

**READ Act Office Hours**


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**READ Plans in Subsequent Years  
Planning for the Year Ahead**

Thursday, May 25, 2023

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**READ Act Office Hours Introductions**



**READ Act Office Hours**

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**Scheduled Dates and Times**

**Planning for the Year Ahead**

- May 25, 2023: 3-4 p.m.

**SRD Determination**

- August 10, 2023: time TBD


**Writing READ plans**

- September 7, 2023, time TBD

<http://www.cde.state.co.us/coloradoliteracy/elsliteracyteam-officehours>


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**READ Act Office Hours Purpose**




**The purpose of the monthly live READ Act Office Hours is to provide:**

- Information and guidance on specific topics related to the READ Act and
- An opportunity for stakeholders to ask specific questions related to the topic



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**READ Act Office Hours Procedure**



- Prior to the scheduled office hours, *participants will review guidance documents and/or pre-recorded webinar* that align with the specific topic that will be discussed.
- At least 1 week prior to the scheduled office hours, participants will submit questions they have about the specific topic through the *Office Hours Questions Google form* linked on the *CDE READ Act Office Hours* webpage
- During the office hours, CDE will:
  - Introduce the topic being presented and provide a short summary of the topic
  - Answer questions submitted 1 week prior to the scheduled office hours
  - Allow for participants to ask questions live during the office hours

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## READ Act Office Hours Logistics



- Each Office Hour is scheduled to address questions related to a specific topic.
- The topic today is: **Planning for the Year Ahead – READ Plans in Subsequent Years**
- First, we will walk through the questions related to this topic submitted via the Google form linked to the Office Hours webpage.
- After we walk through the questions submitted prior to the scheduled Office Hours, there will be designated time for participants to **enter questions in the Q&A feature, chat, or unmute and ask** that are related to today’s topic.
- Some questions will be answered during the meeting and others will be captured for further consideration.

**Additionally:**

- For general questions about the CDE-Provided Teacher or Administrator Training options email: [ReadActTraining@cde.state.co.us](mailto:ReadActTraining@cde.state.co.us)
- For READ Act Data Inquires email [READActData@cde.state.co.us](mailto:READActData@cde.state.co.us)
- For all other questions related to the READ Act email: [ReadAct@cde.state.co.us](mailto:ReadAct@cde.state.co.us)

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## READ Act Office Hours Objectives:

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What the READ Act requires for READ Plans in Subsequent Years  
Specific responsibilities the READ Act assigns

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Discuss considerations for updating and revising READ Plans in subsequent years

3

Discuss and respond to any prepopulated topic questions and those submitted live




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## READ Act Office Hours

### Colorado READ Act-It Is About Prevention




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### READ Act


- Passed by the Colorado legislature in 2012
- Focuses on early literacy development for all students in kindergarten through 3rd grade
- Preventative in nature
  - \* Scientifically and evidence-based reading instruction
  - \* Assessment
  - \* READ plans
  - \* Parent communication monitoring

*Ensure every student in Colorado reaches reading proficiency by the end of 3rd grade*

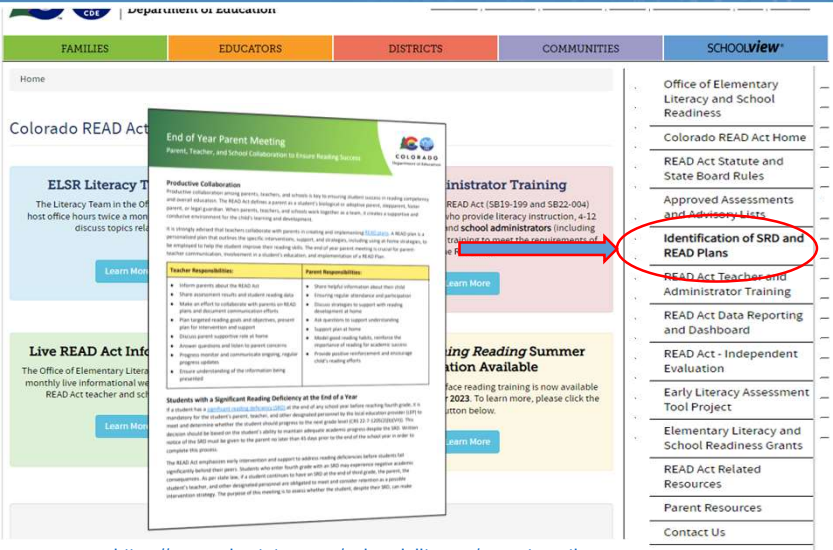


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## End of Year Parent Meeting




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

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## READ Plans and Subsequent Years



**The student's teacher shall review the student's READ plan at least annually and update or revise the READ plan as appropriate to facilitate the student's progress in demonstrating reading competency.**

- § 2-7-1206 (1) (a), C.R.S.

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.**




- § 22-7-1207 (6), C.R.S.

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## Local Education Provider (LEP)

### Assurances for READ Plans in Subsequent Years




For READ Plans in subsequent years, the LEP is tasked with ensuring specific actions are taken that are delegated to teachers, principals, and parents.

Local Education Provider Ensures:		
<p style="text-align: center;"><b>Teacher</b></p> <p><b>Revises the READ Plan and ensures it includes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional, more rigorous strategies and intervention instruction</li> <li><input type="checkbox"/> Increased daily time in school for reading instruction</li> <li><input type="checkbox"/> Regularly update parents on the READ plan and the student's progress</li> <li><input type="checkbox"/> Previous versions of the READ Plan are in student's permanent academic record (*LEP is responsible to ensure)</li> </ul>	<p style="text-align: center;"><b>Parents</b></p> <p><b>Receive ongoing, regular updates from the student's teacher.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents can give approval for the LEP to provide the student with mental health support from the school psychologist, school social worker, or school counselor</li> <li><input type="checkbox"/> Parents are strongly encouraged to participate in the development and implementation of the revised READ Plan</li> </ul>	<p style="text-align: center;"><b>Principal</b></p> <p><b>Ensures the student receives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading instruction in conjunction with and supported through the other subjects the student receives instruction in during the school day</li> <li><input type="checkbox"/> Reading instruction from a teacher who is identified as effective or highly effective in their most recent performance evaluation</li> <li><input type="checkbox"/> Reading instruction from a teacher who has expertise in teaching reading</li> </ul>

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## Revising the READ Plan Statute and Practice



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Additional, more rigorous strategies and intervention instruction

- Change in interventions/teachers (Tier I, Tier II, Tier III)
- Smaller Group Ratios
- More targeted, pinpointed intervention
- Increased frequency of progress monitoring/data analysis

Increased daily time in school for reading instruction


- Increased weekly frequency
- Increased duration
- Increased reading intervention supports across content

Reading instruction is supported across content within the school day

- Small group instruction
- Push-in support
- Increased accommodations/modifications

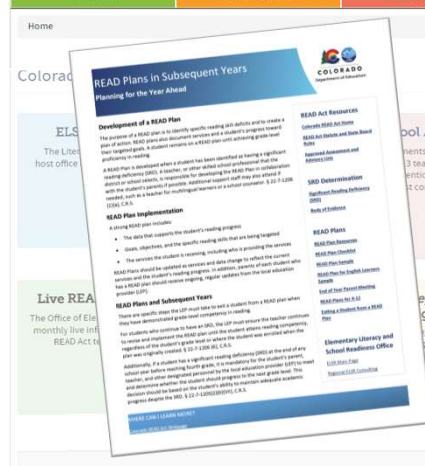
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## READ Plans in Subsequent Years Planning for the Year Ahead



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Office of Elementary Literacy and School Readiness

Colorado READ Act Home

READ Act Statute and State Board Rules

Approved Assessments and Advisory Lists

Identification of SRD and READ Plans

READ Act Teacher and Administrator Training

READ Act Data Reporting and Dashboard

READ Act - Independent Evaluation

Early Literacy Assessment Tool Project

Elementary Literacy and School Readiness Grants

READ Act Related Resources


Parent Resources

Contact Us

[https://www.cde.state.co.us/coloradoliteracy/read\\_planning\\_year Ahead](https://www.cde.state.co.us/coloradoliteracy/read_planning_year Ahead)

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# Revising the READ Plan Guiding Questions



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READ Plans in Subsequent Years: Planning for the Year Ahead

**Student is determined to have an SRD at the end of the school year, and it is decided that the student will progress to the next grade-level.**

*Refer to End of Year Parent Meeting Guidance for details on how this decision is made.*

Local Education Provider Ensures:		
Teacher	Parents	Principal
<p><b>Revises the READ Plan and ensures it includes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional, more rigorous strategies and intervention instruction</li> <li><input type="checkbox"/> Increased daily time in school for reading instruction</li> <li><input type="checkbox"/> Regularly update parents on the READ plan and the student's progress</li> <li><input type="checkbox"/> Previous versions of the READ Plan are in student's permanent academic record (LIP is responsible to ensure)</li> </ul>	<p><b>Revises ongoing, regular updates from the student's teacher.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents can give approval for the LEP to provide the student with mental health support from the school psychologist, school social worker, or school counselor</li> <li><input type="checkbox"/> Parents are strongly encouraged to participate in the development and implementation of the revised READ Plan</li> </ul>	<p><b>Ensures the student receives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading instruction in conjunction with and supported through the other subjects the student receives instruction in during the school day</li> <li><input type="checkbox"/> Reading instruction from a teacher who is identified as effective or highly effective in their most recent performance evaluation</li> <li><input type="checkbox"/> Reading instruction from a teacher who has expertise in teaching reading</li> </ul>


**Planning for the Next Year - Guiding Questions**

- Did this year's intervention(s) result in adequate rate of improvement for the student?
  - YES:** How do we add rigor or increase daily time to accelerate learning next year?
  - NO:** What other, more rigorous interventions are available that better fit the student's needs?
- Does the **body of evidence** support the current goals and interventions on next year's READ Plan?
- What data will we use to guide instructional decision making?
- Who are the most qualified individuals available next year that can provide reading instruction to this student?
- What will reading instruction and support look like in each instructional setting?
- How frequent will we progress monitor to ensure student is responding to interventions?
- How can we provide increased daily time in school for reading instruction next year?
- How can we support literacy instruction in other content areas, such as science, social studies, and math?
- What other supports does the student need to help them be most successful?
- How well this student access grade-level content across all subject areas?

The third page of our guidance document combines a checklist of statute assurances with guiding questions to use as you revise READ Plans for subsequent years.


# Frequently Asked Questions

## READ Plans and Subsequent Years




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**Question:**  
 What are the responsibilities of teachers in revising and updating READ Plans for Subsequent Years?




**The teacher revises the READ Plan and ensures it includes:**

- Additional, more rigorous strategies and intervention instruction
- Increased daily time in school for reading instruction
- Regularly update parents on the READ plan and the student’s progress
- Previous versions of the READ Plan are in student’s permanent academic record (also includes body of evidence and current plan)



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**Question:**  
 Which teacher is required to revise the READ Plan?



Colorado’s LEPs have local control in developing the systems they incorporate to meet READ Act requirements. This means, that the Colorado Department of Education does not have a singular process guiding schools on how to revise or plan for students on READ Plans in subsequent years or for which teacher is responsible for revising READ Plans.


Intentional by design, this allows for LEPs to make decisions that consider their unique staffing and scheduling needs, their student and parent communities, and flexibility in their approach.

The Local Education Provider needs to determine which teachers and other school personnel are responsible for developing, implementing, updating, and revising student READ Plans.

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**Question:**  
 What are the responsibilities of principals in revising and updating READ Plans for Subsequent Years?




**The principal ensures the student receives:**

- Reading instruction **in conjunction with and supported through** the other subjects the student receives instruction in during the school day

**And, if practicable, the student should receive:**

- Reading instruction from a teacher who is identified as effective or highly effective in their most recent performance evaluation
- Reading instruction from a teacher who has expertise in teaching reading



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**Question:**  
 What does the READ Act state about parents of students with READ Plans in subsequent years?



**The LEP ensures that parents receive ongoing, regular updates from the student’s teacher.**

- Parents can give approval for the LEP to provide the student with mental health support from the school psychologist, school social worker, or school counselor
- Parents are strongly encouraged to participate in the development and implementation of the revised READ Plan
- Visit our End of Year Parent Meeting guidance document for more details on READ Plans and parent communication and parent responsibilities for READ Plans, in general



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

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**Question:**

What does collaboration look like when students have an SRD at the end of a school year?



If a student has a [significant reading deficiency \(SRD\)](#) at the end of any school year before reaching fourth grade, it is mandatory for the student's parent, teacher, and other designated personnel by the local education provider (LEP) to meet and determine whether the student should progress to the next grade level 22-7-1205(2)(b)(VII), C.R.S

This decision should be based on the student's ability to maintain adequate academic progress despite the SRD.

Parents should be notified as soon as students have been identified as having an SRD and written notice of the SRD must also be given to the parent no later than 45 days prior to the end of the school year in order to complete this process.

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## Helpful Links



READ Act Main Page:

<http://www.cde.state.co.us/coloradoliteracy>

Webinar/Office Hours Information:

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

READ Act Statute and Rules:

<http://www.cde.state.co.us/coloradoliteracy/readactstatuteandstateboardrules>

READ Plans:

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

READ and English Learners:

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

Science of Reading Resources:

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

Educator Resources:

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