



HOUSE BILL 673: Modify Read to Achieve

**This Bill Analysis
reflects the contents
of the bill as it was
presented in
committee.**

2015-2016 General Assembly

Committee:	House Education - K-12	Date:	April 28, 2015
Introduced by:	Reps. Glazier, L. Johnson, Horn, Meyer	Prepared by:	Denise Adams
Analysis of:	First Edition		Legislative Analyst

SUMMARY: *House Bill 673 would make modifications to the Read to Achieve Program.*

CURRENT LAW: Part 1A of Article 8 of Chapter 115C of the General Statutes establishes the Read to Achieve Program (Program). The Program requires that a student who fails to demonstrate third grade reading proficiency on a State-approved standardized test of reading comprehension must be retained in third grade, unless the student meets one of certain good cause exemptions to the retention requirement. Exemptions include limited English proficiency, disability, demonstrated proficiency on an alternative reading test or student portfolio, or multiple retentions. Parents of students not demonstrating reading proficiency are encouraged to enroll their student in a reading camp provided by the local school administrative unit. Retained students may be promoted upon a showing of reading proficiency on an alternative assessment. Retained students are provided with a successful reading teacher in an accelerated reading or transitional third and fourth grade classroom where specific reading instruction takes place. Students demonstrating reading proficiency by November 1 may be promoted midyear under a policy developed by the State Board of Education (SBE). Parents must be notified of third grade retention policies, and must be given monthly written reports regarding student progress for retained students.

BILL ANALYSIS:

Section 1 would make the following changes to definitions in the Read to Achieve Program:

- Alternative assessment: would establish September 15th as the annual deadline by which the SBE would be required to complete the required review and approval process of alternative assessments.
- Student reading portfolio: would make several terminology changes to clarify that student reading portfolios should be used to assess a student's "proficiency" rather than "ability" or "mastery" and proficiency should be judged on "reading standards" rather than "benchmarks." Section 1 would modify the threshold to show proficiency in the portfolio process, and would also limit the use of student reading portfolios to certain students.

Section 2 provides that an LEA using the student reading portfolio process established by the SBE must limit the use of the portfolio process only to certain students as determined by the school's principal, in consultation with the student's teacher and parents, and must discontinue administration of the portfolio practices whenever a student is not demonstrating reading proficiency.

Section 3 would require that if parents do not enroll students not demonstrating reading proficiency in a reading camp, the parent must notify the school in which the student is enrolled of any alternative

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reading interventions or instructional supports that will be provided to the student to achieve proficiency. Section 3 would also provide that students who attended reading camp continuously for a minimum of 64 hours of instructional time be placed in a transitional third and fourth grade class combination.

Section 4 would require that principals must hold at least one information session within the first 30 days of school regarding the requirement for reading proficiency for third grade students.

EFFECTIVE DATE: The act would be effective when it becomes law and applies beginning with the 2015-2016 school year.