



COLORADO
Department of Education

Welcome to the SB19-199 Webinar

February 11, 2020

Introduction and Webinar Purpose

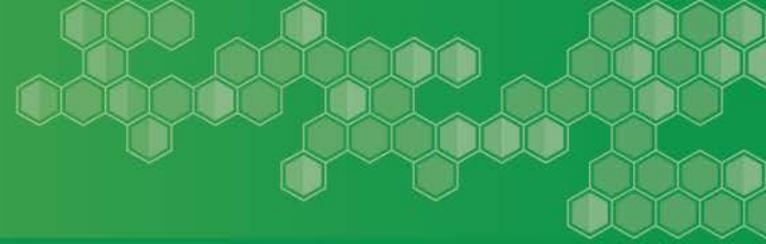
Introductions:

- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Anji Gallanos, Director, Preschool through 3rd Grade Office
- Melissa Ahlstrand, Literacy Program Supervisor, Preschool through 3rd Grade (P-3) Office
- Alex Frazier, Principal Literacy Consultant, Preschool through 3rd Grade (P-3) Office

Purpose:

- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.

Webinar Logistics

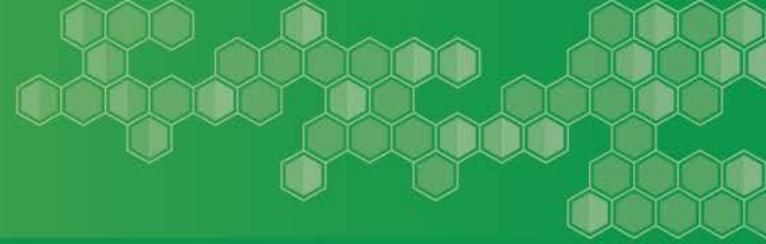


Questions:

- Organized by topic.
- As we complete discussion of each topic, there will be designated time for participants to **enter questions in the Q&A feature** that are related to that specific topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

Additionally:

- A [frequently asked questions document](#) has been posted on the READ Act Website.
- For general questions after webinar, please email: readact@cde.state.co.us



Recording and PowerPoint:

Will be posted by end of day tomorrow on the READ Act webpage:

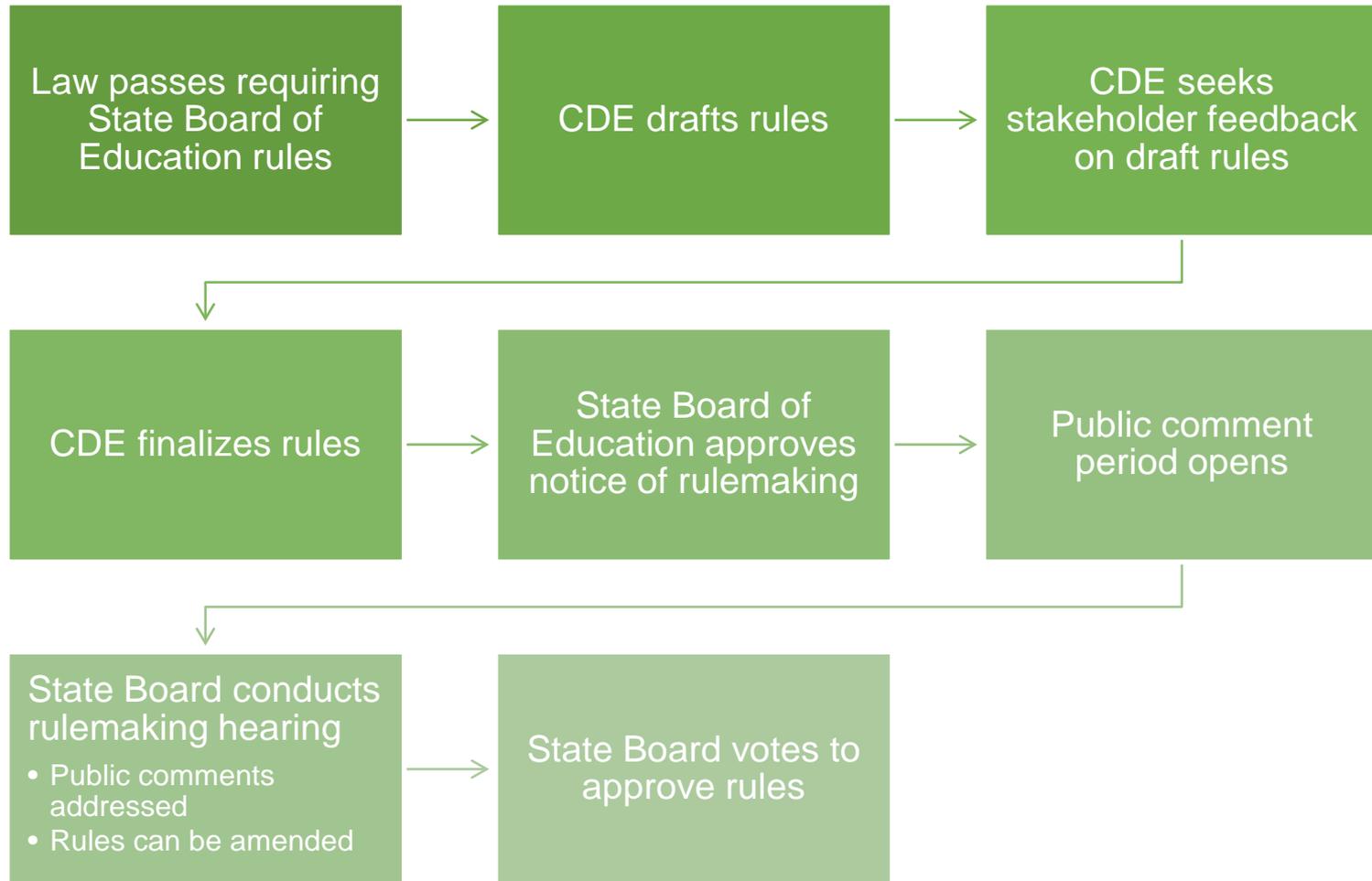
<https://www.cde.state.co.us/coloradoliteracy/sb19199updates>

March Webinar:

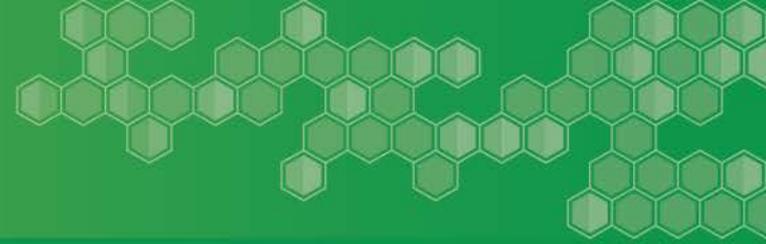
March 18, 2020, 2:00 - 3:00 PM

READ Act Rulemaking

Rulemaking Process



READ Act Rulemaking: Changes to the READ Act Rules



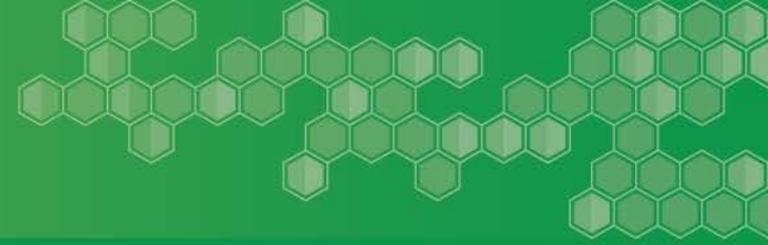
The rule changes are substantial in nature and related to:

- Administration of interim and diagnostic reading assessments and determination of a significant reading deficiency (section 3.00)
- Actions to be taken upon the determination of a significant reading deficiency (section 4.00)
- Minimum reading competency skill levels (section 5.00)
- Notice of the process for possible inclusion of approved assessment lists (section 8.00)
- Approved interim reading assessments (section 9.00)
- Notice of the process for possible inclusion on advisory lists of instructional programming and supporting technologies and rigorous professional development programs (section 10.00)
- The appeals process for local education providers, and publishers of assessments, instructional programs and supporting technologies, or rigorous professional development programs (section 11.00)
- District reporting requirements, including rules for newly passed K – 3 teacher training requirements (section 13.00)





READ Act Rulemaking: Timeline



- November 2019: Notice of rulemaking
- January 2020: Rulemaking information item
- February 2020: Rulemaking hearing
- March 2020: Rulemaking hearing (if needed)

A copy of the rules can be found here:

<https://www.cde.state.co.us/coloradoliteracy/2019-20-read-rules>

We recommend referring to the rules as we walk through the next slides.



Section 13.00

District Reporting Requirements

Proposed Rule 13.01(B): Budget Reporting Staff Request

- Staff requests that the Board amend rule 13.01(B) to include the bolded language below:

A budget, including a narrative explanation, for the use of the per-pupil intervention money in accordance with the uses described in section 22-7-1210.5(4). Each LEP may only carry over 15 percent of funds from the previous budget year. **In the event an LEP retains funds in excess of the 15 percent cap, the Department must reduce that LEP's distribution of per-pupil intervention funds by that excess amount;** and
- Rationale: The addition will clarify the remedy needed in the event a local education provider (LEP) carries over the statutory limit of funds.

Proposed Rule 13.01(C)(2)(f): Teacher Training Staff Request

- Staff requests the Board add the following rule:
13.01(C)(2)(f) successfully completed a training program included on the department's advisory list of professional development programs created pursuant to C.R.S. § 22-7-1209(2)(c) and passed the end of course assessment of learning.
- Rationale: This training option is included in SB19-199 and was inadvertently omitted from the draft rules.

Proposed Rule 13.01(C): Teacher Training Staff Request

- Staff requests the Board add the following language to the rules:
 - Add the phrase “and passed the end of course assessment of learning” to each of the menu options 13.01(C)(2)(b) through (d).
- Rationale: Currently the rule does not include the statutory provision requiring teachers to submit evidence of passing an end of course assessment of learning. The addition would align the rules to statute.

Proposed Rule 13.01(C)(2)(c): Teacher Training Staff Request

- Staff requests that the Board strike the term “CDE-approved” from rule 13.01(C)(2)(c) to read:
“provided documentation of passing an undergraduate or graduate reading course and passed the end of course assessment of learning; or”
- Rationale: The term “CDE-approved” is not in statute and leads to confusion regarding the educator preparation program authorization process.

Proposed Rule 13.01(C)(2)(d): Teacher Training Issue for Discussion

- The draft rules do not yet contain the option for a teacher to meet the training requirement through professional development that is appropriate for license renewal.
- The board has the following options to consider for amending rule 13.01(C)(2)(d):
 - “provided documentation of passing a CDE-approved district or BOCES reading course, **which is appropriate for license renewal**; or”
 - “provided documentation of passing a CDE-approved district or BOCES reading course, **or a course appropriate for license renewal**; or”

Proposed Rule 13.01(C)(1): Teacher Training Issue for Discussion

- Rule 13.01(C)(1) indicates that the training must have included a minimum of 45 hours and must have addressed the content of the educator preparation literacy standards.
- Options for the Board to consider:
 - Keep the number of hours as it is.
 - Consider the recommendation from CASE, CASB, and the Rural Alliance to co-develop with the department criteria for a comprehensive, evidence-based training program.
 - Adjust the language of the rule to allow for some flexibility, such as:
 - 13.01(C)(1) The evidence-based training in teaching reading must have addressed the content of the educator preparation literacy standards referenced in the state board's Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02(5) through 4.02(12) (effective May 30, 2019) and consisted of 45 hours or a comparable timeframe needed to adequately address the content.

Section 3.00

Administration of Interim and Diagnostic Reading Assessments and Determination of a Significant Reading Deficiency

Proposed Rule 3.01(D): Add an Optional Confirming Probe for SRD

- Why was this included in the draft rules?
 - Provision was in the original rules when the READ Act first passed.
 - Request from members of the READ Plan Working Group.
- Options for the Board to consider:
 - Strike rule 3.01(D) completely.
 - Keep the second confirming probe with conditions related to parent involvement and the responsibility of the district to provide interventions.
- Staff recommendation
 - Strike 3.01(D)
 - Rationale: The rules now contain the use of the interim assessment, diagnostic assessment, and a body of evidence to identify a significant reading deficiency which should alleviate concerns about a false positive identification based on the score from the interim assessment.

Section 9.00

Approved Interim Reading Assessments

Proposed Rule 9.01: Interim Assessments

Currently Approved

- Acadience Reading (previously published under DIBELS Next) published by Acadience*
- aimswebPlus (English and Spanish) published by Pearson*
- FAST earlyReading English (K-1) and FAST CBMreading English (1 -3)
- Indicadores Dinamicos del Exito en la Lectura (IDEL) published by the University of Oregon
- Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation
- i-Ready published by Curriculum Associates
- Phonological Awareness Literacy Screening (PALS) and Phonological Awareness Literacy Screening Espanol published by the University of Virginia
- Star Early Learning published by Renaissance Learning, Inc.

Proposed Additions

- easyCBM published by Riverside Insights
- MAP Growth published by NWEA
- RAPID Assessment published by Lexia Learning Systems

*Updated versions of these tools

Proposed Rule 9.01: Interim Assessments

- Why was this included in the draft rules?
 - A review of the approved interim assessment list was required under HB 18-1393 by July 1, 2019.
- Options for the Board to consider:
 - Keep the assessment list as it has been currently approved.
 - Add newly reviewed and proposed assessments.
 - Vote to temporarily keep the currently approved list and direct the department to continue working with the Board on criteria for interim assessments.
- Staff recommendation
 - Vote to temporarily keep the currently approved list and direct the Department to continue working with the Board on criteria for interim assessments.

Section 4.00

Upon Determination of Significant Reading Deficiency

Proposed Changes to Section 4.00

- The majority of proposed changes are primarily technical cleanup.
- Rule 4.01(C) adds a provision to require the department in consultation with stakeholders to provide guidance on how to determine when a student demonstrates grade level competency and should be removed from a READ plan.
 - This rule came from the recommendations of the READ Plan Working Group.

Section 1.0

Statement of Basis and Purpose

Technical Changes Only

Section 2.00

Definitions

Technical Changes Only

Section 5.00

Minimum Reading Competency Skill Levels

Technical Changes Only

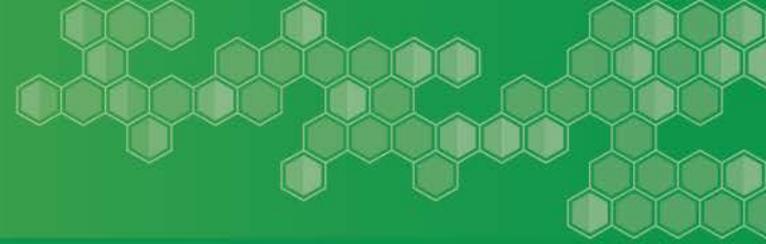
Sections 6.00, 7.00, and 8.00

Primarily Technical Changes

Questions?

Rulemaking

READ Act Data Collection and Budget Planning/Monitoring



Fund Distribution (C.R.S. 22-7-1210.5)

To receive per pupil intervention money in a budget year LEP's must submit the budget planning information and meet the following requirements:

- Must submit end of year specific expenditures in detail for which the LEP used the per-pupil dollars or Early Literacy Grant funds in the prior year.
 - Must demonstrate that these funds were used for allowable uses.
- Beginning in 2021-2022 must submit evidence that it is in compliance with the teacher training requirements.
- Must receive approval from the department that the proposed uses of per-pupil funds are in compliance with the allowable uses.
- Received approval from the Department when using money for targeted intervention services

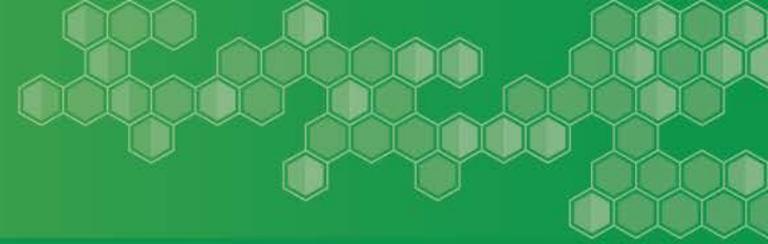
READ Act Data Collection and Budget Planning: Purpose

- The purpose of the READ collection is to collect student level data needed to fulfill statutory requirements
- Data collected in READ is also used to determine the distribution of per-pupil intervention funds for students identified as having significant reading deficiencies (SRD)
 - The Early Literacy Fund provides districts with per-pupil intervention funds to help support programs to meet the needs of students with an SRD who received services

READ Act Data Collection and Budget Planning/Monitoring: Reporting Requirements

- Each spring districts create and submit records for all K – 3 grade students enrolled at the time of data submission and 4 – 12 grade cohort students who are included in the READ 4 – 12 grade cohort from any district
- Number of students identified as having an SRD and receive instructional services pursuant to READ plans (same requirement, collected through READ data collection)
- Student background information: SASID, name, gender, DOB, grade level, interim reading assessment and score, testing date, retention (same requirement, collected through READ data collection)

New Budget Reporting Process



- Current READ Budget Planning Survey will no longer be a requirement and will be removed from Data Pipeline
- READ Data Collection will remain in Data Pipeline
- Budgets will be submitted during 2019-20 READ Data Collection window (April 1 – June 30, 2020)
- New data reporting system will be created to report budget information

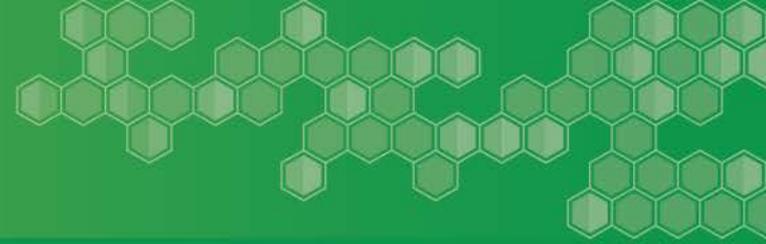
Draft READ Data Collection Timeline	
Budget submission window opens	April 1, 2020
Deadline to have budget projections submitted to CDE	May 15, 2020
CDE reviews budgets and provides comments by	June 2, 2020
Deadline to have budgets re-submitted	June 30, 2020
Distribution and budget monitoring	TBD



Questions?

Budget Planning/Monitoring

External Evaluator



C.R.S. 22-7-1209

By October 1, 2019, the department shall issue a request for proposals to contract with an entity to act as an independent evaluator to provide independent evaluations of the use of per-pupil intervention money and money received through the early literacy grant program by local education providers and to conduct a multi-year evaluation to determine whether the student outcomes achieved by local education providers

- Independent evaluator contract awarded to WestED

Questions?

External Evaluator

Professional Development

Literacy



Professional Development: Evidence-Based Training in Teaching Reading

CDE Provided Evidence-based Training in Teaching Reading

- Request for Proposals (RFP) to procure the no cost evidence-based teacher training that will be provided by the CDE:
 - Posted November 14, 2019
 - Closed January 3, 2020
- Submissions are being reviewed for selection
- Anticipated selection date: March 2020
- Contract will be drafted after selection
- Anticipated training roll out: Summer 2020

CDE Advisory Lists for Professional Development

The PD Advisory list will go from a large list to three categories:

- 1) Evidence-based teacher training - choice for districts outside of CDE-provided
- 2) Program specific: ***In progress***
- 3) Other

*Aligned to science of reading

Review process for bullets 1 and 3 are on hold until READ Act rules are completed.

Both CDE provided and CDE Advisory List Professional Development options will need to adhere to ongoing progress monitoring and a rigorous end of course assessment pursuant to 22-7-1208(6)(b) and 22-7-1209(2)(c)(II).





Professional Development: Advisory Lists

Update: The Professional Development Review for *evidence-based training in teaching reading* (vendors and district reviews) and *other* scientifically based reading professional development are both on hold until READ Act rules are completed.





Professional Development: Evidence-Based Training in Teaching Reading

C.R.S. 22-7-1208 (6)(a)(b)

Each district that receives READ funding must ensure all K – 3 teachers have completed evidence-based training in teaching reading by the beginning of the 2021-22 school year.

LEPS must submit evidence that each teacher employed to teach K-3rd grade has successfully completed evidence-based training in teaching reading that is:

- Included as a course in an approved educator preparation or alternate teacher program;
- Included as a course in a post-graduate degree program in teaching reading or literacy;
- **CDE training or approved Science of Reading professional development on the CDE advisory list for professional development,** or
- Training provided by a local education provider or is appropriate for license renewal (defined by rule)

A teacher is deemed to have successfully completed the training if districts submits evidence that the teacher passed an end-of-course assessment.



These options in green were briefed on previous slide.



Professional Development: Evidence-Based Training in Teaching Reading

District Decisions Related to the K-3 Teacher Training:

- District is responsible for reporting each completing of the evidence-based training in teaching reading.
- District is responsible for selecting how this training will be put in place.
- Districts are responsible for working with charter schools to determine how this requirement is met.



Professional Development: Evidence-Based Training in Teaching Reading

- Online or face-to-face option
- No Cost
- Includes the following:
 - Training
 - Including license and registration if required
 - All required training materials
 - Trainer

Questions?

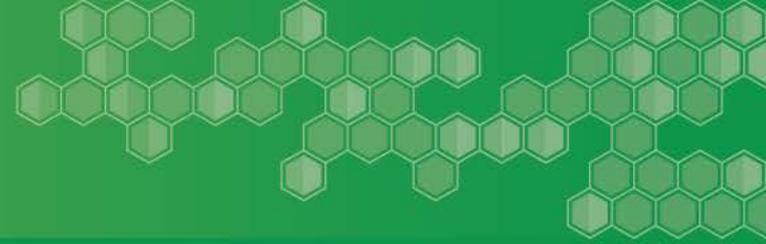
Professional Development

Advisory List:

Instructional Programming



Advisory List: Instructional Programming



CDE has launched the review process for **core, supplemental, and intervention** instructional programming.

Part 1

- Designed to meet specific eligibility criteria before a complete review
- Publisher's responsibility to submit
- Submissions have been received - window is now closed.
- Only programs that were submitted and met the eligibility criteria will be accepted for part 2

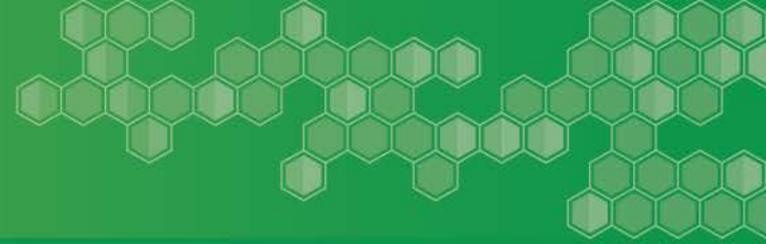
Note: no actual review of materials took place during this eligibility part 1.

Part 2

- **New rubrics**
- Vendors will have a chance to appeal Part 2 findings
- All review procedures and rubric materials will be archived publically on the website
- Includes review of professional development for potential inclusion on the PD advisory list



Advisory List: Instructional Programming



Instructional Programming Review Timeline

September 30, 2019	Notification of Part 1 Eligibility for Instructional Programming.
October 14, 2019	Technical Assistance Webinar was held.
October 30, 2019	All eligibility proposal submissions for Instructional Programming due.
November 1 – December 13, 2019	CDE review of Part 1 Eligibility for Instructional Programming
December 6 – 13, 2019	Vendors window to submit Part 1 revisions requested
December 16, 2019	Vendor notification of Part 1 Eligibility decision. Applications distributed for eligible vendors for Part 2.
December 19, 2019 – January 8, 2020	Rubrics Review Webinar held on December 19, 2019. CDE sought feedback on draft instructional programming rubrics.
January 14, 2020	Anticipated date to release Part 2 to eligible vendors
February 11 – March 25, 2020	Anticipated review of Part 2.
End of March – Early April 2020	Instructional Programming List anticipated to be finalized and posted.



Questions?

*Advisory List: Instructional
Programming*

Related Resources



Related Updates: READING Conference Keynote

In October, CDE hosted our 5th Annual READING Conference.

The keynote address given by Steven Dykstra, PhD is now available to view on the CDE website. His presentation is focused on describing the Science of Reading.



Find his presentation here:

<https://www.cde.state.co.us/coloradoliteracy/readact/programming>





Related Resources: Resource Support

Reminder we have tools available to support these updates!

READ Act Updates Fact Sheet

READ Act Webinar FAQ

READ ACT UPDATE
Senate Bill 19-199



SB19-199 – Frequently Asked Questions
Spring 2019 Amendments to the Colorado READ Act



Colorado knows reading by third grade is critical

Reading is an essential skill that must be developed early in a child's educational career. Students who do not read at grade level by third grade struggle throughout their academic career and have limited options as adults. Educators must have a deep understanding of the science of evidence-based reading to help every child meet this critical benchmark and become a lifelong reader. Recognizing this, the Colorado legislature passed the Colorado Reading to Ensure Academic Development Act (READ Act) in 2012 to ensure that all children in Colorado reach grade level proficiency in reading by the end of third grade.

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders.

- Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts.
- Statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact:

- The statute defined clear allowable uses of READ Act per-pupil intervention funds, but it did not provide clarity regarding accountability for the use of funds.
- Reporting requirements for the READ Act make it challenging to identify instructional programming and interventions effective in reducing the number of students identified with SRDs.
- The need for increasing teacher knowledge on evidence-based practices for teaching reading.

Updated allowable uses of Per-Pupil Intervention Funds

C.R.S. 22-7-1210.5

- Operate a summer school literacy program.
- Purchase core reading instructional programs that are included on the READ Act advisory list.
- Purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist.
- Purchase tutoring services.
- Provide technology, including software that is on the advisory list of instructional programming; may include professional development for use of technology.
- Purchase from a BOCES the services of a reading specialist or reading interventionist.
- Provide professional development for reading interventionists.

SB19-199 – Frequently Asked Questions

Spring 2019 Amendments to the Colorado READ Act

Questions Relating to Approved Programming and Advisory Lists

Does the READ Act require that instructional programming is scientifically-based and evidence based?

Yes, as outlined in statute (C.R.S.22-7-1204), instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading competency.

If we are not currently using a CDE approved core reading program, does this mean that we cannot receive READ funds in the future?

In order to receive per-pupil intervention funds in a budget year, an LEP must meet specific requirements outlined in statute (C.R.S. 22-7-1210.5(3)(b)). If per pupil funds are used to purchase a core program, the program must be selected from programs on the advisory list of approved core programming.

The READ Act requires that instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development reading fluency, including oral skills, and reading competency (C.R.S. 22-7-1204). This programming does not need to be listed on the CDE approved list if per-pupil funds are not used to purchase the programming.

We recently adopted and have implemented a core program that is not on the current advisory list. How do I make sure that program is reviewed and possibly added to the list?

The review process will include a review of core, supplemental and interventional programming as well as professional development. If you would like your program to be reviewed, be in communication with the vendor and monitor our website to check to see when the application for review is posted. You can also be added to the READ Act listserv to directly receive updates from our office. All submitted programs will go through the review process to ensure that programs are aligned to scientifically and evidence based reading research. Programs that meet these requirements will be added to the advisory list. Keep in mind that some reviewed programs may not meet the requirements to be added to the list.

How long will the program review process take?

<https://www.cde.state.co.us/coloradoliteracy/sb19199updates>





Related Resources: Resource Support

Reminder we have tools available to support these updates!

READ Act – Now revised to include SB19-199 Amendments

Colorado Revised Statutes 2019
TITLE 22
 EDUCATION
 PART 12
 COLORADO READ ACT

22-7-1201. Short title. This part 12 is known and may be cited as the "Colorado Reading to Ensure Academic Development Act" or "Colorado READ Act".

Source: L. 2012: Entire part added, (HB 12-1238), ch. 180, p. 646, § 2, effective July 1.

22-7-1202. Legislative declaration. (1) The general assembly finds that:

(a) All students can succeed in school if they have the foundational skills necessary for academic success. While foundational skills go beyond academic skills to include such skills as social competence and self-discipline, they must also include the ability to read, understand, interpret, and apply information.

(b) Colorado has prioritized early learning through its investments in the Colorado preschool program, established in 1988, and full-day kindergarten, and the general assembly recognizes that these investments can best be leveraged by adopting policies that support a continuum of learning from preschool through third grade and beyond;

(c) It is more cost-effective to invest in effective early literacy education rather than to absorb costs for remediation in middle school, high school, and beyond;

(d) A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services, and produce a better

DISTRICTS	COMMUNITIES	SCHOOLview®
		<ul style="list-style-type: none"> Colorado READ Act Home Advisory Lists of PD and Programming Approved Assessments Dyslexia Early Literacy Assessment Tool Project Early Literacy Grant Parent Information Preschool Through 3rd Grade READ Act Statute and State Board Rules READ Data Collection Resources Contact Us
		<p>Location</p> <p>Preschool Through Third Grade Office - Literacy Team 201 E. Colfax, Room 106 Denver, CO 80203</p>
<p>iformed</p> <p>Sign up for the READ Act communication list in order to stay up to date on changes and updates related to SB19-199, READ Act tation Measures. CDE will announce ways to participate and ur feedback throughout the implementation process.</p> <p>Sign up for the READ Act communication list</p>		<p>READ Act Data Dashboard</p> <p> View the dashboard for state, district, school, and financial data</p>

Colorado Revised Statute - The READ Act: <http://tiny.cc/k7k6fz>



Final Questions



Ways to Stay Involved

- General questions after webinar
 - Please email: readact@cde.state.co.us
- Recording and PowerPoint
 - Will be posted by end of day tomorrow on the READ Act webpage: <http://www.cde.state.co.us/coloradoliteracy>
- Monthly webinars
 - CDE will host monthly webinars to keep interested parties informed of the SB19-199 implementation process and announce them on the READ Act webpage, listed above.