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Colorado Department of Education

Read to Achieve
Grant Program
Pursuant to Senate Bills 00-124 & 00-71
(22-7-506 C.R.S.)

Report to the Governor and the Education Committees
of the Senate and the House of Representatives
February 1, 2004

William J. Moloney - Commissioner of Education

Roscoe Davidson - Deputy Commissioner of Education

CDE Read to Achieve Grant Team Members
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Colorado Department of Education
Organizational Commitment

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.

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ATTACHMENTS

Read to Achieve
Report to the Governor and Legislative Bodies

Purpose/Background

Senate Bill 00-71 and S.B. 00-124 established the Read to Achieve grant program. The resulting legislation enacted by the General Assembly is 22-7-506 Colorado Revised Statutes (C.R.S.).

The purpose of the Read to Achieve Grant program is to solicit proposals from any elementary school, including charter schools or a consortium of schools, to fund research-based intensive reading programs. The funding opportunity was designed specifically for second and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the State Board of Education in the Colorado Basic Literacy Act (CBLA)-CRS22-2-106(1)(a) and (c) and 22-53-601, 22-53-602, 22-53-604, 22-553-605, and 22-53-208. Funded activities could include reading academies for intensive reading instruction, after-school literacy programs, summer school clinics, tutoring and extended-day reading programs. The goal of the Read to Achieve grant program is that all Colorado students will be proficient readers by the end of third grade.

The program is administered under the direction of the Read to Achieve Board, which consists of eleven members representing education at the state and local levels, both houses of the General Assembly, and parents of children who may participate in the program. See Attachment A for a listing of Board members. To meet the legislative intent of the Read to Achieve Program (22-7-506 C.R.S.), the Board in partnership with the Colorado Department of Education is responsible for five goals. See Attachment B for goals.

Pursuant to 22-7-506 (C.R.S.), the Read to Achieve Board shall report to the Governor and to the education committees of the Senate and the House of Representatives on the effectiveness of the program. The report shall include, but is not limited to:

(I) The number of schools that received grants under the program and the average amount of the grants;

(II) The number of pupils enrolled in intensive literacy programs, the number of pupils enrolled who improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level in the year after starting the intensive literacy program, and the percentage of pupils who achieved proficiency on the state assessment for reading for their grade level in both the year after starting the intensive literacy program and the following year; and

(III) Whether any statutory changes are recommended, including, but not limited to the appropriateness of the requirements in subparagraphs (I) and (II) of paragraph (e) of this subsection (3) that to be eligible in subsequent years, schools must show that twenty-five percent of the students enrolled in the intensive literacy program improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level.

The following report fulfills these requirements and provides additional accomplishments of the Read to Achieve Program.

I. Number of Schools/Average Grant Award

The Read to Achieve grant program has been successfully implemented in over 500 elementary schools, including charter schools, during its three-year duration. This program has provided sustained impact for 75% of Colorado's students on *Individual Learning Plans* (ILPs) – those students determined to be at risk of not reading successfully by the end of 3rd grade. See Attachment C for current list of funded schools. Table 1 details the number of schools involved in Read to Achieve for each of the funding cycles and the average award amount.

Table 1

Funding Period	Number of Schools	Average Award
1: FYs 2000-2002	553	$48,759
2: FY 2002-2003	508	$41,385
3: FY 2003-2004	483	$27,178

- During the first 18 month funding period (FYs 2000-2002), 553 schools were funded at $1100 per pupil.

- In the second funding period (FY 2002-2003), 508 schools participated at $950 per pupil.

- In the final year of the first funding cycle (FY 2003-2004), 483 schools are currently receiving Read to Achieve funding. These schools are serving approximately 22,000 students. In this, the final year of the first funding cycle, the program faced a significant reduction of funds from previous years. Schools were allocated only $460 per student; however, due to additional Federal funds (Federal Jobs and Growth Tax Relief Reconciliation Act of 2003, P.L. 108-27) available to the State of Colorado, the Read to Achieve program was able to allocate an additional $170 per pupil for existing Read to Achieve programs.

II. Enrollment/Proficiency

Number of Students Enrolled. During the first two program funding cycles, more than 50,000 students were served in more than 550 schools through reading intervention programs funded by Read to Achieve. Each year, the number of participating schools was slightly reduced either because the school did not reach the stated twenty-five percent goal or did not request funding after the first or second year. The following charts detail the number of pupils enrolled in the intensive literacy programs by regions throughout the state for each year of the funding cycle.

Table 2

Read to Achieve Enrollment Among Geographic Regions
First Funding Period (January 2001 – June 2002)

	Eligible Students	
Region	Number	Percent
Metro	20,467	55%
North Central	4,897	13%
Northeast	529	2%
Northwest	1,667	4%
Pikes Peak	4,591	12%
Southeast	2,650	7%
Southwest	1,202	3%
West Central	1,573	4%
Total	37,576	100%

Table 3

Read to Achieve Enrollment Among Geographic Regions
Second Funding Period (July 2002 – June 2003)

	Eligible Students	
Region	Number	Percent
Metro	14,257	58%
North Central	3,138	13%
Northeast	379	2%
Northwest	1,208	5%
Pikes Peak	2,476	9%
Southeast	1,873	8%
Southwest	509	2%
West Central	711	3%
Total	24,551	100%

Table 4

Read to Achieve Enrollment Among Geographic Regions
Third Funding Period (July 2003 – June 2004)

	Eligible Students	
Region	Number	Percent
Metro	13,051	58%
North Central	2,881	13%
Northeast	343	2%
Northwest	931	4%
Pikes Peak	2,383	11%
Southeast	1,562	7%
Southwest	447	2%
West Central	694	3%
Total	22,292	100%

Achievement of Proficiency on Legislative-Specified Achievement Goals.

Proficiency on state assessment in reading (CSAP) for their grade level in the year after starting the intensive literacy program. Completed data collection forms were submitted by schools to the Read to Achieve grant program administration in May 2002 and May 2003. Program administrators managed the collection, processed the materials, and supplied the data to the external evaluator for analysis. Summary information from funding cycles for January 2001-June 2002 and July 2002-June 2003 shows that over 50,000 students were served through Read to Achieve programs and that 80% of these students participated full-cycle. These students were those identified as most at risk of reading failure. The legislative goal was that 25% of these students would achieve proficiency on CSAP. Read to Achieve far surpassed this goal: 52% of these at-risk students scored at the Proficient level or above in Reading on the 2002 and 2003 statewide administrations of the CSAP. Table 5 provides data showing overall numbers of students, CSAP scores, and the percent of students scoring at or above Proficient in the year subsequent to Read to Achieve program enrollment.

Table 5

Student Proficiency on CSAP

	All Students	Full-Cycle Students
Number of Students Enrolled	50481	40488
Number of Students for CSAP Reported	NA	20210
Number of Students CSAP Proficient	NA	10547
Percent of Students CSAP Proficient (first year after enrolled)	NA	52.19

Proficiency on state assessment in reading (CSAP) for their grade level in both the year after starting the intensive literacy program and the following year. Following year data for third grade students enrolled in Read to Achieve programs from September 2001-May 2002 is not yet available. Fourth grade CSAP results are released to schools in July. Therefore, schools were not able to include these scores in May 2003 when reports were submitted to Read to Achieve administration. The May reporting date was selected to assure that funding decisions for 2003-2004 would be made by the end of May so that schools would have access to grant funds to hire personnel and purchase materials for summer school programs and the coming school year.

Proficiency on legislative-specified goal. The legislative-specified goal required schools to show that at least 25% of the students who were enrolled for the full instructional cycle of the program had improved their reading skills to grade level as

measured by the school's CBLA assessments or on the state assessment for reading (CSAP). As shown on the chart below, Read to Achieve school programs were highly successful in attaining the 25% goal. By the end of the second year, almost all (approximately 92%) of the schools met or exceeded the legislative-specified achievement goal.

Distribution of Schools by Percent of Students Meeting Goal

Percent of Schools

Percent of Full-Cycle Students Meeting Goal	Value
0-9	1
10-19	3
20-29	7
30-39	14
40-49	17
50-59	18
60-69	14
70-79	12
80-89	9
90-99	4
100	2
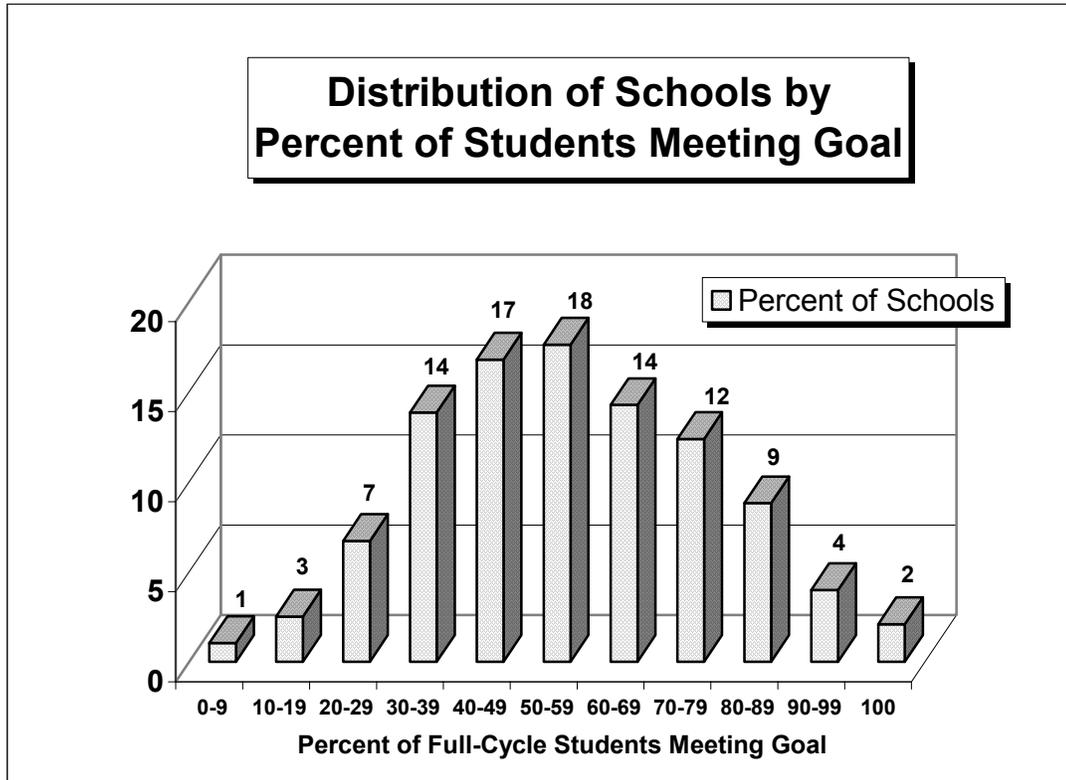
At the conclusion of the first two years of the program, results reported to the Read to Achieve Board are overwhelmingly positive.

> ➤ Each year's results have demonstrated performance significantly beyond statutory expectations.
> ➤ The program has provided intensive instructional services for at risk readers. Many of these were students at risk of reading failure who had not been served previously due to lack of resources.
> ➤ The 3rd and 4th grade CSAP results over the same period show consistent gains in performance across Colorado schools.
> ➤ Of interest is the statewide gain for Title I, Special Education and minority students. Reading gains for these groups surpassed the overall gains in grade three and four.
>> o Approximately 22% of the second grade full-cycle students and 22% of the third grade full-cycle students were reported as English language learners.

- Approximately 15% of the second grade full-cycle students and 17% of the third grade full-cycle students were reported as participating in special education programs.

III. Statutory Changes Recommendations

The Read to Achieve Board has retained high quality reading professionals and community representatives. Four members of the Board have served for three full years; three highly qualified members were reappointed. This sustained leadership has been critical to the success of the Read to Achieve program. The Board does not recommend any statutory changes at this time. Student achievement and program data indicate highly successful Read to Achieve programs that were implemented successfully, that fully accomplished school-specified goals for student achievement and professional development, and that exceeded by a large margin the legislative student achievement goals.

The Tobacco Oversight Program Manager from the Colorado Department of Public Heath and Environment program pointed out the difficulty of distinguishing effective from ineffective practices in light of the overwhelming success of the majority of Read to Achieve schools. The Board would agree that a means for better differentiating characteristics of successful schools is necessary. They would propose working with the external evaluator to fine-tune methods for identifying these program characteristics when more than two years of data become available. The Board does not support setting a higher benchmark because many schools would be excluded from multiple year funding and would not be able to establish sustained intensive programs. Those schools most in need would be most likely to be excluded if a higher benchmark were set. Data from progress reports and site visits indicate that funded schools are implementing research-based practices and assisting second and third grade students in meeting the grade level standard.

Additional Evaluation Reporting

Each year, the Colorado Department of Public Health and Environment requires an annual report to be submitted from each program receiving funding through the Tobacco Litigation Settlement Cash Fund. Because Read to Achieve was funded through this source, yearly reports were compiled with a description of the program, procedures, and the students served, evaluation results and a summary of accomplishments. The most recent evaluation report on the Read to Achieve grant program that was submitted by the Colorado Department of Education to the Colorado Department of Public Health and Environment is provided in Attachment D for greater depth of knowledge and background. In addition, technical reports on the Read to Achieve external evaluation have also been compiled. Copies of previous reports to the Department of Public Health and Environment and/or the technical reports may be obtained by calling 303-866-6813.

In addition to the impressive achievement gains made by students in the Read to Achieve program, other accomplishments have been noted.

➢ During the past two years of the program, as a part of the external evaluation process, randomly selected site visits conducted at 25 schools each year. The purpose of the site visit was to confirm the accuracy of self-reported data from the schools. Further information about site visits can be found in Attachment D, the Colorado Department of Public Health and Environment.
  o The visits not only verified that schools were accurately maintaining and reporting data, but also that they were providing the intended research-based programs to students.
  o Schools were implementing a variety of research-based strategies.
  o Classroom teachers expressed strong support for the Read to Achieve interventions and noted their positive effect on student reading skills, confidence, and motivation to read.
  o Although Read to Achieve funds were reduced, the program continued to make a substantial difference in the reading achievement of second and third grade students on ILPs. Many of the impacted students were those whose needs had not previously been addressed, either because they did not qualify for special education or because the school only provided services to students with the most severe reading problems.
➢ School leaders have reported that the rigorous and explicit evaluation expectations of Read to Achieve and technical supports using consistent data analysis have strengthened CBLA implementation.
➢ In addition to strengthening CBLA implementation, the Read to Achieve grant program has also leveraged efforts across *Colorado Reading First* (*CRF*) sites that successfully competed for funds. Leveraging the systematic research-based approach to reading instruction and assessment used by both programs dramatically increases the potential for student growth.

Read to Achieve funds have provided a solid foundation for future Read to Achieve school program success and have increased literacy levels for students throughout the state.

Colorado Read to Achieve Board Members
September 2002

Karen Brown, Educator with Reading Expertise
Pueblo City School District 60

Gail Coleman, 3rd Grade Elementary Teacher
Jefferson County School District R-1

Randy DeHoff, Chairman
Colorado State Board of Education

Karen Durica, Director of Curriculum & Instruction
Douglas County School District RE-1

Lynn Johnson, Parent
Jefferson County School District R-1

Tina Leone, Principal, Monument Academy
Colorado Springs School District 11

Darlene Medina, Rural District Teacher
Del Norte School District C-7

William J. Moloney, Commissioner of Education
Colorado Department of Education

Pat Pascoe, Senator
Colorado Senate, District 32

Abel Tapia, Representative
Colorado House of Representatives, District 46

Sherry Weitzel, Principal
Eaton School District RE-2

Read to Achieve Program Goals

Goal 1: Provide additional intensive reading services to all second and third graders on Individual Literacy Plans (ILPs) so that they will be proficient readers by the end of third grade.

Goal 2: Collect and review applications for Read to Achieve Grants.

Goal 3: Recommend to the State Board of Education the schools that should receive grants as well as the duration and amount of each grant.

Goal 4: Determine continued funding of grants based on adequate progress during granting period, e.g., grantee meets the goals established in the grant application including demonstration that at least 25% of the students enrolled for the prior year met the reading standard.

Goal 5: Report to the Governor and to the General Assembly on the effectiveness of the program by February 1, 2004.

Colorado Department of Education

Colorado Read to Achieve Program

Funded Schools 2003 - 2004
*Note: Schools are listed alphabetically by District, then by school.

Region	District	School
Pikes Peak	**Academy 20**	Academy Edison Elementary School
		Academy International Elementary
		Douglass Valley Elementary School
		Edith Wolford Elementary School
		Frontier Elementary School
		Pine Valley Elementary School
Metro	**Adams County 14**	Alsup Elementary School
		Central Elementary School
		Dupont Elementary School
		Hanson Elementary School
		Kemp Elementary School
		Monaco Elementary School
		Rose Hill Elementary School
Metro	**Adams-Arapahoe 28J**	Arkansas Elementary School
		Boston Primary School
		Century Elementary School
		Crawford Elementary School
		Dalton Elementary School
		Dartmouth Elementary School
		Elkhart Elementary School
		Fletcher Elementary School
		Fulton Elementary School
		Iowa Elementary School
		Kenton Elementary School
		Lansing Elementary School
		Montview Elementary School
		Paris Elementary School
		Sixth Avenue Elementary School
		Vassar Elementary School
		Virginia Court Elementary School
		Yale Elementary School

Northeast	**Arriba-Flagler C-20**	Flagler Elementary School
Northwest	**Aspen 1**	Aspen Elementary School
Metro	**Boulder Valley Re 2**	Aspen Creek K-8 Elementary School
		Bear Creek Elementary School
		Birch Elementary School
		Boulder Comm School/Integrated Study
		Coal Creek Elementary School
		Columbine Elementary School
		Creekside Park Elementary at Martin
		Crest View Elementary School
		Douglass Elementary School
		Eisenhower Elementary School
		Eldorado K-8 Elementary School
		Emerald Elementary School
		Fireside Elementary School
		Flatirons Elementary School
		Foothill Elementary School
		Heatherwood Elementary School
		High Peaks Elementary School
		Kohl Elementary School
		Lafayette Elementary School
		Louisville Elementary School
		Mesa Elementary School
		Monarch K-8 School
		Peak to Peak Charter School
		Ryan Elementary School
		Superior Elementary School
		University Hill Elementary School
		Whittier Elementary School
Metro	**Brighton 27J**	Henderson Elementary School
		North Elementary School
		Northeast Elementary School
		South Elementary School
		Southeast Elementary School
North Central	**Brush Re-2(J)**	Beaver Valley Elementary School
Northwest	**Buena Vista R-31**	Avery/Parsons Elementary School
Northeast	**Burlington Re-6J**	Burlington Elementary School

Pikes Peak	**Calhan Rj-1**	Calhan Elementary School
Southeast	**Canon City Re-1**	Harrison Elementary School
		Lincoln Elementary School
		Mc Kinley Elementary School
		Skyline Elementary School
		Washington Elementary School
Metro	**Cherry Creek 5**	Antelope Ridge Elementary School
		Arrowhead Elementary School
		Belleview Elementary School
		Cimarron Elementary School
		Creekside Elementary School
		Dakota Valley Elementary School
		Eastridge Community Elementary School
		Greenwood Elementary School
		Highline Community Elementary School
		Holly Hills Elementary School
		Independence Elementary School
		Indian Ridge Elementary School
		Meadow Point Elementary School
		Mission Viejo Elementary School
		Peakview Elementary School
		Polton Community Elementary School
		Rolling Hills Elementary School
		Sagebrush Elementary School
		Summit Elementary School
		Sunrise Elementary School
		Trails West Elementary School
		Walnut Hills Community Elementary
Pikes Peak	**Cheyenne Mountain 12**	Cheyenne Mountain Elementary School
Metro	**Clear Creek Re-1**	Carlson Elementary School
		Georgetown Elementary School
		King-Murphy Elementary School
Pikes Peak	**Colorado Springs 11**	Bates Elementary School
		Bristol Elementary School
		Carver Elementary School
		Globe Charter School
		Henry Elementary School
		Hunt Elementary School
		Ivywild Elementary School
		Midland Elementary School

		Twain Elementary School
		Washington Elementary School
Southeast	**Consolidated C-1**	Custer County Consolidated Elementary
Southeast	**Cotopaxi Re-3**	Cotopaxi Elementary School
Pikes Peak	**Cripple Creek-Victor Re-1**	Cresson Elementary School
Southwest	**Del Norte C-7**	Underwood Elementary School
West Central	**Delta County 50(J)**	Garnet Mesa Elementary School
		Lincoln Elementary School
Metro	**Denver County 1**	Amesse Elementary School
		Asbury Elementary School
		Ashley Elementary School
		Barnum Elementary School
		Barrett Elementary School
		Beach Court Elementary School
		Bradley Elementary School
		Brown Elementary School
		Bryant Webster Elementary School
		Castro Elementary School
		Centennial Elementary School
		Challenges, Choices and Images
		Cheltenham Elementary School
		Colfax Elementary School
		College View Elementary School
		Columbian Elementary School
		Columbine Elementary School
		Cowell Elementary School
		Crofton Elementary School
		Del Pueblo Elementary School
		Doull Elementary School
		Eagleton Elementary School
		Ebert Elementary School
		Edison Elementary School
		Ellis Elementary School
		Fairmont Elementary School
		Force Elementary School
		Ford Elementary School
		Garden Place Elementary
		Gilpin Elementary School
		Godsman Elementary School

Goldrick Elementary School
Green Valley Elementary School
Greenlee/Metro Lab Elementary School
Gust Elementary School
Hallett Elementary School
Harrington Elementary School
Holm Elementary School
Johnson Elementary School
Knapp Elementary School
Lincoln Elementary School
Marrama Elementary
Maxwell Elementary School
Mc Glone Elementary School
McMeen Elementary School
Montclair Elementary School
Moore Elementary School
Munroe Elementary School
Newlon Elementary School
Odyssey Charter Elementary School
Palmer Elementary School
Park Hill Elementary School
Philips Elementary School
Remington Elementary School
Rosedale Elementary School
Sabin Elementary School
Samuels Elementary School
Schenck Elementary School
Schmitt Elementary School
Smith Elementary School
Steck Elementary School
Stedman Elementary School
Steele Elementary School
Swansea Elementary School
Teller Elementary School
University Park Elementary
Valdez Elementary School
Whiteman Elementary School
Whittier Elementary School
Wyatt-Edison Charter Elementary
Wyman Elementary School

Southwest	**Dolores Re-4A**	Dolores Elementary School
Metro	**Douglas County Re 1**	Acres Green Elementary School
		Arrowwood Elementary School

Bear Canyon Elementary School
Buffalo Ridge Elementary School
Castle Rock Elementary School
Cherokee Trail Elementary School
Core Knowledge Charter School
Cougar Run Elementary School
Coyote Creek Elementary School
Eagle Ridge Elementary
Iron Horse Elementary School
Larkspur Elementary School
Meadow View Elementary School
Mountain View Elementary School
Northridge Elementary School
Pine Grove Elementary School
Pine Lane Primary School
Pioneer Elementary School
Platte River Charter Academy
Renaissance Charter School
Rock Ridge Elementary School
Roxborough Elementary School
Saddle Ranch Elementary School
Sand Creek Elementary School
Sedalia Elementary School
South Street Elementary School
Summit View Elementary School
Trailblazer Elementary School
Wildcat Mountain Elementary School

Southwest	**Durango 9-R**	Animas Valley Elementary School
		Florida Mesa Elementary School
		Needham Elementary School
		Park Elementary School
		Sunnyside Elementary School
Southeast	**Eads Re-1**	Eads Elementary School
Northwest	**Eagle County Re 50**	Avon Elementary School
		Brush Creek Elementary
		Eagle County Charter Academy
		Eagle Valley Elementary
		Edwards Elementary School
		Gypsum Elementary School
		Meadow Mountain Elementary School
		Red Hill Elementary
		Red Sandstone Elementary School

Southeast	**East Otero R-1**	Columbian/La Junta Intermediate School East/La Junta Primary School
North Central	**Eaton Re-2**	Eaton Elementary School Galeton Elementary School
Pikes Peak	**Edison 54 Jt**	Edison Elementary School
Metro	**Englewood 1**	Charles Hay Elementary School Cherrelyn Elementary School Clayton Elementary School Maddox Elementary School William E. Bishop Elementary School
Pikes Peak	**Falcon 49**	Evans Elementary School Falcon Elementary School Remington Elementary School Ridgeview Elementary School Springs Ranch Elementary School Stetson Elementary School Woodmen Hills Elementary School
North Central	**Fort Morgan Re-3**	Columbine Elementary School
Pikes Peak	**Fountain 8**	Abrams Elementary School Aragon Elementary School Jordahl Elementary School Mountainside Elementary
Northeast	**Frenchman Re-3**	Fleming Elementary School
Southeast	**Fremont Re-2**	Fremont Elementary School Penrose Elementary School
Northwest	**Garfield 16**	Bea Underwood Elementary School
Northwest	**Garfield Re-2**	Roy Moore Elementary School
North Central	**Gilcrest RE-1**	Gilcrest Elementary School Pete Mirich Elementary School Platteville Elementary School
Southeast	**Granada Re-1**	Granada Elementary School

North Central   **Greeley 6**   Billie Martinez Elementary School
                                                Centennial Elementary School
                                                Chappelow Arts and Literacy
                                                Christa McAuliffe Elementary School
                                                Dos Rios Elementary School
                                                East Memorial Elementary School
                                                Jackson Elementary School
                                                Jefferson Elementary School
                                                Madison Elementary School
                                                Meeker Elementary School
                                                Scott Elementary School
                                                Shawsheen Elementary School

West Central   **Gunnison Watershed Re1J** Gunnison Community School

Pikes Peak   **Harrison 2**   Bricker Elementary School
                                                Monterey Elementary School
                                                Stratton Meadows Elementary School
                                                Turman Elementary School
                                                Wildflower Elementary School

Southeast   **Holly Re-3**   Shanner Elementary School

Northeast   **Holyoke Re-1J**   Holyoke Elementary School

Northeast   **Idalia RJ-3**   Idalia Elementary School

Southwest   **Ignacio 11 Jt**   Ignacio Elementary School

Metro   **Jefferson County R-1** Allendale Elementary School
                                                Campbell Elementary School
                                                Coal Creek Elementary School
                                                Compass Montessori Charter School
                                                Deane Elementary School
                                                Devinny Elementary School
                                                Fitzmorris Elementary School
                                                Fletcher-Miller School
                                                Foothills Elementary School
                                                Foster Elementary School
                                                Fremont Elementary School
                                                Green Mountain Elementary School
                                                Hutchinson Elementary School
                                                Kendallvue Elementary School
                                                Kullerstrand Elementary School
                                                Lawrence Elementary School

Lumberg Elementary School
Marshdale Elementary School
Molholm Elementary School
Mortensen Elementary School
Normandy Elementary School
Parr Elementary School
Patterson Elementary School
Prospect Valley Elementary School
Rooney Ranch Elementary School
Russell Elementary School
Ryan Elementary School
Secrest Elementary School
Stein Elementary School
Stevens Elementary School
Stott Elementary School
Westgate Elementary School
Wilmore Davis Elementary School

North Central	**Johnstown-Milliken Re-5J**	Letford Elementary School
North Central	**Keenesburg Re-3(J)**	Hudson Elementary School
Northwest	**Lake County R-1**	Westpark Elementary School
Southeast	**Lamar Re-2**	Parkview Elementary School
Pikes Peak	**Lewis-Palmer 38**	Palmer Lake Elementary School
Northeast	**Limon Re-4J**	Limon Elementary School
Metro	**Littleton 6**	Benjamin Franklin Elementary School

Carl Sandburg Elementary School
Centennial Elementary School
East Elementary School
Eugene Field Elementary School
Highland Elementary School
Lewis Ames Elementary School
Littleton Charter Academy
Lois Lenski Elementary School
Mark Hopkins Elementary School
Peabody Elementary School
Runyon Elementary School
Walt Whitman Elementary School
Laura Ingalls Wilder Elementary School

Southwest	**Mancos Re-6**	Mancos Elementary School
Pikes Peak	**Manitou Springs 14**	Manitou Springs Elementary School
West Central	**Mesa County Valley 51**	Chatfield Elementary School
		Clifton Elementary School
		Dos Rios Elementary School
		Lincoln Park Elementary School
		Shelledy Elementary School
		Tope Elementary School
Southwest	**Moffat 2**	Moffat Elementary School
Northwest	**Moffat County Re:No 1**	East Elementary School
		Ridgeview Elementary School
		Sunset Elementary School
Southwest	**Montezuma-Cortez Re-1**	Downey Elementary School
		Kemper Elementary School
		Lewis-Arriola Elementary School
West Central	**Montrose County Re-1J**	Johnson Elementary School
		Northside Elementary School
		Oak Grove Elementary School
Southwest	**Mountain Valley Re 1**	Mountain Valley Elementary School
Metro	**Northglenn-Thornton 12**	Arapahoe Ridge Elementary School
		Centennial Elementary School
		Cotton Creek Elementary School
		Leroy Drive Elementary School
		Mc Elwain Elementary School
		Mountain View Elementary School
		North Mor Elementary School
		Riverdale Elementary
		Skyview Elementary School
		Westview Elementary School
		Wyco Drive Elementary School
Northeast	**Otis R-3**	Otis Elementary School
West Central	**Ouray R-1**	Ouray Elementary School
Northeast	**Platte Valley Re-3**	Platte Valley Elementary School

North Central	**Poudre R-1**	Bauder Elementary School
		Bennett Elementary School
		Cache La Poudre Elementary School
		Dunn Elementary School
		Eyestone Elementary School
		Irish Elementary School
		Livermore Elementary School
		Moore Elementary School
		O'Dea Elementary School
		Olander Elementary School
		Putnam Elementary School
		Red Feather Elementary School
		Stove Prairie Elementary School
		Tavelli Elementary School
		Werner Elementary School
Southeast	**Pueblo City 60**	Benjamin Franklin Elementary School
		Beulah Heights Elementary
		Bradford Elementary School
		Carlile Elementary School
		Cesar Chavez Academy
		Columbian Elementary School
		Eva R. Baca Elementary School
		Fountain Elementary School
		Goodnight Elementary School
		Heritage Elementary School
		Irving Elementary School
		Olga A. Hellbeck Elementary School
		Park View Elementary School
		Somerlid Elementary School
		South Park Elementary School
		Sunset Park Elementary School
Southeast	**Pueblo County Rural 70**	Avondale Elementary School
		Beulah Elementary School
		Desert Sage Elementary School
		North Mesa Elementary School
		Pueblo West Elementary School
		Sierra Vista Primary School
		South Mesa Elementary School
		Vineland Elementary School
West Central	**Ridgway R-2**	Ridgway Elementary School
Northwest	**Roaring Fork Re-1**	Basalt Elementary School

| | | Glenwood Elementary School |
| | | Sopris Elementary School |

| **Southeast** | **Rocky Ford R-2** | Liberty Elementary School |
| | | Washington Primary School |

| **Northwest** | **Salida R-32** | Longfellow Elementary School |

| **Northwest** | **South Routt Re 3** | South Routt Elementary School |

| **Southeast** | **Springfield Re-4** | Springfield Elementary School |

North Central	**St Vrain Valley Re 1J**	Erie Elementary School
		Loma Linda Elementary School
		Mountain View Elementary School
		Northridge Elementary School

| **Northwest** | **Steamboat Springs Re-2** | Soda Creek Elementary School |
| | | Strawberry Park Elementary School |

| **Northeast** | **Stratton R-4** | Stratton Elementary School |

Northwest	**Summit Re-1**	Breckenridge Elementary School
		Dillon Valley Elementary
		Frisco Elementary School
		Silverthorne Elementary School
		Summit Cove Elementary School
		Upper Blue Elementary School

| **West Central** | **Telluride R-1** | Telluride Elementary School |

North Central	**Thompson R-2J**	B. F. Kitchen Elementary School
		Berthoud Elementary School
		Centennial Elementary School
		Cottonwood Plains Elementary School
		Garfield Elementary School
		Ivy Stockwell Elementary School
		Lincoln Elementary School
		Mary Blair Elementary School
		Monroe Elementary School
		Namaqua Elementary School
		Sarah Milner Elementary School
		Stansberry Elementary School
		Truscott Elementary School
		Van Buren Elementary School

Winona Elementary School

Southeast	**Trinidad 1**	Fisher's Peak Elementary School
Northeast	**Valley Re-1**	Ayres Elementary School Campbell Elementary School Hagen Elementary School Stevens Elementary School
North Central	**Weld County Re-8**	Leo William Butler Elementary School Twombly Primary School
North Central	**Weldon Valley Re-20(J)**	Weldon Valley Elementary School
Northwest	**West Grand 1-Jt.**	West Grand Elementary School
Northeast	**West Yuma County Rj-1**	Kenneth P. Morris Primary
Metro	**Westminster 50**	Baker Elementary School Berkeley Gardens Elementary School Clara E. Metz Elementary School Fairview Elementary School Flynn Elementary School Francis M. Day Elementary School Mesa Elementary School Skyline Vista Elementary School Sunset Ridge Elementary School Tennyson Knolls Elementary School Vista Grande Elementary School Westminster Elementary School Westminster Hills Elementary School
Pikes Peak	**Widefield 3**	French Elementary School Martin Luther King Jr. Elementary North Elementary School Pinello Elementary School Sunrise Elementary School Venetucci Elementary School Webster Elementary School Widefield Elementary School
North Central	**Wiggins Re-50(J)**	Wiggins Elementary School
Pikes Peak	**Woodland Park Re-2**	Columbine Elementary School Gateway Elementary School
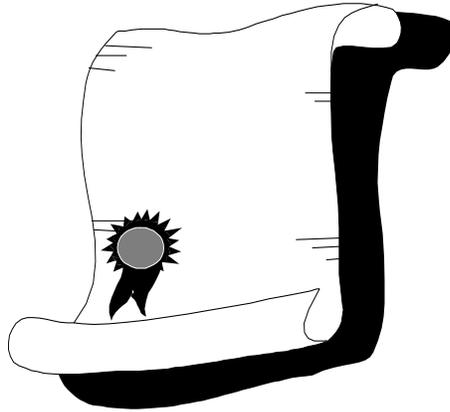
READ TO ACHIEVE
GRANT PROGRAM
Pursuant to Senate Bills 00-124 & 00-71
(22-7-506 C.R.S.)

Annual Report
To the Colorado Department
of Public Health and Environment
November 1, 2003

Issued by the

cde

Colorado Department of Education
Competitive Grants Unit
201 East Colfax, Denver, Colorado 80203
http://www.cde.state.co.us/cdecomp/r2a.htm

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Colorado Department of Education
Organizational Commitment

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.

The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin or age in access to, employment in, or in the provision of any of CDE's programs, benefits or activities.

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EXECUTIVE SUMMARY

The Read to Achieve grant program was successfully implemented in 508 elementary schools throughout the state of Colorado for the second year of the funding cycle. Schools continued, in the second year, to provide research-based intensive reading programs for over 24,000 second and third grade students on Individual Learning Plans (ILPs). Pursuant to the legislation that created Read to Achieve (22-7-506 C.R.S.), all funded schools are held accountable for reaching the specific reading achievement goals outlined in the statute in order to be recommended for subsequent year funding.

To be eligible for subsequent year funding, each school must demonstrate that at least 25% of the 2nd and 3rd grade ILP students enrolled in Read to Achieve reached grade level in reading or scored Proficient on the Colorado Student Assessment Program (CSAP). These evaluation data are reported to the Read to Achieve Board in May and June of each year of the three year funding cycle. The Read to Achieve Board provides oversight on all aspects of the program.

During year two of the program, the Read to Achieve Board and the Colorado Department of Education continued to provide many avenues of support for Read to Achieve grantees. Representatives from each Read to Achieve school were able to attend a Networking Day hosted by CDE in October 2002. This gave grantees the opportunity to collaborate and share experiences with colleagues as well as attend informative breakout sessions on best practices in reading. Throughout the year, grantees were also able to keep in contact and up-to-date through an email distribution list created and maintained by CDE. In addition to receiving email reminders, grantees were also able to view the Read to Achieve website to determine the status of funding and the receipt of evaluation reports by CDE. An additional avenue of support was also provided through technical assistance from CDE and outside consultants for Read to Achieve schools during the evaluation process.

During the second year, 508 schools received funds for a total of $21,023,684. Tobacco revenue from 2002-2003 was used to fund this 12-month period. By statute, one percent of this appropriated amount was used for administration of the program.

At the end of the year two evaluation process in June 2003, 482 schools were recommended to receive third year funds. Following statutory requirements, all schools were approved for continued funding that met the stated goal that 25% of the students served improved to grade level in reading or proficient on the Colorado Student Assessment Program (CSAP) after a full instructional cycle of intensive reading intervention. In over 100 of the schools recommended for continued funding, over 75% of identified students reached grade level in reading or scored proficient on CSAP. In 24 of these schools, more than 90% of the students reached the stated goals.

Though Read to Achieve funds cannot reach all teachers and pupils in the state of Colorado in grades 2 and 3, the Read to Achieve Board is pleased to have begun collaborating with the state's leadership of the new *Colorado Reading First (CRF)* program. State leaders of the *Colorado Reading First* program were able to benefit from lessons learned through Read to Achieve. These lessons influenced the design of the local application process, content of instructional focus and ongoing support for schools. Of the 42 *Colorado Reading First* (CRF) school sites that

successfully competed for funds, 21 are also receiving Read to Achieve funds.   Leveraging the systematic research-based approach to reading instruction and assessment used by both programs dramatically increases the potential for student growth.

This report is submitted to the Colorado Department of Health and Environment to detail progress made in implementing the Read to Achieve grant program from July 1, 2002 through June 30, 2003. This report is divided into three sections: background, program implementation, and program evaluation.

I.   BACKGROUND

Senate Bill 00-71 and S.B. 00-124 established the Read to Achieve grant program. The resulting legislation enacted by the General Assembly is 22-7-506 Colorado Revised Statutes (C.R.S.).

The Tobacco Litigation Settlement Cash Fund provides an ongoing source of funds for the program.   Ninety-nine percent of the funds have been distributed directly to schools implementing intensive reading programs through Read to Achieve grants. One percent of the funds, as stipulated by statute, was retained for administrative costs, including training and support for grant applicants, external evaluation, and ongoing support and networking of grant recipients.

Rules for Administering Grant program
The State Board of Education is responsible for promulgating rules for the grant, including application procedures, criteria for selecting schools and determining grant amounts, and processes to evaluate the success of the programs operated by grant recipients. See Attachment A for a copy of the Rules for Administration. The Colorado Department of Education administers the grant. Please note: The State Board Rules default to the criteria within the Read to Achieve statute.

Each elementary school applying for funds addressed specific expectations within the scoring rubric including the requirement that 25% of the students involved in the intensive reading program for the full instructional cycle would be at grade level or proficient on CSAP at the end of the program. All of the requirements for receiving these dollars relate directly to the expectations of the Colorado Basic Literacy Act (CBLA) – 22-7-501 through 22-7-505 Colorado Revised Statues (C.R.S.).

Purpose of the Program
The purpose of the Read to Achieve grant program is to solicit proposals from any elementary school, including charter schools or a consortium of schools, to fund research-based intensive reading programs. The funding opportunity was designed specifically for second and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the state Board of Education in the Colorado Basic Literacy Act (CBLA). Funded activities can include reading academies for intensive reading instruction, after-school literacy programs, summer school clinics, tutoring, and extended-day reading programs.

Role of the Read to Achieve Board
The program is administered under the direction of the Read to Achieve Board, which consists of 11 members representing education at both the state and local levels, both houses of the General Assembly, and parents of children who may participate in the program. See Attachment B for a listing of Board members. To meet the legislative intent of the Read to Achieve grant program (22-7-506 C.R.S), the Board in partnership with the Colorado Department of Education is responsible for the following goals:

Goal 1: Provide additional intensive reading services to all second and third graders on Individual Literacy Plans (ILPs) so that they will be proficient readers by the end of third grade.

Goal 2: Collect and review applications for Read to Achieve Grants.

Goal 3: Recommend to the State Board of Education the schools that should receive grants as well as the duration and amount of each grant.

Goal 4: Determine continued funding of grants based on adequate progress during granting period, e.g., grantee meets the goals established in the grant application including demonstration that at least 25% of the students enrolled for the prior year met the reading standard.

Goal 5: Report to the Governor and to the General Assembly on the effectiveness of the program by February 1, 2004.

II. DESCRIPTION OF PROGRAM (July 1, 2002 – June 30, 2003)

Population Served by the Read to Achieve Grant
By July 2002, Read to Achieve funds were granted to 508 schools, resulting in services for 24,551 students during the 2002-2003 school year. This number represents funding for 75% of Colorado students in grades two and three who are on Individual Learning Plans (ILPs).

According to statute, the Read to Achieve Board is required to ensure, to the extent possible, that grants are awarded to schools in a variety of geographic areas across the state. In the original funding cycle, the Board worked to assure that at least 50% of those requesting funds from each region were funded. The following table shows that the regional distribution of funds was consistent with the need for funds.

Table 1

Distribution of Read to Achieve Funds Among Geographic Regions				
First Funding Period (January 2001 – June 2002)				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$15,904,000	59%	20,467	55%
North Central	$2,910,000	11%	4,897	13%
Northeast	$394,000	1%	529	2%
Northwest	$1,738,000	6%	1,667	4%
Pikes Peak	$2,728,000	10%	4,591	12%
Southeast	$1,923,000	7%	2,650	7%
Southwest	$426,000	2%	1,202	3%
West Central	$941,000	4%	1,573	4%
Total	$26,964,000	100%	37,576	100%

During year 2, there was no pattern of either urban or rural schools being more likely to be recommended for continued funding. Rather, the funding pattern was equitable throughout the state. Table 2 shows the regional distribution of funds for the 2002-2003 school year.

Table 2

Distribution of Read to Achieve Funds Among Geographic Regions				
Second Funding Period (July 2002 – June 2003)				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$12,192,838	58%	14,257	58%
North Central	$2,663,039	13%	3,138	13%
Northeast	$309,229	1%	379	2%
Northwest	$971,129	5%	1,208	5%
Pikes Peak	$2,186,857	10%	2,476	9%
Southeast	$1,657,151	8%	1,873	8%
Southwest	$394,605	2%	509	2%
West Central	$648,836	3%	711	3%
Total	$21,023,684	100%	24,551	100%

As in year 2, there was no pattern of either urban or rural schools being more likely to be recommended for continued funding in year 3. Again, the funding pattern was equitable throughout the state. Table 3 shows the regional distribution of funding for the 2003-2004 school year. This table also reflects the significantly reduced allocation and distribution for the final period of the three-year funding cycle.

Table 3

Distribution of Read to Achieve Funds Among Geographic Regions				
Third Funding Period (July 2003 – June 2004)				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$5,955,676.89	59%	13,051	58%
North Central	$1,307,181.95	13%	2,881	13%
Northeast	$157,780	1%	343	2%
Northwest	$396,227	4%	931	4%
Pikes Peak	$1,075,556.40	11%	2,383	11%
Southeast	$712,581.38	7%	1,562	7%
Southwest	$204,526.26	2%	447	2%
West Central	$317,790	3%	694	3%
Total	$10,127,319.88	100%	22,292	100%

The three distribution tables highlight a decrease in available funding in the last two years from $26.9 million in 2001 to $10 million in 2003. Over this period the fair distribution of funding remains apparent.

Types of Services Provided by Schools
Schools that received Read to Achieve funds are continuing to provide research-based, intensive reading instruction to second and third grade students who were on ILPs. The type of program was not prescribed in the statute, thus different types of reading programs have been approved for funding. Each of the schools had to provide evidence of meeting scientifically based research for each of the six dimensions of reading (Phonemic Awareness, Systematic Phonics, Background Knowledge and Vocabulary, Fluency, Reading Comprehension and Motivation) for the program they were choosing to implement.

At the beginning of each funding cycle, funded schools are required to complete a Program Profile form to describe the type of services they will be providing. They assign relative percentages to the amount of time that they will spend on each of the Six Dimensions of Reading (Phonemic Awareness, Systematic Phonics, Background Knowledge and Vocabulary, Fluency, Reading Comprehension and Motivation). Additionally, they assign percentages to describe the relative emphasis in their programs of the structure for delivery of instruction (In-class support and assistance, Pull-out, Extended Day, Summer Program, or Other).

Programming Support Provided by CDE

Networking Days:
CDE continued to strengthen its efforts to provide support to schools involved with the Read to Achieve grant program. In October 2002, CDE hosted the annual Networking Day for

representatives from each of the funded schools. The day served as a chance for educators from around the state to come together to share best practices, attend informative breakout sessions, as well as hear from nationally recognized keynote speakers around the issue of literacy. As in the first year, events were hosted both in Metro Denver and on the Western Slope to make the networking opportunity accessible for all participants. Participants were asked to complete evaluations for the overall program as well as for specific sessions. CDE collected and analyzed information from the first year's evaluations, and used these data to help plan for the 2002 Networking Day. Additionally, CDE asked prospective participants for suggestions of what breakout sessions they would like to have included and other general feedback on the types of additional support CDE and the Read to Achieve Board could offer. Attachment C provides an overview of the general comments from the Networking Days.

For the 2002 Networking Days, participants were able to register and receive confirmation online, which made the process much more efficient. There were approximately 850 participants at the Denver site and an additional 100 in Grand Junction. Attachment D presents an evaluation of the breakout sessions offered. This feedback provides data on the number of evaluations received. Results of these evaluations demonstrate the high percentage of evaluations received and the consistently high ratings of sessions in terms of relevant information, subject matter and coverage of practices and strategies.

At the metro Networking Day, Pat Chlouber, Secretary's Regional Representative, U.S. Department of Education, Region B, provided the opening address. She was followed by national literacy expert, Michael Pressley, Ph.D. who spoke on "What Comprehension Instruction Could Be." In the afternoon Louisa Moats, Ed.D., who has specialized in reading development, reading disorders, spelling and written language, shared research regarding, "Evidence-Based Reading Instruction for Every Child". At the Western Slope Networking Day, national literacy expert, Timothy Shanahan Ph.D. provided a keynote address on "National Reading Panel: Teaching Children to Read."   Each of these national experts also interacted with participants in breakout sessions.

Using these three national literacy experts strengthens the direct linkage to the state's new *Colorado Reading First* (CRF) initiative. Each of these three national literacy experts serves on the oversight board for this initiative. The state leadership for CRF has been able to apply the success and learning experiences of Read to Achieve to the new *Colorado Reading First* initiative as well as provide knowledge from national reading experts to the Read to Achieve schools.

During the Networking Day an interactive time was also set for participants to work within their regional network group to:
- Examine and discuss the Suggestion Reports developed by Read to Achieve schools in Year 1,
- Compare those suggestions with their own experiences, and
- Create a consensus synopsis of highlights and conclusions.

Due to the significant reduction in appropriated funds for year 3 (2003-2004), the Read to Achieve Board made the decision to forgo a large Networking Day, and instead host small, hands-on sessions in six of the eight regions of Colorado. These sessions were designed for educators new to the Read to Achieve program or anyone who needed a "refresher." At these

sessions, topics covered included: the year 3 timeline; the year 3 electronic evaluation reporting forms; budget; and the future of Read to Achieve. Attachment E provides an overview of the locations for these sessions.

Read to Achieve Website:
In the second year, schools continued to be able to find a current listing of funded programs and downloadable evaluation forms on the Read to Achieve website. Grantees are also able to access a real-time update for all schools to see what evaluation forms CDE has received, as well as those that are still needed. Having this updated information available during the evaluation process continued to allow schools to be aware of the status of their evaluation forms. Schools were also aware of whether or not they were recommended for continued funding more quickly and efficiently than could be done through letters or even telephone calls. Grantees requested using the website to display all budget and evaluation forms. This component was added to the website during the 2002-2003 school year.

Email Distribution List:
Throughout the year, CDE maintains regular contact with all representatives who choose to be included on the email distribution list. Through this list, CDE sends out reminders of deadlines and other informational emails. The email contact allows CDE to keep in constant contact with several representatives from all schools at once. The list is maintained and updated regularly. All participants at the 2002 Networking Day were asked to provide CDE with their updated email contact information.

Relationship to Other Government Programs
The Read to Achieve Program is structured to fund only those schools meeting the rigorous criteria of the Request For Proposal. Presently, just over 75% of students on ILPs at grades two and three have received the impact of these funds. However, CDE has made a concerted effort to facilitate collaboration among Read to Achieve, the federally funded Colorado Reading Excellence Act (CREA) and Comprehensive School Reform (CSR) grant programs and other literacy focused supports including Title I – Part A.

Additionally, the success of Read to Achieve played a key role in the development of Colorado's recent request for *Reading First* federal dollars. Building upon the success of Read to Achieve, the *Reading First* Leadership Committee submitted an application to the United States Department of Education and Colorado was one of the first three states to be approved for funding. This increase in dollars awarded to the state has started to be used to:

- Provide the necessary assistance to districts to establish reading programs based on scientifically based reading research for students in *kindergarten through third grade classrooms.*
- Focus on providing significantly *increased teacher professional development* to ensure that all teachers, including special education teachers, have the skills they need to effectively teach reading.
- Provide assistance to districts in selecting appropriate *screening and diagnostic assessments* and preparing classroom teachers to effectively screen, identify and overcome reading barriers facing their students.

State leaders of the *CRF* program were able to benefit from lessons learned through Read to Achieve. These lessons influenced the design of the local application process, content of instructional focus and ongoing support for schools. Of the 42 *Colorado Reading First* (CRF) school sites that successfully competed for funds, 21 of those schools are also receiving Read to Achieve funds. The combined funding from Read to Achieve and *Colorado Reading First* is ideal for these 21 high poverty schools. Their student achievement issues are met in two complimentary ways. Through Read to Achieve, schools can provide additional intensive instruction (e.g., before and after school programs) for their students most at risk of failure. At the same time, *Colorado Reading First* funds ongoing professional development and coaching supports for each K-3 teacher as well as special services providers. Leveraging the systematic research-based approach to reading instruction and assessment used by both programs dramatically increases the potential for student growth in reading.

III.   SECOND YEAR OUTCOMES AND RESULTS

Description of Evaluation Process

The Read to Achieve grant program is a competitive funding process in which subsequent funding is contingent on each year's performance. The requirements for being eligible for second year funding were clearly defined in the statute. To be eligible in subsequent years, schools must show that 25% of the students enrolled in the intensive literacy program improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level. Therefore, at least 25% of students who were enrolled for the full instructional cycle of the program needed to improve to grade level as measured by the school's own CBLA levels or score proficient on the CSAP.

Schools that received second year funding and wanted to be eligible for third year funding submitted their complete evaluation packets to CDE by May 15, 2003, for the early decision deadline, or June 11, 2003, for the regular deadline. Again, two windows for evaluation submission were provided to help meet individual school needs for timelines for continued funding. Based on clearly defined decision rules, the Read to Achieve Board either recommended that a school receive continued funding or that it no longer receive funding.

Details of Results

Over the course of the grant program, some districts have opened new schools that enrolled children who were identified to receive Read to Achieve funding in their previous schools. In order to keep the funds with these children, the number of schools that receive funding increased from the 510 that were eligible for continued funding at the end of the first funding cycle. Overall, 508 schools received funding for Read to Achieve during the 2002-2003 school year.

This number represented an overwhelming majority of schools that met and exceeded the stated legislative goals for Read to Achieve for year 1. Over 80 of the schools that were recommended for continued funding had 75% or more of their identified students reach grade level in reading or score proficient on the CSAP. Over 20 of those schools had 90% or more of their students reach the goals.

Of the 508 schools that received second year funding, 15 of those schools did not request third year funding. As a result, 493 schools were eligible to be recommended for continued third year funding. Some schools did not submit their data according to deadlines, or did not submit their data at all, and were not recommended for continued funding. One school was not recommended for continued funding because their data did not show sufficient gains. A total of 482 schools were recommended for continued year 3 funding.

Again in year 2, an overwhelming majority of schools met and exceeded the stated legislative goals for Read to Achieve. Of the schools that were recommended for continued funding, 91 had 75% or more of their identified students reach grade level in reading or score proficient on the CSAP. Of these schools, 23 had 90% or more of their students reach the goal.

Number of Students Served Cycle 1

According to the information submitted, 29,059 students were served by Read to Achieve programs in the first cycle.

Distribution of Schools by Number of Students Served
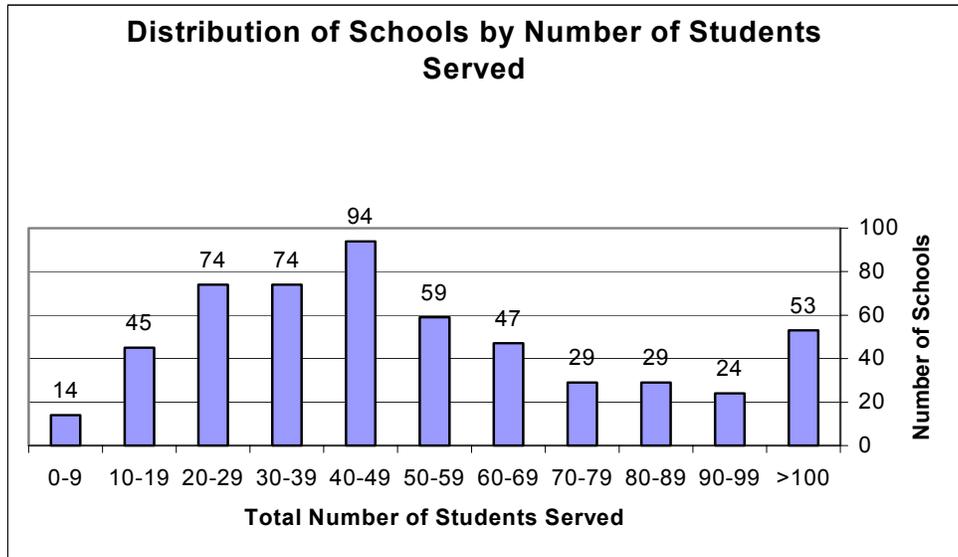

Ten percent of the schools served more than 100 students; ten percent served fewer than 20 students. Almost half the schools served between 20 and 50 students with these funds.

Full Cycle Participation (Mobility Issues) Cycle 1

**Distribution of Schools by Percent of Students for Full-Cycle**
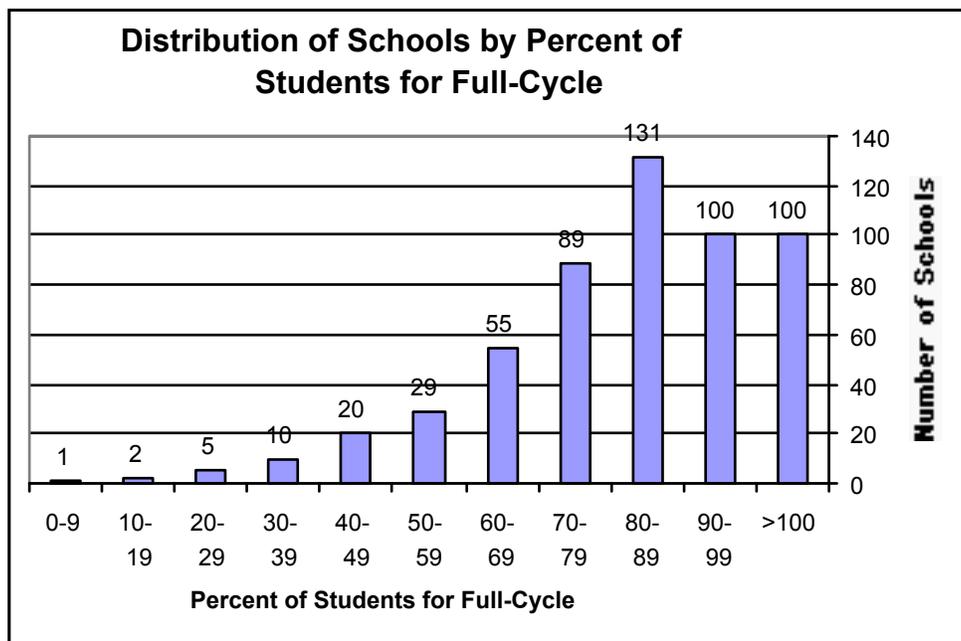
A total of 22,974 students participated for the full cycle. Eighty percent of the funded schools served more than 70% of students enrolled in the program for the full funding cycle.

## Students Meeting Achievement Goal Cycle 1

Distribution of Schools by Percent of Full-Cycle Students Meeting Goal

Percent of Full-Cycle Students Meeting Goal	Number of Schools
0-9	2
10-19	10
20-29	34
30-39	83
40-49	88
50-59	113
60-69	87
70-79	51
80-89	44
90-99	7
>100	17
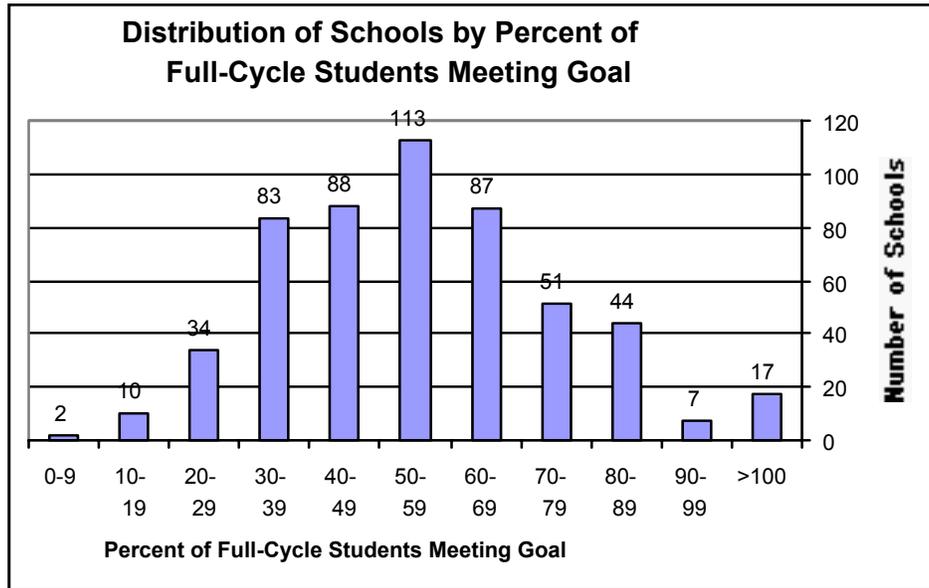
Two-thirds of the schools indicated that between 30% and 70% of their students met the performance goal. Over 20% of the schools performed above that level.

Number of Students Served Cycle 2

Distribution of Schools by Number of Students Served in Cycle 2

| Number of Students	Number of Schools
0-9	16
10-19	47
20-29	87
30-39	75
40-49	76
50-59	62
60-69	30
70-79	22
80-89	20
90-99	24
100-109	12
110-119	12
120-129	5
130-139	3
140-149	4
150 and up	1
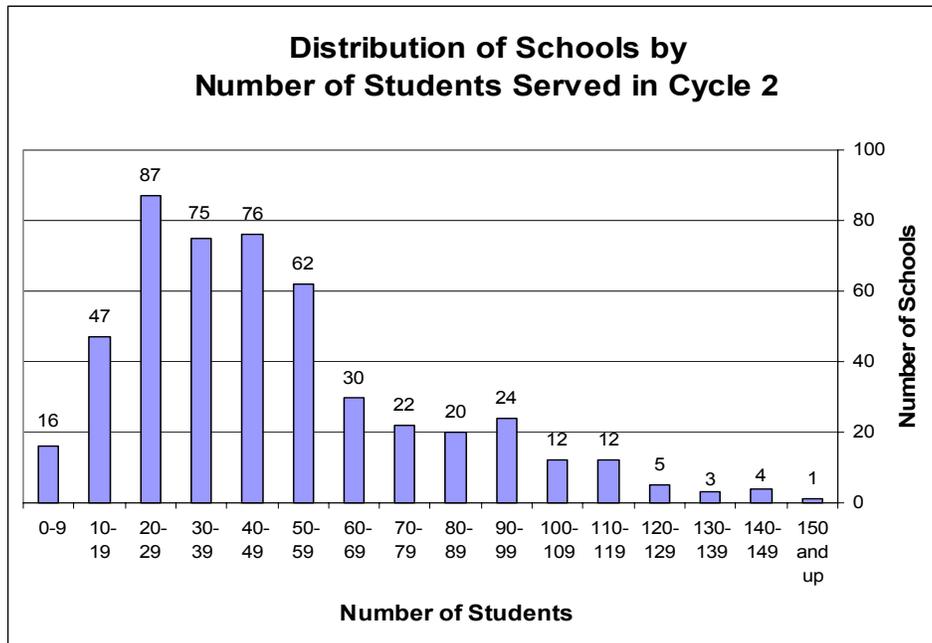
According to the information submitted by deadline, 21,422 students were served by Read to Achieve programs in the second cycle. Seven percent of the schools served more than 100 students; thirteen percent served fewer than 20 students. Half the schools served from 20 to 50 students with these funds.

Full Cycle Participation (Mobility Issues) Cycle 2

**Distribution of Schools by
Percent of Students for Full-Cycle in Cycle 2**

A bar chart titled "Distribution of Schools by Percent of Students for Full-Cycle in Cycle 2" with x-axis "Percent of Students" and y-axis "Number of Schools":
- 0-9: 1
- 10-19: 1
- 20-29: 3
- 30-39: 7
- 40-49: 6
- 50-59: 10
- 60-69: 41
- 70-79: 81
- 80-89: 132
- 90-99: 126
- 100: 63
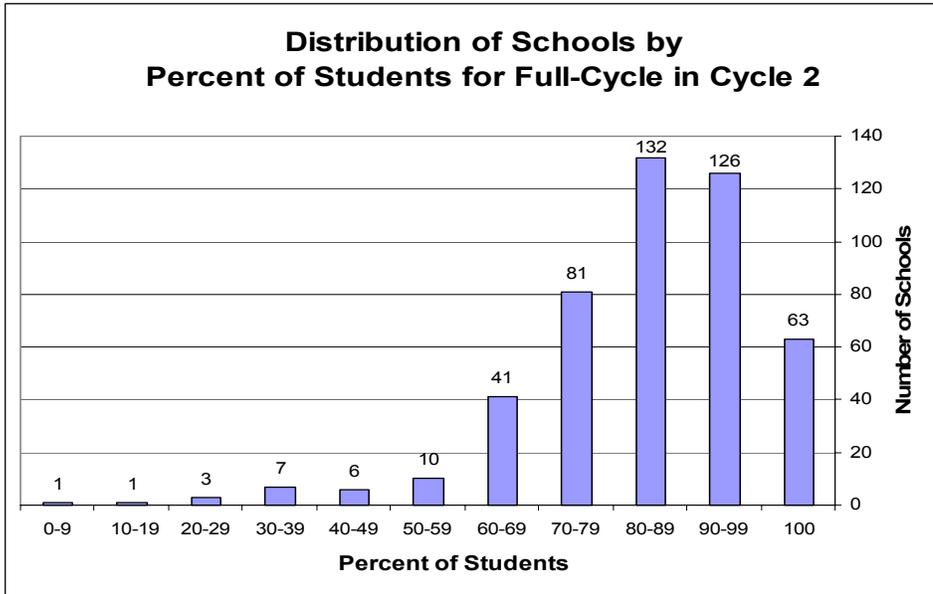
A total of 17,514 students participated for the full cycle. Most schools (68%) reported at least 80% of students remained for the full instructional cycle. More than one-third of reporting schools indicated at least 90% of students remained full cycle.

Students Meeting Achievement Goal Cycle 2

**Distribution of Schools by Percent of
Students Meeting Goal in Cycle 2**

A bar chart titled "Distribution of Schools by Percent of Students Meeting Goal in Cycle 2" with x-axis "Percent of Full-Cycle Students Meeting Goal" and y-axis "Number of Schools":
- 0-9: 5
- 10-19: 12
- 20-29: 32
- 30-39: 66
- 40-49: 80
- 50-59: 84
- 60-69: 68
- 70-79: 59
- 80-89: 42
- 90-99: 19
- 100: 10
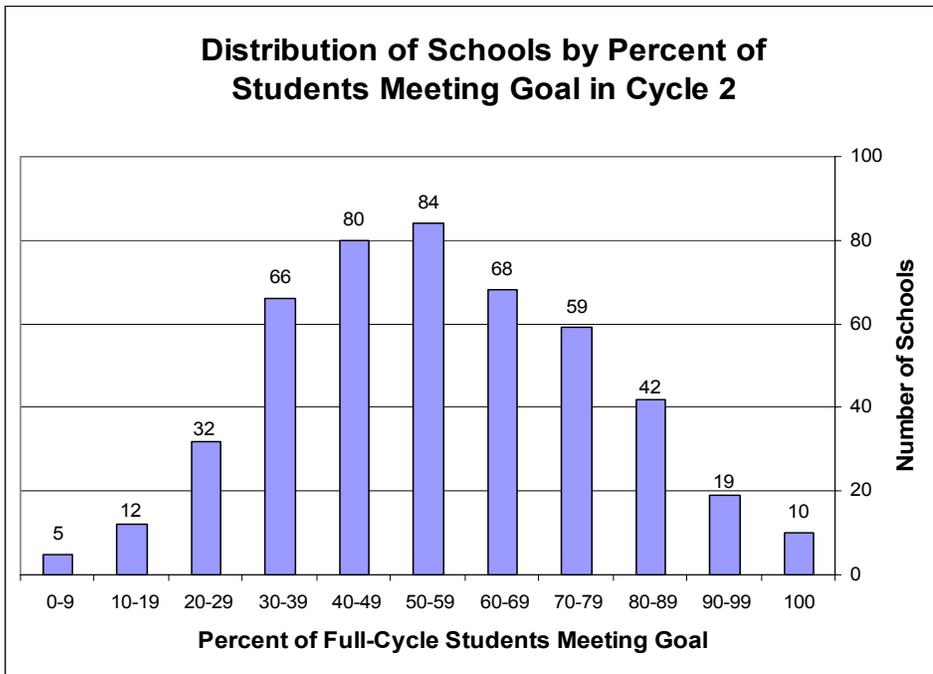
Almost two-thirds of the schools indicated that between 30% and 70% of their full cycle students met the performance goal. Fifteen percent of the schools reported performance above that level.

When a comparison is made of the above tables between year 1 and year 2, the numbers suggest a decline in the number of students involved with Read to Achieve. A decline in students is actually the intent of the Read to Achieve program. It is the intent of the legislation that all students in the state of Colorado reach grade level in reading by the end of the third grade. The decline in the number of students in the Read to Achieve program for year 2 suggests that more students are meeting the CBLA grade level expectation and therefore, no longer qualify for the services provided by Read to Achieve funds. This information continues to build a solid case for the critical need to continue these funds.

Findings from Interim Evaluation Report for Year 1

At the time of submission for the 2001-2002 Annual Report to the Colorado Department of Public Health and Environment, Read to Achieve evaluation data analysis for cycle 1 was not available. The findings below represent highlights from these data from year 1 of the program. Cycle 2 data will be available in February 2004 in the report to the Governor and General Assembly.

General Highlights – Cycle 1
Schools' Program Characteristics and Implementation

- *Program Goals*. There was considerable diversity in schools' emphasis on goals for reading achievement, student motivation, parent involvement, and professional development.

- On average, approximately 60% of a school's emphasis was on goals for reading achievement and approximately 20% on goals for professional development.

- Generally, similar emphases for instruction were intended across the Six Dimensions of Reading, with the area of reading comprehension planned for slightly more instructional emphasis (20%) and the area of student motivation to receive somewhat less instructional emphasis (10%).

- *Program Structures*. A variety of program structures and combinations were reported for delivery of instruction, including pull-out programs, in-class assistance and support, and summer school. School day programs were reported by 82%, summer programs by 52%, and extended day programs by 42% of the reporting schools.

- On average, pull-out programs planned were reported to involve 3 ½ hours weekly for the typical student over approximately 20 weeks, most often in small groups involving 2 – 4 students. The in-class assistance planned averaged approximately 3 ½ hours a week over approximately 17 weeks with a form of group instruction. Extended day programs were reported to involve one hour per week on average for approximately 9 weeks, most likely with a group of 5 – 8 students.

- Delivery of instruction was reported as "very prescribed" (involving many specific, scripted steps to each learning session) by 28% of the schools. Three percent (3%)

of the schools reported delivery of instruction to students as "open," in that approaches stem from the breadth of the teacher's experience.

- ***Program Implementation***. The specific kinds of tasks required to implement schools' programs according to program, but often included securing and training needed staff, obtaining instructional materials and facilities, establishing systems to identify eligible students, professional development, orienting parents, implementing program components with parents, and coordinating with other onsite school programs.

- Overall, tasks relevant to schools' programs were reported to have been implemented with ease, success, and generally within the planned timeframe. Generally tasks were reported as implemented smoothly and successfully by over 90% of the schools.

- Schools reported somewhat more challenge in fully implementing program components with parents; however, more than 80% of the schools indicated ease, success, and timeliness for this task as well.

Achievement and Results
- ***Student Groups and Characteristics***. Although there was considerable diversity across school programs, the typical program involved approximately 20 second grade students, with 17 participating full-cycle, and 20 third grade students, with 16 participating full-cycle.

- Approximately 14% of the second grade full cycle students and 11% of the third grade full-cycle students were reported as English language learners.

- Approximately 13% of the second grade full-cycle students and 15% of the third grade full-cycle students were reported as participating in special education programs.

- ***Attainment of Grant-Specified Achievement Goal***. The grant-specified goal required that at least 25% of the students who were enrolled for the full instructional cycle of the program improve to grade level, as measured by the school's CBLA assessments, or score proficient on the CSAP.

- As a group, the R2A school programs were very successful in attaining this goal. Almost all (approximately 92%) of the schools achieved or exceed this grant-specified goal.

- Success relative to the grant specified achievement goal was achieved for various subgroups of schools as well.
    - **Funding Cycle**. The group of schools funded for the 12-month cycle averaged approximately 50% of the full-cycle students reported as reaching the grade level goal. The group of schools funded for the 18-month cycle averaged approximately 55% of the students reported to have reached the goal.

- **Stability of Student Group**. Schools were grouped into four groups according to the proportion of participating students that remained full-cycle in comparison with the other R2A schools. All four school groups averaged 50% or more full cycle students as reported to have reached grade level proficiency. The set of schools with the lowest proportion of students remaining full-cycle averaged the highest percent (63%) of full cycle students reported to have attained the grade level proficiency.

2003-2004 Outlook

During the 2003-2004 school year, Read to Achieve funds are serving students in 482 schools. It is estimated that over 22,000 students will be receiving services through this year's funds at an average per pupil funding rate of $460. This amount is significantly less than the previous 2 years of the funding cycle and will most definitely affect the services that schools are able to offer to students.

IV.   EVALUATION OF PROGRAM OPERATION

<u>Accountability</u>
The Read to Achieve grant program continues to emphasize accountability for the planned and actual use of the funds. Funds were initially distributed to schools with well-designed programs that were focused on accomplishing specific objectives. Accountability for the grant program has continued to be addressed through a rigorous application and evaluation process, involving the reporting of outcomes.

To ensure that programs achieve intended results, future funding remains conditional on schools showing progress in their reading programs. By statute, schools awarded grants in the first period could only be eligible for funding in subsequent years if they achieved the goals set forth in their applications and demonstrated that a minimum of 25% of the pupils enrolled in the program in the prior year improved their reading skills to grade level based on the CBLA or scored proficient on the Colorado Student Assessment Program (CSAP).

In addition to submitting data to demonstrate 25% of students had met the reading standard, schools were also asked to submit longitudinal CSAP information for previously served students. This information is used for tracking purposes to demonstrate achievement after a students' participation in the Read to Achieve program. Schools are asked to submit CSAP scores for any student who has participated in Read to Achieve. High mobility rates remain an issue for many schools. Once a student leaves a school, teachers are no longer able to track CSAP data for that student. Therefore, we have seen a slight decrease in the number of students from subsequent years.

Research Base for Read to Achieve:
The accountability process for the Read to Achieve program revolves around CSAP data, the Colorado Basic Literacy Act (CBLA), and the research based on the six dimensions of reading documented in the *Report of the National Reading Panel – Teaching Children to Read* (2000).

The rigorous and explicit evaluation expectations of Read to Achieve and technical supports using consistent data analyses have strengthened CBLA implementation. This result is frequently noted by local school leaders.

The CSAP is a state assessment program designed to measure student achievement in relationship to the Colorado model Content Standards. These standards are expectations specifying what students should know at particular point in their education. Assessment of reading occurs from grade three through grade ten. The Read to Achieve program uses these results in assessing adequate progress related to 25% of students meeting the reading standard.

In Spring of 1996, the Colorado General Assembly passed House Bill 96-1139, Colorado's Basic Literacy Act (22-7-501 through 506 C.R.S.). The preamble to this Act states:
> *It is the intent of the General Assembly that, after third grade, no pupil may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.*

This Act mandates that all students will be reading at the third grade level by the end of third grade. This Act requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Those students not reading at that grade level will be placed on Individual Literacy Plans (ILPs), which are developed with the school and the family.

District Responsibilities include:
1. Assessing the reading performance of all students.
2. Placing students on ILPs if students are not reading on grade level.
3. Reporting to the state:
   - The number and percentage of pupils in the third grade who read at or above their grade level.
   - The number and percentage of pupils enrolled in the district who are on ILPs.
   - The number and percentage of pupils who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.

Best practices in literacy must serve as a foundation for all literacy work. All Read to Achieve grantees developed proposals based upon principles in the *Report of the National Reading Panel – Teaching Children to Read*, which includes the six dimensions of reading: phonemic awareness, phonics, fluency, building background and vocabulary, comprehension, and motivation. After a comprehensive needs assessment, each grant had to show how the school planned to implement each of the six dimensions. Schools developed school specific goals and action plans. The goals the schools set had to be SMART (specific, measurable, attainable, research-based and time-phased). As part of the evaluation, schools had to report on how well they attained those school specific goals.

Methods of Ensuring Accountability

Site Visits:
In year 2, the external evaluation process again included site visits to a random sample of Read to Achieve schools to determine the validity of self-reported school data. Twenty-five schools, approximately five percent of the 508 Read to Achieve sites, were visited. The external evaluator has indicated that the findings from this small sample would be representative of all of the Read to Achieve schools. The schools were selected from a random sample of schools stratified by the eight Colorado regions and, within the region, by the number of students served. The Metro Region, which had 52% of the grants, had fourteen site visits; the Southwest Region, which had 3% of the grants, had one site visit. Of the selected schools, the largest ILP population was 118; the smallest was 6.

All schools were visited between January and June 2003 by three Read to Achieve consultants to provide consistency to the process. For consistency with the first year the focus of each site visit year two was the school's implementation of its programs for intensive instruction, teacher professional development, and parent involvement. Implementation was verified through the paper documentation (such as student test data and progress reports; dates of teacher professional development and lists of participants; sign-in sheets at parent nights), classroom observations, and discussions with principals, teachers, media specialists, paraprofessionals, school volunteers,

and, when possible, parents. Each school's budget expenditures were also reviewed. Attachment F is a sample of the site visit questions. Site visits averaged between three and four hours in length. The following implementation patterns were noted:

Intensive Instruction
- All schools continued to demonstrate consistent implementation of their second year programs as proposed.
- Although funds for Read to Achieve were reduced from $1100 in year 1 to $950 in year 2, Read to Achieve continued to make a substantial difference in the reading achievement of ILP 2nd and 3rd grade students. Many of the impacted students were those whose needs had not previously been addressed, either because they did not qualify for special education or because the school only provided services to children with the most severe reading problems.
- Schools continued to implement a variety of research-based strategies and expressed appreciation for being able to design programs that met the needs of their unique student population.
- The unique structure of Read to Achieve allowed programs to take place during the school day, before and after school, and during the summer. Again, school staff appreciated the opportunity to schedule programs to meet the needs of their community.
- Classroom teachers continued to express strong support for the Read to Achieve interventions and noted their positive effect on student reading skills, confidence, and motivation to read.

Teacher Professional Development
- A variety of professional development programs continued to be noted in schools.
- Much of the professional training occurred during year one of the Read to Achieve grant. Due to the reduction of Read to Achieve funds, some schools chose to reduce the amount designated for professional development; however, other funding sources were used to continue teacher study groups.
- Teachers hired through Read to Achieve funds were viewed as resources and instructional coaches in most schools.

Parent and Family Involvement
- Family involvement remained an important component of Read to Achieve programs.
- All schools continued the parent information systems implemented in year 1. Schools continued to provide many avenues for communicating information, including newsletters, conferences, home visits, and parent nights.
- All schools continued home-school reading programs. As in year 1, these programs varied in complexity (classroom-based to school-wide) and in the degree of student accountability (simply taking books home to requiring a parent signature and checking comprehension upon return.)
- Schools that were not able to implement their parent component as planned identified alternate strategies to involve parents in their children's literacy learning. These included ESL classes for parents, obtaining public library cards, and take-home materials.

Program Monitoring
- Program monitoring remained varied throughout each program. In some schools, the principal was highly involved; in others, the Read to Achieve teachers had full responsibility for all aspects of the program.
- The majority of schools continued to have mid-year academic assessment check points.
- Classroom teachers continued to maintain ILP records and were responsible for assessment related to ILPs in all schools.
- Improvements in the Read to Achieve evaluation process continued to facilitate better monitoring of student progress and record-keeping.

Budget
- In year 2, all schools' expenditures were consistent with the budget narrative included in their proposal.

The site visits confirmed that, based upon this sample, Read to Achieve schools continued to implement their programs as proposed in their original applications and student achievement data submitted in the spring of 2003 were based upon verified work with ILP students in the 2nd and 3rd grades. The 2002-2003 funds allocated to the Read to Achieve Program were expended on programs that continued to make a difference in student reading achievement.

Results of the site visits were again, overwhelmingly positive. After completing all the site visits, the consultants reported to the Read to Achieve Board that all schools demonstrated that they were staying within the intent of the original grant and providing the intended research-based intensive reading programs to students. Across the board, all schools expressed great concern about the funding cuts and possible discontinuance of the Read to Achieve program.

External Evaluation
The statute requires that the Read to Achieve program report to the Governor and the General Assembly by February 1, 2004, the following information:

1. The number of schools that received grants under the program and the average amount of the grants;
2. The number of students enrolled in intensive literacy programs funded by the program, the number of pupils enrolled who improved their reading skills to grade level or achieved proficiency on the state assessment in reading for their grade level in the year after starting the intensive literacy program, and the percentage of students who achieved proficiency on the state assessment for reading for their grade level in both the year after starting the intensive literacy program and the following year; and
3. Whether any statutory changes are recommended, including but not limited to the appropriateness of the requirements for adequate progress.

The Department has contracted with an external evaluator to implement a comprehensive evaluation that will address each of the statutory requirements. The use of an external evaluator avoids conflict of interest and assures necessary accountability. The evaluator continuously works closely with the Read to Achieve Board to design the most effective and comprehensive evaluation. This collaboration has allowed the Board to define clear decision rules to make

decisions about continued funding for the 508 schools that received funding in year 2, as well as to continue the process of evaluating the overall effectiveness of programs used across the state.

By using the clearly defined decision rules, the Board made decisions regarding continued funding for year three in May and June 2003. All schools that were not recommended for continued funding were given details on the appeals process and were allowed to submit a timely appeal for reconsideration by the Board.

The Read to Achieve evaluation focuses primarily on the following questions:
1. How well did schools achieve the grant specified achievement goals (25% improvement standard)?
2. How well did schools achieve their other stated goals?
3. What program characteristics or extenuating circumstances describe those schools that did attain the achievement goals and those that did not?

To complete the evaluation, each grant recipient is required to submit six individual reports in a timely fashion according to published deadlines.
- Program Profile
- Implementation Summary
- Survey of School's Program Goals
- Achievement Data Tables
- Executive Summary/Suggestions for Others
- Internal Evaluation

These forms have been updated for the 2003-2004 evaluation period. After year 1 of Read to Achieve, the external evaluator and the Read to Achieve Board worked closely to make the Achievement Data Tables available to be completed and automatically calculated online from the Read to Achieve website. These electronic forms were made available for the year 2 submission deadlines. Detailed instructions on completing each form, were distributed at the 2002 Networking Days. CDE and the Read to Achieve Board has received overwhelmingly positive feedback on the efficiency, user-friendliness, and time saving aspects of these forms.

In response to this positive feedback, the external evaluator has made the Year 3 Implementation Survey and Year 3 Program Profile available to be completed and submitted in a web-based format. Detailed instructions on completing all forms were distributed via mail to each principal at each funded site in October 2003. Small workshops were also offered to assist new teachers and principals in completing these forms.

Attachment G provides the timeline for submitting the Read to Achieve Evaluation materials.

Internal Evaluation of State Level Activities

Throughout the year, CDE and the Read to Achieve Board continuously requested feedback from program participants. The feedback is essential in providing the most effective forms of support for grantees. The following information describes several ways in which this type of information was collected and analyzed.

Feedback from Trainings:
CDE collected the majority of year two feedback at the 2002 Networking Days. At the 2002 Networking Days, CDE provided attendees with evaluation forms. Comments and suggestions from those forms were collected and summarized for the Board. Suggestions and feedback provided from the first Networking Days were instrumental in the development and planning of the 2002 Networking Days. Suggestions on the 2002 evaluation forms were to be used in the planning of the 2003 Networking Days. However, due to the budget shortfalls in the State of Colorado and the significant reduction of funds that the Read to Achieve program received for Year 3, the Read to Achieve Board decided to forgo a large Networking Day this fall. The suggestions collected will be used in planning future Networking Days if Read to Achieve is funded for another cycle. On these evaluation forms (see attachments C and D as examples) CDE asked grantees to provide feedback on additional support and continuous improvement needed from Read to Achieve. Some responses included:

- The data and reporting process and forms – accessing the on-line forms
- How does No Child Left Behind (NCLB) affect Read to Achieve
- Assistance to staff who have "inherited" the grant and were not part of the strategic planning
- Will there be additional funding after year 3? How to sustain resources without Read to Achieve funding.

Sounding Board:
In order to produce an evaluation that fits the needs of the variety of Read to Achieve schools, CDE created a Sounding Board in the cycle 1 of the grant. This group, composed of principals, teachers, assessment coordinators, and grant coordinators from throughout the state who work directly with the Read to Achieve evaluation, brought a number of different perspectives to the evaluation process. It was with their input that the evaluation forms were created.

After the first round of evaluations had been completed, CDE again brought the same Sounding Board together to get further feedback. The group was able to provide valuable information for CDE as well as the external evaluator as to what areas of the evaluation needed to be altered. In part due to their strong recommendations, CDE has produced an electronic version of the Achievement Data Table form which was available for the second round evaluations.

Responses to State Auditor's Review

The Read to Achieve program was one of four programs within the Colorado Department of Education that was reviewed by the State Auditor's Office during the 2000-2001 school year. CDE provided a detailed response of the actions taken to address the comments and recommendations made by the State Auditor's office in the 2002 Annual Report to the Colorado Department of Public Health and Environment. To date, recommended actions have been addressed. Necessary actions will be implemented contingent on a second round of Read to Achieve funding.

Read to Achieve Administrative Costs

During the second year of Read to Achieve (July 1, 2002 – June 30, 2003), 508 schools received funds for a total of $21,023,684. Tobacco revenue from 2002-2003 was used to fund this 12-month period. By statute, one percent of the amount appropriated was used for administration of the program. Table 4 details the amount and justification of administrative costs incurred by Read to Achieve for fiscal year 2002-03.

Table 4

Read-to-Achieve Administrative Costs
Fiscal Year 2002-03

Auditing Costs	16,994.95
Tobacco Oversight Costs	29,282.12
External Evaluator	48,500.00
Other Administrative Costs*	122,506.39
Total Costs	217,283.46

*Other Administrative Costs include outside consultants to conduct site visits, costs related to the networking days, travel, temporary services, postage, printing/reproduction, supplies and materials.
*No FTE were funded due to statutory limitation

Review of Goal Accomplishments: Year Two Results

The Read to Achieve grant program has five stated goals. They are listed below with a brief review of accomplishments during the current year regarding each. Further details on how these goals have been addressed during the 2002-2003 school year can be found throughout this report.

Goal 1: Provide additional intensive reading services to all second and third graders on Individual Literacy Plans (ILPs) so that they will be proficient readers by the end of third grade.
- Accomplished. During the 2001-2002 school year, the Read to Achieve grant program served almost 28,000 students in 553 schools, representing 75% of all students on ILPs. By July 2002, 508 schools were recommended for second year funding. By July of 2003, 482 schools were approved for third year funding. All schools that were recommended for continued funding were approved based on having met the stated goal of 25% of the students served improving to grade level in reading or proficient on CSAP after a full instructional cycle of intensive reading intervention. This provides evidence that schools are making progress towards the goal of having all students be proficient readers by the end of third grade.

Goal 2: Collect and review applications for Read to Achieve Grants.
- ▪ Accomplished. The comprehensive process which included clear expectations, an evaluation rubric, training, support, a review process, and individualized feedback has been completed. No additional funds were made available during the current year for new school applications. The Read to Achieve Board and CDE staff collected and reviewed progress reports from the 553 funded schools in year 1 and the 508 funded schools in year 2.

Goal 3: Recommend to the State Board of Education the schools that should receive grants as well as the duration and amount of each grant.
- ▪ Accomplished. In the first year (January 1, 2001 – June 30, 2002), 553 schools received funds for a total of $33,508,882. Tobacco revenue from the 2000-01 and 2001-02 was used to fund this 18-month period. 508 schools were recommended for second year funding for the 2002-2003 school year. In the second funding cycle, $18,806,983 was appropriated from the Tobacco Revenue. Due to a reduction in the amount of Tobacco Revenue the Read to Achieve program received, the 482 continuing schools received funds for a total of $10,127,319 for year 3. For each funding cycle, one percent of the amount appropriated has been spent on administration of the program.

Goal 4: Determine continued funding of grants based on adequate progress during granting period, e.g., grantee meets the goals established in the grant application including demonstration that at least 25% of the students enrolled for the prior year met the reading standard.
- ▪ Accomplished. The Read to Achieve Board used clearly defined decision criteria, based on legislation, to recommend schools for continued funding. The Board recommended continued funding for 508 schools in year 2 and 482 schools in year 3.

Goal 5: Report to the Governor and to the General Assembly on the effectiveness of the program by February 1, 2004.
- ▪ Pending. Data required to report to the Governor and General Assembly are being collected and analyzed by the external evaluator and CDE staff. This report to the Colorado Department of Public Health contains information on implementation and evaluation activities completed to date. As of October 2003, the second round of evaluations are complete, and schools with continued funding have begun the third full year of providing services to second and third grade students on ILPs. By February 2003, the external evaluator completed a comprehensive evaluation of the effectiveness of the Read to Achieve Program during the initial 18-month period. By February 2004, the report to the Governor and General Assembly will be completed.

Read to Achieve Board Commitments/Concerns

Four key issues remain a concern for the Board:

- Personnel Requirements for Read to Achieve Administration. The Read to Achieve statute precludes use of funds to hire salaried staff (FTE). During the past three years, managing the ongoing administrative responsibilities of Read to Achieve has involved a major time commitment in coordination and implementation. This includes the detailed work required to determine funding decisions, monitor progress, handle ongoing budget requests, manage evaluation data, and provide necessary supports for over 500 schools. The statutory limitation regarding FTE has made it more difficult to fully meet the intent of the legislation and the needs of Read to Achieve grantees.

- Funding for year 3. At the end of year 2, funds for the third year of Read to Achieve were reduced by 44% to address state budget deficits. To date, $10,127,319 has been appropriated for the third year Read to Achieve schools. In year 1, the $26.9 million in funding allowed services for 29,059 students at a funding rate of $1100 per student. By year 3, with the 44% reduction in funds, the numbers of students serviced had not dropped dramatically however the funding ratio had. Funding for each student is only $460. Concerns have been expressed by the Board over whether schools can run the same caliber programs detailed and planned in the original proposals with this amount of funding.

- Future of Read to Achieve. The Read to Achieve Board, funded sites, and the broader school community are anxious about the sustainability of a highly successful effort to increase reading achievement. The dramatic decrease in funds during the current year produced much uncertainty about the likelihood of retaining any funding for an essential second three-year cycle of intensive instruction for high risk students.

- Timing of New Grant Cycle. If a second round of Read to Achieve is possible, timing may be problematic. If the Read to Achieve Board receives notification of the continuation of Read to Achieve in the spring of 2004, there is concern that this would cause schools to face implementing their programs in the middle of the school year (January 2005). This was the situation in the first year of the grant. Three issues that emerge are:
    1) difficulty in hiring local Read to Achieve staff in the middle of the school year
    2) reporting complications when the fiscal year is split, and
    3) short time frame during year 1 for expenditure of funds.

Summary of Primary Accomplishments 2002-2003

- **Service to Students at Risk of Not Reading**. Approximately 500 Read to Achieve schools have received funding over a three-year period. This funding has provided sustained impact for 75% of Colorado students on ILPs – those students determined at risk for not reading successfully by the end of third grade.
- **Sustained Performance of Schools.** Two years of student performance data show sustained gains regarding the statutory expectation of performance exceeding the 25% goal. Two-thirds of the schools report 30-70% of students meeting the standard. Each year's results have demonstrated performance significantly beyond the statutory expectations.
- **Site Visit Validation of Impact.** Although funds for the program were reduced from $1100 in year one to $950 in year two, site visits indicated that Read to Achieve continues to make a substantial difference in the reading achievement of ILP 2nd and 3rd grade students. Many of the impacted students were those whose needs had not previously been addressed, either because they did not qualify for special education or because the school only provided services to children with the most severe reading problems.
- **Leveraging of Efforts across *Colorado Reading First* sites.** Of the 42 *Colorado Reading First* (CRF) school sites that successfully competed for funds, 21 of those schools are also receiving Read to Achieve funds. Leveraging the systematic research-based approach to reading instruction and assessment used by both programs dramatically increases the potential for student growth.
- **Sustained Expertise on the Read to Achieve Board.** Over the three year duration of the grant, the Read to Achieve Board has retained high quality reading professionals and community representatives. Four members of the board have served for three full years. Three highly qualified members were just reappointed. This sustained leadership is critical to the success of the Read to Achieve program.
- **Enhanced Supports for Schools.** Each year Read to Achieve has developed more powerful and efficient supports for grantees. This is evidenced in the automated evaluation tools, online supports, response time in addressing ongoing questions, and highly rated content and delivery of Networking Days.
- **Strengthening of CBLA Implementation.** The rigorous and explicit evaluation expectations of Read to Achieve and technical supports using consistent data analyses have strengthened CBLA implementation. This result is frequently noted by local school leaders.
- **CSAP Performance Across Student Groups.** Intensive instructional services for at risk readers have been in place for over two years. The 3rd and 4th grade CSAP results over the same period show consistent gains in performance across Colorado schools. Of most interest is the level of gain for Title I, special education, and minority students. Gains for these groups have surpassed these overall gains; these are the student groups most often served by Read to Achieve programs.

Colorado State Board of Education
Department of Education

1 Colorado Code of Regulations 301-47

Adopted: October 5, 2000
Amended:
Attorney General Opinion: October 13, 2000

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-506, Colorado Revised Statutes (C.R.S.)

RULES FOR THE ADMINISTRATION OF
THE READ TO ACHIEVE GRANT PROGRAM

2207-R-1.00 Statement of Basis and Purpose**.**

The statutory basis for these Rules adopted October 5, 2000, is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-506, the Read to Achieve grant program, C.R.S.

The Read to Achieve grant program, 22-7-506, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: application procedures by which a school may apply for grant funds through this program, criteria for selecting those schools that shall receive grants, the criteria for determining the amount to be granted to the selected schools, and procedures for reviewing the success of the intensive literacy programs operated by schools that receive grants.

2207-R-2.00   Definitions**.**

2.01 (1)   Read to Achieve grant program.

A grant program created in the Department of Education pursuant to 22-7-506, C.R.S., allowing any public school to apply for grants to fund intensive**,** research-based reading programs for second and third grade pupils and pupils between third and fourth grades whose literacy and reading comprehension skills are below the level established by the State Board of Education for pupils at each grade level.

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2.01 (2)   <u>Read to Achieve Board.</u>

An advisory board to the State Board of Education created pursuant to 22-7-506 (2)(a) and (3)(a), C.R.S. The advisory board's membership and terms of office are defined in 22-7-506 (2)(a), C.R.S. The Read to Achieve Board's major duties include the solicitation and review of applications for grants under this program and recommending to the State Board of Education those public schools that should receive grants under this program and the duration and amount of each grant pursuant to these Rules.

2.01 (3)   <u>State Board of Education.</u>

An elected board established pursuant to Section 1, Article IX of the State Constitution.

2.01 (4)   <u>Public School.</u>

A school that receives a majority of its funding from moneys raised by a general state, county, or district tax and whose property is owned and operated by a political subdivision of the state.

2.01 (5)   <u>Levels of Literacy and Reading Comprehension Skills.</u>

The proficiency levels established pursuant to 2.01 (6), 2.02 (1), (2) and (3) of these Rules and the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.

2.01 (6)   <u>Colorado Department of Education (CDE) –</u>
   Request for Proposal (RFP) Development Process

The processes and procedures developed by CDE to ensure that all RFP's are consistent with the appropriate funding source, adhere to appropriate statutory requirements, and support the organizational commitment of CDE.

2207-R-2.02 <u>Implementation Procedures.</u>

2.02 (1)   <u>Application Procedures.</u>
   CDE will be the responsible agency for implementing the Read to Achieve grant program. CDE will develop a request for proposal (RFP), pursuant to CDE's RFP process and pursuant to the requirements and timelines found in 22-7-506, C.R.S.

2.02 (2)   <u>Criteria and Levels of Reading and Literacy Comprehension Skills.</u>

The RFP to be developed by CDE must support and be congruent with the Rules for the Administration of the Colorado Basic Literacy Act adopted by the State Board of Education in May of 1997. The RFP shall set high, but attainable levels of literacy and reading comprehension skills for each eligible grade using the following assessments which are a part of the Rules for the Administration of the Colorado Basic Literacy Act. Both eligibility for initial funding and continued funding status will be based on levels of reading and comprehension skills on the following assessments:

2.02 (2)(a)   Individual Literacy Plan (ILP) status as defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (2)(b)   Third grade Colorado Student Assessment Program (CSAP) results as defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (2)(c)   An individual reading assessment defined in the RFP developed pursuant to 2.02 (1) of these Rules.

2.02 (3)   <u>Year Two and Three Funding.</u>

Year two and three funding shall be contingent upon assessment results demonstrating that at least twenty-five percent of the pupils enrolled in the intensive reading program for the full twelve months within the prior twelve month period improved their reading skills to at least grade level or achieved proficiency on the assessments defined in 2.02 (2) of these Rules.

2.02 (4)   <u>Evaluation of Program.</u>

The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Results will be disseminated to the State Board of Education, the Read to Achieve Board, the Governor, and all Colorado school districts and BOCES as well as other interested parties.

Colorado Read To Achieve Board Members
September 2002

Karen Brown, Educator with Reading Expertise
Pueblo City School District 60

Gail Coleman, 3rd Grade ElementaryTeacher
Jefferson County School District R-1

Randy DeHoff, Chairman
Colorado State Board of Education

Karen Durica, Director of Curriculum & Instruction
Douglas County School District RE-1

Lynn Johnson, Parent
Jefferson County School District R-1

Tina Leone, Principal, Monument Academy
Colorado Springs School District 11

Darlene Medina, Rural District Teacher
Del Norte School District C-7

William J. Moloney, Commissioner of Education
Colorado Department of Education

Pat Pascoe, Senator
Colorado Senate, District 32

Abel Tapia, Representative
Colorado House of Representatives, District 46

Sherry Weitzel, Principal
Eaton School District RE-2

2002 Read to Achieve Networking Day
General Comments

Please rank in order the following elements according to their importance to you and your school program:
5 = most important   1 = least important
4.0   Breakout Sessions
3.7   P.M. Keynote Speaker

3.2   A.M. Keynote Speaker
2.7   Exhibits
2.5   Networking by Region

What part of Networking Day was most useful to you?

- **Breakout sessions**

- **P.M. keynote speaker**

- **Electronic version of the data table session with question/answer session**

- **A.M. keynote with question and answer session**

- **Presentations, information and inspiration**

- **Exchanging ideas with peers**

Is there any topic in which you need more support from CDE? If so, please note the topic and your contact information so that we can get in touch with you.

- **The data and reporting process and forms—accessing on-line forms**

- **Will there be additional funding after year 3? How to sustain resources without Read to Achieve funding**

- **How does No Child Left Behind affect Read to Achieve ?**

- **Assistance for staff who have "inherited" the grant and were not part of the strategic planning**

What suggestions do you have for improving the Read to Achieve Networking Day in the future?

- **Some of the breakout sessions do not need to be so long. Offer** more sessions **that are shorter or run two different lengths of time.**

- **Provide a list of breakout sessions in advance for participants to plan their day**

- **Arrange the networking by region during lunch rather than another keynote—more organized networking session**

- **Attend to the unique needs of rural/small schools by focusing some breakout sessions on their specific issue**

Additional comments:

- **A great day—well organized and helpful. Thank you for all your work to make it a success**

- **2002 Read to Achieve Networking Day much better than 2001. Excellent keynote speakers and the room lent itself to better communication—**Much better facilities

- **Thank you for listening to our concerns last year and providing support**

Read to Achieve
2002 Networking Day
Breakout Session
Evaluations

Sessions & Presenters	Number of Participants*	Relevant Information*	Application*	Applicable Strategies*
Friday School	2	5	5	5
A Rhyme for Every Reason: Poetry Across the Curriculum	26	4.5	4.5	4.3
Improving Reading Achievement is Not as Easy as A, B, C	34	4.6	4.5	4.5
One Size Does Not Fit All	36	4.9	4.8	4.8
Read-to-Achieve Budget Issues	57	4.6	4.7	4.4
Student Strategies for Improving Curriculum	68	4.8	4.8	4.4
How to Share Your Read to Achieve Success	4	5	5	5
Bright Start Family Literacy	39	4.3	4.4	4.1
Raise Test Scores by Gaining Staff Commitment	38	4.8	4.8	4.4
Parent Involvement	27	4	4.1	3.6
Literacy Needs of Students with Language and Learning Disabilities	30	4.1	4.1	3.8
Using Appropriate Book Levels in the Classroom	17	4.25	4.4	4.3
Overview of READ TO ACHIEVE Evaluation for New Grantees	69	4.8	4.8	4.3
What Works and Why	98	4.9	4.9	4.7
Collecting and Using a Body of Evidence	23	4.25	4.4	3.9

Hands-on Planning for Year 2 Internal Evaluations	47	3.8	3.9	3.7
Using Your Student Data to Monitor and Improve Student Progress	70	4.6	4.6	4.5
Best Practices in Reading Instruction	47	4.7	4.8	4.6
Question & Answer	24	4.8	4.9	4.7
Phonological Awareness, Phonics or Both?	23	4.7	4.9	4.7
Reading Recovery and Read to Achieve	15	4.1	4.1	3.9
Jumpstart into Intensive Guided Reading	39	4.2	3.7	4
Soar to Success for 3rd Grade	17	4.5	4.5	4.4
Question & Answer	43	4.7	4.7	4.6
You Asked For It: The Electronic Version of the Acheivement Data Table	43	4.4	4.7	3.9
Effective Professional Development	44	4.1	4.2	3.9
Coaching for Student Achievement	21	3.7	3.7	3.4
Celebrating Success- The Intervention Programs Helping Children Succeed	17	4.5	4.8	4.2
How do I manage? New Principal, New Grant, New Program	8	4.4	4.7	4.3
CBLA: Road to Proficiency	12	4.3	4.5	4.1
Funding for Schools- Day and Night	22	4.5	4.5	3.8
Put Reading First- Five Steps on the Road to Literacy	21	4.3	4.3	4.1

*Based on a Scale of 1-5, 5 being the highest rating possible

Read to Achieve
Networking Sessions
October 2003

This year we will not be having our annual required Read to Achieve Networking Day, but we will be holding smaller, regional Networking Sessions. These meetings will be geared toward new Read to Achieve principals/teachers or anyone who needs a Read to Achieve refresher. These sessions are not mandatory. We will cover an overview of Read to Achieve, budget, online evaluation forms and more! Please choose from the locations below and visit our website (http://www.cde.state.co.us/cdecomp/r2a.htm) to register online and reserve your spot.

Please Note: These sessions are not mandatory. They will be limited to 2 people per school and no more than 50 people per location.

Thursday, October 9 (Metro)
Goodson Recreation Center
Room 8
6315 S. University Blvd
Centennial, CO
9 am -11am

Friday, October 10 (North Central)
Evans Community Complex
Cottonwood Room
1100 37th St
Evans, CO
9 am – 11 am

Monday, October 13 (West Central)
Basil T. Knight Center
2523 Patterson Road
Grand Junction, CO
9 am – 11 am

Tuesday, October 14 (Northwest)
Hotel Colorado
Teddy Roosevelt Room
526 Pine Street
Glenwood Springs, CO
9 am – 11 am

Thursday, October 16 (Southwest)
Alamosa Inn Best Western
Alamosa Room
2005 W. Main Street
Alamosa, Colorado
9 am – 11 am

Monday, October 20 (Southeast)
Santa Fe Trail BOCES
Professional Development Center
La Junta, CO
9 am – 11 am

Tuesday, October 21 (Pikes Peak)
TESLA Center
Room 112
2650 International Circle
Colorado Springs, CO
9 am – 11 am

Thursday, October 23 (Metro)
Margaret W. Carpenter Recreation Center
11151 Colorado Blvd.
Thornton, CO
9 am – 11 am

TO: **READ TO ACHIEVE PROGRAM ADMINISTRATOR**

FROM: **LYNN BAMBERRY**
COORDINATOR, READ TO ACHIEVE PROGRAM
303/866-6813
bamberry_l@cde.state.co.us

DATE: **January 25, 2003**

RE: **UPCOMING EVALUATION SITE VISIT**

As a part of the Read to Achieve evaluation process, a CDE consultant is visiting a number of schools from January through June 2003. Schools have been selected from a stratified random sample of Read to Achieve sites. Identified schools are notified of the time and date approximately seven to ten days prior to the visit. Your school has been selected as one of these sites. A consultant will call to set up a visit with the person(s) responsible for managing the program, the building principal, and several teachers whose students are being served. The visit will take approximately four hours.

The purpose of the site visit is to see evidence of program implementation, use of grant funds, and quality of documentation of project activities and students served, as well as to see programs "in action." The consultant will ask to see data that substantiate the implementation of the school's plan (as submitted in the original application). A copy of the site visit questions is attached.

At the October Read to Achieve Networking Day, all school representatives received information about the three components of the overall evaluation process, which included the school's internal evaluation as specified in their proposal, program accountability, and the overall external evaluation. At that time, attendees received copies of the data collection forms and instructions as well as timelines for completion and submission. This is an excellent time to review that packet of information to insure that you are collecting appropriate data and can provide the required information in a timely manner.

The role of the consultant is clearly defined. Her sole responsibility is to collect and compile specified data. She will not provide feedback on your program, suggestions for improvement, or information on your status in relation to the next funding cycle. You may contact the Competitive Grants and Awards Unit for information and/or assistance in those areas.

READ TO ACHIEVE SITE VISIT QUESTIONS

Site_____ Region_____

Reviewer_____ Date_____

Colorado Read to Acheive grant program Annual Report

Person(s) interviewed_____

Program Implementation

1. Please review for me the following elements of your Read to Achieve Grant:

Intensive Instruction

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

Support for Teachers

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

Parent and Family Involvement

a. To what extent have you been able to implement as planned?

b. If changes were made, give reasons for deviations and state why you feel this made your project more or less effective.

c. Will you achieve the goals you established? If not, why?

2. Please explain how you are monitoring your program and student learning so that you can make mid-course adjustments as needed.

Budget Implementation

1. Review with me your Read to Achieve Budget and Budget Narrative.

2.   Please provide documentation of your current expenditures to date and explain the match to your proposal.

3.   Explain any budget changes that have been made and their impact on project implementation.

Project Documentation

Student Data File
- Demographic data

- Entry level data

- Other

Program Data
- Number of students served per grade

- Number of teachers involved

- Number of parents involved (impacted)

- Other

Data on other program goals unique to this school:
-

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Is there any other relevant information/documentation about your project that you wish to share?

Read to Achieve Timeline

2003

☐ **October 6:** Evaluation information packets mailed to schools

☐ **October:** Regional Networking Sessions for new principals/teachers or anyone who needs a Read to Achieve refresher. Please check website for dates and locations.

☐ **November 10:** Schools complete and submit to CDE (electronically) Year 3 program profile and Year 3 Implementation Survey.

2004

☐ **February:** Year 2 external evaluation report available.

☐ **February 6:** Last day to submit budget revisions for year 3.

☐ **Late May:** Decision made by the state legislature on the continuation of the Read to Achieve grant program.

☐ **May 14 (Early Submission):** Schools' final evaluation materials <u>received</u> by CDE including Survey of Schools' Program Goals and Achievement Data Tables for current Read to Achieve students, updated Data Achievement tables for previously served Read to Achieve students, Goal Determination Sheet.

☐ **June 1 (Regular Submission):** Schools' final evaluation materials <u>received</u> by CDE including Survey of Schools' Program Goals and Achievement Data Tables for current Read to Achieve students, updated Data Achievement tables for previously served Read to Achieve students, and Goal Determination Sheet.

☐ **August 2:** Final Expenditure report due to CDE