

The Colorado Reading to Ensure Academic Development (READ) Act

The Colorado Reading To Ensure Academic Development Act (Colorado READ Act) was passed during the 2012 Colorado Legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA), keeping many of the elements:

- focus on K-3 literacy,
- assessment, and
- individual plans for students reading below grade level (in grades K-3).

The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, explaining requirements for parent communication, and providing funding to support intervention.

Q: Who is assessed?

A: All Kindergarten through third grade students.

Q: How is Significant Reading Deficiency (SRD) determined?

A: All learners are tested within 30 days of enrollment; students scoring at or below the cut score will be retested within the next 30 days on the same assessment. If the learner scores at or below the cut score a second time, (s)he is identified as having a significant reading deficiency.

Q: What involvement can I expect as a parent?

A: Throughout the READ plan implementation process, decisions should be made collaboratively between the school personnel and parents. Procedures for parental involvement include communicating with parents in the creation, content, and implementation of the READ plan.

Q: How will READ plans work with other student learning plans (IEPs and ELLPs).

A: Students who have an IEP with reading goals and are identified as having a Significant Reading Deficiency will have reading interventions strategies addressed in an IEP and in a READ Plan. Similarly, a student who has been identified as an English Language Learner with reading goals and has been identified as having a Significant Reading Deficiency will have reading interventions strategies addressed in an ELLP and in a READ Plan.

Q: How will my child be supported if they are below proficiency and not on a READ plan?

A: The READ Act requires schools to provide interventions for students reading below grade level, but not on a READ plan through the school's Multi-Tiered System of Supports framework.