Differentiated Pathways for the Colorado READ Act:
When All Means Every

OSEP Project Directors Meeting – August 2016

Presenters: Tanni Anthony   anthony_t@cde.state.co.us
                Gina Herrera   herrrera_g@cde.state.co.us

Slide 2 - CDE Strategic Goals: Every Student Every Step of the Way
Start strong…Read by third grade…Meet or exceed standards…Graduate ready

Slide 3 - **=What Are Third Grade Reading Laws?** Over 30 states have laws that set standards for how well third grade students must be performing in reading. Some legislation is linked to retention. Most laws are linked to frequent monitoring and intensive reading interventions for learners identified as having a reading challenge.   The intent is to ensure that students have the needed reading skills to be successful in fourth grade and beyond.

Slide 4 - **Why Target Third Grade?** In PreK-3, students are learning to read. By fourth grade, students are reading to learn. National data show that a large majority of 4th grade students with disabilities have reading struggles. (69% compared to 27% of students without disabilities.) (National Center on Educational, Statistics, 2005). Reading struggles are linked to many other types of challenges. The "Matthew Effect" = the academically rich get richer and the poor get poorer, as small differences in learning ability grow into large ones. (Walberg & Tsai, 1983)

Slide 5 - **KIDS Count Special Report** – Casey Foundation: The readiness gap continues between birth and kindergarten due to differences in children's resources and opportunities for physical, linguistic, cognitive, social, emotional, and behavioral development. Disparities in developmental outcomes "emerge in infancy and widen in toddlerhood. …The readiness gap becomes an achievement gap when children enter school and this gap persists over the student's school experience.

Slide 6 - **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 THE FOUNDATIONAL 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.

Slide 7 - **The Colorado 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.

Slide 8 - **Colorado READ Act: The Basics**: The Colorado READ Act (HB12-1238) requires teachers to assess the literacy development of all students in kindergarten through 3rd grade in the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension. K-3rd Grade personnel must use CDE SBE-approved interim assessments to measure each child's reading competency. If the child is found to have a significant reading deficiency (SRD), diagnostic tools are used for further analysis of the child's reading needs.

Slide 9 - **Slide 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 a RtI process.

Slide 10 - **Annual READ Act Timeline:** Fall – Districts assess all children for significant reading deficiency…Ongoing –Districts assess children to monitor reading progress… Students identified with SRD administered diagnostic assessment and READ plan created…Spring – Districts assess students and submit data on numbers of students identified with SRD funding…Summer – State distributes READ intervention funds to districts.

Slide 11 - **Approved English Interim Assessments**

1. Aimsweb
2. Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)
3. Formative Assessment System for Teachers (FAST)
4. iReady
5. ISIP ER, Istation
6. Phonological Awareness Literacy Screening (PALS)
7. STAR Early Learning

Slide 12 - **CO READ Act: The Basics**: The READ Act requires the creation and implementation of an individual intervention plan (called a READ Plan) for students identified with a **Significant Reading Deficiency** (SRD). The Act requires specific components for the READ Plan, guidelines on parental involvement, and timing of plan creation. As appropriate, a local education provider may integrate into a student's Individualized Education Plan or Individualized Readiness Plan intervention instruction and strategies to address the student's reading deficiencies in lieu of a READ plan. See handout on Guidance for SWD.

Slide 13 - **First Drafted Read Act Formula: All** children K-3rd grades + Approved interim assessment. Learners do not have a SRD or Learners with an identified SRD move into READ Plan. For the most part, this formula works for students with disabilities. Most students can participate in the existing screening tool framework.

Slide 14 – Totals: NA – 425, COALT – 778, ELL – 49, PA – 540, ALL EXEMPT – 1,792, NO SRD – 11, 073, YES SRD – 9,692, TOTAL POP – 20, 765, MISSING DEC COUNT – 1,387

Slide 15 - **2014 SWD All Categories Stats:** 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

Slide 16 - **2015 SWD All Categories Stats:** Key Findings:

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

Slide 17 - **Challenges for Some SWD**: To determine a SRD, each child must be screened using a CDE (state)-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.

Slide 18 - **Which SWD Are We Talking About? Some**, but not all students with:

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

Slide 19 - **What are the Screening Challenges?**

- Attention / Behavioral Regulation   Sensory Access
- Cognition Access   Communication
- Fatigue / Stamina   Memory / Retrieval
- Motoric Accuracy   Processing Accuracy / Pace
- Social Emotional Stability

Many of these access or response challenges may be present in more than one eligibility category.

Slide 20 - **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 from the READ Act. This would be a violation of a child's 504 rights.

Slide 21 - **Why Find an Alternative Pathway?** To shine a spotlight on the reading abilities (and needs) of all children K-3 grade. For those determined to have a SRD, it provides a specific reading intervention focus. Without such interventions, reading potential is minimized or even lost. Students with an SRD receive per pupil funds that can be used in four ways:

1. Approved Evidence based / Research based interventions
2. Full day Kindergarten
3. Tutoring
4. Summer School

Slide 22 - **New and Improved Read Act Formula:** All children K-3rd grades + Approved interim assessments (with or without allowable accommodations) or SWD who cannot take the approved interim assessments with allowable accommodations use a differentiated pathway Learners do not have a SRD or Learners with an identified SRD = READ Plan

Slide 23 - **Journey to Inclusion**

- Identification of the barriers
- Collaborative discussion with the CDE Office of Literacy
- Taking the challenge to the field, various advisory groups
- Meeting with researchers and external experts
- Talking with other states
- ESSU Internal Task Force
- Discussions with State Director's Leadership Team
- Exemption Codes Removed / Training

Slide 24 - **Tale of Three Paths:** The stakeholder groups recommended three differentiated pathways for a small sample of students with disabilities.

Slide 25 - **3 Paths to Screening for a SRD**

I. Taking the district / 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.

Slide 26 - **SRD and Students with Disabilities: Assessment Decisions (No One is Exempt)**

Always try first to use an approved interim assessment.

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

Pathway #2 – A student with a disability cannot access the approved district-wide interim assessment but instead can access another state approved interim. Use the approved interim assessment (different than the district-wide assessment) and follow the process for determining a significant reading deficiency or not.

Slide 27 - **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

Slide 28 - **Interim Assessments & Accommodations**: All interim assessments must be given with the assessment approved accommodations. If a district selected 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

IEPs may outline accommodations that are <u>not permissible</u> on one particular assessment – but are permissible with another tool.

Slide 29 - **DIBELS Next Approved Accommodation**s: Approved Accommodations and 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 and 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 and 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

Slide 30 - **STAR Early Learning Approved Accommodations:** Approved Accommodations and 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 and 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 accounts and If students are Braille readers, 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.

Slide 31 - **iReady Learning Approved Accommodations:** Approved Accommodations and 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 and 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. THIS TEST WORKS FOR STUDENTS WITH ORAL FLUENCY CHALLENGES – AS THE STUDENT SELECTS ANSWERS ON THE SCREEN AND DOES NOT NEED TO VERBALLY RESPOND.

Slide 32 - **Aims Web Approved Accommodations:** Approved Accommodation and Examples of Unapproved Accommodations - Enlarging the test form (probe) and 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) and providing practice administrations.

Slide 33 - **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 3 options to choose from to replace an approved assessment.

1. Colorado Emergent Literacy Scale (CELS) – For students who are eligible for a state alternate assessment (or who fall in the category of having a significant cognitive disability)
2. Braille Options – For students who are braille readers
3. Assessment Battery for Deaf and Hard of Hearing – For students with hearing impairment, including deafness and use sign language.

Slide 34 - **Path #3: Three Differentiated Pathways Options**

Slide 35 - **Differentiated Pathway Options:** 3 Basic Options are available when neither Path #1 nor Path #2 is appropriate for a specific student's needs

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

Slide 36 - **Option #1: Braille:** Students requiring a braille format assessment will be screened using DIBELS in their new Unified English Braille (UEB) format (or another print test that can be

brailled). 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**.**

Slide 37 - **Visual Access**

- Reduced Visual Acuity   Reduced Visual Field
- Visual Complexity Challenges   Visual Perception Challenges
- Visual Fatigue

Visual access challenges may be experienced by children with low vision or who have a history of brain injury.

Slide 38 - **Visual Access Challenges**: Braille will be needed for some learners who cannot, even with magnification or other optical enhancement strategies, access print. When a child is a braille reader, the following factors may affect access to the READ Act screening tools. Tool availability in braille Child's knowledge of braille (letters, 180 contractions, & punctuation)Haptic perception time needs

Slide 39 - **Example: Braille Readiness – DIBELS Grade 1**

A Jump Rope Contest

 It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.

Five boys went next. They used two ropes to do tricks. All the boys jumped over the ropes at the same time. Their feet moved quickly and in a steady beat. The boys did tricks with kicks and spins. The ropes never stopped turning.

 "We're next," said Anna.

Slide 40 - **Option #2: New Tools for Signing Students**: 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.

If you have any questions regarding this option, email Ruth Mathers at mathers_r@cde.state.co.us

Slide 41 - **DHH Students & Approved Assessments**: Many tests are done with a computer so students must be able to understand directions and test items. Computerized voice production. Suitable audio cables are too expensive for districts and they are specific to students' devices. Too complicated. May not solve the problem

Slide 42 - **DHH Students & Approved Assessments**: The computerized test does not allow a child to use speechreading cues or other visual cues. Research shows that speechreading skills are correlated with reading in many DHH students

Slide 43 - **Computerized Tests and DHH Students**: We don't know if we are testing speech perception skills or literacy skills Examples of items:

- Which word is "tapping"?
- Tapping, typing, taping, topping
- Some items require discrimination of:
- g vs. j (voiced fricative & voiced affricate)
- t vs. d (voiced and voiceless stops)
- Which word starts with the 'p' sound?

Slide 44 - **CDE Proposal** : DHH Specific Subgroup reviewed state data from Spring 2014. Made recommendations for next steps with DHH learners who cannot participate with existing interim tools. Developed by a committee of DHH experts, Oral educators, and Bilingual educators. Accepted as Interim Practice by CDE

Slide 45 - **Computerized Tests**: For children who can understand spoken English, these tests become a speech perception test. For children who do not understand spoken English, these tests include many items that are invalid. So the entire test cannot be used. We cannot pick and choose items because the standard scores require all items

Slide 46 - **Computerized Tests**: These tests may incorrectly identify a DHH student as having a Significant Reading Difficulty. Required follow-up diagnostic testing. The implementation of a READ Plan. Over-identification leads to wasted time and resources. Accurate identification leads to focusing efforts on those who need it

Slide 47 - **Approved English Interim Assessments minus computerized assessments**

1. ~~Aimsweb~~
2. Dynamic Indicators of Basic Early Literacy Skills Next
3. ~~Formative Assessment System for Teachers (FAST)~~
4. ~~iReady~~
5. ~~ISIP ER, Istation~~
6. Phonological Awareness Literacy Screening (PALS)

7. ~~STAR Early Learning~~

http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank

Slide 48 **- The DHH Solution for the READ Act**

- DHH students with sufficient functional hearing:
- Functions Normally – student has negligible difficulty in receiving auditory information
- Mildly Limited – student needs frequent spoken repetitions, occasional visual or tactile communication support or both.
- DHH students limited to no functional hearing:
- Severely Limited – student realizes some benefit from auditory communication although unable to function adequately without visual information.
- No functional hearing – student receives no benefit from spoken communication.

Slide 49 **- The DHH Solution:** DHH students with sufficient functional hearing move to Use of approved tests that can be given LIVE in a QUIET location. DIBELS and PALS

Slide 50 **- Cut Scores for DIBELSNext:** Example: For a 2nd grade student in the spring of 2nd grade, the composite score on the DIBELSNext must be 179 or above. Any score below will require a READ Plan for the student to be developed and implemented

Slide 51 **- Cut Scores for PALS:** Example: For a 1st grade student in the spring of 1st grade, the summed score on the PALS must be 35 or above. Any score below will require a READ Plan for the student to be developed and implemented.

Slide 52 **- The DHH Solution:** DHH students without sufficient functional hearing move to Use of approved Alternate Pathways Assessments that do not include spoken phonological awareness. Woodcock-Johnson Test of Achievement subtests, Letter Wood Identification and Passage Comprehension

Slide 53 **- Cut Scores for Woodcock-Johnson IV:** Any score below 85 Standard Score on either of the subtests will require a READ Plan to be developed and implemented.

Slide 54 **- Option #3: Alternate Assessment:** The Colorado Emergent Literacy Scales are based on the Dynamic Learning Maps Assessment**.** For students whose instruction is based on the alternate achievement standards**.** Developmentally appropriate, naturalistic approach to interim assessment**.** Structured Portfolio Approach – evidence/data gathered by the teacher through daily instructional activities/opportunities

Slide 55 **- The DLM Aligned K-3 Literacy Alternate Assessment – Colorado**: Colorado Emergent Literacy Scales (CELS)**.** Created for the State of Iowa first**.** Adapted for Colorado, added 3rd grade. Dr. Karen Erickson, Director, Center for Literacy & Disability Studies, UNC Chapel Hill,

Associate Director of the DLM Professional Development provided key assistance. Training examples designed by CO teachers and adapted using the Iowa Department of Education's Training materials.

Slide 56 - **Structure of the Assessment:** The DLM Aligned K-3 Literacy Alternate Assessment is comprised of six scales that reflect the knowledge, skills, and understandings required by the assessment blueprint. The Essential Elements are drawn from five of the six strands of English Language Arts in the Colorado Academic Standards. They are:

- Reading Literature
- Reading Foundations
- Language
-

Reading Information Text

Writing

Each scale captures development from *early foundational skills through target skills at the kindergarten, 1ˢᵗ 2nd, and3rd grade level*.

Slide 57 **– Colorado Emergent Literacy Scales:**

Scale 1: Reading Literature & information Text: Key Ideas and Details
Scale 2: Reading Literature: Key Ideas and Details
Scale 3: Reading Information Text: Integration of Knowledge and ideas
Scale 4: Reading Foundations: letter Identification

Scale 5: Writing: Text Types and Purposes

Scale 6: Language: Vocabulary Acquisition and Use

Slide 58 - **Understanding the Scales:** Each of the *six scales* on the DLM Aligned K-3 Literacy Alternate has **10 points.**

Slide 59 **– Scale 5: Writing: Text Types and Purposes:** K-3 Outcome: The students can select a topic and use drawing, dictating, or writing to compose a message.

Slide 60 - **Structured Portfolio - What is it?** A strengths-based approach to assessment that focuses on what students CAN do rather than what they cannot do. A collection of materials and information that are systematically created over a period of time; organized in a way that reflects a student's knowledge, skills, and understandings, and rated by team members

Slide 61 - **Structured Portfolio - Why is it important?**: It is a way to meaningfully "capture real-life competencies in everyday settings and document even small improvements" (Bagnato, 2005, p. 18). Provides a more accurate picture of student's abilities (NAEYC, 2003). Allows a teacher to focus on teaching while engaged with the students. Communicates the scope of skills and understandings that our students' possess.

Slide 62 - **Structured Portfolio**: How is it different from other assessments? It is not an assessment event. It does not occur before or after instruction. It does not assess skills in isolation. Ir is an ongoing process. It occurs everyday during instruction. It assesses a variety of skills and abilities in a meaningful context, activity or lesson. Collection of data through a variety of methods.

Slide 63 - **Available in the Scoring Guide**

Scale 1: Reading Literature and Information text: Key Ideas and Details.
Outcomes: The student can identify details, order two events, and answer who, what, and where questions about details in familiar texts.
Module: Generate Purposes for reading, shared reading, anchor-read-apply, speaking and listening, strategies and formats for presenting ideas, supporting participation in discussion, and principles of instruction in English Language Arts.
www.dynamiclearningmaps.org

Slide 64 - **Resources – Tarheel Reader**

http://tarheelreader.org/
Books that are high interest and low reading level.
By Topic   By DLM grades   By Subject

You can write your own books. Register, you will need an Invitation Code.

Slide 65: "Literacy is the single most significant skill needed to function effectively in school, in the workplace, and in society…it is vital to a successful education, career, and quality of life!"