

Overview of READ Act

- *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 fullday kindergarten, operate a summer school literacy program and/or purchase tutoring services.*

FAQs

- **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.

FAQ, cont.

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.

FAQ, cont.

- **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.

FAQs, cont.

- **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.

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.

READ Act and Title I

- State passed a replacement bill for CBLA – The READ Act
- New act goes into effect in 2013-14
- Various groups meeting internally to develop, among other things, rules for the state board to consider.
- Act proposes to identify students with the most significant reading deficiencies. These students will benefit from remediation and any grant funds awarded.

READ Act and Title I

READ Act Requirements

Identify and remediate the students with the most significant reading deficiencies.

Title I Requirements

In Targeted Assistance models, students are served in rank order of need, providing an intervention that accelerates growth.

Conundrum: Both programs seek to serve the same population.