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# UIP/READ Act Program Reporting Requirements

Technical Assistance Webinar  
September 4, 2020

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Keep your  
microphone  
muted

Write question in  
the chat and we'll  
respond at the  
end of each  
section

District-specific  
questions? Join  
us at office hours!

[readact@cde.state.co.us](mailto:readact@cde.state.co.us)

## Agenda

- Framing
- Submission Deadlines
- Reporting Materials
- Requirements & Reporting
- Opportunities for ongoing support

## Objectives

Participants will be able to:

- access resources including submission template
- fulfill READ Act/UIP Reporting requirements



**The Colorado READ Act was enacted in 2012, and is focused on *prevention of reading failure* through:**

- scientifically- and evidence-based core instruction for **all** K-3 students.
- early identification of **student risk for reading difficulty**.
- implementation of scientifically- and evidence-based **interventions** for students identified with a significant reading deficiency (SRD).
- **partnerships** between schools & families to support students' reading development.

## **SB 19-199: READ Act Implementation Measures**

- passed in the 2019 Legislative session
- response to lack of dramatic improvement in reading
- directs each Local Education Provider to report literacy program, assessment, and PD information (not previously reported)

## **Beginning with the 2020-21 school year, district plans must include the following:**

- Core and supplemental reading curriculum used at each grade level (K-3)
- Evidence-based or scientifically based core and supplemental reading instructional programs provided to students reading below grade level (including SRD) at each grade level (K-3)
- READ Act assessments used by each school at each grade level (K-3)
- If applicable, plans for providing professional development using READ funds





Reporting Template

Submission Guide

CDE posted UIP/READ Act Literacy Program Reporting Templates on Tuesday, August 25th.

CRITICAL UPDATES (a diagnostic assessment tab) were made to these templates since posting, and the UPDATED Templates will be posted to the UIP website by **Monday, September 7th.**

**Please ensure you download the updated template.**

An updated submission guide will be posted with the updated reporting templates by Monday, Sept. 7.

This submission guide will guide step-by-step through the process of reporting the required information in the template.

<b>Districts with Annual UIP Submission</b>	<b>Districts exercising Biennial-Flex/Local Accountability System Grant</b>
Submit this reporting with your 2020-21 UIP, according to your district's annual UIP submission timeline.	Submit this reporting by April 15th, 2021.

For more info about submission timelines, visit <https://www.cde.state.co.us/uip/timeline-shift>



For the next few sections, we will walk you through a template that will support you to meet the reporting requirements.

*If this template does not meet your district's needs, reach out to us and we can be a thought partner to you.*

Two reporting templates are available on the website:

<b>Districts submitting 2020-21 UIP</b>	<b>UPDATED</b> Template will be posted by Monday, Sept. 7th.
<b>Districts <b>NOT</b> submitting 2020-21 UIP</b>	<i>*Districts exercising Biennial-Flex/Local Accountability System Grant</i> <b>UPDATED</b> Template will be posted by Monday, Sept. 7th.





## **Districts are required to report:**

### READ Act Interim & Diagnostic Assessments

- at each school
- by grade level (K-3)

<b>READ Act Interim Assessment</b>	A universal screening assessment administered to all students to identify those who may experience lower than expected reading outcomes who may be at risk for reading challenges.
<b>READ Act Diagnostic Assessment</b>	A state board approved assessment which schools are required to use for students identified through screening as possibly having a significant reading deficiency so as to pinpoint a student's specific area(s) of weakness and provide in-depth information about students' skills and instructional needs.

For more info about approved interim assessments, visit

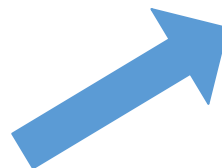
<https://www.cde.state.co.us/coloradoliteracy/readinterimassessments>

For more info about approved diagnostic assessments, visit

<https://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments>

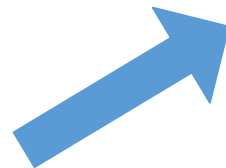
Required ***READ Act Interim Assessment*** information can be reported on the UPDATED template on the “**Interim Assessment**” tab.

For step-by-step directions, consult the **District UIP/READ Act Requirements Submission Guide**.



Required ***READ Act Diagnostic Assessment*** information can be reported on the UPDATED template on the “**Diagnostic Assessment**” tab.

For step-by-step directions, consult the **District UIP/READ Act Requirements Submission Guide**.









## **Districts are required to report:**

Core, supplemental, and intervention literacy programs

- at each school
- by grade level (K-3)

<b>Core (Universal)</b>	A comprehensive program used to teach initial and differentiated instruction in the regular classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade level standards.
<b>Supplemental</b>	A program selected to supplement core reading instruction when the core program doesn't provide enough instruction or practice in key areas to meet student needs.
<b>Intervention</b>	Evidence-based reading instruction, services, and other supports for students identified as having a significant reading deficiency or as reading below grade level.

Required ***Literacy Instructional Program*** information can be reported on the template on the “**Core,**” “**Supplemental,**” and “**Intervention**” tabs.

For step-by-step directions, consult the **District UIP/READ Act Requirements Submission Guide.**







- For districts that use READ Act or Early Literacy Grant money to pay for teacher professional development
- Reporting should include:
  - Overview of PD plan (e.g., monthly staff PD session, followed by individual teacher-coaching)
  - Content of the PD (i.e., explain evidence-base and how it will help teachers support students who are reading below grade level)

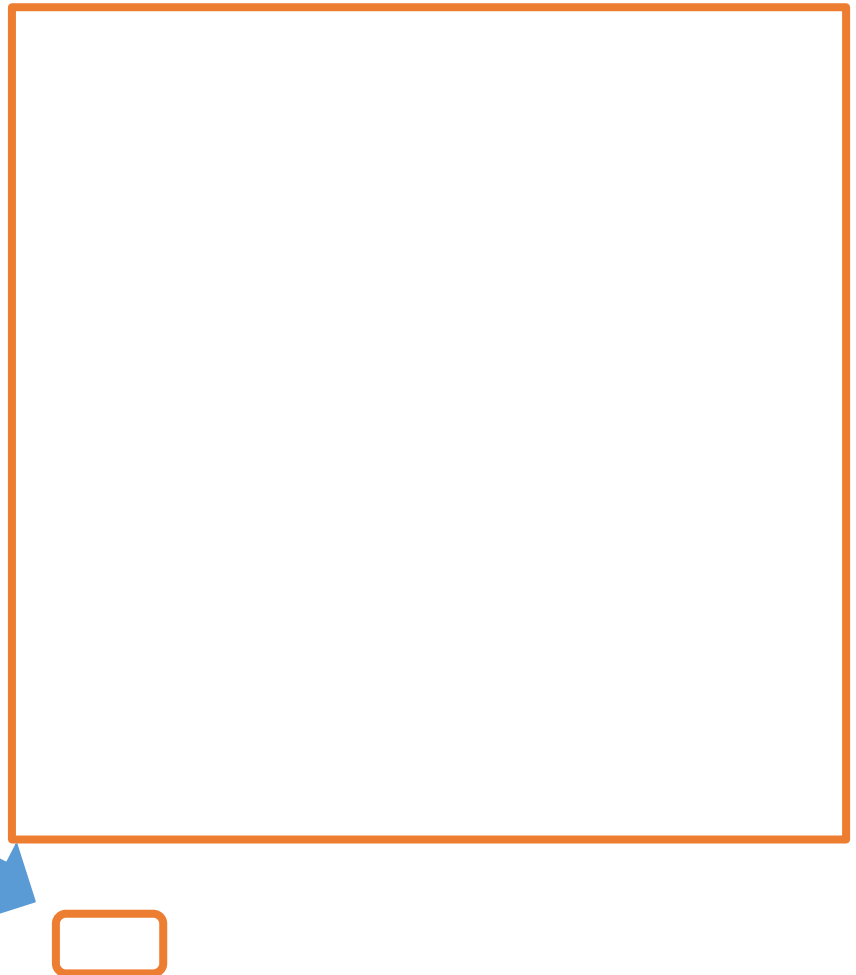






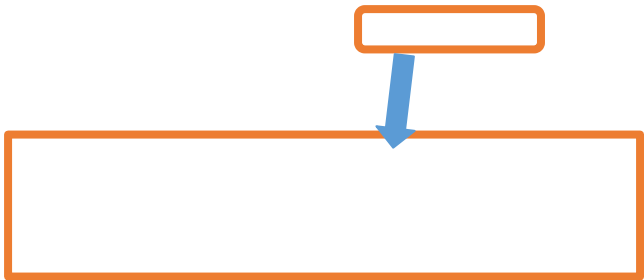


- If your district is not submitting a 2020-21 UIP
  - Biennial Flex
  - Some Local Accountability System Grantees
- Use template for biennial flex/LAS grantees
  - Additional PD tab









If your district is not submitting a 2020-21 UIP due to exercising biennial flexibility or participating in a Local Accountability Systems grant, then submit via email to

[readact@cde.state.co.us](mailto:readact@cde.state.co.us)

### **File Naming Convention**

UIP\_READ\_DATA\_[District Code]





## Drop-in Office Hours for District READ Act UIP support:

- September 4th, 9:45-10:45am (TODAY!)
- September 17th, 4:00-5:00pm
- October 2nd, 3:00-4:00pm

Registration can be found on the [UIP training site](#)

*Ongoing monthly office hours for all READ Act UIP requirements, October through March. Dates and times to be announced on the [UIP training site](#).*

## District READ Act Reporting Resources

- [New READ Act District UIP Requirements Overview](#)
- Posted [here](#) by EOD September 7th, 2020
  - District Reporting Template (submitting 2020-21 UIP)
  - District Reporting Template (not submitting 2020-21 UIP)
  - District READ Act UIP requirements submission guidance

## General Resources

- [Quick Reference Planning Guide 2020-21](#) (updates for 2020-21 improvement planning)
- [READ Act Resources](#)
- [UIP Resources](#)

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