



COLORADO

Department of Education

*Colorado's READ Act:
A Foundation for K-3 Literacy*

Office of Literacy

Colorado Department of Education

August-September 2016

Session Agenda

- **Overview of READ Act**
 - Legislative Declaration
 - Snapshot of State Data
- **Early Literacy Education for All Students**
 - Statutory requirements
 - Attributes of Effective Instruction and Intervention
- **READ Act and Assessment**
 - Types of assessment and timeline
 - Identification of students with reading deficiencies
- **READ Plans**
 - Statutory components
 - Removal of student plans
- **READ Reporting**
 - Current reporting elements
 - Considerations for 2017

Overview



Reading to Ensure Academic Development (READ) Act

- Passed by the Colorado Legislature in the 2012 session, repealing the Colorado Basic Literacy Act.
- Focuses on K-3 literacy development and directs support to students with significant reading deficiency.
- Includes specific guidance regarding literacy assessment and individual intervention plans for students identified with a significant reading deficiency.
- Contains requirements for parent communication and involvement.
- Holds districts and schools accountable for student progress through the Unified Improvement Plan process.
- Includes provisions for retention decisions for students completing grades K-3 with a significant reading deficiency beginning in the 2013 school year.
- Provides funding to support intervention.



Connecting the Why: Legislative Declaration

- All students can succeed in school if they have the foundational skills necessary for academic success. While foundation 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.
- 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.
- A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services, and produce a better educated, more skilled, and more competitive workforce
- The greatest impact for ensuring student success lies in a productive collaboration among parents, teachers, and schools in providing a child's education.

Data Across First Three Years

STATE	2013	2014	2015
K	6.9%	6.8%	6.4%
1	19.8%	17.5%	16.9%
2	18.9%	16.1%	15.4%
3	19.1%	17.4%	16.1%
Total	16.5%	14.4%	13.8%

Summary

- Each grade level sees a reduction across years
- Cohorts tend to see a slight reduction across years*

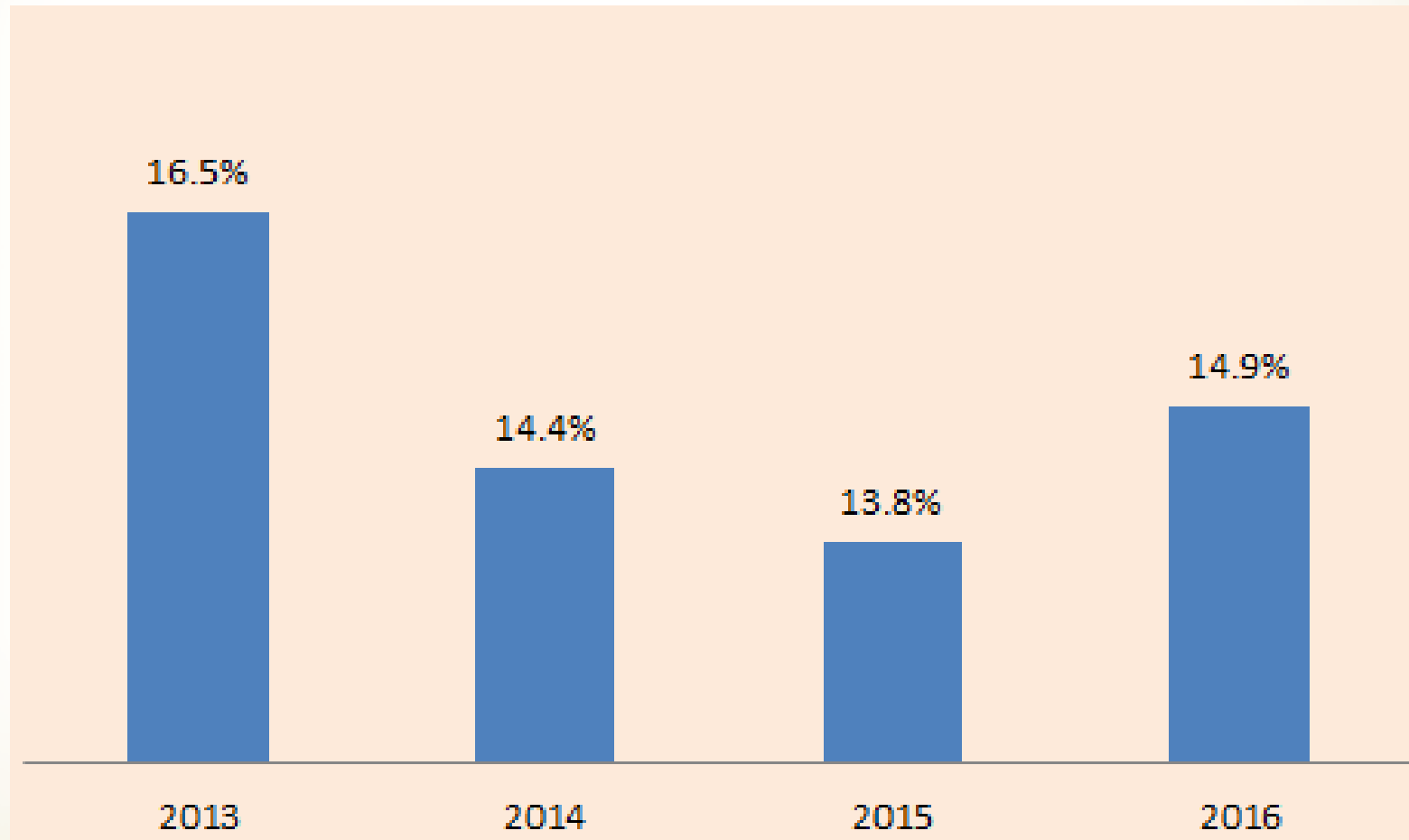
*Exception: Decrease is not seen across from K to Grade 1 in any cohort.

State Snapshot – 2016 Collection

Students identified as scoring below the cut point for significant reading deficiency (SRD) designation from 2016 READ Collection

Grade	Number of Students READ Act Tested in 2016	Number (percentage) of Students Identified with SRD in 2016
Half-day kindergarten	14,702	1,125 (8%)
Full-day kindergarten	47,634	4,079 (9%)
Grade 1	65,841	11,332 (17%)
Grade 2	67,326	10,994 (16%)
Grade 3	67,224	11,548 (17%)
Total	262,727	39,078 (14.9%)

Aggregate Data Over Four Years

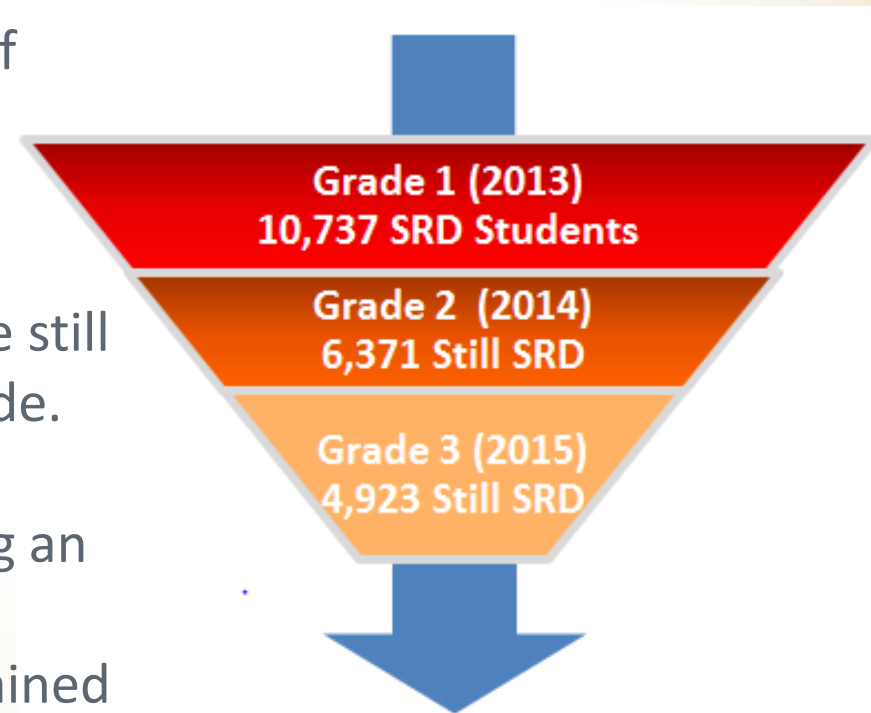


Indication of Progress

2013: 13,145 first grade students were reported as having an SRD. Only 10,737 of these first graders remained in the same district for the following two collections.

2014: 6,371 of those same students were still identified as having an SRD in second grade.

2015: 4,923 were still identified as having an SRD in third grade. This represents a 54% reduction rate among students who remained in the same district over three years.



Sense of Urgency: 3rd Grade and Beyond

Number of 3rd grade students with SRD designation: 11,548

Number of 4th grade students still with READ plans: 8,617

Number of 5th grade students still with READ plans: 6,667

Number of 6th grade students still with READ plans: 4,186

Legislative Declaration

IT IS THEREFORE THE INTENT OF THE GENERAL ASSEMBLY THAT EACH LOCAL EDUCATION PROVIDER THAT ENROLLS STUDENTS IN KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE WILL WORK CLOSELY WITH THE PARENTS AND TEACHERS OF THESE STUDENTS TO PROVIDE THE STUDENTS THE INSTRUCTIONAL PROGRAMMING, INTERVENTION INSTRUCTION, AND SUPPORT, AT HOME AND IN SCHOOL, NECESSARY TO ENSURE THAT STUDENTS, BY THE COMPLETION OF THIRD GRADE, CAN DEMONSTRATE A LEVEL OF COMPETENCY IN READING SKILLS THAT IS NECESSARY TO SUPPORT THEM IN ACHIEVING THE ACADEMIC STANDARDS AND EXPECTATIONS APPLICABLE TO THE FOURTH-GRADE CURRICULUM.

(22-7-1202 (2))

Note catcher

As you reflect on the Overview section:

- What are your thoughts? Any new learnings?
- What are your wonderings? Any questions?

Remember to use the survey link to submit questions.

Early Literacy Education



READ Act and Response To Intervention

"RESPONSE TO INTERVENTION FRAMEWORK" MEANS A SYSTEMIC PREVENTIVE APPROACH THAT ADDRESSES THE ACADEMIC AND SOCIAL-EMOTIONAL NEEDS OF **ALL STUDENTS AT THE UNIVERSAL, TARGETED, AND INTENSIVE LEVELS.** THROUGH THE RESPONSE TO INTERVENTION FRAMEWORK, A TEACHER **PROVIDES HIGH-QUALITY, SCIENTIFICALLY BASED OR EVIDENCE-BASED INSTRUCTION AND INTERVENTION** THAT IS MATCHED TO STUDENT NEEDS; USES A METHOD OF **MONITORING PROGRESS FREQUENTLY TO INFORM DECISIONS ABOUT INSTRUCTION** AND GOALS; AND APPLIES THE STUDENT'S RESPONSE DATA TO IMPORTANT EDUCATIONAL DECISIONS.

READ Act and Definitions of Research

“EVIDENCE BASED” MEANS 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” MEANS THAT 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.**

State Board of Education Rules

6.00 Attributes of Effective Universal Instruction

- Addresses five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) appropriate to the age, grade, language of instruction and needs of students, recognizing the continuum of reading development and;
- Guided by the assessment of a student's reading proficiency using a state board approved interim assessment and, based on a student's level of risk, on an on-going basis through the use of interim assessment probes specific to the student's diagnosed reading skill deficiencies throughout the academic year and;
- A minimum of 90 minutes of instruction and;
- Driven by the Colorado Academic Standards.

Research-Based Requirements for Readers At-Risk

UNDER STATE LAW, THE STUDENT QUALIFIES FOR AND THE LOCAL EDUCATION PROVIDER 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;

State Board of Education Rules

7.00 Attributes of Effective Targeted and Intensive Instructional Intervention

- Addresses 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, fluency, vocabulary, and comprehension) and;
- Delivered with sufficient intensity, frequency, urgency, and duration and;
- Guided by data from diagnostic, interim, and observational assessments focused on students' areas of need and;
- Directed by an effective teacher in the teaching of reading and;
- Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students;
- Delivered in a small group format.

Note catcher

As you reflect on the Early Literacy Education section:

- What are your thoughts? Any new learnings?
- What are your wonderings? Any questions?

Remember to use the survey link to submit questions.

READ Act and Assessment



Assessment for Making Instructional Decisions

- Educators need to make frequent decisions regarding instruction for all students and for each student.
- To maximize the effectiveness and efficiency of the decisions, it is important that those decisions be accurate, i.e. based on data
- Goal is to improve outcomes for all students by planning effective instruction and by evaluating the effectiveness of the instruction and by evaluating the effective of instruction, i.e. progress monitoring.

Instructional Decisions for and System and Student Level

- **Are there students who may need additional instructional support? If so, how many? And, which students?**
- **What is our system-wide plan for support? What is our plan for each student?**
 - What skills do we teach? How do we teach them? What curricula/programs do we use? Which instructional strategies?
- **Are the majority of students making adequate progress? Is each student receiving support making adequate progress?**
- **What proportion of students have met goals identified in their READ plans? What proportion have not yet met their goals?**
 - What adjustments are needed to instruction/intervention? What are the alternate variables to consider?

Types of Assessments

The READ Act identifies three types of assessments.

- **Interim** – required to be given to all students to screen for reading difficulties and ongoing throughout the year to monitor progress; data from interim assessment reported in READ Collection
- **Diagnostic** – required to be given to students designated with a significant reading deficiency; data used to inform individual student READ plans
- **Summative** – not required, but may be given to students to determine if important reading skills have been mastered

READ Act Interim Assessments

- The READ Act requires teachers to assess the literacy development of students in K-3 in the areas of:
 - *phonemic awareness*
 - *phonics*
 - *vocabulary development*
 - *reading fluency, including oral skills*
 - *reading comprehension*
- In March 2013, the State Board of Education approved seven interim assessments for use in measuring reading competency skill levels for children in K-3.

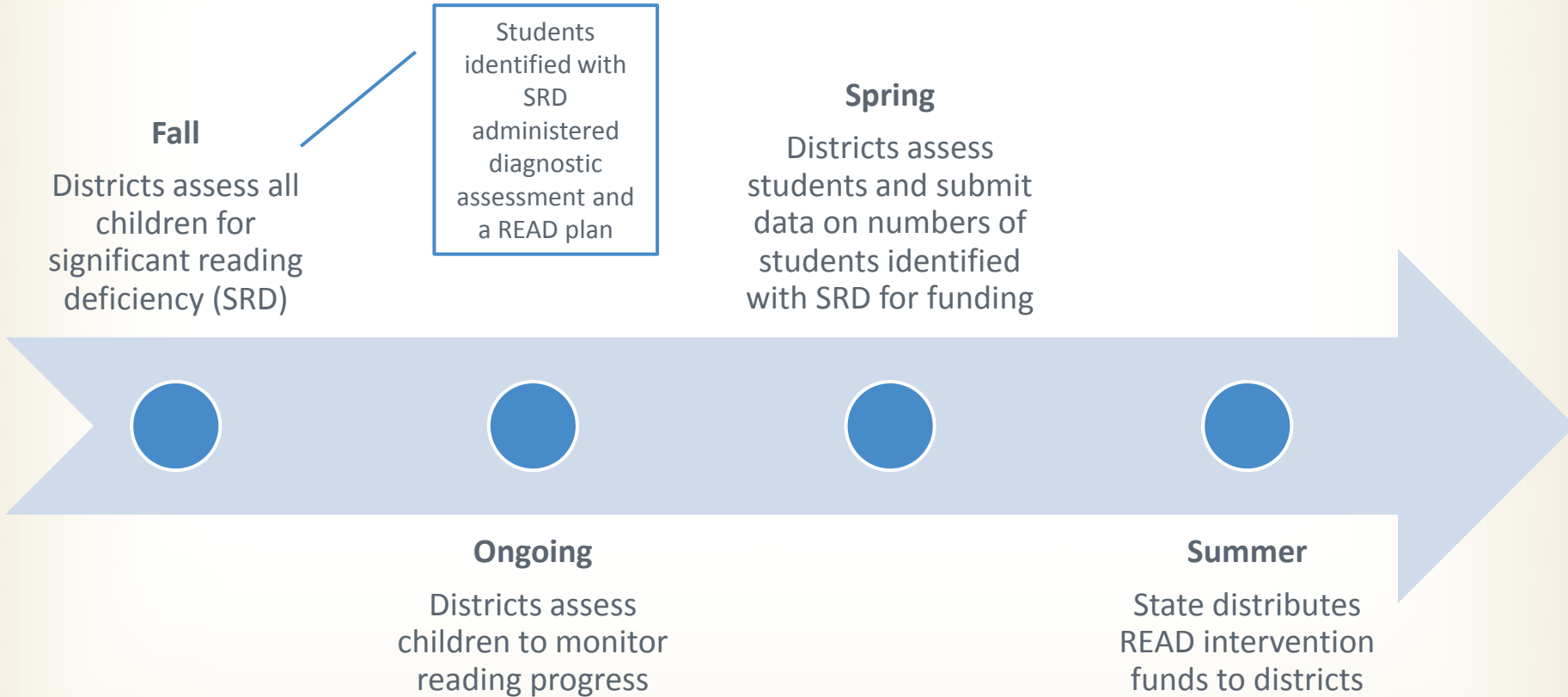
www.cde.state.co.us/coloradoliteracy/readact/resourcebank

Approved Interim Assessments

English Literacy Assessments	Spanish Literacy Assessments
aimsweb	
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)	Indicadores Dinámicos del Éxito en la Lectura (IDEL)
Formative Assessment System for Teachers (FAST)	
i-Ready	
ISIP ER, Istation	ISIP ER Spanish, Istation
Phonological Awareness Literacy Screening (PALS)	Phonological Awareness Literacy Screening Español
STAR Early Learning	

NOTE: As of July 1, 2016, DRA2 and DIBELS 6th Edition are no longer approved assessments.

Annual READ Act Timeline



Definition of Significant Reading Deficiency

"SIGNIFICANT READING DEFICIENCY" MEANS THAT 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.

Significant Reading Deficiency (SRD) Determination

Within 30 calendar days, SCREEN all students* with an approved interim assessment. ***Is the score at or below the cut off?***

If **YES**, student is at-risk for meeting important reading outcomes (significant reading deficiency).

Next steps include:

- Administration of an approved diagnostic assessment within 60 calendar days
- Creation of an individualized READ plan using interim and diagnostic results in collaboration with stakeholders including family members

**For Kindergarten students, screening must occur within 90 calendar days. If completed within 60 calendar days, may use READ Act assessment to complete literacy portion of school readiness assessment.*

Significant Reading Deficiency (SRD) Determination

Within 30 calendar days, SCREEN all students* with an approved interim assessment. *Is the score at or below the cut off?*

If **NO**, that means either:

- Student is at low risk for reading difficulties and requires only effective universal/core instruction and ongoing monitoring *OR*
- Student demonstrates some level of risk for meeting important reading outcomes, but does not have a significant reading deficiency (SRD). Provide appropriate support and monitor progress through an RtI framework

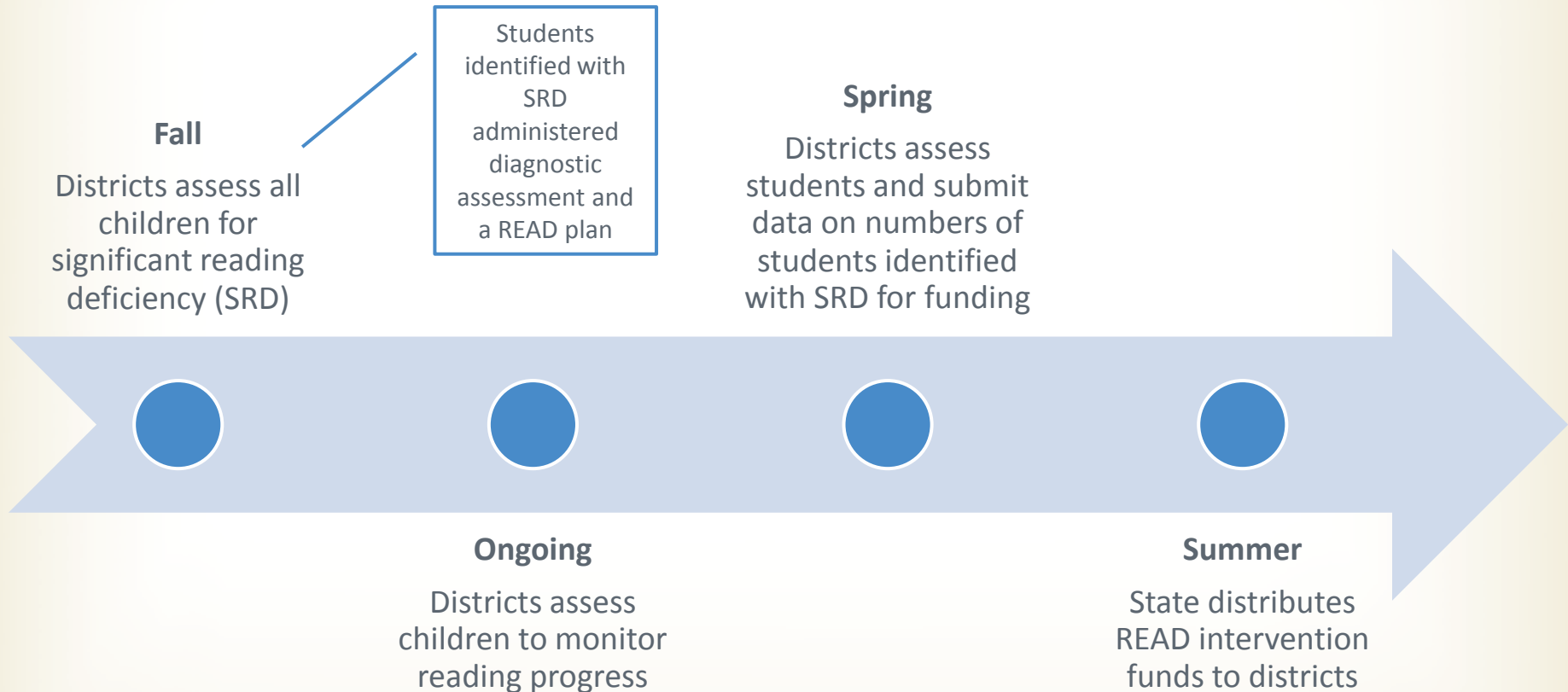
**For Kindergarten students, screening must occur within 90 calendar days. If completed within 60 calendar days, may use READ Act assessment to complete literacy portion of school readiness assessment.*

Grade Level Reading Competency

- Per HB 1323, students who score above the Fall grade level competency cut scores are not required to be tested for the remainder of the school year
- Interim assessment publishers establish the Fall grade level competency cut scores
- Districts may continue to assess these students according to research-based progress monitoring practices throughout the year

Note: Districts who have students not tested in the Spring, due to meeting the criteria for grade level reading competency in the Fall, will submit their data through a different format in the annual READ Collection.

Annual READ Act Timeline



Diagnostic Assessment Requirement

- IF A TEACHER FINDS, BASED ON A STUDENT'S SCORES ON THE APPROVED READING ASSESSMENTS, THAT THE STUDENT MAY HAVE A SIGNIFICANT READING DEFICIENCY, THE TEACHER SHALL ADMINISTER TO THE STUDENT ONE OR MORE DIAGNOSTIC ASSESSMENTS TO DETERMINE THE STUDENT'S SPECIFIC READING SKILL DEFICIENCIES.

Diagnostic Assessment Timeline

- Diagnostic assessments must be administered to all students designated as having a significant reading deficiency within 60 calendar days of their previous interim assessment
- Diagnostic assessment information should be used to inform the development of individual student READ plans

NOTE: Statute requires READ plans be developed upon determination of a significant reading deficiency to inform and drive instruction and intervention

Diagnostic Assessment Requirement

- **EACH LOCAL EDUCATION PROVIDER SHALL SELECT FROM THE LIST OF APPROVED ASSESSMENTS ADOPTED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-1209 THOSE ASSESSMENTS IT SHALL USE TO DETERMINE A STUDENT'S SPECIFIC READING SKILL DEFICIENCIES. A LOCAL EDUCATION PROVIDER MAY CHOOSE TO USE OTHER DIAGNOSTIC READING ASSESSMENTS IN ADDITION TO BUT NOT IN LIEU OF THE APPROVED ASSESSMENTS.**

Approved Diagnostic Assessments

- The State Board of Education has identified several diagnostic assessments which local education providers may use to determine specific reading skill deficiencies.

www.cde.state.co.us/coloradoliteracy/readact/resourcebank

Opting Out

- **HB 1323 states, “Each local education provider shall adopt and implement a written policy and procedure by which a student’s parent may excuse the student from participating in one or more of the state assessments administered pursuant to section 22-7-1006.3.”**
- **The READ Act assessment is not included in “the state assessments administered pursuant to section 22-7-1006.3.”**
- **Districts may choose to adopt local policies related to parent requests for excusing students from READ Act assessment.**
- **The Office of Literacy has created some sample language districts may use when communicating with parents on these types of requests.**

Note catcher

As you reflect on the READ Act assessment and timeline section:

- What are your thoughts? Any new learnings?
- What are your wonderings? Any questions?

Remember to use the survey link to submit questions.

READ Plans



Development of READ Plans

- The READ Act requires the creation and implementation of an individual intervention plan (READ Plan) for students identified as having a significant reading deficiency (SRD).
- Diagnostic assessment(s) must be administered to determine specific deficiencies and data collected from these assessments is used to inform READ plan.
- The READ Act outlines specific components that must be included in a READ plan to ensure the effectiveness of the intervention strategies.

What READ Plans Must Include

The READ Act states READ plans must include:

- Specifically what the student is struggling with in reading
- Goals for the students to become proficient
- How and what instruction the teacher will provide daily for the student (evidence based or scientifically based)
- Additional types of instruction and interventions being delivered beyond the daily instruction
- How will the teacher progress monitor the student
- What the parent will do at home to support the student to become proficient
- Any additional services as appropriate and available

Requirement for Research

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;
- **THE SCIENTIFICALLY BASED OR EVIDENCE-BASED READING INSTRUCTIONAL PROGRAMMING THE TEACHER WILL USE TO PROVIDE TO THE STUDENT DAILY READING APPROACHES, STRATEGIES, INTERVENTIONS, AND INSTRUCTION**, WHICH PROGRAMS AT A MINIMUM SHALL ADDRESS THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY, INCLUDING ORAL SKILLS, AND READING COMPREHENSION.

READ Plan Implementation

- Throughout the READ plan implementation process, decisions should be made collaboratively between school personnel and parents.
- Parents must receive regular, on-going updates from the student's teacher concerning the 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.

READ Plans – Two or More Years

If a student has been identified with significant reading deficiencies for a second or subsequent consecutive year, districts/schools shall:

- Provide the student with additional, more rigorous strategies and intervention instruction, including more time daily for reading instruction
- Ensure student receives reading instruction in conjunction with other subjects
- Assign, if practical, a teacher who has expertise in reading with demonstrated effectiveness

With approval of parents, districts/schools may provide mental health support from school psychologist, school social worker or school counselor.

READ Plans and Permanent Academic Record

- EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT A STUDENT'S CURRENT READ PLAN, ANY EARLIER VERSIONS OF THE READ PLAN, AND ANY SUPPORTING DOCUMENTATION FOR THE PLAN AND THE BODY OF EVIDENCE THAT DEMONSTRATES A STUDENT'S PROGRESS IN IMPLEMENTING THE PLAN ARE INCLUDED IN THE STUDENT'S PERMANENT ACADEMIC RECORD AND ARE TRANSFERRED IF THE STUDENT SUBSEQUENTLY ENROLLS IN ANOTHER SCHOOL.

Body of Evidence

- **"BODY OF EVIDENCE"** MEANS 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). 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.

Removal of READ Plan

- EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT A TEACHER CONTINUES TO REVISE AND IMPLEMENT A STUDENT'S READ PLAN UNTIL THE STUDENT ATTAINS READING COMPETENCY, REGARDLESS OF THE STUDENT'S GRADE LEVEL AND REGARDLESS OF WHETHER THE STUDENT WAS ENROLLED WITH THE LOCAL EDUCATION PROVIDER WHEN THE READ PLAN WAS ORIGINALLY CREATED OR THE STUDENT TRANSFERRED ENROLLMENT TO THE LOCAL EDUCATION PROVIDER AFTER THE READ PLAN WAS CREATED.

Advancement of Students with Significant Reading Deficiencies

The READ Act provides information on decisions related to advancement of students with significant reading deficiencies.

- Statute allows retention as an intervention strategy for students who are significantly below grade level at any grade level.
- Parents may request this option at any time and schools/districts may recommend this option at any grade.
- Beginning in 2016-2017, superintendents are allowed to make final decisions related to advancement for students who are completing third grade.
- Local districts may wish to consider establishing advancement decision policies.
- Careful consideration should be given on how to best communicate these policies to parents and families.

Parent Notification and Communication

Within 45 days before the end of any school year prior to a student's 4th grade year, districts are required to provide parents written notice of the following:

- Implications of student entering 4th grade with significant reading deficiency and the consideration of retention as a intervention strategy to determine whether the student is able to maintain adequate academic progress in the next grade
- Identified personnel at the student's school who will work to schedule a date, time, and place for a meeting
 - If parent is not able to meeting, decision making authority is given to the teacher and personnel at the district.

Communication should to be in a language understood by the parents.

Exceptions

SHALL NOT APPLY IF:

- THE STUDENT IS A STUDENT WITH A DISABILITY WHO IS ELIGIBLE TO TAKE THE ALTERNATIVE STATEWIDE ASSESSMENT, OR THE STUDENT IS IDENTIFIED AS HAVING A DISABILITY THAT SUBSTANTIALLY IMPACTS THE STUDENT'S PROGRESS IN DEVELOPING READING SKILLS, RESULTING IN THE STUDENT'S SIGNIFICANT READING DEFICIENCY;
- THE STUDENT IS A STUDENT WITH LIMITED ENGLISH PROFICIENCY, AS DEFINED IN SECTION 22-24-103, AND THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS DUE PRIMARILY TO THE STUDENT'S LANGUAGE SKILLS; OR
- THE STUDENT IS COMPLETING THE SECOND SCHOOL YEAR AT THE SAME GRADE LEVEL.

Response to Intervention

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 LOCAL EDUCATION PROVIDER SHALL ENSURE THAT THE STUDENT RECEIVES APPROPRIATE INTERVENTIONS THROUGH THE RESPONSE TO INTERVENTION FRAMEWORK OR COMPARABLE INTERVENTION SYSTEM IMPLEMENTED BY THE LOCAL EDUCATION PROVIDER.

Note catcher

As you reflect on the READ Plan section:

- What are your thoughts? Any new learnings?
- What are your wonderings? Any questions?

Remember to use the survey link to submit questions.

READ Act Reporting Requirements



READ Act Collection

■ Purpose

- The purpose of the READ collection is to collect the data needed to statutory requirements for the annual legislative report and to determine per pupil funding for districts by taking the count of students at the end of the year who have a significant reading deficiency

■ Criteria

- Districts create and submit records for all K-3rd grade students enrolled at the time of data submission and 4-12th grade students who are included in a READ cohort from any district

District Reporting Requirements

- The READ Act requires districts to report specific student, school, and district level data to the Colorado Department of Education in order for the department to determine the number of students identified with significant reading deficiencies and their progress and to respond to other reporting requirements for the annual legislative report.
- Districts are also encouraged to report strategies and instructional techniques used in order to share best practices with other districts. Currently, the collection does not have a way to collect this self-reported strategies from districts.

READ Collection

- **The READ data collection open every year beginning April 1 and closes every year on July 1.**
- **Districts submit a file with following data elements**
 - READ Plan
 - Student Status READ
 - READ Test
 - READ Score
 - Recommended Retention
 - Retention
 - Intervention Services

State Supports for Effective Implementation

- The Early Literacy Fund provides districts with per-pupil intervention funds to help support programs to meet the needs of students with a significant reading deficiency status who received services.
- Per-pupil intervention funds may be used to provide the following services:
 - full-day kindergarten
 - evidence-based or scientifically-based interventions
 - summer school literacy programs
 - tutoring services
- For 2016-17, the total allocation is approximately \$33 million.

New to the READ Collection

The Office of Literacy is preparing to implement an additional READ Act requirement related to budgetary considerations into the collection.

The intent of any revisions would be to bring the collection in alignment with all aspects of statute.

In preparing for this addition, we met with representatives from rural and non-rural districts from multiple regions across the state to identify the best method for collecting the requirement information in the least burdensome way for districts.

Early Literacy Fund Budget and Planning

(c) EACH BUDGET YEAR, PRIOR TO RECEIVING PER-PUPIL INTERVENTION MONEYS, EACH LOCAL EDUCATION PROVIDER SHALL SUBMIT TO THE DEPARTMENT, FOR INFORMATIONAL PURPOSES, AN EXPLANATION OF THE MANNER IN WHICH IT WILL USE THE MONEYS IN THE COMING BUDGET YEAR AND THE NUMBER OF STUDENTS FOR WHICH THE LOCAL EDUCATION PROVIDER MAY RECEIVE PER-PUPIL INTERVENTION MONEYS. IF THE LOCAL EDUCATION PROVIDER INTENDS TO PROVIDE A SERVICE DESCRIBED IN SUBPARAGRAPH (IV) OF PARAGRAPH (b) OF THIS SUBSECTION (5), THE DEPARTMENT SHALL REVIEW THE SERVICE AND PROVIDE THE PER-PUPIL INTERVENTION MONEYS FOR THE SERVICE ONLY IF THE SERVICE MEETS THE REQUIREMENTS SPECIFIED IN SAID SUBPARAGRAPH (IV).

Requirement for Intervention Services

(d) IN USING THE PER-PUPIL INTERVENTION MONEYS ALLOCATED PURSUANT TO THIS SUBSECTION (5), EACH LOCAL EDUCATION PROVIDER SHALL ENSURE THAT SOME TYPE OF INTERVENTION, AS DESCRIBED IN PARAGRAPH (b) OF THIS SUBSECTION (5), IS AVAILABLE TO EACH STUDENT WHO IS IDENTIFIED AS HAVING A SIGNIFICANT READING DEFICIENCY AND WHO IS ENROLLED IN KINDERGARTEN OR FIRST, SECOND, OR THIRD GRADE IN A SCHOOL OPERATED BY THE LOCAL EDUCATION PROVIDER.

Summer school literacy programs

(2) A LOCAL EDUCATION PROVIDER THAT INTENDS TO USE PER-PUPIL INTERVENTION MONEYS TO OPERATE A SUMMER SCHOOL LITERACY PROGRAM SHALL ANNUALLY PROVIDE TO THE DEPARTMENT INFORMATION CONCERNING THE SUMMER SCHOOL LITERACY PROGRAM THE LOCAL EDUCATION PROVIDER INTENDS TO OPERATE.

Summer school literacy programs

THE LOCAL EDUCATION PROVIDER SHALL ENSURE THAT THE PROGRAM:

- Serves only students enrolled in K-3 who have significant reading deficiencies or students who are below grade level if space is available
- Use scientifically based or evidence based instructional programming in reading that has been proven to accelerate student reading progress and provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension
- Includes scientifically based and reliable assessments
- Provides initial and ongoing analysis of student progress in attaining reading competency

Note catcher

As you reflect on the READ Act Collection section:

- What are your thoughts? Any new learnings?
- What are your wonderings? Any questions?

Remember to use the survey link to submit questions.

Office of Literacy



Early Literacy Grants (ELG)

- **\$4 million is appropriated annually for the ELG program**
 - Addresses comprehensive school-wide literacy reform
 - Targets supports at all tiers of instruction
 - Includes professional development and consultation from experts
- **Grants are competitively awarded on a three year**
 - Cohort I (2013-2016) – 30 schools across 17 districts in all regions
 - Cohort II (2016-2019) – 22 schools across 14 districts in all regions
- **Annual performance goals must be met**
 - Reduction in number of students with significant reading deficiencies
 - Increase in number of students scoring at/above benchmark

Contact: Dr. Rachel Anderberg, Early Literacy Grant Manager

Anderberg_R@cde.state.co.us



Early Literacy Assessment Tool (ELAT) Project

- The 2012 School Finance Act required 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 was to support state purchase of software that provides individualized assessments with immediate results, stores and analyzes those results, and recommends activities based on those results.
 - LEAs in the project are supplied mobile assessment of DIBELS Next and diagnostic reading assessments and licenses to use the assessment.
 - First-time participating LEAs will receive assessment kits, each school will receive one kit per grade level (renewal applicants will not receive additional kits).
- **Contact: Donna Bright, ELAT Project Manager**
Bright_D@cde.state.co.us

Regional Literacy Consultants

- **Statewide assistance provided to support READ Act implementation and use of scientifically based reading research leading to improved student outcomes**
- **Types of support offered include:**
 - **Analysis of student/system level data to inform instructional supports**
 - **Interpretation of interim and/or diagnostic assessment data to inform instruction**
 - **Support in the development of individual READ plans**
 - **Professional development through coaching, consulting and mentoring in evidence based or scientifically based instructional strategies and programs**
 - **Review and support for selection of scientifically based instructional programs to support multi-tiered reading instruction**
 - **Alignment of school/district goals and strategies for improved reading achievement for all students**

www.cde.state.co.us/coloradoliteracy/contactus



READiNg Foundations Academy

- **Goal is to expand knowledge of K-3 educators and instructional leaders in the foundational skills with ties to comprehension and the Colorado Academic Standards**
 - No-cost professional development
 - Offered to any school/district statewide – all regions
 - Delivered through highly-qualified cadre of trainers

Contact: Marisa Calzadillas, Literacy Projects Coordinator
Calzadillas_M@cde.state.co.us

Advisory Lists

- The READ Act requires the department to identify scientifically based or evidence based instructional programming and high quality professional development providers/programs.
- The department conducts periodic reviews of instructional programming and professional development providers/programs.
- The READ Act encourages schools and districts to select programs from the advisory lists.
- Schools and districts are encouraged to choose programs and providers that work best for their student population.

www.cde.state.co.us/coloradoliteracy/readact/programming

Resources

- **READ Act Assessment Timeline (Updated)**
- **READ Plan checklist (New)**
- **READ Plan template**
- **Tiers of Instruction for Reading (New)**
- **Guiding Questions within an Outcomes Driven Model (New)**
- **Literacy Evaluation Tool (Updated)**

In the works:

- **Guidance on Identification of Significant Reading Deficiencies**
 - Students with Disabilities (Update)
 - English Learners (Update)
- **READ Plans Beyond Third Grade**
- **Guidance on Use of Per Pupil Funds**

Coming Soon

The Office of Literacy is excited to be working on the following for this school year.

- District and School READ Reports – Target for Fall release
- Professional Development Resources – Target for Winter release
- Regional Networking Opportunities – Throughout the year

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Questions & Answers

There is a link for electronic submission of questions which will continue to be live through the end of September.

This link also contains a brief survey seeking contact information for school and district leads for READ Act implementation efforts.

Thank You!

