



# THE COLORADO READ ACT

June 2012, Edition 1

The Colorado Reading To Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA), keeping many of the elements of CBLA such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development programs.



## SPECIAL POINTS OF INTEREST:

- *The READ Act provides literacy support in the form of professional development delivered by experts in literacy on a regional basis to local education providers to assist them in implementing the requirements of the law.*
- *Beginning in the 2013-2014 school year, local education providers will receive per-pupil intervention moneys based on the number of students identified as having significant reading deficiencies to provide full-day kindergarten, operate a summer school literacy program and/or purchase tutoring services.*

## FREQUENTLY ASKED QUESTIONS

1. **How does the READ Act affect the Colorado Basic Literacy Act (CBLA)?** The READ Act will repeal CBLA; however, the requirements of CBLA remain in effect until July 1, 2013. Therefore, during the 2012-2013 school year, schools should continue to use one of the three assessments approved by the State Board (DIBELS, DRA 2, and PALS) and follow all other rules established by CBLA.
2. **What data will schools and/or districts be required to report at the end of the 2012-2013 school year?** The READ Act requires that teachers measure each student's reading competency using interim reading assessments at least once during the spring of the 2012-2013 school year, selecting from the list of approved assessments. Beginning in 2012-2013, each LEA will annually report the state-assigned student identifier for each student identified with a significant reading deficiency.
3. **When are teachers required to implement READ plans?** No later than the 2013-2014 school year, teachers should write READ plans for students identified as having a significant reading deficiency.
4. **When will the State Board adopt rules associated with the READ Act?** The State Board will promulgate and adopt rules associated with the READ Act by March 31, 2013, including the minimum reading competency skill levels to define a significant reading deficiency. The State Board approved list of assessments will be made available on or before April 1, 2013, and the advisory list of instructional programming and professional development programs will be made available on or before July 1, 2013 in a CDE resource bank.



## RESOURCE BANK

The Colorado Department of Education will provide a list of approved interim and diagnostic reading assessments on or before April 1, 2013. The READ Act requires that districts select from the list of approved interim assessments and administer to all K-3 students and select from the list of approved diagnostic assessments for students in grades K-3 identified as having a significant reading deficiency.

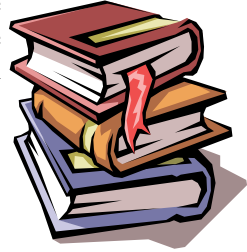
By July 1, 2013, the CDE

resource bank will also include an advisory list of instructional programming and professional development programs which districts may opt to use.

CDE will periodically solicit through public notice, accept, and review assessments, instructional programming, and professional development programs from districts and publishers for inclusion in the CDE resource bank.

## Did You Know?

- School and district performance ratings will include the percentage of students identified for a READ plan who subsequently score at a proficient level on the CSAP/TCAP.
- Schools and districts shall have to meet requirements of the legislation through the Unified Improvement Plan process.



For more information related to the Colorado READ Act, refer to the CBLA webpage: <http://www.cde.state.co.us/coloradoliteracy/cbla/index.htm>

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## PARENTAL NOTIFICATION/ADVANCEMENT

Beginning no later than the 2013-2014 school year, if within 45 days before the end of any school year prior to a student's 4th grade year (K-3), a teacher finds a student has a significant reading deficiency, the LEA shall provide written notice to the parent including a statement that there are serious implications to a student entering 4th grade with a significant reading deficiency. The parent, teacher, and other personnel are required to meet and consider retention as an intervention strategy. The parent, teacher, and other personnel shall decide whether to advance the child to the

next grade level. However, the final decision regarding advancement is made by the parent.

Beginning with the 2016-2017 school year, the decision to advance 3rd grade students is subject to final approval of the school district superintendent or the superintendent's designee.

## READ PLANS

Beginning in the 2013-2014 school year, for students identified as having a significant reading deficiency, a teacher and other skilled school professionals shall create a READ plan in collaboration with the student's parent, if possible. The READ plan shall be reviewed at least annually and updated or revised as appropriate.

Components of the READ plan include:

- The student's specific diagnosed reading skill deficiencies.
- The goals and benchmarks for the student's growth in attaining competency.
- The scientifically based or evidence-based reading instructional programming the teacher will use.
- The manner in which the LEA will monitor and evaluate progress.
- The strategies the student's parent is encouraged to use.
- Additional services the teacher deems available and appropriate.

