



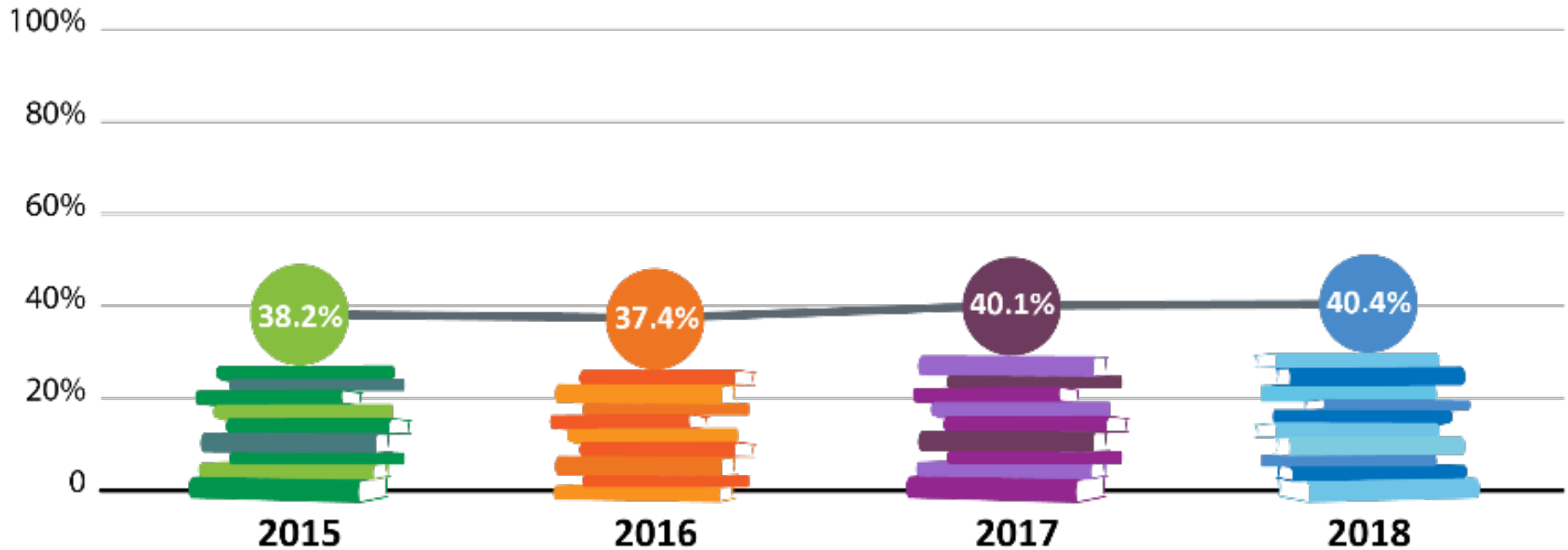
**COLORADO**  
Department of Education

# Welcome to the READ Plan Working Group

*January 18, 2019*

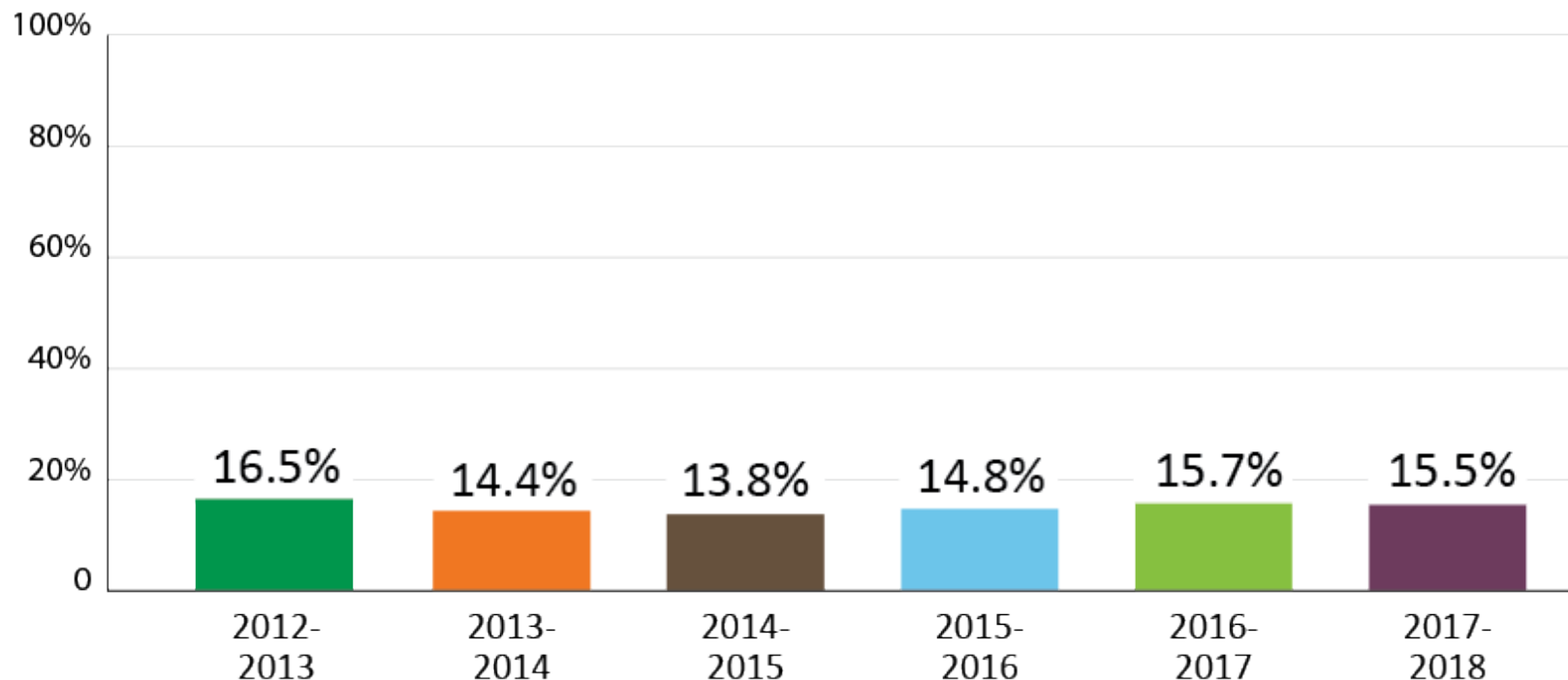
# Reading by Third Grade

## Percent of Third Graders Meeting Expectations on the Colorado Measures of Academic Success Assessment (English/Language Arts)

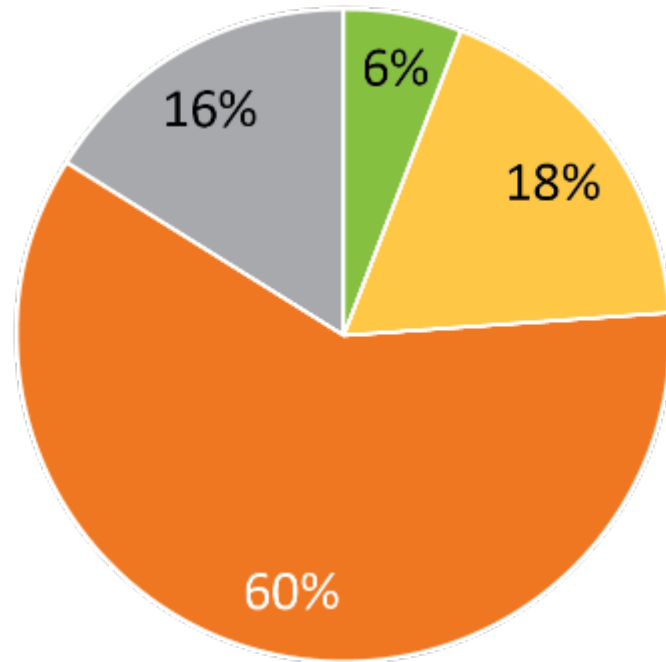


# Significant Reading Deficiency (SRD) Rate Over Time

## Percentage of K-3 Students Identified with a Significant Reading Deficiency



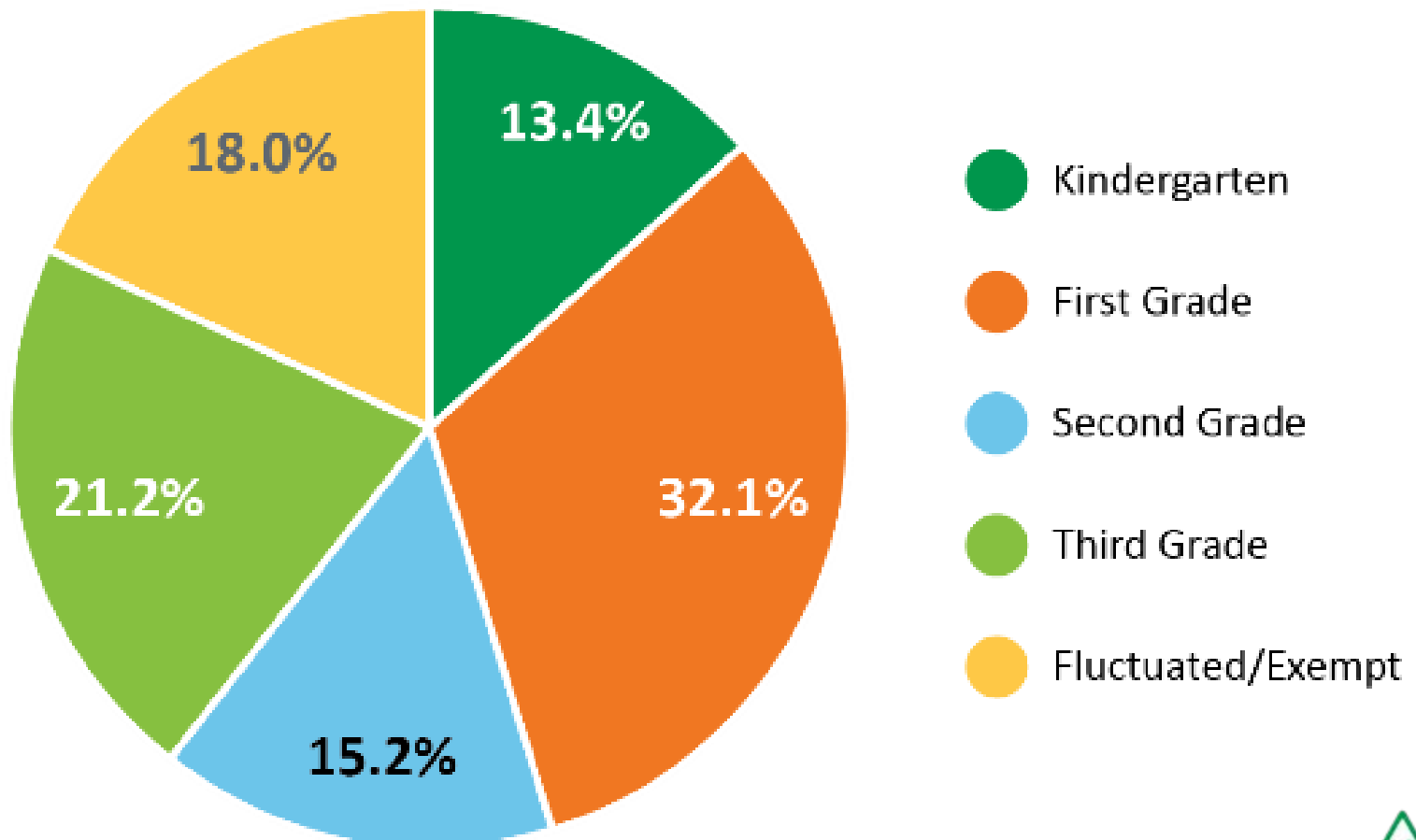
# SRD Status at Third Grade of Students Identified with SRD as Kindergartners



- No Longer Identified as SRD or on a READ Plan
- On a READ Plan but No Longer Identified with an SRD
- Still identified with an SRD
- Exempt or Inaccurate/Missing Data

# Grade Level of Initial Identification of SRD

## First Identification of SRD for 2017-18 Third Grade Cohort



# Important Findings Related to Students With Disabilities

**In 2018, 15.5% of kindergarten through third-grade students were identified with an SRD.**

**49.6% of these students were identified with a disability.**

**60% of these students were identified with a specific learning disability, including dyslexia**

# ACTIVITY: In Scope/Out of Scope

1. Form small groups.
2. Review key themes from meeting #1 and determine which items are “in scope” and which items are “out of scope”.
3. For items that are out of scope, consider where these topics might “live” moving forward (e.g., other working groups or task forces)



# ACTIVITY: Recommendations

1. Form small groups.
2. Review sample recommendations from other policy documents and answer these questions:
  - What do you notice that makes for a good/complete recommendation?
  - What is the ideal length of recommendation?
  - What key information should be included in a recommendation?
3. Document responses on flip chart paper.



**Recommendations**



# Gradients of Agreement

1

I really  
like it

2

I like  
it...it's  
good  
enough

3

I will  
support it,  
but would  
like to learn  
more

4

Mixed  
feelings

5

I prefer  
something  
different

6

I don't  
like it  
(Block)

# ACTIVITY

1. Discuss in small groups:
  - What do we like about Gradients of Agreement process?
  - What would we like to adapt or change for this process to fit this work group?
2. Document ideas on flip chart paper and be prepared to share with the large group.

# Individual Student Plans

# Nested Nature of Education Policy



## SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

## STATE POLICY

- Licensure requirements
- Standards
- Specific state assessments, etc.

## FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.

# Statute, Rules, Guidance & Local Implementation OR How a Bill Becomes Practice

## Colorado General Assembly's Statutes

*Passed by the elected legislature;  
Create rights or duties that are legally binding*

## Colorado State Board of Education's Rules

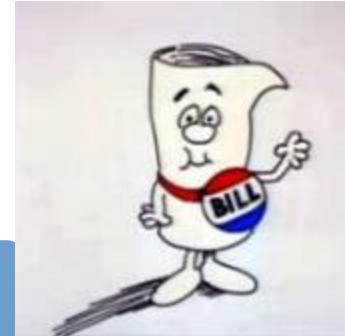
*Authorized by statute;  
Adopted by the elected board of education;  
Create rights or duties that are legally binding*

## Colorado Department of Education's Guidance

*Written by department;  
No legally binding effect;  
Interprets existing legal obligations*

## Local School District Implementation

*Guided by local school boards;  
Elaborated by district and school leaders*



# Statutory References Related to Students with IEPs and for Kindergarteners

(3) Notwithstanding any provision of this part 12 to the contrary, if a student is identified as having a disability that impacts the student's progress in developing reading skills, the local education provider shall, as appropriate, integrate into the student's individualized education program created pursuant to section 22-20-108 intervention instruction and strategies to address the student's reading issues in lieu of a READ plan.

(4) If a student enrolled in kindergarten is identified as having a significant reading deficiency, the local education provider shall create the student's READ plan as a component of the student's individualized readiness plan created pursuant to section 22-7-1014.

# IEPs and READ Plans

# Statutory Requirements for READ Plans for Students with IEPS

.. if a student is identified as having a disability that impacts the student's progress in developing reading skills, the local education provider shall, as appropriate, integrate into the student's individualized education program ... intervention instruction and strategies to address the student's reading issues.

C.R.S. § 22.7-1206(3) (emphasis added)

“As Appropriate Considerations”

- (a) the significant reading deficiency is tied to the student's disability
- (b) all interventions of a READ Plan are appropriate for inclusion in the IEP
- (c) all requirements of a READ Plan are included in the IEP





# READ Plans for Students with Disabilities

- Are based on the interpreted findings of the reading assessments that are accessible to the student.
- Involve the combined expertise of general educators and special educators who can discern the student's need for intensive and effective reading strategies that are accessible to the student.

# Individualized Education Programs

- Document a child's need for specially designed instruction based on the educational impact of a disability.
- Are not meant to replace the student's general education curriculum or services. The noted services and support supplement general education.
- Are designed to be individualized to the student's needs. The timing and content of an IEP is customized to the student's unique circumstances.
- Require progress monitoring and formal amendment based on changes of the child's performance and needs.

# IEPs in Lieu of READ Plans

- An IEP Team can determine that an IEP is an appropriate document for all of the required components of a READ Plan.
- This decision to utilize an IEP for the content of the READ Plan should be based on each individual child's unique circumstances and needs.

# Q & A

# Kindergarten Readiness Plans and READ Plans

# Colorado's Achievement Plan for Kids (CAP4K) Legislation

Requires the State Board of Education to:

- Define school readiness.
- Adopt appropriate, research-based assessments that assess both developmental and academic domains.
- Adopt a system of reporting population-level results.

In addition:

- Requires that students in publicly funded kindergarten programs receive an individual school readiness plan informed by the approved school readiness assessment.

# READ Act Legislation

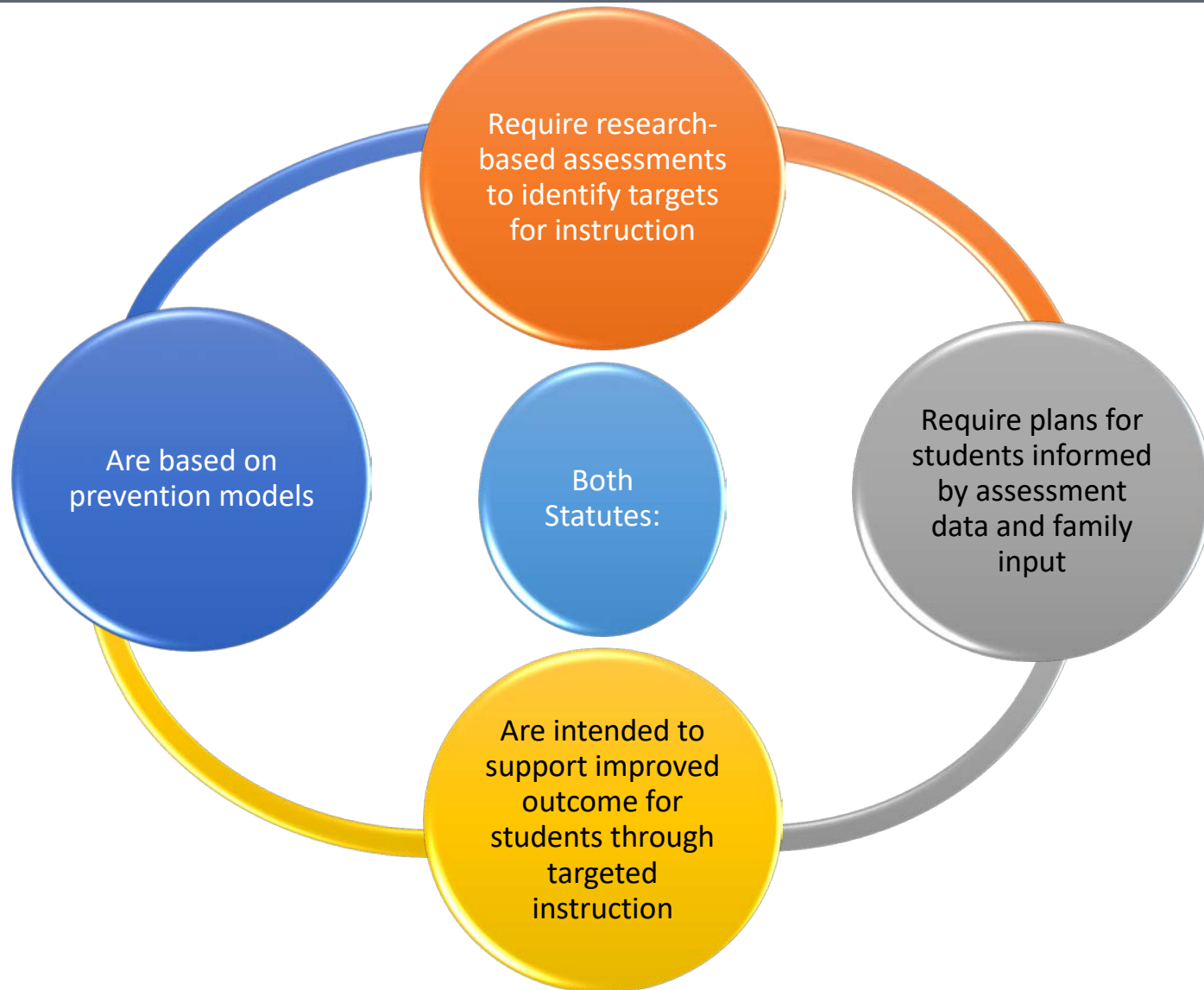
The Colorado  
Read Act  
requires that:

Teachers assess the literacy development of K-3 students in the 5 areas of reading development (phonological awareness, phonics, fluency, vocabulary and comprehension) using an approved assessment.

Teachers develop Individual Intervention Plans (READ plans) for students identified with a Significant Reading Deficiency (SRD).

Schools implement the READ plan by providing targeted, scientifically-based reading intervention addressing the goals indicated on the READ plan.

# How Do CAP4K and READ Act Intersect?





# Plan Comparisons

## Kindergarten School Readiness Plan

All students in publicly funded kindergarten

Kindergarten only

Addresses kindergarten standards, as appropriate, knowledge and skill areas in which a student needs assistance to make progress toward school readiness

Flexible plan design

## READ Plan

Students with an SRD

Plan continues until student reaches grade level competency

Targets specific literacy skill deficits

Specific requirements for content of plan detailed in statute

Who is it for?

How long?

Focus of plan?

Plan components?

# Plan Options

<b>Students Meeting Grade Level Benchmark on READ Assessment</b>	<b>Students Significantly Below Benchmark on READ Assessment</b>
READ Plan is not required.	READ Plan is required as a component of the kindergarten school readiness plan.
Kindergarten School Readiness Plan is required. CDE suggests including strengths and areas of growth.	Kindergarten School Readiness and READ Plans should be merged to create a single plan.
Reading goals may be applicable.	Required components of each plan must be addressed.
School readiness assessment system reports (i.e., T.S. GOLD, High Scope COR) may be used as KSR plans.	

# Q & A

# ACTIVITY: Creating a Recommendation

Based on what you know/have learned about individual student plans, what are some recommendations that you have specific to the mandate of this workgroup?

*\*Remember that recommendations should align with the criteria the group developed earlier in the session.*

# Next Steps

- READ plan survey update
- Logistics
- Deeper dive into SRD identification and assessment requirements at March meeting?
- Meeting follow-up:
  - Evaluation
  - Possible prioritization of recommendation topics