

# Colorado READ Act

## Overview Fact Sheet



The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students and especially for students at risk to not read at grade level by the end of the third grade. The READ Act focuses on literacy development for kindergarteners through third-graders. Students are tested for reading skills, and those who are not reading at grade level are given individual READ plans.

For successful implementation of the READ Act, it is important to understand and consider the following about early literacy:

**Elemental building block.** Reading is an elemental building block to receive a quality education, and every child should read at grade level by the end of third grade.

**Prevention is key.** The Colorado READ Act is a legislative priority that focuses on early literacy development for all students, especially for students at risk for not reading at grade level by the end of third grade. Specific funding is allocated to help students who are struggling the most.

**Teacher knowledge and practice are critical.** Educators must have a deep understanding of the art and science of reading to help every child become a lifelong reader.

**It takes a community.** It takes collaborative partnerships between schools, educators, communities and families to improve literacy for all students.

## READ ACT REQUIREMENTS

### Assessments

The READ Act requires teachers to assess the literacy development of K-3 students in the areas of phonemic awareness; phonics; vocabulary development; and reading fluency, which includes mastery of oral skills and reading comprehension. In March 2013, the State Board of Education approved interim assessments for use in measuring reading competency skill levels for children in K-3.

### Development of READ Plans

The READ Act requires the creation and implementation of an individual intervention plan, called a READ plan, for students identified with a significant reading deficiency. The law outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies, but each READ plan must be tailored to meet the individual needs of each student.

### READ Plan Implementation

Throughout the READ plan implementation process, decisions should be made collaboratively between school personnel and parents. Parents should receive regular, ongoing updates from the student's teacher concerning results of the intervention instruction and the student's progress in achieving reading competency. The student's teacher must review the READ plan at least annually and update or revise the plan as appropriate to facilitate the student's progress in demonstrating reading competency. Although READ plans are established in grades K-3, a READ plan remains in place until he or she achieves grade level competency.



**Advancement of Students with Significant Reading Deficiencies**

The READ Act provides guidance for advancing students with significant reading deficiencies. It gives parents the option to choose retention as an intervention strategy for students who are significantly below grade level. For students completing third grade, the superintendent can make the final decision for advancement.

**District Reporting Requirements**

The READ Act requires districts to report specific student-, school- and district-level data to CDE to determine and report the number of students identified with significant reading deficiencies and their progress.

[Please see the annual READ Act Legislative Report for data and funding information.](#)

**Accountability and Improvement Planning**

Districts and schools will be held accountable for student progress in the District/School Performance Frameworks and are expected to use this data to inform the development and implementation of their Unified Improvement Plans.

**State Supports for Effective Implementation**

The Early Literacy Fund provides districts with per-pupil funding to help meet the needs of students with significant reading deficiencies. In 2017-18, the total allocation was approximately \$33 million. Per-pupil funds may be used to provide full-day kindergarten, scientifically or evidence based interventions, summer school and/or tutoring services.

In addition, the READ Act appropriates additional funds to the Office of Literacy

**PREVALENCE OF SIGNIFICANT READING DEFICIENCIES IN COLORADO (2017)**

End of the year assessment data from 2017 shows 15.7 percent (40,533) of K-3 Colorado students had a significant reading deficiency, which is when a student doesn't meet minimum reading competency skills in areas of phonemic awareness, phonics, vocabulary development and reading fluency – including oral skills and reading comprehension.

Grade	Number of students tested in 2017	Number of students identified with SRD	Percentage of students identified with SRD
Half-day Kindergarten	13,735	1,439	10.5%
Full-day Kindergarten	48,349	4,930	10.2%
First Grade	63,720	11,107	17.4%
Second Grade	65,615	10,806	16.5%
Third Grade	67,360	12,251	18.2%
<b>Total</b>	<b>258,779</b>	<b>40,533</b>	<b>15.7%</b>

Source: Colorado Department of Education



## Where can I learn more?

- [To learn more visit the Colorado READ Act website](#)
- [Learn more about the Colorado READ Act Assessments](#)
- [View all CDE fact sheets](#)