

Colorado READ Act 2024 Annual Report



COLORADO
Department of Education

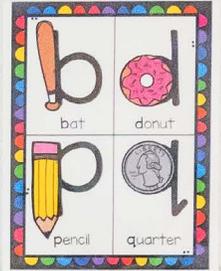
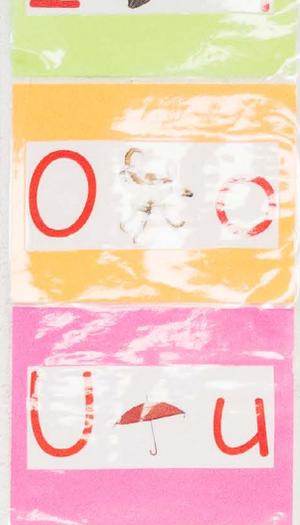
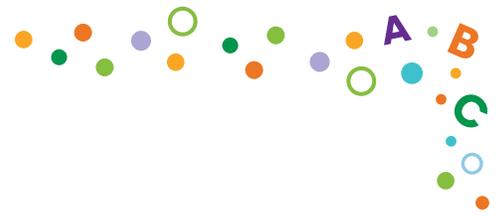


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Letter from the Commissioner of Education



After more than a decade, the Reading to Ensure Academic Development Act continues to make a meaningful impact on early literacy for Colorado children and families. While we have more work to do to support students in returning to pre-pandemic levels of academic performance, we are seeing promising trends in educator professional learning and in district-level implementation of evidence-based instruction and focused literacy interventions.

The 2023-2024 school year included some significant milestones for our implementation of the READ Act:

- For the second consecutive year, we saw declines in the number of students in grades K-3 being identified as having significant reading deficiencies - including students at 21 of the 39 schools that received Early Literacy Grant professional learning funds in the prior year;
- The number of districts using Colorado Department of Education (CDE)-approved core, supplemental, and intervention reading programs for students in grades K-3 increased to 72% from 54.7% in the prior year;
- By the start of the 2022-2023 school year, more than 25,000 K-3 educators successfully completed training designed to support them with implementing high-quality literacy instruction, and this training was provided to reading interventionists serving grades 4-12 and K-3 building leaders during the 2023-24 school year.

We are encouraged by this progress and by the clear commitment of our educators and school teams to ensuring that every student has the support they need to reach grade level literacy by third grade. At the same time, we have seen an overall 4% increase in the number of Colorado K-3 students with significant reading deficiencies compared to pre-pandemic rates. The State of Colorado's sustained investment in students and educators through the READ Act will be integral to closing these post-pandemic gaps.

Thank you for your leadership and partnership in literacy for every Colorado child.

Respectfully,

Dr. Susana Córdova
Colorado Commissioner of Education



Executive Summary



The Colorado READ Act passed in 2012 with the purpose of ensuring every student in Colorado reaches reading proficiency by the end of third grade. The provisions of the Act promote early identification of reading difficulties and effective intervention to quickly close reading gaps and ensure all Colorado students can demonstrate a level of competency in reading skills necessary to achieve success in school.



Districts report state board approved READ Act interim assessment data to the Colorado Department of Education at the end of each school year for students in kindergarten through third grade. Interim assessment data reported for the 2022-23 school year showed that 20.7% of K-3 students were identified as having a significant reading deficiency (SRD), a slight decrease from 2021-2022. Although not at pre-pandemic rates, the K-3 SRD rates declined for the second consecutive year. The percentage of students no longer identified as having an SRD in grades K-3 has increased since 2019.

The READ Act provides support for all students. Students who receive special education services and are also identified as having an SRD as well as multilingual learners who also have an SRD have decreased since 2020-21 but have not reached pre-pandemic levels. Data from 2022-23 showed that 52.7% of students receiving special education services are also identified as having an SRD, 54% of Non English Proficient (NEP) students are also identified as having an SRD, and 25.7% of Limited English Proficient (LEP) students are also identified as having an SRD.

Districts and schools receive per-pupil funds based on the number of kindergarten through third grade students identified with an SRD in the preceding budget year to support implementation of the READ Act. Districts report the anticipated use of READ Act funds through the annual READ Act Budget Submission. In 2022-23, the majority of READ Act per-pupil intervention funds were spent on purchasing approved core reading materials and other approved targeted interventions. Districts are required to report the reading instructional programs in use in grades K-3 in each school in the districts that serve any grades K-3. This information is made publicly available on the CDE, district and school websites. In 2022-23, 72% of districts reported the use of CDE-approved core instructional reading programs. This is an increase of 32% from 2019 when this reporting requirement was put into effect.

Updates to the READ Act include required training in scientifically and evidence-based reading instruction for teachers who provide reading instruction for students in grades K-3, 4-12 grade reading interventionists and principals and administrators who oversee reading instruction for students in grades K-3. Over 25,000 teachers have completed the K-3 teacher training requirement. Reading Interventionists who serve students in grades 4 through 12 and K-3 principals and administrators will complete training requirements during the 2023-24 school year. This data will be reported to CDE and be included in the 2025 READ Act report.



Overview of the Colorado READ Act



Colorado’s Reading to Ensure Academic Development Act strives to guarantee that every student achieves proficiency in reading by the conclusion of their third-grade year. Initially enacted by the Colorado State Legislature in 2012, the READ Act has undergone continuous refinement to better serve the needs of students, educators, and educational institutions statewide.

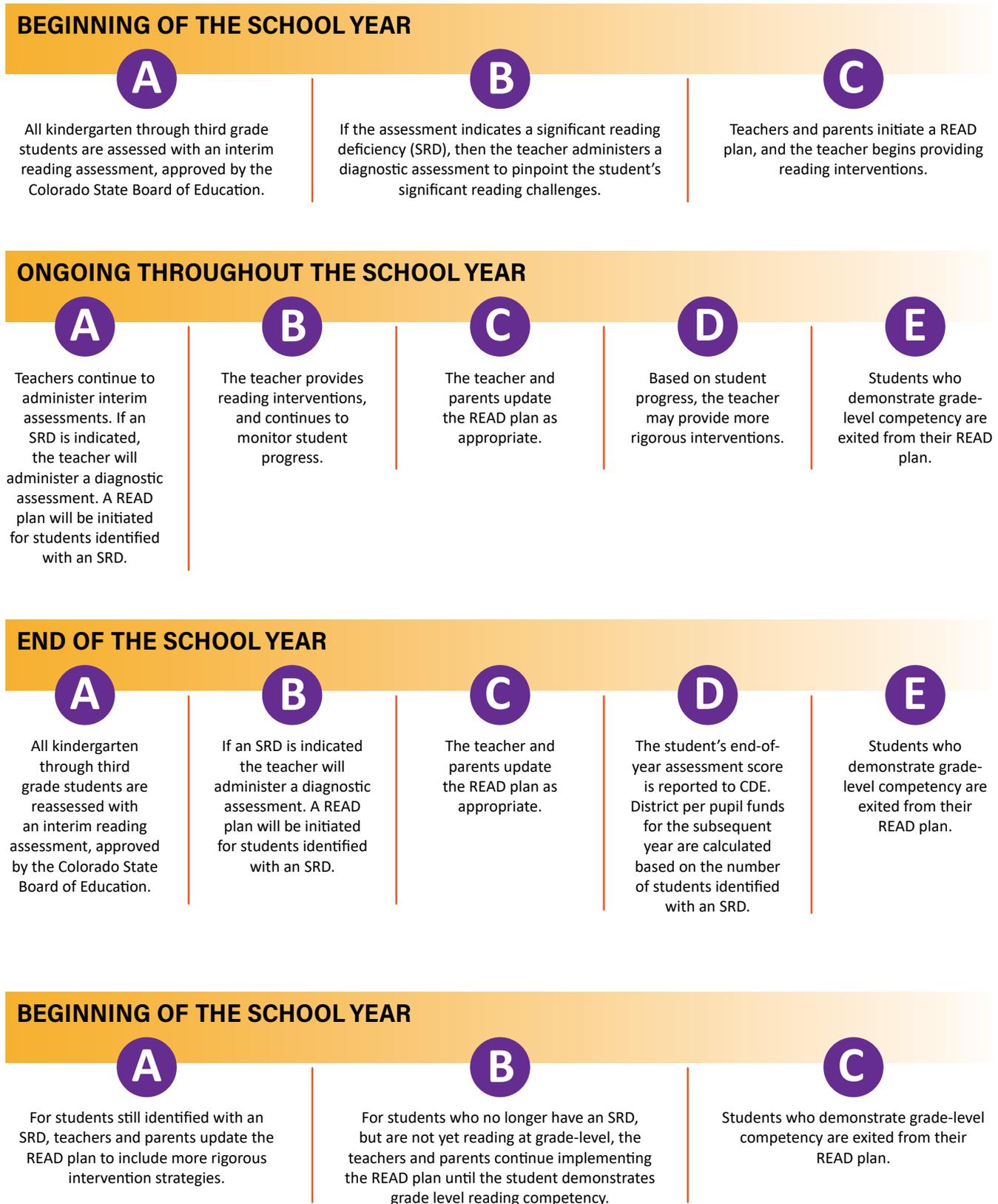
Under the READ Act, educators from kindergarten to third grade conduct interim assessments covering phonemic awareness, phonics, vocabulary development, and reading fluency. Students demonstrating significant disparities in their reading abilities are flagged with a “significant reading deficiency” (SRD). Subsequently, educators administer diagnostic assessments to pinpoint the specific areas of struggle for these students. This data is then utilized collaboratively by teachers and parents to craft individualized intervention plans under the READ Act. Students receive targeted support as outlined in their intervention plan until they meet the required reading skill standards for their respective grade levels. Even after students have progressed sufficiently to no longer be classified with an SRD, if they have yet to achieve grade-level proficiency, they continue to receive support through the READ plan until they reach that milestone. The practical implementation of the READ Act is depicted in Figure 1.



The READ Act is the signature literacy legislation in Colorado that prioritizes early literacy by ensuring all students achieve early-grade reading proficiency for later academic success. In 2019, the Colorado General Assembly passed significant revisions to the READ Act in Senate Bill 19-199 (S.B. 19-199), which were signed into law by the governor. The revisions are intended to increase teacher knowledge, support the use of scientifically and evidence-based curriculum, and ensure all READ Act funds are used in alignment with the READ Act. S.B. 19-199 also required CDE to partner with an external evaluator to determine bright spots of implementation as well as areas for improvement.



Figure 1: The READ Act in Action graphic



Prevalence of Significant Reading Deficiencies in Colorado

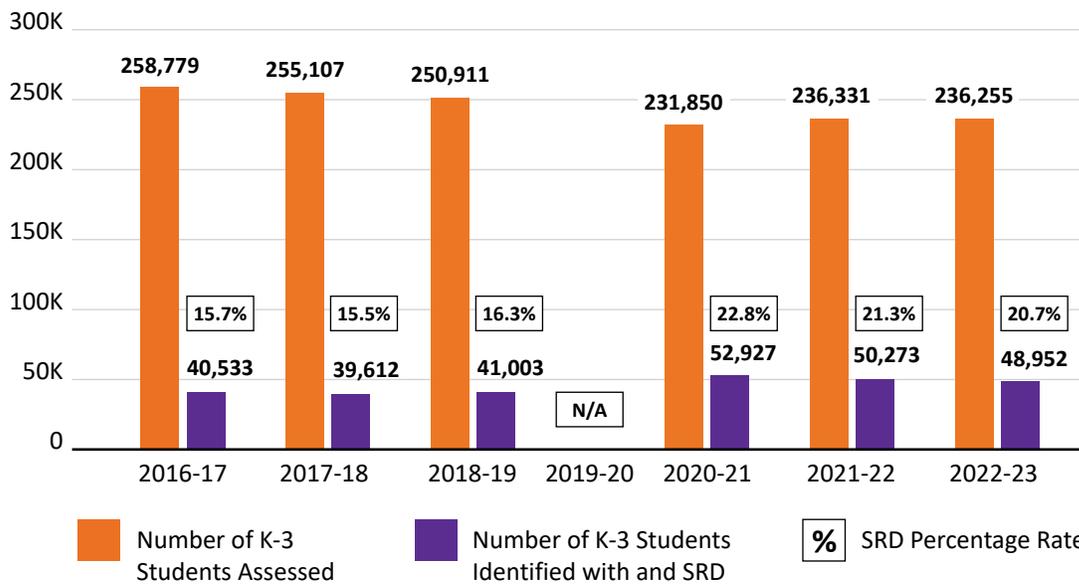


Each spring, districts report the number of K-3 students who are identified with a significant reading deficiency (SRD) using a state board approved interim reading assessment. When a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the state board for the student's grade level, they are determined to have an SRD (C.R.S. 22-7-1203). The reported data is used by the

Colorado Department of Education (CDE) to determine district funding for reading intervention services. In the spring assessment period in the 2022-23 school year, 236,255 students took state board approved interim reading assessments. Of those students, 48,952 (20.7 percent) were identified as having an SRD. This continues the positive trend of declining SRD rates since the 2020-21 school year, which was substantially disrupted by the COVID-19 pandemic. Figure 2 tracks the annual SRD rate since the 2016-17 school year.

Figure 2: Longitudinal SRD Rates for Grades K-3 from 2016-17 to 2022-23¹

Although not at pre-pandemic rates, the K-3 SRD rates declined for the second consecutive year.



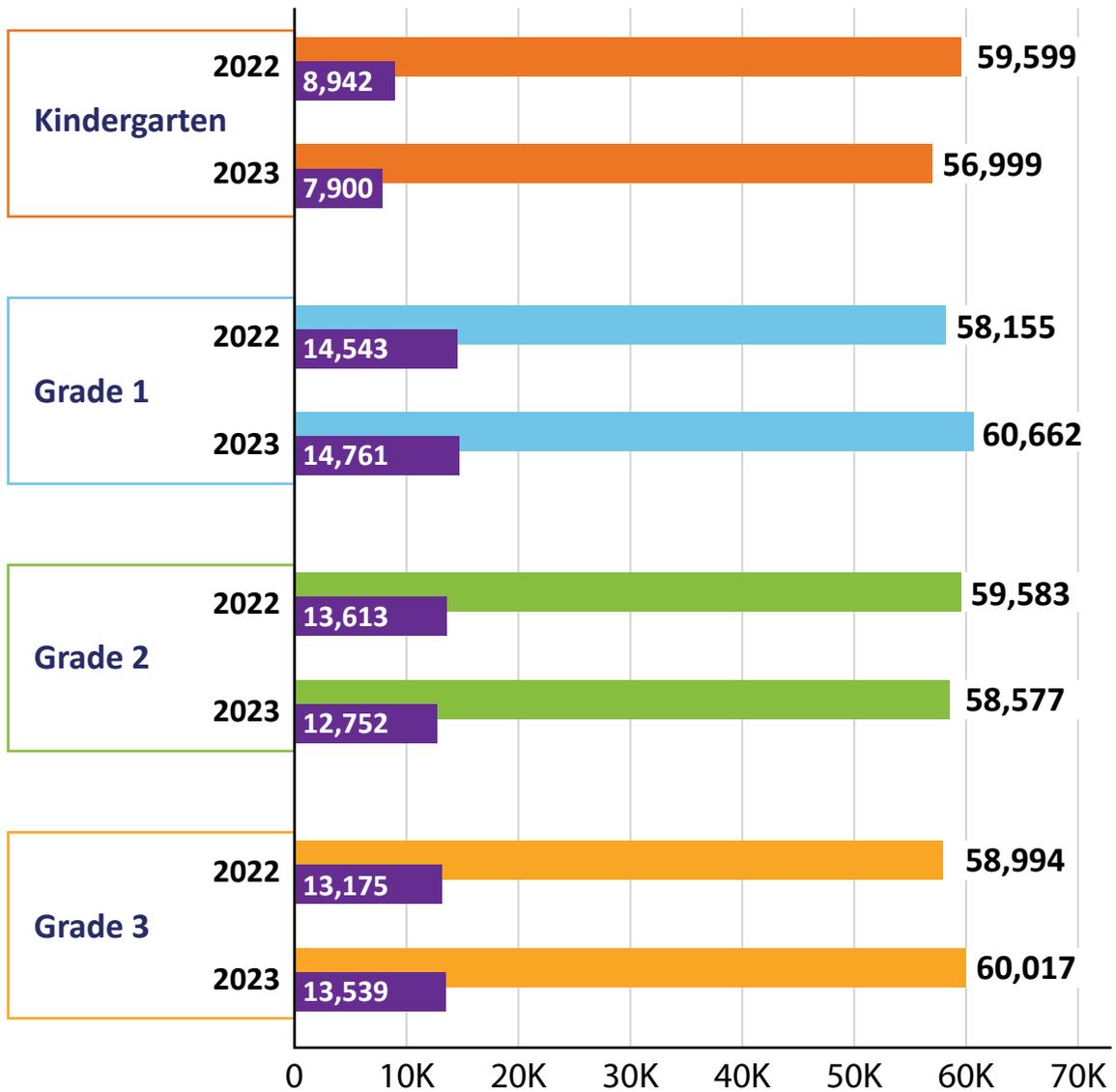
The SRD rate varies between grade levels, as shown by Figure 3. In the 2022-23 school year, the highest SRD rate occurred in first grade (24.3 percent), followed by third grade (22.6 percent), second grade (21.8 percent) and

finally kindergarten (13.9 percent). Since the 2020-21 school year, kindergarten and first grade have had the lowest and highest SRD rates, respectively.

¹ The READ data collection does not include every K-3 student due to allowable exemptions as defined by the reporting guidelines. These exemptions include students who are non-English proficient and in a school in the United States less than one year and students not tested for reasons of attendance which may include part-time attendance, illness, discipline, or late enrollment. Data for the 2019-20 school year is not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.



Figure 3: Students Identified as Having an SRD by Grade Level, 2021-22 and 2022-23

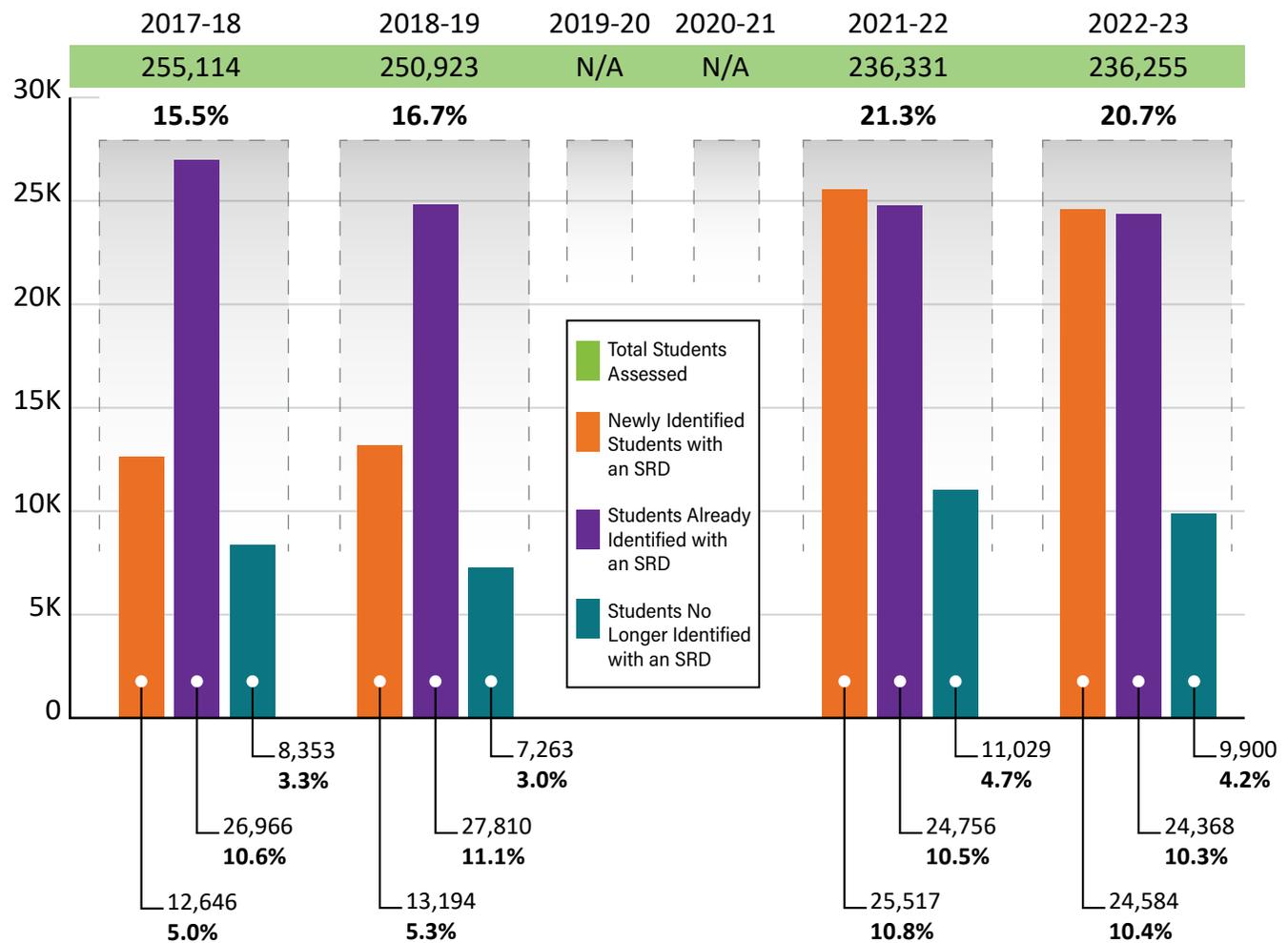


Unpacking the SRD Rate



Students are assessed multiple times per year to measure reading competency and determine risk for an SRD. Local education providers report their SRD rates to CDE annually at the end of the school year. The SRD rate at any grade level is comprised of students newly identified as having an SRD as well as students who were previously identified and continue to have an SRD. Of all of the students in grades K-3 assessed for an SRD in 2022-23, 10.4 percent were newly identified with an SRD this year, 10.3 percent already were identified with an SRD in the previous year, and 4.2 percent no longer have an SRD after being identified in the past. These rates more closely reflect pre-pandemic rates than the rates seen in 2021-22.

Figure 4: Disaggregated Annual SRD Rate for Grades K-3 from 2017-18 through 2022-23²



² Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.

Early Detection is the Key to Reading Success

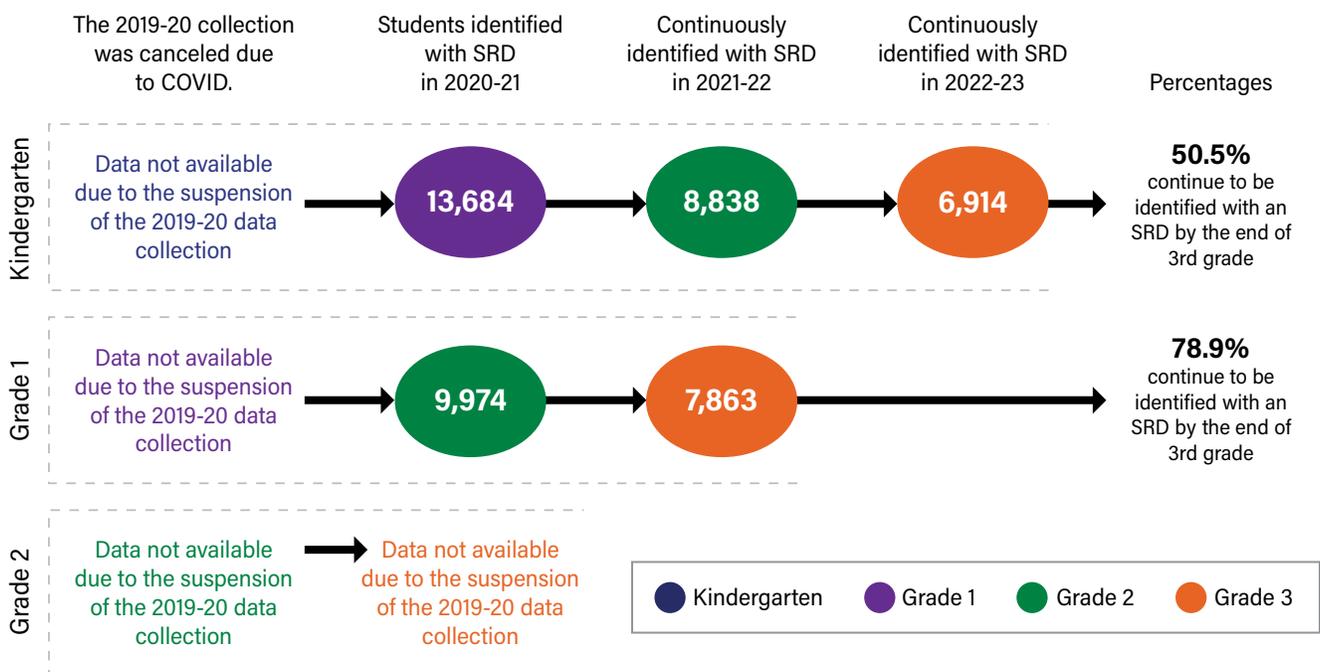


To understand trends in reading achievement, CDE tracks cohorts of students annually to mark their outcomes by the end of third grade. According to these data, early detection of and intervention for an SRD result in better literacy outcomes. Students first identified with an SRD in kindergarten were much less likely to be continuously identified with an SRD by the end of third grade than those originally identified in later grades. Of the 13,864 students identified with an SRD as first grade students, 49.9 percent still had an SRD by the end of their third grade year. Of the 9,974 students initially identified with an SRD as second graders, 78.9% still had an SRD by the end of their third grade year.

Due to the pandemic cancellation of the 2019-20 SY collection, not all of the data is available for the current cohort. Although the missing data limits the ability to confirm this long standing trend, the analysis still highlights the importance of early detection and the impact of early intervention on students reading significantly below grade level.

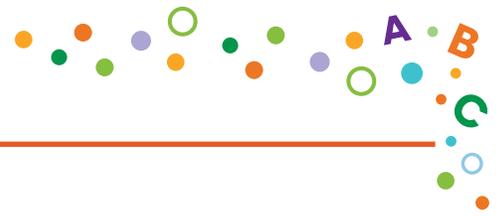
Figure 5: Longitudinal Look at Students Identified with an SRD by Grade Level³

Students who are identified as having an SRD in Kindergarten have a greater chance of not having an SRD by the end of third grade.



³ This analysis is attempting to track students, by grade, that were initially identified in 2019-20 with a significant reading deficiency. However, that collection was suspended due to the COVID pandemic. Consequently, data for 2nd graders in 2019-20 and their corresponding status in 2020-21 is unavailable. For kindergarten and first grade, the analysis essentially begins in the 2020-21 school year and tracks those students through their third grade year.

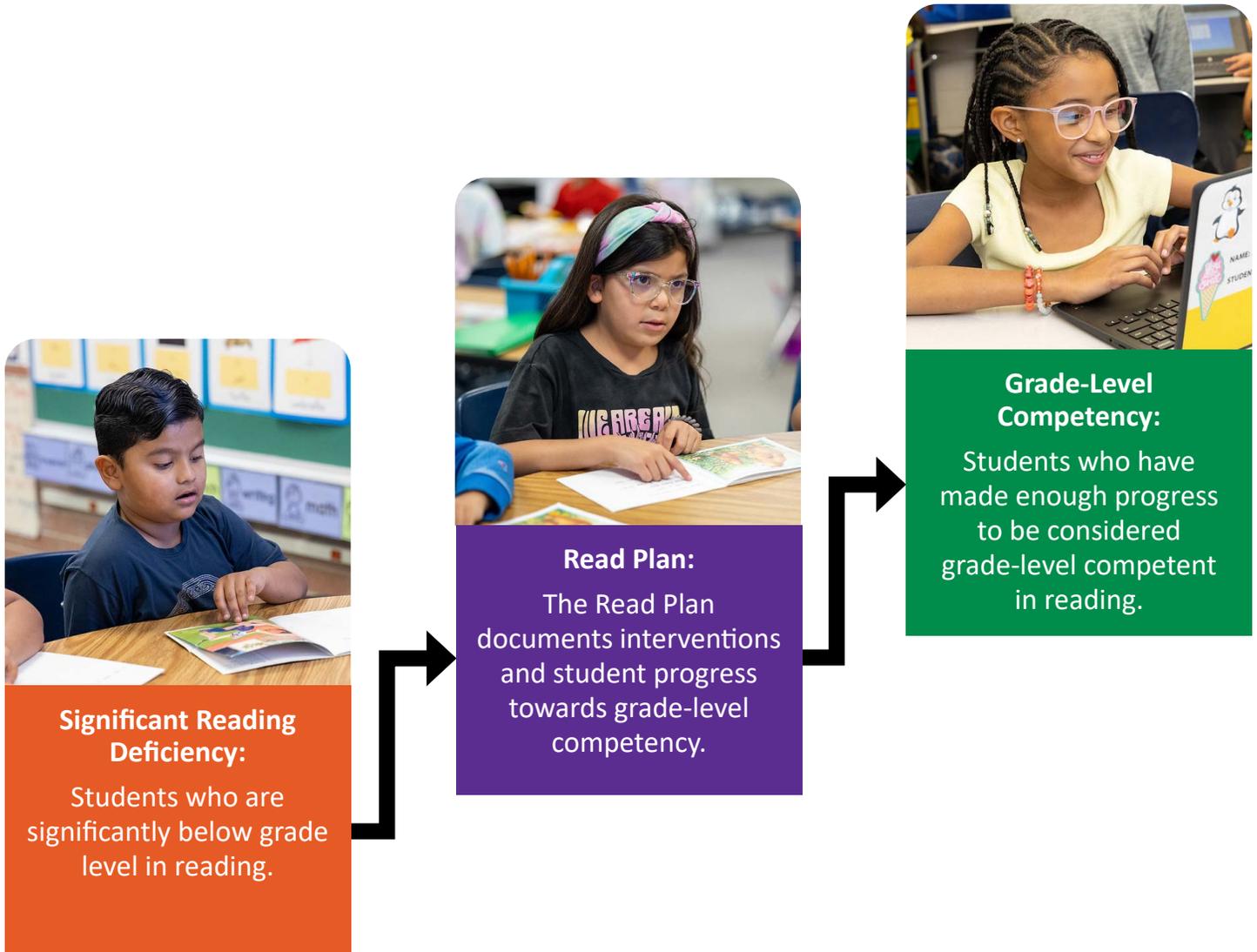




Tracking Student Outcomes

Under the READ Act, students identified with an SRD receive an individualized READ plan. The READ plan remains in place as long as the student is reading below grade level, even if the student no longer has an SRD. The plan is intended to create a framework for supports and interventions until the student is reading at grade level. The progression of students from initial identification through grade-level competency is illustrated by Figure 6.

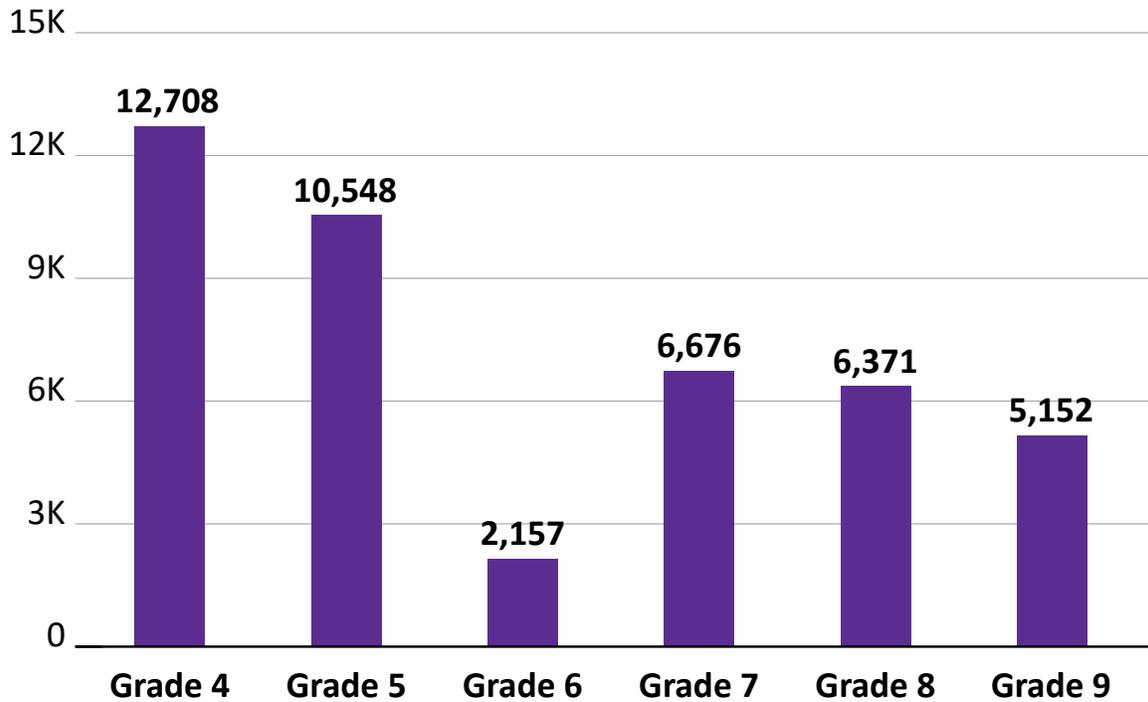
Figure 6: Illustration of the Path from SRD to Grade Level Competency



After a child is identified with an SRD, CDE follows their progress towards grade-level competency beyond third grade. There are three different pathways for a student identified with an SRD. The ideal outcome is for the child to be reading at grade level by the end of third grade. For students who are not reading on grade level by the end of third grade, the READ plan remains in place in subsequent years until grade level competency is achieved. The number of students remaining on a READ plan in grades 4-9 in the 2022-23 school year are shown in Figure 7.

Figure 7: Number of Students Who Remain on READ Plans by Grade Level as Reported in 2022-23⁴

Students remain on READ Plans until they reach grade level competency.



⁴ The Grade 6 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified in their third grade year, due to COVID canceling collections in 2019-20. Therefore, these sixth grade students were only identified in their second grade year, or earlier.

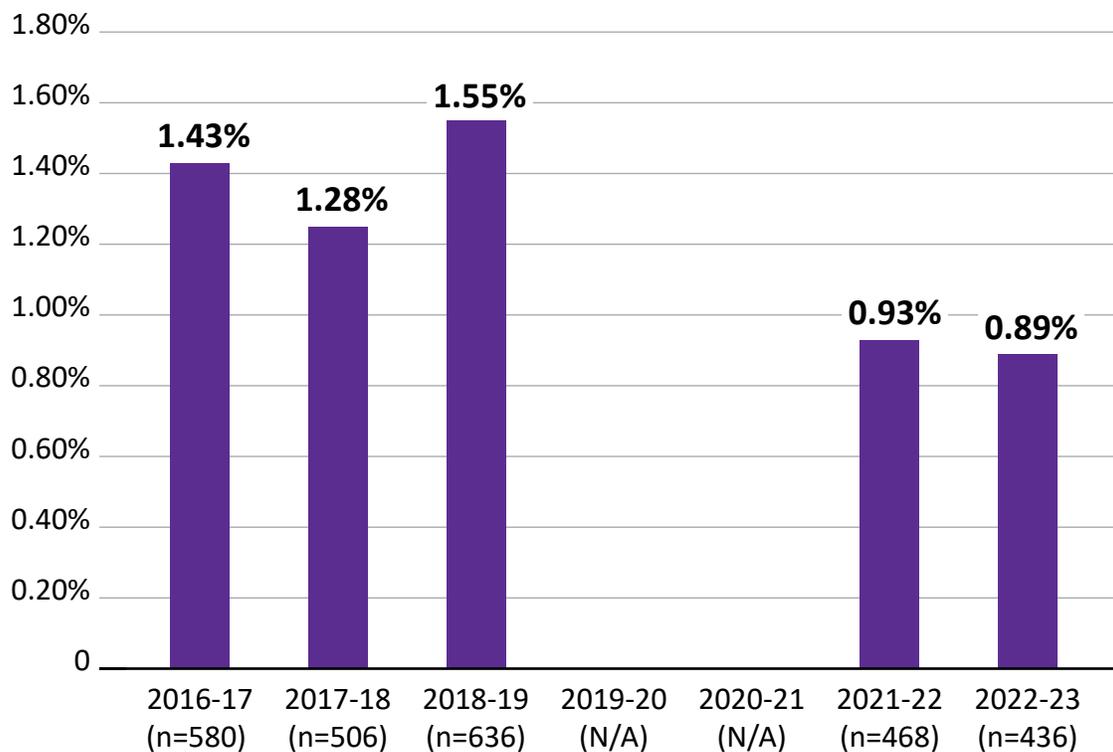


Schools support students identified with an SRD through targeted reading interventions, progress monitoring, and home reading strategies outlined in the student’s individualized READ plan. If a student continues to have an SRD at the end of the school year, the READ Act requires the student’s parents, teacher and support personnel to meet and consider retention as an intervention strategy. This group will meet and work as a team to determine if it is appropriate for the student to advance to the next grade level. While retention is an option, it is not considered the first strategy for intervention.

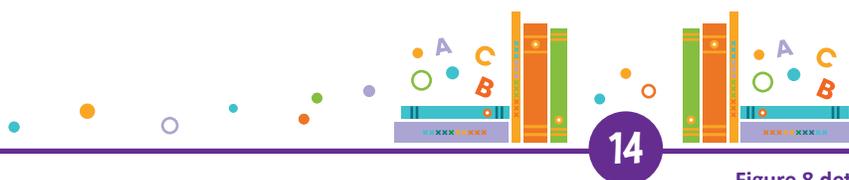
Only 0.89 (n=436) percent of all students with an SRD in 2022-23 were retained. As seen in Figure 8, retention of students as an intervention has historically only been used in limited circumstances.

Figure 8: Students Retained for SRD⁵

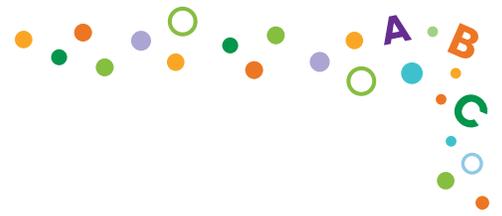
The number of students retained due to significant reading deficiency has decreased since 2018-19.



⁵ Data for 2019-20 and 2020-21 is unavailable, due to the pandemic-related suspension of the 2019-20 READ Act Collection.



Trends Across Student Population Groups

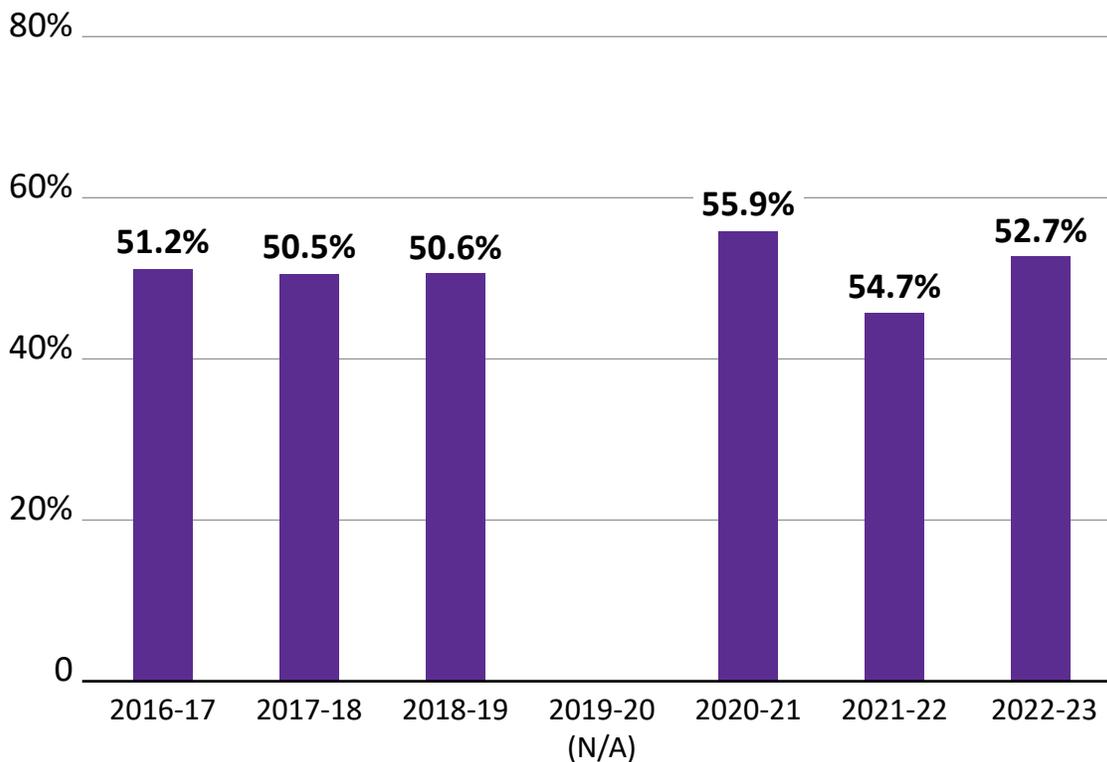


Students Eligible for Special Education Services

The READ Act provides support for all students, regardless of whether they are eligible to receive special education services. Of the K-3 students receiving special education services, 52.7 percent were also identified with an SRD in the 2022-23 school year. This is a slight reduction from the 2021-2022 rate of 54.7 percent, but it still remains elevated above the pre-COVID rates. More targeted supported may be needed to to better identify students needs within their dual designation.

Figure 9: Percentage of K-3 Students Receiving Special Education Services who were also Identified with an SRD⁶

The percentage of K-3 students receiving special education services who also have a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.



⁶ 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. See <http://www.cde.state.co.us/coloradoliteracy> for more information.: Data for 2020 is unavailable, due to the pandemic-related suspension of the 2020 READ Act Collection.



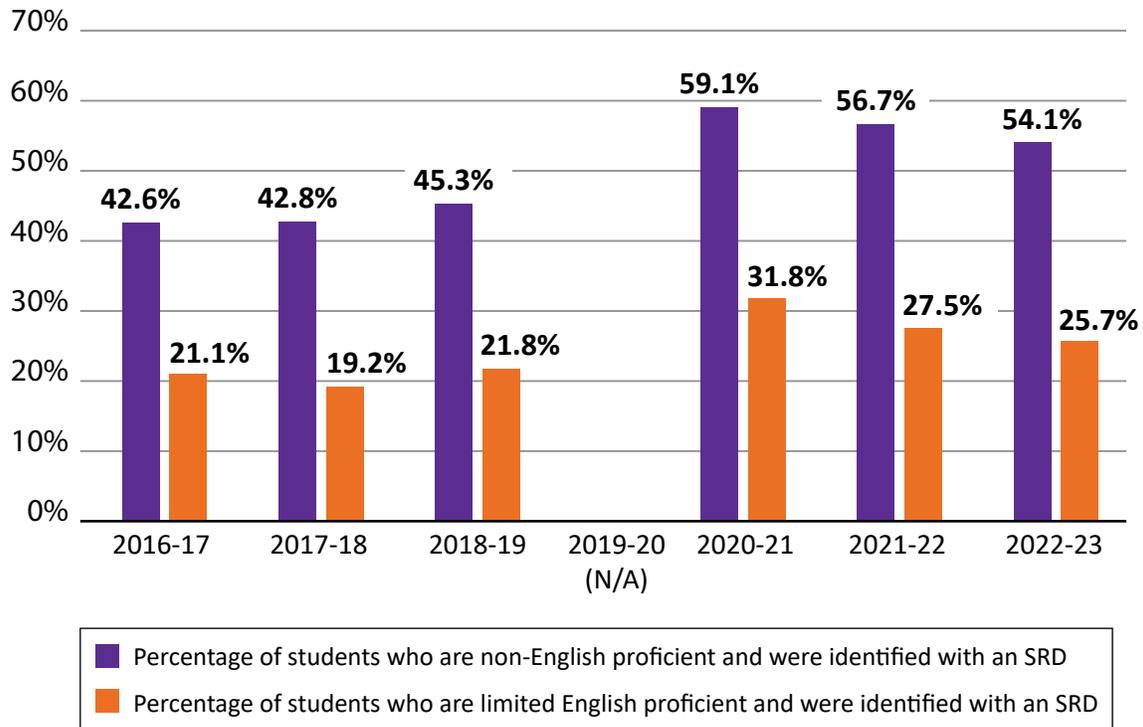
Students Identified as Multilingual Learners

Multilingual Learners experience unique opportunities and challenges when it comes to reading. These students are learning to read while simultaneously learning a new language. Many multilingual learners are trying to build understanding based on what is known in their primary language. Others face challenges getting access to language development classes in school. Students in Colorado who are learning English as an additional language are placed into two reporting categories: Non-English Proficient (NEP) and Limited English Proficient (LEP). Students who come from a language background other than English and are not yet fluent in English (speaking, listening, reading and/or writing) are considered to be Non-English Proficient (NEP) or Limited English Proficient (LEP). Schools do have the option of providing Spanish language READ assessments.

Students who are NEP are identified as having an SRD at a much higher rate than their LEP peers. Figure 10 displays the SRD rates for students who were also identified as NEP or LEP. In 2022-23, the SRD rate for students identified as NEP was 54.1 percent, while students identified as LEP were at 25.7 percent. These rates are lower than the 2021-22, but still elevated when compared to pre-COVID school years. There is a need to better understand how students are being identified as SRD if they are designated as ML. Districts need support to best understand if the student needs language support due to learning English or if they truly have an SRD.

Figure 10: Percentage of K-3 Multilingual Learners Identified with an SRD⁷

The percentage of K-3 multilingual learners identified as having a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.



⁷Data from 2019-20 is unavailable due to the pandemic-related suspension of the 2020 READ Act Collection.

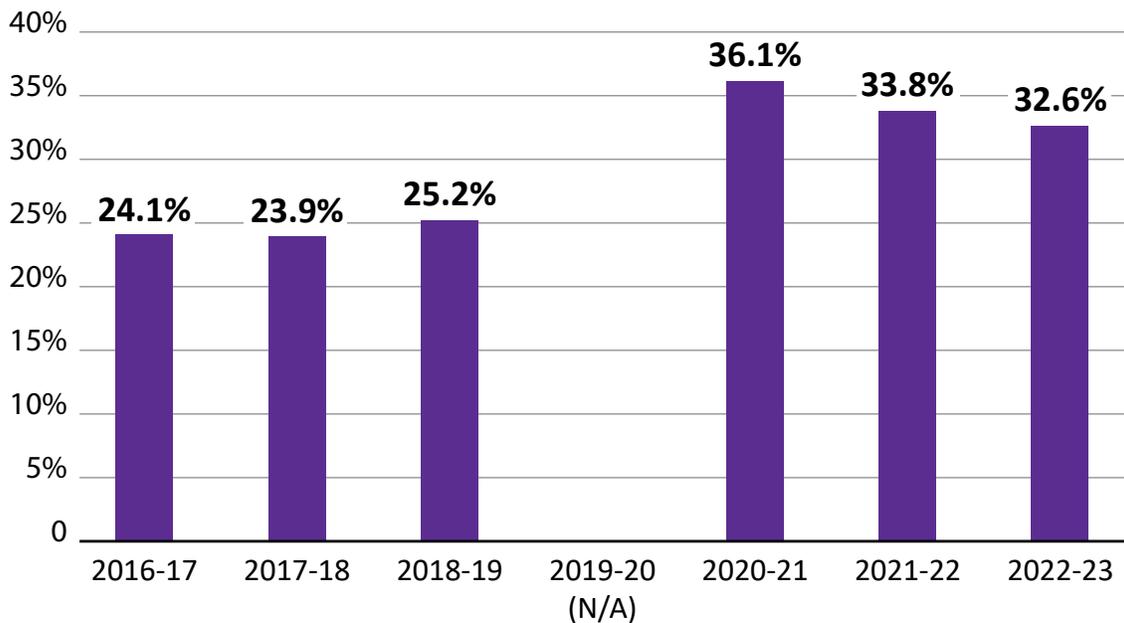
Students Eligible for Free or Reduced Lunch

The SRD rate for students eligible for free or reduced-priced lunch (FRL) is higher than the SRD rate for students who are not eligible. In 2022-23 the SRD rate for students who qualified for free or reduced lunch was 32.6 percent (Figure 11). This is a decrease from the 2021-22 year, but the rate is still elevated when compared to data from pre-COVID. There is a need to better understand why this population is seeing an elevated rate of SRD.



Figure 11: Percentage of K-3 Students Eligible for Free or Reduced Lunch Identified with SRD⁸

The percentage of K-3 students eligible for free and reduced lunch identified as having a significant reading deficiency has decreased from 2020-21 but has not reached pre-pandemic levels.



⁸ Data from 2019-20 is unavailable due to the pandemic-related suspension of the 2020 READ Act Collection.

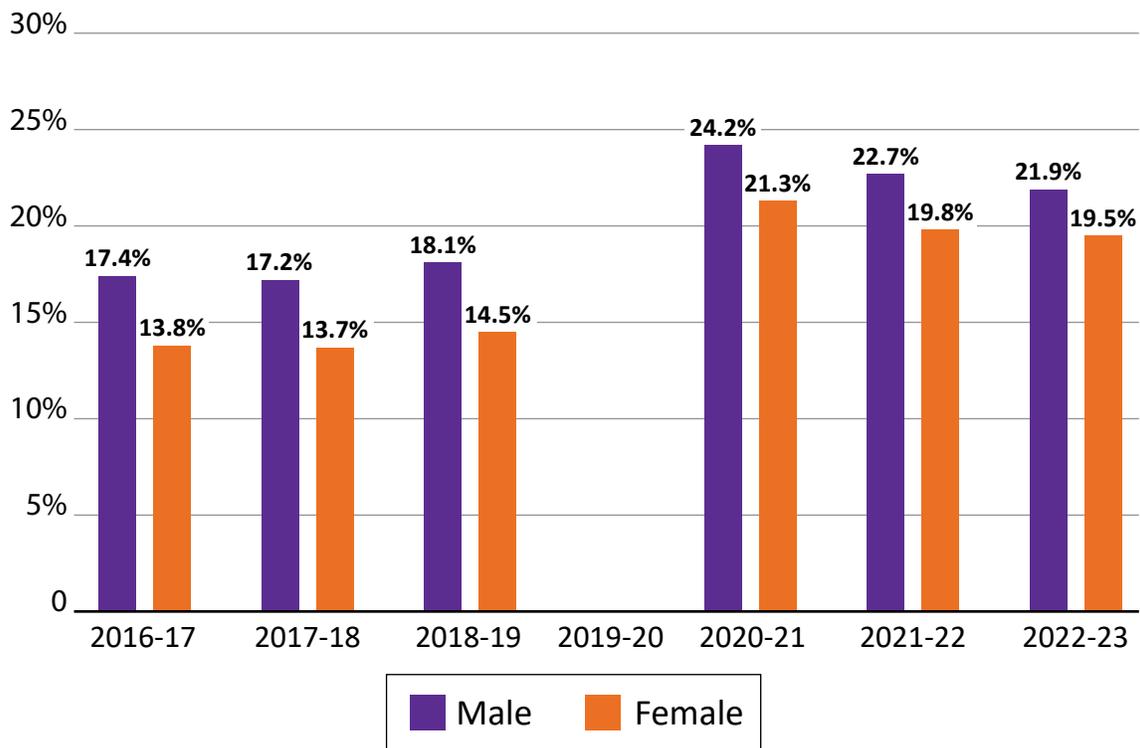
Student Gender

As in previous years, female students had a lower SRD rate (19.5 percent) than male students (21.9 percent) in 2022-23. This trend is consistent across all years of the READ Act.



Figure 12: Percentage of K-3 Male and Female Students Identified with SRD⁹

The percentage of K-3 male and female students identified as having a significant reading deficiency have decreased since 2020-21 but have not reached pre-pandemic levels.

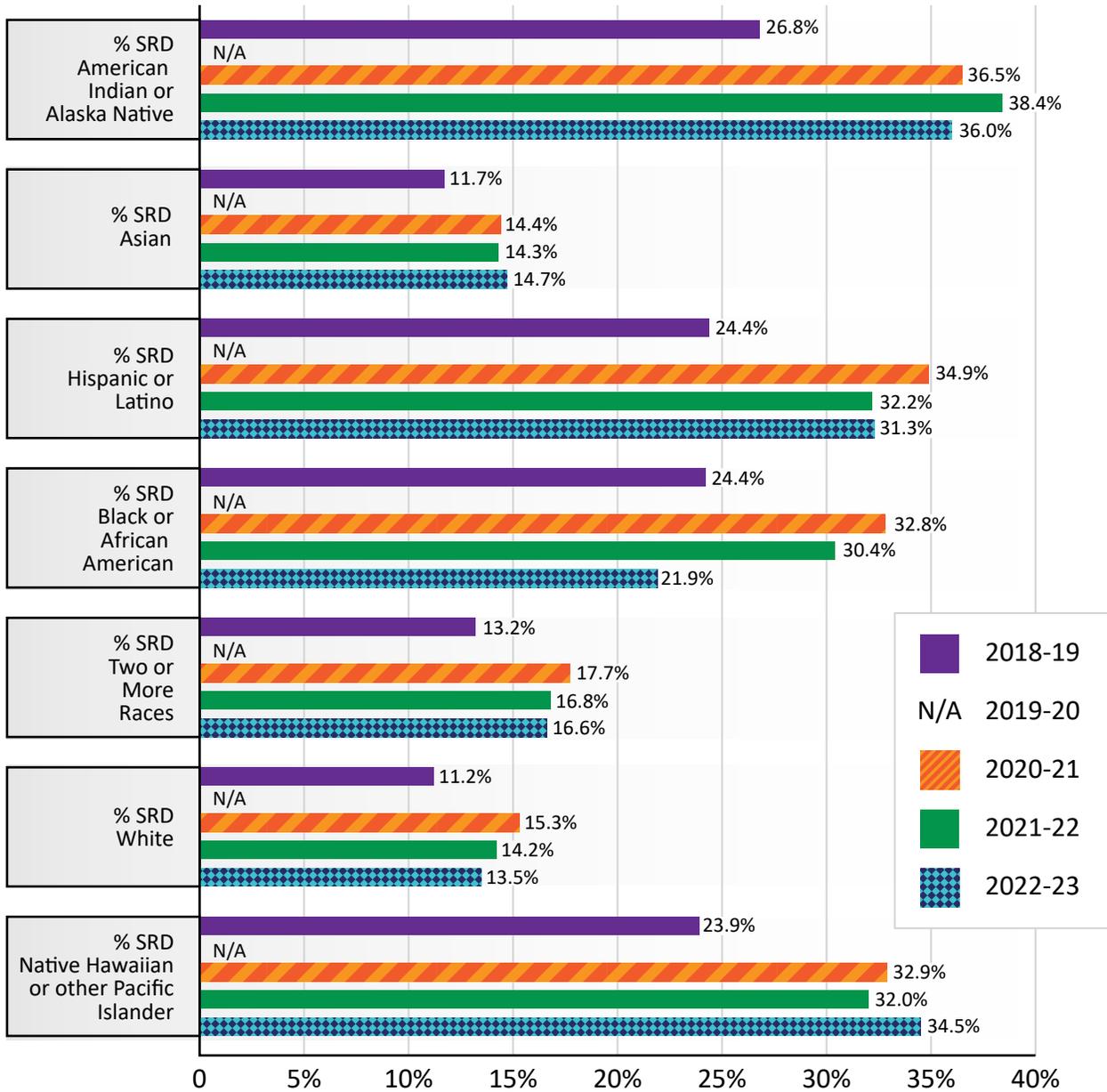


⁹ Data from 2019-20 is unavailable due to the pandemic-related suspension of the 2020 READ Act Collection.

Racial/Ethnic Groups

The racial and ethnic groups with the highest SRD rates have remained the same over the last seven years with only slight variations year over year (Figure 13). In 2022-23 American Indian or Alaska Native students had the highest SRD rate, at 36.0 percent. This was followed by Native Hawaiian or other Pacific Islander (34.5 percent) students, Hispanic or Latino (31.3 percent) students, Black or African American (29.1 percent) students, and students that identify with more than one race (16.6 percent). The groups with the lowest rates were Asian students (14.7 percent) and White (13.5 percent) students. Compared to the 2021-22 year, the SRD rate decreased slightly for every racial or ethnic group, except for Asian and Native Hawaiian or other Pacific Islander.

Figure 13: Percentage of Students Identified with an SRD by Racial/Ethnic Groups¹⁰



¹⁰ Data from 2020 is unavailable due to the pandemic-related suspension of the 2020 READ Act Collection.

Dyslexia and the READ Act



CDE is committed to supporting all schools and districts in their efforts to ensure all students meet grade level expectations in reading. The intent of the READ Act is for students with reading challenges, including those with dyslexia and indicators of dyslexia, to be identified early and receive appropriate interventions. Over the past five years, CDE has worked with dyslexia advocates to better support students with dyslexia through the READ Act.

In 2019, the Colorado General Assembly established the Dyslexia Working Group and the [Dyslexia Pilot Program](#) with House Bill 19-1134, Identification and Interventions for Students with Dyslexia. The purpose of the program was to pilot the use of READ Act assessment results and a research-based protocol to identify markers of dyslexia in K - 3 students. Pilot sites received training and coaching to provide support to young students who may demonstrate the early markers for dyslexia.

Based on the [evaluation report](#), participants reported the following factors to support implementation of the dyslexia protocol: (1) high quality trainings and resources (e.g., professional development providers, videos, assessments) (2) usability of the protocol, (3) alignment with a preexisting multitiered system of support, (4) staff buy-in, (5) monthly check-ins, (6) on-site and in-person trainings, Enhanced Core Reading Instruction routines, (7) data summits, and (8) use of universal screeners. In addition, it was reported that there would be a need for on-going coaching and leadership support to fully implement system-wide. Due to the timing of the pilot and the school closures due to COVID, the evaluators were only able to collect one year of viable data around use of the protocol and student outcomes. In the pilot schools, the average rate of K-3 students classified as having significant reading deficiencies decreased from 2021-2022 to 2022-2023 (range = -2% to -14%). The pilot program concluded at the end of the 2022-23 school year.

CDE relies upon the International Dyslexia Association and the National Institute of Child Health and Human Development on the 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.”

Colorado Dyslexia Handbook

In the summer of 2018, CDE published the [Colorado Dyslexia Handbook](#) to provide guidance to Colorado schools and parents of children with dyslexia and those exhibiting characteristics of dyslexia. In 2020, the Handbook was updated into its current electronic format and updated to include the most current web-based links to an array of resources. Subsequent adjustments have been made to maintain active embedded internet links. An additional update is scheduled to be completed in the late fall of 2024. This revision will include documents and resources created by the Dyslexia Working Group that address dyslexia identification and assessment practices. CDE will post the updated [Colorado Dyslexia Handbook](#) on the website and will share the handbook with districts and parents when it is available.



Dyslexia Working Group

The Dyslexia Working Group is intended to further strengthen the screening, identification and support for students with dyslexia. Through the analysis of state and national data, the group is tasked with developing a statewide plan and recommendations for the identification and interventions for students with dyslexia, along with quality educator training programs. The Commissioner of Education appoints group members. [House Bill 19-1134 \(PDF\)](#), Identification and Interventions for Students with Dyslexia requires members of the group to consist of the following:

- A parent of a child who is identified as having dyslexia
- A parent of a child who is identified as having dyslexia and a disability
- A school district literacy specialist
- A school district director of special education
- A state or national literacy expert
- A state or national dyslexia expert
- Two elementary grade teachers, one of whom teaches in a school district designated as rural or small rural
- A principal who is employed at an elementary school in a rural school district or an employee of a BOCES who has expertise as a literacy specialist
- A faculty member of an institution of higher education who teaches in an approved educator preparation program for elementary grade teachers
- A member of the local chapter of an international dyslexia association

The [Dyslexia Working Group](#) meets quarterly. These meetings are open to the public; however, only working group members have an active role in the meetings. Annually, the working group submits a [report of its recommendations](#) to the education commissioner. The commissioner then submits the report to the State Board of Education and legislature.

The following recommendations were made in the [2022-23 Dyslexia Working Group report](#):

- Amendments to the READ Act to include the term dyslexia as a subcategory of significant reading deficiency, include universal dyslexia screening, include the five criteria for dyslexia screening to be part of the READ Act approved interim assessments, and ensuring that pre-service teacher training programs include training in awareness of dyslexia and appropriate instruction and intervention.
- Increased awareness of Colorado’s Reading Specialist requirements by incorporating information about the requirements in the CDE Dyslexia Handbook and posting information on the website.
- The “What Teachers Should Know About Dyslexia” document matrix should be used to inform curriculum development for Institutes of Higher Education in Colorado and should be distributed on CDE’s website.

Interim Assessments

The READ Act requires that all K-3 students are assessed using a state board approved interim reading assessment and that the state board regularly review these assessments for alignment with the READ Act. In 2022, CDE engaged the University of Massachusetts to revise the CDE READ Act interim assessment rubric to include dyslexia indicators and to conduct a review of currently approved assessments and those submitted to the department. The review was completed in August 2022, and CDE presented recommendations for updating the CDE READ Act interim assessment list to the State Board of Education for approval. The assessments approved by the State Board of Education met the statutory requirements, and in addition, met the expectation set by the state board for the inclusion of screening for indicators of dyslexia in the approved interim assessments.





Per-Pupil Distribution of Funds

In 2022-23 the Colorado General Assembly apportioned more than \$26 million to support schools in implementing the READ Act. The per-pupil READ Act funding in 2022-23 was \$523.02. Per-pupil funds are calculated by dividing the current allocated funding by the total number of kindergarten through third-grade students identified with an SRD in the preceding budget year. Schools do not receive per pupil funding for students who remain on a READ play beyond 3rd grade. In 2022-2023, 51,294 students in grades 4-12 remained on a READ plan. Schools do not receive READ Act funding for students in grades 4-12.

To ensure funds are used for appropriate resources, CDE is required to annually monitor the use of READ Act funding by local education providers (C.R.S. 22-7-1210.5 (3)(c)). Local education providers using READ Act funds must submit a detailed budget for CDE review and approval (S.B.19-199). Allowable uses for READ Act funds are outlined below (Figure 14).

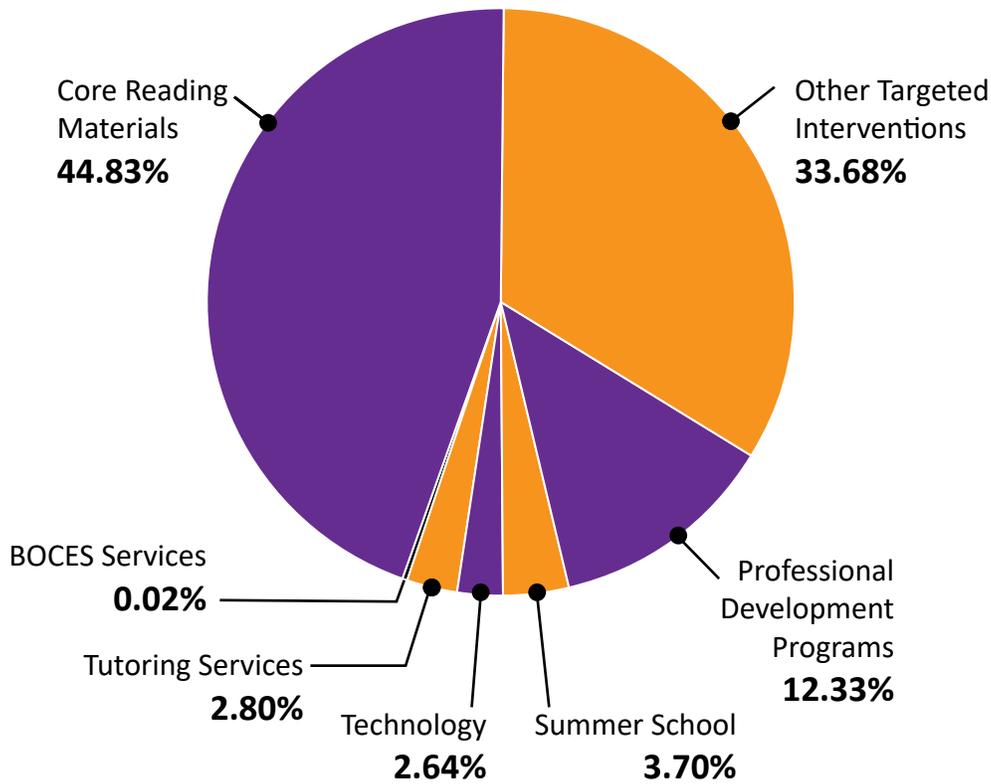
Figure 14: 2022-23 Allowable Uses for Per-Pupil Intervention Funds per C.R.S. 22-7-1210.5 (4)

INTERVENTION	EXAMPLES OF ALLOWABLE USES OF FUNDS	EXAMPLES OF NON-ALLOWABLE USES OF FUNDS
Tutoring Services	Contracted services for tutoring, focused on increasing students' foundational reading skills.	Regular classroom instruction or general tutoring.
Summer School Literacy Program	Reading intervention programming and materials, teacher salaries for summer school contracts, transportation costs for eligible students.	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.
Other Targeted Interventions Approved by the Department	Purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist.	General classroom supplies and materials, general teacher professional development, non-evidence-based or scientifically based instructional programming.
Reading Specialist	Purchase from a BOCES the services of a reading specialist or reading interventionist.	Contracting services from a specialist not related to literacy.
Core Reading Instructional Programs	Purchasing core reading instructional programs that are included on the READ Act advisory list.	Instructional programs not included on the advisory list of programs.
Technology	Provide technology, including software, that is on the advisory list of instructional programming. This may include professional development for use of technology.	General classroom technology, or items not included on the CDE advisory list.
Professional Development	Provide professional development programming to support K-3 educators in teaching reading.	General education professional development that is not focused on literary / reading interventions

Figure 15 contains a detailed breakdown of READ Act funding per use as reported by districts for 2022-23. The majority of the funding (44.83 percent) was used for the purchase of core reading materials. The next most common use of READ funds was for other services (33.68 percent), which includes salary supplementation for curriculum specialists, instructional coaches, reading interventionists, as well as the purchase of classroom reading materials. This next most common use of READ Act funds was for professional development programming (12.33 percent). This was followed by summer school (3.70 percent), tutoring services (2.80 percent), and technology (2.64 percent). Only 0.02 percent of READ Act funds were used for BOCES services as defined by C.R.S. 22-7-1210.5 (4)(f). Some students were identified as having a significant reading deficiency at the end of the school year and were reported as not receiving intervention services as they had not received intervention prior to being identified as having a significant reading deficiency.

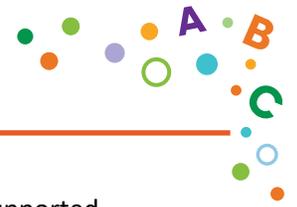
Figure 15: 2022-23 Use of Per-Pupil Intervention Funds as Reported in the READ Act Budget Submissions¹¹

In 2022-23 the majority of READ Act per-pupil intervention funds were spent on purchasing core reading materials.



¹¹ Some students identified as having a significant reading deficiency were not reported as receiving intervention services due to being identified as having a significant reading deficiency at the end of the school year.

READ Act Implementation Supports

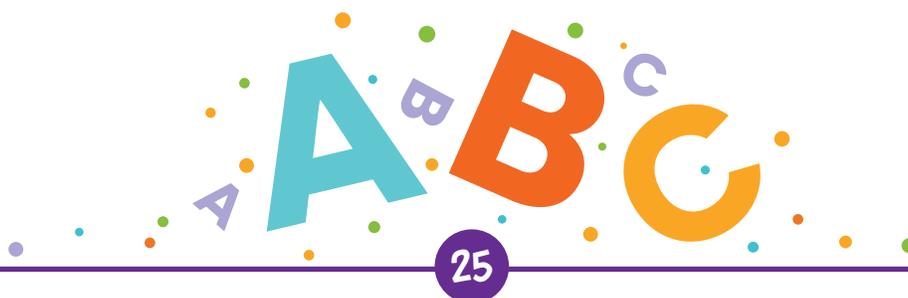


In 2019, the Colorado General Assembly passed, and the Colorado State Board of Education supported, S.B. 19-199, the READ Act Implementation Measures. Among the updates to the READ Act, this bill requires training for kindergarten through third grade teachers in evidence-based instructional practices in the science of reading. Additionally S.B. 19-199 requires:

- Reading instructional programming and services to be focused on phonemic awareness, phonics, vocabulary development, reading comprehension and reading fluency (including oral skills).
- Local education provider (LEP) performance plans (Unified Improvement Plans) to include information on their reading assessments, curriculum, instructional programs, intervention instruction, intervention services used and their plan for teacher professional development.
- Students with an SRD and students who read below grade level must receive daily educational services to support reading.
- CDE to develop and implement a public information campaign to emphasize the importance of learning to read by third grade.
- CDE to evaluate the implementation of the READ Act by contracting with an independent evaluator.
- CDE to monitor and audit the uses of READ Act funds by LEPs.
- An expansion of the allowable uses of funds to include the purchase of core reading instructional programs, and technology for tracking student progress.
- A limit to the amount of per-pupil intervention money that LEPs can carry over from year to year.

In 2022, the Colorado General Assembly passed Senate Bill 22-004 (S.B. 22-004) Evidence-based Training In Science of Reading. This bill requires evidence-based training in the science of reading for the following groups before the start of the 2024-25 school year:

- Reading interventionists who teach children in any grades from fourth through twelfth grade,
- Principals at schools which serve students in any grade from kindergarten through third grade,
- Administrators responsible for programs in any grade from kindergarten through third grade.



Teacher Training Requirements



Changes to the READ Act required that each LEP that receives READ Act funding ensure that educators who provide literacy instruction to students in kindergarten through third grade complete evidence-based training in teaching reading by the beginning of the 2022-23 school year. LEPs must ensure that teachers new to those grades each subsequent school year meet this requirement. Further, reading interventionists for grades 4 - 12 must complete evidence-based training in teaching reading by the beginning of the 2024-25 school year and continuing for each school year thereafter for untrained educators. A one-year extension was granted for new teachers hired after June 1, 2023. Educators who were granted a one-year extension must complete the training by August 1, 2024.

School districts, charter schools, and BOCES who do not meet this requirement are not eligible to receive per-pupil READ Act funding or early literacy grant funding.¹²

The required evidenced-based training must:

- Consist of a minimum of 45 hours of content.
- Address the content of the educator preparation literacy standards referenced in the state board's Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, rule 4.02(5) through 4.02(12).
- Include an end-of-course assessment that teachers can pass and use as evidence of completion of the training.

Teachers have seven different options to meet the READ Act teacher training requirement. Teachers may acquire a Colorado Reading Teacher or Reading Specialist endorsement, successfully complete a no-cost CDE-provided training, or successfully complete a training program included on the CDE Advisory List of Professional Development that has been designed to meet this requirement. Teachers may also submit evidence of successfully completing an undergraduate or graduate course, a district- or BOCES-provided training, or a course appropriate for license renewal in teaching reading for CDE to review to determine whether the course meets the requirements of the READ Act. Finally, for teachers who have completed one of the approved evidence-based training options but lack proof of an end of course assessment may take and pass an alternative assessment authorized by the state board.

¹² C.R.S. 22-7-1210.5 (3)(b)



The table below details the number of individuals who successfully completed the CDE-offered training by August 15, 2023, followed by a side-by-side comparison of completions in each pathway.

CDE-Provided Training Total Participants Completions

<p>Keys to Beginning Reading (Synchronous, face-to-face online)</p>	<p>Building a Strong Foundation: Developing Early Literacy Skills & Developing a Strong Foundation for Lifelong Literacy Success by Public Consulting Group, Inc. (Asynchronous, self-paced online platform)</p>
<p>COMPLETED: 887</p>	<p>COMPLETED: 18,061</p>

Disaggregated Pathway Total Reported Completions

<p>Option 1: Reading Specialist 1,556</p>	<p>Option 2: SBE Approved Assessment 1,404</p>	<p>Option 3: Undergraduate or Graduate Course 154</p>	<p>Option 4: Course Appropriate for License Renewal 33</p>
<p>Option 5: CDE Provided Training 18,948</p>	<p>Option 6: District or BOCES Provided Training 1,549</p>	<p>Option 7: Training Program from CDE Advisory List 1,664</p>	

Numbers reflect the total number of individuals who successfully completed a pathway and are not limited to only K-3 educators. Updated August 16, 2023.

K-3 Principal/Administrator READ Act Requirements



In 2022, the Colorado General Assembly passed Senate Bill 22-004, which required evidence-based training designed for school administrators in the science of reading. For the 2024-25 budget year and budget years thereafter, districts are required to submit evidence that each K-3 principal and each K-3 administrator as defined in state board rules successfully completed [evidence-based training designed for K-3 principals and administrators](#) in the science of reading. Rules for these roles were defined as follows:

- **Administrator:** Any school-based or centrally- or regionally-based employee of an LEP who is responsible for designing, implementing and/or providing professional development on the elementary literacy instructional program for kindergarten or any of grades one through three in any school or LEP in the state, and who is not the principal. This would include an assistant or vice principal of an elementary school. It also includes any employee of the LEP conducting observations of and/or providing coaching to a teacher providing literacy instruction in kindergarten or grades one through three.
- **Principal:** Any person who is employed as the chief executive officer of any school in the state that serves kindergarten or any of grades one through three.

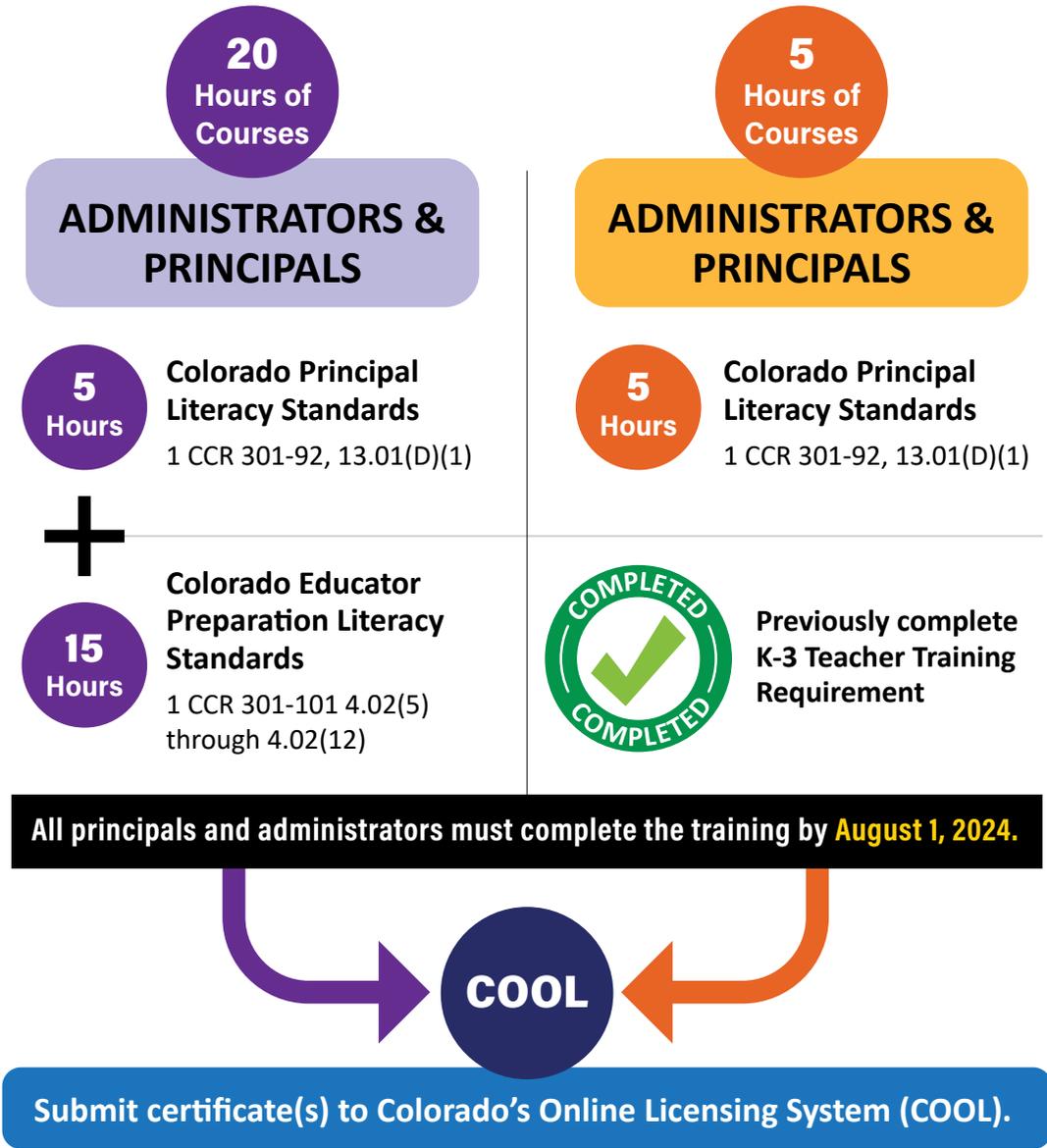
The [evidence-based training designed for K-3 principals and administrators](#) in the science of reading must include a minimum of 20 hours. However, for a K-3 principal or administrator who has previously completed the CDE-approved evidence-based training in teaching reading for teachers, the evidence-based training may be abbreviated and must include a minimum of 5 hours. Any evidence-based training designed for K-3 principals and administrators in the science of reading must:

- Consist of a minimum of 20 hours (or 5 hours if the principal or administrator has already completed a [CDE-approved evidence-based training in teaching reading for teachers](#));
- Address the content of the principal literacy standards referenced in the state board's [Rules for the Administration of The Colorado Reading to Ensure Academic Development Act \(Read Act\), 1 CCR 301-92, section 13.01\(D\)\(1\)](#) (effective December 30, 2022); and
- Include an end of course assessment that school administrators can provide evidence of passing.



Figure 16: 2 Pathway Options

K-3 Principals and administrators have two options to meet the principal/administrator training requirement.



To design the training course options, CDE used a comprehensive stakeholder review process. The final stakeholder team consisted of 42 members including representatives from all eight regions in the state with experience levels ranging from first-year principals to those with 10+ years of experience. The stakeholder team members completed the draft coursework and provided feedback on the value and relevance of the content. All feedback was shared with CDE staff and the course development vendor, and adjustments and edits were made based on their user experience.

Registration for the CDE-provided training opened August 10, 2023. Each K-3 principal and each K-3 administrator must complete this training requirement by August 1, 2024. The table below details the number of people who enrolled and successfully completed the CDE-offered Principal and Administrator training as of March 20, 2024.

CDE-Provided Principal and Administrator Training Total Participant Enrolled and Completions

5-Hour Course	20-Hour Course
ENROLLED: 714	ENROLLED: 1,232
COMPLETED: 257	COMPLETED: 164

Numbers reflect the total number of individuals who successfully completed a pathway and are not limited to only licensed principals/administrators as some districts require instructional coaches or other roles that hold teaching licenses to take this coursework. Updated March 20, 2024.



Literacy Curriculum Transparency



Evidence-based literacy curriculum is a vital component of the READ Act. Colorado understands the importance of high-quality, scientifically based instructional programs in supporting student learning. Under the READ Act CDE is required to create an advisory list of evidence-based instructional programming in reading (C.R.S. 22-7-1209). The curriculum must reflect current and confirmed research in reading and cognitive science. CDE separates the literacy instructional programming into three main categories:

- **Core Programming:** A comprehensive program used to teach initial and differentiated instruction in the general education classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. These programs provide instructional priorities, sequences, delivery methods and materials for teaching. Part of core instruction is typically provided to the class as a whole, and part is provided during the small group, or differentiated instruction times. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.
- **Supplemental Programming:** A program selected to supplement core reading instruction when the core program does not provide sufficient instruction or practice in key areas to meet student needs.
- **Intervention Programming:** A program designed to provide scientifically based, high-quality instruction for students who are below proficient in reading.

During the 2023-24 school year, CDE conducted an instructional program review for programs included on the [READ Act Advisory List of Instructional Programming](#). All vendors, former and new, were welcome to apply to be reviewed for inclusion on the Advisory List. The review criteria is publicly available on CDE's website.¹³ If a program was not selected for inclusion, the vendor was able to submit an appeal with an explanation of why the vendor believes the program met the posted evaluation criteria. A review cycle will be conducted during the 2025-26 school year.

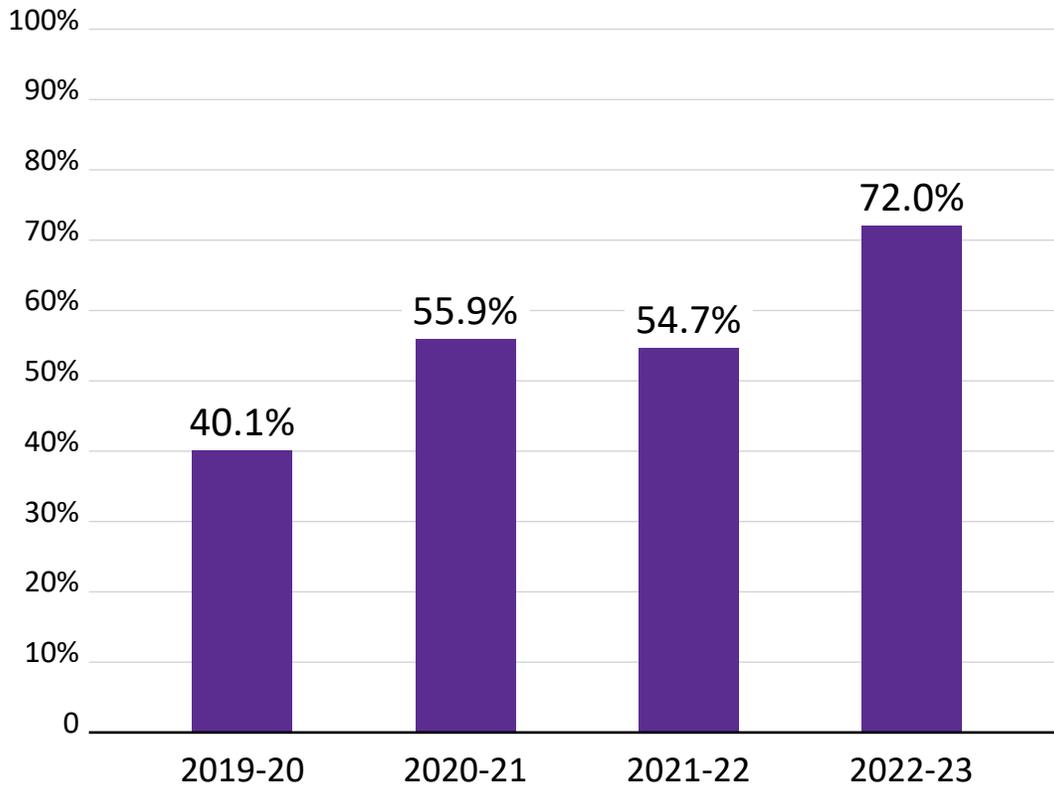


¹³ [2023-2024 READ Act Instructional Programming Review Process](#)

Data on instructional programs in use by Colorado LEPs is made public through the [Literacy Curriculum Transparency Dashboard](#) on the CDE website as required under Senate Bill 21-151. In the first reporting year, 2019-20, 40.1 percent of districts were using core instructional programs from CDE’s advisory list. In the 2020-21 school year, 55.9 percent of districts reported using these programs, in the 2021-22 school year, 54.7 percent of districts reported using these programs, and in the 2022-23 school year, 72 percent of districts reported using these approved core programs.

Figure 17: Percent of Districts Using CDE-Approved Core Instructional Programs

The percentage of districts reporting the use of CDE-approved core instructional reading programs has increased since 2019-20.



Early Literacy Grants

LEPs have the opportunity to apply for additional literacy funding, beyond the READ Act per-pupil funds. Colorado's Comprehensive Early Literacy Grant (ELG) and annual Early Literacy Grant - Professional Development (ELG PD) programs provide funding to recipients to enact and sustain K-3 literacy programs and literacy professional development based in the science of reading.

Comprehensive Early Literacy Grants

The Early Literacy Grant program was established in 2012 through the READ Act to award funds to BOCES, school districts, and charter schools to assist students in achieving reading competency. In 2018, House Bill 18-1393 revised the grant to become a four-year funding interval. The first year of the grant cycle is designated for planning and initial implementation. In the three subsequent years, the recipient uses the grant to implement their proposal. After the fourth year, eligible grantees may apply for an additional Sustainability Grant lasting one year. Since the 2013-14 school year, CDE has awarded funds to six cohorts of grantees. As of the 2023-24 school year, four cohorts have completed the Comprehensive ELG and Sustainability Grant. Cohort five participants are in their fourth year, and Cohort six participants are in their third year. Cohort seven will begin during the 2024-25 school year. Proposed grant fund uses are reviewed and approved by CDE.



Approved grantee funding uses may include (but are not limited to):

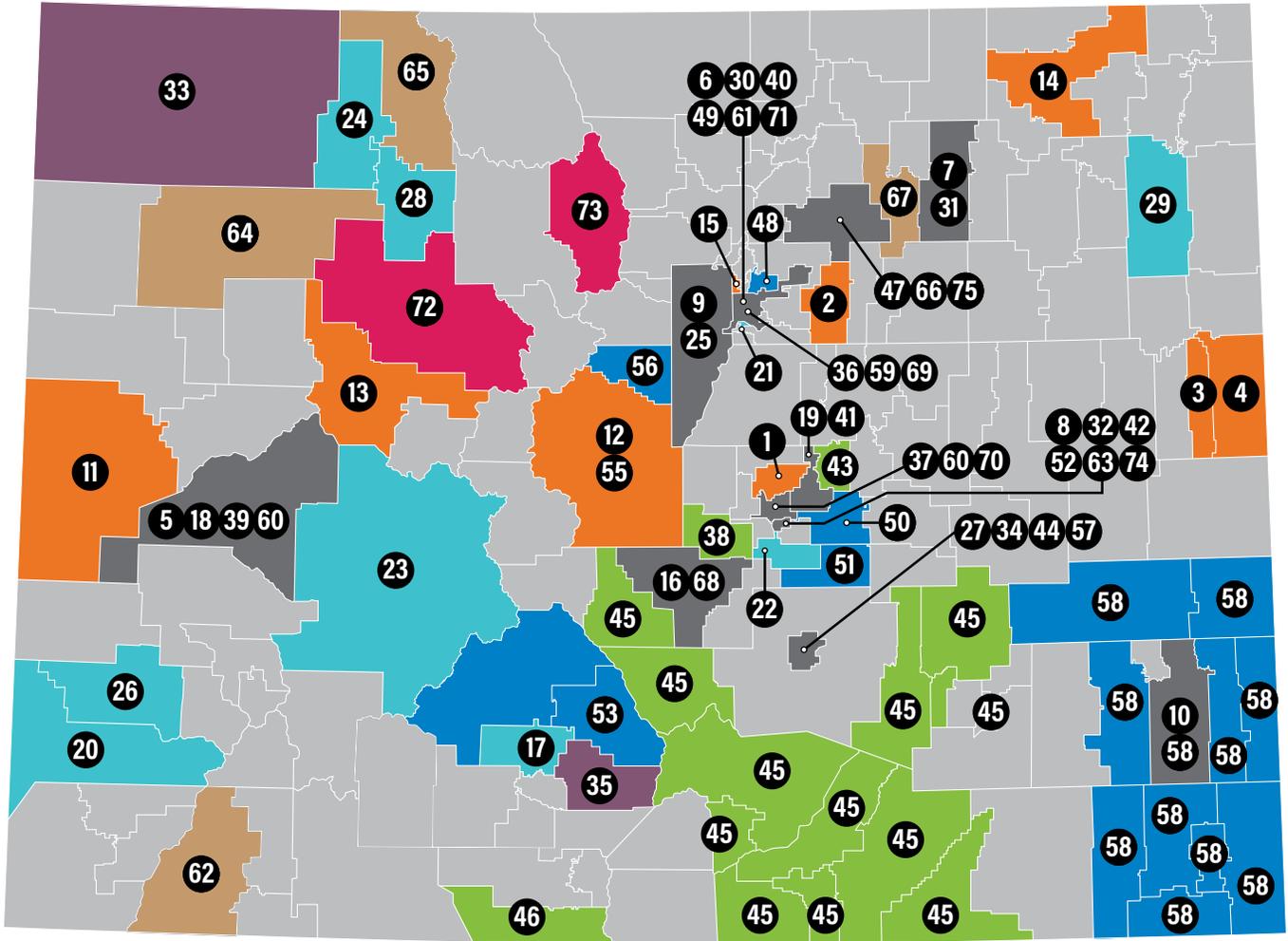
- CDE-approved instructional programming and related training
- CDE-approved assessments and related training
- CDE-approved professional development from the Advisory List of Professional Development
- CDE-approved ELG Implementation Consultant support
- CDE-approved in-state training and conference costs, such as travel, registration and entrance; and
- Scientifically based, K-3 literacy program instructional materials
- Supplemental staff salary, stipends, and/or benefits

Figure 18: Current ELG Cohorts, 2013 to the Present

COHORT	SCHOOL YEARS	PARTICIPANTS
Cohort 7	2024-25 through 2027-28	14 schools from 8 districts
Cohort 6	2022-23 through 2025-26	27 schools from 10 districts
Cohort 5 Sustainability	2024-25	23 schools from 10 districts
Cohort 5	2020-21 through 2023-24	32 schools from 11 districts
Cohort 4	2018-19 through 2021-22	27 schools from 12 districts
Cohort 3	2016-17 through 2019-20	10 schools from 6 districts
Cohort 2	2015-16 through 2018-19	19 schools from 14 districts
Cohort 1	2012-13 through 2015-16	30 schools from 15 districts

The Early Literacy Grant Program includes schools from across the state. Figure 19 illustrates the geographic distribution of Colorado school participation in the current cohorts.

Figure 19: Colorado's ELG Districts by Cohort



DISTRICTS IN MULTIPLE COHORTS

- Delta County 50(J) - Cohorts 1, 2, 4 & 6
- Denver County 1 - Cohorts 1, 3, 4, 5, 6 & 7
- Fort Morgan Re-3 - Cohorts 1 & 3
- Harrison 2 - Cohorts 1, 3, 4, 5, 6 & 7
- Jefferson County R-1 - Cohorts 1 & 2
- Lamar Re-2 - Cohorts 1 & 4 (South Central BOCES)

- Canyon City RE-1 - Cohorts 2 & 7
- District 49 - Cohorts 2 & 4
- Pueblo City 60 - Cohorts 2,3, 4, & 5
- Charter School Institute - Cohorts 4, 6, & 7 (Denver)
- Colorado Springs 11 - Cohorts 4 & 7
- Weld County RE-1 - Cohorts 4, 6 & 7

COHORT 1 (2012-13)

- | | | |
|----------------------|------------------------|-------------------------------|
| 1 Academy 20 | 6 Denver County 1 | 11 Mesa County Valley 51 |
| 2 Bennett 29J | 7 Fort Morgan Re-3 | 12 Park County RE-2 |
| 3 Bethune R-5 | 8 Harrison 2 | 13 Roaring Fork RE-1 |
| 4 Burlington RE-6J | 9 Jefferson County R-1 | 14 Valley RE-1 |
| 5 Delta County 50(J) | 10 Lamar Re-2 | 15 Westminster Public Schools |

COHORT 2 (2015-16)

16 Canon City RE-1	21 Englewood 1	26 Norwood R-2J
17 Center 26 JT	22 Fountain 8	27 Pueblo City 60
18 Delta County 50(J)	23 Gunnison Watershed RE1J	28 South Routt RE 3
19 District 49	24 Hayden RE-1	29 Yuma 1
20 Dolores County RE No.2	25 Jefferson County R-1	

COHORT 3 (2016-17)

30 Denver County 1	32 Harrison 2	34 Pueblo City 60
31 Fort Morgan Re-3	33 Moffat County RE: No 1	35 Sangre De Cristo Re-22J

COHORT 4 (2018-19)

36 Charter School Institute	40 Denver County 1	44 Pueblo City 60
37 Colorado Springs 11	41 District 49	45 South Central BOCES
38 Cripple Creek-Victor RE-1	42 Harrison 2	46 South Conejos RE-10
39 Delta County 50(J)	43 Peyton 23 Jt	47 Weld County RE-1

COHORT 5 (2020-21)

48 Adams County 14	52 Harrison 2	56 Platte Canyon 1
49 Denver County 1	53 Moffat 2	57 Pueblo City 60
50 Ellicott 22	54 Mountain Valley RE-1	58 Southeastern BOCES
51 Hanover 28	55 Park County RE-2	

COHORT 6 (2022-23)

59 Charter School Institute	62 Durango 9-R	65 Steamboat Springs RE-2
60 Delta County 50(J)	63 Harrison 2	66 Weld County RE-1
61 Denver County 1	64 Meeker RE-1	67 Wiggins RE-50(J)

COHORT 7 (2024-25)

68 Canon City RE-1	71 Denver County	74 Harrison 2
69 Charter School Institute	72 Eagle County RE-50	75 Weld County RE-1
70 Colorado Springs 11	73 East Grand 2	

Early Literacy Grant Annual Professional Development Program

The annual Early Literacy Grant Professional Development (ELG PD) Program was created through House Bill 18-1393 in 2018. This grant opportunity is designed to support Colorado educators with scientifically based early literacy professional development programs. Awarded grantees must already be using evidence-based instruction, curriculum, and interventions for literacy with K-3 students. From the 2019-20 school year through the 2023-24 school year, grants have been awarded to 127 schools in 26 school districts. The 2023-24 grantees represent 23 schools from 5 districts in the state. In total, the 2023-24 grantees received approximately \$1,250,000 in funding to support science of reading-aligned professional development. Of the 39 schools that participated in the Early Literacy Grant Professional Development for the 2022-23 school year, 21 (53.8%) saw a reduction in SRD from the year prior (2022) to after receiving ELG PD funds (2023), reflecting a positive impact on literacy outcomes.



Approved grantee funding uses may support costs associated with:

- Literacy coaches trained in the science of reading and providing educator professional development in teaching foundational reading skills
- Participating in CDE-approved Topic-Specific Advisory List of Professional Development
- Onsite consulting, coaching, and/or training to support effective literacy instruction by a CDE-approved ELG Implementation Consultant
- Training related to the CDE-approved Advisory List of Instructional Programming, provided by an approved vendor or a vendor-approved trainer
- Training related to the CDE-approved READ Approved Diagnostic and Summative Assessments and/or READ Approved Interim Assessments, provided by an approved vendor or a vendor-approved trainer
- Related tuition, fees, materials and/or training program costs
- Stipends, substitutes and/or travel costs to attend approved and selected professional development opportunities

Early Literacy Assessment Tool Project

The Early Literacy Assessment Tool (ELAT) Project is intended to assist local education providers in meeting the assessment requirements of the READ Act. Through the ELAT Project, districts may apply to receive licenses for an early literacy assessment tool that teachers may use to assess the reading skill levels of students in kindergarten through third grade. The online tools allow teachers to obtain real time assessment of the reading skill levels of students enrolled in kindergarten, first, second, and/or third grades. Based on assessment results, the online tool will generate intervention plans and materials to support students. The 2022 competitive vendor and assessment selection process for ELAT selected Amplify's mCLASS DIBELS 8th Edition and mCLASS Lectura. The 2023-24 school year was the first year of implementation of mCLASS DIBELS 8th Edition and mCLASS Lectura. The contract duration is through June 2028.

A portion of the ELAT contract payment to the vendor is based on a 15 percent reduction in SRD rates in participating schools from the beginning of the year to the end of the year and a customer satisfaction rating of at least 75 percent. The ELAT Project has met these deliverables every year of the program.

Figure 20: Number of Districts, Schools and Students Participating in the ELAT Project from 2013-14 through 2023-24

Nearly 60% of K-3 students are participating in the Early Literacy Assessment Tool (ELAT) project.

Year	Participating Local Education Providers	Participating Schools	Participating Students Count	Percentage of Total Colorado K-3 Students Participating
2013-14	123 Districts/CSI	417	91,565	34%
2014-15	126 Districts/CSI	482	112,232	40%
2015-16	132 Districts/CSI	517	119,204	44%
2016-17	137 Districts/CSI	574	127,604	47%
2017-18	146 Districts/CSI	579	126,055	47%
2018-19	141 Districts/CSI	587	127,858	49%
2019-20	141 Districts/CSI	597	127,000	50%
2020-21	147 Districts/CSI	635	127,873	52%
2021-22	147 Districts/CSI	673	136,705	55%
2022-23	146 Districts/CSI	657	135,573	55%
2023-24	140 Districts/CSI	683	143,319	58%

Independent Evaluation of the READ Act



S.B. 19-199 requires an independent evaluation of the implementation of the READ Act at the state, district and school level. Since 2019, WestEd, the vendor selected to conduct the evaluation, has supported the requirements outlined in statute. Those requirements are as follows:

1

Help state policymakers and district leaders understand the impacts of READ Act funding and support on students, families, schools, and districts.

2

Learn and share successes and best practices across districts and schools.

3

Inform improvements to the READ Act by understanding how funds were used.

4

Get direct feedback from school and district leaders about how CDE can best support further improvement in READ Act implementation.

5

Understand how the current COVID-19 pandemic has impacted district- and school-level strategies for delivering K-3 reading programs, and how READ Act funding and CDE can best support districts and schools delivering such reading programs during the pandemic.

Evaluation Key Findings in 2023

The key finding from the [2023 evaluation report](#) built on the findings and data gathered during the 2022 report. The 2023 report relied on the following sources of information:

- extant data from the student, school, and LEP level from CDE and from publicly available data;
- inventories of LEP staff and principals, reading coaches, and teachers at schools that received READ Act funding and participated in READ Act activities; and
- site visits with a sample of schools receiving Early Literacy Grants (ELGs) and LEPs that received READ Act funding, with a focus on schools and LEPs that have been successful (relative to others in the state) in moving students who have ever been identified with anSRD toward proficiency on the Colorado Measures of Academic Success (CMAS).



Summary of Findings with Recommendations

Post-pandemic Recovery

Finding: Reversing trends from the COVID-19 pandemic, during the 2021–2022 school year, fewer students were identified as having an SRD and more students exited from SRD status than in the previous year. Scores on the CMAS English Language Arts (ELA) also suggest that there was a bounce back to pre-pandemic achievement levels. However, in line with findings from the previous 2 years, only 4.1% of students who had ever been identified with an SRD reached proficiency on the CMAS ELA exam in 3rd grade in the 2021–2022 school year, compared with 55.2% of students who had never been identified with an SRD reaching proficiency on the 3rd-grade CMAS ELA exam, the highest rate observed during the READ Act data collection period (2014–2015 to present).

Recommendation: CDE and the external evaluation should focus attention on persistently low rates of proficiency on the CMAS English Language Arts (ELA) exam and explore the gap between students who are not designated with having an SRD (either through exiting SRD status or whose interim assessment scores are above the threshold for SRD status) but do not reach proficiency on the CMAS ELA exam.

Action Taken: The 2023-24 external evaluation focused attention on persistently low rates of proficiency on the CMAS ELA exam and focused on the gap between students who are not designated as having an SRD but do not reach proficiency on the CMAS ELA exam.

Continued Challenges for Students With Multiple Identifications

Finding: In line with findings from the previous two years, students with Individualized Education Programs (IEPs) or English learners (ELs) who were also identified as having an SRD reached proficiency on the CMAS ELA exam at lower rates than their general education peers who had been identified with SRDs (1.3% and 2.5% respectively).

Recommendation: CDE should identify additional resources and strategies to better serve students with multiple designations. For example, additional professional learning that focuses on teaching reading to ELs and students with IEPs and specific recommendations and guidance for areas of confusion (primary guidance, exiting students with multiple designation).

Action Taken: The Elementary Literacy and School Readiness Office has updated the [READ Act and English Learners](#) guidance for assessment and determination of a significant reading deficiency in grades K-3 document and updated the [Multilingual Learner READ Plan Template](#). The Exceptional Student Services Unit has updated the [IDEA and Colorado's READ Act](#) guidance for children with disabilities that are eligible for an IEP and a READ plan.

Summary of Findings with Recommendations Continued

Professional Development

Finding: Educator role groups showed high rates of perceived usefulness, applicability, and quality of the training program, according to this year’s teacher, coach, and principal inventories. Site visit schools uniformly reported seeing positive impacts on teacher practice resulting from the training requirement.

Recommendation: CDE should continue to support districts and schools to provide ongoing, job-embedded coaching to sustain implementation of teacher learning such that it translates into meaningful improvements in student outcomes.

Action Taken: The Elementary Literacy and School Readiness Office provides technical assistance to the field through office hours, virtual and in-person site visits and training sessions. The [Science of Reading Literacy Series](#) is a turnkey professional development option for districts to use to support implementation of evidence-based practices in teaching reading. Training sessions on the Science of Reading Literacy Series are held to support districts in using this resources.

Early Literacy Grant Program

Finding: Overall, school and district leaders in the site visits gave consistently strong, positive support for the ELG program.

Recommendation: CDE could consider providing periodic grant funds to support ongoing visits from external literacy consultants for schools that have successfully completed their ELG participation to help sustain their impact and combat staff turnover. In addition, CDE could consider asking districts and schools to outline their plans and strategies for sustaining these positions past the life of the grant.

Action Taken: CDE provides opportunities for schools that have completed participation in the ELG to receive sustainability funds. Grantees provide a plan to sustain their ELG efforts as part of this application process.

Public Information Campaign Update



Senate Bill 19-199 required CDE to contract with a vendor to create a public awareness campaign that emphasizes the important role parents and caregivers play in helping children learn to read. After contracting with a local communications and marketing firm, the campaign theme “Food. Water. Shelter. Love. Reading.” was developed. The theme emphasizes the importance of early literacy as a fundamental need for children to thrive. In the first year of the campaign, the focus was on reaching families of children ages 0 to 5. In the second year, the campaign expanded to include families of children ages 6 to 9. In the third year, the campaign further broadened its reach to include children ages 9 to 12.

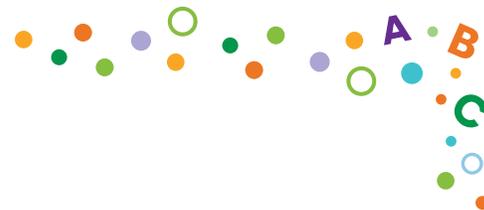
Video advertisements in English and Spanish have been developed to inspire parents and caregivers to read with their children and connect parents to resources through the campaign website [ReadWithMe.Today](#). The advertisements are running on TV and social media as well as online streaming platforms.

The [ReadWithMe.Today](#) website provides families with quality information and resources to foster early literacy development in English and Spanish. Parents can access educational literacy apps, guidance for at-home literacy instruction, hands-on activities, audio activities, books, reading tips and educational videos. The website’s community toolkit provides outreach materials, such as flyers, posters, key messages, social media content and communication templates.

“Food. Water. Shelter. Love. Reading.” will reach communities across Colorado to highlight the importance of reading, and connect families with quality resources.



Comprehensive Literacy State Development Grant



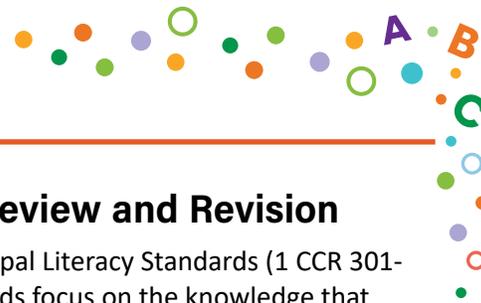
In September 2020, CDE received the federal Comprehensive Literacy State Development Grant (CLSD), which enables Colorado to build on its K-3 reading initiative and expand support for literacy programs across the birth to grade 12 continuum. The grant program includes a focus on pre-literacy skills (birth to 5 years old) and expanded support for literacy beyond the READ Act in fourth through 12th grades. The main goal of the CLSD is to expand knowledge and use of evidence-based practices in fourth through 12th grades and support early childhood educators in deepening their understanding of language development and pre-reading skills in the early years.

Currently in the third of four years of the CLSD Project, CDE has supported 17 LEAs, 299 schools, and dozens of early childhood partners in their advancement of literacy skills. In year 1, CDE developed guides for the field on conducting a literacy needs assessment, conducting a gap analysis, and writing a Comprehensive Local Literacy Plan. Each grantee was then provided funds for an external literacy consultant to support them as they identified needs and developed plans to address their gaps in evidence-based literacy systems, structures, practices, instructional materials, and support educational leaders with effective leadership practices. This support has been ongoing throughout the planning and implementation stages and the full life cycle of the four-year grant.

The literacy outcomes in CLSD participating districts mirror the statewide trends that have been impacted by COVID-19. However, these districts have consistently demonstrated stronger performance across all project measurement indicators. Since Year 1 (2021/2022), while statewide proficiency in grades 3-8 on the CMAS has decreased by 1.7%, CLSD participating districts have seen a 0.4% increase in aggregate proficiency for the same grade levels. Another performance measure, fifth-grade CMAS proficiency, showed a 2% increase for CLSD grantees, compared to a 1.9% increase statewide.

Many grant-participating districts were able to focus on secondary literacy in ways that were previously limited due to a lack of resources and the absence of a district-wide literacy plan. This focus on secondary literacy is evident in improved student outcomes. Eighth-grade proficiency, which has been most affected by the interruption of in-person instruction during the 2019-2020 and 2020-2021 school years, shows this trend. Statewide, eighth-grade proficiency has decreased by 4.1% since 2021/2022. In contrast, CLSD-participating districts experienced only a 1.4% decrease, demonstrating their resilience in addressing learning loss. Furthermore, 11th-grade SAT proficiency has increased by 1.1% in CLSD-participating schools, while the state saw a decline of 0.9%, highlighting the positive impact of the grant on long-term student achievement. The districts involved in the grant began with lower proficiency levels and serve higher-need populations than the state average, making their progress particularly notable.





K-12 Principal/Administrator Preparation Program Review and Revision

In November 2022, the State Board of Education adopted the Colorado Principal Literacy Standards (1 CCR 301-92, 13.01(D)(1)(a)-13.01(D)(1)(d)(iii)). The Colorado Principal Literacy Standards focus on the knowledge that principals and administrators need in order to provide literacy leadership within schools and districts. Updated licensure rules that include the Colorado Principal Literacy Standards were also passed by the State Board of Education in May of 2023 (1 CCR 301-37). These new rules impacted the learning principal/administrator candidates will need to receive when attending a higher education Colorado preparation program.

- Beginning in Fall of 2024, all principals and administrators, as defined in the rules, must successfully complete an **evidence-based training designed for school administrators in the science of reading.**

New principal and administrator preparation endorsement matrices were developed and 17 preparation programs will be reviewed by CDE personnel through the summer of 2024 to ensure they meet the new Colorado Principal Literacy Standards within the [Rules for the Administration of The Colorado Reading to Ensure Academic Development Act \(Read Act\), 1 CCR 301-92, section 13.01\(D\)\(1\)](#). This review process will ensure all principal/administrator preparation programs in Colorado have effectively embedded the Science of Reading in their coursework as a requirement for graduation and licensure beginning with new enrollees in the fall of 2024.



K-12 Principal/Administrator Support Planning

Beginning in the fall of 2024, leadership stakeholder members will design, train and disseminate support tools and resources for principals and administrators to implement the learning they received within the required coursework. On demand resources including a handbook of walk-through guides and coaching resources and online professional development options for district and school leaders to use to lead implementation of evidence-based reading instruction will be developed to support in implementation efforts. The Principal Leadership Institute (PLI) Early Literacy (Science of Reading) Pathway will provide participants with practice and coaching on leading early literacy initiatives. A literacy leadership session including peer learning and leadership practice opportunities will be offered at the annual [CDE Teaching and Learning CoLabs conference](#).

Tools and resources will include but not be limited to:

CDE-Provided Implementation Support Options

On Demand	In-Person
<ul style="list-style-type: none"> • Handbook of walkthrough guides and coaching resources aligned to Educator Effectiveness requirements • Series of turnkey, online professional development options for district and school leaders to use to lead the implementation of evidence-based practices in the Science of Reading 	<ul style="list-style-type: none"> • <u>Principal Leadership Institute (PLI) Early Literacy (Science of Reading) Pathway</u> is a new pathway embedded in the leadership institute focused on increased teacher collective efficacy and positive culture and climate in schools through: <ul style="list-style-type: none"> • Ensuring schoolwide implementation of scientifically and evidence-based core, supplemental, and intervention curricular resources • Leading, monitoring, and evaluating the school’s literacy assessment systems • Ensuring the implementation of the science of reading through job-embedded professional learning • Guiding literacy instruction through data analysis, observation, and coaching conversations • <u>Teaching and Learning CoLabs</u> are locally hosted, multi-disciplinary events co-designed by multiple partner organizations to create learning events that are meaningful and sustainable for teachers and educators across the state. Literacy Leadership sessions will be embedded in all events and trainers will be selected from the literacy leadership stakeholder team for peer learning and practice opportunities.



Appendix A - Early Literacy Grant Cohort Funding

Cohort 1: 2013-14 through 2015-16

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Academy 20	Frontier Elementary School High Plains Elementary School Pioneer Elementary School	\$329,072
Bennett 29J	Bennett Elementary School	\$156,534
Bethune R-5	Bethune Public Schools	\$245,533
Burlington RE-6J	Burlington Elementary School	\$359,151
Delta County 50(J)	Lincoln Elementary School	\$284,830
Denver County 1	Cesar Chavez Academy	\$66,637
Denver County 1	Cole Arts and Science Academy	\$283,149
Fort Morgan Re-3	Columbine Elementary School Sherman Early Childhood Center	\$550,601
Harrison 2	Bricker Elementary School Giberson Elementary School Stratmoor Hills Elementary School	\$724,376
Jefferson County R-1	Westgate Elementary School	\$424,071
Lamar Re-2	Alta Vista Charter School Parkview Elementary School Washington Elementary School	\$196,185
Mesa County Valley 51	Rocky Mountain Elementary School	\$474,526
Park County RE-2	Edith Teter Elementary School	\$161,363
Roaring Fork RE-1	Basalt Elementary School Crystal River Elementary School Glenwood Springs Elementary School Sopris Elementary School	\$850,700
Valley RE-1	Ayres Elementary School Caliche Elementary School Campbell Elementary School	\$641,691
Westminster Public Schools	Harris Park Elementary School Sherrelwood Elementary School Skyline Vista Elementary School	\$620,544
Total:		\$6,368,963

Cohort 2: 2016-17 through 2018-19

Local Education Provider	Participating School(s)	Total Funded 2016-17 through 2018-19
Canon City RE-1	Canon Exploratory School Harrison School Lincoln School of Science of Technology* McKinley Elementary Washington Elementary	\$986,325
Center 26 JT	Haskin Elementary	\$409,752
Delta County 50(J)	Cedaredge Elementary Hotchkiss Elementary School	\$900,745
District 49	Odyssey Elementary Remington Elementary Stetson Elementary	\$760,893
Dolores RE-4A	Dolores Elementary	\$420,800
Englewood Schools	Clayton Elementary School	\$564,261
Fountain 8	Aragon Elementary	\$760,893
Gunnison Watershed RE1J	Gunnison Elementary	\$431,129
Hayden RE-1	Hayden Valley Elementary	\$343,318
Jefferson County R-1	Stevens Elementary*	\$162,936
Norwood R-2J	Norwood Public Schools	\$325,084
Pueblo City 60	South Park Elementary	\$413,089
South Routt RE 3	South Routt Elementary	\$275,478
Yuma 1	Kenneth P. Morris Elementary	\$256,427
Total:		\$7,011,130

*exited grant

Cohort 3: 2017-18 through 2019-20

Local Education Provider	Participating School(s)	Total Funded 2017-18 through 2019-20
Denver County 1	International Academy of Denver at Harrington	\$819,160
Fort Morgan Re-3	Baker Elementary Green Acres Elementary	\$634,649
Harrison 2	Oak Creek Elementary Stratton Meadows Elementary	\$998,185
Moffat County RE: No 1	East Elementary* Ridgeview Elementary Sandrock Elementary Sunset Elementary	\$971,968
Pueblo City 60	Franklin School of Innovation	\$711,863
Sangre De Cristo Re-22J	Sangre de Cristo Elementary	\$450,230
Total:		\$4,586,055

*exited grant

Cohort 4: 2018-19 through 2021-22

Local Education Provider	Participating School(s)	Total Funded 2018-19 through 2021-22
Charter School Institute	Montessori del Mundo Charter School	\$511,315
Charter School Institute	Ricardo Flores Magon Academy	\$406,402
Colorado Springs 11	Carver Elementary School Midland Elementary School Twain Elementary Wilson Elementary	\$744,927
Cripple Creek-Victor RE-1	Cresson Elementary School	\$511,110
Delta County 50(J)	Lincoln Elementary School	\$544,511
Denver County 1	Monarch Montessori of Denver Charter	\$449,370
District 49	Evans International Elementary School	541,809
Harrison 2	Otero Elementary School Pikes Peak Elementary	\$999,469
Pueblo City 60	Bessemer Academy	\$870,795
Pueblo City 60	Beulah Heights Elementary School	\$874,662
Pueblo City 60	Bradford Elementary School	\$588,259
Pueblo City 60	Fountain International Magnet School	\$791,518

Cohort 4: 2018-19 through 2021-22 - Continued

Local Education Provider	Participating School(s)	Total Funded 2018-19 through 2021-22
Pueblo City 60	Goodnight Elementary School	\$827,510
Pueblo City 60	Highland Park Elementary School	\$924,317
Pueblo City 60	Minnequa Elementary School	\$905,333
South Central BOCES	Aguilar Elementary Branson School* Cotopaxi Elementary Custer County Elementary School* Fowler Elementary* Gardner School Peakview School Primero Elementary	\$937,646
South Conejos RE-10	Guadalupe Elementary	\$498,648
Weld County RE-1	Gilcrest Elementary	\$225,881
Total:		\$12,530,966

*exited grant

Cohort 5: 2020-21 through 2023-24

Local Education Provider	Participating School(s)	Total Funded 2020-21 through 2023-24
Charter School Institute	Montessori del Mundo Charter School	\$511,315
Charter School Institute	Ricardo Flores Magon Academy	\$406,402
Colorado Springs 11	Carver Elementary School Midland Elementary School Twain Elementary Wilson Elementary	\$744,927
Cripple Creek-Victor RE-1	Cresson Elementary School	\$511,110
Delta County 50(J)	Lincoln Elementary School	\$544,511
Denver County 1	Monarch Montessori of Denver Charter	\$449,370
District 49	Evans International Elementary School	\$541,809
Harrison 2	Otero Elementary School Pikes Peak Elementary	\$999,469
Peyton 23 Jt	Peyton Elementary School	\$377,484
Pueblo City 60	Bessemer Academy	\$870,795

Cohort 5: 2020-21 through 2023-24 - Continued

Local Education Provider	Participating School(s)	Total Funded 2020-21 through 2023-24
Pueblo City 60	Beulah Heights Elementary School	\$874,662
Pueblo City 60	Bradford Elementary School	\$588,259
Pueblo City 60	Fountain International Magnet School	\$791,518
Pueblo City 60	Goodnight Elementary School	\$827,510
Pueblo City 60	Highland Park Elementary School	\$924,317
Pueblo City 60	Minnequa Elementary School	\$905,333
South Central BOCES	Aguilar Elementary Branson School* Cotopaxi Elementary Custer County Elementary School* Fowler Elementary* Gardner School Peakview School Primerio Elementary	\$937,646
South Conejos RE-10	Guadalupe Elementary	\$498,648
Weld County RE-1	Gilcrest Elementary	\$225,881
Total:		\$12,530,966

*exited grant

Cohort 6: 2022-23 through 2025-26

Local Education Provider	Participating School(s)	Total Funded 2022-23 through 2025-26
Charter School Institute	Global Village Academy - Douglas County Global Village Academy - Aurora Global Village Academy - Northglenn	\$1,596,424
Delta County 50(J)	Garnet Mesa Elementary	\$387,008
Denver County 1	Bryant Webster Dual Language ECE-8 School	\$586,804
Denver County 1	Charles M. Schenck Community School	\$594,076
Denver County 1	College View Elementary	\$701,264
Denver County 1	Columbian Elementary	\$590,732
Denver County 1	Cowell Elementary	\$600,000

Cohort 6: 2022-23 through 2025-26 - Continued

Local Education Provider	Participating School(s)	Total Funded 2022-23 through 2025-26
Denver County 1	Eggleton Elementary	\$749,456
Denver County 1	Ellis Elementary	\$400,000
Denver County 1	Godsman Elementary	\$478,922
Denver County 1	Goldrick Elementary	550,752
Denver County 1	Montclair School of Academics and Enrichment	\$540,000
Denver County 1	Schmitt Elementary	\$763,412
Denver County 1	Smith Elementary	\$518,228
Durango 9-R	Sunnyside Elementary Riverview Elementary	\$952,000
Harrison 2	Atlas Preparatory Elementary	\$400,000
Harrison 2	Centennial Elementary Carmel Community School	\$1,204,312
Meeker RE-1	Meeker Elementary	\$625,840
Steamboat Springs RE-2	Strawberry Park Elementary Soda Creek Elementary	\$1,149,977
Weld County RE-1	Pete Mirich Elementary	\$1,135,112
Weld County RE-1	Pete Mirich Elementary Platteville Elementary	\$1,135,112
Wiggins RE-50(J)	Wiggins Elementary	\$579,876
Total:		\$15,104,195

Appendix B

Early Literacy Assessment Tool (ELAT) Participating Districts for 2022-23

Amplify

Academy 20	Denver County 1	Jefferson County R-1	Pritchett RE-3
Adams 12 Five Star Schools	District 49	Julesburg Re-1	Pueblo City 60
Adams County 14	Dolores County RE No.2	Karval RE-23	Pueblo County 70
Adams-Arapahoe 28J	Dolores RE-4A	Kim Reorganized 88	Rangely RE-4
Aguilar Reorganized 6	Douglas County Re 1	Kit Carson R-1	Roaring Fork RE-1
Akron R-1	Durango 9-R	La Veta Re-2	Rocky Ford R-2
Alamosa RE-11J	Eads RE-1	Lake County R-1	Sargent RE-33J
Archuleta County 50 Jt	East Central BOCES	Lamar Re-2	School District 27J
Arickaree R-2	East Grand 2	Las Animas RE-1	Sierra Grande R-30
Aspen 1	East Otero R-1	Lewis-Palmer 38	South Central BOCES
Ault-Highland RE-9	Eaton RE-2	Littleton 6	South Conejos RE-10
Bayfield 10 Jt-R	Edison 54 JT	Lone Star 101	South Routt RE 3
Bennett 29J	Education reEnvisioned BOCES	Mancos Re-6	Springfield RE-4
Branson Reorganized 82	Elbert 200	Manitou Springs 14	St Vrain Valley RE1J
Briggsdale RE-10	Elizabeth School District	Manzanola 3J	Steamboat Springs RE-2
Brush RE-2(J)	Ellicott 22	McClave Re-2	Stratton R-4
Burlington RE-6J	Englewood 1	Meeker RE-1	Summit RE-1
Calhan RJ-1	Fort Morgan Re-3	Mesa County Valley 51	Swink 33
Campo RE-6	Fountain 8	Miami/Yoder 60 JT	Thompson R2-J
Canon City RE-1	Fowler R-4J	Moffat 2	Vilas RE-5
Centennial R-1	Fremont RE-2	Moffat County RE: No 1	Walsh RE-1
Center 26 JT	Frenchman RE-3	Montezuma-Cortez RE-1	Weld County RE-1
Charter School Institute	Garfield Re-2	Montrose County RE-1J	Weld County School District RE-3J
Cheraw 31	Genoa-Hugo C113	Mountain Valley RE 1	West End RE-2
Cheyenne County Re-5	Granada RE-1	North Conejos RE-1J	West Grand 1-JT
Cheyenne Mountain 12	Greeley 6	North Park R-1	Westminster Public Schools
Clear Creek RE-1	Hanover 28	Norwood R-2J	Widefield 3
Colorado Springs 11	Harrison 2	Otis R-3	Wiggins RE-50(J)
Cotopaxi RE-3	Hayden RE-1	Ouray R-1	Wiley RE-13 Jt
Creede School District	Hinsdale County RE 1	Park County RE-2	Windsor RE-4 31
Crowley County RE-1-J	Holly RE-3	Plainview RE-2	Woodland Park Re-2
Custer County School District C-1	Holyoke Re-1J	Plateau Valley 50	Wray RD-2
De Beque 49JT	Huerfano Re-1	Platte Canyon 1	Yuma 1
Delta County 50(J)	Idalia RJ-3	Platte Valley RE-7	
		Poudre R-1	

Istation

Denver County 1	Limon RE-4J	Sanford 6J	Weld Re-8 Schools
Greeley 6	Moffat 2	Trinidad 1	Weldon Valley RE-20(J)
Hoehne Reorganized 3	Monte Vista C-8	Weld County School District RE-3J	
Kiowa C-2	Pueblo City 60		

Appendix C

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 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
ACADEMY 20	747	\$401,386.80
ADAMS 12 FIVE STAR SCHOOLS	2,378	\$1,277,774.86
ADAMS COUNTY 14	606	\$295,623.03
ADAMS-ARAPAHOE 28J	4,527	\$2,432,500.75
AGATE 300	N<16	N<16
AGUILAR REORGANIZED 6	N<16	N<16
AKRON R-1	32	\$17,194.62
ALAMOSA RE-11J	185	\$99,406.37
ARCHULETA COUNTY 50 JT	123	\$66,091.80
ARICKAREE R-2	N<16	N<16
ARRIBA-FLAGLER C-20	N<16	N<16
ASPEN 1	61	\$32,777.24
AULT-HIGHLAND RE-9	65	\$34,926.56
BAYFIELD 10 JT-R	57	\$30,627.91
BENNETT 29J	102	\$54,807.84
BETHUNE R-5	N<16	N<16
BIG SANDY 100J	N<16	N<16
BOULDER VALLEY RE 2	699	\$375,594.88
BRANSON REORGANIZED 82	0	\$ -
BRIGGSDALE RE-10	N<16	N<16
BRUSH RE-2(J)	81	\$43,523.87
BUENA VISTA R-31	93	\$49,971.85
BUFFALO RE-4J	N<16	N<16
BURLINGTON RE-6J	51	\$27,403.92
BYERS 32J	128	\$68,778.46
CALHAN RJ-1	23	\$12,358.63
CAMPO RE-6	N<16	N<16
CANON CITY RE-1	184	\$98,869.04
CENTENNIAL R-1	N<16	N<16
CENTER 26 JT	54	\$29,015.91
CHARTER SCHOOL INSTITUTE	1,248	\$670,590.00

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
CHERAW 31	N<16	N<16
CHERRY CREEK 5	2,536	\$808,126.36
CHEYENNE COUNTY RE-5	N<16	N<16
CHEYENNE MOUNTAIN 12	77	\$41,374.54
CLEAR CREEK RE-1	40	\$21,493.27
COLORADO SCHOOL FOR THE DEAF AND BLIND	20	\$10,746.63
COLORADO SPRINGS 11	1,615	\$867,790.75
COTOPAXI RE-3	N<16	N<16
CREEDE SCHOOL DISTRICT	N<16	N<16
CRIPPLE CREEK-VICTOR RE-1	N<16	N<16
CROWLEY COUNTY RE-1-J	26	\$13,970.63
CUSTER COUNTY SCHOOL DISTRICT C-1	17	\$9,134.64
DE BEQUE 49JT	N<16	N<16
DEER TRAIL 26J	25	\$13,433.29
DEL NORTE C-7	29	\$15,582.62
DELTA COUNTY 50(J)	258	\$138,631.59
DENVER COUNTY 1	6,045	\$3,248,170.31
DISTRICT 49	937	\$503,479.83
DOLORES COUNTY RE NO.2	N<16	N<16
DOLORES RE-4A	38	\$20,418.61
DOUGLAS COUNTY RE 1	1,257	\$675,425.99
DURANGO 9-R	252	\$135,407.60
EADS RE-1	N<16	N<16
EAGLE COUNTY RE 50	570	\$306,279.09
EAST GRAND 2	78	\$41,911.88
EAST OTERO R-1	69	\$37,075.89
EATON RE-2	127	\$68,241.13
EDISON 54 JT	N<16	N<16
EDUCATION REENVISIONED BOCES	303	\$162,811.51
ELBERT 200	N<16	N<16
ELIZABETH	92	\$49,434.52
ELLICOTT 22	49	\$26,329.25
ENGLEWOOD 1	168	\$90,271.73
ESTES PARK R-3	63	\$21,643.35
EXPEDITIONARY BOCES	N<16	N<16
FORT MORGAN RE-3	285	\$153,139.54
FOUNTAIN 8	712	\$382,580.19
FOWLER R-4J	N<16	N<16

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
FREMONT RE-2	110	\$59,106.49
FRENCHMAN RE-3	N<16	N<16
GARFIELD 16	137	\$73,614.45
GARFIELD RE-2	297	\$159,587.52
GENOA-HUGO C113	N<16	N<16
GILPIN COUNTY RE-1	N<16	N<16
GRANADA RE-1	18	\$9,671.97
GREELEY 6	1,822	\$979,018.41
GUNNISON WATERSHED RE1J	165	\$88,659.74
HANOVER 28	21	\$11,283.97
HARRISON 2	1,025	\$526,418.71
HAXTUN RE-2J	N<16	N<16
HAYDEN RE-1	34	\$18,269.28
HINSDALE COUNTY RE 1	N<16	N<16
HI-PLAINS R-23	N<16	N<16
HOEHNE REORGANIZED 3	N<16	N<16
HOLLY RE-3	N<16	N<16
HOLYOKE RE-1J	26	\$13,970.63
HUERFANO RE-1	65	\$34,926.56
IDALIA RJ-3	N<16	N<16
IGNACIO 11 JT	48	\$25,791.92
JEFFERSON COUNTY R-1	3,238	\$1,739,880.14
JOHNSTOWN-MILLIKEN RE-5J	320	\$171,946.15
JULESBURG RE-1	N<16	N<16
KARVAL RE-23	N<16	N<16
KIM REORGANIZED 88	0	\$ -
KIOWA C-2	N<16	N<16
KIT CARSON R-1	N<16	N<16
LA VETA RE-2	20	\$10,746.63
LAKE COUNTY R-1	62	\$33,314.57
LAMAR RE-2	88	\$47,285.19
LAS ANIMAS RE-1	37	\$19,881.27
LEWIS-PALMER 38	176	\$94,570.38
LIBERTY J-4	0	\$ -
LIMON RE-4J	17	\$9,134.64
LITTLETON 6	369	\$198,275.41
LONE STAR 101	N<16	N<16
MANCOS RE-6	54	\$29,015.91
MANITOU SPRINGS 14	87	\$46,747.86

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
MANZANOLA 3J	N<16	N<16
MAPLETON 1	529	\$284,248.49
MC CLAVE RE-2	N<16	N<16
MEEKER RE1	30	\$16,119.95
MESA COUNTY VALLEY 51	1,249	\$671,127.33
MIAMI/YODER 60 JT	20	\$10,746.63
MOFFAT 2	N<16	N<16
MOFFAT COUNTY RE:NO 1	140	\$75,226.44
MONTE VISTA C-8	39	\$20,955.94
MONTEZUMA-CORTEZ RE-1	270	\$145,079.57
MONTROSE COUNTY RE-1J	484	\$260,068.56
MOUNTAIN VALLEY RE 1	N<16	N<16
NORTH CONEJOS RE-1J	67	\$36,001.23
NORTH PARK R-1	N<16	N<16
NORWOOD R-2J	N<16	N<16
OTIS R-3	N<16	N<16
OURAY R-1	N<16	N<16
PARK COUNTY RE-2	36	\$19,343.94
PAWNEE RE-12	N<16	N<16
PEYTON 23 JT	N<16	N<16
PLAINVIEW RE-2	0	\$ -
PLATEAU RE-5	N<16	N<16
PLATEAU VALLEY 50	N<16	N<16
PLATTE CANYON 1	26	\$13,970.63
PLATTE VALLEY RE-7	66	\$35,463.89
POUDRE R-1	1,175	\$631,364.79
PRAIRIE RE-11	N<16	N<16
PRIMERO REORGANIZED 2	N<16	N<16
PRITCHETT RE-3	N<16	N<16
PUEBLO CITY 60	1,267	\$680,799.30
PUEBLO COUNTY 70	447	\$240,187.28
RANGELY RE-4	48	\$25,791.92
REVERE SCHOOL DISTRICT	N<16	N<16
RIDGWAY R-2	N<16	N<16
ROARING FORK RE-1	423	\$227,291.32
ROCKY FORD R-2	44	\$23,642.60
SALIDA R-32	75	\$40,299.88
SANFORD 6J	N<16	N<16
SANGRE DE CRISTO RE-22J	N<16	N<16

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
SARGENT RE-33J	17	\$9,134.64
SCHOOL DISTRICT 27J	1,336	\$717,875.19
SHERIDAN 2	89	\$47,822.52
SIERRA GRANDE R-30	29	\$15,582.62
SILVERTON 1	N<16	N<16
SOUTH CONEJOS RE-10	20	\$10,746.63
SOUTH ROUTT RE 3	23	\$12,358.63
SPRINGFIELD RE-4	N<16	N<16
ST VRAIN VALLEY RE 1J	1,377	\$739,905.79
STEAMBOAT SPRINGS RE-2	130	\$69,853.13
STRASBURG 31J	72	\$38,687.88
STRATTON R-4	18	\$9,671.97
SUMMIT RE-1	121	\$65,017.14
SWINK 33	N<16	N<16
TELLURIDE R-1	N<16	N<16
THOMPSON R2-J	777	\$326,869.54
TRINIDAD 1	76	\$40,837.21
VALLEY RE-1	105	\$56,419.83
VILAS RE-5	0	\$ -
WALSH RE-1	N<16	N<16
WELD COUNTY RE-1	82	\$44,061.20
WELD COUNTY S/D RE-8	203	\$109,078.34
WELD COUNTY SCHOOL DISTRICT RE-3J	126	\$67,703.80
WELDON VALLEY RE-20(J)	N<16	N<16
WEST END RE-2	28	\$15,045.29
WEST GRAND 1-JT	46	\$24,717.26
WESTMINSTER PUBLIC SCHOOLS	820	\$440,612.02
WIDEFIELD 3	454	\$243,948.61
WIGGINS RE-50(J)	39	\$20,955.94
WILEY RE-13 JT	N<16	N<16
WINDSOR RE-4	383	\$205,798.05
WOODLAND PARK RE-2	124	\$66,629.13
WOODLIN R-104	N<16	N<16
WRAY RD-2	46	\$24,717.26
YUMA 1	58	\$31,165.24

Alternative Text

Figure 1: The READ Act in action

Beginning of the School Year

- A. All kindergarten through third grade students are assessed with an interim reading assessment, approved by the Colorado State Board of Education.
- B. If the assessment indicates a significant reading deficiency (SRD), then the teacher administers a diagnostic assessment to pinpoint the student's significant reading challenges.
- C. Teachers and parents initiate a READ plan, and the teacher begins providing reading interventions.

Ongoing Throughout the School Year

- A. Teachers continue to administer interim assessments. If an SRD is indicated, the teacher will administer a diagnostic assessment. A READ plan will be initiated for students identified with an SRD.
- B. The teacher provides reading interventions, and continues to monitor student progress.
- C. The teacher and parents update the READ plan as appropriate.
- D. Based on student progress, the teacher may provide more rigorous interventions.
- F. Students who demonstrate grade-level competency are exited from their READ plan.

End of the School Year

- A. All kindergarten through third grade students are reassessed with an interim reading assessment, approved by the Colorado State Board of Education.
- B. If an SRD is indicated the teacher will administer a diagnostic assessment. A READ plan will be initiated for students identified with an SRD.
- C. Teachers and parents update the existing READ plans as appropriate.
- D. The student's end-of-year assessment score is reported to CDE. District per pupil funds for the subsequent year are calculated based on the number of students identified with an SRD.
- E. Students who demonstrate grade-level competency are exited from their READ plan.

Subsequent Years

- A. For students still identified with an SRD, teachers and parents update the READ plan to include more rigorous intervention strategies.
- B. For students who no longer have an SRD, but are not yet reading at grade-level, the teachers and parents continue implementing the READ plan until the student demonstrates grade level reading competency.
- C. Students who demonstrate grade-level competency are exited from their READ plan.

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Figure 2: Longitudinal SRD Rates for Grades K-3 from 2016-17 to 2022-23

Detailed Description: This is a vertical bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) from the 2016–17 school year to the 2022–23 school year. The bars are color-coded: orange represents the total number of students assessed, and purple represents the number of students identified with an SRD. The SRD percentage rate is noted in a text box above the number of students identified with an SRD.

2016–17: 258,779 students assessed; 40,533 (15.7%) identified with an SRD.

2017–18: 255,107 students assessed; 39,612 (15.5%) identified with an SRD.

2018–19: 250,911 students assessed; 41,003 (16.3%) identified with an SRD.

2019–20: Data not available.

2020–21: 231,850 students assessed; 52,927 (22.8%) identified with an SRD.

2021–22: 236,331 students assessed; 50,273 (21.3%) identified with an SRD.

2022–23: 236,255 students assessed; 48,952 (20.7%) identified with an SRD.

The graph indicates an increase in the percentage of students identified with SRD from 2016–17 to 2020–21, peaking at 22.8%, followed by a gradual decrease in the last two years shown.

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Figure 3: Students Identified as Having an SRD by Grade Level, 2021-22 and 2022-23

Detailed Description: This is a horizontal bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) by grade level from the 2021–22 school year to the 2022–23 school year. The bars are color-coded by grade level with the purple representing the number of students identified with an SRD.

Kindergarten:

2022: 59,599 students assessed; 8,942 students identified with an SRD

2023: 56,999 students assessed; 7,900 students identified with an SRD

First grade:

2022: 58,155 students assessed; 14,543 students identified with an SRD

2023: 60,662 students assessed; 14,761 students identified with an SRD

Second grade:

2022: 59,583 students assessed; 13,613 students identified with an SRD

2023: 58,557 students assessed; 12,752 students identified with an SRD

Third grade:

2022: 58,994 students assessed; 13,175 students identified with an SRD

2023: 60,017 students assessed; 13,539 students identified with an SRD

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Figure 4: Disaggregated Annual SRD Rate for Grades K-3 from 2016-17 through 2022-23

Detailed Description: This vertical bar graph depicts the number and percentage of K-3 students newly identified with an SRD, students already identified with a significant reading deficiency (SRD) and students no longer identified with an SRD from 2017-18 through 2022-23. Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic. The vertical bars are color-coded: orange represents Newly Identified Students with an SRD, purple represents Students Already Identified with an SRD, and teal represents Students No Longer Identified with an SRD. Across the top of the graph, the horizontal green bar indicates the Total Students Assessed with the percentage identified as having an SRD noted below.

2017-18

Newly Identified Students with an SRD: 12,646; 5.0%
 Students Already Identified with an SRD: 26,966; 10.6%
 Students No Longer Identified with an SRD: 8,353; 3.3%
 Total Students Assessed: 255,114
 SRD rate: 15.5%

2018-19

Newly Identified Students with an SRD: 13,194; 5.3%
 Students Already Identified with an SRD: 27,810; 11.1%
 Students No Longer Identified with an SRD: 7,263; 3.0%
 Total Students Assessed: 250,923
 SRD rate: 16.3%

2019-20

Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.

2020-21

Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.

2021-22

Newly Identified Students with an SRD: 25,517; 10.8%
 Students Already Identified with an SRD: 24,756; 10.5%
 Students No Longer Identified with an SRD: 11,029; 4.7%
 Total Students Assessed: 236,331
 SRD rate: 21.3%

2022-23

Newly Identified Students with an SRD: 24,584; 10.4%
 Students Already Identified with an SRD: 24,368; 10.3%
 Students No Longer Identified with an SRD: 9,900; 4.2%
 Total Students Assessed: 236,255
 SRD rate: 20.7%

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

Detailed Description: This graphic shows the longitudinal path over time of a student identified with an SRD by grade level.

Kindergarten:

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: 13,684
- Continuously identified with SRD in 2021-22: 8,838
- Continuously identified with SRD in 2022-23: 6,914
- Percentages: 50.5% continue to be identified with an SRD by the end of 3rd grade

Grade 1

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: 9,974
- Continuously identified with SRD in 2021-22: 7,863
- Percentages: 78.9% continue to be identified with an SRD by the end of 3rd grade

Grade 2

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: Data not available due to the suspension of the 2019-20 data collection

Data shows that students who are identified as having an SRD in Kindergarten have a greater chance of no longer having an SRD in third grade than those identified as having an SRD in Grade 1 and Grade 2. Early identification and intervention increases the likelihood that a student will no longer have an SRD by Grade 3.

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Figure 6: Illustration of the Path from SRD to Grade Level Competency

Detailed Description: The graphic illustrates the path a student will take from being identified as having a significant reading deficiency (SRD) to reaching grade level competency.

- Significant Reading Deficiency: Students who are significantly below grade level in reading.
- Read Plan: The Read Plan documents interventions and student progress towards grade-level competency.
- Grade-Level Competency: Students who have made enough progress to be considered grade-level competent in reading.

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Figure 7: Number of Students Who Remain on READ Plans by Grade Level as Reported in 2022-23

Detailed Description: This vertical bar graph shows the number of students who remain on READ plans after exiting third grade as reported in 2022-23. Students remain on READ plans until they reach grade level competency.

- Grade 4: 12,708
- Grade 5: 10,548
- Grade 6: 2,157 The Grade 6 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified in their third grade year, due to COVID canceling collections in 2019-20. Therefore, these sixth grade students were only identified in their second grade year, or earlier.
- Grade 7: 6,747
- Grade 8: 6,371
- Grade 9: 5,152

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Figure 8: Students Retained for SRD

Detailed Description: Vertical bar graph showing the percentage and number of students in grades K-3 who were reported as being retained due to a significant reading deficiency (SRD).

- 2016-17: 580; 1.43%
- 2017-18: 506; 1.28%
- 2018-19: 636; 1.55%
- 2019-20: N/A; Data collection suspended due to COVID-19
- 2020-21: N/A; Data collection suspended due to COVID-19
- 2021-22: 468; 0.93%
- 2022-23: 436; 0.89%

The number of students retained due to significant reading deficiency has decreased since 2018-19.

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Figure 9: Percentage of K-3 Students Receiving Special Education Services who were also Identified with an SRD

Detailed Description: Vertical bar graph showing the percentage of K-3 students receiving special education services who were also identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

- 2016-17: 51.2%
- 2017-18: 50.5%
- 2018-19: 50.6%
- 2019-20: N/A Data collection suspended due to COVID-19
- 2020-21: 55.9%
- 2021-22: 54.7%
- 2022-23: 52.7%

The percentage of K-2 students receiving special education services who also have a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.

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Figure 10: Percentage of K-3 Multilingual Learners Identified with an SRD

Detailed Description: Vertical bar graph showing the percentage of K-3 multilingual learners identified with a significant reading deficiency (SRD) from the 2016-17 through the 2022-23 school year. Data for each year is displayed with two vertical bars representing the percentage of Non-English Proficient (NEP) students identified as having an SRD and the percentage of Limited English Proficient (LEP) students identified as having an SRD side-by-side.

2016-17

- Percentage of NEP students identified as having an SRD: 42.6%
- Percentage of LEP students identified as having an SRD: 21.1%

2017-18

- Percentage of NEP students identified as having an SRD: 42.8%
- Percentage of LEP students identified as having an SRD: 19.2%

2018-19

- Percentage of NEP students identified as having an SRD: 45.3%
- Percentage of LEP students identified as having an SRD: 21.8%

2019-20

- N/A Data collection suspended due to COVID-19

2020-21

- Percentage of NEP students identified as having an SRD: 59.1%
- Percentage of LEP students identified as having an SRD: 31.8%

2021-22

- Percentage of NEP students identified as having an SRD: 56.7%
- Percentage of LEP students identified as having an SRD: 27.5%

2022-23

- Percentage of NEP students identified as having an SRD: 54.1%
- Percentage of LEP students identified as having an SRD: 25.7%

The percentage of K-3 multilingual learners identified as having a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.

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Figure 11: Percentage of K-3 Students Eligible for Free or Reduced Lunch Identified with SRD

Detailed Description: The chart illustrates the percentage of K-3 students eligible for free or reduced lunch who are identified with a significant reading deficiency (SRD) over several school years. The data points are as follows:

- 2016-17: 24.1%
- 2017-18: 23.9%
- 2018-19: 25.2%
- 2019-20: N/A
- 2020-21: 36.1%
- 2021-22: 33.8%
- 2022-23: 32.6%

The percentage of K-3 students eligible for free and reduced lunch identified as having a significant reading deficiency has decreased from 2020-21 but has not reached pre-pandemic levels.

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Figure 12: Percentage of K-3 Male and Female Students Identified with SRD

Detailed Description: The chart presents the percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) across several school years, with data for both genders in each year. The bars are color-coded: purple represents the percentages of male students identified as having an SRD and orange represents the percentages of female students identified as having an SRD:

- 2016-17: Males 17.4%, Females 13.8%
- 2017-18: Males 17.2%, Females 13.7%
- 2018-19: Males 18.1%, Females 14.5%
- 2019-20: No data available
- 2020-21: Males 24.2%, Females 21.3%
- 2021-22: Males 22.7%, Females 19.8%
- 2022-23: Males 21.9%, Females 19.5%

The percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) have decreased since 2020-21 but have not reached pre-pandemic levels.

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Figure 13: Percentage of Students Identified with an SRD by Racial/Ethnic Groups

Detailed Description: This chart depicts the percentage of students from different racial and ethnic groups who have been identified as having a significant reading deficiency (SRD) across several school years. Each racial/ethnic group is represented with bars corresponding to specific school years. Purple represents 2018-19, orange represents 2020-21, green represents 2021-22, and turquoise represents 2022-23.

- American Indian or Alaska Native: Ranging from 24.8% in 2016-17 to 36.6% in 2022-23, with a peak of 38.4% in 2021-22.
- Asian: Ranging from 12.5% in 2016-17 to 14.7% in 2022-23, with relatively stable, low values each year.
- Hispanic or Latino: Ranging from 22.8% in 2016-17 to 31.1% in 2022-23, peaking at 34.9% in 2020-21.
- Black or African American: Ranging from 25.1% in 2016-17 to 29.1% in 2022-23, with the highest percentage of 32.8% in 2020-21.
- Two or more races: Ranging from 12.1% in 2016-17 to 16.6% in 2022-23, with a slight peak of 17.7% in 2020-21.
- White: Ranging from 10.4% in 2016-17 to 13.5% in 2022-23, peaking at 15.3% in 2020-21.
- Native Hawaiian or other Pacific Islander: Ranging from 18.6% in 2016-17 to 34.5% in 2022-23, reaching 32.9% in 2020-21.

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Figure 15: 2022-23 Use of Per-Pupil Intervention Funds as Reported in the READ Act Budget Submissions

Detailed Description: A pie chart displaying the breakdown of 2022-23 Per-Pupil Intervention Funds as reported in the READ Act Budget Submissions. Here's a summary of each category and its percentage share:

- Core Reading Materials: 44.83%
- Other Targeted Interventions: 33.68%
- Professional Development Programming: 12.33%
- Summer School: 3.70%
- Technology: 2.64%
- Tutoring Services: 2.8%
- BOCES Services: 0.02%

In 2022-23 the majority of READ Act per-pupil intervention funds were spent on purchasing core reading materials.

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Figure 16: Percentage of Students Identified with an SRD by Racial/Ethnic Groups

Detailed Description: This diagram illustrates two pathways that K-3 principals and administrators in Colorado can take to meet the principal/administrator training requirement in literacy standards:

1. 20-Hour Requirement Pathway:
 - 5 Hours: Focused on “Colorado Administrator/Principal Literacy Standards” as defined by 1 CCR 301-92, 13.01(D)(1).
 - 15 Hours: Focused on “K-3 Teacher Training Requirement” as outlined in 1 CCR 301-101 4.02(5) through 4.02(12).
2. 5-Hour Requirement Pathway:
 - 5 Hours: Dedicated to “Colorado Administrator/Principal Literacy Standards” (1 CCR 301-92, 13.01(D)(1)).
 - Completed K-3 Teacher Training Requirement: This pathway is available to those who have already completed the K-3 Teacher Training Requirement.

A note below the pathways emphasizes that all principals and administrators must complete this training by August 1, 2024. After completing the required pathway, individuals are instructed to submit their certificate(s) to Colorado’s Online Licensing System (COOL) for verification.

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Figure 17: Percent of Districts Using CDE-Approved Core Instructional Programs

Detailed Description: This bar chart displays the percentage of districts that reported using Colorado Department of Education CDE-approved core instructional reading programs over four academic years:

- 2019-20: 40.1%
- 2020-21: 55.9%
- 2021-22: 54.7%
- 2022-23: 72.0%

The percentage of districts reporting the use of CDE-approved core instructional reading programs has increased since 2019-20.

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Figure 19: Colorado’s ELG Districts by Cohort

Detailed Description: Table that shows participation in the Early Literacy Grant. The columns include the cohort number, the school years, and the number of participating schools and districts.

- Cohort 7: 2024-25 through 2027-28 school years, 14 schools from 8 districts
- Cohort 6: 2022-23 through 2025-26 school years, 27 schools from 10 districts
- Cohort 5 Sustainability: 2024-25 school year, 23 schools from 10 districts
- Cohort 5: 2020-21 through 2023-24 school years, 32 schools from 11 districts
- Cohort 4: 2018-19 through 2021-22 school years, 27 schools from 12 districts
- Cohort 3: 2016-17 through 2019-20 school years, 10 schools from 6 districts
- Cohort 2: 2015-16 through 2018-19 school years, 19 schools from 14 districts
- Cohort 1: 2012-13 through 2015-16 school years, 30 schools from 15 districts

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