



COLORADO
Department of Education

READ Act and HB 15-1323

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Overview of the READ Act

- 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.



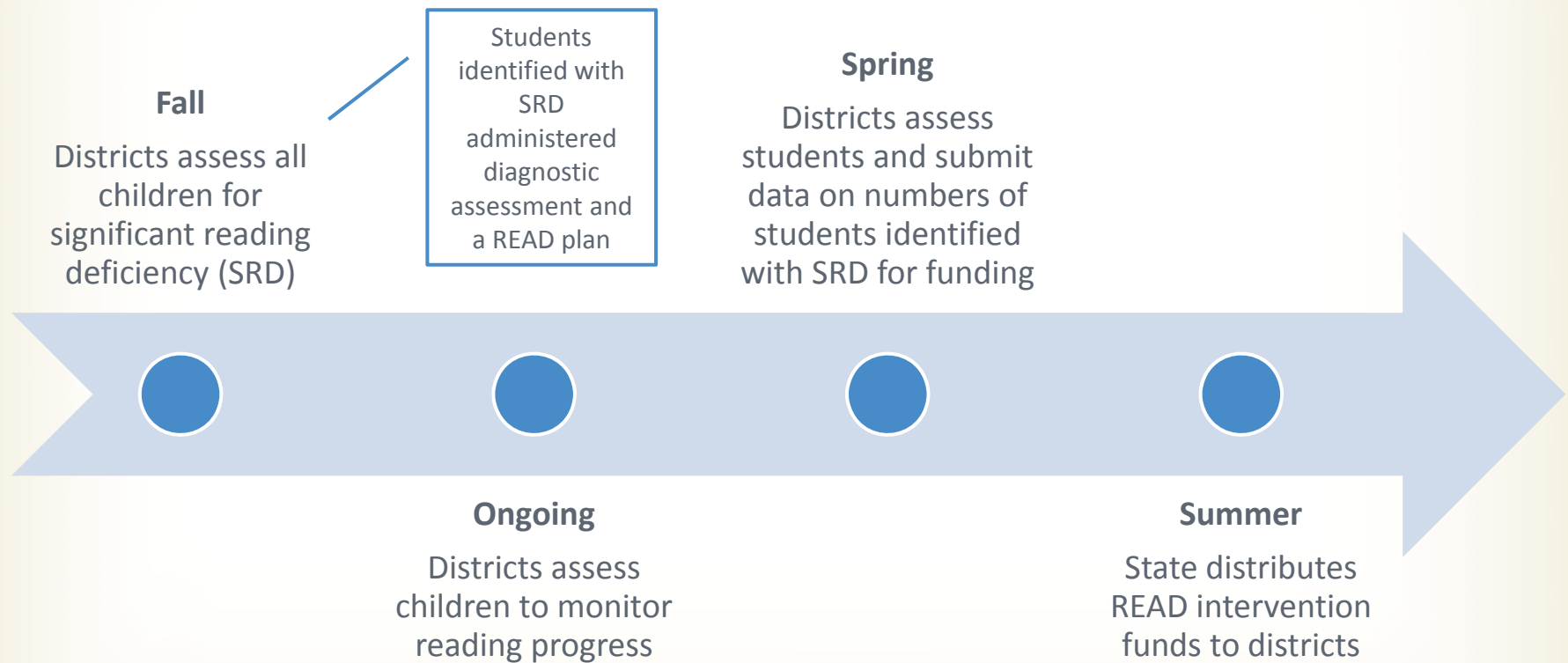
READ Act Assessments

- Interim – given to all students at the beginning of the year as a screener and throughout the year to monitor progress
- Diagnostic – given to students after they have been designated as having a significant reading deficiency to inform instructional plans
- Summative – not required, but may be given to students to determine if important reading skills have been mastered

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



Annual READ Act Timeline



READ Act Timeline

- Nothing has to change on the timeline
- HB 15-1323 puts in place options for districts to consider regarding assessment timelines
- State Board of Education (SBE) Rules will be aligned to reflect options available and timeline adjustments that can be made

Impact of HB 15-1323 on READ Act Assessments

Pre HB 15-1323	Post HB 15-1323	Actions required
All students screened within first 30 contact days; validation of significant reading deficiency within second 30 contact days (SBE Rules)	Kindergarten students assessed within first 90 days; if assessed within first 60 days, may use READ assessment to complete literacy portion of school readiness assessment	<ul style="list-style-type: none"> Align SBE Rules Literacy project participants (ELAT and ELG) will adhere to project participation requirements (Contact project managers)
Diagnostic assessment administered upon determination of a significant reading deficiency (SBE Rules)	Diagnostic assessment administered within 60 days of last assessment (interim)	<ul style="list-style-type: none"> Align SBE Rules

Impact of HB 15-1323 on READ Act Assessments

Pre HB 15-1323	Post HB 15-1323	Action required
	At least one interim assessment must be available in pencil/paper format	<ul style="list-style-type: none"> Align SBE rules <p>NOTE: SBE approved list already includes a pencil/paper format</p>
All students assessed throughout the year	Students who demonstrate “grade level reading competency” are not required to be assessed throughout the remainder of the year	<ul style="list-style-type: none"> Work with assessment developers to determine “grade level competency” cut scores Literacy project participants (ELAT and ELG) will adhere to project participation requirements (See project managers)

Considerations Related to Implementing HB 15-1323

- Defining cut points for “reading competency at grade level”
- Changing the READ Data Collection for Spring 2016 and beyond
- Serving the best interest of students and systems

Response Plan

- Provide guidance to field for the 2015-16 school year for implementing HB 15-1323
- Work with assessment publishers, district leaders, parent groups, and other key stakeholders on a full implementation plan for the 2016-17 school year

Guidance for Implementing HB 15-1323

Kindergarten

READ Act and Kindergarten School Readiness Assessment

- Kindergarten students will be assessed with both READ Act assessments and school readiness assessments beginning this year.
- If a READ Act interim assessment is administered within the first 60 contact days, it may be substituted for the literacy portion of the school readiness assessment.
- For kindergarten students identified as having a significant reading deficiency, the READ Plan should be created as a component of the school readiness plan.
- Kindergarten students designated as having a significant reading deficiency should be provided reading intervention supports.

Kindergarten Timeline

- Assess all kindergarten students within 90 days
- If assessed within 60 days, READ assessment may be used to as the literacy component of the school readiness assessment
- Within 60 days of last (interim) assessment, diagnostic assessment must be completed for students identified as significantly reading deficient
- READ Plans should be created upon determination of SRD and informed by diagnostic testing

Relationship Between Kindergarten School Readiness Plans and READ Plans

Minimal Requirements

Both the READ Act and HB 15-1323 allows that if a kindergarten student is identified as having a significant reading deficiency, the district will include the student's READ plan as a component of the student's school readiness plan.

Recommendations

Individual school readiness plans should incorporate all of the elements of other individual student learning plans currently in use:

- READ plans (pursuant to the READ Act and HB 15-1323)
- Response to intervention (RtI) plans
- English language development plans
- Advanced learning plans (ALPs)
- Provide appropriate connections to Individualized Education Programs (IEPs).



Guidance for Implementing HB 15-1323

Diagnostic Testing

Diagnostic Assessment Timeline

- Diagnostic assessments must be administered to all students identified with a significant reading deficiency within 60 days
- Diagnostic assessment information should be used to inform read plans
- READ Plans are developed upon determination of a significant reading deficiency to inform and drive instruction and intervention

Guidance for Implementing HB 15-1323

Grade Level Competency

READ Act Interim Assessments

- aimsweb
- DIBELS Next
- FAST
- i READY
- ISIP ER, Istation
- PALS
- STAR Early Learning
 - *DRA2 and DIBELS 6th Edition are allowed through July 1, 2016.*

Timeline for Grade Level Competency

- Students who score above the grade level competency cut scores are not required to be tested for the remainder of the year
- Districts may continue to assess these students throughout the year
- Students not tested in the spring based on this criteria will have their data submitted differently through the spring collection

Guidance on Data Collection

- **Additional information will be forthcoming to District Assessment Coordinators and READ Respondents**
- **Collection of students meeting Grade Level Competency definition will be reported through an exempt file**

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READ Act webpage

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