Read Act Timeline of Implementation

Year One 2012-13 Building Awareness and Initial Reporting	Year Two 2013-14 Full Implementation and Reporting	Year Three 2014-15 Continuous Analysis and Refinement	Year Four 2015-16 Continuous Analysis and Refinement	Year Five 2016-17 Continuous Analysis and Refinement
CDE and/or District Activities	**CDE and/or District Activities**	**CDE and/or District Activities**	**CDE and/or District Activities**	**CDE and/or District Activities**
• Regional outreach meetings • Develop and adopt Rules for the Administration of the Early Literacy Grant and the READ Act • Final year of Read to Achieve • Develop regional technical assistance model • READ plan sample made available to schools and districts • Initial end-of-year reporting of students with a Significant Reading Deficiency • Launch on-line resource bank of approved interim, diagnostic, and summative assessments (April) • Regional support to districts through resources, training, and tools • Launch on-line resource bank including advisory lists of instructional programming and professional development programs (July)	• First year of implementation of the Early Literacy Grant • Distribution of per-pupil funds for students with a Significant Reading Deficiency • Regional professional development on use and interpretation of early literacy assessments, instruction, intervention, and READ plan development • Additional reporting requirements for districts including information about retention and use of per-pupil funds • For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. • Create READ plans for students with a Significant Reading Deficiency • Use of approved interim assessment for all K-3 students and approved diagnostic assessments for students with a Significant Reading Deficiency	• Second year of implementation of the first cycle of the Early Literacy Grant • Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention • For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. • Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2014 – based on 2013-2014 assessment data) • Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency	• Third and final year of implementation of the first cycle of the Early Literacy Grant • Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention • For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. • Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2015 – based on 2014-2015 assessment data) (Continued in subsequent years) • Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency (Continued in subsequent years)	• First year of a second cohort cycle of the Early Literacy Grant • Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention • For K-2 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. • For 3rd grade students completing the year with a Significant Reading Deficiency, retention conversation is required, and is subject to the Superintendent's or his/her designee's approval.

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