COLORADO
Department of Education

Differentiated Pathways:
Including ALL Students with Disabilities in the READ Act

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CDE Strategic Goals:
Every Student Every Step of the Way

Start strong

Read by third grade

Meet or exceed standards

Graduate ready

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The Basic Questions

- **What** are the changes to the READ Act for some students with disabilities?

- **Who** should be concerned about these changes?

- **When** do these changes take effect?

- **How many** students does this change effect?

- **Why** have these changes come about?

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The Basic Questions

- **What are the changes to the READ Act for *some* students with disabilities?**

  - We are now included ALL students, including those previously exempted (those with access issues, Co-Alt eligible).

  - We hope to 'capture' SWD previously missing from the READ Act collection.

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The Basic Questions

- **Who should be concerned about these changes?**

  - Both general education staff and special education staff need to be involved in this change to READ Act screening and reporting.

  - Those collecting, as well as those entering READ data, need to be aware of these changes and the subsequent changes to the collection codes.

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The Basic Questions

- **When do these changes take effect?**

  - We are training on this change now, in anticipation of the Spring, 2016 READ data collection.

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The Basic Questions

- **How many students will be effected by this change?**

  - Let's look at READ collection data from the past two years.

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2014 SWD All Categories Stats

ELIGIBILITY CATEGORY	NA	CO ALT	ELL	PA	ALL EXEMPT	NO SRD	YES SRD	TOTAL (20,765)	MISSING DEC COUNT
All SWD	425	778	49	540	1,792	11,073	9,692	22,577	1,387

Key Findings:
- 425 (2%) learners exempted due to disability status
- 778 (3%) learners anticipated /are "alternate assessment" status
- 1,792 / 22,577 or 8% exempted
- 11,073 / 20,765 or 53% screened and found NOT to have a SRD
- 9,692 / 20,765 or 47% screened and found to have a SRD
- 1,387 learners all together missing from the READ Act Count

2015 SWD All Categories Stats

ELIGIBILITY CATEGORY	NA	CO ALT	ELL	PA	ALL EXEMPT	NO SRD	YES SRD	TOTAL 21,120	MISSING DEC COUNT
All SWD	1454	558	88	476	2100	11,529	9,591	23220	1267

Key Findings:
- 1454 (6%) learners exempted due to disability/attendance status
- 558 (2+%) learners anticipated/are "alternate assessment" status
- 2100/23,220 or 9% exempted
- 11,529/21,120 or 54% screened and found NOT to have a SRD
- 9,591/21,120 or 45% screened and found to have a SRD
- 1,267 learners all together missing from the READ Act Count

Big Picture: 2015 Data for Students with Disabilities (SWD)

- Total Number of K-3 SWD reported in Spring, 2015 READ Act Collection: **23,132 (94.8%)**
- Total number of SWD with an SRD: **9,521 (39%)**
- Total number of SWD without SRD: **11,529 (47.2%)**

- Number of missing SWD when comparing last December 1 to the Spring, 2015 READ Act Collection: **1267 (5.2%)**
- Number of SWD coded O (Sped/Partial Att):   **1454 (6%)**
- Number of SWD exempted as CO-Alt eligible: **558 (2.3%)**

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Why have these changes come about?

A Tale of 3 Paths

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The Colorado READ ACT

- **House Bill 12 -1238: The Colorado Reading to Ensure Academic Development Act was signed into law and became effective on July 1, 2012**
- **22-7-1202. Legislative declaration. (1)** THE GENERAL ASSEMBLY FINDS THAT:

    (a) **ALL** STUDENTS CAN SUCCEED IN SCHOOL IF THEY HAVE THEFOUNDATIONAL 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.

All Means Every Learner

- The Colorado Attorney General has confirmed that the READ Act is for EVERY child in kindergarten through 3rd grade. The READ Act legislation is for all general education students. **Students receiving special education services are general education learners first. Special education is a supplement to general education.**

- The presence or suspicion of a disability does not warrant a child to be exempted or excluded from the READ Act. **This would be a violation of a child's 504 rights.**

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Challenges for Some SWD

- To determine a SRD, each child must be screened using a CDE-approved interim instrument.

- The challenge is that not every child CAN BE screened for a SRD with the existing tools as a result of accessibility issues. The approved tools are not normed for all learners with disabilities.

- Some learners may require an alternate or differentiated pathway to be screened for the presence of a SRD when the approved interim assessments cannot be used with allowable accommodations.

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Which SWD Are We talking About?

Some, but not all students with-

- Visual Impairment, Including Blindness
- Hearing Impairment, Including Deafness
- Speech or Language Impairment
- Traumatic Brain Injury
- Autism Spectrum Disorder
- Intellectual Disability / Multiple Disabilities
- Deaf-Blindness
- Serious Emotional Disability

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Why find a Differentiated Pathway and Include All SWD?

- To shine a spotlight on the reading abilities (and needs) of all K-3rd grade students.

- For those determined to have a SRD, it provides a specific reading intervention focus. Without such interventions, reading potential may be minimized or even lost.

- To distribute READ Act per pupil funds equitably to all students identified with SRD.

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So, What are the Changes?

- Including ALL Students with Disabilities in the READ Act
  - Screening, determination of SRD status, Read Plans

- Those involved In implementing the READ Act need to be informed
  - School administrators, Assessment coordinators, general education teachers, special education teachers

- The change effects the next READ Act Data Collection
  - The next collection window opens in April, 2016

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Our Journey to Today

- Identification of the barriers to the inclusion of all SWD in the READ Act
- Collaborative discussion with the CDE Office of Literacy
- Taking the challenge to the field and using the expertise and guidance of our disability-specific advisory groups
- Meeting with researchers and external experts
- Talking with other states
- ESSU Internal Task Force
- Discussions with SDLT (State Director's Leadership Team)

Our discussions and collaborations lead us to 3 paths. But first, lets look at the READ Act itself…

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Colorado READ Act

COLORADO
Department of Education

Topics for Discussion

- **Overview of READ Act**
- **READ Act and assessments**
- **READ Plans and IEP's**
- **Differentiated Pathways / Approved Assessments and Accommodations**
- **READ Act Reporting**

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Overview of the READ Act

- **Passed by the Colorado Legislature in the 2012 session, repealing the Colorado Basic Literacy Act.**

- **Focuses on K-3 literacy development and directs support to students with significant reading deficiency.**

- **Includes specific guidance regarding literacy assessment and individual intervention plans for students identified with a significant reading deficiency.**

Overview of the READ Act

- Contains requirements for parent communication and involvement.

- Holds districts and schools accountable for student progress through the Unified Improvement Plan process.

- Includes provisions for retention decisions for students completing grades K-3 with a significant reading deficiency beginning in the 2013 school year.

- Provides funding to support intervention.

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Assessments and The READ Act

The READ Act requires teachers to assess the literacy development of students in K-3 in the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency and reading comprehension.

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Assessment for Making Instructional Decisions

- Educators need to make frequent decisions regarding instruction for all students and for each student.

- To maximize the effectiveness and efficiency of the decisions, it is important that those decisions be accurate, i.e. based on data

- Goal is to improve outcomes for all students by planning effective instruction from the data
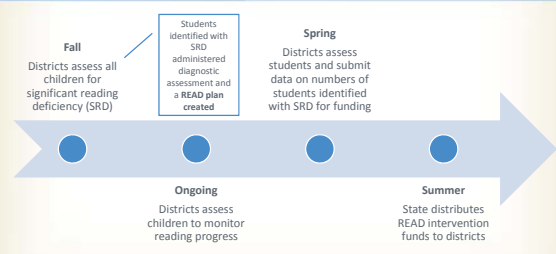
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READ Assessment use for Students with Disabilities who were previously exempted from the READ Act

- **What is our system-wide plan for support?**

- **What is our plan for each student?**
  - What skills do we teach? How we teach them? What curricula/programs? What instructional strategies?

- **Are the students making adequate progress? Are they progressing toward their literacy goals**

- **Is each student receiving support making adequate progress?**

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Annual READ Act Timeline

Fall
Districts assess all children for significant reading deficiency (SRD)

Students identified with SRD administered diagnostic assessment and a **READ plan created**

Spring
Districts assess students and submit data on numbers of students identified with SRD for funding

Ongoing
Districts assess children to monitor reading progress

Summer
State distributes READ intervention funds to districts

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READ Act Assessments

- **Interim – given to all students at the beginning of the year as a screener and throughout the year to monitor progress**
  - Serve as screening tools for early identification
  - Measure foundational skills of early literacy
  - Offer progress monitoring throughout year

- **Variations in approved interim assessments:**
  - Individually administered vs. Group administered
  Computer-Adaptive vs. Curriculum-Based Measurement

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Determining a Significant Reading Deficiency (SRD)

Within 30 days, SCREEN all K-3 students with approved interim assessment. *Is the score at or below the cut off?*

If **YES**, may confirm with a progress monitoring probe from the same interim assessment.

If second probe was administered, ask: *Does the second test substantiate the first test score?*

If **YES**, confirmation of SRD occurs and then:

- follow up with an approved diagnostic assessment
- Use interim and diagnostic results to create a READ Plan in collaboration with all stakeholders including family members

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Determining a Significant Reading Deficiency (SRD)

Within 30 days, SCREEN all K-3 students with approved interim assessment. *Is the score at or below the cut off?*

If **YES**, may confirm with a progress monitoring probe(s) from the same interim assessment.

If additional probe(s) was administered, ask: *Does the second score substantiate the first score?*

If **NO**, there may not be confirmation of SRD. That means either:

- Student is at low risk and on-track for meeting reading outcomes, OR
- Student is not identified as SRD, but is at some level of risk
  - For this student, monitor progress through RtI process

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Determining a Significant Reading Deficiency (SRD)

Within 30 days, SCREEN all K-3 students with approved interim assessment. *Is the score at or below the cut off?*

If **NO**, there is no confirmation of SRD. That means either:

- Student is at low risk and requires only effective universal/core instruction and monitoring of progress OR
- Student is not identified as SRD, but is at some level of risk
  - For this student, monitor progress through RtI process

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Annual READ Act Timeline

Students identified with SRD administered diagnostic assessment and a READ plan

Fall
Districts assess all children for significant reading deficiency (SRD)

Spring
Districts assess students and submit data on numbers of students identified with SRD for funding

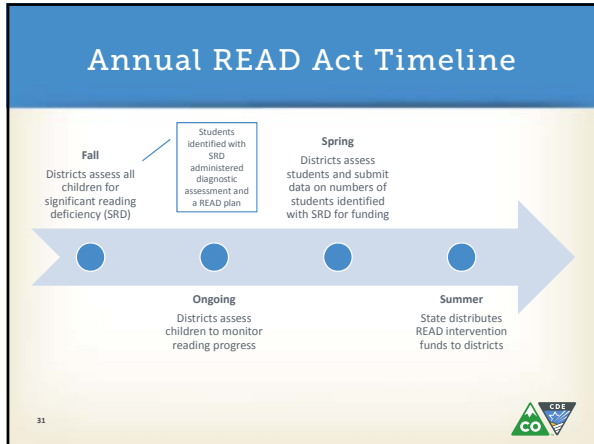**Ongoing**
Districts assess children to monitor reading progress

Summer
State distributes READ intervention funds to districts

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SWD and READ Plans

- The Colorado READ Act (HB12-1238) requires that a READ Plan must be developed for all students in grades K-3 who are determined to have a Significant Reading Deficiency (SRD).

With respect for students with disabilities, the READ Act provides as follows: *… **if a student is identified as having a disability that impacts the student's progress in developing reading skills, the local education provider shall, as appropriate, integrate into the student's individualized education program… intervention instruction and strategies to address the student's reading issues in lieu of a read plan.*** C.R.S. § 22-7-1206(3) (*emphasis added*).

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SWD and READ Plans

AUs must approach each student's general and special education needs on a case-by-case basis, considering the student's individual needs, abilities and circumstances. For questions about how a specific student's READ plan could or should interact with his/her IEP, the AU should consult with its legal counsel.

http://www.cde.state.co.us/coloradoliteracy/readplanandswd - link to READ Plans and IEP guidance document

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SWD and READ Plans

- Districts determined locally how to integrate IEPS' and READ or not to integrate IEP's and READ plans for SWD's over the last two years. With this new group of students being folded into the READ Act these decisions are local.

- Some administrative units (AUs) or school districts may elect to consistently keep READ Plans and IEPs separate, as a matter of policy. Building administrators and team members should consult with their special education coordinators or directors to ensure their actions are aligned with the policy in their AU/district.

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Our paths to including all SWD

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SRD and Students with Disabilities : Assessment Decisions

Always try first to use an approved interim assessment

Pathway #1	Pathway #2
A student with a disability can access the district –wide approved interim assessment (either with or without the approved assessment accommodations)	A student with a disability cannot access the approved district-wide interim assessment but instead can access another state approved interim assessment
Use the approved interim assessment that is used district wide and follow the process for determining a significant reading deficiency or not	Use the approved interim assessment (different than the district-wide assessment) and follow the process for determining a significant reading deficiency or not

Approved Interim Assessments

In March 2013, the State Board of Education approved interim assessments for children in K-3.

English Literacy Assessments	Spanish Literacy Assessments	Description
Aimsweb		Individually Administered CBM type of measures
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)	Indicadores Dinámicos del Éxito en la Lectura (IDEL)	Individually Administered CBM type of measures
Formative Assessment System for Teachers (FAST)		Computer Adapted
iReady		Computer Adapted
ISIP ER, Istation	ISIP ER Spanish, Istation	Computer Adapted
Phonological Awareness Literacy Screening (PALS)	Phonological Awareness Literacy Screening Español	Individually administered
STAR Early Learning		Computer Adapted

37   NOTE: DRA2 and DIBELS 6th Edition may be used until July 1, 2016.

Interim Assessments and Accommodations

- All interim assessments must be given with the assessment approved accommodations

- If your district approved assessment is a one minute timed measure, and extended time is not outlined as an accommodation through the assessment then you cannot give extended time on this assessment or you invalidate the results

- IEP's may outline accommodations that are not permissible on your approved assessment which is why you will have access to other approved assessments that may work better for some students

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DIBELS Next
Approved Accommodations

Approved Accommodations	Examples of Unapproved Accommodations
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one.	A student whose IEP requires assessments to be given untimed may be administered the DIBELS measures without the timing component. This would not be allowed
The use of colored overlays, filters, or lighting adjustment for students with visual impairments	A student with limited English proficiency may be given the directions in his/her primary language
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs). For students with hearing impairments	
The use of student materials that have been enlarged or with larger print for students with visual impairments	

STAR Early Learning
Approved Accommodations

Approved Accommodations	Examples of Unapproved Accommodations
The ability to provide extended time limits for students who may need more time to process the questions and enter a response. To do this, go to **Student Settings > Edit Student Settings**, and check the **Extended Question Time Limit** box for students requiring this accommodation.	The text of STAR Reading should not be signed to the students because it is an assessment of their ability to comprehend printed text.
STAR assessments are compatible with Mac OS 10's "Zoom In" accessibility feature, which allows users to magnify nearly all STAR screens.	If students are blind, however, the STAR assessments are not appropriate. The student must be able to read the on-screen prompt in order to assess his or her ability to read and comprehend.

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iReady Learning
Approved Accommodations

Approved Accommodations	Examples of Unapproved Accommodations
The ability to provide extended time limits for students who may need more time to process the questions and enter a response.	The text of iREADY should not be signed or read in a native language to the students because it is an assessment of their ability to comprehend printed text.

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Aims Web
Approved Accommodations

Approved Accommodations	Examples of Unapproved Accommodations
Enlarging the test form (probe)	Extending the administration time, students pre-reading the passages.
Repeating the spoken directions when introducing R–CBM, and	Providing feedback during administration beyond what is specified
Modifying the environment (e.g., special lighting).	Providing practice administrations

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SRD and Students with Disabilities : Assessment Decisions

Pathway #3
Student is unable to access any of the approved interim assessments. If this is the decision then there are three options to choose from to replace an approved assessment.

CELS	Braille Options	Assessment Battery for Deaf and Hard of Hearing
The training will take place this afternoon	To be delivered in webinar format	To be delivered in webinar format

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District Reporting Requirements

- The READ Act requires districts to report specific student, school, and district level data to the Colorado Department of Education in order for the department to determine the number of students identified with Significant Reading Deficiencies and their progress.

- Exemptions for Students with disabilities that existed in the collection are no longer present. **All students will be reported in the READ collection through pipeline.**

- Based on reporting, districts receive per pupil intervention funds.

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State Supports for Effective Implementation

- The Early Literacy Fund provides districts with per-pupil funding to help fund programs to meet the needs of students with a Significant Reading Deficiency.

- For 2015 – 2016, the per pupil allocation was **$905.88**.

- Per-pupil funds may be used to provide :
  - full-day Kindergarten,
  - Scientifically or evidence-based interventions,
  - summer school
  - tutoring services

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3 Pathways

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3 Paths to Screening for an SRD

I.   Taking the AU / school selected interim assessment with needed allowable accommodations. *

II. Taking another approved Interim Assessment that may be different than the AU/ School Selected Interim Assessment due to the specific accessibility or response need of the student.

III. Using one of three Differentiated Pathway options

*Please see Administration manual or other technical information for a specific test to determine what accommodations can be used within a valid administration of that test. CAUTION: Allowable accommodations on a student's IEP do not supersede what is allowed by each of the specific tests.

Path #3: Three Options

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What are the Differentiated Pathway Options?

3 Basic Options are available when neither Path #1 or Path #2 are appropriate for a specific student's needs

1. **Braille Option**
2. **New Research-Based Procedure for HI**
3. **Assessment of Emerging Literacy Skills**

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Option #1: BRAILLE

- Students requiring a braille format assessment will be screened using DIBELS in their new Unified English Braille (UEB) format.

- A teacher of students with visual impairments (TVI) should be present for test administration and the analysis of the results.

- Braille format DIBELS will be provided to schools at no cost from the Colorado Instructional Materials Center (CIMC) – as ordered by the TVI working with the student

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Option #2: Hearing Impaired

- There will be a group of students with hearing impairment who cannot access the approved interim assessments. Based on research findings from University of Colorado's grant to explore literacy for students with hearing loss, it is recommended that a limited number of subtests from the *Woodcock Johnson IV: Tests of Achievement* be used to determine the presence of a SRD for this group of students.

Rational for this recommendation and identification of specific subtests will be shared with the field via a CDE webinar.

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Option #2: Hearing Impaired

An additional video will be available to demonstrate the administration of the *WJ-IV* for sign dependent students. A sign-proficient teacher of students with hearing impairment will administer the test to this subgroup within the hearing impaired population.

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Option #3: Colorado Emergent Literacy Scales

- The Colorado Emergent Literacy Scales are based on the Dynamic Learning Maps Assessment

- For students whose instruction is based on the alternate achievement standards (EEOs)

- Developmentally appropriate, naturalistic approach to interim assessment

- Structured Portfolio Approach – evidence/data gathered by the teacher through daily instructional activities/opportunities

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The READ Act Data Collection

- **During the Spring 2013, 2014, and 2015 READ ACT Data collections, students who could not be assessed with one of the approved interim assessment and were not CO-Alt eligible were likely excluded and unreported.**

- **During these same collection periods, students determined to be CO-Alt eligible were also coded as exempt.**

- **During the next collection cycle (Spring, 2016) the exempt codes have been eliminated and replaced with a code signifying the use of a differentiated pathway for the determination of an SRD (Significant Reading Deficiency).**

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READ Act Assessment Codes

2015-2016 READ Snapshot
READ Test – The district-selected READ assessment. *Required for students in grades K-3 and 3rd grade cohort students.*

00	Not applicable due to student's grade level. Students in grades 4-12 are not tested under READ.
01	DRA2
02	DIBELS (6th edition)
03	PALS
04	Exemption: English Language Learner (designated Non-English Proficient and new to a US school)
06	Exemption: Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school. May also include students not tested due to illness, discipline, late enrollment, etc.
07	DIBELS Next (7th edition)
08	aimsweb
09	Formative Assessment System for Teachers (FAST)
10	iReady
11	Istation
12	STAR Early Learning
13	Special Education student (unable to access one of the approved interim assessments) tested using alternative approved measures (i.e. Assessment recommended for student with intellectual or multiple disabilities, Assessment Battery for Deaf and Hard of Hearing Students, etc.)
14-17	Hold for New Spanish Interim assessments (will be approved December of 2015 and in the collection for Spring of 2016)

Codes for the READ collection

Colorado READ Act
READ Status – Does the child have a significant reading deficiency? *Required for all K-3rd grade students. All 4th – 12th grade students who are part of the READ 3rd grade cohort group will have a READ status of 0. For the 2015-2016 school year, only 4th ,5th and 6th grade will be in the cohort. Districts should attempt to assess all K-3 students, as all K-3 students enrolled on the date of submission will need to be reported in this collection.*

0	Not Applicable – Student Read Test is: 04 - Exemption: English Language Learner (designated Non-English Proficient and new to a US school) 06 – Exemption: Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school, and students not tested due to illness, discipline, late enrollment, etc. 4th -12th Cohort students
1	Student does not have a significant reading deficiency
2	Student has a significant reading deficiency
4	ELL assessed with one of the interim assessments (score reflects a significant reading deficiency), but the student does not have a significant reading deficiency based on other ELD data (determined locally) and/or ACCESS scores

Thank You for joining us today!

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