



READ Act Handbook

Elementary Literacy and School Readiness Office

201 E. Colfax Ave., Denver, CO 80203

ReadAct@cde.state.co.us

Table of Contents

Table of Contents	2
Introduction	3
Overview of the Colorado READ Act.....	3
READ Act Requirements	3
Purpose of the Colorado READ Act Handbook	5
Key Terminology.....	5
Assessments	6
Interim Assessments.....	7
Diagnostic Assessments	7
Summative Assessments.....	7
Early Literacy Assessment Tool (ELAT).....	7
Benefits of ELAT.....	8
Eligibility Requirements for ELAT.....	8
Significant Reading Deficiency.....	9
What is a Significant Reading Deficiency?.....	9
SRD Determination Process.....	9
Body of Evidence	10
Utilizing a Body of Evidence to Inform Literacy Instruction.....	11
Body of Evidence Sample Template	12
READ Act and English Learners	14
READ Plans.....	23
Writing READ Plans.....	23
READ Plan Checklist.....	24
Parent Communication.....	26
End of Year Parent Meeting	27
READ Plans from Year to Year.....	31
Exiting a READ Plan.....	35
Exiting a READ Plan Beyond Third Grade	37
READ Plan Templates	39

Introduction

Overview of the Colorado READ Act

The Colorado Reading to Ensure Academic Development Act, known as the Colorado READ Act, was passed by the Colorado Legislature in 2012, giving the state the guiding philosophy, structure, and resources to ensure children are reading at grade-level by the time they enter fourth grade. The READ Act has since undergone various updates to help improve reading outcomes in Colorado. The Colorado READ Act is preventative in nature and focuses on early literacy programs, resources for both teachers and students, early screening, and individualized READ Plans for students.

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

ELEMENTAL BUILDING BLOCKS

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

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. Beginning in March of 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.

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, scientific or evidence-based interventions, summer school and/or tutoring services. In addition, the READ Act appropriates additional funds to the Office of Elementary Literacy and School Readiness at the Colorado Department of Education.

Purpose of the Colorado READ Act Handbook

The purpose of the Colorado READ Act handbook is to provide all the current guidance surrounding the READ Act in one location to ensure that all persons responsible for supporting the READ Act have access to a clear and comprehensive resource.

Key Terminology

Body of Evidence: A collection of information about a student’s academic performance which, when considered in its entirety, documents the level of a student’s academic performance. A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness assessments adopted pursuant to section 22-7-1004(2)(a), C.R.S.. A body of evidence may include scores on summative assessments if a local education provider decides that summative assessments are appropriate and useful in measuring students’ literacy skills. *(1 CCR 301-92)*

Diagnostic Assessment: A state board approved assessment which schools are required to use for students identified through screening as possibly having a significant reading deficiency to pinpoint a student’s specific area(s) of weakness and provide in-depth information about students’ skills and instructional needs. *(1 CCR 301-92)*

English Learner (Multilingual Learner): As of August 2022, the Colorado Department of Education uses the asset-based term “Multilingual Learners (MLs)” to refer to students who have been formally identified as English Learners using Colorado’s Standardized Identification Process. The term ML was selected because it highlights the fact that students in this subgroup are not only developing their skills in English, but also are becoming bilingual and biliterate, or, in some cases, multilingual and multiliterate. When referencing and/or citing state and federal law and/or obligations under these laws, including associated data collections, guidance, and other resources, the terms English Learner (EL), Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Former English Language Learner (FELL) and other legal terminology will continue to be used.

Evidence-Based: The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students’ reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. *(1 CCR 301-92)*

Interim Assessment: A universal screening assessment administered to all students to identify who may experience lower than expected reading outcomes and who may be at risk for reading challenges. *(1 CCR 301-92)*

Intervention: The practice of providing scientifically based, high-quality instruction and progress monitoring to students who are below proficient in reading. *(1 CCR 301-92, 2.15).*

Local Education Provider: A school district, a board of cooperative services, a district charter school, or an institute charter school *(1 CCR 301-92, 2.20).*

Mastery: A student can successfully perform, apply, and transfer their knowledge of the task at least 85% of the time. (1 CCR 301-92)

Minimum Reading Competency Skill Levels: Adopted by the state board for grades Kindergarten through third grade, skill levels are based on the scores attained on the approved reading assessments and the [Colorado Academic Standards](#) and have a significant correlation to reading on grade level.

Reading Competency: A student meets the grade level expectations in reading adopted by the state board. (1 CCR 301-92)

Scientifically Based: The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. (1 CCR 301-92)

Systematic Instruction: A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it differently (1 CCR 301-92, 2.38).

Significant Reading Deficiency: a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board for the student's grade level. (1 CCR 301-92)

Tier I Instruction: High quality, *universal* instruction provided to all students, often referred to as core instruction. (1 CCR 301-92)

Tier II and Tier III Interventions: Evidence-based interventions provided to students who do not make adequate progress with Tier I instruction alone. Interventions are provided in addition to Tier I instruction and *target* specific skill deficits. Group size, frequency and duration, and intensity of instruction are considered. Tier III instruction is more *intensive* and is utilized when a student does not make adequate progress with Tier II interventions. (1 CCR 301-92)

Assessments

The READ Act requires the department to create an advisory list of assessments for local education agencies to choose from to administer to students in grades K-3 to meet the requirements of the READ Act. This [page](#) includes interim, diagnostic, and summative assessments that have been identified and approved by the State Board of Education through the READ Act Assessment Review Process. Assessments are reviewed every four years as required by statute and rule.

Interim Assessments

The READ Act requires the use of an interim assessment to determine whether a student has a significant reading deficiency in grades K through 3. Interim assessment is defined by READ Act Rule as a universal screening assessment administered to all students to identify those who may experience lower than expected reading outcomes who may be at risk for reading challenges. (1 CCR 301-92, 2.18) Interim assessments are administered to students three times per year.

In choosing approved interim reading assessments, the following criteria are considered: (1) whether the assessment is rated highly by the Department's external evaluator; (2) it must meet all statutory criteria; (3) whether indicators that screen for the characteristics of dyslexia are imbedded into the assessment; (4) whether there is a Spanish version of the assessment that is normed for the performance of students who speak Spanish as their native language; and (5) whether there is a paper and pencil version. (1 CCR 301-92, 9.1)

Diagnostic Assessments

The READ Act requires the use of an approved diagnostic assessment if a student scores below the cut-score on the approved interim assessment within 60 calendar days of the initial administration of the interim reading assessment. Diagnostic assessments are administered for the purpose of identifying a student's specific reading deficit(s). A diagnostic assessment, as defined by READ Act Rule, is a state board approved assessment which schools are required to use for students identified through screening as possibly having a significant reading deficiency to pinpoint a student's specific area(s) of weakness and provide in-depth information about students' skills and instructional needs. (1 CCR 302-92, 2.7)

Summative Assessments

Summative assessment as defined by READ Act Rule is an end of year comprehensive measurement of student mastery to inform taxpayers and state policy makers, support identification of successful programs, and serve a variety of state and federal accountability needs. (1 CCR 301-92, 2.37) Summative assessments are not required.

Early Literacy Assessment Tool (ELAT)

The 2012 School Finance Act required the Colorado Department of Education (CDE) to select a contractor to supply an early literacy assessment tool that teachers may use to obtain real-time assessments of the reading skill levels of students in kindergarten through third grade. The intent of the program was to support state purchase of software that would provide individualized assessments with immediate results, store and analyze those results, and recommend activities based on those results.

The Early Literacy Assessment Tool is designed to assist teachers in meeting the assessment requirements of the READ Act. The online tool will allow teachers to obtain real-time assessment of the reading skill levels of students enrolled in kindergarten, first, second, and/or third grades. Based on the assessment results, the online tool will generate intervention plans and materials to support students.

Benefits of ELAT

By participating in the Early Literacy Assessment Tool Project, applicants are supplied with the online tools to support the assessment:

- **Amplify DIBELS 8th Edition and Lectura**, approved interim assessments for the READ Act.

The online platform will:

- a. Provide individualized assessments with immediate results;
- b. Store and analyze assessment results, recommend activities that are aligned with the assessment results, and assist in tracking student performance and identifying strategies to improve student performance;
- c. Provide student grouping recommendations based on the assessment scores and provide proposed lesson plans on a short-term cycle; and
- d. Assist in generating and populating individualized plans to improve students' reading skills.

All approved applicants will receive software licenses to use the assessment. The tool will store and analyze the results and recommend school and home activities based on those results. Hardware is not included. Applicants will be responsible for providing their own hardware.

A list of hardware devices that support the software is available on [Amplify's website](#).

Eligibility Requirements for ELAT

All local education providers (LEPs) are eligible to apply. For purposes of the ELAT application, "local education provider" means:

- a school district;
- a charter school authorized through a district or the Charter School Institute (CSI);
- a public school within a district applying as a standalone applicant;
- or a public school operated by a board of cooperative services (BOCES)

The applicant must enroll students in kindergarten, first, second, and/or third grades. Applications may be submitted for a single school or multiple schools within a district or CSI. CDE accepts applications from both new and renewal applicants.

Additional support for the Early Literacy Assessment Tool can be found on the current [ELAT webpage](#).

Significant Reading Deficiency

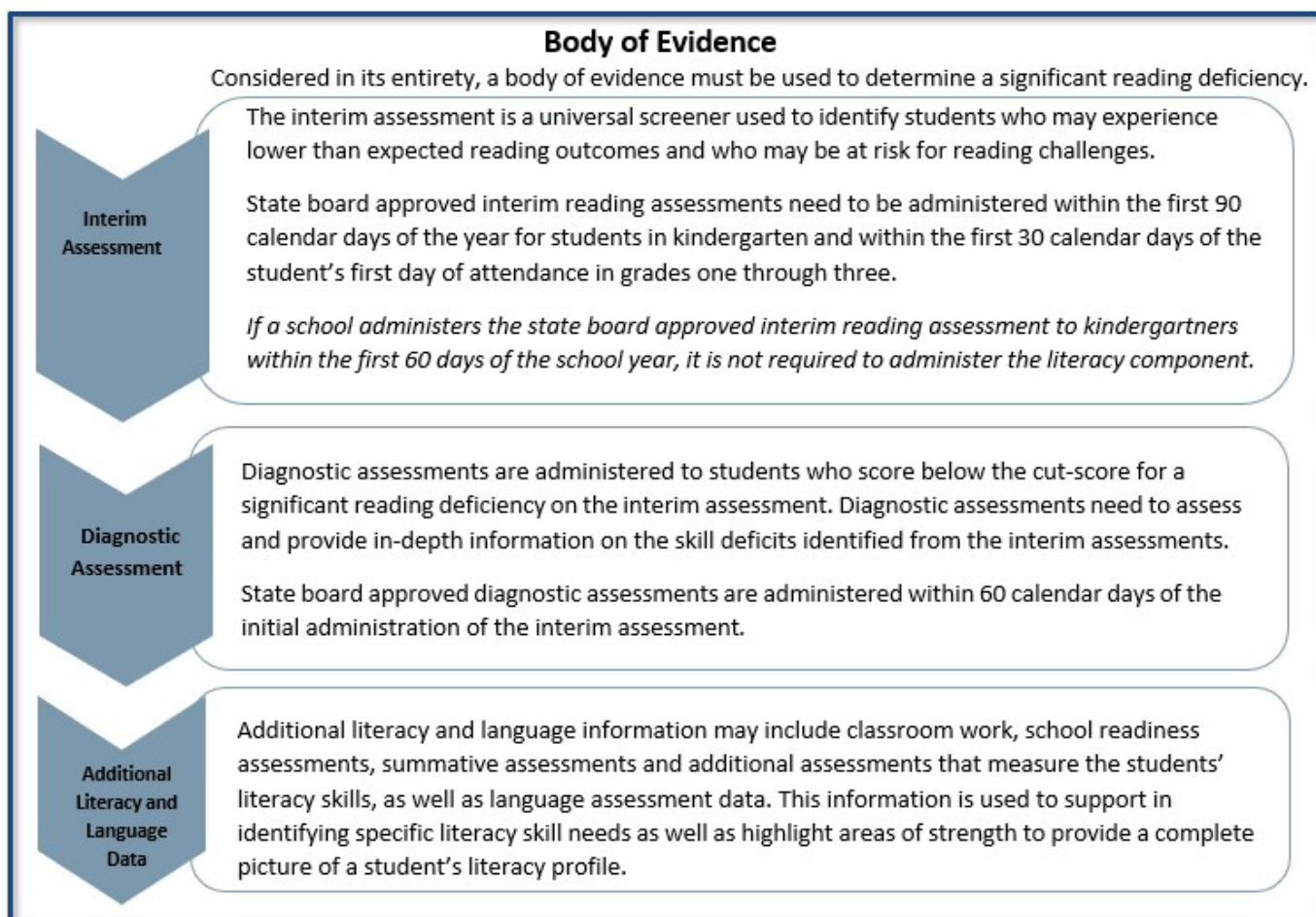
What is a Significant Reading Deficiency?

The Colorado READ Act states that a significant reading deficiency is determined when a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board for the student's grade level (C.R.S. 22-7-1203).

Upon determination of an SRD, information from the interim and diagnostic assessments and a body of evidence is used to inform the development of a student's READ Plan.

SRD Determination Process

Determination of an SRD is based on a body of evidence that includes the state board approved interim assessment score, results from a state board approved diagnostic assessment, and additional information that provides evidence of a student's literacy and language skills. The interim assessment, or universal screener, is a first alert that a student may need extra help to make adequate progress in reading during the year. Diagnostic assessments are administered to identify specific skill deficits noted in the interim assessment. Results from the interim assessment, diagnostic assessment, and other data are compiled to form a complete body of evidence in determining a significant reading deficiency. If a student is determined to have an SRD, a READ Plan is developed and implemented.



The READ Act requires that all students receive scientifically and evidence-based core instruction throughout the SRD determination process (C.R.S. 22-7-1204). Between interim and diagnostic assessments, students shall continue receiving scientifically and evidence-based core instruction and may also begin receiving interventions that align with identified skills deficits from the interim assessment. Regardless of SRD determination, the body of evidence and Multi-Tiered System of Supports (MTSS) process are used to inform implementation of scientifically based and evidence-based core and intervention programming for all students.

What happens if the results of the interim assessment and the diagnostic assessment do not align?

Very rarely, a student may score well-below benchmark on the READ Act approved interim assessment, yet the diagnostic assessment does not corroborate that the student has skill deficits to remediate. This can occur when a student is not feeling well, is distracted or confused during the administration of the assessment or is simply having an “off” day. In this event, it is recommended that a follow up assessment is administered to the student using the interim assessment measures. If both the follow up assessment results and the additional body of evidence supports that the student does not have foundational skill deficits requiring the implementation of a READ plan, then the teacher may use this evidence to withhold SRD designation. However, it is important to progress monitor the student carefully between benchmark assessment windows to ensure that the student continues to progress at or above grade level in reading.

Can the body of evidence be used to override the findings of the interim and diagnostic assessments?

The use of multiple data points is important when determining a significant reading deficiency because it allows the teacher to identify students at risk for reading failure, pinpoint specific skill deficits that require remediation, and provide additional evidence that informs the selection of the most effective intervention programming to get the student back on track quickly. The interim and diagnostic assessments are key components of the body of evidence, not separate from it. Therefore, if both the interim and diagnostic assessments indicate that skill deficits are present that require attention, additional BoE data does not override this evidence, and a READ plan for intervention should be put in place.

English Language Learners

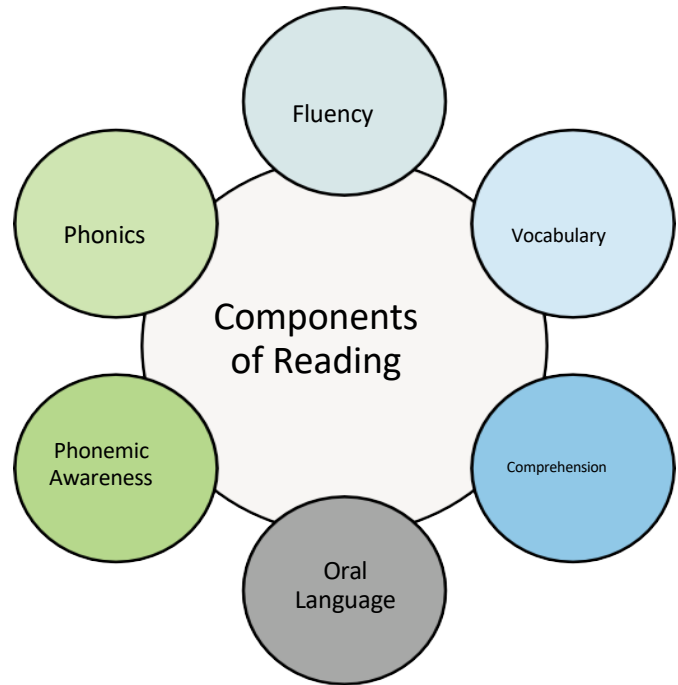
The READ Act provides special considerations for English language learners. For more information, refer to the [READ Act and English Learners guidance document](#).

Body of Evidence

The Colorado READ Act defines a body of evidence as a collection of information about a student’s academic performance which, when considered in its entirety, documents the level of a student’s academic performance. A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness assessments adopted pursuant to section 22-7-1004(2)(a), C.R.S. A body of evidence may include scores on summative assessments if a local education provider decides that summative assessments are appropriate and useful in measuring students’ literacy skills (C.R.S. 22-7-1203).

The READ Act requires an approved interim assessment (universal screener) to be administered to all students in kindergarten through grade three to identify those who may be at risk for having a significant reading deficiency (SRD). Based on the interim assessment findings, an approved diagnostic assessment is used to pinpoint a student's specific areas of weakness and provides in-depth information about instructional needs. When diagnostic assessments indicate a skill deficit, multiple data points for that specific skill and/or associated skills should be compiled within the body of evidence. Additional qualitative and quantitative data in the body of evidence may include but shall not be limited to, School Readiness assessments, summative assessments, observations, and samples of classroom work. Information about a student's language proficiency, family history, and other factors that influence academic performance may also be gathered.

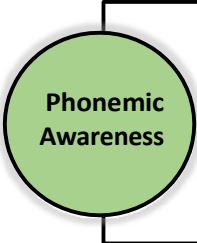
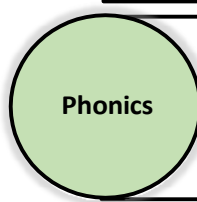
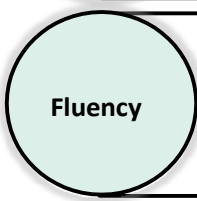
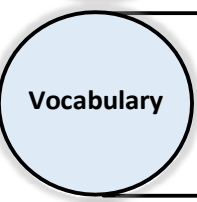
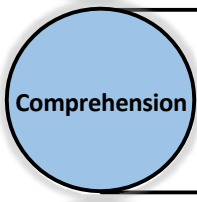
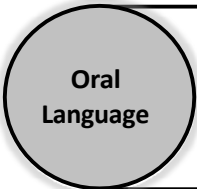
A complete body of evidence measuring a student's literacy skills includes all components of reading plus oral language. When selecting materials to include in the body of evidence, teachers should ensure the data accurately measures the skill deficits and areas of need identified in the interim and diagnostic assessment.



Utilizing a Body of Evidence to Inform Literacy Instruction

A body of evidence is developed over time and used to inform implementation of scientifically and evidence-based core instruction and intervention for all students. For students who are determined to have a significant reading deficiency (SRD), a body of evidence is used to inform the development and implementation of a READ Plan. For these and all other students, a body of evidence should guide instruction and interventions. To effectively inform literacy instruction, all components of reading should be addressed in the body of evidence. The progression of skills and interconnectedness of the components of reading should also be considered. The Colorado Academic Standards and Minimum Reading Competency Skills provide guidance for skills at each grade level.

A complete body of evidence for a student’s literacy skills includes multiple sources of formal and informal data that address all components of reading and oral language. When compiling evidence, teachers should ensure that the assessments or tasks align with the skills and competencies for the components of reading. Possible sources of data are noted below.

 <p>Phonemic Awareness</p>	<p>Phonological Awareness: Awareness of the sound structure of spoken words at three levels: (1) rhyming to onset and rime; (2) segmenting and blending; and (3) manipulating individual phonemes. Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.</p>	<p>teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes</p>
 <p>Phonics</p>	<p>Phonics: A method of teaching reading and writing by developing learners’ phonemic awareness in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.</p>	<p>letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; spelling inventories; nonsense words; phonics surveys; writing samples</p>
 <p>Fluency</p>	<p>Fluency: The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.</p>	<p>oral reading fluency (ORF) assessments; words correct per minute (WCPM); error analysis; connected text; teacher observation; word, phrase, sentence, and passage reading</p>
 <p>Vocabulary</p>	<p>Vocabulary: Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.</p>	<p>word knowledge checklists; morphology assessments; Frayer templates; teacher observation; writing samples</p>
 <p>Comprehension</p>	<p>Comprehension: The process of extracting and constructing meaning from written texts.</p>	<p>classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities; cloze reading assessments; assessing sentence structure, text structure, and background knowledge</p>
 <p>Oral Language</p>	<p>Oral Language: The ability to produce and comprehend spoken language, including vocabulary and grammar.</p>	<p>home language survey; teacher observation; speech/language evaluations; family input</p>

(1 CRR 301-92)

Body of Evidence Sample Template

**Body of Evidence for Literacy
Skills Sample Template**

Reading Component	Assessments/Data Used	Notes/Summary
Phonological/ Phonemic Awareness		
Phonics		
Fluency		
Vocabulary		
Comprehension		
Oral Language		

Next steps for instruction and/or intervention:

READ Act and English Learners

Achieving reading competency by the end of third grade is a critical milestone for every student and is a predictor of ongoing educational success. Early literacy development is not only critical to a child's success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado Legislature in 2012, highlights the importance of early literacy development for all students and especially for students at risk of not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade literacy development, literacy assessment, and individual READ plans for students reading significantly below grade level.

Colorado local education providers (defined as a school district, a board of cooperative services, a district charter school, or an institute charter school) have the authority to approach implementation of the READ Act with English Learners (ELs) in ways that are appropriate for their local context and individual needs of students and are responsible for doing so in alignment with the requirements and intent of the READ Act and in compliance with other relevant state and federal guidelines. Recognizing the unique language and literacy needs and opportunities of ELs to become proficient readers in English, the Colorado Department of Education has created this guidance for implementation of the READ Act as it relates to English learners. This guidance has been developed to provide parameters for districts to use when developing local policies and practices to support the literacy development of English learners who are receiving literacy instruction in English or Spanish.

Context for Implementing the READ Act with English Learners

Supporting the language and literacy development of English learners requires instruction and programming that reflect their unique learning needs. Goldenberg (2013) identified three research-based principles of effective instructional practice for English learners:

- generally effective instructional practices are likely to be effective with English learners;
- English learners require additional instructional supports, and
- an English learner's home language can be used to promote academic development.

The intent of the READ Act is to prevent reading gaps from developing by providing best, first literacy instruction and to act quickly when students fall behind. Because of this, the rules for the READ Act define the attributes of effective universal classroom instruction. At the school level, effective instruction requires a multi-tiered system of supports that provides students with differentiated instruction based on students' needs. Also, school leaders should ensure that students receive 90 minutes of daily reading instruction and that there is a scope and sequence so that reading instruction follows a developmentally appropriate progression. At the classroom level, literacy instruction should:

- be based on the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) Standards.
- be guided by assessment.

- follow a reading development continuum.
- address oral language and the five components of reading (which include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).

For English learners, effective universal instruction must also provide the individualized linguistic supports and scaffolds necessary to ensure access to grade-level literacy content. Additionally, all identified ELs must be provided targeted English Language Development (ELD) instruction through a Language Instruction Educational Program (LIEP) that is research-based and independent from literacy instruction.

The rules for the implementation of the READ Act also define the attributes of effective targeted and intensive literacy intervention instruction that may be necessary when a student is at risk for reading difficulties.

Provided in addition to core literacy instruction, literacy intervention instruction should:

- address one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments (phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension).
- be delivered with sufficient intensity, frequency, urgency, and duration.
- be guided by data from diagnostic, interim, and observational assessments focused on students' areas of need.
- be directed by an effective teacher in the teaching of reading.
- utilize a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students.
- be delivered in a small group format.

Literacy intervention instruction for ELs should be carefully planned to provide the individualized linguistic supports and scaffolds necessary to ensure ELs can access the content of the intervention and should be provided in addition to, not in place of, core literacy instruction and the LIEP.

Creating opportunities in core programming and intervention instruction to honor and utilize a student's home language and experiences can enhance and encourage development of new literacy skills.

Understanding similarities and differences between English and the home language, identifying cognates, incorporating culturally relevant texts and materials throughout instruction, and encouraging parents and families to continue developing home language literacy skills at home are some examples of how educators can promote academic development using the home language.

READ Act Requirements for Assessing English Learners

The READ Act specifies that educators make data-informed decisions in order to target early support so that all students are reading at grade level by third grade. Specifically, the READ Act requires that all students in kindergarten through third grade, including English learners, be assessed using a state board approved interim reading assessment to determine whether a student is at risk of having a Significant Reading Deficiency (SRD). All students in grades one through three must be assessed within the first 30 days of enrollment. Kindergarten

students must be assessed within the first 90 days of enrollment; however, if the district administers the assessment within the first 60 days of the school year, they may use the READ Act assessment to complete the literacy component of the school readiness assessment adopted pursuant to section 22-7-1004(2)(a), C.R.S.

In October 2017, the State Board amended rules which provide districts with the authority to make certain decisions locally when implementing the READ Act as it relates to English learners.

Assessing ELs Receiving Literacy Instruction in English Only

The local education provider has the authority to determine the language in which a student who is an English learner takes a state board approved interim reading assessment in kindergarten through third grade. The list of state board approved interim reading assessments currently includes options in English and Spanish. If state board approved assessments become available in languages other than English or Spanish, districts shall determine whether an English learner whose native language is not Spanish will take the assessment in the student's native language. Districts who have K-3 students who are English learners and whose native language is Spanish shall determine, using English language proficiency ranges, whether the student takes the state board approved interim reading assessment in English or Spanish. In determining whether a student continues taking the reading assessments in Spanish, each district shall review the student's score on the most recent English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS). If the student is not yet partially proficient in English, the district may choose to assess in Spanish. If a student takes an interim reading assessment in Spanish, the school district may also administer a State Board approved interim reading assessment in English to the student, at the request of the student's parent.

The local education provider also has the authority to determine level of English proficiency at which the student demonstrates partial proficiency or higher in English and must take at least one of the state board approved interim reading assessments in English. The State Board Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (1 CCR 301-92 section 3.05 (A) and (B)) require that the district determine and communicate to parents the level of English proficiency at which the student must take the approved reading assessment in English. If the student scores within the range that the local education provider determines demonstrates partial proficiency in English or higher, then the district shall ensure that the student annually takes at least one board approved reading assessment in English.

Assessing Spanish-Speaking ELs in a Dual Language Immersion (DLI) Program

Students who receive instruction in both English and Spanish may take the approved interim reading assessment in Spanish to determine whether the student has a significant reading deficiency. For these students, the district must also ensure that the student is assessed at least once annually utilizing a state board approved interim reading assessment in English for the purpose of informing reading instruction and intervention services and for the monitoring of student progress toward grade level reading competency in English, regardless of the student's level of English language proficiency.

Considerations for Selecting the Language of Assessment for English Learners

Although the level of proficiency in English is a determining factor for when a student is required to take at least one state board approved interim reading assessment in English, the district should consider a variety of

additional factors when determining whether to administer, or continue administering, an assessment in the student’s native language. Considerations should include but are not limited to:

- **Availability of an approved assessment in the student’s native language** – Currently, the list of state board approved interim reading assessments includes assessments in English and Spanish. Availability of school staff who are qualified to administer and accurately interpret results of the assessment in Spanish is also a consideration.
- **Language in which the student will receive literacy instruction** – Assessing students in the language of instruction provides valuable information about progress in literacy and timely instructional adjustments that support literacy growth.
- **Prior literacy instruction in the native language** – A native language assessment, when available, may provide information about a student’s existing literacy skills in the native language and can help inform instructional decisions.
- **The subskills measured by the assessment at the student’s grade level** – Early foundational literacy skills such as letter naming, phonemic awareness, sound/symbol correspondences, and early decoding can be taught and assessed in English with a minimal level of English proficiency if the instructions are comprehensible to students. As the language demands of reading increase, so does the need for more sophisticated English language proficiency. Analyzing what subskills are being measured by a particular assessment and comparing these skills to a student’s English language proficiency level can support in determining the appropriate language of assessment for an individual student.
- **The information the assessment will provide for instructional planning** – The ultimate goal of assessment is to provide a clear picture of a student’s skills and skill deficits to inform instruction and monitor progress. The language of assessment(s) selected should provide data that drives instruction.

In addition to a student's English language proficiency level, the language of instruction is a critical factor for districts to consider when deciding whether a student whose native language is Spanish will be assessed in English or Spanish. When an English learner receives literacy instruction in English only, it can be beneficial to both establish the student’s current level of literacy knowledge in the native language, if possible, as well as collect information that will guide instructional decision making when providing literacy instruction in English. In this case, best practice would be to initially assess the student in both the native language (Spanish) and the language of instruction (English) to compile a more complete body of evidence that informs instructional decisions for the student. Similarly, a student who receives literacy instruction in both Spanish and English may be assessed in Spanish for determining an SRD, but the student must also be assessed at least annually in English to monitor progress toward reading competency in English and to and inform reading instruction.

As each district has the authority to determine the language of assessment for identified ELs who have not yet reached partial proficiency in English, these are important considerations when developing local policies and procedures that align to the READ Act.

Determining a Significant Reading Deficiency for English Learners

If scores on the state board approved interim reading assessment indicate a student may be at risk of having a significant reading deficiency, the READ Act requires administration of a state board approved diagnostic

assessment within 60 days of the initial interim assessment to pinpoint the specific area(s) of the reading deficiency. Approved diagnostic reading assessments are available in both English and Spanish. Data from these assessments along with an additional body of evidence about a student’s academic performance are used to determine if a student has an SRD and must be placed on a READ plan. For English learners, the SRD determination process includes consideration of a student’s English language proficiency level and additional data from English language proficiency assessments and native language reading assessments, when available. When analyzing the body of evidence to confirm or refute an SRD designation for an English learner, several factors may be considered, including:

- Length of time the student has been enrolled in a U.S. school
- English Language proficiency data and growth over time
- Native language literacy assessment data
- Progress over time on English literacy assessments
- Language and literacy progress in relation to English Learner peers
- Historical background of the English learner’s LIEP(s) This document provides guidance to support districts with identification of SRD for English learners in three instances:
- Non-English proficient students in their first year in a U.S. school
- English learners who are beyond their first year in a U.S. school assessed in English
- English learners who are beyond their first year in a U.S. school and who are native Spanish speakers assessed in Spanish

The following sections include both a narrative and flow chart to support local education providers in understanding and implementing the requirements and obligations of the READ Act with regards to English learners.

SRD Determination for Non-English Proficient Students in Their First Year in a U. S. School

English learners who are identified as Non-English Proficient (NEP) and in their first year in a U. S. school are eligible for SRD determination if this determination is based on a student’s reading ability and not their English language proficiency. However, these students can be exempt from an SRD identification based on local determination of need. The district is responsible for ensuring literacy instruction is provided with appropriate linguistic scaffolds, as necessary, to ensure access to content and that the student is still provided with specific literacy interventions when appropriate.

SRD Determination for English learners Beyond Their First Year in a U.S. School Assessed in English

Districts may utilize a robust body of evidence to either confirm or refute the existence of an SRD for English learners. When an EL student beyond their first year in a U.S. school is assessed in English, additional evidence may be used to refute an SRD determination if the evidence supports that the scores on the interim reading assessment are influenced primarily by the student’s English language proficiency level rather than an accurate representation of the student’s early literacy skills. Acceptable evidence includes English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS), native language

interim reading assessment data, or other locally determined valid and reliable data related to the student's English proficiency level (e.g., WIDA Model, WIDA Screener assessments). If an SRD determination is not confirmed, the interim reading assessment data should be used to identify the appropriate literacy and English language development instruction to ensure the student continues to make progress in acquiring the foundational skills of literacy as well as in English language development. ELs assessed with an English interim reading assessment whose SRD status is refuted based on additional evidence related to English language proficiency are exempt from retention considerations as an intervention strategy in compliance with the READ Act.

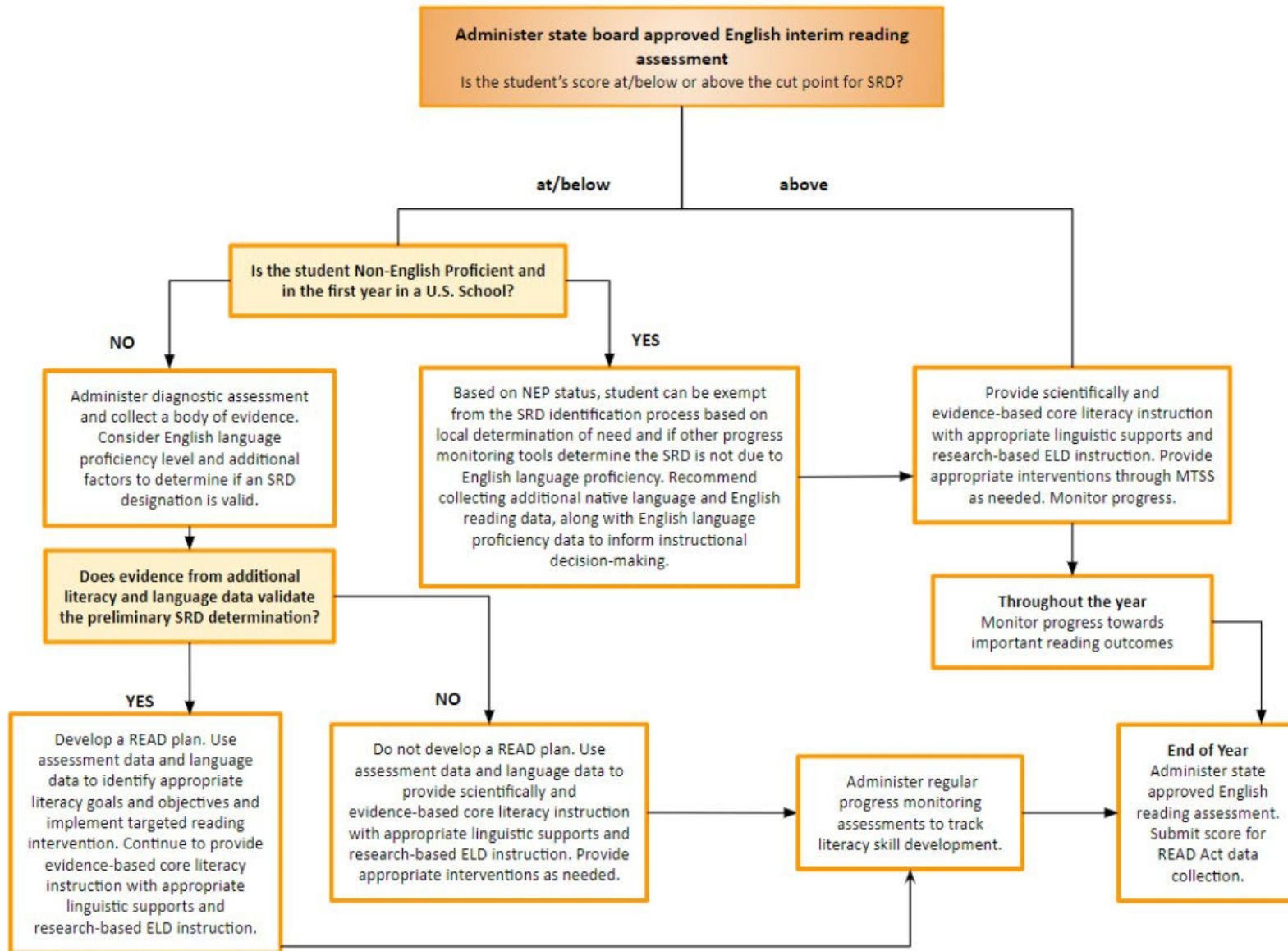
Should the evidence from additional English language proficiency and/or native language assessments suggest that an English Learner's scores on the interim reading assessment are impacted by factors other than the student's English language proficiency level, the teacher may choose to confirm the finding of an SRD.

Examples include but are not limited to:

- Evidence that the student's literacy growth trajectory is not on-track compared to EL peers at the same ELP level.
- Native language assessment data confirms similar reading deficiencies in the native language.
- The student scores within the range that the district determines demonstrates partial proficiency in English or higher on the most recent ACCESS for ELLs[®] or other locally determined valid and reliable data related to the student's English proficiency level.

An English learner who is determined to have a significant reading deficiency after review of the complete body of evidence must receive a READ plan that is informed by the interim and diagnostic assessments as well as data from native language assessments and additional assessments related to the student's English proficiency level. For any student, a READ plan must be continuously implemented until the student demonstrates grade level reading competency.

SRD Determination Process for English Learners Assessed in English



SRD determination for English learners who are native Spanish speakers assessed in Spanish

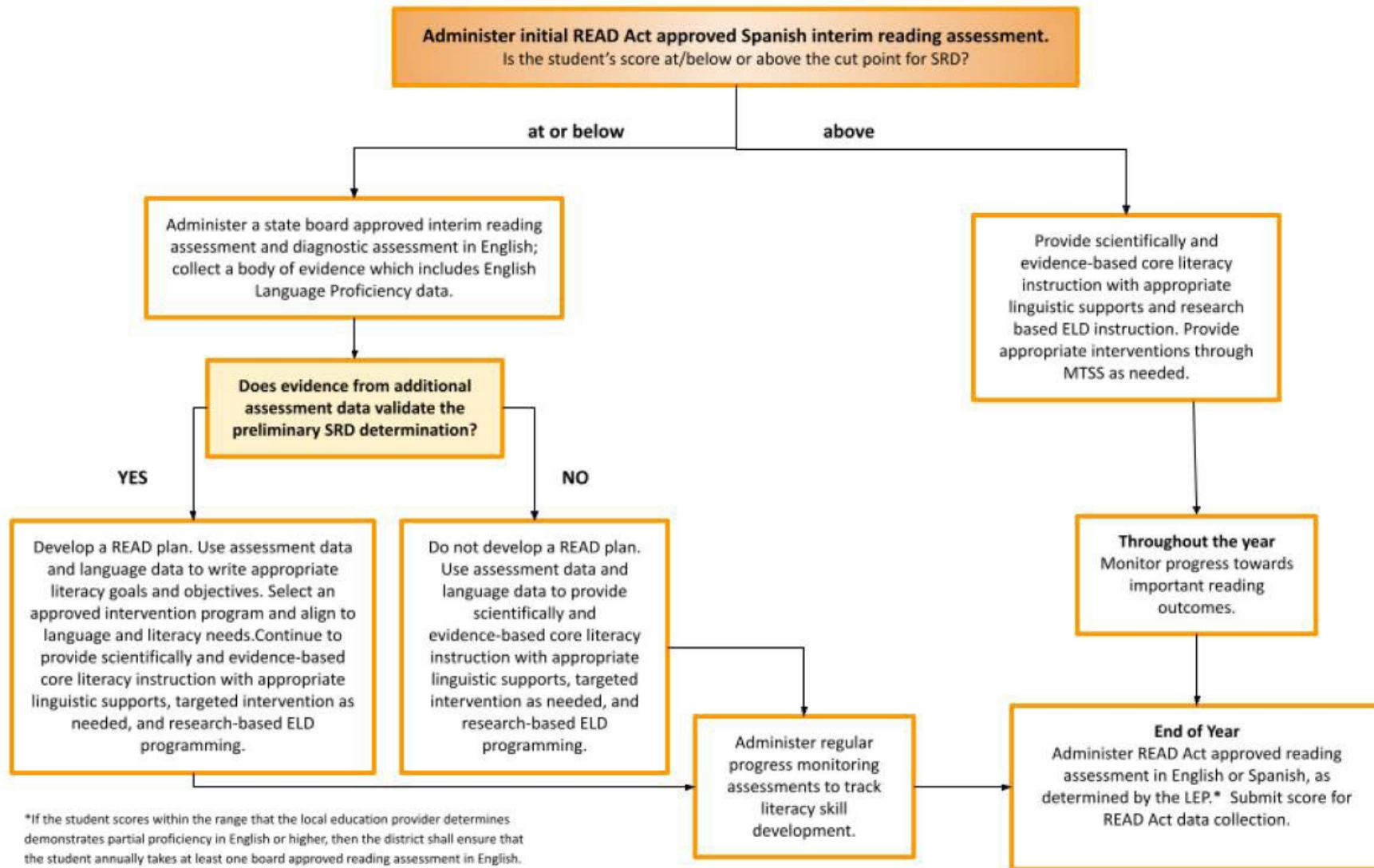
English learners who are native Spanish speakers may utilize the state board approved interim reading assessment in Spanish to determine if the student is at risk of having a significant reading deficiency. If the district opts to assess an English learner whose native language is Spanish using an approved Spanish interim assessment and the student scores below the cut score for a significant reading deficiency, this indicates the student does not meet the minimum skill levels for reading competency in the native language and is likely to benefit from additional supports to develop early literacy skills. However, the language of instruction plays a key role in determining the specific skill strengths and deficits that will guide the development of the student's READ plan.

For English learners whose Spanish interim assessment indicates risk of an SRD and who receives literacy instruction in English only, it is important to gather interim assessment data in English and administer an English approved diagnostic assessment to determine the instructional needs in the language of instruction. If the scores on the English assessments confirm the determination of a significant reading deficiency, the SRD may not be refuted, and the student must receive a READ plan informed by both the native language and English literacy assessments as well as English language proficiency data.

If the scores on the Spanish interim reading assessment are at or below the cut point for an SRD determination for an English learner who is a native Spanish speaker and who receives literacy instruction in Spanish and English, an approved Spanish diagnostic assessment must be administered within 60 days of the initial interim assessment and a READ plan developed that addresses the student's specific skill deficits in Spanish literacy. In this instance, teachers may not use additional evidence to refute the SRD determination. An approved interim assessment in English shall also be administered at least annually to monitor progress in English literacy and to inform instruction in English. English learners assessed with a Spanish interim assessment are subject to retention considerations as an intervention strategy in compliance with the READ Act.

SRD Determination Process for English Learners who are Native Spanish Speakers Assessed in Spanish and who Receive Literacy Instruction in English

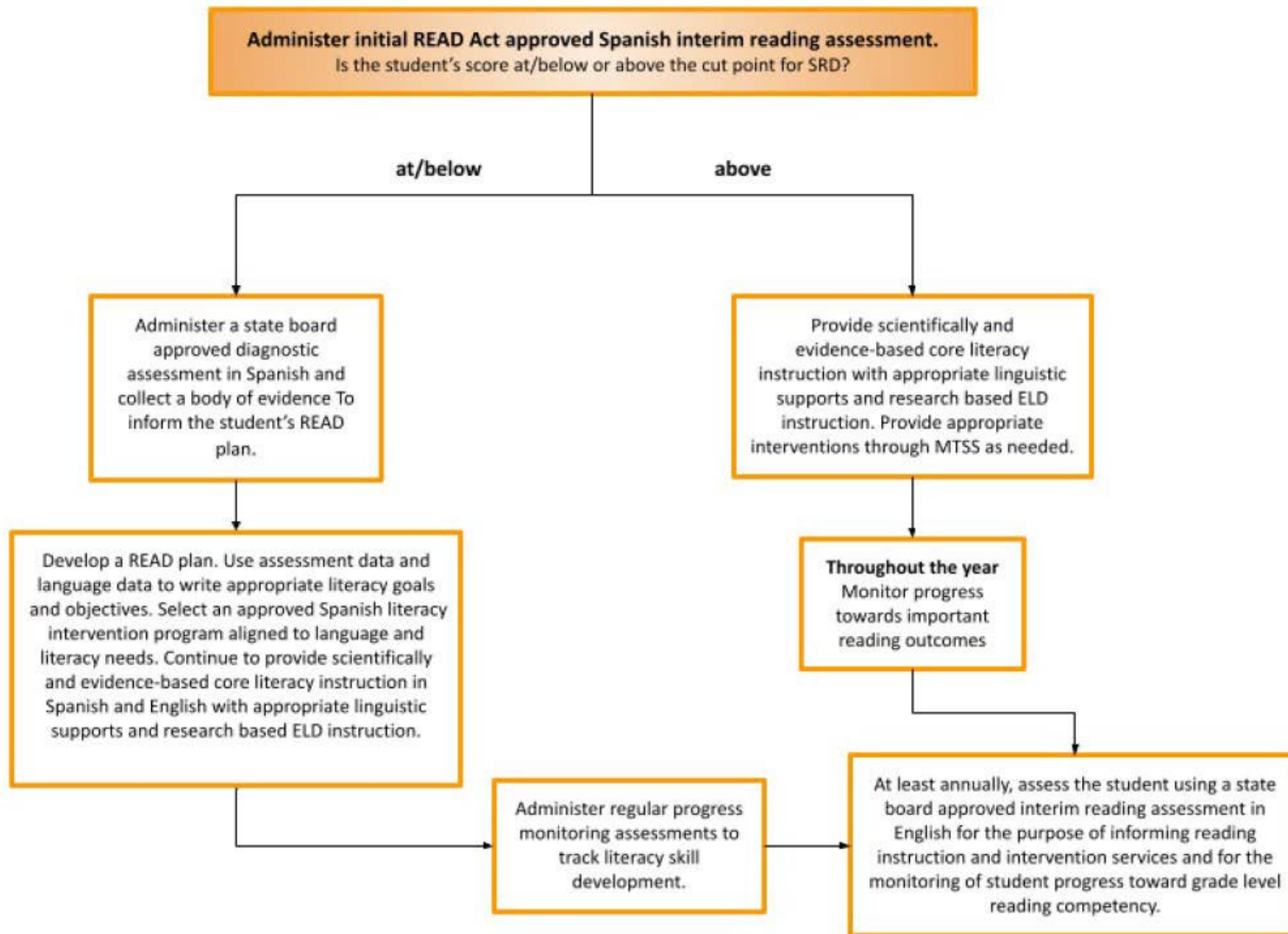
Districts who have K-3 students who are English learners and whose native language is Spanish shall determine, using English language proficiency ranges, whether the student takes the state board approved interim reading assessment in English or Spanish. In determining whether a student continues taking the reading assessments in Spanish, each district shall review the student's score on the most recent English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS). If the student is not yet partially proficient in English, the district may choose to assess in Spanish.



*If the student scores within the range that the local education provider determines demonstrates partial proficiency in English or higher, then the district shall ensure that the student annually takes at least one board approved reading assessment in English.

SRD Determination Process for English Learners Assessed in Spanish and who Receive Literacy Instruction in Spanish and English

For students who receive literacy instruction in both English and Spanish, the LEP may opt to utilize a state board approved interim reading assessment in Spanish to determine whether the student has a significant reading deficiency. In these instances, students shall also be assessed once annually using a state board approved interim reading assessment in English for the purpose of informing reading instruction and intervention services and for the monitoring of student progress toward grade level reading competency.



Refuted SRD Designation - Programming Considerations for English Learners

Information gleaned from English language proficiency and literacy assessments should be used to inform appropriate instruction for English learners whether or not an SRD determination is made. This will ensure continued support for both language and literacy development. As stated in statute, if a student's reading skills are below grade-level expectations, as adopted by the state board, but the student does not have a significant reading deficiency, the district shall ensure that the student receives appropriate interventions through the multi-tiered systems of supports or a comparable intervention system. At a minimum, the district shall ensure that the student receives educational services in a daily literacy block for the length of time identified as effective in research relating to best practices in teaching reading (C.R.S 22-7-1206(2)(a)). For English learners, the instruction provided during the daily literacy block as well as any intervention should be scaffolded with appropriate linguistic supports based on the English language proficiency level of the student to ensure access to literacy instruction. In addition, ELs are entitled to and must receive targeted English language development instruction, independent from literacy instruction, as part of their universal instruction. This instruction should be provided through a research-based language instruction educational program (LIEP) determined by the district, in addition to, and not in place of, core literacy instruction or any additional literacy interventions provided.

READ Plans

Writing READ Plans

The Colorado Reading to Ensure Academic Development Act (READ Act) states specific processes and elements to be a part of READ Plan creation and ongoing support. This section will review the required elements designated in legislation for READ Plan creation as well as what is required for ongoing, active READ Plans.

The READ Act calls for the following to be included in READ Plans:

- Screening or interim assessment results, diagnostic assessment results including specific skill deficiencies identified,
- end of year goal as well as ongoing objectives to meet the end of year goal,
- aligned interventions and services that are in addition to 90 minutes of evidence-based universal instruction,
- progress monitoring,
- specific family communication and involvement in supporting the READ Plan,
- supplemental services, and
- a plan for progress monitoring to ensure that interventions are matched to specific skill deficiencies and students are making progress toward grade level competencies.

READ Plan Checklist

Screening Results

Screener:

- An approved [Interim Assessment](#) utilized, and score documented within the READ Plan
- Consider a designated 2-week testing window to ensure comparable data points in your system

Diagnostic Results

Diagnostic:

- An approved [Diagnostic Assessment](#) utilized for all students falling below the cut score and identified as at risk of having a Significant Reading Deficiency (SRD) to identify their *Specific Skill Deficiency*
- Scores (results) documented within the READ Plan

Specific Skill Deficiency

**The diagnostic assessment can be imbedded within the interim assessment*

Read Plan Goals/ Benchmarks

READ Plan Goals/Benchmarks:

- READ Plan has an end of year goal that is aligned to the student's current Screener and Diagnostic results
- READ Plan has short term objectives/targets that align to current data progress towards meeting end of year goal
- Goals & Objectives/Targets are kept up to date and revised as appropriate

Interventions / Services

Interventions/Services:

- Intervention and/or services are documented within the READ Plan and being provided to every K-3 student who is identified as having a Significant Reading Deficiency (SRD)
- Intervention and/or services match the Specific Skill Deficiency identified
- Documented intervention and/or services align to Scientifically Based/Evidence-Based instruction
- READ funds (*designated monies for identified pupils with an SRD*) utilized for interventions are aligned with the **Advisory lists* provided by CDE
- Intervention programs and services are kept up to date and revised as appropriate within the READ Plan

**Advisory List for [Intervention](#) Programs and [Supplemental](#) Programs*

Universal Programming

Universal Programming:

- Document Tier 1 instructional reading programming within the READ Plan
- Tier 1 instructional reading programming being implemented is scientifically based or evidence based and at minimum includes all five components of reading

**Advisory List for Comprehensive [Core](#) Programs*

Progress Monitoring

Progress Monitoring:

- Local Education Provider has a plan in place to monitor and evaluate progress on goals and objectives.

Family Communication

Family Communication:

- Receives on going, regular updates from the student’s teacher concerning results of the intervention as described in the READ Plan and student’s progress
- Strategies for parents to use; designed to supplement the programming described in READ Plan
- Consider communication with parents around the progress they are seeing with READ Goal supports being done at home.

The teacher shall communicate with the parent in a language the parent understands.

Supplemental Services

Supplemental Services:

- In addition to literacy intervention and supports, with parent approval, students on READ Plans may be provided mental health support from the school psychologist, school social worker, or school counselor.

READ Plan

Documentation

Required but not a written component of the actual READ Plan

Documentation:

- Current version and all previous versions of the READ plan are kept in student’s permanent academic file and will transfer with student.

Monitor and Evaluate Progress

READ Plans: Initial year of SRD identification or still not at grade level competency

- Implement and continually revise READ Plan until student has met grade level reading competency
- Minimally once a year

Identified as having an SRD for second or subsequent school year:

- READ Plan is revised to include additional, more rigorous strategies & intervention
- Student is provided an increased daily time in school for reading instruction beyond what was received in the initial year
- Student receives reading instruction from a highly qualified or effective teacher with expertise in teaching reading

Parent Communication

Talking Points for Parent Communication Upon Determination of a Significant Reading Deficiency (SRD)

Beginning in the 2013-14 school year, upon finding that a student has an SRD, the Local Education Provider (LEP) shall ensure that the student receives a READ plan, the teacher, and any other skilled school professionals, if possible, meet with the student's parent to:

- a. Discuss the information specified below under communication, numbers 1-7 (this information can be communicated orally and should to the extent practicable be provided in writing, in a language the parent understands.)
- b. Jointly create the student's READ plan.

Communication shall include the following:

1. The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce and research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.
2. The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and the basis upon which the teacher identified the significant reading deficiency.
3. If the student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades. If the student's reading skill deficiencies are not remediated, it is likely that the student will not have the skills necessary to complete the course work required to graduate from high school.
4. Reading skills are critical to success in school. Under state law, the student qualifies for and the LEP is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state's academic achievement goals.
5. The student's READ plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies.
6. The parent plays a central role in supporting the student's efforts to achieve reading competency, the parent is strongly encouraged to work with the student's teacher in implementing the READ plan, and, to supplement the intervention instruction the student receives in school, the READ plan will include strategies the parent is encouraged to use at home to support the student's reading success.
7. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, if the student continues to have a significant reading deficiency at the end of the school year, under state law, the parent, the student's teacher, and other personnel of the LEP are required to meet and consider

retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

Additional Considerations:

Additionally, the teacher and the other personnel of the LEP are encouraged to communicate and discuss information concerning resources that are available through the LEP or through other entities within the community that may support the student in achieving reading competency. If the Parents are Unable to Meet: If, after making documented attempts, the teacher is unable to meet with the student's parent to create the READ plan, the teacher and any other skilled school professionals the LEP may choose to select shall create the Student's READ plan and ensure that the student's parent receives the following information in a language the parent understands (if practicable): A) A written copy of the READ plan with a clear, written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan and the strategies that the parent is encouraged to apply in assisting the student in achieving reading competency. B) A written explanation of the information included in the talking points (numbers 1-7)

Ongoing Communication for Parents:

The LEP shall ensure that the parent of each student who has a READ plan receives ongoing, regular updates from the student's teacher, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress in achieving reading competency. 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. To the extent practicable, the teacher shall communicate with the parent in a language the parent understands.

End of Year Parent Meeting

Productive Collaboration

Productive collaboration among parents, teachers, and schools is key to ensuring student success in reading competency and overall education. The READ Act defines a parent as a student's biological or adoptive parent, stepparent, foster parent, or legal guardian. When parents, teachers, and schools work together as a team, it creates a supportive and conducive environment for the child's learning and development. It is strongly advised that teachers collaborate with parents in creating and implementing READ plans. A READ plan is a personalized plan that outlines the specific interventions, support, and strategies, including using at-home strategies, to be employed to help the student improve their reading skills. When a student continues to have a significant reading deficiency (SRD) at the end of a school year despite being on a READ plan or is newly identified as having an SRD during the end-of-year assessment window, an end-of-year parent meeting is required by the READ Act. The end-of-year parent meeting is a vital component for communication, collaboration, and educational decision-making between parents and educators. This guidance document explains the requirements for the end-of-year meeting for students with a significant reading deficiency.

When is an End-Of-Year Parent Meeting Required for Students with a Significant Reading Deficiency?

The Colorado READ Act outlines specific guidelines for meeting with parents when a student has an SRD at the end of a school year (C.R.S. 22-7-1207). If a teacher finds that a student has a significant reading deficiency within forty-five days before the end of any school year in grades kindergarten through third grade, **written notice** must be provided to the student's parent(s).

Written Notice, at a minimum, must include the following information (C.R.S. 22-1207(2)(a-c)):

- There are serious implications to a student entering fourth grade with an SRD and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider are required to meet and consider retention as an intervention strategy and determine whether the student, despite having an SRD, is able to maintain adequate academic progress at the next grade level.
- Personnel of the student's school will work with the parents to schedule a date, time, and place for the meeting.
- If the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.

There are a few exemptions to the requirement to meet and consider retention as an intervention strategy. Although an end-of-year progress meeting is good practice for all students with a significant reading deficiency, a meeting to discuss retention as an intervention strategy is not a requirement of the READ Act for the following students (C.R.S. 22-7-1207 (1)(a-c)):

- A student with a disability who is eligible to take the alternative statewide assessment, or a student with a disability that substantially impacts development in reading and results in an SRD End of Year Parent Meeting
- A student who is an English Language Learner for which it has been determined the SRD is primarily due to the student's language skills
- A student who has already been retained and is completing the second year at the same grade level

Once a parent has received written notice, the teacher or personnel should make documented attempts to schedule the meeting at a date, time, and place that is convenient for everyone participating. In the event that, after several attempts, the teacher is unable to reach the parent, or the parent does not attend the scheduled meeting, then the teacher and school personnel are responsible for examining the body of evidence and determining whether the student will advance to the next grade level.

What is included in the End-of-Year Parent Meeting Required by the READ Act?

The end-of-year parent meeting is a key point of communication between teachers and parents to ensure that sound educational decisions are made for a student who has a significant reading deficiency. This meeting provides an opportunity for the teacher and parent(s) to review the student's current level of progress and

achievement, discuss goals that have been identified based on the student’s body of evidence, determine the plan for increased intervention in the next school year, and share any additional observations about the student’s reading. The primary purpose of this meeting, however, is to assess whether the student, despite their SRD, can make sufficient academic progress at the next grade level, taking careful consideration into a range of factors such as the student's individual needs, social emotional well-being, and long-term educational goals.

The READ Act outlines several talking points to be included in the conversation at the end-of- year meeting.

Topics that must, at a minimum, be discussed at the end-of-year meeting (C.R.S 12-22-1207(2)(a-c)):

- That there are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
- The importance of achieving reading competency by the end of third grade, because students who achieve reading competency by the end of third grade are more likely to graduate from high school and attain a postsecondary credential.
- The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
- The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
- The potential effects on the student if he or she does not advance to the next grade level.

Once the teacher, the parent(s), and any other personnel designated by the local education provider (LEP) have reviewed the body of evidence, discussed a plan for increased intervention, and weighed the student’s ability to maintain adequate progress at the next grade level, a decision about advancement can be made. In case of disagreement, the parent's decision shall prevail, unless otherwise specified in the policy adopted by the LEP. It is important to note that for a student completing third grade, the decision to advance a student to the fourth grade is subject to approval of the school district superintendent/superintendent designee (public school, not a charter) or school principal (charter school, or public school operated by a board of cooperative services). End of Year Parent Meeting The end-of-year meeting also provides an opportunity to share resources and opportunities that may support students and families during the break between school years, such as options for summer school, tutoring, library experiences or other supports.

What Happens After the End-of-Year Meeting?

As soon as possible after the decision on whether a student will advance to the next grade level in the upcoming school year is made, personnel of the LEP must provide the parent(s) with a written statement of the decision and pertinent details in a language the parent understands. A copy of the statement must also be provided to the school district superintendent or principal, as applicable to the school. The statement is to be

included in the student’s permanent academic record and will be removed once the student achieves reading competency.

Teacher/School Personnel Responsibilities:	Parent Responsibilities:
<ul style="list-style-type: none"> • Provide written notice to parents that a parent meeting is required • Make documented attempts to schedule a date, time, and place for the meeting • Communicate minimum talking points outlined in the READ Act to parents in a language the parent understands (oral/written) • In collaboration with the parent and other school personnel, decide whether the student will advance to the next grade level • Communicate the plan for the increased level of intervention instruction the student will receive in the next school year, regardless of whether the student advances to the next grade level • Following the meeting, provide a written statement of the decision to parents and to the school superintendent or principal 	<ul style="list-style-type: none"> • Work with the teacher to schedule a date, time, and place for the meeting • Attend the scheduled meeting • Ask questions to support understanding • Provide information about the child that supports in educational decision-making • Collaborate with the teacher and other school personnel to decide whether the student will advance to the next grade level • Understand the plan for the increased level of intervention instruction the student will receive in the next school year, regardless of whether the student advances to the next grade level

Students Newly Identified with a Significant Reading Deficiency at End-of Year

Occasionally, a student is newly identified as having an SRD during the end-of-year assessment window and within the last 45 days of the school year. When this happens, it is important that the end-of-year parent meeting includes collaboration between the teacher, parent(s), and other personnel to collaborate to create a READ plan that will carry into the next school year. This is critically important for students completing their third-grade year, as in some cases, the assessments used in kindergarten through third grade may not be administered to students beginning the fourth grade to determine the students specific reading goals and intervention needs. As with any time a child is newly placed on a READ plan, the talking points outlined in the READ Act (C.R.S. 22-7-1205(2)(b)(I-VI)) should be discussed, and parents must receive a written copy of the READ plan in a language they understand, if practicable. The LEP is responsible for ensuring that the READ Plan is included in the student’s permanent academic record.

READ Plans from Year to Year

The Colorado READ Act clearly outlines requirements for assessing all K-3 students, identifying students with a significant reading deficiency, and establishing a plan of intervention in a READ plan. But what happens when a student does not reach grade level competency in reading by the end of the school year in which the READ plan was initiated? This document is intended to provide schools and districts with guidance to support the development of strong processes, procedures, and systems to support students who continue on READ plans for a second or subsequent consecutive school year.

Read Plans at End of Year

The end-of-year (EOY) assessment window for administering the final READ Act approved benchmark reading assessment typically falls within the last 45 days of a school year. The results of this assessment support schools in measuring grade level reading competency at the end of the school year in grades K-3. For a student on an existing READ plan, these assessment results help to determine if:

1. the student has reached grade level competency in reading and will exit the READ plan, or
2. the student is still reading below grade level and will continue on a READ plan for a second or subsequent consecutive school year.

Students who have reached grade level competency at EOY may be exited from their READ plans following the requirements in the READ Act and district-directed procedures for this process. Grade level reading competency is determined by the scores on the approved interim reading assessment and the body of evidence that demonstrates mastery of the Minimum Reading Competency Skill Levels for the student's grade level. To support districts, CDE has developed guidance for exiting a student from a READ plan.

When does a student remain on a READ plan for a second or subsequent consecutive school year?

For students on an existing READ plan who do not reach grade level reading competency by the EOY assessment, READ plans will continue into the subsequent school year. An important point to remember is that once a student is determined to have a significant reading deficiency and is placed on a READ plan, that student remains on a READ plan until reaching grade level competency in reading, **even if the student is no longer scoring below the cut score for an SRD on the interim assessment**. Students on a READ plan who have made progress but continue to score below grade level benchmark on the interim assessment will remain on a READ plan into the upcoming school year.

What happens at the end of a school year for a student continuing on a READ plan in the following year?

For a student who will continue on a READ plan, an important step in ensuring continuity of support in the upcoming school year is to update the READ plan in a way that effectively communicates the student's literacy data, instructional programming, time and frequency of interventions used throughout the culminating school year, goals and objectives that were met or not met, and a description of the recommendations for intervention services that should be implemented in the subsequent year.

Updating Existing READ plans at EOY

Each school district has the responsibility to adopt procedures necessary to effectively address the requirements of the READ Act. A specific procedure for updating existing READ plans is one way a district could provide helpful guidance to schools and educators to ensure consistent, high-quality READ plans from year to year. In an ideal system, the initial READ plan includes all components required by the READ Act and has been regularly updated throughout the school year to reflect progress on goals and objectives, changes to instructional programming, and progress monitoring and other assessment data collected throughout the year. When a student on a READ plan has not reached grade level reading competency by the end of year, the information included in the end-of-year update is critically important to setting the stage for continued implementation in the subsequent school year.

When a district is designing procedures for updating READ plans that will continue for a second or subsequent consecutive year, it is important to consider what information will be most important for the next year's staff to know for a seamless transition to occur. Clearly outlining expectations and providing guidance to teachers about what should be included when updating a READ plan at EOY ensures continuity, consistency, and transparency as a student's READ plan transfers hands.

Updates to READ plans at EOY ideally include:

- End-of-year benchmark assessment data, and any additional formative data collected at EOY
- Clearly indicating which goals and objectives were met and not met, and which should be continued or revised in the upcoming year
- Indicating which specific skill focus should be addressed in the upcoming school year, as supported by the body of evidence
- Including a narrative synopsis of the frequency, duration, and intensity of intervention instruction provided in the current school year and the intervention's effectiveness.
- If the student continues to have an SRD, recommendations for including more rigorous strategies and interventions in the upcoming school year, as required by the READ Act
- Record of parent communication and topic(s) of discussion at EOY

Essential Questions for Leaders at EOY – Planning for the Year Ahead

- How many students will need increased intervention support in the upcoming school year based on EOY data?
- What should staffing look like for the upcoming year to ensure students with an ongoing READ plan are placed with a highly effective teacher?
- How will the schedule accommodate the number, size, frequency, and duration of intervention groups?
- What additional resources may be needed to support the intensified instructional needs of students who continue to have an SRD?

End-of-Year Parent Communication

Ongoing communication between teachers and parents is an important part of ensuring a student is supported in their reading development both at school and at home. When a student continues on a READ

plan for a second or subsequent consecutive school year, schools have a responsibility to ensure parents are informed and understand how their child will be supported in the upcoming school year.

The Colorado READ Act outlines specific guidelines for meeting with parents when a student has an SRD at the end of a school year (C.R.S. 22-7-1207). If a teacher finds that a student has a significant reading deficiency within forty-five days before the end of any school year in grades kindergarten through third grade, state law requires that the parent, the student's teacher, and other personnel of the local education provider meet to consider retention as an intervention strategy and determine whether the student, despite having an SRD, is able to maintain adequate academic progress at the next grade level. CDE has developed guidance for the end-of-year parent meeting to support districts in establishing expectations and processes for students with an SRD aligned to the requirements in the READ Act.

What happens at BOY for a student continuing on a READ plan for a second or subsequent consecutive school year?

At the beginning of each school year, the READ Act requires that all kindergarten through third grade students as assessed using a State Board approved interim reading assessment to measure reading competency. The READ Act also outlines a definitive process and timeline for identifying students who have a significant reading deficiency and require a READ plan to be created. The timeline for SRD identification does not apply to students who are continuing on a READ plan from a previous school year. For these students who are already identified, the BOY assessment data can be used immediately to support the teacher in updating the READ plan and implementing the interventions that match the student's needs.

Prior to administering the beginning-of-year (BOY) READ Act approved interim assessment in grades 1-3, It is important for teachers to know which students in their classroom are continuing on a READ plan for a second or subsequent consecutive school year. Ideally, these students should be assessed first so that the interim assessment data, and any other assessment data the teacher gathers, can be used to update the READ plan for the current school year. The teacher should utilize documentation from the prior year's READ plan along with the updated assessment data to determine appropriate goals, objectives, and the intervention programming the students will receive. For students who continue to have an SRD, that includes planning for more rigorous strategies and interventions, including increased daily time in school for reading instruction, than were provided in the previous year.

Increasing Rigor and Intensity of Instruction

The READ Act requires that, for students who continue to have an SRD and will remain on a READ plan for a second or subsequent consecutive school year, the READ plan includes more rigorous strategies and interventions, including increased daily time in school for reading instruction, than were provided in the previous year. School principals must ensure that the reading instruction the student is receiving is also supported through other subjects throughout the day, and, whenever possible, students on continuing READ plans should be supported by a highly effective teacher with expertise in reading instruction.

There are different ways educators can ensure a student receives more rigorous strategies and interventions:

- Increase the amount of intervention time and/or frequency the student receives
- Decrease the number of students in the instructional group for a smaller teacher/student ratio
- Optimize the best time of day for student learning

- Utilize specialty programs that are scientifically and evidence-based from the CDE approved list of programming
- Place student with a highly effective educator who is skilled in reading instruction
- Increase progress monitoring frequency to pinpoint and drive effective targeted instruction

Ensuring A Smooth Transition

Through thoughtful planning, leaders can design structures and systems that support the smooth transition of READ plans from one school year to the next.

Using the following questions to plan for how information is shared, how the schedule and calendar are structured, and how resources are allotted can ensure that staff and students are set up for success:

- What information are teachers expected to include in the end-of-year READ plan updates for students who will continue on READ plans in the next school year?
- How is information about students continuing on READ plans communicated between teachers and other school personnel and with parents?
- How is time allocated to support staff in communicating about students on READ plans?
- How are resources allocated to ensure adequate supports are allotted in the next school year for students who continue on READ plans?
- What structures are in place at the beginning of a school year to ensure students continuing on READ plans receive support services with urgency?
- What is the expectation for continued communication with parents of students who continue on READ plans?

What happens for students who continue on a READ plan beyond third grade?

The READ Act requires that a student placed on a READ plan in grades kindergarten through third grade remains on a READ plan until reaching grade level reading competency. When a student continues on a READ plan in grades four and beyond, it is crucial that schools and districts have processes in place to ensure that the student continues to receive the instructional supports needed to continue making progress toward reading competency. A well-written and detailed history of the student's reading achievement in the READ plan is a critical component in the process. For elementary schools already designing systems for student continuing on READ plans in grades 1-3, the same processes can be used schoolwide to ensure that students continue to receive urgent, consistent, and when necessary, increased intensity of interventions beyond third grade. When students on READ plans do not reach grade level reading competency before leaving the elementary grades, continued focus and successful remediation of their reading difficulties may hinge on the systems leaders have in place.

To best support students on READ plans in the later grades, some essential questions for leaders to consider are:

- What processes are in place for communication about transferring READ plans between schools in our district?

- What assessments will be used to measure student progress, update READ plan goals and objectives, and select intervention programming?
- Who will be responsible for updating the READ plan for the upcoming school year, and who is responsible for selecting and implementing an appropriate intervention?
- What is our process for parent communication for students on READ plans?
- Do we have systems in place (e.g., MTSS (Multi-Tiered System of Supports) to monitor and record student progress, analyze data, make adjustments to instruction, or identify the need for intensified support?

Exiting a READ Plan

The Colorado Reading to Ensure Academic Development Act (READ Act) requires that a READ plan acquired in K-3 remains in place until the student demonstrates grade level reading competency. This guide is intended to support local education providers in determining when a child in grades K-3 has reached grade level reading competency and may be exited from a READ plan.

What data is used to determine reading competency?

As defined in the Colorado READ Act, reading competency means a student meets the grade level expectations in reading adopted by the state board. The [Minimum Reading Competency Skill Levels](#) adopted for grades Kindergarten through third grade are based on the scores attained on the approved reading assessments and the [Colorado Academic Standards](#) and have a significant correlation to reading on grade level.

The list of State Board approved interim reading assessments can be found on the [READ interim assessments webpage](#). Each approved interim reading assessment provides grade level cut scores to determine if a student is achieving grade level reading competency. Students who meet or exceed the grade level cut scores have a strong chance of continuing to progress on grade level in reading with high quality, scientifically based and evidence-based Tier 1 literacy instruction. When considering exiting a student from a READ plan, the local education provider should ensure that the student consistently and reliably meets or exceeds the grade level cut scores on the approved interim assessment as one component of the body of evidence that demonstrates grade level reading competency.

The Colorado READ Act defines a [body of evidence](#) as a collection of information about a student's academic performance which, when considered in its entirety, documents the level of a student's academic performance. In addition to scores on the interim reading assessment, the body of evidence should also include, at a minimum, work that a student independently produces in a classroom, including but not limited to the adopted [school readiness assessments](#). A body of evidence may also include scores on additional formative assessments and/or summative assessments. Additional assessment data, such as ACCESS for ELLs®, native language interim reading assessment data, or other locally determined valid and reliable ELD data should be considered when compiling a body of evidence for English learners.

When removal from a READ plan is being considered, grade level reading competency is determined by the scores on the approved interim reading assessment and the body of evidence that demonstrates mastery of the Minimum Reading Competency Skill Levels for the student's grade level.

When can a student be exited from a READ Plan?

Colorado’s READ Act requires that a READ plan acquired in K-3 remains in place until the student demonstrates grade level reading competency. When the scores on the approved interim assessment and the body of evidence indicate that the student can demonstrate grade level competency in reading, the student may be exited from the READ plan.

When making the decision to remove a child from a READ plan, the local education provider should consider the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the READ plan in place.

Considerations:

- Has the student demonstrated mastery of the minimum competencies consistently, over multiple measures?
- Does the student demonstrate reading competency in all subskills measured by the assessment?
- Do the assessment data align with the additional body of evidence?
- Is the student able to maintain grade level competency through Tier 1 instruction alone, or does the student require additional supports through Tier II or Tier III interventions in order to maintain grade level competency?
- If the student is an English Learner, are adequate language supports provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

Each local education provider is responsible for adopting procedures that comply with the requirements of the READ Act, which can include specific procedures for exiting a READ plan.

What is the process for exiting a student from a READ Plan?

When the local education provider has determined that a student has demonstrated grade level reading competency, the process of exiting the student from the READ Plan may begin. In alignment with the requirements of the READ Act, the local education provider should:

- Document on the READ plan the assessment scores and the body of evidence that supports the student has demonstrated grade level reading competency.
- Ensure the READ plan, supporting documentation for the plan and the body of evidence that demonstrates the student has reached grade level reading competency is included in the permanent academic record.
- Communicate with the student’s parent or guardian that the student has reached grade level competency in reading and will be removed from the READ plan.

Once a READ plan is discontinued, the student should continue to receive scientifically based and evidence-based reading instruction and be assessed using an approved interim reading assessment per the guidelines of

the Colorado READ Act. If through subsequent assessments it is later determined that the student fails to maintain grade level reading competency in any grades kindergarten through third grade and is again determined to have a significant reading deficiency, a new READ plan may be initiated.

Exiting a READ Plan Beyond Third Grade

The Colorado Reading to Ensure Academic Development Act (READ Act) requires that a READ plan acquired in K-3 remains in place until the student demonstrates grade level reading competency. This means that some students will remain on a READ plan beyond third grade.

When a student is determined to have a significant reading deficiency (SRD) in any grades K-3, the READ plan that is created is a living document that keeps record of the associated interim and diagnostic assessment data, specific skill deficits that will be addressed through intervention services, the intervention programming that will target the student's reading skill deficits, and goals and objectives for remediating the reading deficiency and helping the student achieve grade level reading competency. Progress monitoring data, any changes in intervention services, and updated goals and objectives are recorded on the READ plan over time.

Each local education provider is responsible for ensuring that a student's READ plan continues to be revised and implemented, regardless of grade level, until the student attains reading competency. This responsibility for implementing the READ plan applies regardless of whether the student was enrolled with the local education provider when the READ plan was originally created. For any student who remains on a READ plan beyond third grade, a data-driven process should be in place that includes periodic reading assessment using a valid and reliable assessment measure, including diagnostic assessments when needed, targeted intervention to address specific reading skill deficits and regular progress monitoring. The READ Act requires intensified efforts to assist the student in attaining reading competency for all students who remain on a READ plan for a second or subsequent consecutive school year (C.R.S 22-7-1206 (7)(a)(I-III)(b)). This includes:

- Revising the READ plan to include additional, more rigorous strategies and intervention instruction, including increased daily time for reading instruction.
- Ensuring the student receives reading instruction in conjunction with and supported through the other subjects in which the student receives instruction during the school day.
- Receiving reading instruction from a teacher with expertise in teaching reading and who is identified as effective or highly effective, when possible.
- The option to provide mental health support, with parent approval.

The historical and current body of evidence are critical factors in determining whether a student demonstrates reading competency and may exit a READ plan beyond third grade.

What assessments can be used to determine reading competency beyond third grade?

The Colorado READ Act requires the state board to adopt a list of approved evidence-based or scientifically based reading assessments for use in grades K-3, and to review and update the list every four years. The assessments undergo a rigorous review process to determine validity and reliability before being

recommended by the department of education to the state board for adoption. While the purpose of the [READ Act approved list of interim assessments](#) is to ensure kindergarten through third grade students receive appropriate evidence-based or scientifically based reading assessment to determine which students may be at risk for reading failure early on, some of these approved assessments provide options for assessing students beyond third grade. Other curriculum-based measurement (CBM) reading assessments can be used beyond third grade to track student progress and inform the body of evidence with measures such as oral reading fluency measures and maze measures. Typically, these measures correlate to grade level through the eighth grade for basic measures of fluency and comprehension, though this is dependent on the particular assessment selected. In addition, state-aligned benchmark assessments can be used as periodic benchmarks to determine if a student on a READ plan is reaching grade level reading competency.

A variety of CBM reading assessments and state-aligned benchmark assessments are commercially available, and some assessments are available online at no cost. It is the responsibility of each local education provider to select assessments for use in measuring student's reading development and monitoring student progress in reading beyond third grade. The National Center on Intensive Intervention at the American Institutes for Research provides an online [Academic Screening Tools Chart](#) that can assist districts in identifying appropriate screening assessments for use with older students.

[State Board approved Diagnostic assessment](#) data can be a helpful part of building a body of evidence since individual foundational skill competencies can be identified through use of these tools. Finally, summative assessment data can also be included in the body of evidence as support for grade level reading competency in addition to other evidence-based assessment data.

What should be considered before exiting a student from a READ plan beyond third grade?

When a student remains on a READ plan beyond third grade, it is important that the body of evidence documents the student's progress in achieving expected reading outcomes in each of the key areas of reading to ensure continued achievement once the READ plan is no longer in place. The following questions should be considered when examining the body of evidence to determine whether a student beyond third grade may be exited from a READ plan:

- Does the body of evidence demonstrate mastery of the K-3 Minimum Competencies in each of the areas of phonemic awareness, phonics, fluency, vocabulary, including oral language, and comprehension?
- Has the student demonstrated grade level competency on a valid and reliable universal screening assessment appropriate for the student's current grade level?
- Does diagnostic assessment data confirm that skill deficits related to the student's reading deficiency have been successfully remediated?
- Have progress monitoring assessments demonstrated consistent results demonstrating grade level reading competency over multiple measures?

- Do informal classroom assessments and formative assessments support that the student is able to maintain grade level reading competency and meet grade level reading standards?
- Do scores on summative assessments support that the student is adequately accessing grade level content and instruction?
- Does the body of evidence support that the student can maintain grade level reading competency without additional reading interventions in place?
- If the student is an English learner, are adequate language supports provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

Once it has been determined that a student has reached grade level reading competency in reading and may be exited from a READ plan, the process for exiting the READ plan is the same as for students in grades K-3, including notifying the parents that the student will be removed from the READ plan. It is important that the local education provider has well-established procedures in place for continuing to monitor student progress and provide support as needed through a Multi-Tiered System of Supports (MTSS) to ensure continued academic growth.

READ Plan Templates

2024-2025 READ Plan for

Date current plan initiated:

Student Demographics

Name:

Gender:

DOB:

SASID:

School:

Grade:

Classroom Teacher:

Other identified plans (check all that apply):

IEP

GT

504

OTHER

READ Plan History

Is this a continuation of a plan from a previous school year? Yes No

If YES, Date first READ plan initiated:

Number of years on READ Plan:

Unmet goals/objectives from prior year's READ plan:

Intervention program(s) used in prior school year:

Frequency/Duration/Intensity of the intervention:

Does the student continue to have a Significant Reading Deficiency and require additional, more rigorous strategies and intervention instruction to assist the student in attaining reading competency, as required by the READ Act (C.R.S. 22-7-1206(7)(a)(I))? Yes No

Comments:

Screening Results

Screening Assessment:

BOY Composite Score:

Achievement Status:

BOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

MOY Composite Score:

Achievement Status:

MOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

EOY Composite Score:

Achievement Status:

EOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

Additional Screener:

Score:

Comments:

Diagnostic Results

Diagnostic Assessment:

Results of the Diagnostic Assessment:

Diagnostic Assessment:

Results of the Diagnostic Assessment:

Additional Formative Data

Comments:

Specific Early Literacy Skill Need(s)

Student's Strengths:

Data indicates specific skill deficit(s) in the following area(s) (check all that apply):

Phonemic Awareness Phonics Fluency Vocabulary
Oral Language Comprehension

Area(s) of Greatest Need/Targeted Instructional Focus:

Phonemic Awareness Phonics Fluency Vocabulary
Oral Language Comprehension

Core Programming (Tier I/Universal Instruction)

List the core program the student receives and any supplemental programs or services.

Core Reading Program:

Frequency:

Duration:

Student/Teacher Ratio:

Supplemental Programs or Services:

Frequency/Duration of program or service:

Intervention Programming (Tier II/III Instruction)

Select a program that addresses the student's specific literacy skill deficits.

Intervention Program:

Start Date:

Instructor Name/Title:

Frequency:

Duration:

Student/Teacher Ratio:

End Date:

Reason for ending intervention programming:

Comments:

Intervention Program:

Start Date:

Instructor Name/Title:

Frequency:

Duration:

Student/Teacher Ratio:

End Date:

Reason for ending intervention programming:

Was the program successful in remediating the student's specific skill deficit? Yes No

Comments:

READ Plan Goal(s), Objectives, & Progress Monitoring

- Goals should clearly identify the skill being targeted, the time frame for achieving the goal, and the assessment used to measure it.
- Goals should be specific, ambitious yet attainable, realistic, and timely.
- Consider referencing the CDE minimum competencies standards and Colorado Academic Standards when creating goals.
- List the goals in order of priority and align objectives for progress monitoring to the outlined goals.
- Objectives are subcomponents of the overarching goal and should be aligned to the specific skills needed to accomplish that goal.
- Objectives are targeted, specific, and measurable and should break down the overarching goal into smaller units of time.
- Objectives help determine if the student is on track for achieving the aligned goal. Generally, the frequency of progress monitoring objectives is recommended every 7-10 days.

Goal #1:

Select Area of Focus:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Goal #2:

Select Area of Focus:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Goal #3:

Select Area of Focus:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Comments:

Family Component

Home implementation strategies discussed with the parent(s) that will support services received at school:

Parent Communication

Date	Communication Summary	Comments

Signatures (optional)

Classroom Teacher:

Date:

Administrator:

Date:

Parent/Guardian:

Date:

Parent/Guardian:

Date:

Other(s):

Date:

End of Year READ Plan Summary for

Date of End of Year Review:

EOY Assessment Score(s):

Achievement Status:

READ Plan Status:

Does the student continue to have a Significant Reading Deficiency and require additional, more rigorous strategies and intervention instruction to assist the student in attaining reading competency, as required by the READ Act (C.R.S. 22-7-1206(7)(a)(I))?

Yes

No

If the student will continue on a READ plan for a second or subsequent consecutive school year, what unmet goals and/or objectives should be continued in the updated READ plan?

Intervention Programming Summary:

Describe the interventions the student received, including frequency, duration and intensity of the intervention, as well as the student's response to the intervention. Include where the student left off in the intervention at the end of the year and whether it is recommended that the student continue with the intervention in the next school year.

Data Analysis Summary:

Narrative of student strengths, areas of need, and recommendations for support in the subsequent school year:

2024-2025 READ Plan for

Date current plan initiated:

Student Demographics

Name:

Gender:

DOB:

SASID:

School:

Grade:

Classroom Teacher:

Other identified plans (check all that apply):

IEP

GT

504

OTHER

English Language Proficiency Designation:

NEP

LEP

FEP M1

FEP M2

Home Language:

READ Plan History

Is this a continuation of a plan from a previous school year? Yes No

If YES, Date first READ plan initiated:

Number of years on READ Plan:

What language development supports were provided?

Unmet goals/objectives from prior year's READ plan:

Intervention program(s) used in prior school year:

Frequency/Duration/Intensity of the intervention:

Does the student continue to have a Significant Reading Deficiency and require additional, more rigorous strategies and intervention instruction to assist the student in attaining reading competency, as required by the READ Act (C.R.S. 22-7-1206(7)(a)(I))? Yes No

Comments:

Screening Results

Screening Assessment:

BOY Composite Score:

Achievement Status:

BOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

MOY Composite Score:

Achievement Status:

MOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

EOY Composite Score:

Achievement Status:

EOY Subtest scores

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Assessment:

Score:

Status:

Comments:

Additional Screener:

Score:

Comments:

Diagnostic Results

Diagnostic Assessment:

Results of the Diagnostic Assessment:

Diagnostic Assessment:

Results of the Diagnostic Assessment:

State English Language Proficiency Assessment

For students who did not take ACCESS, use WIDA screener scores.

ACCESS Composite Score:

ACCESS Listening Score:

ACCESS Speaking Score:

ACCESS Reading Score:

ACCESS Writing Score:

Comments:

Additional Oral Language Results

Assessment:

BOY Score:

MOY Score:

EOY Score:

Comments:

Additional Formative Data

Comments:

Specific Early Literacy Skill Need(s)

Student's Strengths:

Data indicates specific skill deficit(s) in the following area(s) (check all that apply):

Phonemic Awareness

Phonics

Fluency

Vocabulary

Oral Language

Comprehension

Area(s) of Greatest Need/Targeted Instructional Focus:

Phonemic Awareness

Phonics

Fluency

Vocabulary

Oral Language

Comprehension

Core Programming (Tier 1/Universal Instruction)

List the core program the student receives as well as any supplemental programs or services.

Core Reading Program:

Frequency:

Duration:

Student/Teacher Ratio:

Language Instruction Educational Program (LIEP) model:

Frequency:

Duration:

Curricular Resources, if applicable:

Student/Teacher Ratio:

Supplemental Programs or Services:

Frequency/Duration of program or service:

Intervention Programming (Tier II/III Instruction)

Select a program that addresses the student's specific literacy skill deficits.

Intervention Program:

Start Date:

Instructor Name/Title:

Frequency:

Duration:

Student/Teacher Ratio:

End Date:

Reason for ending intervention programming:

Comments:

Intervention Program:

Start Date:

Instructor Name/Title:

Frequency:

Duration:

Student/Teacher Ratio:

End Date:

Reason for ending intervention programming:

Was the program successful in remediating the student's specific skill deficit?

Yes

No

READ Plan Goal(s), Objectives, & Progress Monitoring

- Goals should clearly identify the skill being targeted, the time frame for achieving the goal, and the assessment used to measure it.
- Goals should be specific, ambitious yet attainable, realistic, and timely.
- Consider referencing the CDE minimum competencies standards and Colorado Academic Standards when creating goals.
- List the goals in order of priority and align objectives for progress monitoring to the outlined goals.
- Objectives are subcomponents of the overarching goal and should be aligned to the specific skills needed to accomplish that goal.
- Objectives are targeted, specific, and measurable and should break down the overarching goal into smaller units of time.
- Objectives help determine if the student is on track for achieving the aligned goal. Generally, the frequency of progress monitoring objectives is recommended every 7-10 days.

Language Development Supports

- Include “wait time” so that students can process information.
- Incorporate gestures and use visual supports.
- Use recasting to model and expand language.
- Develop oral language throughout all content areas.
- Incorporate language objectives to give students access to the content.
- Plan collaborative talk structures (e.g., Think-Pair-Share).
- Use graphic organizers.
- Provide differentiated sentence frames.
- Make direct cross-linguistic connections.
- Provide multiple opportunities for practice and accurate repetition.
- Adjust the rate of speech and complexity of language to meet the needs of the learners.
- Activate and build upon prior knowledge.
- Break down multi-step directions or tasks.
- Dedicate time for verbal reasoning/rehearsal.
- Incorporate translanguaging.

Goal #1:

Select Area of Focus:

Language Development GOAL #1 that supports Literacy GOAL #1:

List Language Development Supports for GOAL #1:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Goal #2:

Select Area of Focus:

Language Development GOAL #2 that supports Literacy GOAL #2:

List Language Development Supports for GOAL #2:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Goal #3:

Select Area of Focus:

Language Development GOAL #3 that supports Literacy GOAL #3:

List Language Development Supports for GOAL #3:

MOY GOAL STATUS:

EOY GOAL STATUS:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Aligned Objective	Assessment	Baseline Data Point	PM 1	PM 2	PM 3	PM 4	Status
			Date	Date	Date	Date	

Short-Cycle Data Driven Decision:

Does the language development goal or do the language supports need to be adjusted? Yes No

If "Yes," what adjustments will be made?

Comments:

Family Component

Home implementation strategies discussed with the parent(s) that will support services received at school:

Parent Communication

Date	Communication Summary	Comments

Signatures (optional)

Classroom Teacher:

Date:

Administrator:

Date:

Parent/Guardian:

Date:

Parent/Guardian:

Date:

Other(s):

Date:

End of Year READ Plan Summary for

Date of End of Year Review:

EOY Assessment Score(s):

Achievement Status:

READ Plan Status:

Does the student continue to have a Significant Reading Deficiency and require additional, more rigorous strategies and intervention instruction to assist the student in attaining reading competency, as required by the READ Act (C.R.S. 22-7-1206(7)(a)(I))?

Yes

No

If the student will continue on a READ plan for a second or subsequent consecutive school year, what unmet goals and/or objectives should be continued in the updated READ plan?

Does the language development goal or do the language supports need to be adjusted? If "Yes," what adjustments will be made?

Intervention Programming Summary:

Describe the interventions the student received, including frequency, duration and intensity of the intervention, as well as the student's response to the intervention. Include where the student left off in the intervention at the end of the year and whether it is recommended that the student continue with the intervention in the next school year.

Data Analysis Summary:

Narrative of student strengths, areas of need, and recommendations for support in the subsequent school year: