

Exiting a Student from a READ Plan

Determining Reading Competency in Kindergarten through 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 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 are 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

Because the Colorado READ Act requires that a READ plan acquired in K-3 remains in place until the student demonstrates grade level reading competency, some students will remain on a READ plan beyond third grade. While the process to exit a student from a READ Plan is similar, the assessments and the body of evidence used to determine reading competency beyond third grade may differ. Additional guidance for READ Plans beyond third grade is forthcoming.

Definitions

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.

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.

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.

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.

Reading Competency: A student meets the grade level expectations in reading adopted by the state board.

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.

Mastery: A student can successfully perform, apply, and transfer their knowledge of the task at least 85% of the time.

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.

Tier I Instruction: High quality, *universal* instruction provided to all students, often referred to as core instruction.

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.

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WHERE CAN I LEARN MORE?

[Read Act Statute and State Board Rules](#)

[Read Act Approved Assessments](#)

[Minimum Reading Competency Skills Matrix](#)

[Colorado Academic Standards](#)

[Body of Evidence](#)

[Significant Reading Deficiency – Determination Process and Definition](#)