

21-22 READ and School Readiness



Introductions and Norms

Willyn Webb & Jessica Welch

Name, School, Role

Questions in the chat as we go. Jess will maintain the chat and answer or stop us and answer for the group when it applies to all.

Time for questions at the end of each section.



Agenda

I. READ Act

- i. Overview of READ requirements
- ii. Updates to READ (SB-199)
- iii. Components of READ
 - i. Assessment and SRD
 - ii. READ Plans
 - iii. READ Data Collection

II. School Readiness

- i. Overview of School Readiness requirements
- ii. Assessment
- iii. Plans
- iv. SR Data Collection



READ Overview

Assess

Identify and Plan

Data Submission

All K-3 students

Within 30 (K=60)
days of the first day
of school

Repeat MOY and
EOY

Identify students
with SRD
(significant reading
deficiencies)

Create/update
READ plans

Communicate with
parents

May: Submit EOY
assessment data



SB19 -99: READ Act

1. Requirements

2. READ funding and budget

3. K-3 Teacher Training



READ Assessment

Assessment Requirement	Kindergarten	1 st -3 rd grade
Administer approved interim assessment to all students in grades K-3.	During first 90 calendar days of school year. If administered within first 60 calendar days of school year, may count as literacy component of the school readiness assessment.	Within first 30 calendar days of a student's first date of attendance

If a student scores below the cut-score on the approved interim assessment, the student must be assessed using a [state board approved diagnostic assessment](#) within **60 calendar days** of the initial administration of the interim reading assessment.

Repeat assessment process at MOY (depending on charter contract) and EOY (required)



READ Assessment and SpEd

Three pathways:

1. General READ implementation using selected approved assessment
2. If there is an accessibility issue with the school's assessment of choice, assess with one of the other state-approved assessments that will yield a valid score
3. If student is unable to access any of the approved assessments, CDE has established alternative assessment pathways. Reach out to CSI for support.



READ Assessment and ELLs

- ELLs must be assessed under the READ act. The ONLY exception is for designated NEPs who are also new (1st year) to a US school.
 - **Note: this does not mean new to your school- must be new to the US schooling system.
 - Funding implications
- Follow same guidelines in creation of READ plans; however, consider including ELD-specific goals



UPDATE: SRD identification

Previous Rule	Updated 2020 Rule
<p>Students who score at or below the cut-off score for a Significant Reading Deficiency on a State Board approved interim reading assessment shall receive the services outlined in section 4.00 of these rules, below. (3.01)</p>	<p>3.02 In grades K-3, a determination that a child has a significant reading deficiency in English will be based on:</p> <p>3.02(A) A child scoring below the cut-score for a significant reading deficiency on a state board approved interim assessment, and</p> <p>3.02(B) Results from a state board approved diagnostic assessment that identifies a student's significant reading deficiency in one or more of the following components of reading: phonemic awareness; phonics; vocabulary development; reading fluency including oral skills and reading; and</p> <p>3.02(C) A body of evidence.</p>



Identifying SRD

- In grades K-3, a determination that a child has a significant reading deficiency in English will be based on:
- 3.02(A) A child **scoring below the cut-score** for a significant reading deficiency on a state board approved interim assessment; **and**
- 3.02(B) **Results from a state board approved diagnostic assessment** that identifies a student's significant reading deficiency in one or more of the following components of reading: phonemic awareness; phonics; vocabulary development; reading fluency including oral skills and reading; **and**
- 3.02(C) A **body of evidence**



Identifying SRD

3.02(A) A child scoring below the cut-score

Cut
Scores
found
here

2018/2019 READ Act cut scores and resources		
English Interim Assessments	Spanish Interim Assessments	Fall 2020 Administration Support <i>*Information Provided Directly from Vendor</i>
Aimsweb Plus <ul style="list-style-type: none">• Aimsweb Plus cut scores for determining SRD• Aimsweb cut scores for fall reading competency per HB 15-1323	Aimsweb Plus Spanish <ul style="list-style-type: none">• Aimsweb Plus Spanish Cut Scores for Determining and SRD	<ul style="list-style-type: none">• AimswebPlus Guidance<ul style="list-style-type: none">◦ aimswebPlus Tele-practice website◦ aimswebPlus Remote Assessment Video
Acadience Reading <ul style="list-style-type: none">• Acadience Reading Cut Scores for Determining a SRD• Acadience Reading cut scores for fall reading competency per HB 15-1323	Indicadores Dinámicos del Éxito en la Lectura (IDEL) <ul style="list-style-type: none">• IDEL cut scores for determining SRD• IDEL cut scores for determining fall reading competency per HB 15-1323	<ul style="list-style-type: none">• Acadience Reading Guidance
FastBridge		FastBridge Guidance:



Identifying SRD

- 3.02(B) Results from a state board approved diagnostic assessment (approved list [here](#))

Approved K-3 Diagnostic Assessments

Assessment	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Fall 2020 Administration Support
Curriculum Associates i-Ready		x	x		x	x	
PALS Marketplace Phonological Awareness Literacy Screening (PALS)		x	x	x		x	<ul style="list-style-type: none"> • PALS Guidance
Phonological Awareness Literacy Screening Español (PALS Español)		x	x	x		x	<ul style="list-style-type: none"> • PALS Guidance
Renaissance STAR Early Literacy Assessment	x	x	x	x	x	x	<ul style="list-style-type: none"> • Links to webpages or documents with assessment-specific guidance and considerations • Videos with examples of how to administer an assessment remotely if applicable: <ul style="list-style-type: none"> ◦ Best Practices for Remote Testing webinar



Identifying SRD

3.02(C) A body of evidence

“Within 60 days of the interim assessment, an approved diagnostic assessment must be given to determine /confirm specific areas of skill deficiency. Rule specifies that **during this 60 day window, the student should receive scientifically-based and evidence-based core and intervention instruction, and a body of evidence should be collected**”

“A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness assessment”



READ Plans

- Required regardless of instruction delivery model
- Schools must use the results of the diagnostic assessment to create a READ plan
- Schools monitor ongoing progress using approved interim assessment
- Student remains on a READ Plan until they reach grade-level proficiency in reading



READ Plan: Resources

- <https://www.cde.state.co.us/coloradoliteracy/readplans>
 - READ Plan Checklist
 - READ Plan Sample
 - Writing goals and objectives for READ Plans
 - READ Plans and IEPs/ READ Plans and ELLs
 - Sample Parent Communication
 - Template updated July 2021



READ Plan: Contents

1. Interim and diagnostic assessment results, including specific deficiencies identified
2. EOY goal as well as ongoing (short-term) goals
3. Interventions/services (beyond 90m universal instruction)
4. Progress monitoring (how/when is it happening)
5. Family communication and involvement in supporting literacy objectives
6. Supplemental services



Updating Current READ plans

READ plans, once in place, must be updated at least once a year

How do you know if a newly enrolling student comes in with a READ plan?



Exiting READ Plans

- K-3: Students may be exited from their plan once they reach grade level proficiency in reading (according to state-approved interim assessment)
- Grades 4+: Students may be exited from their plan once they reach grade level proficiency in reading (determined locally- but should have standardized process)

READ Plans beyond 3rd grade

- Colorado's READ Act requires that a READ plan acquired in grades K-3 remains in place until a student has reached grade level reading competency, determined locally through a body of evidence. The Office of Literacy has created guidance documents to aid in considerations for assessment, support, and instruction, as well as links to resources.
- [READ Plans beyond 3rd grade in the elementary setting](#)
- [READ Plans in the secondary setting](#)



READ Data Collection Timeline

- Training in March
- Each school's file is due to CSI on or before May 18
- Clearing errors takes several weeks; someone at your school must be available to resolve errors through early June.
- Summary file available in FileZilla in July.



SB19-199: READ Funding/Budget

Schools now submit a detailed READ budget in the spring

READ funds may be used to purchase:

- CDE-approved core programming or intervention programming
- Summer school literacy programming
- CDE-approved teacher training/PD
- Services of a reading interventionist
- Software on the advisory list of instructional programming



SB19-199: K-3 Teacher Training

- Beginning with the 2021-22 school year, each school that receives per-pupil or early literacy grant funding must annually ensure **that all K – 3 teachers have completed evidence-based training in teaching reading.**

<https://www.cde.state.co.us/coloradoliteracy/teacher-training>

- Important Dates for Teachers
 - **August 1, 2022:** evidence-based training in teaching reading must be completed
 - **August 15, 2022:** documentation must be submitted to the [Colorado Online Licensing \(COOL\)](#) system



READ: What to do now

Create or implement system to ensure READ timeline is adhered to.

- 60 day diagnostic window
- Spring assessment window

Parent communication/involvement protocol

Begin planning for Teacher Training requirement

Watch for and complete the READ & Readiness Survey



Questions?





Support, Survey & Contact Info!

Support:

- Office Hours Mon 3:00-4:00 and Wed 7:30-8:30
- 3:00-4:00 1st Mon of the month Power Hour
 - Topic, Coaching, Peer to Peer Connections

Survey:

- Coming in the email with the recording
- **Required**
- Please have it completed by 9/10/21

Contact:

- Willyn Webb willynwebb@csi.state.co.us

21-22 Kindergarten School Readiness





Agenda

- School Readiness
 - Overview
 - Assessment requirements
 - Approved assessments
 - Waivers
 - School Readiness Plans
 - Data Collection and submission



COVID-19 impacts

No changes to KSR requirements.

Vendors have provided guidance on how to assess in a remote setting, [here](#).



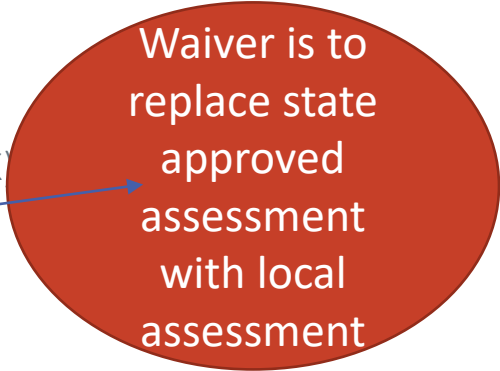
School Readiness

▷ Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K) requires:

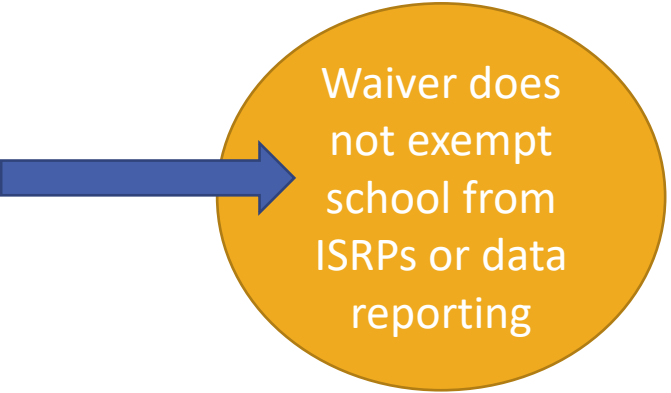
- Assessing Kindergarten students in the following areas:
 - Physical well-being and motor development
 - Social and emotional development
 - Language and comprehension development
 - Cognition
 - Math
 - Literacy (these two categories fall under "General Knowledge")

- Individual School Readiness Plans

- Fall data reporting of population-level results



Waiver is to replace state approved assessment with local assessment



Waiver does not exempt school from ISRPs or data reporting



Timeline

- ▷ All K students assessed within the first 60 calendar days of school.
- ▷ Results of assessment used to inform Individual School Readiness Plan
- ▷ School Readiness data collection file due **October 29, 2021**



Approved Assessments

For all approved assessments, schools are responsible for purchasing directly from vendor.

Training on specific assessments is provided through the vendor (or vendor provided materials).

CSI does not provide assessment-specific training.

CDE approved assessments [HERE](#)



Teaching Strategies GOLD®

- ▷ Training provided through platform (modules)
- ▷ Automatically creates a Individual School Readiness Plan for each child
- ▷ Can complete reduced item Kindergarten Entry Assessment (KEA) survey to complete requirements for SR data collection
- ▷ Generates School Readiness data collection report in correct format



Desired Results

Developmental Profile for Kindergarten- DRDP-K

- ▷ Training available through website
- ▷ Creates reports that can be used for ISRPs
- ▷ NO automatic School Readiness data collection report (schools manually aggregate)



HighScope COR

- ▷ Basic training online; additional training provided (for a fee) by vendor
- ▷ Creates reports that can be used for ISRPs
- ▷ May be used the reduced item Kindergarten Entry Record (KER) for SR data collection
- ▷ Generates School Readiness data collection in the correct format



North Carolina ELI (formerly KEA)

- ▷ Interactive tutorial on their google site
- ▷ Observation based formative assessment(has an app for your phone)
- ▷ Teachers document into an online portfolio TS Gold

Schools with approved waivers



- ▷ Schools with waivers submitted an assessment replacement plan
- ▷ The assessment replacement plan must be implemented within the same timeline as non-waiver assessments
- ▷ Must still submit data collection file



Individual School Readiness Plans

Required by CAP4K (state law)

- Must be informed by SR assessment
- Every kindergartener must have one

However....

That's where the requirements ends.

CDE-provided example [here](#)



School Readiness Data Collection



Total # students	Domain	Total # per domain	Female	Male	Not eligible for Free and reduced lunch	Eligible Free and reduced lunch	Eligibility unknown for Free and reduced lunch	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	White	Native Hawaiian or Other Pacific Islander	Two or more races	Unknown Race/Ethnicity
	SOC														
	PHYS														
	LANG														
	LIT														
	COG														
	MATH														
	None														

This is the file layout for the 2021-2022 school year.



What's included (fields)

- ▷ School Code= xxxx
- ▷ District Code= 8001
- ▷ Total number of students= Total K enrollment
- ▷ **Domain=**

2021-2022 Kindergarten School Readiness File

None	Not meeting or exceeding expectations in any domains
PHYS	Student is meeting or exceeding expectations in Physical and Motor Development domain
SOC	Student is meeting or exceeding expectations in Social and Emotional Development domain
LANG	Student is meeting or exceeding expectations in Language and Comprehension Development domain
COG	Student is meeting or exceeding expectations in Cognition domain
MATH	Student is meeting or exceeding expectations in Mathematics domain
LIT	Student is meeting or exceeding expectations in Literacy domain



What's included (fields)

- ▷ Total number of females in domain
 - Of the number entered in previous field, how many are female
- ▷ Total number of males in domain
 - Ditto above, but for males
 - P.S the two cells above should equal the total number of students in that domain
- ▷ Total number of students **NOT** eligible for FRL in domain
 - Total number of students from initial domain count that are **NOT** eligible for FRL
- ▷ Total number of students **eligible** for FRL in domain
 - Are you seeing a pattern? A note on this field. If a school is aggregating by hand, this portion will need to be completed by the person on staff with access to FRL info. This is confidential information, and should only be accessible by a few people at your school.



What's included (fields)

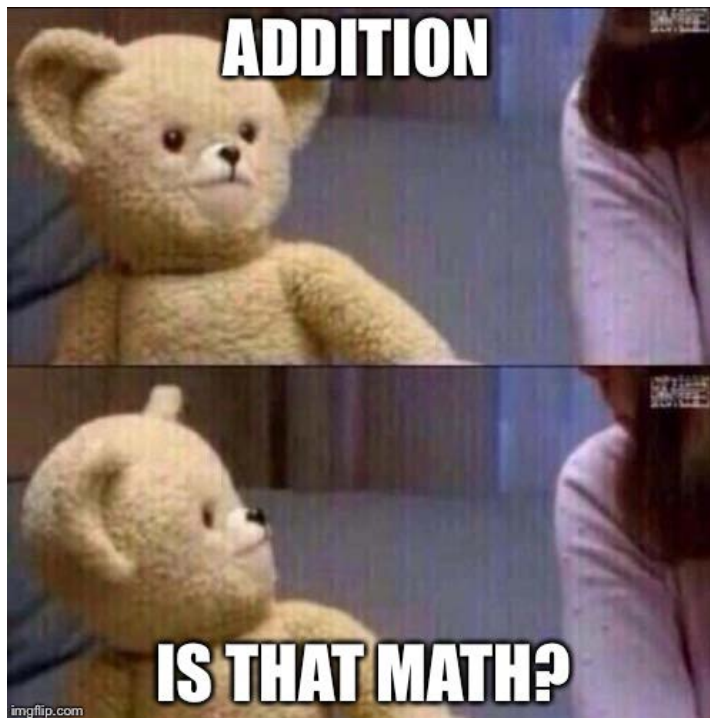
- ▷ Total number of students whose **eligibility is unknown** for FRL in domain
- ▷ Total number of Hispanic or Latino students in domain
- ▷ Total number of students who are not Hispanic or Latino in domain
- ▷ Total number of students whose ethnicity is unknown

- ▷ ETC



Issues to avoid

- ▷ Check your math- do the cells add up?
 - You guys, really that's it.

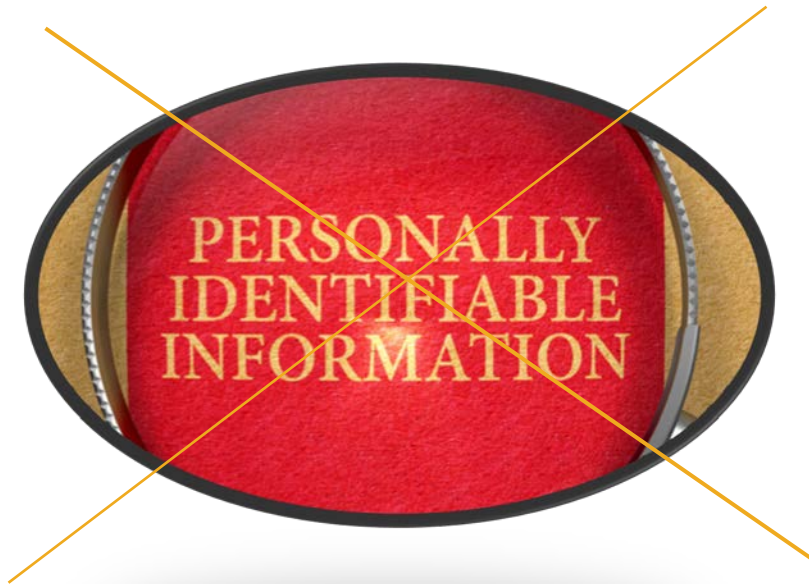


SR Data Collection Due Date



October 29, 2021

Submitting SR collection



willynwebb@csi.state.co.us



Questions?





Support, Survey & Contact Info!

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