Colorado READ Act

2026 Annual Report

COLORADO
Department of Education



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Letter from the Commissioner of Education

The Reading to Ensure Academic Development Act continues to have a meaningful impact on supporting early literacy for Colorado children.

The 2024-2025 school year included some significant milestones for our implementation of the READ Act:

- For the fourth consecutive year, we saw declines in the number of students in grades K-3 being identified as having significant reading deficiencies - including students at 37 of the 62 schools that received Early Literacy Grant professional learning funds in the prior year;
- The percentage of students who receive special education services or are English Learners who have a Significant Reading Deficiency has decreased for the third consecutive year.
- The number of districts using Colorado Department of Education (CDE)-approved core reading programs for students in grades K-3 stayed consistent at 98% in 2024-24 and 2024-25;
- By the start of the 2024-2025 school year, more than 31,000 K-3 teachers and 4-12 reading interventionists as well as 4,000 principals and administrators successfully completed training designed to support them with implementing high-quality literacy instruction.

This is promising progress for our children and for the future of our great state. Thank you for your relentless commitment to ensuring that Colorado students are strong readers who are prepared for success in college, careers, and life.

Respectfully,



Dr. Susana Córdova

Colorado Commissioner of Education

Executive Summary

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

The K-3 SRD rates declined for the fourth consecutive year. Districts report state board approved READ Act interim assessment data to the Colorado Department of Education at the end of each school year for students in kindergarten through third grade. Interim assessment data reported for the 2024-25 school year showed that 19.0% of K-3 students were identified as having a significant reading deficiency (SRD), a decrease of 0.8% from 2023-24.



The percentage of students who receive special education services or are English Learners who have an SRD has decreased for the third consecutive year. Data from 2024-25 showed that 48.3% of students receiving special education services are identified as having an SRD, a decrease of 1.4% from 2023-24. Data from 2024-25 showed that 49.8% of Non English Proficient (NEP) students are identified as having an SRD, and 23.5% of Limited English Proficient (LEP) students are identified as having an SRD, a decrease of 2.5% and 3.5% respectively.

In 2024-25, 97.25% of districts reported the use of CDE-approved core instructional reading programs. Districts and schools receive per-pupil funds based on the number of kindergarten through third grade students identified with an SRD in the preceding budget year to support implementation of the READ Act. Districts report the anticipated use of READ Act funds through the annual READ Act Budget Submission. In 2024-25, the majority of READ Act per-pupil intervention funds were spent on purchasing "other services," which includes salary supplementation for curriculum specialists, instructional coaches, and reading interventionists, as well as approved classroom reading materials. Districts are required to report the reading instructional programs in use in grades K-3 in each school in the districts that serve any of grades K-3. This information is made **publicly available on the CDE**, district and school websites.

Almost 32,000 teachers and over 4,000 principals and administrators have completed the evidence-based training in teaching reading. Updates to the READ Act include required training in scientifically and evidence-based reading instruction for teachers who provide reading instruction for students in grades K-3, reading interventionists who provide targeted support to students in grades 4-12, and principals and administrators who oversee reading instruction for students in grades K-3.

Of the 62 schools that participated in the Early Literacy Grant Professional Development for the 2024-25 school year, 37 (60%%) saw a reduction in SRD from the year prior (2024) after receiving ELG PD funds (2025), reflecting a positive impact on literacy outcomes. Local Education Providers have the opportunity to apply for additional literacy funding beyond the READ Act per-pupil funds. Multi-year Comprehensive Early Literacy Grants have been available for seven cohorts including 149 schools and have served schools in all regions of the state. Early Literacy Professional Development grants provide one-year funding opportunities for additional scientifically and evidence-based professional development and have been awarded to 189 schools across the state. In total, the 2024-25 grantees received approximately $1,250,000 in funding to support science of reading-aligned professional development.

Nearly 60% of K-3 students attend schools participating in the Early Literacy Assessment Tool (ELAT) project during the 2024-2025 school year. Through the ELAT Project, districts may apply to receive student licenses to administer a state board approved interim assessment to assess the reading skill levels for students in grades K-3. The 2022 competitive vendor and assessment selection process for ELAT selected Amplify's mCLASS DIBELS 8th Edition and mCLASS Lectura. The 2023-24 school year was the first year of implementation of mCLASS DIBELS 8th Edition and mCLASS Lectura. Nearly 60% of K-3 students in Colorado are participating in the ELAT project in the 2024-25 school year.



An external evaluation of the implementation of the READ Act is conducted annually by WestEd which highlights key findings at the state, district, and school level. Key findings from the 2024 evaluation report that students with Individualized Education Programs (IEPs) or English Learners (ELs) who were identified with an SRD reached proficiency on the CMAS ELA exam at lower rates than their general education peers who had also been identified with SRDs. As with the overall population of students, students with IEPs and ELs who were identified with an SRD at some point in K–3 displayed a slight increase in proficiency rates from 2022. Among students with IEPs, only 1.7% of those who were ever identified with an SRD demonstrated proficiency on the CMAS exam (up .4 percentage points from 2022). Similarly, among EL students, only 2.9% of those who were ever identified with an SRD demonstrated proficiency (up .4 percentage points from 2022). In response, the Elementary Literacy and School Readiness Office in conjunction with the Office of Culturally and Linguistically Diverse Education has developed and released the **Biliteracy Professional Development Series**, a course designed to provide participants with evidence-based strategies for teaching students in English and Spanish while working on bilingualism and biliteracy. Additionally, the Elementary Literacy and School Readiness Office has worked with the Exceptional Students Services Unit to develop guidance for peer comparison which will be released in summer of 2025.

Overview of the Colorado READ Act



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

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

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

Figure 1: The READ Act in Action graphic

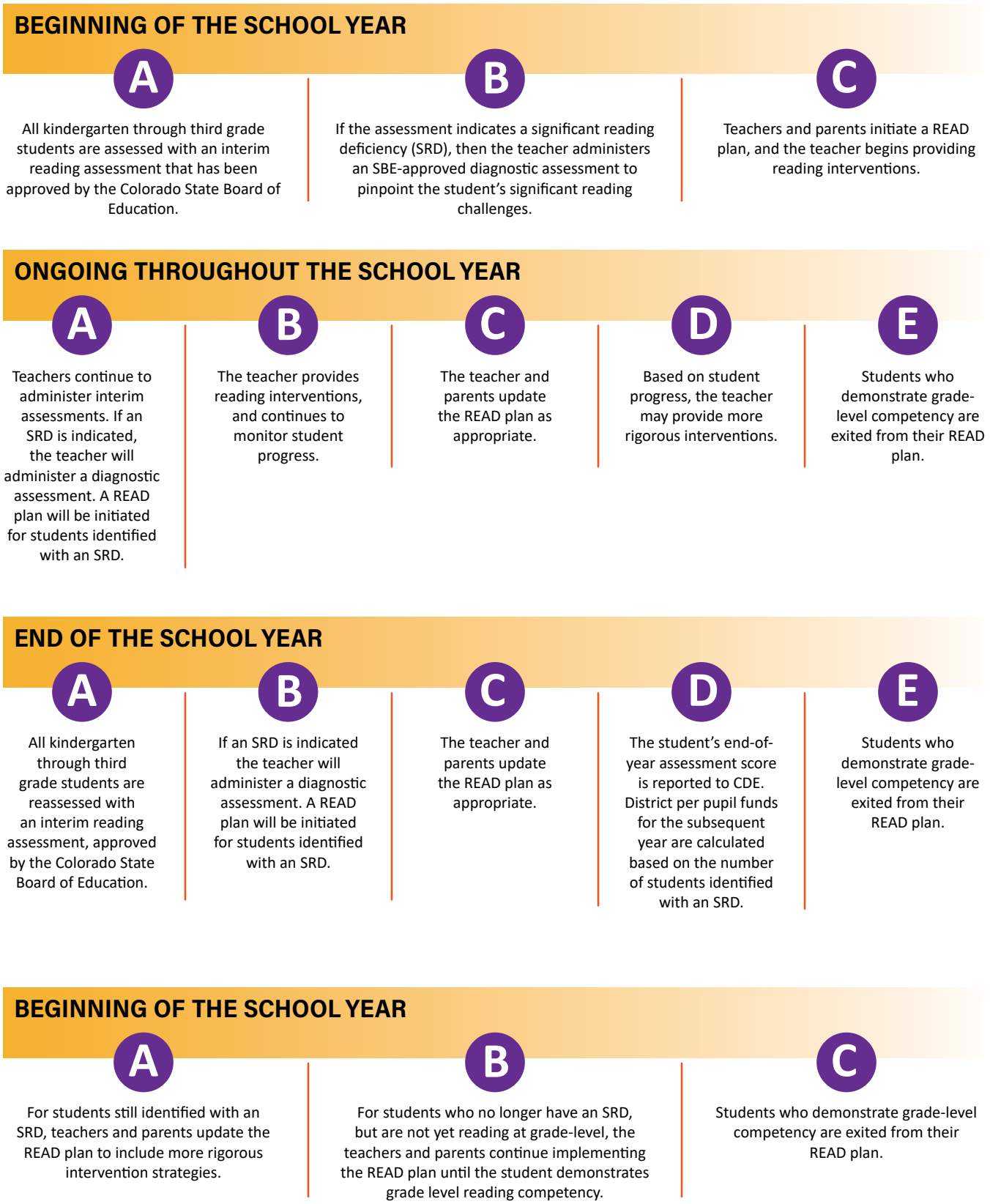


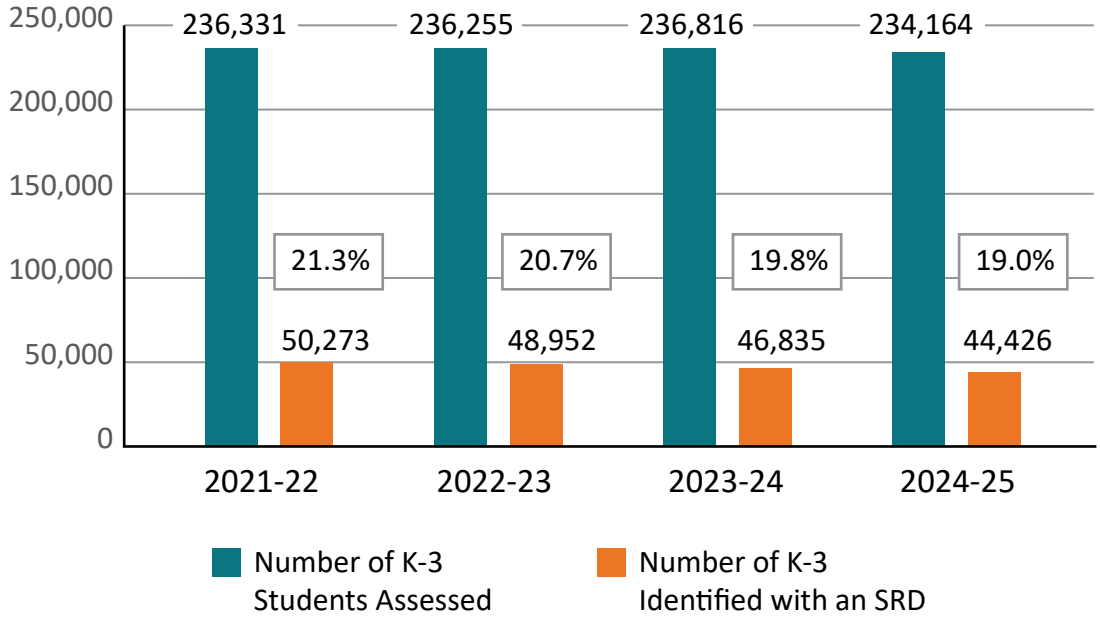
Figure 1 detailed alternative text is available in the appendix.

Prevalence of Significant Reading Deficiencies in Colorado

Each spring, districts report the number of K-3 students who are identified with a significant reading deficiency (SRD) using a state board approved interim reading assessment. When a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension established by the state board for the student's grade level, they are determined to have an SRD (C.R.S. 22-7-1203). The reported data is used by the Colorado Department of Education (CDE) to determine district funding for reading intervention services. In the spring assessment period in the 2024-25 school year, 234,164 students took state board approved interim reading assessments. Of those students, 44,426 (19.0%) were identified as having an SRD. Figure 2 tracks the annual SRD rate since the 2021-22 school year.

Figure 2: Longitudinal SRD Rates for Grades K-3 from 2021-22 to 2024-25[1]

The K-3 SRD rates decreased for the fourth consecutive year.



The SRD rate varies between grade levels, as shown by Figure 3. In the 2024-25 school year, the highest SRD rate occurred in third grade (22.0%), followed by second grade (21.1%), first grade (17.5%) and finally kindergarten (14.8%).

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

Figure 2 detailed alternative text is available in the appendix.

Figure 3: Students Identified as Having an SRD by Grade Level, 2022-24 and 2024-25

The number of students identified as SRD in all grades decreased.

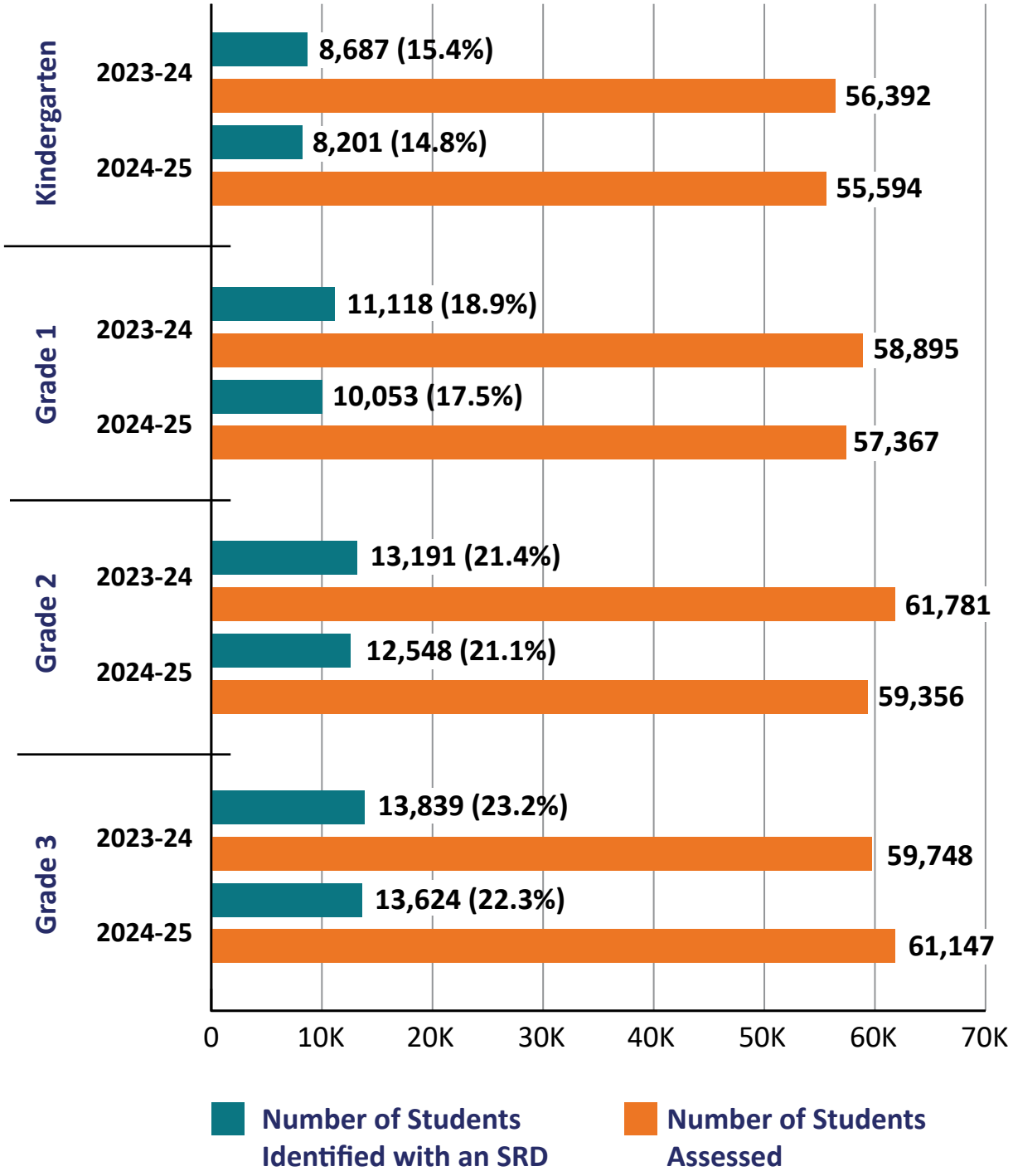


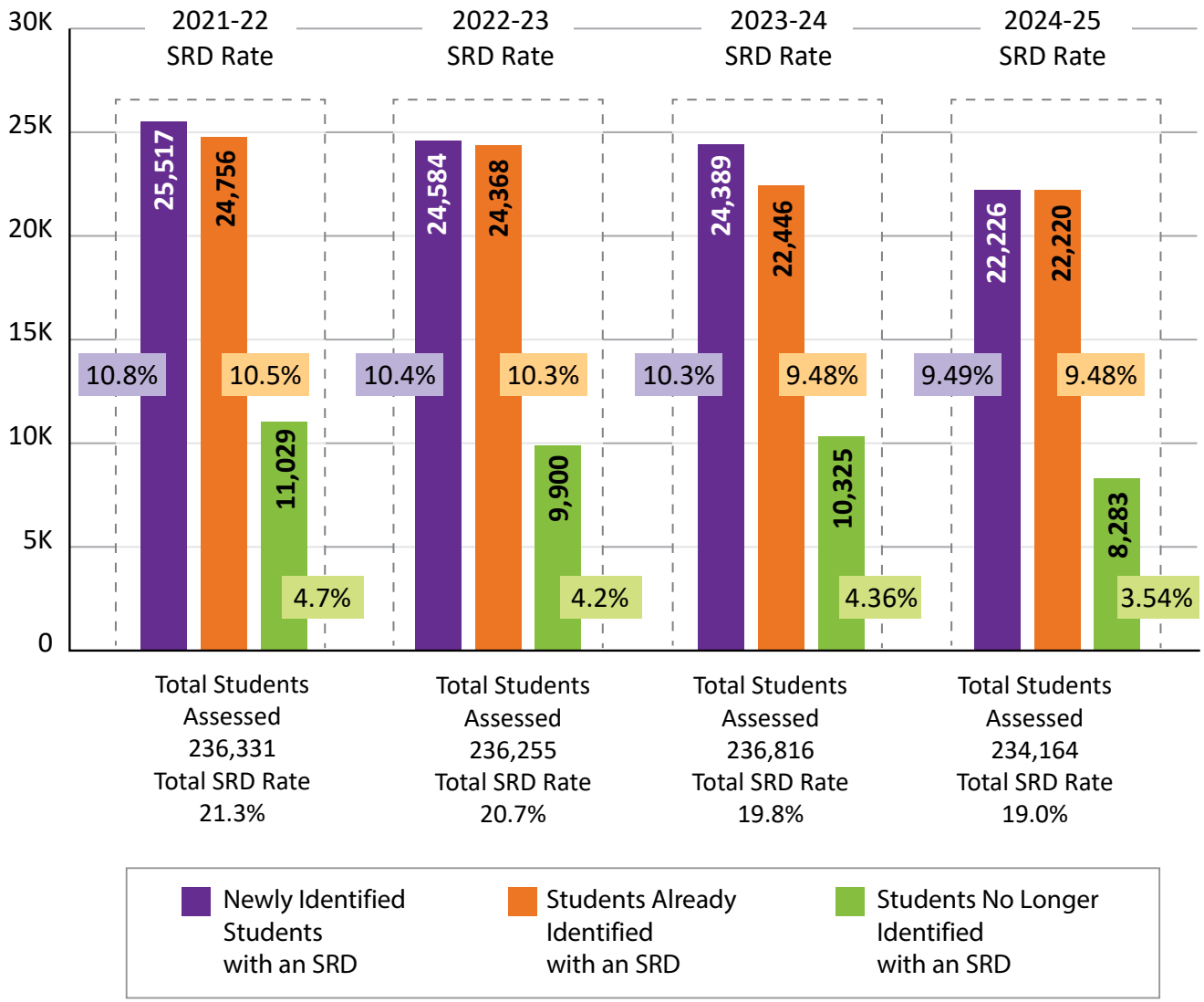
Figure 3 detailed alternative text is available in the appendix.

Unpacking the SRD Rate

Students are assessed multiple times per year to measure reading competency and determine risk for an SRD. Local education providers report their SRD rates to CDE annually at the end of the school year. The SRD rate at any grade level is comprised of students newly identified as having an SRD as well as students who were previously identified and continue to have an SRD. Of all of the students in grades K-3 assessed for an SRD in 2024-25, 9.49% were newly identified with an SRD this year, 9.48% already were identified with an SRD in the previous year, and 3.54% no longer have an SRD after being identified in the past.

Figure 4: Disaggregated Annual SRD Rate for Grades K-3 from 2021-22 through 2024-25[2]

Overall SRD rates decline every year.



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

Figure 4 detailed alternative text is available in the appendix.

Early Detection is the Key to Reading Success

According to these data, early detection of and intervention for an SRD result in better literacy outcomes. Students first identified with an SRD in kindergarten were much less likely to be continuously identified with an SRD by the end of third grade than those originally identified in later grades. Of the 8,944 students identified with an SRD as kindergarten students, 44.4% still had an SRD by the end of their third grade year. Of the 14,546 students initially identified with an SRD as first graders, 53.7% still had an SRD by the end of their third grade year. Of the 13,613 students initially identified with an SRD as second graders, 69.3% still had an SRD by the end of their third grade year. This analysis highlights the importance of early detection and the impact of early intervention on students reading significantly below grade level.

Figure 5: Students identified as having an SRD in Kindergarten have a greater chance of not having an SRD by the end of third grade.

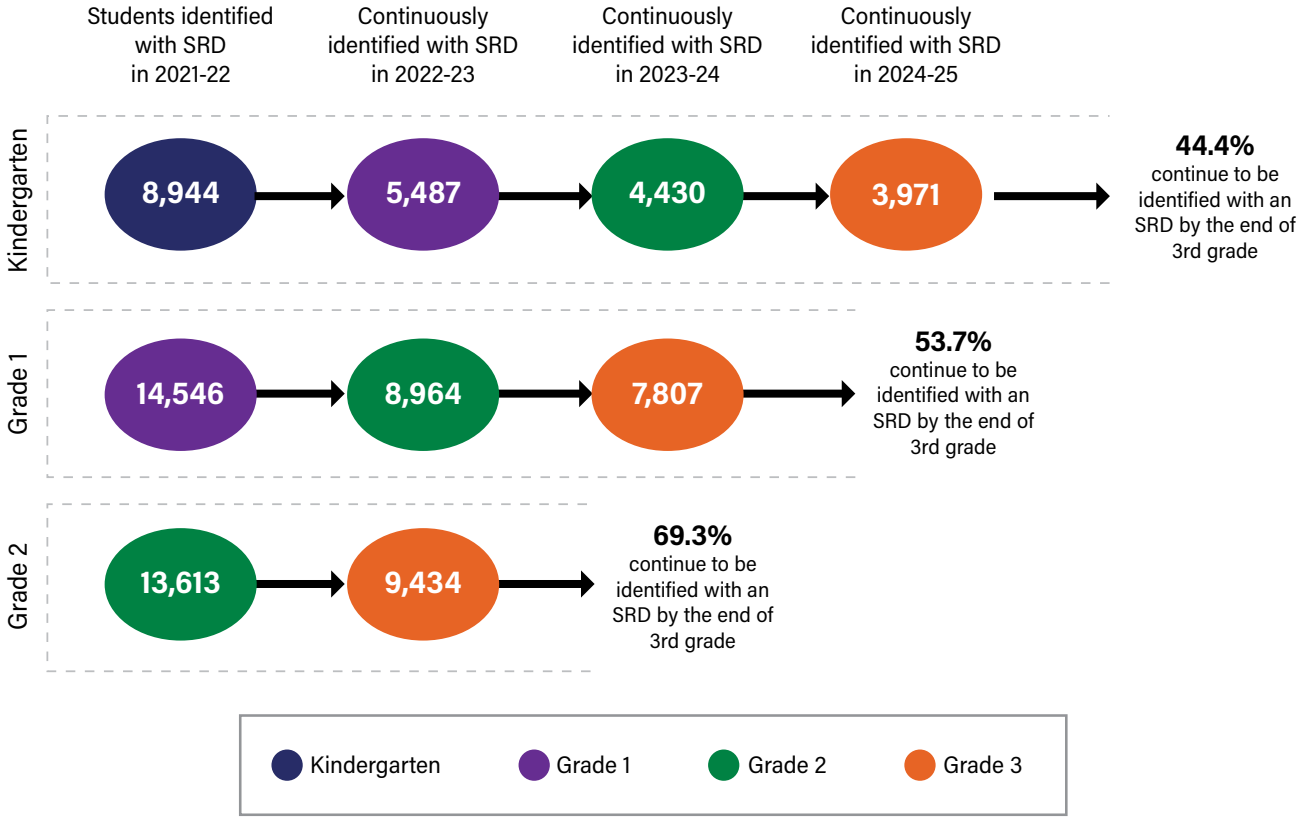


Figure 5 detailed alternative text is available in the appendix.

Tracking Student Outcomes

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

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



Significant Reading Deficiency:

Students who are significantly below grade level in reading.



Read Plan:

The READ Plan documents interventions and student progress towards grade-level competency.



Grade-Level Competency:

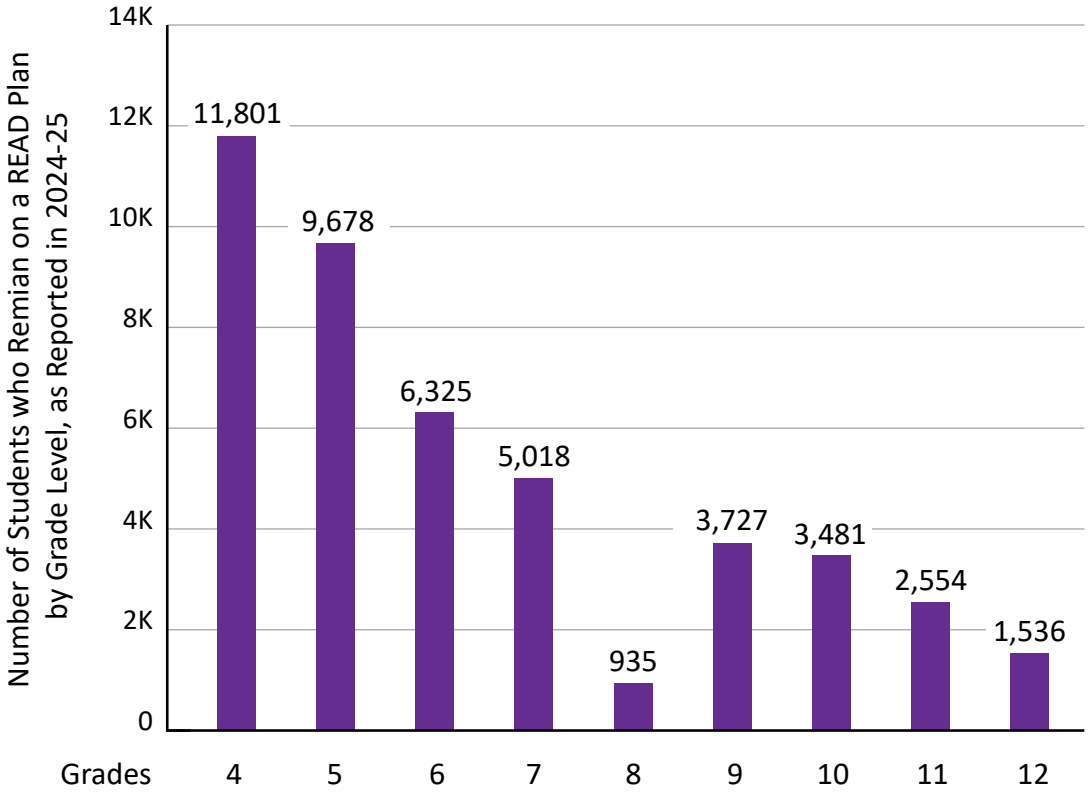
Students who have made enough progress to be considered grade-level competent in reading.

Figure 6 detailed alternative text is available in the appendix.

After a child is identified with an SRD, CDE follows their progress towards grade-level competency beyond third grade. There are three different pathways for a student identified with an SRD. The ideal outcome is for the child to be reading at grade level by the end of third grade. For students who are not reading on grade level by the end of third grade, the READ plan remains in place in subsequent years until grade level competency is achieved. The number of students remaining on a READ plan in grades 4-12 in the 2024-25 school year are shown in Figure 7.

Figure 7: Number of Students Who Remain on READ Plans by Grade Level as Reported in 2024-25[3]

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



[3] The Grade 8 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified as having a significant reading deficiency and placed on a READ plan in their third grade year, due to the pandemic-related suspension of assessments and data collections in 2019-20. Therefore, these eighth grade students were identified as having a significant reading deficiency and placed on a READ plan in their second grade year, or earlier.

Figure 7 detailed alternative text is available in the appendix.

Advancement Decisions

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

Only 1.13 (n=502) percent of all students with an SRD in 2024-25 were retained due to their SRD status. As seen in Figure 8, retention of students as an intervention has historically only been used in limited circumstances.

Figure 8: Students Retained for SRD[5]

The number of students retained due to significant reading deficiency has increased since 2021-22.

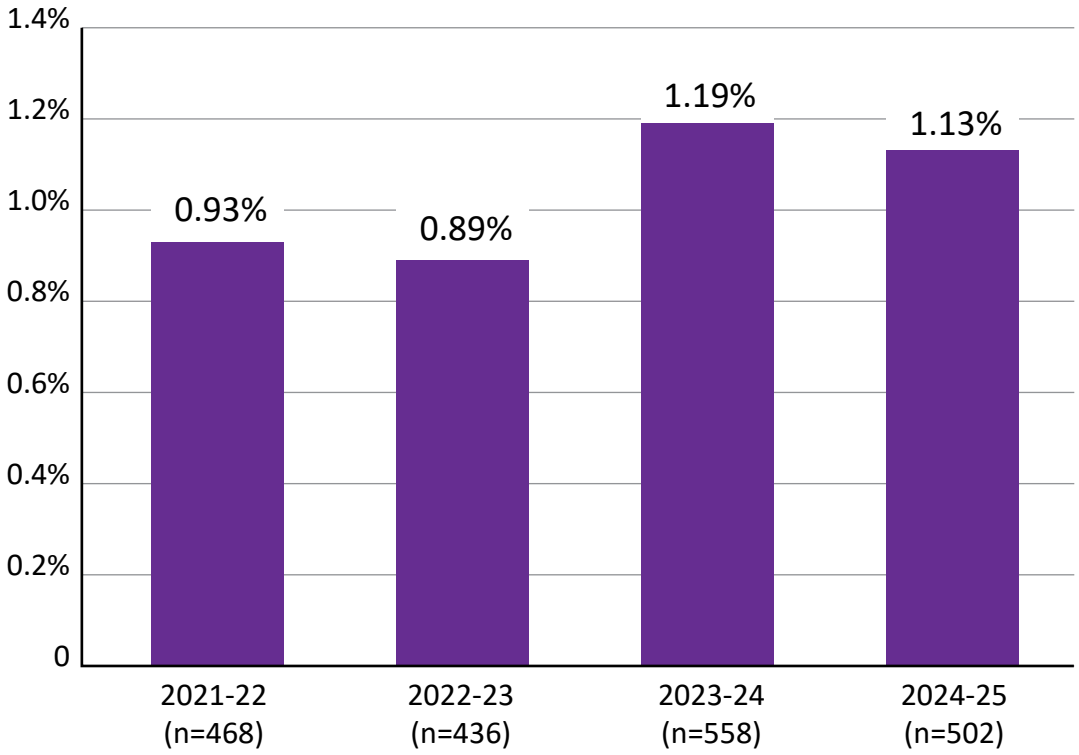


Figure 8 detailed alternative text is available in the appendix.

Figure 9: Percentage of Students with an SRD Who Were Retained by Grade Level from 2021-22 through 2024-25

Kindergarten students who were identified as having an SRD were retained at a greater rate than those in grades 1, 2 and 3.

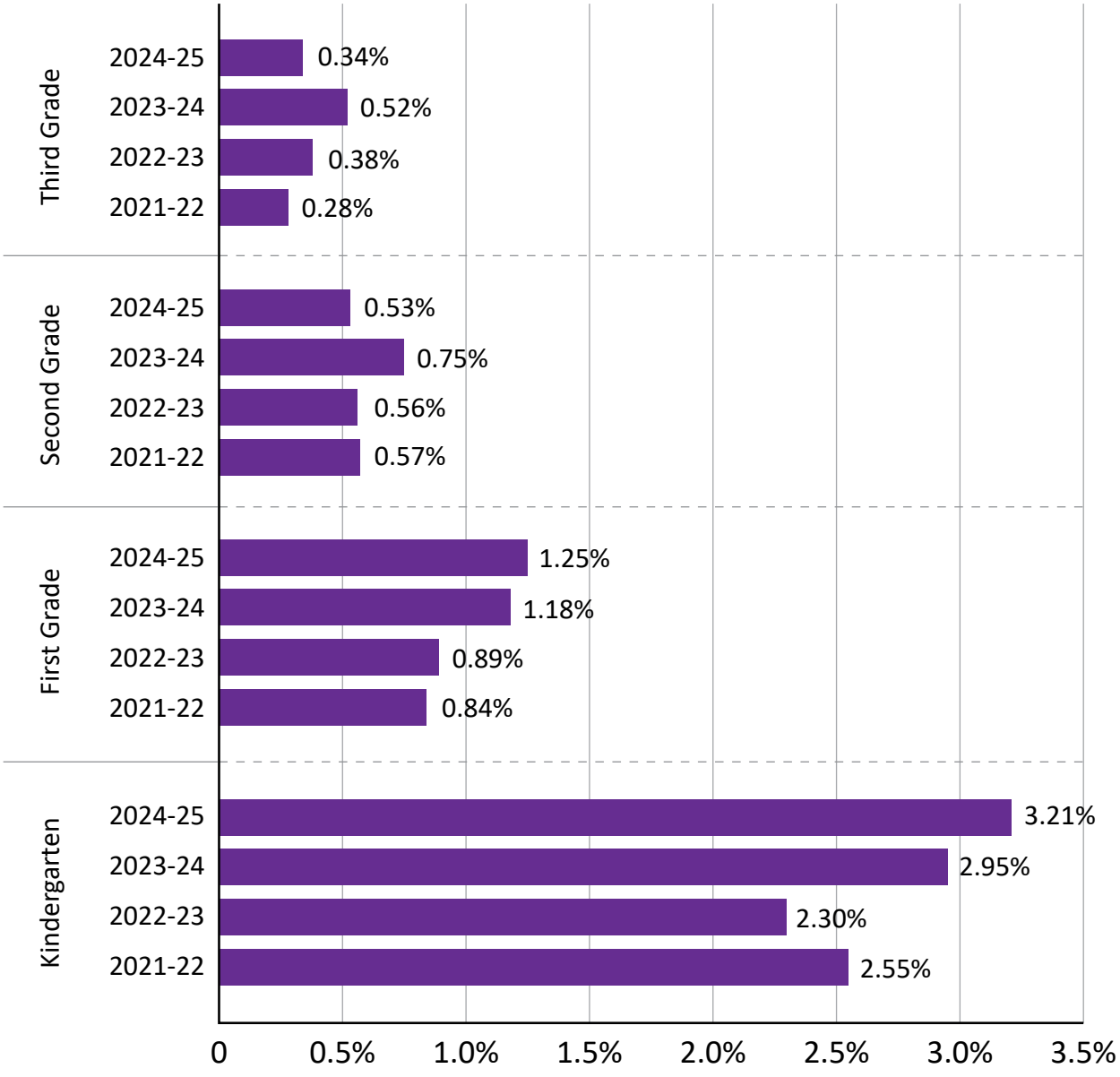


Figure 9 highlights the percentage of students identified as having an SRD at each grade level who were retained from 2021-22 through 2024-25. This data demonstrates that the highest rates of retention occur in kindergarten ranging from 2.3% to 3.21%. While these retention rates for kindergarten students have still stayed beneath four percent of students identified with an SRD in kindergarten, the retention rates for students identified as having an SRD trend downward in grades 1, 2, and 3.

Figure 9 detailed alternative text is available in the appendix.

Figure 10: READ Plan Status for Students Identified as Having an SRD Who Were Retained One Year After Retention from 2021-22 through 2024-25

More than 50% of students identified as having an SRD who were retained continue to be identified as having an SRD the following year.

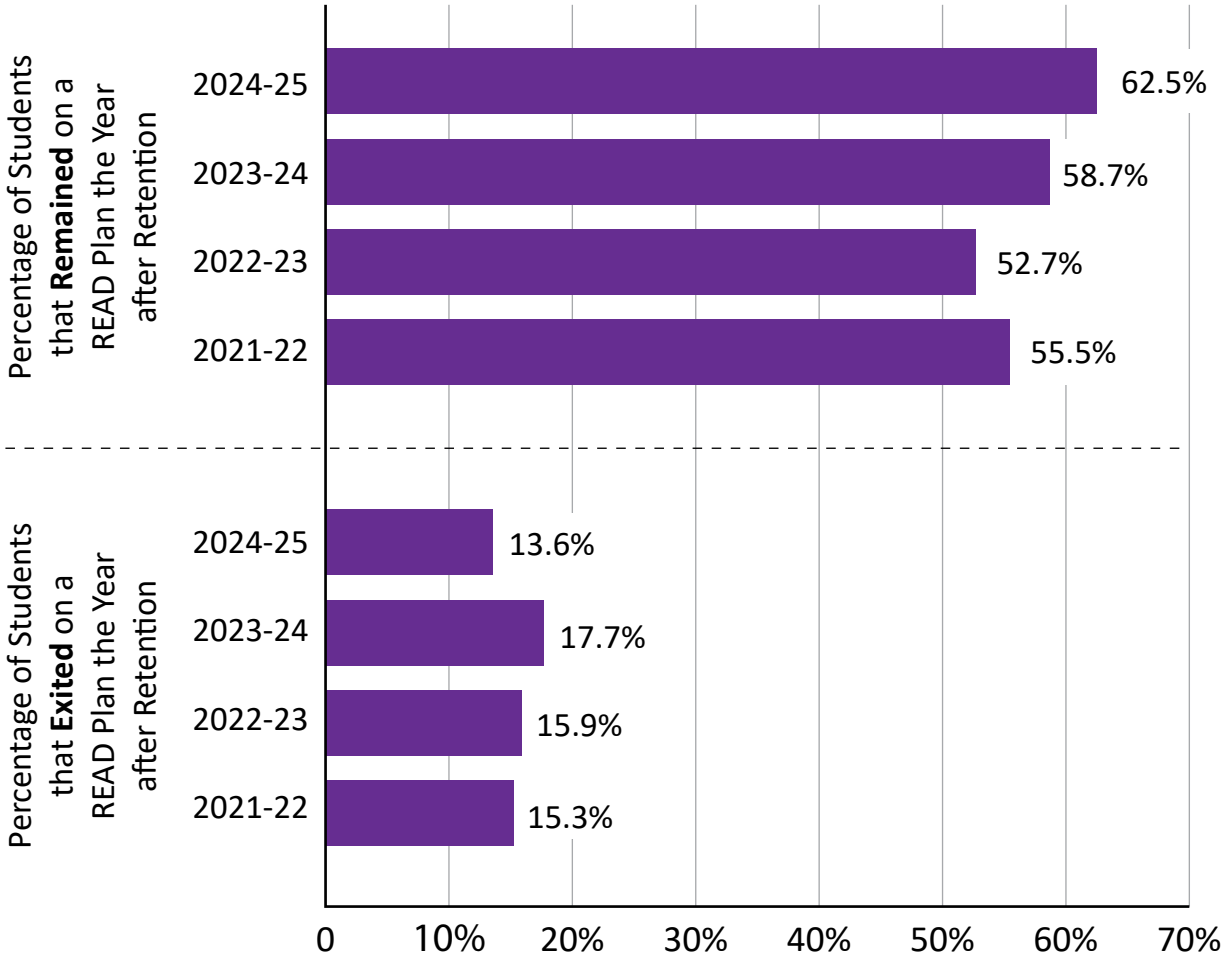


Figure 10 demonstrates the percentages of students who were identified as having an SRD and were retained who remained on a READ Plan the year after retention and those who exited a READ Plan the year after retention from 2021-22 through 2024-25. More than 50% of students remained on a READ Plan after being retained, indicating that the student continued to have an SRD and retention did not lead to gains in reading proficiency. Less than 20% of students who were retained exited their READ Plan indicating that they no longer had a significant reading deficiency after they were retained. This has also been a consistent trend over the last four years.

Figure 10 detailed alternative text is available in the appendix.

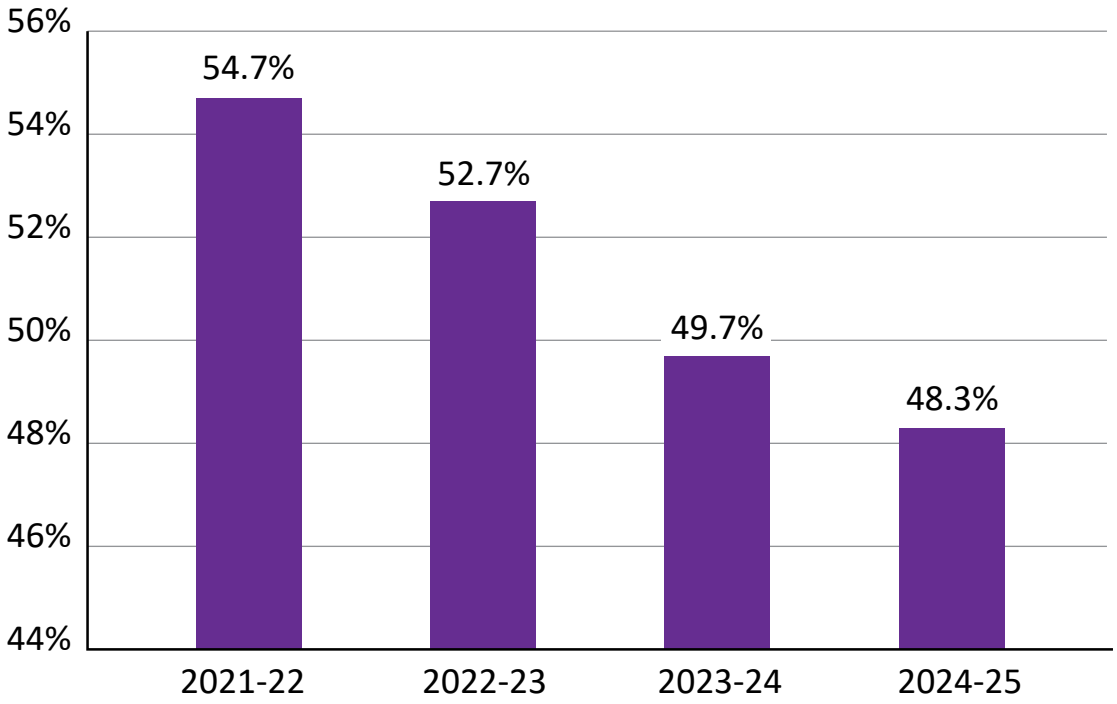
Trends Across Student Population Groups

Students Eligible for Special Education Services

The READ Act provides support for all students, regardless of whether they are eligible to receive special education services. Of the K-3 students receiving special education services, 48.3% were also identified with an SRD in the 2024-25 school year. This is a slight reduction from the 2023-2024 rate of 49.7%. More targeted support for educators in using data collected through assessment and classroom work may be needed to better identify students' needs within their dual designation.

Figure 11: Percentage of K-3 Students Receiving Special Education Services who were also Identified with an SRD[4]

The percentage of K-3 students receiving special education services who also have a significant reading deficiency has decreased for the fourth consecutive year.



[6] Alternative pathway for identification of SRD for students with low incidence disabilities was implemented in 2016. These students were previously exempt from taking READ assessments. See Differentiated Pathways for Students with Disabilities for more information.

Figure 11 detailed alternative text is available in the appendix.

Students Identified as Multilingual Learners

Multilingual Learners experience unique opportunities and challenges when it comes to reading. These students are learning to read while simultaneously learning a new language. Many multilingual learners are trying to build understanding based on what is known in their primary language. Others face challenges getting access to language development classes in school. Students in Colorado who are learning English as an additional language are placed into two reporting categories: Non-English Proficient (NEP) and Limited English Proficient (LEP). Students who come from a language background other than English and are not yet fluent in English (speaking, listening, reading and/or writing) are considered to be Non-English Proficient (NEP) or Limited English Proficient (LEP). Schools have the option of providing Spanish language READ assessments to these students. Guidance on determining the language of assessment for ELs is provided in the READ Act and English Learners: Guidance for Assessment and Determination of Significant Reading Deficiency in Grades K-3 document.

Students who are NEP are identified as having an SRD at a much higher rate than their LEP peers. Figure 12 displays the SRD rates for students who were also identified as NEP or LEP. In 2024-25, the SRD rate for students identified as NEP was 49.8%, while the rate for students identified as LEP was 23.5%. These rates have decreased since 2021-22. There is a need to better understand how students are being identified as SRD if they are designated as NEP or LEP. Districts need support to best understand if the student needs language support due to learning English or if they truly have an SRD.

Figure 12: Percentage of K-3 Multilingual Learners Identified with an SRD

The percentage of K-3 multilingual learners identified as having a significant reading deficiency has decreased for the fourth consecutive year.

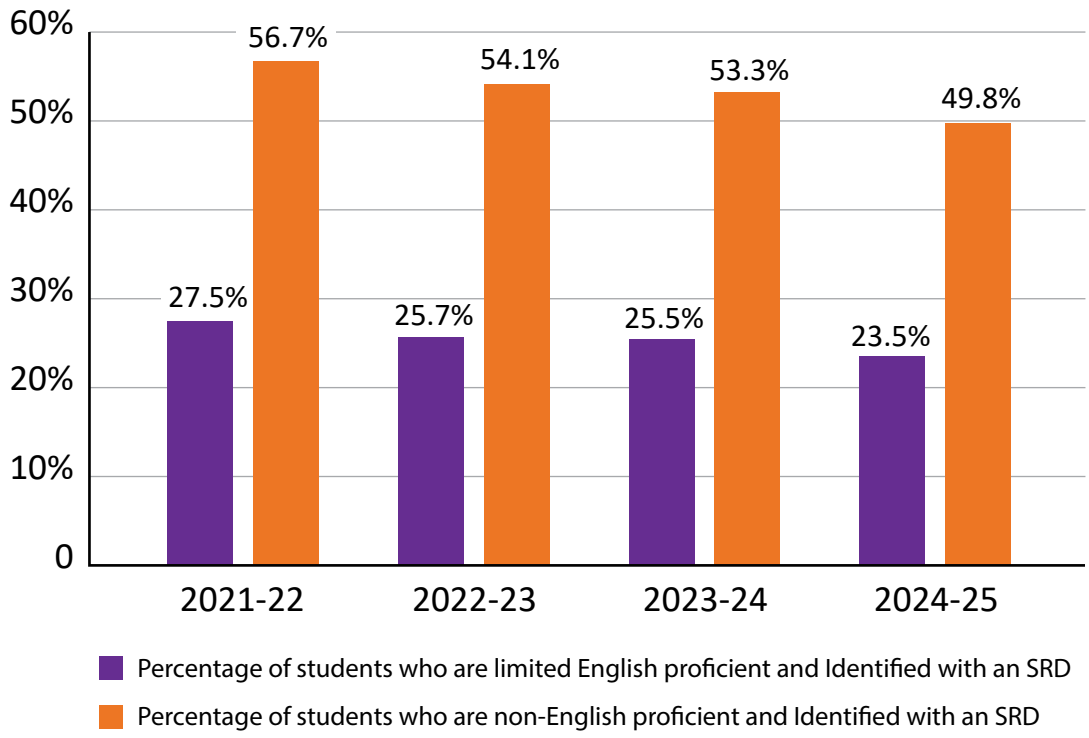


Figure 12 detailed alternative text is available in the appendix.

Students Eligible for Free or Reduced Lunch

The SRD rate for students eligible for free or reduced-priced lunch (FRL) is higher than the SRD rate for students who are not eligible. In 2024-25, the SRD rate for students who qualified for free or reduced lunch was 28.8% (Figure 13). While these rates have generally decreased since 2021-22, an increase of 0.1% was noticed between the 2023-24 school year and the 2024-25 school year.



Figure 13: Percentage of K-3 Students Eligible for Free or Reduced Lunch Identified with SRD

The percentage of K-3 students eligible for free and reduced lunch identified as having a significant reading deficiency has generally decreased since 2021-22.

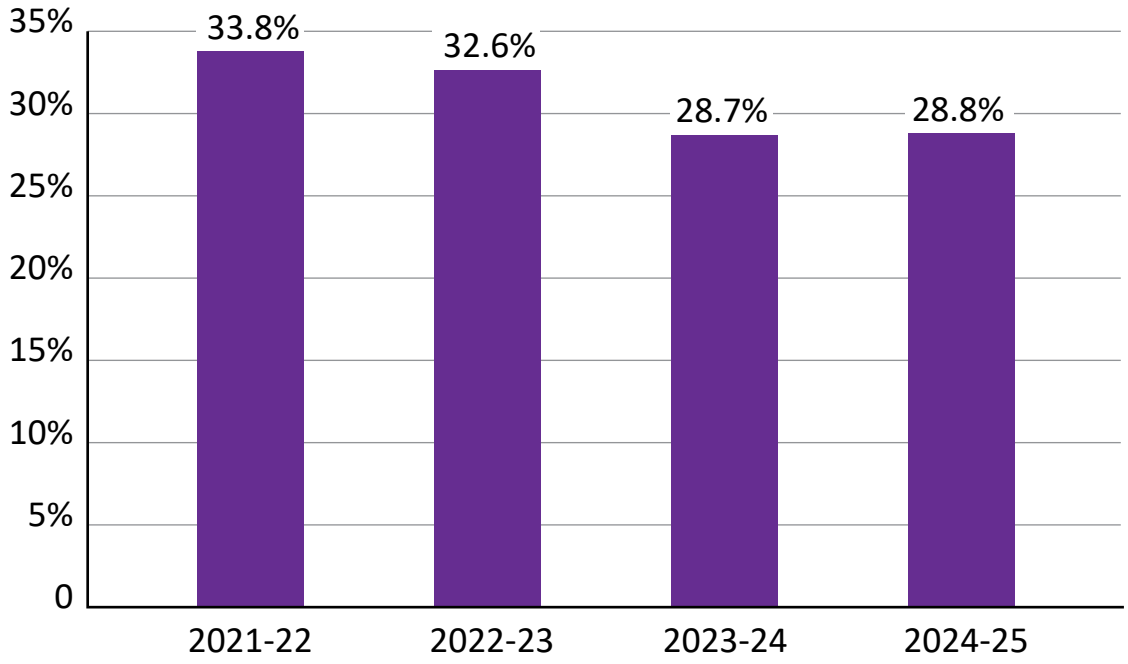


Figure 13 detailed alternative text is available in the appendix.

Student Gender

As in previous years, female students had a lower SRD rate (18.0%) than male students (19.9 %) in 2024-25. This trend is consistent across all years of the READ Act.

Figure 14: Percentage of K-3 Male and Female Students Identified with SRD

The percentage of K-3 male and female students identified as having a significant reading deficiency have decreased for the fourth consecutive year.

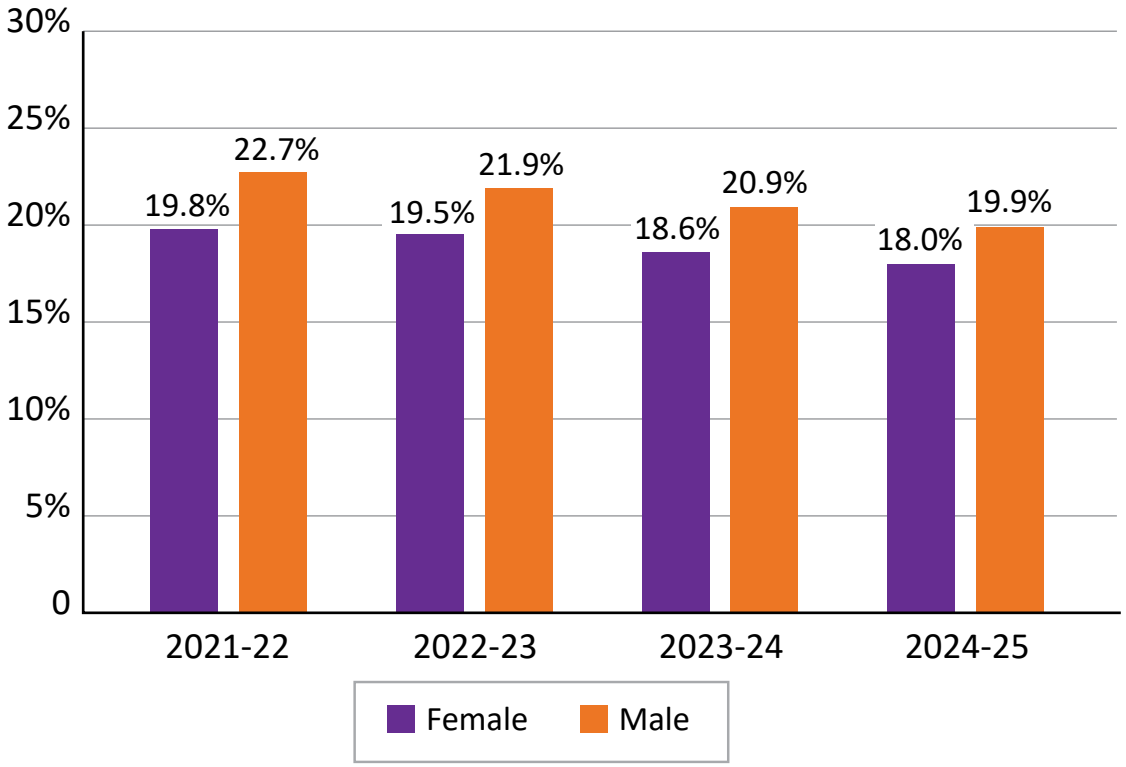


Figure 14 detailed alternative text is available in the appendix.

Racial/Ethnic Groups

The racial and ethnic groups with the highest SRD rates have remained the same over the last seven years with only slight variations year over year (Figure 15). In 2024-25, American Indian or Alaska Native students had the highest SRD rate, at 34.8%. This was followed by Hispanic or Latino students (28.3%), Native Hawaiian or other Pacific Islander students (28.1%), Black or African American students (26.9%) and students who identify with more than one race (15.2%). The groups with the lowest rates were Asian students (13.6%) and White students (11.7%). Compared to the 2023-24 year, the SRD rate decreased slightly for every racial or ethnic group.

Figure 15: Percentage of Students Identified with an SRD by Racial/Ethnic Groups[10]

The percentage of students identified with an SRD in every racial/ethnic group has decreased in the last four years.

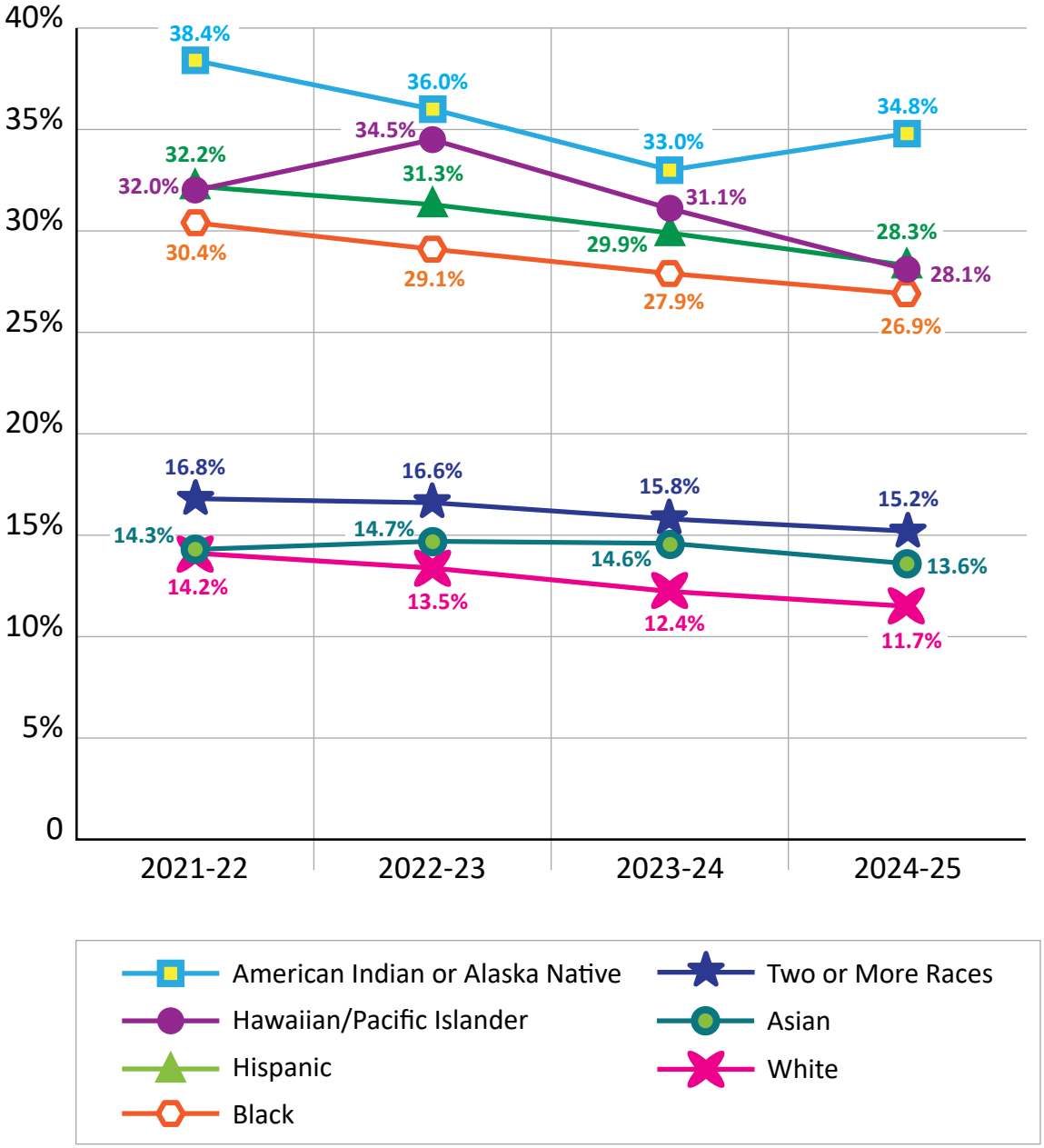


Figure 15 detailed alternative text is available in the appendix.

Dyslexia and the READ Act

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

Colorado Dyslexia Handbook

In the summer of 2018, CDE published the Colorado Dyslexia Handbook to provide guidance to Colorado schools and parents of children with dyslexia and those exhibiting characteristics of dyslexia. In 2020, the Handbook was updated into its current electronic format and updated to include the most current web-based links to an array of resources. Subsequent adjustments have been made to maintain active embedded internet links. An additional update is scheduled to be completed in winter 2026. This update will include documents and resources created by the Dyslexia Working Group that address dyslexia identification and assessment practices. CDE will post the updated Colorado Dyslexia Handbook on the CDE Dyslexia webpage and will share the handbook with districts and parents when it is available.

CDE relies upon the International Dyslexia Association and the National Institute of Child Health and Human Development on the definition of dyslexia:

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

Dyslexia Working Group

In 2019, the Colorado General Assembly established the Dyslexia Working Group and the Dyslexia Pilot Program with H.B. 19-1134, Identification and Interventions for Students with Dyslexia. The Dyslexia Working Group is intended to further strengthen the screening, identification and support for students with dyslexia. Through the analysis of state and national data, the group is tasked with developing a statewide plan and recommendations for the identification and interventions for students with dyslexia, along with quality educator training programs. The Commissioner of Education appoints group members, who must include the following:

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

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

The following recommendations were made in the **2025 Dyslexia Working Group report**:

- LEAs should monitor READ Act designations to ensure highly trained staff work with students who have significant reading difficulties.
- Expand stakeholder resources - especially for families, teachers, and underserved areas - and updating the CDE Dyslexia Handbook with vetted tools.
- Phase implementation of universal K-3 dyslexia screening starting in 2027–28, while encouraging early adoption and staff training in data use and evidence-based instruction.
- Form a stakeholder task force to integrate the Science of Reading into RANDA staff evaluations.
- Advocate for a dyslexia therapist/specialist endorsement through accredited programs.
- Outline criteria screeners must meet - such as targeting key reading competencies and meeting validity standards.
- Trained educators - not paraprofessionals - should lead literacy instruction for high-need students, highlighting poor performance data as justification.
- Make kindergarten attendance compulsory prior to first grade.
- Create a state-guided, mandatory reading skills course for at-risk secondary students rooted in the Science of Reading.

Legislation

In May 2025, **Senate Bill 25-200, Dyslexia Screening and READ Act Requirements** was signed into law. This amendment to the READ Act requires that all Local Education Agencies implement a universal dyslexia screening process through the use of a dyslexia screener that is included in an interim assessment or that is administered separately from the interim assessment. CDE will review interim assessments in 2026 and include the universal screener requirements outlined in S.B. 25-200 in the review process.

Interim Assessments

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



Per-Pupil Distribution of Funds

In 2022-23 the Colorado General Assembly apportioned approximately $26 million to support schools in implementing the READ Act. The per-pupil READ Act funding in 2024-25 was $560.72. Per-pupil funds are calculated by dividing the current allocated funding by the total number of kindergarten through third-grade students identified with an SRD in the preceding budget year. In 2024-2025, 45,055 students in grades 4-12 remained on a READ plan. Schools do not receive READ Act per pupil funding for students who remain on a READ plan beyond 3rd grade, even though these students have not yet reached grade level reading proficiency.

To ensure funds are used for appropriate resources, CDE is required to annually monitor the use of READ Act funding by local education providers (C.R.S. 22-7-1210.5 (3)(c)). Local education providers using READ Act funds must submit a detailed budget for CDE review and approval (C.R.S. 22-7-1210.5 (3)(b). Allowable uses for READ Act funds are outlined below (Figure 16).

Figure 16: 2024-25 Allowable Uses for Per-Pupil Intervention Funds per C.R.S. 22-7-1210.5 (4)

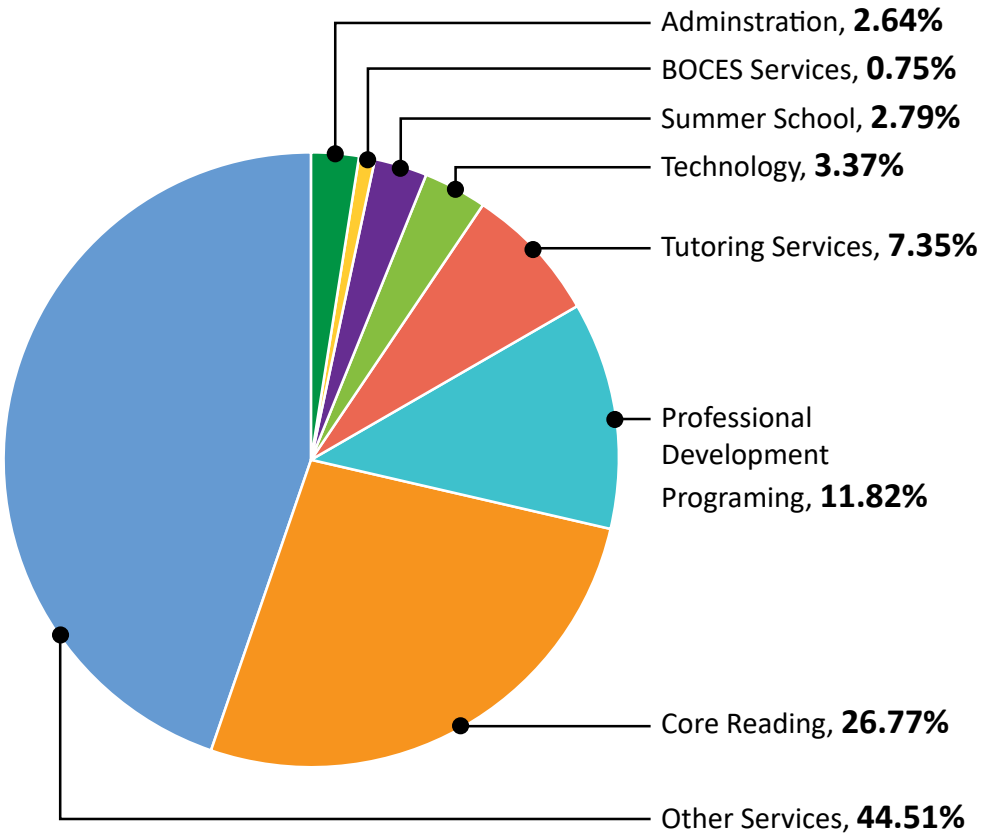
INTERVENTION	EXAMPLES OF ALLOWABLE USES OF FUNDS	EXAMPLES OF NON-ALLOWABLE USES OF FUNDS
Tutoring Services	Contracted services for tutoring, focused on increasing students' foundational reading skills.	Regular classroom instruction or general tutoring.
Summer School Literacy Program	Reading intervention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

Figure 16 detailed alternative text is available in the appendix.

Figure 17 contains a detailed breakdown of READ Act funding per use as reported by districts for 2024-25. The majority of the funding (44.51%) was used for the purchase of other services, which includes salary supplementation for curriculum specialists, instructional coaches, and reading interventionists, as well as the purchase of classroom reading materials. The next most common use of READ funds was for core reading materials (26.77%) and then for professional development programming (11.82%). This was followed by tutoring services (7.35%), technology (3.37%), summer school (2.79%), and administration (2.64%). Less than 1 percent (0.75%) of READ Act funds were used for BOCES services as defined by C.R.S. 22-7-1210.5 (4)(f). Some students were identified as having a significant reading deficiency at the end of the school year and were reported as not receiving intervention services as they had not received intervention prior to being identified as having a significant reading deficiency.

Figure 17: 2024-25 Use of Per-Pupil Intervention Funds as Reported in the READ Act Budget Submissions[5]

In 2024-25, the majority of READ Act per-pupil intervention funds were spent on purchasing other services, which includes salary supplementation for curriculum specialists, instructional coaches, and reading interventionists, as well as the purchase of classroom reading materials.



"Other" categories include: Internal Charges, Travel/ Registration, Purchased Services, Salaries/Benefits, Supplies, Electronic Media, Books and Periodicals.

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

Figure 17 detailed alternative text is available in the appendix.

READ Act Implementation Supports

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

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

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

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

Teacher Training Requirements

The READ Act requires that each Local Education Provider (LEP) that receives READ Act funding ensures that educators who provide literacy instruction to students in kindergarten through third grade complete evidence-based training in teaching reading by the beginning of the 2022-23 school year. Local Education Providers (LEPs) must ensure that teachers new to those grades each subsequent school year meet this requirement. Further, reading interventionists for grades 4 - 12 must complete evidence-based training in teaching reading by the beginning of the 2024-25 school year and continuing for each school year thereafter for untrained educators. A one-year extension was granted for new teachers hired after June 1, 2025. Educators who were granted a one-year extension must complete the training by August 1, 2025. One-hundred percent of K-3 educators who were required to complete the training have completed the training within the one-year extension window.

School districts, charter schools, and Boards of Cooperative Educational Services (BOCES) who do not meet this requirement are not eligible to receive per-pupil READ Act funding or early literacy grant funding[6].

The required evidenced-based training must:

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

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

[6] C.R.S. 22-7-1210.5 (3)(b)

The table below details the number of individuals who successfully completed the CDE-offered training by August 15, 2025, followed by a side-by-side comparison of completions in each pathway.

Disaggregated Pathway Total Reported Completions

Option 1:	Option 2:	Option 3:	Option 4:
Reading Specialist	SBE Approved Assessment	Undergraduate or Graduate Course	Course Appropriate for License Renewal
1,602	**3,473**	**186**	**35**

Option 5:	Option 6:	Option 7:
CDE Provided Training	District or BOCES Provided Training	Training Program from CDE Advisory List
22,815	**1,689**	**1,906**

Numbers reflect the total number of individuals who successfully completed a pathway and are not limited to only K-3 educators. Updated August 16, 2025.

K-3 Principal/Administrator READ Act Requirements

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

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

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

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

Figure 18: Two Pathway Options for K-3 Principals and Administrator to Meet the Evidence-based Training in Teaching Reading Requirement

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

20-Hour Requirement	5-Hour Requirement
5 hours of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1)	**5 hours** of Coursework aligned to Colorado Administrator/Principal Literacy Standards 1 CCR 301-92, 13.01 (D) (1)
Combined With	**Combined With**
15 hours of K-3 Teacher Training Requirement 1 CCR 301-101 4.02(5) through 4.02(12)	**Completion of an approved 45-hour K-12 Teacher course** 1 CCR 301-101 4.02(5) through 4.02(12)

In the first implementation year, all current principals and administrators must have completed the training by August 1, 2024. Each year after, newly hired principals/administrators must have evidence they completed an approved leadership course by August 1 (end of the first year of hire).

Once principals/administrators have completed coursework, CDE offers guidance on how to upload their Evidence of Completion (EOC) into the COOL system to obtain the READ Act Administrator designation on their license.

Once all current administrators obtained the READ Act Administrator designation on their license by August, 2024, they were listed as having met the READ Act requirements. For the 2024-25 school year, each newly hired K-3 principal and K-3 administrator must have completed this training requirement by August 1, 2025. The table below details the total number of people who enrolled and successfully completed the CDE-offered Principal and Administrator training as of August 16, 2025

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

20-Hour Course	5-Hour Requirement
2,060	**1,983**

Numbers reflect the total number of individuals who successfully completed a pathway and are not limited to only licensed principals/administrators as some districts require instructional coaches or other roles that hold teaching licenses to take this coursework. Updated August 16, 2025.

Figure 18 detailed alternative text is available in the appendix.

Literacy Curriculum Transparency

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

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

During the 2023-24 school year, CDE conducted an instructional program review for programs included on the READ Act Advisory List of Instructional Programming. All vendors, former and new, were welcome to apply to be reviewed for inclusion on the Advisory List. The review criteria is publicly available on CDE's website.[7] If a program was not selected for inclusion, the vendor was able to submit an appeal with an explanation of why the vendor believes the program met the posted evaluation criteria. A review cycle will be conducted during the 2025-26 school year.

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

[7] 2023-2024 READ Act Instructional Programming Review Process

Figure 19: Percentage of Colorado Districts Using Curriculum on the CDE Literacy Advisory List, 2020–21 through 2024–25

Nearly all Colorado districts reported using core instructional reading programs from CDE's Literacy Advisory List beginning in 2023–24, with usage remaining above 97% in 2024–25.

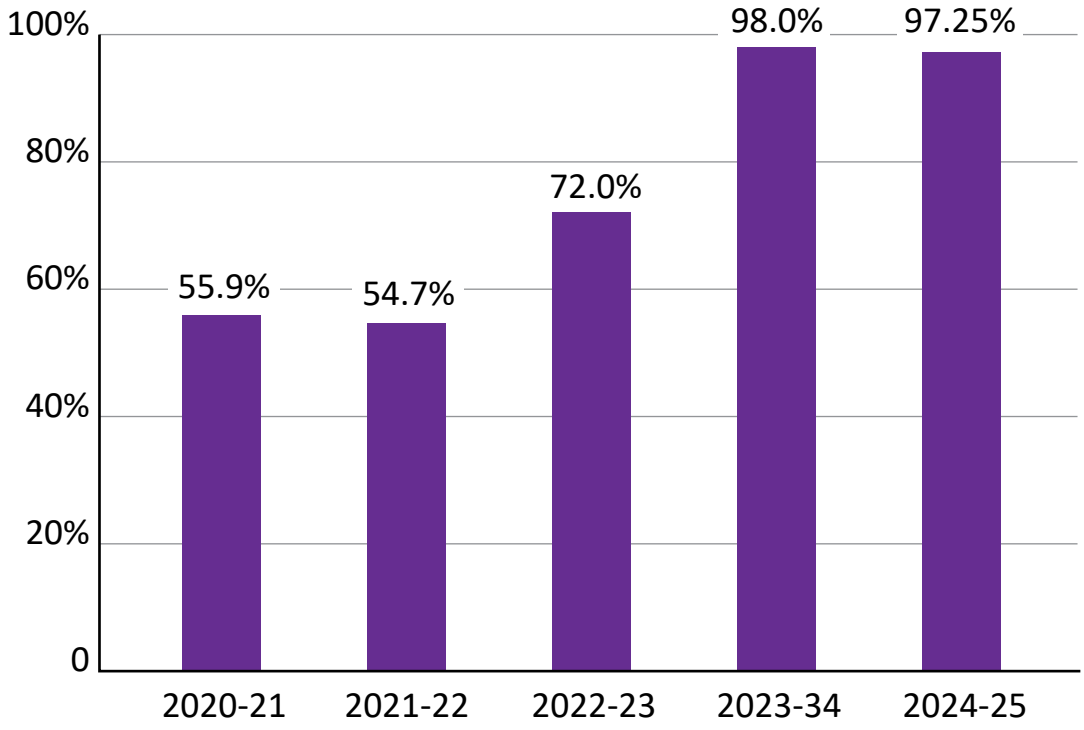


Figure 19 detailed alternative text is available in the appendix.

Early Literacy Grants

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

Comprehensive Early Literacy Grants

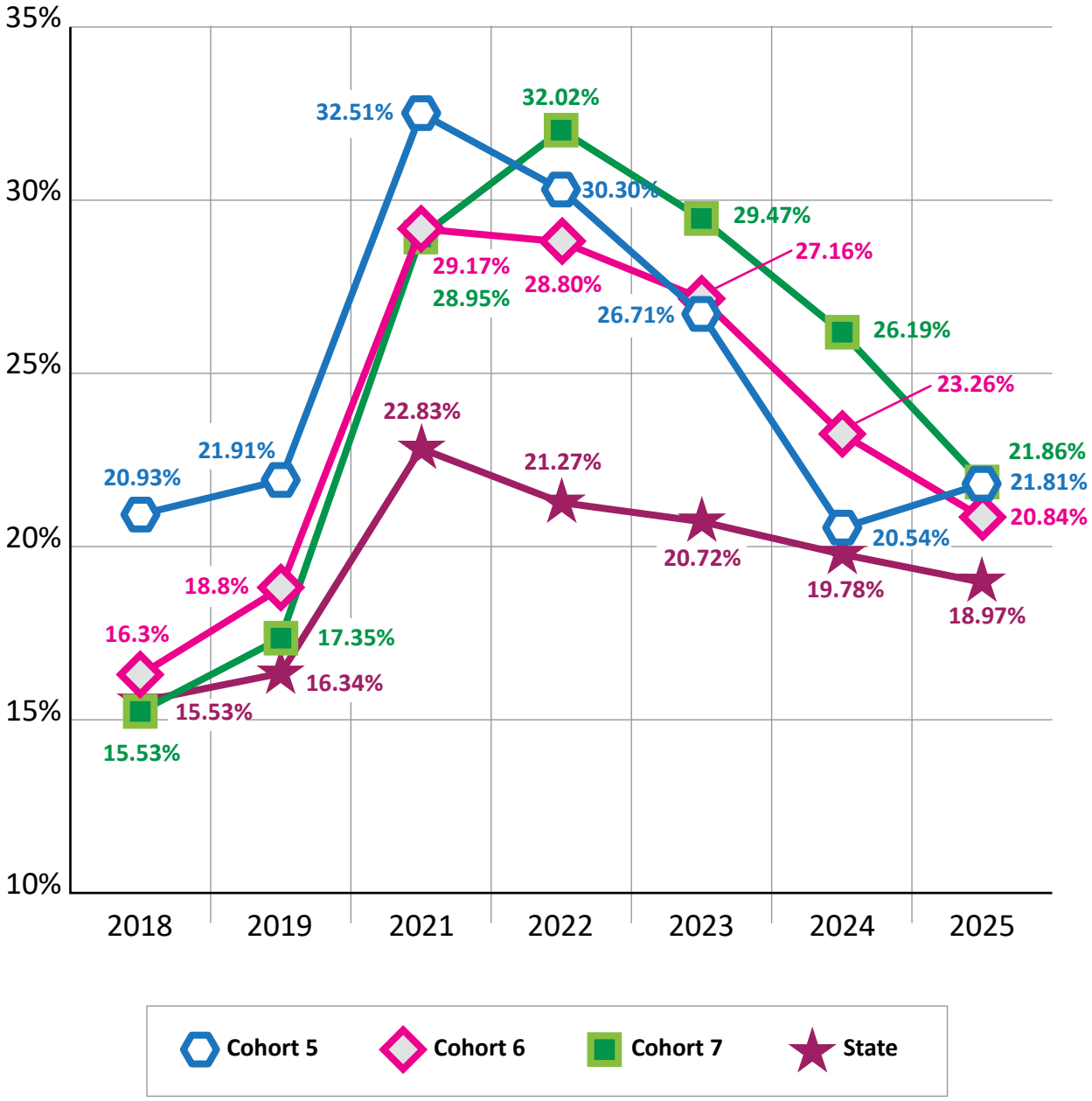
The Early Literacy Grant program was established in 2012 through the READ Act to award funds to BOCES, school districts, and charter schools to assist students in achieving reading competency. In 2018, H.B. 18-1393 revised the grant to become a four-year funding interval. The first year of the grant cycle is designated for planning and initial implementation. In the three subsequent years, the recipient uses the grant to implement their proposal. After the fourth year, eligible grantees may apply for an additional Sustainability Grant lasting one year. Since the 2013-14 school year, CDE has awarded funds to seven cohorts of grantees. As of the 2025-26 school year, four cohorts have completed the Comprehensive ELG and Sustainability Grant. Cohort six participants are in their fourth and final year, and Cohort seven participants are in their second year. Proposed grant fund uses are reviewed and approved by CDE.

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

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

Figure 20: Overall SRD Rate Comparison Early Literacy Grant Cohorts 5, 6, and 7 with the State for 2018-19 through 2024-25

While Early Literacy Grant (ELG) cohorts enter the program with a greater percentage of students identified as having a Significant Reading Deficiency (SRD) than the state average, all three cohorts demonstrate a greater reduction in SRD rates over time than the state as a whole. Ultimately converging near state-level rates by 2025 and demonstrating that participation in the ELG accelerates progress for high-needs schools.



Cohort 5 in 2019-2020 *COVID Challenges. **Cohort 6** launched 2022-23. **Cohort 7** launched in 2024-25.

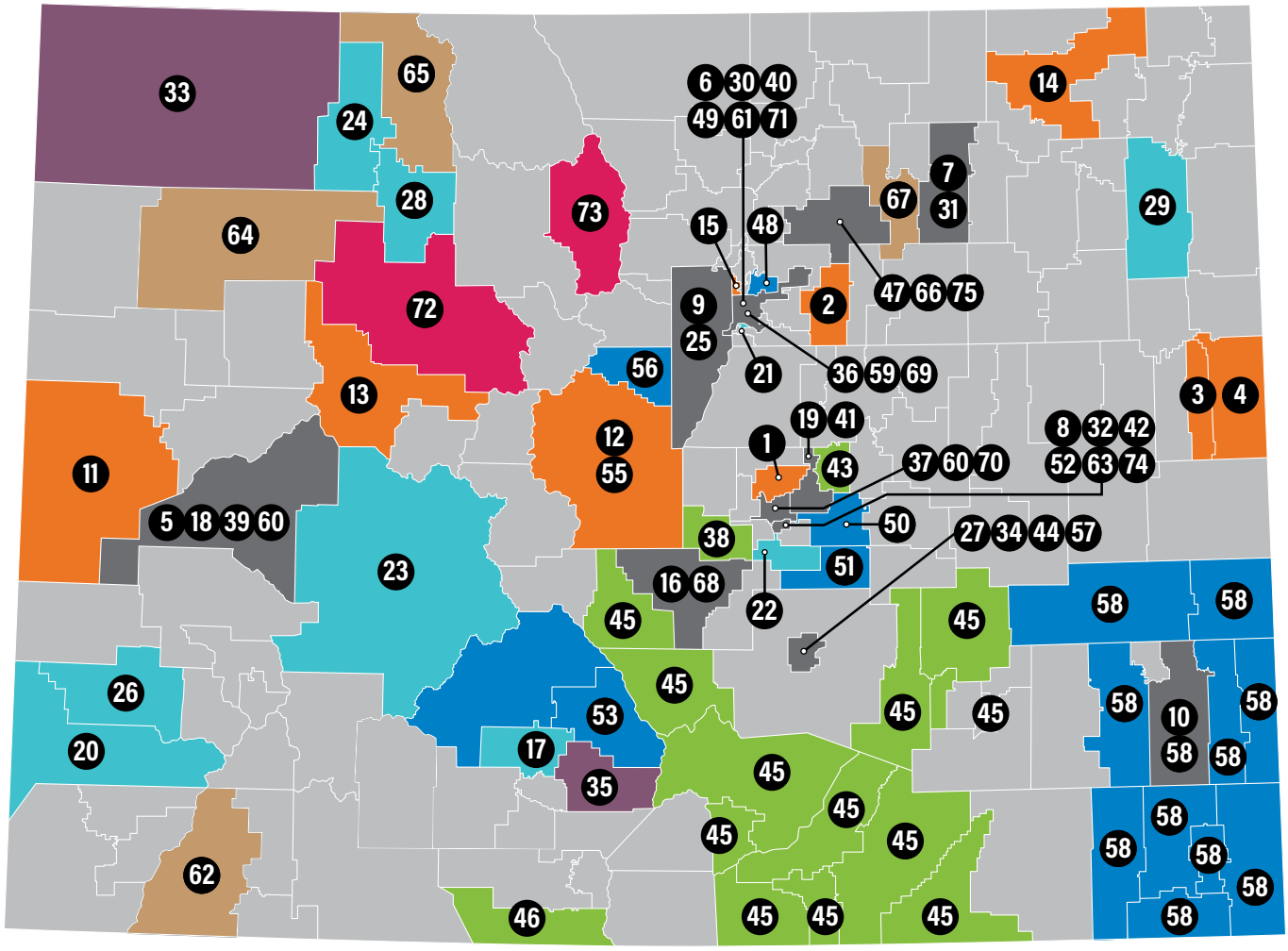
Figure 20 detailed alternative text is available in the appendix.

Figure 21: Current ELG Cohorts, 2012 to the Present

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

Figure 21 detailed alternative text is available in the appendix.

Figure 22: Colorado's ELG Districts by Cohort



DISTRICTS IN MULTIPLE COHORTS

Delta County 50(J) - Cohorts 1, 2, 4 & 6
Denver County 1 - Cohorts 1, 3, 4, 5, 6 & 7
Fort Morgan Re-3 - Cohorts 1 & 3
Harrison 2 - Cohorts 1, 3, 4, 5, 6 & 7
Jefferson County R-1 - Cohorts 1 & 2
Lamar Re-2 - Cohorts 1 & 4 (South Central BOCES)
Canyon City RE-1 - Cohorts 2 & 7
District 49 - Cohorts 2 & 4
Pueblo City 60 - Cohorts 2,3, 4, & 5
Charter School Institute - Cohorts 4, 6, & 7 (Denver)
Colorado Springs 11 - Cohorts 4 & 7
Weld County RE-1 - Cohorts 4, 6 & 7

COHORT 1 (2012-16)

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

Figure 22 detailed alternative text is available in the appendix.

COHORT 2 (2015-19)

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

COHORT 3 (2016-20)

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

COHORT 4 (2018-22)

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

COHORT 5 (2020-24)

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

COHORT 6 (2022-26)

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

COHORT 7 (2024-28)

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

The Comprehensive ELG has significantly contributed to the improvement of literacy instruction by funding targeted literacy coaching, implementation consulting, leadership development for School Leadership Teams (SLTs) and the adoption of evidence-based instructional practices. This strategic framework supports grantees in implementing sustainable literacy improvements, ultimately leading to student growth toward reading proficiency.

Starting in the 2023-24 school year, ELG grantees were required to transition to CLASS® DIBELS 8 assessment to establish a new baseline for literacy progress. Schools receiving Comprehensive ELG funding must contract with a CDE-approved literacy implementation consultant, hire a full-time literacy coach and establish a School Leadership Team (SLT). Additionally, grantees have the option to allocate funds toward reading interventionists, curriculum and professional development.

To ensure meaningful progress, schools are expected to meet at least one of the following ELG goals annually:

- **Goal 1:** 50% of K-3 students initially scoring well below benchmark will demonstrate above-average or well above-average reading progress.
- **Goal 2:** 50% of K-3 students performing below or well below benchmark at the start of the year will reach at or above benchmark by year end.
- **Goal 3:** 50% of K-3 students initially scoring below or well below benchmark will advance by at least one performance category.

In the most recent school year, 90% of the 50 schools met at least one of the goals and 50% successfully achieved all three goals, underscoring the program's effectiveness in supporting early literacy growth and driving school-wide improvements.

School Successes

Meeker Elementary School (Cohort 6): A small rural school in Meeker RE-1 School District in Colorado's Northwest Region, Meeker Elementary completed its third year of the Comprehensive Early Literacy Grant with outstanding results. Year 3 marked a shift from foundational learning to full implementation, applying intensive, explicit literacy instruction consistently across all early grades using a unified framework. Partnering with an external literacy consultant through the ELG proved instrumental, driving a 49.3% reduction in students identified with Significant Reading Deficiencies (SRDs), from 11.5% in 2023-24 to 7.7% in 2024-25. CMAS ELA proficiency jumped from 39.6% to 65%, and the school met all 3 of 3 ELG goals in 2024-25. Meeker Elementary was recognized as an ELG Bright Spot school and presented to the State Board of Education, highlighting its exceptional implementation and student outcomes.

Harrison K-8 School (Cohort 7): A rural school in Canon City RE-1 School District in Colorado's Pikes Peak region, Harrison K-8 has completed its first year of the Early Literacy Grant and has already demonstrated significant progress. Key shifts included school-wide emphasis on data-driven decision-making. The creation of a School Leadership Team, which is required of the ELG, drives system-wide improvements, and strategic small group instruction adjustments despite reducing staffing. The percentage of students identified with Significant Reading Deficiencies (SRDs) dropped from 18.6% in 2023-24 (prior to the grant) to 12.7% after its first year in ELG (2024-25), a 46.6% reduction. CMAS ELA proficiency rose from 36.4% to 57.5%, a 58% improvement. Harrison met all 3 of 3 ELG goals in 2024-25 and was identified as a Bright Spot school.

Educators and school leaders across the state have consistently praised the program's profound impact on both students and instructional practice. At Wiggins Elementary School, staff described the transformation of a third-grade student who entered the school reading ata kindergarten level, without even knowing all his letters. Through multiple daily intervention opportunities, targeted small group instruction, and the resources made possible by the ELG, this student ended the year reading at grade level.

As one Wiggins staff member noted: "If we did not have help from the ELG grant, we may not have had the resources necessary to help this child."

The Comprehensive ELG remains a cornerstone of early literacy in Colorado, ensuring that SBRR strategies and strong school leadership teams continue to drive lasting improvements in both student outcomes and instructional quality.



Early Literacy Grant Annual Professional Development Program

The annual **Early Literacy Grant Professional Development (ELG PD) Program** was established through H.B. 18-1393 in 2018. This grant is designed to support Colorado educators with scientifically based early literacy professional development programs. Eligible grantees must already be implementing scientifically and evidence-based universal instruction, and interventions that are resulting in significant student academic growth toward reading competency for K-3 students.

From the 2019-20 school year through the 2025-26 school year, grants have been awarded to 28 Local Education Providers (LEPs), supporting over 200 schools.

For the 2024-25 school year, the grantees represent 62 schools from 9 LEPs across the state. Collectively , these grantees received approximately $1,250,000 in funding to support science of reading-aligned professional development. **Of the 62 schools that participated in the Early Literacy Professional Development Grant for the 2024-25 school year, 37 (60%) saw a reduction in SRDs** from the previous year (2024) after receiving ELG PD funds (2025), reflecting a positive impact on literacy outcomes Additionally, 17 of the 62 schools also participate in the Comprehensive ELG, demonstrating that a comprehensive approach to professional development in the ELG programs shows a strong alignment with best practices in early literacy.

Approved grantee funding uses may support costs associated with:

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

The ELG-PD has strengthened literacy instruction through targeted professional development, coaching and evidence-based instructional practices. Key activities from the 2024-25 school year include:

Implementation consulting for literacy leadership and best practices.

Training in programs such as LETRS (Language Essentials for Teachers of Reading and Spelling) and other approved programming.

Hiring literacy coaches to support ongoing professional learning and ensure the sustainability of best practices.

Educators report high satisfaction with these initiatives, citing increased confidence in structured literacy instruction, alignment across K-3 classrooms, and improved student outcomes.

District-Wide Successes

Steamboat Springs RE-2: Through a comprehensive, district-wide approach to early literacy, Steamboat Springs RE-2 expanded grant supported instruction across all three elementary schools. The district's investment in Orton-Gillingham training, LETRS certification for literacy coaches, and ongoing implementation consultant support created a cohesive literacy system reaching all 611 K-3 students. The impact was felt deeply by staff as well, a veteran teacher at Soda Creek Elementary postponed her retirement because the ELGs had so significantly transformed her instructional practice!

Durango School District 9-R: Durango School District 9-R achieved its strongest early literacy outcomes in five years, with 73% of K-3 students scoring at or above benchmark by the end of the 2025 school year. SRD rates dropped significantly across every grade level, with kindergarten showing the most dramatic reduction, falling from 43% at the beginning of the year to 14% by the end of the year. Gains were consistent across all student subgroups including Hispanic students, multilingual learners, and students with IEPs, demonstrating the equitable reach of the grant's impact.

The ELG-PD program continues to make a meaningful impact on professional learning, instructional quality, and early literacy achievement across Colorado. By focusing on evidence-based training, coaching, and systemic literacy improvements, the program lays a strong foundation for long-term success.

As one DPS coach shared:

> *"LETRS has made me aware of the parts of language and teaching reading that I had previously overlooked. I have a much stronger understanding of how the brain learns to read, and why students make the errors in reading that I often see in my classroom."*

This transformation in teacher knowledge is directly reflected in student outcomes. At Moffat School, the literacy coach observed that one kindergarten teacher would implement what she learned from every training the very next day in her classroom — and as a result, her students leave her class at or above grade level every year the school has participated in the Early Literacy Grants

As that literacy coach put it:

> *"Her students leave her class at or above grade level every year we have had the Early Literacy Grant."*

Early Literacy Assessment Tool Project

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

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

Figure 23: Number of Districts, Schools and Students Participating in the ELAT Project from 2021-22 through 2023-24

Nearly 60% of K-3 students attend schools participating in the Early Literacy Assessment Tool (ELAT) project during the 2024-2025 school year.

Year	2021-22	2022-23	2023-24	2024-25
Participating Local Education Providers	147 Districts/ CSI	146 Districts/ CSI	140 Districts/ CSI	145 Districts/ CSI
Participating Schools	673	657	683	676
Participating Students Count	136,705	135,573	143,319	141,785
Percentage of Total Colorado K-3 Students Participating	55%	55%	58%	58%

Figure 23 detailed alternative text is available in the appendix.

Independent Evaluation of the READ Act

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

1. Help state policymakers and district leaders understand the impacts of READ Act funding and support on students, families, schools, and districts.
2. Learn and share successes and best practices across districts and schools.
3. Inform improvements to the READ Act by understanding how funds were used.
4. Get direct feedback from school and district leaders about how CDE can best support further improvement in READ Act implementation.

Evaluation Key Findings in 2025

The key finding from the **2025 evaluation report** built on the findings and data gathered during the 2024 report. The 2025 report relied on the following sources of information:

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

Summary of Findings with Recommendations

Increased Focus on Foundational Skills, Coherence, and Adoption of Materials on the READ Act Advisory List

Finding:

Districts and schools reported using approved core, supplemental and intervention curriculum to provide evidence-based reading instruction focused on the foundational skills emphasized in the READ Act. Teachers, coaches and principals report that it takes at least one year to become familiar and comfortable with implementing a new core curriculum.

Recommendation:

Now that adoption of evidence-based materials on the Advisory List is widespread, districts and schools should focus on providing support and resources to ensure that educators are comfortable implementing the curriculum with fidelity.

Action Taken:

The 2025-26 external evaluation focused attention on trends in curriculum adoption. Findings will be shared in the 2025-26 external evaluation report in fall 2026.

Summary of Findings with Recommendations Continued

Increased Focus on Foundational Skills, Coherence, and Adoption of Materials on the READ Act Advisory List

Finding:

Teachers reported confidence implementing READ Plans but need additional training and improved materials to feel confident supporting students with multiple identifications. More than 80% of teachers responding to the survey strongly agreed that they felt confident about the steps and strategies needed to support a student placed on a READ Plan. In comparison, fewer than half of coaches and teachers reported that they had received sufficient training to feel confident identifying and supporting students with multiple identifications. In particular, teachers and coaches noted a need for resources to better support English learners (ELs). For example, 44% of teachers and 46% of coaches reported receiving no additional training in supporting students with IEPs. Similarly, 37% of teachers and 28% of coaches received no professional development (PD) focused on ELs. Site visit reports provide examples of these gaps. Site visit staff described the linguistic diversity of their student population and the need for continued training and biliteracy practices. They noted that although some bilingual resources were provided, additional training would help staff address students' varied needs.

Recommendation:

Given the consistent findings that administrators and teachers feel less confident in supporting students with multiple identifications and are unclear about which plan (e.g., READ Plan, IEP) should take precedence when a student has multiple identifications, teachers and administrators would benefit from additional training to support students with a diversity of needs.

Action Taken:

The Elementary Literacy and School Readiness Office in conjunction with the Office of Culturally and Linguistically Diverse Education has developed and released the **Biliteracy Professional Development Series**, a course designed to provide participants with evidence-based strategies for teaching students in English and Spanish while working on bilingualism and biliteracy. Additionally, the Elementary Literacy and School Readiness Office and the Exceptional Students Services Unit released guidance for like-peer comparison and has provided professional development across the state on like-peer comparison beginning in Spring 2025.

Public Information Campaign Update

The READ Act public information campaign was rebranded and relaunched as Read, Learn, Lead in January 2025, the information below reflects the prior interaction of the campaign used in the 2024-2025 school year. This update references a now-defunct website (ReadWithMe.Today); the current campaign - which provides similar information and resources - is available at www.readlearnleadCO.org.

The READ Act requires CDE to contract with a vendor to create a public awareness campaign that emphasizes the importance of reading at grade level by the third grade and the important role parents and caregivers play in helping children learn to read (C.R.S. 22-7-1209 (7)). During the 2024-2025 school year, CDE's "Food. Water. Shelter. Love. Reading." emphasized the importance of early literacy as a fundamental need for children to thrive.



The campaign used video advertisements in English and Spanish to inspire parents and caregivers to read with their children and connect parents to updated resources through the campaign website. Campaign advertisements ran on TV and social media as well as online streaming platforms. The website for the campaign included:

- Information and resources to foster early literacy development in English and Spanish;
- Educational literacy apps and guidance for at-home literacy instruction; and
- Hands-on activities, audio activities, books, reading tips and educational videos.

To continue expanding the campaign's statewide reach, CDE continued its collaboration with an agency in 2026 to strengthen messaging, develop new bilingual resources, expand media outreach, and enhance website and social media content. The updated campaign, [Read.Learn.Lead](). includes new toolkits, training for CDE staff ambassadors, and targeted English- and Spanish-language earned and paid media efforts to highlight the importance of reading and connect families across Colorado with high-quality literacy resources.

Comprehensive Literacy State Development Grant

In September 2020, CDE was awarded the federal Comprehensive Literacy State Development (CLSD) grant, providing an opportunity to enhance early literacy efforts and extend literacy support across the birth through grade 12 continuum. In October 2024, CDE was awarded an additional CLSD grant to extend the literacy efforts into a second cohort of grantees. Although this grant is not part of the READ Act, the CLSD is included in the report to showcase the full support for literacy development in birth through 12th grade. The CLSD strengthens early childhood language and emergent literacy development and builds on the state's existing K-3 reading initiatives by expanding evidence-based literacy instruction in fourth through 12th grades. A key focus of CLSD is equipping educators with effective practices to support pre-literacy skills in early childhood and improve literacy outcomes in elementary, middle and high school.

CLSD Cohort 1 reached 17 subgrantees, serving 299 schools and numerous early childhood partners, and completed its final year of the four year grant in December 2025. In the first year, CDE developed tools and guidance to assist subgrantees in conducting literacy needs assessments, identifying gaps and creating Comprehensive Local Literacy Plans. Each subgrantee received funding to engage external literacy consultants who provided ongoing support in strengthening literacy systems, instructional materials and leadership practices. This targeted assistance has continued throughout the grant's planning and implementation phases, ensuring sustainable improvements in literacy instruction.

A key success of CLSD has been the establishment of strong learning cultures within districts. **Fifty-four percent of subgrantees reported that the dedicated focus on literacy through the grant has helped create robust professional learning environments.** These districts have developed comprehensive and targeted professional development programs, fostered a culture of continuous improvement, and built collaborative environments that encourage innovation and excellence. Educators feel included in decision-making and confident in adopting new instructional practices.

Sheridan School District exemplifies the impact of **robust professional learning environments**, highlighting how CLSD has strengthened professional learning through communities of practice established in the second year of the grant. These communities have focused on the Self-Regulated Strategy Development (SRSD) Writing Framework (K-8), Tier 1 effective backward planning (K-12) using approved curricular resources, and foundational Structured Literacy Intensives (K-2) at Alice Terry Elementary. Sheridan's commitment to collaborative planning and ongoing professional growth is equipping both elementary and high school teachers with the tools and support needed to implement evidence-based instructional strategies effectively.

St. Vrain Valley School District also reported significant progress, stating, **"This year our district achieved its highest percentage of students who met or exceeded expectations on 3rd, 5th, 6th, and 7th grade ELA since the beginning of PARCC/ CMAS testing in 2015."** The district attributes this success to a comprehensive and robust professional development system that blends on-demand learning with job-embedded, site-based professional learning and targeted coaching. They noted an increase in middle and high schools accessing literacy-focused professional development to strengthen academic discourse, with observable improvements in classrooms. St. Vrain's theory of action—scaling up evidence-based literacy instruction from P-3 to 4-5, into middle schools, and up to high schools—is taking root and showing tangible results.

Another area where CLSD subgrantees excel is providing out-of-school learning opportunities. **Forty-seven percent of subgrantees reported that students have consistent access to diverse out-of-school educational opportunities across all grade levels.** These activities, offered either by the LEA or through community partnerships, include tutoring, summer school, book clubs, family literacy nights, summer reading programs, and reading buddy initiatives. Additionally, 40% of subgrantees reported that they are progressing in this area, with students having some access to consistent out-of-school learning opportunities. While these opportunities may not yet be fully available across all student demographics or geographic areas, efforts are actively being made to expand them.

A major success of the grant has been its role in strengthening secondary literacy efforts, which had been historically under-resourced in many participating districts. This renewed focus has contributed to more resilient student outcomes, particularly in eighth grade, where proficiency has declined by 4.1% statewide since 2021-2022, while CLSD districts saw only a 1.4% decrease. Additionally, 11th-grade SAT proficiency in CLSD-participating schools rose by 1.1%, even as the state average declined by 0.9%. The participating districts serve higher-need populations and began with lower proficiency rates than the state average, making their progress especially significant.

The subgrantee competition for CLSD Cohort 2 was released in spring 2025. Cohort 2 subgrant applicants for the 2025 grant opportunity were eligible to apply for funding in up to two of the following age bands: Birth to Kindergarten Entry, Kindergarten through Grade 5, and Grades 6–12. Subgrantees will begin implementation of the grant July 1, 2025.

Over four years, $19.75 million will be awarded to 33 subgrantees, including 25 rural and 8 non-rural communities, ensuring broad geographic reach and access to high-quality literacy supports for children and students across Colorado. Awarded grantees will focus their efforts on the selected age bands over the course of their four-year grant term.

What's on the Horizon

In May 2025, the legislature passed Senate Bill 25-200, Dyslexia Screening and READ Act Requirements. This legislation expands upon the READ Act by including universal screening for characteristics of dyslexia for all K-3 students beginning in the 2027-28 school year. Districts must implement a universal dyslexia screener and create a universal dyslexia screening process. CDE will conduct a review of interim assessments in 2026 and include criteria related to screening for dyslexia within the assessment review. Additional guidance and professional development will be available to districts to support their implementation of screening for characteristics of dyslexia.

In response to feedback from the field, CDE is contracting with three vendors to create training for teachers in providing reading intervention to students with reading needs: students who have IEPs, students who are identified with or have characteristics of dyslexia, and Multilingual Learners. These trainings will be available free to Colorado educators in fall 2026. Educators will be able to take the trainings in-person or online.



Appendix A - Early Literacy Grant Cohort Funding

Cohort 1: 2013-14 through 2015-16

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

Cohort 2: 2016-17 through 2018-19

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

*exited grant

Cohort 3: 2017-18 through 2019-20

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

*exited grant

Cohort 4: 2018-19 through 2021-22

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

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

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

*exited grant

Cohort 5: 2020-21 through 2023-24

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

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

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

*exited grant

Cohort 6: 2022-23 through 2025-26

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

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

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

Cohort 7: 2024-25 through 2027-28

Local Education Provider	Participating School(s)	Total Funded 2022-23 through 2025-26
Canon City RE-11	Lincoln School of Science and Technology Washington Elementary Harrison K-8 School McKinley Elementary School	$749,456
Colorado Springs 11	Columbia Elementary School	$590,568
Denver County	Maxwell Elementary School	$632,700
Eagle County RE-50	Avon Elementary School Homestake Peak	$1,233,680
East Grand 2	Fraser Valley Elementary School Granby Elementary School	$1,288,192
Harrison 2	Giberson Elementary School Wildflower Elementary	$933,940
Charter School Institute	Montessori del Mundo Charter School	$461,636
Weld County RE-1	Gilcrest Elementary	$678,772
Total:		**$7,157,152**

Appendix B

Early Literacy Assessment Tool (ELAT) Participating Districts for 2024-25

Academy 20
Adams 12 Five Star Schools
Adams County 14
Adams-Arapahoe 28J
Agate 300
Aguilar Reorganized 6
Akron R-1
Alamosa RE-11J
Archuleta County 50 Jt
Arickaree R-2
Aspen 1
Ault-Highland RE-9
Bayfield 10 Jt-R
Bennett 29J
Bethune R-5
Branson Reorganized 82
Briggsdale RE-10
Brush RE-2(J)
Buena Vista R-31
Buffalo RE-4J
Burlington RE-6J
Calhan RJ-1
Campo RE-6
Canon City RE-1
Centennial R-1
Center 26 JT
Charter School Institute
Cheraw 31
Cheyenne County Re-5
Cheyenne Mountain 12
Clear Creek RE-1
Colorado Springs 11
Cotopaxi RE-3
Creede School District
Crowley County RE-1-J
Custer County School District C-1
De Beque 49JT
Delta County 50(J)
Denver County 1
District 49
Dolores County RE No.2
Dolores RE-4A
Douglas County Re 1
Durango 9-R
Eads RE-1
Eagle County RE 50
East Grand 2
East Otero R-1
Eaton RE-2
Edison 54 JT
Education reEnvisioned BOCES
Elbert 200
Ellicott 22
Englewood 1
Estes Park R-3
Fort Morgan Re-3
Fountain 8
Fowler R-4J
Fremont RE-2
Frenchman RE-3
Garfield Re-2
Granada RE-1
Greeley 6
Gunnison Watershed RE1J
Hanover 28
Harrison 2
Haxtun RE-2J
Hayden RE-1
Hinsdale County RE 1
Holly RE-3
Holyoke Re-1J
Huerfano Re-1
Idalia RJ-3
Ignacio 11 JT
Jefferson County R-1
Johnstown-Milliken RE-5J
Julesburg Re-1
Karval RE-23
Kit Carson R-1
La Veta Re-2
Lake County R-1
Lamar Re-2
Las Animas RE-1
Lewis-Palmer 38
Littleton 6
Lone Star 101
Mancos Re-6
Manitou Springs 14
Manzanola 3J
Mapleton 1
McClave Re-2
Meeker RE-1
Mesa County Valley 51
Miami/Yoder 60 JT
Moffat 2
Moffat County RE: No 1
Montezuma-Cortez RE-1
Montrose County RE-1J
Mountain Valley RE 1
North Conejos RE-1J
North Park R-1
Norwood R-2J
Otis R-3
Ouray R-1
Park County RE-2
Plainview RE-2
Plateau Valley 50
Platte Canyon 1
Platte Valley RE-7
Poudre R-1
Pritchett RE-3
Pueblo City 60
Pueblo County 70
Rangely RE-4
Ridgway R-2
Roaring Fork RE-1
Rocky Ford R-2
Salida R-32
Sangre De Cristo Re-22J
Sargent RE-33J
School District 27J
South Routt RE 3
Springfield RE-4
St Vrain Valley RE1J
Steamboat Springs RE-2
Stratton R-4
Swink 33
Telluride R-1
Valley RE-1
Vilas RE-5
Walsh RE-1
Weld County RE-1
Weld County School District RE-3J
Weld RE-4
Weld Re-8 Schools
Weldon Valley RE-20(J)
West Grand 1-JT
Westminster Public Schools
Widefield 3
Wiggins RE-50(J)
Wiley RE-13 Jt
Woodland Park Re-2
Woodlin R-104
Wray RD-2
Yuma 1

Appendix C

READ Act Per Pupil Intervention Funds Distribution

Per pupil intervention funds are distributed to districts based on the number of students reported as having significant reading deficiencies. These students are eligible for intervention services and are supported through individual READ plans. To ensure student privacy is protected, CDE only reports data where the number of students assessed was 16 or greater.

DISTRICT NAME	FY 2024-25 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION 2024-25
ACADEMY 20	605	$339,238.57
ADAMS 12 FIVE STAR SCHOOLS	2,344	$1,314,339.18
ADAMS COUNTY 14	446	$ 250,083.31
ADAMS-ARAPAHOE 28J	5,183	$2,906,237.19
AGATE 300	N<16	N<16
AGUILAR REORGANIZED 6	N<16	N<16
AKRON R-1	N<16	N<16
ALAMOSA RE-11J	148	$82,987.29
ARCHULETA COUNTY 50 JT	185	$103,734.11
ARICKAREE R-2	N<16	N<16
ARRIBA-FLAGLER C-20	N<16	N<16
ASPEN 1	42	$ 23,550.45
AULT-HIGHLAND RE-9	56	$31,400.59
BAYFIELD 10 JT-R	39	$21,868.27
BENNETT 29J	57	$31,961.32
BETHUNE R-5	N<16	N<16
BIG SANDY 100J	N<16	N<16
BOULDER VALLEY RE 2	759	$425,590.20
BRANSON REORGANIZED 82	19	$10,653.77
BRIGGSDALE RE-10	N<16	N<16
BRUSH RE-2(J)	61	$34,204.22
BUENA VISTA R-31	53	$29,718.42
BUFFALO RE-4J	N<16	N<16
BURLINGTON RE-6J	37	$20,746.82
BYERS 32J	119	$66,726.26
CALHAN RJ-1	18	$10,093.05
CAMPO RE-6	N<16	N<16
CANON CITY RE-1	117	$65,604.81
CENTENNIAL R-1	N<16	N<16
CENTER 26 JT	46	$25,793.35

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
CHARTER SCHOOL INSTITUTE	1,106	$620,161.75
CHERAW 31	N<16	N<16
CHERRY CREEK 5	3,366	$1,887,400.04
CHEYENNE COUNTY RE-5	N<16	N<16
CHEYENNE MOUNTAIN 12	85	$47,661.62
CLEAR CREEK RE-1	40	$22,429.00
COLORADO SCHOOL FOR THE DEAF AND BLIND	27	$15,139.57
COLORADO SPRINGS 11	1,386	$777,164.72
COTOPAXI RE-3	N<16	N<16
CREEDE SCHOOL DISTRICT	N<16	N<16
CRIPPLE CREEK-VICTOR RE-1	22	$12,335.95
CROWLEY COUNTY RE-1-J	26	$14,578.85
CUSTER COUNTY SCHOOL DISTRICT C-1	N<16	N<16
DE BEQUE 49JT	N<16	N<16
DEER TRAIL 26J	33	$18,503.92
DEL NORTE C-7	20	$11,214.50
DELTA COUNTY 50(J)	217	$121,677.30
DENVER COUNTY 1	6,006	$3,367,713.79
DISTRICT 49	765	$428,954.55
DOLORES COUNTY RE NO.2	N<16	N<16
DOLORES RE-4A	20	$11,214.50
DOUGLAS COUNTY RE 1	1,259	$705,952.66
DURANGO 9-R	210	$117,752.23
EADS RE-1	N<16	N<16
EAGLE COUNTY RE 50	542	$303,912.90
EAST GRAND 2	76	$42,615.09
EAST OTERO R-1	65	$36,447.12
EATON RE-2	112	$62,801.19
EDISON 54 JT	N<16	N<16
EDUCATION REENVISIONED BOCES	295	$165,413.85
ELBERT 200	N<16	N<16
ELIZABETH	87	$48,783.07
ELLICOTT 22	41	$22,989.72
ENGLEWOOD 1	126	$70,651.34
ESTES PARK R-3	59	$33,082.77
EXPEDITIONARY BOCES	N<16	N<16
FORT MORGAN RE-3	245	$137,377.60
FOUNTAIN 8	597	$334,752.77

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
FOWLER R-4J	16	$8,971.60
FREMONT RE-2	68	$38,129.29
FRENCHMAN RE-3	N<16	N<16
GARFIELD 16	115	$64,483.36
GARFIELD RE-2	336	$188,403.57
GENOA-HUGO C113	N<16	N<16
GILPIN COUNTY RE-1	N<16	N<16
GRANADA RE-1	N<16	N<16
GREELEY 6	1,630	$913,981.60
GUNNISON WATERSHED RE1J	130	$72,894.24
HANOVER 28	22	$12,335.95
HARRISON 2	997	$559,042.73
HAXTUN RE-2J	N<16	N<16
HAYDEN RE-1	N<16	N<16
HINSDALE COUNTY RE 1	N<16	N<16
HI-PLAINS R-23	N<16	N<16
HOEHNE REORGANIZED 3	N<16	N<16
HOLLY RE-3	N<16	N<16
HOLYOKE RE-1J	21	$11,775.22
HUERFANO RE-1	45	$25,232.62
IDALIA RJ-3	N<16	N<16
IGNACIO 11 JT	35	$19,625.37
JEFFERSON COUNTY R-1	2,787	$1,562,740.32
JOHNSTOWN-MILLIKEN RE-5J	183	$102,612.66
JULESBURG RE-1	N<16	N<16
KARVAL RE-23	N<16	N<16
KIM REORGANIZED 88	N<16	N<16
KIOWA C-2	N<16	N<16
KIT CARSON R-1	N<16	N<16
LA VETA RE-2	N<16	N<16
LAKE COUNTY R-1	82	$45,979.44
LAMAR RE-2	55	$30,839.87
LAS ANIMAS RE-1	26	$14,578.85
LEWIS-PALMER 38	151	$84,669.46
LIBERTY J-4	N<16	N<16
LIMON RE-4J	N<16	N<16
LITTLETON 6	365	$204,664.59
LONE STAR 101	N<16	N<16
MANCOS RE-6	45	$25,232.62

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
MANITOU SPRINGS 14	61	$34,204.22
MANZANOLA 3J	22	$12,335.95
MAPLETON 1	484	$271,390.85
MC CLAVE RE-2	N<16	N<16
MEEKER RE1	20	$11,214.50
MESA COUNTY VALLEY 51	1,027	$575,864.48
MIAMI/YODER 60 JT	19	$10,653.77
MOFFAT 2	N<16	N<16
MOFFAT COUNTY RE:NO 1	110	$61,679.74
MONTE VISTA C-8	36	$20,186.10
MONTEZUMA-CORTEZ RE-1	201	$112,705.71
MONTROSE COUNTY RE-1J	395	$221,486.34
MOUNTAIN VALLEY RE 1	N<16	N<16
NORTH CONEJOS RE-1J	50	$28,036.25
NORTH PARK R-1	N<16	N<16
NORWOOD R-2J	N<16	N<16
OTIS R-3	N<16	N<16
OURAY R-1	N<16	N<16
PARK COUNTY RE-2	43	$24,111.17
PAWNEE RE-12	N<16	N<16
PEYTON 23 JT	18	$10,093.05
PLAINVIEW RE-2	N<16	N<16
PLATEAU RE-5	N<16	N<16
PLATEAU VALLEY 50	17	$9,532.32
PLATTE CANYON 1	N<16	N<16
PLATTE VALLEY RE-7	59	$33,082.77
POUDRE R-1	1,078	$604,461.45
PRAIRIE RE-11	N<16	N<16
PRIMERO REORGANIZED 2	N<16	N<16
PRITCHETT RE-3	N<16	N<16
PUEBLO CITY 60	1,266	$709,877.73
PUEBLO COUNTY 70	360	$201,860.97
RANGELY RE-4	33	$18,503.92
REVERE SCHOOL DISTRICT	N<16	N<16
RIDGWAY R-2	N<16	N<16
ROARING FORK RE-1	306	$171,581.82
ROCKY FORD R-2	37	$20,746.82
SALIDA R-32	43	$24,111.17
SANFORD 6J	14	$7,850.15

DISTRICT NAME	FY 2022-23 ELIGIBLE STUDENTS	TOTAL PER PUPIL DISTRIBUTION
SANGRE DE CRISTO RE-22J	8	$4,485.80
SARGENT RE-33J	18	$10,093.05
SCHOOL DISTRICT 27J	1,317	$738,474.70
SHERIDAN 2	126	$70,651.34
SIERRA GRANDE R-30	18	$10,093.05
SILVERTON 1	N<16	N<16
SOUTH CONEJOS RE-10	29	$6,261.02
SOUTH ROUTT RE 3	32	$17,943.20
SPRINGFIELD RE-4	18	$10,093.05
ST VRAIN VALLEY RE 1J	1,384	$776,043.27
STEAMBOAT SPRINGS RE-2	94	$52,708.14
STRASBURG 31J	68	$38,129.29
STRATTON R-4	17	$9,532.32
SUMMIT RE-1	153	$85,790.91
SWINK 33	10	$5,607.25
TELLURIDE R-1	30	$16,821.75
THOMPSON R2-J	709	$397,553.96
TRINIDAD 1	53	$29,718.42
VALLEY RE-1	105	$58,876.12
VILAS RE-5	N<16	N<16
WALSH RE-1	N<16	N<16
WELD COUNTY RE-1	59	$33,082.77
WELD COUNTY S/D RE-8	198	$111,023.53
WELD COUNTY SCHOOL DISTRICT RE-3J	114	$63,922.64
WELDON VALLEY RE-20(J)	N<16	N<16
WEST END RE-2	26	$14,578.85
WEST GRAND 1-JT	26	$14,578.85
WESTMINSTER PUBLIC SCHOOLS	788	$441,851.23
WIDEFIELD 3	392	$219,804.16
WIGGINS RE-50(J)	34	$19,064.65
WILEY RE-13 JT	N<16	N<16
WINDSOR RE-4	403	$225,972.14
WOODLAND PARK RE-2	94	$52,708.14
WOODLIN R-104	7	$3,925.07
WRAY RD-2	47	$26,354.07
YUMA 1	44	$24,671.90

Appendix D

Comprehensive Literacy State Development Grant Cohort Funding

2021 Cohort: FY20/21 - FY24/25

Subgrantee Name	Total Funding through FY 24/25
Adams Arapahoe 28	$2,317,525.12
Cherry Creek	$2,507,885.86
Community Leadership Academy/Victory Prep	$988,721.40
Harrison 2	$1,150,971.01
Lake County	$1,783,670.53
Lewis Palmer	$1,536,042.81
Pueblo 70	$1,163,557.47
Sheridan	$1,106,711.33
St Vrain	$2,328,279.49
Telluride	$951,101.17

2024 PD Cohort: FY23/24-FY24/25

Subgrantee Name	Total Funding through FY 24/25
Axis International Academy	$343,667.89
Canon City RE-1	$377,514.69
Delta County 50(J)	$144,053.92
Global Village Academy - North	$130,000.00
Norwood R-2J	$110,000.00
Ricardo Flores Magon Academy	$62,000.00
South Central BOCES	$180,009.46

Alternative Text

Figure 1: The READ Act in action

Alt Text: This flowchart shows the READ Act in Action and includes the actions a school should take throughout the school year to determine significant reading deficiency.

Beginning of the School Year

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

B. If the assessment indicates a significant reading deficiency (SRD), then the teacher administers an SBE-approved diagnostic assessment to pinpoint the student's significant reading challenges.

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

Ongoing Throughout the School Year

A. Teachers continue to administer approved interim assessments. If an SRD is indicated, the teacher will administer an approved diagnostic assessment. A READ plan will be initiated for students identified with an SRD.

B. The teacher provides reading interventions, and continues to monitor student progress.

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

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

E. Students who demonstrate grade-level competency are exited from their READ plan.

End of the School Year

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

B. If an SRD is indicated the teacher will administer an approved diagnostic assessment. A READ plan will be initiated for students identified with an SRD.

C. Teachers and parents update the existing READ plans as appropriate.

D. The student's end-of-year assessment score is reported to CDE. District per pupil funds for the subsequent year are calculated based on the number of students identified with an SRD.

E. Students who demonstrate grade-level competency are exited from their READ plan.

Subsequent Years

A. For students still identified with an SRD, teachers and parents update the READ plan to include more rigorous intervention strategies.

B. For students who no longer have an SRD, but are not yet reading at grade-level, the teachers and parents continue implementing the READ plan until the student demonstrates grade level reading competency.

C. Students who demonstrate grade-level competency are exited from their READ plan.

Return to Figure 1

Figure 2: Longitudinal SRD Rates for Grades K-3 from 2021-22 to 2024-25

Alt Text: Bar graph showing the number of K–3 students assessed and those identified with a significant reading deficiency (SRD) for each school year from 2021-22 to 2024-25.

Detailed Description: This is a vertical bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) from the 2021-22 school year to the 2024-25 school year. The bars are color-coded: teal represents the total number of K-3 students assessed, and orange represents the number of K-3 students identified with an SRD. The SRD percentage rate is noted in a text box above the number of students identified with an SRD.

- 2021–22: 236,331 students assessed; 50,273 (21.3%) identified with an SRD.
- 2022–23: 236,255 students assessed; 48,952 (20.7%) identified with an SRD.
- 2023-24: 236,816 students assessed; 46,835 (19.8%) identified with an SRD
- 2024-25: 234,164 students assessed; 44,426 (19.0%) identified with an SRD.

The K-3 SRD rates decreased for the fourth consecutive year.

Return to Figure 2

Figure 3: Students Identified as Having an SRD by Grade Level, 2023-24 and 2024-25

Alt Text: This bar graph shows the number of students identified with a significant reading deficiency (SRD) and the number of students assessed in kindergarten through third grade in 2023-24 and 2024-25 school years.

Detailed Description: This is a horizontal bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) by grade level from the 2023-24 school year to the 2024-25 school year. The bars are color-coded: teal represents the number of students identified with an SRD and orange represents the total number of students assessed.

Kindergarten:

- 2023-24: 56,392 students assessed; 8,687 students identified with an SRD
- 2024-25: 55,594 students assessed; 8,201 students identified with an SRD

First grade:

- 2023-24: 58,895 students assessed; 11,118 students identified with an SRD
- 2024-25: 57,367 students assessed; 10,053 students identified with an SRD

Second grade:

- 2023-24: 61,781 students assessed; 13,191 students identified with an SRD
- 2024-25: 59,356 students assessed; 12,548 students identified with an SRD

Third grade:

- 2023-24: 59,748 students assessed; 13,839 students identified with an SRD
- 2024-25: 61,847 students assessed; 13,624 students identified with an SRD

Return to Figure 3

Figure 4: Disaggregated Annual SRD Rate for Grades K-3 from 2021-22 through 2024-25

Alt Text: Bar chart showing the number and percentage of students assessed in grades K-3 for each school year from 2021-22 through 2024-25 and categorized by SRD status: newly identified, previously identified, and no longer identified.

Detailed Description: This vertical bar graph depicts the number and percentage of K-3 students newly identified with a significant reading deficiency (SRD), students already identified with a SRD, and students no longer identified with an SRD from 2021-22 through 2024-25. The vertical bars are color-coded: purple represents Newly Identified Students with an SRD, orange represents Students Already Identified with an SRD, and green represents Students No Longer Identified with an SRD. Across the bottom of the graph, indicates the Total Students Assessed with the percentage identified as having an SRD noted below.

2021-22

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

2022-23

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

2023-24

- Newly Identified Students with an SRD: 24,389; 10.3%
- Students Already Identified with an SRD: 22,446; 9.48%
- Students No Longer Identified with an SRD: 10,325; 4.36%
- Total Students Assessed: 236,816
- SRD rate: 19.8%

2024-25

- Newly Identified Students with an SRD: 22,226; 9.49%
- Students Already Identified with an SRD: 22,220; 9.48%
- Students No Longer Identified with an SRD: 8,283; 3.54%
- Total Students Assessed: 234,164
- SRD rate: 19.0%

Return to Figure 4

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

Alt Text: Graphic showing a longitudinal look at students identified as having a significant reading deficiency (SRD) by grade level if the students were identified with an SRD in Kindergarten, Grade 1, or Grade 2.

Detailed Description: This graphic shows the longitudinal path over time of a student identified with an SRD by grade level if the students were identified with an SRD in Kindergarten, Grade 1, or Grade 2.

Kindergarten:

- Students identified with an SRD in 2021-22: 8,944
- Continuously identified with an SRD in 2022-23: 5,487
- Continuously identified with an SRD in 2023-24: 4,430
- Continuously identified with an SRD in 2024-25: 3,971
- Percentages: 44.4% continue to be identified with an SRD by the end of 3rd grade

Grade 1

- Students identified with an SRD in 2021-22: 14,546
- Continuously identified with an SRD in 2022-23: 8,964
- Continuously identified with an SRD in 2023-24: 7,807
- Percentages: 53.7% continue to be identified with an SRD by the end of 3rd grade

Grade 2

- Students identified with an SRD in 2021-22: 13,613
- Continuously identified with an SRD in 2022-23: 9,434
- Percentages: 69.3% continue to be identified with an SRD by the end of 3rd grade

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

Return to Figure 5

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

Alt Text: Illustration of the path from significant reading deficiency (SRD) to grade level competency.

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

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

Returne to Figure 6

Figure 7: Number of Students Who Remain on READ Plans by Grade Level as Reported in 2024-25

Alt Text: Bar graph showing the number of students who remain on READ plans by grade level in grades 4-12 as reported in 2024-25.

Detailed Description: This vertical bar graph shows the number of students who remain on READ plans after exiting third grade as reported in 2024-25. Students remain on READ plans until they reach grade level competency.

- Grade 4: 11,801
- Grade 5: 9,678
- Grade 6: 6,325
- Grade 7: 5,018
- Grade 8: 935; The Grade 8 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified in their third grade year, due to the pandemic-related suspension of assessments and data collections in 2019-20. Therefore, these eighth grade students were identified as having a significant reading deficiency and placed on a READ plan in their second grade year, or earlier.
- Grade 9: 3,727
- Grade 10: 3,481
- Grade 11: 2,554
- Grade 12: 1,536

Return to Figure 7

Figure 8: Students Retained for SRD

Alt Text: Bar graph showing the percentage of students retained due to significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year.

Detailed Description: Vertical bar graph showing the percentage and number of students in grades K-3 who were reported as being retained due to a significant reading deficiency (SRD) for each school year from 2021-22 to 2024-25. Data for students retained each year due to SRD is outlined below:

- 2021-22: 468; 0.93%
- 2022-23: 436; 0.89%
- 2023-24: 558; 1.19%
- 2024-25: 502; 1.13%

The number of students retained due to significant reading deficiency has increased since 2021-22.

Retrun to Figure 8

Figure 9: Percentage of Students with an SRD Who Were Retained by Grade Level from 2021-22 through 2024-25

Alt Text: Bar graph showing the percentage of grades K-3 students retained with a significant reading deficiency (SRD) for each school year from 2021-22 to 2024-25, broken down by grade level.

Detailed Description: Horizontal bar graph showing the percentage of students at each grade level in grades K-3 who were retained with a significant reading deficiency (SRD) from the 2021-22 through the 2024-25 school year. Data points for the percentage of students retained at each grade level by school year are outlined below:

Kindergarten students who were identified as having an SRD were retained at a greater rate than those in grades 1, 2 and 3.

Kindergarten:

- 2021-22: 2.55%
- 2022-23: 2.30%
- 2023-24: 2.95%
- 2024-25: 3.21%

First Grade:

- 2021-22: 0.84%
- 2022-23: 0.89%
- 2023-24: 1.18%
- 2024-25: 1.25%

Second Grade:

- 2021-22: 0.57%
- 2022-23: 0.56%
- 2023-24: 0.75%
- 2024-25: 0.53%

Third Grade:

- 2021-22: 0.28%
- 2022-23: 0.38%
- 2023-24: 0.52%
- 2024-25: 0.34%

Return to Figure 9

Figure 10: READ Plan Status for Students Identified as Having an SRD Who Were Retained One Year After Retention from 2021-22 through 2024-25

Alt Text: Bar graph showing the READ Plan status for students identified as having a significant reading deficiency (SRD) who were retained one year after retention from 2021-22 through 2024-25.

Detailed Description: Horizontal bar graph showing the READ Plan status for students identified as having a significant reading deficiency (SRD) who were retained one year after retention from 2021-22 through 2024-25. Data is grouped by READ Plan status.

More than 50% of students identified as having an SRD who were retained continue to be identified as having an SRD in the future.

Percentage of students that exited on a READ plan the year after retention:

- 2021-22: 15.3%
- 2022-23: 15.9%
- 2023-24: 17.7%
- 2024-25: 13.6%

Percentage of students that remained on a READ plan the year after retention:

- 2021-22: 55.5%
- 2022-23: 52.7%
- 2023-24: 58.7%
- 2024-25: 62.5%

Return to Figure 10

Figure 11: Percentage of K-3 Students Receiving Special Education Services who were also Identified with an SRD

Alt Text: Bar graph showing the percentage of K-3 students receiving special education services who were also identified with a significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year.

Detailed Description: Vertical bar graph showing the percentage of K-3 students receiving special education services who were also identified with a significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year. Data points for each year are as follows:

- 2021-22: 54.7%
- 2022-23: 52.7%
- 2023-24: 49.7%
- 2024-25: 48.3%

The percentage of K-3 students receiving special education services who also have a significant reading deficiency has decreased for the fourth consecutive year.

Return to Figure 11

Figure 12: Percentage of K-3 Multilingual Learners Identified with an SRD

Alt Text: Bar graph showing the percentage of K-3 multilingual learners identified with a significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year. The bars are color-coded: blue represents the percentage of Limited English Proficient (LEP) students identified as having an SRD and orange represents the percentage of Non-English Proficient (NEP) students identified as having an SRD.

Detailed Description: Vertical bar graph showing the percentage of K-3 multilingual learners identified with a significant reading deficiency (SRD) from the 2021-22 through the 2024-25 school year. Data for each year is displayed with two vertical bars representing the percentage of students who are Limited English Proficient (LEP) and identified as having an SRD and the percentage of students who are Non-English Proficient (NEP) and identified as having an SRD side-by-side.

2021-22

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

2022-23

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

2023-24

- Percentage of LEP students identified as having an SRD: 25.5%
- Percentage of NEP students identified as having an SRD: 53.3%

2024-25

- Percentage of LEP students identified as having an SRD: 23.5%
- Percentage of NEP students identified as having an SRD: 49.8%

The percentage of K-3 multilingual learners identified as having a significant reading deficiency has decreased for the fourth consecutive year.

Return to Figure 12

Figure 13: Percentage of K-3 Students Eligible for Free or Reduced Lunch Identified with SRD

Alt Text: Bar graph showing the percentage of K-3 students eligible for free or reduced lunch that were identified with a significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year.

Description: The vertical bar graph illustrates the percentage of K-3 students eligible for free or reduced lunch who are identified with a significant reading deficiency (SRD) from the 2021-22 through 2024-25 school year. The data points are as follows:

- 2021-22: 33.8%
- 2022-23: 32.6%
- 2023-24: 28.7%
- 2024-25: 28.8%

The percentage of K-3 students eligible for free and reduced lunch identified as having a significant reading deficiency has decreased since 2021-22.

Return to Figure 13

Figure 14: Percentage of K-3 Male and Female Students Identified with SRD

Alt Text: Bar graph showing the percentage of K-3 male and female students identified with a significant reading deficiency (SRD) from the 2021-22 school year through the 2024-25 school year.

Description: The vertical bar graph presents the percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) across several school years, with data for both genders in each year. The bars are color-coded: purple represents the percentages of female students identified as having an SRD and orange represents the percentages of male students identified as having an SRD. The data for males and females identified as having an SRD for each school year from 2021-22 to 2024-25 are outlined below:

- 2021-22: Females 19.8%, Males 22.7%
- 2022-23: Females 19.5%, Males 21.9%
- 2023-24: Females 18.6%, Males 20.9%
- 2024-25: Females 18.0%, Males 19.9%

The percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) have decreased for the fourth consecutive year.

Return to Figure 14

Figure 15: Percentage of Students Identified with an SRD by Racial/Ethnic Groups

Alt Text: Line graph showing the changes in the percentage of K-3 students identified with a significant reading deficiency (SRD) across different racial/ethnic groups over a four-year period from 2020-21 to 2024-25.

Description: This line graph depicts the percentage of students from different racial and ethnic groups who have been identified as having a significant reading deficiency (SRD) across multiple school years. Each racial/ethnic group is represented by a specific color. Data points for each racial/ethnic group across the years 2020-21 to 2024-25 are as follows:

American Indian or Alaska Native (Blue square):

- 2021-22: 38.4%
- 2022-23: 36%
- 2023-24: 33.0%
- 2024-25: 34.8%

Asian (Green circle):

- 2021-22: 14.3%
- 2022-23: 14.7%
- 2023-24: 14.6%
- 2024-25: 13.6%

Black (Orange hexagon):

- 2021-22: 30.4%
- 2022-23: 29.1%
- 2023-24: 27.9%
- 2024-25: 26.9%

Hawaiian/Pacific Islander (Purple circle):

- 2021-22: 32.0%
- 2022-23: 34.5%
- 2023-24: 31.1%
- 2024-25: 28.1%

Hispanic (Green triangle):

- 2021-22: 32.2%
- 2022-23: 31.3%
- 2023-24: 29.9%
- 2024-25: 28.3%

Two or more races (Blue star):

- 2021-22: 16.8%
- 2022-23: 16.6%
- 2023-24: 15.8%
- 2024-25: 15.2%

White (Pink X):

- 2021-22: 14.2%
- 2022-23: 13.5%
- 2023-24: 12.4%
- 2024-25: 11.7%

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Figure 16: 2024-25 Allowable Uses for Per-Pupil Intervention Funds per C.R.S. 22-7-1210.5 (4)

Alt Text: Table outlining the 2024-25 allowable use for per-pupil intervention READ Act funds. The chart has three columns which include: intervention, examples of allowable uses of funds, examples of non-allowable uses of funds. Each category of intervention is paired with examples of both allowable and non-allowable uses for allocated funds.

Description: This table outlines the 2024-25 allowable use for per-pupil intervention READ Act funds. There are 3 main columns which include intervention, examples of allowable uses of funds, examples of non allowable uses of funds. This chart covers the following intervention categories:

Tutoring services

- **Allowable Uses:** Funds can be used for contracted services for tutoring, focused on increasing students' foundational reading skills.
- **Non-Allowable Uses:** Funds cannot be used for regular classroom instruction or general tutoring.

Summer School Literacy Program

- **Allowable Uses:** Funds can be used for reading intervention programming and materials, teacher salaries for summer school contracts, transportation costs for eligible students.
- **Non-allowable Uses:** Funds cannot be used for general summer school that is not focused on literary/reading interventions. General classroom supplies and materials, transportation for all students, non-reading, intervention materials, teacher professional development.

Other Targeted Interventions

- **Allowable Uses:** Funds can be used to purchase and/or provide approved targeted, evidence-based or scientifically based intervention services to students which may include services provided by a reading interventionist
- **Non-Allowable Uses:** Funds cannot be used for general classroom supplies and materials, general teacher professional development, non-evidence-based or scientifically based instructional programing.

Reading Specialist

- **Allowable Uses:** Funds can be used to purchase from a BOCES the services of a reading specialist or reading interventionist.
- **Non-Allowable Uses:** Funds cannot be used for contracting services from a specialist not related to literacy

Core Reading Instructional Programs

- **Allowable Uses:** Funds can be used to purchase core reading instructional programs that are included on the READ Act advisory list.
- **Non-Allowable Uses:** Funds cannot be used for Instructional programs not included on the advisory list of programs.

Technology

- **Allowable Uses:** Funds can be used to provide technology, including software, that is on the advisory list of instructional programming. This may include professional development for use of technology.
- **Non-Allowable Uses:** Funds cannot be used for general classroom technology, or items not included on the CDE advisory list.

Professional development

- **Allowable Uses:** Funds can be used to provide professional development programming to support K-3 educators in teaching reading.
- **Non-Allowable Use**s: Funds cannot be used for general education professional development that is not focused on literary/reading interventions.

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Figure 17: 2024-25 Use of Per-Pupil Intervention Funds as Reported in the READ Act Budget Submissions

Alt Text: Pie chart showing the 2024-25 use of per- pupil intervention funds as reported in the READ Act budget submissions.

Description: A pie chart displaying the breakdown of 2024-25 Per-Pupil Intervention Funds as reported in the READ Act Budget Submissions. Here's a summary of each category and its percentage share:

- Administration: 2.64%
- BOCES Services: 0.75%
- Summer School: 2.79%
- Technology: 3.37%
- Tutoring Services: 7.35%
- Professional Development Programming: 11.82%
- Core Reading: 26.77%
- Other Services: 44.51%

In 2024-25 the majority of READ Act per-pupil intervention funds were spent on purchasing other services, which includes salary supplementation for curriculum specialists, instructional coaches, and reading interventionist, as well as the purchase of classroom reading materials.

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Figure 18: Two Pathway Options for K-3 Principals and Administrator to Meet the Evidence-based Training in Teaching Reading Requirement

Alt Text: Graphic showing the pathway options that K-3 principals and administrators can take to meet the evidence-based training in teaching reading for administrators requirement.

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

1. 20-Hour Requirement Pathway:
    - **5 Hours** of coursework aligned to Colorado Administrator/Principal Literacy Standards as defined in 1 CCR 301-92, 13.01(D)(1).
    - **Combined** with 15 Hours of K-3 Teacher Training Requirement as defined in 1 CCR 301-101 4.02(5) through 4.02(12).
2. 5-Hour Requirement Pathway:
    - **5 Hours** of coursework aligned to Colorado Administrator/Principal Literacy Standards as defined in 1 CCR 301-92, 13.01(D)(1).
    - **Combined** with completion of an approved K-3 Teacher Training Requirement as defined in 1 CCR 301-101 4.02(5) through 4.02(12).

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Figure 19: Percent of Districts Using Curriculum on the CDE Literacy Advisory List, 2020-21 through 2024-25

Alt Text: Bar graph showing the percentage of districts reporting using Colorado Department of Education CDE-approved core instructional programs in the district from 2020-21 through 2024-25 school year.

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

- 2020-21: 55.9%
- 2021-22: 54.7%
- 2022-23: 72.0%
- 2023-24: 98.0%
- 2024-25: 97.25%

Nearly all Colorado districts reported using core instructional reading programs from CDE's Literacy Advisory List beginning in 2023-24, with usage remaining above 97% in 2024-25.

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Figure 20: Overall SRD Rate Comparison Early Literacy Grant Cohorts 5, 6, and 7 with the State for 2018-19 through 2024-25

- **Alt Text:** Line graph showing the percentage of students identified with a significant reading deficiency (SRD) from the state in addition to Cohorts 5, 6, and 7 from 2018-19 through 2024-25.
- **Detailed Description:** Line graph showing the percentage of students identified with a significant reading deficiency (SRD) from 2018-19 through 2023-24. A purple star indicates the state SRD rate, a blue hexagon indicates Early Literacy Grant Cohort 5 schools, a pink rhombus indicates Early Literacy Grant Cohort 6 schools, and a green square indicates Early Literacy Grant Cohort 7 schools.

State:

- 2018: 15.53%
- 2019: 16.3%
- 2021: 22.83%
- 2022: 21.27%
- 2023: 20.72%
- 2024: 19.78%
- 2025: 18.97%

Early Literacy Grant Cohort 5:

- 2018: 20.93%
- 2019: 21.91%
- 2021: 32.51%
- 2022: 30.3%
- 2023: 26.71%
- 2024: 20.54%
- 2025: 21.81%

Early Literacy Grant Cohort 6:

- 2018: 16.3%
- 2019: 18.8%
- 2021: 29.17%
- 2022: 28.8%
- 2023: 27.16%
- 2024: 23.26%
- 2025: 20.84%

Early Literacy Grant Cohort 7:

- 2018: 15.53%
- 2019: 17.35%
- 2021: 28.95%
- 2022: 32.02%
- 2023: 29.47%
- 2024: 26.19%
- 2025: 21.86%

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Figure 21: Current ELG Cohorts, 2012 to the Present

Alt Text: Table that shows participation in the Early Literacy Grant. There are three columns which include the cohort number, participating school years, and the number of school and district participants.

Detailed Description: This table shows participation in the Early Literacy Grant. The columns include the cohort number, participating school years, and the number of school and district participants. The data for each cohort is outlined below:

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

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Figure 22: Colorado's ELG Districts by Cohort

Alt text: Map of Colorado that illustrates the geographical distribution of Colorado district participation in the Early Literacy Grant cohorts, color-coded by their respective cohorts.

Detailed Description: This map of Colorado illustrates the geographical distribution of Colorado district participation in the Early Literacy Grant cohorts, color-coded by their respective cohorts. The boxes below the map indicate the color assigned for each cohort on the map, along with the cohort's year, and participating districts. Details for each cohort color-coded on the map are outlined below:

- Districts in multiple cohorts are represented by gray on the map. This includes:
- Delta County 50(J) participated in Cohorts 1, 2, 4, & 6
- Denver County 1 participated in Cohorts 1, 3, 4, 5, 6, & 7
- Fort Morgan Re-3 participated in Cohorts 1 & 3
- Harrison 2 participated in Cohorts 1, 3, 4, 5, 6 & 7
- Jefferson County R-1 participated in Cohorts 1 & 2
- Lamar Re-2 participated in Cohorts 1 & 4 (South Central BOCES)
- Canyon City RE-1 participated in Cohorts 2 & 7
- District 49 participated in Cohorts 2 & 4
- Pueblo City 60 participated in Cohorts 2,3, 4, & 5
- Charter School Institute participated in Cohorts 4, 6, & 7 (Denver)
- Colorado Springs 11 participated in Cohorts 4 & 7
- Weld County RE-1 participated in Cohorts 4, 6 & 7

- **Cohort 1 (2012-16)** is represented in orange on the map. This cohort includes the following districts: Academy 20, Bennett 29J, Bethune R-5, Burlington RE-6J, Delta County 50(J), Denver County 1, Fort Morgan Re-3, Harrison 2, Jefferson County R-1, Lamar Re-2, Mesa County Valley 51, Park County RE-2, Roaring Fork RE-1, Valley RE-1, and Westminster Public Schools

- **Cohort 2 (2015-19)** is represented in turquoise on the map. This cohort includes the following districts: Canon City RE-1, Center 26 JT, Delta County 50(J), District 49, Dolores County RE No.2, Englewood 1, Fountain 8, Gunnison Watershed RE1J, Hayden RE-1, Jefferson County R-1, Norwood R-2J, Pueblo City 60, South Routt RE 3, and Yuma 1

- **Cohort 3 (2016-20)** is represented in purple on the map. This cohort includes the following districts:Denver County 1, Fort Morgan Re-3, Harrison 2, Moffat County RE: No 1, Pueblo City 60, and Sangre De Cristo Re-22J

- **Cohort 4 (2018-22)** is represented in green on the map. This cohort includes the following districts: Charter School Institute, Colorado Springs 11, Cripple Creek-Victor RE-, Delta County 50(J), Denver County 1, District 49, Harrison 2, Peyton 23 Jt, Pueblo City 60, South Central BOCES, South Conejos RE-10, and Weld County RE-1

- **Cohort 5 (2020-24)** is represented in blue on the map. This cohort includes the following districts:Adams County 14, Denver County 1, Ellicott 22, Hanover 28, Harrison 2, Moffat 2, Mountain Valley RE-1, Park County RE-2, Platte Canyon 1, Pueblo City 60, and Southeastern BOCES

- **Cohort 6 (2022-26)** is represented in brown on the map. This cohort includes the following districts: Charter School Institute, Delta County 50(J), Denver County 1, Durango 9-R, Harrison 2, Meeker RE-1, Steamboat Springs RE-2, Weld County RE-1, and Wiggins RE-50(J)

- **Cohort 7 (2024-28)** is represented in red on the map. This cohort includes the following districts: Canon City RE-1, Charter School Institute, Colorado Springs 11, Denver County, Eagle County RE-50, East Grand 2, Harrison 2, and Weld County RE-1

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Figure 23: Number of Districts, Schools, and Students Participating in the ELAT Project from 2021-22 through 2024-25

Alt text: Table that shows participation in the Early Literacy Assessment Tool (ELAT) Project. The columns include the year, participating local education providers, participating schools, participating students count, and percentage of total Colorado K-3 students participating.

Detailed Description: This table shows the number of districts, schools, and students participating in the Early Literacy Assessment Tool (ELAT) Project from 2021-22 through 2024-25. The table has four rows which includes: number of participating local education providers, number of participating schools, number of participating students, and percentage of total Colorado K-3 students participating. Data from the table is summarized below:

- **2021-22:**
  - 147 Districts/CSI
  - 673 participating schools
  - 136,705 students
  - 55% of total Colorado K-3 students participated.
- **2022-23:**
  - 146 Districts/CSI
  - 657 participating schools
  - 135,573 participating students
  - 55% total Colorado K-3 students participated.
- **2023-24:**
  - 140 Districts/CSI
  - 683 participating schools
  - 143,319 participating students
  - 58% total Colorado K-3 students participated.
- **2024-25:**
  - 145 Districts/CSI
  - 676 participating schools
  - 141,785 participating students
  - 58% total Colorado K-3 students participated.

Nearly 60% of K-3 students attend schools participating in the Early Literacy Assessment Tool (ELAT) project during the 2024-25 school year.

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