

LEP K-3 Literacy Program & Assessment Reporting

2020-21



COLORADO
Department of Education

Document Purpose and Overview

In 2019, the State Board of Education and Colorado legislature worked together on several [updates to the READ Act through Senate Bill 19-199](#) (SB 19-199). The updates emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade. The updates include requirements for districts reporting in their Unified Improvement Plans (UIPs).

Currently, this data is being collected and reported using a template and then uploaded and attached to a district’s UIP. To alleviate burden on districts and to report more accurate data, we are moving this collection into the READ data collection through Data Pipeline starting in the 2020-21 school year.

Starting in April 2021, districts will upload a data file that includes this data as an addition to their READ data file. This data will reflect the districts plan for the upcoming 2021-22 school year. The file upload will include K-3 reading assessments, curricula and instructional programming as well as intervention services and supports. Districts that receive and use per-pupil intervention funds or Early Literacy Grant program funds on professional development must also include information about the professional development plan.

Reporting Literacy Assessments and Instructional Programming

Districts must report the READ Act interim and diagnostic assessments administered along with their core, supplemental and intervention instructional literacy programs for grades K-3 for each school in their district.

READ Act K-3 Literacy Program Reporting Requirements

- Beginning in the 2020-21 school year, districts must report K-3 literacy core and supplemental programming and assessments, as well as intervention services and support.
 - A template will be available for this purpose. To submit, upload file into Data Pipeline in addition to READ data file.
- Districts must also report professional development plans that are funded via READ Act and/or Early Literacy Grant money. This requirement only applies to districts using READ funds for professional development.

Core Program(s)	A comprehensive program used to teach initial and differentiated instruction in the regular 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(s)	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 Programs(s) and Supports	Evidence-based reading instruction, services, and other supports for students identified as having a significant reading deficiency or as reading below grade level.
Assessment(s)	State Board approved interim reading assessment(s) 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) given to students identified with an SRD for the purpose of identifying the child’s specific reading deficit(s).

A list of CDE-approved instructional programs can be found [here](#). Districts are not required to use approved programs and must report which instructional literacy programs that it uses, regardless of whether those programs are CDE-approved. District’s reporting should reflect the programming that will be implemented in the 2021-22 school year. CDE will review and follow-up where programming is not yet scientifically- or evidence-based.

A list of CDE-approved interim assessments can be found [here](#).

Reporting teacher professional development funded with READ and/or Early Literacy Grant money

Each district that uses READ funds and/or Early Literacy Grant money to pay for teacher professional development must include a description of its PD program within the file upload.

The reporting should include:

- Overview of PD plan (e.g., monthly staff PD session, followed by individual teacher-coaching)
- Content of the PD and how it is evidence-based and designed to help teachers support students who are reading below grade level.

Requirements for the 20-21 K-3 Literacy Program File Upload

READ Act K-3 Literacy Program Reporting Requirement	Reporting Necessary in District File Upload
District Code	District ONLY
Report teacher professional development programming funded with READ and/or Early Literacy Grant money.	District ONLY
School Code	School and Grade Level
Entry Grade Level	School and Grade Level
READ Act Interim Assessment	School and Grade Level
READ Act Diagnostic Assessment	School and Grade Level
Core Programming	School and Grade Level
Supplemental programming	School and Grade Level



Intervention Programming	School and Grade Level
Additional Supports and Services: If the READ Act intervention supports and services are not captured in the information already provided, please provide a short explanation of any unique intervention implementation practices, supports, and/or services (500 character limit).	School and Grade Level

If you need further information or have questions, contact Whitney Hutton (Hutton_W@cde.state.co.us) from the P-3 Office.