DPS AND THE COLORADO READ ACT

District Accountability Committee
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COLORADO READ ACT

- Focus on early literacy
- Research has demonstrated that students not reading proficiently by the end of third grade are four times more likely to not finish high school.
- The Colorado Reading to Ensure Academic Development (READ) Act was passed in 2012 and implemented in 2013.
- READ replaced CBLA (Colorado Basic Literacy Act) but kept many of the requirements.
  - Added provisions for parent involvement and funding for interventions
- Colorado is one of 16 states to have legislation around Early Literacy (K-3) requirements.
- CDE Overview
  - English
  - Spanish
GOAL #4  | Support for the Whole Child

Colorado READ Act!
GOAL #4 Support for the Whole Child

COLORADO READ ACT
Purpose and Process

- The READ Act aids with early identification of reading difficulties paired with high quality intervention to close reading gaps.
  - Significantly Below Grade Level/Significant Reading Deficiency
    - More than one year below grade level and missing the foundational skills needed for reading success.

- The READ Act’s purpose is to provide supports for all Colorado students to demonstrate grade level competency in reading skills, which are critical in achieving success in school.

- Process for Identification
  - All K-3, READ Cohort, and new students must be screened for SRDs (significant reading deficiencies)
  - They must be screened using an approved, nationally normed, READ Act assessment
**Statewide Data**

**IDENTIFICATION RATE BY STUDENT GROUP**
SRD rates can vary by student group. The graph below shows the percentage of students who are identified as having an SRD by student group. The color of the bars represents the variation of identification rates among subgroups compared to the (2017) state average. The greater the identification rate, the darker the bar appears in purple. The year filter (slider) offers the ability to see SRD rates over time and how rates change from year-to-year. A note about IEP students, these students were identified using one of the state approved interim assessments or through an alternative pathway. Alternative pathways are a special accommodation process for students with a severe disability.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent SRD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>100%</td>
</tr>
</tbody>
</table>

- **15.7%** All Students
- **24.1%** FRL
- **51.2%** IEP
- **21.1%** LEP
- **42.6%** NEP

**GOAL #4**  | Support for the Whole Child
**READ ACT AND DPS**

- **CDE Dashboard**

<table>
<thead>
<tr>
<th>District Name</th>
<th>Student Group</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENVER COUNTY 1</td>
<td>All Students</td>
<td>25.6%</td>
<td>17.7%</td>
<td>17.0%</td>
<td>19.3%</td>
<td>16.5%</td>
</tr>
<tr>
<td></td>
<td>FRL</td>
<td>33.1%</td>
<td>22.2%</td>
<td>21.8%</td>
<td>24.9%</td>
<td>21.9%</td>
</tr>
<tr>
<td></td>
<td>IEP</td>
<td>57.0%</td>
<td>50.4%</td>
<td>49.1%</td>
<td>57.6%</td>
<td>53.1%</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>31.5%</td>
<td>21.1%</td>
<td>20.4%</td>
<td>23.3%</td>
<td>20.2%</td>
</tr>
<tr>
<td></td>
<td>LEP</td>
<td>35.5%</td>
<td>25.8%</td>
<td>23.0%</td>
<td>24.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td>NEP</td>
<td>58.5%</td>
<td>21.9%</td>
<td>20.3%</td>
<td>22.5%</td>
<td>34.6%</td>
</tr>
</tbody>
</table>

**2016-2017**
- Approximately 22,000 READ Plans K-12
  - Of these, 13,000 are Elementary

**2017-2018 Year to Date (Fall READ Plans only)**
- Approximately 16,000 Plans K-12
  - Of these, 9,500 are Elementary

**GOAL #4 Support for the Whole Child**
READ ACT REQUIREMENTS

- Direct District Support for State Approved READ Act Assessments
  - *Istation (English and Spanish)*
  - STAR
  - i-Ready
  - DIBELS/IDEL (Spanish version)
- Parent involvement
  - Parent Strategies
  - Regular communication from teachers on progress
- Reading goal(s) tied to area(s) of focus resulting in accelerated growth
  - Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension, Oral Communication
- Instructional supports and research-based interventions
- Continual progress monitoring and updating plans as needed
- Consideration of 3rd grade retention
- Students must remain on a READ plan until they are reading AT or Above grade level per a READ Act assessment.
- Spring reporting submission to CDE (June)
  - READ Act monies determined by this data—Intervention programs, Summer Academy
NEW READING INTERVENTIONS 2018-19
Supporting Acceleration for Struggling Readers: Summer

- Summer 2018: enhancements to READ Act Summer Academy
  - New curriculum resources & professional learning for teachers to support struggling readers in building foundational skills (English & Spanish)
  - More instructional time
  - More community partnerships
School year 2018-19: new literacy intervention resources & professional learning

- All elementary and K-8 schools will implement one or more literacy intervention programs from CDE’s advisory list
  - District-supported program = IStation (English & Spanish)
- Professional learning for educators to support effective implementation & practices
THANK YOU!

- Questions?