



# 2018 ANNUAL REPORT ON THE COLORADO READ ACT



**COLORADO**  
Department of Education





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# Letter From the Commissioner of Education

**The Colorado READ Act passed in 2012 with the intent of ensuring all children in Colorado reach grade level proficiency in reading by third grade.** This goal is chosen for good reason—students who do not read at grade level by third grade struggle academically throughout their school career and have limited options as adults. The READ Act requires a systematic approach to achieving positive outcomes for kids by identifying reading challenges early and directing resources to schools to intervene effectively. With this in mind, the CDE has decided to make reading one of its top strategic priorities.



Each year, the Colorado Department of Education reports to the General Assembly on key student outcomes related to the Colorado READ Act. Results from the 2017 READ data collection underscore the challenges in addressing reading deficiencies and are a call to a greater focus on early literacy skills for Colorado’s children. While the state has seen some slight declines in the rate of significant reading deficiencies (SRD) in previous years, the SRD rates reported in 2017 show a slight increase. If Colorado is to realize the potential of the READ Act, all stakeholders (families, teachers, administrators, and community members) need to come together to implement the practices research has shown to make a difference in reading. Together, this can be done.

One of the areas of promise with the READ Act is among schools participating in the Early Literacy Grant Program. These schools illustrate how a focus on a strong school-wide approach to literacy can realize great gains despite having higher rates of SRD than the state average. Furthermore, Early Literacy Grant schools show an increase in students on track to meet grade level reading outcomes, and demonstrate improved instructional and leadership practices.

CDE is committed to supporting districts, schools, teachers, and families with this important goal and has set a department-wide goal to increase the number of students reading by the end of third-grade to 88 percent by 2022. CDE wishes to thank you for your continued support for the Colorado READ Act and challenges us all to recommit ourselves to achieving the outcomes intended by it.

Sincerely,

**Katy Anthes, Ph.D.**  
**Commissioner of Education**  
**for the State of Colorado**





# Introduction

The Colorado READ Act passed in 2012 with the purpose of ensuring every student in Colorado reads proficiently by the end of third grade. The provisions of the Act promote early identification of reading difficulties and offers effective intervention support to quickly close reading gaps to ensure that all Colorado students demonstrate a level of reading competency necessary to achieve success in school. Under the READ Act, teachers in kindergarten through third grade administer an interim reading assessment to all children in order to determine whether they are making sufficient progress toward grade level reading proficiency. When students are identified as reading significantly below grade level, called a “significant reading deficiency” or SRD, teachers administer a diagnostic assessment to determine specific areas of need for reading improvement. Teachers use this information to collaboratively develop an intervention plan, or READ plan, with the child’s parents to help bring the child up to grade level. Students continue to receive intervention supports and remain on a READ plan until the teacher determines that the child has met the reading skill competencies of their current grade level.



The research is clear: if children cannot read proficiently by the end of third grade, they face daunting hurdles to success in school and beyond. Third grade marks a pivot point in reading. In fourth grade, students begin encountering a wider variety of texts. By then, able readers have learned to extract and analyze new information and expand their vocabularies by reading.<sup>1</sup> But struggling readers rarely catch up with their peers academically and are four times more likely to drop out of high school, lowering their earning power as adults and possibly costing society in welfare and other supports.<sup>2</sup>

A strong reading initiative, like the Colorado READ Act, can help make the difference. Effective early reading instruction and targeted intervention support have the greatest potential to change the trajectory of Colorado’s most at-risk readers – helping to ensure they meet the goal of reading by third grade.

<sup>1</sup> O’Brien, E.M. (2008). From beginning to stellar: Five tips on developing skillful readers. Alexandria, VA: Center for Public Education.

<sup>2</sup> Hernandez, D.J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation, MD: Annie E Casey Foundation.

# Prevalence of SRDs in Colorado

Under the READ Act, Colorado’s local education agencies (LEAs) annually provide end-of-year reading assessment data to CDE for reporting purposes. Reading assessment results for 258,779 (97 percent) kindergarten through third-grade students were reported to CDE in the spring of 2017. Of those students, 40,533 (15.7 percent) were identified as having a significant reading deficiency, a slight increase from the 2016 total of 39,014 or 14.8 percent. Figure 1 shows the SRD rates since the inception of the READ Act.

**Figure 1: Longitudinal Significant Reading Deficiency Rates from 2013 to 2017**

	Number of K-3 Students Identified with an SRD	Percentage of K-3 Students Identified with an SRD
2012-2013	42,479	16.5%
2013-2014	37,506	14.4%
2014-2015	36,420	13.8%
2015-2016	39,014	14.8%
2016-2017	40,533	15.7%

The prevalence of SRD in 2017 varied across grades with the lowest rates at kindergarten and the highest rate at third grade (Figure 2).

**Figure 2: Students Identified as Having an SRD by Grade Level in 2017**

Grade	Number of Students Assessed	Number of Students Identified with SRD	Percentage of Students Identified with SRD
Half-day kindergarten	13,735	1,439	10.5%
Full-day kindergarten	48,349	4,930	10.2%
Grade 1	63,720	11,107	17.4%
Grade 2	65,615	10,806	16.5%
Grade 3	67,360	12,251	18.2%
<b>Total</b>	<b>258,779</b>	<b>40,533</b>	<b>15.7%</b>

Note: These data does not include students who were exempt from taking a READ Act assessment.

<sup>3</sup>The READ data collection does not include every K-3 student due to allowable exemptions as defined by the reporting guidelines. These include students who are non-English proficient and in a school in the United States less than one year (551 students) and students not tested for reasons of attendance which may include part-time attendance, illness, discipline, late enrollment, etc.



*Students who are significantly below grade level in reading will rarely catch up with their peers who are stronger readers. These students will struggle to comprehend facts in social studies and science as well as understand word problems in math and interpreting complex materials in language arts. Focusing on increasing the reading skills of students with an SRD is an imperative for Colorado.*



## A Consideration for the SRD Increase in 2017

Since the passage of the READ Act in 2012, districts have transitioned away from grandfathered assessments (DRA2 and DIBELS 6th edition) that were allowed by the law through July of 2016. The 2017 data collection was the first to include only assessments specifically approved for the purposes of the READ Act. These assessments have been discovered to be more sensitive than the previously allowed tools. It is possible that the slight increase in Colorado students identified with SRDs could be explained in part by the full transition to approved READ Act assessments.

Results from the 2017 READ collection confirm that continued dedication is needed in order to change the reading and school success trajectory for many of Colorado's kindergarten through third-grade students. The urgency is even greater for students with other school success risk factors in their lives.

### Supporting all Students with Reading Difficulties

The READ Act directs attention and resources to students most at-risk for reading challenges, those identified with an SRD. However, not all students who are below grade level in reading will be identified with an SRD. Some students score above the point for SRD identification but still read below grade level. These students are not identified as having an SRD, will not have a READ plan, and therefore cannot receive the support available from READ Act funding. The READ Act calls for LEAs to ensure that these students receive appropriate intervention services that a school might use to support students to read at grade level.

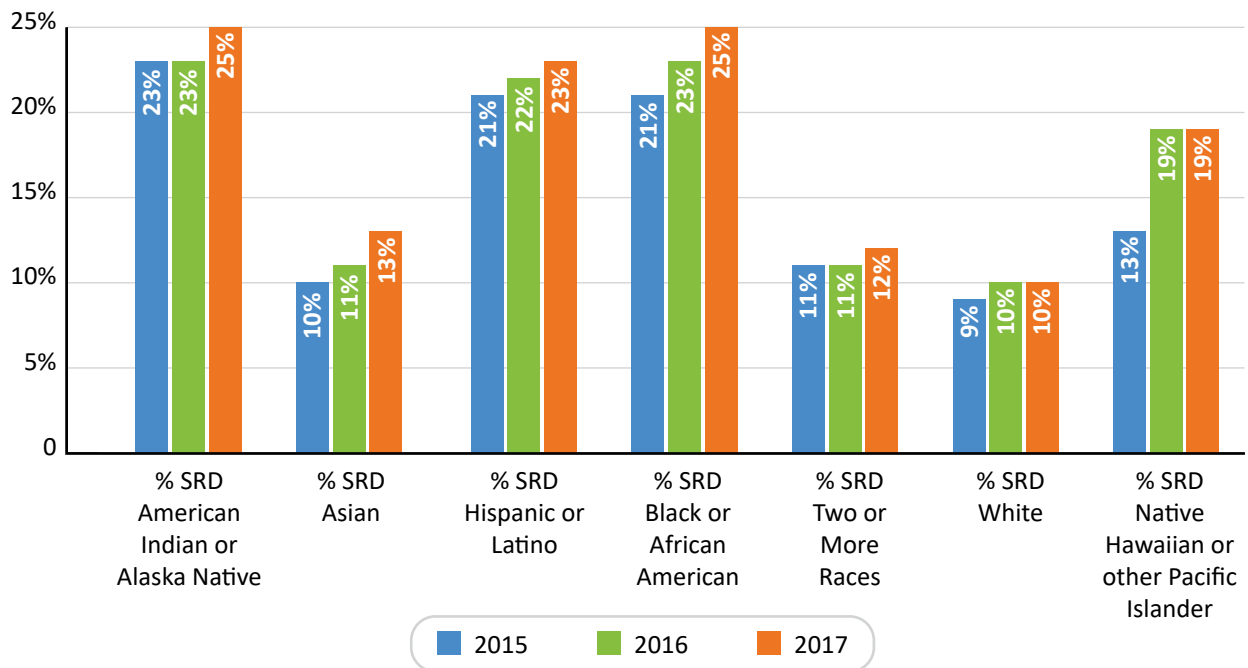
# Prevalence of SRDs In Colorado

## Trends within Demographic Groups

An analysis of the 2017 READ Act data reveals a number of trends across racial/ethnic groups. American Indian/Alaska Native, Black/African American, and Hispanic/Latino students were identified as having a significant reading deficiency at a higher percentage than their Asian, White, Native Hawaiian/Other Pacific Islander, and multi-racial peers.

These trends have remained consistent across all five years of READ Act implementation (Figures 3-5).

**Figure 3: Percentage of K-3 Students Identified with an SRD within Demographic Groups from 2015 to 2017**



Results for English Learners show an increase in the SRD rates over the past three years. Figure 4 illustrates the percent of English Learners designated Non-English proficient (NEP) and Limited English proficient (LEP) who were also identified as having an SRD.

**Figure 4: Percentage of K-3 English Learners Identified with SRD from 2015 to 2017**

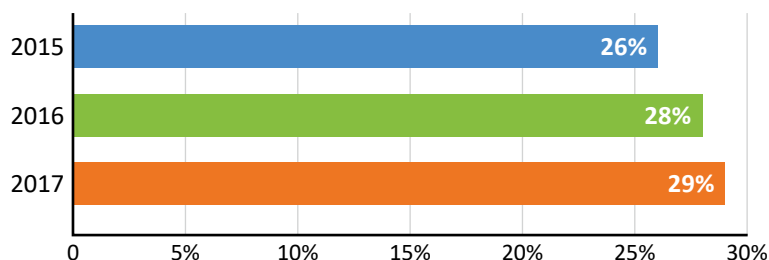




Figure 5: Percentage of K-3 SRD Students Eligible for Free or Reduced Lunch (FRL) Compared to Non-eligible Peers from 2015 to 2017

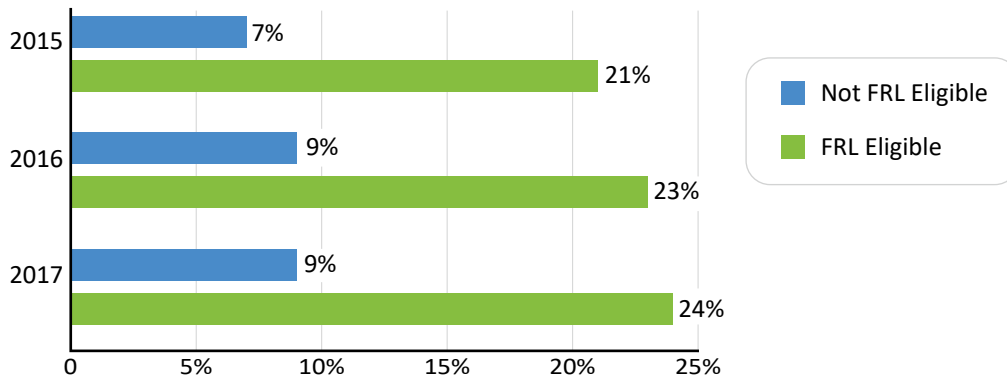


Figure 6: Percentage of K-3 Male and Female Students Identified with SRD from 2015 to 2017

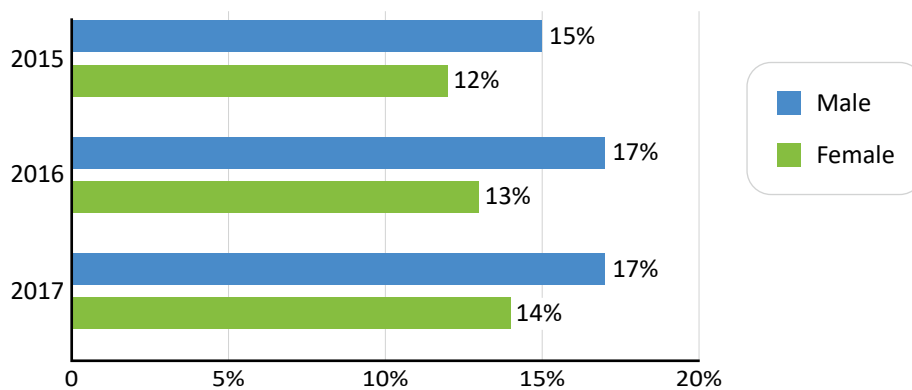
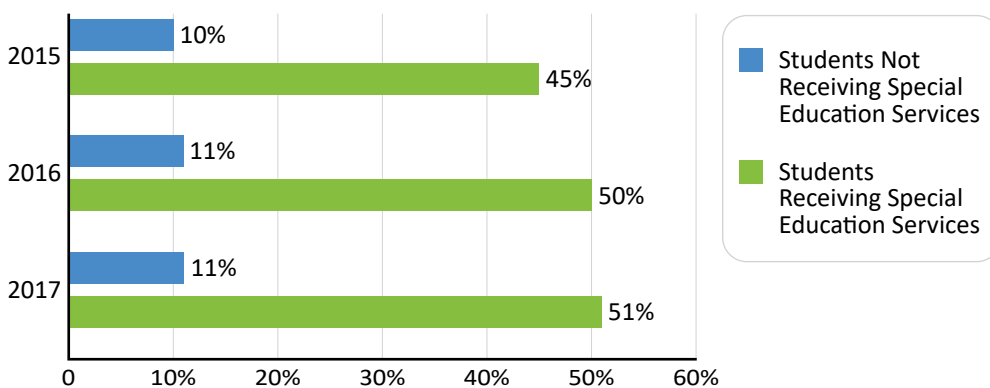


Figure 7: Percentage of K-3 SRD Students Eligible for Special Education Services Compared to Non-Eligible Peers from 2015 to 2017



# Tracking Student Outcomes

Students can take various reading trajectories after being identified with an SRD. The following “road maps” show three different journeys students took from spring 2016 to spring 2017 after being identified after being identified as having an SRD in 2016.

1

The largest percentage of students represented in the illustration are students who had a designation of SRD in 2016 and continued to have that same designation in 2017. This level of risk indicates that students will continue to need intensive support and acceleration to close the gap with their peers. This group requires an urgent response from the educators and families to change student outcomes for reading success.

2

The second largest percentage of students in the illustration are students who are no longer identified as SRD in 2016, but for whom a READ plan remains in place in 2017. While scoring above the range for SRD, these students have yet to reach grade-level competency and continue to require reading support.

3

The third group, representing only 7 percent of students, identified in 2016 as SRD and were reported as grade-level competent in 2017. This group of students no longer requires READ plans and fulfills the potential of the READ Act.

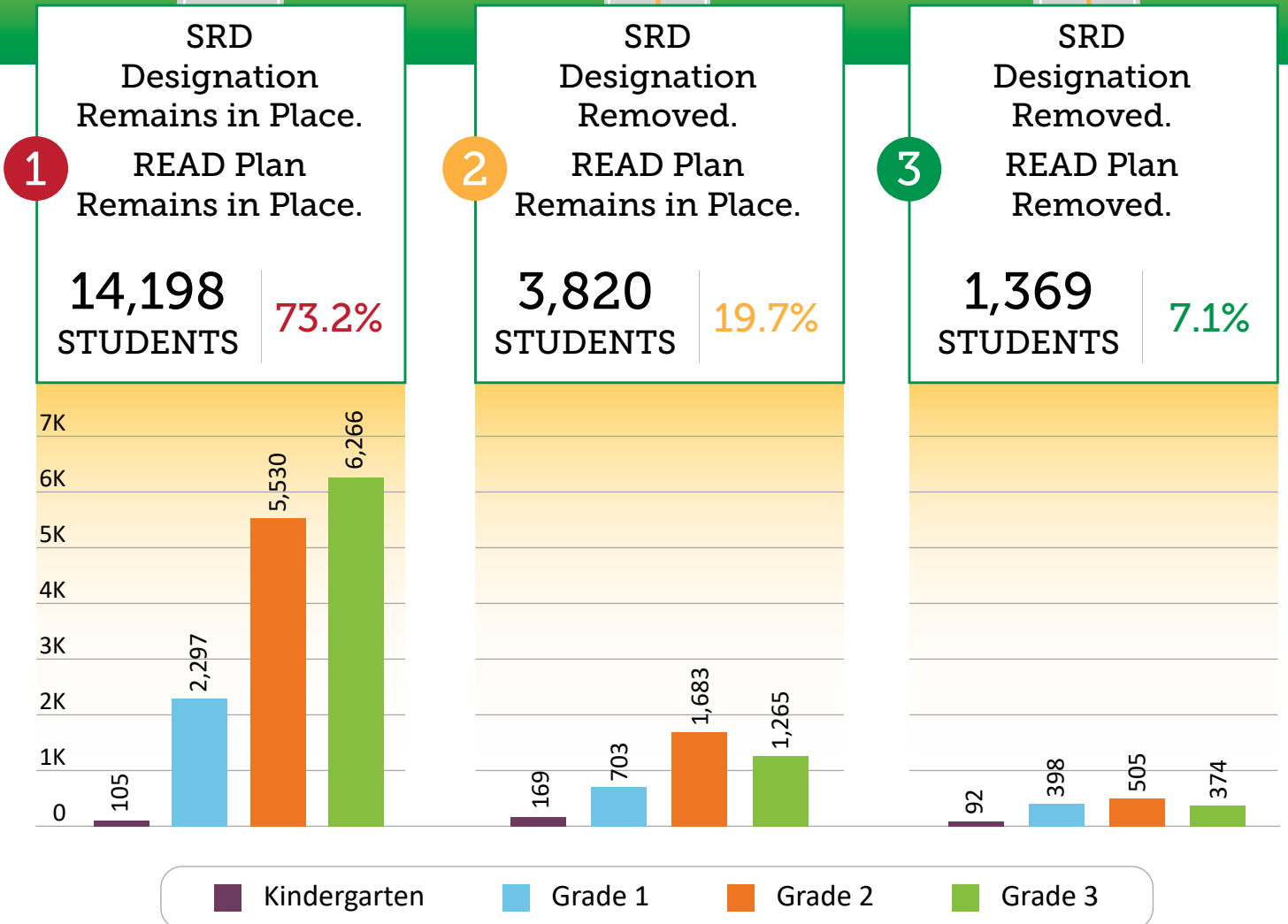
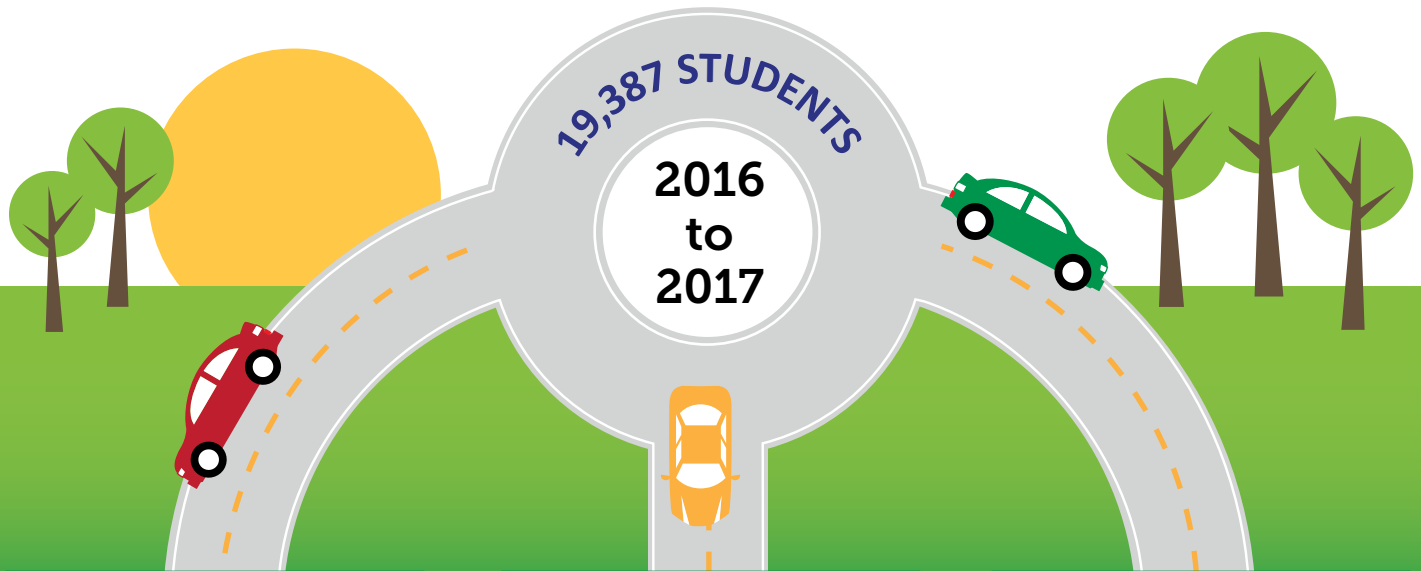
## Responding with Urgency

These roadmaps demonstrate the urgency of realizing the goals of the READ Act. In addition to the students who either continue to be identified with an SRD from one year to the next, or those who no longer have an SRD but still do not reach grade level competency, **there are approximately 27,000 students beyond third grade with READ plans still in place.** While great work has been done for students in Colorado struggling to read, there is more to be done.



# SRD ROAD MAP

19,387 students were identified having an SRD in 2016



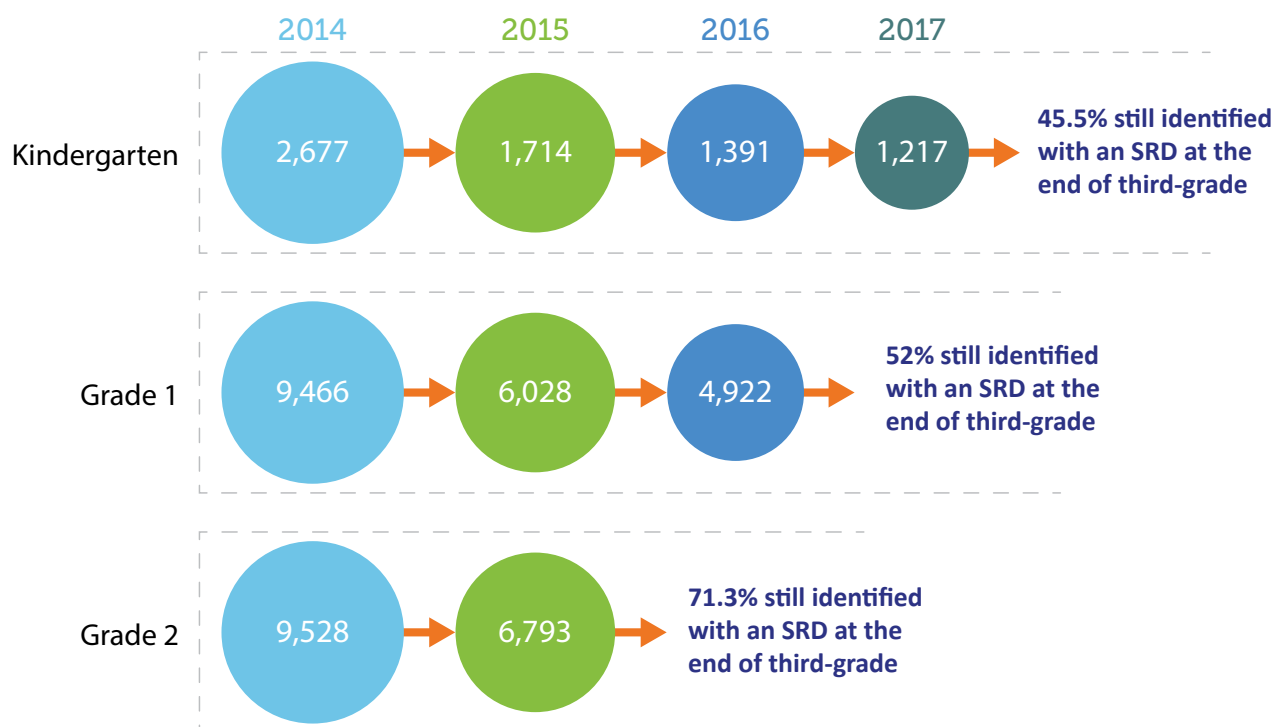
Please note that this data only includes K-2 students identified as having a significant reading deficiency in 2016 who remained in the collection for two consecutive years and who's READ plan status was reported in the collection.

# Early Identification

## The Key to Reading Success

Early identification of an SRD is critical to supporting struggling readers. Students who are identified in early grades (K-1) have a greater chance of no longer being identified as having an SRD by third grade compared to those who are not identified until later grades. Figure 8 illustrates the SRD identification rates for matched cohorts of students. These data show that the rate of SRD identification for the kindergarten students identified with an SRD in 2014 was reduced by over half (45.5 percent) three years later. In contrast, of the students identified with an SRD in second grade, 71.3 percent still had an SRD the following year as third graders.

Figure 8: SRD Matched Cohort of SRD Identified Students Across Years



*Our biggest celebration would be that almost all of the kinder students that we've made full-time using READ Act funds were off a READ Plan by the end of the kindergarten year. Being able to increase the time and intensity of their academic school year made all the difference in the world.*

Julie Knowles  
Director of Curriculum and Instruction  
Garfield RE-2 School District

# Advancement Decisions

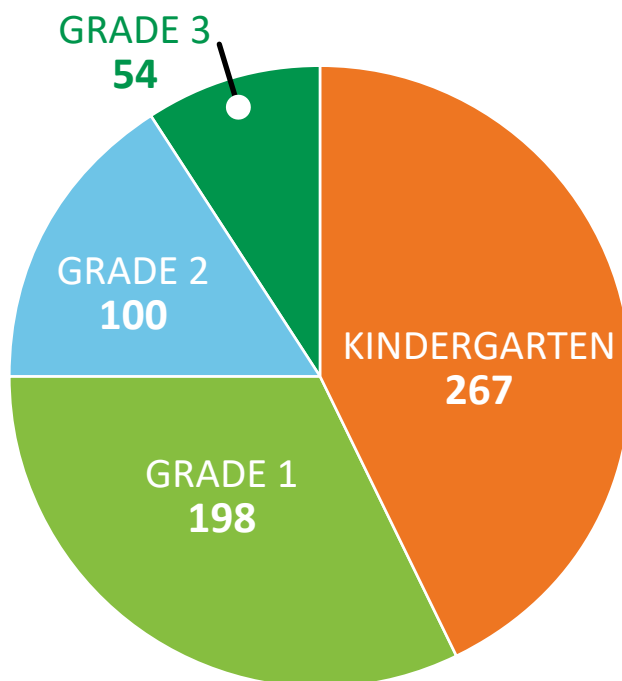
There are serious implications to a student’s likelihood of graduating from high school when reading competency is not achieved by third grade. Under the READ Act, when a child is identified as having an SRD, the parent, the student’s teacher, and other personnel are required to meet and consider retention, or having a student repeat a grade, as an intervention strategy. The purpose of the meeting is to determine whether the student, despite having an SRD, will be able to maintain adequate academic progress at the next grade level.

Retention is not the first strategy or option for support. The READ Act requires identification of students who are struggling to read as early as kindergarten, with frequent literacy screenings and parent notification/updates on progress over multiple school years. Students are given individual reading plans (READ plans), home reading strategies and intervention support services through school, and reading progress is monitored and shared with parents at frequent intervals throughout the year.

In Colorado, the option of retention continues to be used for a very small percentage (approximately 1 percent to 2 percent) of students identified with an SRD. This statistic has remained consistent across all five years of READ Act implementation, with 800 students retained in 2014, 638 in 2015, 522 in 2016 and 600 reported as being retained in 2017.

In 2016, 522 K-3 students were reported as being retained. Among those students, 334 were no longer identified as having an SRD in 2017 at the end of the school year following retention.

**Figure 9: Number of K-2 Students Retained in 2016 by Grade Level**





**Myth:** Retention means simple repetition of the third grade.

**FACT:** Students who repeat third grade should be supported with a comprehensive program of intensive intervention. Students should receive an evidence-or research-based K-3 reading program designed to give students every opportunity to be successful. Continued literacy screenings and student progress updates should be used to determine the student’s learning needs. Students should be placed with highly effective teachers and in classrooms to optimize learning. The repeated grade should be designed to bring students who are significantly below grade level up to the required level of proficiency to be successful in fourth grade and beyond.

# Myth vs. FACT

## ABOUT RETENTION

**Myth:** The decision to promote a student to the fourth grade is based on one test score.

**FACT:** Promotion decisions are based on a comprehensive assessment of the student’s mastery of third grade reading skills. Students have different opportunities to demonstrate sufficient reading skills for promotion to fourth grade.





“

*The READ Act has supported K-3 literacy efforts in our school financially, through accountability to parents/guardians and in professional development support for staff to understand and think more carefully about basic foundational skills and the importance of meeting these skills at key points in students' progress through grades. The READ Act has impacted our at-risk reading population in several ways. We are able to purchase resources for interventions and communicate with parents to provide support when their child starts falling behind.*

Dave McCall  
Principal  
Chatfield Elementary  
Mesa Valley 51

”



# Per-Pupil Intervention Funds

The READ Act provides per-pupil intervention funds to assist Local Education Agencies (LEAs) with interventions for students identified as having significant reading deficiencies. For the 2017-2018 school year, the total amount of funds available for distribution to districts was approximately \$33 million. In the spring of 2017, districts reported 40,533 students as having a significant reading deficiency. The appropriated funds were distributed to 179 LEAs at a per-pupil amount of \$813.98. A complete list of districts and distribution amounts is included in the appendix beginning on page 24.

The department allocates the per-pupil intervention funds to LEAs by dividing the amount of funds available by the total number of students enrolled in kindergarten through third grade identified as having an SRD. Per-pupil intervention moneys may only be used for the authorized intervention services outlined in statute for students identified as having a significant reading deficiency:

- Providing full-day kindergarten;
- Purchasing tutoring services in reading;
- Providing other targeted, scientifically or evidence-based intervention; or
- Operating a summer school literacy program.

Figure 10 shows the uses of per-pupil intervention funds along with examples of allowable and non-allowable uses of funds.

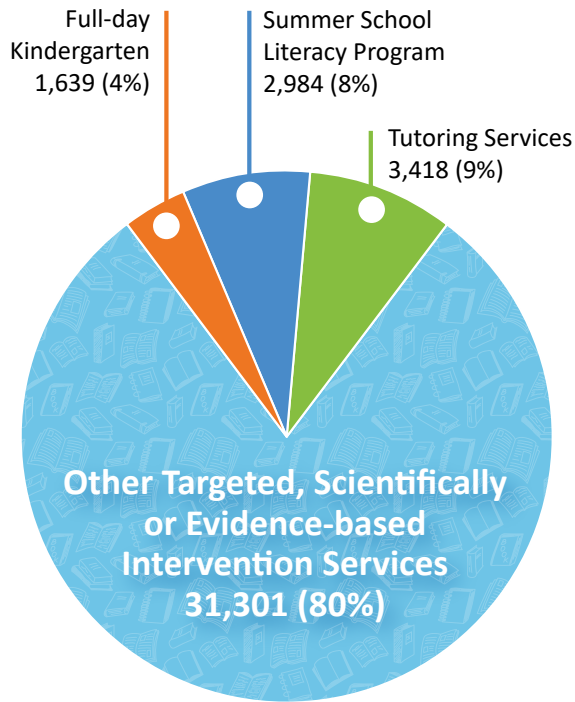
**Figure 10: Interventions and Allowable Uses under the READ Act**

INTERVENTION	EXAMPLES OF <b>ALLOWABLE</b> USE OF FUNDS	EXAMPLES OF <b>NON-ALLOWABLE</b> USE OF FUNDS
<b>Full-day Kindergarten</b>	Reading intervention programming and materials, teacher salaries for extended day, transportation costs for eligible students	General classroom supplies and materials, transportation for all kindergarten students, library books, teacher professional development
<b>Purchased Tutoring Services</b>	Contracted services for tutoring, instructional materials to support tutoring in reading	General classroom instruction
<b>Summer School Literacy Program</b>	Reading intervention programming and materials, teacher salaries for summer school contract, transportation costs for eligible students.	General summer school that is not focused on literacy /reading interventions.  General classroom supplies and materials, transportation for all students, non-reading intervention materials, teacher professional development
<b>Other Targeted Interventions Approved by the Department</b>	Reading intervention programming and materials, salaries for staff providing intervention services outside the classroom, diagnostic assessments	General classroom supplies and materials, teacher professional development, non-evidence based or scientifically-based instructional programming
<b>Literacy Specialist (small rural schools only)</b>	Contracted services of Literacy Specialist	



Each year, LEAs provide information to CDE regarding their use of per pupil funds allocated under the READ Act. Figure 11 shows that, at 80 percent, intervention services were the most frequent use of these funds followed by tutoring services, summer school literacy programs, and full day kindergarten.

**Figure 11: Usage of Per-Pupil Intervention Funds as Reported in the 2017 READ Data Collection**



*We involve parents in the development of READ plan or in intervening support for at-risk readers through our Multi-tiered Systems of Support system. Phone calls and letters are sent out early to communicate concerns, READ plans are shared during Parent/teacher conferences, and monthly meetings are scheduled with families of students who are in Tier 2 and 3 to share data, including attendance and behavior. During these meetings we share progress data, interventions being provided, and develop an updated/ongoing plan with parent input. We ask parents to be involved at home and provide support for what that might be based on what parents are willing to do. Follow up meetings are scheduled at this time to check progress.*

Dave McCall  
Principal  
Chatfield Elementary  
Mesa Valley 51

# READ Act Implementation Supports

## Available Resources for Colorado School Districts

In addition to the per-pupil intervention funds, the READ Act appropriates additional funds to the Office of Literacy at CDE for field support services statewide through regionally based Literacy Specialists.

Literacy Specialists are available to support schools and districts through onsite technical assistance and professional development. Districts and schools report that the technical assistance is a valuable resource. Onsite supports include but are not limited to: data interpretation and instructional next steps, professional development through coaching and modeling, curriculum review and support as well as assistance for writing effective READ plans.



*One of our major improvement strategies this year is a school wide understanding of foundational literacy standards, skills, and instructional best practices. Our goal is to reduce the number of students who qualify for and remain SRD building wide. To support our efforts, we use consultants from the Office of Literacy at CDE to work directly with our staff. This work consists of both whole staff and grade-level data digs to support specific student needs.*

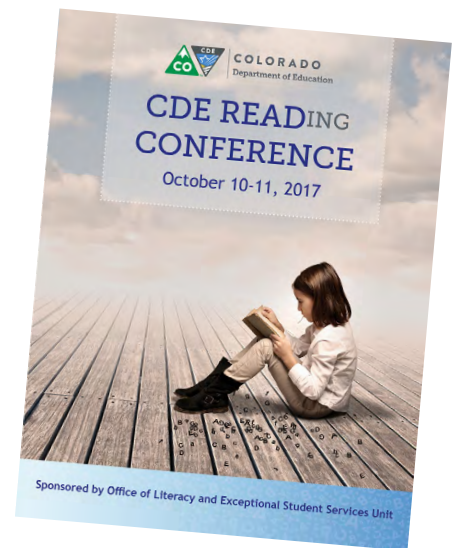
Carrie Clark  
Principal  
Northside Elementary School  
Montrose School District

# Statewide Professional Development

The Office of Literacy offers professional development for K-3 teachers to advance their early literacy knowledge and skills through the READING Foundations Academy and through an annual READING Conference. The Reading Foundations Academy focuses on explicit and systematic instruction in reading with an emphasis on foundational reading skills. The foundational skills include the five essential reading components identified within the READ Act and supported by research: phonemic awareness, phonics, fluency, vocabulary including oral language, and comprehension.

The Reading Foundations Academy is offered statewide at no cost and is comprised of seven sessions. Each session is approximately three hours for a total of 21 clock hour credits that can be used for educator licensure renewal. Academy participants are supported in applying new learning to classroom practice. In 2016-2017, 526 teachers from across the state enrolled in and completed this course. Over the last three years more than 1,650 teachers have participated in this opportunity.

Each year, the Office of Literacy partners with the Exceptional Student Services Unit at CDE to host the annual READING Conference. Conference attendance has increased from approximately 300 participants in 2015 to 700 participants in 2017. The focus of the conference in 2017 was universal reading instruction for all students with a special emphasis on foundational reading skills and on additional supports for English Learners and students with disabilities including dyslexia. This event was open to any Colorado educator or administrator at no cost. Feedback on the event was positive and plans are underway for another conference in fall 2018.



*The READ Act has provided us with opportunities for our K-3 students that we have never had before. In addition, we have developed a partnership with CDE where we have offered the READING Foundations Academy. This is the fourth time that we have offered the course. It has been highly beneficial and has added knowledge and skills to our teachers in relation to foundational literacy.*

Eric DeCesaro  
Executive Director of Human Resources  
Pueblo City Schools #60





# Early Literacy Grant

The Early Literacy Grant (ELG) is a competitive grant program designed to distribute funds to LEAs to ensure the implementation of scientifically based reading research in all aspects of K-3 literacy instruction. The Early Literacy Grant funds local programs for a period of three years.

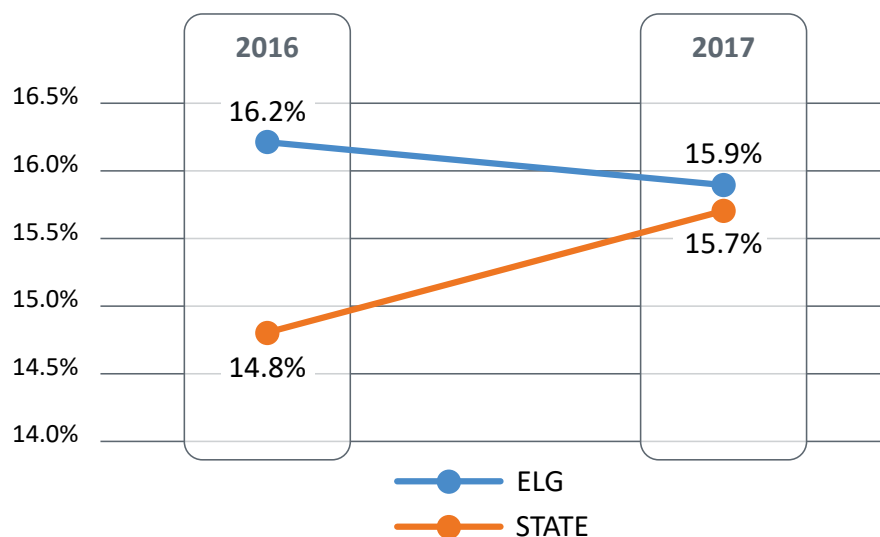
## Requirements of Participation in the Early Literacy Grant Include:

- A selection of evidence-or research-based reading instructional materials from the CDE Advisory List
- Use of DIBELS Next for an interim assessment and progress monitoring tool
- Monthly consulting with an approved professional development provider
- Annual achievement and growth goals based on the interim assessment data

In 2016, the second cohort of the Early Literacy Grant was funded. This cohort runs from 2017 to 2019 and includes 21 schools representing 14 districts from six regions of the state. After the second cohort was funded, budget savings allowed a third smaller cohort of schools to be funded in the 2017-2018 school year. The third cohort of the ELG runs from 2018 to 2020 and includes 11 schools representing six districts from five regions of the state. These districts and schools are listed in Appendix A.

At the time of this report, the second cohort of ELG schools have had funding for one year. Figure 12 illustrates that ELG cohort-two schools started with a higher rate of SRD identified than the state average. After one year of implementation, the schools show a small reduction of identification of students with a significant reading deficiency as compared to the state average, which actually showed an increase in SRD identification.

Figure 12: Reduction of SRD in K-3 Cohort 2 ELG Schools Compared to the State in 2017



# Colorado's ELG Districts and Schools by Cohort

## COHORT 1

- 1 Academy 20**  
Frontier Elementary, High Plains Elementary, Pioneer Elementary

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- 2 Adams County School District 50**  
Skyline Vista Elementary, Sherrelwood Elementary, Harris Park Elementary

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- 3 Bennett School District 29J**  
Bennett Elementary

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- 4 Bethune School District**  
Bethune Elementary

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- 5 Burlington School District Re-6J**  
Burlington Elementary

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- 6 Delta County School District**  
Lincoln Elementary

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- 7 Denver Public Schools**  
Cole Arts and Sciences Academy, Cesar Chavez Academy

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- 8 Harrison School District 2**  
Bricker Elementary School, Giberson Elementary School, Stratmoor Hills Elementary School

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- 9 Jefferson County Public School District**  
District Westgate Elementary

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- 10 Lamar School District Re-2**  
Washington Elementary, Parkview Elementary, Alta Vista Charter School

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- 11 Mesa County Valley School District**  
Rocky Mountain Elementary

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- 12 Morgan County School District Re-3**  
Sherman Early Childhood Center, Columbine Elementary

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- 13 Park County School District Re-2**  
Edith Teter Elementary

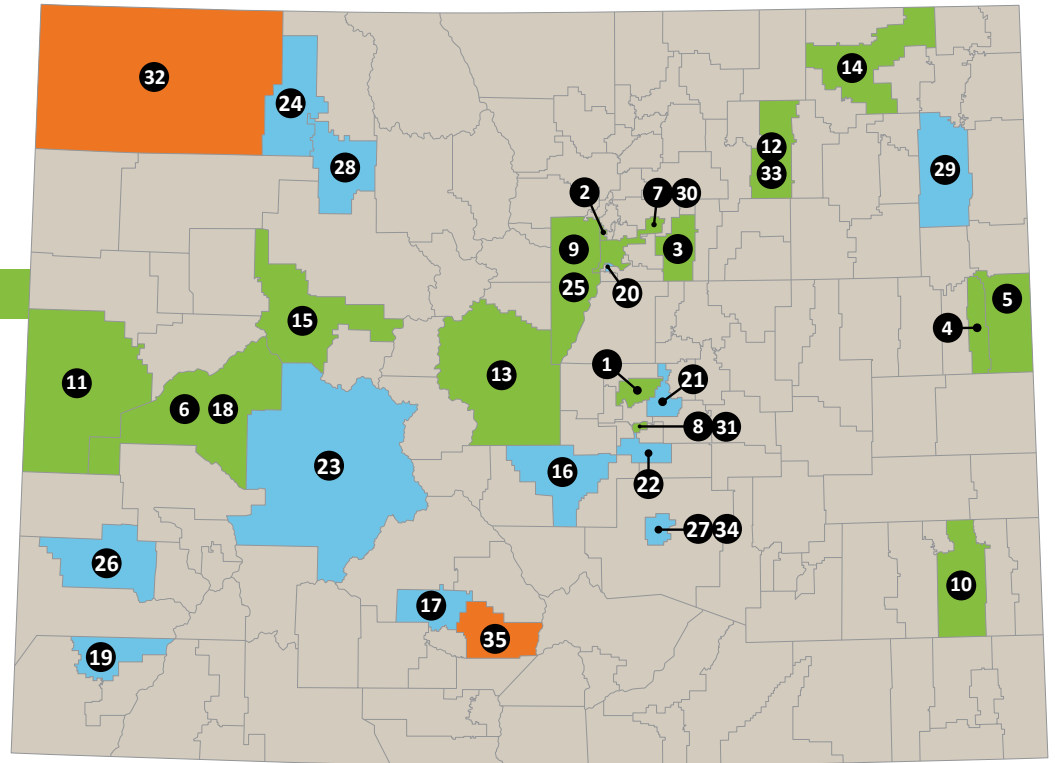
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- 14 Re-1 Valley School District**  
Campbell Elementary, Ayres Elementary, Caliche Elementary

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- 15 Roaring Fork School District**  
Basalt Elementary, Crystal River Elementary, Sopris Elementary, Glenwood Springs Elementary

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## COHORT 2

- 16 Canon City School District RE-1**  
"Canon Exploratory School, McKinley Elementary, Lincoln School of Science and Technology, Harrison School, Washington Elementary"

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- 17 Center Consolidated School District 26JT**  
Haskin Elementary

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- 18 Delta County School District**  
Cedaredge Elementary School, Hotchkiss K-8

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- 19 Dolores School District 4A**  
Dolores Elementary School

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- 20 Englewood School District**  
Clayton Elementary

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- 21 Falcon School District 49**  
Odyssey Elementary, Remington Elementary, Stetson Elementary

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- 22 Fountain-Fort Carson School District 8**  
Aragon Elementary

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- 23 Gunnison Watershed School District RE-1J**  
Gunnison Elementary School

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- 24 Hayden School District RE-1**  
Hayden Valley Elementary

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- 25 Jefferson County Public School District**  
District Stevens Elementary

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- 26 Norwood School District RE-2JT**  
Norwood Elementary

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- 27 Pueblo City Schools District 60**  
South Park Elementary

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- 28 South Routt School District RE-3**  
South Routt Elementary School

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- 29 Yuma School District 1**  
Kenneth P. Morris Elementary

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## COHORT 3

- 30 Denver Public Schools**  
International Academy of Denver at Harrington

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- 31 Harrison School District 2**  
Stratton Meadows Elementary, Oak Creek Elementary

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- 32 Moffat County School District RE-1**  
East Elementary, Sandrock Elementary, Sunset Elementary, Ridgeview Elementary

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- 33 Morgan County School District RE-3**  
Green Acres Elementary, Baker Elementary

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- 34 Pueblo City School District 60**  
Ben Franklin Elementary

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- 35 Sangre de Cristo School District RE-22J**  
Sangre de Cristo Elementary

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# Early Literacy Assessment Tool

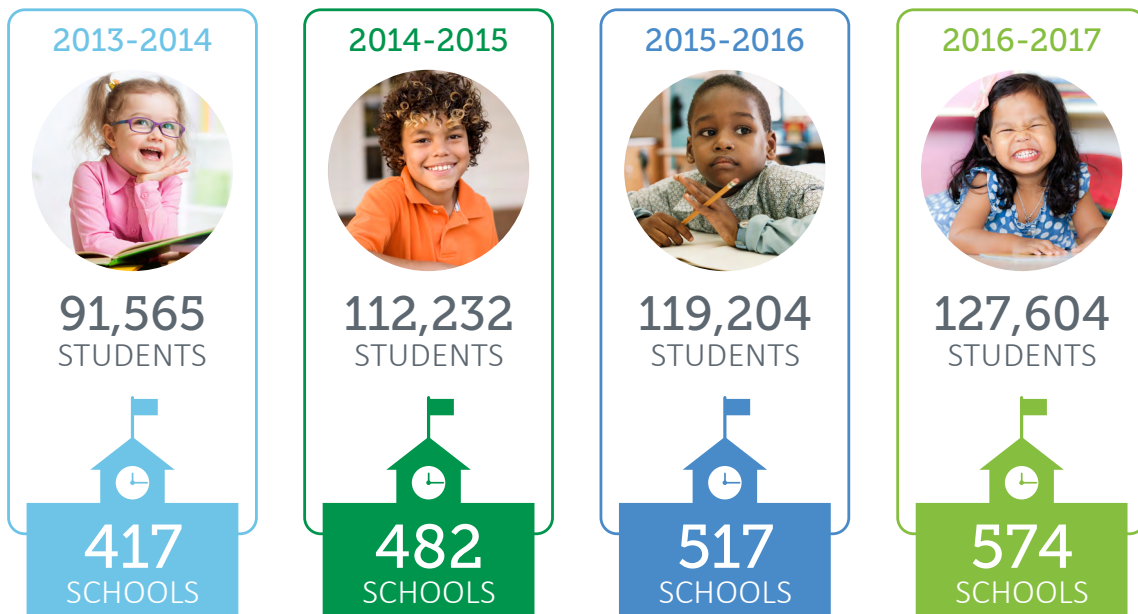
The 2012 School Finance Act required CDE to select a contractor to supply an early literacy assessment tool (ELAT) that teachers could use to obtain real-time assessment of the reading skills of students in kindergarten through third grade. The legislative intent was for the state to purchase software for individualized READ Act-approved assessments that provide:

- immediate results,
- reports that help in analysis of the results, and
- recommendations for activities based on the results.

Through a competitive bidding process, the contract was awarded to Amplify for its DIBELS Next system and Burst diagnostic reading assessments in January 2013. The first year of the project was in the 2013-2014 school year.

Over each of the five years of the project, participation has increased. Total K-3 enrollment in the state for the 2016-2017 school year was 271,000. Students in the ELAT Project represent 47 percent of that group.

**Figure 13: Number of Students and Schools Participating in ELAT from 2015 to 2017**



A portion of the contract payment to the vendor is based on two deliverables. These are:

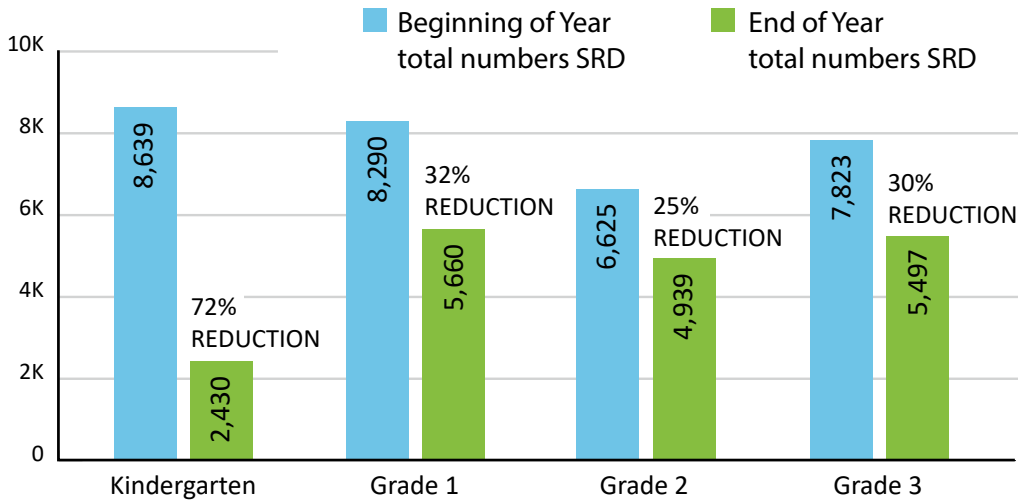
- reducing SRD from the beginning of the year to the end of the year by 15 percent, and
- customer satisfaction with the project of at least 75 percent

The ELAT project has met the deliverables each year the project has been in existence.



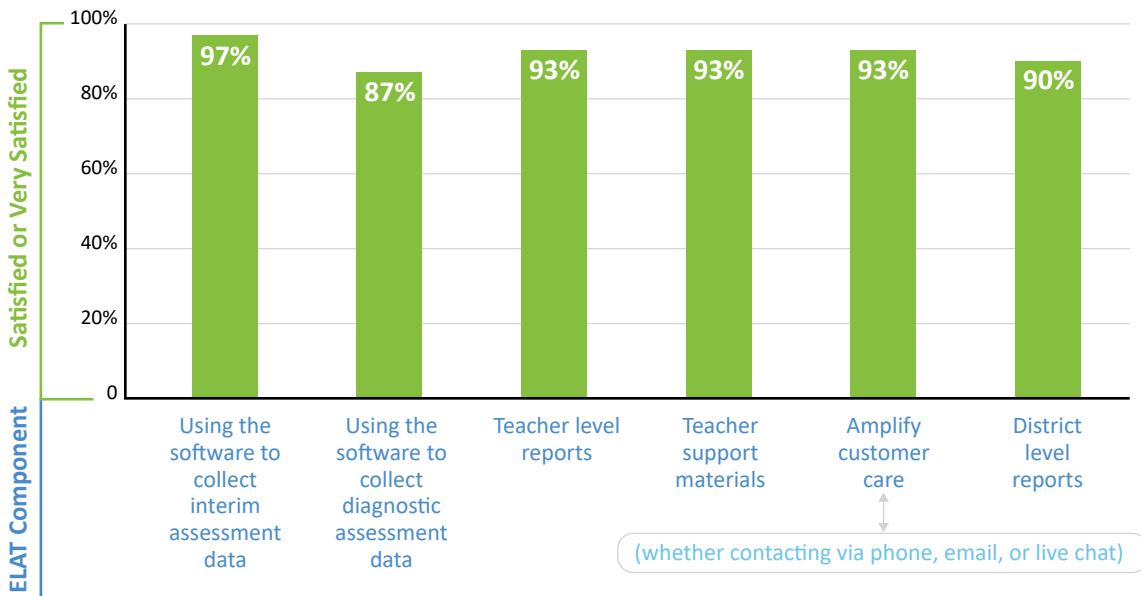
In Figure 14, the blue bar indicates those students identified as having a significant reading deficiency at the beginning of the year and the green bar indicates the number of students identified as having a significant reading deficiency at the end of the year by grade level for the 2016-2017 school year.

**Figure 14: Reduction of SRD in Early Literacy Assessment Tool Schools from Beginning of Year to End of Year in 2016-2017**



To gauge customer satisfaction, a survey is sent to every teacher in the project at the end of the school year. In the 2016-2017 school year the satisfaction survey was completed by 2,053 participants. On average, 92 percent of respondents were satisfied or very satisfied with the ELAT program. Satisfaction rates for individual components of the survey are shown in Figure 15.

**Figure 15: ELAT Customer Satisfaction Survey**





*Aside from the obvious benefits of providing children K-3 with a rich, scientifically based curriculum, the ELG grant has afforded our educators opportunities to become expert reading teachers through training and professional development in best practices for reading instruction. The grant has also allowed us to add several intervention tools to our repertoire when analyzing the needs of students.*

*In addition, having a Literacy Consultant at the school monthly has deepened our understandings of literacy and the brain, as well as providing a template for good solid instruction through various checklists, as well as pushing us in our mastery of teaching reading.*

Colleen Hurst  
Literacy Coach  
Haskin Elementary School  
Center, Colorado



# Conclusion / A Call to Action

The Legislative Declaration of the Colorado READ Act emphasized the importance of early literacy to a student's academic success, proclaiming:

- It is more cost-effective to invest in effective early literacy education rather than to absorb costs in middle school, high school and beyond.
- A comprehensive approach to early literacy education can improve student achievement, reduce the need for costly special education services and produce a better educated, more skilled and more competitive workforce.
- The greatest impact for ensuring student success comes from productive collaboration between parents, teachers and schools, it is paramount that parents are informed about the status of their children's educational progress and that teachers and schools receive the financial resources and other support they need to effectively teach the science of reading.

The READ Act calls for effective instructional practices to make a difference with reading challenges: use of valid assessments to identify reading challenges, early and evidence-based interventions, and instruction aligned to scientifically based reading research. The Act also provides funding to support effective interventions that will lead to reading proficiency for all students by the end of third grade. However, all stakeholders, including CDE, LEAs, teachers, families and community members need to continue to collaborate to make a difference for Colorado's children. For this reason, CDE has high quality early learning and literacy for all students as one of its top strategic priorities.

## We Must Come Together to Accelerate those Students Most at Risk for Not Reading by:

- **continuing** to deepen teacher knowledge in research-based reading instruction,
- **advancing** instructional practices,
- **engaging** effective home strategies, and
- **aligning** resources.

At the same time, these strategies will provide an effective evidence-based reading program for all children. This critical collaboration will allow students to access all of the opportunities within their school career and ultimately allow them to contribute to the Colorado community at large.

## Appendix A: 2017 READ Act Per-Pupil Intervention Funds Distribution

Per-pupil intervention funds are distributed to districts based on the number of students reported as having significant reading deficiencies. These students are eligible for intervention services and are supported through individual READ plans. To ensure student's identification is protected, CDE only reports data where the number of students tested was 16 or greater.

District Name	Number of Students Tested using a READ Act assessment	Percent of Eligible Students Based on Total N of Students Assessed	Total Per Pupil Distribution
ACADEMY 20	6,375	9%	\$451,761
ADAMS 12 FIVE STAR SCHOOLS	11,176	18%	\$1,668,668
ADAMS COUNTY 14	2,117	31%	\$526,648
ADAMS-ARAPAHOE 28J	12,420	35%	\$3,556,297
AGATE 300	N<16	N<16	N<16
AGUILAR REORGANIZED 6	33	21%	\$5,698
AKRON R-1	133	11%	\$11,396
ALAMOSA RE-11J	776	13%	\$83,840
ARCHULETA COUNTY 50 JT	449	12%	\$43,141
ARICKAREE R-2	19	11%	\$1,628
ARRIBA-FLAGLER C-20	55	5%	\$2,442
ASPEN 1	467	11%	\$41,513
AULT-HIGHLAND RE-9	268	19%	\$42,327
BAYFIELD 10 JT-R	411	12%	\$39,071
BENNETT 29J	269	12%	\$25,234
BETHUNE R-5	27	11%	\$2,442
BIG SANDY 100J	79	13%	\$8,140
BOULDER VALLEY RE 2	8,382	7%	\$462,343
BRANSON REORGANIZED 82	64	6%	\$3,256
BRIGGSDALE RE-10	38	16%	\$4,884
BRUSH RE-2(J)	456	18%	\$65,933
BUENA VISTA R-31	243	29%	\$56,979
BUFFALO RE-4J	85	11%	\$7,326
BURLINGTON RE-6J	239	13%	\$26,047
BYERS 32J	589	34%	\$164,425
CALHAN RJ-1	104	20%	\$17,094
CAMPO RE-6	N<16	N<16	N<16
CANON CITY RE-1	1,076	14%	\$120,470
CENTENNIAL R-1	41	27%	\$8,954
CENTER 26 JT	190	15%	\$23,606
CHARTER SCHOOL INSTITUTE	4,817	18%	\$708,980
CHERAW 31	70	21%	\$12,210
CHERRY CREEK 5	15,377	15%	\$1,864,024
CHEYENNE COUNTY RE-5	48	13%	\$4,884
CHEYENNE MOUNTAIN 12	1,457	5%	\$56,979
CLEAR CREEK RE-1	257	19%	\$39,885
COLORADO DIGITAL BOCES	320	10%	\$26,861
COLORADO SPRINGS 11	8,519	18%	\$1,260,862
COTOPAXI RE-3	42	19%	\$6,512
CREEDE SCHOOL DISTRICT	24	8%	\$1,628



District Name	Number of Students Tested using a READ Act assessment	Percent of Eligible Students Based on Total N of Students Assessed	Total Per Pupil Distribution
CRIPPLE CREEK-VICTOR RE-1	42	64%	\$21,978
CROWLEY COUNTY RE-1-J	134	5%	\$5,698
CUSTER COUNTY SCHOOL DISTRICT C-1	105	10%	\$8,140
DE BEQUE 49JT	40	28%	\$8,954
DEER TRAIL 26J	47	19%	\$7,326
DEL NORTE C-7	124	27%	\$26,861
DELTA COUNTY 50(J)	1,374	14%	\$160,355
DENVER COUNTY 1	28,945	17%	\$3,898,985
DOLORES COUNTY RE NO.2	74	27%	\$16,280
DOLORES RE-4A	238	13%	\$26,047
DOUGLAS COUNTY RE 1	18,356	12%	\$1,743,554
DURANGO 9-R	1,504	14%	\$175,007
EADS RE-1	54	2%	\$814
EAGLE COUNTY RE 50	1,935	21%	\$323,966
EAST GRAND 2	344	11%	\$30,117
EAST OTERO R-1	439	23%	\$81,398
EATON RE-2	573	14%	\$63,491
EDISON 54 JT	30	30%	\$7,326
ELBERT 200	43	12%	\$4,070
ELIZABETH C-1	647	12%	\$61,863
ELLCOTT 22	304	13%	\$30,931
ENGLEWOOD 1	784	27%	\$171,751
ESTES PARK R-3	312	22%	\$56,979
EXPEDITIONARY BOCES	100	7%	\$5,698
FALCON 49	5,003	10%	\$392,340
FORT MORGAN RE-3	981	15%	\$122,912
FOUNTAIN 8	2,890	15%	\$363,851
FOWLER R-4J	122	3%	\$3,256
FREMONT RE-2	440	15%	\$53,723
FRENCHMAN RE-3	58	10%	\$4,884
GARFIELD 16	346	23%	\$64,305
GARFIELD RE-2	1,472	17%	\$199,426
GENOA-HUGO C113	51	10%	\$4,070
GILPIN COUNTY RE-1	122	16%	\$15,466
GRANADA RE-1	51	18%	\$7,326
GREELEY 6	6,993	21%	\$1,183,533
GUNNISON WATERSHED RE1J	604	17%	\$81,398
HANOVER 28	78	19%	\$12,210
HARRISON 2	4,070	18%	\$611,302
HAXTUN RE-2J	95	8%	\$6,512
HAYDEN RE-1	118	7%	\$6,512
HINSDALE COUNTY RE 1	27	15%	\$3,256
HI-PLAINS R-23	27	0%	\$0
HOEHNE REORGANIZED 3	34	44%	\$12,210
HOLLY RE-3	90	19%	\$13,838
HOLYOKE RE-1J	168	9%	\$12,210
HUERFANO RE-1	166	19%	\$25,234

District Name	Number of Students Tested using a READ Act assessment	Percent of Eligible Students Based on Total N of Students Assessed	Total Per Pupil Distribution
IDALIA RJ-3	69	%	\$2,442
IGNACIO 11 JT	236	2%	\$41,513
JEFFERSON COUNTY R-1	23,751	11%	\$2,059,380
JOHNSTOWN-MILLIKEN RE-5J	1,245	19%	\$188,844
JULESBURG RE-1	78	4%	\$2,442
KARVAL RE-23	16	44%	\$5,698
KIM REORGANIZED 88	N<16	N<16	N<16
KIOWA C-2	61	10%	\$4,884
KIT CARSON R-1	30	10%	\$2,442
LA VETA RE-2	51	4%	\$1,628
LAKE COUNTY R-1	275	23%	\$51,281
LAMAR RE-2	449	9%	\$34,187
LAS ANIMAS RE-1	163	17%	\$21,978
LEWIS-PALMER 38	1,546	10%	\$120,470
LIBERTY J-4	26	12%	\$2,442
LIMON RE-4J	147	17%	\$20,350
LITTLETON 6	4,155	10%	\$348,385
LONE STAR 101	41	7%	\$2,442
MANCOS RE-6	159	28%	\$36,629
MANITOU SPRINGS 14	362	17%	\$50,467
MANZANOLA 3J	33	6%	\$1,628
MAPLETON 1	2,143	18%	\$321,524
MC CLAVE RE-2	78	15%	\$9,768
MEEKER RE1	216	14%	\$24,420
MESA COUNTY VALLEY 51	6,248	19%	\$966,199
MIAMI/YODER 60 JT	72	24%	\$13,838
MOFFAT 2	68	12%	\$6,512
MOFFAT COUNTY RE:NO 1	576	20%	\$93,608
MONTE VISTA C-8	335	27%	\$74,073
MONTEZUMA-CORTEZ RE-1	865	23%	\$162,797
MONTROSE COUNTY RE-1J	1,705	20%	\$283,267
MOUNTAIN VALLEY RE 1	29	21%	\$4,884
NORTH CONEJOS RE-1J	269	8%	\$17,094
NORTH PARK R-1	49	16%	\$6,512
NORWOOD R-2J	65	9%	\$4,884
OTIS R-3	69	14%	\$8,140
OURAY R-1	51	18%	\$7,326
PARK COUNTY RE-2	209	13%	\$21,978
PAWNEE RE-12	25	8%	\$1,628
PEYTON 23 JT	119	12%	\$11,396
PLAINVIEW RE-2	16	13%	\$1,628
PLATEAU RE-5	39	3%	\$814
PLATEAU VALLEY 50	69	22%	\$12,210
PLATTE CANYON 1	247	11%	\$21,978
PLATTE VALLEY RE-7	310	15%	\$38,257
POUDRE R-1	8,660	12%	\$841,660
PRAIRIE RE-11	67	1%	\$814
PRIMERO REORGANIZED 2	56	4%	\$1,628

District Name	Number of Students Tested using a READ Act assessment	Percent of Eligible Students Based on Total N of Students Assessed	Total Per Pupil Distribution
PRITCHETT RE-3	N<16	N<16	N<16
PUEBLO CITY 60	5,681	16%	\$748,052
PUEBLO COUNTY 70	2,689	12%	\$263,731
RANGELY RE-4	179	25%	\$35,815
REVERE SCHOOL DISTRICT	43	5%	\$1,628
RIDGWAY R-2	77	5%	\$3,256
ROARING FORK RE-1	1,553	19%	\$242,567
ROCKY FORD R-2	248	29%	\$59,421
SALIDA R-32	356	9%	\$26,047
SANFORD 6J	117	8%	\$7,326
SANGRE DE CRISTO RE-22J	84	24%	\$16,280
SARGENT RE-33J	109	7%	\$6,512
SCHOOL DISTRICT 27J	5,359	14%	\$599,906
SHERIDAN 2	361	25%	\$72,445
SIERRA GRANDE R-30	69	19%	\$10,582
SILVERTON 1	16	31%	\$4,070
SOUTH CONEJOS RE-10	72	24%	\$13,838
SOUTH ROUTT RE 3	101	19%	\$15,466
SPRINGFIELD RE-4	98	20%	\$16,280
ST VRAIN VALLEY RE 1J	8,940	13%	\$940,152
STEAMBOAT SPRINGS RE-2	714	12%	\$70,817
STRASBURG 31J	282	17%	\$39,885
STRATTON R-4	77	17%	\$10,582
SUMMIT RE-1	1,111	17%	\$157,099
SWINK 33	106	7%	\$5,698
TELLURIDE R-1	258	13%	\$26,861
THOMPSON R2-J	4,319	10%	\$351,641
TRINIDAD 1	323	11%	\$29,303
VALLEY RE-1	671	12%	\$65,933
VILAS RE-5	N<16	N<16	N<16
WALSH RE-1	50	4%	\$1,628
WELD COUNTY RE-1	526	14%	\$61,049
WELD COUNTY S/D RE-8	663	20%	\$105,818
WELD COUNTY SCHOOL DISTRICT RE-3J	703	16%	\$91,980
WELDON VALLEY RE-20(J)	68	16%	\$8,954
WEST END RE-2	87	20%	\$13,838
WEST GRAND 1-JT	113	18%	\$16,280
WESTMINSTER PUBLIC SCHOOLS	2,737	31%	\$697,585
WIDFIELD 3	2,864	10%	\$236,055
WIGGINS RE-50(J)	176	16%	\$22,792
WILEY RE-13 JT	72	14%	\$8,140
WINDSOR RE-4	1,914	12%	\$193,728
WOODLAND PARK RE-2	652	15%	\$78,956
WOODLIN R-104	32	34%	\$8,954
WRAY RD-2	221	9%	\$15,466
YUMA 1	232	18%	\$33,373
<b>STATE TOTAL</b>	<b>258,737</b>	<b>16%</b>	<b>\$32,993,225</b>

## Appendix B

### Early Literacy Grant (ELG) Districts, School and Awards

#### 2016 - 2018 Early Literacy Grant Program Funding - Cohort 2

DISTRICT	PARTICIPATING SCHOOLS	AWARD
Canon City School District RE-1	McKinley Elementary Lincoln School of Science and Technology Harrison School Washington Elementary	\$507,825.00
Center Consolidated School District 26JT	Haskin Elementary	\$188,215.00
Delta County School District	Cedaredge Elementary School Hotchkiss K-8	\$392,691.00
Dolores School District 4A	Dolores Elementary School	\$220,249.00
Englewood School District	Clayton Elementary	\$247,113.00
Falcon School District 49	Odyssey Elementary Remington Elementary Stetson Elementary	\$383,778.00
Fountain-Fort Carson School District 8	Aragon Elementary	\$169,897.00
Gunnison Watershed School District RE-1J	Gunnison Elementary School	\$151,336.00
Hayden School District RE-1	Hayden Valley Elementary	\$113,593.00
Jefferson County Public School District	Stevens Elementary	\$83,968.00
Norwood School District RE-2JT	Norwood Elementary	\$134,894.00
Pueblo City Schools District 60	South Park Elementary	\$139,429.00
South Routt School District RE-3	South Routt Elementary School	\$133,526.00
Yuma School District 1	Kenneth P. Morris Elementary	\$112,000.00
		<b>Total: \$2,978,514</b>



## Appendix C

### Early Literacy Assessment Tool (ELAT) Participating Local Education Agencies (LEAs) for 2016-2017.

Academy School District 20	Crowley County School District RE-1J	Ignacio School District 1540	Pritchett School District RE-3
Adams County School District 14	Custer County School District C1	Jefferson County	Pueblo City Schools District 60
Adams-Arapahoe 28J (APS) - GVA Aurora	De Beque School District 49JT	Julesburg School District RE-1	Pueblo City Schools District 60 - Chavez-Huerta Prep Academy
Aguilar School District RE-6	Deer Trail School District 26J	Karval School District RE-23	Pueblo County School District 70
Alamosa School District RE-11J	Del Norte School District C7	Kim School District RE-88	Rangely School District RE-4
Archuleta School District 50JT	Delta County School District 50J	Kiowa County School District RE-1	Roaring Fork School District RE-1
Arickaree School District R-2	Denver Public Schools	Kiowa School District C2	Salida School District R-32J
Aspen School District 1	Dolores County School District RE-2	Kit Carson School District R-1	Sanford School District 6J
Bayfield School District 10 JT-R	Dolores School District RE-4A	Lake County School District R-1	Sangre de Cristo School District RE-22J
Bennett School District 29J	Douglas County School District RE-1	Lamar School District RE-2	Sargent School District RE-33J
Branson School District RE-82	Durango School District 9-R	Las Animas School District RE-1	School District 27J
Briggsdale School District RE-10	Eagle County School District RE-50	Lewis-Palmer School District 38	Sierra Grande School District R-30
Brush School District RE-2J	East Grand School District 2	Limon School District RE-4J	South Conejos School District RE-10
Burlington School District RE-6J	East Otero School District R-1	Littleton Public School District 6	South Routt School District RE-3
Calhan School District RJ-1	Eaton School District RE-2	Lone Star School District 101	Springfield School District RE-4
Campo School District RE-6	Edison School District 54JT	Mancos School District RE-6	Steamboat Springs School District RE-2
Canon City School District RE-1 (Fremont)	Elbert School District 200	Manzanola School District 3J	Stratton School District R-4
Centennial School District R-1	Elizabeth School District C-1	McClave School District RE-2	Swink School District 33
Center School District 26JT	Ellicott School District 22	Meeker School District RE-1	Trinidad School District 1
Charter School Institute - GVA Colorado Springs	Englewood School District 1	Mesa County Valley School District 51	Vilas School District RE-5
Charter School Institute - Crowne Point Academy	Falcon School District 49	Miami-Yoder School District 60JT	Walsh School District RE-1
Charter School Institute - GVA Fort Collins	Fountain-Fort Carson District 8	Moffat Consolidated School District 2	Weld County School District 6 (Greeley-Evans)
Charter School Institute - GVA Northglenn	Fowler School District R-4J	Moffat County School District RE-1	Weld County School District RE-1 (Gilcrest)
Charter School Institute - Indian Peaks	Fremont School District RE-2	Montezuma-Cortez School District RE-1	Weld County School District RE 3J (Keensburg)
Charter School Institute - Pikes Peak Prep	Frenchman School District RE-3 (Fleming)	Montrose County School District RE-1J	Weld RE-7 (Platte Valley)
Charter School Institute - Pinnacle Charter	Garfield School District RE-2	Morgan County School District RE-3	Weld RE-9 (Ault/Highland)
Charter School Institute - TR Paul Academy	Genoa-Hugo School District C-113	Mountain Valley School District RE-1	Weld School District RE-4
Cheraw School District 31	Granada School District RE-1	North Conejos School District	Weldon Valley Elementary RE-20J
Cheyenne County School District RE-5	Gunnison Watershed School District RE-1J	North Park School District R-1	West End Public Schools RE-2
Cheyenne Mountain School District 12	Hanover School District 28	Norwood School District R-2J	West Grand Schools 1-JT
Clear Creek School District RE-1	Harrison School District 2	Otis School District R-3	Westminster Public Schools
Colorado Springs School District 11	Haxtun School District RE-2J	Ouray School District R-1	Wiggins School District RE-50J
Cotopaxi School District RE-3	Hayden School District RE-1	Park County School District RE-2	Wiley School District RE-13JT
Creede School District	Hoehne School District RE-3	Pawnee School District RE-12	Woodland Park School District RE-2
	Holly School District RE-3	Plainview School District RE-2	Wray School District RD-2
	Holyoke School District RE-1J	Plateau Valley School District 50	Yuma School District 1
	Huerfano School District RE-1	Platte Canyon School District 1	
	Idalia School District RJ-3	Poudre School District R-1	



## **COLORADO** Department of Education

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