

22-23 READ Act Fall Training





Agenda

I. READ Act

- i. CSI Resource Site Tour
- ii. Newsletter List
- iii. 22-23 Calendar
- iv. Power Hour Topics
- v. Components of READ
 - i. Programming
 - ii. Assessment and SRD
 - iii. READ Plans
 - iv. READ Data Collection



CSI Resource Site

- <https://resources.csi.state.co.us/student-services-library/>



READ PD & Programming

- Lists of approved PD & Programming

<https://www.cde.state.co.us/coloradoliteracy/readact/programming>

- Literacy Curriculum Transparency Dashboard

<https://www.cde.state.co.us/code/literacycurriculumtransparency-dashboard>

- Part of Spring Data Collection

Google Form Feedback worked well



READ Assessment 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



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 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



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.



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**
 - Not part of Spring Data Collection at this time (may change).



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**”

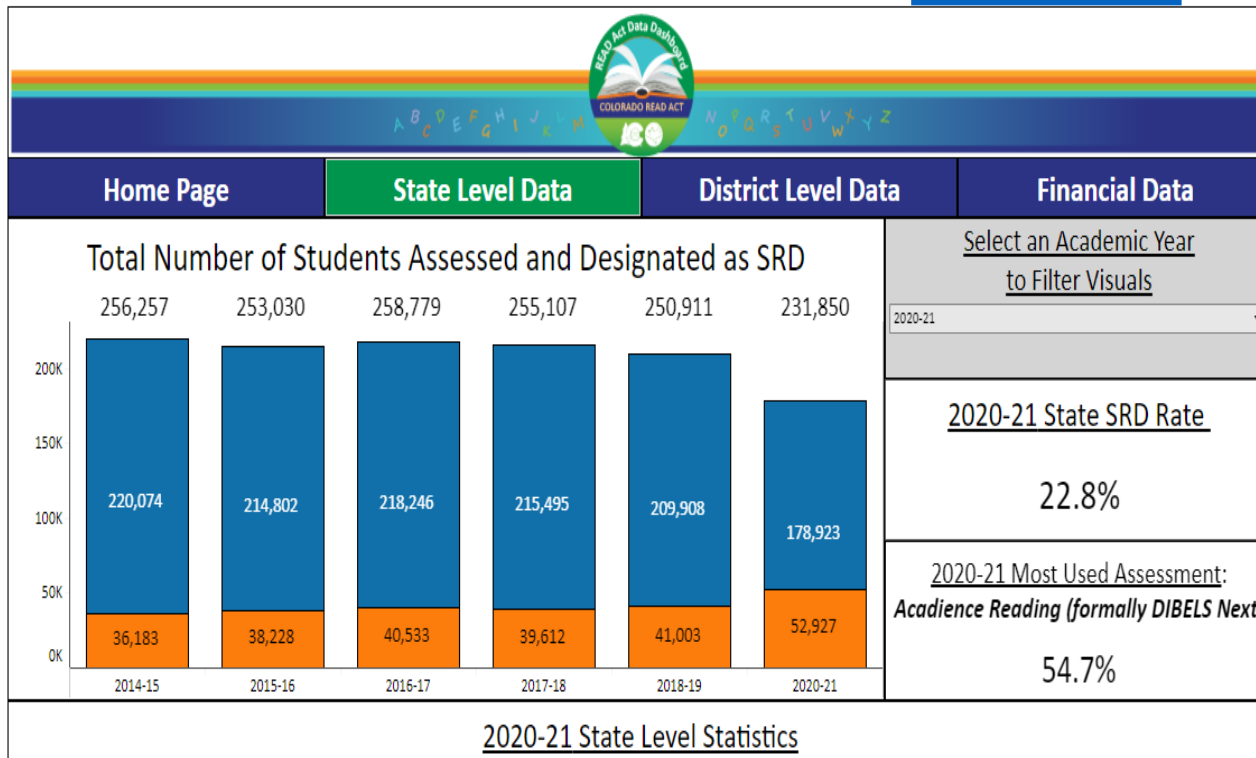
“A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness assessment”



READ Data Dashboard

- <https://www.cde.state.co.us/code/readactdashboard>

READ Act Data Dashboard





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
 - [READ and other plans](#)
 - Working Group



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)



READ Data Collection Timeline

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



Support for Success!

Support:

- 4:00 Power Hour Bi-Weekly Wed starting 10/5
- Coaching, Peer to Peer Connections

READ Plan Working Group

CSI Resource Site

Contact:

- Willyn Webb willynwebb@csi.state.co.us
- 303-532-6262



READ: What to do now...

1

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

- 60 day diagnostic window
- Set assessment windows

- Turn in READ assessment calendar Aug 24th

2

Choose a platform for plans.

Develop Parent communication plan.

Think about parent involvement.

3

Collect Data with the Spring Data Collection in mind.

Implement READ plan interventions, meetings, cycles of progress monitoring and plan review.

Attend Power Hours