

# 2020-2021 LEP K-3 Literacy Program Reporting

**Purpose:** The 2019 updates to the READ Act (SB19-199) require that LEPs report their K-3 instructional literacy programs, interim READ Act assessment and diagnostic assessment by school and grade level (K-3) beginning in the 2020-21 school year with information for the 2021-22 school year. In addition, LEPs that use READ Act money and/or Early Literacy Grant funding for teacher professional development must provide information on how their professional development plan aligns to scientific and evidence-based literacy instruction. This requirement is annual, regardless of whether districts are eligible for biennial UIP flexibility.

**Criteria:** LEPs are required to the READ Act administered interim and diagnostic assessments along with their core, supplemental, and intervention instructional literacy programs for grades K-3 for each school in their district.

**Definitions:**

**READ Act Interim and Diagnostic Assessments:** State Board approved interim reading assessment(s) are given at the beginning and end of the school year to determine if any students have a significant reading deficiency (SRD). State Board approved diagnostic assessment(s) are given to students identified with an SRD for the purpose of identifying the child's specific reading deficit(s).

**Core Program** - A comprehensive program used to teach initial and differentiated instruction in the classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade level standards.

**Supplemental Program** - A program selected to supplement core reading instruction when the core program doesn't provide enough instruction or practice in key areas to meet student needs.

**Intervention Program & Supports** - Evidence-based reading instruction, services, and other supports for students identified as having a significant reading deficiency or as reading below grade level.



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Element	Field Length	Remarks
DISTRICT_CODE	4	Ex: 0000
SCHOOL_CODE	4	Ex: 0000
SCHOOL_NAME	60	Ex: 010
ENTRY_GRADE_LEVEL	3	Ex: 010
TEST_READ_1	2	Test Taken Ex: 01
TEST_READ_2	2	Test Taken Ex: 01
DIAGNOSTIC_READ_1	2	Diagnostic Assessment Taken: 01
DIAGNOSTIC_READ_2	2	Diagnostic Assessment Taken: 01
CORE_READ_1	2	Ex: 00, 01, 02
CORE_READ_2	2	Ex: 00, 01, 02
SUPPLEMENTAL_READ_1	2	Ex: 00, 01, 02
SUPPLEMENTAL_READ_2	2	Ex: 00, 01, 02
INTERVENTION_READ_1	2	Ex: 00, 01, 02
INTERVENTION_READ_2	2	Ex: 00, 01, 02
OTHER_SUPPORTS_READ	500	Narrative Explanation
PD_PLAN_READ	500	Narrative Explanation



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**District/BOCES Code** – A unique four-digit number assigned by CDE to each school district or BOCES.

**School Code** – A unique four-digit code assigned to a school by CDE. Refer to School Code Table.

**Grade Level** – A unique three-digit code assigned to a grade level.

**READ Test** – The district-selected READ Act interim assessment administered.

Code	Descriptor
03	PALS
07	Acadience Reading
08	Aimsweb Plus
09	FastBridge
10	iReady
11	ISIP Early Reading English
12	STAR Early Learning
14	ISIP Early Reading Spanish
15	PALS Español
16	IDEL (Indicadores Dinámicos del Éxito en la Lectura)
18	Aimsweb Plus Spanish

**READ Diagnostic Assessment** – The district-selected READ Act diagnostic assessment administered.

Code	Descriptor
00	No published READ diagnostic assessment in use
01	Acadience Reading
02	Curriculum Associates – i-Ready
03	PALS Espanol
04	PALS Marketplace
05	Pearson – Peabody Picture Vocabulary Test
06	Pearson – Woodcock Reading Mastery Test
07	Renaissance - STAR
08	Test de Covabulario en Imaenes Peabody
09	Woodcock – Munoz LS English

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<b>10</b>	Woodcock – Munoz LS Spanish
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**Core Programming** – Name of the comprehensive program used to teach initial and differentiated instruction in the classroom.

Code	Descriptor
<b>00</b>	No published core program in use
<b>01</b>	Amplify – CKLA (2017)
<b>02</b>	Benchmark Education – Benchmark Advance (2021)
<b>03</b>	Benchmark Education – Benchmark Workshop (2021)
<b>04</b>	Center for Collaborative Classroom – Collaborative Literacy (2016)
<b>05</b>	Houghton Mifflin – Into Reading (2020)
<b>06</b>	LearnZillion & EL Education – EL Education (2017)
<b>07</b>	McGraw Hill – Maravillas
<b>08</b>	McGraw Hill – Wonders (2017)
<b>09</b>	Zaner Bloser – The Superkids Reading Program (2017)
<b>10</b>	Spalding – The Writing Road to Reading
<b>11</b>	Houghton Mifflin – Arriba la Lectura (2020)
<b>12</b>	McGraw Hill – Open Court Reading (2016)
<b>13</b>	McGraw Hill – Wonders (2020)
<b>14</b>	Open Up Resources – EL Education

**Supplemental Programming** – Name of program selected to supplement core reading instruction.

Code	Descriptor
<b>00</b>	No published core program in use
<b>01</b>	Achieve 3000 - Smarty Ants
<b>02</b>	Amplify - mCLASS Amplify Reading Edition
<b>03</b>	Carnegie Learning - Mondo Bookshop Phonics 1st Edition
<b>04</b>	Cengage Learning - Reach 2e
<b>05</b>	Center for the Collaborative Classroom - Being a Reader
<b>06</b>	Center on Teaching and Learning - ECRI

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<b>07</b>	CR Success - CR Success Reading Program
<b>08</b>	Curriculum Associates - iReady
<b>09</b>	Curriculum Associates - Ready Reading
<b>10</b>	Great Minds - Wit and Wisdom
<b>11</b>	Istation - Istation Early Reading
<b>12</b>	Learning A-Z - Raz-Plus
<b>13</b>	Learning by Design - Spell-Links
<b>14</b>	Lexia - Core 5 Reading
<b>15</b>	Lindamood-Bell/Gander Publishing - Seeing Stars
<b>16</b>	Literacy Resources - Heggerty Phonemic Awareness Curriculum
<b>17</b>	McGraw Hill - Open Court
<b>18</b>	Orton Gillingham - Yoshimoto Orton Gillingham
<b>19</b>	Really Great Reading - Blast
<b>20</b>	Really Great Reading - Countdown
<b>21</b>	Really Great Reading - HDWord
<b>22</b>	Spalding - The Writing Road to Reading
<b>23</b>	Waterford - Waterford Reading Academy
<b>24</b>	Wilson - Foundations
<b>25</b>	Zaner Bloser - The Superkids Foundational Skills Kit
<b>26</b>	Istation – Istation Espanol Lectura Temprana
<b>27</b>	Orton Gillingham – Institute for Multi-Sensory Education, LLC

**Intervention Programming** – Name of intervention program administered to students identified as having significant reading deficiencies.

<b>Code</b>	<b>Descriptor</b>
<b>00</b>	No published core program in use
<b>01</b>	95% Group - Phonological Awareness, Screener for Intervention, Phonological Awareness PA Lessons Deluxe Kit
<b>02</b>	95% Group - Teaching Blending, Phonics Screeners for Intervention, Phonics Chip Kit, Phonics Lesson Library, Multisyllable Routine Cards
<b>03</b>	95% Group - Vocabulary Surge: Unleashing the Power of Word Parts (Level A & B)

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<b>04</b>	Cengage - Reach into Phonics Foundations
<b>05</b>	Center for Collaborative Classroom - SIPPS
<b>06</b>	Center on Teaching and Learning - ECRI
<b>07</b>	CR Success - Prism Reading Program
<b>08</b>	Curriculum Associates - iReady
<b>09</b>	Istation - Istation Reading
<b>10</b>	Learning by Design - Spell-Links
<b>11</b>	Lexia - Core 5 Reading
<b>12</b>	McGraw Hill - Wonder Works
<b>13</b>	Mindplay - Mindplay Virtual Reading Coach
<b>14</b>	Orton Gillingham - Yoshimoto Orton Gillingham
<b>15</b>	Reading Horizons - Reading Horizons Discovery
<b>16</b>	Really Great Reading - Blast
<b>17</b>	Really Great Reading - Countdown
<b>18</b>	Spalding - The Writing Road to Reading
<b>19</b>	Valley Speech - Esperanza
<b>20</b>	Valley Speech and Learning Center - WELLS 2
<b>21</b>	Voyager Sopris Learning - Passport
<b>22</b>	Wilson - Wilson Reading System
<b>23</b>	Istation – Istation Espanol Lectura Temprana
<b>24</b>	Curriculum Associates – Phonics for Reading
<b>25</b>	Orton Gillingham – Institute for Multi-Sensory Education, LLC
<b>26</b>	School Specialty - SPIRE
<b>27</b>	Texas Scottish Rite Hospital for Children – Take Flight

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**Additional Services and Supports** – If the intervention supports and services are not captured in the information already provided, please provide a short narrative explanation of any unique intervention implementation practices, supports and/or services (500 character limit).

**Professional Development Plan** – If your district uses READ funds and/or Early Literacy Grant money to pay for teacher professional development, please provide a narrative description of its PD program. The PD plan should include an overview of PD plan (e.g., monthly staff PD session, followed by individual teacher-coaching) and content of the PD and how it is evidence-based and designed to help teachers support students who are reading below grade level.

