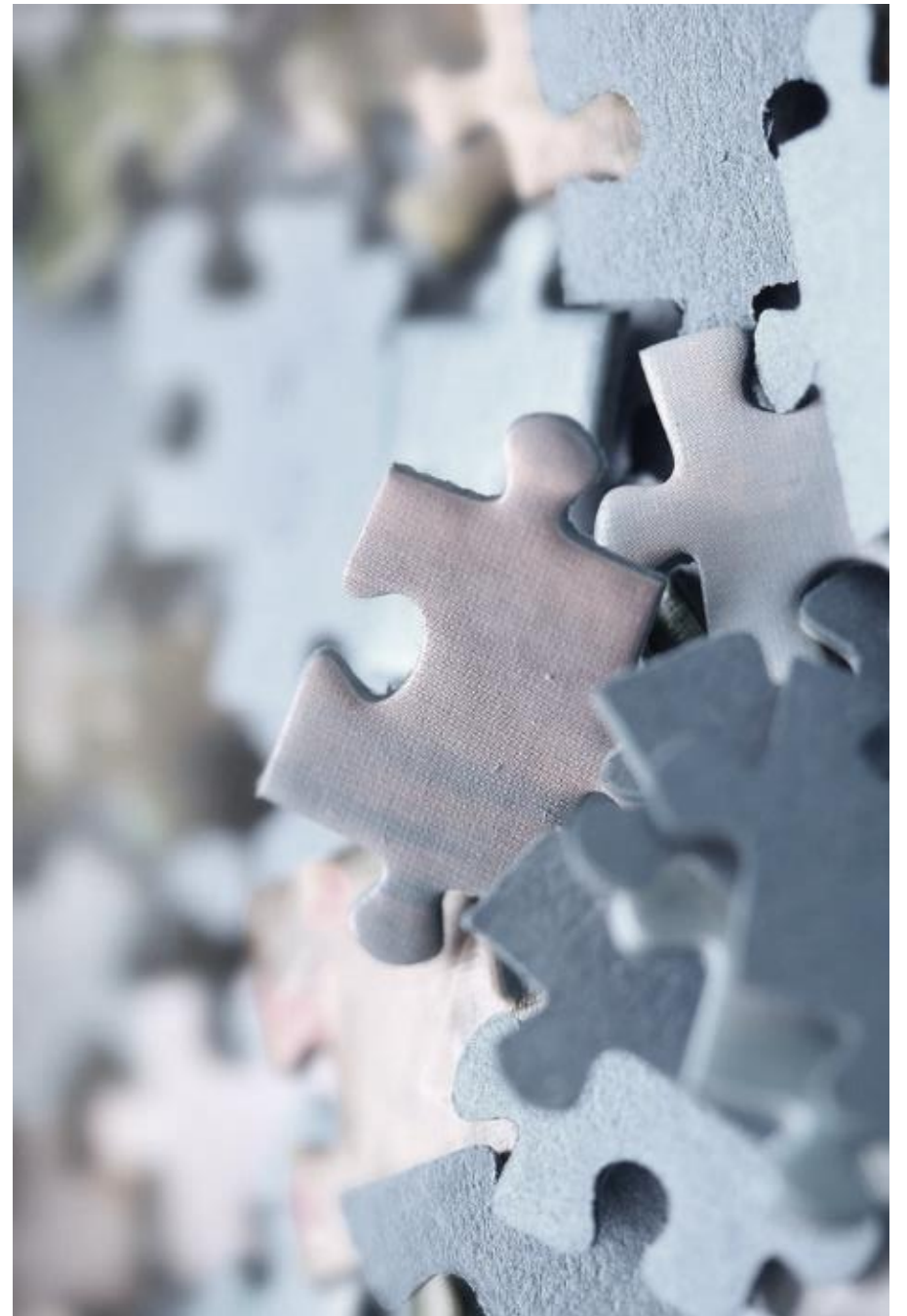


# READ Act Update

Christy Feldman

CSSD11 Elementary Literacy Facilitator

DAC/SAC Presentation 20214



# What is the READ Act?

- Colorado Reading To Ensure Academic Development Act
- Focus on K-3 Literacy
- Focus on students reading well below grade level



# Requirement: Core Instruction

## Provide high quality core instruction

- Research based block of time (90 min.)
- Approved curriculum resources
- Intentional and explicit instruction

## 2021-22 Upgrade to Approved Core Curriculum

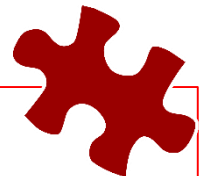
- *Wonders 2020*
- Supplemental use of *Amplify Reading*
- Two schools *Wit and Wisdom* with supplemental Phonemic Awareness and Phonics program



## Work ahead

Continue to provide professional development to ensure effective implementation

- 2020 Tuesdays



# Requirement: Assessment



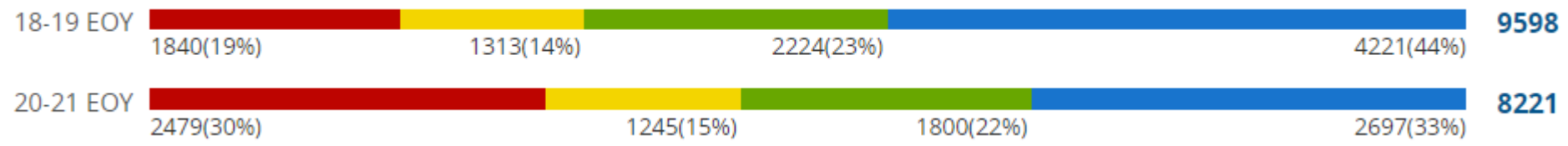
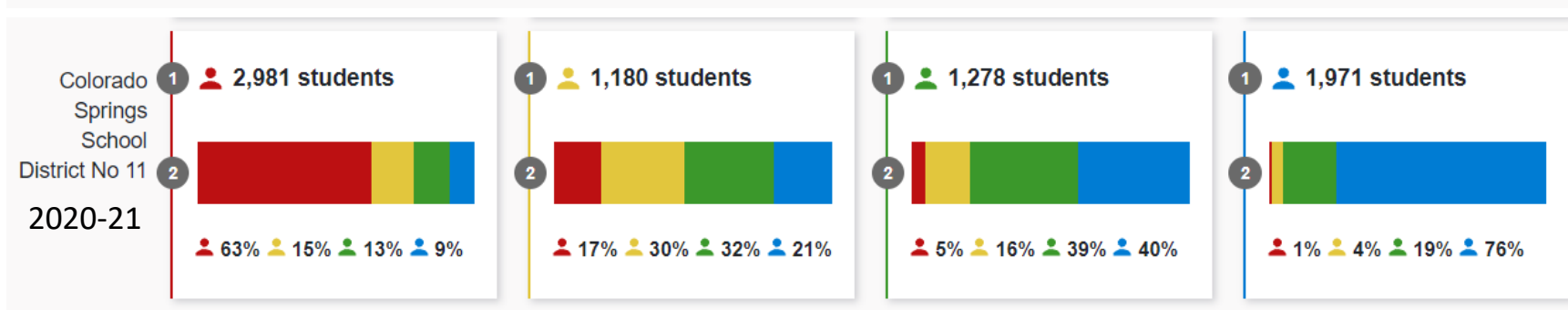
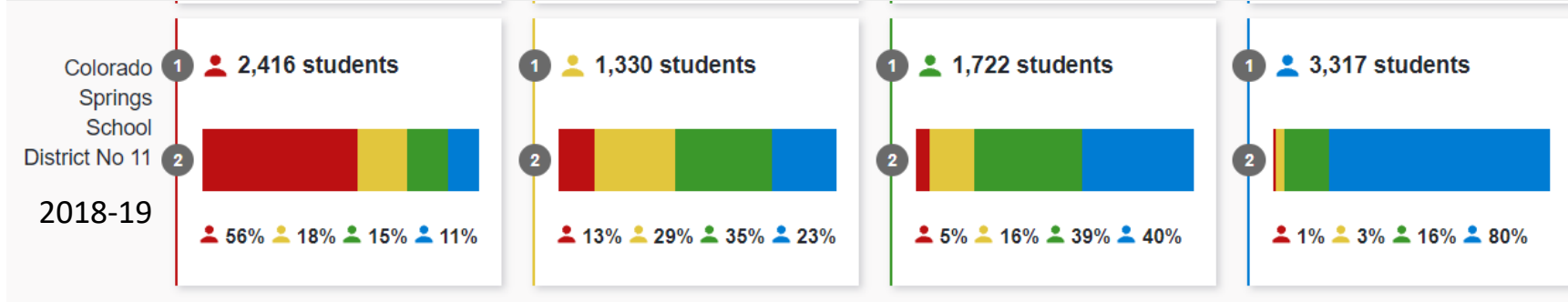
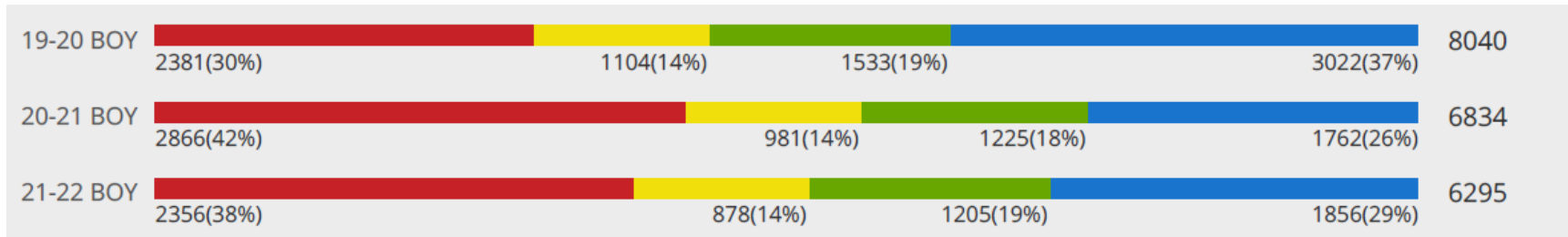
## All K-3 students assessed

- State approved assessment- Acadience Reading (DIBELS Next)
- Alternatives for students who cannot take Acadience Reading
- Exempt: Non-English Speakers in first year

## 2021-22 Adjustments as needed

- Safety measures to protect staff and students
- Protocols for remote administration of assessment

# The Data



# Requirement: Identify SRD and READ Plans

Identify students who have significant reading deficiency and develop READ plans

- Red composite score
- Validation and Diagnostic
- Develop intervention plan with parent input

## 2021-22 Adjustments as needed

- Flexible on validation point collection
- Dual Immersion program identification delayed to MOY
- Pause on writing plans due to PowerSchool implementation



# Requirement: Intervention



Provide intervention support above and beyond core

- Additional minutes of instruction
- Targeted in an area of need
- Approved materials
- Adjusted based on data

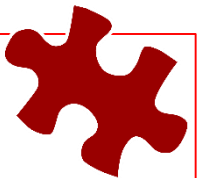
2021-22 Adjustments

- Flexible instruction models
- Safety measures to protect staff and students
- Addition of full time ESSER interventionist



## Work ahead

Ensure all intervention materials are approved  
Ensure intervention models are in alignment with state expectations



# State Funding

## ELAT Project

- Early literacy assessment tool
  - Acadience Reading (DIBELS Next)

## SRD funds

- Building Distribution \$637K
- District Use \$357K

## 2021-22 Adjustments

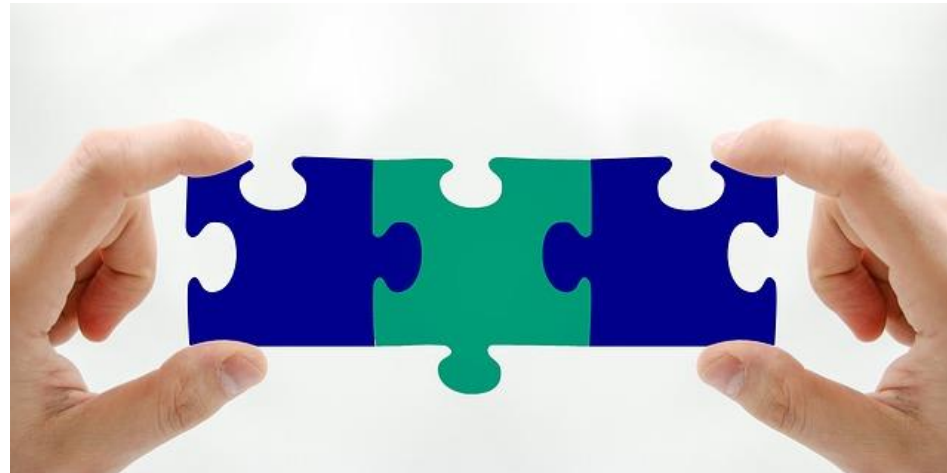
- Funding based on SRD numbers on Spring 2020 data
- Significant drop in per pupil amount





# Requirement: K-3 Teacher Training

- By the Fall of 2022, each district that receives READ funding must ensure that all K–3 teachers complete evidence-based training in teaching reading (minimum 45 hours)
- Show evidence of effective practice (implementation of training)
- A teacher is deemed to have successfully completed the training if districts submits evidence that the teacher passed an end-of-course assessment.

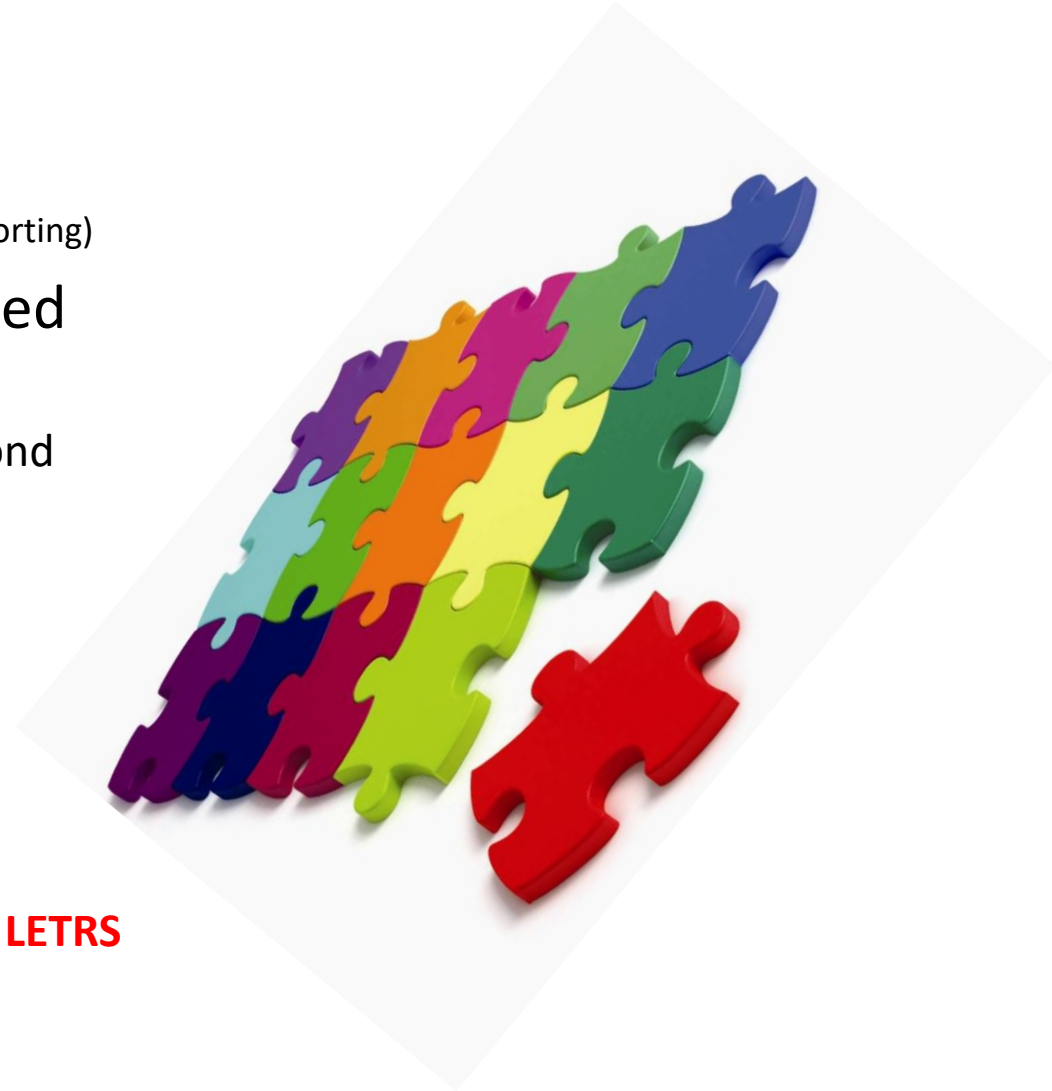


# What It Means...

**By August 2022** (advertised as May 31, 2022- to prepare for CDE reporting)

- 100% of our “teachers of K-3 reading” will need to have met the requirement
  - Exception: new to K-3 literacy 2021-22 will have a second year if using LETRS as the pathway
- Required staff includes:
  - K-3 classroom teachers
  - Sped and CLD teachers
  - Certified Interventionists (full and part time)

**NOTE: There is NO option for second year extension unless using LETRS then a second year is granted- completion by May 31, 2023**



# Consequences of Not Meeting Requirement

- Potential deficit in highly qualified K-3 staff
- Potential deficit in providing high quality intervention
- Potential staffing issues at buildings
  - Teachers may need to be repurposed/ repositioned
- Loss of READ Act SRD funding that is used to support our most at risk readers

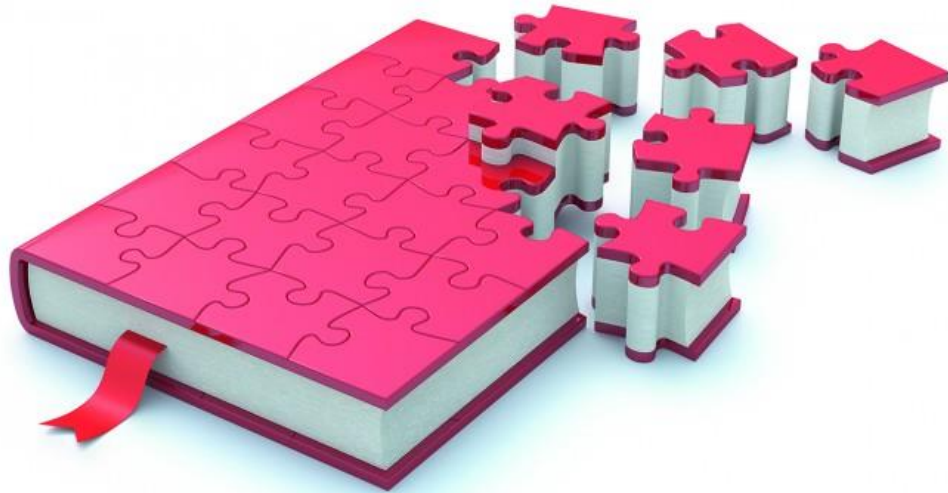


# Multiple Pathways...



- District Sponsored Training
  - LETRS
- CDE Sponsored Training
- Endorsement on License
  - Reading Teacher or Reading Specialist
- State Approved Assessment
  - Praxis 5205
- Prior College Course or Training Submitted to CDE
- Other CDE approved vendor course

# The Plan- LETRS Enrollment



- Spring 2020
  - ELG Cohort begins LETRS
    - Approx. 110
  - Early Adopter Cohort begins LETRS
    - Approx. 330 Full LETRS
    - Approx. 25 Leadership Modules
- Fall 2020
  - Fall Cohort begins LETRS: October
    - Approx. 160
  - Staff identify pathway choice: November
  - Winter Cohort begins LETRS: December
    - Approx. 90
- Fall 2021
  - Fall Cohort begins LETRS: October
    - Approx. 60 new to K-3 Literacy

# LETRS Notes

- Approximately 75 hours
- Application of learning built in
  - Case studies- Bridge 2 Practice
- Two end of course assessments
  - Must earn a Certificate of Mastery to meet the requirement
- Extended time granted: 2 year completion
  - Beginning 2020-21 school year or earlier- completion May 31, 2022
  - New to K-3 literacy 2021-22- Units 1-4 complete May 31, 2022 and Units 5-8 & Bridge 2 Practice complete by May 31, 2023



Currently 685 staff  
enrolled in LETRS





# Support Available

- Facilitator Group
  - First round training November 2020
  - Possible second round training November 2021
- Study Groups
  - Building supported
  - Specialist supported
- Information Sessions
  - Specialist sponsored
- Pacing Guides and Support Materials
- Individual Support by request





# Best Hopes

- 100% of K-5 staff trained in science of teaching reading.
- 100% of K-5 staff receive the follow-up coaching and support needed to implement the training.
- D11 will reduce the SRD identification percentage to less than 5%.
- All elementary students receive excellent first instruction.
- All elementary students receive targeted intervention/ extension support by name and need.
- D11 will formally address screening for dyslexia and ensure effective intervention, support, staffing and/or programing for identified students.
- D11 will build effective partnerships with parents and the community to promote early literacy for all D11 students.





# Questions, Comments, Points of Interest



Please contact:

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