



# Colorado Department of Education Early Literacy Grant

For ELG questions, please email: [hutton\\_w@cde.state.co.us](mailto:hutton_w@cde.state.co.us)

## Early Literacy Grant Reporting Guidance

### SRD Determination Process

Colorado READ Act Statute and Rules detail requirements for screening all K-3 students for risk of a significant reading deficiency. The Colorado READ Act is preventative in nature and is designed to ensure that all Colorado K-3 students meet or exceed grade level reading competency by the end of third grade.

CDE provides guidance in accordance with READ Act statute to help determine the appropriate assessment(s) to use for Multilingual Learners and exceptional students. Local Education Providers (LEPs) should follow both the READ Act and CDE guidance as the first step in the Early Literacy Grant process.

### ELG Reporting Guidelines

For the purpose of reporting progress, grantees should use the mCLASS DIBELS 8th Progress Planning Tool. Grantees should include all students who have a beginning of year and an end of year DIBELS 8th Composite score. This includes students who may have an Individualized Education Plan and Multilingual Learners (MLs) who receive instruction in Spanish or English.

### LEPs Using mCLASS Lectura

- Spanish is the focus of instruction and assessment for students receiving literacy instruction in Spanish. Students should be assessed using mCLASS Lectura.
- Grantees should also assess students in English using DIBELS 8th at the beginning of the year *and* at the end of the year.
- mCLASS Lectura data should be used in conjunction with DIBELS 8<sup>th</sup> data to track reading development in both Spanish and English.
- Students using mCLASS Lectura will be included in any mCLASS DIBELS 8th Progress Planning reporting. Since language allocation guidelines vary (e.g., dual language vs. bilingual TNLI), expected progress across both languages is based on the program model. Data from mCLASS Lectura, DIBELS 8<sup>th</sup> and the Reporte de lenguaje dual can be included in the grantees *ELG reporting*.

### Assess for SRD

Determine the appropriate interim assessment and diagnostic for each student using READ Act statute and CDE guidelines. Follow READ Act assessment timelines and requirements for all K-3 students.

### ELG Specific

Multilingual Learners assessed using Lectura should be tested in English using DIBELS 8 at BOY and EOY to support literacy development across languages. \*ELG guidance includes one additional data point compared to READ Act statute.

### Include

All students who have BOY and EOY DIBELS 8 score should be included in ELG reporting using the Progress Planning tools. This includes Multilingual Learners and most exceptional students on IEPs.



## Early Literacy Grant Resources

Email Us: [hutton\\_w@cde.state.co.us](mailto:hutton_w@cde.state.co.us)

[Early Literacy Grant Website](#)



## 2023 -2024 Early Literacy Grant Frequently Asked Questions

### ***Who do we include in the Planning Tool Report?***

All students who have a DIBELS beginning of year composite and end of year composite need to be included in the mCLASS DIBELS 8th Progress Planning Tool Reports. READ Act statute informs the determination of which students are assessed using mCLASS DIBELS 8th. Note that the number of students excluded from grant reporting using the mCLASS DIBELS 8th Progress Planning tool should be a very small percentage of students, determined by READ Act assessment guidelines.

### ***Should schools adjust their level of progress percentages on the DIBELS 8th Progress Planning Tool due to student transience\*?***

The mCLASS DIBELS 8th Progress Planning Tool is used for year-long planning and goal setting and for reporting end of year progress ranges for the ELG. At minimum, the percentages that are manually input into the tool should accurately reflect a school's student population of all students who have a BOY and EOY DIBELS 8th composite score when submitting the report to the CDE. Because the Progress Planning Tool is used for year-long planning and goal setting, the CDE recommends updating the data within this tool throughout the year to accurately inform the data analysis process. \* Student transience refers to variability with student-level BOY and EOY unmatched data, i.e. students moving in and out of a school.

### ***How do we report students being assessed in mCLASS Lectura?***

Spanish is the focus of assessment for students receiving literacy instruction in Spanish. READ Act statute requires that students being assessed in Lectura are assessed in English, at minimum, one time per year. However, ELG guidance is to assess these students at both the beginning of year and the end of year in English. Assessing students in English at these times helps determine cross-linguistic transfer and ensures all students are included in ELG reporting. If grantees have students whose primary language of instruction is Spanish, they are encouraged to also add their mCLASS Lectura data with a supporting narrative when reporting ELG data. Following this guidance, these students should be included in the mClass DIBELS 8th Progress Planning Tool.

### ***Should we include students on IEPs in our ELG reporting?***

The Colorado Reading to Ensure Academic Development Act, known as the Colorado READ Act, was passed by the Colorado Legislature in 2012, giving the state the guiding philosophy, structure and resources to ensure all K-3 children are reading at grade-level by the time they enter fourth grade. Any students who have an IEP and who were assessed using DIBELS 8th at the beginning of the year and the end of the year should be included in ELG reporting.

### ***What if our ELG report does not accurately reflect the growth we've made due to extenuating circumstances?***

Reporting data should not be changed or manipulated by excluding certain populations of students. If students did not have both a BOY and EOY composite score, they should not be included in the report. If omitting students who do not have both a BOY and EOY composite score significantly changes growth ranges, leadership will have an opportunity to share more information with the CDE during the end of year evaluation meetings. LEPs are encouraged to supply supporting narratives in ELG reporting to provide additional context.

## Related READ Act Resources

[READ Act and English Learners Assessment Guidance](#)

[Assessing students with Disabilities for an SRD](#)

[SRD Determination Process](#)

[Colorado READ Act Statute](#)