



FACT SHEET

Early Literacy Assessment Tool (ELAT)

February 2015

Background

The 2012 School Finance Act required the Colorado Department of Education (CDE) to issue a competitive request for proposals (RFP) for state purchase of an early literacy assessment tool that teachers may use to obtain real-time assessments of the reading skill levels of students in kindergarten through third grade. The intent was to support state purchase of software that provides individualized assessments with immediate results, stores and analyzes those results, and recommends activities based on those results. In January 2013, the contract was awarded to Amplify (formerly Wireless Generation) for its DIBELS Next system and Burst diagnostic reading assessments.

The early literacy assessment tool is one of the tools that Colorado teachers can use to meet the assessment requirements of the Colorado READ Act. The READ Act requires teachers in grades kindergarten through 3 to administer an interim assessment to all children in order to determine whether children are making sufficient progress to grade level reading proficiency. When students are identified as significantly below grade level, teachers must administer a diagnostic assessment to determine specific areas of need for reading improvement. Teachers use this assessment data to collaboratively develop an intervention plan (called a READ plan) with the child's parents, to bring the child up to grade level reading proficiency. The early literacy assessment tool supports this process, and it also provides teachers a tool to monitor the reading progress of their students on an on-going basis.

Program Components

The funding for the Early Literacy Assessment Tool project includes the cost of the online software license and training. Hardware is not included. Amplify provides training and technical support for each participating district that includes administering the assessments as well as the use of data associated with these assessments in the delivery of instruction. CDE works closely with Amplify to develop regional training sessions and coordinate onsite technical support for participating schools and districts. Three times a year, Amplify provides data related to the number of kindergarten through third-grade students participating in the program and their reading skill level data. This information is used by CDE to monitor the service delivery for the Early Literacy Assessment Tool, to redirect service and support for participating schools, and to inform its annual report to the legislature on the success of the program.

Colorado's Early Literacy Assessment Tool Participation

2013-2014 Participation in the ELAT project included:

- 123 districts and the Charter School Institute
- 417 schools (including 58 charter schools).
- 90,476 students.
- 34% of all K-3 students in the state.

2014-2015 Participation in the ELAT project included:

- 126 districts and the Charter School Institute
- 482 schools (including 64 charter schools).
- 109,338 students.
- 40% of all K-3 students in the state.

Program Participation

All Colorado districts are eligible to participate in the Early Literacy Assessment Tool Project. Each spring, the department issues a Request for Proposal process for districts to apply to the program. If the number of applicants exceeds the number of available licenses, the department will prioritize participation according to the guidelines set in statute.

Program Results 2013-2014: Beginning of Year to End of Year

The results of the ELAT project are measured by (1) the reduction in the number of students who are well-below grade level expectations (benchmark) and (2) the increase in the number of students reaching grade level expectations (benchmark). The figures below illustrate the results for the 2013-14 school year.

Figure 1. The reduction of Colorado students performing well-below benchmark from beginning of the year (BOY) to the end of the year (EOY), 2013-14.

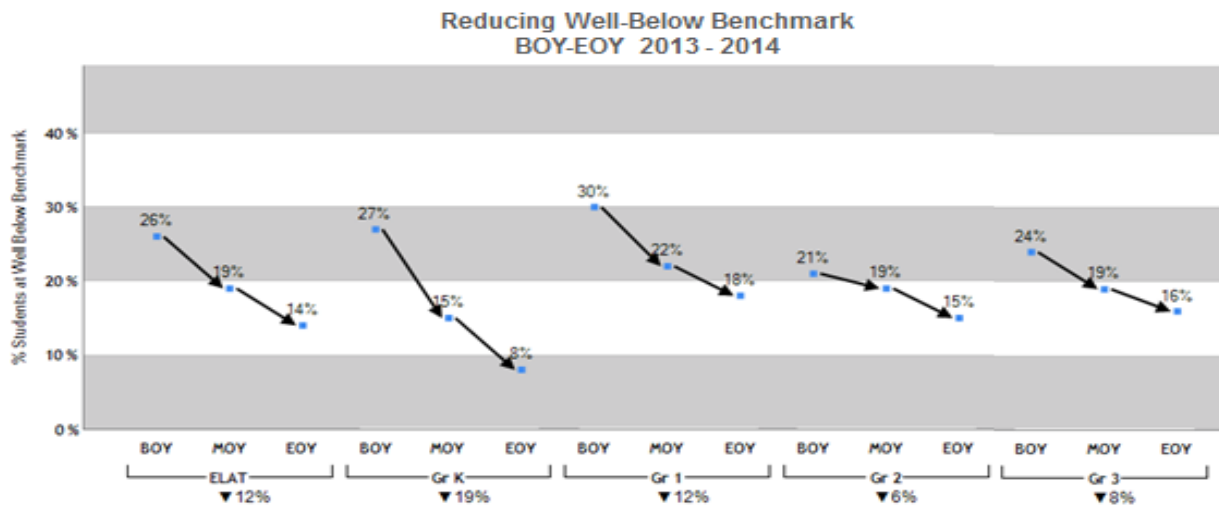
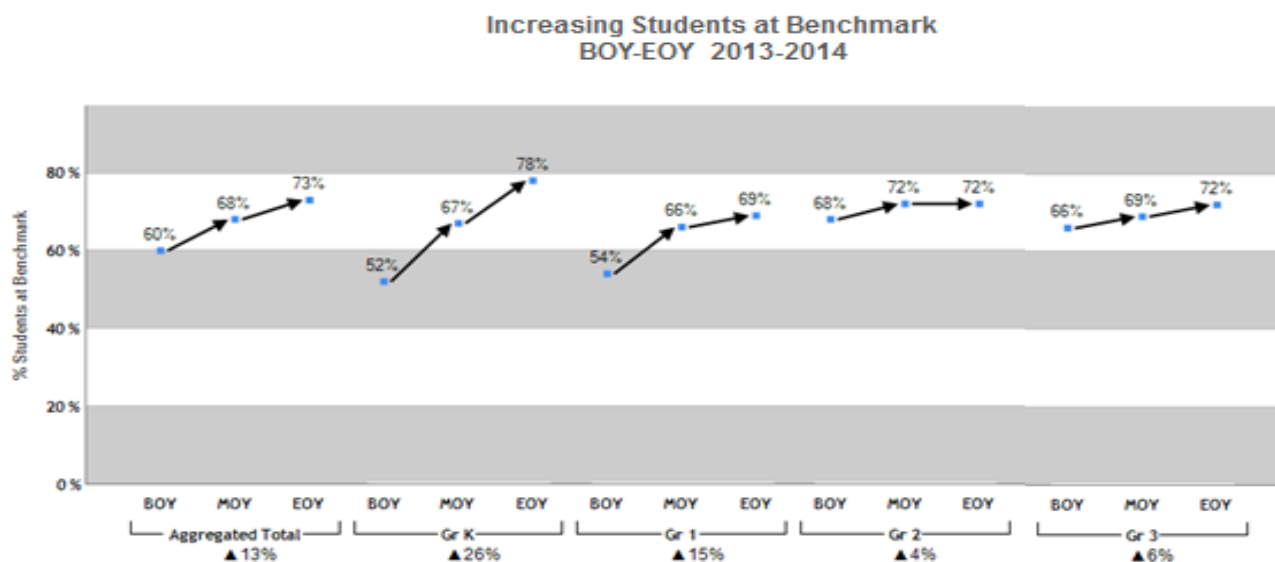


Figure 2. The increase of Colorado students performing at benchmark from beginning of the year (BOY) to the end of the year (EOY), 2013-14.



Program Results 2014-2015: Beginning of Year to Middle of Year

Find below program results from the 2014-2015 school year (through December) for reducing the number of students scoring at well below benchmark as well as increasing the number of students scoring at benchmark and predicted to be on track for grade level proficiency in reading.

Figure 3. The reduction of Colorado students performing well-below benchmark from beginning of the year (BOY) to the middle of the year (MOY), 2014-15.

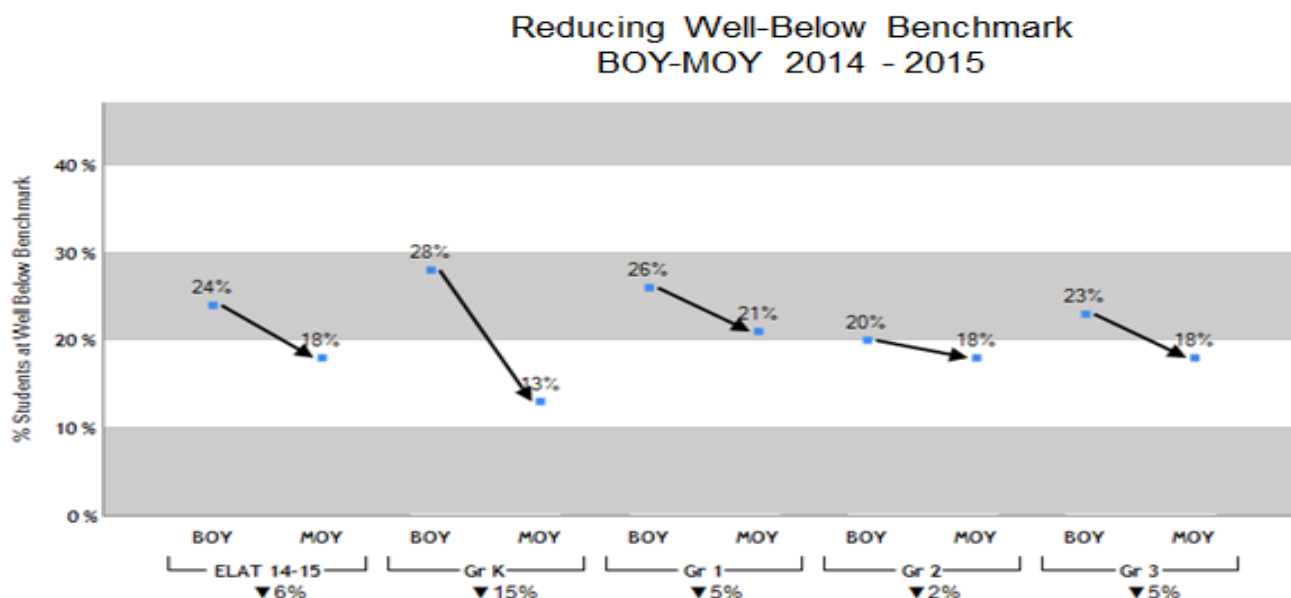
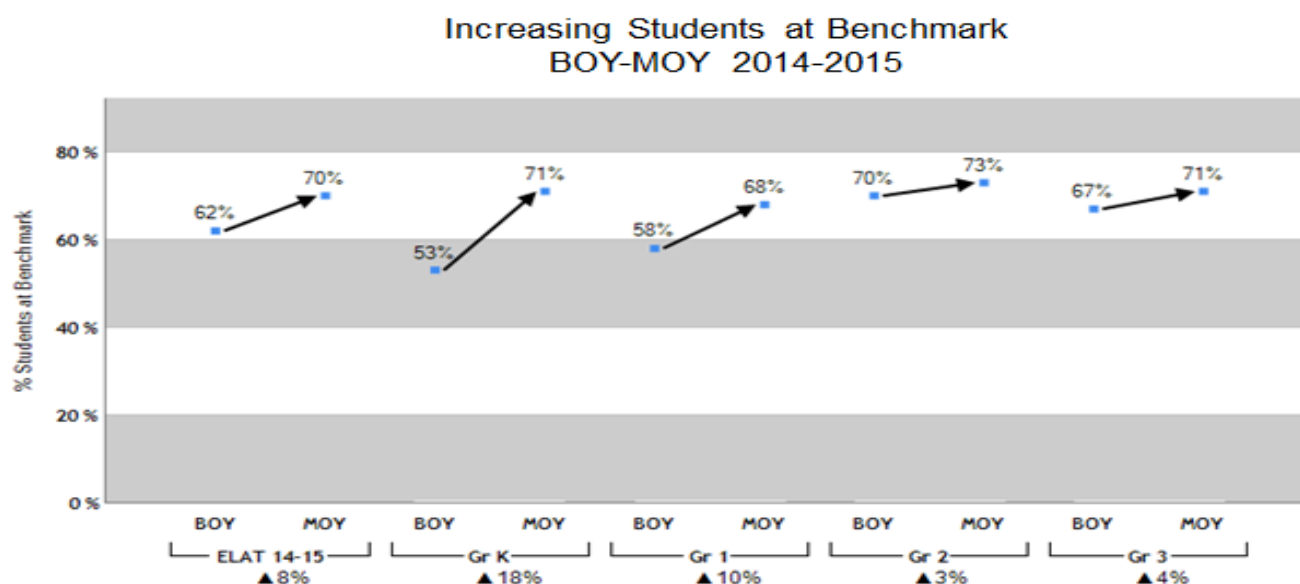


Figure 4. The increase of Colorado students performing at benchmark from beginning of the year (BOY) to the middle of the year (MOY), 2014-15.



Where can I learn more?

- ELAT Website: <http://www.cde.state.co.us/coloradoliteracy/readact/assessmenttool>
- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaq