

# The Colorado READ Act

*An Evaluation of Implementation  
and Outcomes after Year One*



## About the Authors

**Pati Montgomery** is a national educational consultant, author, and researcher specializing in principal and school leadership development. Previously, she was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act. A former teacher, principal, and district administrator, Pati has worked with school principals across the country on effective school practices. Her work is steeped in the belief that in the rapidly changing world of education, administrators must use educational research to ensure they are using proven and evidence-based practices that will increase school effectiveness. Webinar titles for principals have included, Off and Running; The Half-Time Report; How Did We End and Where Do We Start, among others. Pati Montgomery co-authored a book with Melody Ilk and Dr. Louisa Moats called *The Principal's Primer for Raising Reading Achievement*. The book is a guide for principals and school leaders that highlight efficient systems and structures necessary for school-wide improvement in performance.

**Dr. Jan Hasbrouck** is an educational consultant, author, and researcher. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Dr. Hasbrouck worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later working as a professor at Texas A&M University. Dr. Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Dr. Hasbrouck earned her B.A. and M.A. from the University of Oregon and completed her Ph.D. at Texas A&M. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including "The Reading Coach: A How-to Manual for Success," "Differentiated Instruction: Grouping for Success," "RTI for Educational Leaders," "Reading Fluency," and several assessment tools. Dr. Hasbrouck works with the McGraw Hill publishers as an author of their "Treasures" and "Wonders" reading and intervention programs. In 2008, she and her colleague Dr. Vicki Gibson partnered to form Gibson Hasbrouck & Associates with the mission to provide high quality professional development to educators nationally and internationally.

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## Letter from Colorado Succeeds

At Colorado Succeeds, we believe that Colorado is the best place to live and work, and we want it to stay that way. Yet, this great state can only continue its tradition of excellence when all of our children are educated to their greatest potential and all of our businesses have the talented and innovative homegrown workforce they need. Education is the key, and at its foundation is early literacy. It unlocks success for everyone.



We know from research and experience that early literacy is one of the strongest predictors of a student's likelihood to succeed in school and in life. That's why leaders from Colorado's business community collaborated with educators, nonprofit directors, and policymakers in 2011 at the "Learn to Read, Read to Learn Conference" to develop bold strategies for addressing Colorado's early literacy crisis.

Only four years later, many of those same leaders are partnering to commission this study, which provides an analysis of the READ Act as it moves from policy into practice. The results of this research are immensely positive, and we are thrilled to see that the policy's implementation has had a significant impact on the lives of thousands of Colorado students. Across the state, the READ Act has served as a catalyst for parents, teachers, and districts to seriously engage in early literacy efforts.

Yet, we will not be satisfied until all children statewide are receiving needed literacy instruction and supports. We know there is still a wide variance in implementation practices across districts and schools. Thus, the purpose of this study is to identify excellence in implementation and provide a platform for sharing promising practices from some of the state's most talented educators. By elevating the voices of successful educators, we hope to inspire increased collaboration and provide a roadmap to success.

We are immensely grateful for the extraordinary effort that Colorado's educators dedicate to our students every single day. The early literacy gains celebrated in this report are largely due to their incredible work. We also want to acknowledge the leadership of Governor Hickenlooper, Lieutenant Governor Garcia, and the Colorado Department of Education who have focused our state on the importance of early literacy and the need to act urgently. We are grateful for the generous support of the Denver Foundation, Mile High United Way, Piton Foundation, Temple Buell Foundation, and Rose Community Foundation, which made this report possible, and to our partners at A Plus Denver, Catapult, Colorado Children's Campaign, Democrats for Education Reform, and EPIC, who share our commitment to improving early literacy statewide. We look forward to continuing to work arm-in-arm with all education stakeholders to ensure that every child receives the quality education they so sincerely deserve.

Best Regards,

Scott Laband  
*President, Colorado Succeeds*

## Letter from the Lieutenant Governor

In the fall of 2011, Gov. John Hickenlooper and I began working with Colorado legislators to pass HB 12-1238, the Colorado Reading to Ensure Academic Development Act, commonly called the Colorado READ Act. The READ Act represented a continuation of our previous work on early literacy, including *Colorado Reads: The Early Literacy Initiative*, which itself was an outgrowth of a statewide bus tour in which we engaged parents and educators throughout the state about ways to improve reading achievement.



Our goal in passing the READ Act is to help every child in our state become literate by the end of third grade by actively supporting struggling readers. The bill brought together policy makers, non-profit organizations, educators, business leaders, and families to find creative, innovative ways to increase Colorado literacy rates. Importantly, the Act focused on identifying students with significant reading deficiencies, engaged parents in devising reading improvement plans, and provided funding to support intervention.

It has been wonderful to see how the larger education community has embraced the READ Act. Groups like Colorado Succeeds have continued the important work embodied in this policy by commissioning this report—*The READ Act Implementation Study*. The study measures the success of the first year of implementation, provides guidance on best practices, and shares insights from educators on how and what we can improve. This information is critical to the READ Act's current and future effectiveness.

We know that early literacy is a key component of academic and professional success. Research has shown that third-grade students who read at grade level are far more likely to complete high school and move on to post-secondary programs. By challenging our state to continue raising literacy rates, we believe that Colorado can drive student achievement here at home while also serving as a national model for improving literacy and educational success for all children.

I would like to take this opportunity to thank the Office of Literacy at the Colorado Department of Education for effectively implementing the READ Act, especially Executive Director Alisa Dorman and former Executive Director Pati Montgomery.

Sincerely,

Joe Garcia,  
*Lieutenant Governor of the State of Colorado*

# Executive Summary

In 2012, a large coalition of community, business, and education leaders came together to support an innovative early literacy policy that resulted in the enactment of the Colorado READ Act. The READ Act was designed to help ensure that all students become competent readers by the end of third grade. It was implemented in Colorado schools for the first time during the 2013-2014 school year.



Colorado's most recent third grade reading results show that literacy continues to be an area in dire need of improvement. Third grade reading results went down statewide in 2014, with just over 71% of students scoring proficient or above. Only 56% of African-American and Latino students scored proficient or above. Despite the statewide drop, there are numerous schools and districts across the state that are experiencing significant improvement. In many ways, this stark contrast between aggregated statewide data and individual school and district data was the impetus for this study. Early literacy champions wanted to understand the promising practices that were

working in specific schools and districts so that they could be shared and adopted across Colorado.

Specifically, the purposes of this evaluation study were to (1) determine if the READ Act successfully reduced the number of students with a significant reading deficiency (SRD) after its first full year, (2) highlight and share best practices from educators serving in a wide variety of schools across the state, and (3) make recommendations about possible changes or revisions to the READ Act.

We examined READ Act student assessment data, sent a survey to 120 districts and schools that had reduced their numbers of students with an SRD, and conducted in-depth case studies of four successful schools and one district.

After only one year of implementation, we uncovered some encouraging results:

- The majority of Colorado schools reduced the number of students with an SRD. Many schools have seen dramatic reductions in the overall number of students with an SRD and shrinking achievement gaps among students from various subgroups.
- Statewide, the number of students with an SRD was reduced from 16% in 2013 to 14% in 2014, resulting in nearly 5,000 fewer students with a significant reading deficiency.
- The percentage of English language learners statewide with an SRD fell from 35% to 27%. The percentage of SRDs among African American, Latino, and low income students decreased as well.

Four primary factors were identified as having contributed to the success of so many schools in just one year: (1) the systematic use of student performance data, (2) professional development of teachers and staff that aligned to the READ Act, (3) the use of high-quality instructional materials from the recommended list provided by the Colorado Department of Education (CDE), and (4) following the goals and mandates of the READ Act.

**The READ Act is making an incredibly positive impact in the lives of thousands of Colorado kids after just one year. This study's findings indicate that the state should continue to build on the early success of this innovative program and support its continued implementation.**

# The Colorado READ Act

## Background

In May 2012, Governor Hickenlooper signed the Colorado Reading to Ensure Academic Development Act, or Colorado READ Act. The primary goal of the READ Act was to make sure that all students are competent readers by spring of their third-grade year and are ready to “achieve the academic standards and expectations applicable to the fourth-grade curriculum” (H.R. 1238, 68th Leg., 2nd Reg. Sess. Co., 2012).

Early literacy is crucial for the success of any society. Too many at-risk students and those whose families live in poverty read below grade level. This deficit contributes to their lack of academic achievement across all grade levels and often leads to students leaving high school before graduation (Alexander & Entwisle, 1996). Children with low literacy levels who drop out often lead a life plagued by poverty, crime, and unemployment. “On average, welfare recipients ages 17 to 21 read at the sixth-grade level, well below what is needed to earn a living wage. In fact, 43% of those with lowest literacy skills live in poverty” (U.S. Department of Education, 1999, p. 13). Seventy percent of prisoners possess the two lowest levels of reading proficiency (National Institute for Literacy, 1998).

Despite being the 2nd most educated state in the nation (U.S. Census Bureau in the Community Survey, 2013), Colorado’s students rank 11th in the nation—receiving similar scores as 17 other states—on the 4th grade reading assessment administered by the National Assessment of Educational Progress (NAEP). Based on NAEP, there is a 27-point difference between Colorado’s Hispanic students and Anglo students in reading proficiency. Only five states have a larger achievement gap. There is a 34-point difference between Colorado’s African-American students and Anglo students in reading proficiency. Only two states have a larger achievement gap.

Clearly, poor reading skills affect society as well as the individual. By focusing on students’ early literacy skills, it is evident that Colorado could be doing better for our state’s youth. The READ Act has the potential to play an important role in improving these outcomes for students, families, and the state as a whole.

The READ Act requires that all kindergarten through third-grade students be assessed early in the school year to identify potential reading deficiencies. In the first year of implementation, schools were required to use one of three tests previously approved for the Colorado Basic Literacy Act (CBLA). The options available included the *Developmental Reading Assessment 2nd Edition* (DRA), DIBELS (either DIBELS Next or DIBELS 6th Edition), or the *Phonological Awareness Literacy Screening* (PALS). (Note: the DRA can only be used for READ Act assessments through the spring of 2015.) In 2013, the State Board of Education approved seven different testing options, from which schools can choose to administer.

For every student identified by the assessment as having a “significant reading deficiency” (SRD), the local education provider must create a READ Plan that describes the nature of the student’s reading deficiency and specific actions that the school staff members and parents will take to remedy that deficiency. The READ Act also requires teachers, school administrators, and parents to meet each year to discuss retaining students who, up until the fourth grade, have an SRD. The purpose of retaining these students would be to ensure they gain the reading skills necessary to fully participate at the next grade level. Additionally, all schools that serve a K-3 population must identify strategies within their school’s Unified Improvement Plan (UIP) to reduce the number of students who have an SRD. These school improvement plans must also include targeted and attainable goals for decreasing the number of students who have an SRD in each grade level.

## Results from Baseline Assessments in 2012-2013

The READ Act requires the Colorado Department of Education (CDE) to provide an annual report summarizing the data collected each spring showing the number of students with a significant reading deficiency (SRD) across the state. The initial report, written at the end of the first round of READ Act assessments, provided baseline assessment data showing the number of students with an SRD before the READ Act was implemented (Roccograndi, 2013). Of all students initially tested in that first round of READ Act assessments, 16% of students statewide were identified with an SRD. Results also

showed that male students were more likely to be identified with an SRD than female students (18% compared to 14%). Students receiving special education (SPED) services were more likely to be identified with an SRD than their non-eligible peers (49% compared to 14%). Students eligible for FRL were more likely to be identified with an SRD than their non-eligible peers (26% compared to 9%). Non-English proficient (NEP) students were more likely to be identified with an SRD than non-NEP students (47% compared to 14%). Limited-English Proficiency (LEP) students, or students whose native language is not

English, were more likely to be identified with an SRD than non-LEP students (27% compared to 15%). American Indian/Alaska Native, Black/African American, and Hispanic/Latino students were more likely to be identified with an SRD than their Asian, White, Native Hawaiian/Other Pacific Islander, and multi-racial peers (26%, 22%, and 26% compared to 12%, 10%, 12%, and 13%). This initial data underscores the need for the READ Act’s targeted interventions and supports, particularly for historically underserved subgroups.

# Purpose and Method of this Evaluation Study

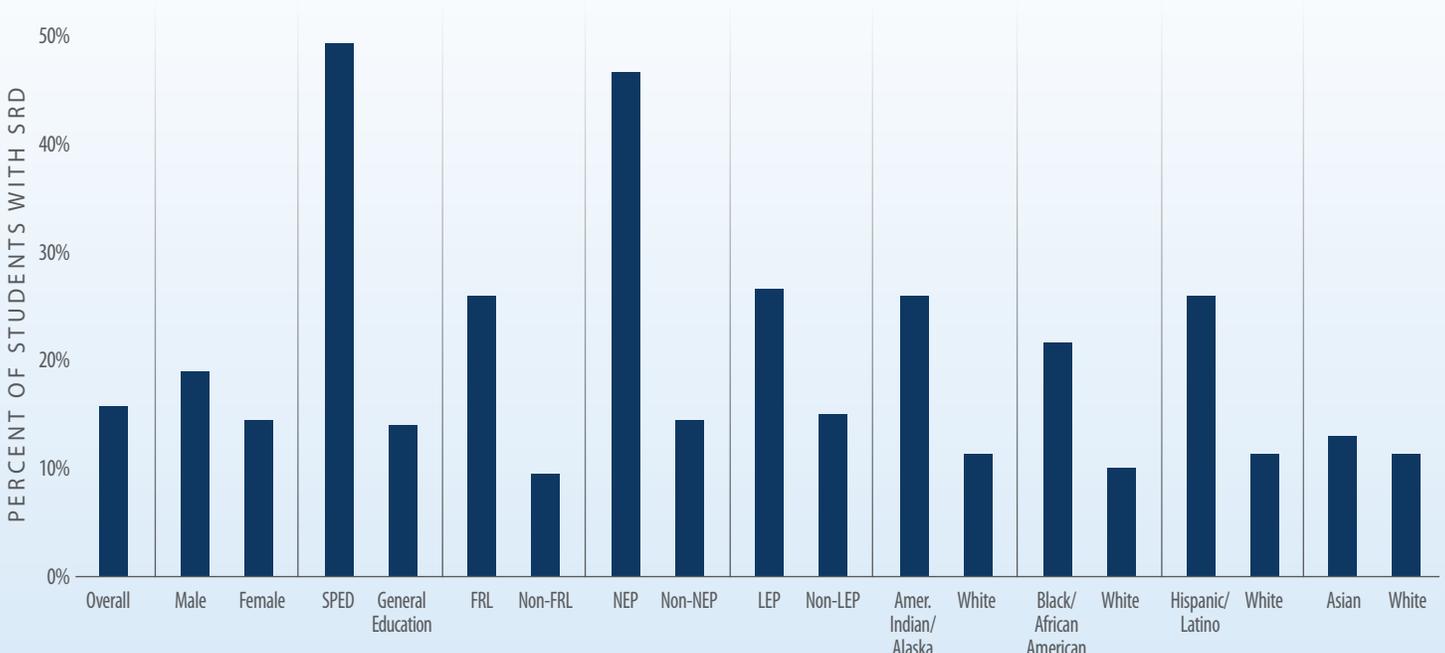
## Purpose

The purpose of this evaluation study was, first, to determine if there were schools in Colorado in which the number of students with an SRD declined after one year of READ Act implementation and, second, to determine what factors may have contributed to these schools' success. A third goal for the evaluation study was to make suggestions about possible changes or revisions to the READ Act based on the experiences of districts and schools. Through this process, we identified many best practices that public educators can use for implementation and replication in their own schools.

## Method

To address the three-part purpose of this evaluation, we collected data from three sources: (a) READ Act student assessment data, (b) surveys sent to successful districts and schools, and (c) case studies of four particularly successful schools and one district, completed by conducting site visits and interviews of key personnel.

## Students with an SRD Before the Read Act (2012-13 SY)



## READ Act Student Assessment Data

To evaluate the outcomes of the first-year implementation of the READ Act, we needed to determine if schools were able to reduce the number of students with an SRD from one year to the next. We began by obtaining the READ Act baseline assessment data results from the Office of Literacy at the CDE for every district and school from the spring assessments in 2013 (before the READ Act was fully implemented) and 2014 (after the first year of official READ Act implementation). For both periods, that data included the:

- total number of students enrolled at the end of that school year;
- number of students assessed for the READ Act;
- number of students exempt from assessments;
- number of students identified as having an SRD, including:
  - total students with an SRD
  - by grade (1/2 day and full day kindergarten; grades 1, 2, 3)
  - by sub-group (English Language Learners [ELL], Hispanic/Latino, African-American/Black, Special Education [SPED], and students receiving Free or Reduced Lunch [FRL]).



## Survey

To determine the factors that might have contributed to the success of districts and schools in reducing the number of students with an SRD, a survey was created and sent out to 120 districts and schools that (a) had shown the greatest reduction in SRD numbers and (b) had consistent numbers of students reported from year one to year two. The survey sought to get a clear picture into the early literacy practices employed in successful schools serving a wide variety of student populations.

## Case Studies

In addition to the READ Act data provided by CDE and the information collected from the survey, site visits were made to a sample of successful elementary schools around the state to identify how the READ Act played a role in helping these schools improve their literacy instruction. Given the timeline of this evaluation and resources available, we narrowed the number of school visits to four. We conducted site visits at:

- *Cole Arts and Science Academy (CASA)* in the Denver Public Schools District;
- *Edith Teter Elementary* in the Park County School District RE-2 in Fairplay;
- *Rocky Mountain Classical Academy* in the Falcon 49 School District in Colorado Springs; and
- *Idalia Elementary* in the Idalia RJ-3 School District in Idalia.

These four schools were selected in part to reflect some of the ethnic, demographic, organizational, and geographic diversity represented in Colorado's schools. Three of the schools are traditional public schools and one (Rocky Mountain Classical Academy

in Falcon District 49) is a charter school. Edith Teter operates on a four day per week schedule; the others follow the more traditional five day per week plan. Cole Academy is an urban school in Denver; Edith Teter is a rural mountain school; Rocky Mountain Academy is located in the suburbs of Colorado Springs; and Idalia Elementary School is located in a very small town near the Kansas border. These schools serve students from a wide variety of demographic categories (see chart below), but all share a strong belief in the power of good instruction, driven by data-informed decisions. We also interviewed Mat Aubuchon, Director of Early Childhood Education from the Westminster (Adams) 50 School District outside Denver, to provide a district perspective.

School/District	K-3	White	Hispanic	Black	ELL	SPED	FRL
<b>Cole Academy</b>	301	22%	68%	10%	47%	14%	90%
<b>Edith Teter</b>	121	83%	11%	NA	NA	NA	54%
<b>Rocky Mountain</b>	359	62%	17%	NA	NA	7%	17%
<b>Idalia</b>	64	77%	23%	0%	NA	NA	53%
<b>Westminster 50</b>	3,146	18%	73%	1%	45%	12%	82%

NA = fewer than 16 students in that category so no data reported by CDE

An interview protocol was developed with five categories of questions related to READ Act assessments, instruction, decision-making processes, professional development (PD), and parent involvement. Each school and district was also asked to provide any other additional information they thought might be helpful and share general stories about their experiences with the READ Act. (See Appendix D for a copy of the interview protocol). At each site, we spoke with the building principal, school headmaster or superintendent/principal, and often other staff members including classroom teachers and specialists.

# Student Assessment Data

## Results

After one year of statewide implementation, all student demographic subgroups showed a reduction in the number of students having an SRD with the exception of students in special education. The largest decrease in SRD identification statewide was for ELL students (an eight percentage point reduction). Overall, the assessment data showed that Colorado schools reduced the number of students with an SRD from 16% in 2013 to 14% in 2014, a reduction of two percentage points or 4,950 fewer students with significant reading deficiencies.

A majority of the school districts (105 of 179 districts; 59%) reported at least some reduction in the percentage of students with an SRD, ranging from a decrease of 1% up to an astonishing 42%. Of these 105 successful districts, we identified 15 that made a large reduction (at least 8%) in the percentage of students identified as having an SRD after just one year of implementation.

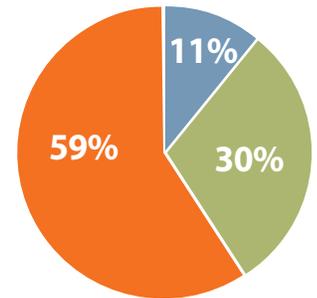
### *A note about the data in this report:*

The assessment results provided by CDE were not always easily interpreted and we recognize the statistical and psychometric limitations associated with analyzing data from a single year of implementation. Some districts showed a significant and unexplained discrepancy in the number of students in a particular category from one year to the next. Schools with a discrepancy of more than 10% of the students tested with no corresponding change in the overall population were excluded from this analysis. Also, CDE does not provide specific numbers when a sub-group population is less than 16 students. Thus, schools with very small, unreported numbers were also excluded from this evaluation.

### Change in SRD Percentage Among Districts

(2012-13 to 2013-14)

- More SRDs
- Fewer SRDs
- No Change



The charts below highlight districts with the largest differences of students identified as having an SRD from 2012-13 to 2013-14. Put simply, these districts are the top performers.

## Changes in SRD by Subgroups (2012-13 to 2013-14)

Statewide changes in the percentage of students with an SRD.

Student Sub-group	K-3 Students EOY 2012-13	Number of K-3 Students READ-Act Tested 2012-13	Number of K-3 Students with SRD 2012-13	Percentage of Students with SRD 2012-13	K-3 Students EOY 2013-14	Number of K-3 Students READ-Act Tested 2013-14	Number of K-3 Students with SRD 2013-14	Percentage of Students with SRD 2013-14	Difference from 2012-13 to 2013-13
All K-3	268,100	260,323	42,456	16%	270,680	261,343	37,506	14%	-2%
½ Day Kindergarten		20,862	1,248	6%		17,822	1,210	7%	1%
Full-Day Kindergarten		38,386	3,161	8%		47,411	2,921	6%	-2%
1st Grade		66,393	13,141	20%		66,309	11,619	18%	-2%
2nd Grade		65,152	12,303	19%		65,419	10,536	16%	-3%
3rd Grade		64,043	12,241	19%		64,382	11,220	17%	-2%
FRL Students		115,489	29,757	26%		110,589	25,012	23%	-3%
SPED Students		21,386	10,028	47%		27,320	13,016	48%	1%
Latino Students		86,901	22,819	26%		88,688	19,375	22%	-4%
Black Students		11,918	2,619	22%		12,042	2,444	20%	-2%
ELL Students		47,388	16,430	35%		48,681	13,336	27%	-8%

**NOTE:** There was a population increase of 2,580 K-3 students in Colorado schools in the 2013-14 school year from 2012-13. An additional 1,021 K-3 students were tested in the 2013-14 school year. There was a reduction of students identified as having an SRD by 4,950 students which reduced the percentage of students identified with a significant reading deficiency (SRD) by two percentage points.

Districts with a large reduction in the percentage of students with an SRD.

Districts Overall Reducing Students with an SRD	Number of K-3 Students EOY 2012-13	Number of K-3 Students Tested 2012-13	Number of K-3 Students with an SRD 2012-13	Percentage of Students with an SRD 2012-13	Number of K-3 EOY Students 2013-14	Number of K-3 Students Tested 2013-14	Number of K-3 Students with an SRD 2013-14	Percentage of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
<b>Adams County 14</b>	2363	2317	685	30%	2383	2324	420	18%	- 12%
<b>Campo</b>	17	17	<16	29%	<16	<16	<16	14%	- 15%
<b>Idalia Rj-3</b>	61	61	<16	20%	64	61	<16	3%	- 17%
<b>Karval Re-23</b>	24	24	<16	54%	29	26	<16	12%	- 42%
<b>Mancos RE-6</b>	127	127	43	34%	127	127	30	24%	- 10%
<b>Park County RE-2</b>	222	219	49	22%	199	196	24	12%	- 10%
<b>Plateau RE-5</b>	44	44	<16	11%	40	40	0	0%	- 11%
<b>Primero Reorganized</b>	51	49	17	35%	54	49	0	0%	- 35%
<b>Sargent RE-33J</b>	135	133	27	20%	125	125	<16	8%	- 12%
<b>Weldon Valley RE-20 (J)</b>	55	55	<16	20%	54	53	<16	4%	- 16%

Districts that had the largest reduction in the percentage of ELL students with a significant reading deficiency.

Districts Reducing ELL Students with an SRD	Number of K-3 Students EOY 2012-13	Number of K-3 Students Tested 2012-13	Number of Students with an SRD 2012-13	% of Students with an SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of K-3 Students Tested 2013-14	Number of Students with an SRD	Percent of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
<b>Adams County 14</b>	2363	1309	423	32%	2383	1254	262	21%	- 11%
<b>Durango 9-R</b>	1582	88	33	38%	1617	90	26	29%	- 9%
<b>Fort Morgan RE-3</b>	908	307	87	28%	901	323	61	19%	- 9%
<b>Roaring Fork RE-1</b>	1704	752	318	42%	1763	801	232	29%	- 13%
<b>St Vrain Valley RE 1J</b>	9297	1668	713	43%	9420	1756	484	28%	- 15%
<b>Summit RE-1</b>	1105	365	115	32%	1135	374	84	22%	- 9%
<b>Westminster 50</b>	3153	1458	645	44%	3146	1430	500	35%	- 9%

Districts that had the largest reduction in the percentage of free and reduced lunch students with a significant reading deficiency.

Districts Reducing FRL Students with an SRD	Number of K-3 Students EOY 2012-13	Number of K-3 FRL Students Tested 2012-13	Number of K-3 FRL Students with an SRD 2012-13	Percentage of FRL Students with an SRD 2012-13	Number of K-3 EOY Students 2013-14	Number of K-3 FRL Students Yested 2013-14	Number of K-3 FRL Students with an SRD 2013-14	Percentage of FRL Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
<b>Adams County 14</b>	2363	2308	609	26%	2383	2126	400	19%	- 7%
<b>Garfield</b>	312	190	64	34%	302	178	44	25%	- 9%
<b>Mancos</b>	127	84	32	38%	127	83	22	27%	- 9%
<b>Weld County RE 3</b>	705	405	113	28%	736	408	79	19%	- 9%
<b>Westminster 50</b>	3153	2535	986	39%	3146	2577	779	30%	- 9%

Districts that had the largest reduction in the percentage of Latino students with a significant reading deficiency.

Districts Reducing Hispanic Students with an SRD	Number of K-3 Students EOY 2012-13	Number of Latino K-3 Students Tested 2012-13	Number of Latino K-3 Students with an SRD 2012-13	Percentage of Latino Students with an SRD 2012-13	Number of K-3 EOY Students 2013-14	Number of K-3 Latino Students Tested 2013-14	Number of K-3 Latino Students with an SRD 2013-14	Percentage of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
<b>Adams County 14</b>	2363	1905	571	30%	2383	1903	356	19%	- 11%
<b>Archuleta County 50 JT</b>	446	147	22	15%	398	145	N/A	5%	- 10%
<b>Ault-Highland RE-9</b>	230	74	31	42%	202	67	20	30%	- 12%
<b>Roaring Fork RE-1</b>	1704	858	331	39%	1763	921	248	27%	- 13%

More complete district results can be found in Appendix B.

In addition to districts, we also examined the SRD reduction rates for individual schools. We identified 14 schools that dramatically reduced (by at least 20 percentage points) the percentage of students with an SRD after the first year of implementation. In addition, we identified schools with a significant reduction in students with an SRD by each sub-group.

The charts below each highlight five schools that significantly reduced the percentage of students with an SRD. These are just some of the top performing schools in Colorado. To see the full list of top performing schools, see Appendix C.

Schools Reducing the Number of Students with an SRD 2012-13 to 2013-14	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of Students with SRD 2012-13	Percentage of Students with SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of Students with SRD 2013-14	Percentage of Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Denver County 1, Bryant Webster	193	191	68	36%	193	192	27	14%	-22%
Denver County 1, Cole Academy	315	305	137	45%	301	287	65	23%	-22%
Falcon 49, Rocky Mt Academy	449	341	111	36%	359	345	41	12%	-24%
Primero Reorg 2, Primero Elem	51	49	17	35%	54	49	0	0%	-35%
St Vrain Valley Re 1J, Indian Pks Elem	265	265	157	59%	258	256	90	35%	-24%

Schools that significantly reduced the percentage of ELL students with an SRD.

Schools Reducing the Number of Students with an SRD from 2012-13 to 2013-13	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of ELL Students with SRD 2012-13	Percentage of ELL Students with SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of ELL Students with SRD 2013-14	Percentage of ELL Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Denver County 1, Archuleta	356	211	99	47%	366	225	37	16%	-31%
Denver County 1, Valverde	241	161	99	61%	247	174	49	28%	-33%
Denver County 1, Barnum Elem	300	171	125	73%	303	188	42	22%	-51%
Denver Cnty 1, Bryant Webster	193	119	55	46%	193	127	16	13%	-33%
Denver County 1, Colfax Elem	227	100	50	50%	235	104	19	18%	-32%
Denver Cnty 1, Goldrick Elem	402	281	121	43%	398	283	38	13%	-30%
St Vrain Valley Re 1J, Indian Peaks	265	229	152	66%	258	228	84	37%	-29%
St Vrain Valley Re 1J, N Ridge Elem	260	164	75	46%	238	168	33	20%	-26%

Schools that have an African-American/Black student K-3 population of at least 10% and have reduced the percentage of African-American students with an SRD.

Schools Reducing the Number of African-American Students from 2012-13 to 2013-14	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of Students with SRD 2012-13	Percentage of Black Students with SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of Black Students with SRD 2013-14	Percentage of Black Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Adams-Arapahoe 28J, Iowa Elem	321	65	17	26%	314	68	N/A	9%	-17%
Adams-Arapahoe 28J, Park Lane	229	29	N/A	34%	224	27	N/A	19%	-15%
Denver County 1, Valverde Elem	241	236	129	55%	247	244	77	32%	-23%

<b>Falcon 49, Rocky Mt Classical Academy</b>	449	341	111	33%	359	345	41	12%	-21%
<b>St Vrain Valley Re 1J, Indian Pks Elem</b>	265	265	157	59%	258	256	90	35%	-24%

Schools that significantly reduced the percentage of Hispanic/Latino students with an SRD.

<b>Schools Reducing the Number of Hispanic/Latino Students with an SRD from 2012-13 to 2013-14</b>	<b>Number of K-3 Students at EOY 2012-13</b>	<b>Number of Students READ Act Tested 2012-13</b>	<b>Number of Students with SRD 2012-13</b>	<b>Percentage of Hispanic Students with SRD 2012-13</b>	<b>Number of K-3 Students EOY 2013-14</b>	<b>Number of Students READ Act Tested 2013-14</b>	<b>Number of Hispanic Students with SRD 2013-14</b>	<b>Percentage of Hispanic Students with SRD 2013-14</b>	<b>Percentage Points Difference from 2012-13 to 2013-14</b>
<b>Denver Cnty 1, Cole Acad</b>	315	216	96	44%	301	205	41	20%	-24%
<b>Denver Cnty 1, Archuleta</b>	356	255	102	40%	366	269	36	13%	-27%
<b>Denver Cnty 1 Goldrick</b>	402	343	138	40%	398	343	54	16%	-24%
<b>Denver Cnty 1, Farrell B. Howell Ece-8</b>	320	241	101	42%	329	255	21	8%	-34%
<b>Denver Cnty 1, Valverde</b>	241	208	119	57%	247	214	61	29%	-28%
<b>St Vrain Valley Re 1J, Indian Peaks</b>	265	245	155	63%	258	243	88	36%	-27%

Schools that significantly reduced the percentage of free and reduced lunch students with an SRD.

<b>Schools Reducing the Number of FRL Students with an SRD from 2012-13 to 2013-14</b>	<b>Number of K-3 Students at EOY 2012-13</b>	<b>Number of Students READ Act Tested 2012-13</b>	<b>Number of FRL Students with SRD 2012-13</b>	<b>Percentage of FRL Students with SRD 2012-13</b>	<b>Number of K-3 Students EOY 2013-14</b>	<b>Number of Students READ Act Tested 2013-14</b>	<b>Number of FRL Students with SRD 2013-14</b>	<b>Percentage of FRL Students with SRD 2013-14</b>	<b>Percentage Points Difference from 2012-13 to 2013-14</b>
<b>Brighton 27J, South Elem</b>	363	299	110	37%	356	272	45	17%	-20%
<b>Denver Cnty 1, Bryant Webster</b>	193	171	65	38%	193	167	26	16%	-22%
<b>Denver Cnty 1, Cole Acad</b>	315	285	134	47%	301	270	64	24%	-23%
<b>Denver Cnty 1, Dcis At Ford</b>	417	395	213	54%	381	372	93	25%	-29%
<b>Denver Cnty 1, Goldrick</b>	402	365	140	38%	398	374	59	16%	-22%
<b>Denver Cnty 1, Farrell B. Howell Ece-8</b>	320	273	110	40%	329	294	31	11%	-29%
<b>Denver Cnty 1, Smith Renaiss</b>	253	229	109	48%	247	238	64	27%	-21%
<b>Denver Cnty 1, Valverde</b>	241	232	125	54%	247	240	76	32%	-22%

## Takeaways

The READ Act appears to be having the greatest positive impact for students who are often identified as being most at-risk for reading difficulties. As an example, 35% of ELL students had an SRD before the READ Act, and 27% of ELL students had an SRD after one year of implementation. The number of free and reduced lunch students with an SRD fell from 26% to 23%. Though these reductions are to

be celebrated, the number of students in various at-risk categories with an SRD is still significantly higher than their peers. In order to close the achievement gap between underserved student subgroups and their peers, the positive trends in this first year will need to be continued and enhanced.

# Surveys of Districts & Schools

## Results

A survey was sent to 120 successful schools to gain insights into the tools, strategies, and methods that lead to significant reductions in the number of students with an SRD. The survey included six topics relating to the READ Act:

1. **Assessments:** The actual assessments used, duration of time to administer assessments, and the use of progress monitoring tools.
2. **Interventions:** The frequency and duration of time spent on interventions and the manner in which student-specific interventions were administered.
3. **Instructional Programming:** The amount of time spent on literacy and the materials that were used in the teaching of literacy.
4. **Resources:** How schools and districts used their READ Act funds.
5. **READ Plans:** The primary areas in which parents were involved in the creation of the plan.
6. **Feedback for Improvement:** Specific feedback on what was working and what could be enhanced or changed within the READ Act itself.

### *The Early Literacy Assessment Tool Project*

The 2012 Colorado School Finance Act required CDE to select a contractor and pay for an early literacy assessment tool that teachers may use when implementing the READ Act. The program is intended to support the state purchase of software that provides individualized assessments with immediate results, stores and analyzes those results, and recommends activities based on those results.

After a competitive bidding process in 2013, Amplify (formerly Wireless Generation)—for its DIBELS Next system and Burst diagnostic reading assessments—was chosen as the state-provided assessment. The current funding for the project covers the cost of the online software license and training for teachers and schools.

To learn more about the program please visit CDE's website at: <http://www.cde.state.co.us/coloradoliteracy/readact/assessment-tool#sthash.0lmjqzw.dpuf>

Of the 120 surveys sent to Colorado schools and districts that had reduced the number of students with an SRD, 23 were completed and returned, a rate of just under 20%.

Survey respondents unanimously indicated that they were teaching literacy for at least 90 minutes each day, a significant shift for many Colorado schools. Despite statewide concerns regarding students being over-assessed, **100% of survey respondents overwhelmingly indicated that the data collected using the assessments required by the READ Act was making a significant and meaningful impact on their teaching practices.** Ninety-five percent of respondents indicated that their teachers were using the data to (a) identify which students needed intervention, (b) target specific skills to be taught, (c) adjust their instructional focus over time, and (d) group and regroup students appropriately for instruction.

The specific assessments being used by survey respondents varied, but all were using one or more of the interim assessments approved by CDE. The vast majority of schools were using DIBELS and also were participating in the Early Literacy Assessment Tool Project. Time spent to administer assessments was fairly consistent across grade levels. Because numerous schools were using more than one assessment, the schools using the most assessments were therefore spending the most time testing at each grade level. Overall, the least amount of time spent on assessments was in kindergarten and





first grade while the largest amount of time spent on assessments occurred in the second and third grades.

Though there was a wide variety of both interventions and instructional materials being used, 42% of the districts indicated they were using an intervention from the CDE list of advisory instructional programming (see the Toolkit section in Appendix A at the end of this report for a list of assessments, instructional materials, and professional development services used by the successful schools in the case studies). Other innovative interventions, like the Colorado Reading Corps, also had a large impact (for more information on the Colorado Reading Corps, see Appendix E).

In addition, results from the survey indicated that in most cases (79%) parents are receiving updates regarding their child's progress

on the READ Plan several times a year. In 47% of the districts, parents give input into the help they will provide the student at home and in 42% of districts, parents give input into the goals and strategies for the READ Plan. Seventy-nine percent of survey respondents indicated the READ Act either somewhat or significantly changed the literacy outcomes for students and 79% also said the READ Act improved teachers' instructional practices and understanding of early literacy. One respondent stated, "Our instructional practices have changed a great deal since the inception of the READ Act." And another wrote that, "We have devoted more time to team meetings and discussing data as well as refined our Response to Intervention (RtI) process. We are now able to provide tutoring and summer school." By regularly using the data as required through the READ Act, multiple schools remarked how their RtI process had been enhanced.

## Takeaways

Though respondents represent a small percentage of schools statewide, survey results indicate that schools making a significant reduction in the number of students with an SRD are teaching literacy at least 90 minutes per day, five days per week. This appeared to be a change in practice for these schools. Further, data gathered from the required READ Act assessments is making a difference in the teaching of students by pinpointing student need, targeting specific inter-

ventions for students, and enabling group instruction—a welcome change to K-3 classrooms across the state. These changes in the use of assessment at regular intervals throughout the year are making a significant impact in schools to significantly reduce the number of students with an SRD. This was corroborated further in the case studies and interviews described in the following pages.

# Case Studies: *Four Schools & One District*

## Results

In order to more completely understand how the READ Act helped schools reduce their numbers of students with an SRD, we visited four schools and one district to conduct in-person interviews and site visits. In every case, the schools and district we visited were excited to be recognized for their success in reducing the number of students with an SRD. All were enthusiastic about the READ Act

and felt that the guidelines (and even the mandates) of the READ Act were helpful in guiding their work to identify students who might need extra assistance in learning to read. The table below displays the percentage point difference in students identified with an SRD from the 2012-13 school year to the 2013-14 school year in the four case study schools and district.

School/District	Total SRD Change 2012-13 to 2013-14	FRL	SPED	Hispanic	ELL	Black
Cole Arts & Science Academy	-22%	-23%	-3%	-24%	-25%	-25%
Edith Teter	-11%	-16%	-12%	-9%	-33%	NA
Rocky Mt.	-24%	-23%	-17%	-18%	-29%	-13%
Idalia	-16%	-12%	NA	-5%	NA	NA
Westminster 50	-8%	-9%	-10%	-11%	-9%	-16%

NA = fewer than 16 students in that category so no data reported by CDE

## Schools Examined in the Case Studies

### *Cole Arts & Science Academy (CASA), Denver Public Schools*

Cole Academy is housed in a historic building in the Cole and Whittier neighborhoods off of Martin Luther King Jr. Blvd. and Downing St. in Denver. Cole serves pre-K through fifth-grade students and is a recipient of one of the Early Literacy Grants from CDE. We spoke with Cole’s principal Ms. Jennifer Jackson and visited a number of classrooms engaged in reading instruction. We were joined in the interview and classroom visits by a CDE Office of Literacy Technical Assistant (TA), one of seven TAs whose services are provided to schools to support the successful implementation of the READ Act.

The principal remarked that Cole, for several years, saw changes to its academic program and leadership and dealt with safety issues, such as gangs in the neighborhood. One parent even shared his experience of being recruited to join a gang in a hallway at the school. Cole now serves an important role in the community; a community in which Ms. Jackson reported “40% of parents are low or non-literate.” Ms. Jackson has been

inspired by a quote she attributed to Dr. Martin Luther King, “This is a revolution. There is no retreat in a revolution.” The “revolution” at Cole was to achieve 100% literacy success with the students. The principal purchased t-shirts for her staff that read “Revolutionary” to help keep them inspired and focused on their shared mission. Her guiding vision for the school is that “the entire staff are reading teachers.” She stated more than once during the interview that while Cole has clearly made some big improvements, her focus now was on “tiny, intentional moves” toward even greater success.

### *Results from Interview*

**ASSESSMENTS** Ms. Jackson reported that teachers previously spent too much time administering the DRA but now embrace the use of CDE-approved assessments for benchmark screening (three times yearly) and progress monitoring of students. It has become part of their classroom experience. With the help of their CDE-provided TA, the school began using DIBELS effectively and enthusiastically. The TA reported that teachers seemed to understand what the data was telling them and were using it to

inform their instructional decision making (program placements for students, grouping/regrouping decisions, etc.).

Their data teams meet every Thursday to collaboratively share their data and “inspire each other.” The principal also attends these meetings. She reported that there was no sense of intimidation or threat among the teachers as they openly shared their data with colleagues. In fact, if a teacher sees that a colleague’s students are succeeding, they will say “I’ll try that!” The principal noted they will start using Bambrick-Santoyo’s (2010) guide for using data to improve instruction in the upcoming school year. A “turn around” came in December that “charged everyone up” when the principal shared the overall improvement in students’ reading as evidenced by the results of the fall benchmarking assessment. Ms. Jackson says that teachers are using data to motivate attendance at parent/teacher conferences.

**INSTRUCTION** Both the CDE TA and the principal remarked that Cole’s staff was highly motivated. For example, Ms. Jackson stated that “night and day, our goal is to bring best practices to life in every grade level, not just K-3.” Cole is using the teacher evaluation protocol developed by Denver Public Schools rather than the Colorado Teacher Rubric; the principal reported that it aligned well with effective reading instruction. She reported that a great deal of emphasis had been placed on scheduling, small group instruction, using the core reading program, and providing extra assistance through a strategy known as “flooding,” which calls for the special education teacher, Title I teacher, and para-educators to go into each classroom during small group literacy time and provide extra support services to students who are at-risk and on Individual Education Plans (IEPs).

**DECISION MAKING** Ms. Jackson uses a grassroots decision making process and has a leadership team to help execute this strategy. To serve on the leadership team teachers need to receive a certain level on their DPS evaluation and then apply to be on the leadership team for the school. Each member of the leadership team receives a \$5,000 stipend.

**PROFESSIONAL DEVELOPMENT** Cole staff has received professional development using materials and training provided by CDE. The principal remarked that her staff “needed more such trainings but it was hard to fit it into the school year.” They also are providing coaching to teachers and plan to continue to support coaching even when grant funds are no longer available to specifically support that effort. Ms. Jackson reported that she feels that Cole has received a lot of support for READ Act implementation in part because Cole is a recipient of one of the Colorado Early Literacy Grants but also because Cole “is very good about asking for help.” She indicated that the school would like to have literacy support in upper grades as well as K-3 and more resources to fund the training of teachers.

**PARENT INVOLVEMENT** The principal reported that there are large numbers of parent volunteers who work with students and do outreach to other parents. Many of the parents were raised in this neighborhood and take great pride in how this school is succeeding. This may be evidenced by the 94.8% average daily attendance rate for students. Cole works with Together Colorado, a non-partisan community organization that trains and equips volunteer commu-

## *CDE Early Literacy Grant Program*

The Early Literacy Grant (ELG) is an important component of the READ Act. The grant was established to ensure that the essential components of reading instruction called for in the READ Act are embedded into all elements of the primary K-3 teaching structures in all schools, including universal, targeted, and intensive instructional interventions to assist all students in achieving reading competency. The ultimate goal is for these grant schools to serve as potential pilot schools across the state for quality literacy practices.

The ELG is funded every three years. The funding of the current cycle of the grant runs from 2013-2016. The 2013-2014 school year was the first year of the grant program, implemented in 30 schools representing 15 school districts in 7 regions of the state.

In examining the data of the 30 schools receiving an ELG, the reduction of students with an SRD was three times greater than the statewide rate: 6% compared to 2%. Unlike non-ELG schools, these schools were subject to additional mandates, including the specific requirement that all instructional materials were from CDE’s advisory list of instructional programming as well as the use of PALS or DIBELS assessments. As part of the grant, schools were also required to use a school consultant from CDE’s advisory list of professional development. This list of resources is available at <http://www.cde.state.co.us/colorado-literacy/readact/programming>.

nity leaders to resolve community-based issues related to education, health care, and other concerns. Cole also tries to hire parents to work as para-educators in the classrooms. Ms. Jackson has eliminated homework packets. The only “assigned” homework is to read to someone at home. They have held two parent literacy nights that include showing parents how to provide support at home, such as learning sight words. They are starting to get requests to provide tours of the school.

### *Additional Information*

■ *Does your UIP have goals related to students with an SRD?*

The principal stated that UIP does not guide the instruction at Cole. “It is just there. When parents start asking about our UIP, we’ll start paying more attention to it.”

■ *If the READ Act could be amended, what changes would you recommend?*

Ms. Jackson strongly expressed the desire to have the READ Act expanded to include grades 4-5.

■ *What have been your biggest challenges?*

Ms. Jackson noted the need for more PD services for her staff but also acknowledged that it is difficult to fit additional trainings into the school year.

### ■ *What have been your biggest celebrations?*

The principal was excited about how teachers, other staff, and parents “own the data” being collected and how the use of data is giving students ownership of their own learning. They have celebrated how their scores have increased. The principal is pleased that they “are finally seeing good instruction.”

#### **Cole Arts and Sciences Resource List:**

**Comprehensive Core Reading Program:** Imagine It, published by McGraw-Hill from the CDE Advisory List of Comprehensive Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>

**Intervention Programs:** READ Well.

For the Advisory List of Intervention Programs see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** CDE Technical Assistance and Early Literacy Grant School Consultant:

**Cambium Education, Inc.**

Voyager Education Services - See more information on the CDE Advisory List of Professional Development at: <http://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment>

For more information on the Early Literacy Grants see: <http://www.cde.state.co.us/coloradoliteracy/readact/grant>

## *Edith Teter Elementary, Park County RE-2*

Edith Teter Elementary School is located in Fairplay, a town of about 700 residents located in the mountains of South Park County, about 80 miles southwest of Denver. Edith Teter is one of three elementary schools in Park County School District No. Re-2. It is a public school that serves about 200 students in grades PK-5. It is housed in a building that has been expanded and modernized but still contains parts of the original school, built at the turn of the 20th century. Edith Teter has a four-day per week schedule for teachers and students. The population is a mixture of families that are high poverty and high mobility and others that are very stable and well settled into the community.

We met with Ms. Cindy Bear, who, like many administrators in small, rural schools, wears many hats. She is the principal of the school and has also served as a coach and Title I Coordinator. Edith Teter is a recipient of one of the Colorado Early Literacy Grants. Because of the participation in this grant, the school receives services from a consultant who works with them to successfully implement the grant. The Early Literacy Grant consultant was chosen from the Advisory List of Professional Development Providers on the CDE Office of Literacy website.

## *Results from Interview*

**ASSESSMENTS** Ms. Bear reported that teachers use assessments from the CDE-approved list to collect benchmark (three times yearly) and progress monitoring data. The school has created a data team that spends approximately one hour per week on data analysis; the principal participates in this activity. Educators use the resulting data to form and adjust instructional groups. In addition to benchmark data, they also collect diagnostic data to identify specific gaps in students’ skills. The principal attended a CDE mentor training session to learn about collecting, analyzing, and using data to drive instructional decisions.

**INSTRUCTION** The K-3 teachers at Edith Teter use both a core reading program and intervention materials from the Colorado Department of Education’s advisory list of instructional materials. As the principal, Ms. Bear uses the Colorado Teacher Rubric for teacher evaluation and believes that it aligns well with effective literacy instruction. The primary benefit is to help make connections to the instructional practices that should be taking place in the classroom. The principal reports that students spend about 45 minutes daily in whole class instruction but that small groups are being used as well. The CDE Early Literacy Grant consultant has worked with teachers to help them learn to form and manage small groups. They primarily use the core reading program for instruction and are “just beginning to tackle” using targeted, supplementary instructional materials to support the core.

**DECISION MAKING** When the principal was asked what role she plays in instructional decision making, she said that she has the final call but allows teachers to use their experience and their own judgments. There is a teacher leadership team in place to help make collaborative decisions. For PD decisions, she relies on the input from their CDE Early Literacy Grant consultant and will be conducting a survey of teacher needs in the spring. The principal builds the daily and weekly schedule. The schedule specifies 90 minutes of instruction which she reports is equal to or more than the amount of time that was scheduled prior to the READ Act. Decisions regarding the use of resources are made by the grade level teams of teachers. The leadership teams help guide decisions about RtI (Response to Intervention) and MTSS (multi-tiered systems of support).

**PROFESSIONAL DEVELOPMENT** Ms. Bear stated that the primary source of professional development for teachers had been provided by the CDE Early Literacy Grant consultant who was deemed “very valuable” by the principal. She trained “the teachers to be better instructors of literacy.” The training had covered the five foundational components of reading and had been provided over a five day period (one component taught each day). The principal stated that PD was perhaps the most important contribution of the READ Act because “training is permanent.” The PD has helped all her teachers to “be on the same page” about effective literacy instruction. When asked about any professional development that she had received as the principal, Ms. Bear shared that she had attended some initial trainings about the READ Act, an “update meeting” on the READ Act, and “regional meetings provided by CDE.” She also stated that the support from grants “have been essential.” They are “very dependent on extra funds” and the Early Literacy Grant “has improved their implemen-

tation of the READ Act.” However, from the beginning, they have considered sustainability as they implement new practices.

**PARENT INVOLVEMENT** At Edith Teter the teachers and principal meet individually with the parents of each student on a READ Plan. Heather Griggs, the Title I teacher for the school, writes all of the students’ READ Plans. They have a summer enrichment program to support the families. While many parents support their students’ efforts at Edith Teter, Ms. Bear stated that “attendance is an on-going issue.”

### *Additional Information*

■ *Does your UIP have goals related to students with an SRD?*

They actively use the UIP as a “living document” to guide their work. They have started a multi-tiered system of supports (MTSS) team but are in the process of “changing the direction” of how they use it.

■ *If the READ Act could be amended, what changes would you recommend?*

No specific recommendations from the team at Edith Teter.

■ *What have been your biggest challenges?*

The previous reading program and interventions they used would not have aligned with the READ Act so they needed to adopt and purchase new materials. Also, making the individual decisions about what specifically to do with a student with an SRD has proven to be a challenge.

■ *What have been your biggest celebrations?*

Moving students out of an intervention program! Holding regular data meetings with teachers has also been an important shift and one that allows them to regularly see the tangible progress that they are making at Edith Teter.

#### **Edith Teter Elementary Resource List:**

**Comprehensive Core Reading Program:** Journeys, published by Houghton Mifflin School Publishers.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>

**Intervention Program(s):** Phonics Blast and Burst. Both are from the CDE List of Advisory Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** Literacy Transformations, LLC Melody Ilk, M.A.

For a recommended list of professional development providers see: <http://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment>

## *Rocky Mountain Classical Academy, Falcon District 49*

Rocky Mountain Classical Academy (RMCA) is a K-8 charter school located in Colorado Springs. It is organized into two schools, an elementary (K-5) and middle school (6-8), both housed in the same building. Each of these programs has its own campus principal. We conducted our on-site interview with the headmaster of the K-8 program, Ms. Christiana Fogler, whose official title is RMCA Chief Administrative Officer. She was joined in the interview by members of her leadership team, including Ms. Leslie Winzenried, the Gifted & Talented and Learning Services Coordinator. Ms. Winzenried also serves as the Rtl Coordinator and assists with the data collection and analysis.

The interview was completed in a conference room in their stunning new building with an indoor amphitheater/cafeteria, a beautiful library, flexible classroom spaces that allow for cross-classroom interactions, and—as a center piece—a huge blue slide that spirals down from the 2nd floor to the main floor in the open amphitheater. The school had parent/teacher conferences on the day we visited.

Ms. Fogler emphasized that their student population draws heavily from military families, making attendance a challenge because of deployments, transfers, and changed assignments that keep their families quite transient. She also noted that while the school has an official FRL count of 23%, the actual number of students who qualify is significantly larger; she noted that military families simply “will not ask for special assistance.” Twenty-five percent of the student population is either Asian, Russian, Hispanic, or African-American.

Ms. Fogler stated that she and her staff were excited about the achievements in reading made under the READ Act and noted that the biggest changes involved modifying old curriculum and the collection of data before and during instruction. RMCA adopted instructional materials from CDE’s List of Advisory Instructional Materials. READ Act funds were used to purchase the new core program. The staff believed this new program to be much more rigorous than what they had used previously and more closely aligned to the Colorado Academic Standards. While they expressed how pleased they have been with their progress under the READ Act, they “do not expect overnight results” and look forward to continued progress. Ms. Fogler also expressed gratitude that the READ Act mandates how funds can be spent because this gives her control over those dollars that the school’s charter governing board might have chosen to spend differently.

### *Results from Interview*

**ASSESSMENTS** RMCA uses a combination of assessments from CDE’s list of approved interim assessments at each grade level. Progress monitoring is conducted every two weeks for students receiving Tier 2 services for supplementary support. Data is collected during small group instruction time. Before the school year starts, assessments are conducted so appropriate instruction can begin immediately. During the school year, the grade level teams meet

once each week to review the data collected and make decisions about grouping, placement, etc. Ms. Winzenried meets with these teams every other week. They use a data housing software system for creating students' READ plans. All students in the school have individual portfolios. The teachers faithfully follow the students' individual plans.

**INSTRUCTION** RMCA teachers are beginning to use small groups; at this point students spend about 60% of their time in whole class instruction and about 40% in small groups. Because of the success they are having with the core curriculum, they are “not having to do much pull-out for intervention.” Special education is using a push-in model for serving students in their own general education classrooms, rather than pulling them out to serve them in other settings.

They use supplementary materials for students receiving Tier 2 services, but teachers are committed to using the core curriculum as much as possible. To ensure all students first received good quality reading instruction, their major purchase was a new universal core reading program that served all students in kindergarten through 3rd grades. They have a lot of volunteers through “Right Flight” at the University of Colorado at Colorado Springs. Ms. Fogler stated that she did not believe the Colorado Teacher Rubric aligns with effective literacy instruction. They use their own teacher “scope and sequence” and highly value the use of the Socratic questioning method in the classrooms.

**DECISION MAKING** No comments noted but there was discussion of a leadership team and data teams which are led by the RtI Specialist (Ms. Winzenried).

**PROFESSIONAL DEVELOPMENT** The headmaster stated that they have relied heavily on the PD provided by the publishers of their core program. Her teachers have enthusiastically attended the Colorado Council International Reading Association (CCIRA) conference in Denver for many years and use videos from Bloomberg for Teachers' PD. Ms. Fogler stated that she was unaware of the PD support available through the READ Act (such as trainings and the support of the TAs whose services were used by both Cole Academy and Edith Teter), but she expressed interest pursuing such support going forward. While there are no coaches at this school, there are grade level team leaders who can provide feedback to their peer colleagues. Ms. Fogler herself had received “some READ Act training” at a Colorado Association of School Executives (CASE) conference but would appreciate more on how specifically she can best support her teachers and provide them with resources and models of effective practice.

**PARENT INVOLVEMENT** Parent involvement is part of the mission statement of RMCA. The school mandates that parents volunteer to support the school for a minimum number of hours. They decided to “forgive volunteer hours if parents read with their children every night for 5 to 10 minutes.” Parents enthusiastically embraced this and the headmaster reported that there has been an “increased literacy rate of the parents” due to this activity. There is a Parent Accountability Committee and those parents play a large role in developing the schools UIP. Due to this high level of investment, parents “carry the message of the UIP” into the larger community.

## *Additional Information*

■ *Does your UIP have goals related to students with an SRD?*

Yes, RMCA wrote the READ Act into their UIP as a goal within the UIP.

■ *If the READ Act could be amended, what changes would you recommend?*

RMCA did not recommend any specific changes.

■ *What have been your biggest challenges?*

RMCA staff noted that it has been a challenge to implement a new curriculum and that they would more like to have more professional development opportunities.

■ *What have been your biggest celebrations?*

RtI has become more stable. The school community is celebrating the fact that the students have made significant gains.

### **Rocky Mountain Classical Academy Resource List:**

**Comprehensive Core Reading Program:** Core Knowledge Language Arts, published by Amplify from the CDE Advisory List of Comprehensive Core Reading Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>

**Intervention Program(s):** All About Reading, and Take Flight. Take Flight is from the CDE Advisory List of Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** Rocky Mountain Classical Academy had predominately received their professional development from Core Knowledge Language Arts.

## *Idalia Elementary, Idalia RJ-3 School District*

The final site visit was conducted at the one school in the small rural community of Idalia, located about 160 miles east of Denver, close to the Kansas state border. Idalia is an unincorporated community with a population of about 80. The larger surrounding rural community has a population of approximately 200. The school is housed in a new building which serves 220 students from Pre-K to 12th grade. “The vast majority of students have had preschool by the time they enter kindergarten” and the attendance is “very good” despite the fact that many students travel a long distance each day.

We conducted our interview with the school's superintendent, Mr. Tim Krause, who also serves as the building principal. Following the interview, we visited the elementary classrooms (one class per grade level) and the library. Most students were

working independently or engaged in practice activities in pairs or small groups. Mr. Krause shared that in K-12 all students “read voraciously,” spending one hour every day engaged in silent reading. There are about 30 Hispanic students in the school who entered pre-K speaking no English. They plan to hire a full time ELL teacher and next year the entire staff will be trained in the Sheltered Instruction Observation Protocol (SIOP) model. There is also a plan to hire a reading coach at some point. While academics are a focus of the efforts at Idalia school, Mr. Krause also stressed that the “kids need to learn empathy,” especially important because they live in such a small community.

Mr. Krause is proud of his elementary teachers and the hard work they are doing to provide reading instruction to their students. However, he was candid that one possible reason Idalia showed such a significant drop in the percent of students identified as SRD (a decrease of 15%, the largest of all the four schools he visited) might be due to the fact that Idalia serves such a small population of students.

## Results from Interview

**ASSESSMENTS** Idalia uses a combination of the interim assessments on the CDE-approved list of assessments along with the NWEA, and teachers also collect anecdotal observation data. Mr. Krause believes that the amount of time teachers spend on assessing students did not increase because of the READ Act but the way they are using the data has changed significantly. “We believe in a data-driven approach.” The teachers do feel overwhelmed with the amount of data they have. Mr. Krause stated that “we’ve gotten data rich and anecdotal poor” although he stated that they are all using a “great deal of observation.” The frequency of data analysis depends on the student’s needs but the staff looks weekly at the data of the lowest performing students.

**INSTRUCTION** Mr. Krause stated that, aside from the move of the six students from grade 3 to grade 4, the primary reason for Idalia’s success in reading is the four teachers in the four classrooms K-3. They had been discussing reading “even before the READ Act helped them identify some problems.” The K-2 teachers work together as a group, while the third grade operates independently with a focus on firming up the skills of students who are still struggling. Idalia is not using a core reading program for instruction. Instead, the teachers use a “Daily Café” approach that includes helping students find books that match their interests. “Flooding” (where special educators, specialists, and para-educators go into each classroom during small group literacy time and provide extra support services to targeted students) has been instrumental and “has made a big difference in helping to catch students up,” as has the use of supplementary phonics programs. READ Act funds have been used to acquire instructional and supplemental materials. Krause stated that the Colorado Teacher Evaluation Rubric helps them all identify where they not being effective and where instructional changes need to be made.

**DECISION MAKING** At Idalia the teachers make the decisions about instruction and professional development needs.

**PROFESSIONAL DEVELOPMENT** As mentioned previously, all teachers at Idalia will receive training in the SIOP model in the next school year. The K-3 teachers had some training last year with *Accelerated Reader*. While Mr. Krause said that he had received some training related to the READ Act, he didn’t believe he needed more because of the level of independence under which his staff operate. “I have a great deal of faith in my team and their decisions.” Mr. Krause also stated that, like many, if not most rural schools, they are “highly dependent on the services provides by BOCES (Boards of Cooperative Educational Service).

**PARENT INVOLVEMENT** Mr. Krause stated that parental involvement was very high, due in part to the small community. “Parents are fully engaged. They are here all the time.” Idalia involved parents in developing their UIP and the READ Act is incorporated into their plan. The staff and parents collaboratively looked at data to do this work. This includes a successful summer reading program provided by the school and DIBELS data is shared with parents as well.

## Additional Information

■ *Does your UIP have goals related to students with an SRD?*

The UIP has caused them to look at their data more carefully. “The READ Act is embedded into our UIP.” Reading and writing became a focus of their efforts four years ago.

■ *If the READ Act could be amended, what changes would you recommend?*

They would love to have funds to hire a reading coach.

■ *What have been your biggest challenges?*

The large amount of paperwork required is an on-going challenge.

■ *What have been your biggest celebrations?*

The use of the early literacy assessment tools has really focused their work and the inclusion of supplementary instructional tools has made a big difference.

### Idalia Elementary Resource List:

**Comprehensive Core Reading Program:** Idalia does not use a comprehensive core reading program.

**Intervention Program:** Uses a variety of intervention programs.

**Professional Development:** Has not used professional development.

# District Examined in Case Study

## Westminster (Adams) 50

We targeted Westminster (Adams) 50 as a district to interview for our case study because it had reduced the percentage of students identified as having an SRD by eight percentage points from 2012-13 to 2013-14. They agreed to let us conduct an interview with a district representative to answer questions about the READ Act. Westminster (Adams) 50 has 12 elementary schools. Their student demographics are 73% Hispanic/Latino; 18% White; 5% Asian and 1% each African-American and Native American. The district is located in Westminster, a suburb of Denver, and is located northwest of the city. Some district schools are recipients of the Colorado Early Literacy Grant. We met with Mr. Mat Aubuchon, Director of Early Childhood Education to ask him questions about the READ Act.

### Results from Interview

**ASSESSMENTS** Mr. Aubuchon stated that teachers are collecting more data than before, using the CDE Early Literacy Assessment Tool (ELAT) along with other assessments depending on the grade level. He remarked that there has been some pushback from teachers on the amount of data being collected but stated that “our best 1st and 2nd grade teachers are embracing it.” The biggest challenge to the required assessments has been voiced by the kindergarten teachers; “using data in kindergarten is a new frontier.” Based on the results of progress monitoring and other assessments, students receive targeted intervention for either two or four weeks. Because they are a part of the ELAT project the principals have taken advantage of the assessment training offered by CDE for this project. Principals found this training to be very helpful and solicited Amplify for further principal PD. Westminster (Adams) 50 also receives assistance from one of the CDE Office of Literacy Technical Assistants to interpret the benchmark data that was collected. This assistance was described as very helpful. Currently, READ Act plans for students with an SRD are being written as Word documents, but the district is moving toward using a data housing vendor in the future.

**INSTRUCTION** The K-3 teachers in Westminster (Adams) 50 use both a core reading program and intervention materials from the Colorado Department of Education’s advisory list of instructional materials in all elementary schools. Teachers received professional development in using the new program, which Mr. Aubuchon stated has been more functional for teachers than what had been used previously. The district mandates 120 minutes per day of literacy instruction in grades K-5. Small group instruction has been another challenge, but Mr. Aubuchon believes that the data being collected for the READ Act is helping push teachers in that direction.

A new issue for principals is to “understand what intervention is best for which kids.” The use of diagnostic data to help with this decision is a new concept for many teachers and administrators. Teachers are using a variety of interventions, all from the CDE list of recom-

mended instructional materials. Principals are having intervention teachers provide Tier 2 services to those students needing additional academic support; the district would prefer that Tier 2 be provided in the classroom by the teachers themselves. Mr. Aubuchon stated that the Westminster 50 principals like the Colorado Teacher Rubric and believe it aligns well with effective literacy instruction.

**DECISION MAKING** Decision making happens at the school level, so it was not a focus of the interview.

**PROFESSIONAL DEVELOPMENT** Mr. Aubuchon noted that a great deal of professional development has been provided to support the READ Act. They began with trainings offered through the ELAT project in the first half of last year that included training in the progress-monitoring of students who receive Tier 1 (core) and Tier 2 (supplementary) services. CDE provided Reading Foundations’ trainings to all the schools participating in the Early Literacy Grant and some additional schools as well. This year the PD focus has switched to their new core reading program. The support of the CDE TA has been very helpful.

Mr. Aubuchon noted that ideas for supporting teachers, providing resources, and providing models of effective practices would be helpful for principals and district leadership. It is important for leadership to have an understanding of reading instruction and to use data to support effective decision-making; more training is needed in these areas. Mr. Aubuchon expressed a strong interest in providing this kind of instruction to teachers in grades 4 and 5 as well; “they need to know how to teach basic reading.” Coaches are only used to support classroom instruction when the individual schools have funds to provide them. Some Title I schools are using funds this way.

**PARENT INVOLVEMENT** Involving parents has been challenging in this community. One way they have attempted to involve parents is the use of Student Data Notebooks that are shared with students and their parents. The use of these notebooks varies widely across the schools. The READ Act plans have been helpful in working with parents.

### Additional Information

■ *Does your UIP have goals related to students with an SRD?*

The district is focusing on this and has begun to require it. We have used the data that we receive through MCLASS (an assessment database) to know the areas of improvement for early literacy at each school.

■ *How do you use READ Act dollars?*

They purchased *Burst* as an intervention and used their own funding to hire para-professionals to provide instruction. Approximately 14 to 15 para-educators provide *Burst* for six hours per day.

■ *If the READ Act could be amended, what changes would you recommend?*

They are pretty happy with the READ Act roll out, particularly earlier

availability of funds and more flexibility for how those dollars are spent. They would also like to see the funding continue along with their student progress, which rewards success instead of “punishing” success. They appreciate the four options for using READ Act funds but would welcome even more flexibility.

■ *What have been your biggest challenges?*

Issues with lack of school readiness for some students.

■ *What have been your biggest celebrations?*

The drop in the number of students identified as having an SRD; increased use of data in the elementary schools; principals starting to hold K-2 teachers accountable.

**Westminster 50 Resource List:**

**Comprehensive Core Reading Program:** Wonders, published by McGraw-Hill from the CDE Advisory List of Comprehensive Core Reading Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>

**Intervention Programs:** Burst, published by Amplify and FAST. Burst is from the CDE Advisory List of Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** CDE technical assistance and from Amplify on the MCLASS tool. For information on CDE resources please see: <http://www.cde.state.co.us/coloradoliteracy/contactus>



## Takeaways

Each of the visited schools and district were focused soundly on the use of data and spoke at length about the change. Though the use of data was not new for these schools, the organizational structures of how to examine student data and the use of the assessments to specifically guide instruction were common, new themes. All interview participants acknowledged that the READ Act was primarily responsible for this change. The use of assessment “throughout” the school year was the strongest mandate provided in the statute and seems to be having an overwhelmingly positive impact.

The schools interviewed that used either a consultant from the CDE Advisory List of Professional Development or a CDE Technical Assistant could not say enough about the quality of professional development that was provided. Three of the schools and the district interviewed felt that they would not have made such significant changes without this professional development. Greater availability of profes-

sional development in the area of literacy that aligned with the READ Act would likely enhance the outcome for students at a faster rate.

All schools and the district that were interviewed were using instructional materials for universal instruction and interventions from the CDE Advisory List of Instructional Materials. For each of the schools, this too had been a significant change since the READ Act’s enactment.

Finally, every school and district visited wanted to ensure that something would be done about the upper elementary and secondary schools regarding literacy instruction. All parties interviewed were so overwhelmingly supportive of the READ Act that they expressed a common, forceful recommendation that the state carry similar policies into additional grade levels.

# Summary and Conclusions

This evaluation study was conducted to address three important questions about the READ Act's implementation, each of which is addressed below:

*(1) Were schools in Colorado able to reduce the number of students with a significant reading deficiency (SRD) after one year of the READ Act implementation?*

It is abundantly clear from the information collected and analyzed from assessment data, surveys of successful districts and schools, and case studies that **schools in Colorado have made a measurable difference in just one year of implementation of the READ Act.** Overall, the number of students identified as having an SRD dropped from 16% in 2013 to 14% in 2014, a reduction of two percentage points, or 4,940 fewer students with significant reading deficiencies. These reductions were noted not only in the general population but also among most of the demographic subgroups of Colorado students. The most marked reduction was in the state's ELL population, with a reduction of 8% (35%-27%) of students with an SRD. Hispanic students also rapidly improved, as indicated by the 4% reduction (26%-22%) of students with an SRD.

*(2) What factors contributed to these top performing schools' success?*

There were several factors that became apparent in the data analysis that schools and districts felt contributed to their success. **The primary and powerful reason for success identified by schools and districts was the mandatory collection of student assessment data at three key benchmark periods (beginning, mid, and end of year) and the mandated monitoring of students' progress.** Schools believe that the regular collection of data has made them far more aware of which students are in need of assistance and whether or not their efforts are making a positive impact. The assessments recommended by CDE provide timely data so actions can be taken quickly and are reasonable in terms of the amount of time needed to collect and analyze the data. These frequent checks on student progress also allowed schools to celebrate the success of their hard work internally and with students and their parents. The schools and districts that used organized teams to regularly analyze student data were generally the most positive about the effect of this component of the READ Act. This appeared to be especially valuable if the building administrator took an active role in the data analysis process.

A second factor for success was the extreme value and importance that schools and districts placed on providing high-quality professional development for teachers, support staff, and administrators. **Successful schools placed great value in knowing the evidence-based best instructional practices and receiving guidance on**

**ways to successfully implement those best practices in classrooms.** The challenge was finding both the time and the financial resources to provide this kind of support. Related to this was evidence that the schools that availed themselves of the free support services offered by CDE (including trainings and on-site support from one of seven CDE Office of Literacy Technical Assistants) found those services extremely valuable.

**A third factor that contributed to the success of so many Colorado schools in this first year was the use of the CDE-recommended instructional materials.** The use of a strong core program strategically and systematically supported by recommended supplementary materials had a measurable impact on the schools that reduced their students with SRD.

**Taken as a whole, the evidence shows that districts and schools that enthusiastically embrace the READ Act's goals and protocols are successfully reducing the number of students identified as having an SRD.**

*(3) What suggestions would districts and schools make about possible changes or revisions to the READ Act based on the experiences in year one?*

One clear cry from the districts and schools was to **push the requirements of the READ Act into grades 4 and 5 to continue the momentous improvements and gains into those grades.** From the case studies, we also heard that earlier availability of funds and additional uses for those funds would be appreciated. Currently, READ Act funds may be used for Full-day Kindergarten, tutoring, summer-school and interventions. Schools interviewed suggested the use of these funds be permitted for comprehensive reading programs from the CDE instructional materials list or professional development from the CDE-recommended list of professional development. CDE doesn't currently track and report how the funds are being used by schools; collecting this information might help schools learn what other educators are using to find success. Another common theme was rewarding success by continuing to fund schools when they succeed in reducing SRDs. Some respondents also mentioned a desire for increased support for on-site coaches.

In summary, the READ Act is clearly making a potentially life-changing impact for thousands of Colorado's kids after just one year. The data collected in this study clearly indicates that the READ Act has the potential to take advantage of this early momentum and make a tremendous difference over the next few years. **Colorado should continue to build on early success of this innovative program and support its continued successful implementation.**

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# Appendices

## APPENDIX A: Toolkit

### Cole Arts and Sciences Resource List:

#### Comprehensive Core Reading

**Program:** *Imagine It*, published by McGraw-Hill from the CDE Advisory List of Comprehensive Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensive-coreprograms>

#### Intervention Programs: *READ Well*.

For the Advisory List of Intervention Programs see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** CDE Technical Assistance and Early Literacy Grant School Consultant:

#### Cambium Education, Inc.

Voyager Education Services - See more information on the CDE Advisory List of Professional Development at: <http://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment>

For more information on the Early Literacy Grants see: <http://www.cde.state.co.us/coloradoliteracy/readact/grant>

### Edith Teter Elementary Resource List:

**Comprehensive Core Reading Program:** *Journeys*, published by Houghton Mifflin School Publishers.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensive-coreprograms>

#### Intervention Program(s): *Phonics Blast and Burst*,

Both are from the CDE List of Advisory Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

#### Professional Development: Literacy Transformations, LLC Melody Ilk, M.A.

For a recommended list of professional development providers see: <http://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment>

### Rocky Mountain Classical Academy Resource List:

**Comprehensive Core Reading Program:** *Core Knowledge Language Arts*, published by Amplify from the CDE Advisory List of Comprehensive Core Reading Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensive-coreprograms>

**Intervention Program(s):** *All About Reading*, and *Take Flight*. *Take Flight* is from the CDE Advisory List of Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

**Professional Development:** Rocky Mountain Classical Academy had predominately received their professional development from *Core Knowledge Language Arts*.

## APPENDIX A: *Toolkit* (continued)

### Idalia Elementary Resource List:

**Comprehensive Core Reading Program:** Idalia does not use a comprehensive core reading program.

**Intervention Program:** Uses a variety of intervention programs.

**Professional Development:** Has not used professional development.

### Westminster 50 Resource List:

**Comprehensive Core Reading Program:** *Wonders*, published by McGraw-Hill from the CDE Advisory List of Comprehensive Core Reading Programs.

For the Advisory List of Comprehensive Core Reading Programs see:

<http://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>

**Intervention Programs:** *Burst* published by Amplify and *FAST*. *Burst* is from the CDE Advisory List of Intervention Programs. For more information see: <http://www.cde.state.co.us/coloradoliteracy/approvedinterventionsprograms>

### Professional Development:

CDE technical assistance and from Amplify on the MCLASS tool. For information on CDE resources please see: <http://www.cde.state.co.us/coloradoliteracy/contactus>

## APPENDIX B: *Districts Reducing the Percentage of Students with Significant Reading Deficiency (SRD)*

The following charts indicate those districts that have reduced the numbers of students with a significant reading deficiency (SRD) by at least 8%. CDE does not give specific numbers if the category contains less than 16 students. To be included as a district making a significant difference with a particular sub-group or demographic group, that district had to have a population of at least 30% of that demographic group. The exception to this 30% or > population is that for African-American/Black students. No district reported a greater than 30% population of Black students in K-3 grades. The districts identified here were those with a comparatively significant African-American/Black population that were showing positive gains. For many districts there was a great deal of disparity reported in the number of ELL students tested from one year to the next. In order to maintain consistency in analyzing the data, only districts whose populations in grades K-3 were constant in both the total number of students and the number of ELL students tested within 10% are included.

Districts Overall Reducing the Number of Students with an SRD by at Least 8%	Number of K-3 Students at EOY* 2012-13	Number of K-3 Students Tested 2012-13	Number of K-3 Students with an SRD 2012-13	Percentage of Students with an SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of K-3 Students Tested 2013-14	Number of K-3 Students with an SRD 2013-14	Percentage of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
Adams County 14	2363	2317	685	30%	2383	2324	420	18%	-12%
Campo	17	17	<16	29%	<16	<16	<16	14%	-15%
Expeditionary Boces	100	97	<16	15%	96	96	<16	6%	-9%
Garfield 16	312	304	90	30%	302	295	65	22%	-8%
Idalia Rj-3	61	61	<16	20%	64	61	<16	3%	-17%
Karval Re-23	24	24	<16	54%	29	26	<16	12%	-42%
Keenesburg Re-3	708	705	164	23%	746	736	114	15%	-8%
Liberty J-4	20	19	<16	16%	<16	<16	0	0%	-16%
Mancos Re-6	127	127	43	34%	127	127	30	24%	-10%
Park County Re-2	222	219	49	22%	199	196	24	12%	-10%
Plateau Re-5	44	44	<16	11%	40	40	0	0%	-11%
Primero Reorganized	51	49	17	35%	54	49	0	0%	-35%
Sargent Re-33J	135	133	27	20%	125	125	<16	8%	-12%
Weldon Valley Re-20 (J)	55	55	<16	20%	54	53	<16	4%	-16%
Westminster 50	3153	3071	1138	37%	3146	3113	889	29%	-8%

EOY = End of year

## Districts Reducing the Percentage of SPED Students with an SRD

Districts Reducing SPED Students with an SRD	Number of K-3 Students at EOY 2012-13	Number of K-3 SPED Students Tested 2012-13	Number of K-3 SPED Students with an SRD	Percentage of K-3 Students with an SRD	Number of K-3 Students at EOY 2013-14	Number of K-3 SPED Students Tested 2013-14	Number of SPED Students with an SRD 2013-14	Percentage of SPED Students with an SRD 2013-14	Percentage Difference of SPED students with an SRD
Adams County 14	2363	245	160	65%	2383	260	126	48%	-17%
Elizabeth C-1	721	76	32	42%	644	72	22	31%	-11%
Ellicott 22	322	39	26	67%	313	47	27	57%	-10%
Lamar Re-2	499	51	20	39%	484	55	16	29%	-10%

## Districts Reducing the Percentage of ELL Students with an SRD

Districts Reducing ELL Students with an SRD	Number of K-3 Students at EOY 2012-13	Number of K-3 Students Tested 2012-13	Number of Students with an SRD 2012-13	Percent of Students with an SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of K-3 Students Tested 2013-14	Number of 0% with an SRD	Percent of Students with an SRD	Percentage Difference of ELL Students with an SRD
Adams County 14	2363	1309	423	32%	2383	1254	262	21%	-11%
Alamosa Re-11J	698	118	37	31%	703	129	31	24%	-7%
Cherry Creek 5	16130	2466	635	26%	16160	2271	407	18%	-8%
Durango 9-R	1582	88	33	38%	1617	90	26	29%	-9%
Fort Morgan Re-3	908	307	87	28%	901	323	61	19%	-9%
Roaring Fork Re-1	1704	752	318	42%	1763	801	232	29%	-13%
St Vrain Valley Re 1J	9297	1668	713	43%	9420	1756	484	28%	-15%
Summit Re-1	1105	365	115	32%	1135	374	84	22%	-10%
Westminster 50	3153	1458	645	44%	3146	1430	500	35%	-9%

## Districts Reducing the Percentage of FRL Students with an SRD

Districts Reducing FRL Students with an SRD	Number of K-3 Students at EOY 2012-13	Number of K-3 FRL Students Tested 2012-13	Number of FRL Students with an SRD 2012-13	Percentage of FRL Students with an SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of FRL Students Tested 2013-14	Number of FRL Students with an SRD 2013-14	Percentage of FRL Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
Adams County 14	2363	2308	609	26%	2383	2126	400	19%	-7%
East Grand	374	116	28	24%	403	128	21	16%	-8%
Garfield	312	190	64	34%	302	178	44	25%	-9%
Lamar	516	382	66	17%	484	357	37	10%	-7%
Mancos	127	84	32	38%	127	83	22	27%	-11%
Weld County Re 3	705	405	113	28%	736	408	79	19%	-9%
Westminster 50	3153	2535	986	39%	3146	2577	779	30%	-9%

## Districts Reducing the Percentage of African-American/Black Students with an SRD

Districts Reducing African-American/Black Students with an SRD	Number of K-3 Students at EOY 2012-13	Number of Black K-3 Students Tested 2012-13	Number of Black Students with an SRD 2012-13	Percentage of Black Students with an SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of Black Students Tested 2013-14	Number Black Students with an SRD 2013-14	Percentage of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
Adams County 14	2363	51	17	33%	2383	53	<16	19%	-14%
Cheyenne Mt	1434	48	<16	23%	1437	47	<16	15%	-8%

## Districts Reducing the Percentage of Hispanic/Latino Students with an SRD

Districts Reducing Hispanic/Latino Students with an SRD	Number of K-3 Students at EOY 2012-13	Number of Latino K-3 Students Tested 2012-13	Number of Latino Students with an SRD 2012-13	Percentage of Latino Students with an SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of Latino Students Tested 2013-14	Number of Latino Students with an SRD 2013-14	Percentage of Students with an SRD	Percentage Points Difference from 2012-13 to 2013-14
Adams County 14	2363	1905	571	30%	2383	1903	356	19%	-11%
Archuleta County 50 Jt	446	147	22	15%	398	145	N/A	5%	-10%
Ault-Highland Re-9	230	74	31	42%	202	67	20	30%	-12%
Roaring Fork Re-1	1704	858	331	39%	1763	921	248	27%	-12%

## APPENDIX C: Schools Reducing the Percentage of Students with a Significant Reading Deficiency (SRD)

The following charts indicate those individual schools that have significantly reduced the numbers of students with a significant reading deficiency (SRD) overall and by sub-group. To be included as a school making a significant difference with a particular sub-group or demographic group, that school had to have a population of at least 30% of that demographic group. The exception to this 30% or > population is that for African American/Black students. Few schools reported a greater than 30% population of black students in K-3 grades. The schools identified here were those with a comparatively significant African American/Black population that were showing positive gains.

**NOTE:** NA in a cell indicates the number reported in that cell was less than 16 students. CDE does not provide specific numbers if the category contains less than 16.

	Number of K-3 Students at EOY* 2012-13	Number of Students READ Act Tested 2012-13	Number of Students with SRD 2012-13	Percentage of Students with SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of Students with SRD 2013-14	Percentage of Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Branson Reorg 82, Branson Elem	N/A	N/A	N/A	46%	N/A	N/A	N/A	15%	-31%
Denver County 1, Ashley Elem	211	181	72	40%	197	196	35	18%	-22%
Denver County 1, Bryant Webster	193	191	68	36%	193	192	27	14%	-22%
Denver County 1, Cole Academy	315	305	137	45%	301	287	65	23%	-22%
Denver County 1, Dcis At Ford	417	410	217	53%	381	380	94	25%	-28%
Denver County 1, Archuleta Elem	356	352	119	34%	366	365	48	13%	-21%
Denver County 1, Goldrick Elem	402	388	145	37%	398	387	60	16%	-22%
Denver Cnty 1, F. B. Howell Ece-8	320	293	115	39%	329	315	33	10%	-29%
Denver County 1, Smith School	253	230	109	47%	247	246	66	27%	-20%
Denver County 1, Valverde Elem	241	236	129	55%	247	244	77	32%	-23%
Falcon 49, Rocky Mt Academy	449	341	111	33%	359	345	41	12%	-21%
Primero Reorg 2, Primero Elem	51	49	17	35%	54	49	0	0%	22-35%
St Vrain Valley Re 1J, Indian Pks	265	265	157	59%	258	256	90	35%	-24%
St Vrain Valley Re 1J, Northridge	260	259	93	36%	238	237	37	16%	-20%

The following schools have reduced the number of **ELL students** with a significant reading disability (SRD). For many schools there was a significant disparity reported in the number of ELL students tested from one year to the next. In order to maintain consistency in analyzing the data, only schools whose populations in grades K-3 were consistent in both the total number of students and the number of ELL students tested within 10% are included.

	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of ELL Students with SRD 2012-13	Percentage of ELL Students with SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of ELL Students with SRD 2013-14	Percentage of ELL Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Denver County 1, Archuleta	356	211	99	47%	366	225	37	16%	-31%
Denver County 1, Valverde	241	161	99	61%	247	174	49	28%	-33%
Denver County 1, Barnum Elem	300	171	125	73%	303	188	42	22%	-51%
Denver Cnty 1, Bryant Webster	193	119	55	46%	193	127	16	13%	-33%
Denver Cnty 1, Colfax Elem	227	100	50	50%	235	104	19	18%	-32%
Denver Cnty 1, Dcis At Ford	417	265	171	65%	381	245	62	25%	-39%
Denver Cnty 1, Goldrick Elem	402	281	121	43%	398	283	38	13%	-30%
St Vrain Vy Re 1J, Indian Pks	265	229	152	66%	258	228	84	37%	-29%
St Vrain Vyy Re 1J, N Ridge	260	164	75	46%	238	168	33	20%	-26%
St Vrain Valley Re 1J, Rocky Mt	258	187	70	37%	257	190	30	16%	-21%

The following schools have an **African-American/Black** student K-3 population of at least 10% and have reduced the percentage points of African-American/Black students identified with having a significant reading deficit (SRD) by at least 10.

	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of Students with SRD 2012-13	Percentage of Black Students with SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of Black Students with SRD 2013-14	Percentage of Black Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Adams-Arapahoe 28J, Elkhart Elem	529	77	29	39%	527	84	24	29%	-10%
Adams-Arapahoe 28J, Iowa Elem	321	65	17	26%	314	68	N/A	9%	-17%
Adams-Arapahoe 28J, Jewell Elem	365	95	31	33%	387	104	23	22%	-11%
Adams-Arapahoe 28J, Park Lane	229	29	N/A	34%	224	27	N/A	19%	-15%
Colorado Spr 11, Hunt Elementary	237	53	20	38%	252	56	N/A	27%	-11%
Denver County 1, Ashley Elem	211	46	N/A	28%	197	47	N/A	15%	-13%

The following schools have reduced the number of **Latino/Hispanic** students with a significant reading disability (SRD). For many schools there was a great deal of disparity reported in the number of Latino/Hispanic students tested from one year to the next. In order to maintain consistency in analyzing the data, only schools whose populations in grades K-3 were consistent in both the total number of students and the number of Hispanic students tested within 10% are included.

	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of Students with SRD 2012-13	Percentage of Hispanic Students with SRD 2012-13	Number of K-3 Students at EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of Hispanic Students with SRD 2013-14	Percentage of Hispanic Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Denver Cnty 1, Bryant Web	193	182	67	37%	193	181	27	15%	-22%
Denver Cnty 1, Cole Acad	315	216	96	44%	301	205	41	20%	-24%
Denver Cnty 1, Archuleta	356	255	102	40%	366	269	36	13%	-27%
Denver Cnty 1, Godsman	360	316	151	48%	372	342	94	27%	-21%
Denver Cnty 1 Goldrick	402	343	138	40%	398	343	54	16%	-24%
Denver Cnty 1, Farrell B. Howell Ece-8	320	241	101	42%	329	255	21	8%	-34%
Denver Cnty 1, Valverde	241	208	119	57%	247	214	61	29%	-28%
St Vrain Valley Re 1J, Indian Peaks	265	245	155	63%	258	243	88	36%	-27%

The following schools have reduced the number of **Free and Reduced Lunch (FRL)** students with a significant reading disability (SRD). For many schools there was a great deal of disparity reported in the number of FRL students tested from one year to the next. In order to maintain consistency in analyzing the data, only schools whose populations in grades K-3 were consistent in both the total number of students and the number of FRL students tested within 10% are included.

	Number of K-3 Students at EOY 2012-13	Number of Students READ Act Tested 2012-13	Number of FRL Students with SRD 2012-13	Percentage of FRL Students with SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of Students READ Act Tested 2013-14	Number of FRL Students with SRD 2013-14	Percentage of FRL Students with SRD 2013-14	Percentage Points Difference from 2012-13 to 2013-14
Brighton 27J, South Elem	363	299	110	37%	356	272	45	17%	-20%
Denver Cnty 1, Bryant Webster*	193	171	65	38%	193	167	26	16%	-22%
Denver Cnty 1, Cole Academy	315	285	134	47%	301	270	64	24%	-23%
Denver Cnty 1, Dcis At Ford	417	395	213	54%	381	372	93	25%	-29%
Denver Cnty 1, Goldrick	402	365	140	38%	398	374	59	16%	-22%
Denver Cnty 1, Farrell B. Howell Ece-8	320	273	110	40%	329	294	31	11%	-29%
Denver Cnty 1, Smith Renaiss	253	229	109	48%	247	238	64	27%	-21%
Denver Cnty 1, Valverde	241	232	125	54%	247	240	76	32%	-22%

\*Falls within the rule that population remained within 10% but students tested changed by more than 10%

The following schools have reduced the number of **SPECIAL EDUCATION (SPED)** students with a significant reading disability. For many schools there was a great deal of disparity reported in the number of SPED students tested from one year to the next. In order to maintain consistency in analyzing the data, only schools whose populations in grades K-3 were constant in both the total number of students and the number of SPED students tested within 10% are included.

	Number of K-3 Students at EOY 2012-13	Number of SPED Students Tested 2012-13	Number of SPED Students with an SRD 2012-13	Percentage of SPED Students with an SRD 2012-13	Number of K-3 Students EOY 2013-14	Number of SPED Students Tested 2013-14	Number of SPED Students with an SRD 2013-14	Percentage of SPED Students with an SRD	Percentage Difference from 2012-13 to 2013-14
<b>Adams County 14, Kemp Elementary</b>	351	45	35	78%	364	43	18	42%	-36%
<b>Denver County 1, Omar D Blair Chtr</b>	350	25	23	92%	370	25	16	64%	-28%
<b>East Grand 2, Granby Elem</b>	205	N/A	N/A	83%	211	18	N/A	50%	-33%
<b>Falcon 49, Falcon Elementary</b>	218	35	22	63%	200	33	N/A	30%	-33%
<b>Greeley 6, Shawsheen Elem</b>	289	24	16	67%	295	25	N/A	32%	-35%
<b>Montrose Cnty Re-1J, Cottonwood</b>	307	24	16	67%	309	22	N/A	41%	-26%
<b>Pueblo City 60, Sunset Park</b>	307	24	N/A	54%	326	26	N/A	19%	-35%

## APPENDIX D: *Interview Protocol Used for Case Study of 4 Schools/1 District*

<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. How much is data driving your instruction?</li> <li>2. Is the time spent on data too lengthy or not enough?</li> <li>3. How much training have you had aligning data to instruction?</li> <li>4. What do you do with the data?</li> <li>5. How often is data analyzed?</li> </ol>
<p><b>Instruction</b></p> <ol style="list-style-type: none"> <li>1. How do your teachers feel about the changes to literacy instruction?</li> <li>2. How do you feel the Colorado Teacher Rubric aligns with effective literacy instruction?</li> <li>3. How do you group students for instruction?</li> <li>4. How much time is spent on whole group vs. small group instruction?</li> <li>5. How much do you rely on the Core Comprehensive Reading Program?</li> <li>6. How do you know when to supplement the Core with other resources?</li> <li>7. What other resources do you use?</li> </ol>
<p><b>Decision Making</b></p> <p>What role do you, the principal, have on decision making regarding:</p> <ol style="list-style-type: none"> <li>a. Instruction?</li> <li>b. Professional development?</li> <li>c. Scheduling?</li> <li>d. Resources?</li> <li>e. Data analysis?</li> </ol>

### Professional Development

1. What professional development regarding literacy have you had since the READ Act?
2. What type of PD do your teachers engage in?  
Job-embedded, if so when?  
Stand and deliver, if so, what topics?  
On their own?
3. Have you, the principal, received support implementing the READ Act?
  - a. What sort of support would be helpful?
  - b. What sort of support might be helpful to district personnel?

### Parent Involvement

The READ Act contains a provision for involving parents. How are you engaging parents in the READ Act?

### Additional Information

1. Does your UIP have goals related to students with an SRD?
2. If the READ Act could be amended, what changes would you recommend?
3. What have been your biggest challenges?
4. What have been your biggest celebrations?
5. Is there anything you'd like to add?

## APPENDIX E: *Colorado Reading Corps*

Colorado Reading Corps is a strategic program of Mile High United Way's School Readiness Initiative. Reading Corps integrates diverse, smart, passionate and trained tutors into classrooms and schools to support reading development for students Pre-Kindergarten through 3rd grade. Students who qualify for Reading Corps receive support in the form of evidence-based literacy instruction, one-on-one tutoring sessions, and frequent progress monitoring.

Colorado Reading Corps aims to improve student's reading skills and reading proficiency test scores in hopes that all students will meet reading standards by the third grade. Success is measured by exceeding target growth rates for K-3rd grade students and scoring proficient on the Colorado Student Assessment in 3rd grade.

Currently, Colorado Reading Corps serves forty-one schools in Adams 12 Five Star Schools, Jefferson County Public Schools and Aurora

Public Schools. In the 2014-2015 school-year Colorado Reading Corps tutors served 1,400 students in the Denver Metro area. Early results from the Colorado Reading Corps have been promising:

- The average Kindergarten student in Reading Corps performed twice as well as students outside the program
- Tutors helped the average first-grade student perform 26 percent better than the expected level for on-track students
- Students with higher risk factors (such as dual language learners or those who qualify for free and reduced-priced lunch) who received tutoring significantly outperformed students who did not.
- The 2013-2014 end of year evaluation for Colorado Reading Corps found that 78% of students who exited the program met or exceeded the spring benchmark target score.

