North Carolina Read to Achieve
Facilitating Early Grade Reading Proficiency Process

Legislative Component	**Facilitating Early Grade Reading Proficiency:** • K-3 students shall be assessed with valid reliable, formative and diagnostic reading assessments • Assessments and instructional supports shall address the National Reading Panel's research on the Big 5 ideas of reading • LEAs are encouraged to partner with volunteers, mentors, tutors
Action Plan (for LEAs)	• Ensure that all schools in all districts are trained and have correct materials and devices • Check fidelity of implementation of benchmarking and progress monitoring after schools begin using the assessment system • Maintain communication with Regional Consultants about needs, questions, and successes • Analyze data to develop schedules, identify professional development needs, guide and change instruction • Provide instructional supports and intervention strategies to teachers • Develop relationships with community organizations, businesses, and volunteer groups for providing mentors and tutoring
Process (for DPI)	**mCLASS Reading 3D is adopted as the state-wide formative, diagnostic assessment system to be used by all K-3 classroom teachers.** • Train schools not currently using this system during the 2012-2013 school year with the goal of all training completed by April of 2013 • Allocate funding for assessment devices for schools by April of 2013 • Implement mCLASS Reading 3D state-wide with Beginning of Year (BOY) assessment in 2013-2014 for schools by April of 2013 • Deliver student assessment materials by June 2013 • Develop State Board Policy - rules of expectations for this system • Provide access to intervention and instructional strategies to all stakeholders • Utilize universal screening, progress monitoring and data-based decision making as critical components of Responsiveness to Instruction (RtI) framework

Responsibilities of Stakeholders	State:	LEA:	School:	Teachers:
	• Provides funding for devices • Provides funding for subscriptions • Provides funding for student assessment materials • Provides funding for training • Provides funding for "Train the Trainer" substitutes	• Sends two Trainers for each district school to training sessions • Uses allocation funding to choose and purchase devices • Supports implementation of the system	• Allows the two Teacher Trainers at each school to train all K-3 teachers on the system • Uses the administrative reports to inform school decisions	• Implement the full system with fidelity following benchmarking and progress monitoring expectations • Analyze data to develop schedules, identify professional development needs, guide and change instruction