

READ Plan Survey Response Information

Responses by School District

Answer Choices	Percentage of Responses	Number of Responses
ST VRAIN VALLEY RE 1J	16.63%	151
BOULDER VALLEY RE 2	10.46%	95
CHERRY CREEK 5	7.27%	66
POUDRE R-1	6.28%	57
DOUGLAS COUNTY RE 1	5.40%	49
JEFFERSON COUNTY R-1	5.07%	46
THOMPSON R2-J	4.63%	42
DENVER COUNTY 1	3.85%	35
PUEBLO COUNTY 70	3.52%	32
MESA COUNTY VALLEY 51	3.19%	29
GREELEY 6	2.31%	21
ROARING FORK RE-1	2.31%	21
ADAMS 12 FIVE STAR SCHOOLS	1.65%	15
LITTLETON 6	1.32%	12
SUMMIT RE-1	1.32%	12
ADAMS-ARAPAHOE 28J	1.10%	10
BRUSH RE-2(J)	1.10%	10
DELTA COUNTY 50(J)	0.99%	9
WELD COUNTY SCHOOL DISTRICT RE-3J	0.99%	9
COLORADO SPRINGS 11	0.88%	8
GUNNISON WATERSHED RE1J	0.88%	8
ACADEMY 20	0.77%	7
MONTEZUMA-CORTEZ RE-1	0.77%	7
WINDSOR RE-4	0.77%	7
EAGLE COUNTY RE 50	0.66%	6
ROCKY FORD R-2	0.66%	6

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Answer Choices	Percentage of Responses	Number of Responses
ESTES PARK R-3	0.55%	5
FALCON 49	0.55%	5
HOLYOKE RE-1J	0.55%	5
MEEKER RE1	0.55%	5
STEAMBOAT SPRINGS RE-2	0.55%	5
CHEYENNE MOUNTAIN 12	0.44%	4
DOLORES RE-4A	0.44%	4
ENGLEWOOD 1	0.44%	4
LAMAR RE-2	0.44%	4
LEWIS-PALMER 38	0.44%	4
MONTROSE COUNTY RE-1J	0.44%	4
PUEBLO CITY 60	0.44%	4
BURLINGTON RE-6J	0.33%	3
CHARTER SCHOOL INSTITUTE	0.33%	3
EAST GRAND 2	0.33%	3
ELLCOTT 22	0.33%	3
HARRISON 2	0.33%	3
I DON'T KNOW	0.33%	3
WELD COUNTY RE-1	0.33%	3
ARCHULETA COUNTY 50 JT	0.22%	2
BAYFIELD 10 JT-R	0.22%	2
BENNETT 29J	0.22%	2
CALHAN RJ-1	0.22%	2
DEER TRAIL 26J	0.22%	2
FORT MORGAN RE-3	0.22%	2
FOUNTAIN 8	0.22%	2
GARFIELD RE-2	0.22%	2
HI-PLAINS R-23	0.22%	2

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Answer Choices	Percentage of Responses	Number of Responses
LA VETA RE-2	0.22%	2
LIMON RE-4J	0.22%	2
MAPLETON 1	0.22%	2
OTIS R-3	0.22%	2
OUT-OF-STATE INTERESTED PARTY	0.22%	2
SCHOOL DISTRICT 27J	0.22%	2
WELD COUNTY S/D RE-8	0.22%	2
WESTMINSTER PUBLIC SCHOOLS	0.22%	2
WIDEFIELD 3	0.22%	2
WOODLIN R-104	0.22%	2
AKRON R-1	0.11%	1
ALAMOSA RE-11J	0.11%	1
ARRIBA-FLAGLER C-20	0.11%	1
BRANSON REORGANIZED 82	0.11%	1
BYERS 32J	0.11%	1
CANON CITY RE-1	0.11%	1
CHEYENNE COUNTY RE-5	0.11%	1
COTOPAXI RE-3	0.11%	1
EAST OTERO R-1	0.11%	1
FOWLER R-4J	0.11%	1
FREMONT RE-2	0.11%	1
IDALIA RJ-3	0.11%	1
IGNACIO 11 JT	0.11%	1
LAS ANIMAS RE-1	0.11%	1
MANCOS RE-6	0.11%	1
MC CLAVE RE-2	0.11%	1
MOFFAT COUNTY RE:NO 1	0.11%	1
MONTE VISTA C-8	0.11%	1

READ Plan Survey Response Information

Answer Choices	Percentage of Responses	Number of Responses
PARK COUNTY RE-2	0.11%	1
RIDGWAY R-2	0.11%	1
SANGRE DE CRISTO RE-22J	0.11%	1
SIERRA GRANDE R-30	0.11%	1
SOUTH CONEJOS RE-10	0.11%	1
STRATTON R-4	0.11%	1
TELLURIDE R-1	0.11%	1
WELDON VALLEY RE-20(J)	0.11%	1
AGATE 300, AGUILAR REORGANIZED 6, ARICKAREE R-2, ASPEN 1, AULT-HIGHLAND RE-9, BETHUNE R-5, BIG SANDY 100J, BRIGGS DALE RE-10, BUENA VISTA R-31, BUFFALO RE-4J, CAMPO RE-6, CENTENNIAL R-1, CENTER 26 JT, CHERAW 31, CLEAR CREEK RE-1, COLORADO SCHOOL FOR THE DEAF AND BLIND, CREEDE SCHOOL DISTRICT, CRIPPLE CREEK-VICTOR RE-1, CROWLEY COUNTY RE-1-J, CUSTER COUNTY SCHOOL DISTRICT C-1, DE BEQUE 49JT, DEL NORTE C-7, DOLORES COUNTY RE NO.2, DURANGO 9-R, EADS RE-1, EATON RE-2, EDISON 54 JT, ELBERT 200, ELIZABETH C-1, FRENCHMAN RE-3, GARFIELD 16, GENOA-HUGO C113, GILPIN COUNTY RE-1, GRANADA RE-1, HANOVER 28, HAXTUN RE-2J, HAYDEN RE-1, HINSDALE COUNTY RE 1, HOEHNE REORGANIZED 3, HOLLY RE-3, HUERFANO RE-1, JOHNSTOWN-MILLIKEN RE-5J, JULESBURG RE-1, KARVAL RE-23, KIM REORGANIZED 88, KIOWA C-2, KIT CARSON R-1, LAKE COUNTY R-1, LIBERTY J-4, LONE STAR 101, MANITOU SPRINGS 14, MANZANOLA 3J, MIAMI/YODER 60 JT, MOFFAT 2, MOUNTAIN VALLEY RE 1, NORTH CONEJOS RE-1J, NORTH PARK R-1, NORWOOD R-2J, OURAY R-1, PAWNEE RE-12, PEYTON 23 JT, PLAINVIEW RE-2, PLATEAU RE-5, PLATEAU VALLEY 50, PLATTE CANYON 1, PLATTE VALLEY RE-7, PRAIRIE RE-11, PRIMERO REORGANIZED 2, PRITCHETT RE-3, RANGELY RE-4, REVERE SCHOOL DISTRICT, SALIDA R-32, SANFORD 6J, SARGENT RE-33J, SHERIDAN 2, SILVERTON 1, SOUTH ROUTT RE 3, SPRINGFIELD RE-4, STRASBURG 31J, SWINK 33, TRINIDAD 1, VALLEY RE-1, VILAS RE-5, WALSH RE-1, WEST END RE-2, WEST GRAND 1-JT, WIGGINS RE-50(J), WILEY RE-13 JT, WOODLAND PARK RE-2, WRAY RD-2, YUMA 1	0.00%	0

READ Plan Survey Response Information

Responses by Primary Role

Answer Choices	Percentage of Responses	Number of Responses
Parent/guardian	11.01%	100
K-12 educator: <ul style="list-style-type: none"> • Elementary classroom teacher • Elementary intervention teacher • Middle school teacher • High school teacher • Bilingual educator • English language development educator • Elementary special educator • Other (please specify) <ul style="list-style-type: none"> ○ Administrator ○ English language acquisition (ELA) instructional specialist secondary ○ Instructional coach ○ K-8 special education teacher ○ K-8 teacher ○ Literacy coach ○ Middle school instructor and tutor for dyslexic students ○ Middle school literacy and ELD teacher ○ Middle school literacy teacher ○ Middle school special education ○ MTSS specialist ○ Principal ○ Title I reading teacher ○ University Professor ○ University Professor - Literacy Education 	54.96%	499
Instructional/literacy coach	10.02%	91
School administrator or other leader	11.89%	108
District level administrator: <ul style="list-style-type: none"> • Literacy coordinator/director • Curriculum coordinator/director 	4.52%	41

READ Plan Survey Response Information

Answer Choices	Percentage of Responses	Number of Responses
<ul style="list-style-type: none"> • Intervention coordinator/director • Special education coordinator/director • English language development coordinator/director • Other (please specify) <ul style="list-style-type: none"> ○ Administrator ○ Assessment Coordinator ○ District READ Act coordinator ○ Dual language manager ○ English language development director/curriculum director/supervisor of elementary schools ○ Executive director ○ Principal ○ Superintendent 		
State level administrator	0.00%	0
Educator at an institution for higher education	0.88%	8
Local school board member	0.11%	1
Professional education organization staff member	0.55%	5
Elected official/policymaker	0.00%	0
General public residing in Colorado	0.33%	3
Education policy advocate	0.44%	4
Member of community organization	0.11%	1
Out-of-state interested party	0.11%	1
Other (please specify): <ul style="list-style-type: none"> • Business owner, therefore potential employer • Certified academic language/dyslexia practitioner and Title I reading interventionist • Children's librarian • Data analyst • District level coordinator • District literacy TOSA • Early childhood educator 	5.07%	46

READ Plan Survey Response Information

Answer Choices	Percentage of Responses	Number of Responses
<ul style="list-style-type: none"> • Early childhood special education teacher • ECE paraeducator • ELL • ELL K-5 teacher • English language development coordinator • English language development/literacy teacher • Instruction systems support coordinator • K-5 center based autism • Lexia reading paraprofessional • Literacy coordinator • Literacy specialist • Literacy teacher • Literacy teacher K-5 • Literacy teacher/MTSS building liaison • Middle school academic dean and head of READ plans • MTSS and data specialist • Parent and Jeffco KID member • PK-12 principal • Preschool • Preschool director • Reading interventionist • Reading interventionist – K-5 • Interventionist for 3-5th grade • Reading Specialist • Registrar • Retired • Retired elected official (Mayor, Ward, CO (Ret.)) • School psychologist • Special education teacher • Special education - school psychologist • Significant support needs learning specialist 		

READ Plan Survey Response Information

Answer Choices	Percentage of Responses	Number of Responses
<ul style="list-style-type: none">• Title I lead• Title I - grades K-2 intervention reading teacher• Title I teacher• Title I reading specialist for grades K-2		

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 1

Required Components of READ Plans: Perceptions of Implementation

Requirement	Very strong	Somewhat strong	Moderate	Somewhat weak	Very weak
The student's specific, diagnosed reading skill deficiencies (i.e., phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension).	35.84%	30.38%	17.06%	7.51%	7.17%
The additional reading instructional services and interventions the student will receive.	30.93%	26.80%	18.90%	9.97%	12.37%
The goals and benchmarks for the student's growth.	28.08%	27.74%	21.92%	11.30%	9.59%
The scientifically- or evidence-based reading instructional programming the teacher will use.	26.03%	21.92%	22.26%	11.64%	16.44%
For a student identified with a significant reading deficiency who has a disability impacting their reading skills, the intervention instruction and strategies can be integrated into the student's individualized education program (IEP) in lieu of a READ plan as appropriate.	20.96%	17.87%	14.78%	5.84%	27.49%
The manner in which the district will monitor and evaluate the student's progress.	20.62%	25.77%	23.71%	10.65%	15.81%
The strategies the student's parent is encouraged to use.	14.09%	18.56%	25.43%	19.93%	20.62%
With the approval of the student's parent, the district may provide to the student mental health support from the school psychologist, school social worker, or school counselor.	11.42%	8.30%	9.69%	9.69%	35.64%
For a kindergartner identified with a significant reading deficiency, the student's READ plan should be a component of the student's kindergarten school readiness plan.	9.79%	13.29%	13.29%	7.69%	12.24%

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 2

Required Components of READ Plans: Perceptions of Importance

Required Component of READ Plans	Very important	Important	Somewhat important	Not at all important
For a student identified with a significant reading deficiency who has a disability impacting their reading skills, the intervention instruction and strategies can be integrated into the student's individualized education program (IEP) in lieu of a READ plan as appropriate.	61.43%	21.07%	6.79%	3.93%
The additional reading instructional services and interventions the student will receive.	54.61%	30.85%	10.99%	2.48%
The student's specific, diagnosed reading skill deficiencies (i.e., phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension).	49.82%	28.77%	15.79%	4.21%
The goals and benchmarks for the student's growth.	41.90%	34.51%	17.25%	4.93%
With the approval of the student's parent, the district may provide to the student mental health support from the school psychologist, school social worker, or school counselor.	41.22%	26.16%	13.62%	2.15%
The strategies the student's parent is encouraged to use.	40.49%	32.75%	20.07%	4.58%
The scientifically- or evidence-based reading instructional programming the teacher will use.	36.88%	28.01%	23.40%	9.93%
The manner in which the district will monitor and evaluate the student's progress.	27.21%	37.10%	24.73%	8.13%
For a kindergartner identified with a significant reading deficiency, the student's READ plan should be a component of the student's kindergarten school readiness plan.	21.82%	22.55%	13.45%	10.55%

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 3

Required Ongoing Updates to READ Plans: Perceptions of Implementation

Requirement	Very strong	Somewhat strong	Moderate	Somewhat weak	Very weak
The student's teacher shall review the student's READ plan at least annually and update the READ plan as appropriate.	47.00%	25.09%	13.78%	8.13%	4.59%
The READ plan should be implemented until the student demonstrates reading competency, regardless of the student's grade level or whether the student was enrolled with the district when the READ plan was originally created.	38.16%	26.15%	17.67%	4.95%	8.83%
If practicable, the student shall receive reading instruction from a teacher who is identified as effective or highly effective and has expertise in teaching reading.	30.04%	18.37%	15.90%	10.95%	18.02%
Each local education provider shall ensure that a student's READ plan and any supporting documentation are included in the student's permanent academic record and are transferred if the student enrolls in another school.	29.43%	20.57%	15.25%	9.93%	12.06%
The principal shall ensure that the student receives reading instruction in conjunction with and supported through the other subjects.	18.02%	16.25%	21.20%	11.31%	25.44%
The student's teacher shall revise the student's READ plan to include additional, more rigorous instruction and intervention, including increased daily time in school for reading instruction.	16.67%	22.34%	19.50%	13.12%	22.34%

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 4

Required Ongoing Updates to READ Plans: Perceptions of Importance

Requirement	Very important	Important	Somewhat important	Not at all important
If practicable, the student shall receive reading instruction from a teacher who is identified as effective or highly effective and has expertise in teaching reading.	56.57%	28.47%	8.76%	2.92%
Each local education provider shall ensure that a student's READ plan and any supporting documentation are included in the student's permanent academic record and are transferred if the student enrolls in another school.	48.54%	33.94%	10.95%	2.92%
The student's teacher shall review the student's READ plan at least annually and update the READ plan as appropriate.	41.09%	37.82%	14.55%	4.36%
The student's teacher shall revise the student's READ plan to include additional, more rigorous instruction and intervention, including increased daily time in school for reading instruction.	35.53%	38.46%	15.38%	6.23%
The principal shall ensure that the student receives reading instruction in conjunction with and supported through the other subjects.	35.40%	34.31%	20.44%	5.47%
The READ plan should be implemented until the student demonstrates reading competency, regardless of the student's grade level or whether the student was enrolled with the district when the READ plan was originally created.	32.73%	35.27%	22.18%	7.27%

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 5

Requirements for Parent Involvement: Perceptions of Implementation

Requirement	Very strong	Somewhat strong	Moderate	Somewhat weak	Very weak
At a parent's request, the teacher and any other skilled school professionals shall meet with the parent to provide a verbal explanation of the elements of the READ plan.	43.73%	20.79%	14.70%	5.38%	5.73%
To the extent practicable, the teacher shall communicate with the parent in a language the parent understands.	40.86%	24.01%	16.13%	5.73%	6.09%
The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and how the teacher identified the deficiency.	31.90%	28.32%	17.92%	10.75%	8.24%
Under state law, the student qualifies for and the district is required to provide targeted, scientifically- or evidence-based interventions.	31.65%	26.62%	24.10%	6.83%	9.71%
The student's READ plan will include targeted, scientifically- or evidence-based intervention instruction.	31.29%	30.94%	19.42%	8.27%	9.35%
The district shall ensure that the parent of each student who has a READ plan receives ongoing, regular updates from the student's teacher. The student's teacher is encouraged to communicate with the parent concerning the parent's progress in implementing the home reading strategies identified in the student's READ plan.	20.07%	25.45%	24.73%	15.05%	13.26%
The parent plays a central role and is strongly encouraged to work with the teacher in implementing the READ plan.	15.77%	14.70%	25.81%	19.00%	22.94%

**RPWG Survey Exercise:
Reviewing Responses to READ Plan Components**

Table 6

Requirements for Parent Involvement: Perceptions of Importance

Requirement	Very important	Important	Somewhat important	Not at all important
To the extent practicable, the teacher shall communicate with the parent in a language the parent understands.	63.70%	27.78%	5.19%	1.85%
The parent plays a central role and is strongly encouraged to work with the teacher in implementing the READ plan.	52.22%	30.37%	13.70%	2.59%
Under state law, the student qualifies for and the district is required to provide targeted, scientifically- or evidence-based interventions.	47.78%	40.74%	10.00%	0.74%
At a parent's request, the teacher and any other skilled school professionals shall meet with the parent to provide a verbal explanation of the elements of the READ plan.	46.30%	37.04%	11.48%	1.11%
The student's READ plan will include targeted, scientifically- or evidence-based intervention instruction.	46.27%	36.94%	14.18%	2.24%
The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and how the teacher identified the deficiency.	43.33%	39.26%	14.07%	2.22%
The district shall ensure that the parent of each student who has a READ plan receives ongoing, regular updates from the student's teacher. The student's teacher is encouraged to communicate with the parent concerning the parent's progress in implementing the home reading strategies identified in the student's READ plan.	32.59%	42.22%	20.74%	3.33%

RPWG Survey Analysis: Summary of Comments

Q10. Content of READ Plans READ Plans must include each component listed below.

Please indicate the degree to which this is occurring in your experience and the usefulness of the requirement to inform the Working Group.

Themes/Trends

- Respondents sought clarification on some of the components of a READ Plan: students with disabilities, kindergarten school readiness plan, and mental health support. Comments related to students on an IEP have both an IEP and READ Plan. Respondents indicated that students shouldn't have both.
- Respondents sought understanding for knowledge about how kindergarten school readiness plans and READ plans intersect.
- Comments related to format of the READ Plan. Example, statements about the difficulty and perceived cumbersomeness of the READ Plans.
- Implementation of READ Plans is inconsistent.
- Comments related to lack of staff to provide interventions (interventionists, intervention specialists) for students on READ Plans.
- Comments indicated a relative weakness overall concerning parent strategies/support.
- Comments demonstrated that more information may be needed regarding both READ plans and evidence based instructional practices as well as what the assessments are measuring. More information about preventative measures.
- Comments noted a lack of accountability, lack of understanding of the READ Act (including funding), and discrepancy between statute and district interpretation.
- Respondents indicated that systems are overwhelmed by the number of students on plans.
- Respondents indicated a low knowledge regarding students needing mental health support.

Q11. Ongoing Updates to a Student's READ Plan.

The ongoing updates to a student's READ Plan must include each component listed below. Please indicate the degree to which this is occurring in your experience and the usefulness of the requirement to inform the Working Group.

Themes/Trends

- There is not consistency regarding the frequency that READ Plans are updated varies by district (1 time per year to every 6 weeks).
- READ Plans do not always follow a student into a new school. Schools often find out that a transfer student was on a READ Plan at the end of the school year. Respondents suggested that a statewide system would be helpful.
- Criteria for initiating a READ Plan is determined by one assessment but criteria for exiting from a READ Plan is unclear.
- More information needed related to CDE's role and the ability of the department to track plans.
- Respondents reported perceived low teacher knowledge about plan components leading to poor creation and updating of plans.

Q12. Continued Identification of Significant Reading Deficiency (SRD)

For students who are identified with a significant reading deficiency for two or more years, the following requirements apply. Please indicate the degree to which this is occurring in your experience and the usefulness of the requirement to inform the Working Group.

Themes/Trends

- Respondents stated there is a perceived need for increased teacher knowledge about teaching reading.
- Respondents reported that finding highly-qualified teachers is difficult. Staffing is not available to provide intervention supports to students on READ Plans. Students on READ Plans are not served by most highly-qualified reading teachers.
- Limited funding is available to hire teachers to provide reading interventions.
- READ plans beyond 3rd grade- becomes more difficult to remove kids from READ plans. Middle and high school teachers are not trained to teach reading.

Q13. READ Act Requirements for Parent Engagement

The READ Act requires that once a student is identified with a significant reading deficiency, teachers must meet with the student's parent to share the following information. Please indicate the degree to which this is occurring in your experience and the usefulness of the requirement to inform the Working Group.

Themes/Trends

- Parent communication is an important the READ Plan; however, parent involvement at home is out of our control.
- It is unclear how to talk to parents about READ Plans. Parents perceive being on a READ plan as negative.
- Respondents not a lack of parent accountability.

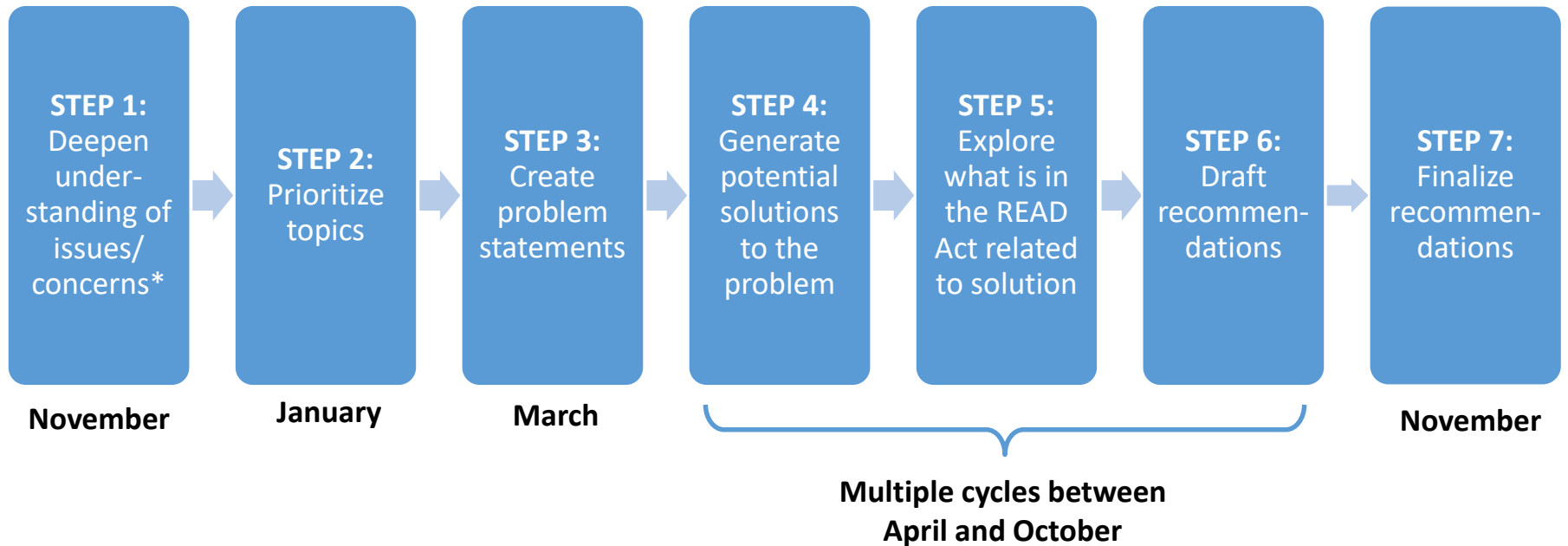


COLORADO
Department of Education

Welcome to the READ Plan Working Group

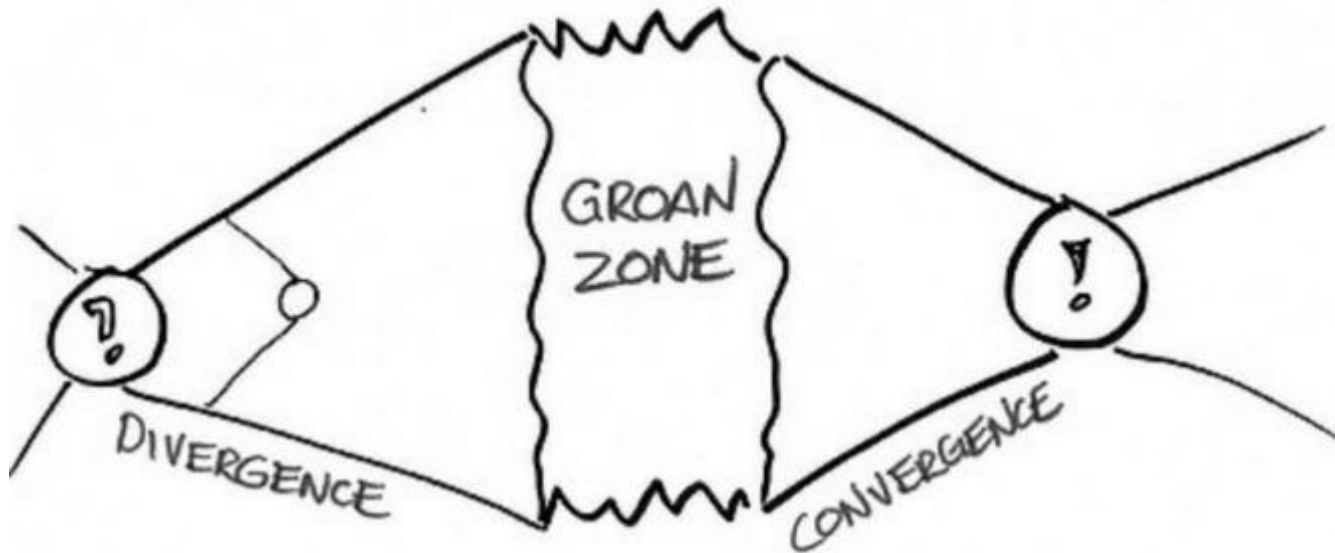
March 7, 2019

Our Process



The "Groan Zone"

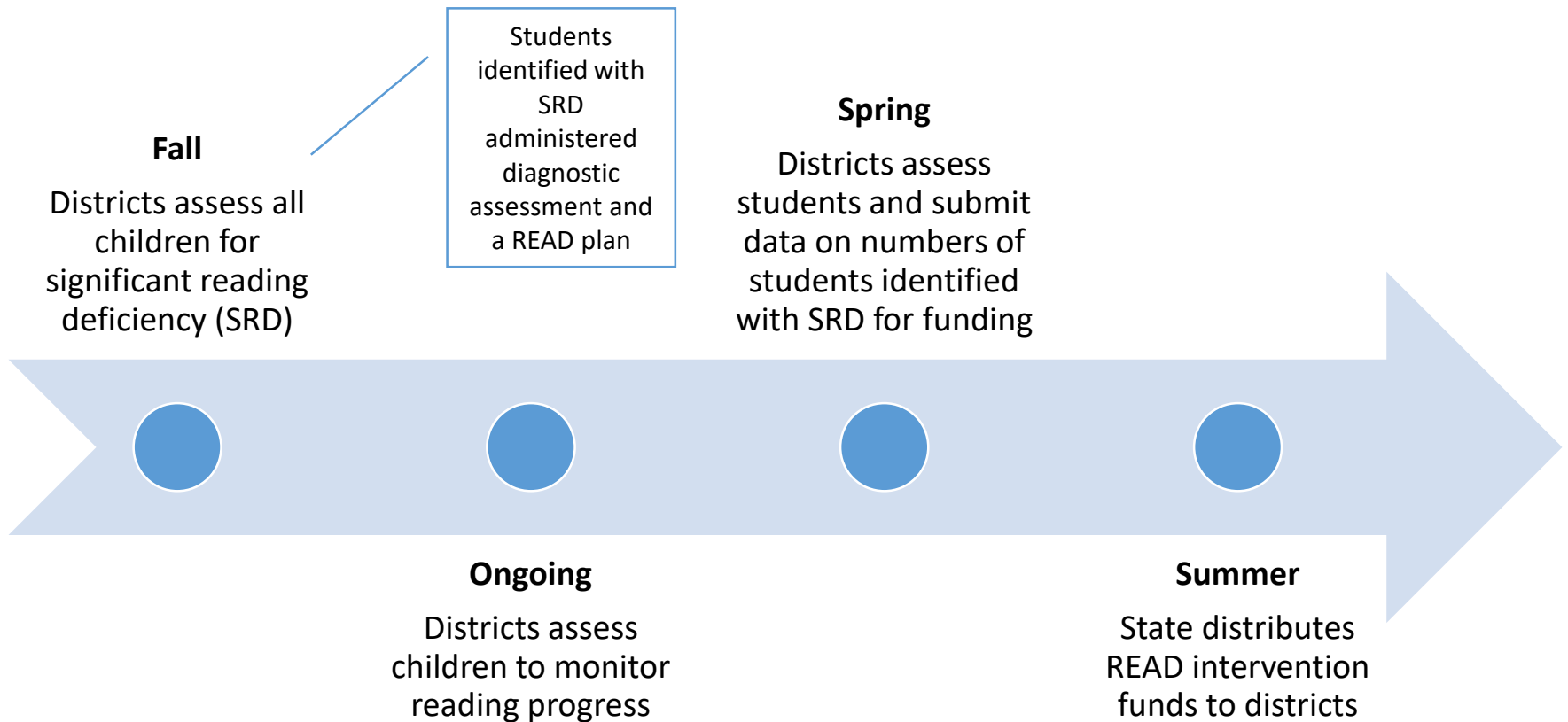
THE DIAMOND OF PARTICIPATION
... a pattern for emergent conversation and learning...



Source: Sam Kaner et al. *The Facilitator's Guide to Participatory Decision Making.*

Identification of Significant Reading Deficiencies

Annual READ Act Timeline



Significant Reading Deficiency (SRD) Determination

Within 30 calendar days, SCREEN all students* with an approved interim assessment. Is the score at or below the cut off?

If YES, student is at-risk for meeting important reading outcomes (significant reading deficiency).

Next steps include:

- Administration of an approved diagnostic assessment within 60 calendar days
- Creation of an individualized READ plan using interim and diagnostic results in collaboration with stakeholders including family members
- *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.

Approved Interim Assessments

English Literacy Assessments	Spanish Literacy Assessments
aimsweb	
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)	Indicadores Dinámicos del Éxito en la Lectura (IDEL)
Formative Assessment System for Teachers (FAST)	
i-Ready	
ISIP ER, Istation	ISIP ER Spanish, Istation
Phonological Awareness Literacy Screening (PALS)	Phonological Awareness Literacy Screening Español
Star Early Learning	

NOTE: As of July 1, 2016, DRA2 and DIBELS 6th Edition are no longer approved assessments.



Data Synthesis Tasks

TASK 1:

- a. Assign a recorder/scribe at your table.
- b. Each individual shares responses to the homework questions and scribe will record answers on the form provided.

TASK 2:

- a. At your table, review qualitative data and identify themes.
- b. Put themes on sticky notes.

The Problem with Problem Solving

- What happens when you focus on a problem during a meeting?
- What are the unintended consequences?



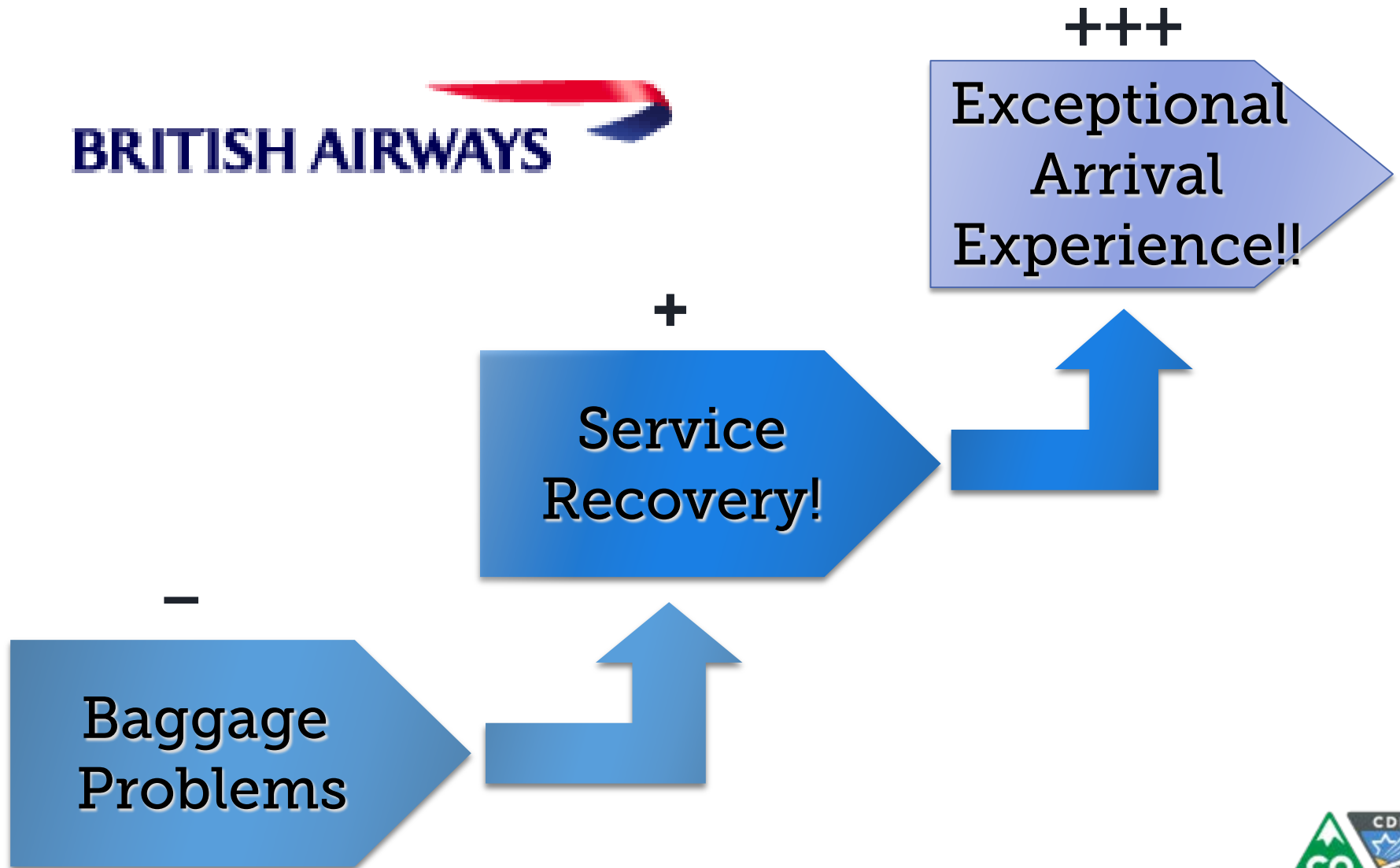
Thought
Action
Behavior

Downward Spiral

Flipping Problems Into Opportunities

1	2	3
-	+	+++
Problem	Positive Opposite	Good to Great Topic
<i>High Turnover</i>	<i>High Retention</i>	<i>Magnetic Work Environment</i>

What We Ask Determines What We Find



Task: Flip the Problem Statement

For the problem statement you've chosen:

1. Name its positive opposite – something you “do want”. [+]
2. Go from good to great. What would make this positive opposite even more valuable ... even more desirable? [+++]

Task: Generate Ideas about Solutions/Desired Results

Stay in small groups and brainstorm list of desired results related to your “good to great” statement.

e.g. “If the student qualifies as SLD, the IEP is used in lieu of a READ plan (unless funding is changed to support kids after 3rd grade).”

Refer to SRD handout for complete list.

Solutions/Desired Results in Comparison to READ Act

TASK:

1. Review the READ Act for any language that supports the desired results that your groups has generated.
2. Make note of anything in the Act that might need to be changed/added/removed to achieve results.