



COLORADO
Department of Education

Welcome to the CDE Webinar on SBE 19-199

June 27, 2019

Introduction and Webinar Purpose

Introductions:

- Floyd Cobb, Ph.D., Executive Director, Teaching and Learning Unit
- Anji Gallanos, Director, Preschool through Third Grade Office
- Melissa Ahlstrand, Literacy Program Supervisor, Preschool through Third Grade Office
- Alex Frazier, Literacy Consultant, Preschool through Third Grade Office

Purpose:

- Brief overview of the Colorado READ Act
- Performance of SRD students under the READ Act
- Changes in SB 19-199

Questions, recordings, and upcoming webinars

- Q&A during webinar
 - Please submit your questions using the Q&A feature at the bottom of your screen.
 - You can view other questions as they come in and vote on them. The questions with the most votes get pushed up higher on the list and will get answered first.
 - Questions will be answered at the end of the webinar.
- General questions after webinar
 - Please email: 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.

Colorado Reading to Ensure Academic Development (READ) Act

- Passed in the 2012 session, the READ Act:
 - Focuses on students significantly below grade level in reading
 - Requires continual parent communication (READ Plan)
 - Provides funds to support intervention
 - Includes a provision related to advancement decisions for students completing K-3 who remain significantly below grade level in reading

Colorado Reading to Ensure Academic Development (READ) Act

- Requires universal screening assessment, identification and intervention for students at risk to not read at grade level by the end of the third grade
 - Early screening for risk of reading challenges
 - Diagnostic assessment to identify specific reading skill gaps
 - Evidence-based instruction for all students and those receiving intervention supports
 - Continuous progress monitoring

Individual READ Plans

- The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a significant reading deficiency.
- Each READ plan must:
 - Be tailored to meet the individual needs of the student
 - Include assessment information and evidence-based instruction and intervention
 - Include parental involvement



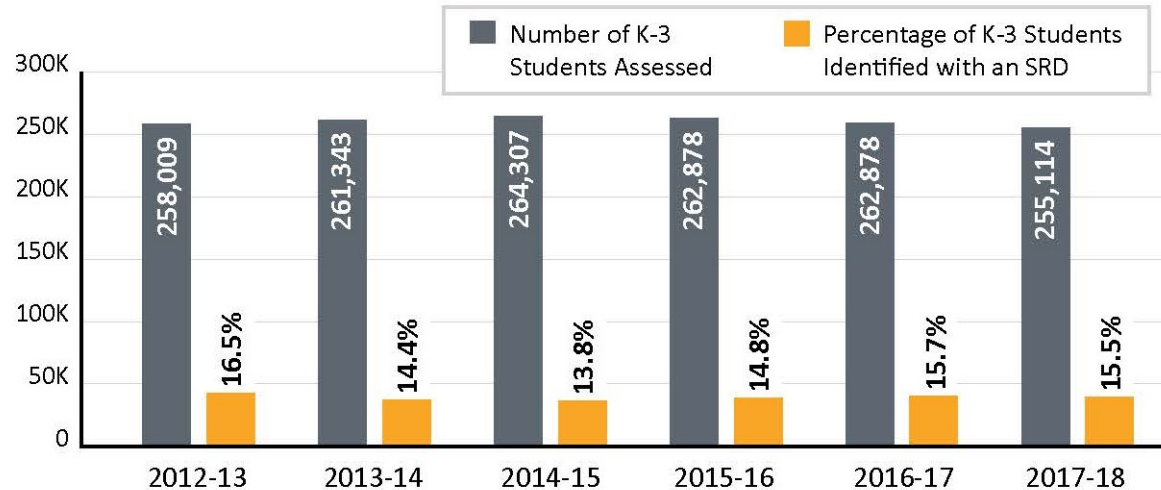
District Support for the READ Act

- Districts are provided additional per pupil funds to provide intervention support to students who are identified with a significant reading deficiency.
- Approximately \$33 million in READ funds is allocated annually and can be used for:
 - Full day kindergarten
 - Summer school literacy programs
 - Purchasing tutoring services
 - Providing other targeted, scientifically based or evidence-based intervention services to student
 - Literacy professional development (new as of 2018)
 - Literacy specialist services (small rural only)

Performance of Students with Significant Reading Deficiencies

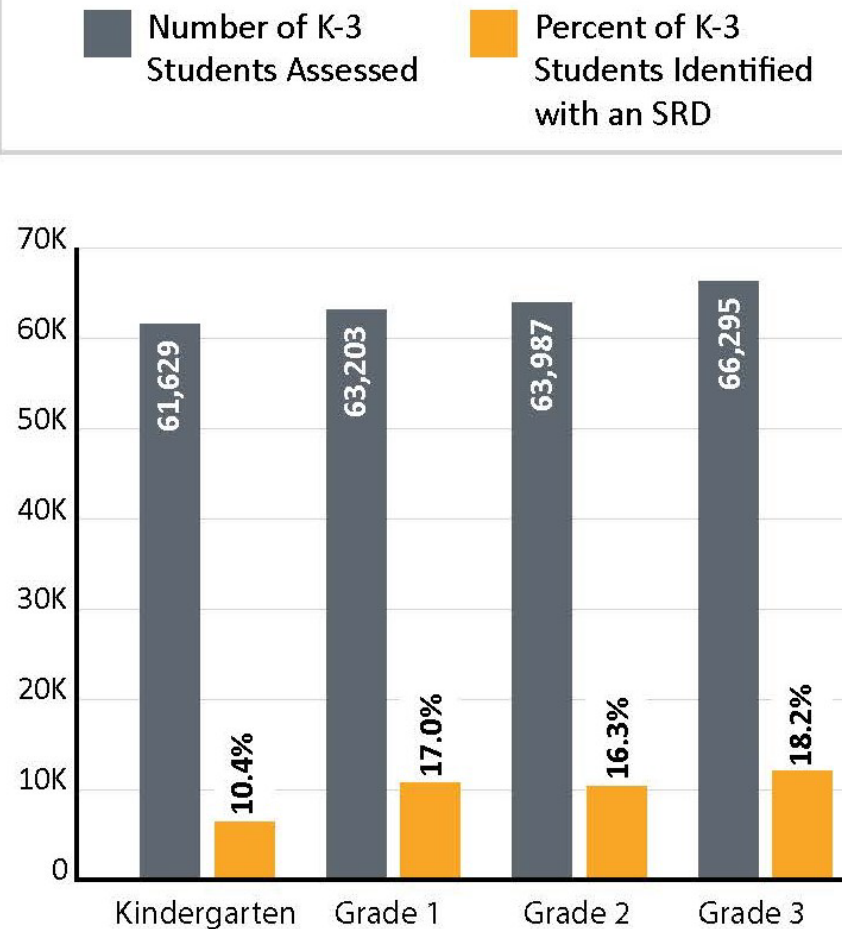
SRD Rates Since the Inception of the READ Act

Figure 2: The SRD Rates Since the Inception of the READ Act



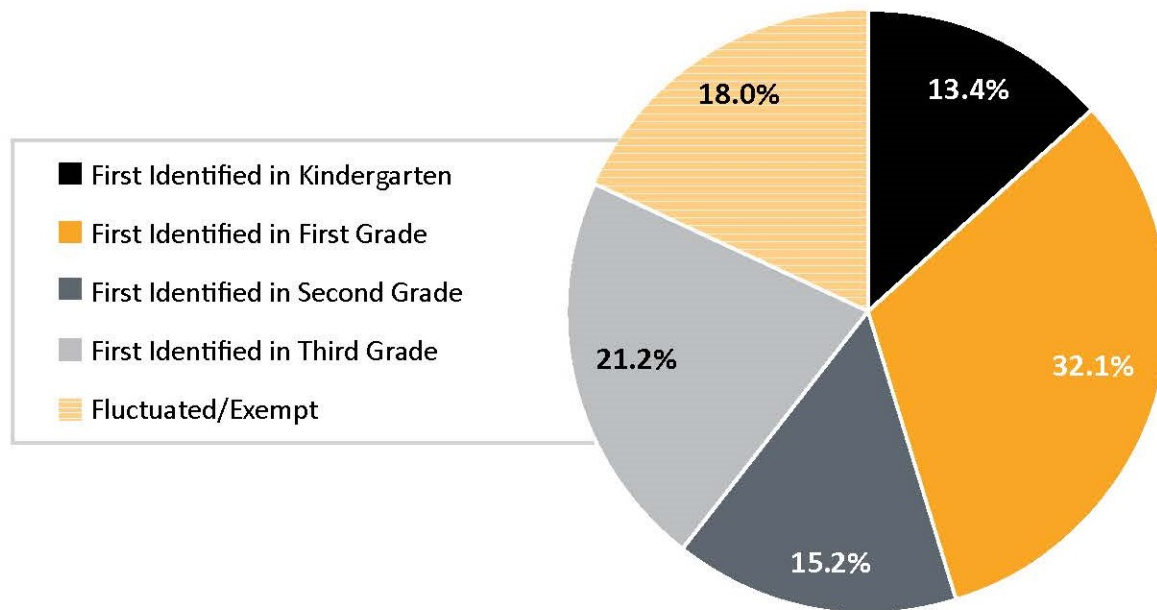
Students Identified as Having an SRD by Grade Level in 2018

Figure 3: Students Identified as Having an SRD by Grade Level in 2018



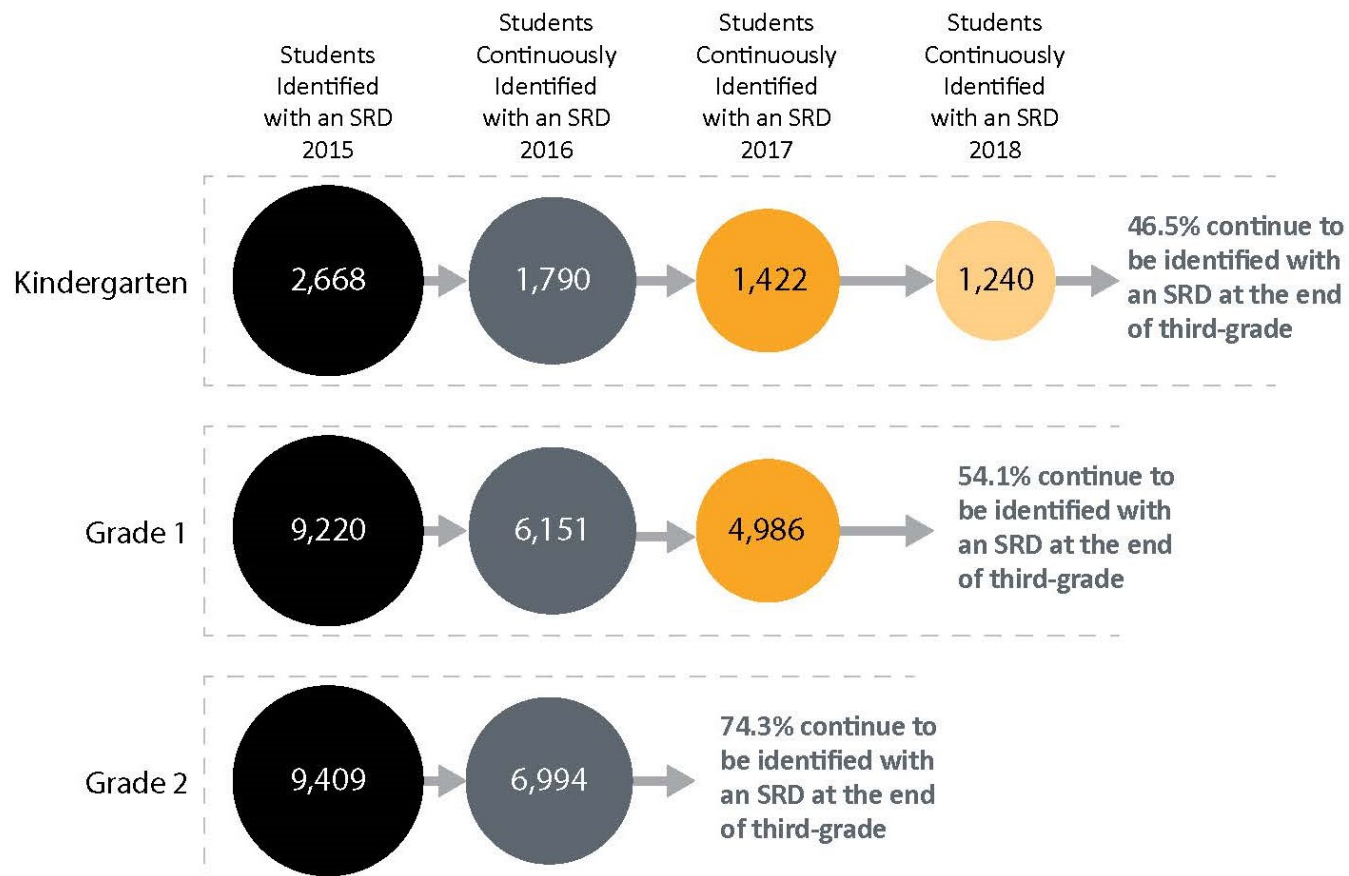
First Identification of SRD for 2017-2018 Third Grade Cohort

Figure 4: First Identification of SRD for 2017-18 – Third Grade Cohort



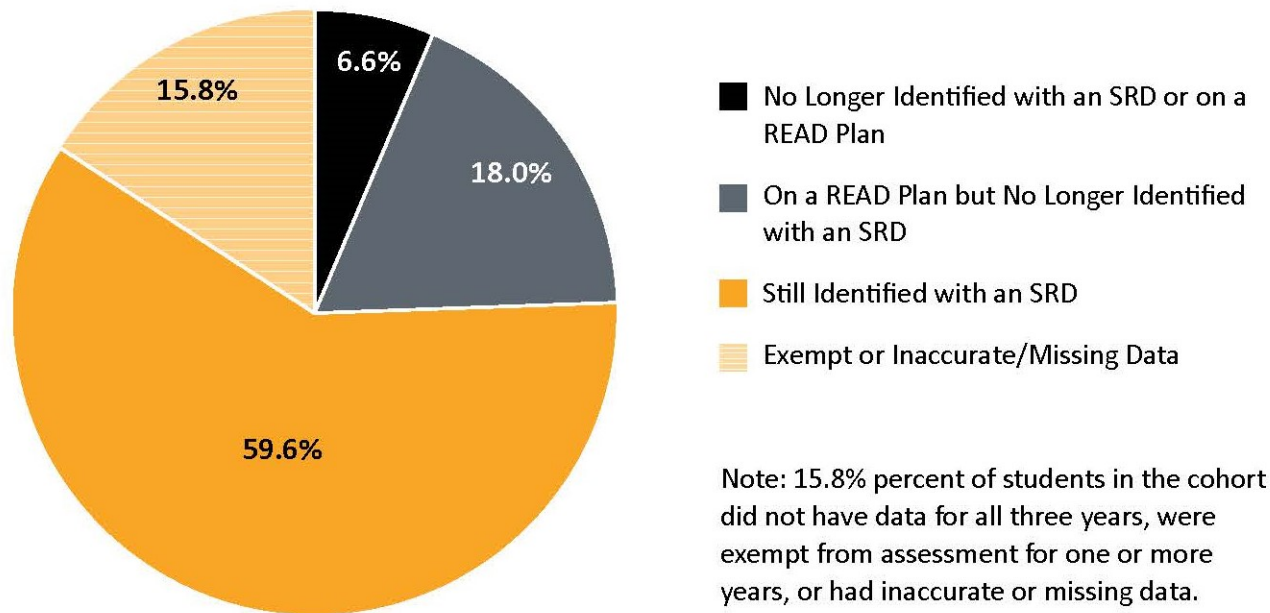
SRD Matched Cohort of SRD Identified Students Across Years

Figure 5: SRD Matched Cohort of SRD Identified Students across Years

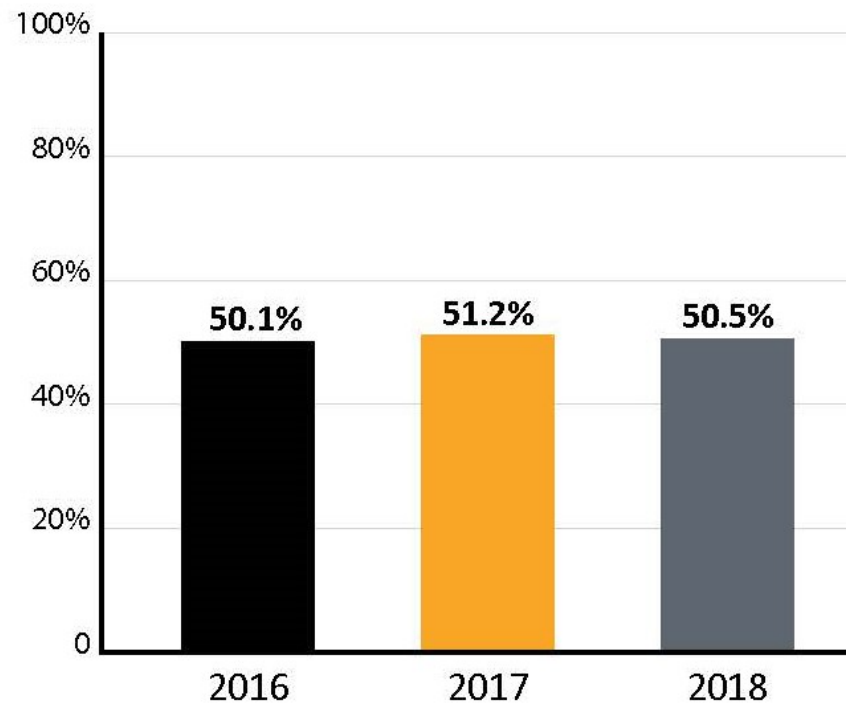


Status at Third Grade of Students Identified with SRD, as Kindergartners

Figure 8: Status at Third Grade of Students Identified with SRD, as Kindergartners



Percentage of K-3 Students Eligible for Special Education Services with an SRD from 2016 to 2018

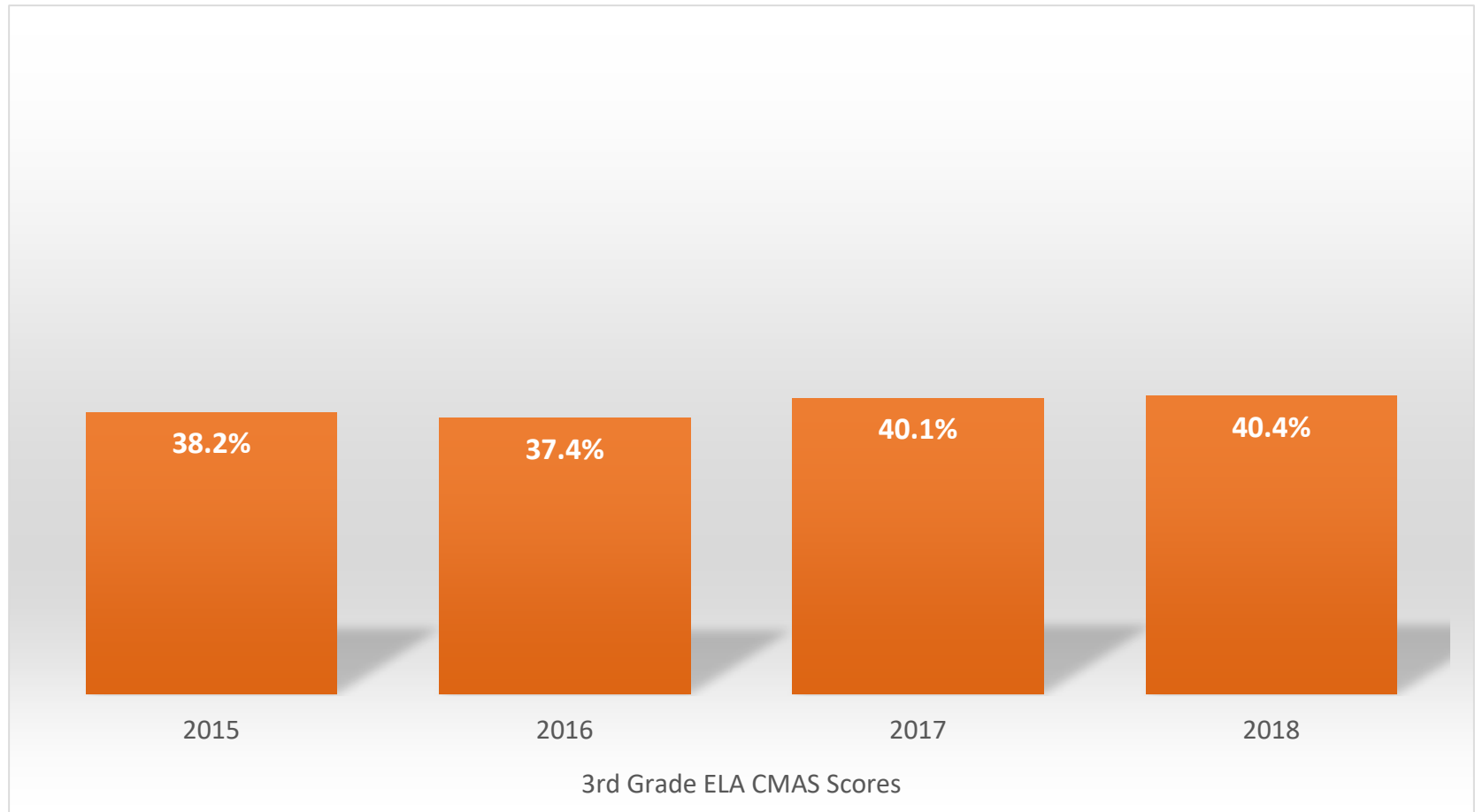


Students Identified with an SRD and an IEP by Disability Category (2018 3rd Grade Cohort)

Disability Category	Number	Percentage
Autism Spectrum Disorders	223	6.3%
Developmental Delay	27	0.8%
Hearing Impairment, including Deafness	24	0.7%
Intellectual Disability	107	3.0%
Multiple Disabilities	165	4.7%
Orthopedic Impairment	16	0.5%
Other Health Impairment	394	11.1%
Serious Emotional Disability	129	3.6%
Specific Learning Disability	2,157	60.8%
Speech or Language Impairment	289	8.1%
Traumatic Brain Injury (TBI)	12	0.3%
Visual Impairment, including Blindness	4	0.1%
Total	3,547	100.0%

3rd Grade CMAS ELA

Colorado's 3rd Grade CMAS ELA Scores Over Time



SB 19-199

Key Provisions: Students on READ Plan

LEPs **shall** ensure that students receive educational services in a daily literacy block for the length of time identified as effective in research relating to best practices in teaching reading.

LEPs **may** include components of the student's individualized kindergarten school readiness plan that apply to teaching literacy as part of the student's READ plan after the student completes kindergarten, so long as the local education provider administers an approved reading assessment to the student in grades one through three.



Key Provisions: Improvement Plans

Beginning with the plans adopted for the 2020-21 school year, the plan that a local education provider adopts must include the following information as it applies to each of the elementary schools it operates:

The core and supplemental reading curriculum

- the core and supplemental reading curriculum must be designed around teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports that each school provides to students identified with SRD

The reading assessments that each school uses

If the local education provider receives and uses per-pupil intervention (PPI) early literacy grant (ELG) program for professional development, the LEP's plan for providing the professional development



K – 3 Teacher Training

By the beginning of the 2021-22 school year and each school year thereafter, each LEP that receives PPI or ELG funding shall ensure that K - 3 teachers successfully completes or has successfully completed evidence-based training in teaching reading.

A local education provider must submit evidence that each teacher has successfully completed evidence-based training in teaching reading that is:

- included as a course in an approved educator preparation or alternate teacher program
- included as a course in a post-graduate degree program in teaching reading or literacy
- provided by CDE or included on the CDE advisory list of professional development programs
- provided by a local education provider or is appropriate for license renewal

More About K – 3 Teacher Training

A teacher is deemed to have successfully completed evidence-based training in teaching reading if the LEP submits evidence to CDE that the teacher passed an end-of-course assessment of learning at the completion of the training.

At the request of a local education provider, CDE shall provide, at no cost, evidence-based training in teaching reading

A local education provider that is not in compliance, it may request a one-year extension from CDE based on a demonstration of good cause for inability to comply.

Each LEP is strongly encouraged to partner with adjacent public libraries to enhance the instructional programming and services and to provide access for students and their parents to reading materials for out-of-school literacy development.

Public Information Campaign

Beginning in the 2019-20, CDE must contract with an entity to develop and implement a public information campaign.

The purpose is to:

- Emphasize the importance of learning to read by third grade
- Highlight the local education providers that are achieving high percentages of third-grade students who demonstrate reading competency.

The campaign must:

- Be disseminated statewide.
- Emphasize the important roles that educators and parents have in teaching children to read and in providing a school and home environment that promotes reading.

CDE is encouraged to work with library agencies throughout the state in developing and implementing the public information campaign.

External Evaluator

By October 1, 2019, CDE must issue a request for proposals to contract with an entity to act as an independent evaluator to provide independent evaluations of the use of per-pupil and ELG funds by LEPS and to conduct a multi-year evaluation of student outcomes achieved by local education providers.

Funding

PPI funds will be calculated after accounting for funding for the public information campaign, external evaluator, costs for CDE to deliver training, CDE administration costs, and an increase in the ELG of an additional \$2.5 million.

The remaining funds are to be divided by the number of students identified with SRD to calculate per pupil funds.

Allowable Uses of PPI Funds

To operate a summer school program (same requirements as currently in place)

To purchase CDE approved core instructional programs

To purchase tutoring services focused on increasing students' foundational reading skills

To provide other targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist which services are approved by the department

To provide technology, including software, which is included on the advisory list of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software

To purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills

To provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development.

LEA Budget Requirements for PPI Funds

Prior to receiving PPI funds, LEAs must provide to CDE:

- Number of students identified with SRD
- A budget narrative
- Beginning in 2021-22, evidence that it is in compliance with teacher training requirements
- CDE approved intervention services
- Carryover of funds limited to 15%

CDE must monitor use of funds throughout the year

ELG Program

If the external evaluation shows that a grant has resulted in significant academic growth, the LEP may request that CDE extend the grant program including an increase in funding.

If the external evaluation does not show that a grant has resulted in significant academic growth, the State Board shall not extend or renew the grant.

Questions