

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2019

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SENATE BILL 438  
Education/Higher Education Committee Substitute Adopted 4/17/19  
House Committee Substitute Favorable 7/10/19  
Fourth Edition Engrossed 7/22/19

Short Title: Excellent Public Schools Act of 2019.

(Public)

Sponsors:

Referred to:

April 2, 2019

1 A BILL TO BE ENTITLED  
2 AN ACT TO MODIFY THE IMPLEMENTATION OF THE NORTH CAROLINA READ TO  
3 ACHIEVE PROGRAM IN ORDER TO ATTAIN STATEWIDE READING  
4 PROFICIENCY BY THE THIRD GRADE.

5 The General Assembly of North Carolina enacts:

6  
7 **PART I. TITLE**

8 **SECTION 1.** This act shall be known as the "Excellent Public Schools Act of 2019."  
9

10 **PART II. ESTABLISH INDIVIDUAL READING PLANS AND A DIGITAL**  
11 **CHILDREN'S READING INITIATIVE**

12 **SECTION 2.(a)** G.S. 115C-83.6(a) reads as rewritten:

13 "(a) Kindergarten, first, second, and third grade students shall receive high-quality core  
14 reading instruction and shall be assessed with valid, reliable, formative, and universal screening  
15 measures for literacy, using valid and reliable formative and diagnostic reading assessments  
16 made available to local school administrative units by the State Board of Education pursuant to  
17 G.S. 115C-174.11(a). Difficulty with reading development identified through administration of  
18 formative and diagnostic assessments shall be addressed with instructional supports and  
19 services. services as follows:

- 20 (1) An Individual Reading Plan (IRP) shall be developed for any student  
21 identified to be below grade level based on the results of either (i) the first  
22 diagnostic or formative assessment of the school year or (ii) the first  
23 diagnostic or formative assessment of the second semester of the school year.  
24 The IRP shall be continually adjusted based on multiple data sources as  
25 prescribed by the Department of Public Instruction indicating that the student  
26 is not progressing toward grade-level standards in one or more critical reading  
27 skills. Based on the most recently collected data, the IRP shall include the  
28 following information, specific to the identified student:  
29 a. The specific reading skill deficiencies identified by assessment data.  
30 b. Goals and benchmarks for growth.  
31 c. The means by which progress will be monitored and evaluated.  
32 d. The specific additional instructional services and interventions the  
33 student will receive.



- 1           e.       The evidence-based reading instructional programming the teacher  
 2               will implement to address oral language, phonological and phonemic  
 3               awareness, phonics, vocabulary, fluency, and comprehension.  
 4           f.       Any additional services the teacher deems appropriate to accelerate the  
 5               student's reading skill and development.  
 6       (2)   A student's parent or guardian shall be given notice that the student has been  
 7           identified to be in need of support due to a deficit in one or more critical  
 8           reading skills and that an IRP has been developed. The notice shall provide  
 9           the parent or guardian the following:  
 10          a.       Specific strategies that can be easily understood and implemented to  
 11               assist the student in achieving reading competency.  
 12          b.       Encouragement to select one or more strategies for use at home that  
 13               build on the student's interests and are most likely to engage the  
 14               student and result in reading improvement.  
 15          c.       Direction to free online or hardcopy literacy resources that can be  
 16               accessed via a prominently displayed area on the home page of the  
 17               primary Web site maintained by the Department of Public Instruction  
 18               and by the local school administrative unit.

19       Parents or guardians of first and second grade students demonstrating one or more deficits in  
 20 critical reading comprehension below grade level skills as identified through assessments  
 21 administered pursuant to this subsection shall be encouraged to enroll their student in a reading  
 22 camp provided by the local school administrative unit. Parents or guardians of a student identified  
 23 as demonstrating one or more deficits in critical reading comprehension below grade level skills  
 24 shall make the final decision regarding a student's reading camp attendance."

25       **SECTION 2.(b)** The Department of Public Instruction shall develop a Digital  
 26 Children's Reading Initiative (Initiative) for the purpose of increasing the percentage of school  
 27 children throughout the State who are reading proficiently by the end of third grade. The Initiative  
 28 shall assist parents, guardians, and family members in cultivating confident, proficient, lifelong  
 29 readers by providing free tools and resources that can be easily incorporated into everyday life.

30       The Initiative may utilize existing third-party resources by providing selected links to  
 31 thoroughly vetted, high-quality resources. Links shall be specifically categorized by skill  
 32 deficiency and grade level so that parents, guardians, and family members can be quickly  
 33 connected to effective resources targeted to each student's needs. The Department of Public  
 34 Instruction shall frequently monitor all resources linked to the Initiative to ensure that all links  
 35 are up-to-date and that resources remain consistent with the purpose set out in this section. All  
 36 resources included in the Initiative shall be available to the public without required login  
 37 credentials and shall be accessible directly through a prominently displayed area on the home  
 38 page of the Department's Web site. The Initiative shall make home activities, printables, and  
 39 games available on the following literacy skills, as appropriate for each grade level:

- 40           (1)   Phonemic awareness.  
 41           (2)   Phonics.  
 42           (3)   Vocabulary.  
 43           (4)   Fluency.  
 44           (5)   Comprehension.  
 45           (6)   Oral language.

46       No later than January 15, 2020, the Department of Public Instruction shall disseminate  
 47 the fully developed Digital Children's Reading Initiative to all local school administrative units.  
 48 Each local school administrative unit shall make Initiative resources accessible directly through  
 49 a prominently displayed area on the home page of the unit's Web site no later than July 1, 2020.  
 50 Local school administrative units may compile and add additional high-quality resources that  
 51 meet the requirements of this section to those provided to them by the Department of Public

1 Instruction. Printable activities shall be provided in hard copy by the local school administrative  
2 unit to students who do not have digital access at home and may be provided to all students as a  
3 supplement to digital resources.

4 **SECTION 2.(c)** This section is effective when it becomes law and applies beginning  
5 with the 2020-2021 school year.

6  
7 **PART III. COMPREHENSIVE PLAN TO IMPROVE THE DELIVERY OF LITERACY**  
8 **INSTRUCTION IN THE NORTH CAROLINA PUBLIC SCHOOLS**

9 **SECTION 3.(a)** The Superintendent of Public Instruction shall convene a task force  
10 with members of the Board of Governors of The University of North Carolina, the State Board  
11 of Community Colleges, the North Carolina Independent Colleges and Universities, the State  
12 Board of Education, and the Professional Educator Preparation and Standards Commission, or  
13 their designees, which may include representatives from their respective agencies, to develop a  
14 Comprehensive Plan to Improve Literacy Instruction (Plan) with clear goals to ensure that  
15 literacy instruction provided in the North Carolina public schools is evidence-based, designed to  
16 improve outcomes for children in gaining early literacy skills, and consistently delivered by  
17 teachers. The Plan shall include strategies on using the latest research on evidence-based  
18 instruction that leads to student learning in the public schools and the components essential to  
19 early learning success and preparation for educators in literacy instruction. The Plan shall also  
20 recommend (i) changes to existing State programs in early childhood education, elementary  
21 education, educator preparation, and professional development for teachers and (ii) new  
22 initiatives to facilitate the State reaching the goals set forth in the Plan. The task force shall review  
23 national and international early literacy research, programs, and initiatives, including the  
24 successes and setbacks of these efforts in increasing student reading proficiency by the end of  
25 third grade, when considering the strategies and recommendations to be included in the Plan. In  
26 developing the Plan, the Superintendent, in consultation with the Board of Governors, the State  
27 Board of Community Colleges, the North Carolina Independent Colleges and Universities, the  
28 State Board of Education, and the Professional Educator Preparation and Standards Commission,  
29 shall consider at least the following:

- 30 (1) Research on early childhood learning, including early literacy instruction, to  
31 define skills and competencies for early learning and literacy educators to  
32 improve educator preparation program design.
- 33 (2) Alignment of preservice educator preparation for early learning instruction  
34 with actual classroom instruction, including clinical experiences, that reflect  
35 well-designed, effective educator preparation programs for early learning  
36 instruction.
- 37 (3) Evidence-based methods of training in educator preparation programs that use  
38 individualized learning models, including Individual Reading Plans as  
39 described in G.S. 115C-83.6, to support literacy education for all students,  
40 including economically disadvantaged students, English language learners,  
41 and children with disabilities.
- 42 (4) The minimum number of credit hours in literacy instruction that an educator  
43 preparation program shall include in its course of study. This shall include  
44 whether phonics instruction is adequately integrated into the course of study  
45 or if a separate course dedicated to phonics instruction is needed.
- 46 (5) Professional development models that focus on training educator preparation  
47 program faculty and teachers throughout their careers on evidence-based  
48 instruction in literacy that is consistent with the most recent standards and  
49 curriculum established by the State and well-designed, effective educator  
50 preparation programs.

- 1 (6) The number and type of continuing education credits related to literacy that  
2 the State should require for the renewal of a teacher license.
- 3 (7) Implementation by teachers and local school administrative units of the most  
4 recent standards and curriculum for evidence-based literacy instruction and  
5 resources provided by the Department of Public Instruction for individual  
6 schools and local school administrative units.
- 7 (8) Literacy resources and programs for parents and families as part of the  
8 delivery of literacy instruction by teachers in the public schools.
- 9 (9) Best practices related to teachers using literacy assessment and diagnostic  
10 tools and the use of data systems to monitor students' progress towards literacy  
11 goals and identify students at risk of not meeting those goals.
- 12 (10) Best practices for literacy interventions for students in kindergarten through  
13 third grade that focus on intentional instruction in foundational literacy skills,  
14 including phonemic awareness, phonics, vocabulary, fluency, comprehension,  
15 and oral language.
- 16 (11) Implications for teacher licensure and other teaching credentials, including  
17 potential incentives and compensation, related to changes to existing State  
18 programs and new initiatives to facilitate the State reaching the goals set forth  
19 in the Plan.

20 **SECTION 3.(b)** The Superintendent shall report to the Joint Legislative Education  
21 Oversight Committee by March 15, 2020, on the Plan developed in accordance with this section  
22 and the legislative changes necessary to implement the Plan, including recommendations on  
23 requirements for educator preparation programs on using evidence-based literacy instruction in  
24 the course of study for the purposes of State Board of Education authorization of programs and  
25 State support for well-designed professional development programs in early learning and literacy  
26 instruction.

27 **SECTION 3.(c)** G.S. 115C-83.4 reads as rewritten:

28 "**§ 115C-83.4. Comprehensive plan for reading achievement to improve literacy**  
29 **instruction.**

30 (a) ~~The State Board of Education shall develop, implement, and continuously evaluate a~~  
31 ~~adopt the comprehensive plan to improve reading achievement literacy instruction in the public~~  
32 ~~schools. The plan shall be based on reading instructional practices with strong evidence of~~  
33 ~~effectiveness in current empirical research in reading development. The plan shall be developed~~  
34 ~~with the active involvement of teachers, college and university educators, parents and guardians~~  
35 ~~of students, and other interested parties. The plan shall, when appropriate to reflect research,~~  
36 ~~include revision of the standard course of study or other curricular standards, revision of teacher~~  
37 ~~licensure and renewal standards, and revision of teacher education program standards.~~  
38 schools, as required by the Excellent Public Schools Act of 2019, developed by the task force convened by  
39 the Superintendent of Public Instruction with members of the Board of Governors of The  
40 University of North Carolina, the State Board of Community Colleges, the North Carolina  
41 Independent Colleges and Universities, the State Board of Education, and the Professional  
42 Educator Preparation and Standards Commission.

43 The Plan shall reflect the requirements of the Excellent Public Schools Act of 2019 and shall  
44 include clear goals to ensure that literacy instruction provided in the North Carolina public  
45 schools is evidence-based, designed to improve outcomes for children in gaining early literacy  
46 skills, and consistently delivered by teachers. The Plan shall include strategies on using the latest  
47 research on evidence-based instruction that leads to student learning in the public schools and  
48 the components essential to early learning success and preparation for educators in literacy  
49 instruction, including requirements that early literacy training be evidence-based, systemic and  
50 explicit, based on the science of reading, and designed to improve outcomes for children in  
51 gaining early literacy skills.

1 (b) The Superintendent of Public Instruction, in consultation with the State Board of  
 2 Education—Education, shall report biennially to the Joint Legislative Education Oversight  
 3 Committee by October 15 of each even-numbered year on the implementation, evaluation, and  
 4 revisions to the comprehensive plan for reading achievement to improve literacy instruction and  
 5 shall include recommendations for legislative changes to enable implementation of current  
 6 empirical research in reading development-literacy instruction."

7  
 8 **PART IV. PROFESSIONAL DEVELOPMENT IN LITERACY INSTRUCTION**  
 9 **PROVIDED BY NCCAT**

10 **SECTION 4.(a)** G.S. 115C-296.5 reads as rewritten:

11 "**§ 115C-296.5. North Carolina Center for the Advancement of Teaching; powers and**  
 12 **duties of trustees; reporting requirement.**

13 (a) The North Carolina Center for the Advancement of Teaching (hereinafter called  
 14 "NCCAT"), through itself or agencies with which it may contract, shall:shall ensure that teachers  
 15 receive professional development programs in accordance with the following:

16 (1) Provide—NCCAT shall prioritize the delivery of early learning and literacy  
 17 instruction services through increasing the number of teachers participating in  
 18 their evidence-based professional development programs in early learning and  
 19 literacy instruction that meet the goals for literacy instruction established in  
 20 the State's Comprehensive Plan to Improve Literacy Instruction, as defined in  
 21 G.S. 115C-83.4.

22 (1a) career—NCCAT shall provide teachers with other opportunities to study  
 23 advanced topics in the sciences, arts, and humanities and to engage in  
 24 informed discourse, assisted by able mentors and outstanding leaders from all  
 25 walks of life; andlife.

26 (2) Offer—NCCAT shall offer additional opportunities for teachers to engage in  
 27 scholarly pursuits through a center dedicated exclusively to the advancement  
 28 of teaching as an art and as a profession.

29 (b) Priority for admission to NCCAT opportunities shall be given to teachers with  
 30 teaching experience of 15 years or less.

31 (c) NCCAT may also provide training and support for beginning teachers to enhance  
 32 their skills and in support of the State's effort to recruit and retain beginning teachers.

33 (d) The Board of Trustees of the North Carolina Center for the Advancement of Teaching  
 34 shall hold all the powers and duties necessary or appropriate for the effective discharge of the  
 35 functions of NCCAT.

36 (e) The Executive Director shall submit a copy of the NCCAT annual report to the  
 37 Superintendent of Public Instruction and the Chair of the State Board of Education at the time of  
 38 issuance. The report shall include at least the following information:

39 (1) The number of teachers served by NCCAT's professional development  
 40 programs by the type of program offered, including the number of teachers  
 41 participating in the early learning and literacy instruction professional  
 42 development programs and the increase in the number of teachers served from  
 43 the prior year.

44 (2) Evaluation data on the programs offered by NCCAT, including the  
 45 satisfaction of the teachers and the local school administrative units with the  
 46 quality and effectiveness of those programs."

47 **SECTION 4.(b)** The North Carolina Center for the Advancement of Teaching  
 48 (NCCAT) shall collaborate with the Department of Public Instruction and educator preparation  
 49 programs selected by The University of North Carolina System Office in designing professional  
 50 development programs to offer to North Carolina teachers that align with the most recent  
 51 standards and curriculum for literacy instruction in kindergarten through third grade. NCCAT

1 shall also meet the goals and recommendations set forth in the Comprehensive Plan to Improve  
2 Literacy Instruction developed pursuant to Section 3 of this act for the purposes of meeting the  
3 requirements of G.S. 115C-296.5, as amended by this section.

4 **SECTION 4.(c)** Subsection (a) of this section becomes effective July 1, 2020, and  
5 applies to programs offered by NCCAT on or after that date.

6  
7 **PART V. LITERACY TRAINING COURSEWORK FOR EDUCATOR PREPARATION**  
8 **PROGRAM APPROVAL**

9 **SECTION 5.(a)** G.S. 115C-269.20(a) reads as rewritten:

10 "(a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and  
11 reflect a rigorous course of study that is aligned to State and national standards, the State Board  
12 shall require at least the following minimum requirements with demonstrated competencies in  
13 its rules:

14 ...

15 (2) EPPs providing training for elementary education teachers shall include the  
16 following:

17 a. Adequate coursework in the teaching of ~~reading, writing, and~~  
18 mathematics.

19 a1. Coursework in the teaching of reading and writing that is approved by  
20 the State Board of Education as high-quality, evidence-based training  
21 for the preparation of educators that meets the goals for literacy  
22 instruction established in the State's Comprehensive Plan to Improve  
23 Literacy Instruction, as provided in G.S. 115C-83.4.

24 b. Assessment prior to licensure to determine if a student possesses the  
25 requisite knowledge in scientifically based reading, writing, and  
26 mathematics instruction that is aligned with the State Board's  
27 expectations.

28 c. Instruction in application of formative and summative assessments  
29 within the school and classroom setting through technology-based  
30 assessment systems available in State schools that measure and predict  
31 expected student improvement.

32 (3) EPPs providing training for elementary and special education general  
33 curriculum teachers shall ensure that students receive instruction in early  
34 literacy intervention strategies and practices that are aligned with State and  
35 national reading standards and the goals for literacy instruction established in  
36 the State's Comprehensive Plan to Improve Literacy Instruction, as provided  
37 in G.S. 115C-83.4, and shall include the following:

38 a. Instruction in the teaching of reading, including a substantive  
39 understanding of reading as a process involving oral language,  
40 phonological and phonemic awareness, phonics, fluency, vocabulary,  
41 and comprehension. Instruction shall include appropriate application  
42 of instructional supports and services and reading interventions to  
43 ensure reading proficiency for all students.

44 b. Instruction in evidence-based assessment and diagnosis of specific  
45 areas of difficulty with reading development and of reading  
46 deficiencies.

47 c. Instruction in appropriate application of instructional supports and  
48 services and reading interventions to ensure reading proficiency for all  
49 students.

50 ...."

1           **SECTION 5.(b)** This section applies to educator preparation programs applying for  
2 approval or renewing approval on or after July 1, 2020.

3  
4 **PART VI. ALIGN LITERACY CURRICULUM AND INSTRUCTION WITH READ TO**  
5 **ACHIEVE**

6           **SECTION 6.(a)** The State Board of Education and the Department of Public  
7 Instruction shall develop or identify literacy curriculum and instruction standards to ensure that  
8 methods throughout the State are consistent and closely aligned with the objectives of Part 1A of  
9 Article 8 of Chapter 115C of the General Statutes (Read to Achieve). Based on the goals and  
10 recommendations of the Comprehensive Plan to Improve Literacy Instruction developed  
11 pursuant to Section 3 of this act, the State Board and the Department shall incorporate only the  
12 most effective evidence-based literacy curriculum and instruction methods into the standards  
13 developed. No later than June 30, 2020, the State Board shall provide to local boards of education  
14 (i) the standards developed, (ii) a model literacy curriculum that meets the standards developed,  
15 and (iii) an example of a literacy curriculum that would not meet the standards developed and  
16 explanatory guidance on why it would not meet the standards.

17           Each local school administrative unit shall evaluate its literacy curriculum and  
18 instruction and shall modify as necessary to adhere to the standards developed by the State Board  
19 or adopt the model literacy curriculum model provided by the State Board. No later than  
20 December 15, 2020, and in a form prescribed by the State Board, each local school administrative  
21 unit shall submit to the State Board a concise explanation of its literacy curriculum and  
22 instruction, as aligned with the standards developed by the State Board.

23           **SECTION 6.(b)** Service Support Coordinators, or other appropriate staff as  
24 determined by the Department of Public Instruction, shall work to ensure that the standards  
25 developed by the State Board are implemented statewide by reviewing the curriculum of each  
26 local school administrative unit in each service area and by consulting with each local school  
27 administrative unit as needed to bring literacy instruction into compliance. Review and  
28 modification of all literacy instruction statewide shall be complete no later than November 15,  
29 2021. Modifications shall be implemented into curriculum and instruction as soon as possible,  
30 and all curriculum and instruction as modified under this section shall be in place beginning with  
31 the 2022-2023 school year.

32  
33 **PART VII. APPROVE LOCAL READING CAMP PLANS**

34           **SECTION 7.(a)** The State Board of Education and the Department of Public  
35 Instruction shall conduct an analysis of reading camps throughout the State in order to determine  
36 which reading camp activities and instructional methods are most effective in furthering reading  
37 development. Based on this analysis, the State Board and the Department shall develop reading  
38 camp standards that incorporate the most effective activities and instructional methods. No later  
39 than December 15, 2019, the State Board shall report to the Joint Legislative Education Oversight  
40 Committee on the standards developed in accordance with this section and any recommended  
41 legislation to further improve the effectiveness of reading camps and shall publish the standards.

42           **SECTION 7.(b)** Beginning with reading camps corresponding to the 2019-2020  
43 school year, each local school administrative unit shall submit to the Department of Public  
44 Instruction a plan for the operation of its reading camps no later than March 1, 2020. Each plan  
45 shall include information about the local school administrative unit's efforts to staff reading  
46 camps with the most qualified teachers possible, including the unit's efforts to attract teachers  
47 associated with high growth in reading based on EVAAS data and teachers who have earned a  
48 reading bonus. As part of their plans, local school administrative units are encouraged to partner  
49 with other local school administrative units and with community organizations to enhance  
50 reading camps.

1 The Department shall review each local school administrative unit's plan and provide  
2 feedback as necessary to ensure that each reading camp throughout the State (i) provides  
3 instruction that is closely aligned with the goals of Part 1A of Article 8 of Chapter 115C of the  
4 General Statutes (Read to Achieve), (ii) meets the minimum requirements provided in  
5 G.S. 115C-83.3(4a), as amended by subsection (c) of this section, and (iii) complies with the  
6 reading camp standards published by the State Board of Education. The Department shall provide  
7 feedback to local school administrative units, including feedback on efforts to attract highly  
8 qualified teachers, no later than May 15, 2020. The Department may provide a form to local  
9 school administrative units for the purpose of submitting their plans for review, and local school  
10 administrative units shall submit their plans on the form, if provided by the Department for this  
11 purpose.

12 **SECTION 7.(c)** G.S. 115C-83.3(4a) reads as rewritten:

13 "(4a) "Reading camp" means an additional educational program outside of the  
14 instructional calendar provided by the local school administrative unit to (i)  
15 any third grade student who does not demonstrate reading proficiency and (ii)  
16 any first or second grade student who demonstrates reading comprehension  
17 below grade level as identified through administration of formative and  
18 diagnostic assessments in accordance with G.S. 115C-83.6. Parents or  
19 guardians of the student not demonstrating reading proficiency or  
20 demonstrating reading comprehension below grade level shall make the final  
21 decision regarding the student's reading camp attendance. Reading camps  
22 shall (i) offer at least 72 hours of reading instruction to yield positive reading  
23 outcomes for participants; (ii) be taught by compensated, licensed teachers  
24 selected based on demonstrated student outcomes in reading proficiency or in  
25 improvement of difficulties with reading development; and (iii) allow  
26 volunteer mentors to read with students at times other than during the 72 hours  
27 of reading instruction. ~~The 72 hours of reading instruction shall be provided  
28 over no less than three weeks for students in schools using calendars other  
29 than year-round calendars."~~

30 **SECTION 7.(d)** Article 8 of Chapter 115C of the General Statutes is amended by  
31 adding a new section to read:

32 **§ 115C-83.6A. Approval of reading camp plans.**

33 (a) Each local school administrative unit shall submit to the Department of Public  
34 Instruction a plan for the operation of its reading camps no later than October 1. Each plan shall  
35 include information about the local school administrative unit's efforts to staff reading camps  
36 with the most qualified teachers possible, including the unit's efforts to attract teachers associated  
37 with high growth in reading based on EVAAS data and teachers who have earned a reading  
38 bonus. The plan shall incorporate any feedback received from the Department on the previous  
39 year's plan. As part of their plans, local school administrative units are encouraged to partner  
40 with other local school administrative units and with community organizations to enhance  
41 reading camps.

42 (b) The Department of Public Instruction shall review each local school administrative  
43 unit's plan and approve only those reading camps that (i) provide instruction that is closely  
44 aligned with the goals in this Part, (ii) meet minimum requirements as provided in  
45 G.S. 115C-83.3(4a), and (iii) comply with the reading camp standards published by the State  
46 Board of Education. No later than February 15, the Department shall notify each local school  
47 administrative unit of approval or denial of its plan and shall provide feedback if the plan is  
48 denied. No later than March 15, if its plan was denied, a local school administrative unit may  
49 submit an amended plan to the Department of Public Instruction. The Department shall notify  
50 the local school administrative unit if the amended plan is approved or denied no later than April  
51 15.



1       (c) State-provided reading camp funds shall not be released to any local school  
2 administrative unit for which a reading camp plan has not been approved by the Department of  
3 Public Instruction by April 15. Any local school administrative unit denied approval shall use  
4 local funds to fulfill the requirement to provide a reading camp as provided in this Part."

5           **SECTION 7.(e)** Subsection (d) of this section applies beginning with the 2020-2021  
6 school year to reading camps corresponding to that school year.

## 7 8 **PART VIII. PHASE OUT CERTAIN ALTERNATIVE ASSESSMENTS**

9           **SECTION 8.** Based on data collected pursuant to G.S. 115C-83.10 and any other  
10 data useful for this purpose, the State Board of Education shall analyze the passage rates for  
11 alternative assessments in order to determine the comparative utility of each alternative  
12 assessment. No later than January 15, 2020, the State Board shall submit a report to the Joint  
13 Legislative Education Oversight Committee on the results of its analysis, along with any  
14 recommendations to eliminate certain alternative assessments.

## 15 16 **PART IX. ENHANCE DATA COLLECTION**

17           **SECTION 9.(a)** The Department of Public Instruction shall create a uniform  
18 template for all data collected pursuant to Part 1A of Article 8 of Chapter 115C of the General  
19 Statutes (Read to Achieve), beginning with data collected during the 2013-2014 school year and  
20 for each school year thereafter. The template shall include clear designations for each data  
21 component reported. A numerical value shall be provided for all data values pertaining to  
22 school-wide measures, including those data values reporting fewer than 10 students. Where a  
23 measure is disaggregated in a manner that may allow the identity of a student to be disclosed,  
24 data values reporting 10 or fewer students may be suppressed to protect student privacy. Data  
25 values that are suppressed for this purpose shall be denoted in a different manner than data values  
26 left incomplete or unreported. Data values shall be compiled for each data component for each  
27 school year, beginning with the 2013-2014 school year, and shall be provided to the Joint  
28 Legislative Education Oversight Committee in the uniform template created pursuant to this  
29 subsection no later than April 15, 2020.

30           **SECTION 9.(b)** G.S. 115C-83.6(a2) reads as rewritten:

31       "(a2) The Department of Public Instruction shall provide for EVAAS analysis all formative  
32 and diagnostic assessment data collected pursuant to this section for kindergarten through third  
33 grade. The Department shall use a uniform template for all data collected, and the template shall  
34 be used each time data is provided. The template shall include clear designations for each data  
35 component reported."

36           **SECTION 9.(c)** This section applies beginning with the 2019-2020 school year and  
37 shall include the reporting of required data from the 2018-2019 school year.

## 38 39 **PART X. ALLOW CEUS AND RETIREES FOR READING CAMP INSTRUCTION**

40           **SECTION 10.(a)** A teacher who has earned a reading bonus and who provides  
41 instruction throughout a full reading camp shall be deemed to have completed two continuing  
42 education credits related to literacy, as required by G.S. 115C-270.30(b)(2).

43           **SECTION 10.(b)** Notwithstanding G.S. 115C-83.3(4a), for reading camps  
44 corresponding to the 2019-2020 school year, students attending reading camp may be taught by  
45 retired classroom teachers of kindergarten through third grade, based on demonstrated outcomes  
46 in reading proficiency or in improvement of difficulties with reading development. A retired  
47 teacher may begin providing reading camp instruction at the conclusion of the six-month period  
48 immediately following the effective date of retirement and shall be compensated at a rate of two  
49 thousand dollars (\$2,000) upon completion of the camp.

## 50 51 **PART XI. EXPAND WOLFPACK WORKS PROGRAM**

1           **SECTION 11.(a)** From the funds appropriated to the Department of Public  
2 Instruction for the 2019-2021 fiscal biennium for the Excellent Public Schools Act, Read to  
3 Achieve Program, the Superintendent of Public Instruction shall contract with North Carolina  
4 State University to continue the Wolfpack WORKS pilot program (Wolfpack WORKS) during  
5 the 2019-2020 and 2020-2021 school years and may include in the contract expansion of  
6 Wolfpack WORKS, in accordance with the best interests of the students of the State, as  
7 determined by the Superintendent. The Superintendent of Public Instruction may also use funds  
8 appropriated for the Excellent Public Schools Act, Read to Achieve Program, to expand  
9 Wolfpack WORKS by collaborating with any other constituent institutions of The University of  
10 North Carolina, in accordance with the best interests of the students of the State, as determined  
11 by the Superintendent.

12           Constituent institutions of The University of North Carolina participating in activities  
13 under this section shall not charge indirect facilities and administrative costs against the funding  
14 provided pursuant to this section.

15           By March 15 of each year that funds are used for the purposes described in this  
16 section, the Department of Public Instruction shall submit a report to the Joint Legislative  
17 Education Oversight Committee that includes the following:

- 18           (1) A list of the local school administrative units and the schools within each unit  
19 that participated, along with the total number of local school administrative  
20 units and schools participating.
- 21           (2) The total number of elementary school teachers that participated.
- 22           (3) A summary of activities completed.
- 23           (4) The results of any evaluations performed on the Wolfpack WORKS pilot  
24 program.

25           **SECTION 11.(b)** This section becomes effective July 1, 2019.

## 27 **PART XII. AUTHORIZE LOCAL BOARDS OF EDUCATION TO SELECT K-3** 28 **DIAGNOSTIC ASSESSMENTS**

29           **SECTION 12.(a)** G.S. 115C-83.6(a), as amended by subsection 2.(a) of this act,  
30 reads as rewritten:

31           "(a) Kindergarten, first, second, and third grade students shall receive high-quality core  
32 reading instruction and shall be assessed with universal screening measures for literacy, using  
33 valid and reliable formative and diagnostic reading assessments made available to local school  
34 administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Within  
35 funds available, a local board of education may select different assessments for these purposes  
36 that otherwise meet the criteria of this section. Difficulty with reading development identified  
37 through administration of formative and diagnostic assessments shall be addressed with  
38 instructional supports and services as follows:

- 39           (1) An Individual Reading Plan (IRP) shall be developed for any student  
40 identified to be below grade level based on the results of either (i) the first  
41 diagnostic or formative assessment of the school year or (ii) the first  
42 diagnostic or formative assessment of the second semester of the school year.  
43 The IRP shall be continually adjusted based on multiple data sources as  
44 prescribed by the Department of Public Instruction indicating that the student  
45 is not progressing toward grade-level standards in one or more critical reading  
46 skills. Based on the most recently collected data, the IRP shall include the  
47 following information, specific to the identified student:
  - 48           a. The specific reading skill deficiencies identified by assessment data.
  - 49           b. Goals and benchmarks for growth.
  - 50           c. The means by which progress will be monitored and evaluated.

- 1 d. The specific additional instructional services and interventions the  
2 student will receive.
- 3 e. The evidence-based reading instructional programming the teacher  
4 will implement to address oral language, phonological and phonemic  
5 awareness, phonics, vocabulary, fluency, and comprehension.
- 6 f. Any additional services the teacher deems appropriate to accelerate the  
7 student's reading skill and development.
- 8 (2) A student's parent or guardian shall be given notice that the student has been  
9 identified to be in need of support due to a deficit in one or more critical  
10 reading skills and that an IRP has been developed. The notice shall provide  
11 the parent or guardian the following:
- 12 a. Specific strategies that can be easily understood and implemented to  
13 assist the student in achieving reading competency.
- 14 b. Encouragement to select one or more strategies for use at home that  
15 build on the student's interests and are most likely to engage the  
16 student and result in reading improvement.
- 17 c. Direction to free online or hardcopy literacy resources that can be  
18 accessed via a prominently displayed area on the home page of the  
19 primary Web site maintained by the Department of Public Instruction  
20 and by the local school administrative unit.

21 Parents or guardians of first and second grade students demonstrating one or more deficits in  
22 critical reading skills as identified through assessments administered pursuant to this subsection  
23 shall be encouraged to enroll their student in a reading camp provided by the local school  
24 administrative unit. Parents or guardians of a student identified as demonstrating one or more  
25 deficits in critical reading skills shall make the final decision regarding a student's reading camp  
26 attendance."

27 **SECTION 12.(b)** G.S. 115C-174.11(a) reads as rewritten:

28 "(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The  
29 State Board of Education shall develop, adopt, and provide to the local school administrative  
30 units developmentally appropriate individualized assessment instruments aligned with the  
31 standard course of study and Part 1A of Article 8 of this Chapter for the kindergarten, first,  
32 second, and third grades. Local school administrative units shall use these assessment  
33 instruments provided to them by the State ~~Board~~ Board, or selected by the local board of  
34 education pursuant to G.S. 115C-83.6(a), for kindergarten, first, second, and third grade students  
35 to assess progress, diagnose difficulties, and inform instruction and remediation needs. Local  
36 school administrative units shall not use standardized tests for summative assessment of  
37 kindergarten, first, and second grade students except as required as a condition of receiving  
38 federal grants."

39 **SECTION 12.(c)** This section is effective when it becomes law and applies  
40 beginning with the 2019-2020 school year.

41  
42 **PART XIII. EFFECTIVE DATE**

43 **SECTION 13.** Except as otherwise provided, this act is effective when it becomes  
44 law.