

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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SENATE BILL 438
Education/Higher Education Committee Substitute Adopted 4/17/19

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.
34 e. The evidence-based reading instructional programming the teacher
35 will implement to address oral language, phonological and phonemic
36 awareness, phonics, vocabulary, fluency, and comprehension.



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1 f. Any additional services the teacher deems appropriate to accelerate the
2 student's reading skill and development.

3 (2) A student's parent or guardian shall be given notice that the student has been
4 identified to be in need of support due to a deficit in one or more critical
5 reading skills and that an IRP has been developed. The notice shall provide
6 the parent or guardian the following:

7 a. Specific strategies that can be easily understood and implemented to
8 assist the student in achieving reading competency.

9 b. Encouragement to select one or more strategies for use at home that
10 build on the student's interests and are most likely to engage the
11 student and result in reading improvement.

12 c. Direction to free online or hardcopy literacy resources that can be
13 accessed via a prominently displayed area on the home page of the
14 primary Web site maintained by the Department of Public Instruction
15 and by the local school administrative unit.

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

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

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

37 (1) Phonemic awareness.

38 (2) Phonics.

39 (3) Vocabulary.

40 (4) Fluency.

41 (5) Comprehension.

42 (6) Oral language.

43 No later than January 15, 2020, the Department of Public Instruction shall disseminate
44 the fully developed Digital Children's Reading Initiative to all local school administrative units.
45 Each local school administrative unit shall make Initiative resources accessible directly through
46 a prominently displayed area on the home page of the unit's Web site no later than July 1, 2020.
47 Local school administrative units may compile and add additional high-quality resources that
48 meet the requirements of this section to those provided to them by the Department of Public
49 Instruction. Printable activities shall be provided in hard copy by the local school administrative
50 unit to students who do not have digital access at home and may be provided to all students as a
51 supplement to digital resources.

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

3
4 **PART III. COMPREHENSIVE PLAN TO IMPROVE THE DELIVERY OF LITERACY**
5 **INSTRUCTION IN THE NORTH CAROLINA PUBLIC SCHOOLS**

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

- 24 (1) Research on early childhood learning, including early literacy instruction, to
25 define skills and competencies for early learning and literacy educators to
26 improve educator preparation program design.
- 27 (2) Alignment of preservice educator preparation for early learning instruction
28 with actual classroom instruction, including clinical experiences, that reflect
29 well-designed, effective educator preparation programs for early learning
30 instruction.
- 31 (3) Evidence-based methods of training in educator preparation programs that use
32 individualized learning models, including Individual Reading Plans as
33 described in G.S. 115C-83.6, to support literacy education for all students,
34 including economically disadvantaged students, English language learners,
35 and children with disabilities.
- 36 (4) The minimum number of credit hours in literacy instruction that an educator
37 preparation program shall include in its course of study.
- 38 (5) Professional development models that focus on training educator preparation
39 program faculty and teachers throughout their careers on evidenced-based
40 instruction in literacy that is consistent with the most recent standards and
41 curriculum established by the State and well-designed, effective educator
42 preparation programs.
- 43 (6) The number and type of continuing education credits related to literacy that
44 the State should require for the renewal of a teacher license.
- 45 (7) Implementation by teachers and local school administrative units of the most
46 recent standards and curriculum for evidence-based literacy instruction and
47 resources provided by the Department of Public Instruction for individual
48 schools and local school administrative units.
- 49 (8) Literacy resources and programs for parents and families as part of the
50 delivery of literacy instruction by teachers in the public schools.

- 1 (9) Best practices related to teachers using literacy assessment and diagnostics
2 tools and the use of data systems to monitor students' progress towards literacy
3 goals and identify students at risk of not meeting those goals.
- 4 (10) Best practices for literacy interventions for students in kindergarten through
5 third grade that focus on intentional instruction in foundational literacy skills,
6 including phonemic awareness, phonics, vocabulary, fluency, comprehension,
7 and oral language.
- 8 (11) Implications for teacher licensure and other teaching credentials, including
9 potential incentives and compensation, related to changes to existing State
10 programs and new initiatives to facilitate the State reaching the goals set forth
11 in the Plan.

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

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

20 "**§ 115C-83.4. Comprehensive plan for ~~reading achievement~~ to improve literacy**
21 **instruction.**

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

35 The Plan shall reflect the requirements of the Excellent Public Schools Act of 2019 and shall
36 include clear goals to ensure that literacy instruction provided in the North Carolina public
37 schools is evidence-based, designed to improve outcomes for children in gaining early literacy
38 skills, and consistently delivered by teachers. The Plan shall include strategies on using the latest
39 research on evidence-based instruction that leads to student learning in the public schools and
40 the components essential to early learning success and preparation for educators in literacy
41 instruction, including requirements that early literacy training be evidence-based, systemic and
42 explicit, based on the science of reading, and designed to improve outcomes for children in
43 gaining early literary skills.

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

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1 **PART IV. PROFESSIONAL DEVELOPMENT IN LITERACY INSTRUCTION**
2 **PROVIDED BY NCCAT**

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

4 "**§ 115C-296.5. North Carolina Center for the Advancement of Teaching; powers and**
5 **duties of trustees; reporting requirement.**

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

9 (1) ~~Provide~~NCCAT shall prioritize the delivery of early learning and literacy
10 instruction services through increasing the number of teachers participating in
11 their evidence-based professional development programs in early learning and
12 literacy instruction that meet the goals for literacy instruction established in
13 the State's Comprehensive Plan to Improve Literacy Instruction, as defined in
14 G.S. 115C-83.4.

15 (1a) ~~career~~NCCAT shall provide teachers with other opportunities to study
16 advanced topics in the sciences, arts, and humanities and to engage in
17 informed discourse, assisted by able mentors and outstanding leaders from all
18 walks of ~~life~~and life.

19 (2) ~~Offer~~NCCAT shall offer additional opportunities for teachers to engage in
20 scholarly pursuits through a center dedicated exclusively to the advancement
21 of teaching as an art and as a profession.

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

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

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

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

32 (1) The number of teachers served by NCCAT's professional development
33 programs by the type of program offered, including the number of teachers
34 participating in the early learning and literacy instruction professional
35 development programs and the increase in the number of teachers served from
36 the prior year.

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

40 **SECTION 4.(b)** The North Carolina Center for the Advancement of Teaching
41 (NCCAT) shall collaborate with the Department of Public Instruction and educator preparation
42 programs selected by The University of North Carolina System Office in designing professional
43 development programs to offer to North Carolina teachers that align with the most recent
44 standards and curriculum for literacy instruction in kindergarten through third grade. NCCAT
45 shall also meet the goals and recommendations set forth in the Comprehensive Plan to Improve
46 Literacy Instruction developed pursuant to Section 3 of this act for the purposes of meeting the
47 requirements of G.S. 115C-296.5, as amended by this section.

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

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1 **PART V. LITERACY TRAINING COURSEWORK FOR EDUCATOR PREPARATION**
2 **PROGRAM APPROVAL**

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

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

8 ...

9 (2) EPPs providing training for elementary education teachers shall include the
10 following:

11 a. Adequate coursework in the teaching of ~~reading, writing, and~~
12 mathematics.

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

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

22 c. Instruction in application of formative and summative assessments
23 within the school and classroom setting through technology-based
24 assessment systems available in State schools that measure and predict
25 expected student improvement.

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

32 a. Instruction in the teaching of reading, including a substantive
33 understanding of reading as a process involving oral language,
34 phonological and phonemic awareness, phonics, fluency, vocabulary,
35 and comprehension. Instruction shall include appropriate application
36 of instructional supports and services and reading interventions to
37 ensure reading proficiency for all students.

38 b. Instruction in evidence-based assessment and diagnosis of specific
39 areas of difficulty with reading development and of reading
40 deficiencies.

41 c. Instruction in appropriate application of instructional supports and
42 services and reading interventions to ensure reading proficiency for all
43 students.

44"

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

47
48 **PART VI. ALIGN LITERACY CURRICULUM AND INSTRUCTION WITH READ TO**
49 **ACHIEVE**

50 **SECTION 6.(a)** The State Board of Education and the Department of Public
51 Instruction shall develop or identify literacy curriculum and instruction standards to ensure that

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

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

16 **SECTION 6.(b)** Service Support Coordinators, or other appropriate staff as
17 determined by the Department of Public Instruction, shall work to ensure that the standards
18 developed by the State Board are implemented statewide by reviewing the curriculum of each
19 local school administrative unit in each service area and by consulting with each local school
20 administrative unit as needed to bring literacy instruction into compliance. Review and
21 modification of all literacy instruction statewide shall be complete no later than November 15,
22 2021. Modifications shall be implemented into curriculum and instruction as soon as possible,
23 and all curriculum and instruction as modified under this section shall be in place beginning with
24 the 2022-2023 school year.

25 **PART VII. APPROVE LOCAL READING CAMP PLANS**

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

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

43 The Department shall review each local school administrative unit's plan and provide
44 feedback as necessary to ensure that each reading camp throughout the State (i) provides
45 instruction that is closely aligned with the goals of Part 1A of Article 8 of Chapter 115C of the
46 General Statutes (Read to Achieve), (ii) meets the minimum requirements provided in
47 G.S. 115C-83.3(4a), as amended by subsection (c) of this section, and (iii) complies with the
48 reading camp standards published by the State Board of Education. The Department shall provide
49 feedback to local school administrative units, including feedback on efforts to attract highly
50 qualified teachers, no later than May 15, 2020. The Department may provide a form to local
51

1 school administrative units for the purpose of submitting their plans for review, and local school
2 administrative units shall submit their plans on the form, if provided by the Department for this
3 purpose.

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

5 "(4a) "Reading camp" means an additional educational program outside of the
6 instructional calendar provided by the local school administrative unit to (i)
7 any third grade student who does not demonstrate reading proficiency and (ii)
8 any first or second grade student who demonstrates reading comprehension
9 below grade level as identified through administration of formative and
10 diagnostic assessments in accordance with G.S. 115C-83.6. Parents or
11 guardians of the student not demonstrating reading proficiency or
12 demonstrating reading comprehension below grade level shall make the final
13 decision regarding the student's reading camp attendance. Reading camps
14 shall (i) offer at least 72 hours of reading instruction to yield positive reading
15 outcomes for participants; (ii) be taught by compensated, licensed teachers
16 selected based on demonstrated student outcomes in reading proficiency or
17 improvement of difficulties with reading development; and (iii) allow
18 volunteer mentors to read with students at times other than during the 72 hours
19 of reading instruction. ~~The 72 hours of reading instruction shall be provided
20 over no less than three weeks for students in schools using calendars other
21 than year-round calendars."~~

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

24 **"§ 115C-83.6A. Approval of reading camp plans.**

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

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

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

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

50
51 **PART VIII. PHASE OUT CERTAIN ALTERNATIVE ASSESSMENTS**

1 **SECTION 8.** Based on data collected pursuant to G.S. 115C-83.10 and any other
2 data useful for this purpose, the State Board of Education shall analyze the passage rates for
3 alternative assessments in order to determine the comparative utility of each alternative
4 assessment. No later than January 15, 2020, the State Board shall submit a report to the Joint
5 Legislative Education Oversight Committee on the results of its analysis, along with any
6 recommendations to eliminate certain alternative assessments.
7

8 **PART IX. ENHANCE DATA COLLECTION**

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

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

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

28 **SECTION 9.(c)** This section applies beginning with the 2019-2020 school year and
29 shall include the reporting of required data from the 2018-2019 school year.
30

31 **PART X. ALLOW CEUS AND RETIREES FOR READING CAMP INSTRUCTION**

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

35 **SECTION 10.(b)** Notwithstanding G.S. 115C-83.3(4a), for reading camps
36 corresponding to the 2019-2020 school year, students attending reading camp may be taught by
37 retired classroom teachers of kindergarten through third grade, based on demonstrated outcomes
38 in reading proficiency or in improvement of difficulties with reading development. A retired
39 teacher may begin providing reading camp instruction at the conclusion of the six-month period
40 immediately following the effective date of retirement and shall be compensated at a rate of two
41 thousand dollars (\$2,000) upon completion of the camp.
42

43 **PART XI. EXPAND WOLFPACK WORKS PROGRAM**

44 **SECTION 11.(a)** From the funds appropriated to the Department of Public
45 Instruction for the 2019-2021 fiscal biennium for the Excellent Public Schools Act, Read to
46 Achieve Program, the Superintendent of Public Instruction shall contract with North Carolina
47 State University to continue the Wolfpack WORKS pilot program (Wolfpack WORKS) during
48 the 2019-2020 and 2020-2021 school years and may include in the contract expansion of
49 Wolfpack WORKS, in accordance with the best interests of the students of the State, as
50 determined by the Superintendent. The Superintendent of Public Instruction may also use funds
51 appropriated for the Excellent Public Schools Act, Read to Achieve Program, to expand

1 Wolfpack WORKS by collaborating with any other constituent institutions of The University of
2 North Carolina, in accordance with the best interests of the students of the State, as determined
3 by the Superintendent.

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

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

- 10 (1) A list of the local school administrative units and the schools within each unit
11 that participated, along with the total number of local school administrative
12 units and schools participating.
13 (2) The total number of elementary school teachers that participated.
14 (3) A summary of activities completed.
15 (4) The results of any evaluations performed on the Wolfpack WORKS pilot
16 program.

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

18
19 **PART XII. EFFECTIVE DATE**

20 **SECTION 12.** Except as otherwise provided, this act is effective when it becomes
21 law.