

# New READ Act UIP Reporting Requirements 2020-21

## 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).

Beginning in 2020-2021, district UIPs must include information about the district's K-3 reading assessments, curricula and instructional programs, 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.

## New Requirements for the 20-21 District UIP

| READ Act UIP Requirement<br><i>Requirements new for the 20-21 school year are highlighted</i> | Report     |
|-----------------------------------------------------------------------------------------------|------------|
| Report K-3 instructional literacy programs                                                    | District C |
| Report teacher development programming funded with READ and/or Early Literacy Grant money.    | District C |
| K-3 Literacy Trends                                                                           | School C   |
| Strategies to address K-3 Reading                                                             | School a   |
| READ Act Targets (SRD)                                                                        | School a   |
| READ Act Targets (Grade-Level Expectations)                                                   | School a   |
| READ Act Interim Assessment                                                                   | School a   |

### **Reporting Literacy Instructional programming**

Districts must report their core, supplemental and intervention instructional literacy programs for K-3 for each school. A template for submitting that data will be [available here](#); districts can attach the template to their UIP upon submission. If a district needs to use a different format, contact Susan Barrett ([barrett\\_s@cde.state.co.us](mailto:barrett_s@cde.state.co.us)).

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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).                                                                                                                                                                                                                                             |

A list of CDE-approved instructional programs can be found [here](#). District reporting should reflect the programming implemented in the current (2020-21) 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 body of its UIP. It can be included as a Major Improvement Strategy and/or action planning section of the UIP.

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 districts exercising biennial flexibility in the 2020-21 school year**

If a district is not submitting a 2020-21 UIP because it is exercising biennial flexibility, the district is still expected to report on these new READ Act requirements annually. Districts may submit this information directly to the department via email or another mutually agreed upon method. A template for use by districts exercising biennial flexibility and will be [available here](#). The submission deadline is April 15<sup>th</sup>, 2021.

If you need further information or have questions, contact Susan Barrett ([barrett\\_s@cde.state.co.us](mailto:barrett_s@cde.state.co.us)) from the School Improvement and Planning Office or Andreia Simon ([simon\\_a@cde.state.co.us](mailto:simon_a@cde.state.co.us)) from the Preschool through Third Grade Office.