



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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TO LEA Superintendents
Charter School Directors

FROM David Stegall, Ed. D *DS*
Deputy Superintendent of Innovation

Tara Galloway, Ph.D. *TWG*
Director of K-3 Literacy

READ TO ACHIEVE READING CAMP

North Carolina General Statutes §115C-83.8 and §115C-83.11. require eligible students to be encouraged to attend a Read to Achieve reading camp.

G.S. §115C-83.8. Successful reading development for retained students.

(a) Parents or guardians of students not demonstrating reading proficiency shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student not demonstrating reading proficiency shall make the final decision regarding a student's reading camp attendance. Local school administrative units shall provide at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students on an alternative assessment or through a student reading portfolio process approved by the State Board of Education prior to retaining the student.

G.S. §115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.

(a) Parents or guardians of a student *demonstrating reading proficiency* appropriate for a third grade student as provided under G.S. 115C-83.7 or a first or second grade student *demonstrating appropriate developmental abilities in reading comprehension* may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

(b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrating reading comprehension below grade level under G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s. 8.48(d).)

As this is the first year of statewide implementation of Istation's ISIP assessment, there is limited data to determine a proficiency level for students in first and second grades. For students in first and second grades for the 2019-20 school year, eligible students for summer reading camp are those whose ISIP test score is in either **Level 1** or **Level 2**. At the conclusion of this school year,

K-3 Literacy Division

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

a review of the statewide ISIP test data and the End-of-Grade 3 Reading Test data will provide evidence for setting a performance score for first, second, and third grade students.

The following chart provides the performance scores for first, second, and third grades for the **2019-20** school year

Since ISIP ER is available monthly, students can now demonstrate reading proficiency by obtaining the requirement **any month** during the school year.

Priority Enrollment in Reading Camp (Level 1 and Level 2)							
Middle of Year (MOY)				End of Year (EOY)			
	ISIP ER Overall Score		Reading Comprehension Subtest		ISIP ER Overall Score		Reading Comprehension Subtest
First Grade	210 and below	OR	BR65L and below	First Grade	218 and below	OR	65L and below
Second Grade	226 and below	OR	200L and below	Second Grade	231 and below	OR	280L and below
Students in third grade who do not meet any of the following pathways: BOG, State Board Approved Alternative Assessment, Read to Achieve Reading Portfolio, Read to Achieve Assessment, Good Cause Exemption, EOG, EOG Retest, or ISIP ER (EOY = 258 on ISIP ER overall OR 725L on Reading Comprehension Subtest)							
Also Eligible for Consideration for Enrollment in Reading Camp (Level 3)							
Middle of Year (MOY)				End of Year (EOY)			
	ISIP ER Overall Score		Reading Comprehension Subtest		ISIP ER Overall Score		Reading Comprehension Subtest
First Grade	219 and below	OR	85L and below	First Grade	228 and below	OR	230L and below
Second Grade	237 and below	OR	380L and below	Second Grade	241 and below	OR	445L and below

DPI recognizes that public school units have finite resources for summer reading

- Public schools exercise discretion and local expertise to maximize intervention opportunities for students.
- DPI strongly encourages districts to target Level 1 and Level 2 students for priority enrollment.
- Public schools should craft appropriate messages to parents in order to encourage them to consider summer camp options with school personnel and other summer reading interventions that could benefit students.

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Please share this information with your principals and school test coordinators. If you have any questions or need further clarification regarding information contained in this memo, please contact Tara Galloway at tara.galloway@dpi.nc.gov. The K-3 Literacy team sent information to the RtA contacts in each district to provide an opportunity for support with instructional planning for a successful Reading Camp.

c: Mark Johnson, State Superintendent
Dr. Bev Emory, Deputy Superintendent of District and Regional Support
Dr. Tammy Howard, Director, Accountability
Dr. Angie Mullennix, Director of Innovation Strategy
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