	101	82.1	22	17.9	0	0	20	90.9	2	1.6
Langtree Charter Academy	78	84.8	14	15.2	6	6.5	5	62.5	3	3.3
Summit Charter	21	87.5	3	12.5	0	0	3	100	0	0
Neuse Charter School	56	80	14	20	0	0	13	92.9	1	1.4
Children's Village Academy	6	30	14	70	7	35	0	0	7	35
Lincoln Charter School	121	86.4	19	13.6	0	0	12	63.2	6	4.3
Community Charter School	9	47.4	10	52.6	1	5.3	8	88.9	1	5.3
Sugar Creek Charter	74	55.2	60	44.8	43	32.1	1	5.9	12	9
Kennedy Charter	8	30.8	18	69.2	2	7.7	7	43.8	9	34.6
Metrolina Reg Scholars Academy	41	100	0	0	0	0	0	.	0	0
Queen's Grant Community School	61	72.6	23	27.4	1	1.2	18	81.8	3	3.6
Community School of Davidson	80	83.3	16	16.7	2	2.1	3	21.4	3	3.1
Socrates Academy	59	76.6	18	23.4	0	0	15	83.3	2	2.6
Corvian Community School	66	78.6	18	21.4	5	6	5	38.5	5	6
Aristotle Preparatory Academy	7	38.9	11	61.1	0	0	6	54.5	5	27.8
Charlotte Choice Charter	12	30	28	70	0	0	4	14.3	24	60
Invest Collegiate	33	50.8	32	49.2	19	29.2	1	7.7	12	18.5
Bradford Preparatory School	36	81.8	8	18.2	3	6.8	3	60	2	4.5
Pioneer Springs Community School	29	64.4	16	35.6	2	4.4	4	28.6	10	22.2
Thunderbird Prep	44	73.3	16	26.7	4	6.7	9	75	3	5
The Academy of Moore County	21	67.7	10	32.3	2	6.5	3	37.5	5	16.1
STARS Charter	29	63	17	37	9	19.6	1	12.5	7	15.2
Rocky Mount Preparatory	41	39.4	63	60.6	0	0	11	17.5	52	50
Cape Fear Center for Inquiry	34	79.1	9	20.9	0	0	6	66.7	3	7
Wilmington Preparatory Academy	6	75	2	25	0	0	2	100	0	0
Douglass Academy	2	100	0	0	0	0	0	.	0	0
Island Montessori Charter	16	76.2	5	23.8	5	23.8	0	.	0	0
Z.E.C.A. School of Arts and Technology	8	50	8	50	3	18.8	1	20	4	25
Orange Charter	15	75	5	25	0	0	1	20	3	15
The Expedition School	41	100	0	0	0	0	0	.	0	0
Arapahoe Charter School	27	71.1	11	28.9	3	7.9	3	37.5	5	13.2
Bethel Hill Charter	47	78.3	13	21.7	3	5	7	70	3	5
Southeastern Academy	15	65.2	8	34.8	2	8.7	5	83.3	0	0
Thomas Jefferson Class Academy	91	90.1	10	9.9	0	0	1	10	9	8.9
Lake Lure Classical Academy	21	67.7	10	32.3	2	6.5	2	25	6	19.4

Millennium Charter Academy	45	71.4	18	28.6	0	0	2	11.1	16	25.4
Mountain Discovery	15	71.4	6	28.6	1	4.8	4	80	1	4.8
Brevard Academy	23	88.5	3	11.5	0	0	2	66.7	1	3.8
Union Academy	82	82.8	17	17.2	2	2	7	46.7	0	0
Vance Charter School	35	58.3	25	41.7	19	31.7	3	50	3	5
The Exploris School	25	83.3	5	16.7	2	6.7	1	33.3	2	6.7
Magellan Charter	60	90.9	6	9.1	0	0	6	100	0	0
Sterling Montessori Academy	63	91.3	6	8.7	1	1.4	0	0	4	5.8
Franklin Academy	107	83.6	21	16.4	21	16.4	0	.	0	0
East Wake Academy	72	75	24	25	0	0	24	100	0	0
Torchlight Academy	25	36.2	44	63.8	3	4.3	7	17.1	34	49.3
PreEminent Charter	27	51.9	25	48.1	0	0	9	36	16	30.8
Quest Academy	15	100	0	0	0	0	0	.	0	0
Hope Charter Leadership Academy	11	55	9	45	0	0	4	44.4	5	25
Casa Esperanza Montessori Charter School	39	83	8	17	0	0	7	87.5	1	2.1
Endeavor Charter	55	98.2	1	1.8	0	0	1	100	0	0
Triangle Math and Science Academy	41	87.2	6	12.8	0	0	2	33.3	4	8.5
Wake Forest Charter Academy	66	78.6	18	21.4	3	3.6	12	80	3	3.6
Cardinal Charter	58	84.1	11	15.9	0	0	5	45.5	6	8.7
Envision Science Academy	31	91.2	3	8.8	0	0	0	0	3	8.8
Haliwa-Saponi Tribal School	3	25	9	75	0	0	2	22.2	6	50
Two Rivers Community School	14	82.4	3	17.6	0	0	1	33.3	2	11.8
Dillard Academy	11	26.2	31	73.8	26	61.9	0	0	2	4.8
Wayne Preparatory Academy	43	57.3	32	42.7	4	5.3	17	60.7	11	14.7
Bridges Academy	12	66.7	6	33.3	0	0	0	0	6	33.3
Sallie B Howard School	35	36.8	60	63.2	8	8.4	35	67.3	17	17.9
Wilson Preparatory Academy	24	60	16	40	13	32.5	0	0	3	7.5

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

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

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

An overall review of the reading interventions used by each Local Education Agency (LEA) follows. The descriptions include the use of the basic requirements of the law, the use of the state portfolio system, various outside vendor products, 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
6. Personalized Education Plans (requirement repealed in HB 237 in June of 2015)

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

- use of the Reading Foundations course provided to schools/districts through the Exceptional Childrens' division at NCDPI
- small group direct instruction
- extended time in scheduled reading blocks of time (more than 90 minutes)
- during and after school tutoring
- individualized tutoring
- additional intervention time outside of the 90 minute reading block
- co-teaching with the EC, ELL, Title I, Reading teachers
- giving additional support to ELL students
- use of content specific text
- using volunteers in the classroom to tutor
- collaboration and planning between the classroom teacher and EC, ESL, Title I, reading specialists, and literacy coaches
- use of the inclusion model
- frequent parent conferences
- use of guided reading groups
- focused literacy learning stations for independent work
- daily remediation
- after school test prep
- planning/implementing interventions based on data analysis using Reading 3D
- school literacy coach providing support to all teachers
- use of SchoolNet and released test items
- progress monitoring students between benchmarks
- communication with parents
- cross grade level grouping
- differentiation for interventions
- fluency checks and practices

- one-on-one instruction
- student data notebooks and setting individualized goals
- flexible grouping
- use of leveled texts
- balanced literacy – shared, guided, read alouds, independent, and word study
- paired reading
- Professional Learning Communities (PLC) and collaboration
- think alouds
- integrated work with other teachers (art, music, media)
- curriculum nights and parent workshops
- use of the Responsiveness to Instruction (RtI)
- emphasis on building vocabulary
- cooperative learning process
- one-to-one conferencing with students
- use of college education majors to tutor students
- reduction of class size for transition classes
- use of retired teachers to help with tutoring small groups and individuals

Summary of reading strategies mentioned in reading intervention reports:

- graphic organizers
- written response rubrics
- timed reading
- close reading
- self-monitoring
- question answer relationship (QAR)
- anchor charts
- repeated reading
- modeling and scaffolding
- gradual release of responsibility to students
- visualizing
- story maps
- predicting
- activating prior knowledge
- inferring
- retelling
- summarizing
- note taking
- thinking maps
- comparing and contrasting
- chunking

The individual Reading Interventions report for each LEA follows.

Reading Interventions Report
2014–15 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: Alamance-Burlington School System LEA Number 010

1. List all the reading interventions schools provided in the 2014-15 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).

Leveled Literacy Intervention
Scholastic Guided Reading
Fundations
Soar to Success
HELPS
Corrective Reading
Collaborative Strategic Reading
RAVE-O with focus on vocabulary and fluency
Instructional Passages from Read to Achieve
Wilson Phonics
Read Live
Fountas and Pinnell - When Readers Struggle Teaching That Works
Phonics From A to Z - Wiley Blevins
Strategies for Struggling Readers - Patricia Martin and Peter Pappas
Comprehension Tool Kit - Harvey & Goudvis
Words Their Way
Reading A to Z
FCRR.org
Razz Kids
Action 100
Study Island

2. Sign and date the form.

LEA Superintendent Date 8/6/15

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

Reading Interventions Report
2014–15 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: _Alexander County Schools_____LEA Number__020_____

1. List all the reading interventions schools provided in the 2014-15 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).
   Burst Program
   Daze Practice-Intervention Central
   FCRR - Phonics, Fluency, vocabulary, Comprehension Fluency, Timed 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. Sign and date the form.
   _____ _____
   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Alleghany County Schools LEA Number: 030

1. List all the reading interventions schools provided in the 2014-15 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).

We had no students retained last school year 2014-2015.
Instructional Specialist worked one-on-one with the three previous from 2013-2014 school year using Reading A to Z, StarFall ReadWorks, Word Fluency, MCLASS Progress Monitoring, KWL Charts

2. Sign and date the form.

Chad Beasley 9-3-15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Anson Co. Schools LEA Number 040

1. List all the reading interventions schools provided in the 2014-15 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).

- Accelerated Reader-Comprehension and Vocabulary Practice
- Classworks
- Connected site to target review in language skills and reading comprehension strategies
- Co-teaching daily with Exceptional Children's teacher
- ELL Support weekly for LEP students
- Fast ForWord
- Florida Center for Reading Research Activities during the hour intervention time
- Individual tutoring with RTA instructional passages
- K12 Reader Reading Informational passages - fiction and non-fiction
- Reading Wonders - Approaching to On-Level & Leveling Up Lessons
    - Oral Questioning
    - Note Taking
    - Write about Reading
- SRA Reading Mastery

2. Sign and date the form.

Michael H. Freeman 8-28-15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Ashe LEA Number 050

1. List all the reading interventions schools provided in the 2014-15 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).

SRA - Corrective Reading
Intensive Reading Intervention Program (Scott Foresman) - My Sidewalks
RAZ Kids
Reading A-Z
Vocabulary A-Z
iReady
Scholastic Reading Skills Kit
Pair-It Books
Words Their Way
Reading 3D
Reader's Theatre
Bilingual Book Program
Content Specific Texts (Math, Science, Social Studies)

2. Sign and date the form.

LEA Superintendent 8/26/15 Date

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

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: Asheboro City School System LEA Number: 761

1. List all the reading interventions schools provided in the 2014-15 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).

   - Daily reading support for an additional 25 minutes on grade 3 Journey's Program.
   - Double dipping in guided reading—some groups provided by classroom teacher, some by our Title I reading teachers, some by ESL teachers (these "extra" groups often focused on specific skill deficits, one of which was often written comprehension.)
   - Increased the time allotted for the literacy block.
   - 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.

2. Sign and date the form.

   _____ _____ 8/27/15
   LEA Superintendent Date

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

Reading Interventions Report
2014-15 School Year

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

LEA Name: Asheville City Schools LEA Number 111000

1. List all the reading interventions schools provided in the 2014-15 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).

Reading Interventions Report
2014-15 School Year

LEA Name: Asheville City Schools **LEA Number: 111**

Reading Interventions Provided in 2014-15 to students who have been retained:

Each elementary school in Asheville City Schools provided more than 90 minutes of reading instruction daily to all retained students.

As part of their reading instruction, retained students at each school received:

Advanced Word Study and Phonics Instruction, including at least one of the following:

- Just Words: advanced phonics curriculum for struggling older readers developed by Wilson Reading System and delivered by trained reading interventions
- Words Their Way: discovery-method word study instruction developed by Dr. Donald Bear and delivered by highly qualified classrooms teachers.

Reading Fluency & Comprehension Instruction, including at least two of the following elements:

- Daily whole-class mini-lessons on reading comprehension skills and strategies aligned to 3rd and 4th grade ELA standards delivered by highly qualified classroom teachers.
- Guided reading or strategy-based instruction in small, differentiated groups of 2-6 students at least three times per week with a highly qualified teacher.
- Extended whole group instruction in non-fiction text reading and research skills, including shared and independent reading at least one time per week.

Writing:

- Whole-class mini lessons on language and writing skills and strategies aligned to 3rd and 4th grade ELA standards delivered by highly-qualified classroom teachers.
- Guided practice time for students to apply new skills and strategies to their writing.

Summer Reading Support:

- All students who had a retained label at the end of the 2014-15 school year were invited to participate in the district summer school program for elementary students where they will be placed in classes with 12-15 students, a highly qualified teacher with a track record for improving outcomes for struggling readers and a part time teaching assistant for a total of 4320 minutes of additional reading instruction.

2. Sign and date the form.

Pamela Ba _____ 5/28/15 _____

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Avery County Schools LEA Number 060

1. List all the reading interventions schools provided in the 2014-15 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).

Avery County Schools had one student that was retained following the 2013-14 school year as part of Read to Achieve. This retention took place after attending a 5 week summer school and unsuccessful attempt to pass the RtA assessment, as well as the 3rd grade reading portfolio. The student was placed in ¾ transition class of that had a class size of 13 students. Additionally, the student was scheduled for a daily 90 minute block of uninterrupted instruction, and received tutoring from the reading specialist who is also certified as an exceptional children's teacher. The student's teacher frequently conferenced with the parent as part of the collaborative effort to meet the student's learning needs.

2. Sign and date the form.

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Beaufort LEA Number 070

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

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

2. Sign and date the form.

LEA Superintendent Date 7/8/15

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

Reading Interventions Report
2014–15 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: _____Bertie County Schools_____ LEA Number_____080_____

1. List all the reading interventions schools provided in the 2014-15 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).

   ✓ 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 (45 minutes per day)
   - Tutors (30 minutes per day)
   - Daily Remediation with regular-ed teacher
   - In class ELA 30 minutes uninterrupted small group instruction
   - After school tutoring 4 days a week
   - During school day 45 minutes tutoring 3 days a week
   - 45 minutes of ELA small group instruction standards based
   - Extra remediation (24 days during Intercession blocks)
   - Title 1 Reading tour – small group instruction using Benchmark reading resources
   - After school test prep tutoring (May 18 – May 28)
   - Small group with specializes 3rd grade reading teacher at separate time each day (1 hour per day)
   - Small groups with Teacher Assistants (45 minutes per day)
   - Enhancing and Increasing Academic vocabulary & skills with classroom teachers
   - Remediation on weakest standards using Reading 3D strategies identified
   - Title 1 tutor twice a week (1 hour per day)

2. Sign and date the form.

   Elaine M White _____ 8/26/15 _____

   LEA Superintendent Date

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

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: Bladen County Schools LEA Number 090

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

   - Small group instruction - additional instructional time for reading intervention using BURST, Reading Wonders
   - Planning and implementing intervention lessons/use of data reports from Dibels "Now What" Tools (Small group advisor, Item Level Advisor)
   - Standards Based Assessments – Third grade passages were used, and comprehension and vocabulary skills were reinforced; Schoolnet and Released test items from NCDPI website
   - Use of Accelerated Reader program and goal setting with individual students
   - Use of STAR assessments for formative benchmarking and monitoring
   - Small group intervention for science and social studies content as needed
   - SPIRE program for Exceptional students
   - Progress monnitoring schedules
   - Progress reports to parents, parent meeting and conferences, student-led conferences
   - Use of Home Connect Letters sent to parents
   - Collaboration with EC staff for implementing IEP of student
   - Cross grade-level grouping in reading content

2. Sign and date the form.

   _____ _____
   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 School Year

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

LEA Name: ___Brunswick County Schools_____ LEA Number_____100_____

1. List all the reading interventions schools provided in the 2014-15 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).
   - Daily intervention time of 45 minutes in small groups and practice and application of skills
   - Intense small group differentiated intervention
   - mClass progress monitoring
   - fluency checks
   - technology resources to build comprehension
   - fluency skills
   - 45 minutes of instruction with the Literacy Coach to work on identified skills
   - a pull-out with a small group
   - a portfolio with designated reading passages related to standards, per NCDPI
   - Early Bird Tutoring Program two days a week
   - Students receive 30-45 minutes of small group instruction with the Title I reading teacher, the Literacy Coach, and the grade 3 ELA teacher and Reading Support teacher for grade 3
   - Florida Center for Reading Research
   - Written Response to Reading
   - A variety of strategies were implemented in literacy instruction including: graphic organizers, written response rubrics, timed reads, close reading, self-monitoring, question-answer relationships, anchor charts, repeated readings, and modeling
   - Whole Brain Teaching Strategies
   - Reading A-Z
   - Learning Focus Lesson Planning/Graphic Organizers/Vocabulary Strateg
   - iReady (NC Ready Books) completed three diagnostic assessments and lessons based on areas of need, completed 25 lessons over 14 hours with a pass rate of 40%
   - Words Their Way
   - Raz Kids
   - 90 minutes of uninterrupted daily instruction for reading
   - Received instruction five times per week for 45 minutes each in a group of eight students using the SRA program as an intervention; group began lessons in Horizon CD

- Sign and date the form.

_____ _____ 8/26/15

LEA Superintendent Date

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

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: Buncombe County_____ LEA Number_____110_____

1. List all the reading interventions schools provided in the 2014-15 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).

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

1. Uninterrupted 90 minute block for reading instruction each day
2. One-on-one and small group instruction
3. Monthly written reports detailing each student's progress towards reading proficiency
4. Leveled Literacy Intervention (LLI)
5. Reading 3D/mCLASS provided by Title I funds to target specific skill deficits in a one-on-one setting to monitor student performance (all but 1 school)
6. Lexia Core5 for diagnostic purposes
7. Use of specific volunteer tutors to work with students in small groups and one-on-one
8. WIN (What I Need) Reading Groups in addition to the 90 minute reading block
9. Wilson Reading Program
10. Focused intervention block based on common formative ELA assessments for 30 minutes daily (in addition to the 90 minute block).
11. Provide 45 minutes of Title I intervention in a small group using Fountas and Pinnell LLI in addition to the 90 minute reading block
12. Students kept their own data notebooks to graph and document their progress toward their goals.

2. Sign and date the form.

Tony Baldwin_____ 8/11/15_____

LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: ___Burke County_____ LEA Number_____120_____

1. List all the reading interventions schools provided in the 2014–15 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).

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

- mClass item analysis' suggested activities from Burst Reading, etc.
- McGraw Hill Triumphs 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, the self-paced online program for foundational skills, fluency, vocabulary, and comprehension
- SchoolNet Instructional Resources, at the student's instructional level
-

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

2. Sign and date the form.

_____ 7-21-15 _____

LEA Superintendent **Date**

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

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: Cabarrus County Schools LEA Number: 130

1. List all the reading interventions schools provided in the 2014-15 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).

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

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

Reading Interventions Report
2014–15 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: _____Caldwell County_____ LEA Number_____140_____

1. List all the reading interventions schools provided in the 2014-15 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).

Level Literacy Interventions
Language!
Read Naturally
Sonday
iReady Reading Interventions
Florida Center for Reading Research Activities
Reading Rockets
Reading Strategies: A to Z
Quick Reads
Harcourt Accelerated Reading Instruction
Imagine Learning
Letterland
Intensive small group instruction on up to three foundational reading skills three to five times per week for 15 to 45 minutes

2. Sign and date the form.

_____ 7.13.15
LEA Superintendent Date

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

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: ___Camden County_____ LEA Number_____150_____

1. List all the reading interventions schools provided in the 2014-15 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).

   - Basal textbook using differentiated lessons
   - Flexible grouping and differentiated instruction
   - Leveled readers
   - Reading groups using authentic literature and hands on activities integrating all areas of the curriculum/Literature Groups
   - Small group instruction using 3D/mClass and Progress Monitoring data for interventions and strategies based on individual needs
   - One on one assistance and reinforcement of skills
   - Read aloud novels for comprehension and fluency
   - Components of Hooked on Phonics 3-4 times a week for 15 minutes
   - Daily sight word instruction and review using the Dolch List
   - Wilson Reading Program 3 times a week for 30 minutes
   - In- School tutoring every 7 days for 40 minutes- working on student's individual needs and an incorporation of phonics
   - After School tutoring (small group) 1 hour a week for 8 months
   - Individual Skills taught in centers 2 times a week (Based on weekly plans/individual needs/and interventions from the Florida Center for Reading Research)
   - Summer Reading Camp
   - Computer Based Programs: SuccessMaker 2 times a week for 45 minutes
     Accelerated Reading Daily for 20 minutes
     Earrobics/Read Eggs/Study Island

2. Sign and date the form.

   _____ _____
   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: ___Carteret County Public Schools_____ LEA Number___160_____

1. List all the reading interventions schools provided in the 2014-15 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).

Students in Carteret County Public Schools that were not able to demonstrate proficiency during the 2013-14 school year were retained in 3rd grade or placed in a ¾ transition class or a fourth-grade accelerated classroom. One school provided their students an accelerated classroom opportunity by serving the students with Read 180 for 90 minutes per day. In addition to Read 180, the students were provided additional English Language Arts instruction in their regular education classroom.

Students that were retained in 3rd grade or placed in the ¾ transition class were provided the following reading interventions:

Rewards
S.P.I.R.E.
Read Naturally
Hill Center
Leveled Literacy Intervention (LLI)
i-Ready (at one school)

2. Sign and date the form.

_____ July 2, 2015
LEA Superintendent Date

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

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: Caswell_____ LEA Number: 170_____

1. List all the reading interventions schools provided in the 2014-15 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).

Students with a reading retained label were placed in ¾ transitional classes.

Interventions provided may include:

- Reading instruction on student's levels
- SRA
- Journeys
- 90 minute reading block
- Remediation time above the 90 minute block
- Guided Reading

2. Sign and date the form:

_____ August 10, 2015
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: _____Catawba County Schools_____ LEA Number_____180_____

1. List all the reading interventions schools provided in the 2014-15 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).

Guided Reading Groups - Teachers utilized Balanced Literacy within the guided reading block. Students participate in literacy stations that focus on phometic 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 recogntion of word patterns.

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

Seeing Stars - Students, within small groups, pariticipate in systematic phometic awareness and phonis instruction from individual letter sounds to mulitsyllablic words.

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

2. Sign and date the form.

_____ 8/10/15
LEA Superintendent Date

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

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: Chapel Hill-Carrboro City Schools LEA Number: 681

1. List all the reading interventions schools provided in the 2014–15 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).

RtA Students Receive the Following Interventions:

Leveled Literacy Intervention Provides:

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

Corrective Reading Intervention:

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

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

Fundations Intervention:

A systematic program in critical foundational skills, emphasizing:

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

Fountas and Pinnell Guided Reading:

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

1. Complex, high level reading comprehension is the goal of guided reading instruction.
2. Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty.
3. Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers.
4. Guided reading provides explicit instruction in accurate, fluent reading.

5. Guiding reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction.
6. Guided reading lessons include teaching that expands students' ability to apply the concepts of print, phonological awareness, access to rich vocabulary, and accurate, fluent reading to the processing of print.
7. Guided reading lessons invite students to write about reading.
8. Guided reading lessons create engagement in and motivation for reading.

Small Skill Group Instruction:

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

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

2. Sign and date the form.

MP Thomas A. Tomek 9/2/15

LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: ____Chatham County_____ LEA Number_____190_____

1. List all the reading interventions schools provided in the 2014–15 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).

The following reading interventions were provided to students in our ¾ transition classes:

- 90 minute uninterrupted literacy block
- mClass Reading 3D accounts where teachers progress monitored and benchmarked these students
- Guided Reading (Small Group) instruction tailored to the individual reading level of students
- an additional 150 minutes of reading instruction using the LLI program in addition to guided reading with the classroom teacher each day.
- an additional 45 minutes/daily literacy instruction from the reading specialist using the Wilson Reading System in addition to receiving balanced literacy components from the classroom teacher.
- students received 90+ minutes of balanced literacy instruction in the regular classroom, including guided reading, shared reading, read aloud, independent reading, and word study. They visited the reading teacher 3 times weekly for 45 minutes each session for additional instruction in reading comprehension strategies. In addition some met with the ESL teacher 3 times each week for small group instruction in a supplemental guided reading group.
- reading and ESL teachers identified and taught skill deficits to 4T students during a daily 35-minute intervention block.
- students received 105 minutes of uninterrupted Language Arts instruction during Literacy. Also, reading teacher pushed in during the block to support the students and the class. The reading teacher also served the students for 30 minutes daily, 5 times a week during intervention block, in addition to their literacy instruction. The students received targeted phonemic awareness instruction and all the components of balanced literacy.

Cherokee Co.

Reading Intervention Report

2014-2015

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.

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1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- Reader's theater for fluency
- Sound and decoding instruction
- Differential instruction targeted to meet student needs
- Word wall activities
    - Vocabulary
        - Matching words with definitions
        - Using words in conversation
    - Sight words
        - Movement (punch out, march, clap, etc.)
        - Sing words
- Daily 5 Reading Model
- Six minute Solution
- Read Works
- Wordly Wise
- Individualized Reading Activities as suggested by MClass
- Small Group Instruction to target specific needs
- Reading Café Model Instruction
- Graphic Organizers, Story Maps (multiple formats for various elements of reading) to aid comprehension. 5 W Graphic Organizer
- Prior Knowledge Activities Prior to Reading: Activities provided from Intervention Central

- Individualized Language Interventions (including describing details in a picture, categorizing, identifying
- National Geographic Explorer & Scholastic News informational text comprehension strategies
- Teachers Pay Teachers Close Reading Packets (comprehension)
- SRA
- Florida Central for Reading Research Activities
    - Synonym Dominoes
    - Vocabulary bingo
    - Opposites attract
    - Synonym-Antonym Connections
    - Homophone Hunt
    - Spin Sort
    - Compound Words
    - Affix Match
    - Word Wrap
    - Homographs
    - Word Dissect
- Wonder Stories (comprehension)
- Vocabulary
    - Word parts
    - Word knowledge
    - Word meaning
    - Morphemic elements
    - Word analysis
    - Words in context
- Learning Well Games on:
    - Predicting outcomes
    - Context clues
    - Reading between the lines
    - Getting the main idea
    - Following directions
    - Inference
    - Sequence
    - Figurative Language
    - Drawing conclusions
    - Fact or Opinion
- Reading Eggs

Reading Interventions Report
2014–15 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: ___Clay County Schools_____ LEA Number_____220_____

List all the reading interventions schools provided in the 2014-15 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).

There were no students with a retained reading label during the 2014-15 school year.

1. Sign and date the form.

L. Clark _____ 8/28/2015 _____
LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 School Year

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

LEA Name: Cleveland County Schools LEA Number 230

1. List all the reading interventions schools provided in the 2014–15 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).

School	Number of Students	Research-based Interventions Provided
Bethware	2	Portfolio passages HELPS
Boiling Springs	3	Read Naturally, FCRR interventions on fluency and comprehension, and one- on- one practice with instructional passages.
Casar	1	One-on-one practice with instructional passages
East	0	
Fallston	3	Read Naturally One-on-one practice with instructional passages
Graham	13	Read Naturally Sonday
Grover	1	This child is an EC student who was placed in an intensive therapeutic setting, not on Grover Elementary School's campus, for most of her fourth grade year due to her severe emotional need. She was provided instruction aligned to the third grade curriculum and in support of her behavior plan goals.
James Love	6	Read Naturally FCRR interventions on fluency and comprehension Portfolio passages
Jefferson	2	Classroom interventions included one-on-one practice with instructional passages.Both Students received Title I interventions during WIN time three days a week for 45 minutes. Read Naturally was the primary intervention program used. Additional decoding and fluency activities from the FCRR were incorporated.Direct instruction with CLOSE reading strategies were taught. Students participated in Read To Achieve summer camp using Spotlight on

		Comprehension.
Marion	4	Title I services (daily for 45 minutes once identified, inclusion (co-teaching), after-school tutoring, Summer Camp
North	1	Read Naturally, FCRR interventions for fluency and comprehension, and one-on-one practice with instructional passages.
Springmore	6	Daily intervention time scheduled. Resources used include: activities from the Florida Center for Reading Research, Spotlight on Comprehension, Instructional passages.
Township Three	8	Instructional passages; TPT materials that dealt with specific standards like cause and effect, fact/fiction, and main idea. Those students that were also Tier 3 received Read Naturally or HELPS to fill in the reading fluency and comprehension gaps.
Union		
Washington	3	TItle I interventions during WIN time, small group instruction, Guided Reading, Read Naturally, one-on-one practice with Reading A-Z, ReadWorks, and instructional passages, Florida Center for Reading Research resources
West	0	

2. Sign and date the form.

LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Clinton City Schools LEA Number 821

1. List all the reading interventions schools provided in the 2014-15 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).

-Spelling lists assigned based on primary spelling inventory completed in beginning of year.
-Listening Centers, Paired Reading, Small group reading with PE teacher each week
-Reader's Theater
-Interactive Notebooks
-10 to 15 minutes of read aloud each day be teacher
-Ready NC ELA book by Curriculum Associates for 3rd grade (2014 edition)
-Reading Street - RTI Kits (Scott Foreman's Reading Street
-Study Island
-Fountas & Pinnell (Leveled Literacy Intervention; Volume 1; Levels O-P; Lessons 1 through 22)
-Focus on: synonyms, antonyms, vocabulary, idioms, homophones, prefixes, suffixes, and root words
-Focus on long and short vowel sounds and diagraphs (Need based on phonics assessment)
-Class Novels used to teach some standards and encourage children to read chapter books
-Rereading of poetry to improve fluency
-Small group lessons by homeroom teacher and AG teacher each week (focus on test prep, reading comprehension, phonemic awareness, etc.)
-Starfall and ABCmouse for select students
-Letterland for one student
-Performance Coach
-Small Group Instruction (During Enrichment and Intervention Block)

2. Sign and date the form.

[signature], Ed.D. 8/28/2015

LEA Superintendent Date

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

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: _____Columbus County_____ LEA Number_____240_____

1. List all the reading interventions schools provided in the 2014-15 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).

- **Success Maker**- This is a technology-based program that asses students on grade level and then places them in their correct level of instruction. The teachers built custom sessions and assigned these to individual students as well as following the prescribed course level.
- **Waterford Early Learning**-(Math/Reading/Science) - This is a digital, personalized, learning program for K-2 which addresses all 5 components of reading. This was used with areas such as phonemic awareness, and phonics for the lowest struggling students as data has revealed.
- **Soar to Success/Early Success Reading Intervention Program**- This is a researched based intervention that goes along with our Reading Core. Student's level of learning was matched with appropriate level of the program.
- **Journey's Write-In Readers**- These are intervention was that is used to enhance written comprehension skills.
- **Leveled Readers**- Leveled text are used to reinforce phonics skills and increase fluency while improving the level of reading as well as teaching in small group the comprehension strategies.
- **Florida Center of Reading Research**– Literacy stations are built and used to promote mastery of non-mastered skills in literacy stations.
- **Freereading.org**– This site is used to access materials used to provide extra lessons in all areas of reading where mastery had not occurred.
- **Readworks.org**– These passages provided practice with teaching comprehension strategies as well as fluency reads in other content areas. These were also used in small groups for instruction.

Student's individual data was discussed weekly during PLC's with all staff (certified/non-certified) to plan for instruction. Our District Leads as well as our District Elementary Curriculum Director attends PLCs regularly to assist in the disaggregation of data and the planning for proper instruction for the different tiers.

Reading Interventions Report
2014–15 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: Craven County Schools LEA Number: 250

1. List all the reading interventions schools provided in the 2014-15 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).

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

2. Sign and date the form.

LEA Superintendent _____ Date 8/26/15

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

Reading Interventions Report
2014–15 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: Cumberland County LEA Number 260

1. List all the reading interventions schools provided in the 2014–15 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).

Resources to address areas of focus:

- iReady – online digital resources with guided lessons for small group instruction and independent practice that focuses on literacy skills the student has not mastered.
- NC Ready Toolkit – digital resource for with guided lessons for small group instruction or pull-out support that focuses on specific standards. The instruction was tailored to help students meet the 3rd grade standards they have not yet mastered during small group instruciton.
- Additional support from remediation teachers using both a pull-out and push in model.

2. Sign and ~~date the form.~~

LEA Superintendent **Date** 8-4-15

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

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: _Currituck County Schools_____ LEA Number__270_____

1. List all the reading interventions schools provided in the 2014-15 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).

Students placed in a ¾ transition class during the 2014-15 school year received the following reading interventions:

- ***Guided reading instruction using text at their instructional level (Fountas and Pinnell)***
- ***Small group instruction/practice for building vocabulary, fluency and phonics based on Dibels data***
- ***Small group 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)***
- ***Small group instruction focusing on structure of fiction/non-fiction texts***

2. Sign and date the form.

Allen Osmon _____ 8/31/15 _____

LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: _____DARE_____ LEA Number_____280_____

1. **List all the reading interventions schools provided in the 2014–15 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).**

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

2. Sign and date the form.

_____ _____
LEA Superintendent Date

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

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: Davidson County Schools LEA Number 290

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

Small Group Setting
Students placed with either a reading specialist, lead teach or Highly Qualified teacher
Classworks Learning Software
ACT Now Resources
High Interest text

2. Sign and date the form.

LEA Superintendent 9-2-15 Date

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

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: Davie County Schools LEA Number: 300

1. List all the reading interventions schools provided in the 2014-15 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).

   All of our 4RR students had extra time (30-60 minutes) with Reading Specialists in addition to the strategies listed below. Each school placed these students with one of the teachers from the RtA summer camp who used A+ Arts Integrated and Active Learning strategies in their classrooms. Students had already experienced success with this approach in their summer experience and we continued to combine that with Hill RAP and comprehension building. This list is comprehensive of all reading interventions used during the 2014-2015 school year.

   A. Hill RAP– for students who continued to struggle with decoding and processing
   B. Reading Clinics - morning (often prior to the start of the school day) sessions were tailored to small groups (3-4) and were prescriptive based on reports generated by *SuccessMaker and mClass.*
   C. *SuccessMaker* - Reading and Comprehension - initial evaluation followed by sequential, skill development lessons (usually 3x per week)
   D. Pullout groups with Reading Specialists (readers with similar profiles)
   E. Push-in instruction with the Reading Specialists
   F. STAR Reader was also used regularly with all 4RR students.
   G. Prescriptive informal interventions were designed with information acquired through the use of mClass, TRC, STAR, SuccessMaker, and Making Connections.
   H. Music teacher - separate class for 4RR students (sometimes included ELL students with similar learning profiles) in which lessons were designed to build fluency using rhythm-based reading and singing. (2x a week)
   I. Visual Art teacher - Literacy and Art lessons for 4RR students in a class that emphasized the connection between non-fiction texts and fiction texts. Question stems were specifically designed to increase comprehension and the understanding of cause and effect, point of view, and summarizing. (2x a week)
   J. Media Coordinator - Special once a week class for 4RRs that centered on Readers Theatre and demonstrating understanding by incorporating character studies, plot analysis, and setting descriptions.
   K. Increased use of leveled texts, high-interest reading such as magazines, flyers, recipe books, repair guides, botanical identification guides, birding guides, and radio dramas with narrated text.

L. Formative assessments constructed to match standards which included probes and critical thinking stimuli to have an effect on a broader range of learners. Use of mClass and TRC data to determine appropriate levels was used in an ongoing way.
M. 4th RR readers worked with 2nd grade emerging readers on leveled texts both non-fiction and fiction. This was a paired approach that worked well.
N. Photography and composition of self-published books that were aligned with themes from 4th grade Social Studies and Science. Comprehension skills were heavily supported by scaffolding concepts.
O. Reading Round Table: 20-30 minute activities in the classroom where 4-5 4RR students read to a partner, to the group, and to themselves. This was followed by drawing a question from the comprehension box and answering in a specific order. Each student got credit for adding detail or vocabulary to the original answer. The student with the greatest credit became the "director" the following day. Efforts were made to have each student serve as "director" each week.
P. Some schools included Basal Readers in their "free reading" selection times.

2. Sign and date the form.

LEA Superintendent — August 31, 2015 Date

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

Reading Interventions Report
2014–15 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: Duplin County Schools LEA Number: 310

1. List all the reading interventions schools provided in the 2014-15 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).

All K-5 schools provided reading interventions by way of schoolwide interevention block with intense reading stategies. All students placed in the ¾ transition class received intervention strategies by way of Fountas and Pinnell Leveled Literacy Intervention Kits.

2. Sign and date the form.

LEA Superintendent [signature] **Date** 7/17/15

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

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: Duplin County Schools LEA Number 310

1. List all the reading interventions schools provided in the 2014-15 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).

1. Leveled Literacy Intervention

2. Leveled Reading Library

3. Designated Intervention Time

2. Sign and date the form.

LEA Superintendent **Date** 8/20/15

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

Reading Interventions Report
2014–15 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: Durham Public Schools LEA Number: 320

1. List all the reading interventions schools provided in the 2014-15 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).

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

- 90 (or more) minutes of uninterrupted literacy
- Targeted, inidividualized guided reading with fiction and nonfiction leveled texts
- Pull-out intervention with the RtI 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
- Destination Success
- Afternoon academies
- Ticket to read
- Preview instruction
- Scaffolding
- Corrective Reading
- Early Connections
- Portfolio passages
- Reading Mastery
- Augustine Tutors
- iReady
- mCLASS assessments to inform instruction

2. Sign and date the form.

LEA Superintendent **Date** 8/21/15

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

Reading Interventions Report
2014–15 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 _____Edenton-Chowan Schools_____ LEA Number_____210_____

1 List all the reading interventions schools provided in the 2014–15 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).

- Students were placed in monitored third grade setting, targeting reading interventions
- Students participated in the Leveled Literacy Intervention program
- Students participated in the Burst Program (with Reading 3D)
- Students were placed in specific Guided Reading groups based on interention needs
- Students were placed in skill-set groups with DAZE (focusing on fluency, comprehension, make words, etc.)
- Students were monitored by lead teachers and the Instructional Facilitator frequently (daily, weekly, monthly, quarterly) to determine progress monitoring achievement.

2 Sign and date the form.

Rob Jachem _____ 7·15·15 _____
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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 2014-15 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).

-Students received Hill Center reading interventions for 45 minutes each day 5 times a week by a certified reading teacher specially trained in the Hill Center approach
-Students received additional small group instruction on fluency, reading comprehension, and other targeted instruction via the classroom teacher and reading tutors (guided reading groups)
-Students were enrolled in SuccessMaker program for additional support in reading
- Accelerated Reader Program
- Common Core Performance Coach
- Reading 3D: Progress monitoring, Now What Tools Lessons, and Now What Books for Guided Reading
- Moby Max computer program for vocabulary
- Paired Reading
- Students used Achieve 3000

2. Sign and date the form.

_____ _____
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: _____Elkin City Schools_____ LEA Number___861____

1. List all the reading interventions schools provided in the 2014-15 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).

   For 2014–2015, we only had students in a 3/4 transition class. In addition to their 90 minutes of uninterrupted instruction, they received the following interventions:
   - Title I Reading Support in pull-out sessions for 30 minutes per day: focus of instruction was fluency and comprehension
   - Pairing with adult volunteers for independent reading and comprehension questions
   - mClass progress monitoring and interventions focusing on skill-based needs
   - off-grade PM and interventions for phonemic awareness and fluency
   - FCRR interventions
   - Close reading strategies
   - Support with written comprehension questions through text-referencing and question stems

2. Sign and date the form.

   _____ July 2, 2015
   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Winston-Salem/Forsyth County Schools LEA Number 340

1. List all the reading interventions schools provided in the 2014-15 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).

    1. 90 minute uninterrupted literacy block
    2. I-Station
    3. I-Ready
    4. Reading Interventionists- push-in model
    5. SRA Corrective Reading
    6. Compass Learning
    7. SRA Imagine It! Intervention Program
    8. Differentiated Small Group instruction
    9. Curriculum Nights/Parent Workshops
    10. Reading Motivational Programs
    11. Ongoing Professional Development on research based reading strategies
    12. Interventions from Florida Center for Reading Research
    13. CORE Literacy Library: Assessing Reading Multiple Measures
    14. CORE Literacy Library: Teaching Reading Sourcebook
    15. Reading 3D assessments
    16. mClass Small Group Advisor
    17. BELL Summer Reading Camp
    18. District Level coaching support
    19. Plan for supporting students with reading at home
    20. Personalized Education Plans/Monthly Parent Communications

    Sign and date the form.

    _____ 9-1-15
    LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Franklin County Schools LEA Number 350

1. List all the reading interventions schools provided in the 2014-15 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).

- BURST from Amplify
- Strategies from Intervention Central
- Strategies from Florida Center of Reading Research
- Freereading.net
- Reading Street Intervention Kit
- Supplemental Materials from Curriculum Associates
- Now What tools and strategies from Amplify

2. Sign and date the form.

Dr. Chad Gehrke 8/4/15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: _____Gaston County Schools LEA Number_____360_____

1. List all the reading interventions schools provided in the 2014-15 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).

   Words Their Way
   SRA Corrective Reading
   Leveled Literacy Instruction
   DIBELS/mCLASS - assessments and What Next? Tools
   Reading Mastery
   120 minute literacy block

2. Sign and date the form.

   _____ _____August 27, 2015
   LEA Superintendent Date

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

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: Gates County LEA Number: 370

1. List all the reading interventions schools provided in the 2014-15 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).

   DRAGON FIRE Intervention
   Damascus Afterschool Tutoring Program
   In-School tutoring in small groups
   Summer Reading Camp
   Afterschool Tutoring

   PAW Period Intervention Time
   Daily Pullout with Reading Specialist
   Corrective Reading Program
   BURST/SEED Programs

   Paired Reading
   Formative Assessments
   Use of Leveled Readers
   Peer Tutoring

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: Graham LEA Number 380

1. List all the reading interventions schools provided in the 2014-15 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).

    - Wilson Reading Program
    - Review and read aloud words on (k-3) Dolch Word List Daily
    - Provided the student with increased opportunity for help or assistance on academic task by providing frequent interactions by teacher and with Title I Reading
    - Use highlight marker to identify key words and phrases for the student 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. Emphasize comprehension rather than speed
    - Have student reread a sentence to the teacher if there is a word that is unknown or has trouble
    - Provided encouragement to student and family to strive to get to school on time

Reading Interventions Report
2014–15 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: _____Granville County Public Schools_____ LEA Number_____390_____

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

   - Small group reading instruction with reading specialist (2-5 times per week for 30 minutes)
   - Daily guided reading using appropriately leveled texts
   - Daily intervention focused on vocabulary or other specific reading skill
   - Scholastic System 44/Read 180 (3-5 times per week for 60-90 minutes)

2. Sign and date the form.

   _____ _____
   LEA Superintendent **Date**

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

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: Greene County Schools LEA Number: 400

1. List all the reading interventions schools provided in the 2014-15 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).

- Students received an additional 30 minutes per day of small group differentiated reading instruction that targets the development of specific reading skills. This provides students with 120 minutes of literacy instruction per day. Students were progress monitored throughout the year. Progress monitoring data was regularly communicated with classroom teachers, parents, and MTSS teams to guide instructional planning for individual students. Anchor materials for instruction included Fountas and Pinnell's Leveled Literacy Intervention System.

  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

- From March 2- May 29, 2014-2015, After School Academy provided students with an additional 45 minutes of differentiated small group reading instruction after school five days per week. The instruction was led by Greene County teachers with proven effectiveness in teaching reading. Progress monitoring data was regularly communicated with classroom teachers, parents, and MTSS teams to guide instructional planning for individual students. In additon to individual and/or small group instruction, students practiced skill development using Read 180/System 44, and Reading Eggs software.

  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

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. Sign and date the form.

Patrick Cuyler _____ 8/27/15 _____
LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Guilford County Schools LEA Number: 410

1. List all the reading interventions schools provided in the 2014-15 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).

Corrective Reading (SRA)

Fundations Level 2

Fundations Level 3

Intensive small group reading interventions using comprehension strategies with Reading Teachers/Tutors: HELPS intervention and assessments

Leveled Literacy Intervention

Wilson Fluency

Wilson Reading

2. Sign and date the form.

LEA Superintendent Date 09/01/15

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

Reading Interventions Report
2014–15 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: Halifax County Schools LEA Number 420

1. List all the reading interventions schools provided in the 2014-15 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).

- 4th grade accelerated reading class
- 3/4 transition class
- Retained in 3rd grade
- Daily 5 framework
- Small guided reading groups
- Now What Tools / Reading 3D
- AR: Accelerated Reading
- MAP / Descartes Activities
- Instructional Coaches Support
- Reading Specialist Support
- After School Tutorial
- In school tutors
- Personalized Education Plans
- Parent Conferences
- Teacher Training
- Study Island
- Exceptional Children support
- Reading intervention block
- Compass Learning: Odyssey
- NC Write
- Flocabulary
- Razz Kids

2. Sign and date the form.

Eliane Frederick 9-2-15

LEA Superintendent **Date**

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

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

LEA Name: Harnett LEA Number: 430

1. List all the reading interventions schools provided in the 2014-15 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).

   - Students with retained label were placed in ¾ transitional classrooms. When possible, students were in clusters and/or small classrooms.
   - Students received a minimum of 90 minutes of literacy per day using the Balanced Literacy Model.
   - Personal Education Plans were completed for students with individual strategies as needed.
   - Leveled Literacy Intervention was used as a classroom intervention. At some sites, students were pre-taught in LLI lessons with the use of tutors and/or reading specialist.
   - If needed, students moved through the tiers of support in the RtI process.

2. Sign and date the form.

   _____ _____ 8/31/15
   Stanley P. Williams II, Superintendent Date

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

Reading Interventions Report
2014–15 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: Haywood County LEA Number 440

1. List all the reading interventions schools provided in the 2014-15 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).

- Instruction was/is differentiated. Balanced literacy is a focus in our district, and The Comprehension Toolkit is used as the framework for teaching reading. As a result, students read texts within their zone of proximal development and learned to apply reading strategies taught to their reading of a text and then apply that to their independent reading. Students are exposed to grade level texts via Interactive Read Aloud and Shared Reading.

  Strategies focused on (Strategies from the Toolkit):

  - Asking Questions
  - Inferring Meaning
  - Summarize and Synthesize
  - Monitoring Comprehension
  - Activate and Connect
  - Determining Importance

- Non-fiction texts integrated with science and social studies to engage students in reading texts and writing about what they were reading. These materials provide a real life purpose for reading for the students. The Toolkit is the framework we use for this as well.

- Students were placed in small groups based on like reading readiness. There are no more than four to five students in a reading group. This provides for intensive one on one instruction with each student.

- An emphasis on vocabulary building at each student's guided reading level is a focus. Again, differentiated and individualized.

- Short texts at a variety of reading levels and on a variety of topics have been purchased and provided for use in guided reading and as independent reading

- Students are provided supplemental reading support in the Title I and EC classrooms.

2. Sign and date the form.

Anne G. Garrett 8-17-15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Henderson County Public Schools LEA Number 450

1. List all the reading interventions schools provided in the 2014-15 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).

   - 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. During these times, the following interventions were utilized (varies by school):
     - Use of Reading 3D data and resources (including Now What? Tools)
     - Targeted teacher lessons focusing on phonemic awareness, phonics, fluency, vocabulary and comprehension as appropriate. These could be differentiated during station/center time.
     - Leveled Literacy Intervention System (Fountas and Pinnell)
     - NCREADY passages
     - SchoolNet passages
     - Read to Achieve instructional passages
     - Click Clunk (student comprehension self-check)
     - Read Live (Read Naturally)
     - Education City
     - Study Island
     - Teacher feedback on performance

2. Sign and date the form.

LEA Superintendent

August 28, 2015
Date

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

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: Hertford County Public Schools LEA Number: 460

1. List all the reading interventions schools provided in the 2014-15 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).

Interventions Provided to Riverview ES Students

MClass-Reading 3D/Progress Monitoring every 10 days
FCRR (Florida Center for Reading Research)
Classworks (30 minutes daily for individualized instruction)
Reading Mastery (EC Identified Students)
Raz Kids (Lexile Level)
SRA Kit (4th Grade)
Reading A-Z
Daytime Tutors (Tuesday -Thursday) 45mins
Parent/Teacher Conferences (Bi-weekly)

Interventions Provided to Ahoskie ES Students

Identify students' individual lexile levels

- Using data from 2014-2015 Reading EOG, individual lexile levels will be identified

Assist students with recognition and pronunciation of dolch words

- Using dolch word list, assess students to identify the words that they are not familiar with.

STAR Reading

- Students will use STAR Reading to identify their IRL

Word Analysis

- Students will identify small units of words, break words apart, prefixes, suffixes, root words, antonyms, synonyms, to gain an understanding of unfamiliar words

Fluency

- Students will use leveled text to increase their fluency rate

Engagement and Motivation

- Students will become engaged in the text in which they are reading and motivated to read

Vocabulary

- Students will gain an understanding of new vocabulary words

Scaffolding Retelling

- Students will retell stories using prompts given from teacher and graphic organizers

Comprehension

- Students will gain an understanding of strategies used to comprehend information as they are reading

2. Sign and date the form.

LEA Superintendent _____ Date 8-31-15

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

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: Hickory City Schools LEA Number 181

1. List all the reading interventions schools provided in the 2014-15 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).

    1. Placed in 4th grade accelerated reading class
    2. Utilized the STAR Assessment
    3. Utilized the IOWA Test of Basic Skills (Reading Comprehension)
    4. Provide reading instruction for 2 hours 20 minutes daily

2. Sign and date the form.

LEA Superintendent ---------- Date 7/16/2015

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

Reading Interventions Report
2014–15 School Year

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

LEA Name: ___Hoke_____ LEA Number_____470_____

1. List all the reading interventions schools provided in the 2014-15 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).

   A. Fast ForWord (30-45 minutes daily)
   B. Reading Assistant (30-45 minutes daily)
   C. Small Group Instruction during Daily Intervention Block (30-45 minutes daily)
   D. Tutoring - Day Time, After School and Saturday sessions
   E. Individual Instruction
   F. Differentiated Reading Instruction
   G. Classworks

2. Sign and date the form.

   _____ 8/3/15
   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Hyde LEA Number #480

1. List all the reading interventions schools provided in the 2014-15 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).

   - students with a retained reading label placed in a 3 / 4 transition class
   - students received individual and small group reading instruction daily, per legislation

2. Sign and date the form.

   Randolph H Latimore 8/27/2015

   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Iredell-Statesville Schools LEA Number: 490

1. List all the reading interventions schools provided in the 2014-15 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).

   FCRR Strategies: A nationally recognized, evidenced based web site that provides strategies and program approaches designed to remediate students demonstrated learning gaps. Strategies are based on individual level reading levels. Teachers use diagnostic assessments (i.e. CORE Phonics, etc.) to determine specific skill gaps. FCRR activities are matched to these skill gaps.

   Guided Reading: Guided reading is an instructional setting that supports student growth through small group instruction where students construct meaning from text, make personal connections to text and go beyond text for a broader world connection. Leveled books are used to individualize instruction. Guided reading instruction includes independent reading, guided reading, and literature study. Teachers are able to target students' needs through small group instruction.

   Corrective Reading: Corrective reading is a structured, systemic reading program that supports students reading ability through organized, teacher led, sessions where a child's reading ability is recognized and leveled. Teachers must be specifically trained for teaching Corrective Reading and assessment is frequent.

   Reading Eggs: An on-line remediation program that provides reading passages for students based on individual assessments of the student's reading abilities. An incentive feature of the program is "eggs" that students use to purchase incentives that foster the motivation for student reading. The program aligns with all CCSS standards and is evidence based. Moby Max is also an on-line program providing the same above focus. Many schools using these programs will not be able to continue due to lack of funding.

Reading Interventions Report
2014–15 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: Jackson County Public Schools LEA Number: 500

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).
   - Small, 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
   - Fundations
   - 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. Sign and date the form.

   _____ 8/4/15
   LEA Superintendent Date

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

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: Johnston County Schools
LEA Number: 510

List all the reading interventions schools provided in the 2014-15 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).

1. Using Fountas and Pinnell Leveled Literacy Intervention (LLI) program , the following reading interventions were provided to students.

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

- emphasis on phonics and word study
- cloze reading
- using leveled texts
- fluency practice
- writing about reading to aid in comprehension of text(s)
- echo reading

2. Comprehension strategies
   a. Use of 5W and 1H questions (who, what, when, where, why and how) to aid in understanding of text.
   b. Use of graphic and semantic organizers
   c. Using mental imagery and visualization during reading
   d. Generating questions for clarification, to predict, and to integrate information from different parts of text.

3. Vocabulary work
   a. Highlighting of unknown words and using multiple resources (including technology) to define
   b. Building background knowledge prior to reading
   c. ESL/English picture cards to assist in recognition of unknown words
   d. Using graphic organizers, semantic maps to learn new vocabulary (Gallery Walk)
   e. Vocabulary games

4. Word work
   a. Word sorts
   b. Timed high frequency word practice to build automaticity in reading words
   c. Elkonin boxes to segment sounds and word parts
   d. Explicit instruction of letter sounds and sound spelling patterns
   e. Practice of words in isolation and within text(s)
   f. Pocket phrases
   g. Manipulative letters

5. Fluency practice
   a. Paired reading
   b. Whisper phones for independent reading
   c. Re-reading of familiar texts
   d. Shared reading
   e. Choral reading
   f. Assisted cloze reading
   g. Reader's Theater scripts
   h. Word/phrase cards
   i. Poetry practice

6. Test taking strategies
   a. Highlighting text features, title, pictures to assist in building prior knowledge of text and prediction of text
   b. Underlining details within the text to answer comprehension questions
   c. Inserting unknown words within a sentence to build use of context clues
   d. Rereading of text to build comprehension

7. Reading programs that were used to enhance students' reading growth in phonics, vocabulary, fluency, and comprehension.
   - Classworks
   - Fundations
   - Imagine Learning
   - Fountas and Pinnell LLI
   -

1. Sign and date the form.

LEA Superintendent _____ Date 8/25/15

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

Reading Interventions Report
2014–15 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: Jones County Schools LEA Number: 520

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

90-minute uninterrupted Literacy Block of instruction

Specifically designed instruction that addresses deficits indicated through Benchmark testing

Comprehension Club materials (Fountas & Pinnell, Schoastic)

2. Sign and date the form.

Michael Bray 8/20/15

LEA Superintendent **Date**

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

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

LEA Name: Kannapolis City Schools LEA Number 132

1. List all the reading interventions schools provided in the 2014-15 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).

   - Daily small group instruction
   - Progress Monitoring
   - Letterland- Intervention program
   - Reading Mastery - SRA Program
   - Corrective Reading - SRA Program
   - Leveled Literacy Intervention -Intervention program by Fountas and Pinnell
   - After-School Tutoring

2. Sign and date the form.

   Pamela Cain 8/24/15

   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 School Year

Wendy C

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: _____Lee County Schools_____ LEA Number_____530_____

1. List all the reading interventions schools provided in the 2014-15 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).

   The Lee County 4th grade students with a retained reading label received the following reading interventions during the 2014-15 school year:

   Small Group Guided Reading Instruction with Teacher

   Small Group or Individual Reading Instruction with Tutor

   I-Ready Individualized Computer Software Program (phonics, vocabulary, comprehension, fluency)

2. Sign and date the form.

   _____ _____8-13-15_____
   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: ___Lenoir County Public Schools____ LEA Number 540

List all the reading interventions schools provided in the 2014-15 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).

1. Five schools offered small self-contained classes of the 3/4 transition students that included a 90 minute block of uninterrupted instruction targeting skills identified at the beginning of the school year. Four schools offered the additional 90 minute block of reading instruction through a pull out model by reading specialists and teachers. At all schools, the transition students worked through activities that were specific to their learning needs such as drawing conclusions, vocabulary based lessons, inferences, and opened ended questions.
2. Teachers used the RtA passages throughout the year to prepare students for the assessment.
3. The SRA Corrected Reading program was implemented in some 3/4 transition classes.
4. Some schools offered an additional 30 minute small leveled reading group sessions (above and beyond the 90 minute direct reading instruction) to target reading instruction based on their specific learning needs as identified by assessment data (DIBELS). These groups changed throughout the year based on the changing needs and levels of the students.
5. Some schools were able to offer students after school remediation by fourth grade teachers in small group and one on one instruction to work on reading skills and RtA passages.
6. All schools notified parents of regular progress
7. Peer tutoring, paired reading, story maps, graphic organizers, sight word flashcards, Cloze reading/note taking, repeat readings and storytelling/summarizing were all reading intervention strategies used regularly in the schools to target the needs of our students who were retained per RtA.

1. Sign and date the form.

_____ 8/26/15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: **Lexington City Schools**
LEA Number: **291**

1. List all the reading interventions schools provided in the 2014–15 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).

3 Hour Reading Block containing a 90 Minute uninterrupted Reading block.
Small group Reading Instruction on level - 45 minutes daily
LLI - Intervention kit
30 minutes of Phonic instruction daily (if necessary)
Moby max - Computer Based program - Daily
Intensive Writing instruction (30-45 minutes per day)

2. Sign and date the form.

___Rick Kriesky_____ September 1, 2015
LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Lincoln County LEA Number 550

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

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

1. Sign and date the form.

Sherry A. Hoyle 8.24.15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Macon LEA Number 560

1. List all the reading interventions schools provided in the 2014-15 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).

Macon County Schools used the following reading interventions during the 2014-2015 school year with students who were placed in 3 / 4 transition classrooms. These students received 90 minutes of reading remediation daily. We had students at 3 elementary schools and the list is a combination of all sites.

1. **Six Minute solution - to improve fluency**
2. **SRA Comprehension - comprehension**
3. **LMB --V V integrated with guided reading – to build a picture that will enhance comprehension**
4. **LMB Seeing Stars - build decoding skills**
5. **Comprehension Toolkit – comprehension strategies**
6. **Read Naturally –to improve fluency**

2. Sign and date the form.

LEA Superintendent Date 8/28/15

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

Reading Interventions Report
2014–15 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: Madison County LEA Number 570

1. List all the reading interventions schools provided in the 2014-15 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).

LLI (Leveled Literacy Intervention)
Third/Fourth Grade Transition Class
Co-teaching provided in small group setting

2. Sign and date the form.

LEA Superintendent August 31, 2015
Date

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

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: MARTIN COUNTY SCHOOLS LEA Number: 580

1. List all the reading interventions schools provided in the 2014-15 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).

Rodgers Elementary 580-356

- Comprehension Interventions Daily using material provided by the Reading Series
- Quick Reads - A Research Based Intervention Program
    - *FCRR-Florida Center for Reading Research-
    - Graphic Organizers
- Chunk Phrasing for Fluency
- SuccessMaker
- Study Island

Edna Andrews Elementary 580-320

- Small group instruction on target skills using 4th grade reading series: Treasure.
- 3 - 4 transition students also received small group instruction focusing on standards using the released materials and teaching passages.
- SuccessMaker
- Self-selected sustained independent reading – teacher helped students to locate books targeted to their reading needs based on reading data and Lexile numbers. Books were used in required home reading as well as independent reading time in class.
- Vocabulary centers and games – variety of center activities targeted at building vocabulary
- Spelling/phonics – spelling lists, lessons, and activities that targeted weaknesses in phonics skills.

East End Elementary 580-316

- Ninety minutes of uninterrupted instruction every morning
- Small group instruction every morning and early afternoon
- FCRR – Florida Center for Reading Research – research based sources for center-based activities

- Easy EBM – research-based reading program that determined level appropriate passages
- Pull out twice per week for 30 minutes with resource teachers. A fluency program called Quick Reads was implemented. Students tracked their own progress in Quick Reads.

Jamesville Elementary 580-324

- ESL Remediation with district ESL teacher
- Small group instruction
- One-on-one assistance from teacher
- Tutoring groups with district reading coaches
- Leveled Work such as reading materials and homework
- Study Island
- SuccessMaker

E.J. Hayes Elementary 580-312

- Fluency practice
- Open and closed syllable practice
- Nonsense word fluency
- Vocabulary building strategies
- Use of level readers
- Use of writing prompts and direct teacher guidance
- Use of fluency phrases
- Study Island
- SuccessMaker
- Whole group instruction on reading comprehension followed by small group instruction using reading passages.

2. Sign and date the form.

Ron Melchiorre LEA Superintendent Date: Aug 19, 2015

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

Reading Interventions Report
2014–15 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: MCDOWELL COUNTY LEA Number 590

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- 90 MINUTES UNINTERRUPTED INSTRUCTION DAILY
- TITLE I PROGRAM 5 DAYS/WEEK
- R+I, + RECEIVED ADDITIONAL SUPPORT FROM RTI TUTOR
- READING 3D DATA TO GUIDE INSTRUCTION ALONG WITH THE "WHAT'S NEXT" TOOL IN READING 3D
- ADDITIONAL READING BLOCK WORKING ON SKILL DEFICITS (ENRICHMENT)
- READ TO ACHIEVE PORTFOLIO

2. Sign and date the form.

LEA Superintendent Date 8/31/2015

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

Reading Interventions Report
2014–15 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: Charlotte Mecklenburg Schools LEA Number: 600

1. List all the reading interventions schools provided in the 2014-15 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 112 elementary schools in CMS have used one or more of the following intervention programs to meet the needs of retained third graders:

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

2. Sign and date the form.

   Ann Blakeney Clark 8-6-2015

   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Mitchell County Schools
LEA Number 610

1. List all the reading interventions schools provided in the 2014–15 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).

Interventions provided in the 2014–15 school year for student not proficient by Read to Achieve requirements are as followed:

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

Non Proficient students were progressed monitored every ten to twenty 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. Sign and date the form.

8/28/2015

LEA Superintendent Date

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

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: Montgomery County Schools LEA Number: 620

1. List all the reading interventions schools provided in the 2014-15 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).

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

Reading Interventions Report
2014–15 School Year

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

LEA Name: _____Moore County_____ LEA Number_____630_____

1. List all the reading interventions schools provided in the 2014-15 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).

   - Fast ForWord is a computer-based reading program intended to help students develop and strengthen the cognitive skills necessary for successful reading and learning. The program is designed to be used 30 to 100 minutes a day, five days a week, for 4 to 16 weeks.
   - Read 180 supports teachers with a comprehensive system of curriculum, instruction and professional development while providing students with personalized rigorous instruction for college and career readiness.
   - System 44 is for beginning readers who still need to master the foundations of reading.
   - Reading Plus is a research based silent reading intervention that helps students gain proficiency by improving comprehension, reading rate and vocabulary.
   - Fountas & Pinnell Leveled Literacy Intervention (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.
   - Imagine Learning is an innovative language and literacy software program for ELLs, struggling readers, early childhood students and EC students.
   - Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English Language reading.
   - SPIRE is a comprehensive and multisensory reading system that integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling and comprehension in an instructional design that is based on how struggling readers learn.

2. Sign and date the form.

   _____ _____
   LEA Superintendent Date 8/28/15

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

Reading Interventions Report
2014–15 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: Mooresville Graded LEA Number 491

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- 90-minute uninterrupted reading block
- Daily Guided Reading Instruction
- Title I Pull Out (HillRAP)
- Engagement/Instruction in on-level and grade-level text through multiple digital resources
- On-going progress monitoring to ensure growth and improvement

2. Sign and date the form.

LEA Superintendent _____ Date 9/1/15

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

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: _____Mount Airy City Schools_____ LEA Number_____862_____

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

iReady Reading

Daily Fluency Practice and Assessment - Dr. Foster Method

(single and double doses as deemed by data)

Corrective Reading

The Balanced Literacy Framework

newsela.com (informational text with adjustable Lexile Level)

Scholastic Reading Inventory

Scholastic Reading Counts

Reading Foundations

easycbm.com (fluency)

small group instruction with Title I Literacy Specialist

Co-Teaching Model in 3/4 Transition Classroom

2. Sign and date the form.

_____ 8/24/15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Nash-Rocky Mount Schools LEA Number 640

1. List all the reading interventions schools provided in the 2014-15 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).

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
- Utilize Now What Tools in mClass
- 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

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

2. Sign and date the form.

Thomas W. Trueblood 8-17-15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: New Hanover LEA Number: 650

1. List all the reading interventions schools provided in the 2014-15 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).

   - Burst reading intervention program
   - Small group fluency and comprehension group 30 min. 3x per week
   - Soar to Success
   - Strategies from Reading Comprehension Shouldn't be Silent
   - FCRR Activities
   - Scholastic Leveled Text
   - Additional reading instruction using Reading A-Z phonics and decodable texts
   - Additional reading instruction using Read Works, book studies, and cloze passages
   - Students were pulled out by a reading specialist/interventionist to work on comprehension using Read Works - 30 minutes a day/2 days per week
   - Double dose of Wilson reading program
   - Teacher directed close reading strategies and reteaching of third grade standards
   - Curriculum Associates Program "Main Dish" for 3rd grade standards

2. Sign and date the form.

   _____ 8-26-15

   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Newton Conover City Schools LEA Number - 182

1. List all the reading interventions schools provided in the 2014–15 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).

- 45 minutes of scheduled intervention time in each elementary school -
  - Used Reading A - Z products to enhance reading skills while in reading groups
  - Intervention Central - used products to work on fluency, phonics, reading comprehension.
  - Florida Center for Reading Research - used to work with Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension Student Center Activities
  - Used Letterland intervention strategies
  - Used ReadWorks.org for other reading passages to zone in on specific skills
- Hired an additional teacher assistant to work with these students weekly
- Hired tutors
- 90 minutes of Reading Instruction
  - Guided Reading with A-Z and Fountas and Pinnell Leveled Books
  - Daily 5 and Cafe
  - All stations were surrounding the 5 components of reading - Florida Research Center and Vocabulary A-Z
  - Words Their Way used in a center
  - Reading Tutors materials used with several students

2. Sign and date the form.

David Stegall _____ 8-12-15 _____
LEA Superintendent **Date**

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

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: Northampton County Schools LEA Number 660

1. List all the reading interventions schools provided in the 2014-15 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).

   - Literacy Wings Intervention Program
   - activities from the Florida Center for Reading Research.
   - Text Talk
   - Words Their Way
   - Headsprout
   - Achieve3000
   - Now What Tools from Reading 3D
   - Fry List/Phrases
   - ReadWorks resources
   - Reading Foundations survey
   - Letterland - for teaching blends, digraphs
   - Read to Achieve instructional passages
   - 2 hour uninterrupted reading block
   - Pull out with reading specialist 3 times a week for 30 minutes
   - Separate intervention block for reading small group instruction

2. Sign and date the form.

   _____ 8/24/2015
   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Onslow County Schools LEA Number: 670

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- 90 minutes of uninterrupted reading instruction (required by law)
- Placement with a teacher with a proven record of effectiveness (required by law)
- Guided reading including small groups and individual instruction
- Leveled texts
- Leveled Literacy Intervention
- Extended day program
- Tutoring
- Reading specialist support
  - Supplemental pull out
  - Push in for team teaching
- Literacy coach support
  - Data analysis
  - Instructional planning
- Benchmarking and Progress Monitoring
  - Reading 3D
  - Fountas and Pinnell Benchmark and Assessment System
  - USA Test Prep
- Personalized education plans
- ESL tutoring

2. Sign and date the form.

LEA Superintendent 8/31/15 Date

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

Reading Interventions Report
2014–15 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: Orange County Schools LEA Number: 680

1. List all the reading interventions schools provided in the 2014–15 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).

Reading & Writing Workshop	Mini-lesson tied to Common Core State Standards Worktime with guided reading/writing groups and application of mini-lesson focus when reading independently Debrief
Word Identification Intervention Foci	Development of phoneme-by-phoneme, onset-rime, and two syllable decoding Development of phonics using a spelling-based approach (e.g. making words) Recognize complex spelling patterns in one to two syllable words Reading big words using word parts (prefixes, suffixes, roots) Interactive use of word walls Develop automaticity through wide reading of easy text.
Language Comprehension Intervention Foci	Listening and reading for a purpose; holding thinking and then discussing purpose Sample purposes include: Text-to-self, Text-to-word connections Central idea Key details Summarize Generate questions Infer characters' intentions Interpret figurative language Evaluate literary elements
Print Processing Intervention Foci	Reading with intonation in oral and silent reading Repeated readings Reader's theatre Building stamina and perseverance
HillRAP Leveled Literacy Intervention (LLI)	

2. Sign and date the form.

8/22/15

LEA Superintendent **Date**

Todd Wirt

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

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: **Pamlico County Schools** LEA Number: **690**

1. List all the reading interventions schools provided in the 2014-15 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).

The following interventions were used with students at Fred A. Anderson Elementary School who had a retained reading label and/or in the 3/4 transition classroom:

- A retired Elementary Reading Specialist was hired to specifically work with the identified students and their teachers during each day (90 minutes each classroom- there were two).
- The CORE Diagnostic assessment was administered to all students who were retained for reading.
- Based upon the results of this assessment and the identified skills deficits, an individualized remediation plan was developed for each student.
- Intervention was provided in all 5 areas of reading using many of the Reading Foundations Training Materials.
- Students were placed in the Reading Tutors fluency building program.
- Magic Treehouse books were used as the decodable texts.
- A-Z Leveled Readers were also used.
- Continued to assess, benchmark, progress monitor with Amplify (DibelsNext and Reading 3D) – school system purchased licenses and materials for both grades 4 and 5.

2. Sign and date the form.

LEA Superintendent _____ Date 8/25/15

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

Reading Interventions Report
2014–15 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: Elizabeth City-Pasquotank Public Schools LEA Number 700

1. List all the reading interventions schools provided in the 2014-15 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).

-Reading Interventions - 30 Minutes daily (BEAR Time- School Mascot)
-Certified Tutors
-Small Groups
-Inclusion/Resource (EC Students)
-Read to Achieve Passages/Portfolios
-mClass Assessments (Data driven decisions)
-90 minutes of uninterrupted ELA Blocks
-Guided Reading
-PEPs for Academically at-risk students
-Progress Monitoring (mClass)
-Remediation/Acceleration time
-Study Island (Research-based website)
-RAZ Kids Individualized Online Program
-Afterschool Tutoring
-Benchmark testing
-Reading A to Z for small group differentiated instruction
-Differentiated and needs driven instruction (students would read and write with materials on their current acheivement level.
-Literacy stations
~Fluency - We used Quickreads and word lists
~Reader Response questions - open ended with support from text
~Informational passages on Science -
~Word Work - Students investigated multiple meaning words, affixes, root words, context clues
-Close Reading Strategies
~modeled, scaffolded, independent
-Read Aloud and
modeled metacognitive strategies of good readers
-Questioning and Oral Discussion
-Schoolnet

2. Sign and date the form

Tony L. Cotton ---------- 8/26/15 ----------
LEA Superintendent Date

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

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: Pender County Schools LEA Number: 710

1. List all the reading interventions schools provided in the 2014-15 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).

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

2. Sign and date the form.

   _____ _____
   LEA Superintendent Date

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

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: Perquimans_____ LEA Number_____720_____

1. List all the reading interventions schools provided in the 2014-15 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).

Corrective Reading
Access to leveled text through Big Universe and Reading A-Z
Istation--individualized lessons via the iPad and with teacher-directed lessons
Enriching Panthers, an after school program with additional reading support
HELPS Fluency passages
Carbo Reading
Vocabulary building via Quizlet

2. Sign and date the form.

_____ _____
LEA Superintendent **Date** 08/13/15

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

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: _Person County Schools_____ LEA Number___730_____

1. List all the reading interventions schools provided in the 2014-15 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).

The following reading interventions were provided to students in our ¾ transition classes:

- 90 minute uninterrupted literacy block
- 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 Achieve300 (Kidbiz) Kidbiz is a differentiated nonfiction reading and writing instructional tool that is precisely tailored to each student's Lexile® reading level.
- Guided Reading (Small Group) instruction tailored to the individual reading level of students
- Now What Tools from the Amplify mClass Reading 3D system
- Florida Center for Reading Research (FCRR) Foundational Skills/Comprehension Activities

2. Sign and date the form.

Danny H. Newman _____ 7/9/2015 _____

LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: ____Pitt_____ LEA Number_____740_____

1. List all the reading interventions schools provided in the 2014-15 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).

- R3D Now What Tools
- Istation specific targeted interventions to meet individual student needs in reading
- Remediation
- Utilized vocabulary-building strategies
- Flex grouping for intensive reading instruction
- Instructional Coach support for students
- Extended Reading Passages-scaffolding

2. Sign and date the form.

_____ _____8/12/15_____
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Polk County LEA Number 750

1. List all the reading interventions schools provided in the 2014-15 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).

Polk County Schools will provide the following interventions:

- Special placement with highly trained teacher
- Additional instructional time on literacy
- Title I services
- ESL Services
- Reading 3D assessments
- Level Literacy Intervention
- After School
- Tutoring
- Summer School
- Reading Camp

2. Sign and date the form.

William J. Miller Sept. 1, 2015

LEA Superintendent Date

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

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: Randolph County School System LEA Number: 760

1. List all the reading interventions schools provided in the 2014-15 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).

- Classworks
  - Classworks is an interactive, online program that allows teachers to individualize instruction for every student. Based on a universal screener, Classworks identifies where students are struggling in reading and helps teachers create a path to success for each student. In addition, this program is computer adaptive - it adjusts the level of the text based on student's results.
- Achieve 3000
  - Achieve 3000 is an interactive, online program that delivers daily differentiated nonfiction reading and writing instruction tailored to each student's Lexile reading level. Based on the programs screener, students are given access to text and comprehension questions on their level. This program is computer adaptive - it adjusts the level of the text based on student's results.
- Specialized and individualized instruction provided by certified reading specialists
  - Certified reading specialists met with individual or small groups of students based on Reading 3D benchmark and progress monitoring data. Areas of need in reading were identified prior to placing students into groups. Groups were flexible. Reading specialists followed Dr. Jan Richardson's guided reading lesson structure and used the Leveled Literacy Intervention text.
- Tutoring provided by Highly-Qualified certified teachers
  - Highly-qualified certified teachers met with individual students or small groups based on areas of need in reading. Dr. Jan Richardson's guided reading lesson structure was used, as well as leveled text. Reading 3D data was used to place students into 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 student's areas of need in reading. Reading 3D data was used to place students into groups.

- Fountas and Pinnell Guided Reading
  - The Fountas and Pinnell guided reading structure was used in some classrooms to meet the reading needs of students. Teachers used Reading 3D data to form flexible groups that were based on the strengths, needs and background knowledge of the students.
- Fountas & Pinnell Leveled Literacy Intervention System (LLI)
  - Leveled Literacy Intervention (LLI) was used by Reading Specialists within Randolph County. LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.
- Debbie Diller Literacy Stations
  - Debbie Diller Literacy Stations were used during the guided reading block to help provide additional support for students struggling in reading. Stations were differentiated based on the individual needs of the student and were adjusted frequently. Some stations focused on fluency, decoding (phonic skills), vocabulary and comprehension.
- Journeys Write-In Readers (Houghton Mifflin Harcourt)
  - The Journeys Write-In Readers is a part of the Journeys basal program. It is a consumable workbook that was used with struggling readers. It helps students with vocabulary and gives them the opportunity to apply other reading skills and strategies.

2. Sign and date the form.

_____ _____8/12/15_____

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: _____Richmond County Schools_____LEA Number_____770

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

iReady
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 Initiatives - Word Walls, Explicit teaching academic vocabulary through multiple methods, prefix - suffix - root word work, vocabulary anchor charts focus on synonyms and antonyms, vocabulary gradient, semantic mapping, semantic feature analysis, compound word work, context clue strategies (PAVE Procedure - Predict - Associate - Verify - Evaluate),
Daily Fluency Checks
Paired Reading, Readers Theater, Choral Reading
Differentiated Lexiled Text
Maze Practice - cloze reading selections
Anticipation Guides
Read Aloud
Story Structures
Prediction Worksheets
Text Structures and Features
Paragraph Shrinking
Rule-Based Summary

2. Sign and date the form.

Cindy Goodman _____ 8-4-15 _____
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: __Roanoke Rapids Graded Schools _____ LEA Number_____421_____

1. List all the reading interventions schools provided in the 2014-15 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).
   Below is a list of reading interventions provided at Manning and Belmont Elementary Schools in Roanoke Rapids Graded School District.
   Florida Centre for Reading Research Fluency, Vocabulary, and Comprehension Lessons
   Sustained Silent Reading
   Anticipation Guide Templates
   Summarizing Templates
   Close Reading
   KWL Template
   Words Their Way
   Reading A to Z
   Formula #3
   IXL
   Academy of Reading
   Easy CBM Activities
   Fry Frequency
   Road to the Code
   Comprehension Lessons from ReadWorks.org
   Comprehension Lessons from Options Publishing
   Phonics and Vocabulary Activities from the Texas Primary Reading Inventory Intervention Guide
   Phonics Activities from Pat Cunningham
   Fluency Activities from Dr. Tim Rasinski
   Guided Reading Lessons using Leveled Readers

Sign and date the form.

_____ 8/27/2015
LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Public Schools of Robeson County LEA Number 780

1. List all the reading interventions schools provided in the 2014-15 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).

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

2. Sign and date the form.

LEA Superintendent 8-31-15 Date

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

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: Rockingham County Schools LEA Number 790

1. List all the reading interventions schools provided in the 2014-15 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).

Rockingham County Schools provided the following interventions and support:

- Leveled Literacy Intervention Instruction
- Wilson Reading Groups
- Pull-Out reading intervention in Accelerated class situations
- Push-In reading intervention services in Transition class situations
- Intensive reading instruction and progress monitoring through Amplify/Reading 3D
- Small Group leveled instruction with tutors and support staff in conjunction with the Balanced Literacy Model

2. Sign and date the form.

LEA Superintendent _____ Date 7-28-15

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

Reading Interventions Report
2014–2015 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: Rowan-Salisbury School System LEA Number 800

1. List all the reading interventions schools provided in the 2014-15 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).

   - Provided 90 minutes of uninterrupted reading instruction to all students in the ¾ transitional classes
   - Provided supplemental reading support by Title I reading specialists based on need
   - Strengthened foundational reading skills using Orton-Gillingham strategies during small group instruction
   - Used the Reading 3D Now What? tools to provided guided instruction for students in areas of need
   - Conducted small guided reading groups focused on fundamental reading strategies
   - Created intervention groups targeted on specific reading skills that were areas of concern
   - Implemented breakfast buddies (small group or individual) to focus on specific reading skills that were areas of concern before school for students arriving early
   - Used digital programs (Lexia, Waterford, etc.) to provide additional time for students to practice reading skills outside of the regular literacy block
   - Expanded opportunities to interact with text by use of digital resources such as Reading A-Z and Big Universe
   - Regrouped students during intervention time to provide additional instruction for students based on their specific need as identified by Reading 3D data and teacher anecdotal notes
   - Used the RtI process to identify students in need of additional academic support and provide interventions
   - Utilized Title 1 reading teachers to provide additional instruction in multiple ways: (1) working in the classroom two hours a week helping with classwork; (2) pulling the students from class 45 minutes a week to work in a small group; (3) analyzing data from students' third grade portfolios to see where the needs were greatest; (4) used instructional portfolio passages from each standard; and (5) used Common Core board, card, and interactive games to review skills

- Met with students several times a week to remediate with 4th grade reading concepts, used data from Discovery Education assessments to address further areas of improvement
- Instructed using the Merrill Linguistic program which includes word recognition skills (pattern words and sight words) and comprehension skills (main idea, details, drawing conclusions, multiple meanings, and sequencing).
- Implemented Fast Phrases (fluency/timed)
- Conducted small group targeted instruction based on analyis of DE test results
- Utilized RtA instructional practice passages (20 minutes/daily)
- Incorporated targeted reading interventions using Teacher Created Materials Kits, Levels 3 and 4
- Provided SRA Corrective Reading instruction for students in need outside of the regular (90 minute) literacy block
- Utilized Reading A-Z resources
- Provided extended time for English Language Arts
- Intructed during the literacy block using best practices of guided reading
- Provided skill-based remediation from Title 1 school staff
- Used Soar to Success to provide additional instruction
- Provided additional instruction utilizing SRA Reading Mastery
- Researched and used Florida Center for Reading Research (FCRR) phonics strategies with students based on need

2. Sign and date the form.

Lyn P. Moody _____ Sept. 1, 2015 _____

LEA Superintendent **Date**

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

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: **Rutherford County Schools** LEA Number: **810**

1. List all the reading interventions schools provided in the 2014-15 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).

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

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

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. Sign and date the form.

Janet H Mason 8-27-15

LEA Superintendent **Date**

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

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: Sampson County Schools LEA Number: 820

1. List all the reading interventions schools provided in the 2014-15 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).

Intervention	Description
Modeling	The teacher explicitly models proficient reading skills to students, using think-alouds to promote students metacognition of reading.
Reading Skill Intervention Groups: 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	Based on student assessment data, the teacher plans various engaging lessons making decisions on frequency and intensity based on the students' reading needs.
Imagine Learning	This computer-based intervention program allows instruction for the five reading components to be customized to the student's need.
Learning Stations	Based on student assessment data, the teacher plans various practice exercises. Rotation plans can be customized for the student's need.

Reading Interventions Report
2014–15 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: _____Scotland _____ LEA Number_____830_____

1. List all the reading interventions schools provided in the 2014-15 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).

- **My teachers mostly did small, guided reading groups with these kids using leveled texts that were appropriate for them based off of their mClass data.**
- **Task Cards**
- **Differentiation in classwork**
- **FCRR Stations for Comprehension**
- **Inference Board Game**
- **3rd Grade Scoot Pad Practice**
- **Last year I pulled those children in a variety of ways. I used one-on-one, small group, and peer tutors. I also had a retired teacher come in twice a week that worked with them one-on-one and in small groups. We did a lot of closed readings, decoding skills, and fluency passages. Their work was modeled every day and differentiated. They had readings based on their lexile levels.**

2. Sign and date the form.

Randal K. Harper _____ 8-31-15 _____

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: __Stanly County_____ LEA Number____840_____

1. List all the reading interventions schools provided in the 2014–15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- 90-minute literacy block included:
  - work stations with appropriate activities to address students' needs
  - one-on-one conferencing with students
  - guided reading groups
  - level text at appropriate student levels

- Guided Reading (small group, direct instruction) based on students' level and needs:
  - focused on decoding skills-6 syllable types, prefixes/suffixes, etc.
  - Burst Reading activities (from "Small-group Advisor" on mCLASS)
  - fluency practice – rereading text for fluency; Readers Theater
  - building comprehension – Comprehension Toolkit activities
  - written comprehension practice – TRC question stems

- Tutoring – one-on-one & small group (direct) instruction based on students' level and needs
- mCLASS interventions & progress monitoring, based on individual student needs in the following areas:
  - CLS (correct letter sounds) including a focus on vowel sounds & patterns; practice with phoneme segmentation; Elkonin boxes
  - NWF (nonsense word fluency – FCRR activities (fcrr.org)
  - WWR (whole words read
  - fluency practice – Great Leaps

- Words Their Way – individualized by students' needs
- "Core Phonics Survey" administered & used as a guide for instruction during tutoring & guided reading groups
- Reading 3D "Now What lessons
- fluency checks
- Intervention Central Interventions (interventioncentral.org)
- Small group instruction using CLOSE reading strategies
- Corrective Reading

2. Sign and date the form.

[signature] 8/28/15 Terry Griffin
LEA Superintendent **Date**

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

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: Stokes County Schools LEA Number 850

1. List all the reading interventions schools provided in the 2014-15 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).

   - Third/Fourth Grade Transitional Class Only.

2. Sign and date the form.

   Ronnie Mendenhall 8-10-15

   LEA Superintendent **Date**
   Mr. Ronnie Mendenhall

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

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: Surry County School LEA Number 860

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- iReady - Students completed individualized lessons on the iReady computer program throughout the year.
- EC Class - Students attended an EC class on their individualized level that specialized in reading and written comprehension skills.
- ESL Class - Students attended an ESL class on their individualized level that specialized in language development for English as a second language.
- Title One Reading - Students worked with the title one reading specialist to development their individualized reading behaviors (chunking, fluency, oral and written comprehension, etc.).
- Tutoring Session - Students attended a tutoring session to receive additional support on grade level content.
- Now What Lessons - Teachers used Now What lessons from Reading 3D with small groups to increase students' understanding and usage of reading skills.

Reading Interventions Report
2014–15 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: Swain County LEA Number: 870

1. List all the reading interventions schools provided in the 2014-15 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).

- Data-based instructional grouping
- Letterland skills retaught. (syllable types)
- TAG time - skill based instruction
- Writing in response to text every day
- Say it -Move it
- Phoneme manipulation
- Phoneme segmentation and blending
- Oral Fluency Repeated Reading
- Sight word fluency
- Vocabulary mapping
- Wide Reading
- Word lines
- Frayer Maps
- Graphic organizers for comprehension - t- charts, top-down webs
- Summarization

2. Sign and date the form.

Sam Pattillo _____ 7/29/2015 _____
LEA Superintendent Date

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

Reading Interventions Report
2014--15 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: Thomasville City Schools LEA Number 292

List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

- Small group 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

1. Sign and date the form.

Apfue Martin 8-28-15

LEA Superintendent Date

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

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: Transylvania County LEA Number 880

1. List all the reading interventions schools provided in the 2014-15 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).

- Personal Education Plans developed for every child who needs one
- Individual/Small group time with the reading specialists - three times per week for a minimum of 30 minutes
- Tier Team for students
- Wilson Fundations at different levels (both on and off grade level for specific students needs)
- Additional mClass Reading 3D Progress Monitoring for those students who need it
- SRA Reading (at a child's appropriate level)
- Researched based activities (from a plethora of sources, one noteable is the Florida Center for Reading Research - http://www.fcrr.org/)
- Reading of written text to self (Recorded and then played back repeatedly to show growth) in the second half of the year
- Preview/Pre-teaching of materials with Reading Specialists
- After school homework lab for identified students who are behind/need assistance
- Brevard College education majors working with students using Florida Center for Reading Research materials (such as Fast Phrases)
- SRA Corrective Reading 40 minutes per day in small group
- Reading Mastery 5 days per week;40 minutes per day
- FCRR fluency and phonics 4 days per week; 40 minute sessions
- Curriculum Associates 3 days per week; 40 minute sessions
- Frye's Fluency Phrases and Dolch Sight Word practice
- Guided Reading (Fountas and Pinnell model): 5 days per week/ 30 minutes/ small group of 3
- Wilson Reading Instruction: 5 days per week/40 minutes/small group of 5 students
- Wilson Fluency: 3 times per week/1:1 setting
- Read with Reading Intervention Teacher: 2 days per week/30 minutes/ 1:1 setting
- Individual and Small group time with reading specialist: 3 times per week for 30 minutes
- Reading of written text to self (Recorded and then played back to show growth
- Preview and preteaching of materials
- After school homework lab

Reading Interventions Report
2014–15 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: __Tyrrell_____ LEA Number_____890_____

1. List all the reading interventions schools provided in the 2014-15 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).

- Learning stations developed to work with all students which allowed for focus on Retained reading students in small groups. Stations focused on skills such as phonics, vocabulary, fluency and comprehension.
- Additional small group time with students to focus on third grade reading standards
- In school (during "specials" rotation) and after school tutoring

2. Sign and date the form.

_____ 8-24-15
LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: _____Union County_____ LEA Number____900_____

1. List all the reading interventions schools provided in the 2014-15 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).
    - 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.

Reading Interventions Report
2014–15 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: ____Vance County Schools_____ LEA Number_ 910_____

1. List all the reading interventions schools provided in the 2014-15 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).

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.

The web based motivational program, RAZ kids, was implemented to facilitate an increase in student time spent interacting with text.

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
- Co-teaching with a highly trained teacher of reading for a period of the day
- A focus on foundational word attack skills from particular programs like Reading Mastery, Words Their Way, and RAVE O

2. Sign and date the form.

_____ 8-27-15
LEA Superintendent Date

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

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: Wake County Public School System LEA Number 920

1. List all the reading interventions schools provided in the 2014-15 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).

Expectations:

Every class will be 90 minutes of uninterrupted reading instruction
Small group instruction will occur twice daily for the students with reading retained label
Collaboration meetings will occur regularly to discuss students with reading retained label that were served by other teachers
All ¾ transition teachers will attend district training
Teachers will communicate regularly with parents of students with reading retained label
All 4th grade students will be administered the DIBELS assessments (DORF and DAZE)

Teacher Professional Learning:

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

- **2 ½ Training Days** 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

Teacher Resources Provided to deliver research-based strategies:

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

2. Sign and date the form.

LEA Superintendent _____ Date 8/28/15

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

Reading Interventions Report
2014–15 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: Warren County Schools LEA Number 930

1. List all the reading interventions schools provided in the 2014–15 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).

   Warren County Schools' provided reading interventions to students who were retained during the 2014-2015 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
   - Guided Reading Instruction: Use of Leveled reading materials (Scholastic and Fontas & Pinnell)
   - Think-Alouds, QAR (Question Answer Relationships) instruction, Graphic organizers, sequencing activities, questioning practices, etc… to build comprehension skills
   - Word studies to support 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
   - Direct vocabulary instruction on activities with compound words, synonyms and antonyms, homophones and homographs, etc... to build student vocabulary
   - Use of semantic mapping
   - Standards based instructional passages

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 to assist with providing a comprehensive intervention session to enhance a student's reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

2. Sign and date the form.

   LEA Superintendent **Date** 8/31/2015

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

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: Washington County Schools LEA Number: 940

1. List all the reading interventions schools provided in the 2014-15 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).

Pines Elementary:

- **Lexia** (30 min. per day): Addresses the five core areas of reading. Research can be found at: http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_FINAL.pdf
- **Sylvan Learning Center** (30-45 min. per day): tutors provided daily interventions focused on foundational skills. Sylvan research can be found at: http://www.sylvanresearchinstitute.com/pdf/SRI_Language_Arts_FINAL.pdf
- **Small group instruction**: teachers used information from Reading 3-D benchmarks and formative assessments to group students and work with them on deficit foundational skills and appropriate guided reading levels on a daily basis. All students were engaged in small group instruction and students needing remediation/intervention met with the teacher for additional time each day.

Creswell Elementary:

- **Small group instruction**: teachers used information from Reading 3-D benchmarks and formative assessments to group students and work with them on deficit foundational skills and appropriate guided reading levels on a daily basis. All students were engaged in small group instruction and students needing remediation/intervention met with the teacher for additional time each day.
- **American Reading Company**: 4th-6th graders received daily interventions as identified via formative assessments provided by the ARC. Results and research can be found at: http://www.americanreading.com/research-and-results/case-studies/

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

LEA Name: Watauga LEA Number: 950

1. List all the reading interventions schools provided in the 2014-15 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).

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

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

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

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

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

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

2. Sign and date the form.

LEA Superintendent	**Date** 7/13/15

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

Reading Interventions Report
2014–15 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: Wayne County Public Schools LEA Number 960

1. List all the reading interventions schools provided in the 2014-15 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).

Guided Reading
iReady
Tutoring (Peer and Title I)
Computer Assisted Instruction
Cooperative Groups
Small Group Instruction
Corrective Reading
Homework without Tears
Literacy Specific Instruction

2. Sign and date the form.

LEA Superintendent Date July 9, 2015

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

Reading Interventions Report
2014–15 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: Weldon City Schools LEA Number 422

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

   - Small group guided reading on students' instructional level and foundational skills (West Virgina Phonics)
   - Small group Read to Achieve (RTA) instructional passage review and discussion
   - Current level, targeted phonics support and practice
   - FCRR (Florida Center for Reading Research) interventions in phonics, fluency, vocabulary and comprehension
   - Achieve 3000 on level informational text (online program)
   - Focused remediation of 3rd grade standards
   - Small group remedial pull-outs focused on skill deficiencies
   - Explicit instruction with grade level text and skill level text targeting comprehension and critical thinking
   - Slower paced lessons for mastery of skills needed to show profiency

2. Sign and date the form

   Anita D. Wells 08/27/15

   LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: Whiteville City Schools LEA Number 241

1. List all the reading interventions schools provided in the 2014-15 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).

Dibels Progress Monitoring and Assessment
90 minute Small group reading instruction
Student Personalized Education Plan (PDP)
RAV-O Intensive Reading Program
Vocabulary Study
Instructional Grouping (Small group intense interventions)

2. Sign and date the form.

Charles K Gilbert 8/12/15

LEA Superintendent Date

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

Reading Interventions Report
2014–15 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: _____Wilkes County Schools_____ LEA Number_____970_____

1. List all the reading interventions schools provided in the 2014-15 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).

Mastery Reading
Corrective Reading
Fundations (MFES and CCW)
Discover Intensive Phonics
McMillian McGraw Hill Treasures
Direct Instruction
Small group Instruction

Florida Center For Reading- Fluency and Comprehension activities with trained tutors

2. Sign and date the form.

Marty T. Kennedy _____ 9/1/15 _____
LEA Superintendent Date

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

Reading Interventions Report
2014–15 School Year

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

LEA Name: Wilson County Schools LEA Number: 980

1. List all the reading interventions schools provided in the 2014-15 school year to students who have been retained (i.e., students with a retained reading label placed in a third-grade accelerated reading class, placed in a ¾ transition class, and placed in a fourth-grade accelerated reading class).

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

2. Sign and date the form.

   _____ 8/20/15

   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Yadkin County Schools LEA Number 990

1. List all the reading interventions schools provided in the 2014-15 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).

   - Additional small group reading instruction based on instructional reading level
   - Focus groups during I/E period using mClass and other assessment results to form groups
   - Differentiated homework
   - Study Island
   - Waterford
   - Imagine Learning
   - Corrective Reading
   - During-the-day tutoring by retired teachers using leveled texts

2. Sign and date the form.

   _____ 7-2-15
   LEA Superintendent **Date**

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

Reading Interventions Report
2014–15 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: Yancey County Schools LEA Number 995

1. List all the reading interventions schools provided in the 2014-15 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).

A.) Read Well - Voyager Sopris - K-2/3 Program
B.) Learning A-Z - Reading / Vocabulary Intervention Tools
C.) Wilson Just Words
D.) Wilson Fundations Intervention Tools
E.) Jr. Great Books - Discussion - Comprehension Tools

2. Sign and date the form.

Tony Foster
LEA Superintendent

8-11-15
Date

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

Conclusions

This report included two basic components:

1. Accountability Measures reporting on proficiency rates and retentions
2. Reading Interventions used by districts for retained students in 2014-15

An analysis and comparison of both reports reveal similarities within districts that are the most successful in moving students toward proficiency by the end of third grade. Similar processes, strategies, and methods (such as those listed below) could be used as a model for other districts to emulate.

Prevalent practices used by the most successful districts:

- Direct and focused instruction on the foundational skills in reading – phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Intervention and tutoring time outside of the normal reading block
- Small group and individualized instruction
- Targeted instruction aligned to the individual needs of the student

These practices were reiterated throughout the Reading Interventions reports of the districts with very successful proficiency rates. The common practices emphasize the need for teachers to ensure that students have sound foundational reading skill development in order to understand increasingly complex text and vocabulary. Students who are struggling in reading need extra time and individualization through small intervention groups and tutoring. The data teachers collect on students should be used to plan and target instruction for each student.