

READ Plans from Year to Year



The Colorado READ Act clearly outlines requirements for assessing all K-3 students, identifying students with a significant reading deficiency, and establishing a plan of intervention in a READ plan. But what happens when a student does not reach grade level competency in reading by the end of the school year in which the READ plan was initiated? This document is intended to provide schools and districts with guidance to support the development of strong processes, procedures, and systems to support students who continue on READ plans for a second or subsequent consecutive school year.

READ Plans at End of Year

The end-of-year (EOY) assessment window for administering the final READ Act approved benchmark reading assessment typically falls within the last 45 days of a school year. The results of this assessment support schools in measuring grade level reading competency at the end of the school year in grades K-3. For a student on an existing READ plan, these assessment results help to determine if:

1. the student has reached grade level competency in reading and will exit the READ plan, or
2. the student is still reading below grade level and will continue on a READ plan for a second or subsequent consecutive school year.

Students who have reached grade level competency at EOY may be exited from their READ plans following the requirements in the READ Act and district-directed procedures for this process. Grade level reading competency is determined by the scores on the approved interim reading assessment and the body of evidence that demonstrates mastery of the Minimum Reading Competency Skill Levels for the student's grade level. To support districts, CDE has developed [guidance for exiting a student from a READ plan](#).

When does a student remain on a READ plan for a second or subsequent consecutive school year?

For students on an existing READ plan who do not reach grade level reading competency by the EOY assessment, READ plans will continue into the subsequent school year. An important point to remember is that once a student is determined to have a significant reading deficiency and is placed on a READ plan, that student remains on a READ plan until reaching grade level competency in reading, **even if the student is no longer scoring below the cut score for an SRD on the interim assessment**. Students on a READ plan who have made progress but continue to score below grade level benchmark on the interim assessment will remain on a READ plan into the upcoming school year.

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[Colorado READ Act Webpage](#)
[READ Act Statute and State Board Rule](#)

What happens at the end of a school year for a student continuing on a READ plan in the following year?

For a student who will continue on a READ plan, an important step in ensuring continuity of support in the upcoming school year is to update the READ plan in a way that effectively communicates the student's literacy data, instructional programming, time and frequency of interventions used throughout the culminating school year, goals and objectives that were met or not met, and a description of the recommendations for intervention services that should be implemented in the subsequent year.

Updating Existing READ plans at EOY

Each school district has the responsibility to adopt procedures necessary to effectively address the requirements of the READ Act. A specific procedure for updating existing READ plans is one way a district could provide helpful guidance to schools and educators to ensure consistent, high-quality READ plans from year to year. In an ideal system, the initial READ plan includes all components required by the READ Act and has been regularly updated throughout the school year to reflect progress on goals and objectives, changes to instructional programming, and progress monitoring and other assessment data collected throughout the year. When a student on a READ plan has not reached grade level reading competency by the end of year, the information included in the end-of-year update is critically important to setting the stage for continued implementation in the subsequent school year.

When a district is designing procedures for updating READ plans that will continue for a second or subsequent consecutive year, it is important to consider what information will be most important for the next year's staff to know for a seamless transition to occur. Clearly outlining expectations and providing guidance to teachers about what should be included when updating a READ plan at EOY ensures continuity, consistency, and transparency as a student's READ plan transfers hands.

Updates to READ plans at EOY ideally include:

- End-of-year benchmark assessment data, and any additional formative data collected at EOY
- Clearly indicating which goals and objectives were met and not met, and which should be continued or revised in the upcoming year
- Indicating which specific skill focus should be addressed in the upcoming school year, as supported by the body of evidence
- Including a narrative synopsis of the frequency, duration, and intensity of intervention instruction provided in the current school year and the intervention's effectiveness
- If the student continues to have an SRD, recommendations for including more rigorous strategies and interventions in the upcoming school year, as required by the READ Act (C.R.S 22-7- 1206 (7)(a)(I-III)(b).
- Record of parent communication and topic(s) of discussion at EOY

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Essential Questions for Leaders at EOY – Planning for the Year Ahead

- How many students will need increased intervention support in the upcoming school year based on EOY data?
- What should staffing look like for the upcoming year to ensure students with an ongoing READ plan are placed with a highly effective teacher?
- How will the schedule accommodate the number, size, frequency, and duration of intervention groups?
- What additional resources may be needed to support the intensified instructional needs of students who continue to have an SRD?

End-of-Year Parent Communication

Ongoing communication between teachers and parents is an important part of ensuring a student is supported in their reading development both at school and at home. When a student continues on a READ plan for a second or subsequent consecutive school year, schools have a responsibility to ensure parents are informed and understand how their child will be supported in the upcoming school year.

The Colorado READ Act outlines specific guidelines for meeting with parents when a student has an SRD at the end of a school year (C.R.S. 22-7-1207). If a teacher finds that a student has a significant reading deficiency within forty-five days before the end of any school year in grades kindergarten through third grade, state law requires that the parent, the student's teacher, and other personnel of the local education provider meet to consider retention as an intervention strategy and determine whether the student, despite having an SRD, is able to maintain adequate academic progress at the next grade level. CDE has developed [guidance for the end-of-year parent meeting](#) to support districts in establishing expectations and processes for students with an SRD aligned to the requirements in the READ Act.

What happens at BOY for a student continuing on a READ plan for a second or subsequent consecutive school year?

At the beginning of each school year, the READ Act requires that all kindergarten through third grade students are assessed using a State Board approved interim reading assessment to measure reading competency. The READ Act also outlines a definitive process and timeline for identifying students who have a significant reading deficiency and require a READ plan to be created. The timeline for [SRD identification](#) does not apply to students who are continuing on a READ plan from a previous school year. For these students who are already identified, the BOY assessment data can be used immediately to support the teacher in updating the READ plan and implementing the interventions that match the student's needs.

Prior to administering the beginning-of-year (BOY) READ Act approved interim assessment in grades 1-3, it is important for teachers to know which students in their classroom are continuing on a READ plan for a second or subsequent consecutive school year. Ideally, assessing these students should be prioritized so that the

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interim assessment data, and any other assessment data the teacher gathers, can be used to update the READ plan for the current school year. The teacher should utilize documentation from the prior year's READ plan along with the updated assessment data to determine appropriate goals, objectives, and the intervention programming the students will receive. For students who continue to have an SRD, that includes planning for more rigorous strategies and interventions, including increased daily time in school for reading instruction, than were provided in the previous year.

As soon as possible when the school year begins:

- Assess with urgency
- Compare EOY to BOY assessment data: does anything new emerge?
- Align goals and objectives continuing from the previous update and write for the current school year
- Ensure intervention aligns to identified skill deficits and is of appropriate intensity, duration, and frequency
- Ensure instruction is intensified for students who continue to have an SRD
- Begin the cycle of progress monitoring and adjusting instruction

Increasing Rigor and Intensity of Instruction

The READ Act requires that, for students who continue to have an SRD and will remain on a READ plan for a second or subsequent consecutive school year, the READ plan includes more rigorous strategies and interventions, including increased daily time in school for reading instruction, than were provided in the previous year (C.R.S 22-7- 1206 (7)(a)(I-III)(b). School principals must ensure that the reading instruction the student is receiving is also supported through other subjects throughout the day, and, whenever possible, students on continuing READ plans should be supported by a highly effective teacher with expertise in reading instruction.

There are different ways educators can ensure a student receives more rigorous strategies and interventions:

- Increase the amount of intervention time and/or frequency the student receives
- Decrease the number of students in the instructional group for a smaller teacher/student ratio
- Optimize the best time of day for student learning
- Utilize specialty programs that are scientifically and evidence-based from the CDE approved list of programming
- Place student with a highly effective educator who is skilled in reading instruction
- Increase progress monitoring frequency to pinpoint and drive effective targeted instruction

Ensuring A Smooth Transition

Through thoughtful planning, leaders can design structures and systems that support the smooth transition of READ plans from one school year to the next. Using the following questions to plan for how information is shared, how the schedule and calendar are structured and how resources are allotted can ensure that staff and students are set up for success:

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- What information are teachers expected to include in the end-of-year READ plan updates for students who will continue on READ plans in the next school year?
- How is information about students continuing on READ plans communicated between teachers and other school personnel and with parents?
- How is time allocated to support staff in communicating about students on READ plans?
- How are resources allocated to ensure adequate support is allotted in the next school year for students who continue on READ plans?
- What structures are in place at the beginning of a school year to ensure students continuing on READ plans receive support services with urgency?
- What is the expectation for continued communication with parents of students who continue on READ plans?

What happens for students who continue on a READ plan beyond third grade?

The READ Act requires that a student placed on a READ plan in grades kindergarten through third grade remains on a READ plan until reaching grade level reading competency. When a student continues on a READ plan in grades four and beyond, it is crucial that schools and districts have processes in place to ensure that the student continues to receive the instructional supports needed to continue making progress toward reading competency. A well-written and detailed history of the student's reading achievement in the READ plan is a critical component in the process. For elementary schools already designing systems for student continuing on READ plans in grades 1-3, the same processes can be used schoolwide to ensure that students continue to receive urgent, consistent, and when necessary, increased intensity of interventions beyond third grade. When students on READ plans do not reach grade level reading competency before leaving the elementary grades, continued focus and successful remediation of their reading difficulties may hinge on the systems leaders have in place.

To best support students on READ plans in the later grades, some essential questions for leaders to consider are:

- What processes are in place for communication about transferring READ plans between schools or grade levels in our district?
- What assessments will be used to measure student progress, update READ plan goals and objectives, and select intervention programming?
- Who will be responsible for updating the READ plan for the upcoming school year, and who is responsible for selecting and implementing an appropriate intervention?
- What is our process for parent communication for students on READ plans?
- Do we have systems in place (e.g., MTSS (Multi-Tiered System of Supports) to monitor and record student progress, analyze data, adjust instruction, or identify the need for intensified support?
- What professional development needs to occur to ensure staff in upper grades understand the requirements of the READ Act for students beyond third grade?

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[Colorado READ Act Webpage](#)
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Well-developed systems for supporting struggling readers, information about the READ Act and knowledge of scientifically based and evidence-based literacy practices are all critical components for upper grade educators to ensure students on READ plans beyond third grade get the services they need. For more information, please visit the CDE webpage, [READ Plan Guidance for Students in grades 4-12](#).

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