



COLORADO
Department of Education

Improving Early Literacy: 2016 Annual Report on the Colorado READ Act





Submitted to:
State Board of Education
Governor of Colorado
President of the Senate
Speaker of the House of Representatives
House of Representatives Education Committee
Senate Education Committee

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April 2016

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Letter from the Commissioner of Education

The Colorado Reading to Ensure Academic Development Act (the READ Act) focuses on early literacy development for all students with special attention for students at-risk for not achieving third grade reading proficiency. Importantly, the Act focuses on identifying students with significant reading deficiencies, engaging parents in the development of reading improvement plans, and providing funding to support intervention for those most at-risk.



Each year, the Colorado Department of Education reports to the General Assembly on the effectiveness of the Colorado READ Act. We are pleased to present you with the 2016 report which provides highlights of how the READ Act was implemented in the 2013-2014 and 2014-2015 school years. Our report includes valuable information on the first two years of READ implementation.

We know that early literacy is a key component of academic and professional success. By decreasing the number of students identified at-risk and moving more students toward grade-level proficiency, Colorado can increase student achievement here at home while also serving as a national model for improving literacy and educational success for all children.

We wish to thank you for your continued support for the Colorado READ Act. Through this important literacy initiative, we continue to make long-lasting change possible for children who are at-risk for academic challenges.

Sincerely,

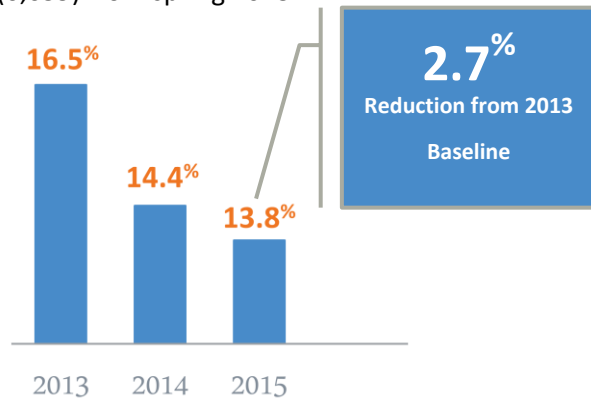
Rich Crandall,
Commissioner of Education for the State of Colorado



READ Act Data Collection – *By the Numbers*

Overall Results

In 2015, 13.8% (36,420) of K-3 students were identified as having a significant reading deficiency (“SRD”), representing a decrease of 1,086 students identified with a SRD from the previous year and a total reduction of 2.7% (6,059) from spring 2013.



Early Literacy Grant

The Early Literacy Grant (ELG) program is funded every three years. The current cycle is from 2013-2016. In the spring of 2013, a total of 16 grant awards were made to 30 schools in 15 districts representing 7 regions of the state, totaling \$4 million. Schools participating in the ELG have reduced SRD rates by 6.6% from 2013 to 2015

Reduction of SRD Statewide

Below is a graph that indicates SRD rates for cohorts of students across three years of READ implementation.

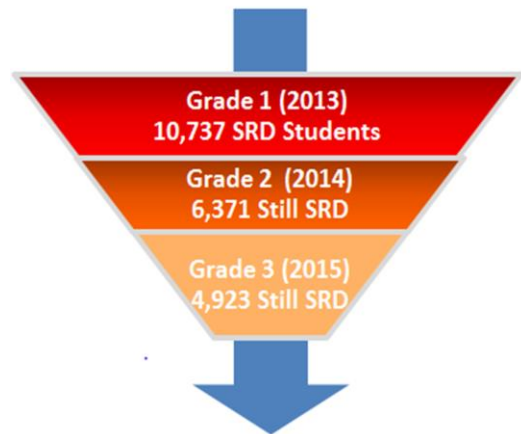
| STATE | 2013 | 2014 | 2015 |
|-------|-------|-------|-------|
| K | 6.9% | 6.8% | 6.4% |
| 1 | 19.8% | 17.5% | 16.9% |
| 2 | 18.9% | 16.1% | 15.4% |
| 3 | 19.1% | 17.4% | 16.1% |
| All | 16.5% | 14.4% | 13.8% |

Distribution of Per-Pupil Intervention Funds

In the spring of 2015, districts reported 36,420 students as having a significant reading deficiency. Approximately \$33 million was distributed in per-pupil intervention funds which equate \$905.88 per student with an SRD.

Reduction of SRD in the 2013 Cohort of 1st Graders

In 2013, 13,145 first grade students were reported as having an SRD. Only 10,737 of these first graders remained in the same district for the following two collections. In 2014, 6,371 of those same students were still identified as having an SRD in second grade. By 2015, only 4,923 were still identified as having an SRD in third grade. This represents a 54% reduction rate among students who remained in the same district over three years.



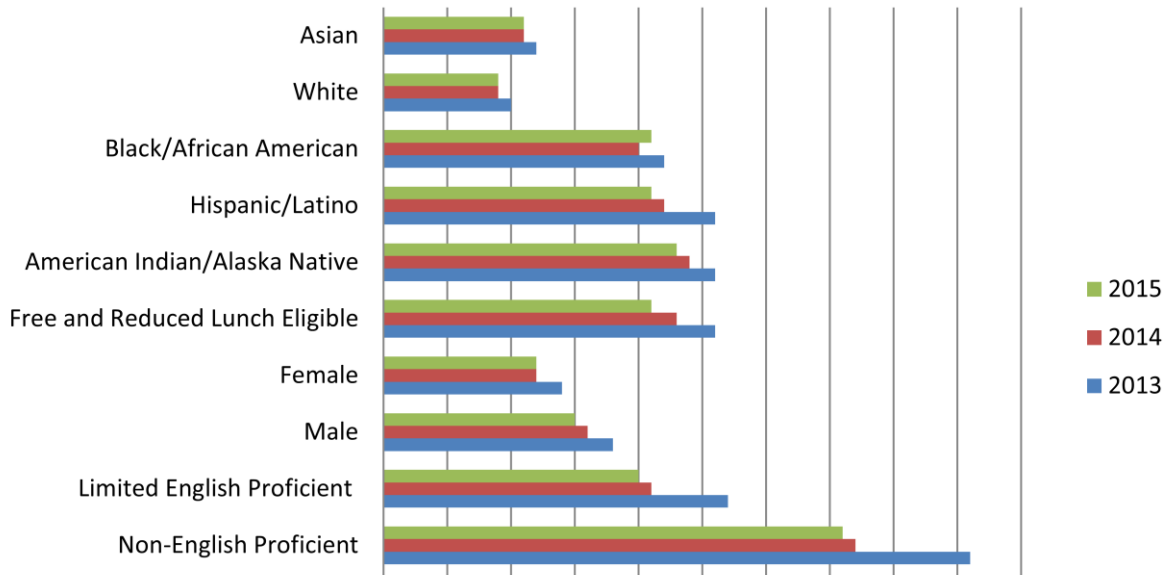
Early Literacy Assessment Tool Project

Schools participating in the Early Literacy Assessment Tool (ELAT) project saw a reduction of K-3 students in the well below benchmark range (those students most at risk) by 44% during the 2014-2015 school year. This translates to approximately 11,000 students no longer falling in the score range that identifies them as having an SRD. Additionally, about 60% of ELAT schools are making above average or well above average progress in bringing students up to Benchmark on DIBELS Next.



READ Act Data Collection – *By the Numbers* (cont.)

Prevalence of Significant Reading Deficiencies by Year and Demographic Group



Prevalence of Significant Reading Deficiencies by Year and Grade Level

| Grade | Number (percentage) of students identified with SRD in 2013 | Number (percentage) of students identified with SRD in 2014 | Number (percentage) of students identified with SRD in 2015 |
|-----------------------|---|---|---|
| Half-day kindergarten | 1,248 (7%) | 1,210 (7%) | 1,045 (6%) |
| Full-day kindergarten | 3,526 (8%) | 2,921 (6%) | 3,081 (6%) |
| Grade 1 | 13,145 (20%) | 11,619 (18%) | 11,338 (17%) |
| Grade 2 | 12,310 (19%) | 10,536 (16%) | 10,317 (15%) |
| Grade 3 | 12,250 (19%) | 11,220 (17%) | 10,639 (16%) |
| Total | 42,479 (16.5%) Per pupil allocation = \$363.33 | 37,506 (14.4%) Per pupil allocation = \$884.83 | 36,420 (13.8%) Per pupil allocation = \$905.88 |

Introduction

Research shows that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn in order to master the more complex subject matter they encounter in the fourth grade curriculum. Most students who fail to reach this critical milestone falter in the later grades and often drop out before earning a high school diploma. *How do we ensure students have, by the end of third grade, the reading skills necessary to support their success in the fourth grade and beyond?* 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 reading by third grade. Early literacy remains a top educational priority for Colorado as evidenced by the continued support for the READ Act and its implementation.

Background on the Colorado READ Act

The Colorado READ Act passed in 2012 with the purpose of ensuring every student in Colorado reaches reading proficiency by the end of third grade. The provisions of the Act promote early identification of reading difficulties and effective intervention to quickly close reading gaps and ensure all Colorado students can demonstrate a level of competency in reading skills necessary to achieve success in school. Pursuant to the READ Act, teachers in grades kindergarten through 3 administer an interim assessment to all children in order to determine whether children are making sufficient progress to grade level reading proficiency. When students are identified as significantly below grade level (called a “significant reading deficiency” or SRD), teachers administer a diagnostic assessment to determine specific areas of need for reading improvement. Teachers use this information to collaboratively develop an intervention plan (called a READ plan) with the child’s parents to bring the child up to grade level reading proficiency. Students continue to receive intervention supports until the teacher determines that the child has met reading skill competencies of their current grade level.



Report Purpose

The purpose of this report is to provide an overview of accomplishments since the last report in April 2015. The report also provides a summary and analysis of data collected through the spring 2015 READ Act data collection. Limitations of the data are also described.

Prevalence of Significant Reading Deficiencies

Reduction of Significant Reading Deficiencies Statewide

In spring of 2015, the assessment results for 264,307 K-3 students were reported through the READ Act data collection. Of those students, 13.8% (36,420) were identified as having a significant reading deficiency, representing a decrease of 1,086 (0.6%) from the spring of 2014 and a total reduction of 2.7% (6,059) from spring 2013.

Kindergarten students were less likely to be identified than students in grades 1–3. Less than 12% (4,126) of kindergarten students were identified with an SRD with 6% attending half-day kindergarten and 6% attending full-day kindergarten. Furthermore, 17% (11,338) of first grade students, 16% (10,317) of second grade students, and 16% (10,639) of third grade students were identified as having an SRD. These figures are represented in Table 1.



TABLE 1: Comparison of students identified as having an SRD between 2013, 2014 and 2015 data collections

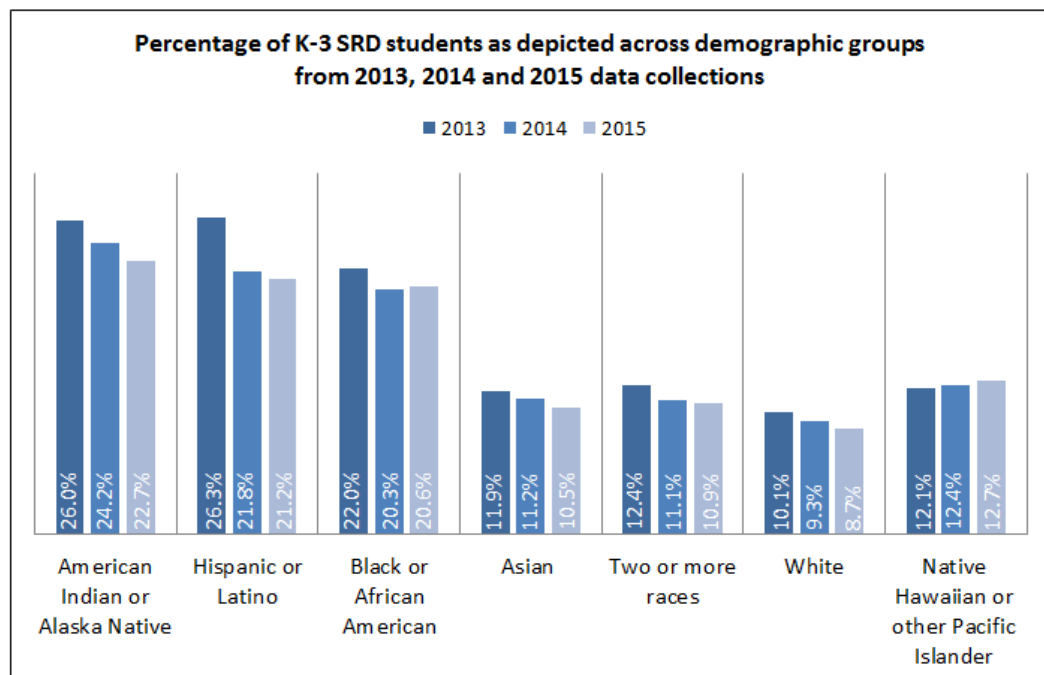
| Grade | Number (%) of Students Identified with SRD in 2013 | Number (%) of Students Identified with SRD in 2014 | Number (%) of Students Identified with SRD in 2015 |
|-----------------------|--|--|--|
| Half-day kindergarten | 1,248 (7%) | 1,210 (7%) | 1,045 (6%) |
| Full-day kindergarten | 3,526 (8%) | 2,921 (6%) | 3,081 (6%) |
| Grade 1 | 13,145 (20%) | 11,619 (18%) | 11,338 (17%) |
| Grade 2 | 12,310 (19%) | 10,536 (16%) | 10,317 (16%) |
| Grade 3 | 12,250 (19%) | 11,220 (17%) | 10,639 (16%) |
| Total | 42,479 (16.5%) | 37,506 (14.4%) | 36,420 (13.8%) |

Trends Across Demographic Groups

An analysis of the 2015 READ Act data reveals a number of trends across racial/ethnic groups. American Indian/Alaska Native, Black/African American, and Hispanic/Latino students were more likely to be identified with a significant reading deficiency than their Asian, White, Native Hawaiian/Other Pacific Islander, and multi-racial peers (respectively, 23%, 21%, and 21% compared to 10%, 9%, and 13%). These numbers further underscore the importance of early learning, strong initial literacy instruction for all students, and immediate intervention when challenges become apparent. These trends are depicted in Figure 1.

Since the first year of implementation in 2013, there has been a gradual decrease in the rates of SRD identification across all racial/ethnic groups except for the Native Hawaiian or other Pacific Islander student group, the largest being the Hispanic/Latino population with a 5% decrease in SRD identification. The considerable decline seen amongst the Hispanic/Latino student group may coincide with the implementation of a pilot program permitting a number of students to take a READ assessment in Spanish. These trends are depicted in Figure 1.

FIGURE 1





Students eligible for free or reduced lunch (FRL) were nearly three times more likely to be identified with an SRD than their non-eligible peers (21% compared to 7%). This trend is consistent with national data that students from low-income families are more likely to have less exposure to early reading experiences and thus may experience reading difficulties upon entering school. State data combined with national trends reinforces the importance of high-quality early prevention programs, including high-quality preschool and full-day kindergarten, for at-risk populations of students such as children of poverty. Since the first year of implementation, there has been a decrease in the percent of students receiving free or reduced lunch identified as having an SRD, dropping from 26% in 2013 to 21% in 2015. Figure 2 depicts these trends.

FIGURE 2

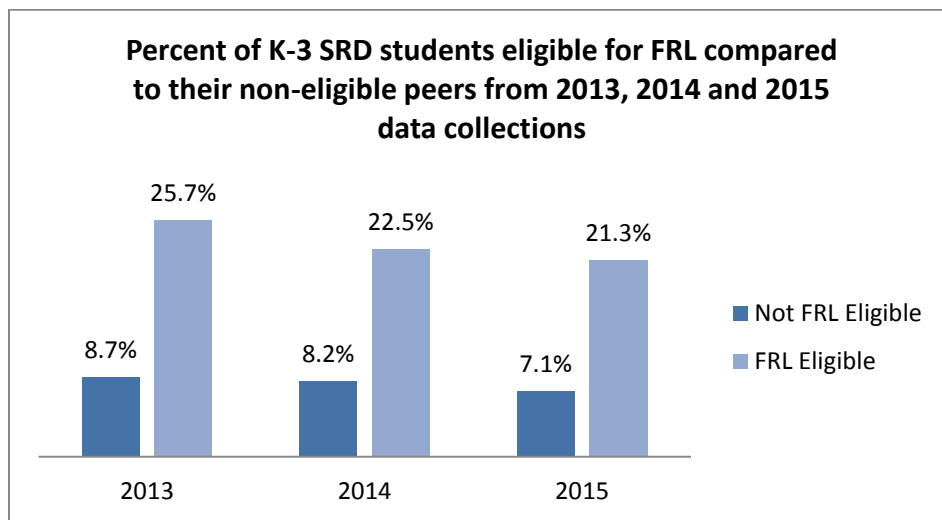


Figure 3 depicts gender differences in the number of students identified with significant reading deficiencies. Male students were more likely than female students to be identified with an SRD at a rate of 15% compared with 12%. Overall, there has been a decrease in the percent of male students identified as having an SRD, decreasing from 18% in 2013 to 12% in 2015, and in female students identified as having an SRD, decreasing from 14% to 12%. Figure 3 depicts these trends.

FIGURE 3

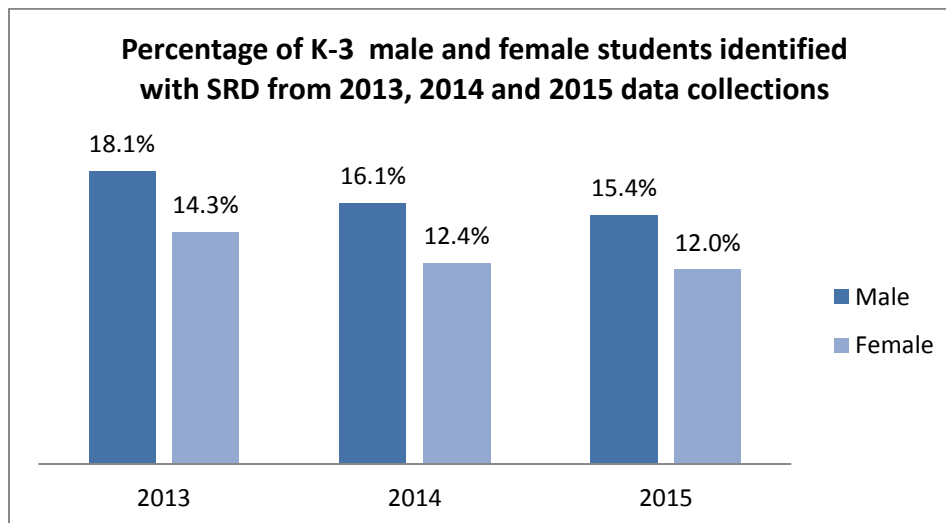
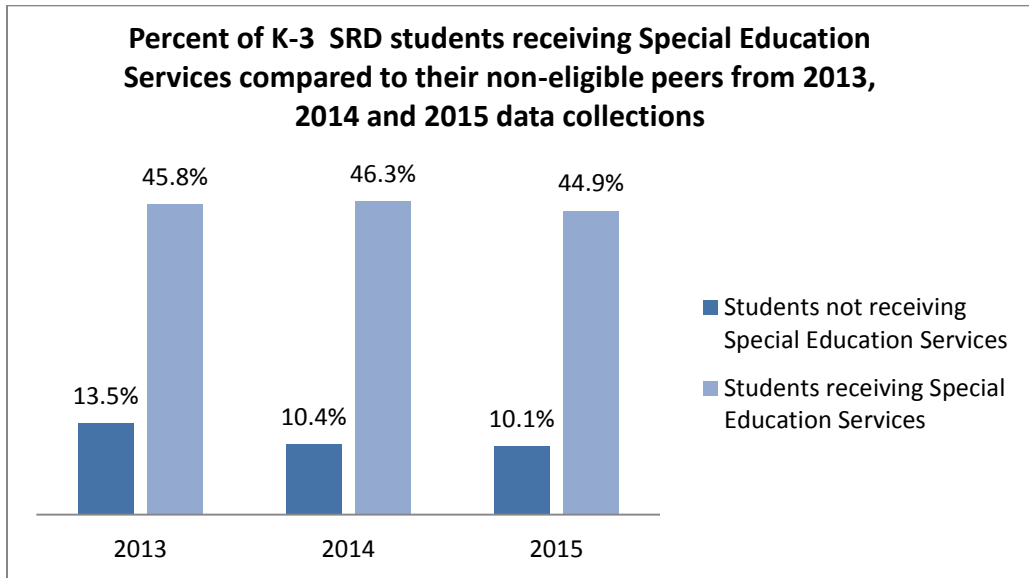


Figure 4 depicts trends among students receiving special education services. Students receiving special education services were more likely to be identified with an SRD than their non-eligible peers (45% compared to 10%). In 2013 a higher percentage of students receiving special education services were identified as having an SRD (46%) than in the 2015 school year (45%).

FIGURE 4



Only 1% of students receiving gifted education services were identified with an SRD across the state at all grade levels. It should be noted that it is possible for students to be identified for gifted education services for subject areas other than reading; therefore, these students may demonstrate a need for additional support in reading.

Table 2 illustrates the percentage of NEP (Non-English Proficient) and LEP (Limited English Proficient) students identified with an SRD across the 2013, 2014, and 2015 data collections.

TABLE 2: Prevalence of SRD determination among Non-English proficient and Limited English proficient students in the 2013, 2014 and 2015 data collections for K-3 grade students

| Year | Number (percentage) of NEP (Non English Proficient) Students Identified with SRD | Number (percentage) of LEP (Limited English Proficient) Students Identified with SRD | Number (percentage) of FEP (Fluent English Proficient) Students Identified with SRD |
|------|--|--|---|
| 2013 | 8,905 (46.3%) | 7,457 (26.6%) | 148 (4.7%) |
| 2014 | 7,046 (37.2%) | 6,252 (20.6%) | 97 (3.4%) |
| 2015 | 7,256 (35.8%) | 5,860 (19.8%) | 84 (4.2%) |

Non-English Proficient (NEP) students were more likely to be identified with an SRD than their English speaking peers (41% compared to 13%). Limited English Proficient (LEP) students were also more likely to be identified with a significant reading deficiency than their English speaking peers (20% compared to 14%). The trends related to English Language Learners is consistent with expectations given that English Learners must learn a new language while also transferring known concepts and skills from the first language to English. The Office of Literacy has developed guidance and resources to support districts in using the READ Act to help support the literacy and language needs of English learners.



Summary of 2015 Data Reported

The 2014–2015 school year marked the third reporting period of Colorado students with a significant reading deficiency. Pursuant to READ Act requirements, Colorado’s local education agencies (LEAs) provided data to CDE in the end-of-year data collection based on administration of READ Act assessments in the spring of 2015. The vast majority of kindergarten through third grade students were reported (97%). The half-day kindergarten population had the smallest proportion of tested students (93%). Three categories of students are designated as allowable exemptions as defined by reporting guidelines:

- English Language Learners—students designated non-English proficient and in a school in the United States less than one year (11% of exemptions);
- Part-time students who did not receive reading instruction during their time at school (65% of exemptions); and
- Students who qualify for special education services and have a severe disability that prevents testing, even with an accommodation (23% of exemptions).

A small percentage of students were provided assessment accommodations (1%), with equal proportions of students across all grade levels represented.

Limitations of Data

The department has worked to resolve some of the complications with the collection of data to ensure that it is more valid and reliable in the future. Interpretations of the changes between years should be made with caution. The first year’s data, like all initial data collection efforts, was less clean than the data collections in the second and third years and included fewer students. Improvements in the collection from 2013 to 2015 resulted in more students total in the collection.

The department is working to increase communication to districts regarding reporting requirements and to provide support for an accurate count. Districts are encouraged to include all students who are enrolled at the time of testing, regardless of whether or not the student was tested and/or changing enrollment status at the year’s end. Each year, the data will improve. After this year’s collection, we should be able to make more meaningful year over year comparisons.

READ Act Implementation Supports

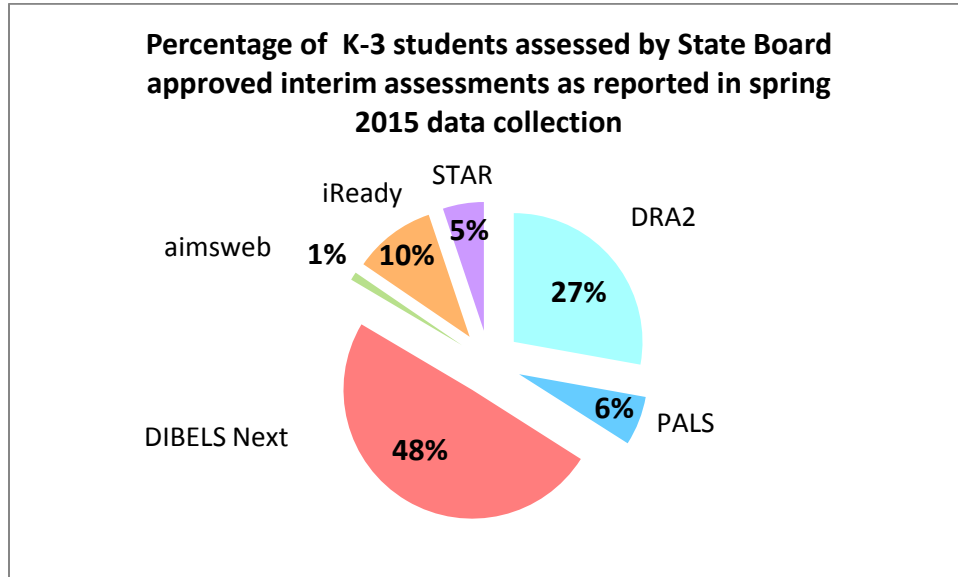
Instructional Value of READ Interim Assessments

READ Act interim assessments are intended to measure critical early literacy indicators – those that are most important for future reading success. These interim assessments differ from the state summative assessment in that the summative assessment is a comprehensive assessment designed to determine students’ mastery of grade level standards. Early identification of students at-risk will serve to support better outcomes in general. National research on early reading assessments, like those used by Colorado districts for the READ Act, tend to correlate with state summative assessments. This suggests information gleaned from interim assessments can be extremely useful in identifying which students may struggle in mastering grade-level standards allowing for additional resources and services to be provided early as a means of prevention.

Per statute, the State Board of Education (“SBE”) has adopted interim reading assessments for the purpose of determining significant reading deficiencies and for reporting. There are seven SBE approved reading assessments. Generally speaking in Colorado, all schools within a district administered the same assessment tool. In some districts, multiple tools were used. Figure 5 illustrates district adoption of particular interim

assessments as of spring 2015. The most widely adopted interim assessment by districts was DIBELS Next (48%). The second most widely adopted was DRA2 (27%). As of July 1, 2016, DRA2 will no longer be a State Board-approved interim assessment and thus the adoption distribution for future collections will change.

FIGURE 5



Note: This chart does not include the Formative Assessment System for Teachers (FAST), Istation or DIBELS 6th Edition because those assessments were only selected by five districts.

Distribution of Per-Pupil Intervention Funds

The READ Act provides per-pupil intervention funds to assist districts with interventions for students identified with a significant reading deficiency. For the 2015-2016 school year, the total funds available for distribution to districts were approximately \$33 million. The state’s investment in and commitment to early literacy serves to advance Colorado’s collective goal of all children reading at grade level by the end of third grade.

The department allocates the per-pupil intervention funds to LEAs by dividing the amount of moneys available by the total number of students enrolled in kindergarten through third grade in public schools identified as having a significant reading deficiency. LEAs may use the per-pupil intervention funds to provide full-day kindergarten, operate a summer school literacy program, purchase tutoring services, and/or provide other targeted, scientifically- or evidence-based intervention services as allowed in statute.

In the spring of 2015, districts reported 36,420 students as having a significant reading deficiency. The appropriated funds were distributed to 181 LEAs at a per-pupil amount of \$905.88. In 2014, districts began voluntarily reporting how they used their per pupil funds for that current school year. In 2015, districts were required to report how they used their per- pupil funds for the current school year. Intervention services and summer school were reported as the most frequent use of these funds. An analysis of the data submitted to the department indicated that use of per-pupil intervention funds were not reported for all students. As a result, the department will continue to refine the collection process to ensure all students receiving services are included in this data. A list of districts and distribution amounts is included in Appendix A.



TABLE 3: Usage of per-pupil intervention funds as reported by districts for the 2014-15 school year

| Usage of Per Pupil Intervention Funds | | | |
|---------------------------------------|-------------------------|-------------------|-----------------------|
| Full Day Kindergarten | Summer Literacy Program | Tutoring Services | Intervention Services |
| 5% | 11% | 10% | 75% |

TABLE 4: Number of student use of per-pupil intervention funds by grade level as reported by districts for the 2014-15 school year

| Usage of Per Pupil Intervention Funds by Grade Level | | | | |
|--|-----------------------|-------------------------|-------------------|-----------------------|
| Grade Level | Full Day Kindergarten | Summer Literacy Program | Tutoring Services | Intervention Services |
| Kindergarten | 1,106 | 225 | 129 | 1,555 |
| Grade 1 | 0 | 703 | 659 | 5,487 |
| Grade 2 | 0 | 794 | 744 | 5,406 |
| Grade 3 | 0 | 931 | 912 | 5,719 |
| Total | 1,106 | 2,653 | 2,444 | 18,167 |

Advancement Decisions

There are serious implications to a student’s likelihood of graduating from high school when reading competency is not achieved by third grade. Therefore, under the READ Act when a child has a significant reading deficiency, the parent, the student’s teacher, and other personnel are required to meet and consider retention as an intervention strategy. The intention of the meeting is to determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

In spring 2015 collection, while 8.5% of students identified with significant reading deficiencies were recommended for retention only 2.3% of students were reported to be retained due to their reading deficiency. Based on an examination of data from the first two years of data, it was determined that 691 K-3 students repeated the same grade level in the 2014-15 school year. Of the 691 students retained, 65% were no longer identified as having an SRD at the end of the school year; however, they were not yet found to be reading competent (determined locally). This means that these students maintained their READ plan and were supported through a Response to Intervention (RTI) process.

Of the students no longer to be found significantly reading deficient, a small percentage (14%) had demonstrated grade level competency (determined by their districts) and no longer had READ plans. Beginning in the 2016-2017, the READ Act allows district superintendents to make final decisions about advancement of third grade students identified with significant reading deficiencies.



Available Resources for Colorado School Districts

In addition to per-pupil funds, the READ Act funds field support services statewide through regionally-based Literacy Specialists through the Office of Literacy at CDE. Literacy Specialists are available to support schools and districts upon request through onsite technical assistance and professional development. Districts report that the technical assistance is a valuable resource. Onsite visits were generally focused on interpretation of reading data, professional development through coaching and modeling, and alignment of goals for improving reading outcomes.

After analyzing three years of data, the Office of Literacy took the opportunity to reframe technical support for the 2015-2016 school year. Literacy Specialist were able to target the schools in most need of assistance, based on their percentage of students identified with significant reading deficiencies, and deploy technical assistance there first. As of February 1, 2016, our Literacy Specialists have conducted over 260 school visits. They provided assistance to over 75 schools in over 50 districts throughout the state of Colorado.

Also, in support of effective implementation of the READ Act, the Office of Literacy continues to create resources that are easily accessible through the READ Act website managed by the CDE (see <http://cde.state.co.us/coloradoliteracy/ReadAct/index.asp>). Examples include frequently asked questions, fact sheets, timelines for implementing key components of the law, and guidance for supporting diverse populations such as English Learners.

Statewide Professional Development

Through READ Act administrative funds, the Office of Literacy was able continue support for a statewide, no-cost professional development opportunity for K-3 teachers to support early literacy knowledge and skills. The initiative, known as the READING Foundations Academy provides high-quality professional development over 21 hours through seven modules. It is designed for K-3 teachers, interventionists, special educators, student teachers, paraprofessionals and building or district level leadership.

The focus of the Academy is on explicit and systematic instruction in reading with an emphasis on the foundational reading skills. The foundational skills include the five essential reading components identified within the READ Act (phonemic awareness, phonics, fluency, vocabulary including oral language, and comprehension). Academy participants are supported in applying new learning to classroom practice. Over 1,000 teachers participated in the 2014-2015 Academy that was offered across the state.

Also, in October 2015, the Office of Literacy hosted a READING Conference at no cost. This event was open for any Colorado educator or administrator. The focus of the conference was K-3 literacy with an emphasis on English Learners. Over 300 educators attended the 1 ½ day conference. Feedback on the event was positive and plans are underway for another conference next fall. The Office of Literacy will partner with the CDE Exceptional Student Services Unit to provide this event. Special emphasis at this year's conference will be given to students with disabilities. The department anticipates over 600 educators will take advantage of this opportunity.

Special Projects

Early Literacy Grant Program

The READ Act initiated an Early Literacy Grant (ELG) program designed to enable schools to better meet the literacy needs of their students. The Early Literacy Grant is designed to distribute funds to local education

providers, including school districts, Boards of Cooperative Educational Services (BOCES), district charter schools or charter schools sponsored by the Colorado Charter School Institute. The grants ensure participating schools embed the essential components of reading into all elements of the primary, K-3 teaching structures including universal instruction, targeted supports and intensive interventions. The grants serve to assist all students in achieving reading competency. The Early Literacy Grant provides \$4 million annually to participating schools. Schools participate in a 3-year cohort. The current cycle is from 2013—2016, with the second year of implementation completed during the 2015—2016 school year.



In the spring of 2013, a Request for Proposal (RFP) was released by the department to solicit applications for the Early Literacy Grant. A total of 16 grant awards were made representing 30 schools in 15 school districts in 7 regions of the state, totaling \$4 million. A list of participating districts, schools, and awards is provided in Appendix B.

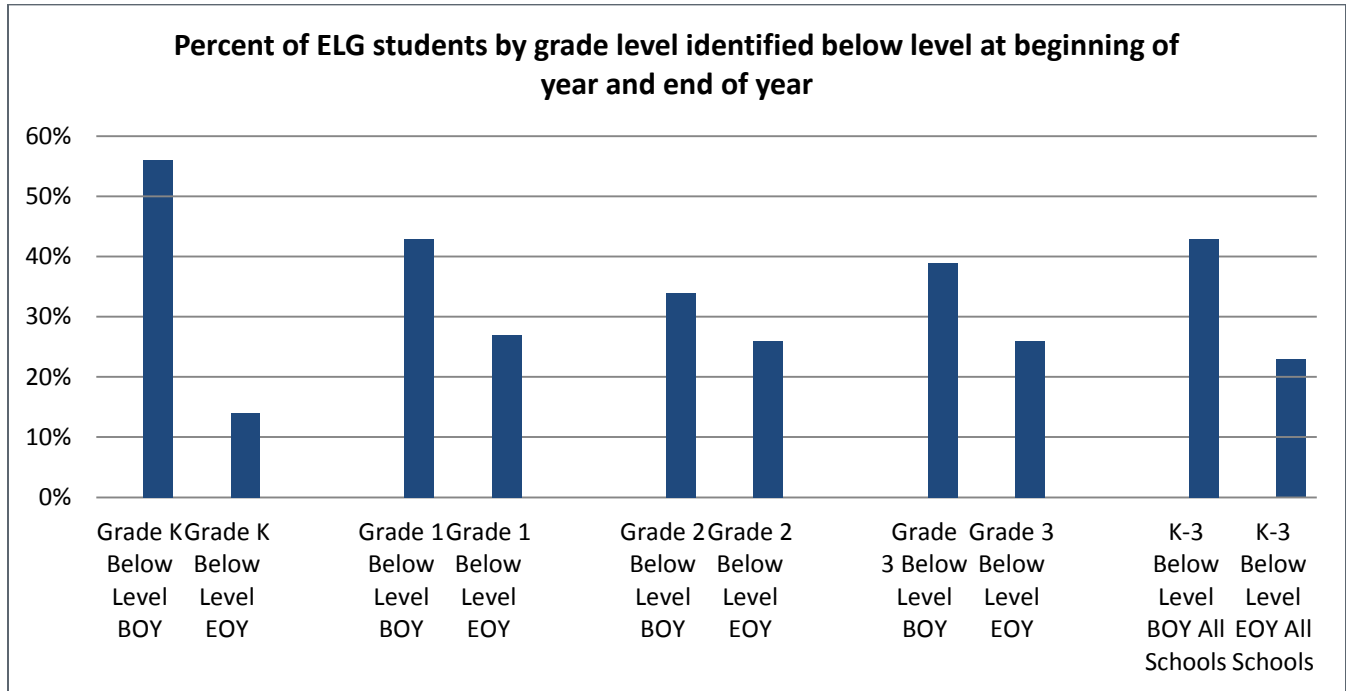
ELG Program Results from Year Two. As a part of the grant agreement, participating schools must meet at least one of two goals annually: (1) decrease the percentage of students identified as having a significant reading deficiency in grades K-3 by at least 25%, and/or (2) decrease the percentage of students reading below benchmark by at least 50%.

After two years of implementation, twenty schools (67%) met at least one of the two program goals. Twelve schools (40%) met both goals. Due to the high rate of mobility in grant schools, goals were also analyzed using matched student data to determine the progress made with students who consistently received instruction in each building. When matched data was analyzed, twenty-nine (97%) schools met at least one goal.

As a requirement of the grant, schools report the percent of students scoring below grade level expectations at the beginning of year and end of year. At the beginning of the year (BOY), assessment data indicated that 43% (2,985 of 6,906 students) in grades K-3 were performing below expectations. At the end of the year (EOY), assessment data revealed that the percent of students performing below expectations dropped to 23% (1,608 of 6,906). Figure 9 shows the progress made by students in ELG schools from the beginning of year to end of year as measured by their interim assessment. All grades were able to demonstrate a reduction in those scoring below level.



FIGURE 9



ELG Program Summary. Participating schools are implementing instructional programming selected from a list of highly vetted programs from CDE’s Advisory List which is available on the CDE website (<http://www.cde.state.co.us/coloradoliteracy/readact/programming>). Schools selected a core program for universal instruction in addition to one or more intervention programs to provide targeted and intensive interventions to students determined to be reading below grade level. Participating schools also use Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) or the Phonological Awareness Literacy Screening (PALS) to screen students at the beginning, middle, and end of the year to determine which students may need additional literacy support. DIBELS Next or PALS are also used to progress monitor students who are receiving reading intervention at least every two weeks to ensure students are making adequate progress for reaching reading proficiency. In addition to ongoing support from CDE, each school receives on-site support from an early literacy expert 1-3 days a month through an approved professional development provider from the department’s Advisory List of Professional Development.

Early Literacy Assessment Tool Project

The 2012 School Finance Act provided funding for CDE to contract with an assessment vendor to supply an early literacy assessment tool that teachers may use to obtain real-time assessment of the reading skill levels of students in kindergarten and first, second, and third grade. The intent was to support state purchase of software that provides teachers with individualized student assessments which would give immediate results and recommend learning activities based on students’ needs for continued literacy development. Through a competitive bid process, the contract was awarded to Amplify for its interim and diagnostic system of DIBELS Next and DIBELS Deep, both State Board approved assessments for the READ Act.



By participating in the Early Literacy Assessment Tool (ELAT) project, LEAs receive assessment kits and licenses to use the online assessments as well as on-going professional development opportunities associated with using the assessments and the online tool effectively. LEAs are responsible for providing the hardware.

Table 5 shows overall Colorado LEA and school participation information in the ELAT project since its inception. Of the 131 LEA's served by the project, 21% are rural districts and 63% are small rural districts. In the 2015-2016 school year, 518 schools received support through the project. These 518 schools include many charter schools within districts as well as charter schools sponsored through the Charter School Institute. A full list of LEA's in the project can be found in Appendix C.

TABLE 5: ELAT project participation

| Project Participation | Year 1: 2013 2014 | Year 2: 2014 2015 | Year 3: 2015 2016 |
|---|-------------------|-------------------|-------------------|
| Participating LEAs | 121 | 126 | 132 |
| Participating Schools | 415 | 482 | 518 |
| Percent of all K-3 students in the state participating in the project | 34% | 40% | 44% |

ELAT Project Results. The results of the ELAT project are measured by (1) the reduction in the number of students who are well-below grade level expectation (the most at risk for reading difficulty) and (2) the increase in the number of students reaching grade level expectations (benchmark).

The schools in the project show a significant decrease of those students scoring at the highest risk level (well below benchmark) in grades K-3 for first two school years for the project (2013-2014 and 2014-2015). The results of the project in the 2015-2016 (beginning to middle of the year) indicate a similar reduction of students scoring in the well below benchmark level. Figures 10 and 11 illustrate this reduction.

FIGURE 10

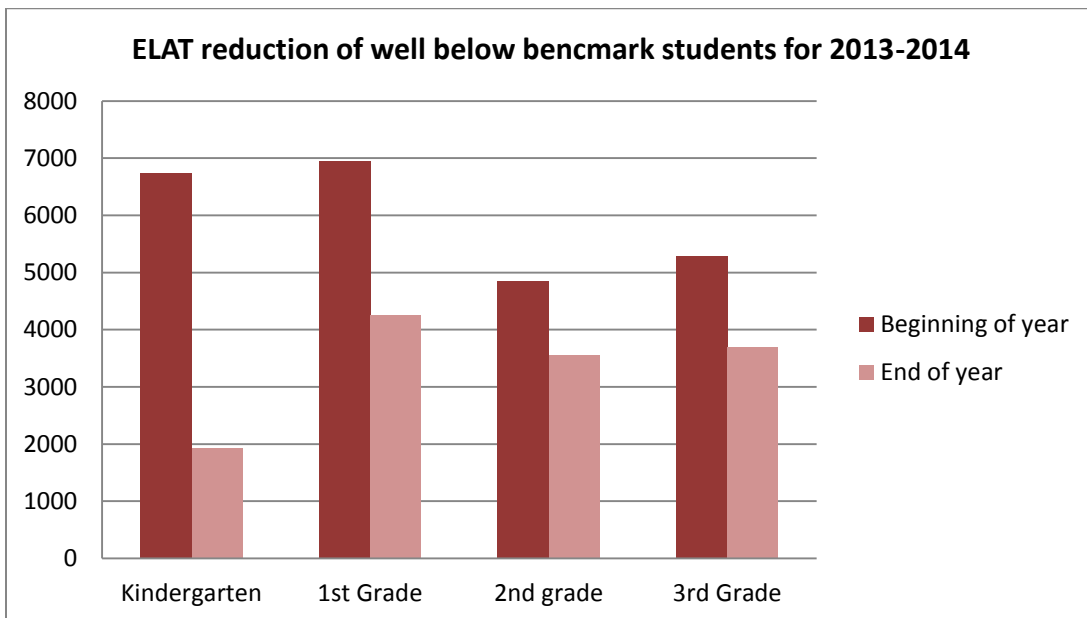
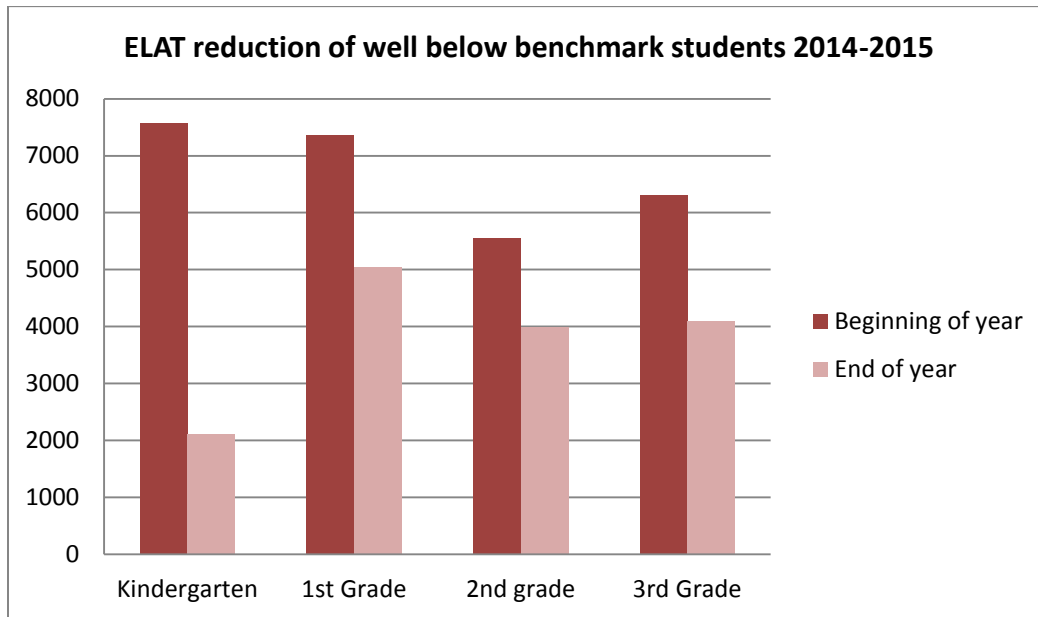


FIGURE 11



The number of students reaching benchmark (indicating being on track for grade level proficiency) shows an increase over the two complete years of the project. Figures 12 and 13 show this increase.

FIGURE 12

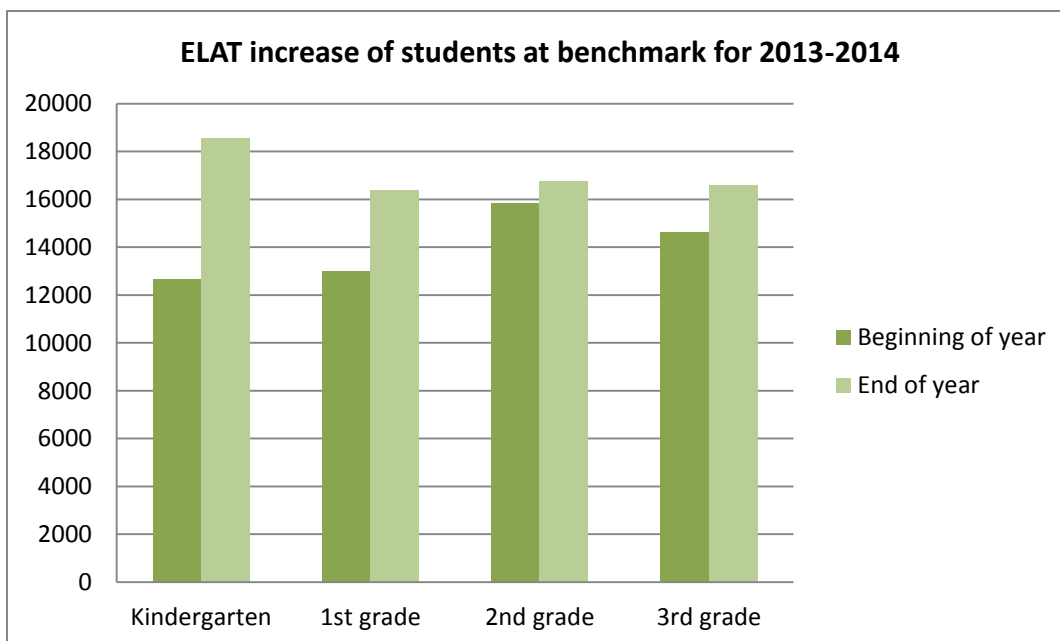
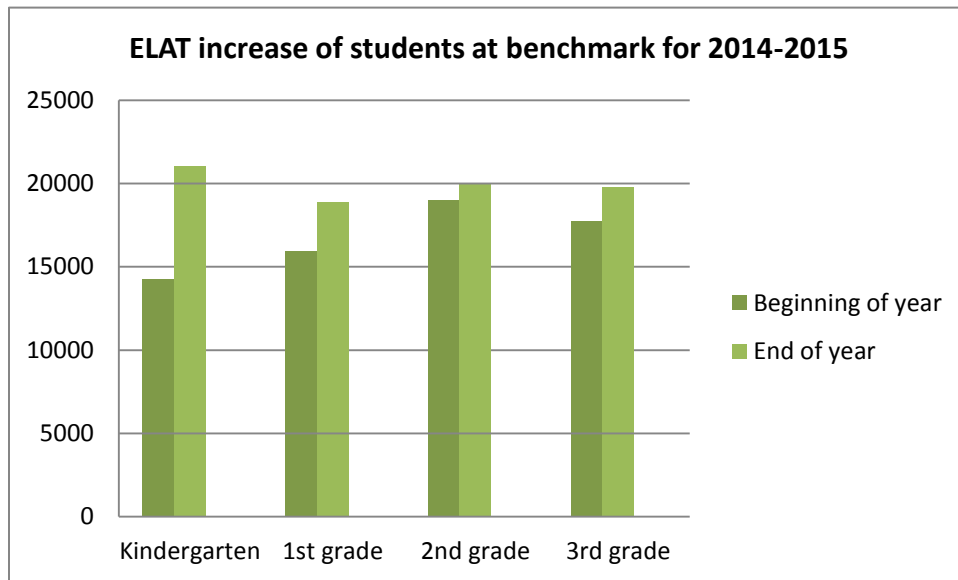


FIGURE 13



In summary, schools participating in the ELAT project continue to see growth in students predicted to meet grade level expectations and decreases in those students most at risk, well below benchmark. This increase sets up a higher percentage of students to start the following year on track to reach reading proficiency.

ELAT Project Summary. The ELAT project continues to grow each year and we continue to support the project implementation through project support and professional development. The project supports include monthly newsletters to support the field in best practices, an increased suite of virtual learning opportunities with a focus on instructional leaders and outreach to smaller districts to review data and set goals for the school year. The professional development offered this year includes face to face trainings for staff members new to the project to ensure implementation fidelity as well as supporting understanding and use of the data from their READ assessment. The project also focused on supporting individual schools through a series of onsite visits. This year over 330 onsite visits to 115 individual schools were delivered through ELAT. CDE Office of Literacy staff continues to support many of these schools with next steps and follow-ups as needed. These supports continue to maintain the learning of all staff within the project with the goal of increased reading gains for all K-3 students.

Conclusion

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 proficiency. While this year’s data showed a slight decrease in the number of students having a significant reading deficiency statewide, it is important to continue to monitor the year-over-year data as the data collection becomes cleaner, more accurate, and more robust in order make interpretations on trends. Data from the Early Literacy Grant schools are encouraging as are the data from the Early Literacy Assessment Tool project schools. Both suggest that the interventions in place in those schools are having an impact on decreasing the number of students scoring below benchmark at the end of the year. The Office of Literacy has provided guidance and direct support to schools and districts through onsite technical assistance, professional development and resource development. Through these various supports, teachers and leaders are deepening their knowledge, skills and practices to strengthen reading outcomes for all K-3 students.



Appendices

Appendix A: READ Act Per-Pupil Intervention Funds Distribution Based on 2015 Collection.

Per-pupil intervention funds are distributed to districts based on the number of students reported as having significant reading deficient. These students are eligible for intervention services and are supported through individual READ plans.

Numbers from districts reporting fewer than 16 students identified with significant reading deficiencies are suppressed for student privacy considerations.

| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|----------------------------|-----------------------------|--|------------------------------|
| ACADEMY 20 | 416 | 7% | \$376,844 |
| ADAMS 12 FIVE STAR SCHOOLS | 2,405 | 20% | \$2,178,631 |
| ADAMS COUNTY 14 | 591 | 25% | \$535,372 |
| ADAMS-ARAPAHOE 28J | 3,681 | 27% | \$3,334,528 |
| AGATE 300 | N<16 | N<16 | N<16 |
| AGUILAR REORGANIZED 6 | 32 | 100% | \$28,988 |
| AKRON R-1 | N<16 | N<16 | N<16 |
| ALAMOSA RE-11J | 98 | 14% | \$88,776 |
| ARCHULETA COUNTY 50 JT | 17 | 4% | \$15,400 |
| ARICKAREE R-2 | N<16 | N<16 | N<16 |
| ARRIBA-FLAGLER C-20 | N<16 | N<16 | N<16 |
| ASPEN 1 | 33 | 7% | \$29,894 |
| AULT-HIGHLAND RE-9 | 28 | 14% | \$25,365 |
| BAYFIELD 10 JT-R | 35 | 8% | \$31,706 |
| BENNETT 29J | 31 | 11% | \$28,082 |
| BETHUNE R-5 | N<16 | N<16 | N<16 |
| BIG SANDY 100J | N<16 | N<16 | N<16 |
| BOULDER VALLEY RE 2 | 663 | 8% | \$600,596 |
| BRANSON REORGANIZED 82 | N<16 | N<16 | N<16 |
| BRIGGSDALE RE-10 | N<16 | N<16 | N<16 |
| BRIGHTON 27J | 743 | 13% | \$673,066 |
| BRUSH RE-2(J) | 63 | 15% | \$57,070 |
| BUENA VISTA R-31 | 54 | 22% | \$48,917 |
| BUFFALO RE-4J | N<16 | N<16 | N<16 |
| BURLINGTON RE-6J | 23 | 10% | \$20,835 |
| BYERS 32J | 42 | 10% | \$38,047 |
| CALHAN RJ-1 | 18 | 16% | \$16,306 |



| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|-----------------------------------|-----------------------------|--|------------------------------|
| CAMPO RE-6 | N<16 | N<16 | N<16 |
| CANON CITY RE-1 | 132 | 12% | \$119,576 |
| CENTENNIAL R-1 | 24 | 38% | \$21,741 |
| CENTER 26 JT | 23 | 11% | \$20,835 |
| CHARTER SCHOOL INSTITUTE | 617 | 15% | \$558,925 |
| CHERAW 31 | N<16 | N<16 | N<16 |
| CHERRY CREEK 5 | 1,468 | 9% | \$1,329,825 |
| CHEYENNE COUNTY RE-5 | N<16 | N<16 | N<16 |
| CHEYENNE MOUNTAIN 12 | 60 | 4% | \$54,353 |
| CLEAR CREEK RE-1 | 28 | 10% | \$25,365 |
| COLORADO SPRINGS 11 | 1,524 | 17% | \$1,380,554 |
| COTOPAXI RE-3 | N<16 | N<16 | N<16 |
| CRIPPLE CREEK-VICTOR RE-1 | 19 | 95% | \$17,212 |
| CROWLEY COUNTY RE-1-J | N<16 | N<16 | N<16 |
| CUSTER COUNTY SCHOOL DISTRICT C-1 | 18 | 19% | \$16,306 |
| DE BEQUE 49JT | N<16 | N<16 | N<16 |
| DEER TRAIL 26J | N<16 | N<16 | N<16 |
| DEL NORTE C-7 | 25 | 21% | \$22,647 |
| DELTA COUNTY 50(J) | 193 | 14% | \$174,834 |
| DENVER COUNTY 1 | 5,027 | 17% | \$4,553,837 |
| DIGITAL BOCES | N<16 | N<16 | N<16 |
| DOLORES COUNTY RE NO.2 | 20 | 21% | \$18,118 |
| DOLORES RE-4A | 28 | 13% | \$25,365 |
| DOUGLAS COUNTY RE 1 | 1,626 | 8% | \$1,472,954 |
| DURANGO 9-R | 146 | 10% | \$132,258 |
| EADS RE-1 | N<16 | N<16 | N<16 |
| EAGLE COUNTY RE 50 | 363 | 17% | \$328,833 |
| EAST GRAND 2 | 30 | 8% | \$27,176 |
| EAST OTERO R-1 | 54 | 13% | \$48,917 |
| EATON RE-2 | 36 | 6% | \$32,612 |
| EDISON 54 JT | N<16 | N<16 | N<16 |
| ELBERT 200 | N<16 | N<16 | N<16 |
| ELIZABETH C-1 | 56 | 9% | \$50,729 |
| ELLICOTT 22 | 35 | 12% | \$31,706 |
| ENGLEWOOD 1 | 177 | 21% | \$160,340 |



| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|--------------------------|-----------------------------|--|------------------------------|
| ESTES PARK R-3 | 30 | 9% | \$27,176 |
| EXPEDITIONARY BOCES | N<16 | N<16 | N<16 |
| FALCON 49 | 488 | 10% | \$442,067 |
| FORT MORGAN RE-3 | 133 | 15% | \$120,481 |
| FOUNTAIN 8 | 470 | 17% | \$425,762 |
| FOWLER R-4J | N<16 | N<16 | N<16 |
| FREMONT RE-2 | 85 | 20% | \$76,999 |
| FRENCHMAN RE-3 | N<16 | N<16 | N<16 |
| GARFIELD 16 | 31 | 11% | \$28,082 |
| GARFIELD RE-2 | 287 | 19% | \$259,986 |
| GENOA-HUGO C113 | N<16 | N<16 | N<16 |
| GILPIN COUNTY RE-1 | N<16 | N<16 | N<16 |
| GRANADA RE-1 | N<16 | N<16 | N<16 |
| GREELEY 6 | 1,383 | 20% | \$1,252,826 |
| GUNNISON WATERSHED RE1J | 113 | 19% | \$102,364 |
| HANOVER 28 | 18 | 27% | \$16,306 |
| HARRISON 2 | 693 | 17% | \$627,772 |
| HAXTUN RE-2J | N<16 | N<16 | N<16 |
| HAYDEN RE-1 | N<16 | N<16 | N<16 |
| HINSDALE COUNTY RE 1 | N<16 | N<16 | N<16 |
| HI-PLAINS R-23 | N<16 | N<16 | N<16 |
| HOEHNE REORGANIZED 3 | N<16 | N<16 | N<16 |
| HOLLY RE-3 | N<16 | N<16 | N<16 |
| HOLYOKE RE-1J | 16 | 9% | \$14,494 |
| HUERFANO RE-1 | 19 | 12% | \$17,212 |
| IDALIA RJ-3 | N<16 | N<16 | N<16 |
| IGNACIO 11 JT | 50 | 23% | \$45,294 |
| JEFFERSON COUNTY R-1 | 2,799 | 11% | \$2,535,546 |
| JOHNSTOWN-MILLIKEN RE-5J | 215 | 15% | \$194,763 |
| JULESBURG RE-1 | N<16 | N<16 | N<16 |
| KARVAL RE-23 | N<16 | N<16 | N<16 |
| KEENESBURG RE-3(J) | 88 | 13% | \$79,717 |
| KIM | N<16 | N<16 | N<16 |
| KIOWA C-2 | N<16 | N<16 | N<16 |
| KIT CARSON R-1 | N<16 | N<16 | N<16 |



| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|-----------------------|-----------------------------|--|------------------------------|
| LA VETA RE-2 | N<16 | N<16 | N<16 |
| LAKE COUNTY R-1 | 111 | 36% | \$100,552 |
| LAMAR RE-2 | 31 | 6% | \$28,082 |
| LAS ANIMAS RE-1 | N<16 | N<16 | N<16 |
| LEWIS-PALMER 38 | 109 | 7% | \$98,740 |
| LIBERTY J-4 | N<16 | N<16 | N<16 |
| LIMON RE-4J | 23 | 14% | \$20,835 |
| LITTLETON 6 | 340 | 8% | \$307,998 |
| LONE STAR 101 | N<16 | N<16 | N<16 |
| MANCOS RE-6 | 37 | 24% | \$33,517 |
| MANITOU SPRINGS 14 | 37 | 11% | \$33,517 |
| MANZANOLA 3J | N<16 | N<16 | N<16 |
| MAPLETON 1 | 384 | 17% | \$347,856 |
| MC CLAVE RE-2 | N<16 | N<16 | N<16 |
| MEEKER RE1 | 37 | 17% | \$33,517 |
| MESA COUNTY VALLEY 51 | 599 | 9% | \$542,619 |
| MIAMI/YODER 60 JT | 17 | 24% | \$15,400 |
| MINERAL | N<16 | N<16 | N<16 |
| MOFFAT 2 | N<16 | N<16 | N<16 |
| MOFFAT COUNTY RE:NO 1 | 126 | 19% | \$114,140 |
| MONTE VISTA C-8 | 80 | 27% | \$72,470 |
| MONTEZUMA-CORTEZ RE-1 | 204 | 24% | \$184,799 |
| MONTROSE COUNTY RE-1J | 290 | 18% | \$262,704 |
| MOUNTAIN VALLEY RE 1 | N<16 | N<16 | N<16 |
| NORTH CONEJOS RE-1J | 18 | 7% | \$16,306 |
| NORTH PARK R-1 | N<16 | N<16 | N<16 |
| NORWOOD R-2J | N<16 | N<16 | N<16 |
| OTIS R-3 | N<16 | N<16 | N<16 |
| OURAY R-1 | N<16 | N<16 | N<16 |
| PARK COUNTY RE-2 | 25 | 13% | \$22,647 |
| PAWNEE RE-12 | N<16 | N<16 | N<16 |
| PEYTON 23 JT | N<16 | N<16 | N<16 |
| PLAINVIEW | N<16 | N<16 | N<16 |
| PLATEAU RE-5 | N<16 | N<16 | N<16 |
| PLATEAU VALLEY 50 | 34 | 38% | \$30,800 |



| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|-------------------------|-----------------------------|--|------------------------------|
| PLATTE CANYON 1 | 27 | 10% | \$24,459 |
| PLATTE VALLEY RE-3 | N<16 | N<16 | N<16 |
| PLATTE VALLEY RE-7 | 56 | 18% | \$50,729 |
| POUDRE R-1 | 972 | 11% | \$880,511 |
| PRARIE RE-11 | N<16 | N<16 | N<16 |
| PRIMERO REORGANIZED 2 | N<16 | N<16 | N<16 |
| PRITCHETT | N<16 | N<16 | N<16 |
| PUEBLO CITY 60 | 952 | 16% | \$862,394 |
| PUEBLO COUNTY 70 | 295 | 11% | \$267,233 |
| RANGELY RE-4 | 40 | 21% | \$36,235 |
| RIDGWAY R-2 | N<16 | N<16 | N<16 |
| ROARING FORK RE-1 | 208 | 13% | \$188,422 |
| ROCKY FORD R-2 | 33 | 14% | \$29,894 |
| SALIDA R-32 | 39 | 11% | \$35,329 |
| SANFORD 6J | N<16 | N<16 | N<16 |
| SANGRE DE CRISTO RE-22J | 22 | 24% | \$19,929 |
| SARGENT RE-33J | N<16 | N<16 | N<16 |
| SHERIDAN 2 | 59 | 14% | \$53,447 |
| SIERRA GRANDE R-30 | N<16 | N<16 | N<16 |
| SILVERTON 1 | N<16 | N<16 | N<16 |
| SOUTH CONEJOS RE-10 | 17 | 24% | \$15,400 |
| SOUTH ROUTT RE 3 | 18 | 17% | \$16,306 |
| SPRINGFIELD RE-4 | 17 | 21% | \$15,400 |
| ST VRAIN VALLEY RE 1J | 743 | 8% | \$673,066 |
| STEAMBOAT SPRINGS RE-2 | 86 | 11% | \$77,905 |
| STRASBURG 31J | N<16 | N<16 | N<16 |
| STRATTON R-4 | 23 | 37% | \$20,835 |
| SUMMIT RE-1 | 118 | 10% | \$106,893 |
| SWINK 33 | N<16 | N<16 | N<16 |
| TELLURIDE R-1 | 45 | 15% | \$40,764 |
| THOMPSON R2-J | 359 | 8% | \$325,209 |
| TRINIDAD 1 | 41 | 12% | \$37,141 |
| VALLEY RE-1 | 65 | 10% | \$58,882 |
| VILAS RE-5 | N<16 | N<16 | N<16 |
| WALSH RE-1 | N<16 | N<16 | N<16 |



| District | Number of Eligible Students | % of Eligible Students Based on Total N of Students Assessed | Per-Pupil Intervention Funds |
|------------------------|-----------------------------|--|------------------------------|
| WELD COUNTY RE-1 | 65 | 12% | \$58,882 |
| WELD COUNTY S/D RE-8 | 141 | 20% | \$127,728 |
| WELDON VALLEY RE-20(J) | N<16 | N<16 | N<16 |
| WEST END RE-2 | N<16 | N<16 | N<16 |
| WEST GRAND 1-JT. | 21 | 16% | \$19,023 |
| WESTMINSTER 50 | 910 | 29% | \$824,347 |
| WIDEFIELD 3 | 199 | 7% | \$180,269 |
| WIGGINS RE-50(J) | 23 | 14% | \$20,835 |
| WILEY RE-13 JT | N<16 | N<16 | N<16 |
| WINDSOR RE-4 | 155 | 10% | \$140,411 |
| WOODLAND PARK RE-2 | 63 | 10% | \$57,070 |
| WOODLIN R-104 | N<16 | N<16 | N<16 |
| WRAY RD-2 | N<16 | N<16 | N<16 |
| YUMA 1 | 40 | 16% | \$36,235 |
| STATE TOTAL | 36,420 | 14% | \$32,991,989 |



Appendix B: Early Literacy Grant (ELG) Districts, Schools, and Awards for 2014-2015.

| District | School | Award |
|---|---|--------------|
| Academy 20 | Frontier Elementary, High Plains Elementary, Pioneer Elementary | \$169,207 |
| Adams County School District 50 | Skyline Vista Elementary, Sherrelwood Elementary, Harris Park Elementary | \$451,343 |
| Bennett School District 29J | Bennett Elementary | \$126,592 |
| Bethune School District | Bethune Elementary | \$96,978 |
| Burlington School District Re-6J | Burlington Elementary | \$193,985 |
| Delta County School District | Lincoln Elementary | \$205,222 |
| Denver Public Schools | Cole Arts and Sciences Academy, Cesar Chavez Academy | \$352,155 |
| Harrison School District 2 | Bricker Elementary School, Giberson Elementary School, Stratmoor Hills Elementary School | \$408,168 |
| Jefferson County Public School District | Westgate Elementary | \$240,484 |
| Lamar School District Re-2 | Washington Elementary, Parkview Elementary, Alta Vista Charter School | \$25,339 |
| Mesa County Valley School District | Rocky Mountain Elementary | \$243,428 |
| Morgan County School District Re-3 | Sherman Early Childhood Center, Columbine Elementary | \$335,981 |
| Park County School District Re-2 | Edith Teter Elementary | \$105,846 |
| Re-1 Valley School District | Campbell Elementary, Ayres Elementary, Caliche Elementary | \$374,120 |
| Roaring Fork School District | Basalt Elementary, Crystal River Elementary, Sopris Elementary, Glenwood Springs Elementary | \$554,879 |



Appendix C: Early Literacy Assessment Tool (ELAT) Participating Local Education Agencies (LEAs) 2014-2015

| District Name |
|--|
| Adams County School District 50 |
| Aguilar School District |
| Alamosa School District |
| Archuleta School District 50 JT |
| Arickaree School District R-2 |
| Aspen School District |
| Ault-Highland RE-9 |
| Bayfield School District 10 JT-R |
| Bennett School District 29J |
| Branson School District RE-82 |
| Briggsdale RE-10 |
| Burlington School District Re-6J |
| Calhan School District RJ-1 |
| Campo School District RE-6 |
| Canon City Schools RE-1 |
| Centennial School District R-1 |
| Center School District |
| Charter School Institute - Community Leadership Academy |
| Charter School Institute - Crown Point Academy |
| Charter School Institute - Pikes Peak Prep Charter School |
| Charter School Institute - Pinnacle Charter School |
| Charter School Institute - TR Paul Academy of Arts and Knowledge |
| Cheraw 31 |
| Cheyenne County School District RE-5 |
| Cheyenne Mountain Charter Academy |
| Clear Creek School District |
| Colorado Springs School District 11 |
| Cotopaxi RE-3 |
| Crowley County School District |
| Custer County School District |
| De Beque School District 49JT |
| Deer Trail School District |
| Del Norte School District C-7 |
| Delta County School District |

| District Name |
|---|
| Denver Public Schools - Cesar Chavez Academy |
| Denver Public Schools - Cole Arts and Science Academy |
| Dolores County School District RE-2J |
| Dolores School District RE-4A |
| Douglas County School District |
| Durango School District 9-R |
| Eagle County Schools |
| East Otero R-1 |
| Eaton RE-2 |
| Edison School District |
| Elbert School District 200 |
| Ellicott School District 22 |
| Falcon District 49 |
| Fountain-Fort Carson 8 |
| Fowler School District R-4J |
| Fremont RE-2 |
| Garfield RE-2 |
| Genoa-Hugo School District C-113 |
| Global Village Charter Collaboration |
| Granada School District |
| Greeley 6 |
| Gunnison Watershed School District |
| Hanover School District 28 |
| Harrison School District 2 |
| Haxtun School District RE-2J |
| Hoehne School District R-3 |
| Holly School District RE-3 |
| Holyoke School District RE-1J |
| Hope On Line |
| Huerfano RE 1 |
| Idalia School District RJ-3 |
| Ignacio Schools 11JT |
| Jefferson County Public Schools |
| Julesburg RE-1 |
| Karval School District RE 23 |
| Kim Reorganized RE-88 |
| Kiowa County School District RE-1 |



| District Name |
|--|
| Kiowa Schools |
| Kit Carson School District R-1 |
| Lake County School District |
| Lamar RE-2 School District |
| Las Animas School District |
| Lewis-Palmer School District 38 |
| Limon RE-4J |
| Lone Star School District |
| Mancos School District |
| Manzanola School District |
| McClave School District RE-2 |
| Meeker School District |
| Mesa 51 |
| Miami Yoder School |
| Moffat Consolidated 2 |
| Montezuma-Cortez RE-1 |
| Morgan County School District |
| Mountain Valley School |
| North Conejos School District |
| Northwest Colorado BOCES |
| Otis School District R-3 |
| Ouray School District R-1 |
| Park County School District RE-2 |
| Pawnee School District RE-12 |
| Plainview School District (Kiowa RE-2) |
| Plateau Valley School District 50 |
| Platte Canyon 1 |
| Platte Valley RE-7 |
| Poudre School District |
| Pritchett School District RE-3 |
| Pueblo City Schools |

| District Name |
|--|
| Pueblo County School District 70 |
| Rangely School District RE-4 |
| Ridgway School District |
| Roaring Fork School District |
| Salida School District R-32J |
| Sanford School District |
| Sangre de Cristo |
| Sargent School District |
| School District 27J |
| Sierra Grande School District |
| South Conejos School District |
| Springfield School District |
| Stratton School District R-4 |
| Swink |
| Trinidad School District 1 |
| Vilas School District RE-5 |
| Walsh School District |
| Weld County School District RE-1 |
| Weld County School District RE-3J (Keenesburg) |
| Weld County School District RE-5J (Johnstown Milliken) |
| Weld RE-4 School District (Windsor) |
| Weldon Valley School District RE-20J |
| West End Public Schools RE-2 |
| Wiggins School District RE-50J |
| Wiley School District |
| Woodland Park School District RE-2 |
| Wray School District |
| Yuma-1 |