

Colorado READ Plan Working Group Report

Submitted to:
House and Senate Education Committees of the Colorado General Assembly

By:
Colorado READ Plan Working Group

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The READ Plan Working Group was monitored by the Colorado Department of Education.
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Introduction

Authorized under H.B. 18-1393 (section 22-7-1214(1), C.R.S.), Colorado’s READ Plan Working Group (RPWG) was established for the purpose of reviewing the creation and use of individual student READ plans to improve their effectiveness. The Colorado General Assembly charged the RPWG with developing recommendations for changes to regulations and the department's level of technical assistance and communication to local education providers. By law, the RPWG was not to consider nor recommend repealing the requirement for individual READ plans.

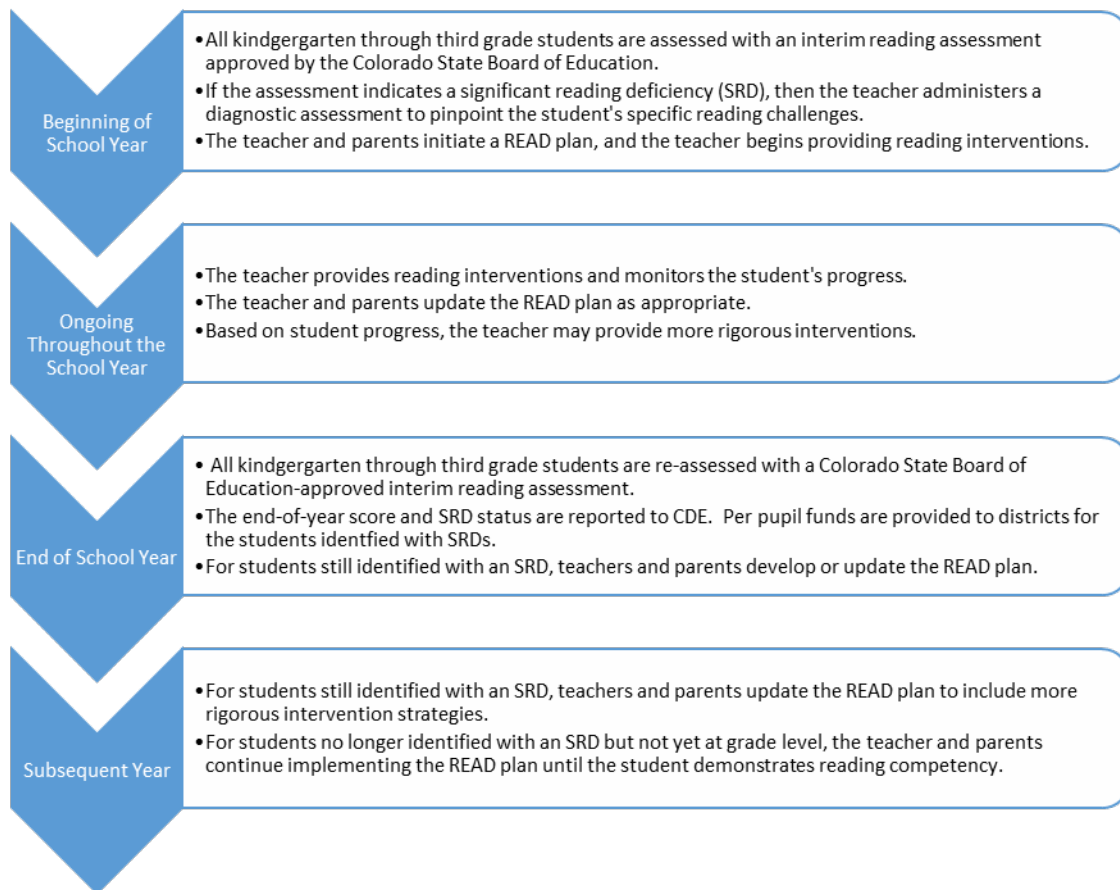
The Commissioner of Education is required to submit a report containing the recommendations of the RPWG to the State Board of Education and Colorado’s House and Senate Education Committees on or before February 1, 2020. This report fulfills this responsibility.

Background for READ Plans

The READ Act passed in 2012 with the intent of ensuring every student in Colorado reads proficiently by the end of third grade. The provisions of the Act promote early identification of reading difficulties and provide support for effective intervention. Under the READ Act, teachers in kindergarten through third grade administer an interim reading assessment to all students to determine whether they are making sufficient progress toward grade-level reading competency.

When students are identified as reading significantly below grade level, called a “significant reading deficiency” or SRD, teachers administer a diagnostic assessment to determine specific reading challenges. Teachers use this information to develop an intervention plan, called a READ plan, collaboratively with the child’s parents to help bring the child up to grade level. Students continue to receive intervention supports and remain on a READ plan until the teacher determines that the child has met the reading skill competencies of his/her current grade level. Students who make enough reading growth to no longer be identified with an SRD, but who have not yet achieved grade-level competency, remain on a READ plan until they reach grade-level reading competency. Figure 1 illustrates this process.

Figure 1: The Colorado READ Act in Action



A strong reading initiative, like the Colorado READ Act, can help make the difference for children with reading challenges. Effective early reading instruction and targeted intervention support have the greatest potential to change the trajectory of Colorado's most at-risk readers – helping to ensure they meet the goal of reading competently by third grade.

Additional Context of the READ Plan Working Group

After the RPWG began its work, two additional bills related to reading were passed. The RPWG took into consideration the implications of these bills as they made their final recommendations. The first bill, S. B. 19-199, Concerning Measures to Support Effective Implementation of the Colorado Reading to Ensure Academic Development Act, was passed unanimously by both the House and Senate of the Colorado legislature. The updates to the READ Act emphasize the importance of using evidence-based instructional practices through changes to improvement planning, external program evaluation, accountability for fund usage, and teacher training. Of interest to the RPWG was the provision of S.B. 19-199 related to teacher training. Members of the RPWG noted the importance of teacher content knowledge in the foundation reading skills in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. According to S.B. 19-199, beginning with the 2021-22 school year, each district that receives per-pupil or early literacy grant funding must annually ensure that all K – 3 teachers have completed evidence-based training in teaching reading. This provision was well received by the RPWG as meeting a need the group identified during their discussions.



Another bill related to reading passed during the 2019 legislative session was related to dyslexia, a concern of a number of RPWG members. H. B. 19-1134, Identification and Interventions for Students with Dyslexia, created a working group appointed by the Commissioner of Education to analyze state and national data and practices concerning identification and support of students with dyslexia. The working group is also tasked with recommending dyslexia screening tools and processes, developing a statewide plan for identifying and supporting students with dyslexia, and recommending educator training in recognizing and providing interventions for students with dyslexia. The working group must submit a report of its recommendations to the Commissioner, and the Commissioner must submit an annual report to the State Board of Education and Colorado House and Senate Education Committees. The bill also establishes a pilot program to assist local education providers in using READ Act assessments to screen for dyslexia and in providing interventions for students who are identified as having dyslexia.

Process

Recruitment and Selection of Members

The authorizing legislation for the RPWG required that the membership of the working group, at a minimum, represent the interests and perspectives of local education providers, educators, parents, and students throughout the state. To meet this requirement, the RPWG was comprised of educators in grades K-3, upper grade teachers, parents, principals, district leaders, and literacy experts. The members of the RPWG were selected to represent districts from across the state, including urban, suburban, small rural and rural districts. The group will also include educators with expertise in special education (including dyslexia, significant support needs, and specific learning disabilities) and those with expertise with English Learners (including program types: bilingual, English language development, and dual language).

Member Overview

Membership of the RPWG consisted of the following individuals:

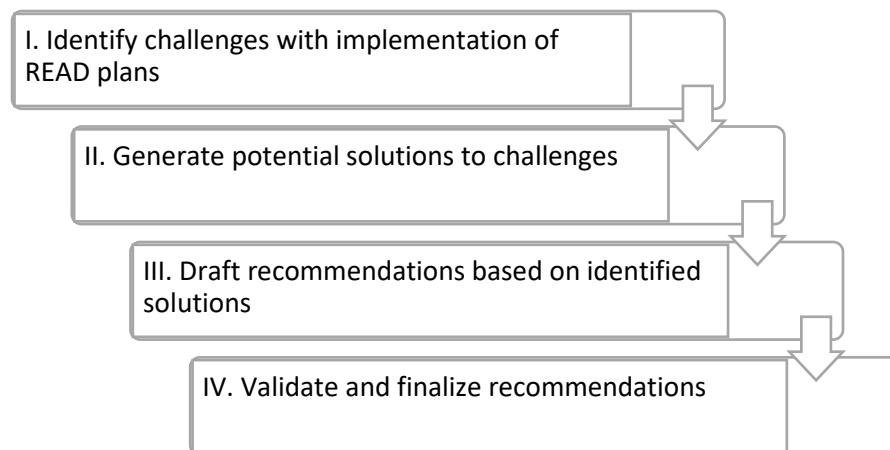
- Meghan Alexander, Title I teacher, special educator, Northwest, Steamboat Springs School District
- Katy Baccam, third grade teacher, Pikes Peak, Cheyenne Mountain School District 12
- Mary Bair, second grade teacher, Pikes Peak, Colorado Springs District 11
- Eryn Barker, parent, West Central, Resident in Gunnison County School District
- Catherine Beck, district READ coordinator, Metro Area, Denver Public Schools
- Karyn Beisner, parent and dyslexia advocate, Metro Area, Resident in Cherry Creek School District
- Julie Benmellah, district language development specialist K-12, Metro Area, Boulder Valley School District
- Nicole Blanc, second grade teacher, Pikes Peak, District 49
- Kenneth Davis, elementary principal, Southeast, Lamar School District
- Sandy Davis, kindergarten reading intervention teacher, Northeast, Brush School District
- Rebecca DeMeyer, elementary principal, Pikes Peak, The Classical Academy (a K – 6 charter school), Academy School District 20
- Carol Enck, Title I coordinator/reading intervention teacher, Northwest, Buena Vista School District R-31
- Dr. Valentina "Val" Flores, Colorado State Board of Education member, 1st Congressional District, Metro Area
- Chris Gerken, second grade teacher, North Central, Poudre School District
- Rachel Graham, MTSS Coordinator/Title 1 Coordinator/elementary lead interventionist, North Central, Estes Park School District R-3
- Judith Grotke, special education learning specialist, Metro Area, Jefferson County Schools

- Noah Hurianek, assistant principal, North Central, Thompson Valley High School (when appointed to the RPWG, was principal at Aspen Ridge Preparatory School)
- Jennifer Imel, K-12 ELA Curriculum & Assessment Specialist, Southwest, Durango School District 9-R
- Kory Jensen, third grade teacher, Metro Area, Adams-Arapahoe 28J
- Wendi Kirkpatrick, kindergarten teacher, North Central, Boulder Valley School District
- Therese Llorente, parent, resident in Metro Area
- Valerie Lovato, first grade teacher, Metro Area, Denver Public Schools
- Laurel Mullins, Title 1 teacher K-5, Northwest, Meeker School District
- Clare Orndoff, curriculum specialist, Southeast, Pueblo District 70
- Jodie Oxoteguy, ESL/dual language resource teacher, Metro Area, Jefferson County Public Schools
- Amy Pitlik, reading advocate, Metro Area
- Christina Gillette Randle, first grade teacher, Pikes Peak, Harrison School District
- Colby Ricci, special educator, Northwest, Summit County RE-1
- Lori Sabian, parent, Metro Area, Resident in Denver Public Schools
- Jeani Frickey Saito, parent, Metro Area, Resident in Jefferson County Schools
- Janelle Swisher, literacy coach, West Central, Delta County District 50
- Jennifer Thomson, middle-level intervention coordinator, Metro Area, Boulder Valley School District
- Cynthia Valdez, English language development educator, West Central, Mesa County District #51
- Sandra Vazquez, Ed.S., elementary literacy coordinator (K-5), North Central, St. Vrain Valley School District

Recommendation Development Process

Over a period of twelve months and eight meetings, the READ Plan working group engaged in a comprehensive and facilitated process that included the following key phases, outlined in figure 2:

Figure 2: Key Phases of Recommendation Process



Throughout these four phases of RPWG’s process, facilitators engaged working group participants in a strengths-based approach grounded in Appreciative Inquiry. Appreciative Inquiry is a philosophy and a methodology for positive change. It is founded on the simple assumption that human systems – teams, organizations and people – move in the direction of what they study, what they focus upon and what they talk about with regularity (*The Power of Appreciative Inquiry*, Whitney and Trosten-Bloom, 2010). While working group participants initially recognized problems to address, facilitators quickly shifted participants to exercises and discussions designed to



“flip” problems into the desired outcomes for the READ plan to successfully support children in Colorado. The solutions generated then served as the basis for the final list of recommendations in this report.

A brief summary of each phase of activity is listed below. Links to specific meeting agendas, materials and summaries are included Appendix A.

Phase I: Identification of Challenges

During the idea generation phase, RPWG members identified a number of challenges with READ plan development and/or implementation. These challenges were based on direct experiences of workgroup members, as well as input via surveys from other stakeholders from across the state.

To assist the RPWG, CDE initiated a survey that was open from January 9 to February 8, 2019 on its website and disseminated through The Scoop (the weekly newsletter for CDE), the CDE Update, and through email distribution lists of educators held by the department. A total of 908 individuals participated from across the state, including parents, administrators and teachers. Table 1 illustrates the distribution of participation by stakeholder category.

TABLE 1: READ Plan Survey Respondents

Respondent Category	Percent
Parent/guardian	11%
K-12 educator	55%
Instructional/literacy coach	10%
School administrator or other leader	11.9%
District level administrator	4.5%
Other	7.6%

Appendix B provides a summary of survey data. Based on this data, and through a series of participatory activities, workgroup members produced the following set of problems statements related to READ plans:

- More support is needed for teachers to provide effective instruction and intervention for students identified with a significant reading deficiency (SRD) in a multi-tiered system of supports.
- The number of individual plans that a student can qualify for (e.g., kindergarten school readiness, Individual Education Programs or district required plans) complicates the implementation of READ plans for students identified with an SRD. Additionally, there are no state or federal requirements for an individual English language development plan.
- Implementation of READ plans is complicated by the differences in state and district requirements.
- There is a need for greater parent involvement and a need for more resources.
- Placement of students on READ plans after only one assessment creates a burden for teachers; there is a lack of a body of evidence.
- There is not a single measure for identification of SRDs in the state.
- There is a lack of clarity about how a body of evidence should be used to *exit* a student from a READ plan (i.e., there is no consistent criteria for removing a student from a READ plan.)
- Teacher preparation programs need to provide better early literacy training for prospective teachers.
- There is need for greater clarity on how READ plans are monitored.
- Mental health wraparound services are not readily available for students who are struggling to read.



- Teachers do not have sufficient time to write effective READ plans.
- Teachers need more guidance for assessing students with more severe needs/disabilities.
- There is a lack of clarity on accountability for READ plan development and implementation.
- There is a lack of fidelity in implementation of interventions for students with SRDs.
- Assessment requirements are challenging.
- There is no funding for students with SRDs and on READ plans past 3rd grade.
- More support is needed for general education and special education teachers to collaborate in providing effective instruction and interventions for students with disabilities who are identified with SRDs.

Phase II: Generating Solutions

Facilitators encouraged the group to reframe the list of problems into solution-oriented ideas. They also urged the group to consider which problems were within the scope and mandate of this workgroup to address, and which ones were not. The initial set of solutions the group generated are as follows:

- As a result of professional development and coaching, teachers will have training, knowledge, and resources to implement targeted, evidenced-based instruction and interventions.
- The legislature will provide necessary funding, CDE, the State Board of Education, and each local school board will provide policy, and district administrators will provide time, training and collaboration for educators in order to implement effective instruction and intervention for all students.
- CDE will provide training for assessing, interpreting, and identifying the needs for all students.
- The READ Act assessments will provide consistent results across the state in domains of reading, in both English and Spanish.
- There will be a streamlined process for students on multiple plans that sets them up for reading success.
- READ plans will be implemented consistently and with fidelity from district to district in alignment with state requirements. Clear guidelines and processes will exist to support the determination of whether or not a student's reading proficiency level is related to English language acquisition or an actual significant reading deficiency.
- Parents will be actively engaged while receiving ongoing support.
- CDE will produce talking points using different modalities (webinars, face-to-face conversations, flow charts, etc.) to clearly communicate expectations for each stakeholder group.
- A body of evidence and team process will be used to confirm SRD and placement on a READ plan.
- READ plans will have a clear process defining a body of evidence, frequency, and criteria needed to exit a READ plan.
- Students will receive targeted, scientifically or evidence-based intervention/ instruction in which progress monitoring will be used to inform practice.

Phase III and IV: Drafting and Finalizing Solutions

These solutions formed the basis of recommendations, which are presented in the following section. Recommendations were developed based on the following criteria:

- Feasibility;
- Relevancy;
- Inclusion of evidence-based reasoning;
- Whether "in scope" of the workgroup; and

- Whether it drew on learning about what worked or did not work in the past.

To hone in on the final set of recommendations, which are presented in Section III of this report, RPWG members went through an iterative process to write, review, refine and ultimately validate and finalize the list.

Recommendations

The RPWG identified ten recommendations, organized into five different categories: Learning and READ Plan Development; Student Plan Alignment; English Learners; Compliance and Monitoring; and Technical Assistance from CDE.

Recommendations for Learning and READ Plan Development

Recommendation 1

In order to support the use of READ plans, the READ Plan Working Group recommends that CDE provide resources and professional development opportunities for educators on how to write an effective, quality READ plan. These resources and opportunities should include, but not be limited to:

- Information on the CDE website for writing SMART goals (i.e., goals that are specific, measurable, achievable, relevant, and timely). These resources may include but not be limited to: informational videos for both parents and teachers, screen casts, webinars, printable material and exemplar SMART goals that align with the components of reading including oral language development.
- Professional development for developing and implementing READ plans that:
 - Utilizes the Regional Literacy Consultants to provide district level consultation;
 - Enables collaboration with the Colorado Education Association to offer READ Act literacy courses; and
 - Incentivizes educator participation through licensure renewal credits.
- A communication plan for disseminating the resources and training using methods such as:
 - Department newsletters (e.g., The Scoop and SPARK) and listservs;
 - Direct emails that educators may opt to receive;
 - Social media;
 - CDE website (with drop-down links related to the components of reading); and
 - Opportunities for teachers and school and district leaders to collaborate and share learning on district and department created resources for the READ Act.

Recommendation 2

In order to effectively implement targeted evidence-based instruction and interventions as required for students on READ plans, the READ Plan Working Group recommends that K-12 educators will complete new professional development in literacy for 15 hours or a one-credit course every license renewal cycle. The teacher training requirements within S.B. 19-199 will address this need for K-3 educators. The working group further recommends that CDE provide a list of recommended professional development that is aligned to evidence-based reading instruction as required within the READ Act.

Recommendation 3

The READ Plan Working Group recommends that CDE support partnerships between families and schools by:

- Communicating the value of and requirements for parent involvement in the development and implementation of READ plans. Parents need to be aware that reading in *any* language is useful for advancing the reading skills of children.
- Sharing best practices, or methods and techniques that have consistently produced positive results. These methods might include outlines for high quality literacy night events, brochure samples for effective communications with parents, etc.



- Providing free tools, strategies, videos, and other resources on the CDE website that families can use at home without training to support their child's specific needs. These resources should also be available in languages other than English and provide strategies for supporting language and literacy development for families who speak a language other than English.
- Developing communications to raise awareness of these resources.
- Encouraging districts and schools to implement community/classroom communication and education related to READ plans, evidence-based interventions, and family strategies on the CDE website.

Recommendations for Student Plan Alignment

Recommendation 4

To support teachers and families in the effective implementation of individualized learning plans, the READ Plan Working Group recommends that, to the greatest extent possible, different individual learning plans be combined or coordinated with READ plans. In this process, the services required under individual plans must be included in any combined plans to ensure that no services are omitted.

Recommendations for Individualized Educational Programs (IEP):

- If a student has an IEP with reading goals *and* has qualified for a READ plan, then the district may embed the READ plan within the IEP to promote efficiency and simplicity.
- CDE should provide technical assistance as requested in developing processes and systems for embedding a READ plan within the IEP and in reporting on READ plan components that are embedded in the IEP.
- All appropriate stakeholders, including the student's parents, teachers (special and general educators) and related services providers are part of the process of developing and implementing the strategies in the IEP.

Recommendations for kindergarten school readiness plans:

- Schools should always notify parents when a kindergarten school readiness plan is being developed for their child.
- For kindergartners identified with a significant reading deficiency in the fall, the READ plan must be developed and incorporated within the kindergarten school readiness plan as required by the READ Act. *See section 22-7-1206(4), C.R.S.*
- In the spring, if the kindergarten student is still identified with an SRD, then a separate READ plan shall be developed to transfer to first grade. If the kindergarten student, based on a body of evidence, is no longer identified with an SRD, then a separate READ plan should not be developed.

Recommendations for English Learners:

- For an English Learner identified with a significant reading deficiency, there should be at least one English language development goal and at least one reading goal included in the student's READ plan.
- For districts that choose to use an individual English language development (ELD) plan, the READ plan may be embedded in the ELD plan or the ELD plan may be embedded in the READ plan. For districts that have ELD plans, the reading and ELD goal can align.
- The student's READ plan should be developed with all appropriate stakeholders, not only for reading development but also English language development, using evidence-based practices.

Recommendations to Support English Learners

Recommendation 5



The READ Plan Working Group recommends that by October 2020, CDE engage a workgroup of practitioners and experts in the fields of second language acquisition, literacy, and other relevant stakeholders to provide clarity and specific guidance on using a body of evidence to identify significant reading deficiencies in emerging bilingual students. The specific tasks of the workgroup should include:

- Updating the *READ Act and English Learners Guidance* document;
- Providing specific guidance regarding the body of evidence necessary for refutation of an SRD identification;
- Developing a list of evidence-based literacy and language interventions, instructional strategies and programming for emerging bilingual students; and
- Providing guidance to prevent the over-identification of emerging bilingual students with an SRD identification.

Recommendations for Compliance and Monitoring

Recommendation 6

CDE should clarify, for the field, where there is authority to review and ensure that districts are implementing READ Plans.

Recommendation 7

To assist teachers with effective progress monitoring practices, the READ Plan Working Group recommends that CDE develop written guidance for progress monitoring for students on READ plans including timelines, assessment measures, frequency and response to instruction. This progress monitoring data should be documented in the READ plan.

Recommendations for Technical Assistance from CDE

Recommendation 8

To enable transparency and consistency in the manner in which students are removed from READ plans, the READ Plan Working Group recommends that CDE provide criteria for and examples of a body of evidence to exit a student from a READ plan. The criteria should include descriptions of grade level competency for each grade, K-12, in the components of reading. These descriptions should utilize a standardized formula based on results from formative assessments (i.e., probes, progress monitoring, diagnostics, curriculum assessments) and summative assessments (i.e., state assessments) taking into account the differences across assessment tools.

Recommendation 9

The READ Plan Working Group recommends that CDE create guidance or rules that fully align diagnostic assessment results and a comprehensive body of evidence for identifying a significant reading deficiency, providing targeted scientifically- or evidence-based instruction and intervention and progress monitoring to inform instructional practices.

Recommendation 10

The READ Plan Working Group recommends that CDE support districts with development of READ plan templates. This support should include:

- Providing guidance and feedback to districts who voluntarily submit a READ plan template;
- Providing an optional, electronic, and easy to use READ plan template that districts may use; and
- Soliciting and making available district-developed READ plan templates.

Other Positive Outcomes



The work of the RPWG has accomplished much more than simply the recommendations described above. The group's efforts helped to catalyze a range of unanticipated, positive changes throughout the year. For example, the collaborative thinking of the RPWG has already led to enhanced guidance and resources for READ plan development. Specifically, CDE has developed webinars and training for School Readiness and READ Plans in fall of 2019, updated guidance for English language learners, and revised content on the CDE Literacy webpage.

The work of the RPWG has also led to increased CDE consultant support. Regional consultants are making efforts to increase presence in districts across the state and improve communication. CDE has increased professional development offered and coordinated support for Early Literacy Grant and Early Literacy Assessment Tool.

Lastly, the RPWG promoted the sharing of best practices and resources, created powerful new connections across other related statewide working groups and stakeholder groups, and created a deeper understanding of the role of CDE in this important work.

Summary and Next Steps

The Colorado General Assembly initiated the RPWG for the purpose of improving the effectiveness of implementation and use of individual student READ plans. The RPWG, consisting of a broad spectrum of stakeholders, has put forth a series of recommendations to enable CDE, districts, schools, and teachers to better meet the needs of students with reading challenges. CDE is committed to working with the State Board of Education, legislators, district and school leaders, educators, and parents to respond to these recommendations so Colorado can realize better reading outcomes for all of its children.



Glossary of Terms and Acronyms

CDE – Colorado Department of Education

ELD – English Language Development

IEP – Individualized Education Plan

RPWG – READ Plan Working Group

SRD – Significant Reading Deficiency

UIP – Unified Improvement Plan



Appendices

Appendix A: Session Summary Links

Links to available meeting agendas, materials and summaries are listed below:

- Monday, November 26, 2018
 - [11/26 Agenda](#) | [11/26 Materials](#) | [11/26 Meeting Summary](#)

- Friday, January 18, 2019
 - [1/18 Agenda](#) | [1/18 Materials](#) | [1/18 Meeting Summary](#)

- Thursday, March 7, 2019;
 - [3/7 Agenda](#) | [3/7 Materials](#) | [3/7 Meeting Summary](#)

- Friday, May 3, 2019
 - [5/3 Agenda](#) | [5/3 Materials](#) | [5/3 Meeting Summary](#)

- Monday, June 17, 2019
 - [6/17 Agenda](#) | [6/17 Meeting Summary](#)

- Monday, August 5, 2019
 - [8/5 Agenda](#) | [8/5 Materials](#) | [8/5 Meeting Summary](#)
 -

- Thursday, October 3, 2019; MindSpark Learning, 455 South Pierce Street, Lakewood, CO 80226
 - [10/3 Agenda](#) | [10/3 Materials](#) | [10/3 Meeting Summary](#)
 -

- VIRTUAL MEETING- Thursday, December 5, 2019
 - [12/5 Meeting Summary](#)

Additional information of READ Plan Working Group meetings can be found at <https://www.cde.state.co.us/coloradoliteracy/readplanworkinggroup>.





Appendix B: Stakeholder Survey Data: 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%

Some components do not total 100% because not all survey respondents answered each of the questions.



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%

Some components do not total 100% because not all survey respondents answered each of the questions.



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%

Some components do not total 100% because not all survey respondents answered each of the questions.



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%

Some components do not total 100% because not all survey respondents answered each of the questions.



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%

Some components do not total 100% because not all survey respondents answered each of the questions.



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%

Some components do not total 100% because not all survey respondents answered each of the questions.