READ REPORT

2020 Annual Report on the Colorado READ Act

COLORADO
Department of Education

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Letter from the Commissioner of Education

The end of the 2019-20 school year found Colorado in unprecedented times responding to a global pandemic. Through it all, educators and education leaders across the state have worked tirelessly to meet the needs of students and their families, and CDE has used its human and fiscal resources to help Colorado school districts respond to this crisis. It is against this backdrop that the Colorado Department of Education submits its 2020 READ Act Annual Legislative Report.

During the 2019-20 school year, Colorado school districts and CDE worked to understand and implement substantial changes to the READ Act set forth by Senate Bill 19-199 (SB 19-199), which passed unanimously during the 2019 legislative session. At that time, legislators looked back at the six years of implementation of the READ Act, observing that schools and districts were not seeing the dramatic improvements in reading levels envisioned when the Act first passed. Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts. Furthermore, statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact: (1) a need for increasing teacher knowledge about evidence-based practices for teaching reading, (2) inadequate accountability for the use of READ funds, and (3) challenges in identifying what was working and not working with district and state implementation efforts.

Working together, the State Board of Education and Colorado legislature sought to address these and other implementation challenges. The passage of SB 19-199 represented a strong commitment by state policy makers and education leaders to underscore the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade.

Sincerely,

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

Without question, the ability to read, digest information, and think critically is foundational to academic success. Research shows that students who struggle with reading in third grade rarely reach the academic level of their grade-level peers and are four times more likely to drop out of high school[1]. The importance of reading skills extends beyond the classroom. Third grade readers who have learned to extract and analyze new information are more likely to utilize their reading skills to learn—learning new technologies, new languages, new concepts, and new skills that will propel them forward in this age of information[2].

Realizing the significant consequences that are at stake, the Colorado legislature passed a third-grade reading initiative, referred to as the Colorado READ Act. First passed in 2012, the intention of the Act is to ensure every student in Colorado achieves reading proficiency by the end of the third grade. To achieve this goal, the READ Act supports early identification of reading difficulties and the use of effective interventions to overcome reading deficiencies. The statute calls for educators to complete interim assessments for all students in kindergarten through third grade in order to determine whether adequate progress toward grade level-reading competency is being made. If students are found to be reading significantly below grade level, educators then complete an additional diagnostic assessment to uncover the areas of greatest need for reading development for the student. A plan for progress toward grade-level competency is developed in collaboration with the educator, student, and the student's family, and remains in place until the student reaches the goal of reading at grade level. This READ plan may extend beyond the third-grade year, and details the intervention supports that the student will receive until he/she reaches the reading skill competencies of his/her current grade level.

Not satisfied with the slow pace of improvements in reading, in 2019 the Colorado legislature took further steps to strengthen the Act through the passage of Senate Bill 19-199. Among other things, the bill requires CDE to engage an external evaluator to determine bright spots of implementation as well as areas for improvement. Additionally, the department will engage in a public information campaign to further communicate the importance of early literacy.

Changes for Colorado districts include increased accountability for the use of READ per-pupil dollars, along with a new requirement for each teacher in kindergarten through third grade to complete training in scientifically or evidence-based reading practices. Additionally, the amount of per-pupil intervention money that a district may retain from year to year was also capped, but the allowable uses of the per-pupil intervention monies were expanded to include the purchase of core reading instructional programs and technology to assist in assessment and monitoring. These changes are designed to increase the efficacy of the READ Act.

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[1] Hernandez, D.J. (2011, April). Double jeopardy: How third-grade reading skills and poverty influence high school Graduation, MD: Annie E Casey Foundation. Retrieved March 5, 2020 from https://eric.ed.gov/?id=ED518818

[2] Marr, B. (2018, May 21). How much data do we create every day? The mind-blowing stats everyone should read. Forbes. www.forbes.com/sites/bernardmarr/2018/05/21/how-much-data-do-we-create-every-day-the-mind-blowing-stats-everyone-should-read/

Figure 1: The READ Act in Action

BEGINNING
OF THE SCHOOL YEAR

- All kindergarten through third grade students are assessed with an interim reading assessment approved by the Colorado State Board of Education.

- If the assessment indicates a significant reading deficiency (SRD), then the teacher administers a diagnostic assessment to pinpoint the student's specific reading challenges.

- The teacher and parents initiate a READ plan, and the teacher begins providing reading interventions.

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ONGOING
THROUGHOUT THE SCHOOL YEAR

- The teacher provides reading interventions and monitors the student's progress.

- The teacher and parents update the READ plan as appropriate.

- Based on student progress, the teacher may provide more rigorous interventions.

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END
OF THE SCHOOL YEAR

- All kindergarten through third grade students are re-assessed with a Colorado State Board of Education-approved interim reading assessment.

- The end-of-year score and SRD status are reported to CDE. Per pupil funds are provided to districts for the students identfied with SRDs.

- For students still identified with an SRD, teachers and parents develop or update the READ plan.

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SUBSEQUENT
YEARS

- For students still identified with an SRD, teachers and parents update the READ plan to include more rigorous intervention strategies.

- For students no longer identified with an SRD but not yet at grade level, the teacher and parents continue implementing the READ plan until the student demonstrates reading competency.

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A strong reading initiative, like the Colorado READ Act, can help make the difference for children with reading challenges. 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 competently by third grade.

COVID-19 and the READ Act

Through a series of executive orders, Governor Polis suspended in-person learning from March 18, 2020 through the end of the school year. As a result, the Governor also suspended the spring K-3 READ Act assessment requirements for state reporting purposes. The department did not collect spring reading assessment data and instead will base per pupil intervention funding for the 2020-21 school year on 2018-19 data.

Strengthening the READ Act: SB 19-199

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders. In response, the Colorado General Assembly and State Board of Education worked together on several updates to the READ Act through Senate Bill 19-199 (SB 19-199). SB 19-199 emphasized the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade.

The updates to the READ Act emphasize the importance of using evidence-based instructional practices through changes to improvement planning, external program evaluation, accountability for fund usage, and teacher training. SB 19-199 also: (1) created a public information campaign to increase awareness of the importance of reading by third grade; (2) increased the Early Literacy Grant program by $2.5 million; and (3) specified that all students who read below grade level receive a daily literacy block for the length of time indicated by research.

During the 2019-20 school year, CDE began implementing the changes to the READ Act required by SB 19-199. Below are key components of SB 19-199 and the implementation status.

CHANGES TO THE READ ACT	IMPLEMENTATION STATUS

K-3 TEACHER TRAINING

Beginning with the 2021-22 school year, each district that receives per-pupil or early literacy grant funding must annually ensure that all K – 3 teachers have completed evidence-based training in teaching reading.

The law provides districts the ability to request a one-year extension from CDE to comply with the training requirement. Depending upon the length of the impact of COVID-19, the department may consider a blanket one-year extension for all school districts.

In March 2020, the State Board of Education adopted rules providing further guidance on the content and number of hours required for the teacher training.

CDE will provide no cost online and in-person training for elementary teachers. The online training was launched in September 2020, and districts can work with CDE to schedule in-person trainings.

UNIFIED IMPROVEMENT PLANNING

District unified improvement plans (UIPs) must include information about the district's reading assessments, curriculum and instructional programs, as well as their intervention services. Districts that receive per-pupil intervention funds or Early Literacy Grant program funds must also include their plans for providing professional development to teachers prior to receiving funds.

Starting with the 2020-21 UIP submission, districts will be providing the required information. CDE is providing guidance and support to assist with this new requirement.

EXTERNAL EVALUATION

CDE must hire an outside evaluator to conduct a multiyear evaluation to measure the effectiveness of READ Act implementation in all districts. The evaluation will include the use of per-pupil funds and early literacy grant funds.

CDE has contracted with WestEd, a nonprofit research, development, and education service agency to begin the evaluation process. During the spring of 2020, WestEd designed the evaluation process. Evaluation activities will begin in the 2020-21 school year.

PER-PUPIL INTERVENTION FUND DISTRIBUTION AND USE

Districts must submit an annual budget and narrative prior to receiving per-pupil intervention funds. The department is required to monitor and, if necessary, audit district use of the money throughout the budget year. The amount of per-pupil intervention money a district may retain from year to year is capped at 15 percent.

The allowable uses of the per-pupil intervention money was expanded to include purchasing CDE approved core reading instructional programs and purchasing technology, including software, to assist in assessing and monitoring student progress.

During the spring of 2020, districts submitted their budgets and narratives for the 2020-21 budget year.

The suspension of in-person learning during the spring of the 2019-20 school year limited the ability of districts to expend their READ funds. As a result, an executive order from Governor Polis suspended the 15 percent cap for READ funds for the 2019-20 school year only.

PUBLIC INFORMATION CAMPAIGN

CDE must contract with an entity to develop and implement a public information campaign to emphasize the importance of learning to read by third grade and to highlight the local education providers that are achieving high percentages of third-grade students who demonstrate reading competency.
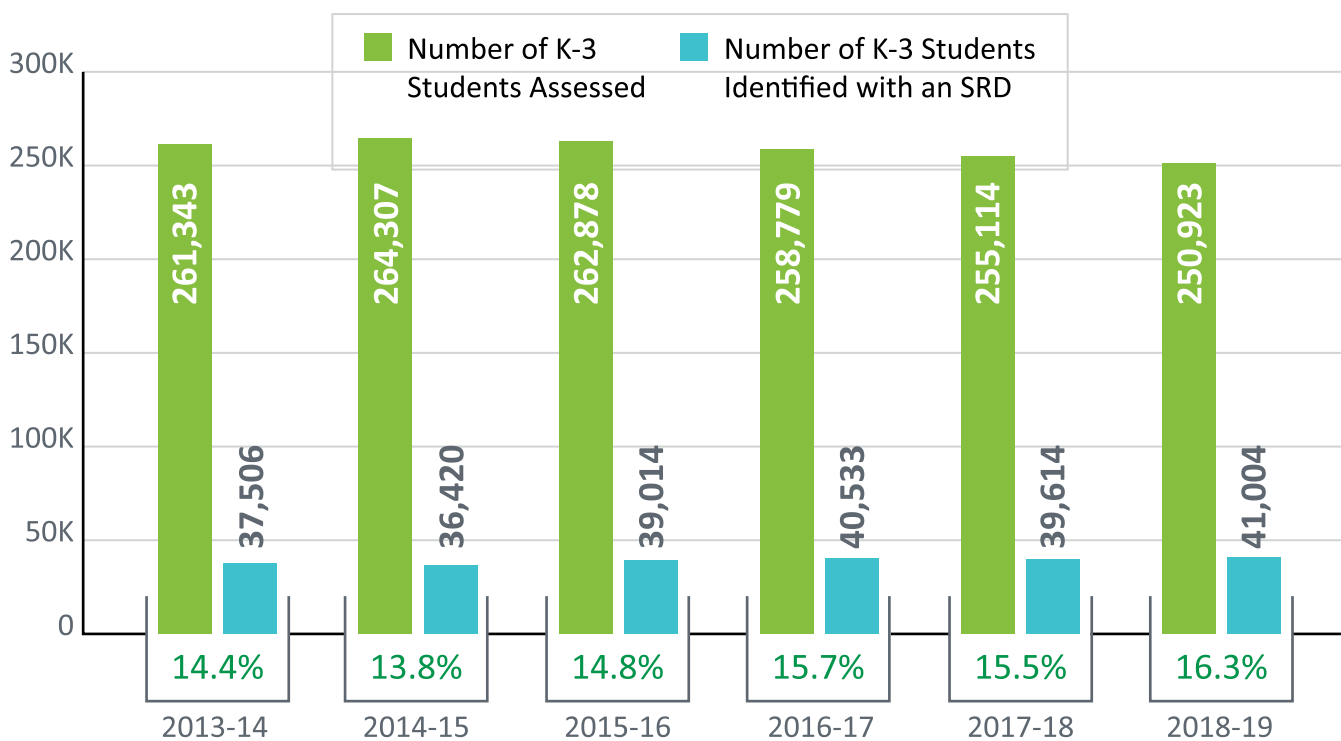
CDE has contracted with Cactus to develop the state's public information campaign for early reading. The firm has conducted qualitative and quantitative research and developed creative concepts for the campaign. The campaign launched in September 2020.

Prevalence of Significant Reading Deficiencies in Colorado

Each year Colorado school districts provide information to CDE on the number of students identified with significant reading deficiencies (SRDs). This reporting not only meets the statutory requirements but is also used to determine funding for intervention services. For the 2018-19 school year, of the total 250,923 or 97 percent of all kindergarten through third grade students reported, 41,004 (16.3 percent) were identified as having a significant reading deficiency.

The SRD rate since the inception of the READ Act is shown in Figure 2. The rate has fluctuated over time. While some of the fluctuations can be ascribed to changes in the assessment tools used to identify significant reading deficiencies, there is no single factor that seems to be primarily responsible for the changes in the overall rate over time.

Figure 2: Longitudinal SRD Rates from 2013-14 to 2018-19

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of K-3 Students Assessed	261,343	264,307	262,878	258,779	255,114	250,923
Number of K-3 Students Identified with an SRD	37,506	36,420	39,014	40,533	39,614	41,004
	14.4%	13.8%	14.8%	15.7%	15.5%	16.3%

Data shows that the prevalence of SRDs in 2019 varied across grades, with the lowest rates at kindergarten and the highest rate at third grade (Figure 3). This difference across grade levels is seen each year.

Figure 3: Students Identified as Having an SRD by Grade Level in 2019

Legend:
- Number of K-3 Students Assessed
- Number of K-3 Students Identified with an SRD

Grade	Number Assessed	Number with SRD	Percentage
Kindergarten	61,334	7,038	11.5%
Grade 1	62,344	10,962	17.6%
Grade 2	63,134	10,767	17.1%
Grade 3	64,099	12,236	19.1%
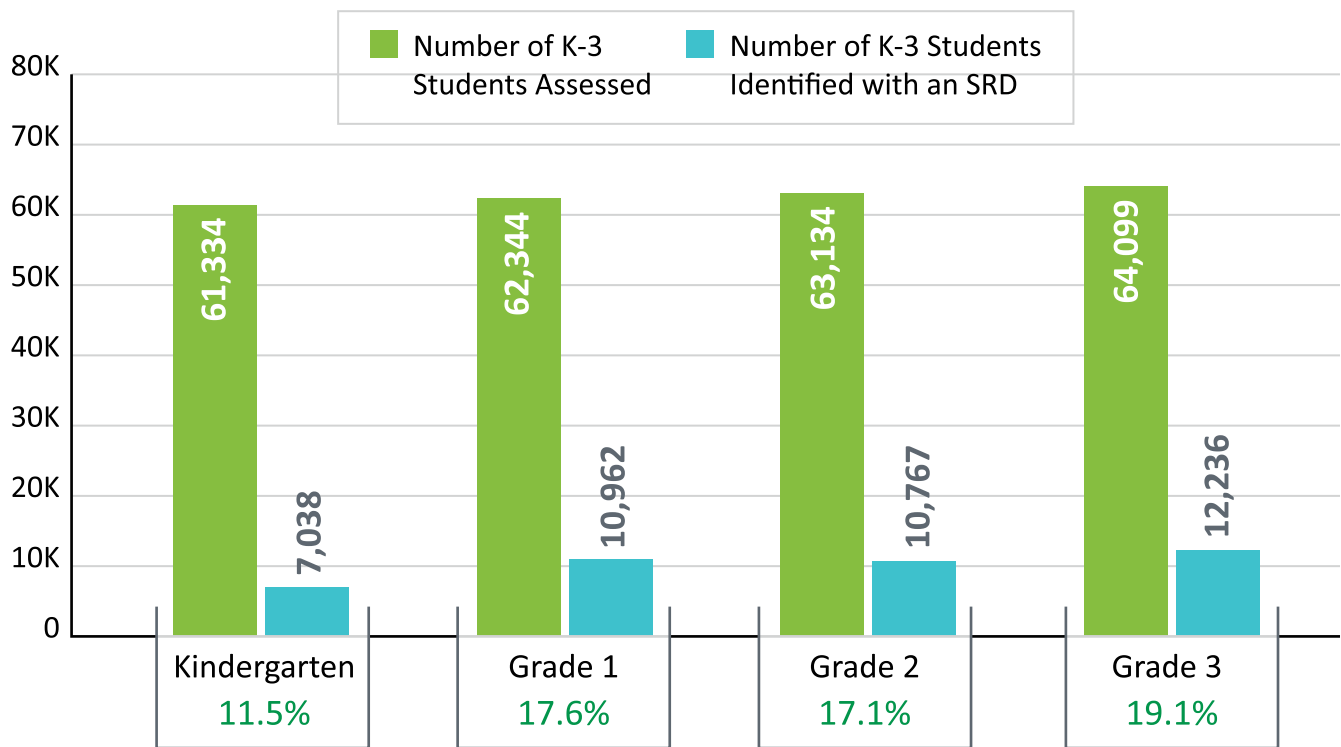
Note: These data do not include students who were exempt from taking a READ Act assessment.3

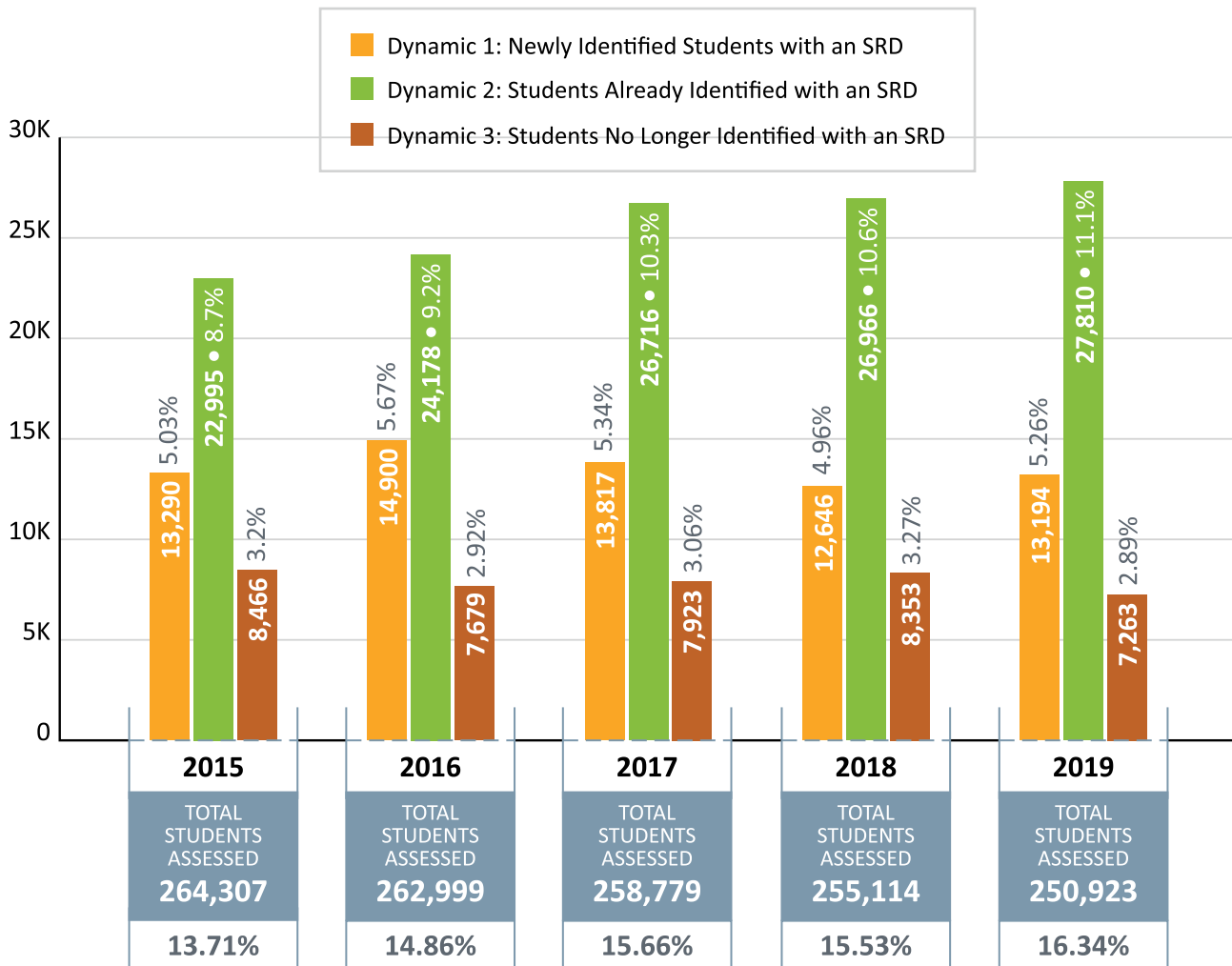[3] The READ data collection does not include every K-3 student due to allowable exemptions as defined by the reporting guidelines. These include students who are non-English proficient and in a school in the United States less than one year (559 students) and students not tested for reasons of attendance which may include part-time attendance, illness, discipline, or late enrollment (3,304 students).

Overall, the state SRD rate is a good indicator for assessing the general level of progress toward the fulfillment of the READ Act; however, it tells only a portion of the story. Looking more closely, the SRD rate is made up of two different groups of students: those who have remained with an SRD from year to year and those who are newly identified with an SRD within a school year. The overall SRD rate is also influenced by the interaction of three different dynamics: (1) the rate at which students remain identified with an SRD from the previous year to the current year; (2) the rate of newly identified students with an SRD in the current year; and (3) the rate at which students exit SRD status within the current year. Evaluating these dynamics over time, data show that, while on average 3.1 percent of students exit SRD status annually, an additional 5.3 percent of students are newly identified with SRDs. Thus, while the overall rate may appear steady over time, the underlying story is that students who exit SRD status are being replaced by a greater number of newly identified students.

Figure 4 shows the detailed percentages of the various dynamics at play within the state SRD rate.

Figure 4: Detailed SRD Rate

Legend:
- Dynamic 1: Newly Identified Students with an SRD
- Dynamic 2: Students Already Identified with an SRD
- Dynamic 3: Students No Longer Identified with an SRD

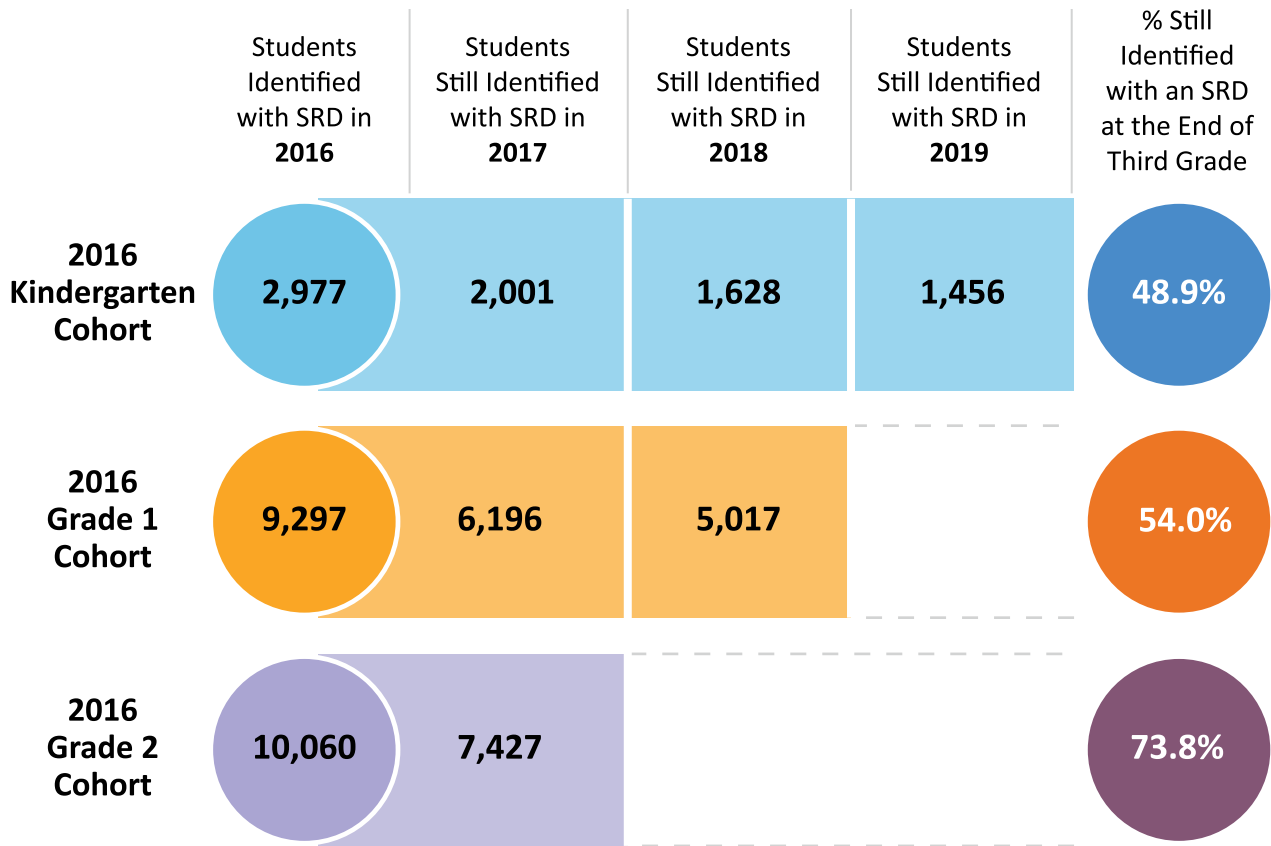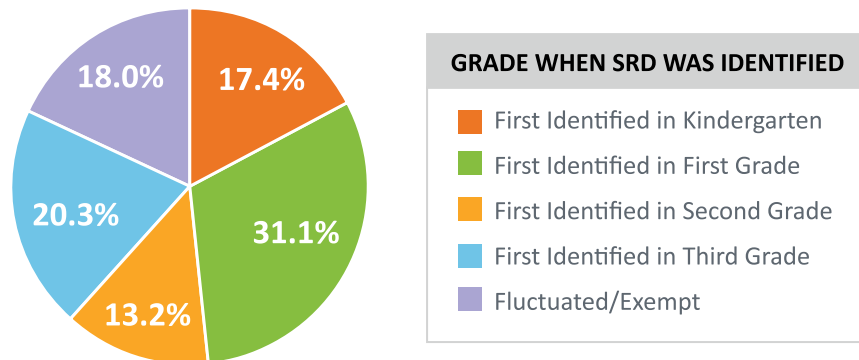|	2015	2016	2017	2018	2019
Dynamic 1	13,290 • 5.03%	14,900 • 5.67%	13,817 • 5.34%	12,646 • 4.96%	13,194 • 5.26%
Dynamic 2	22,995 • 8.7%	24,178 • 9.2%	26,716 • 10.3%	26,966 • 10.6%	27,810 • 11.1%
Dynamic 3	8,466 • 3.2%	7,679 • 2.92%	7,923 • 3.06%	8,353 • 3.27%	7,263 • 2.89%
TOTAL STUDENTS ASSESSED	264,307	262,999	258,779	255,114	250,923
	13.71%	14.86%	15.66%	15.53%	16.34%

Early Detection is the Key to Reading Success

Early identification of an SRD is essential to improving student reading outcomes. Over previous years, data have shown that students who are identified in early grades (K-1) have a greater chance to reach grade level competency by third grade than their peers who are identified in later grades. Figure 5 illustrates the identification rates for students continuously identified with an SRD, beginning in 2016 through their third-grade year. When looking by grade level, the most recent data show that, of the kindergarten students identified with an SRD in 2016, 48.9 percent were still identified in third grade. In contrast, of the second-grade students identified with an SRD in 2016, 73.8 percent still had an SRD the following year as third graders.

Figure 5: Longitudinal Look at Students Identified with an SRD in 2016, by Grade Level

	Students Identified with SRD in 2016	Students Still Identified with SRD in 2017	Students Still Identified with SRD in 2018	Students Still Identified with SRD in 2019	% Still Identified with an SRD at the End of Third Grade
2016 Kindergarten Cohort	2,977	2,001	1,628	1,456	48.9%
2016 Grade 1 Cohort	9,297	6,196	5,017		54.0%
2016 Grade 2 Cohort	10,060	7,427			73.8%

Early detection of significant reading deficiencies is a key factor in improving students' literacy outcomes. Colorado saw improvement in early identification this year. In the 2017-18 school year, approximately 13 percent of students were initially identified in kindergarten. In 2018-19, this percentage rose to approximately 17 percent. Consequently, the 2018-19 school year saw a slight decrease in the percentages of students initially identified with an SRD in first, second and third grade. The increase in students initially identified in kindergarten allows these students more time for intervention and support. However, in 2018-19 the greatest percentage of students were still initially identified in first grade (31.1 percent), followed by third grade (20.3 percent), then kindergarten (17.4 percent), and finally second grade (13.2 percent) (Figure 6).

Figure 6: First Identification of SRD for 2018-19 – Third Grade Cohort

GRADE WHEN SRD WAS IDENTIFIED
- First Identified in Kindergarten
- First Identified in First Grade
- First Identified in Second Grade
- First Identified in Third Grade
- Fluctuated/Exempt

READ Plan Road Maps

Students No Longer Identified with SRD but Remain on a READ Plan

While no longer being identified with a significant reading deficiency shows that a student has made progress, this lack of SRD identification does not necessarily mean that a student is reading at grade level. Thus, to ensure these students continue to receive the support they need, the READ Act requires that a student remains on a READ plan until reaching grade level competency. In 2019, there were 21,422 K-3 students reported as remaining on a READ plan even though they were no longer identified as having a significant reading deficiency.

Figure 7: Illustration of the Path from SRD to Grade Level Competency

Significant Reading Deficiency:

Students who are significantly below grade level in reading.

READ Plan:

Students who have made some progress but are still reading below grade level.

Grade-Level Competency:

Students who have made enough progress to be considered grade level competent in reading.

Tracking Student Outcomes

After a student is identified with a significant reading deficiency, his/her path toward grade level competency can take any one of three trajectories. The ideal outcome for students identified with an SRD is to reach grade level competency by third grade through the support of highly effective instruction and intervention. A second group of students may progress toward that goal and no longer be identified with an SRD, but may need additional reading supports, designated in a READ plan, beyond third grade. A third group of students may experience some reading skill improvement but remain significantly below grade level. The following figure illustrates these three different pathways of students identified with SRDs from spring 2016 to spring 2019.4
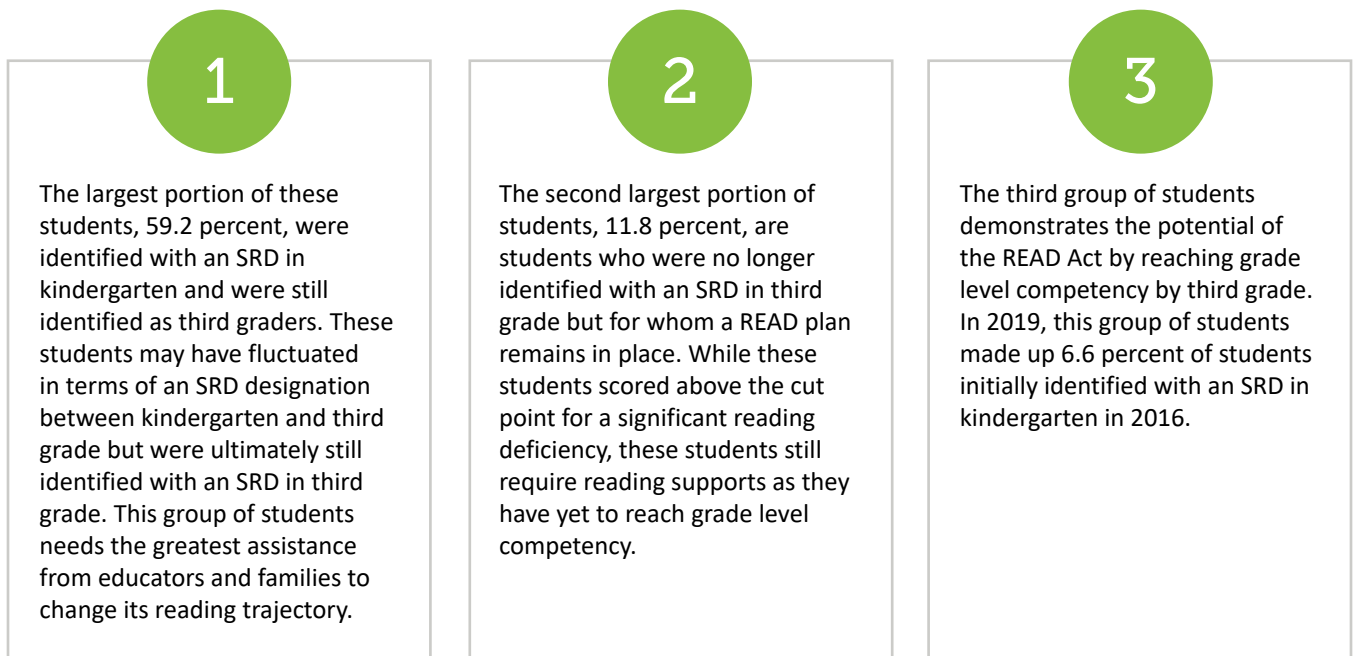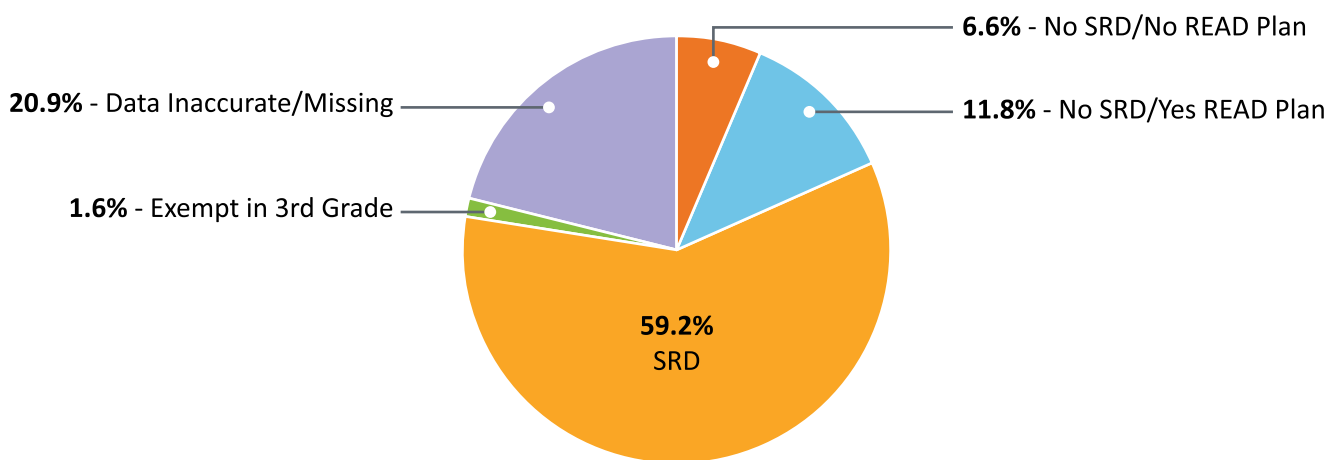
1

The largest portion of these students, 59.2 percent, were identified with an SRD in kindergarten and were still identified as third graders. These students may have fluctuated in terms of an SRD designation between kindergarten and third grade but were ultimately still identified with an SRD in third grade. This group of students needs the greatest assistance from educators and families to change its reading trajectory.

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The second largest portion of students, 11.8 percent, are students who were no longer identified with an SRD in third grade but for whom a READ plan remains in place. While these students scored above the cut point for a significant reading deficiency, these students still require reading supports as they have yet to reach grade level competency.

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The third group of students demonstrates the potential of the READ Act by reaching grade level competency by third grade. In 2019, this group of students made up 6.6 percent of students initially identified with an SRD in kindergarten in 2016.

Figure 8: SRD Status at Third Grade (2018-19) of Students Identified with SRD as Kindergartners (2015-16)

- **6.6%** - No SRD/No READ Plan
- **11.8%** - No SRD/Yes READ Plan
- **20.9%** - Data Inaccurate/Missing
- **1.6%** - Exempt in 3rd Grade
- **59.2%** SRD

Trends Across Demographic Groups

Analyses of READ data shows some important trends within and across demographic groups.

Students Eligible for Special Education Services

Figure 9: Percentage of K-3 Students Eligible for Special Education Services with an SRD from 2016 to 2019[5]

Year	Percentage
2016	50.1%
2017	51.2%
2018	50.5%
2019	50.6%

Students Receiving Special Education Services with an SRD
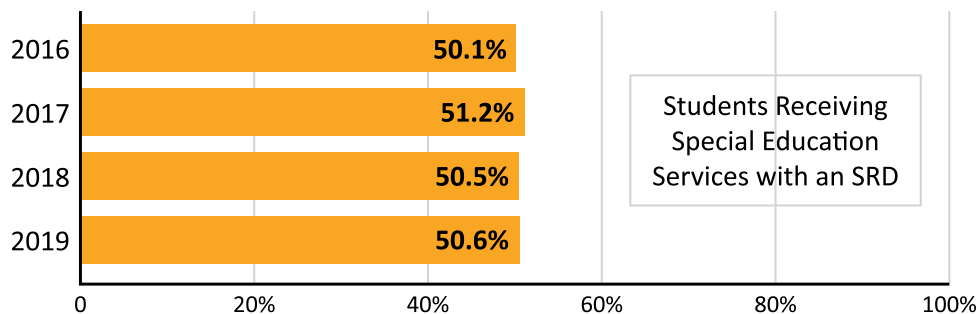
Similar to previous years, approximately half of the students identified with an SRD also receive special education services for an identified disability. Within this student subpopulation, approximately 35.7 percent have a specific learning disability[6] a disability category which includes dyslexia.

National studies indicate that approximately one-half of all students who qualify for special education are classified as having a learning disability. Further studies have shown that approximately 85 percent of those students have a primary disability in reading and language processing, including dyslexia. Dyslexia is the most common of all learning disabilities and impacts 15 percent to 20 percent of the entire student population.

The International Dyslexia Association (IDA) along with the National Institute of Child Health and Human Development (NICHD) adopted the following definition of dyslexia: "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

[5] Alternative Pathway for identification of SRD for students with low incidence disabilities was implemented in 2016. These students were previously exempt from taking READ assessments.

[6] A Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

English Learners

Figure 10 illustrates the percent of English learners designated as Non-English Proficient (NEP) and Limited English Proficient (LEP) who were also identified as having an SRD over the last four years.7

Starting in 2016, districts were given the option to use and report Spanish reading assessments for English learners who are native Spanish speakers.

**Figure 10:** Percentage of K-3 English Learners Identified with an SRD from 2016 to 2019
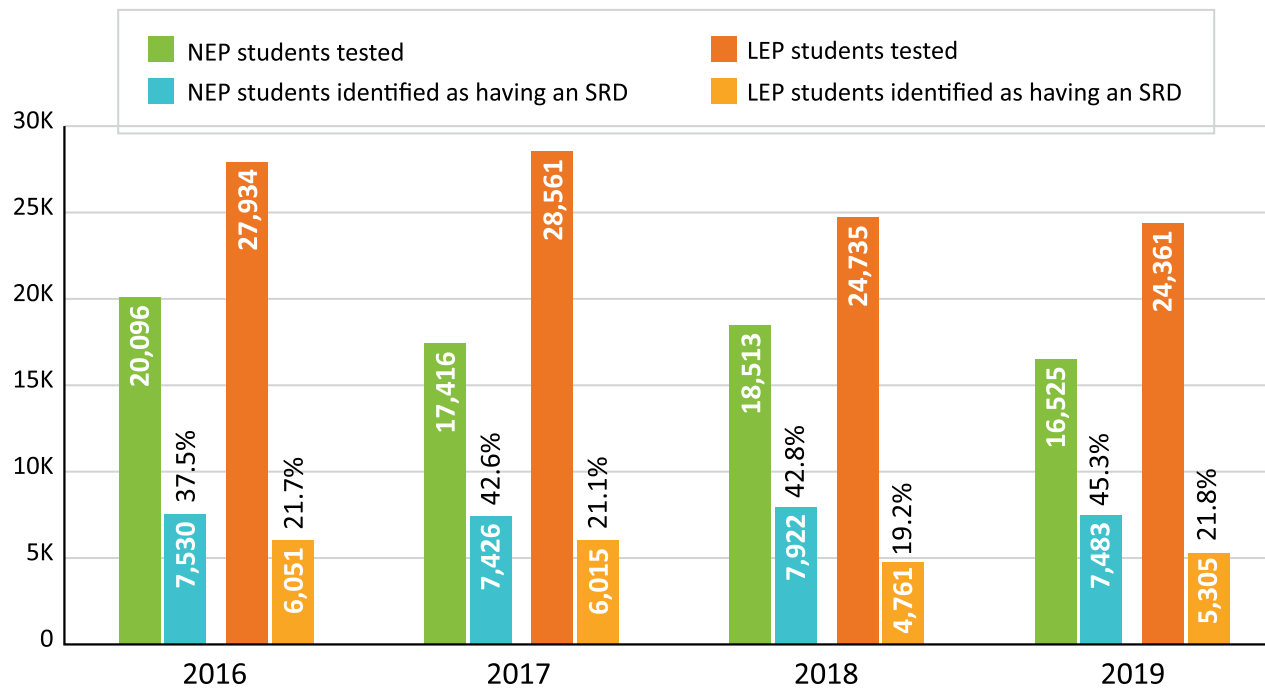
The rate of identification for non-English proficient students rose sharply between 2016 and 2017, plateaued in 2018, but rose again in 2019.

The rate of identification for limited-English proficient students has shown some variation, with decreases each year between 2016 and 2018 before increasing in 2019.

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7   NEP (Non-English Proficient) are students who come from a language background other than English and are not yet fluent in English (speaking, listening, reading and/or writing). LEP (Limited English Proficient) are students who comprehend, speak, read, or write some English, but whose predominant comprehension or speech is in a language other than English.

Students Eligible for Free or Reduced Lunch

Figure 11: Percentage of K-3 Students Eligible for Free or Reduced Lunch (FRL) Identified with an SRD from 2016 to 2019
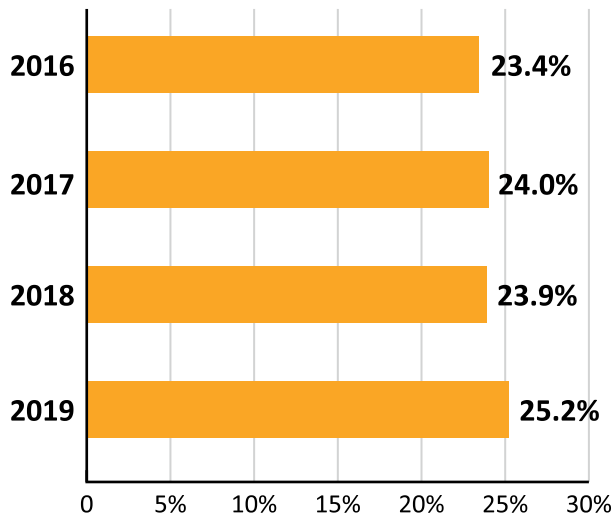

The rate of SRD identification for students eligible for FRL over the last four years has not changed drastically, only fluctuating about 1.8 percent and with an average identification rate of 24.1 percent.

Students eligible for FRL lunch have an SRD identification rate 2.5 times higher than students who are not eligible for FRL.

Male and Female Students

Figure 12: Percentage of K-3 Male and Female Students Identified with an SRD from 2016 to 2019
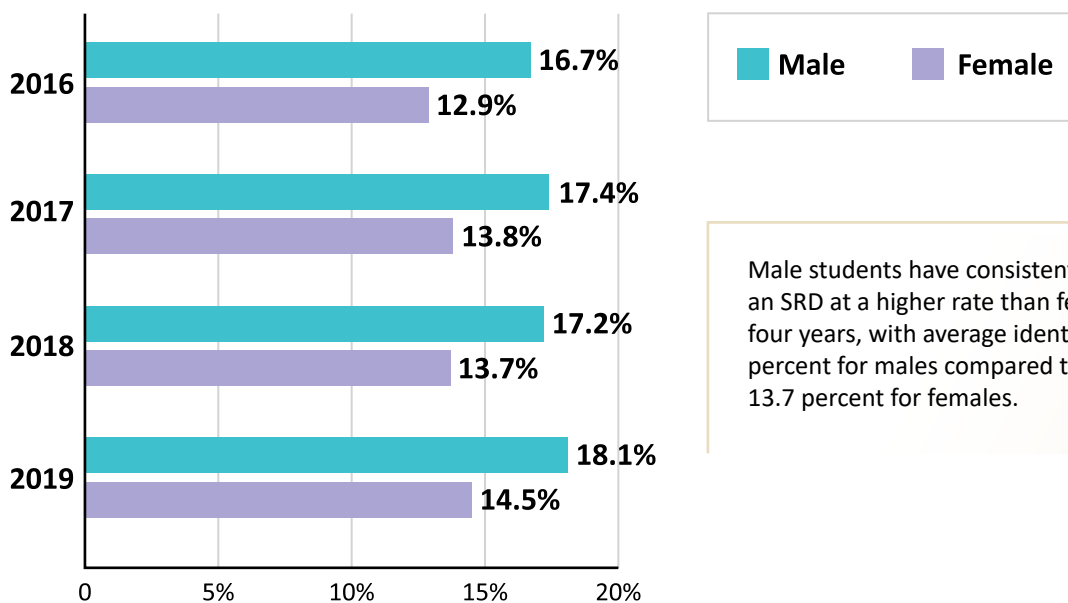

Male students have consistently been identified with an SRD at a higher rate than females over the last four years, with average identification rate of 17.4 percent for males compared to an average rate of 13.7 percent for females.

Racial/Ethnic Groups

An analysis of the 2019 READ Act data reveals a number of trends across racial/ethnic groups. Over the past four years, SRD rates for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students have fluctuated the most at 4.1 percent and 5.6 percent, respectively, with Asian students showing the least amount of change in SRD rates, fluctuating only about 1 percent within the last four years.

Figure 13: Percentage of Students within Demographic Groups from 2016 to 2019 with an SRD
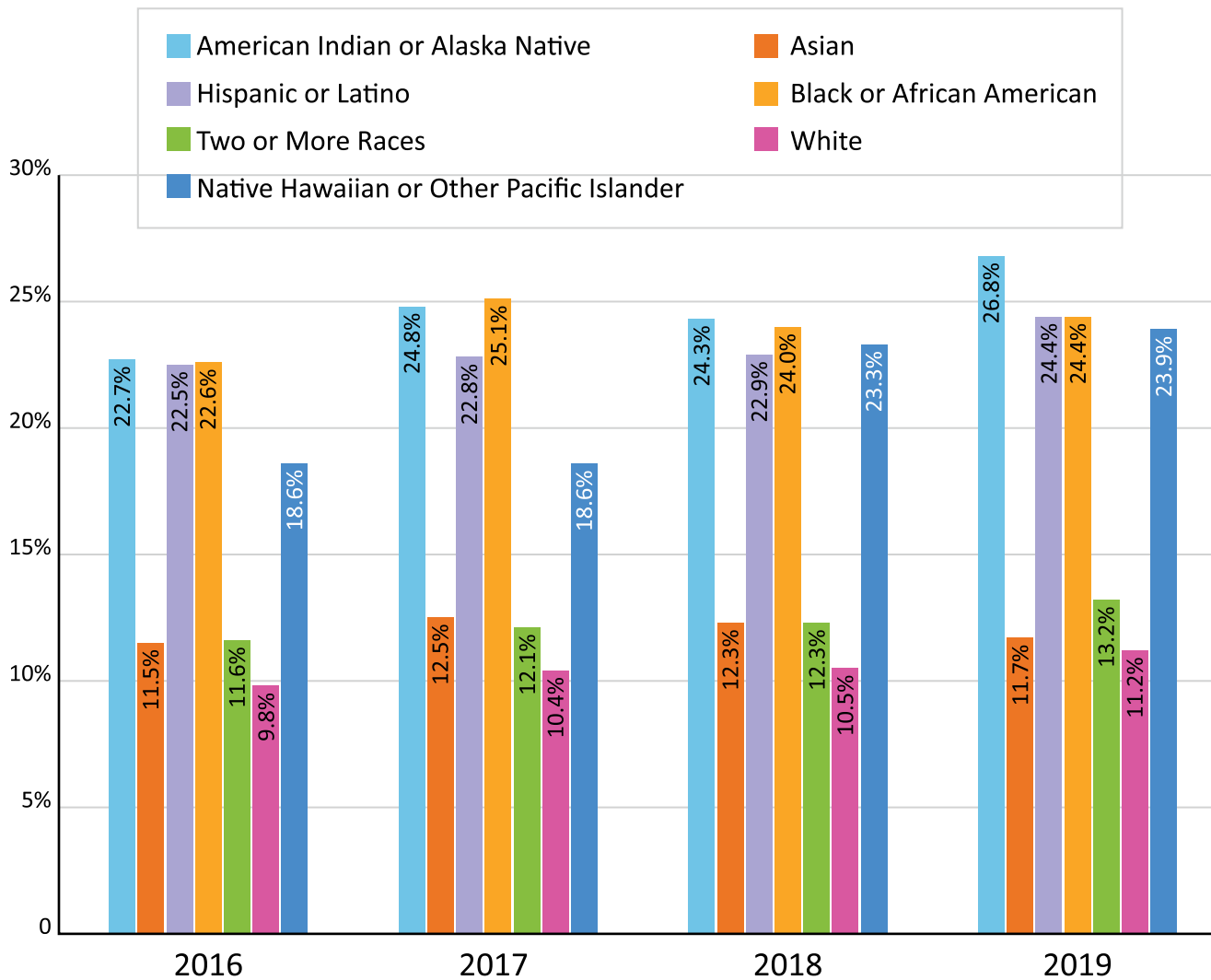
When a student is identified with an SRD, this student receives an individualized intervention plan, called a READ plan. The READ plan remains in place until the student is reading at grade level, which may not occur by third grade. The READ Act requires continued support for students with READ plans past third grade. Approximately 43,000 students who were once identified with an SRD still have READ plans in place in fourth grade and beyond. Of those 43,000 students, 19,064 (43.7 percent) are also receiving special education services through an individualized education program (IEP). Furthermore, of the students who remained on a READ plan after third grade, half were removed from their READ plans in grades 4-6, indicating that they had achieved grade-level competency in reading. Figure 14 illustrates the number of students who remain on READ plans by grade level.

Figure 14: Approximate Numbers of Students Who Remain on READ Plans beyond Third Grade by Grade Level as Reported in 2019
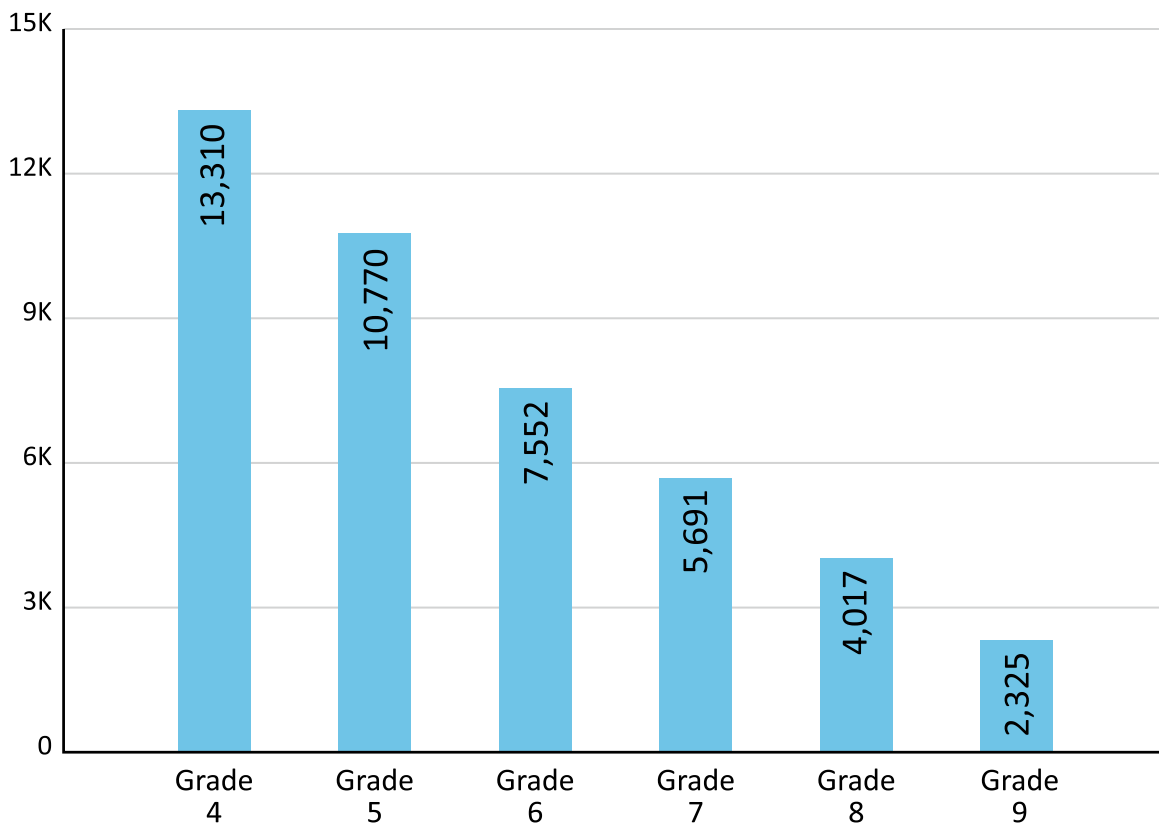
The READ Act provides students with multiple avenues of support. Students with an SRD are supported through individual reading plans (READ plans), home reading strategies, and intervention support services through their school. The student's parents, teachers, and district support personnel collaborate and monitor the student's reading progress throughout the year.

If a student continues to have an SRD at the end of the school year, the READ Act requires the student's parents, teacher, and support personnel to meet and consider retention as an intervention strategy. During this time, they will determine if the student is capable of keeping pace with the academic challenges at the next grade level. While this meeting to discuss retention is required, it is important to note that retention is not the first strategy for intervention.

Since the implementation of the READ Act, only 1 percent to 2 percent of students with an SRD have been retained. Figure 15 shows the number of students retained each year from 2015 to 2018.

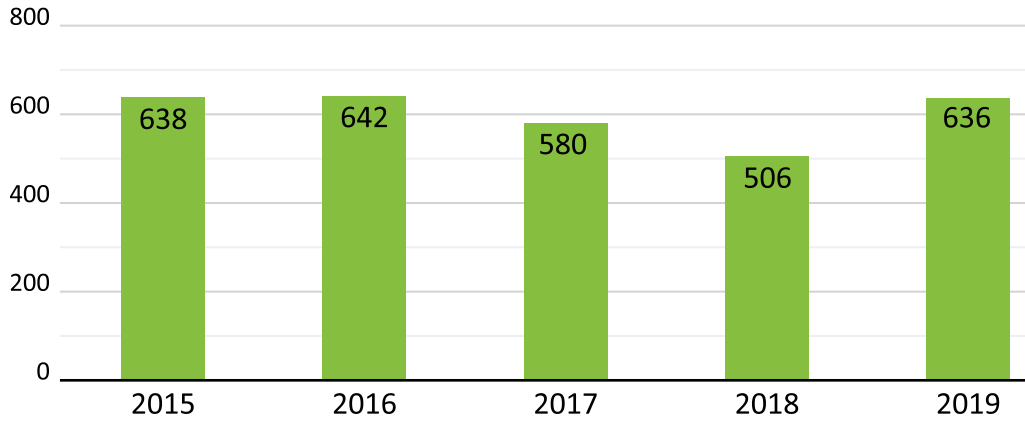**Figure 15**: Students Retained for SRD from 2015 to 2019

Figure 16 shows that of the 506 students retained at the end of the 2017-18 school year, 254 (50.2 percent) did not have an SRD at the end of the following school year (spring 2019). However, not all 254 students reached grade-level competency in that time. Of the 254 students no longer identified as having an SRD, only 69 students (27.2 percent) were reading at grade level by the end of the 2018-19 school year. A total of 110 students (43.3 percent) remained on a READ plan and had yet to reach grade-level competency.

Figure 16: Number of K-3 Grade Students Retained in 2018 and their Trajectory in 2019
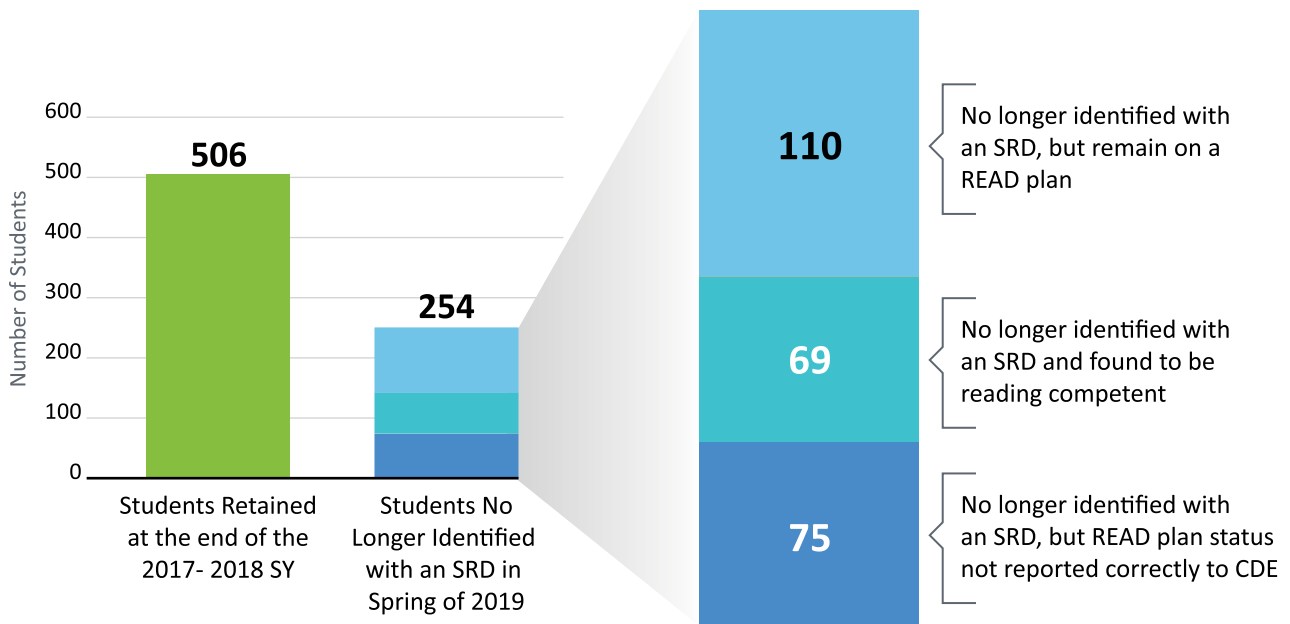
Per-Pupil Distribution of Funds

In order to support students with significant reading deficiencies, the READ Act provides per-pupil intervention funds to assist local education agencies (LEAs). In the 2018-19 school year, approximately $33 million of READ Act funds were available for distribution. The department determines per-pupil intervention funds by dividing the total funds available by the total number of students identified as having an SRD enrolled in kindergarten through third grade. In the spring of 2019, districts reported 41,004 students identified as having SRDs. The per-pupil funding for the 2018-19 school year was $834.79. A complete list of districts and distribution amounts is included in the appendix beginning on page 33.

During the 2018-2019 school year, per-pupil intervention funds were only authorized for the intervention services as outlined below:

- Providing full-day kindergarten
- Purchasing tutoring services in reading
- Operating a summer school literacy program

- Providing other targeted, scientifically or evidence-based intervention
- For small rural schools, obtaining services of a literacy specialist

Figure 17: 2018-19 Uses of Per-Pupil Intervention Funds Along with Examples of Allowable and Non-allowable Uses of Funds.

INTERVENTIONS	Full-day Kindergarten	Purchased Tutoring Services	Summer School Literacy Program	Other Targeted Interventions Approved by the Department	Literacy Specialist (Small Rural Schools Only)
EXAMPLES OF ALLOWABLE USE OF FUNDS	• Reading intervention programming and materials • Teacher salaries for extended day • Transportation cost for eligible students	• Contracted services for tutoring • Instructional materials to support tutoring in reading	• Reading intervention programming and materials • Teacher salaries for summer school contract • Transportation costs for eligible students	• Reading intervention programming and materials • Salaries for staff providing intervention services outside the classroom • Diagnostic assessments	• Contracted services of Literacy Specialist
EXAMPLES OF NON-ALLOWABLE USE OF FUNDS	• General classroom supplies and materials • Transportation for all kindergarten students • Library books • Teacher professional development	• General classroom instruction	• General summer school that is not focused on literary/reading interventions • General classroom supplies and materials, transportation for all students, • Non-reading intervention materials • Teacher professional development	• General classroom supplies and materials • Teacher professional development • Non-evidence based or scientifically based instructional programming	

Each year CDE collects data on the use of READ Act per pupil funds allocated to local education agencies. Figure 18 shows that targeted intervention services were the most frequent use of these funds (79.4 percent), followed by summer school literacy programs (7.9 percent), tutoring services (7.2 percent), and, finally, full-day kindergarten (3.3 percent).

Figure 18: Usage of Per-Pupil Intervention Funds as Reported in the 2019 READ Data Collection[8]

- 32,564 / 74.4% Other Targeted, Scientifically or Evidence-based Intervention Services
- 3,245 / 7.9% Summer School Literacy Programs
- 2,942 / 7.2% Tutoring Services
- 1,373 / 3.3% Full-day Kindergarten

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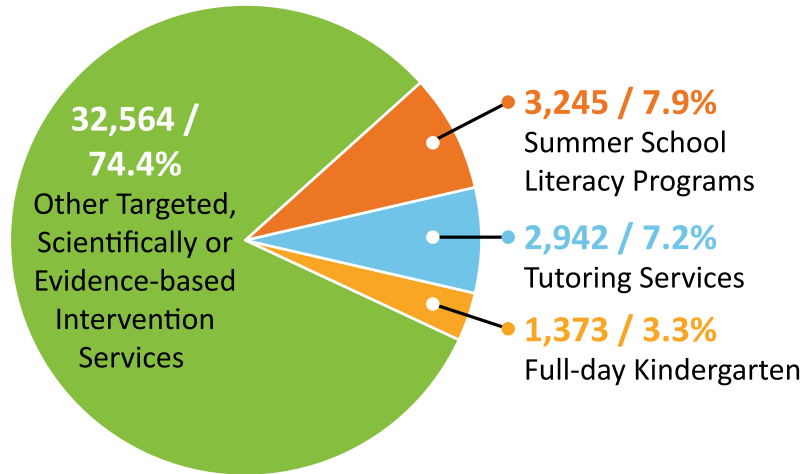
8   Some students identified as having a significant reading deficiency were not reported as receiving intervention services.

Changes to Per-Pupil Fund Use

Recent legislation has changed how READ Act funding is directed by the state, and how local education agencies may utilize their funds in subsequent school years. The Colorado General Assembly's House Bill 18-1393 authorized local education agencies to use a portion of READ funds to provide professional development programming. Local education agencies can use up to 15 percent of their per-pupil intervention money to support literacy coaches who provide job-embedded, ongoing professional development to support kindergarten through third grade teacher competency in evidence-based or scientifically based reading instruction.

Further, through S. B. 19-199, the Colorado General Assembly expanded the allowable uses of per-pupil intervention money to include purchasing CDE-approved core reading instructional programs, technology, and professional development programming. The allowable uses of technology include software to assist in assessing and monitoring student progress. These additional allowable uses were not put into place until after the 2018-19 READ Act reporting period. The updates to the READ Act also limit the amount of per-pupil intervention money a district may retain from year to year at 15 percent. Additionally, the department is now required to monitor and, if necessary, audit district use of the per-pupil intervention money throughout the budget year.

Beginning with the 2019-20 school year, a portion of READ intervention funds have been redirected to an external program evaluation, state provided teacher training, a public information campaign, and the early literacy grant program, thereby reducing the per-pupil distribution amount to districts from $33 million to $26 million.

READ Act
Implementation Supports

Early Literacy Grant

Established in 2012, the Comprehensive Early Literacy Grant (ELG) Program is designed to distribute funds to ensure the essential components of reading instruction are embedded into K-3 teaching structures in all schools. The ELG funds local programs for a period of three years, and the grant program has distributed over $20 million since the 2013-14 school year.

Through the Comprehensive Early Literacy Grant Program, the Colorado Department of Education:

- Assists grantees in establishing instructional systems based on scientifically based reading research to improve the quality of reading instruction for all kindergarten through third grade students;

- Helps schools implement a multi-tiered support system to reduce the number of students reading below grade level;

- Provides professional development to principals, teachers, and intervention teachers on effective instructional practices and the underlying teaching infrastructures to improve reading achievement among kindergarten through third grade students;

- Assists grantees in administering and interpreting approved interim and diagnostic assessments pursuant to the READ Act;

- Supports implementation of school-wide literacy programs as well as programs designed for targeted and intensive instructional interventions; and

- Assists grantees with testing schedules and interpreting assessment data.

**Requirements of participation in the Early Literacy Grant include:**

- The selection of evidence- or research-based reading instructional materials from the CDE Advisory List;

- Use of Acadience Reading for an interim assessment and progress monitoring tool;

- Monthly consulting with an approved professional development provider; and

- Annual achievement and growth goals based on the interim assessment data.

Four cohorts have participated in the Early Literacy Grant. The first cohort of the ELG ran from the 2013-14 school year through the 2015-16 school year. It included participants from 30 schools, representing 15 districts in seven regions of the state. Twenty-four of these schools were awarded small awards in 2016 to help with sustainability of grant processes.

The schools in Cohort 1 started their ELG phase with a higher SRD percentage (i.e., percentage of total students identified with an SRD) than the state's SRD percentage. Those schools decreased their SRD percentages to below the state's SRD percentage over the course of their participation (Figure 19).

Figure 19:
SRD Percentage in ELG Cohort 1 Schools Compared to the State, 2014-2016
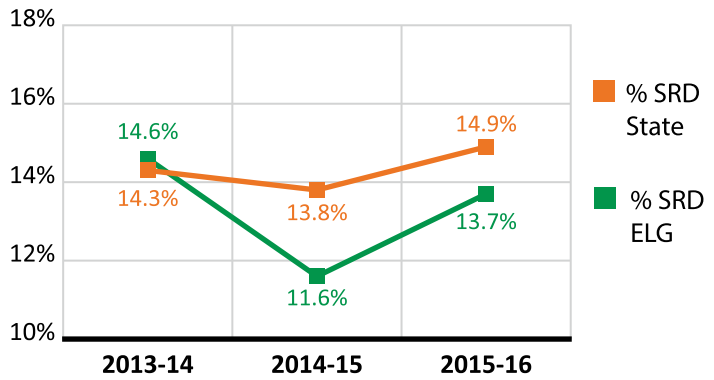
Cohort 2 included 21 schools which received ELG funding from the 2016-17 school year through the 2018-19 school year. Like Cohort 1, the second cohort of schools started their ELG phase with a higher percentage of students identified with an SRD than the state average. After three years of the ELG grant, those schools demonstrated a reduction in their SRD percentage, and are below the state average for SRD.

Figure 20:
SRD Percentage in K-3 Cohort 2 ELG Schools Compared to the State in 2019
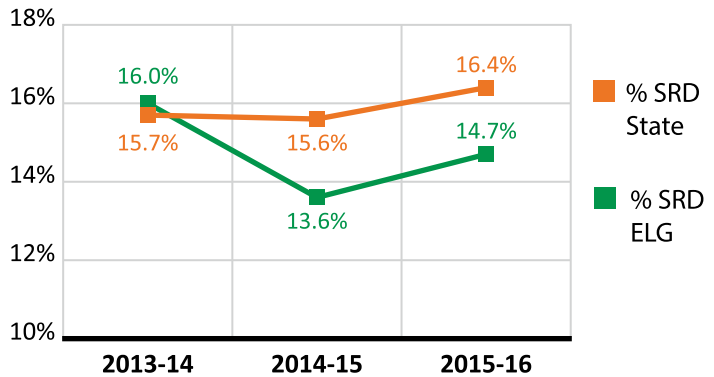
The third cohort of ELG schools is scheduled to run for three years, from the 2017-18 school year through the 2019-20 school year. This cohort consists of 11 schools which have received two years of funding from their three-year ELG period. Figure 21 illustrates that the third cohort of ELG schools started with a higher rate of SRD than the state average. While the cohort's SRD percentage increased in the second year, the rate of increase was smaller than the increase in the overall state SRD percentage.

Figure 21: Difference in SRD Rates in K-3 Cohort 3 ELG Schools Compared to the State in 2019
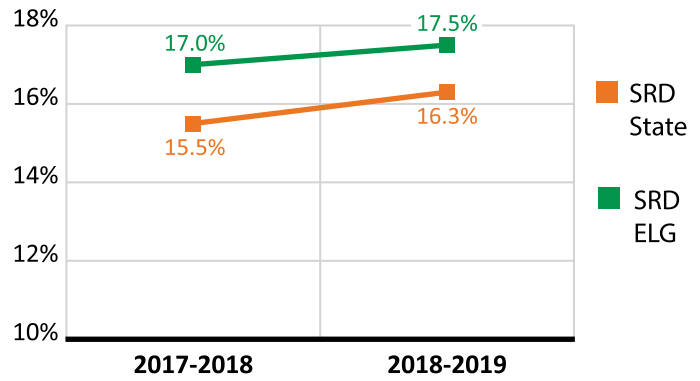
Figures 22 and 23 compare the percentage of students on track to meet their grade-level reading benchmarks from the beginning of the year (BOY) to the end of the year (EOY). Results from interim assessments demonstrate schools in ELG Cohorts 2 and 3 increased the percentage of students on track to meet their benchmarks over the 2018-19 school year.

Figure 22: Moving Students to Reading at Benchmark ELG Cohort 2 in 2018-19
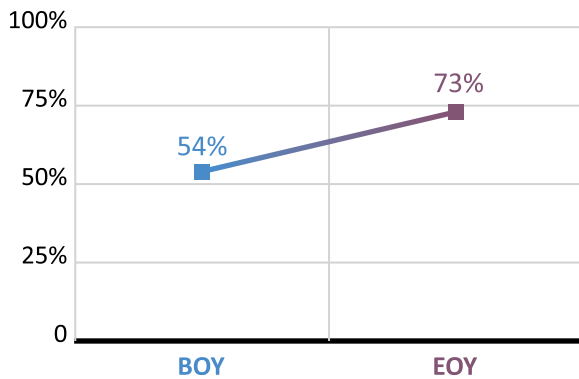
Figure 23: Moving Students to Reading at Benchmark ELG Cohort 3 in 2018-19
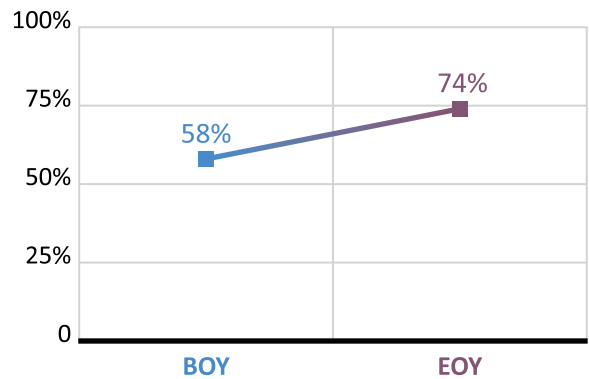
The Early Literacy Grant Program includes participation of schools from across the state. Figure 24 illustrates the geographic distribution of Colorado school participation by cohort.

Figure 24: Colorado's ELG Districts by Cohort
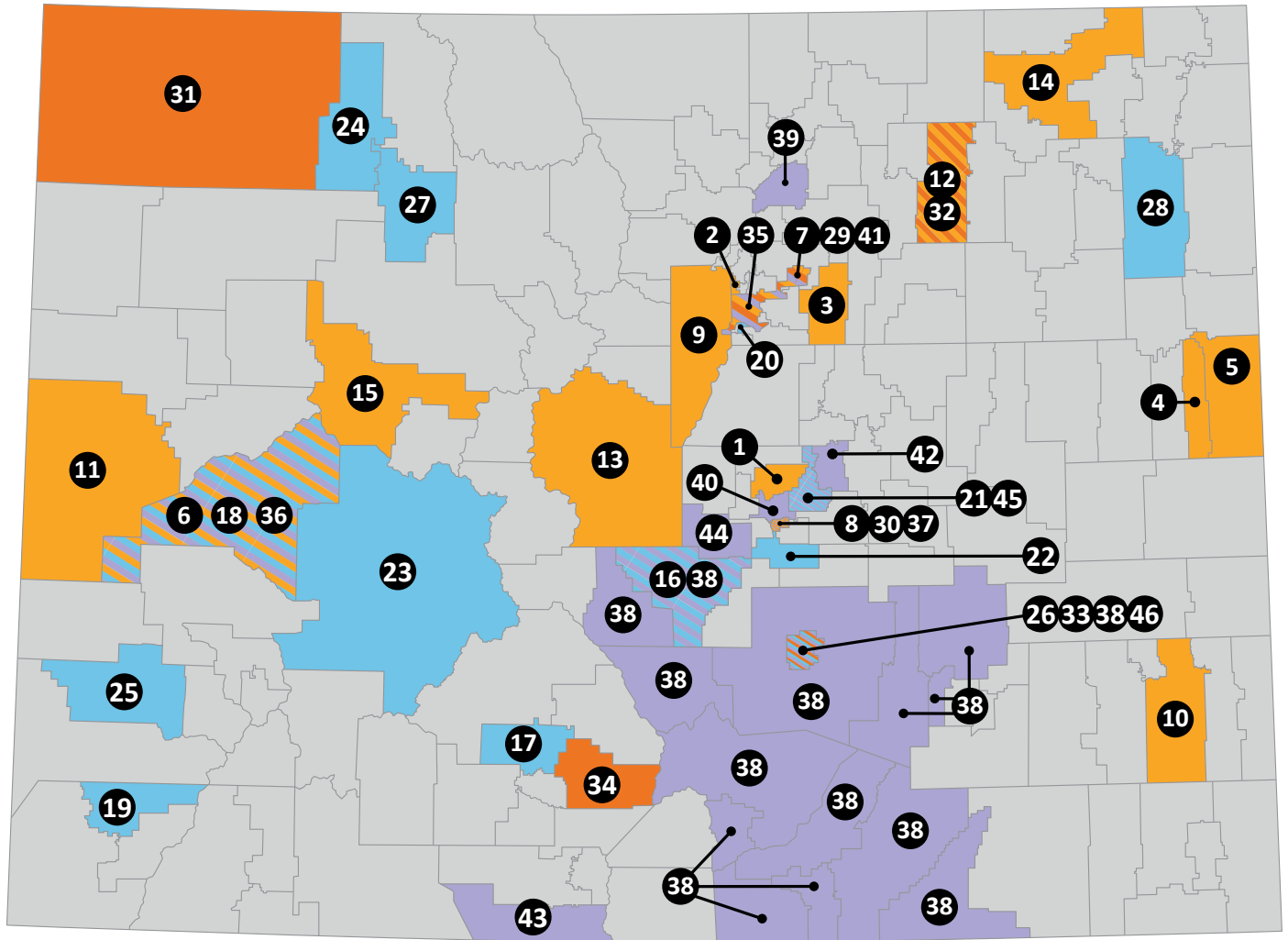
COHORT 1

1   Academy 20

2   Adams County School District 50

3   Bennett School District 29J

4   Bethune School District

5   Burlington School District Re-6J

6   Delta County School District

7   Denver Public Schools

8   Harrison School District 2

9   Jefferson County Public School District

10 Lamar School District Re-2

11 Mesa County Valley School District

12 Morgan County School District Re-3

13 Park County School District Re-2

14 Re-1 Valley School District

15 Roaring Fork School District

COHORT 2

16 Canon City School District RE-1

17 Center Consolidated School District 26JT

18 Delta County School District

19 Dolores School District 4A

20 Englewood School District

21 Falcon School District 49

22 Fountain-Fort Carson School District 8

23 Gunnison Watershed School District RE-1J

24 Hayden School District RE-1

25 Norwood School District RE-2JT

26 Pueblo City Schools District 60

27 South Routt School District RE-3

28 Yuma School District 1

COHORT 3

29 Denver Public Schools

30 Harrison School District 2

31 Moffat County School District RE-1

32 Morgan County School District RE-3

33 Pueblo City School District 60

34 Sangre de Cristo School District RE-22J

COHORT 4

35 Charter School Institute

36 Delta County School District

37 Harrison School District #2

38 South Central BOCES

39 Weld County School District RE-1

40 Colorado Springs School District 11

41 Denver Public Schools

42 Peyton School District 23JT

43 South Conejos School District

44 Cripple Creek Victor School District RE1

45 Falcon School District 49

46 Pueblo City Schools 60

Technical Assistance Related to K-3 Literacy

CDE's Literacy Team, within the Preschool through Third Grade Office, provides Colorado schools and districts with literacy support and technical assistance. Technical assistance consists of providing support for reading data analysis, coaching, consulting, and professional development sessions as requested by schools, districts, and BOCES.

Early Literacy Assessment Tool

The School Finance Act enables CDE to contract with assessment vendors to supply an early literacy assessment tool (ELAT) free of charge to Colorado school districts. The intent of the program is to support state purchase of software that provides teachers with individualized assessments with immediate results, stores and analyzes those results, and recommends activities based on those results.

In 2018, CDE conducted a new competitive bid process for the ELAT project as required by state procurement law. The contracts for the ELAT project were awarded to Amplify and Istation. The contracts will last for five years through June 2023. The Colorado legislature must fund the ELAT project annually through the budgeting process.

By participating in the ELAT Project, applicants select READ Act-approved assessments from one of the two selected vendors:

- Amplify for Acadience Reading (formerly DIBELS Next) and IDEL, approved interim assessments, and DIBELS Deep PA/WRD diagnostic reading assessment; or
- Istation for ISIP Early Reading and ISIP Lectura Temprana approved interim assessments.

Figure 25: Number of Districts, Schools and Students Participating in ELAT 2014-19

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Participating Local Education Providers	123 Districts / CSI*	126 Districts / CSI	132 Districts / CSI	137 Districts / CSI	146 Districts / CSI	141 Districts / CSI (see note below)
Participating Schools	417 / 1,110	482 / 1,110	517 / 1,110	574 / 1,110	579 / 1,110	587
Participating Student Count	91,565	112,232	119,204	127,604	126,055	127,858
Percentage of K − 3 Students Participating	34%	40%	44%	47%	47%	49%

*The Charter School Institute

Note: In 2018-19, three districts had at least one school use Amplify and one school use Istation. Details can be found in Appendix C: Early Literacy Assessment Tool (ELAT) Participating Districts for 2018-19.

A portion of the ELAT contract payment to each vendor is based on two deliverables:

1. A 15 percent reduction in SRD rates from the beginning of the year to the end of the year; and
2. At least a 75 percent customer satisfaction rating.

The selected vendors have met those deliverables each year the project has been in existence.

Professional Development and Literacy Supports

Sponsored by the P-3 Literacy Team and
Exceptional Student Services Unit
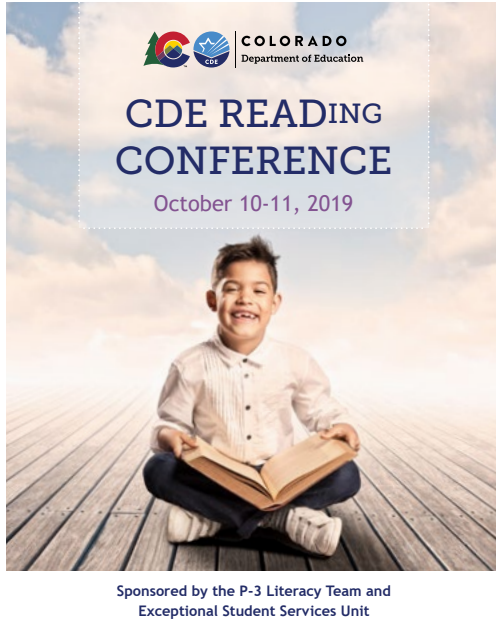
2019 READing Conference

In October of 2019, CDE presented the fifth annual READing Conference. This hallmark literacy training event was free and open to district leaders, reading coaches, special educators, reading interventionists, and kindergarten through third grade teachers. There were nearly 600 participants representing 72 school districts, community libraries, BOCES, educational consultants, universities, and private vendors. The conference supported the implementation of evidence-based reading instruction and focused on direct and explicit early literacy instruction for all students. The Literacy Team, within the Preschool through Third Grade Office, partnered with the CDE Exceptional Student Services Unit to host this event.

Professional Development Related to K-3 Literacy Instruction

The READ Act requires CDE to create a list of instructional and professional development programs for use by local education agencies. CDE offers multiple free, on-line, professional development modules which focus on evidence-based literacy support. Due to the passage of SB 19-199, programs on the READ Act Approved Professional Development Advisory list are being re-evaluated to ensure that they align with all criteria for the required evidence-based training in teaching reading. The re-evaluation has been conducted throughout the 2019-20 school year and will be available to local education agencies for the 2020-21 school year.

Professional Development Related to Early Childhood Literacy, Birth to Kindergarten

The Colorado Shines Professional Development Information System (PDIS) offers free courses designed to support and develop early language learners. These courses provide early childhood educators with scientifically based research on early language and literacy from birth up to kindergarten. The courses were developed by nationally recognized early literacy experts. Training content provides evidence-based strategies to promote language and literacy development, prevent learning challenges, and support struggling learners.

What's on the Horizon?

As noted in the Commissioner's letter, SB 19-199 has initiated significant changes to the implementation to the READ Act designed to improve reading outcomes for Colorado's children. The Colorado Department of Education is looking deeply into outcomes of the READ Act so far and listening to the wisdom of teachers, school leaders and parents to better understand how to increase progress on reading competency rates. Colorado intends to bolster the current pace of academic growth for students identified with an SRD. S. B. 19-199 signals this next phase in the READ Act, emphasizing the importance of evidence-based instructional practices.

Research has shown that if children cannot read proficiently by the end of third grade, they face daunting hurdles to success in school and beyond. The digital age places a vast amount of written information at our students' fingertips. Our students need the essential skills to navigate the 21st century. The Colorado READ Act strives to ensure every student reads proficiently by the end of third grade.

Appendix A:
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 privacy is protected, CDE only reports data where the number of students assessed was 16 or greater.

District Name	FY 2018-19 Students Assessed for an SRD	FY 2018-19 Percent Students Identified with SRD	Total Per Pupil Distribution in 2019-20
ACADEMY 20	6754	10%	$446,165.55
ADAMS 12 FIVE STAR SCHOOLS	10886	21%	$72,230.24
ADAMS COUNTY 14	1746	41%	N<16
ADAMS-ARAPAHOE 28J	10895	34%	$10,866.50
AGATE 300	19	N<16	$37,073.93
AGUILAR REORGANIZED 6	35	N<16	$12,784.11
AKRON R-1	116	N<16	N<16
ALAMOSA RE-11J	736	17%	$45,383.60
ARCHULETA COUNTY 50 JT	481	19%	$64,559.77
ARICKAREE R-2	23	N<16	N<16
ARRIBA-FLAGLER C-20	48	N<16	N<16
ASPEN 1	429	9%	$335,582.97
AULT-HIGHLAND RE-9	266	24%	N<16
BAYFIELD 10 JT-R	403	15%	N<16
BENNETT 29J	268	15%	$25,568.23
BETHUNE R-5	28	N<16	$37,713.13
BIG SANDY 100J	94	N<16	$40,269.96
BOULDER VALLEY RE 2	8158	6%	$24,289.81
BRANSON REORGANIZED 82	76	N<16	N<16
BRIGGSDALE RE-10	N<16	N<16	N<16
BRUSH RE-2(J)	446	23%	$56,889.30
BUENA VISTA R-31	280	25%	$77,983.09
BUFFALO RE-4J	91	N<16	N<16
BURLINGTON RE-6J	216	9%	N<16
BYERS 32J	431	13%	N<16
CALHAN RJ-1	113	15%	$2,384,876.31
CAMPO RE-6	N<16	N<16	$453,196.81
CANON CITY RE-1	1051	11%	$1,430,542.26

District Name	FY 2018-19 Students Assessed for an SRD	FY 2018-19 Percent Students Identified with SRD	Total Per Pupil Distribution in 2019-20
CENTENNIAL R-1	55	31%	$10,866.50
CENTER 26 JT	194	18%	$21,732.99
CHARTER SCHOOL INSTITUTE	5194	18%	$584,233.97
CHERAW 31	63	N<16	N<16
CHERRY CREEK 5	15250	16%	$1,592,261.29
CHEYENNE COUNTY RE-5	63	N<16	N<16
CHEYENNE MOUNTAIN 12	1523	6%	$60,724.54
CLEAR CREEK RE-1	170	20%	$21,732.99
COLORADO SCHOOL FOR THE DEAF AND BLIND	33	82%	$17,258.55
COLORADO SPRINGS 11	8039	19%	$982,459.09
COTOPAXI RE-3	54	N<16	N<16
CREEDE SCHOOL DISTRICT	32	N<16	N<16
CRIPPLE CREEK-VICTOR RE-1	96	25%	$15,340.94
CROWLEY COUNTY RE-1-J	134	N<16	N<16
CUSTER COUNTY SCHOOL DISTRICT C-1	111	19%	$13,423.32
DE BEQUE 49JT	55	35%	$12,144.91
DEER TRAIL 26J	74	N<16	N<16
DEL NORTE C-7	129	31%	$25,568.23
DELTA COUNTY 50(J)	1397	18%	$159,801.41
DENVER COUNTY 1	26854	15%	$2,656,538.69
DISTRICT 49	5268	10%	$349,645.49
DOLORES COUNTY RE NO.2	64	N<16	N<16
DOLORES RE-4A	205	10%	$12,784.11
DOUGLAS COUNTY RE 1	18380	9%	$1,077,700.74
DURANGO 9-R	1443	18%	$163,636.65
EADS RE-1	53	0%	$0.00
EAGLE COUNTY RE 50	1757	21%	$237,145.30
EAST GRAND 2	355	11%	$24,289.81
EAST OTERO R-1	428	25%	$68,395.01
EATON RE-2	580	10%	$35,795.52
EDISON 54 JT	31	N<16	N<16
EDUCATION REENVISIONED BOCES	354	17%	$38,991.55
ELBERT 200	53	N<16	N<16
ELIZABETH	579	12%	$43,465.98
ELLICOTT 22	299	13%	$24,929.02
ENGLEWOOD 1	719	21%	$96,520.05
ESTES PARK R-3	275	23%	$40,269.96
EXPEDITIONARY BOCES	104	N<16	N<16
FORT MORGAN RE-3	1027	23%	$149,574.12

District Name	FY 2018-19 Students Assessed for an SRD	FY 2018-19 Percent Students Identified with SRD	Total Per Pupil Distribution in 2019-20
FOUNTAIN 8	2875	18%	$335,582.97
FOWLER R-4J	123	N<16	**N<16**
FREMONT RE-2	413	24%	**$63,920.57**
FRENCHMAN RE-3	64	N<16	**N<16**
GARFIELD 16	367	25%	**$57,528.51**
GARFIELD RE-2	1367	23%	**$196,875.34**
GENOA-HUGO C113	65	N<16	**N<16**
GILPIN COUNTY RE-1	116	16%	**$12,144.91**
GRANADA RE-1	65	31%	**$12,784.11**
GREELEY 6	6793	19%	**$818,183.24**
GUNNISON WATERSHED RE1J	579	18%	**$65,198.98**
HANOVER 28	56	38%	**$13,423.32**
HARRISON 2	3805	23%	**$569,532.24**
HAXTUN RE-2J	93	N<16	**N<16**
HAYDEN RE-1	124	N<16	**N<16**
HINSDALE COUNTY RE 1	23	N<16	**N<16**
HI-PLAINS R-23	34	N<16	**N<16**
HOEHNE REORGANIZED 3	25	N<16	**N<16**
HOLLY RE-3	75	N<16	**N<16**
HOLYOKE RE-1J	163	16%	**$16,619.35**
HUERFANO RE-1	167	22%	**$23,011.40**
IDALIA RJ-3	51	N<16	**N<16**
IGNACIO 11 JT	190	23%	**$27,485.84**
JEFFERSON COUNTY R-1	22752	13%	$1,877,347.01
JOHNSTOWN-MILLIKEN RE-5J	1187	23%	$177,059.97
JULESBURG RE-1	73	N<16	N<16
KARVAL RE-23	N<16	N<16	N<16
KIM REORGANIZED 88	N<16	N<16	N<16
KIOWA C-2	68	N<16	N<16
KIT CARSON R-1	29	N<16	N<16
LA VETA RE-2	58	N<16	N<16
LAKE COUNTY R-1	271	17%	$28,764.25
LAMAR RE-2	448	12%	$33,238.69
LAS ANIMAS RE-1	136	19%	$16,619.35
LEWIS-PALMER 38	1567	12%	$122,088.28
LIBERTY J-4	18	0%	$0.00
LIMON RE-4J	127	23%	$18,536.96
LITTLETON 6	3985	9%	$232,670.86
LONE STAR 101	36	N<16	N<16

District Name	FY 2018-19 Students Assessed for an SRD	FY 2018-19 Percent Students Identified with SRD	Total Per Pupil Distribution in 2019-20
MANCOS RE-6	130	29%	$24,289.81
MANITOU SPRINGS 14	365	18%	$42,826.78
MANZANOLA 3J	37	N<16	N<16
MAPLETON 1	1989	22%	$280,611.28
MC CLAVE RE-2	65	N<16	N<16
MEEKER RE1	221	17%	$23,650.61
MESA COUNTY VALLEY 51	6172	23%	$895,527.13
MIAMI/YODER 60 JT	66	26%	$10,866.50
MOFFAT 2	67	30%	$12,784.11
MOFFAT COUNTY RE:NO 1	614	17%	$65,198.98
MONTE VISTA C-8	288	27%	$49,218.84
MONTEZUMA-CORTEZ RE-1	845	25%	$135,511.60
MONTROSE COUNTY RE-1J	1638	26%	$269,744.79
MOUNTAIN VALLEY RE 1	26	N<16	N<16
NORTH CONEJOS RE-1J	279	14%	$25,568.23
NORTH PARK R-1	49	N<16	N<16
NORWOOD R-2J	47	N<16	N<16
OTIS R-3	54	N<16	N<16
OURAY R-1	53	N<16	N<16
PARK COUNTY RE-2	205	19%	$24,289.81
PAWNEE RE-12	28	N<16	N<16
PEYTON 23 JT	106	N<16	N<16
PLAINVIEW RE-2	16	N<16	N<16
PLATEAU RE-5	47	N<16	N<16
PLATEAU VALLEY 50	68	24%	$10,227.29
PLATTE CANYON 1	239	15%	$23,011.40
PLATTE VALLEY RE-7	315	17%	$35,156.31
POUDRE R-1	8751	12%	$690,342.11
PRAIRIE RE-11	60	N<16	N<16
PRIMERO REORGANIZED 2	48	N<16	N<16
PRITCHETT RE-3	N<16	N<16	N<16
PUEBLO CITY 60	5160	21%	$677,558.00
PUEBLO COUNTY 70	2619	12%	$198,792.96
RANGELY RE-4	139	26%	$23,011.40
REVERE SCHOOL DISTRICT	43	N<16	N<16
RIDGWAY R-2	90	N<16	N<16
ROARING FORK RE-1	1436	19%	$177,699.17
ROCKY FORD R-2	252	17%	$26,846.64

District Name	FY 2018-19 Students Assessed for an SRD	FY 2018-19 Percent Students Identified with SRD	Total Per Pupil Distribution in 2019-20
SALIDA R-32	323	14%	$28,125.05
SANFORD 6J	105	N<16	N<16
SANGRE DE CRISTO RE-22J	77	N<16	N<16
SARGENT RE-33J	118	N<16	N<16
SCHOOL DISTRICT 27J	5568	17%	$621,307.90
SHERIDAN 2	307	33%	$65,198.98
SIERRA GRANDE R-30	71	N<16	N<16
SILVERTON 1	N<16	N<16	N<16
SOUTH CONEJOS RE-10	52	N<16	N<16
SOUTH ROUTT RE 3	75	23%	$10,866.50
SPRINGFIELD RE-4	106	17%	$11,505.70
ST VRAIN VALLEY RE 1J	8785	13%	$741,478.56
STEAMBOAT SPRINGS RE-2	675	13%	$58,167.71
STRASBURG 31J	276	14%	$25,568.23
STRATTON R-4	69	N<16	N<16
SUMMIT RE-1	972	16%	$101,633.70
SWINK 33	99	N<16	N<16
TELLURIDE R-1	230	10%	$14,701.73
THOMPSON R2-J	4522	12%	$352,202.32
TRINIDAD 1	266	18%	$30,042.67
VALLEY RE-1	552	16%	$55,610.89
VILAS RE-5	N<16	N<16	N<16
WALSH RE-1	55	N<16	N<16
WELD COUNTY RE-1	555	9%	$31,960.28
WELD COUNTY S/D RE-8	675	21%	$90,767.20
WELD COUNTY SCHOOL DISTRICT RE-3J	782	14%	$67,755.80
WELDON VALLEY RE-20(J)	60	N<16	N<16
WEST END RE-2	74	23%	$10,866.50
WEST GRAND 1-JT	111	24%	$17,258.55
WESTMINSTER PUBLIC SCHOOLS	2460	33%	$512,642.94
WIDEFIELD 3	2800	13%	$231,392.45
WIGGINS RE-50(J)	184	11%	$12,784.11
WILEY RE-13 JT	68	N<16	N<16
WINDSOR RE-4	2106	11%	$149,574.12
WOODLAND PARK RE-2	597	20%	$76,704.68
WOODLIN R-104	20	N<16	N<16
WRAY RD-2	212	11%	$15,340.94
YUMA 1	252	20%	$31,960.28

Appendix B:
Early Literacy Grant Districts, Schools and Awards Cohorts 1-4

Cohort 1 (2013-14 through 2016-17)

District Name	Participating Schools	Cohort 1 Amount Funded Through 2015-17
Academy 20	Frontier, High Plains, Pioneer	$696,671.00
Adams County School District 50	Harris Park, Sherrelwood, Skyline Vista	$1,081,115.00
Bennett School District 29J	Bennett Elementary	$344,869.00
Bethune Elementary School R-5	Bethune School District	$439,260.00
Burlington School District RE-6J	Burlington Elementary	$467,643.00
Delta County School District	Lincoln Elementary	$461,634.00
Denver Public Schools	Cesar Chavez Charter School, Cole Arts and Science	$650,197.00
Harrison School District 2	Bricker Elementary, Giberson Elementary, Stratmoor Hills Elementary	$1,083,976.00
Jefferson County Public Schools	Westgate Elementary	$548,885.00
Lamar School District Re-2	Alta Vista Charter School, Parkview Elementary, Washington Elementary	$331,723.00
Mesa County Valley School District 51	Rocky Mountain Elementary	$575,910.00
Morgan County School District Re-3	Columbine Elementary, Sherman Early Childhood Center	$824,623.00
Park County School District RE2	Edith Teter Elementary	$290,082.00
RE-1 Valley School District	Ayres Elementary, Caliche Elementary, Campbell Elementary	$932,542.00
Roaring Fork School District	Basalt Elementary, Crystal River Elementary, Glenwood Springs Elementary, Sopris Elementary	$1,332,282.00
Total		**$10,061,412.00**

Cohort 2 (2016-17 through 2018-19)

District Name	Participating Schools	Cohort 2 Amount Funded Through 2018-19
Canon City School District RE-1	Canon Exploratory School, Harrison School, Lincoln School of Science and Technology, McKinley Elementary, Washington Elementary	$1,030,780.00
Center Consolidated School District 26JT	Haskin Elementary	$419,064.00
Delta County School District	Cedaredge Elementary School, Hotchkiss K-8	$915,159.00
Dolores School District 4A	Dolores Elementary	$430,112.00
Englewood School District	Clayton Elementary	$573,573.00
Falcon School District 49	Odyssey Elementary, Remington Elementary, Stetson Elementary	$788,829.00
Fountain-Fort Carson School District 8	Aragon Elementary	$433,207.00
Gunnison Watershed School District RE-1J	Gunnison Elementary School	$440,441.00
Hayden Valley School District RE-1	Hayden Valley Elementary	$352,630.00
Jefferson County Public Schools	Stevens Elementary*	$172,248.00
Norwood School District RE-2JT	Norwood Elementary	$334,396.00
Pueblo City School District 60	South Park Elementary	$503,221.00
South Routt School District RE-3	South Routt Elementary	$284,790.00
Yuma School District 1	Kenneth P. Morris Elementary	$263,634.00
Total		**$6,942,084.00**

Cohort 3 (2017-18 through 2019-20)

District Name	Participating Schools	Cohort 3 Amount Funded Through 2018-19
Denver Public Schools	International Academy of Denver at Harrington	$602,787.00
Harrison School District 2	Stratton Meadows Elementary, Oak Creek Elementary	$698,103.00
Moffatt County School District RE-1	East Elementary*, Sandrock Elementary, Sunset Elementary, Ridgeview Elementary	$717,706.00
Morgan County School District RE-3	Green Acres Elementary, Baker Elementary	$437,936.00
Pueblo City School District 60	Ben Franklin Elementary	$481,832.00
Sangre de Cristo School District RE-22J	Sangre de Cristo Elementary	$295,687.00
Total		**$3,234,051.00**

Cohort 4 (2018-19 through 2021-22)

District Name	Participating Schools	Cohort 4 Amount Funded Through 2018-19
Charter School Institute	Montessori del Mundo Charter, Ricardo Flores Magon Academy	$97,161.79
Colorado Springs School District 11	Carver Elementary, Midland International Elementary, Twain Elementary, Wilson Elementary	$44,163.00
Cripple Creek Victor School District RE1	Cresson Elementary	$49,870.00
Delta County School District	Lincoln Elementary	$42,830.00
Denver Public Schools	Monarch Montessori of Denver Charter	$42,076.00
El Paso County Colorado District 49	Evans International Elementary	$10,640.00
Harrison School District #2	Otero Elementary, Pikes Peak Elementary	$44,824.00
Peyton School District 23JT	Peyton Elementary	$49,769.00
Pueblo City Schools #60	Bessemer Academy, Beulah Heights Elementary, Bradford Elementary, Fountain International Magnet School, Goodnight Elementary, Highland Park Elementary, Minnequa Elementary	$236,124.00
South Central BOCES	Branson School, Custer County Elementary, Primero Elementary, Gardner School, Peakview School, Fowler Elementary, Aguilar Elementary, Cotopaxi Elementary	$49,800.00
South Conejos School District	Guadalupe Elementary	$50,000.00
Weld County School District RE-1	Gilcrest Elementary	$48,599.00
Total		**$765,856.79**

Appendix C:
Early Literacy Assessment Tool (ELAT) Participating Districts for 2018-19

In 2018-19, all schools that participated in the ELAT project in 2017-18 renewed their participation. The schools that moved to Istation had used Amplify in 2017-18. Three districts have at least one school using the vendor that is different from the vendor used by the rest of the district.*

Amplify

Academy School District 20

Adams County School District 14

Aguilar School District RE-6

Alamosa School District RE-11J

Archuleta School District 50JT

Arickaree School District R-2

Aspen School District 1

Bayfield School District 10 JT-R

Bennett School District 29J

Branson School District RE-82

Briggsdale School District RE-10

Brush School District RE-2J

Burlington School District RE-6J

Calhan School District RJ-1

Campo School District RE-6

Canon City School District RE-1 (Fremont RE1)

Centennial School District R-1

Center School District 26JT

Charter School Institute- Colorado Springs Charter Academy

Charter School Institute - Crown Point Academy

Charter School Institute - GVA Colorado Springs

Charter School Institute - GVA Fort Collins

Charter School Institute - GVA Northglenn

Charter School Institute - Indian Peaks

Charter School Institute – Monument View Montessori Charter School

Charter School Institute - Pinnacle Charter

Charter School Institute – Ross Montessori School

Charter School Institute – Salida Montessori Charter School

Charter School Institute - TR Paul Academy

Cheraw School District 31

Cheyenne County School District RE-5

Cheyenne Mountain School District 12

Clear Creek School District RE-1

Colorado Springs School District 11

Cotopaxi School District RE-3

Creede School District

Crowley County School District RE-1J

Custer County School District C1

De Beque School District 49JT

Deer Trail School District 26J

Del Norte School District C7

Delta County School District 50J

Denver Public Schools

Dolores County School District RE-2

Dolores School District RE-4A

Douglas County School District RE-1

Durango School District 9-R

Eads RE-1

Eagle County School District RE-50

East Grand School District 2

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* Notes:

Weld County School District 6 (Greeley-Evans): 19 used Amplify and 1 used Istation

Moffat Consolidated School District 2: 1 using Amplify and 1 using Istation

Weld County School District RE 3 (Keenesburg): 1 using Amplify and 5 using Istation

Amplify

East Otero School District R-1

Eaton School District RE-2

Edison School District 54JT

El Paso County District 49

Elbert School District 200

Elizabeth School District C-1

Ellicott School District 22

Englewood School District 1

Fountain-Fort Carson District 8

Fowler School District R-4J

Fremont School District RE-2

Frenchman School District RE-3 (Fleming)

Garfield School District RE-2

Genoa-Hugo School District C-113

Granada School District RE-1

Gunnison Watershed School District RE-1J

Hanover School District 28

Harrison School District 2

Haxtun School District RE-2J

Hayden School District RE-1

Hinsdale RE-1

Holly School District RE-3

Holyoke School District RE-1J

Huerfano School District RE-1

Idalia School District RJ-3

Ignacio School District 1540

Jefferson County R-1

Julesburg School District RE-1

Karval School District RE-23

Kim School District RE-88

Kit Carson School District R-1

Lake County School District R-1

Lamar School District RE-2

Las Animas School District RE-1

Lewis-Palmer School District 38

Limon School District RE-4J

Littleton Public School District 6

Lone Star School District 101

Mancos School District RE-6

Manzanola School District 3J

McClave School District RE-2

Meeker School District RE-1

Mesa County Valley School District 51

Miami-Yoder School District 60JT

Moffat Consolidated School District 2

Moffat County School District RE-1

Montezuma-Cortez School District RE-1

Montrose County School District RE-1J

Morgan County School District RE-3

Mountain Valley School District RE-1

North Conejos School District

North Park School District R-1

Norwood School District R-2J

Otis School District R-3

Ouray School District R-1

Park County School District RE-2

Pawnee School District RE-12

Plainview School District RE-2

Plateau Valley School District 50

Platte Canyon School District 1

Poudre School District R-1

Pritchett School District RE-3

Pueblo City Schools District 60

Pueblo County School District 70

Rangely School District RE-4

Roaring Fork School District RE-1

Salida School District R-32J

Sanford School District 6J

Sangre de Cristo School District RE-22J

Sargent School District RE-33J

School District 27J

Sierra Grande School District R-30

Amplify

South Conejos School District RE-10

South Routt School District RE-3

Springfield School District RE-4

Steamboat Springs School District RE-2

Stratton School District R-4

Swink School District 33

Trinidad School District 1

Vilas School District RE-5

Walsh School District RE-1

Weld County School District 6 (Greeley-Evans)

Weld County School District RE 3J (Keenesburg)-
Cardinal Community Academy Charter School

Weld School District RE-4-Windsor Charter Academy

Weld RE-7 (Platte Valley)

Weld RE-9 (Ault/Highland)

West End Public Schools RE-2

West Grand Schools 1-JT

Westminster Public Schools

Widefield School District 3

Wiggins School District RE-50J

Wiley School District RE-13JT

Woodland Park School District RE-2

Wray School District RD-2

Yuma School District 1

Istation

Weld County School District 6 (Greeley-Evans)-
Salida del Sol Academy

Hoehne School District RE-3

Kiowa School District C2

Moffat Consolidated School District 2-
Crestone Charter School

Weld County School District RE 3J (Keenesburg)

Weldon Valley School District RE-20J

Appendix D:
Use of Approved READ Act Interim Assessments in 2018-19

Local education providers in Colorado can choose to use any assessment from the State Board of Education's approved list of READ Act interim assessments. The table below illustrates district use of approved READ Act interim assessments as of spring 2019. Generally, schools within a district administer the same READ Act interim assessment tool. In some districts, multiple interim assessments are used. This explains why the number of districts included in the table below exceeds the total number of districts in the state.

Assessment	Number of Districts	Number of Students Tested	% Districts
Acadience Reading	156	132,660	66.4%
iReady	27	63,068	11.5%
STAR	17	10,309	7.2%
ISIP English Early Reading	9	16,745	3.8%
PALS	8	17,736	3.4%
aimsweb	7	778	3.0%
FAST	4	1,445	1.7%
ISIP Lectura Temprana	3	5,075	1.3%
IDEL	3	407	1.3%
PALS Espanol	1	17	0.4%