



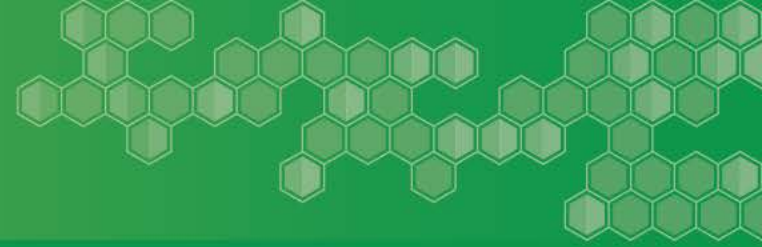
**COLORADO**  
Department of Education

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# Welcome to the SB19-199 Webinar

November 18, 2019

# Introduction and Webinar Purpose



## **Introductions:**

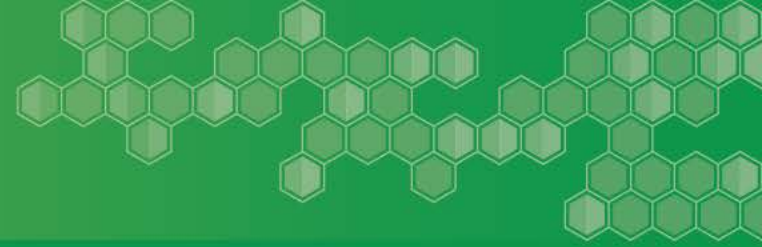
- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Anji Gallanos, Director, Preschool through Third Grade Office

## **Purpose:**

- CDE is hosting monthly webinars to keep interested parties informed of the implementation process and to provide updates on the changes required by SB19-199.

# Webinar Logistics

# Q&A During Webinar



## Questions:

- Organized by topic.
- As we complete discussion of each topic, there will be designated time for participants to enter questions in the Q&A feature that are related to that specific topic.
- Some questions will be answered during the webinar and others will be captured for further consideration.

## Additionally:

- A frequently asked questions document has been posted on the READ Act Website.
- For general questions after webinar, please email: [readact@cde.state.co.us](mailto:readact@cde.state.co.us)

## **Today's Recording and PowerPoint:**

Will be posted by end of day tomorrow on the READ Act webpage:

<https://www.cde.state.co.us/coloradoliteracy/sb19199updates>

## **Next month's webinar:**

Monday, December 18, 3:00-4:00pm

# READ Act Rulemaking

# Nested Nature of Education Policy



## SCHOOL/DISTRICT POLICY

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

## STATE POLICY

- Licensure requirements
- Standards
- Specific state assessments, etc.

## FEDERAL POLICY

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.

# How a Bill Becomes Practice: Statute, Rules, Guidance and Local Implementation

## Colorado General Assembly's Statutes

- *Passed by the elected legislature;*
- *Create rights or duties that are legally binding*

## Colorado State Board of Education's Rules

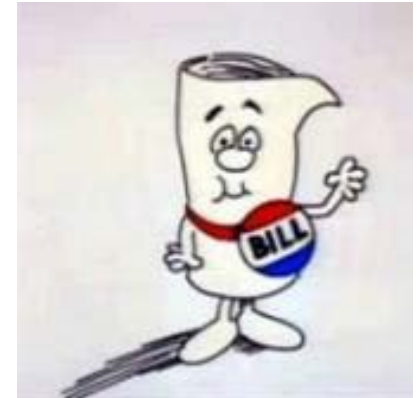
- *Authorized by statute;*
- *Adopted by the elected board of education;*
- *Create rights or duties that are legally binding*

## Colorado Department of Education's Guidance

- *Written by department;*
- *No legally binding effect;*
- *Interprets existing legal obligations*

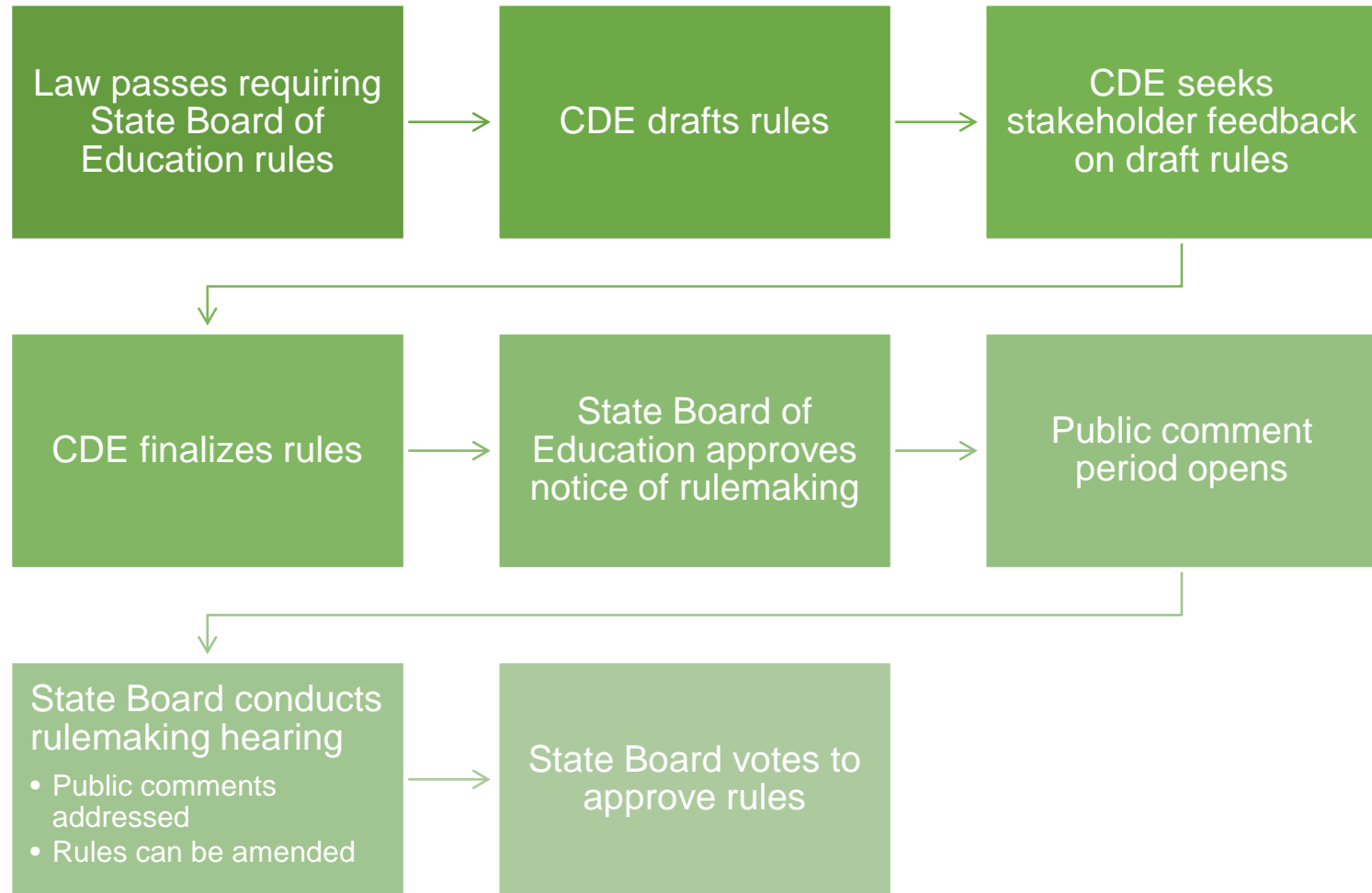
## Local School District Implementation

- *Guided by local school boards;*
- *Elaborated by district and school leaders*



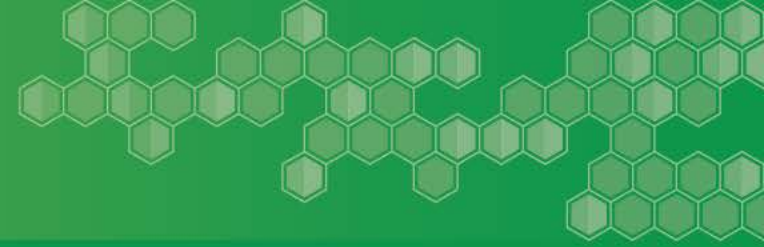


# Rulemaking Process





# Rulemaking Timeline



## Statewide Accountability Measures Rules

- Passed at the August Board meeting
  - READ Act incorporated into the Unified Improvement Plan

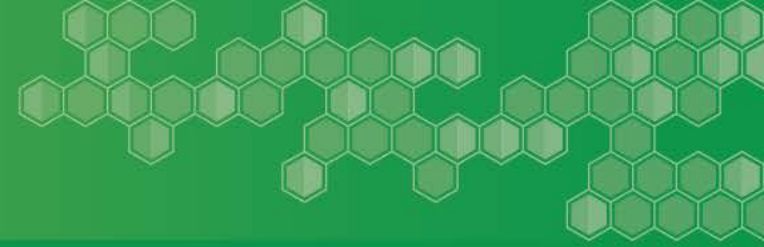
## Early Literacy Grant Rules

- Rulemaking hearing at September Board meeting; rules passed
- A copy of the rules can be found on the READ webpage

## READ Act Rules

- CDE is currently seeking feedback on draft rules
- Notice of rulemaking hearing at the November Board meeting
- Public comment period from November to January
- Rulemaking hearings in January and February

# Changes to the READ Act Rules

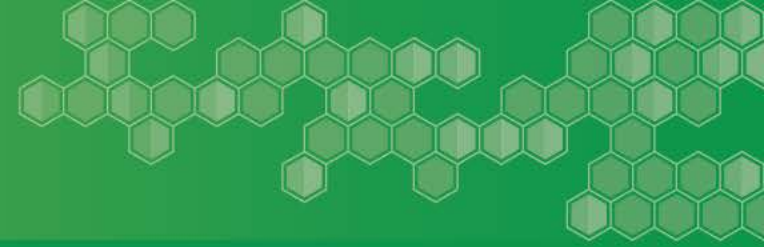


The rule changes are substantial in nature and related to:

- Administration of interim and diagnostic reading assessments and determination of a significant reading deficiency (section 3.00)
- Actions to be taken upon the determination of a significant reading deficiency (section 4.00)
- Minimum reading competency skill levels (section 5.00)
- Notice of the process for possible inclusion of approved assessment lists (section 8.00)
- Approved interim reading assessments (section 9.00)
- Notice of the process for possible inclusion on advisory lists of instructional programming and supporting technologies and rigorous professional development programs (section 10.00)
- The appeals process for local education providers, and publishers of assessments, instructional programs and supporting technologies, or rigorous professional development programs (section 11.00)
- District reporting requirements, including rules for newly passed K – 3 teacher training requirements (section 13.00)

# Changes to the READ Act Rules

## Section 3.00



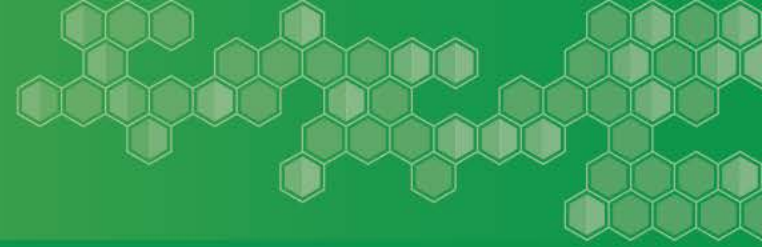
Changes in section 3.00: Administration of interim and diagnostic reading assessments and determination of a significant reading deficiency

- Section 3.01 (D) permits the optional use of a second confirming assessment before determining a significant reading deficiency
- Section 3.01 (E) clarifies the use of the diagnostic assessment to identify specific reading skill deficiencies
- Section 3.02 clarifies the determination of a significant reading deficiency incorporating a body of evidence

# Questions: Section 3.00

# Changes to the READ Act Rules

## Section 4.00



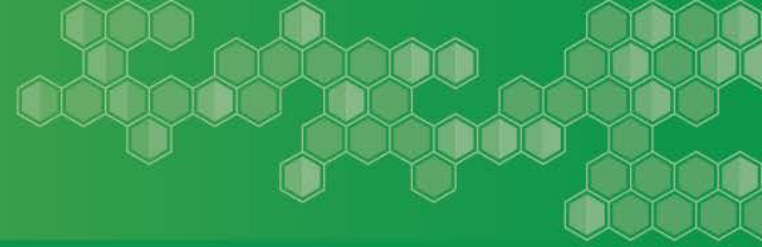
### Changes in section 4.00: Actions to be taken upon the determination of a significant reading deficiency

- Section 4.01 (C) enables the department, in consultation with stakeholders, to provide guidance on how to determine when a student demonstrates grade level competency and should be removed from a READ plan

# Questions: Section 4.00

# Changes to the READ Act Rules

## Section 5.00



### Changes in section 5.00: Minimum reading competency skill levels

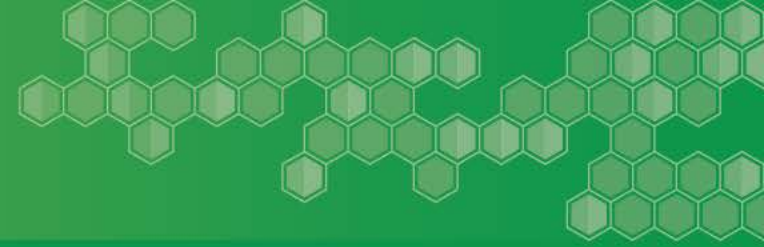
- Section 5.00 incorporates language that states the competency skills level should be based upon the scores attained on the approved reading assessment to align with statutory language
- Section 5.00 also adds the timeframe for updating the minimum reading competency skill levels



# Questions: Section 5.00

# Changes to the READ Act Rules

## Section 8.00



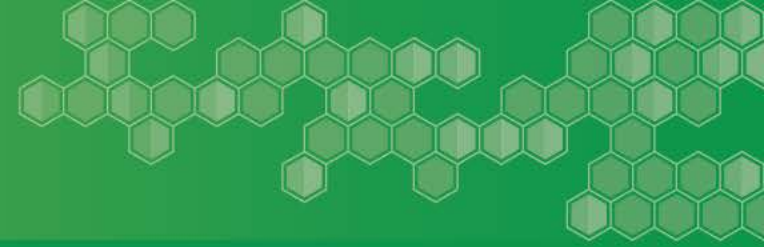
### Changes in section 8.00: Notice of the process for possible inclusion of approved assessment lists

- Section 8.02 adds language from statute to ensure that the interim, diagnostic and summative assessments are evidence-or scientifically based and aligned to the Colorado Academic Standards
- Section 8.05 adds the timeframe for the review of interim, summative and diagnostic assessments
- Section 8.06 adds language to require CDE to ensure transparency in the review of assessments by consulting with local education providers, including those with high enrollments of English Learners and with third party experts as necessary

# Questions: Section 8.00

# Changes to the READ Act Rules

## Section 9.00



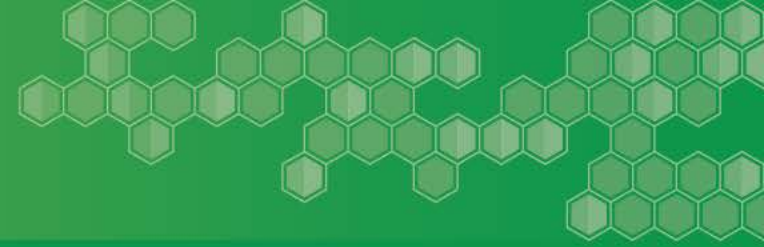
### Changes in Section 9.00: Approved interim reading assessments

- Section 9.01 provides an update to the interim assessments

# Questions: Section 9.00

# Changes to the READ Act Rules

## Section 10.00



Changes in Section 10.00: Notice of the process for possible inclusion on advisory lists of instructional programming and supporting technologies and rigorous professional development programs

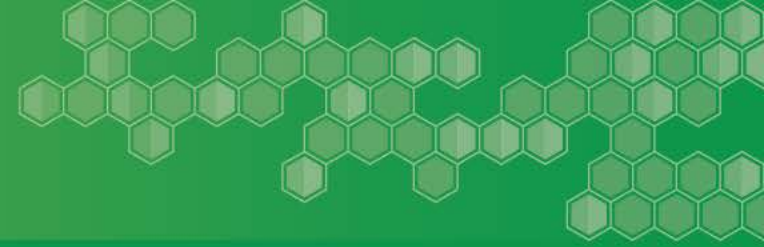
- Section 10.01 incorporates language required by statute for the inclusion of supporting technologies on the advisory list and places a timeframe on when the list is updated
- Section 10.03 establishes parameters for selecting supporting technologies
- Section 10.04 establishes parameters for professional development programming requiring an alignment to the educator preparation literacy standards referenced in the rules for educator license endorsements
- Section 10.05 adds language that requires the department to ensure transparency in the review of assessments by consulting with local education providers, including those with high enrollments of English Learners and with third party experts as necessary



# Questions: Section 10.00

# Changes to the READ Act Rules

## Section 11.00



Changes in Section 11.00: The appeals process for local education providers, and publishers of assessments, instructional programs and supporting technologies, or rigorous professional development programs

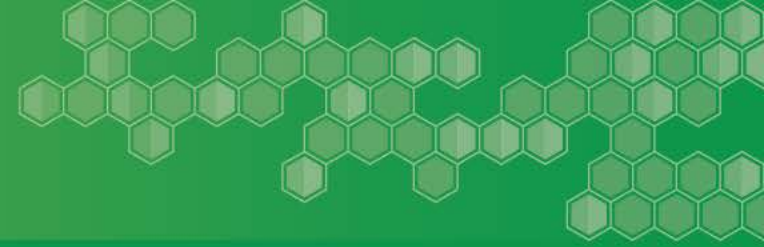
- Section 11.01 (A) incorporates language to enables the State Board to consider findings from a nationally recognized clearinghouse when reviewing appeals



# Questions: Section 11.00

# Changes to the READ Act Rules

## Section 13.00



Changes in Section 13.00: District reporting requirements, including rules for newly passed K – 3 teacher training requirements

- Section 13.01 adds reporting and funds use requirements for local education providers
  - The number of students receiving services pursuant to READ plans
  - Limits carryover of funds to 15 percent from the previous budget year
  - Identifies the rules to comply with newly required evidence-based training requirement for K-3 teachers
- Section 13.02 amends information that local education providers must submit to the department

# Questions: Section 13.00



# READ Act Rulemaking Timeline

- November 2019: Notice of rulemaking
- January 2020: Rulemaking hearing
- February 2020: Rulemaking hearing (if needed)

# READ Act

## Key K-3 Requirements

Due to amendments from  
SB 19 -199

# K-3 Requirements - Key Updates

- District UIP Plan Key points
  - District plans will need to include evidence based core, supplemental and targeted instructional programming
  - The reading assessments used by each school
  - Plans for providing professional development
- All K-3 evidence-based teacher training
  - All K – 3 teachers have completed evidence-based training in teaching reading by fall of the 2021-22 school year.
- LEP READ Act Funds will be monitored

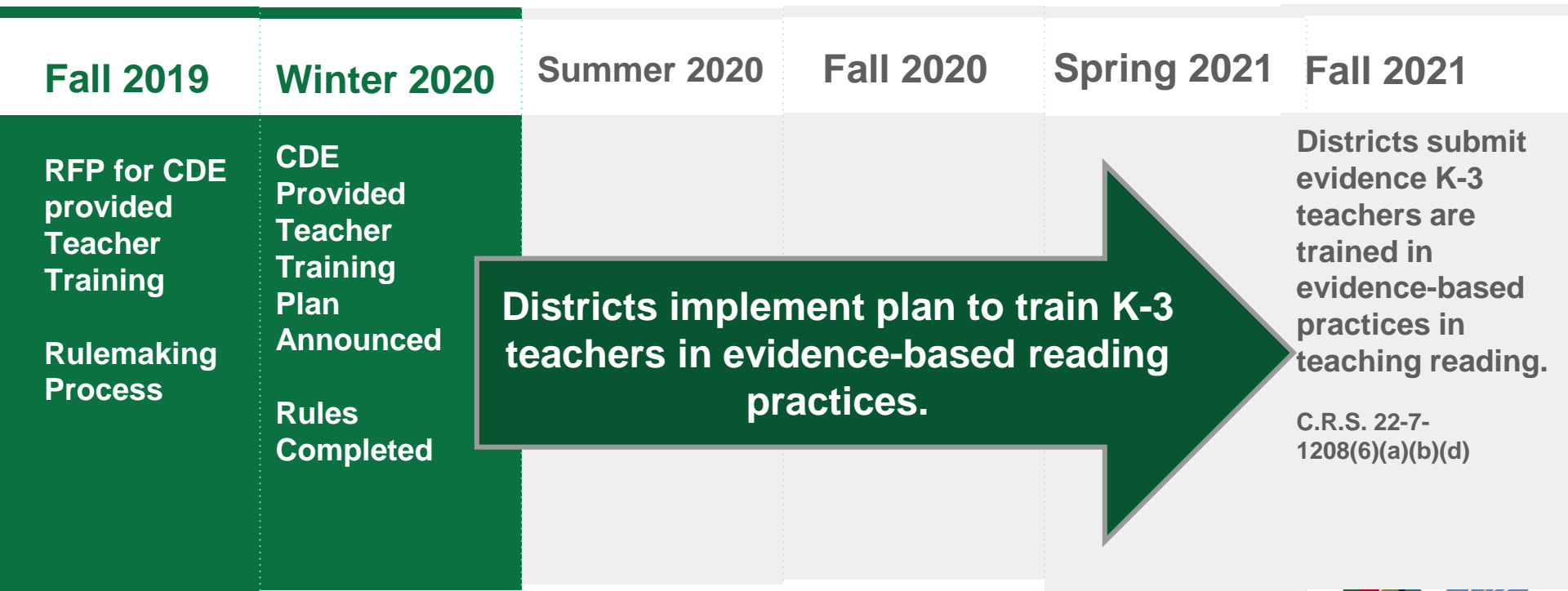


# K-3 Requirement

## Evidence-Based Teacher Training in Teaching Reading

### Timeline for Evidence-Based Training in Teaching Reading

A new requirement within READ Act as of 2019







# New LEP Implications READ Act Fund Distribution

## Implications to READ Act Funding:

- Beginning with the 2019-2020 distribution carryover of funds will be limited to 15%
- CDE must monitor use of funds throughout the year
- Per pupil dollars have been slightly reduced





# READ Act Updates Resource Support

## READ Act Updates Fact Sheet

### READ ACT UPDATE Senate Bill 19-199



#### Colorado knows reading by third grade is critical

Reading is an essential skill that must be developed early in a child's educational career. Students who do not read at grade level by third grade struggle throughout their academic career and have limited options as adults. Educators must have a deep understanding of the science of evidence-based reading to help every child meet this critical benchmark and become a lifelong reader. Recognizing this, the Colorado legislature passed the Colorado Reading to Ensure Academic Development Act (READ Act) in 2012 to ensure that all children in Colorado reach grade level proficiency in reading by the end of third grade.

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders.

- Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts.
- Statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact:

- The statute defined clear allowable uses of READ Act per-pupil intervention funds, but it did not provide clarity regarding accountability for the use of funds.
- Reporting requirements for the READ Act make it challenging to identify instructional programming and interventions effective in reducing the number of students identified with SRDs.
- The need for increasing teacher knowledge on evidence-based practices for teaching reading.

#### Updated allowable uses of Per-Pupil Intervention Funds

C.R.S. 22-7-1210.5

- Operate a summer school literacy program.
- Purchase core reading instructional programs that are included on the READ Act advisory list.
- Purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist.
- Purchase tutoring services.
- Provide technology, including software that is on the advisory list of instructional programming; may include professional development for use of technology.
- Purchase from a BOCES the services of a reading specialist or reading interventionist.
- Provide professional

## READ Act Webinar FAQ

### SB19-199 – Frequently Asked Questions Spring 2019 Amendments to the Colorado READ Act



#### Questions Relating to Approved Programming and Advisory Lists

##### Does the READ Act require that instructional programming is scientifically-based and evidence based?

Yes, as outlined in statute (C.R.S. 22-7-1204), instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading competency.

##### If we are not currently using a CDE approved core reading program, does this mean that we cannot receive READ funds in the future?

In order to receive per-pupil intervention funds in a budget year, an LEP must meet specific requirements outlined in statute (C.R.S. 22-7-1210.5(3)(b)). If per pupil funds are used to purchase a core program, the program must be selected from programs on the advisory list of approved core programming.

The READ Act requires that instructional programming used to instruct students in reading in grades kindergarten through third grade must be scientifically based and evidence-based and must focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development reading fluency, including oral skills, and reading competency (C.R.S. 22-7-1204). This programming does not need to be listed on the CDE approved list if per-pupil funds are not used to purchase the programming.

##### We recently adopted and have implemented a core program that is not on the current advisory list. How do I make sure that program is reviewed and possibly added to the list?

The review process will include a review of core, supplemental and interventional programming as well as professional development. If you would like your program to be reviewed, be in communication with the vendor and monitor our website to check to see when the application for review is posted. You can also be added to the READ Act listserve to directly receive updates from our office. All submitted programs will go through the review process to ensure that programs are aligned to scientifically and evidence based reading research. Programs that meet these requirements will be added to the advisory list. Keep in mind that some reviewed programs may not meet the requirements to be added to the list.

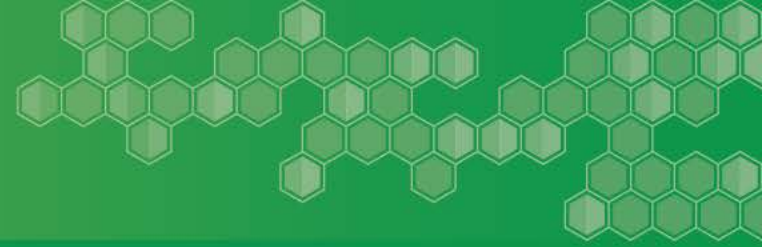
##### How long will the program review process take?





# READ Act Updates

## Resource Support



## READ Act – Now revised to include SB 19-199 Amendments

### Colorado Revised Statutes 2019

#### TITLE 22

#### EDUCATION

#### PART 12

#### COLORADO READ ACT

**22-7-1201. Short title.** This part 12 is known and may be cited as the "Colorado Reading to Ensure Academic Development Act" or "Colorado READ Act".

**Source: L. 2012:** Entire part added, (HB 12-1238), ch. 180, p. 646, § 2, effective July 1.



**22-7-1202. Legislative declaration.** (1) The general assembly finds that:

(a) All students can succeed in school if they have the foundational skills necessary for academic success. While foundational skills go beyond academic skills to include such skills as social competence and self-discipline, they must also include the ability to read, understand, interpret, and apply information.

(b) Colorado has prioritized early learning through its investments in the Colorado preschool program, established in 1988, and full-day kindergarten, and the general assembly recognizes that these investments can best be leveraged by adopting policies that support a continuum of learning from preschool through third grade and beyond;

(c) It is more cost-effective to invest in effective early literacy education rather than to absorb costs for remediation in middle school, high school, and beyond;

(d) A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services, and produce a better

DISTRICTS	COMMUNITIES	SCHOOLview®
		<a href="#">Colorado READ Act Home</a> <a href="#">Advisory Lists of PD and Programming</a> <a href="#">Approved Assessments</a> <a href="#">Dyslexia</a> <a href="#">Early Literacy Assessment Tool Project</a> <a href="#">Early Literacy Grant</a> <a href="#">Parent Information</a> <a href="#">Preschool Through 3rd Grade</a> <a href="#">READ Act Statute and State Board Rules</a> <a href="#">READ Data Collection</a> <a href="#">Resources</a> <a href="#">Contact Us</a>
<p><b>iformed</b></p> <p>up for the READ Act communication list in order to stay of changes and updates related to SB19-199, READ Act tation Measures. CDE will announce ways to participate and ur feedback throughout the implementation process.</p> <p>for the READ Act communication list</p>		<p><b>Location</b></p> <p><b>Preschool Through Third Grade Office - Literacy Team</b> 201 E. Colfax, Room 106 Denver, CO 80203</p> <p><b>READ Act Data Dashboard</b></p> <p> <a href="#">View the dashboard</a> for state, district, school, and financial data.</p>

Colorado Revised Statute - The READ Act: <http://tiny.cc/k7k6fz>



# Questions: READ Act Updates

# Implementation Updates





# CDE Provided Evidence-Based Training in Teaching Reading

## District Interest Survey

- CDE has disseminated a voluntary survey to the main READ Act contact in each district to identify interest in the state provided training for evidence-based training in teaching reading.
- This survey will close on December 1, 2019

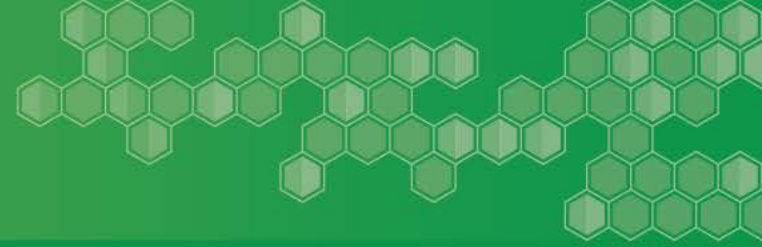
# Questions: State Provided Training for K-3 Teachers

# READ Act Advisory Lists Updates



# CDE Advisory Lists

## Timelines



Review Types	Estimated Month	Activity
<ul style="list-style-type: none"><li>• Comprehensive Core Programs</li><li>• Intervention Programs</li><li>• Supplemental Programs</li><li>• English Language Development Programs</li><li>• Professional Development</li></ul> <i>Dates not yet finalized**</i>	October 2019	Part 1 –Eligibility application available
	November 2019	Rubric development and Part 1 review
	December 2019	Part 1 complete Part 2 begins
	January 2020	Part 2 review
	February 2020	Part 2 stakeholder feedback
	March 2020	Programming lists finalized

*\*\* PD dates not final but to begin November 2019.*





# CDE Advisory Lists Stakeholder Support

CDE will be looking for stakeholders to support with part 2 of the of the review for:

- Instructional programming: core, supplemental and intervention
- Professional development

*More information to come*

# Questions: READ Act Advisory List Updates

# Final Questions



# Ways to Stay Involved

- General questions after webinar
  - Please email: [readact@cde.state.co.us](mailto:readact@cde.state.co.us)
- Recording and PowerPoint
  - Will be posted by end of day tomorrow on the READ Act webpage: <http://www.cde.state.co.us/coloradoliteracy>
- Monthly webinars
  - CDE will host monthly webinars to keep interested parties informed of the SB19-199 implementation process and announce them on the READ Act webpage, listed above.