



COLORADO
Department of Education

READ REPORT

2019 Annual Report on the Colorado READ Act



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Letter from the Commissioner of Education

Colorado legislators passed the READ Act in 2012 to help all students reach grade-level proficiency in reading by third grade. Legislators knew that reading competently by third grade is a critical building block for school success in fourth grade and beyond. Building a strong foundation in reading for all students is also one of the strategic priorities of the Colorado Department of Education as we work to ensure all students graduate ready to succeed in college and careers.

The 2018-19 school year marks the fifth full year of implementation of the Colorado READ Act. We know there is deep commitment of teachers, school leaders and parents, yet we still need to see much better outcomes in reading. Nearly half of the kindergarteners who were identified with significant reading deficiencies in 2015 were still struggling to read in third grade. And for students who are identified as struggling readers later, in second grade for example, the outcomes in third grade are worse. A full 74 percent of students who are identified with a significant reading deficiency in second grade are still identified in third grade. Clearly, it takes time for teachers and parents, working together, to successfully support their students' reading acquisition.

This year's READ Act report goes more in depth about the outcomes seen when students are identified early. It also reveals a close association between significant reading deficiencies and learning disabilities.

There are some bright spots in the READ Act that are producing promising results from which we can all learn. The Early Literacy Grant Program, a competitive grant funded through the READ Act, offers an example of how a strong school-wide approach to literacy can realize greater reading gains for students. Early Literacy Grant schools show a greater decrease in significant reading deficiency rates than the state average, achieve an increase in students on track to meet grade-level reading outcomes, and demonstrate improved instructional and leadership practices.

Recognizing implementation challenges and the need for greater intensity for supporting student reading outcomes, the State Board of Education and Colorado legislature worked together to make changes to the READ Act. Senate Bill 19-199 passed with the unanimous support of the Colorado General Assembly and was signed into law by Governor Polis on May 10, 2019. The Colorado Department of Education is renewing its commitment to supporting districts, schools, teachers, and families as we work together to help students read at grade level by the end of third grade. While doing this, we also need to look deeply into outcomes of the READ Act so far and listen to the wisdom of teachers, school leaders and parents to better understand why we aren't making as much progress and we've hoped to see.

The department is tremendously committed to working alongside our teachers, school leaders and policymakers to achieve the outcomes intended by the READ Act.

Sincerely,



Dr. Katy Anthes
Colorado Commissioner of Education



Introduction

A successful educational journey begins by learning to read. Reading at grade level by third grade ensures that children will enter future grades ready to learn from a wide variety of challenging texts and discover the joy of reading. Third grade readers who have learned to extract and analyze new information and expand their vocabularies by reading are more likely to meet the critical pivot point – from learning to read, to reading to learn -- in fourth grade¹. However, students who struggle with reading in third grade rarely catch up with their peers academically and are four times more likely to drop out of high school, lowering their earning power as adults and possibly costing society in welfare and other supports². A comprehensive reading intervention policy for kindergarten through third grade, like the Colorado READ Act, can be a key component to improving reading performance for struggling readers.

The READ Act passed in 2012 with the intent of ensuring every student in Colorado reads proficiently by the end of third grade. The provisions of the Act promote early identification of reading difficulties and provide support for effective intervention. Under the READ Act, teachers in kindergarten through third grade administer an interim reading assessment to all students to determine whether they are making sufficient progress toward grade-level reading competency. When students are identified as reading significantly below grade level, called a “significant reading deficiency” or SRD, teachers administer a diagnostic assessment to determine specific reading challenges. Teachers use this information to develop an intervention plan, called a READ plan, collaboratively with the child’s parents to help bring the child up to grade level. Students continue to receive intervention supports and remain on a READ plan until the teacher determines that the child has met the reading skill competencies of their current grade level. Students who make enough reading growth to no longer be identified with an SRD, but who have not yet achieved grade-level competency, remain on a READ plan until they reach grade-level reading competency.



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

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

Figure 1: The READ Act in Action

Beginning of the School Year

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

Throughout the School Year

- The teacher provides reading interventions and monitors the student's progress.
- The teacher and parents update the READ plan as appropriate.
- Based on student progress, the teacher may provide more rigorous interventions.

End of the School Year

- The teacher provides reading interventions and monitors the student's progress.
- The teacher and parents update the READ plan as appropriate.
- Based on student progress, the teacher may provide more rigorous interventions.

Subsequent School Year

- For students still identified with an SRD, teachers and parents update the READ plan to include more rigorous intervention strategies.
- For students no longer identified with an SRD but not yet at grade level, the teacher and parents continue implementing the READ plan until the student demonstrates reading competency.

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

Prevalence of Significant Reading Deficiencies in Colorado

Under the READ Act, end-of-year reading assessment results are provided by local education providers (school districts, BOCES, the Charter School Institute) to CDE to meet the reporting requirements and to determine funding for interventions to help students with SRDs. The SRD rates in this report reflect students who were identified at the end of the 2017-18 school year. In 2018, reading assessment results for 255,114 (97 percent) of kindergarten through third grade students were reported to CDE. Of those students, 39,614 (15.5 percent) were identified as having a significant reading deficiency.

Since the passage of the READ Act in 2012, there have been fluctuations in the SRD rate. Following two years of decreases in SRD rates, the SRD rate increased in the 2015-16 and 2016-17 school years. Three factors related to assessment of SRD have contributed to this increase.

1

More students with disabilities are being included in the assessment for SRD. Since 2013, an additional 7,640 students with disabilities have been assessed for SRD. This population has a 50 percent identification rate.

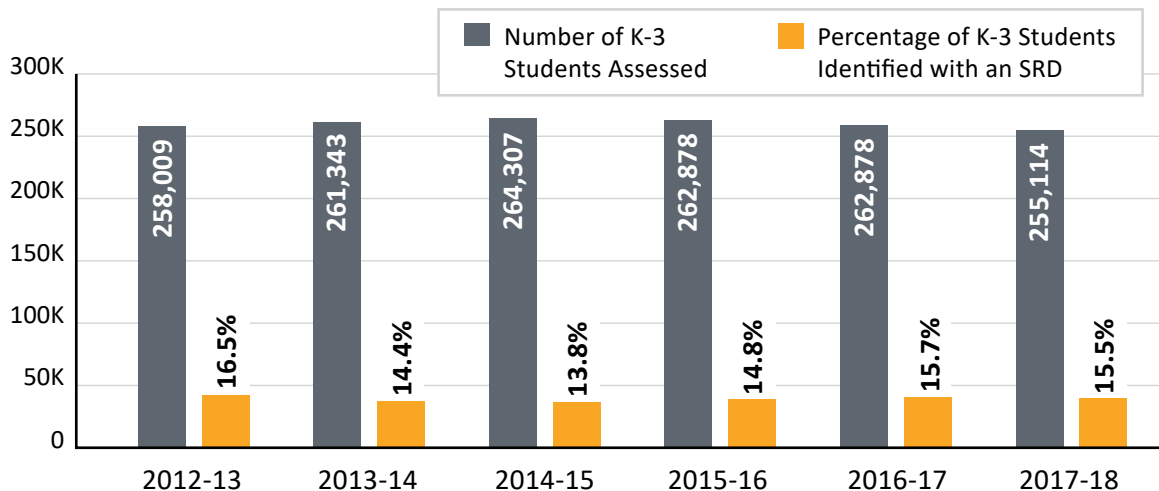
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Through July 2016, districts transitioned away from assessments that were not approved under the READ Act. The READ Act provided districts a transition period to implement READ Act-approved assessments that more directly assess foundational reading skills. The READ Act approved assessment tools are more sensitive to reading challenges and have yielded higher numbers of students being identified as having an SRD.

3

Cut score adjustments on three of the State Board of Education-approved interim reading assessments between 2015 and 2016 resulted in increases of students identified with SRDs. As such, increases in identification rates ranged from as little as 4 percent to as much as 21 percent. Based on on-going analysis by publishers, READ Act assessments are re-normed regularly to ensure that cut scores are as accurate as possible.

Figure 2: The SRD Rates Since the Inception of the READ Act

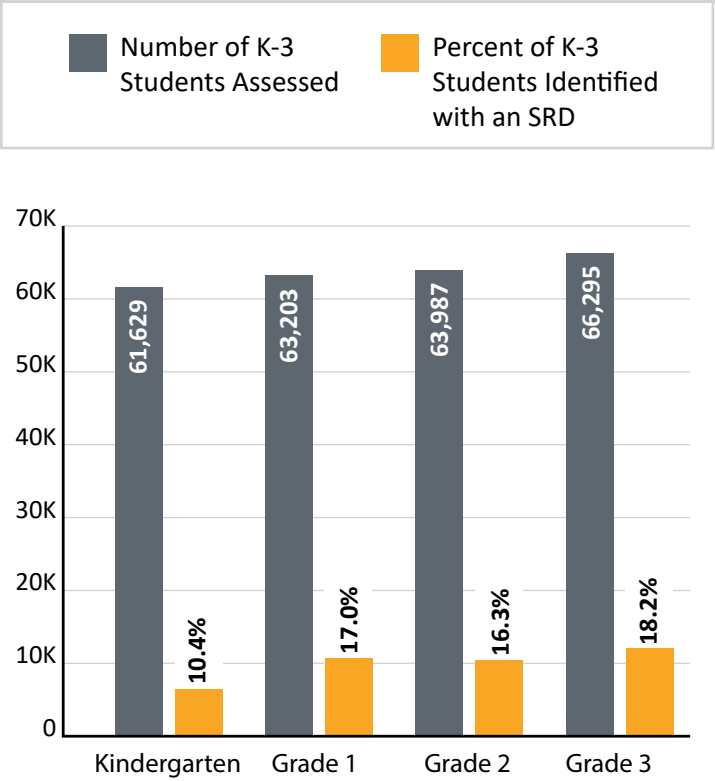


Information gleaned from READ Act assessments can be extremely useful in identifying which students may struggle in mastering foundational reading skills. This information can be valuable in allowing for additional resources and services to be provided early as a means to prevention. READ Act interim assessments are intended to measure critical early literacy indicators. However, READ Act interim assessments differ from the English Language Arts assessment in the Colorado Measures of Academic Success (CMAS), which is a summative assessment used to measure a student's mastery of overall grade-level standards.

The prevalence of SRDs in 2018 varied across grades with the lowest rates at kindergarten and the highest rates at third grade (Figure 3).

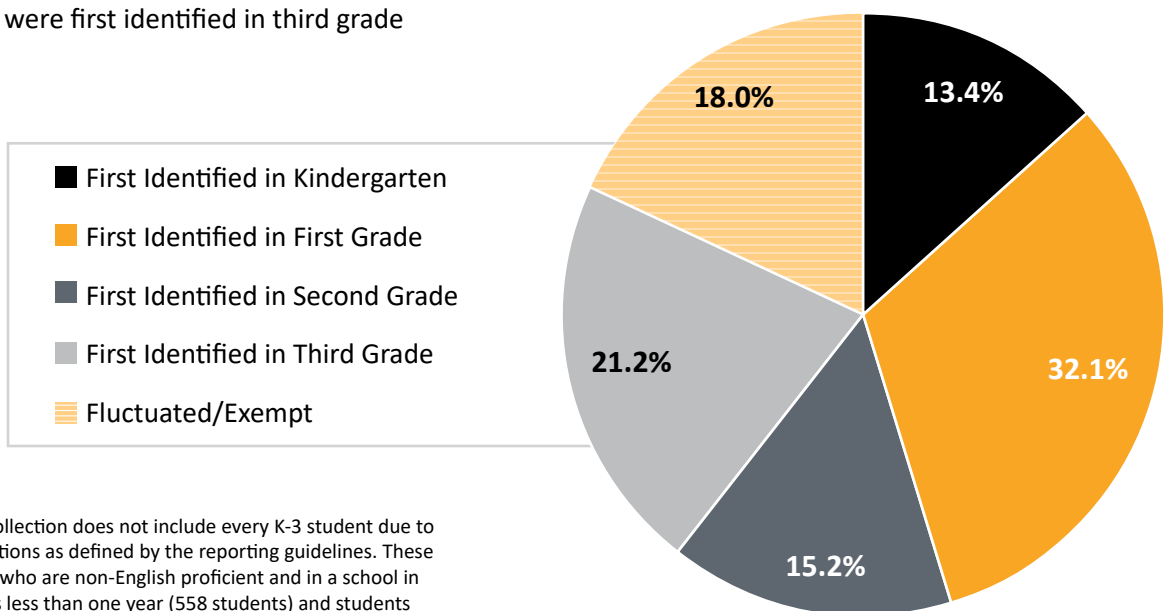
Note: These data do not include students who were exempt from taking a READ Act assessment³.

Figure 3: Students Identified as Having an SRD by Grade Level in 2018



By analyzing longitudinal data for the cohort of students identified with an SRD, we can see that the greatest percentage of students, 32.1 percent, were first identified in first grade followed by 21.2 percent, who were first identified in third grade (Figure 4).

Figure 4: First Identification of SRD for 2017-18 – Third Grade Cohort



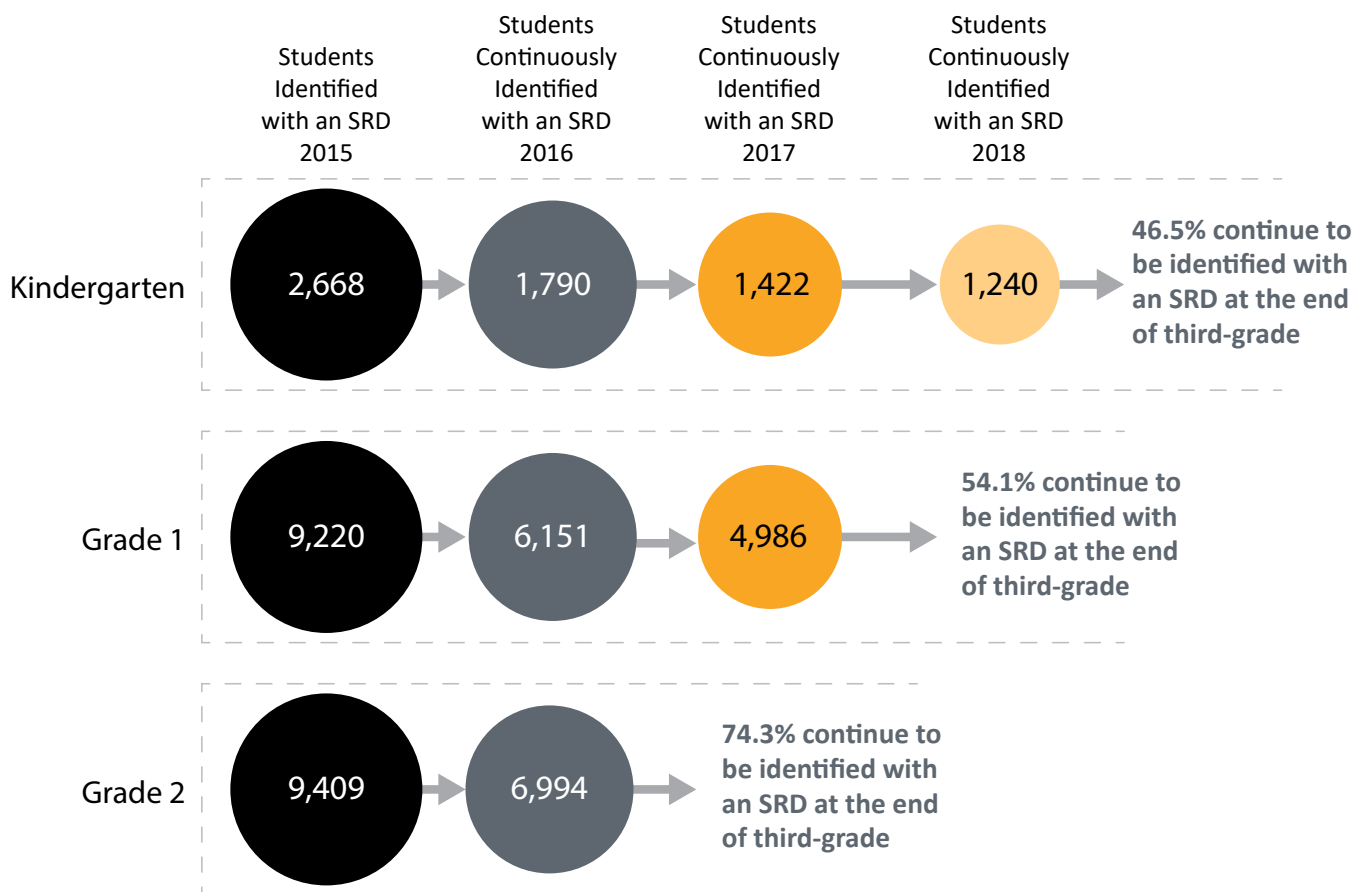
³ The READ data collection does not include every K-3 student due to allowable exemptions as defined by the reporting guidelines. These include students who are non-English proficient and in a school in the United States less than one year (558 students) and students not tested for reasons of attendance which may include part-time attendance, illness, discipline, or late enrollment (3,671 students).

Early Identification is the Key to Reading Success

Early identification of an SRD is critical to supporting struggling readers. Students who are identified in early grades (K-1) have a greater opportunity to resolve their reading deficiencies by third grade when compared to those who are identified in later grades. Figure 5 illustrates the SRD identification rates for a matched cohort of students. These data show that of the kindergarten students identified with an SRD in 2015, 46.5 percent were still identified in third grade. In contrast, of the students identified with an SRD in second grade, 74.3 percent still had an SRD the following year as third graders.



Figure 5: SRD Matched Cohort of SRD Identified Students across Years

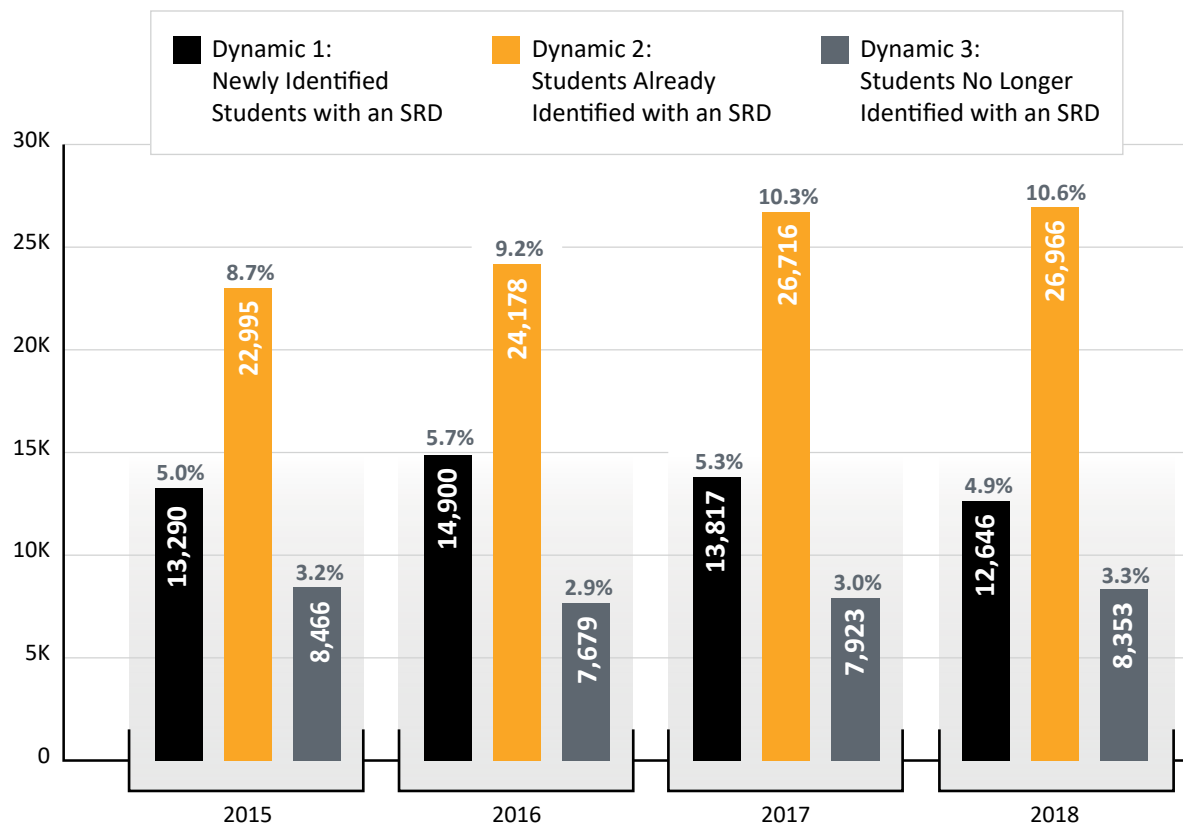


Looking More Closely at the SRD Rate

While the number of students identified with an SRD has seen a very modest decline since the 2012-13 baseline year, the overall rate tells just a portion of the story. Looking more closely, the SRD rate is made up of two different groups of students: those who have remained with an SRD from year to year and those who are newly identified with an SRD within a school year. Three different dynamics are at play within the overall SRD rate: the rate at which students remain identified with an SRD, the rate of newly identified students with an SRD, and the rate at which students exit SRD status. Analysis of longitudinal data has shown that while 3.1 percent of students exit SRD status on average annually, an additional 5.2 percent of new students are identified with SRDs. Thus, while the overall rate appears steady over time, students who exit SRD status are being replaced by a greater number of newly identified students.

Figure 6 shows the percentage of students who are no longer identified as having an SRD and how the SRD rate is also affected by students newly identified as having an SRD each year.

Figure 6: Detailed SRD Rate

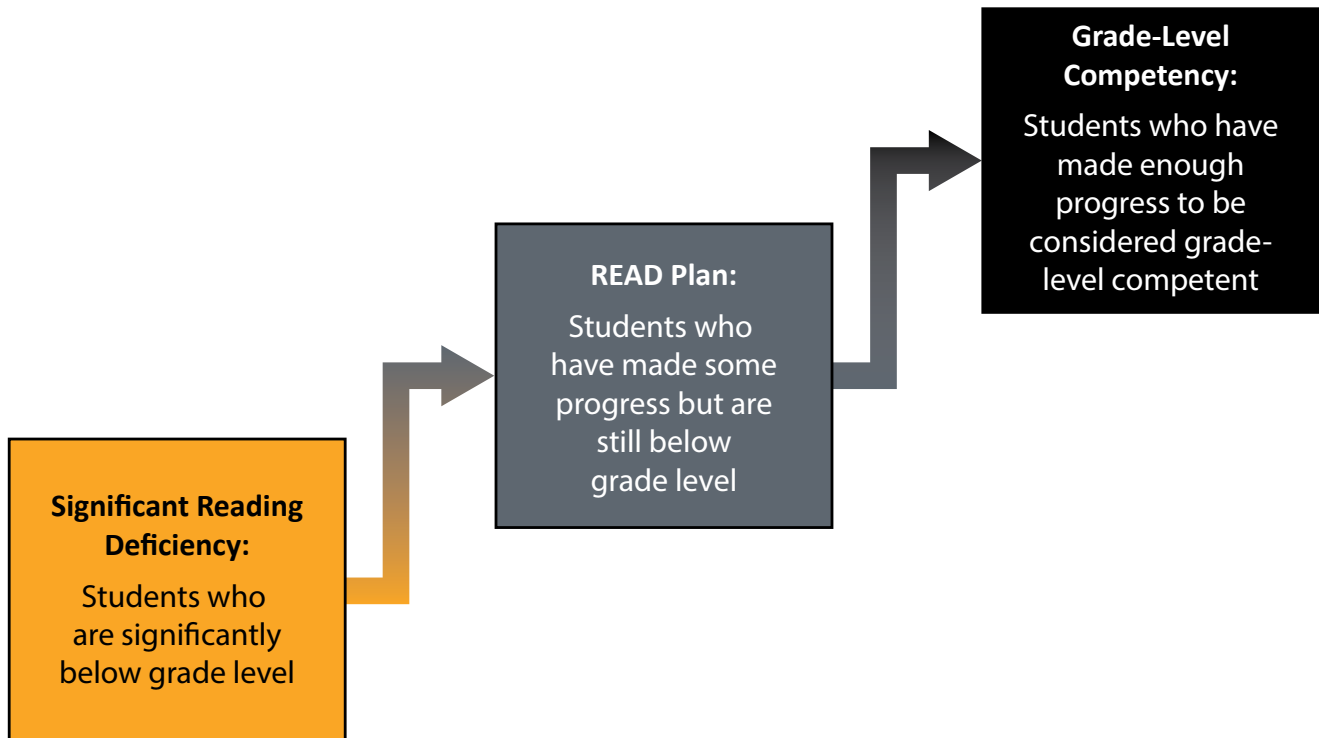




Students No Longer Identified with SRD but Remain on a READ Plan

A student who has made progress in attaining foundational reading skills may no longer be identified as having a significant reading deficiency, yet still requires monitoring and additional supports to be able to independently achieve grade level reading expectations. To ensure these students continue to receive the support they need, the READ Act requires that a student remains on a READ plan until reaching grade level competency. In 2018, there were 22,597 K-3 students reported as continuing on a READ plan but who were no longer identified as having a significant reading deficiency.

Figure 7: The Path from SRD to Grade-Level Competency



Tracking Student Outcomes

The progress students make after being identified with an SRD can vary. The ideal outcome for students identified with an SRD is that highly effective instruction and intervention would result in accelerated reading growth so they reach grade-level competency. Unfortunately, some students will experience some reading skill improvement but will remain significantly below grade level. The following information illustrate these three different pathways of students identified with SRDs from spring 2015 to spring 2018⁴.

1

The largest portion of students, 59.6 percent, were identified with an SRD in kindergarten and were still identified as third graders. This group requires an urgent response from the educators and families to change student outcomes for reading success.

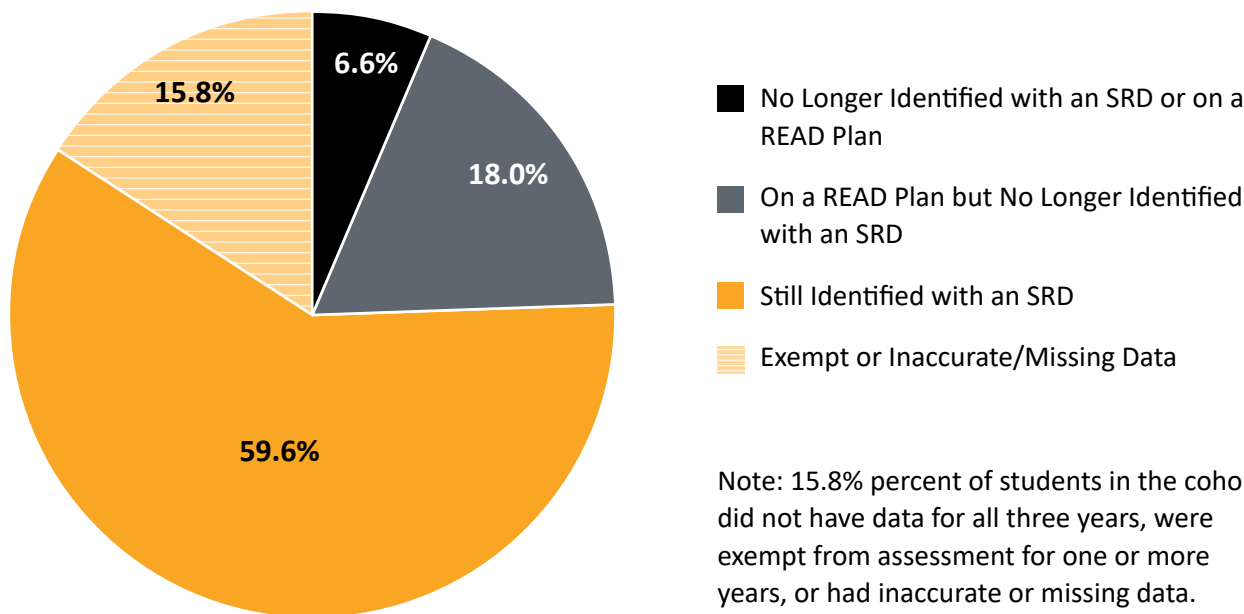
2

The second largest portion of students, 18 percent, are students who were no longer identified with SRDs by third grade but for whom a READ plan remains in place. While scoring above the range for SRD, these students have yet to reach grade-level competency and continue to require reading support.

3

The third group, representing only 6.6 percent of students, were identified as SRD in a prior grade and were reported as grade-level competent in third grade. This group of students no longer requires READ plans and fulfills the potential of the READ Act.

Figure 8: Status at Third Grade of Students Identified with SRD, as Kindergartners

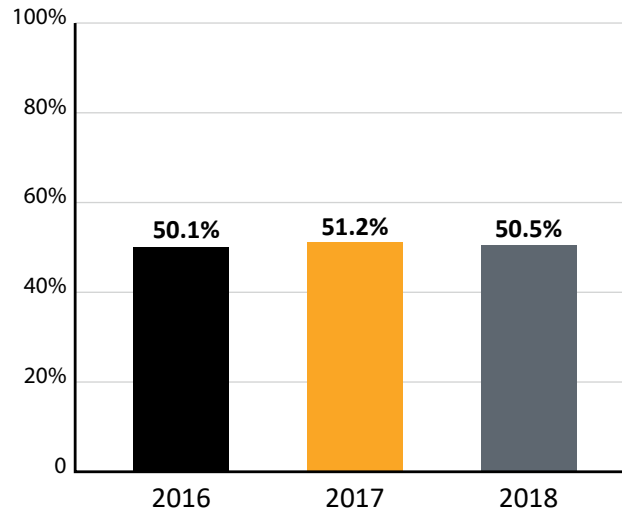


⁴ There were 23,465 students identified as having an SRD with complete data from kindergarten in 2015 through third grade in 2018.

Trends across Demographic Groups

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

Figure 9: Percentage of K-3 Students Eligible for Special Education Services with an SRD from 2016 to 2018⁵



Close to half of students identified with an SRD also receive special education services for an identified disability. Of these students, approximately 60 percent have a specific learning disability⁶, a disability category which include dyslexia.

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

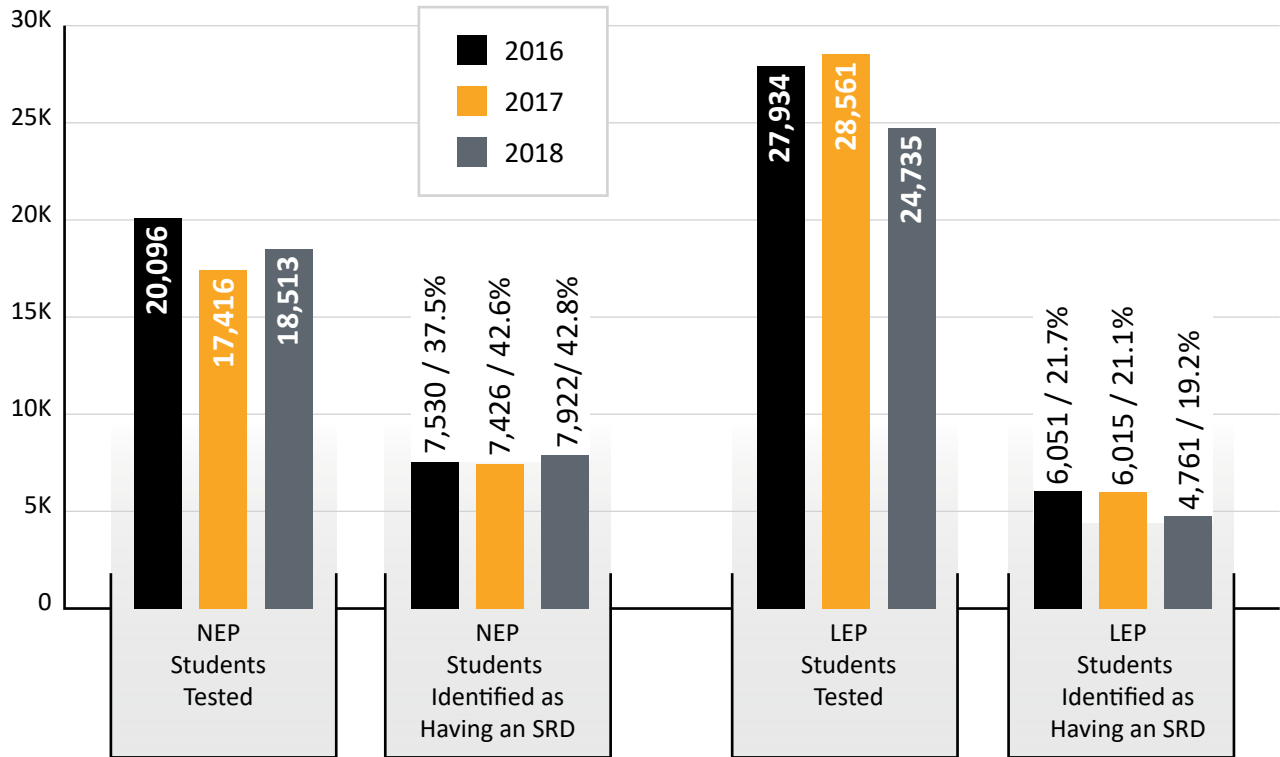
The International Dyslexia Association (IDA) along with the National Institute of Child Health and Human Development (NICHD) adopted the following definition of dyslexia: “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or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

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

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

Figure 10: Percentage of K-3 English Learners Identified with an SRD from 2016 to 2018

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

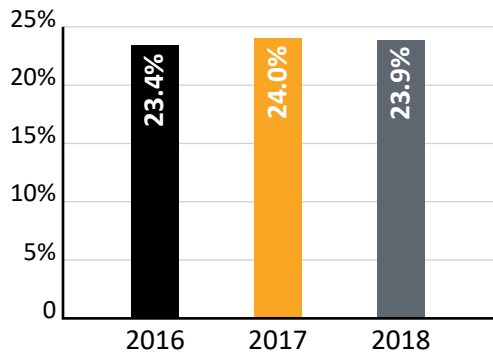


Of the non-English proficient (NEP) students assessed in 2016-18, an average of 40.8 percent were identified with a significant reading deficiency.

Of the limited-English proficient (LEP) students assessed in 2016-18, an average of 20.7 percent were identified with a significant reading deficiency.

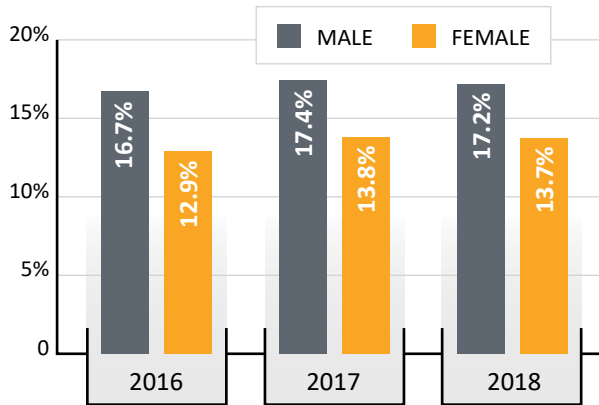
⁷ NEP (Non-English Proficient) are students who come from a language background other than English and are not yet fluent in English (speaking, listening, reading and/or writing). LEP (Limited English Proficient) are students who comprehend, speak, reads, or writes some English, but whose predominant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

Figure 11: Percentage of K-3 Students Eligible for Free- or Reduced-Lunch (FRL) Identified with SRD, from 2016 to 2018



- Of the students eligible for FRL assessed in 2016-18, an average of 23.8 percent were identified with a significant reading deficiency.
- Students eligible for FRL lunch have an SRD identification rate 2.7 times higher than students who are not eligible for FRL.

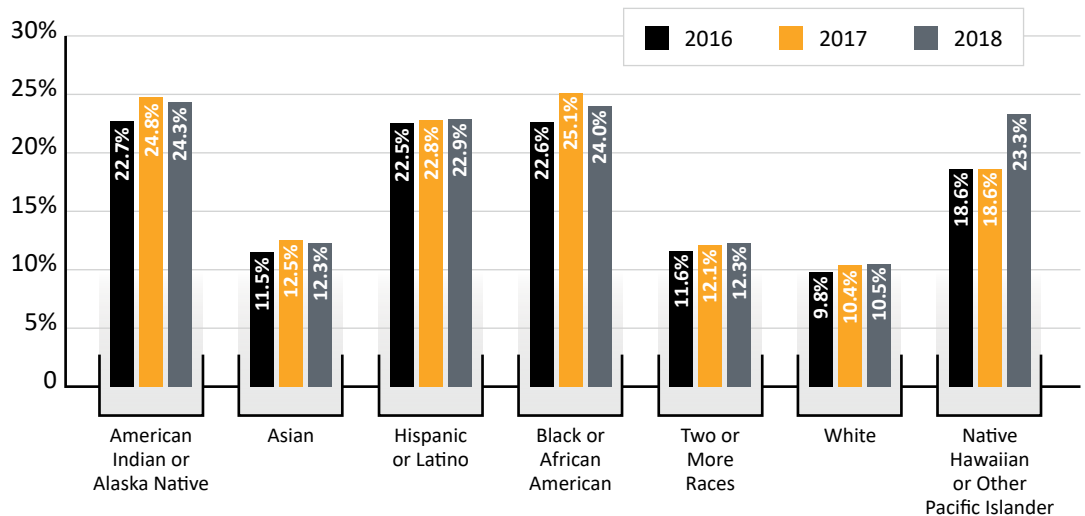
Figure 12: Percentage of K-3 Male and Female Students Identified with SRD, from 2016 to 2018



- Male students were identified at an average rate of 17.1 percent with a significant reading deficiency compared with an average rate of 13.5 percent of female students.

An analysis of the 2018 READ Act data reveals a number of trends across racial/ethnic groups. American Indian/Alaska Native, Black/African American, and Hispanic/Latino students were identified as having an SRD at a higher percentage than their Asian, White, Native Hawaiian/Other Pacific Islander, and multi-racial peers.

Figure 13: Percentage of Students within Demographic Groups with an SRD.



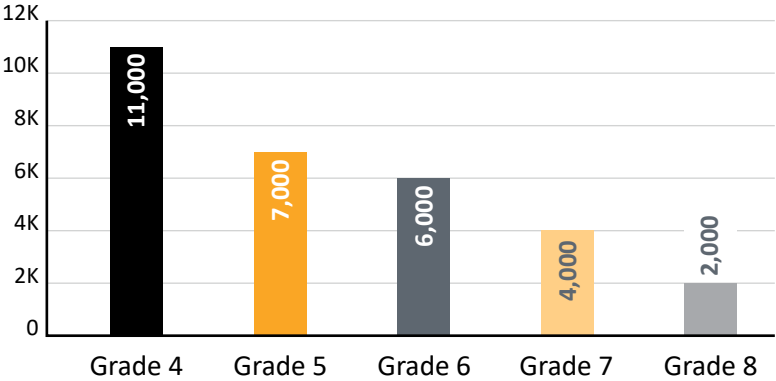


Supporting All Students with Reading Difficulties

The READ Act provides funding to students most at-risk for reading difficulties—those identified with an SRD. However, some students’ reading skills are below grade-level expectations but not low enough to be identified with an SRD. In these instances, the local education provider must ensure that the students receive appropriate interventions through the Response to Intervention Framework⁸.

The READ Act requires continued support for students with READ plans beyond third grade. Approximately 30,000 students who were once identified with an SRD still have READ plans in place beyond third grade. Of those students, 21,926 (73.3 percent) are also receiving special education services through an individual education program (IEP). Furthermore, data suggest that about half of the students beyond third grade with READ plans are removed from their plan in grades 4-6. Figure 14 illustrates the number of students who remain on a READ plans beyond third grade by grade level.

Figure 14: Approximate Numbers of Students Who Remain on READ Plans beyond Third Grade by Grade Level as Reported in 2018



⁸ For more information about the Response to Intervention Framework, please visit: <http://www.cde.state.co.us/mtss/rti>

Advancement Decisions

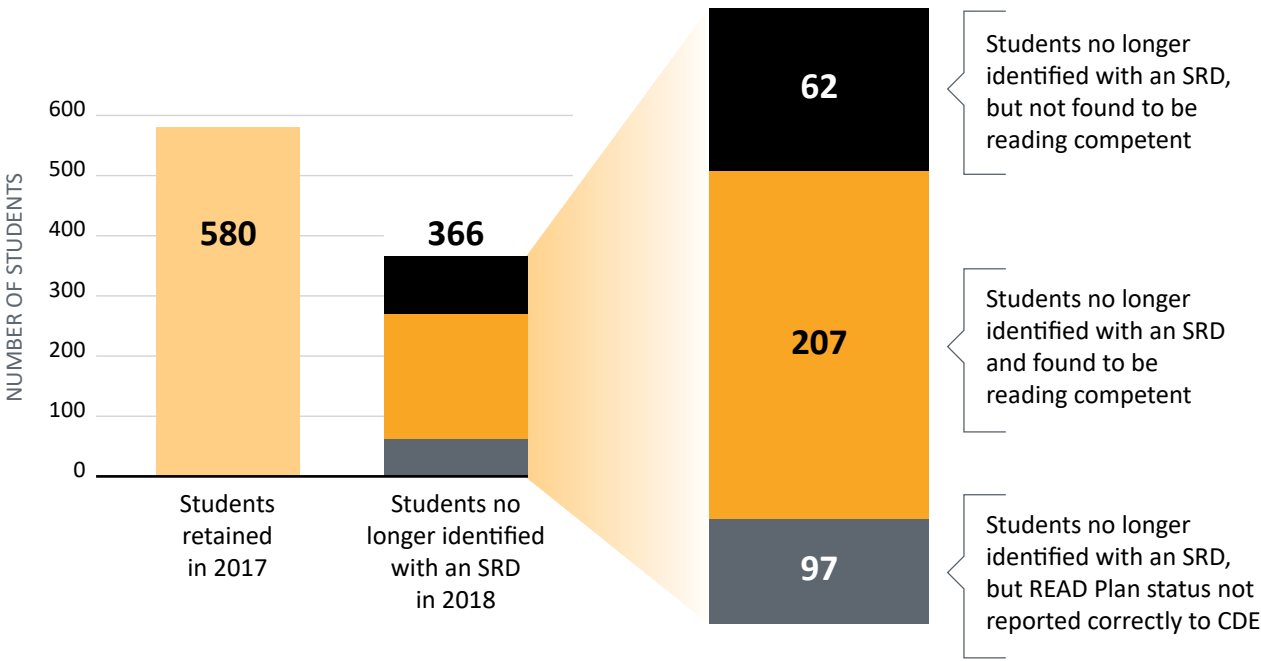
The intent of the READ Act is for districts and teachers to work closely with parents to ensure that students reach grade-level competency in reading by third grade. Because of this important goal, the READ Act has provisions for retention. For students who continue to have an SRD at the end of the school year, the READ Act requires kindergarten through third-grade teachers to collaborate with the students’ parents to decide whether students should advance to the next grade level. For third grade students, however, the decision to advance students with SRDs is subject to approval of the school district superintendent.

Retention is not the first strategy or option for support. The READ Act requires identification of students who are struggling to read as early as kindergarten, with frequent literacy screenings and parent notification and updates on progress over multiple school years.

In Colorado, the option of retention continues to be used for a very small proportion (approximately 1 percent to 2 percent) of students identified with an SRD. This statistic has remained consistent across all four years of READ Act implementation, with 638 students retained in 2015, 642 in 2016, 580 in 2017 and 506 reported as being retained in 2018.

In 2017, 580 students with an SRD were retained. Of those 580 students, 366 (63.1 percent) were no longer identified as having an SRD at the end of the school year following retention (spring 2018). However, not all of these students were found to be reading competent. Of the 63.1 percent no longer identified as having an SRD the following year, only 56.6 percent were found to be grade-level competent while 26.5 percent remained on a READ plan, suggesting they have yet to reach grade-level competency.

Figure 15: Number of K-3 Grade Students Retained in 2017 and their Trajectory in 2018





Per-Pupil Distribution of Funds

The READ Act provides per-pupil intervention funds to assist local education providers with interventions for students identified as having SRDs. For the 2018-19 school year, the total amount of funds available for distribution to districts was approximately \$33 million. In the spring of 2018, districts reported 39,614 students as having an SRD. The department allocates the per-pupil intervention funds to local education providers by dividing the amount of funds available by the total number of students enrolled in kindergarten through third grade identified as having an SRD. The per-pupil funding for 2018 was \$834.79. A complete list of districts and distribution amounts is included in the appendix beginning on page 26.

Per-pupil intervention money may only be used for the authorized intervention services outlined in statute for students identified as having an SRD:

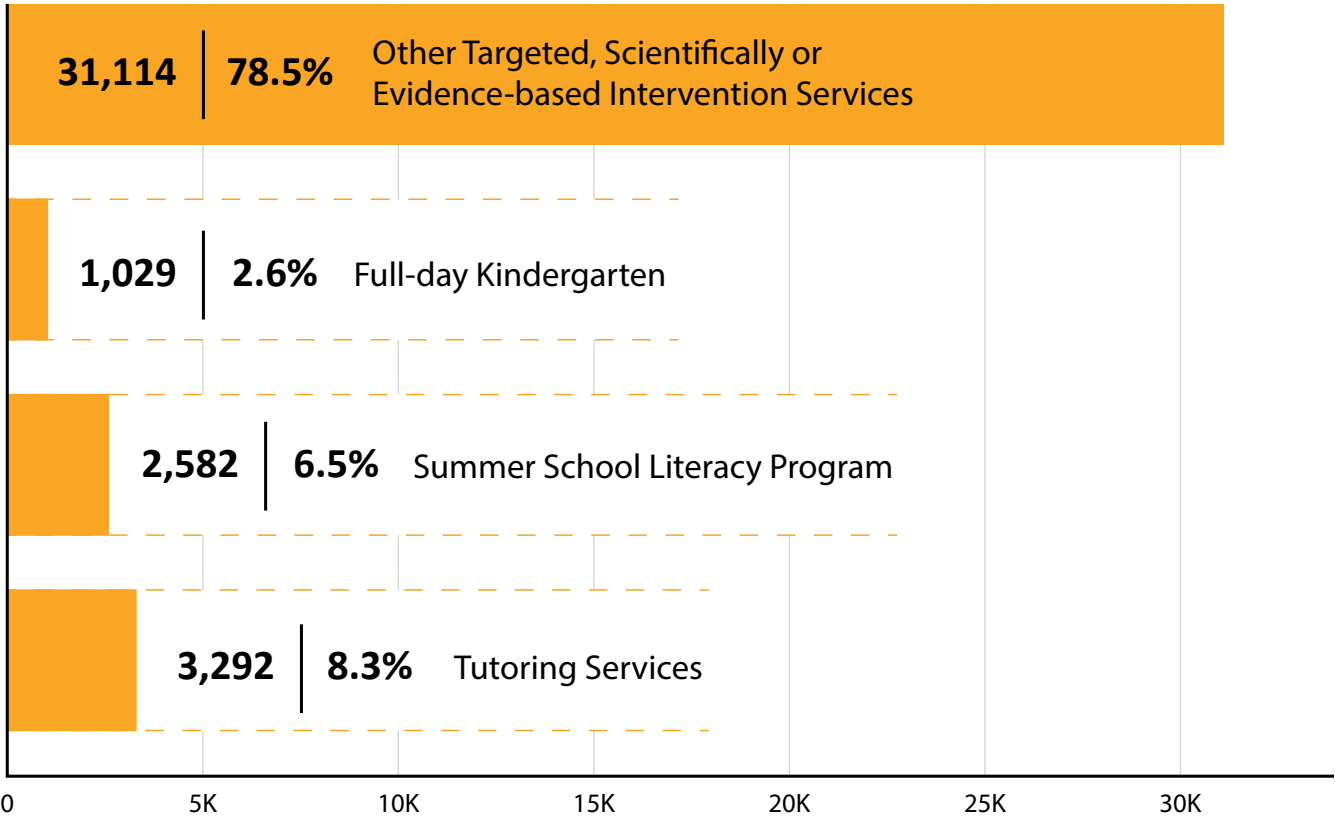
- Providing full-day kindergarten
- Purchasing tutoring services in reading
- Operating a summer school literacy program
- Providing other targeted, scientifically or evidence-based intervention or
- Small rural schools may also obtain services of a literacy specialist

Figure 16: Uses of Per-Pupil Intervention Funds Along with Examples of Allowable and Non-allowable Uses of Funds.

INTERVENTIONS	Full-day Kindergarten	Purchased Tutoring Services	Summer School Literacy Program	Other Targeted Approved by the Department	Literacy Specialist (Small Rural Schools Only)
EXAMPLES OF ALLOWABLE USE OF FUNDS	<ul style="list-style-type: none"> • Reading intervention programming and materials • Teacher salaries for extended day • Transportation cost for eligible students 	<ul style="list-style-type: none"> • Contracted services for tutoring • Instructional materials to support tutoring in reading 	<ul style="list-style-type: none"> • Reading intervention programming and materials • Teacher salaries for summer school contract • Transportation costs for eligible students 	<ul style="list-style-type: none"> • Reading intervention programming and materials • Salaries for staff providing intervention services outside the classroom • Diagnostic assessments 	<ul style="list-style-type: none"> • Contracted services of Literacy Specialist
EXAMPLES OF NON-ALLOWABLE USE OF FUNDS	<ul style="list-style-type: none"> • General classroom supplies and materials • Transportation for all kindergarten students • Library books, teacher professional development 	<ul style="list-style-type: none"> • General classroom instruction 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • General classroom supplies and materials • Teacher professional development • Non-evidence based or scientifically based instructional programming 	

Each year, local education providers report information to CDE regarding their use of per pupil funds allocated under the READ Act. Figure 17 shows that, at 78.5 percent, targeted intervention services were the most frequent use of these funds followed by tutoring services, summer school literacy programs, and full day kindergarten.

Figure 17: Uses of Per-Pupil Intervention Funds as Reported in the 2018 READ Data Collection⁹



Through House Bill 18-1393, the Colorado General Assembly authorized districts to use a portion of READ funds to provide professional development programming. Going forward, districts will be able to use up to 15 percent of the per-pupil intervention money to support literacy coaches who provide job-embedded, ongoing professional development to support kindergarten through third grade teacher competency in evidence-based or scientifically based reading instruction.

⁹ Some students identified as having a significant reading deficiency were not reported as receiving intervention services.

READ Act Implementation Supports

Early Literacy Grant

The Early Literacy Grant (ELG) is a competitive grant program funded through the READ Act and is designed to distribute funds to local education providers to ensure the implementation of scientifically based reading research in all aspects of K-3 literacy instruction. The ELG funds local programs for a period of three years and has distributed over \$8 million since the 2013-14 school year.

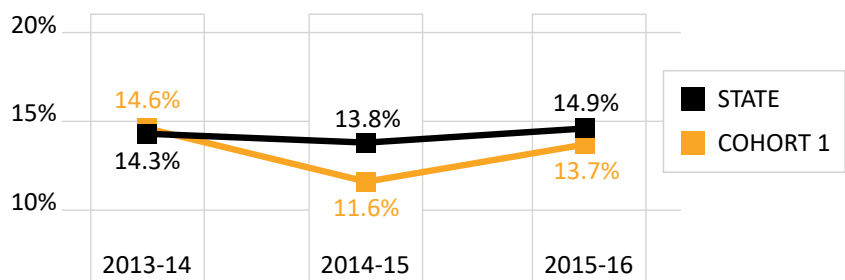
Requirements of participation in the Early Literacy Grant include:

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

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

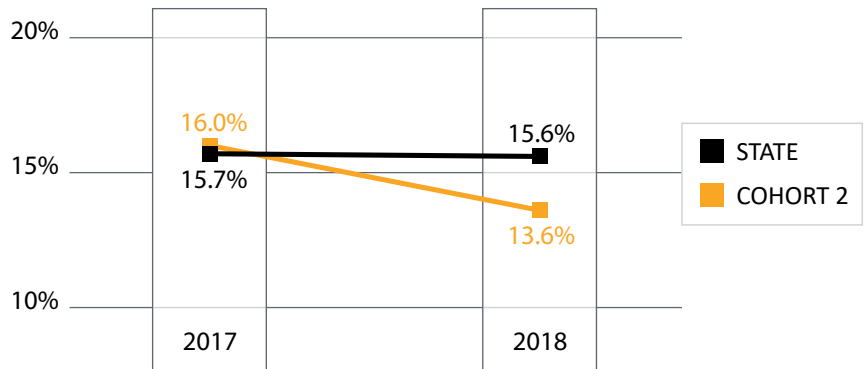
After beginning with an SRD rate slightly higher than the state average, schools that participated in cohort one of the ELG program experienced a reduction in SRD rates to below the state average over the course of their participation (Figure 18).

Figure 18: Reduction of SRD in ELG Cohort 1 Schools Compared to the State



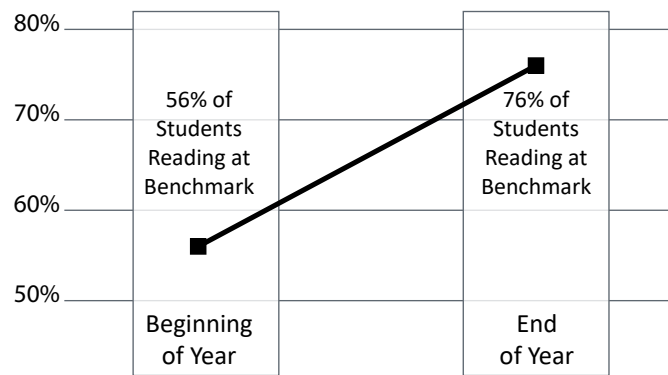
At the time of this report, the second cohort of ELG schools consists of 21 schools that have now received funding for two years. Figure 20 illustrates that the second cohort of ELG schools started with a higher rate of SRD than the state average. After two years of implementation, the schools show a larger reduction in the percent of students with an SRD as compared to the state average, and are below the state average as well.

Figure 20: Reduction of SRD in K-3 Cohort 2 ELG Schools Compared to the State in 2018



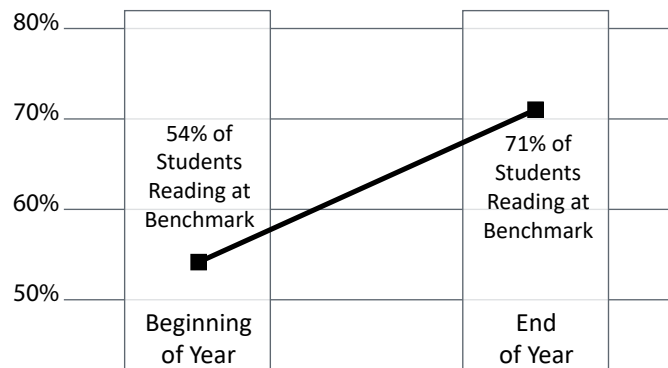
Results from interim assessments show how ELG schools increased the percentage of students reaching benchmark (students who are on track to meet grade-level reading outcomes) for the 2017-18 school year from the beginning of year to the end of the year. Figures 21 and 22 demonstrate this.

Figure 21: Moving Students to Reading Benchmark Cohort 2 in 2017-18



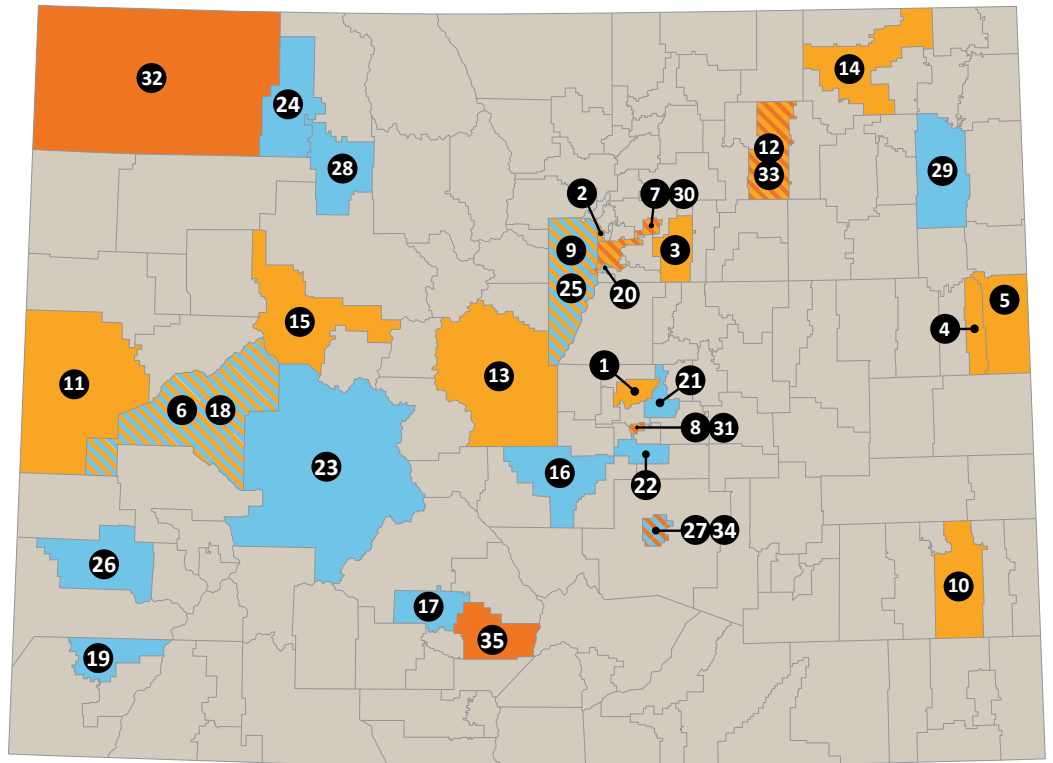
The third cohort began in the 2017-18 school year and includes 11 schools.

Figure 22: Moving Students to Reading Benchmark ELG Cohort 3 in 2017-18



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

Figure 19:
Colorado's ELG
Districts by Cohort



COHORT 1

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

COHORT 2

- | | | |
|---|---|--|
| 16 Canon City School District RE-1 | 21 Falcon School District 49 | 25 Jefferson County Public School District |
| 17 Center Consolidated School District 26JT | 22 Fountain-Fort Carson School District 8 | 26 Norwood School District RE-2JT |
| 18 Delta County School District | 23 Gunnison Watershed School District RE-1J | 27 Pueblo City Schools District 60 |
| 19 Dolores School District 4A | 24 Hayden School District RE-1 | 28 South Routt School District RE-3 |
| 20 Englewood School District | | 29 Yuma School District 1 |

COHORT 3

- | | | |
|-------------------------------|---------------------------------------|--|
| 30 Denver Public Schools | 32 Moffat County School District RE-1 | 34 Pueblo City School District 60 |
| 31 Harrison School District 2 | 33 Morgan County School District RE-3 | 35 Sangre de Cristo School District RE-22J |



Technical Assistance Related to K-3 Literacy

CDE's Office of Literacy, through regional Literacy Consultants, is able to provide Colorado schools and districts with literacy support and technical assistance. Technical assistance consists of providing support for reading data analysis, coaching, consulting and professional development sessions as requested by schools, districts, and BOCES.

Early Literacy Assessment Tool

The 2012 School Finance Act enabled CDE to contract with a vendor to supply an early literacy assessment tool (ELAT) that teachers could use to obtain real-time assessment of K – 3 reading skills. The legislative intent was for the state to purchase software for individualized READ Act approved assessments that provides immediate results, reports that help analyze the results, and recommendations for activities based on the results.

Through a competitive bid process, the contract was awarded to Amplify for its DIBELS Next and diagnostic reading assessments in January 2013 through June 30, 2018. After a competitive process in the spring of 2018, Amplify and Istation were awarded a contract for July 2018 through June 2023.

For the 2017-18 school year, students in the ELAT Project represent 47 percent of the total K-3 enrollment in the state. Figure 23 illustrates the participation in the ELAT Project since its inception.

Figure 23: Number of Districts, Schools and Students Participating in ELAT from 2014-2018

	2013-14	2014-15	2015-16	2016-17	2017-18
Participating Local Education Providers	123 Districts / CSI*	126 Districts / CSI	132 Districts / CSI	137 Districts / CSI	146 Districts / CSI
Participating Schools	417 / 1,110	482 / 1,110	518 / 1,110	574 / 1,110	579 / 1,110
Participating Student Count	91,565	112,232	119,204	127,604	126,505
Percentage of K – 3 Students Participating	34%	40%	44%	47%	47%

*The Charter School Institute

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

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

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

Professional Development Related to K-3 Literacy Instruction

The department provides a no-cost workshop called the Fundamentals of Literacy Instruction, formally known as READING Foundations Academies, across the state. This professional learning opportunity is focused on explicit and systematic universal instruction in reading with an emphasis on foundational reading skills based in the Colorado Academic Standards. This professional development opportunity is designed to support general education teachers, special education teachers, reading interventionists, instructional coaches, paraprofessionals, instructional leaders and principals. Approximately 236 educators from across the state participated in the 2017-18 school year. Since August 2014, over 2,000 educators have attended this professional learning opportunity.

Additional Literacy Supports

2018 READING Conference

The flagship literacy training event for the department is the annual READING Conference. The Office of Literacy in partnership with the Exceptional Student Services Unit at CDE hosted its fourth annual conference in 2018 which was open and free to K-3 teachers, interventionists, special educators, reading coaches, school leaders, and district leaders. The conference was attended by nearly 600 individuals from all areas of the state. Topics included the latest research supporting our K-3 readers, as well as understanding and supporting students through direct and explicit literacy instruction. The department received positive feedback from the field and is already making plans for next year's conference.

Professional Development Related to Early Literacy, Birth to Kindergarten

The Early Learning Language and Literacy Sequence are self-paced courses intended to provide early childhood educators with background information in scientifically based research on early language and literacy, birth to kindergarten. These courses are available free of charge online on the Colorado Shines Professional Development Information System at <https://ecpd.costartstrong.org/ets/home>. The sequence was developed by nationally recognized early literacy experts from across the country. Training content provides evidence-based strategies to promote language and literacy development, prevent learning challenges, and support struggling learners. Additionally, these strategies assist with early identification of reading challenges.

Teaching and Learning Unit Initiatives

The Teaching and Learning Unit provided numerous professional development opportunities for teachers and other school professionals with responsibilities for addressing the needs of students with literacy challenges, including dyslexia. These opportunities included a statewide conference with a focus on dyslexia, coursework, webinars, forums, and online self-paced courses all focused on high quality literacy instruction as well as specific literacy needs of students who are at risk for reading difficulties.



What's on the Horizon

READ Plan Working Group

CDE has established a READ Plan Working Group to review the creation and use of READ plans, including the extent of parent involvement, to improve the effectiveness of the plans. The Working Group will develop recommendations regarding changes to regulations and the department's level of technical assistance and communication to local education providers. Authorized under House Bill 18-1393, the Working Group is comprised of educators in grades K-3, upper grade teachers, parents, principals, district leaders, and literacy experts representing districts from across the state, including small rural/rural, urban and suburban districts. Members of the Working Group were selected through an application process in August 2018. By law, the working group may not consider nor recommend repealing the requirement for individual READ plans. Once complete, these recommendations will be submitted by the Commissioner of Education to the State Board of Education and the education committees of the House of Representatives and the Senate. These recommendations must be completed on or before February 1, 2020.

Conclusion

Research shows reading proficiency by the end of third grade is critical for future educational success. The Colorado READ Act focuses on early literacy development for all students and especially for students at-risk of not achieving third grade reading competency. The READ Act calls for educators to use effective instructional practices to make a difference with reading challenges. The Act also provides funding to districts for effective interventions that will lead to reading competency for all students by the end of third grade.

While the state has experienced a very modest improvement in reducing the number of students identified with SRDs, it is clear that more work must be done. The pace of improvement in reading competency for students identified with SRDs is not sufficient to bring students to grade level by third grade. Colorado children who also have a disability make up half of the SRD population, a situation which requires general and special education coming together to better serve this vulnerable population. Based on what we have learned, the Colorado Department of Education is committing to helping school districts better coordinate supports for students struggling to read.



Appendix A: 2018 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	Number of Students Assessed	Percent of Students Identified with an SRD	Total Per Pupil Distribution
ACADEMY 20	6,516	10%	\$542,613.73
ADAMS 12 FIVE STAR SCHOOLS	11,042	19%	\$1,707,981.06
ADAMS COUNTY 14	1,946	40%	\$646,127.73
ADAMS-ARAPAHOE 28J	11,221	36%	\$3,357,526.80
AGATE 300	N<16	N<16	N<16
AGUILAR REORGANIZED 6	32	19%	\$5,008.74
AKRON R-1	136	10%	\$10,852.27
ALAMOSA RE-11J	786	16%	\$106,853.17
ARCHULETA COUNTY 50 JT	471	14%	\$54,261.37
ARICKAREE R-2	17	24%	\$3,339.16
ARRIBA-FLAGLER C-20	47	19%	\$7,513.11
ASPEN 1	479	8%	\$30,887.24
AULT-HIGHLAND RE-9	283	23%	\$55,096.16
BAYFIELD 10 JT-R	399	10%	\$32,556.82
BENNETT 29J	271	13%	\$29,217.66
BETHUNE R-5	27	26%	\$5,843.53
BIG SANDY 100J	79	10%	\$6,678.32
BOULDER VALLEY RE 2	8,292	6%	\$444,108.47
BRANSON REORGANIZED 82	69	23%	\$13,356.65
BRIGGS DALE RE-10	N<16	N<16	N<16
BRUSH RE-2(J)	432	16%	\$55,930.95
BUENA VISTA R-31	274	23%	\$51,757.00
BUFFALO RE-4J	91	4%	\$3,339.16
BURLINGTON RE-6J	224	19%	\$35,061.19
BYERS 32J	480	24%	\$96,835.68
CALHAN RJ-1	94	16%	\$12,521.86
CAMPO RE-6	N<16	N<16	N<16
CANON CITY RE-1	1,082	10%	\$86,818.20
CENTENNIAL R-1	55	31%	\$14,191.44
CENTER 26 JT	191	13%	\$20,869.76
CHARTER SCHOOL INSTITUTE	5,077	17%	\$733,780.72
CHERAW 31	67	7%	\$4,173.95
CHERRY CREEK 5	15,407	16%	\$2,061,932.17
CHEYENNE COUNTY RE-5	64	11%	\$5,843.53

District Name	Number of Students Assessed	Percent of Students Identified with an SRD	Total Per Pupil Distribution
CHEYENNE MOUNTAIN 12	1,476	6%	\$68,452.81
CLEAR CREEK RE-1	214	18%	\$31,722.03
COLORADO SCHOOL FOR THE DEAF AND BLIND	34	74%	\$20,869.76
COLORADO SPRINGS 11	8,379	17%	\$1,196,254.57
COTOPAXI RE-3	53	17%	\$7,513.11
CREEDE SCHOOL DISTRICT	28	7%	\$1,669.58
CRIPPLE CREEK-VICTOR RE-1	35	83%	\$24,208.92
CROWLEY COUNTY RE-1-J	138	11%	\$12,521.86
CUSTER COUNTY SCHOOL DISTRICT C-1	112	13%	\$12,521.86
DE BEQUE 49JT	44	27%	\$10,017.48
DEER TRAIL 26J	55	33%	\$15,026.23
DEL NORTE C-7	127	22%	\$23,374.13
DELTA COUNTY 50(J)	1,377	17%	\$192,001.78
DENVER COUNTY 1	27,950	14%	\$3,339,161.41
DISTRICT 49	5,172	10%	\$442,438.89
DOLORES COUNTY RE NO.2	65	32%	\$17,530.60
DOLORES RE-4A	215	10%	\$17,530.60
DOUGLAS COUNTY RE 1	18,493	10%	\$1,615,319.33
DURANGO 9-R	1,506	15%	\$183,653.88
EADS RE-1	52	0%	\$0.00
EAGLE COUNTY RE 50	1,865	21%	\$327,237.82
EAST GRAND 2	349	11%	\$32,556.82
EAST OTERO R-1	441	25%	\$93,496.52
EATON RE-2	570	10%	\$48,417.84
EDISON 54 JT	36	25%	\$7,513.11
EDUCATION REENVISIONED BOCES	334	17%	\$47,583.05
ELBERT 200	55	20%	\$9,182.69
ELIZABETH SCHOOL DISTRICT	593	10%	\$51,757.00
ELLCOTT 22	299	13%	\$33,391.61
ENGLEWOOD 1	757	22%	\$136,905.62
ESTES PARK R-3	290	15%	\$36,730.78
EXPEDITIONARY BOCES	100	11%	\$9,182.69
FORT MORGAN RE-3	1,027	17%	\$142,749.15
FOUNTAIN 8	2,975	16%	\$399,864.58
FOWLER R-4J	121	8%	\$8,347.90
FREMONT RE-2	438	18%	\$67,618.02
FRENCHMAN RE-3	63	10%	\$5,008.74
GARFIELD 16	308	24%	\$61,774.49
GARFIELD RE-2	1,461	17%	\$212,036.75
GENOA-HUGO C113	52	15%	\$6,678.32

District Name	Number of Students Assessed	Percent of Students Identified with an SRD	Total Per Pupil Distribution
GILPIN COUNTY RE-1	110	9%	\$8,347.90
GRANADA RE-1	59	22%	\$10,852.27
GREELEY 6	6,949	18%	\$1,063,522.91
GUNNISON WATERSHED RE1J	598	16%	\$80,139.87
HANOVER 28	68	38%	\$21,704.55
HARRISON 2	3,917	20%	\$643,623.36
HAXTUN RE-2J	96	6%	\$5,008.74
HAYDEN RE-1	121	5%	\$5,008.74
HINSDALE COUNTY RE 1	26	19%	\$4,173.95
HI-PLAINS R-23	34	3%	\$834.79
HOEHNE REORGANIZED 3	30	50%	\$12,521.86
HOLLY RE-3	79	6%	\$4,173.95
HOLYOKE RE-1J	173	9%	\$12,521.86
HUERFANO RE-1	157	13%	\$17,530.60
IDALIA RJ-3	58	14%	\$6,678.32
IGNACIO 11 JT	220	23%	\$41,739.52
JEFFERSON COUNTY R-1	23,385	11%	\$2,218,872.76
JOHNSTOWN-MILLIKEN RE-5J	1,200	21%	\$213,706.33
JULESBURG RE-1	82	9%	\$5,843.53
KARVAL RE-23	N<16	N<16	N<16
KIM REORGANIZED 88	N<16	N<16	N<16
KIOWA C-2	76	16%	\$10,017.48
KIT CARSON R-1	26	0%	\$0.00
LA VETA RE-2	56	7%	\$3,339.16
LAKE COUNTY R-1	260	21%	\$45,913.47
LAMAR RE-2	465	15%	\$57,600.53
LAS ANIMAS RE-1	154	16%	\$20,869.76
LEWIS-PALMER 38	1,552	10%	\$126,888.13
LIBERTY J-4	24	8%	\$1,669.58
LIMON RE-4J	128	14%	\$15,026.23
LITTLETON 6	4,136	9%	\$315,550.75
LONE STAR 101	36	6%	\$1,669.58
MANCOS RE-6	138	26%	\$30,052.45
MANITOU SPRINGS 14	351	14%	\$40,904.73
MANZANOLA 3J	39	5%	\$1,669.58
MAPLETON 1	2,043	19%	\$318,889.91
MC CLAVE RE-2	72	11%	\$6,678.32
MEEKER RE1	212	23%	\$40,904.73
MESA COUNTY VALLEY 51	6,079	20%	\$996,739.68
MIAMI/YODER 60 JT	69	26%	\$15,026.23
MOFFAT 2	64	22%	\$11,687.06

District Name	Number of Students Assessed	Percent of Students Identified with an SRD	Total Per Pupil Distribution
MOFFAT COUNTY RE:NO 1	589	19%	\$91,826.94
MONTE VISTA C-8	296	27%	\$65,948.44
MONTEZUMA-CORTEZ RE-1	874	22%	\$158,610.17
MONTROSE COUNTY RE-1J	1,669	24%	\$333,081.35
MOUNTAIN VALLEY RE 1	26	35%	\$7,513.11
NORTH CONEJOS RE-1J	293	15%	\$35,895.99
NORTH PARK R-1	51	27%	\$11,687.06
NORWOOD R-2J	64	8%	\$4,173.95
OTIS R-3	63	13%	\$6,678.32
OURAY R-1	41	34%	\$11,687.06
PARK COUNTY RE-2	223	19%	\$35,061.19
PAWNEE RE-12	18	6%	\$834.79
PEYTON 23 JT	127	8%	\$8,347.90
PLAINVIEW RE-2	N<16	N<16	N<16
PLATEAU RE-5	43	2%	\$834.79
PLATEAU VALLEY 50	74	23%	\$14,191.44
PLATTE CANYON 1	252	16%	\$33,391.61
PLATTE VALLEY RE-7	329	19%	\$50,922.21
POUDRE R-1	8,745	11%	\$823,938.08
PRAIRIE RE-11	63	3%	\$1,669.58
PRIMERO REORGANIZED 2	59	8%	\$4,173.95
PRITCHETT RE-3	N<16	N<16	N<16
PUEBLO CITY 60	5,273	19%	\$818,929.34
PUEBLO COUNTY 70	2,607	12%	\$266,298.12
RANGELY RE-4	158	23%	\$30,052.45
REVERE SCHOOL DISTRICT	40	10%	\$3,339.16
RIDGWAY R-2	92	7%	\$5,008.74
ROARING FORK RE-1	1,493	13%	\$166,123.28
ROCKY FORD R-2	262	16%	\$35,895.99
SALIDA R-32	341	14%	\$40,904.73
SANFORD 6J	113	11%	\$10,017.48
SANGRE DE CRISTO RE-22J	83	20%	\$14,191.44
SARGENT RE-33J	110	6%	\$5,843.53
SCHOOL DISTRICT 27J	5,486	16%	\$731,276.35
SHERIDAN 2	346	32%	\$93,496.52
SIERRA GRANDE R-30	69	28%	\$15,861.02
SILVERTON 1	N<16	N<16	N<16
SOUTH CONEJOS RE-10	58	24%	\$11,687.06
SOUTH ROUTT RE 3	91	16%	\$12,521.86
SPRINGFIELD RE-4	100	20%	\$16,695.81
ST VRAIN VALLEY RE 1J	8,766	13%	\$978,374.29

District Name	Number of Students Assessed	Percent of Students Identified with an SRD	Total Per Pupil Distribution
STATE TOTAL	255,026	16%	\$33,069,385.00
STEAMBOAT SPRINGS RE-2	721	14%	\$86,818.20
STRASBURG 31J	268	11%	\$24,208.92
STRATTON R-4	69	20%	\$11,687.06
SUMMIT RE-1	1,021	17%	\$145,253.52
SWINK 33	108	6%	\$5,843.53
TELLURIDE R-1	240	9%	\$17,530.60
THOMPSON R2-J	4,563	12%	\$439,099.73
TRINIDAD 1	298	12%	\$30,052.45
VALLEY RE-1	660	13%	\$74,296.34
VILAS RE-5	N<16	N<16	N<16
WALSH RE-1	54	2%	\$834.79
WELD COUNTY RE-1	528	10%	\$45,913.47
WELD COUNTY S/D RE-8	694	21%	\$120,209.81
WELD COUNTY SCHOOL DISTRICT RE-3J	688	15%	\$83,479.04
WELDON VALLEY RE-20(J)	66	21%	\$11,687.06
WEST END RE-2	75	17%	\$10,852.27
WEST GRAND 1-JT	120	28%	\$27,548.08
WESTMINSTER PUBLIC SCHOOLS	2,604	32%	\$691,206.41
WIDEFIELD 3	2,905	12%	\$281,324.35
WIGGINS RE-50(J)	160	8%	\$10,017.48
WILEY RE-13 JT	65	9%	\$5,008.74
WINDSOR RE-4	1,977	11%	\$177,810.34
WOODLAND PARK RE-2	606	16%	\$81,809.45
WOODLIN R-104	38	29%	\$9,182.69
WRAY RD-2	228	11%	\$20,034.97
YUMA 1	231	18%	\$34,226.40

Appendix B: Early Literacy Grant Districts, Schools and Awards Cohorts 1-3

Cohort 1 (2013-14 through 2015-16)

District Name	Participating Schools	Amount Funded
Academy 20	Frontier Elementary, High Plains Elementary, Pioneer Elementary	\$284,564
Adams County School District 50	Skyline Vista Elementary, Sherrelwood Elementary, Harris Park Elementary	\$416,772
Bennett School District 29J	Bennett Elementary	\$109,634
Bethune School District	Bethune Elementary	\$160,555
Burlington School District Re-6J	Burlington Elementary	\$203,491
Delta County School District	Lincoln Elementary	\$167,290
Denver Public Schools	Cole Arts and Sciences Academy, Cesar Chavez Academy,	\$276,720
Harrison School District 2	Bricker Elementary School, Giberson Elementary School, Stratmoor Hills Elementary School	\$416,208
Jefferson County Public School District	Westgate Elementary	\$245,994
Lamar School District Re-2	Washington Elementary, Parkview Elementary, Alta Vista Charter School	\$196,185
Mesa County Valley School District	Rocky Mountain Elementary	\$252,336
Morgan County School District Re-3	Sherman Early Childhood Center, Columbine Elementary	\$315,251
Park County School District Re-2	Edith Teter Elementary	\$109,237
Re-1 Valley School District	Campbell Elementary, Ayres Elementary, Caliche Elementary	\$366,346
Roaring Fork School District	Basalt Elementary, Crystal River Elementary, Sopris Elementary, Glenwood Springs Elementary	\$477,062
	Total:	\$3,997,645

Appendix B: Early Literacy Grant Districts, Schools and Awards Cohorts 1-3

Cohort 2 (2017-18 – Present)

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

Cohort 3 (2017-18 – Present)

District Name	Participating Schools	Amount Funded
Denver Public Schools	International Academy of Denver at Harrington	\$358,157.00
Harrison School District 2	Stratton Meadows Elementary, Oak Creek Elementary	\$393,017.00
Moffat County School District RE-1	East Elementary, Sandrock Elementary, Sunset Elementary, Ridgeview Elementary	\$452,965.00
Morgan County School District RE-3	Green Acres Elementary, Baker Elementary	\$232,782.00
Pueblo City School District 60	Ben Franklin Elementary	\$261,549.00
Sangre de Cristo School District RE-22J	Sangre de Cristo Elementary	\$155,004.00
	Total:	\$1,853,474

Appendix C: Early Literacy Assessment Tool (ELAT) Participating Districts for 2017-18

Academy School District 20	Edison School District 54JT	Mountain Valley School District RE-1
Adams County School District 14	Elbert School District 200	North Conejos School District
Adams-Arapahoe 28J (APS) - GVA Aurora	Elizabeth School District C-1	North Park School District R-1
Aguilar School District RE-6	Ellicott School District 22	Norwood School District R-2J
Alamosa School District RE-11J	Englewood School District 1	Otis School District R-3
Archuleta School District 50JT	Falcon School District 49	Ouray School District R-1
Arickaree School District R-2	Fountain-Fort Carson District 8	Park County School District RE-2
Aspen School District 1	Fowler School District R-4J	Pawnee School District RE-12
Bayfield School District 10 JT-R	Fremont School District RE-2	Plainview School District RE-2
Bennett School District 29J	Frenchman School District RE-3 (Fleming)	Plateau Valley School District 50
Branson School District RE-82	Garfield School District RE-2	Platte Canyon School District 1
Briggsdale School District RE-10	Genoa-Hugo School District C-113	Poudre School District R-1
Brush School District RE-2J	Granada School District RE-1	Pritchett School District RE-3
Burlington School District RE-6J	Gunnison Watershed School District RE-1J	Pueblo City Schools District 60
Calhan School District RJ-1	Hanover School District 28	Pueblo City Schools District 60 - Chavez-Huerta Prep Academy
Campo School District RE-6	Harrison School District 2	Pueblo County School District 70
Canon City School District RE-1 (Fremont RE1)	Haxtun School District RE-2J	Rangely School District RE-4
Centennial School District R-1	Hayden School District RE-1	Roaring Fork School District RE-1
Center School District 26JT	Hoehne School District RE-3	Salida School District R-32J
Charter School Institute - Crowne Point Academy	Holly School District RE-3	Sanford School District 6J
Charter School Institute - GVA Colorado Springs	Holyoke School District RE-1J	Sangre de Cristo School District RE-22J
Charter School Institute - GVA Fort Collins	Huerfano School District RE-1	Sargent School District RE-33J
Charter School Institute - GVA Northglenn	Idalia School District RJ-3	School District 27J
Charter School Institute - Indian Peaks	Ignacio School District 1540	Sierra Grande School District R-30
Charter School Institute - Pikes Peak Prep	Jefferson County	South Conejos School District RE-10
Charter School Institute - Pinnacle Charter	Julesburg School District RE-1	South Routt School District RE-3
Charter School Institute - TR Paul Academy	Karval School District RE-23	Springfield School District RE-4
Cheraw School District 31	Kim School District RE-88	Steamboat Springs School District RE-2
Cheyenne County School District RE-5	Kiowa County School District RE-1	Stratton School District R-4
Cheyenne Mountain School District 12	Kiowa School District C2	Swink School District 33
Clear Creek School District RE-1	Kit Carson School District R-1	Trinidad School District 1
Colorado Springs School District 11	Lake County School District R-1	Vilas School District RE-5
Cotopaxi School District RE-3	Lamar School District RE-2	Walsh School District RE-1
Creede School District	Las Animas School District RE-1	Weld County School District 6 (Greeley-Evans)
Crowley County School District RE-1J	Lewis-Palmer School District 38	Weld County School District RE 3J (Keenesburg)
Custer County School District C1	Limon School District RE-4J	Weld County School District RE-1 (Gilcrest)
De Beque School District 49JT	Littleton Public School District 6	Weld RE-7 (Platte Valley)
Deer Trail School District 26J	Lone Star School District 101	Weld RE-9 (Ault/Highland)
Del Norte School District C7	Mancos School District RE-6	Weld School District RE-4
Delta County School District 50J	Manzanola School District 3J	Weldon Valley Elementary RE-20J
Denver Public Schools	McClave School District RE-2	West End Public Schools RE-2
Dolores County School District RE-2	Meeker School District RE-1	West Grand Schools 1-JT
Dolores School District RE-4A	Mesa County Valley School District 51	Westminster Public Schools
Douglas County School District RE-1	Miami-Yoder School District 60JT	Wiggins School District RE-50J
Durango School District 9-R	Moffat Consolidated School District 2	Wiley School District RE-13JT
Eagle County School District RE-50	Moffat County School District RE-1	Woodland Park School District RE-2
East Grand School District 2	Montezuma-Cortez School District RE-1	Wray School District RD-2
East Otero School District R-1	Montrose County School District RE-1J	Yuma School District 1
Eaton School District RE-2	Morgan County School District RE-3	

Appendix D: Use of Approved READ Act Interim Assessments

Local education providers in Colorado can choose to use any assessment from the State Board of Education approved list of READ Act interim assessments. The table below illustrates district use of approved READ Act interim assessments as of spring 2018. Generally, schools within a district administer the same READ Act interim assessment tool. In some districts, multiple interim assessments are used. This explains why the number of districts included in the table below exceeds the total number of districts in the state.

Assessment	N of Districts	N Students Tested	N SRD	% SRD	% of Districts
DIBELS Next	159	137,174	20,446	14.9%	67.7%
iReady	29	53,997	8,921	16.5%	12.3%
STAR	18	16,274	2,182	13.4%	7.7%
PALS	8	17,406	3,177	18.3%	3.4%
aimsweb	6	686	22	3.2%	2.6%
ISIP English Early Reading	5	19,441	2,686	13.8%	2.1%
IDEL	4	453	63	13.9%	1.7%
FAST	3	1,595	308	19.3%	1.3%
ISIP Lectura Temprana	2	5,272	655	12.4%	0.9%
PALS Espanol	1	60	15	25.0%	0.4%



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