2023 ANNUAL REPORT ON THE

Colorado READ Act

COLORADO
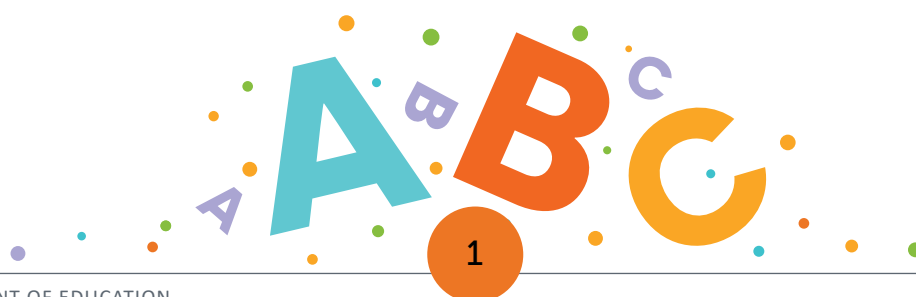Department of Education

Together, we can and will make a positive difference in the reading outcomes of our most cherished resource: our children.

Katy Anthes, Ph.D.

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Letter from the Commissioner of Education

A few years ago while the pandemic raged across our nations, Colorado teachers who taught reading to children in kindergarten through third grade were asked to take a significant step in their professional development – to undergo 45 hours of additional training focused on the science of reading.

I am beyond proud to say more than 13,000 teachers completed this requirement on time and will no doubt produce stronger readers throughout the state. Teachers from the plains to the mountains, from cities to towns, from schools in farm country to ski resorts used CDE's free online training in evidence-based reading and completed this requirement. Districts now are shifting to scientifically and evidence-based instructional programs in reading with confident and knowledgeable teachers able to help students and be able to identify students with significant reading deficiencies and quickly intervene.

This was all due to significant changes in the Colorado Reading to Ensure Academic Development Act (READ Act), the state's crucial piece of legislation on improving reading in the early years. Senate Bill 19-199 mandated these new requirements for Colorado educators. With all elements now in place in 2023, we are witnessing remarkable progress in key aspects of S.B. 19-199.

The pandemic profoundly impacted reading achievements of Colorado's elementary students. However, despite these challenges, the reading assessments, instruction and intervention practices supported by the READ Act will help us move forward. And we are making progress that I believe will continue with the impact of the READ Act.

I would like to extend my heartfelt appreciation to the exceptional efforts of our school and district leaders, who have spearheaded the implementation of the READ Act. I would also like to commend all the teachers who have undergone the training and are actively applying their newfound knowledge in classrooms throughout the state. Your unwavering commitment to Colorado's children is truly commendable. Together, we can and will make a positive difference in the reading outcomes of our most cherished resource: our children.

Respectfully,

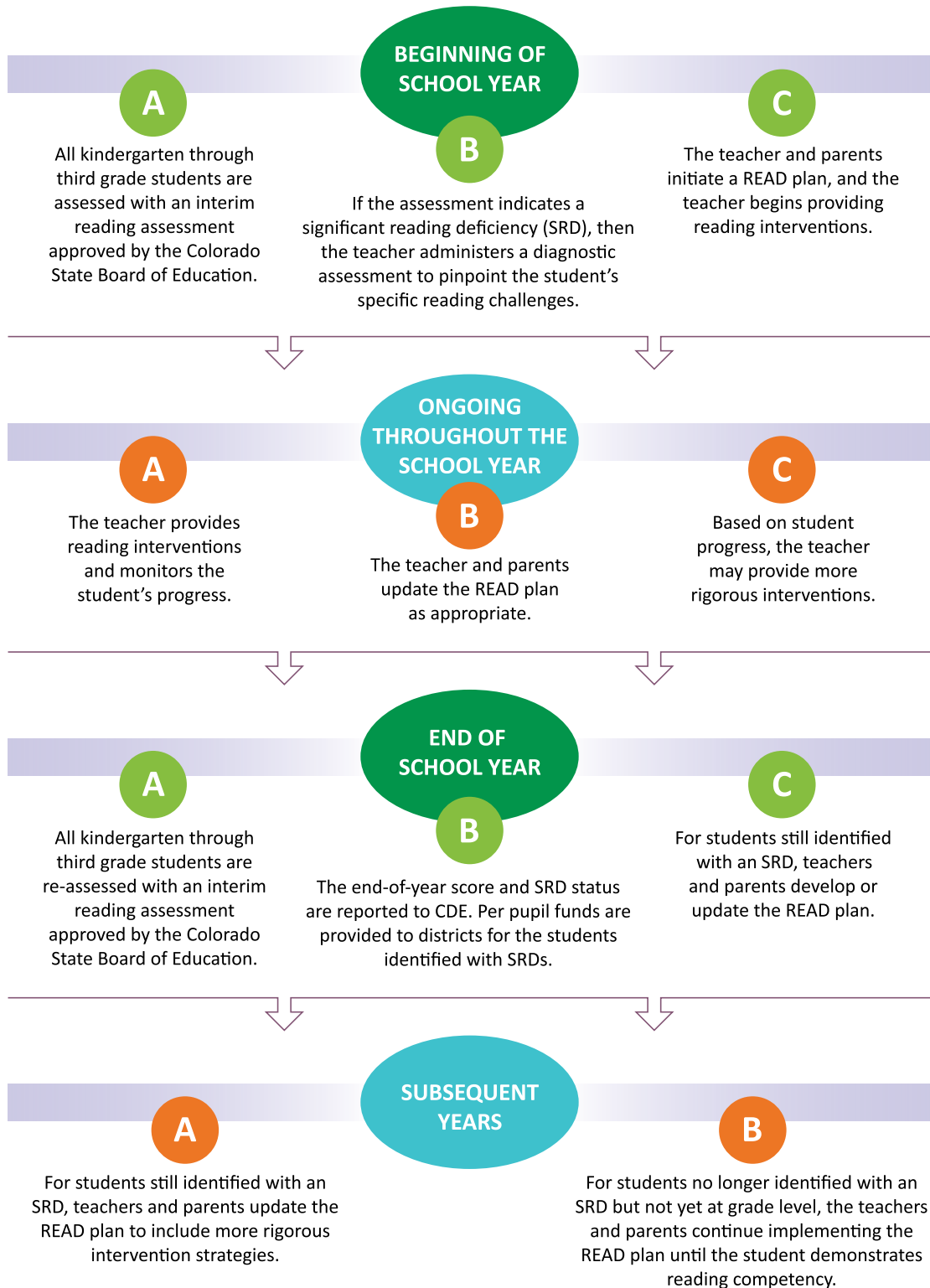Katy Anthes, Ph.D.
Commissioner of Education

Overview of the Colorado READ Act

Colorado's Reading to Ensure Academic Development Act strives to ensure every student reads at grade level by the end of their third grade year. The READ Act was originally passed by the Colorado State Legislature in 2012, and it has continued to evolve to better support the students, teachers and schools in the state.

Under the READ Act, kindergarten through third grade teachers administer interim assessments in the areas of phonemic awareness, phonics, vocabulary development and reading fluency. Students reading significantly below grade level are identified with a "significant reading deficiency" or SRD. Teachers administer a diagnostic assessment to these students to determine their specific reading challenges. This information is used by teachers and parents to collaboratively develop an intervention READ plan. Students receive intervention support 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 develop their literacy skills enough 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 that goal. Figure 1 illustrates the READ Act in action.

Figure 1: The READ Act in Action

BEGINNING OF 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 specific reading challenges.

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

ONGOING THROUGHOUT THE SCHOOL YEAR

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

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

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

END OF SCHOOL YEAR

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

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

C For students still identified with an SRD, teachers and parents develop or update the 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 no longer identified with an SRD but not yet at grade level, the teachers and parents continue implementing the READ plan until the student demonstrates reading competency.
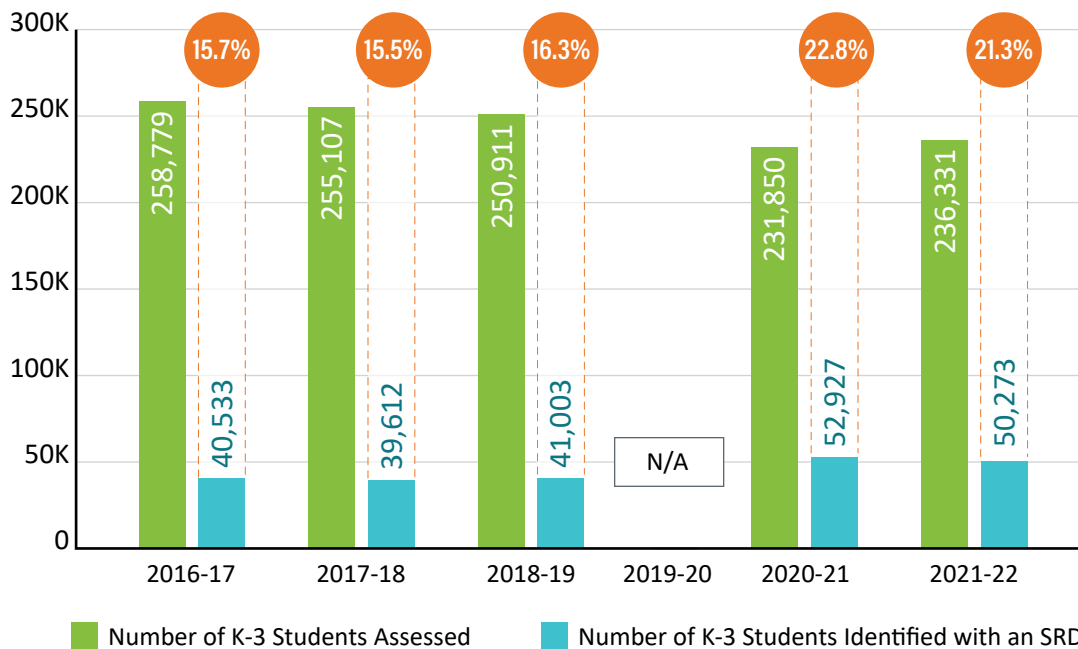
The READ Act is the signature literacy statute in Colorado. The READ Act prioritizes early literacy by ensuring all students achieve early-grade reading proficiency for later academic success. In 2019, the Colorado General Assembly passed revisions to the READ Act in S.B. 19-199, which were signed into law by the governor. Key revisions to the READ Act 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.

Prevalence of Significant Reading Deficiencies in Colorado

Districts annually report the number of their K-3 students who are identified with a significant reading deficiency (SRD) meaning that a student does not meet the minimum skill levels for reading proficiency at the end of the school year. This student count is used by CDE to determine funding for intervention services. In the 2021-22 school year, 236,331 students took interim assessments, and among them, 50,273 (21.3 percent) were identified as having an SRD. This rate is down slightly from last year's rate of 22.8 percent. Figure 2 tracks the SRD rate since the 2016-17 school year.

Figure 2: Longitudinal SRD Rates from 2016-17 to 2021-22[1]

|	Number of K-3 Students Assessed	Number of K-3 Students Identified with an SRD	SRD Rate
2016-17	258,779	40,533	15.7%
2017-18	255,107	39,612	15.5%
2018-19	250,911	41,003	16.3%
2019-20	N/A	N/A	
2020-21	231,850	52,927	22.8%
2021-22	236,331	50,273	21.3%

The SRD rate varies across grade levels, as shown by Figure 3. In the 2021-22 school year, the highest SRD rate occurred in first grade (25.0 percent), followed by second grade (22.9 percent), third grade (22.3 percent) and finally kindergarten (15.0 percent). This is the same pattern as last year.

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[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.
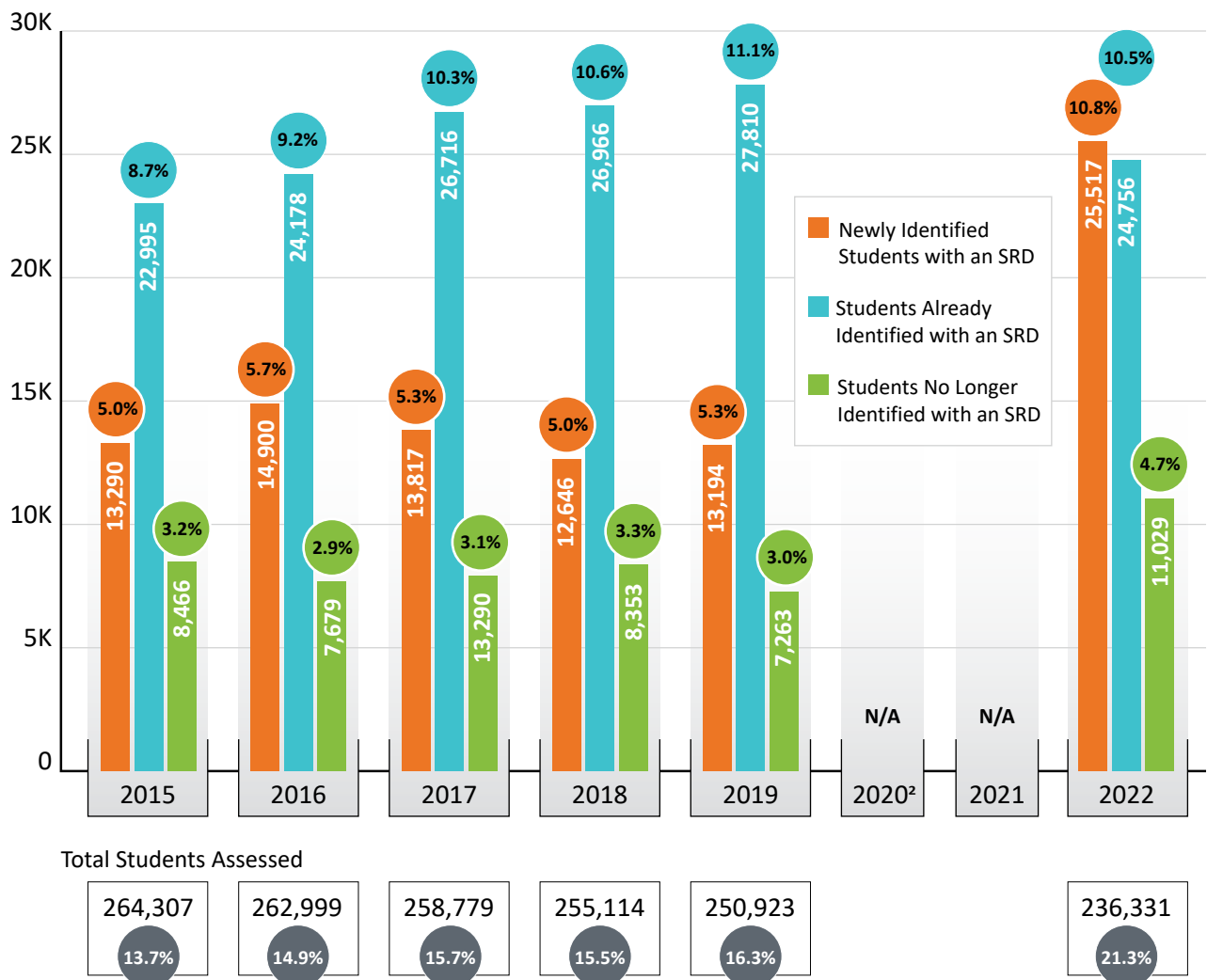
Figure 3: Students Identified as Having an SRD by Grade Level in 2021-22

Number of K-3 Students Assessed ■ Number of K-3 Students Identified with an SRD
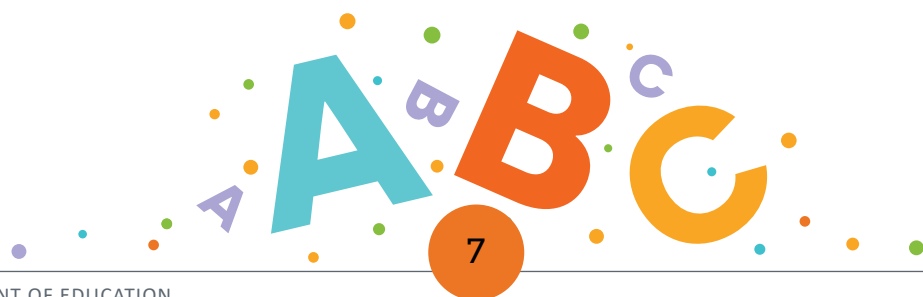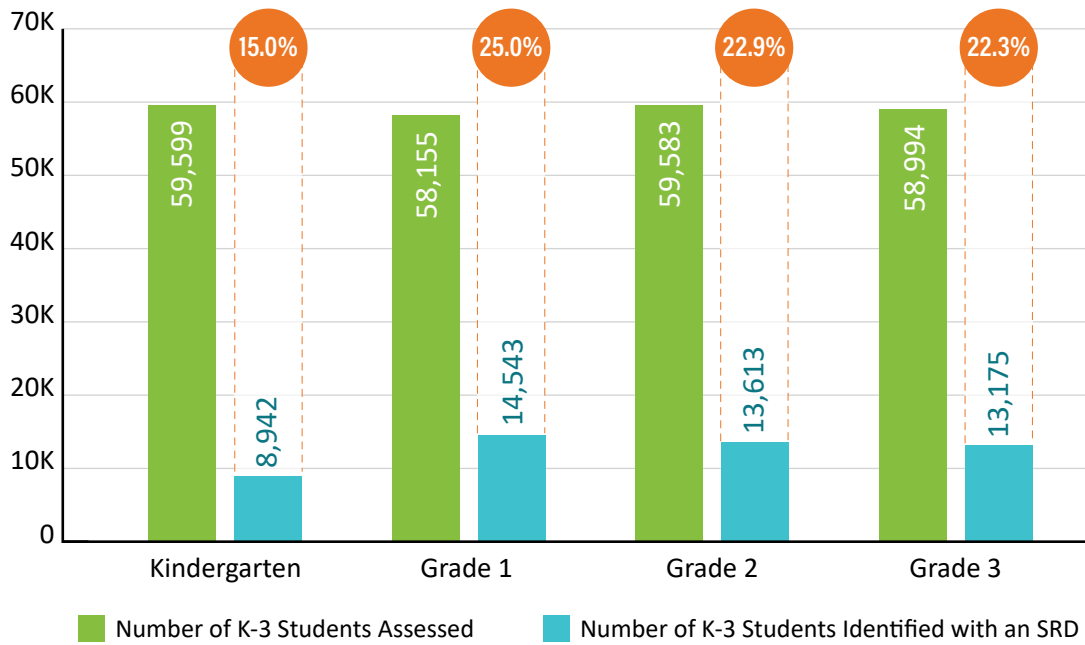
Students are assessed annually for SRDs. A student's current SRD status can be compared to their status in previous school years. When this comparison is made, a student assessed for an SRD can be categorized in the following ways: (1) students newly identified with an SRD during that school year, (2) students already identified with an SRD in a previous year, (3) students no longer identified with an SRD (4) students who were never identified with an SRD. Of all of the students grade K-3 assessed for an SRD in 2021-22, 10.8 percent were newly identified with an SRD this year, 10.5 percent already were identified with an SRD in the previous year, and 4.7 percent no longer have an SRD after being identified in the past.

Figure 4: Disaggregated Annual SRD Rate 2015-2022

Legend:
- Newly Identified Students with an SRD
- Students Already Identified with an SRD
- Students No Longer Identified with an SRD

Year	Newly Identified	Already Identified	No Longer Identified
2015	13,290 (5.0%)	22,995 (8.7%)	8,466 (3.2%)
2016	14,900 (5.7%)	24,178 (9.2%)	7,679 (2.9%)
2017	13,817 (5.3%)	26,716 (10.3%)	13,290 (3.1%)
2018	12,646 (5.0%)	26,966 (10.6%)	8,353 (3.3%)
2019	13,194 (5.3%)	27,810 (11.1%)	7,263 (3.0%)
2020²	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	25,517 (10.8%)	24,756 (10.5%)	11,029 (4.7%)

Total Students Assessed

2015	2016	2017	2018	2019			2022
264,307	262,999	258,779	255,114	250,923			236,331
13.7%	14.9%	15.7%	15.5%	16.3%			21.3%

² Data for 2020 and 2021 is not available, due to the cancellation of the READ Act assessments in the spring 2019-20 school year.

Early Detection is the Key to Reading Success

According to CDE data, early detection 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 7,038 students identified with an SRD in kindergarten in 2019, 39.8 percent were continuously identified with an SRD in third grade. Of the 10,962 students identified with an SRD in first grade in 2019, 62.6 percent were continuously identified with an SRD in third grade. Due to data limitations in the 2019-2020 school year, there is not an analysis on students identified with an SRD in second grade and how they fared in third grade.

Although the missing data limits the ability to confirm the longstanding trend, the analysis still highlights the importance of early detection and the impact of early intervention on students reading significantly below grade level.
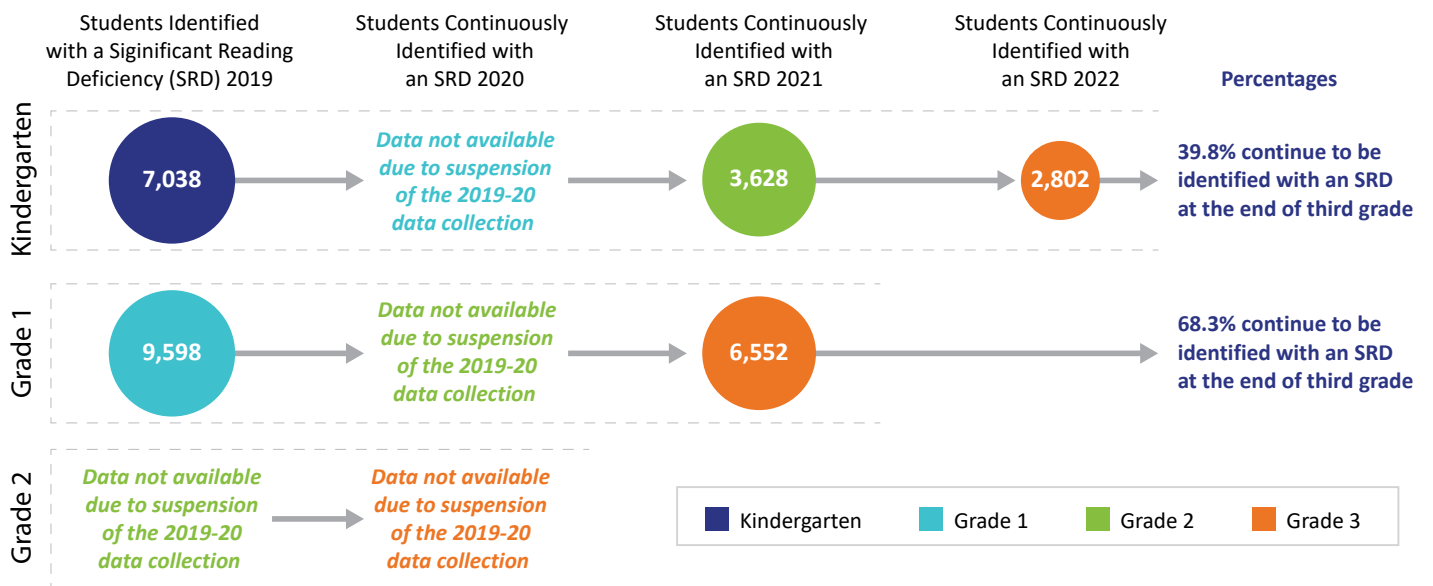
READ Plan Road Maps

Tracking Student Outcomes

Under the READ Act, students with an SRD receive an individualized READ plan. 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 5.

Figure 5: Longitudinal Look at Students Identified with an SRD in 2018-22, by Grade Level

	Students Identified with a Siginificant Reading Deficiency (SRD) 2019	Students Continuously Identified with an SRD 2020	Students Continuously Identified with an SRD 2021	Students Continuously Identified with an SRD 2022	Percentages
Kindergarten	7,038	*Data not available due to suspension of the 2019-20 data collection*	3,628	2,802	**39.8% continue to be identified with an SRD at the end of third grade**
Grade 1	9,598	*Data not available due to suspension of the 2019-20 data collection*	6,552		**68.3% continue to be identified with an SRD at the end of third grade**
Grade 2	*Data not available due to suspension of the 2019-20 data collection*	*Data not available due to suspension of the 2019-20 data collection*			

Legend: ■ Kindergarten ■ Grade 1 ■ Grade 2 ■ Grade 3

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

SIGNIFICANT READING DEFICIENCY:
Students who are significantly below grade level in reading.

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

GRADE-LEVEL COMPETENCY:
Students who have made enough progress to be considered grade-level competent in reading.

After a child is identified with an SRD, CDE follows their progress towards grade-level competency. There are three different pathways for students who are identified with an SRD. The ideal outcome is for the child to be reading at grade level by the end of third grade. Alternatively, a child might no longer have an SRD but still require the support of a READ Plan. Finally, some students still have an SRD at the end of third grade. In Figure 6, students are tracked from their first identification as kindergarteners in the 2018-19 school year through the end of third grade in 2021-22. Out of students identified with an SRD as kindergarteners in 2018-19 who are in Colorado public schools in 2021-22, 14.3 percent no longer have an SRD or READ plan by the end of their third grade year. In the same cohort, 11.7 percent no longer have an SRD but still require a READ Plan. Finally, 55.2 percent of those students still have an SRD at the end of third grade, 15.8% are not in third grade yet because they were retained, and 3.0% were exempted from taking an SRD assessment in their third grade.
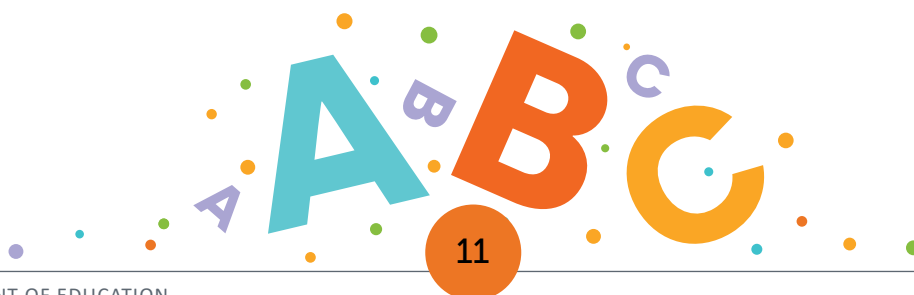
Students previously identified with an SRD will continue to receive the support of their READ Plan if they have not reached grade-level competency by the end of third grade. The counts of students on a READ plan beyond third grade in 2021-22 are provided by Figure 7.

Figure 7: SRD Status at Third Grade (2021-22) of Students Identified with SRD as Kindergartners (2018-19)
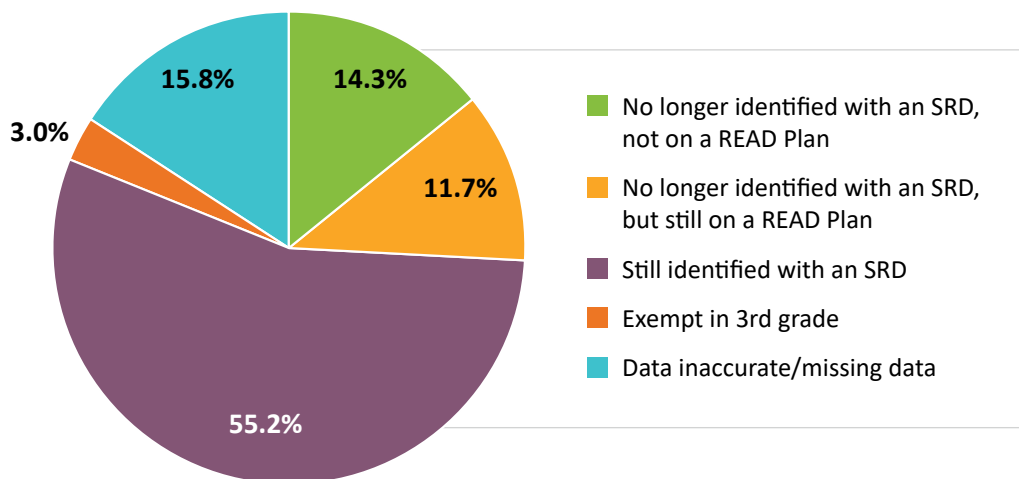
**Figure 8:** Number of Students Who Remain on READ Plans by Grade Level as Reported in 2021-22[3]

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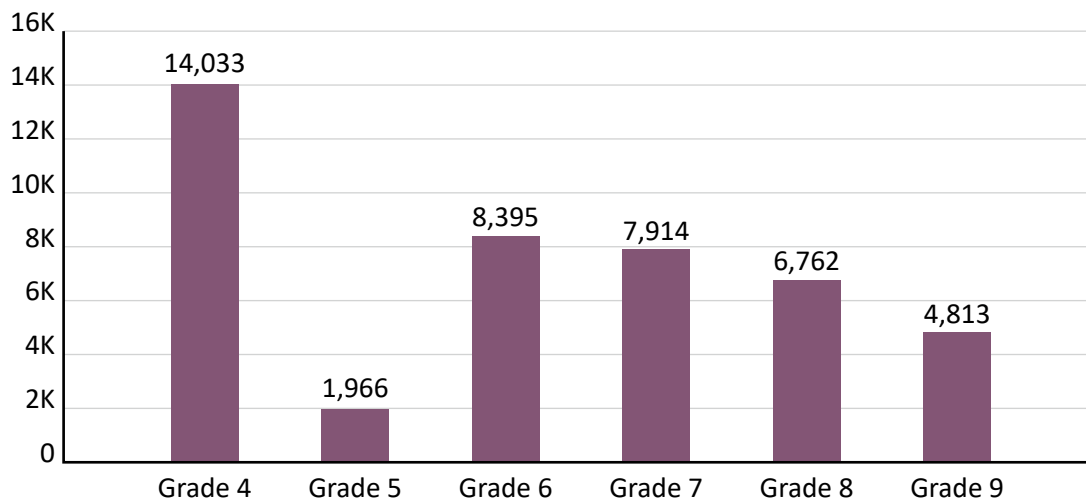
[3] The Grade 5 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified in their third grade year, due to COVID canceling collections in 2019-20. Therefore, these fifth grade students were only identified in their second grade, or earlier.

Advancement Decisions

Schools support their students with an SRD through READ plans, intervention services and home reading strategies. 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.

Less than 1 percent of all students with an SRD in 2021-22 were retained. As seen in Figure 8, retention of students as an intervention is used in limited circumstances.

Figure 9: Students Retained for SRD from 2015 to 20224

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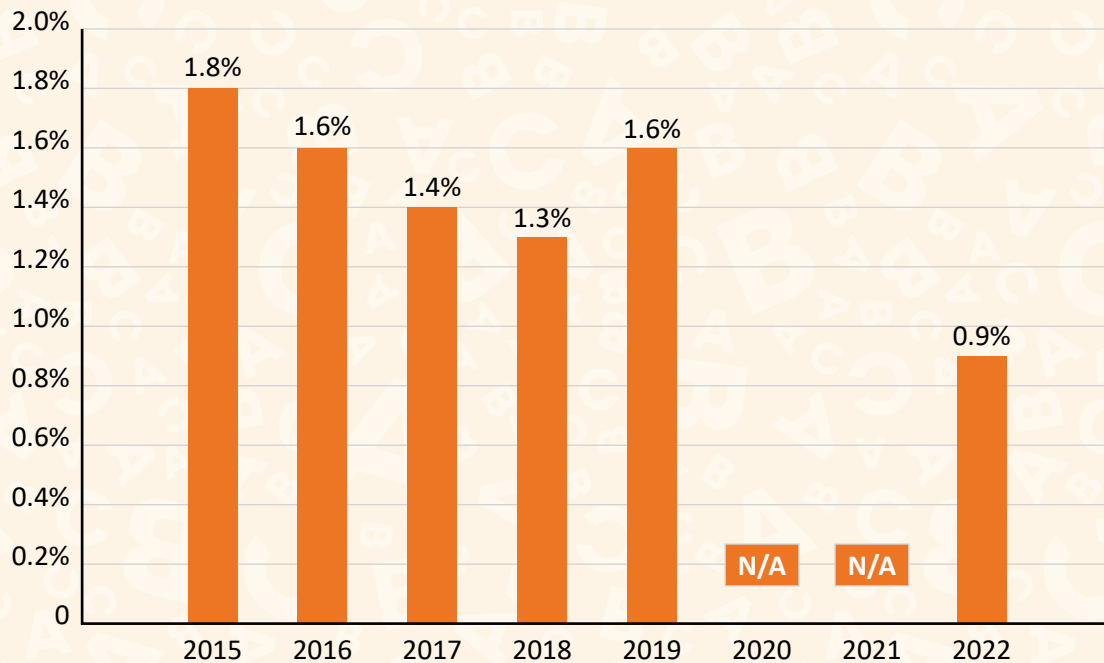
[4] Data for 2020 and 2021 is unavailable, due to the pandemic-related suspension of the 2020 READ Act Collection.

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. In the 2021-22 school year, the SRD rate for students who received special education services was 54.7 percent. This is a decrease from last year's data, but still above the pre-COVID school years.

Figure 10: Percentage of K-3 Students Eligible for Special Education Services with an SRD from 2016 to 2022[5]

Year	Percentage
2016	50.1%
2017	51.2%
2018	50.5%
2019	50.6%
2020	N/A
2021	55.9%
2022	54.7%
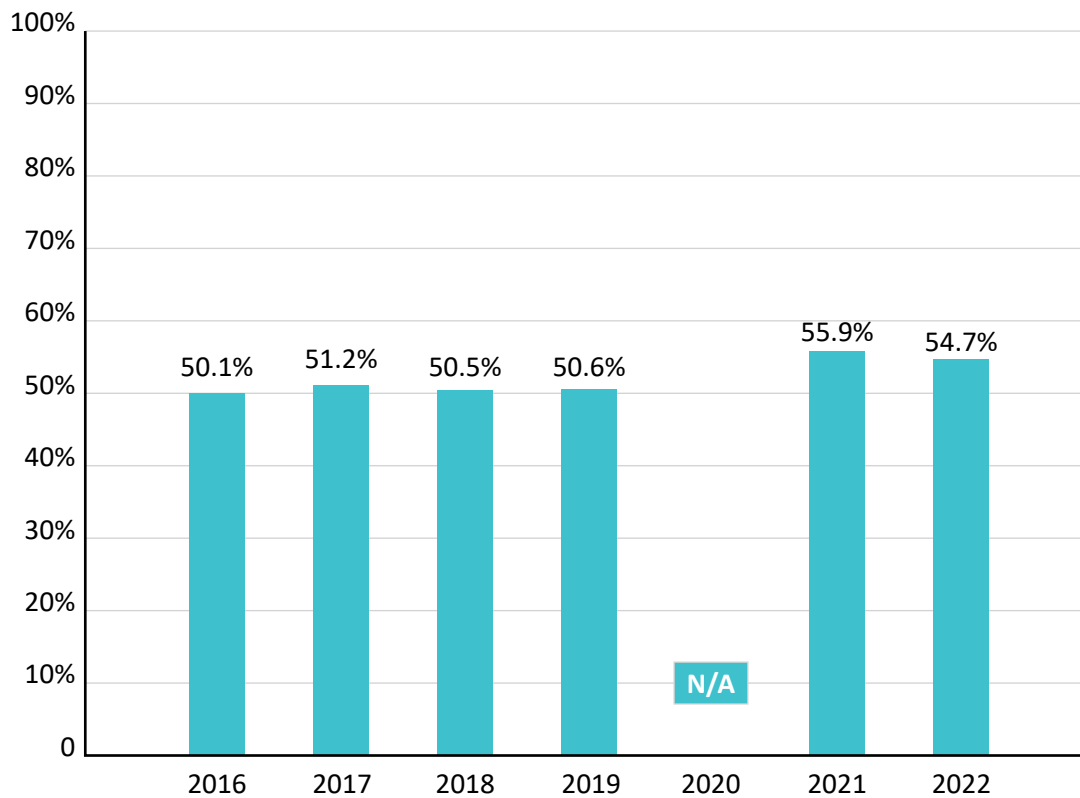
[5] Alternative pathway for identification of SRD for students with low incidence disabilities was implemented in 2016. These students were previously exempt from taking READ assessments. See http://www.cde.state.co.us/coloradoliteracy for more information.: Data for 2020 is unavailable, due to the pandemic-related suspension of the 2020 READ Act Collection.
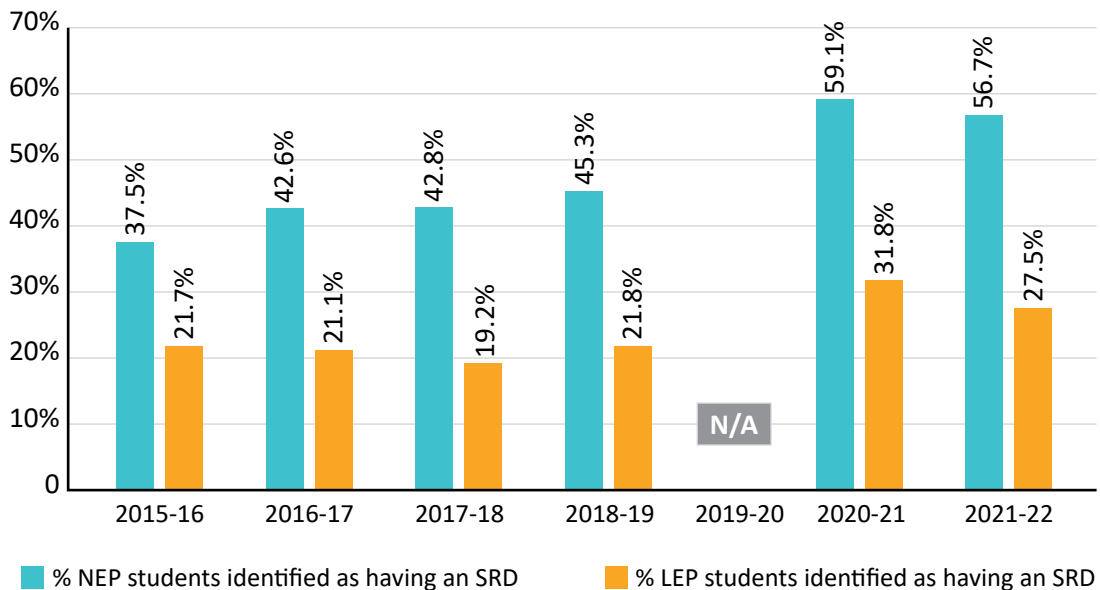
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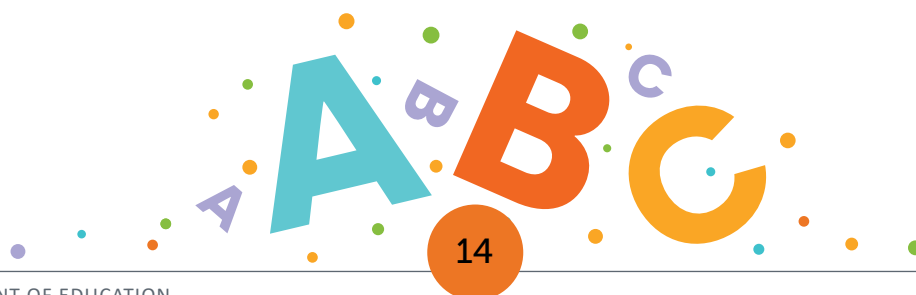
Multilingual Learners

Multilingual learners experience unique challenges and opportunities when it comes to reading. The biggest challenge faced is having to do double the work, or twice the cognitive load while learning a new language and learning to read simultaneously. Many multilingual learners are navigating the unknown by trying to build understanding based on what is known in their primary language. Still, 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). NEP 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 are students who comprehend, speak, read, or write some English, but whose predominant comprehension of speech is in a language other than English.

Students who are NEP are identified as having an SRD at a much higher rate than their LEP peers (local education providers have the option of providing READ assessments in Spanish). Figure 10 displays the SRD rates for students who were also identified as NEP or LEP. In 2021-22, the SRD rate for students identified as NEP was 56.7 percent, while students identified as LEP were at 27.5 percent. These rates are lower than last year, but still elevated when compared to pre-COVID school Years.

Figure 11: Percentage of K-3 Multilingual Learners Identified with an SRD from 2016 to 2022[6]

Legend: ■ % NEP students identified as having an SRD   ■ % LEP students identified as having an SRD

| Year	% NEP	% LEP
2015-16	37.5%	21.7%
2016-17	42.6%	21.1%
2017-18	42.8%	19.2%
2018-19	45.3%	21.8%
2019-20	N/A	N/A
2020-21	59.1%	31.8%
2021-22	56.7%	27.5%

[6] 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). Limited English Proficient are students who comprehend, speak, read, or write some English, but whose predominant comprehension of speech is in a language other than English.: Data from 2020 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) mirrors the trends from other population subgroups. The rate has increased between the pre-COVID and recent school years (Figure 11). In 2021-22, the SRD rate for students who qualified for free or reduced lunch was 33.8 percent, a decrease from last year.

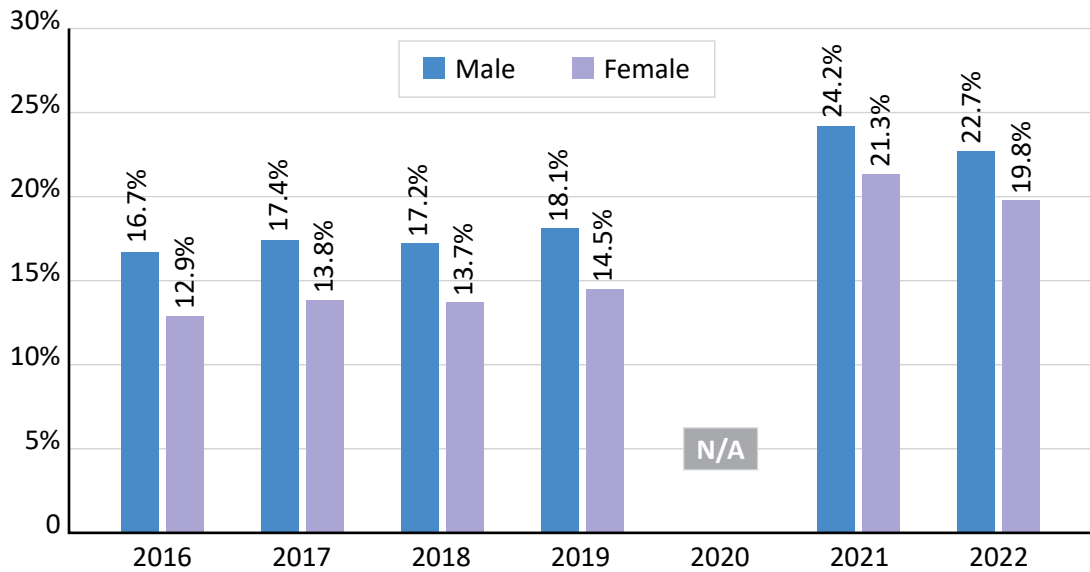**Figure 11:** Percentage of K-3 Multilingual Learners Identified with an SRD from 2016 to 2022[7]
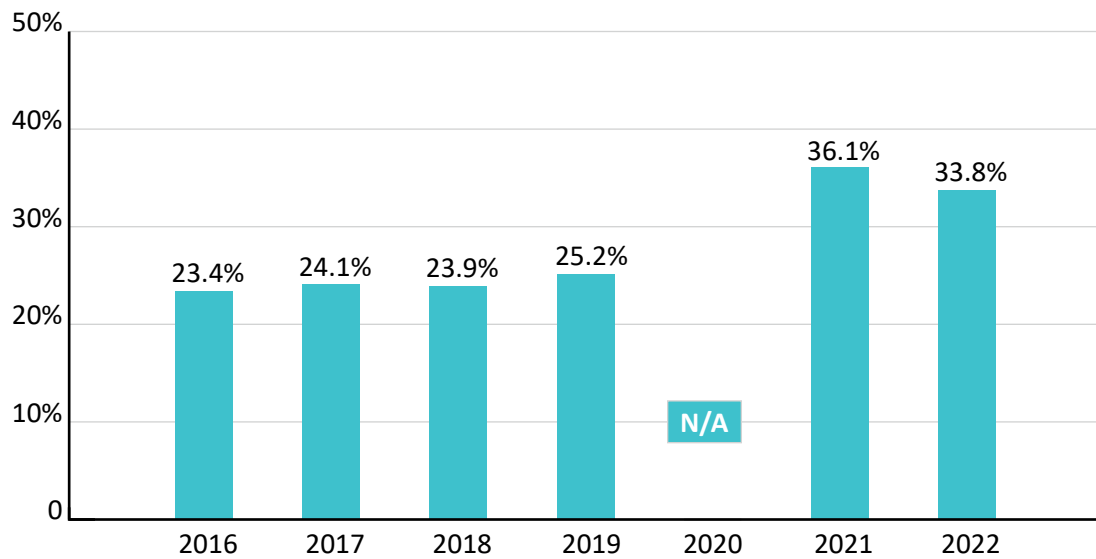
[7] Data from 2020 is unavailable due to the pandemic-related suspension of the 2020 READ Act Collection.

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Male and Female Students

As in previous years, female students had a lower SRD rate (19.8 percent) than male students (22.7 percent) in 2021-22. This trend is consistent with previous years.

**Figure 13:** Percentage of K-3 Male and Female Students Identified with SRD from 2016 to 2022[8]

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

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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. In 2021-22 American Indian or Alaska Native had the highest SRD rate, at 38.4 percent. This was followed by Hispanic or Latino (32.2 percent), Native Hawaiian or other Pacific Islander (32.0 percent), Black or African American (30.4 percent), and two or more races (16.8 percent). The groups with the lowest rates were Asian (14.3 percent) and White (14.2 percent).

Figure 14: Percentage of Students Identified with an SRD by Racial/Ethnic Groups from 2016 to 2022
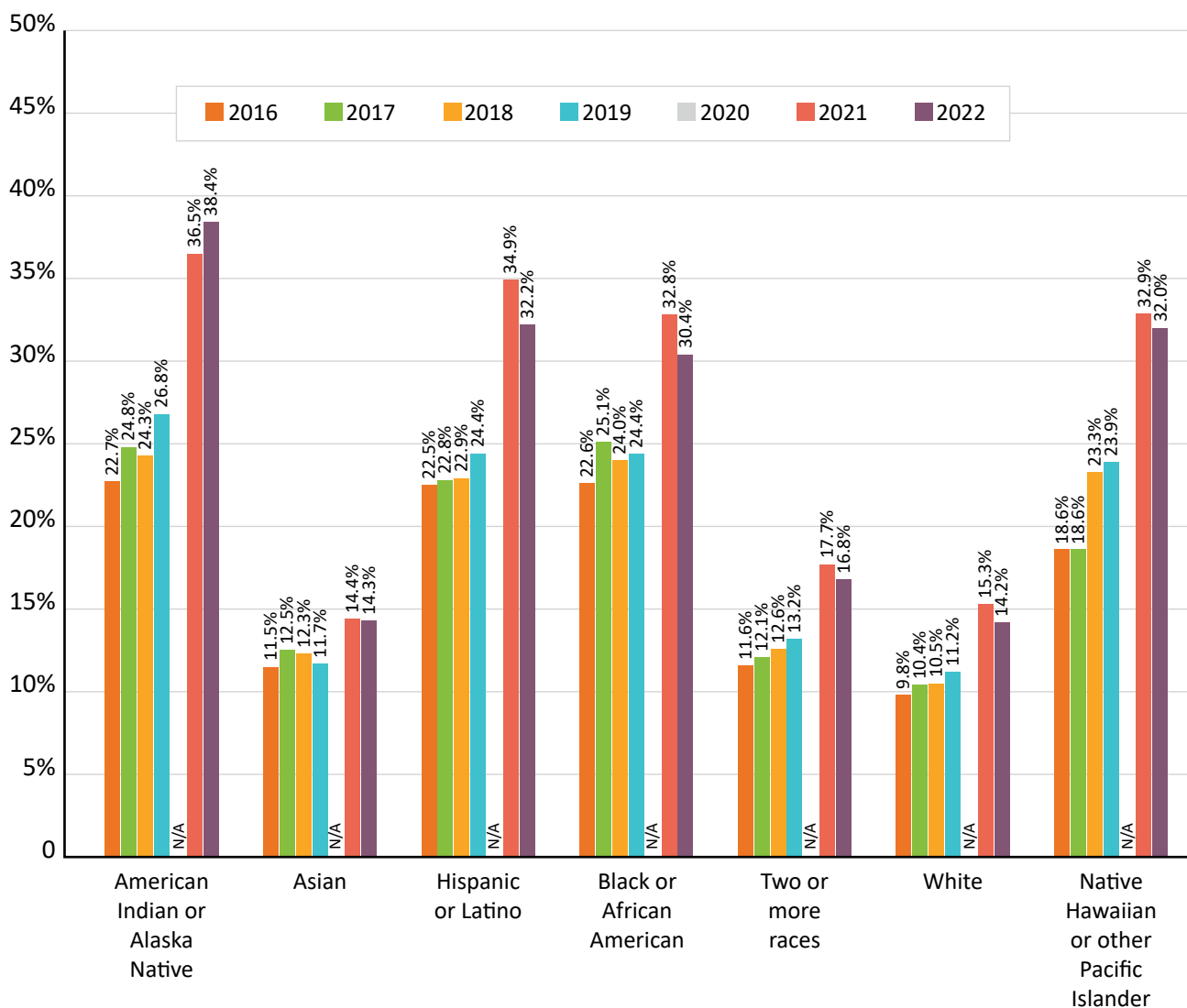
Dyslexia and the READ Act

CDE is committed to supporting all schools and districts in their efforts to ensure all students meet grade level expectations in reading.

Colorado Dyslexia Handbook

In the summer of 2018, the Colorado Dyslexia Handbook was created to provide guidance to Colorado schools and parents of children with dyslexia and those exhibiting characteristics of dyslexia. In 2020, the Handbook was finalized into its current electronic format and updated to include the most current web-based links to an array of resources. A second revision is scheduled to be completed about the time of the publication of this report. This revision will include the inclusion of documents and resources created by the Dyslexia Working Group that address dyslexia identification and assessment practices.

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."

In 2019 Colorado established the Dyslexia Working Group and the Dyslexia Pilot Program with House Bill 19-1134, Identification and Interventions for Students with Dyslexia.
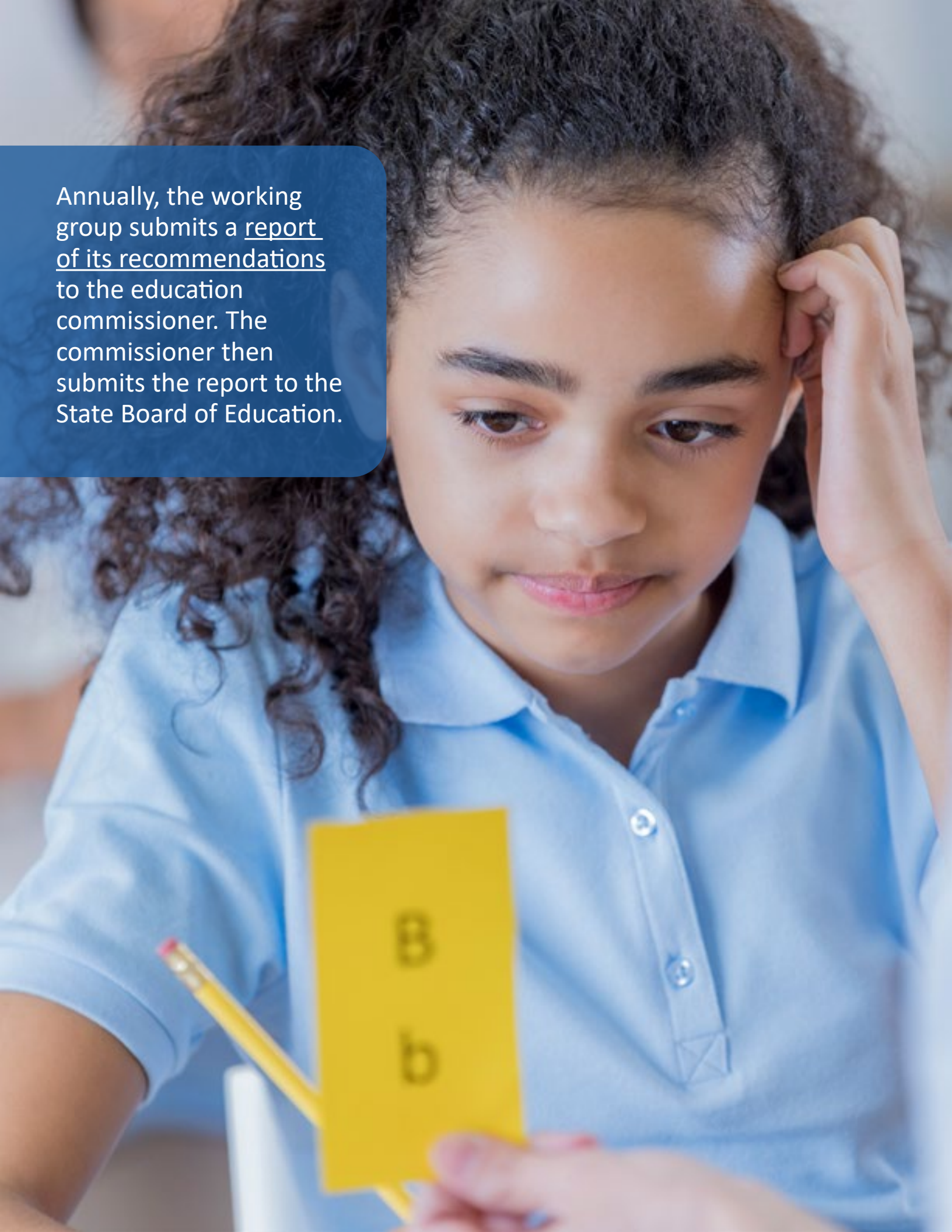
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Dyslexia Working Group

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 will develop 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. Statute 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 an 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

Dyslexia Pilot Program

The Colorado Dyslexia Pilot Project was initiated through Colorado House Bill 19-1134 in 2019. Schools representing different contexts (eg.: small rural, rural, urban) volunteered to participate to adopt a research-based protocol for identifying students with dyslexia. Originally, the pilot program included three schools that volunteered to participate in the program from June 2021 through June 2022. The pilot program was extended to add a second cohort for four schools that volunteered to engage in the pilot from June 2022 to June 2023. The purpose of the project is to support early screening and identification of students with dyslexia (i.e., a word-level reading disability) and provide instruction and intervention to meet their needs, all within multi-tiered systems of support. The program will identify markers and develop supports for students with dyslexia through the use of READ Act data and a research-based protocol. Participating schools complete free year-long training and coaching for K-3 teachers in dyslexia, including screening protocols, progress monitoring, and evidence-based instruction and intervention implemented by the University of Oregon.

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.

READ Per-Pupil Funds

Per-Pupil Distribution of Funds

In 2021-22 Colorado apportioned more than $22 million to support schools in implementing the READ Act. The per-pupil READ Act funding in the 2021-22 fiscal year was $496.31. 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.

To ensure funds are used for appropriate resources, CDE is required to monitor the use of READ Act funding annually. Local Education Providers using READ funds must submit a detailed budget for CDE review and approval (State Bill 19-199). Allowable uses for READ Act money are outlined below (Figure 15).

Figure 15: 2021-22 Allowable Uses for Per-Pupil Intervention Funds

Intervention	Examples of Allowable Uses of Funds	Examples of Non-Allowable Uses of Funds
Purchased Tutoring Services	Contracted services for tutoring, instructional materials to support tutoring in reading	General classroom instruction
Summer School Literacy Program	Reading intervention programming and materials, teacher salaries for summer school contract, 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	Reading intervention programming and materials, salaries for staff providing intervention services outside the classroom, diagnostic assessments. This may include the funding for services of a BOCES reading specialist or reading interventionist	General classroom supplies and materials, general teacher professional development, non-evidence based or scientifically based instructional programming
Literacy Specialist (small rural schools only)	Contracted services of Literacy Specialist	Contracting services from a specialist not related to literacy.
Purchase of Reading Instruction Programs	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. 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 2021-22. The majority of the funding (38.0 percent) was used for other targeted interventions. The most common reported uses of other services were the salary supplementation for curriculum specialists, instructional coaches, reading interventionists, and the purchase of classroom materials. The next most common use of READ Act funds was the purchase of CDE-approved core reading programs (23.6 percent). This was followed by professional development (16.8 percent), summer school (9.4 percent), tutoring services (7.6 percent), and technology (4.5 percent). Only 0.1 percent of READ Act funds were used for BOCES services.

Figure 16: 2021-22 Use of Per-Pupil Intervention Funds as Reported in the READ Data Collection[9]

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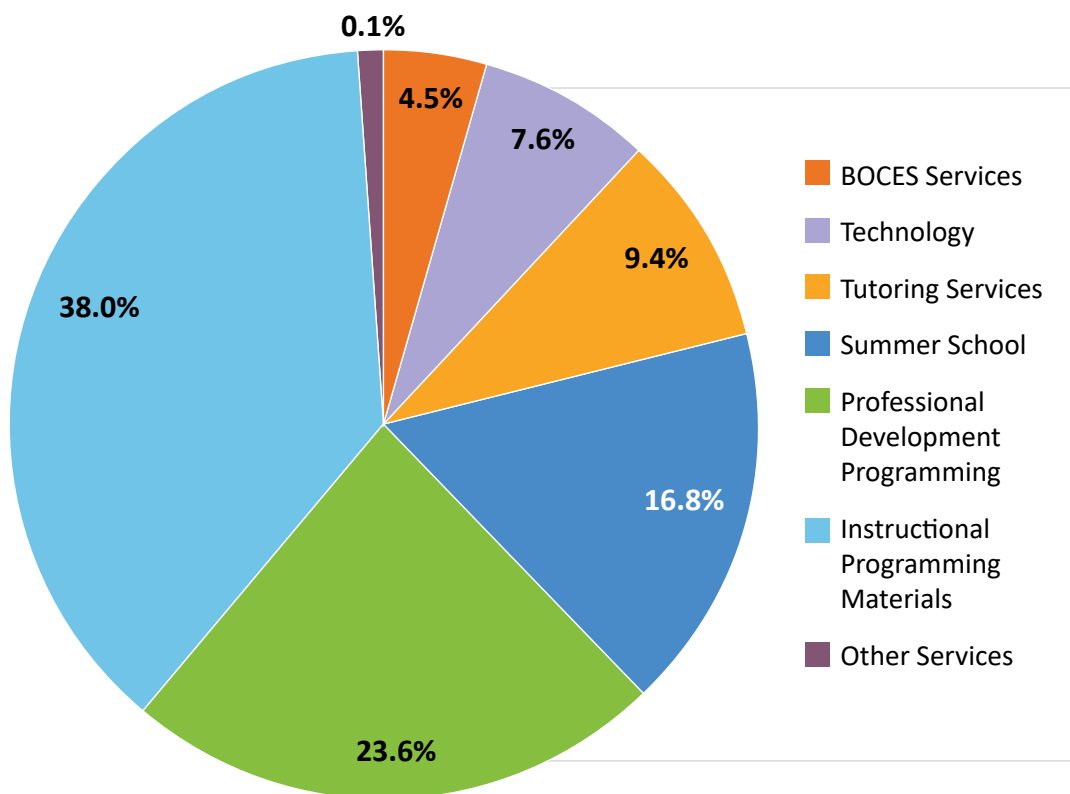
[9] Some students identified as having a significant reading deficiency were not reported as receiving intervention services.

READ Act
Implementation Supports

In 2019, the Colorado General Assembly adopted, and the Colorado State Board of Education supported, State Bill 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).	LEA performance 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 must evaluate the implementation of the READ Act by contracting with an independent evaluator.	CDE can monitor and audit the uses of READ Act funds by LEAs.
The allowable uses of funds must expand 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 LEAs can carry over from year to year.	

In 2022, the General Assembly passed S.B. 22-004 Evidence-based Training In Science of Reading. This new 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 12th.	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.

K-3 Teacher Training Requirements

Educators who provide literacy instruction to students in kindergarten through third grade were required to complete evidence-based training in teaching reading by the beginning of the 2022-23 school year. A one-year extension was granted for new teachers hired after June 1, 2022. A one-year, good cause extension was approved by the State Board of Education for individual districts reported as needing additional time to complete the training requirement. Educators who were granted a one-year extension will need to complete the training by August 1, 2023.

The CDE-approved training options consist of a minimum of 45 hours. School districts, charter schools, and BOCES who do not meet this requirement will not be eligible to receive per-pupil READ funding or early literacy grant funding[10].
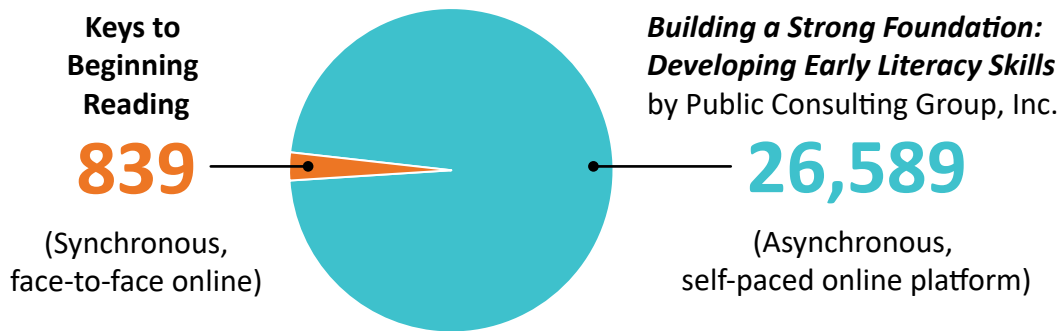
The training requirements are as follows:

- 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, section 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.
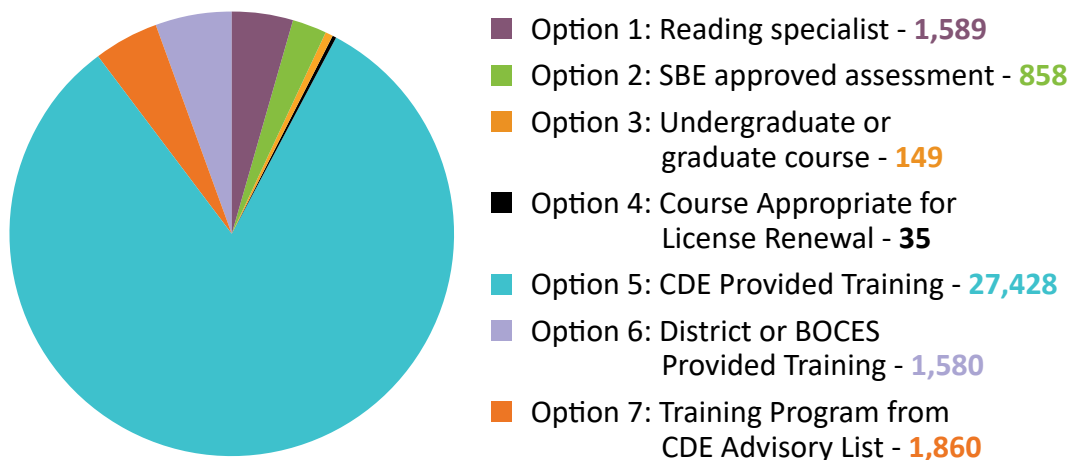

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[10] House Bill 21-1129

Individuals had the option of choosing from seven different pathways to meet the kindergarten through third grade READ Act Teacher Training requirement. The table below details the number of people who successfully completed the CDE-offered training, followed by a side-by-side comparison of completions in each pathway.

CDE-Provided Training Total Participant Completions

Keys to Beginning Reading

839

(Synchronous, face-to-face online)

Building a Strong Foundation: Developing Early Literacy Skills by Public Consulting Group, Inc.

26,589

(Asynchronous, self-paced online platform)

Disaggregated Pathway Total Reported Completions

- Option 1: Reading specialist - **1,589**
- Option 2: SBE approved assessment - **858**
- Option 3: Undergraduate or graduate course - **149**
- Option 4: Course Appropriate for License Renewal - **35**
- Option 5: CDE Provided Training - **27,428**
- Option 6: District or BOCES Provided Training - **1,580**
- Option 7: Training Program from CDE Advisory List - **1,860**

Numbers reflect the total number of individuals who successfully completed a pathway and are not limited to only K-3 educators. Updated March 10, 2023.

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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. CDE is required to create an advisory list of evidence-based instructional programming in reading (C.R.C. 22-7-1209). The curriculum must reflect current and confirmed research in reading and cognitive science. CDE separates the literacy instructional programing into three main categories:

- **Core Programming:** A comprehensive program used to teach initial and differentiated instruction in the regular 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 doesn't provide enough 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 2021-22 school year, CDE conducted an Instructional Program Review, to add 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[11]. If a program was not selected for inclusion, the vendor may submit an appeal with an explanation of why the vendor believes the program met the posted evaluation criteria (C.R.S. 22-7-1209(1)(d)). The next review cycle will be conducted during the 2023-2024 school year.

In the 2019-20 school year, LEAs submitted their initial instructional program data to CDE. The instructional program data is made public through the Literacy Curriculum Transparency Dashboard on the CDE website. At that time, 40.1 percent of districts were using core instructional programs from CDE's advisory list. In the 2021-22 school year, 55.9 percent of districts reported using these programs and in the 2022-23 school year, 54.7 percent of districts reported using these programs.

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

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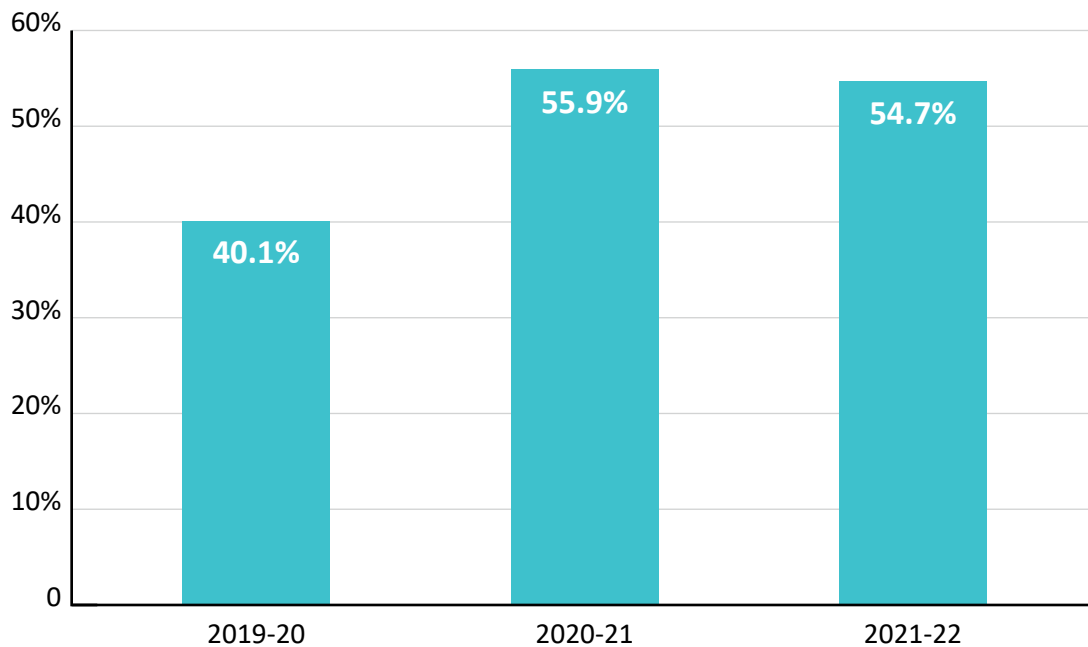
[11] 2021-2022 READ Act Instructional Programming Review Process

Early Literacy Grants

Local education providers 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 is designated for planning and initial implementation. In the three subsequent years, the recipient will use the grant to follow 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 2022-23 school year, three cohorts have completed the Comprehensive ELG and Sustainability Grant, Cohort Four participants are in their sustainability year, Cohort Five participants are in their third year, and Cohort Six participants are in their first 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

- 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, 2018 to the Present

Cohort	School Years	Participants
Cohort 4	2018-19 through 2021-22	30 schools from 12 districts
Cohort 5	2020-21 through 2023-24	32 schools from 11 districts
Cohort 6	2022-23 through 2025-26	27 schools from 9 districts

The Early Literacy Grant Program includes schools from across the state. Figure 18 illustrates the geographic distribution of Colorado school participation in the current cohort.
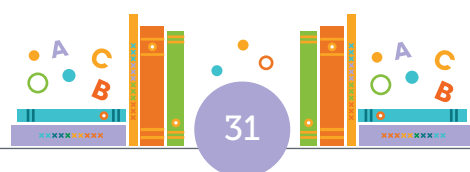
Figure 19: Colorado's ELG Districts by Cohort
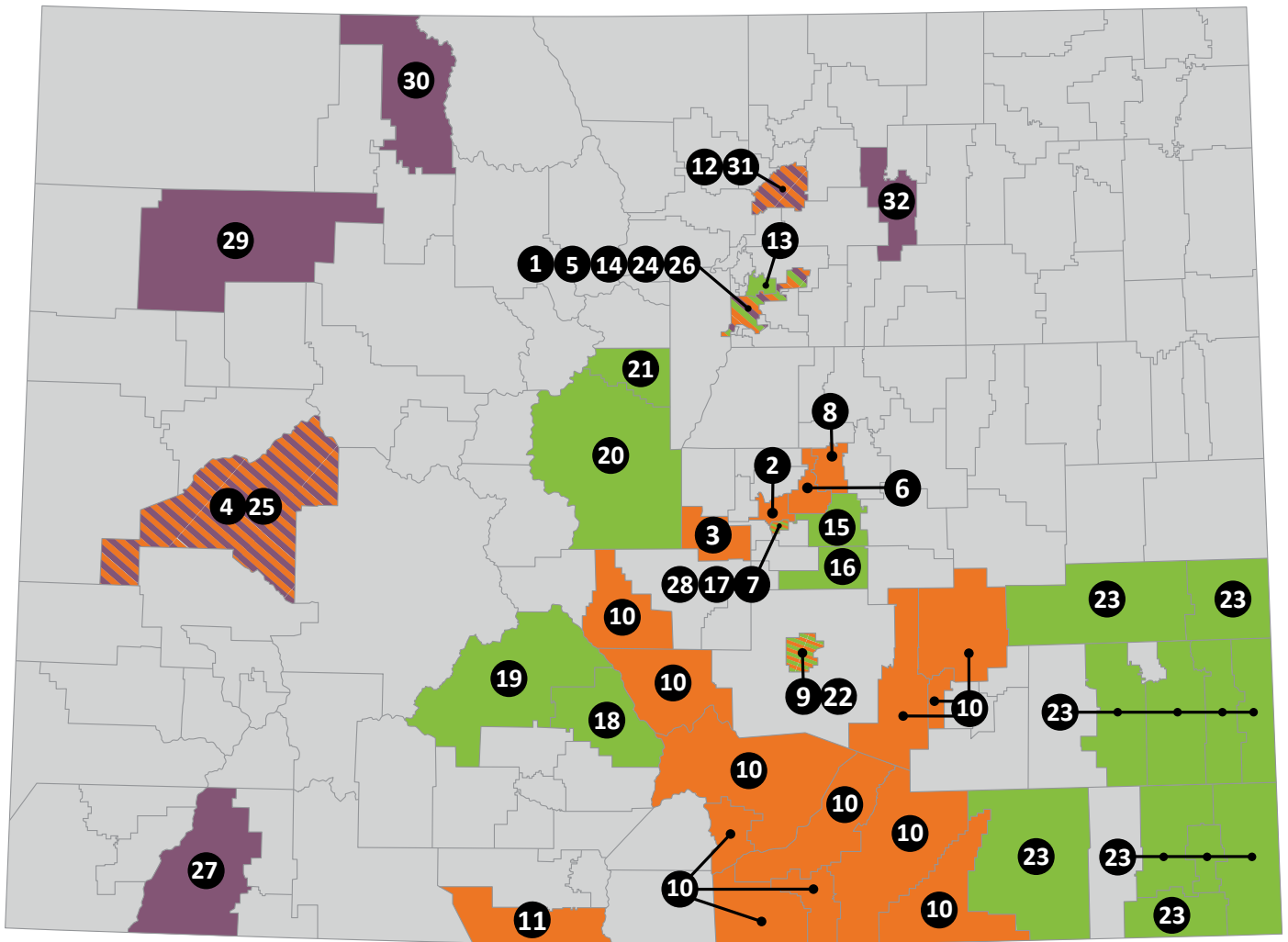
COHORT 4

1 Charter School Institute

2 Colorado Springs School District 11

3 Cripple Creek Victor School District RE1

4 Delta County School District

5 Denver Public Schools

6 Falcon School District 49

7 Harrison School District 2

8 Peyton School District 23JT

9 Pueblo City Schools 60

10 South Central BOCES

11 South Conejos School District

12 Weld County School District RE-1

COHORT 5

13 Adams County 14

14 Denver Public Schools

15 Ellicott 22

16 Hanover 28

17 Harrison School District 2

18 Moffat 2

19 Mountain Valley RE-1

20 Park County RE-2

21 Platte Canyon 1

22 Pueblo City Schools 60

23 South East BOCES

COHORT 6

24 Charter School Institute

25 Delta County 50(J)

26 Denver County 1

27 Durango 9-R

28 Harrison 2

29 Meeker RE-1

30 Steamboat Springs RE-2

31 Weld County RE-1

32 Wiggins RE-50(J)

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 2022-23 school year, grants have been awarded to 104 schools in 21 school districts. The 2022-23 grantees represent 42 schools from 12 districts in the state. In total, the 2022-23 grantees received approximately $545,000 in funding to support science of reading-aligned professional development.

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 the 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 the 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. 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. 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 2022 competitive vendor and assessment selection process for ELAT selected Amplify's 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.

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 2022-23

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	597	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%

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.

Over four years through the CLSD Project, CDE will support 10 LEAs, 165 schools, and dozens of early childhood partners in their advancement of literacy skills. The main goal 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. In year 1, CDE developed guides for the field on conducting a literacy needs assessment, conducting a gap analysis, and how to write a Comprehensive Local Literacy Plan. Each grantee was then provided funds for an external literacy consultant to support them as they identify needs and develop plans to address their gaps in evidence-based literacy systems, structures, practices and instructional materials. This support will be ongoing throughout the full life cycle of their four-year grant.

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Independent Evaluation of the READ Act

Senate Bill 19-199 required an independent evaluation of the implementation of the READ Act at the state, district and school level. Through a competitive process, WestEd was selected to conduct the evaluation after a request for proposals in 2019. The legislative goals for this multi-year evaluation 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 the Colorado Department of Education 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 the Colorado Department of Education can best support districts and schools delivering such reading programs during the pandemic.

Evaluation Key Findings in 2022[12]

The 2022 evaluation key finding built on the findings and data gathered during the 2021 year one report which identified three challenges: 1) reviewing the approved READ Act Assessment Advisory List to make recommendations to the Colorado Department of Education (CDE) about computing growth to standard (see Chapter 2), 2) addressing the needs of English learners , and 3) addressing the needs of students with individualized education plans (IEPs; see Chapter 4).

### Two broad research questions guided the Year 2 findings:

1

To what extent has the implementation of the READ Act led to a reduction in the number of students identified as having significant reading deficiencies (SRDs)?

2

What are the most effective processes, procedures, methods, and strategies that local education providers (LEPs) receiving per-pupil funds and schools receiving Early Literacy Grant (ELG) funds use to achieve significant growth to standard?

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[12]McCrary, J., Grogan, K., Allender, S., Nabors, A., Tripathy, R., DeCesare, D., & Reichardt, R. (2022). Independent Evaluation of the Colorado READ Act: Per-pupil Funding. WestEd
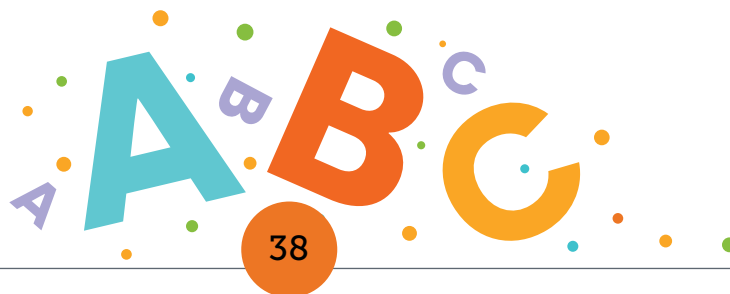
The Year 2 report relied on the following sources of information:

- Analyses of the READ Act legislation, CDE rules and regulations, and interviews with officials at CDE who administer the provisions of the READ Act to understand the theory of action for the READ Act and how CDE is organized to support that theory of action;

- Reviews of existing data that school districts submit each year to the Colorado Department of Education;

- Data from an inventory sent to all districts and ELG funded schools by the evaluation team to gather information on their READ Act funded activities and investments;

- Data from inventories sent to all schools serving kindergarten through third grade students so that principals, reading coaches, and reading teachers could report on their engagement in professional development, classroom activities, and experiences with READ Act provisions; and

- Information about kindergarten through third grade interim assessments to determine what aspects of reading they measure,how they map to the Grade 3 Colorado Measures of Academic Skills (CMAS) English Language Arts (ELA) assessment, the reliability and validity of significant reading deficiency determination, and the potential for computing growth to standard; and

- Data gathered through a round of virtual site visits conducted with 23 LEPs and schools throughout the state during the 2021-22 school year.

Summary of Findings

The report shared how the COVID-19 pandemic continued to have a negative impact on reading achievement statewide. While overall performance was worse, the underlying achievement patterns remained similar to those that existed prior to the pandemic. For the population the READ Act is designed to serve, students identified as having SRDs, the proficiency rates remained low. In addition, many students not served by the READ Act did not achieve proficiency by the third grade. One bright spot, shared in the evaluation report was how the READ Act has an increasing impact on curriculum and instructional guidance, with more LEPs adopting materials from Advisory Lists and working toward instruction aligned with the READ Act.

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.

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, radio 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, and educational videos. The website's community toolkit provides outreach materials, such as flyers, and posters. Many of those materials are also distributed to key libraries throughout the state.

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

FOOD. WATER. SHELTER. LOVE. READING.

Like food, water, shelter and love, reading is one of the essentials children need to thrive.

FOR TIPS ON GETTING KIDS EXCITED TO READ, VISIT READWITHME.TODAY

What's on the Horizon

In 2022, the Colorado General Assembly passed Senate Bill 22-004. This legislation required evidence-based training designed for school administrators in the science of reading. In the upcoming years, districts will be required to submit evidence that each principal and each administrator as defined in the rules successfully completed evidence-based training designed for those administrators in the science of reading.

Early Literacy Grant Cohort Funding - Cohort 1

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Academy 20	Frontier Elementary School	$329,072
	High Plains Elementary School	
	Pioneer Elementary School	
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	$550,601
	Sherman Early Childhood Center	
Harrison 2	Bricker Elementary School	$724,376
	Giberson Elementary School	
	Stratmoor Hills Elementary School	
Jefferson County R-1	Westgate Elementary School	$424,071
Lamar Re-2	Alta Vista Charter School	$196,185
	Parkview Elementary School	
	Washington Elementary School	
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	$850,700
	Crystal River Elementary School	
	Glenwood Springs Elementary School	
	Sopris Elementary School	
Valley RE-1	Ayres Elementary School	$641,691
	Caliche Elementary School	
	Campbell Elementary School	
Westminster Public Schools	Harris Park Elementary School	$620,544
	Sherrelwood Elementary School	
	Skyline Vista Elementary School	
Total:		**$6,368,963**

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Early Literacy Grant Cohort Funding - Cohort 2

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Canon City RE-1	Canon Exploratory School	$986,325
	Harrison School	
	Lincoln School of Science of Technology*	
	McKinley Elementary	
	Washington Elementary	
Center 26 JT	Haskin Elementary	$409,752
Delta County 50(J)	Cedaredge Elementary	$900,745
	Hotchkiss Elementary School	
District 49	Odyssey Elementary	$760,893
	Remington Elementary	
	Stetson Elementary	
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

Early Literacy Grant Cohort Funding - Cohort 3

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Denver County 1	International Academy of Denver at Harrington	$819,160
Fort Morgan Re-3	Baker Elementary	$634,649
	Oak Creek Elementary	
Harrison 2	Lincoln Elementary School	$998,185
	Stratton Meadows Elementary	
Moffat County RE: No 1	East Elementary*	$971,968
	Ridgeview Elementary	
	Sandrock Elementary	
	Sunset Elementary	
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

Early Literacy Grant Cohort Funding - Cohort 4

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Charter School Institute	Montessori del Mundo Charter School	$511,315
	Ricardo Flores Magon Academy	$406,402
Colorado Springs 11	Carver Elementary School	$744,927
	Midland Elementary School	
	Twain Elementary	
	Wilson Elementary	
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	$999,469
	Pikes Peak Elementary	
Peyton 23 Jt	Peyton Elementary School	$377,484
Pueblo City 60	Bessemer Academy	$870,795
	Beulah Heights Elementary School	$874,662
	Bradford Elementary School	$588,259
	Fountain International Magnet School	$791,518
	Goodnight Elementary School	$827,510
	Highland Park Elementary School	$924,317
	Minnequa Elementary School	$905,333
South Central BOCES	Aguilar Elementary	$937,646
	Branson School*	
	Cotopaxi Elementary	
	Custer County Elementary School*	
	Fowler Elementary*	
	Gardner School	
	Peakview School	
	Primero Elementary	
South Conejos RE-10	Guadalupe Elementary	$498,648
Weld County RE-1	Gilcrest Elementary	$225,881
Total:		$12,530,966

*exited grant

Early Literacy Grant Cohort Funding - Cohort 5

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Charter School Institute	Montessori del Mundo Charter School	$511,315
	Ricardo Flores Magon Academy	$406,402
Colorado Springs 11	Carver Elementary School	$744,927
	Midland Elementary School	
	Twain Elementary	
	Wilson Elementary	
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	$999,469
	Pikes Peak Elementary	
Peyton 23 Jt	Peyton Elementary School	$377,484
Pueblo City 60	Bessemer Academy	$870,795
	Beulah Heights Elementary School	$874,662
	Bradford Elementary School	$588,259
	Fountain International Magnet School	$791,518
	Goodnight Elementary School	$827,510
	Highland Park Elementary School	$924,317
	Minnequa Elementary School	$905,333
South Central BOCES	Aguilar Elementary	$937,646
	Branson School*	
	Cotopaxi Elementary	
	Custer County Elementary School*	
	Fowler Elementary*	
	Gardner School	
	Peakview School	
	Primero Elementary	
South Conejos RE-10	Guadalupe Elementary	$498,648
Weld County RE-1	Gilcrest Elementary	$225,881
Total:		$12,530,966

*exited grant

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Early Literacy Grant Cohort Funding - Cohort 6

Local Education Provider	Participating School(s)	Total Funded 2013-14 through 2015-16
Charter School Institute	Global Village Academy - Douglas County	$1,596,424
	Global Village Academy - Aurora	
	Global Village Academy - Northglenn	
Delta County 50(J)	Garnet Mesa Elementary	$387,008
Denver County 1	Bryant Webster Dual Language ECE-8 School	$586,804
Denver County 2	Charles M. Schenck Community School	$594,076
Denver County 3	College View Elementary	$701,264
Denver County 4	Columbian Elementary	$590,732
Denver County 5	Cowell Elementary	$600,000
Denver County 6	Eagleton Elementary	$749,456
Denver County 7	Ellis Elementary	$400,000
Denver County 8	Godsman Elementary	$478,922
Denver County 9	Goldrick Elementary	$550,752
Denver County 10	Montclair School of Academics and Enrichment	$540,000
Denver County 11	Schmitt Elementary	$763,412
Denver County 12	Smith Elementary	$518,228
Durango 9-R	Riverview Elementary	$952,000
	Sunnyside Elementary	
Harrison 2	Atlas Preparatory Elementary	$400,000
	Centennial Elementary	$1,204,312
	Carmel Community School	
Meeker RE-1	Meeker Elementary	$625,840
Steamboat Springs RE-2	Strawberry Park Elementary	$1,149,977
	Soda Creek Elementary	
Weld County RE-1	Pete Mirich Elementary	$1,135,112
	Platteville Elementary	
Wiggins RE-50(J)	Wiggins Elementary	$579,876
Total:		$15,104,194

COLORADO

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