



COLORADO
Department of Education

HB 12-1238

The Colorado READ Act:

The Colorado Reading to Ensure Academic Development Act

Sarah Vance, Senior Literacy Consultant, CDE's P-3 Office

November 13, 2018

CDE's 2017-2022 Strategic Plan

COLORADO DEPARTMENT OF EDUCATION

STRATEGIC PLAN

2017-2022



COLORADO
Department of Education



NOVEMBER 2017



The Four Goals

#1



Reading by Third Grade

#2



Schools Improving

#3



Postsecondary Attainment

#4



Achievement Gap

Five Key Initiatives



Support High Quality Early Learning and Literacy for All Students



Expand Access and Opportunity for Historically Underserved Students



Prioritize and Maximize Support for Schools and Districts Identified for Academic Improvements



Expand High School Options to Ensure All Students are Ready for College and/or Living-Wage Jobs



Develop a Strong Pipeline of High-Quality Teachers and Principals and Provide Deeper Support for School and District Leaders

Guiding Principles

- Equity and Access for All Students
- Flexibility, Choice and Innovation
- Continuous Improvement of systems and structures
- Collaboration and Partnership



ORGANIZATIONAL EXCELLENCE

Underpinning our success with each of our key initiatives will be our commitment to excellence with each of our core programs and operations. By holding ourselves to the highest degree of excellence in customer service and performance, we will effectively implement our key initiatives and accomplish our goals.



P-3 Focus Initiatives



Support High Quality Early Learning and Literacy for All Students



Expand Access and Opportunity for Historically Underserved Students

STRONG FOUNDATIONS



Support High Quality Early Learning and Literacy for All Students

- Research shows that proficiency in reading by the end of third grade enables students to shift from learning how to read to using reading skills to master the more complex subjects in fourth grade and beyond. In fact, students who cannot read by the end of third grade are four times more likely to drop out of high school. By focusing on support for our youngest students and their educators, the department can ensure more students are reading at grade level by the end of third grade and build a strong foundation for continued success in school.

Agenda

- Overview of the READ Act
- READ Act Support



General Overview

- Passed by the Colorado Legislature in the 2012 session, repealing the Colorado Basic Literacy Act.
- Focuses on K-3 literacy development and directs support to students with significant reading deficiency.
- Includes specific guidance regarding literacy assessment and individual intervention plans for students identified with a significant reading deficiency.
- Contains requirements for parent communication and involvement.
- Holds districts and schools accountable for student progress through the Unified Improvement Plan process.
- Includes provisions for retention decisions for students completing grades K-3 with a significant reading deficiency beginning in the 2013 school year.
- Provides funding to support intervention.

Legislative Declaration

- **IT IS THEREFORE THE INTENT OF THE GENERAL ASSEMBLY THAT EACH LOCAL EDUCATION PROVIDER THAT ENROLLS STUDENTS IN KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE WILL WORK CLOSELY WITH THE PARENTS AND TEACHERS OF THESE STUDENTS TO PROVIDE THE STUDENTS THE INSTRUCTIONAL PROGRAMMING, INTERVENTION INSTRUCTION, AND SUPPORT, AT HOME AND IN SCHOOL, NECESSARY TO ENSURE THAT STUDENTS, BY THE COMPLETION OF THIRD GRADE, CAN DEMONSTRATE A LEVEL OF COMPETENCY IN READING SKILLS THAT IS NECESSARY TO SUPPORT THEM IN ACHIEVING THE ACADEMIC STANDARDS AND EXPECTATIONS APPLICABLE TO THE FOURTH-GRADE CURRICULUM. (22-7-1202 (2))**

Video Link

- <https://www.youtube.com/watch?v=gplySQQcNI4>

What is an Significant Reading Deficiency?

- **"SIGNIFICANT READING DEFICIENCY" MEANS THAT A STUDENT DOES NOT MEET THE MINIMUM SKILL LEVELS FOR READING COMPETENCY IN THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND READING COMPREHENSION ESTABLISHED BY THE STATE BOARD FOR THE STUDENT'S GRADE LEVEL.**

SRD Determination

- **Within 30 calendar days, SCREEN all students* with an approved interim assessment.**

**For Kindergarten students, screening must occur within 90 calendar days. If completed within 60 calendar days, may use READ Act assessment to complete literacy portion of school readiness assessment.*

SRD Determination (cont.)

- **Is the score at or below the cut off? If NO, then either:**
 - Student is at low risk for reading difficulties and requires only effective universal/core instruction and ongoing monitoring

OR

- Student demonstrates some level of risk for meeting important reading outcomes, but does not have a significant reading deficiency (SRD). Provide appropriate support and monitor progress through an RtI framework

SRD Determination (cont.)

- If YES, then student is at-risk for meeting important reading outcomes (or significant reading deficiency).
- Next steps include:
 - Administration of an approved diagnostic assessment within 60 calendar days; and
 - Creation of an individualized READ plan using interim and diagnostic results in collaboration with stakeholders including family members.

CDE's READ Act Assessment Timeline

- <https://www.cde.state.co.us/coloradoliteracy/readactassessmenttimeline>

Grade Level Reading Competency

- Per HB 15-1323, students who demonstrate “grade level reading competency” are not required to be assessed throughout the remainder of the year.
- Interim assessment publishers establish the Fall grade level competency cut scores.
- Districts may continue to assess these students according to research-based progress monitoring practices throughout the year.
- <https://www.cde.state.co.us/coloradoliteracy/readinterimassessments>

Diagnostic Assessment Requirement

- IF A TEACHER FINDS, BASED ON A STUDENT'S SCORES ON THE APPROVED READING ASSESSMENTS, THAT THE STUDENT MAY HAVE A SIGNIFICANT READING DEFICIENCY, THE TEACHER SHALL ADMINISTER TO THE STUDENT ONE OR MORE DIAGNOSTIC ASSESSMENTS TO DETERMINE THE STUDENT'S SPECIFIC READING SKILL DEFICIENCIES.

Diagnostic Assessment Timeline

- Diagnostic assessments must be administered to all students designated as having a significant reading deficiency within 60 calendar days of their previous interim assessment.
- Diagnostic assessment information should be used to inform the development of individual student READ plans.

NOTE: Statute requires READ plans be developed upon determination of a significant reading deficiency to inform and drive instruction and intervention.

Diagnostic Assessments

- The State Board of Education has identified several diagnostic assessments which local education providers may use to determine specific reading skill deficiencies.

www.cde.state.co.us/coloradoliteracy/readact/resourcebank

Development of READ Plan

- The READ Act requires the creation and implementation of an individual intervention plan (READ Plan) for students identified as having a significant reading deficiency (SRD).
- Diagnostic assessment(s) must be administered to determine specific deficiencies and data collected from these assessments is used to inform READ plan.
- The READ Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.

What READ Plans Must Include

- The READ Act states READ plans must include:
 - ✓ Specifically what the student is struggling with in reading
 - ✓ Goals for the students to become proficient
 - ✓ How and what instruction the teacher will provide daily for the student (evidence based or scientifically based)
 - ✓ Additional types of instruction and interventions being delivered beyond the daily instruction
 - ✓ How will the teacher progress monitor the student
 - ✓ What the parent will do at home to support the student to become proficient
 - ✓ Any additional services as appropriate and available

READ Plan Implementation

- Throughout the READ plan implementation process, decisions should be made collaboratively between school personnel and parents.
- Parents must receive regular, on-going updates from the student's teacher concerning the results of the intervention instruction and the student's progress in achieving reading competency.
- The student's teacher must review the READ plan at least annually and update or revise the plan as appropriate to facilitate the student's progress in demonstrating reading competency.

READ Plan - 2 or more years

- **If a student has been identified with significant reading deficiencies for a second or subsequent consecutive year, districts/schools shall:**
 - Provide the student with additional, more rigorous strategies and intervention instruction, including more time daily for reading instruction.
 - Ensure student receives reading instruction in conjunction with other subjects.
 - Assign, if practical, a teacher who has expertise in reading with demonstrated effectiveness.
 - With approval of parents, districts/schools may provide mental health support from school psychologist, school social worker, or school counselor.

Removal From a READ Plan

- **EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT A TEACHER CONTINUES TO REVISE AND IMPLEMENT A STUDENT'S READ PLAN UNTIL THE STUDENT ATTAINS READING COMPETENCY, REGARDLESS OF THE STUDENT'S GRADE LEVEL AND REGARDLESS OF WHETHER THE STUDENT WAS ENROLLED WITH THE LOCAL EDUCATION PROVIDER WHEN THE READ PLAN WAS ORIGINALLY CREATED OR THE STUDENT TRANSFERRED ENROLLMENT TO THE LOCAL EDUCATION PROVIDER AFTER THE READ PLAN WAS CREATED.**

Retention as an Intervention

- The READ Act provides information on decisions related to advancement of students with significant reading deficiencies.
- Statute allows retention as an intervention strategy for students who are significantly below grade level at any grade level.
- Parents may request this option at any time and schools/districts may recommend this option at any grade.
- Beginning in 2016-2017, superintendents are allowed to make final decisions related to advancement for students who are completing third grade.
- Local districts may wish to consider establishing advancement decision policies.
- Careful consideration should be given on how to best communicate these policies to parents and families.

Parent Notification and Communication

- Within 45 days before the end of any school year prior to a student's 4th grade year, districts are required to provide parents written notice of the following: 1) Implications of student entering 4th grade with significant reading deficiency and the consideration of retention as a intervention strategy to determine whether the student is able to maintain adequate academic progress in the next grade 2) Identified personnel at the student's school who will work to schedule a date, time, and place for a meeting 3) If parent is not able to meeting, decision making authority is given to the teacher and personnel at the district. Communication should to be in a language understood by the parents.

Exceptions

- **SHALL NOT APPLY IF:**
- **THE STUDENT IS A STUDENT WITH A DISABILITY WHO IS ELIGIBLE TO TAKE THE ALTERNATIVE STATEWIDE ASSESSMENT, OR THE STUDENT IS IDENTIFIED AS HAVING A DISABILITY THAT SUBSTANTIALLY IMPACTS THE STUDENT'S PROGRESS IN DEVELOPING READING SKILLS, RESULTING IN THE STUDENT'S SIGNIFICANT READING DEFICIENCY;**
- **THE STUDENT IS A STUDENT WITH LIMITED ENGLISH PROFICIENCY, AS DEFINED IN SECTION 22-24-103, AND THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS DUE PRIMARILY TO THE STUDENT'S LANGUAGE SKILLS; OR**
- **THE STUDENT IS COMPLETING THE SECOND SCHOOL YEAR AT THE SAME GRADE LEVEL.**

READ Plan Timeline

Student is identified as SRD through interim assessment (30 days) and confirming probe (30 days)

Student is assessed with diagnostic assessment

READ Plan is created with parents and the educational team – updates throughout the year

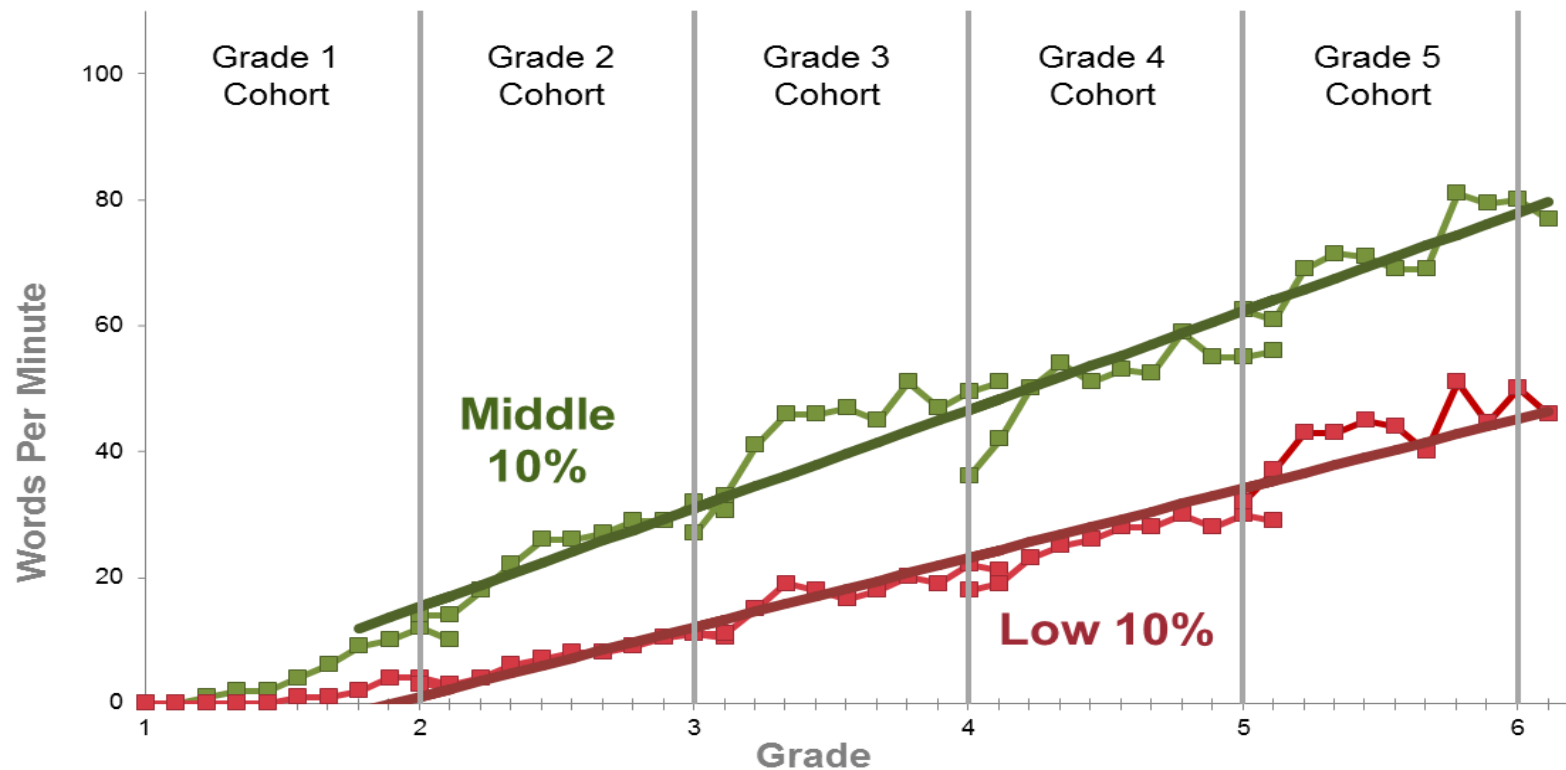
If student is still identified as SRD at the end of the year, the EOY conversation must occur within the last 45 days of school

This process can occur at anytime during the year
READ plan is created immediately upon determination of a significant reading deficiency
Communication should occur throughout the year

Funding

- **A local education provider may use the per-pupil intervention money only as follows:**
 - (I) To provide full-day kindergarten services to students enrolled in one or more of the public schools operated by the local education provider;
 - (II) To operate a summer school literacy program as described in section
 - (III) To purchase tutoring services in reading for students who are receiving instructional services pursuant to READ plans;
 - (IV) To provide other targeted, scientifically based or evidence-based intervention services to students who are receiving instructional services pursuant to READ plans, which services are approved by the department;

READ Act: Prevention is the Key



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]



CDE's READ Act Tools

- The educator resources is how educators can talk to parents and the community about the READ Act, early literacy, including drop-in letters, fact sheets, etc.
- <https://www.cde.state.co.us/communications/tools-readact>
- The parent resources are how parents can talk to their teachers about early literacy, what they can do at home to improve literacy, etc.
- <https://www.cde.state.co.us/coloradoliteracy/generalinfo-parents>

Questions?



COLORADO
Department of Education

[Site Index](#) | [CDE Offices](#) | [Staff Directory](#)

Search



SchoolView | Data & Accountability

Programs & Supports

Teaching & Learning

Policy & Funding

Colorado READ Act Home

Advisory Lists of PD and Programming

Approved Assessments

Dyslexia

Early Literacy Assessment Tool Project

Parent Information

READ Data Collection

Resources

Contact Us

Location

Office of Literacy
201 E. Colfax, Room 106
Denver, CO 80203

READ Act Data Dashboard



View the [dashboard](#) for state, district, school, and financial data.

Home

Contact Us

CDE Staff Contacts

Donna Bright
Program Director
303-866-6002
bright_d@cde.state.co.us

Principal Consultant/Early Literacy Grant Manager
Alex Frazier
Frazier_A@cde.state.co.us
303-866-6016

Whitney Hutton
Literacy Business Analyst
303-866-6421
Hutton_W@cde.state.co.us

Marisa Calzadillas
Literacy Projects Coordinator
303-866-6189
calzadillas_m@cde.state.co.us

Regional Literacy Consultants

Metro Region
Andreia Simon
Simon_A@cde.state.co.us
720-402-6049

Southwest/South Central Regions
Sarah Vance
Vance_S@cde.state.co.us
720-400-3234

Northwest Region
Tracy Handy
Handy_T@cde.state.co.us
720-460-8319

ELAT Manager/Northeast and North Central Regions
Tammy Yetter
Yetter_T@cde.state.co.us
720-955-8055

Pikes Peak Region
Kathy Martin
martin_k@cde.state.co.us
720-556-5089

Like 0