

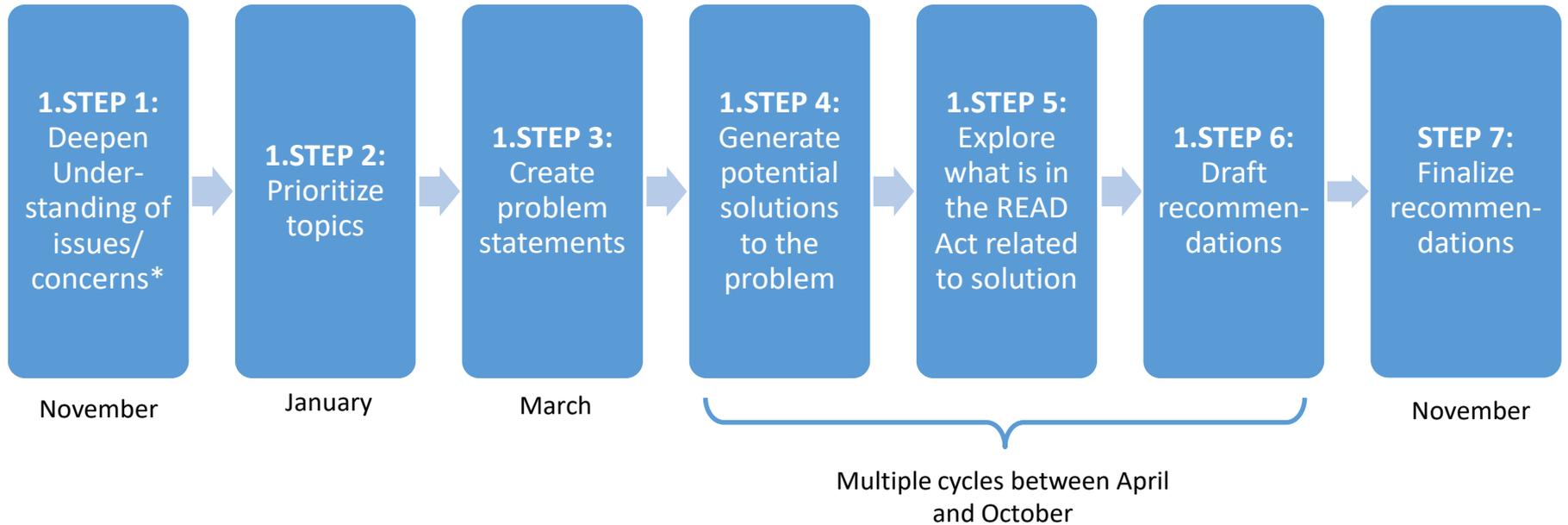


**COLORADO**  
Department of Education

# Welcome to the READ Plan Working Group

*May 3, 2019*

# Our Process



# Update on SB 19-199

# Key Provisions: Students on READ Plan

LEPs shall ensure that students receive educational services in a daily literacy block for the length of time identified as effective in research relating to best practices in teaching reading.

LEPs may include components of the student's individualized kindergarten school readiness plan that apply to teaching literacy as part of the student's READ plan after the student completes kindergarten, so long as the local education provider administers an approved reading assessment to the student in grades one through three.

# Key Provisions: Improvement Plans

Beginning with the plans adopted for the 2020-21 school year, the plan that a local education provider adopts must include the following information as it applies to each of the elementary schools it operates:

The core and supplemental reading curriculum

- the core and supplemental reading curriculum must be designed around teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports that each school provides to students identified with SRD

The reading assessments that each school uses

If the local education provider receives and uses per-pupil intervention (PPI) early literacy grant (ELG) program for professional development, the LEP's plan for providing the professional development

# K – 3 Teacher Training

By the beginning of the 2021-22 school year and each school year thereafter, each LEP that receives PPI or ELG funding shall ensure that K - 3 teachers successfully completes or has successfully completed evidence-based training in teaching reading.

A local education provider must submit evidence that each teacher has successfully completed evidence-based training in teaching reading that is:

- included as a course in an approved educator preparation or alternate teacher program
- included as a course in a post-graduate degree program in teaching reading or literacy
- provided by CDE or included on the CDE advisory list of professional development programs
- provided by a local education provider or is appropriate for license renewal

# More About K – 3 Teacher Training

A teacher is deemed to have successfully completed evidence-based training in teaching reading if the LEP submits evidence to CDE that the teacher passed an end-of-course assessment of learning at the completion of the training.

At the request of a local education provider, CDE shall provide, at no cost, evidence-based training in teaching reading

A local education provider that is not in compliance, it may request a one-year extension from CDE based on a demonstration of good cause for inability to comply.

Each LEP is strongly encouraged to partner with adjacent public libraries to enhance the instructional programming and services and to provide access for students and their parents to reading materials for out-of-school literacy development.

# Public Information Campaign

Beginning in the 2019-20, CDE must contract with an entity to develop and implement a public information campaign.

The purpose is to:

- Emphasize the importance of learning to read by third grade
- Highlight the local education providers that are achieving high percentages of third-grade students who demonstrate reading competency.

The campaign must:

- Be disseminated statewide.
- Emphasize the important roles that educators and parents have in teaching children to read and in providing a school and home environment that promotes reading.

CDE is encouraged to work with library agencies throughout the state in developing and implementing the public information campaign.

# External Evaluator

By October 1, 2019, CDE must issue a request for proposals to contract with an entity to act as an independent evaluator to provide independent evaluations of the use of per-pupil and ELG funds by LEPS and to conduct a multi-year evaluation of student outcomes achieved by local education providers.

# Funding

PPI funds will be calculated after accounting for funding for the public information campaign, external evaluator, costs for CDE to deliver training, CDE administration costs, and an increase in the ELG of an additional \$2.5 million.

The remaining funds are to be divided by the number of students identified with SRD to calculate per pupil funds.

# Allowable Uses of PPI Funds

To operate a summer school program (same requirements as currently in place)

To purchase CDE approved core instructional programs

To purchase tutoring services focused on increasing students' foundational reading skills

To provide other targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist which services are approved by the department

To provide technology, including software, which is included on the advisory list of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software

To purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills

To provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development.



# LEA Budget Requirements for PPI and ELG Funds

Prior to receiving PPI funds, LEAs must provide to CDE:

- Number of students identified with SRD
- A budget narrative
- Beginning in 2021-22, evidence that it is in compliance with teacher training requirements
- CDE approved intervention services

CDE must monitor use of funds throughout the year

# ELG Program

If the external evaluation shows that a grant has resulted in significant academic growth, the LEP may request that CDE extend the grant program including an increase in funding.

If the external evaluation does not show that a grant has resulted in significant academic growth, the State Board shall not extend or renew the grant.

# READ Plans for English Learners



# READ Act and English Learners

October 2017: HB 17-1160 authorized changes to the READ Act giving additional direction for reading assessment of ELs. The local education provider determines:

- whether a child takes the State Board approved interim assessment in English or the native language.
- the level of English proficiency at which the student must take at least one of the State Board approved interim assessments in English.

Colorado school districts have the authority to approach implementation of the READ Act with ELs in ways that are appropriate for local context and individual needs of students



# Identifying a Significant Reading Deficiency in English Learners

Non English Proficient  
Students:  
First year in a U.S. school

- May be exempt from SRD determination
- SRD can be determined if English language proficiency is not the cause

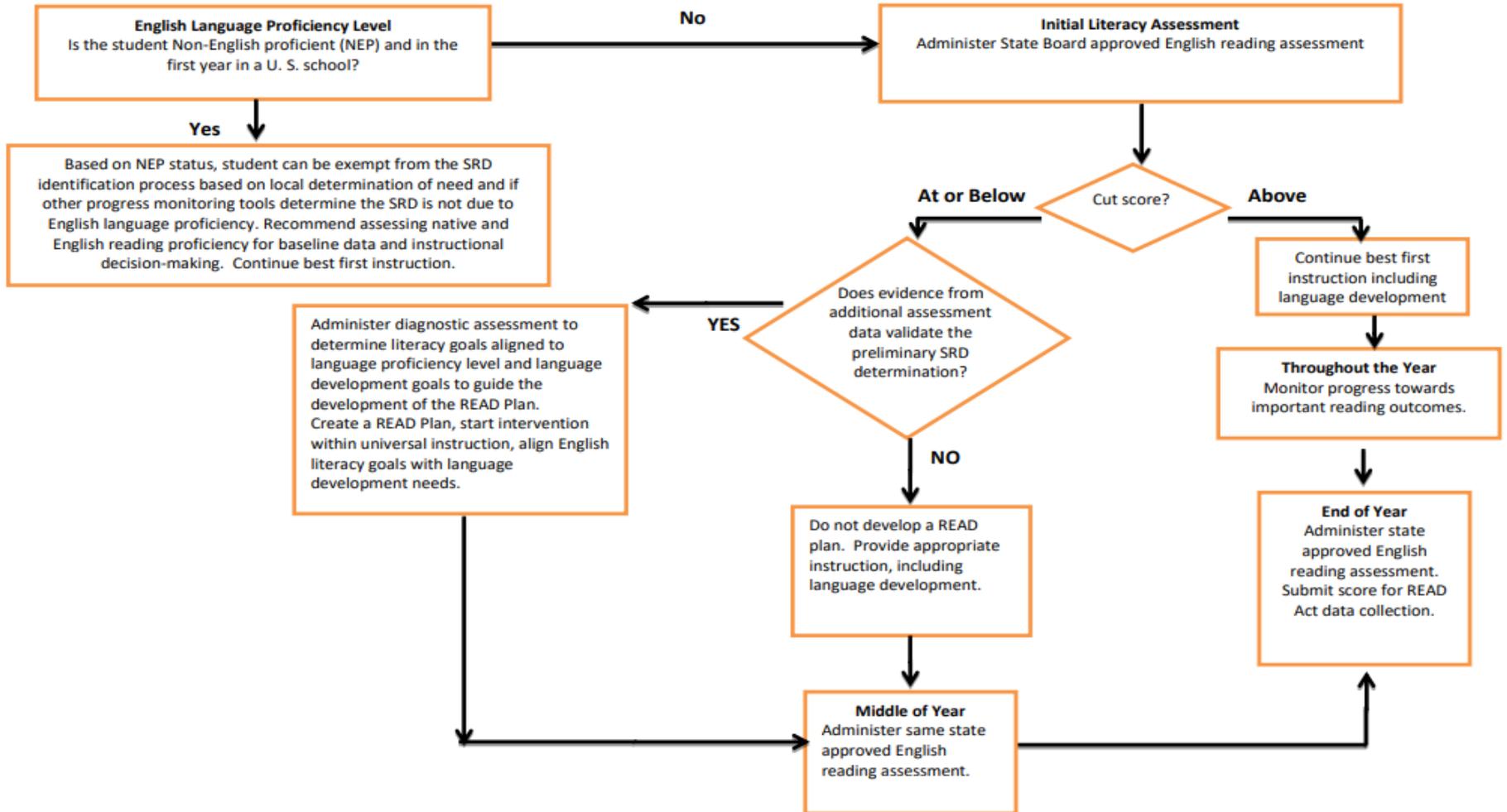
ELs beyond first year in a  
U.S. school:  
Native Spanish speakers

- Spanish assessment: determination of SRD may not be refuted and READ plan is created
- English assessment: LEP may refute SRD using additional evidence (ACCESS for ELLs, native language interim assessment data, etc.)

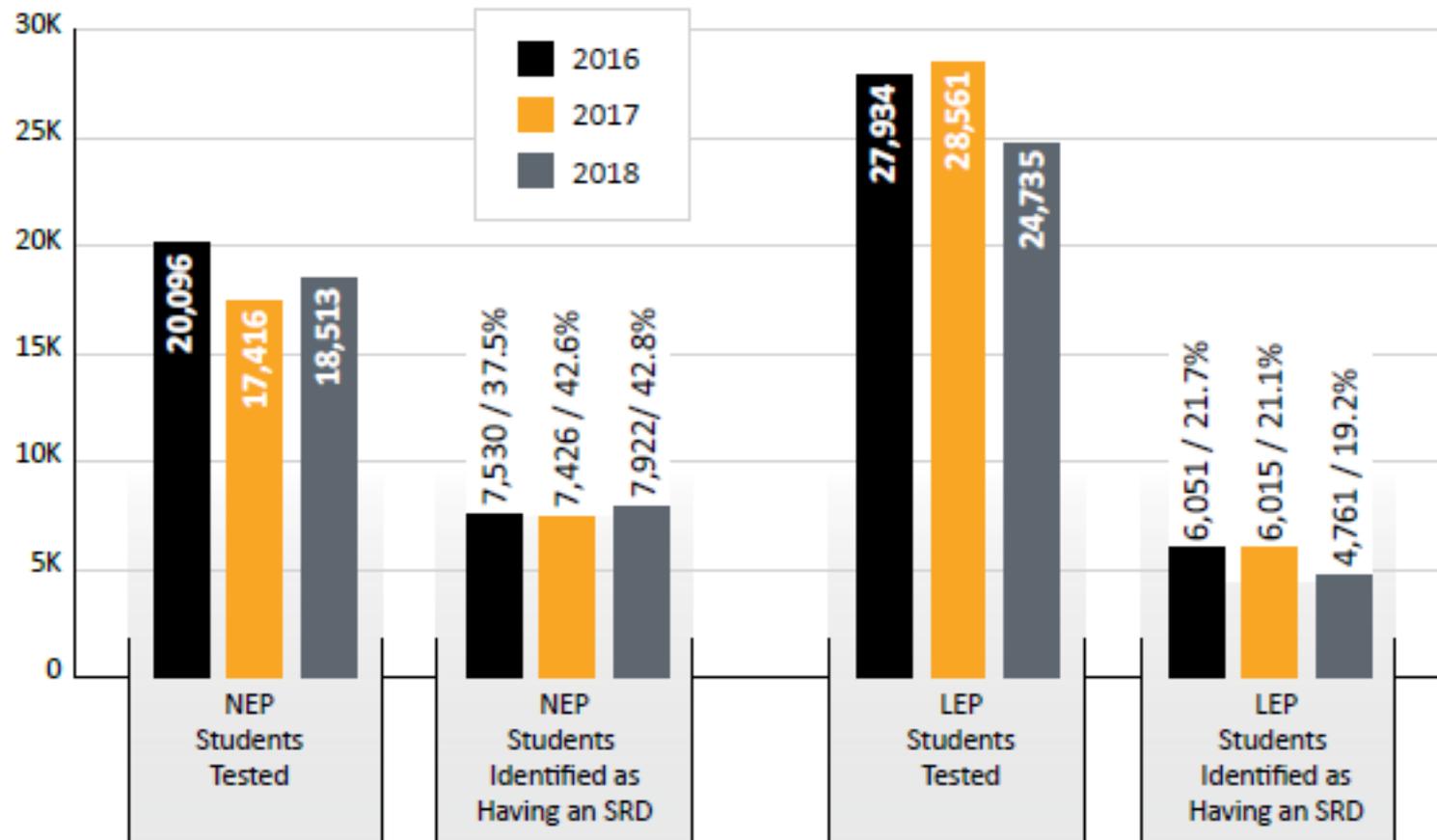
ELs beyond first year in a  
U.S. school:  
Not native Spanish  
speakers

- Native language assessment may be administered when available
- English assessment: LEP may refute SRD using additional evidence (ACCESS for ELLs, native language interim assessment data, etc.)

**Figure 1. SRD Determination Process for English Learners Who Are Assessed in English**



# Percentage of K-3 English Learners Identified with an SRD from 2016-2018



# Read Plans for English Learners

READ Plans for ELs should consider the following:

- Reading goals aligned to English language development level as described in the WIDA Can Do descriptors
- Appropriate interventions based on a student's English language proficiency level
- Review and include ACCESS Data to guide prioritizing goals
- When appropriate, utilize information from state approved Spanish assessments to guide instructional goal planning

# Park and Ride Topics

- ELL presentation needed?
- Adequate funding for teacher training, resources and highly qualified interventionists to support students with SRDs and on READ plans past third grade (out of scope but could they figure out a way to include?)
- Mental health wrap-around services are readily available for students who are struggling to read, either as a cause of, or due to, reading struggles (not chosen but parent group is addressing)
- Problem statement on monitoring- unclear so not fleshed out

# Data Review

Based on the review of parent comment themes (from READ plan survey) that you did as pre-work for this meeting, discuss the following at your table:

1. Are any new ideas coming up that should be addressed in the recommendations?
2. Do the themes add any new ideas for solutions or recommendations?

If any new ideas come up, write them on stickies.

# READ Plan Components and Format

## Task:

1. Form small groups.
2. Identify one recorder and one reporter.
3. Discuss what you wrote down in your Note Catcher regarding the READ Plan components.
4. Write down key ideas and suggestions for improvements and be prepared to share with the large group.

# Format for Recommendations

- Be concise/short
- Not a lot of jargon
- Use bullet points
- Provide background information/research to describe the “why”
- When there isn’t an agreement amongst the task force, both sides are acknowledged and represented
- Tension points - recommend how to resolve
- Should be mostly suggestive in nature
- Must describe how the recommendation is operationalized
- Should define: “stakeholders”, what the group means by “recommendation”, and other terms
- Use language such as: “flexible”, “consider”, “as needed”
- Should note any lingering questions related to the recommendation
- Identify possible root causes of things not working

# Criteria for Recommendations

- Must be feasible
- Must be relevant to all (regardless of demographics, geography)
- Must include evidence-based reasoning
- Must be “in scope” of the workgroup
- Must draw on learning about what worked or didn’t work in the past

# Sample Recommendations

## Flipped Problem Statement:

READ plans are implemented consistently and with fidelity from district to district in alignment with state requirements.

## Sample Recommendations:

Solicit different READ plan templates from school districts to provide as samples for districts to utilize.

Using READ plan templates from school districts, engage a group of practitioners to develop a sample READ plan template that districts can choose to utilize.

# Task: Draft Recommendations

1. In your small group, draft recommendations for your topic using the format and criteria we have discussed.
2. Post your draft recommendation on flip chart paper.



## Recommendations

# Task: Provide Feedback on Recommendations

As a small group, find a draft recommendation (not your own), review/discuss it, and write down ideas/suggestions. Facilitators will tell you when to rotate to the next station.

When reviewing, consider the following:

- Does the recommendation meet the criteria for a recommendation?
- Does the draft recommendation follow the format suggestions?