

Colorado READ Act Update

February 2, 2021



Learn Today, Lead Tomorrow

Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature in 2012, giving the state the guiding philosophy, structure and resources to get children reading at grade level by the time they enter the fourth grade.

Requirements:

- Assessment
- Development and Implementation of READ Plans
- District Reporting
- Early Literacy Fund (Per Pupil Funding)
- Accountability and Unified Improvement Planning
- Advisory list of Programming and Professional Development



READ Act Changes (SB19-199)

- **K-3 Teacher Training** - Requires all K – 3 teachers to complete evidence-based training in teaching reading by January 31, 2022.*
- **Unified Improvement Planning** - Revised UIP to include reading assessments, curriculum and instructional programs, as well as their intervention services and professional development plans.
- **External Evaluation** - Outside evaluator to conduct a multiyear evaluation to measure the effectiveness of READ Act implementation in all districts.
- **Per-Pupil Intervention Fund Distribution and Use** - Requires annual budget submission and expands allowable uses for funds.

Source - [READ Act - SB 199 Update](#)

K-3 Teacher Training

Minimum Statute & Rule Requirements



To meet this training requirement, READ Act statute and State Board of Education rules require that the evidence-based training in teaching reading must be one course that fulfills this criteria:

- Consist of a minimum of **45 hours**,
- Address the content of the Colorado Elementary Literacy Teacher standards referenced in the state board's Rules for the Administration of Educator License Endorsements, **1 CCR 301-101, section 4.02(5) through 4.02(12)**, and
- Include an **end of course assessment** that teachers can provide evidence of passing.

Note:

- Previous advanced degrees in literacy may not meet this new requirement
- Any option must include an end of the course assessment

K-3 Teacher Training

Required Participants



This requirement applies to any teaching staff who provide literacy instruction to students in grades K-3, including:

- Classroom teachers
- Special Education teachers
- CLDE teachers
- Literacy Interventionists

The [Rules for the Administration of the CO READ Act](#) define **teacher**:

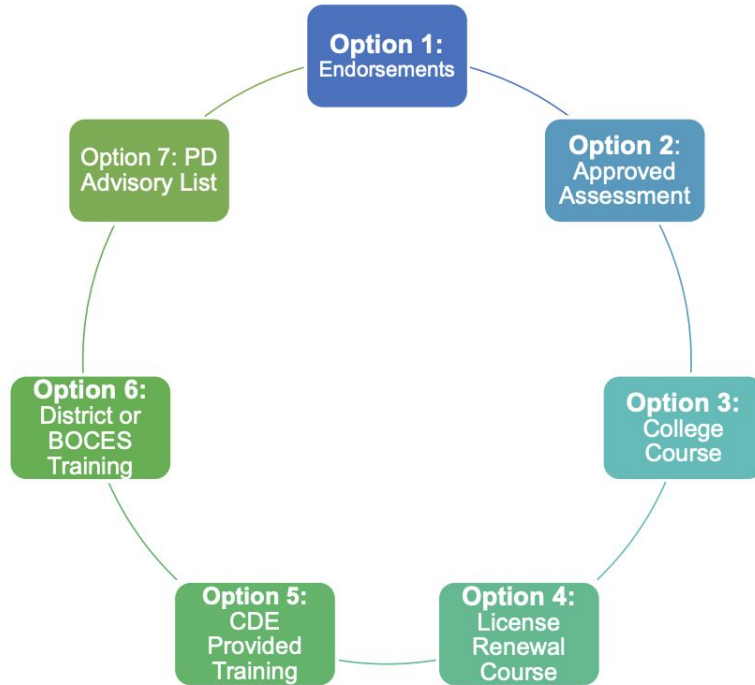
The professional responsible for the literacy instruction of the student(s) and may include the main instructor for a class, an instructional coach, reading interventionist, special education teacher, Title I teacher or other personnel who are identified as effective in the teaching of reading. 1 CCR 301-92 (2.36)



Note:

- First priority for training will be staff providing direct instruction for grades K-3
- Additional staff will be encouraged to complete training as necessary

K-3 Teacher Training Pathway Options



Multiple options for teacher fulfillment are outlined in READ Act statute and the Rules for Administration of the READ Act.

Note:

- Currently, not all pathways are viable options for teachers.
- Over 660 DCSD staff are enrolled in CDE provided training

K-3 Teacher Training Webpage:

<https://www.cde.state.co.us/coloradoliteracy/teacher-training>

K-3 Teacher Training

General FAQ



Teacher Licensure

Q: Does this training requirement impact teacher licensure?

A: No, this training requirement does not impact teacher licensure. A “READ Act Designation” will be added to the license of teachers of who complete this training. Districts are responsible for ensuring that all required participants fulfill the requirement by the deadline.

Q: Can this 45-hour training be used toward re-licensure?

A: Yes.

Note:

- Teachers will earn “READ Act Designation” on license
- [CDE](#) will launch new licensing system for documenting designation

K-3 Teacher Training

District Responsibilities



Districts are responsible for:

- providing guidance and information about the training requirement to their school leaders and teachers.
- ensuring teachers complete the training by the beginning of the 2021/22 school year.
- reporting teacher completion of the evidence-based training in teaching reading.
- working with charter schools to determine how this requirement is met.

Note:

- In [November](#), State Board of Education extended the due date for training until January 2022
- Per pupil funding for 22-23 sy will be contingent on reporting
- Reporting details will be released by CDE in the future

Colorado READ Act - Advisory List

(C.R.S 22-7-1209(2)(b)) - The department shall create an advisory list of evidence-based or scientifically based instructional programming in reading and supporting technologies, including software, for assessing and monitoring student progress that local education providers are encouraged to use.

2020 Advisory List of Instructional Programming

- Core Programming
- Supplemental Programming
- Intervention Programming

Advisory list is applicable to programs for grades K - 3.

Source - [READ Act - 2020 Advisory List](#)

District Purchase 2020-21sy
(January 2020)

Instructional Programming

Phonics (K-3)		Intervention	
Benchmark Workshop Phonics and Word Study Workshop modules	<i>CDE Advisory List Core Program (K-3)</i>	Learning A-Z - Raz-Plus (Elementary)	<i>CDE Advisory List Supplemental Program (1-3)</i>
Wilson Foundations	<i>CDE Advisory List Supplemental Program (K-3)</i>	READ 180/System 44 (MS/HS)	

Source - [READ Act - 2020 Advisory List](#)



COLORADO

Department of Education

Frequently Asked Questions

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.**

Source - [READ Act FAQ](#)



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Department of Education

Frequently Asked Questions

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.**

Source - [READ Act FAQ](#)



READ Act Per Pupil Funding

SB 19-199 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 development programming to support K – 3 educators in teaching reading.

Source - [READ Act - SB 199 Update](#)

READ Act

Next Steps:

- Continue to provide guidance and information regarding training opportunities for staff
- Monitor staff completion of evidence-based training
- Review MOY data
- Complete resources audit per CDE requirements
- Review CDE approved programs (submit for BOE approval, if necessary)
- Revise budget submission for CDE
- Submit end of the year student data

Priority Student Outcomes

Promote Student Engagement and Wellbeing	Prepare All Students for Post-Graduation Success	Improve Academic Achievement and Growth for All Students	All Students Have Equitable Access to a High-Quality Education		
<p>Strategic Theme #1 Health, safety and social-emotional supports for students</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Enhance physical and psychological safety and security for students and staff. 2. Increase physical, social-emotional, behavioral and mental health competency through prevention and intervention efforts. 3. Establish an inclusive culture to ensure all students feel safe and valued. <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1a. Partner with city, county, state and federal stakeholders on meeting new and on-going identified safety enhancement. 2a. Ensure consistent implementation of the Multi-Tiered System of Supports (MTSS) framework to include implementation of a comprehensive social-emotional learning (SEL) framework, trauma-informed practices, and restorative practices. 3a. Increase and embed learning opportunities and experiences involving inclusivity, diversity, equity and accessibility. <p>PHASE 2</p> <ol style="list-style-type: none"> 1b. Enhance safety procedures through partnership with students, parents, and staff. 2b. Develop a comprehensive system that unifies district resources, communications, procedures, and supports to address student health and wellness. <p><small>Phase 1: Launching now through June 1, 2020 Phase 2: Launching now through June 1, 2022 Phase 3: Launching now through June 1, 2025</small></p>	<p>Strategic Theme #2 Post-graduation guidance and preparation</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase stakeholder awareness of all post-graduate opportunities. 2. Enhance and increase sustainable, quality educational pathway opportunities for all students. <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1a. Utilize a systemic and coordinated approach to ensure awareness of pathways leading to Associate's and Bachelor's degrees, industry credentials, and military service. 2a. Enhance and increase equitable middle and high school career and technical education, co-enrollment, and college readiness opportunities in every region of DCSD. 3a. Increase and increase work-based learning opportunities where students progress from learning about work to learning through work in focused career cluster pathways. 	<p>Strategic Theme #3 Positive and supportive culture</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Define and implement a high-performing working environment for all DCSD employees. 2. Enhance engagement for all DCSD employees through mutual respect and positive recognition. 3. Enhance opportunities for all employees to be DCSD ambassadors who are informed and empowered in their professional practice. <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1a. Define and develop agreed-upon core values, behaviors, and collective commitments. 2b. Create systems to regularly celebrate individuals and teams in the district. 3a. Create systems that increase transparency and encourage effective and accurate communication to all staff throughout the district. 3b. Create structures where each employee understands the purpose and value of his/her role in the district and the impact their work has on the entire system. 	<p>Strategic Theme #4 Aligned curriculum with flexible instructional delivery</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Create and implement an inclusive, equitable, and comprehensive PK-12+ curriculum aligned to Colorado Academic Standards (including enabling systems). 2. Create district-wide aligned instructional frameworks to implement data-informed, flexible instructional practices (including enabling systems). <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1a. Establish a district-level curriculum framework that includes a aligned resources. 2a. Establish and sustain professional learning and practice around professional learning communities. 3a. Establish differentiated pathways of learning for all staff to systematically support teaching and learning. 	<p>Strategic Theme #5 Equitable distribution of resources</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase access to equitable opportunities for students by determining and implementing base programming expectations at every school. 2. Create a system for personal allocation distribution that include a set of base expectations that increase equitable opportunities for all students at every school. <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1d. Align the school boundary and enrollment analysis with the strategic plan to ensure that the utilization of school buildings supports the equitable distribution of resources. 2b. Review and determine the best practice guidelines that guide additional pay, including but not limited to athletics and activities, committees, instructional purposes, and one-time responsibilities and events. 3a. Determine the base expectations for academic programming at all levels of schools including universal, targeted, and intensive intervention/enrichment. 3b. Determine the base expectations and best practice agreements (financial assistance/scholarship/fundraising) to guide academics, athletics, and activities. 3c. Research options to increase student access to academics, athletics, activities and all aspects of DCSD student opportunities and programming. 3d. Determine base staffing and qualification expectations for administrative, certified, and classified positions (e.g., PLS, Librarians, Interventionists, etc.) at all levels to align with base programming expectations as outlined in Objective 1, Initiative 1a. 	<p>Strategic Theme #6 Recruitment, retention and development of high-quality employees</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase retention rates in all employment categories, with special attention to instructional support, trade, and teachers. 2. Enhance and expand recruitment of high-quality employees, to include an emphasis on diversity. 3. Promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement. <p>STRATEGIC INITIATIVES</p> <p>PHASE 1</p> <ol style="list-style-type: none"> 1a. Develop and recommend a predictable compensation schedule for all employee groups that acknowledge experience/longevity, knowledge and performance. It should be easily comparable to neighboring school districts, and progressively move toward regionally competitive pay for all employees. 2a. Design and implement an effective recruitment plan that attracts high-quality candidates, with an emphasis on diversity and inclusion. 3a. Analyze, correct, and align employee processes and expectations throughout the district. 3b. Design and implement a successful retention plan that addresses all employee groups. 3c. Provide and enhance development opportunities for classified, protect and administrators.



Our Vision
The Douglas County School District (DCSD) strives to maximize the potential of every student to pursue his or her chosen endeavor in society, including but not limited to postsecondary education, career, or military service.

Our Mission
The mission of the Douglas County School District is to provide an educational foundation that allows each student to reach his or her individual potential.

Priority Student Outcomes

**Promote Student
Engagement and
Well-Being**

**Prepare All
Students for
Post-Graduation
Success**

**Improve
Academic
Achievement and
Growth for All
Students**

**All Students Have
Equitable Access
to a High-Quality
Education**